FEATURING —
INTERNATIONAL CHALLENGE
FFA WORK EXPERIENCE
NON-FORMAL EDUCATION
PIPE BOW BENDER
REWARDING EXPERIENCE
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GRANDFATHER'S COLLECTION

AGRICULTURAL EDUCATION

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Theme — International Agricultural Education —
Filling The World’s Bread Basket
Thence — International Agricultural Education
Filling the World's Bread Basket

GUEST EDITORIAL

BEYOND FILLING THE WORLD’S BREADBASKET: A CHALLENGE FOR AGRICULTURAL EDUCATION

by William L. Thomsen
Teacher Education
University of Massachusetts

Just as agriculture is more than farming, adequate human nutrition on a global basis is more than just having enough food in the world’s breadbasket to theoretically feed every man, woman, and child on earth. Surprising, perhaps, but total world food grain supplies continue to be more than adequate to feed the world on a per capita basis. This trend has persisted for the past two decades and is expected to continue into the next millennium.

Why, then, if so much food is available on the average — do an estimated one billion people currently suffer from hunger and malnutrition? Basically it is a food distribution problem exacerbated by geographical regions of low agricultural productivity, high population growth rates, and poverty. This problem is expected to become even more acute in those developing countries which depend heavily upon foreign oil to fuel their fledgling industries. In some respects, the prognosis for alleviating the poverty and suffering of large segments of humanity seems bleak, even futile.

However, there is also cause for cautious optimism as the United Nations and its affiliate organizations (FAO and the World Bank for example) and other internationally oriented agencies and foundations give increasing attention to worldwide agricultural development. Moreover, several of the more developed industrial countries are taking a more active role in furthering the agricultural and rural development efforts abroad. One such example is the United States.

The U.S. passed the International Development and Food Assistance Act in 1975 (Public Law 94-161), amending its Foreign Assistance Act of 1961 and giving U.S. universities a greater role in the planning and conduct of foreign assistance programs. Title XII ("Famine Prevention and Freedom From Hunger") of this act seeks to strengthen the capacities of the land-grant and eligible universities in the U.S. to participate in international agricultural development and research throughout the world by applying agricul-

thousand-acre research farms, cooperative extension centers, and international development programs.

To do this, however, universities and colleges must reallocate their existing international agricultural research and development efforts, and more importantly, their curricular and graduate education offerings.

As the nations of the world are drawn more closely together through increased trade, tourism, and communications, solutions to the problems of hunger and malnutrition will be found in the minds of people who are trained to think critically and to understand and respect the cultures of other nations.

The ultimate challenge to the universities of the world will be to balance the demands of global interdependence with the need to preserve their unique national heritages and traditions. This is a task that requires a commitment by all of us to work together towards a common goal.

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tional science toward the goal of increasing world food production and solving food and nutrition problems of the developing countries. This legislation focuses on helping the poor majorities of the most poverty-stricken nations and promises to have considerable impact on the U.S. foreign assistance programs during the 1980s.

THE CHALLENGE FOR AGRICULTURAL EDUCATION

In their book, To Feed This World: The Challenge and the Strategy, Wortman and Cummings (p. x) note:

The world food situation is alarming, but increased food production is only a part of the solution. All nations — wealthy or poor, arrogant or industrialized — must work more effectively to increase agricultural production, decrease population, and stop the plundering of the earth's minerals and other raw materials.

The challenge for improving the living conditions of the world's poor confronts agricultural education head-on, for historically agricultural education has played a key and central role in the socio-economic progress of mankind. Much of the rapid industrialization of Japan, Taiwan, and the United States, for example, was made possible by first developing a sound infrastructure of agricultural and educational programs which focused on the needs of large rural populations. Those components included compulsory primary education, agricultural and vocational schools and colleges, and agricultural research and extension systems. However, since World War II, many nations in their haste to industrialize have neglected both agriculture and rural development. Consequently, people have stream-
Second, agricultural educators need to do a better job of following the development of the people they serve in the process of development. It should be no secret that both extension (nonformal) and vocational (formal) programs have been important institutional factors in enabling the U.S. to extensively industrialize and urbanize and still become the world's leader, not just in agricultural exports, but in the processing of raw agricultural products. Agricultural education is one of the few professions capable of bridging the gap between agricultural technology and human or personal and social skills. Also, college education for agriculture has become increasingly dominated by academician and theoreticians at the expense of the applied agriculturalists. Higher education currently has a critical need for more generalists and specialists in scientific areas who can relate what they know to the practical problems of agricultural development both here and abroad. In short, the university community will need to draw heavily upon the ranks of the applied disciplines if it is to meet the challenge of Title XII.

The writer wholeheartedly concurs with an editorial statement expressed by Masterson in an earlier issue of Agricultural Education that "...the greatest reserve of human talent which have experience working with small farmers, and in many cases poor farmers, rests within the ranks of the Agricultural and Extension Education profession. I am convinced, however, that we did not raise the quantitative question 'From where will they come?' The United States has a peren- nially stagnant agricultural education and agricultural extension agents. Even teacher educators in agriculture and post-secondary agricultural instruc- tors are considered, in many cases, as being beyond the U.S. is attributed to a dwindling population of college students with farm backgrounds and the relatively low status of the profession of agriculture. By some land-grant university, government officials, and educational leaders.

