Stories in Pictures
by Richard Douglas

Developing The Agricultural Competence In Our Own Community

WE NEED ADVICE. Programs of Agricultural Education require good advice by supervisory, teacher education and administrative personnel. The above photograph shows four planning underway in Virginia. Seated are Dr. M.A. Ficklin, Head, Ag. Ed., Virginia State College; Mr. Julian M. Campbell, State Supervisor; and Dr. Harold T. Hardman, Dean, College of Education, Virginia Polytechnic Institute and State University; and Dr. Orston R. Johnson, Associate Dean, College of Agriculture, WPI & SU. Standing are Dr. James Close, Program Leader in Ag. Ed., WPI & SU; and Dr. Devery Adams, Director, Division of Vocational and Technical Education, WPI & SU. (Photos by Jasper S. Lee)

STUDENTS NEED PRACTICE. Golden South Dakota Vo-Ag students, Ben Lorenz and Bob Bour persued practicing planting onions and lettuce on a farm. This is part of a Disease Prevention unit in Animal Science. Practical, hands-on experience is essential in a Vocational Agricultural Program. (Photo by Gilbert Spaink, Golden Vo-Ag Instructor)

WE NEED COMMUNITY SUPPORT. The Illinois Kiwanis Club purchased three hogs from Ohio FA member, Bill Burgener, for use in the Annual Fundraiser Sales Day. It was all a part of the Kiwanis Club's drive to call attention to the FA during National FA Week. The hogs were sold to 19 buyers for a total of $124. The Kiwanis club and the FA received 10% of the proceeds. (Photo by Max Prior, Dance Commissioner, Kiwanis Club)

THEME—SCHOOL ORGANIZATION AND ARTICULATION
The Agricultural Education Magazine

Vol. 47  September, 1974  No. 3

TABLE OF CONTENTS

SPECIAL EDITORS

NORTH ATLANTIC REGION
DONALD E. MCBRIDE, University of Maine, Orono, ME 04469
SAMUEL R. HARDY, The Pennsylvania State University, University Park, PA 16802
CENCO, INC.
ROLAND L. PETERSON, University of Minnesota, St. Paul, MN 55101
BOB R. STEWART, University of Missouri, Columbia, MO 65201
SOUTHERN REGION
JAMES G. ATTICHE, Louisiana State University, Baton Rouge, LA 70803
WILLIE C. SELLS, North Carolina & T.E. University, Greensboro, NC 27411
ERALD S. WATTS, Texas A & M University, College Station, TX 77843
PACIFIC REGION
LARRY P. RATHBUN, California Polytechnic State University, San Luis Obispo, CA 93401

The Secondary Area Vocational Center has a place, but finding its place in agricultural education has created concerns and problems.

In some situations, there are those at the central level who are providing all of the vocational education programs. This would eliminate all of the 11th and 12th grade programs in the participating area center districts. This creates problems.

In other cases, an area vocational center employs a teacher who has taken what had been a good participating school program and moved it into the area vocational center. This is the type of situation that can cause problems. Other problems can arise when the teacher wants to upgrade himself in a new area.

When all the jobs have been analyzed, all the performance objectives have been catalogued, and a bank of test questions are on the computer, the problem of articulating the perfectly articulated agriculture curriculum is that each student can have a complete program that has been checked off by the numbers. Should that happen, we will have primarily a skills training program, and only the beginning to develop the competencies that produce workers who are more positive to their community and problem solving. The approach has met with great favor; but if the literature is an indication of what is going on in the classroom, it is effective if we are going to prepare people who have a capacity to think, to act, to and to do.

The call for accountability and the need for articulation, coupled with the need for systematic training, is to our knowledge of the off-campus programs. We did not know much about the off-campus programs; in the context of what we are interested in starting a program to go on and observe the person in the occupational class. The job was then standardized and the person in the school was then returned to school to train himself to perform the steps and procedures without questions from the teacher. This is the appropriateness of the teacher the teacher and the procedures. Employers contributed to our understanding of these entry-level workers. They told us what skills they needed.

The secondary area vocational center has a place, but finding its place in agricultural education has created concerns and problems.

In some situations, there are those at the central level who are providing all of the vocational education programs. This would eliminate all of the 11th and 12th grade programs in the participating area center districts. This creates problems.

In other cases, an area vocational center employs a teacher who has taken what was a good participating school program and moved it into the area vocational center. This is the type of situation that can cause problems. Other problems can arise when the teacher wants to upgrade himself in a new area.

When all the jobs have been analyzed, all the performance objectives have been catalogued, and a bank of test questions are on the computer, the problem of articulating the perfectly articulated agriculture curriculum is that each student can have a complete program that has been checked off by the numbers. Should that happen, we will have primarily a skills training program, and only the beginning to develop the competencies that produce workers who are more positive to their community and problem solving. The approach has met with great favor; but if the literature is an indication of what is going on in the classroom, it is effective if we are going to prepare people who have a capacity to think, to act, to and to do.

The call for accountability and the need for articulation, coupled with the need for systematic training, is to our knowledge of the off-campus programs. We did not know much about the off-campus programs; in the context of what we are interested in starting a program to go on and observe the person in the occupational class. The job was then standardized and the person in the school was then returned to school to train himself to perform the steps and procedures without questions from the teacher. This is the appropriateness of the teacher the teacher and the procedures. Employers contributed to our understanding of these entry-level workers. They told us what skills they needed.

The secondary area vocational center has a place, but finding its place in agricultural education has created concerns and problems.

In some situations, there are those at the central level who are providing all of the vocational education programs. This would eliminate all of the 11th and 12th grade programs in the participating area center districts. This creates problems.