SOME IMPLICATIONS FOR AGRICULTURAL AND EXTENSION EDUCATION

If agricultural education is to have a role in furthering agricultural and rural development abroad, what can the profession do to ready itself for greater involvement in international developmental activi- ties. Also, how can educators strengthen global agriculture through education? These questions and others are the focus of the sugges- tions, observations, and/or recommendations which follow:

First, agricultural educators should establish and maintain contact with the Title XII represented(s) in their respective institutions. Each land-grant university has a Title XII representative(s). Teachers and extension agents interested in overseas assignments should make this known to their Agricultural and Extension Education staff.

COMING ISSUES

AUGUST — The Overworked Ag Teacher

— Determining Priorities

SEPTEMBER — A New School Year — Opportunities Unlimited

OCTOBER — Our Grassroots Community Relations

— Parents, Advisory Committee, Administration, Legislators

NOVEMBER — An Extension of Our Vo-Ag Program

DECEMBER — Horticultural Occupations — Learning to Be Beautiful

COMING ISSUES

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TRADITIONAL PROGRAMS FALL SHORT

One important aspect of inter- national agricultural education is the training of graduate and under- graduate students from developing countries. There are two ways of visu- alizing international agricultural education, either in terms of instruction or in terms of research. The instruction is related to all fields of agri- culture; and second, as programs which parallel agricultural instruction (vis- a-vis vocational agricul- tural instructors) in the U.S. This ar- ticle will focus on the second concept and deals specifically with graduate and undergraduate training pro- grams. The article relates international students. These students, upon com- pletion of their studies, play an in- creasingly important role in the development of human resources which are essential in filling the world's breadbasket. Related ques- tions are to be posed in the following paragraphs.

Are traditional graduate and undergraduate courses appropriate for interna- tional students? Are courses slanted toward large, capital intensive, more agriculture appropriate for interna- tional students from countries where small scale, labor intensive, tropical agriculture is the rule? Traditional curricula as such fail to meet many needs of most international students. To provide existing inadequacies flexibility and adaptation are key words to keep in mind in assisting international students with the preparation of their programs of study. Independent study is not a problem. Topic courses are ways of building in such flexibility.

How relevant is research con- ducted in the U.S. to agricultural development in developing nations? Often, the research done is not useful to a land-grant university students have little bearing on problems in their home country which desperately need attention. When possible, research should be conducted in the student's home country in order for it to be mean- ingful to the student, and for it to make a significant contribution to problem solution. Opportunities for collaborating with international centers for research and training such as CIMMYT, IRRI, HIA, and others exist and can also provide relevant studies. A third, yet per-haps less desirable alternative which may be necessary is to care- fully screen students in a research topic selection, directing them to choose topics such as leadership development or technology transfer which have international application.

Title XII of the International Development and Food Assistance Act of 1975 deserves mention in that it can play a role in lessening some of the problems mentioned above. Title XII is designed to fight famine and hunger by strengthening the capacity of U.S. universities in agricultural institutions development and research. In U.S. government efforts to increase world food production. This legislation is enabling a univer- sities to gain more interna- tional experience, b) universities to develop more appropriate curricula and programs, c) universities to increase emphasis and commit- ment to international agricultural research and develop- ment as proposed by Zuidema, and d) establishment of long term col- laborative links between universities in the U.S. and educational and other agricultural institutions in developing countries.

How comprehensive is the student's program? Does it provide op- portunities to observe or visualize the scope of the agricultural education system in the U.S.? Are "hands-on" activities included in the student's program? All too often, frequently the international student's program of study fails to be compre-
THE AMERICAN FARM SCHOOL
THESALONIKI, GREECE

by

Henry E. Pierce
Director of Curriculum Development
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Thessaloniki, Greece

Agricultural education has been flourishing for 75 years in Greece; a small country with a rich cultural heritage. The American Farm School was founded by an American missionary, Dr. John Henry House, in 1904 near Thessaloniki, a Macedonian city still under Turkish rule.

As the Ottoman empire was crumbling, it became perilous for missionaries to travel to the villages to preach and to teach in the small schools that they had started. It seemed prudent to safer, therefore, to bring the boys from the villages to a new school near the city where protection could be provided.

It was incorporated as the New York State Agricultural and Industrial Institute as a non-profit private institution and is financed by the school farm, private contributions from the United States and Greece, and the Greek and U.S. governments.

THE BEGINNING

The Farm School began with the purchase of 62 acres of supposedly worthless, barren land. A two-room adobe house was constructed with one room for a farmer and his family and the other room for orphan boys to use for sleeping, eating, and as a classroom.

A yoke of oxen and an Abrahamic wooden plow were used to plant a vineyard and mulberry bushes. As with all early agricultural schools, students would work the farm half days and attend classes half days. The first "approved practices" were grafting, plowing deeper and spreading manure for fertilizer.

THE MISSION

The primary mission of the American Farm School (as Greeks affectionately call it) is "to train young Greeks as well as adult farmers and their families on a highly selective basis in specialized vocational skills which will equip them to manage an agricultural enterprise and/or assume positions of leadership in Greek agriculture."

The APS is indeed achieving its mission as evidenced by the nearly 1600 graduates who have had nearly no impact on Greek agriculture. Not only has the school farm introduced many new agricultural innovations but also its graduates today hold numerous leadership positions in their villages, Ministry of Agriculture, cooperatives and agribusinesses.

DEVELOPMENT

From a humble beginning, the APS has developed into a modern agricultural training institution with two formal education programs for 200 boarding students (boys and girls) and a Ministry of Agriculture Short Course Training Center for rural adults and professional agricultural personnel. The 400 acre farm supports the School financially as well as providing practical training for students. Today's students enjoy the latest in dormitory facilities provided by the U.S. Agency for International Development in 1977.

The APS also sponsors two summer programs for foreign youth: the Greek Summer for 40 American high school seniors and the Agricultural Development Center Program for university graduates and students from the U.S., Europe, Africa and Asia.

DIRECTORS

A unique historical feature is that the School has had only three Directors in its history. The present Director is Bruce Lansdale who succeeded Charles House in 1955 who had, in turn, succeeded his father. Diplomatic

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CONTINUED

THE AMERICAN FARM SCHOOL

measures by the Directors have enabled them to keep the School from the sometimes turbulent political situation that resulting during World War II when Charles House and his wife, Ann, were interned in German prison camps. Also in 1940, during the Greek Civil War, the entire senior class was kidnapped by the rebels and taken to the mountains. They managed to escape, however, one by one and all had returned in time for graduation.

Mr. Lansdale, with a staff of 95 (80 are Greeks) has managed to develop an agricultural training institution that serves as a model, not only for Greece, but for European, Asian and African countries as well. His administration is constantly striving to keep their educational and agricultural methodology current.

PROGRAMS AND CURRICULUM

The programs and curriculums have changed over the years as the Greek scene and students' needs have changed. In 1978, the APS began a transition period from a three-year traditional farm machinery program to a three-year vocational agriculture lyceum (senior high-school) and also a two-year mechanical agriculture school. Dr. Harry E. Peirce, former vocation teacher from Minnesota and agricultural educator for the World Bank and Universities of Purdue and Florida, was hired as Director for Curriculum Development. He is directing the curriculum changes, developing instructional materials and teaching methodology and is also in charge of the student project program. Competency based instruction is not new to the American Farm School as traditionally each vocational course has a list of skills for each student to develop.

THE SPIRIT

The spirit of love and dedication to mankind of Dr. John Henry House continues to be transmitted to the students of the American Farm School through the hearts and energies of the staff. As Mr. Lansdale states, "For as we have taught, we have learned. As we have given, we have received. As we have changed others, we also have changed. As we have given new life, our lives have been renewed. For that we keep, we lose and only what we give — be it knowledge, skill, attitude, or a road to a better life — remains our own."

CONTINUED

nance and misrepresentation among the general public about the total food/life cycle. The complexities of agribusiness — production, transportation, marketing, legal restrictions, distribution, foreign trade, consumption patterns, and related functions — must be better understood and appreciated by people of all nations.

Fifth, agricultural educators need to bring their pre-and in-service curricula more in line with national and international priorities in agriculture. More emphasis should be given in such topics as rural development, urban agriculture, energy efficient agricultural technology, noncommercial educational techniques, adult education, part-time farming, entrepreneurship, and non-farm agriculture.

Sixth, agricultural educators need to intensify their researches with good agricultural workforce experience backgrounds. This deficiency can be compensated for if colleges of agriculture will bolster the practical component of their programs, field exercises and the like. To this end are their degree programs.

Seventh, agricultural educators interested in internation agriculture should begin now to improve their

qualifications and opportunities for future assignments. Some positive steps might include hosting or working with foreign students and visiting professionals from other countries, attending international conferences on agricultural education, enrolling in courses relating to agricultural education, enrolling in courses relating to agricultural development and other cultures, becoming involved with FFA international activities, and by beginning to learn a foreign language. French and Spanish are probably the most useful languages for working in the developing countries.

Filling the world's breadbasket is just the first step toward feeding a hungry planet. An exception happened during World War II, efforts of international development efforts succeed in raising the purchasing power of the world's poor. Will agricultural education respond fully to this greater challenge?

References

[Can provide references if needed]
CONTINUED

THRESHOLD PROGRAMS FALL SHORT

Selection is often unfairly the result of a person’s English language fluency. This is most unfortunate, as many teachers and other educators recognize the importance of language proficiency in today’s globalized world. The lack of adequate preparation in language skills can hinder students’ ability to succeed in higher education and professional careers.

Are follow-up activities, reports, and links a part of the student programs? What are the communication channels between the student and the conducting institutions? In the event of a change in contact information, how does the student updates their information?

WORK EXPERIENCE ABROAD

The Work Experience Abroad program is an international exchange which places FFA members around the world. The program is open to students from USA, Canada, and the United States Department of State. The goals of the program are to provide international education and understanding of agriculture and ways of life in all parts of the world. The WEA members develop an “esprit de corps” and take pride in serving as goodwill ambassadors from America.