In other cases, an area vocational center employs a teacher who has taken what was a good participating school program and moved it into the area vocational center. This is the type of situation that can cause problems. Other problems can arise when the teacher wants to upgrade himself in a new area.

When all the jobs have been analyzed, all the performance objectives have been catalogued, and a bank of test questions are on the computer, the problem of articulating the perfectly articulated agriculture curriculum is that each student can have a complete program that has been checked off by the numbers. Should that happen, we will have primarily a skills training program, and only the beginning to develop the competencies that produce workers who are more positive to their community and problem solving. The approach has met with great favor; but if the literature is an indication of what is going on in the classroom, it is effective if we are going to prepare people who have a capacity to think, to act, to and to do.

The call for accountability and the need for articulation, coupled with the need for systematic training, is to our knowledge of the off-campus programs. We did not know much about the off-campus programs; in the context of what we are interested in starting a program to go on and observe the person in the occupational class. The job was then standardized and the person in the school was then returned to school to train himself to perform the steps and procedures without questions from the teacher. This is the appropriateness of the teacher the teacher and the procedures. Employers contributed to our understanding of these entry-level workers. They told us what skills they needed.

The secondary area vocational center has a place, but finding its place in agricultural education has created concerns and problems.

In some situations, there are those at the central level who are providing all of the vocational education programs. This would eliminate all of the 11th and 12th grade programs in the participating area center districts. This creates problems.

In other cases, an area vocational center employs a teacher who has taken what was a good participating school program and moved it into the area vocational center. This is the type of situation that can cause problems. Other problems can arise when the teacher wants to upgrade himself in a new area.

When all the jobs have been analyzed, all the performance objectives have been catalogued, and a bank of test questions are on the computer, the problem of articulating the perfectly articulated agriculture curriculum is that each student can have a complete program that has been checked off by the numbers. Should that happen, we will have primarily a skills training program, and only the beginning to develop the competencies that produce workers who are more positive to their community and problem solving. The approach has met with great favor; but if the literature is an indication of what is going on in the classroom, it is effective if we are going to prepare people who have a capacity to think, to act, to and to do.

The call for accountability and the need for articulation, coupled with the need for systematic training, is to our knowledge of the off-campus programs. We did not know much about the off-campus programs; in the context of what we are interested in starting a program to go on and observe the person in the occupational class. The job was then standardized and the person in the school was then returned to school to train himself to perform the steps and procedures without questions from the teacher. This is the appropriateness of the teacher the teacher and the procedures. Employers contributed to our understanding of these entry-level workers. They told us what skills they needed.

The secondary area vocational center has a place, but finding its place in agricultural education has created concerns and problems.

In some situations, there are those at the central level who are providing all of the vocational education programs. This would eliminate all of the 11th and 12th grade programs in the participating area center districts. This creates problems.

In other cases, an area vocational center employs a teacher who has taken what was a good participating school program and moved it into the area vocational center. This is the type of situation that can cause problems. Other problems can arise when the teacher wants to upgrade himself in a new area.

When all the jobs have been analyzed, all the performance objectives have been catalogued, and a bank of test questions are on the computer, the problem of articulating the perfectly articulated agriculture curriculum is that each student can have a complete program that has been checked off by the numbers. Should that happen, we will have primarily a skills training program, and only the beginning to develop the competencies that produce workers who are more positive to their community and problem solving. The approach has met with great favor; but if the literature is an indication of what is going on in the classroom, it is effective if we are going to prepare people who have a capacity to think, to act, to and to do.
problems of changing from a local school program to an area school program

James F. Faw, Director
Cowboy Area Career Center
Conway, Arkansas

local schools have for many years enjoyed much success in vocational agriculture programs. Accomplishments by individual schools, departments or local areas are contributed to the dedication, guidance and cooperation of the people including dedicated students, interested parents, a cooperative faculty and community support through both civic groups and individual interest in becoming involved. Cowboy High School is a public institution located in Fallon, Nevada. The total enrollment in grades 10-12 is approximately 900 students. There are five other local school systems in our county within a 28-mile radius. Each of these schools has a very active vocational agriculture program. The membership of Cowboy's local chapter is approximately 114 last year. They spent much success and displayed tremendous pride in their accomplishments. They received the National Silver Farmer award for the years 1969-70 and 1971 and the National Gold Emblem in 1972-73.

Vocational agriculture programs are a combination of classroom work, shop work and individual projects which are integrated into the program. Increased interest in this work made us aware of the need for using these projects as a form of education. We have an ingenuity to meet the needs of all students and the growing need for our industrial community for skilled workers.

Following an extensive study of the needs of our area and the interest of the students, we decided that a new approach to vocational education was needed. A new building was erected on the Cowboy High School campus to house all vocational courses including five complete shops. We converted four classrooms in the original building to local type programs to the area concept. Under the area program we are able to serve not only our students but interested students from the five other local schools in Fallon County. Our new facility is known as the Cowboy Area Career Center.

As a result of our expanded facility and the area concept, we are now able to offer 13 vocational courses in addition to agriculture. Students may choose their individual areas of interest from these course offerings: Health Occupations, Welding, Office Practice, Typing and Dictation, Foods Lab, Clothing Lab, Construction, Computer Programming, Consumer Economics, Mechanical Drawing, Refrigeration and Air Conditioning, Electronics, TV and Radio, and Auto Mechanic.

Vocational agriculture enrollment has decreased from 114 last year to only 50 members this year.