Many questions are sometimes asked concerning the WEA and how things work. Probably the biggest question in the minds of interested agriculture students or FFA advisors is, “How do you go about participating?” I feel the key to having this question answered is the local agriculture teacher. Without the support and communication between the agriculture teacher, the interested student, and his parent — as far as explaining how the program works, cost, etc. — you’re going to get nowhere. Upon the teachers recommendations and completion of a WEA application available through the National FFA Organization, your next move is to wait to hear if you’re accepted.

ACCEPTANCE?

What happens if I’m accepted? The WEA program under the leadership of Len Gammage works very hard and quickly to set you up with a host family and school. If possible, the type of work experience is based on what you asked. Also, they may match your desire for a particular country and experience as best they can. But in general, the student is given a base service area. I was interested in Sweden or vicinity around Germany and in working on a dairy farm. I selected to be in July 1979.

by

Carlo A. Navar
WEA Participant
Ten Boer, Holland

Steve Forsey
Graduate Assistant
Ag. Ed. — Oklahoma State University

Austria for five months, and in January opted for another five month stay in Holland, again on a dairy farm.

COST

What about the cost on the student’s part and the host families? The WEA participant has the responsibility for handling his own expenses, and is provided by the host country. However, the monthly salary received, which varies plus room and board provided by most host families will make up for some of that investment. Also I can say strongly enough, how valuable and exciting are the experiences of international agricultural education while living and working in another country!

HOST FAMILIES

The host families are picked carefully and are an important part of the total WEA experience. I was fortunate to live with and work for Mr. Sepp Zwang and family for five months in the province of Steirmark in Austria. The Zwang farm is very diversified with dairy farming being the major industry on their 49 hectare farm.

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AGRICULTURAL EDUCATION THROUGH NON-FORMAL PROGRAMS — JAMAICA

In the throes of shifting world economy, food commodities often become volatile commodities, battling inflation, energy shortfalls, and industrial stagnation, are partly responsible for the onerous costs of food importation. At the same time, the same problems may compel declining domestic production.

THE SETTING
Jamaica is very much in this state. You'll be learning why. Its orientation, in- and South American neighbors, it possesses vast potential for off-season vegetable and fruit production, and agricultural development. While more than 50% of the island nation of two million is arable, only half of this is utilized. Nearly any fruit, vegetable, or grain will thrive (notable exceptions are wheat and apples). The most prized tropical fruits proliferate freely. Jamaican coffee is nearly legendary in quality.

DIFFICULTIES
But mounting difficulties rapidly deflate optimism. Average age for Jamaican farmers is over 56 years old. Young men have gone, leaving behind drowns, seeking illusive employment opportunities in Kingston, the nation’s capital. Without drowns, two traditional agricultural education messages are more pervasive underlying problems: how to encourage youth to remain “on the land,” and how to fortify existing agricultural skills. In unprecedented joint ventures, the Ministries of Education and Agriculture now mount steady attacks on these most pressing roles. Above all else, a shift to non-formal education typifies successful approaches.

Some activity does exist on expansion of agricultural education through existing schooling patterns. New agricultural high schools serve previously ignored regions, while innovative modules on agriculture bolster secondary and all-age school curricula. More extensively, however, agricultural extension and communication programs for workers are advancing non-formal adult education as the key to long-range stabilization of production.

NON-FORMAL EDUCATION
Non-formal education efforts are non-granted. Further, “students” range from sixteen to eighty years of age. Most “classes” in the environment and these in what cognitive programs in crafts, literary development, child care, and leadership training. Above all, new agricultural policies, through elected councils, establish learning priorities, contract for services, and evaluate results. Accountability is based directly with those who are most affected.

EXAMPLES
Examples of this patchworking approach are as diverse as Jamaica itself. In the small community of Redwood, famed “sugarfoot” pineapple yields are a chief product. Abundances, however, carries with it problems, particularly note quality control. Working with extension service advisors and community education councils, growers have formulated diversified yields for the erect, jellies, wine, and vinegar. Further, new cooperative activities reduce individual overhead.

Elsewhere, coffee growers, like longer-seasoned sugar growers, form associations to study common problems in production and marketing. Responding to escalating world demand, farmers rapidly expand such collective measures, and entire communities benefit. In other sectors, hog growers join forces to combat disease, and banana farmers combine to impose the cheat.

ADDED CONFIDENCE
In any nation, there are no immediate recoveries from such misfortunes as these. But the country has to absorb in the last decade. Education can prove worthwhile in its endeavors only if younger farmers see growth in their labor, as well as other markets for their products. Yet, bolstered by technical assistance from abroad and an expanding cadre of agricultural expertise within, Jamaica’s farming sector has seen a shift that has been heralded as a non-formal education at the “grassroots” level. Working with existing resources, rural communities have charted their own courses out of the doldrums. Confidence instilled by such action is at least as precious as value added in expanding production.

BY THE BLUE DANUBE

New reformation, rationalization, and renewed commitment for your vocation agricultural philosophies? Then consider a “superhighway” neighborhood programs — neighboring programs in foreign countries. The following example from the vocation agriculture, Romanian style.

ROMANIA
Romania, slightly smaller than Pennsylvania and New York combined, is bordered by Bulgaria, Russia, Hungary, and the Black Sea. The Communist dominated government is responsible for an agricultural industry using 63% of its land and 42% of the labor force.