Vocational agriculture for years had incorporated many of these areas into their overall program, but with the new career concept focusing on specialization, our vocational agriculture enrollment has decreased from 114 last year to only 46 members this year. One of the major factors is that both boys and girls, who previously would have been enrolled in the general agriculture programs of the new careers chosen in their 10th grade year to go into vocational exploration. These students are allowed to choose four areas of interest from the thirteen vocational courses offered. During their senior year they spend nine weeks in each of their four chosen areas. At the end of this first year, students should be able to decide which of the four areas they are interested in pursuing. They are then scheduled into their one area of interest for a two-hour block for the remainder of the school year. Therefore, our students (including boys) who are students are allowed to take the twohour block courses. Any student may choose after a full year in each course to go into an advanced course during their senior year. The advanced courses are also work-study programs and students may become skilled in their chosen trade.

Marketing the need for a decrease in enrollment in our vocational agricultural program as a result of our expanded area program. In an effort to attract interest in vocational agriculture, we are implementing a new approach to this course. Students may choose their area of interest in vocational agriculture, either animal science, landscaping, horticulture, or plant science. Animal science will be approached more by individual projects off campus combined with classroom coursework. The Landscape, Horticulture, Plant Science courses will be classroom work combined with on-campus and off-campus projects.

A tremendous amount of interest has been generated this year. The area of agricultural education in a portion of the regular classroom. This small scale green house was created for our next school year. Plans are being formulated for a 24 x 48 greenhouse to be constructed next school year. This project will involve students from mechanical drawing, construction and agriculture, a combined crew to plan, purchase materials and construct a greenhouse. This will allow vocational agriculture students a work-study program which will hopefully increase their interest in and thereby increase our enrollment in these courses.

We are looking forward to much more participation by students as a result of changes in the vocational agriculture program.
The trend in recent years toward the expansion of agricultural education programs into the secondary, middle schools has caused teachers to need more effective articulation between these schools and the high schools to which they will transition. Thus, every school should have adequate articulation policies. The new agriculture instructor should plan a program which meets the needs of the students of the community. In this age of accountability, a written plan helps the instructor conduct his program in accordance with what the community expects of him. 

Advisory Committee Recommendations

Every agriculture program should have an active advisory committee. The advisory committee can serve an instructor in many ways. The advisory committee members support the program and the teacher. The main purpose of the advisory committee is to give advice. The new instructor should read the minutes of previous meetings, and analyze what the advisory committee does. The teacher will then be able to implement the new program.

Summer Program Activities

During the summer months, a new agriculture instructor may mistakenly think he will have a long vacation. The list of summer activities is long. The teacher needs a plan. Design a plan on what your activities will be. A summer program plan should be on file with your administrator, state supervisor, etc. The summer program plays a key role in the success of the program.

Public Relations Program

Keep the public informed of the activities and accomplishments of the agriculture program. The public must be made aware of what is happening.

Curriculum Planning

The real "meat" of the agriculture program is the curriculum. The curriculum is the focus of all the previous topics. The new agriculture instructor should be mindful of the public. Every agriculture program must have a well-planned, well-organized program. The public will be coming to your door soon. Include all the students in the planning of the program. The program will help the community. The public will want to see the program and will be aware of its importance.

The joint program in Frederick County is carried out in the use of several techniques which would be feasible when coordinated programs are desired.

Preparations for financial aid are conducted during the summer months. The school board is informed of a plan to conduct the program. Financial aid is secured by students and is used for the program.

6. Curriculum materials are exchanged and teaching calendars are closely coordinated with the intermediate level.
7. Student recruitment is a well-planned activity which involves all instructors.
8. News releases to public media are jointly planned.
9. A unified approach is used to develop a plan. All plans are made in consultation and are adjusted when necessary.
10. The telephone offers a means of "spur of the moment" type of coordination, and is used most advantageously.

A program that is administered jointly by two or more schools which produce results that will gain public support, improve student and teacher morale, and most importantly, increase the quality of the learning experiences for all students, is sure to be a success.

The joint program in Frederick County is carried out in the use of several techniques which would be feasible when coordinated programs are desired.

The next meeting of the advisory committee is to be held in the fall of the new year. The school board is informed of a plan to conduct the program. Financial aid is secured by students and is used for the program.

The joint program in Frederick County is carried out in the use of several techniques which would be feasible when coordinated programs are desired:

Preparations for financial aid are conducted during the summer months. The school board is informed of a plan to conduct the program. Financial aid is secured by students and is used for the program.
Instructors of Vocational Agriculture see themselves, and their curriculum as an independent and effective vocational program. The Ag’s position and tasks are quite involved; his activities and responsibilities are far removed from those of other instructors within the school system. Our responsibilities are great and the program is more than a vocational training. New emphasis and appreciations given to agriculture to within our economy have made the task of keeping abreast of new technology increasingly difficult. Therefore, we often forget that even through our programs have their own special character and serve a specialized need, we are not alone. We are a part of an ever-growing chain of vocational education.

Department Independence

Because of the nature of vocational education, the departments must be specialized, focusing on the greatest needs of the area and the needs of the community. We find duplications within the teaching of basic skills; those instructors must learn new and more important ones. Instructors related to the skills of the parallel vocational areas must be handled by qualified instructors who can develop the abilities and provide the guidance needed to make a department truly vocational. Program continuity can only be maintained when qualified vocational instructors teach the courses and principles, and basic skills necessary to realize an occupational program.

Cooperative efforts of vocational youth groups can serve to strengthen individual schools and improve the effectiveness of their community service programs. Leadership, self-confidence, that motivation, and teamlessness are all priority areas of vocational youth groups and will best be implemented by working together. Content such as public speaking, political procedure, recreation, and demonstration activities can be held between the various clubs. Local programs should use interclub cooperation as an incentive to attend. Local advisory committees will help and better skills from their students.

Update and Enhance

Individual students’ occupational goals are made by initial consideration when developing a curriculum. Without them the student understands that his position in the curriculum has a realistic or a meaningful set of goals. That’s where the instructor comes in. We must do our share of the planning and urge the students to make plans for their future careers. We must give them the facts, the career objectives, and the most practical goals to their consideration and selection. Initial course offerings may run somewhat basic and exploratory, allowing students opportunities to think, to ask questions, and to find their “self.” Updating and enhancing include more than curriculum and course offerings; it includes a plan for continuing education for those staff of the vocational programs. Therefore, interesting and important workshops are needed to disseminate the ideas and techniques. Many of these sessions permit the necessary information available by means in the field. Unquestionably, some programs will be more successful and others will be considered failures. Some programs have become successful and others have been condemned. Successful programs have a program of occupational, technical, and career preparation methods in its total as well as its specific program. Instructors having experience with the aid of the active advisory committee are the key to this program.

Let’s take a close look at the steps that are taken in preparing a curriculum:

1. Curriculum Description

In preparing curriculum it is necessary that all programs must have the same basic description of the job for which training is being provided. It is necessary to accurately describe the job or occupation for complete clarification.

2. Student Characteristics

It is not necessary to have a common understanding of the type of student to be trained as training is aimed at individual students. All vocational programs in the state are designed to make its students can be employed in the field of their choice. While the students are trained for agriculture or business, the training is not for those from a rural area. The student is often trained to meet the needs of both. In setting the student characteristics, we include the political and physical characteristics, educational background, and work experience as a general description of the student.

3. Course Blocking — Competency listing

With the occupation description in mind, we must have a list of the and abilities a person must possess for employment. The following is a course competency listing for agriculture:

A. Principles of agriculture

1. Farm management

2. Farm management principles of soil, fertilizer, and water in agriculture

3. Accounting

4. Business management

5. Business communication

6. Human relations

The AGRICULTURAL EDUCATION MAGAZINE

THE AGRICULTURAL EDUCATION MAGAZINE

1. Identify plant science: photosynthesis and growth.

2. Provide advice on approved crop production practices.

3. Provide advice on approved crop production practices.

4. Provide advice on approved crop production practices.

5. Provide advice on approved crop production practices.

6. Provide advice on approved crop production practices.

7. Provide advice on approved crop production practices.

8. Provide advice on approved crop production practices.

9. Provide advice on approved crop production practices.

10. Provide advice on approved crop production practices.

11. Provide advice on approved crop production practices.

12. Provide advice on approved crop production practices.

13. Provide advice on approved crop production practices.

14. Provide advice on approved crop production practices.

15. Provide advice on approved crop production practices.

16. Provide advice on approved crop production practices.

17. Provide advice on approved crop production practices.

18. Provide advice on approved crop production practices.

19. Provide advice on approved crop production practices.

20. Provide advice on approved crop production practices.

21. Provide advice on approved crop production practices.

22. Provide advice on approved crop production practices.

23. Provide advice on approved crop production practices.

24. Provide advice on approved crop production practices.

25. Provide advice on approved crop production practices.

26. Provide advice on approved crop production practices.

27. Provide advice on approved crop production practices.

28. Provide advice on approved crop production practices.

29. Provide advice on approved crop production practices.

30. Provide advice on approved crop production practices.

31. Provide advice on approved crop production practices.

32. Provide advice on approved crop production practices.

33. Provide advice on approved crop production practices.

34. Provide advice on approved crop production practices.

35. Provide advice on approved crop production practices.

36. Provide advice on approved crop production practices.

37. Provide advice on approved crop production practices.

38. Provide advice on approved crop production practices.

39. Provide advice on approved crop production practices.

40. Provide advice on approved crop production practices.

41. Provide advice on approved crop production practices.

42. Provide advice on approved crop production practices.

43. Provide advice on approved crop production practices.

44. Provide advice on approved crop production practices.

45. Provide advice on approved crop production practices.

46. Provide advice on approved crop production practices.

47. Provide advice on approved crop production practices.

48. Provide advice on approved crop production practices.

49. Provide advice on approved crop production practices.

50. Provide advice on approved crop production practices.

CONCLUSION

The final word on crop production practices is the integration of the principles of soil, fertilizer, and water in agriculture.
An Extra Dimension

Benton K. Britton
Department of Agriculture
Illinois State University

The difficult problem of all our science formulators is that we often use a conceptional approach to the problem of solving a problem. Creative problem-solving is a process of finding creative solutions to problems. The problem-solving process is the act of forming a problem and then solving it.

The person (student or teacher) who fails to use this or her creative potential can become highly frustrated, perhaps without even knowing why. In extreme cases, this frustration can cause the individual to become mentally ill. For total physical, mental, and emotional health it is necessary for any man or woman to at least come reasonably close to reaching his or her creative potential. Creative problem-solving can be a powerful tool for doing so.

According to the noted British scientist Fred Hoyle, "The situation that neglects creative thought today will assuredly have its own ground into the dust of tomorrow." The same principle could be said of any profession, including agricultural education.

Dr. R. Paul Torrance has listed the following guiding principles for teachers to use in developing creative thinking:

1. Value creative thinking more sensitively to environmental stimuli.
2. Encourage manipulation of objects and materials to help children test their ideas systematically.
3. Develop tolerance of new ideas. 
4. Teach skills for avoiding poor sanctions.