AGRICULTURAL EDUCATION
Agricultural education is an integral part of a high school system organized around subject matter specialization. Two hundred specialized agronomic and eight food industry schools are preparing students for agricultural jobs. All high schools emphasize a practical rather than theoretical approach.

"PROFESSIONAL" SCHOOLS
Students begin studying general agriculture at the 9th grade level and advanced agronomy at the end of 10th grade. Those individuals with high achievement progress to specialized training at the 11th-12th grade levels. Those students not making the "cut-off" on the exam go to "professional" school rather than high school. "Professional" schools are shorter, ranging from one to one and a half years, and prepare students for jobs requiring lower levels of competence. Very specific vocational training, 80% practical work experience, and 20% related knowledge, is emphasized in professional schools.

The high schools and "professional" schools are basically residential with 90% of the students in residence. Formal instruction and practical experience is given six days a week.

GOVERNMENT MASTER PLANS
The government system relies heavily on master plans for its administration and allocation of resources. A new high school program becomes part of the total agricultural industry planning for each county and nationally. Agricultural labor demand is projected along with other factors of input and output and demand data. The counties are then compiled and the central administration decides on the number of people in each job title to be trained. An allocation of student positions is then made to specific schools. Students at any one high school may come from all over the country. Upon graduation they are assigned wherever they are needed, regardless of personal preference.

CLASSROOM INSTRUCTIONS
Each agronomic high school specializes in two to three agronomic areas. The most common fields of specialization are: horticulture, agronomy, animal science, veterinary science, and mechanics. A few schools focus on crop harvesting, machine operators, irrigation specialists, and commercial fishing. The farmer’s school can target skills needed for jobs dealing with the raw agricultural product through to production of packaged product. The four basic specialization areas include: bread, potatoes, vegetables, meat, beer-wine, and mechanics.

The total school program and courses of study are determined by the Ministry of Agriculture and Food Industry (MAFI) central administration. All schools are oblivious students. The student's coursework is revised on a five-year cycle. The mandated instructional content is determined in consultation with local school directors, teachers, and specialist engineers.

Lee A. Travier, Chief Bureau of Agricultural Education State Education Department Albany, NY

The MAFI fixes a ratio of 40% class instruction and 60% practices for the 11th-12th grade specialized high schools.

The required teaching plans are very detailed with intricate hand drawings included in the plan. Plans follow the format of theme, subject, aim/purpose, method of instruction, educational material, bibliography for teacher, and steps for the lesson. Instructional materials are limited, particularly audio-visual and student items.

Agriculture teachers are initially trained as "engineers" or workers in specialty fields of agriculture, not as teachers. They must spend five years as an "engineer" before being eligible to teach. Once teaching, a person concurrently takes courses in pedagogy for three years. An examination is given at the end of three years and again at five years before a permanent license is issued. Poor quality instruction can result in a salary reduction and, if severe, reassignment to a farm or factory as an "engineer".

SUPERVISED WORK EXPERIENCE
Supervised work experience is an important portion of the agricultural education training in Romania. Instructors accompany students on the farm to observe supervision and instruction along with the specialist at the work site. Work experience activities are those assigned and, in accordance with the political system, do not provide for individual student goals, the student’s own gain and incentive. Much of the experience appears to be a low skill

(Concluded on page 21)
FEATURING:
NON-FORMAL EDUCATION
CHANGING THE PRACTICES OF THE GUATAMALAN MAYA

Guatemala — a country of volcanos, Mayan temples, the marimba, and tall corn. In fact you could say the Mayan “invented” corn long before the new world was discovered. A land the size of the state of Ohio, Guatemala, with a population of over 7 million inhabitants, still farms and lives much as it did before the Spanish came in 1523.

In the area called the “Western Highlands,” and inhabited primarily by the Mayan, live 31% of Guatemala’s population. They are 70% rural, over 75% Indian, and more than one-third speak only an indigenous dialect. Of the Mayan population 54% of the men and 84% of the women are illiterate. The Highlands is also characterized by a scarcity of potable water, sanitary, and public health facilities, resulting in high rates of infant mortality and infectious diseases.

However, in spite of centuries of tradition, the Mayan are changing their practices of farming methods, their practices of sanitation and health, their practices of nutrition, and their ability to read and write. Village level promoters of non-formal education are causing the Guatemalan Maya to change their practices.

IMPROVED VARIETY OF CORN

Humberto Silvestre is a young farmer who lives in the village of Santa Rosa, and raises corn on his small parcel of land. Last year in his work in community with 60 farmers he planted a demonstration plot of a new corn variety called “Guatayan Xela.” This is a variety that is being recommended in his area by technicians of ICTA. (Institute of Agricultural Science and Technology) Recently Humberto revisited the ICTA technician who had made the presentation in his community last year. The presentation had been a part of the program developed by Humberto and the members of his community. The purpose of the visit by Humberto was to purchase enough of the “Guatayan Xela” seed corn so that each one of the 60 farmers could plant one “cuerda” (just over one-tenth of an acre) of the new seed.