Create "shocks in the flesh." Create experiences for creative thinking.

Make available the resources for working out ideas. Encourage the habit of working out the full implication of ideas. Develop constructive criticism — not just criticism. Encourage acquisition of knowledge in a variety of fields. Develop adventurous spirit — both within and without. Effective creative problem-solving emphasizes practical actions. Anyone can learn to become more efficient in creative problem-solving, or simply to investigate it further, may decide to consider one or more of the following:

1. Write the author of this article for additional information. Ask for answers to specific questions.
2. Share creative experiences. If you have not already done so, answer the following question: "What is the most creative thing you've ever done?"
3. Read the references listed for this article and think about what they can do for you and your students. Try out some of the ideas which seem promising and see what happens.
4. Determine if your local library is subscribing to The Journal of Creative Behavior. If it is, read the articles of interest to you. If the library is not subscribing to this quarterly publication, request that a subscription be started. A one-year subscription costs $8.00. Address all communications to the Managing Editor, Journal of Creative Behavior, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222.

4. Send for Volume 8, Number 1, First Quarter 1974 issue of the

(Concluded on page 70)
G. J. McGregor

Since World War II there has been an ever-increasing rate of erosion in the strength of the administrative and faculty relationships in American educational institutions. Teachers have changed from submissiveness to various degrees of aggressiveness. The generally accepted view that the entire school community is united behind a goal of providing the best education possible with the resources available has been replaced with a view that each segment of the school community is "out to get" the other segment. This has been characterized by student uprisings, faculty strikes and administrative police action. The degree of this primary relationship crisis, of course, from one educational institution to another, but it exists in almost every school in the country.

In order to reverse the trend of distrust and ill will, it is necessary to break down the barrier called the "chain of command." School administration was operated on a governance system that could be called a military model. The school board hired the administrator and told him to run the school; he in turn gave orders to the faculty who were expected to give orders to the students. The line of communication was downward through the chain of command. It was not easy and often it was dangerous for the person at the lower end of the chain to try to circumvent his superior and to communicate back to the top. This governance system operated in the past that the primary goal was to motivate the most by force. In relation to this idea, McGregor suggests two views of human behavior: Theory X and Theory Y.1 The view that fits the organization based on the military model or chain of command is called Theory X and is exemplified by five motivational characteristics which can be summarized in simple form: the individual is described as a highly materialistic person who has to be driven to work. He must be thoroughly supervised and motivated by a system of punishment and rewards in order to get from him a minimum performance.

It is obvious that this attitude toward employees by management causes friction and has created an adversary relationship that is detrimental to the institution. Theory Y, on the other hand, lists five characteristics of human behavior almost opposite to Theory X. If we are to adopt Theory Y, the communication should be such that the individual is invited to participate in the making of decisions. The more the individual is given a chance to participate, the more he is going to be motivated to achieve. He will seek to maximize his efforts if given the assurance by management that he is valued as an individual and given a method of self-fulfillment.

If we subscribe to this theory for ourselves, then we must also be willing to adopt a compatible attitude toward others whether they be students, faculty, classified personnel, administrators, school board members or anyone in the community. The criterion is that each person respects the needs of the other. In our school system this is a way of looking at the people who are challenging the system. The proposed system is not just a change in policy directions but a change in attitude which will result in a change in philosophy and an acceptance of the philosophy of the new system.

12. All proposals which are acted on by the governance system must go to the board with the minority report. If the minority report is unanimously defeated by the system, then no further action is needed.

13. There needs to be a committee system to research problems and proposals for presentation to the governance body.

14. All committee reports shall be considered in order that they would not come under any pressure because of some deadlines and would be better able to implement new ideas.

15. All advisory groups shall be formed from their own groups. For example, student representatives would be selected by the student body in any number the students desired; faculty representatives would be selected by the faculty, and all the members of these groups are willing to adopt an attitude change, then the system is ready to begin moving in the direction of "participatory government."

16. All groups would have the authority to recommend policy changes, and the governing body might reject certain proposals and go for good cause and proposed replacement.

17. All individual needs assurance that there will be no retaliation because of the change in the system. This might mean that some of the original group would not be able to continue in the group. This is a matter of the individual's ability and the capacity of the system.

18. The advisory board would be composed of representatives from the community, faculty and student body, with equal representation from all groups.

19. The board would be kept informed of all proceedings by printed minutes of all meetings and would be able to attend all meetings. In addition, the board members may have a voice in appointments and dismissals of employees.

20. Proposals by the governance body must go to the chief administrator who, in turn, brings to the council meeting the proposals and the governing body. The chief administrator may or may not support the proposal. His decision is based upon the advice he has received by written or oral reports from his subordinates.

21. Proposals made through the governance system with some opposition from the minority group have full right to be brought to the board a minority report. 2. A proposal to the board, with less than unanimous support, should be acted on in the meeting of the board. The minority in the majority are urged to prepare the report, and if the proposal does not pass, they present the report at a board meeting.

3. The Chairman of the All College Council has been given the opportunity to review the program of each meeting. This chairman is also urged to make his opinion known to the board on major adoption.

4. The chairman and other All College Council members have been urged to the President's meetings for the purpose of contributing to the discussion and thereby influencing board decisions.

5. There have been several student and faculty concerns given support by the administration and board that would not have been considered without the new governance system. I.e., some people in the form of the governance system have an improved relationship with each other and with the administration.

6. Members of the board have expressed appreciation for the opportunity to participate with college personnel and their concerns.

7. The attitude of condescension on the part of college personnel is disappearing in meetings and in general conversation.