TERRACE CONSTRUCTION

The community of Chichayox is attended by Gregorio Cana who received special training last year on how to identify his community’s needs and then develop a program to meet those needs. As a result of this programming he arranged for the DIGESA soil conservation specialist to present a demonstration on the value of terraces and how to build them. As a result of this demonstration, Gregorio worked in subsequent meetings with his group of farmers making “A” frame levels for marking contour lines and then constructing terraces. Within a few months, 11 members of his group had constructed terraces on their land. One young farmer of the group — with only minimal education, but highly intelligent — has become a volunteer leader regarding the construction of terraces. He explained how he had demonstrated the construction and use of the simple “A” frame level to several groups of farmers from neighboring villages who had visited his small plot of land. He not only explained the value and procedure of terrace construction but very clearly outlined the economic benefit/cost aspects to his visitors. (In parts of the Highlands, crops are frequently raised on land that has from 50 to 90% slope.)

GARMENT MAKING

Carmen Chavez, who lives in the village of Pararamos, has organized two groups of women and young girls. For one of the groups she has located a volunteer who teaches the group sewing and dressmaking. The second group is being taught knitting techniques by the promoter of a neighboring village. During 1978 the 15 members of her smaller knitting group made 22 sweaters, 22 vests, 31 pairs of slippers, and many other items valued at about $15.00 worth to make a sweater worth $3.00, each group participant learned a new skill that could provide real economic benefit to their families.

IMPROVED POTATO VARIETY

In the village of Pampay, Miguel Xecoy works with a group of 18 young farmers. Last year they planted a group test plot with 9 potato varieties provided by ICTA. At harvest time they selected the highest yielding variety and kept it for seed. After completing the harvest they gave back to ICTA the half due ICTA and kept the other half for their group. When they sold their share of the potatoes that were not to be used for seed they made $50, which they used to buy fertilizer and insecticide. The best variety was reseeded in the group plot to multiply the quantity of seed. Next year there will be enough seed available so that each member of the group can plant his own land using the improved variety.

NATIVE SEED SELECTION

Felipe Garcia has spent 10 years selecting seed from his crop of native corn. He selects ears based on size, height, stalk strength, etc. He estimates that over 80% of the stalks bear more than one ear — many have three nice sized ears. This year his crop yield was over 100 bushels per acre. Now Felipe is working as a volunteer showing and explaining to others in surrounding villages that with proper seed selection, the native corn, grown for centuries in the Highlands, can produce high yields.

NON-FORMAL EDUCATION

What is behind the action that is causing the change in practices? The Guatemalan program of "Education Extraescolar" (Non-Formal Education) became field operational in 1977. The program is primarily one of integrated rural development with institutional technicians, village level promoters, and community volunteers using basic extension techniques. The National Board of Non-Formal Education is responsible for the program. This board is composed of the heads of the following government institutions: DIGESA — agricultural services of the Ministry of Agriculture; DIGRESS — health services of the Ministry of Health; Community Development; DIGEECH — non-formal education programs of the Ministry of Education; INTIDAP — a vocational technical skills training program; the literacy program of the Armed Forces; and a representative of the National Economic Planning Council.

GOALS

The program, called EEE, now has 2½ years of field experience. Currently there are 250 promoters working in 125 villages. The promoters use the 3 indigenous dialects of the area: Q’eqchi, and Gakchiquel in addition to Spanish. Program goals are aimed at improving the quality of life; increased educational opportunities; more efficient use of resources through coordination; and training in the performance of productive and social tasks. These goals are based on content in the areas of:

1. Health, nutrition, and clothing.
2. Literacy and basic arithmetic skills.
3. Teaching skills related to agriculture, handicrafts, and small industry.
4. Conservation of natural resources.
5. Conservation of cultural values.
6. Community organization.
7. Socio-economic development.

METHODS

At the village level the EEE promoters work with the institutional technicians of the different ministries and leaders of the community to build a practical program.

(Concluded on page 21)
Can an agricultural education program help Venezuela develop its agricultural productivity to a point where it can become self-sufficient? Venezuelan officials feel that such a program can be a partial solution to their existing problems in agricultural production.

To accomplish such a goal, the National Institute of Cooperative Education (INCE), an autonomous institute in the Ministry of Education of the Republic of Venezuela, entered into a cooperative agreement with The Pennsylvania State University. The two-fold objective of the contract is 1) to provide immediate in-service technical and professional training for INCE personnel already involved in its current educational programs and 2) to establish a sound instructional program (pre-service) in agricultural education to prepare agricultural instructors and extension personnel who will help meet the increasing needs of agriculture in Venezuela.

ECONOMIC BACKGROUND

Venezuela is a country whose primary source of income is derived from the production of oil. It has experienced tremendous growth in recent years in all segments of its economy, including agricultural production. In spite of impressive gains in producing many agricultural commodities, demand for more and better quality products has far exceeded domestic availability. About one-third of the country’s farm imports originate in the United States. All import amounts to approximately 275 million dollars worth of food and other agricultural products during the first nine months of 1978 — the highest import levels on record. Consequently, the government of Venezuela has initiated new programs in agriculture and education to aid the country in achieving a level of agricultural production which will eliminate its dependency on imported food and in the long run provide the human and economic resources needed to achieve this level of self-sufficiency. The prospects of this occurrence must be viewed with a certain degree of optimism since the current food and agricultural policies have the financial support derived from petroleum revenues.