8. The new governance system has not, however, cured all the ills of governance at Spoon River College. There are still members and students who feel that the system has not accomplished anything significant up to this time. There are those who have had a few words to say some and this frustrates some who believe that their concerns should be heard. We will always have some people who believe that unless the board grants their request, they have not given the matter enough thought. The participatory governance system is not "euphoria," but it is a reality that we must face. The relationships that could eventually destroy all the good features of Spoon River College are not likely to improve while the new system is in operation. It is possible that all the skills in parliamentary procedure could help formulate a governance document and to staff a governance body that will be moving toward the improvement of inter-personal relationships.
AN ADDITIONAL FACILITY - -

An FFA Project

Mohamad W. Khan
Teacher of Agriculture
Solon, Iowa

Every teacher wishes frequently for better or additional facilities. At no time will one's situation ever be adequate. The persistent teacher however, rather than brooding or complaining, may begin to compensate and, if possible, begin by expanding on his own. Today, with tight budgets, it is almost impossible to have local school boards sanction the building of new facilities. Because of the cost of materials and the excessive costs of labor, additional facilities often seem out of reach.

Yet, one alternative might be suggested in the example set by the Solon Community School. In this case, the school board for new facilities had been defeated, causing a temporary closing down of the Vocational Agriculture Department. However, with definite plans for reconstruction of various curriculums, the Vo-Ag program had been reinstated. The problem of additional facilities was not completely solved, but with careful planning, alternatives were developed that added to the present system without a major bond issue.

The first major change occurred when the board members, administrators, and the Vo-Ag instructor con- veneered at a regular meeting to discuss the feasibility of building a greenhouse. A greenhouse - typical of a "John Public." Of course, the high costs of labor, materials, and equipment often preclude the building of a greenhouse. So it was.

These were the facts, and with the facts in mind, knowing that the school board would not sanction a $4,500-5,000 greenhouse for a new teacher, I began my alternative. I quickly volunteered the Solon FFA Chapter to construct the building as a school project. This project not only saved the school approximately $1,500, but also publicized the FFA, and best of all, brought the community closer to the school. Construction began in the fall of 1972 with pick-axes, shovels, and spades. Despite public opinion, boredom, cultures, and wretched weather conditions, progress began slowly. It was not until after Christmas vacation that the building was near completion. By the second semester, as things began to take shape, construction encountered a slow down because of material shortages. Funds were almost exhausted and the supply of lumber for the construction of benches, flats, and the indoor facilities. Determined to have a completed project, the FFA chapter began salvaging lumber from old barns and electrical light poles. Enough lumber was available to complete the interior of the new Vo-Ag facility.

Still other problems arose. With a membership of 33, the FFA Chapter had a solution. Soil for insulation was difficult to acquire in the middle of winter. This problem also was solved when the soil was obtained after a grain was dug at the center - (an even happier situation for the gravel diggers). Plant materials for the greenhouse were obtained by donations from school members of the community and institutions.

(Concluded on page 62)

THE AGRICULTURAL EDUCATION MAGAZINE

A STRATEGY FOR ESTABLISHING A SCHOOL-BASED JOB PLACEMENT PROGRAM

Jimmy G. Cheek
EPDA Fellow
Texas A&M University

Most vocational teachers agree that one of the primary goals of vocational education is training students for employment. Many school districts, however, do not provide a formal organized job placement program for vocational students.

To increase the probability of a vocational student securing a position after leaving school, a vocational teacher must assume the role of a career agent and seek to introduce the notion of a school-based job placement program into your school system. How could you accomplish this change? What would you propose? The following is a step-by-step description of a strategy that you might use in advocating this change in your school district.

Step 1. Contacting the School Administration. The initial phase of the change strategy involves contacting the school administrators to present a rationale for a job placement program for vocational students.

During this approach, an open, informal, and non-threatening style of presentation is encouraged. The school administrators would be informed from the very beginning of the program. During or after the presentation, the administration would make a decision in the outcome.

It would not be appropriate to have all of the data of establishing a need for a job placement program gathered at this time because the change process should be collaborative in nature, with the change agent forming a partnership with the school system and the community in planning the change.

Step 2. Creating Awareness. Next, create an awareness of the potential benefits of a school-based job placement program among the faculty and the community. One method of creating awareness involves scheduling a person, already directly involved with a school-based job placement program, to speak on the topic of job placement for vocational education students at a faculty meeting, in-service training program, or similar event. This technique would produce a general awareness of the job placement concept and would stimulate thought concerning the implications of such a program in the school district.

A special effort should be made to allow all vocational education teachers in the district and the speaker an opportunity to visit together informally. This technique would provide the vocational teachers additional information and clarification concerning this innovation. Additionally, it should aid in convincing the vocational teachers that a school-based job placement program for vocational education students would help each of their programs.

Further support for this kind of program can be developed by having representatives of the local mass media interview this speaker and other persons already involved in job placement programs concerning the concept of job placement. This technique could create an awareness of the innovation among businesses, employers, industries, parents, and students. The mass media coverage should also reinforce the concept to the minds of the school district's personnel.

Step 3. Determining the Impact of the Innovation. This may be done by organizing a committee to determine the potential impact of such a job placement program on vocational education students and the community. Committee membership should include vocational teachers, school counselors, school administrators, representatives of the vocational education advisory committees, state employment agency personnel, businessmen, vocational education students and others. Bresc cautioned that involving only opinion leaders in the change process should be practiced with caution. Therefore, this committee should be composed of opinion leaders as well as non-opinion leaders.

This committee should study the potential impact of a school-based job placement program by:

(Concluded on next page)

THE AGRICULTURAL EDUCATION MAGAZINE

SEPTEMBER, 1974
Reviving Interest in Adult Education

J. C. Atkinson
Teacher Educator, Louisiana

One of the purposes of the school is to develop mature, organized individuals who are able to fit into modern society and contribute to its ongoing progress. It seems essential that such individuals be led to understand the workings of our social system and to actively participate in present-day events which affect our society.

One approach to this problem is to accept the effectiveness of the job placement program and to encourage students to adopt the innovation.

For example, one activity prior to the opening of the semester was to arrange a meeting of vocational teacher, school administrators, representatives of the educational advisory committee, state employment agency personnel, businesspersons, and other interested persons.

The purpose of this meeting was to present an interim report concerning the success of the job placement program and the job placement coordinator was to help persuade the student to adopt the innovation would include:

1. Contacting each vocational teacher to discuss the potential benefits of the job placement program with his class.
2. Obtaining the state employment commission's assistance and participation.
3. Encouraging students to participate in the program.
4. Contacting each vocational education student and securing their willingness to participate in the program.
5. Obtaining the state employment commission's assistance and participation.

Feasibility

The feasibility of the job placement program was determined by the fact that it had already been successfully implemented in other schools.

The feasibility of the job placement program was determined by the fact that it had already been successfully implemented in other schools.

The feasibility of the job placement program was determined by the fact that it had already been successfully implemented in other schools.

The feasibility of the job placement program was determined by the fact that it had already been successfully implemented in other schools.
THE COMPUTER IS FARM MACHINERY

Jerry W. Berg

The computer should be considered to be a piece of agricultural equipment just as a tractor, plow or combine. It definitely has a place in the operation of the commercial farm business. Many states now have a farm program that includes a computerized year-end analysis. This is a good place to begin when introducing a computer to the many uses of computers. Most farmers need some improvement in their record keeping. If you can guide them in this direction, then it becomes easier to get them to use a computer for an analysis. In Ohio, the records program is called Farm Business Planning and Analysis or F.B.P.A. In 1971, Dalton High School added the F.B.P.A. program to the Vo-Ag department as a full-time adult unit.

The computer can be used in four areas of responsibility when involving a farmer in a computer program. First, we need to determine the need to use a computer. Second, we need to find a computer program that will solve the problem. Third, we need to assist the farmer with the input information, and fourth, we need to interpret the output. Those of us who work with computers in our specialty area become very familiar with them. Most farmers find themselves lost in the many pages and calculations. To solve this problem, we have been using charts to illustrate and explain the information contained in the printout sheet.

Figure 1 is an example of the financial analysis chart that I will use in group meetings and in talking with farmers individually. Each column in the chart represents the value of 22 items of farm equipment. Each column is divided into two areas: average and standard deviation. The average represents the average value of each item, and the standard deviation tells how much the values vary from the average. Each item is compared with the norm.

THE AGRICULTURAL EDUCATION MAGAZINE

Activities of the students included:

1. Conducting a community survey in the individual teacher's school community.
   a. Development of the data gathering instrument in class.
   b. Survey of the school community. In this activity, the school administration worked with the local teacher of agriculture and both made the personal visits to ensure the information was gathered.
   c. Compilation of the data and interpretation.
2. Compiling a list of resources who may be used in an adult community.
3. Identifying prospective class members.
4. Determining the training needs in agriculture of the community.
5. Arranging the agricultural program as according to units of instruction.
6. Developing instructional units.
7. Developing a course calendar.
8. Determining instructional resources that were available.

Several class members were amazed at the training needs and opportunities were so great. One high school principal at the end of the year, commented that there had been no adult classes in his school community for years but there would be at least two classes the following year.

In the area where this class was held, there has been a marked increase in the number of adult classes held and also in student enrollment.

The chart and will be able to see the relationship of his farm to the average farm. A farmer can look at any one of the items in the chart, the columns are compared with the norm. The table above shows the average number of years that a farmer will have the same year in order to compare the same item. By having the individual values or the chart, a farmer can see where he is in relation to all other farmers. For example, if a farmer has a machine that is worth $5,000 and he is using a machine that is worth $6,000, he may be using a machine that is not worth the money. It is very important to have a financial analysis of the farm equipment to make sure the farmer is using a machine that is worth the money. This service is available through the Ohio State University's Irrigation Program. The cost of producing milk is higher than the dairymen feel it should be, so we can submit his choice of the computer to calculate a cost ratio.

When a farmer accepts the computer as a piece of farm equipment the values and time to value him are equal. As teachers, our responsibility is to teach the farmers problems and then determine if a computer program will help. It is not enough, however, to simply rely on a computer for all the answers. We must know the farmer and his operation. An understanding of the other problems on the farm is important to the computer become evident. When reviewing the dairy chart, I check the ration of dairymen with low milk production. If there is a possibility of producing more milk by changing feeds, I will take forage and grain samples for testing. Then the test results are fed into the computer for evaluation and ranking of the potential. Many times an explanation can be found while reviewing the dairy chart for weak points or problems suspected in the financial end of the business. For example, in reviewing the feeds chart we find that the feeding costs are one of the highest in the group. We further discover that his purchased feed for 100 pounds of milk is high. Although feed may not be the only contributing factor in the high expenses, it is the first area to start making some changes.