CURRENT EDUCATIONAL PROGRAM

In light of the developments needed in the agricultural sector, the educational program currently being implemented by INCE serves two functions. One of these is the training of farmers and agricultural workers (campesinos) through a non-formal process in which “mobile instructors,” (extension agents) who are trained in specialty areas such as corn, sugarcane, and beef production, teach courses for their specific crop or livestock species for most of the production year. This new “knowledge” is learned and applied by the “campesinos” directly on the production site. There are approximately one thousand of these instructors working throughout the country.

Part two of the program is involved with the training of students, ages 14 to 25, at one of four agricultural centers located in the rural areas. These students can specialize in the production of crops such as peanuts, corn, sorghum, tomatoes, etc. or in livestock production areas such as beef, dairy, swine, and poultry. In addition, one center teaches only courses in mechanics and mechanization. The duration of these training periods is one school year; in-service in agriculture courses.

Upon completion of their training period, the students return to the home farm (average size about 15 acres) or attempt to find employment with larger farms or ranches in the surrounding area. The opportunities for young people are still very limited. In many cases, they leave the rural areas and move to the already over-crowded urban centers seeking employment opportunities.

PREPARATION OF INSTRUCTORS

The programs that INCE has started are helping to train an average of nine thousand adults and students annually. In spite of this fact, the officials at the institute feel that their personnel need more and better training if they are to meet their goals. They have identified deficiencies which exist in the current preparation of these individuals and hope to resolve some of these through the Pennsylvania State College.

The followings are examples of these deficiencies:

1. As noted previously, most mobile instructors are trained in only one specialty area, have teaching assignments in that only area, and thus are unable to provide the “campesino” with a broader training or more comprehensive technical and professional advice.

2. Mobile instructors are frequently recruited upon graduation from agricultural schools and often lack the basic academic training in higher education or experience in the performing fields of agriculture.

3. A great number of the individuals employed by INCE as instructors do not receive further in-service education once they are on the job.

4. There is a shortage of written curriculum materials and audio-visual aids that the instructors could use in their training classes. A division in INCE is now developing course outlines and A.V. materials, the instructors need to know how to develop and use these in their classes.

5. The state and center directors, or coordinators, have very little background or experience in curricular development, administration and organization of programs, or the evaluation or supervision of programs and personnel.

6. The mobile instructors and their supervisors have not had courses related to the principles, methods, and practices of extension education in agriculture.

Penn State’s Program

In an effort to correct the present situation at INCE the institute has sought both technical and pedagogical assistance from several agencies both nationally and internationally. The Penn State contract is an example of the institute’s desire to resolve its present dilemmas.

The major activities of the Penn State-INCE agreement are the following:

1. To acquaint the director general and other top level administrators in the division of rural training (INCE-Angorico) with the program in Agricultural Education as well as other departments in the College of Agriculture. These individuals will also visit farms, ranches, and training centers to see school vocational agriculture programs throughout the state.

2. To provide in-service courses for INCE personnel, both at home and abroad, in subjects such as: methods of teaching and extension, curriculum development, institutional media, supervised occupational experience, and program planning and evaluation. In addition, courses in technical agricultural areas such as agricultural mechanics and mechanization, animal sciences, soil sciences, and plant science will also be provided.

3. To provide an opportunity for qualified members of INCE to enroll in advanced degree programs in Agricultural Education. These programs would include study at both the Master’s and Doctoral levels, thus providing a base of qualified professional education personnel to develop and staff a teacher education program in Venezuela.

4. To develop a Department of Agricultural Education and Extension at an agricultural center or university to provide 1) pre-service and in-service education for mobile and center instructors, 2) short courses for farmers or “campesinos”, 3) training for other agriculture teachers and preparation of curriculum materials for primary and secondary schools, and 4) training for agricultural teachers from other Latin American countries.

During the latter stages of the program, the Pennsylvania State College will be stationed in Venezuela full-time to assist with the development of facilities and of the instructional program. These activities are being evaluated periodically and adjustments are made to assure that the project is viable, successful, and will meet the needs of the institute and the country.

FUTURE OUTLOOK

Like other third-world nations, the problems facing Venezuela's agriculture are not new, nor are the solutions. Modern agriculture is a complex business and it takes both time and money to be successful in meeting the necessary changes ahead.

The government of Venezuela and its many affiliated agencies are committed to solving many of these problems and believe that progress can be made once the proper incentives, both economic and social are developed and implemented in rural areas. An improved system of agricultural education and training, such as the one being developed by INCE, can provide the necessary human resources needed to bring about the projected goals: a productive and prosperous agricultural sector which can provide food and fiber for a rapidly growing population in an oil-rich nation.
“GIVE US THIS DAY OUR DAILY BREAD”

by Leon Boucher
Teacher Education
Ohio State University

THE RESULTS

Three vocational agriculture teachers along with two teacher educators from Ohio demonstrated the ability to cause change by helping young adult students to improve agricultural practices in India. Accomplishments within a two year period include:

1. Four college departments of agricultural education were established with qualified instructors to prepare competent agriculture teachers. Thirty-four were trained the first year to serve as vocational agriculture teachers.
2. A supervised Occupational Experience Program was initiated with each enrolled student of agriculture.
3. Each school established a land laboratory to demonstrate and provide practice for students.
4. Adult farmers were invited to work alongside the U.S. technicians in performing the agricultural practices needed to improve production.
5. Many textbooks were developed for elementary and high school students shifting the emphasis from spinning and weaving to agricultural food production.
6. Yields were tripled and quadrupled in wheat and rice production on the school farms compared to the local indigenous practices.
7. Poultry was improved both in the meat and egg production phases to the point families could not consume all the product and began marketing poultry and eggs.