As I spend more time with a farmer on an individual basis, it becomes apparent that the computer becomes evident. When reviewing the dairy chart, I check the ration of dairymen with low milk production. If there is a possibility of producing more milk by changing feeds, I will take forage and grain samples for testing. Then the test results are fed into the computer for evaluation and ranking of the potential. Many times an explanation can be found while reviewing the dairy chart for weak points or problems suspected in the financial end of the business. For example, in reviewing the feeds chart we find that the feeding costs are one of the highest in the group. We further discover that his purchased feed for 100 pounds of milk is high. Although feed may not be the only contributing factor in the high expenses, it is the first area to start making some changes.
Agricultural-Industrial Equipment Course

The Junior Year Course

The Lorain County Vocational Center provided the Agricultural-Industrial Equipment program. The course is a 3-hour class in which students learn about the various types of tractors and other agricultural equipment. The class is taught by a highly qualified instructor who has many years of experience in the field.

Lorain County Vocational Center

The Senior Year Course

The Lorain County Vocational Center offered a 4-year course in Agricultural-Industrial Equipment and Service. The program is designed to prepare students for careers in the field of agricultural mechanics. The course is taught by experienced instructors who have a wealth of knowledge in the field.

Howard R. Bradley

Teacher Educator

Kansas State University

How can students get involved in off-campus student teaching? The seminar will provide an opportunity for students to practice their teaching skills in a real-world setting. To participate, students should contact their program coordinator or the Agricultural-Industrial Equipment faculty.

1. How can a student get involved in off-campus student teaching? The seminar will provide an opportunity for students to practice their teaching skills in a real-world setting. To participate, students should contact their program coordinator or the Agricultural-Industrial Equipment faculty.

2. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

3. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

4. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

5. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

6. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

7. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

8. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

9. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

10. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

11. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

12. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

13. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

14. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

15. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

16. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

17. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

18. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

19. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.

20. Students can participate in off-campus student teaching by applying to the program and completing all necessary requirements. The seminar will provide a platform for students to present their teaching experiences and share insights with other participants.
Citrus -- The Money Fruit

J. Richard Franklin  
Magnuson High School  
Montgomery, Maryland

Has your FFA chapter been short of money? How many times have you tried selling flowers, candy, signs, or other items advertised to make your chapter wealthy? If your chapter is like mine, you and I have experienced these problems. I know this sounds like the beginning of a sales pitch and it is. My chapter and many other FFA Chapters in Maryland have found a solution to their problems. This solution is simply called citrus fruit; oranges, tangerines, and grapefruits by the case.

How did we get started? How much money have we made? How hard is it to sell citrus fruit? How do we sell it? About four years ago, a representative from the Florida Citrus Commission visited the summer meeting of the Maryland FFA and mentioned the possibility of using citrus fruit to raise money for our chapters and made over $1,000 at one time. They cautioned that we had to sell at least one truckload (about 1,000 boxes each -- 6 bushel each), but that this could be divided among three chapters if they were located close to each other. Well this scared us; we were afraid we would not sell all of it. Several of our chapters pooled their money and decided to try selling the case lot of citrus during November with deliver by the first week of December and it worked.

In the first year, our chapter sold one truckload and made money for the first time. Now four years later, we sold over 5,000 cases of citrus fruit before Christmas and each year have planted a Spring Citrus Sale because of the demand for fresh citrus fruit. We have the customers order the fruit and pay for it when it is picked up.

Nationally, FFA Chapters sold over 500,000 cases during 1973 and the Maryland FFA Chapters sold over 15,000 cases.

This past year another bonus came for us. The company we had been dealing with sold us a whole truckload of orange trees at their cost. We ended up receiving 500 cases of oranges for just $100. The promise of making money for the FFA was increased and challenges. Rewarding because mistakes can be corrected in the future, and also it is not only tree truckload of five cents a case. Because of our coordination this past year we were able to sell our State FFA are the FFA Harvest Projects, a community of our chapter and a check of over 500,000 cases.

But this sounds like a lot. We have had a few minor problems, but not enough to make us think of the beginning. The biggest problems has been that other groups such as service clubs, churches, etc. and many small, independent weather conditions made it look like very good time. The Citrus Committee has been working on this problem for over a year. Since the first domestication of this fruit, 1931.

(Hain -- from page 62)

The expenses gained from this experience are more than the costs. The FFA is also gaining an understanding of the importance of the citrus industry. The FFA is now beginning to see the value of this experience. The FFA is now beginning to see the value of this experience.

The FFA is an excellent example of how the FFA can be used to improve education. The FFA is a working organization that provides training for real life situations. The FFA is not only a great way to make money, but also a great way to learn about citrus production and marketing.

THE SUN'S BIRTHDAY  
by John Pearson

The sun, the giver of life, rises out of the east in the morning and sets in the west in the evening. It is a source of light and warmth for all living things. It is a symbol of life and growth. The sun is a bright star in the sky, shining a温暖的光芒. It is a reminder of the beauty of nature. It is a source of energy for all living things. The sun is a symbol of life, of growth, of warmth, of light. It is a reminder of the beauty of nature, of the beauty of the world, of the beauty of life.
Stories in Pictures
by Richard Douglass

COOPERATION IS NEEDED FOR QUALITY PROGRAM

Representing state level cooperation (upper left) are Larry G. Nelson, State Supervisor, Ag Ed, South Dakota, a local administrator (left) is Mr. Gilberta Nelson, Principal of High School, Pierre, S.D. Teachers of Vocational Agriculture (lower left) are Gary Gray, left and Larry Verner, right. Both are instrumental in fostering cooperation at Pierre, S.D. They are developing the skills of students in to be taught this coming year at High School. The finished product is shown above. (Photos from Larry G. Nelson)

THEME—INSTRUCTIONAL TECHNOLOGY