The need is indispensible, the plan of helping others improve agricultural practices has been demonstrated, now it is up to agricultural education to commit efforts toward helping solve the situation.

THE AGRICULTURAL EDUCATION MAGAZINE

PERSONAL REQUIREMENTS

Assuming you can qualify for one of the foreign positions because of your experience and technical competence as a successful teacher of vocational agriculture, you must give consideration to the following questions if you are to enjoy and be successful in the assignment:

1. Does the family coexist with the proposed foreign assignment?
2. Do you really want to assist others in another culture?
3. Do you understand you will always be viewed as a stranger in a foreign country, possessing advantages the natives do not enjoy?
4. Are you willing to devote the time and energy to develop a working knowledge of the native language?

Are you willing to enjoy the good things, overlook the bad aspects, and not criticize a different culture?

Are you willing to attempt challenges under difficult situations and strive to accomplish goals you have dreamed possible?

Most people working overseas who do not accomplish project goals, fail because of the above weaknesses and not because of being professionally incompetent.

Think it over, there is nothing in the world needs more than to believe that every human life has value and dignity. A productive agriculture can go a long way to providing the basic needs for humanity. You could be a part of something great and have a very rewarding experience.

Some possible contacts are:

RIFAD - Agency for International Development - Department of State - Washington, D.C. 20523
ACTION/VISTA - Same address as above.

by Philip Fuss*
Vo-Ag Teacher, Kent, OK

LARGE ROUND HAY BALE FEEDER

PIECE BOW BENDER

No. Description
1 30" x 40" mild steel plate 3/8" thick
2 Cast iron wheels 8" diameter
3 Cast iron wheel 12" diameter
4 Automobile front wheel spindles
5 2" pipe, 40" long
6 2" pipe, 25" long
7 2" angle iron, 30" long
8 3" angle iron, 40" long
9 3" angle iron, 30" long
10 Collars for auto transmission
11 4" speed greased 3/4 ton transmission
12 3/4 horse power electric motor
13 8" pulley (for auto transmission)
14 Pulley (for electric motor)
15 Electric switch
16 V-belt
17 Pulleys type gear reducer

Bill of Materials
Pipe Bow Bender

This pipe bow bender can allow three to four students to bend up to fifty, twenty-four foot pieces of pipe an hour. The end results are more hay racks built and a better looking product.

This pipe bow bender could be used in numerous jobs and will be a definite asset in many jobs requiring bowed pipe.

The power source consists of a 3/4 HP, 1725 RPM electric motor. The power wheel of the bow bender is reduced to 28 RPM with the use of a gear reducer (8") pulley on high speed side, 3" pulley on low speed side and a four speed transmission with a 12" pulley.

Three roller wheels are used. Various kinds of wheels or pulleys could be used, however, on this bow bender the center power wheel is 15" while the small free-rolling wheels are 8". Note that the smaller wheels are secured to a plate which allows adjustments in order to make larger or smaller rings. These adjustable wheels can turn freely since they are mounted on car front spindles.

The pipe bow bender is painted to the safety color code:

Yellow: Applied to operating levers and moving wheels (both table surface and below)
Green: Applied to non-critical parts
Aluminum: Applied to table tops
Ivory: Applied to table edge (to show the way)
Orange: Applied to electrical switches

*Region II and National NBA AIEA Ideas Unlimited contest winner for 1978.

These two students are shown bending 1/4 inch pipe into a complete circle for use in a hay rack.

JULY 1979
ONE WAY — FRUSTRATING, BUT REWARDING!

by Dick Yancer
Vo-Ag Teacher
Wyoming, NY

A SEARCH FOR INNOVATORS

In searching for ten farmers to try my new idea, I asked them to plant half of their field to my methods and the other half to their traditional methods. The changes would not be costly and they would have the experience of a lifetime. I was prepared to call them a failure because of the new seedling method.

THE RISK

First, you must understand that I was working in a country where the average per capita income was about $100 per year, and the average farm owner two acres of land for rice production. He knew that following his traditional methods could produce enough rice for his family. What he did not know was, could he trust my ideas and take the risk on his food supply? His back was against the wall and he would not risk because if the new rice might starve. In the same situation — would you take the risk?

YES OR NO?

Also, these farmers had seen government experts try new methods of rice production and failed. They come, with a beard and white skin, and say with all confidence, "Try these new methods and you can double your production." They would smile politely as I would explain my ideas and say "yes" but mean "no". In Indonesia, there are several ways of saying yes — some of which mean NO!

A farmer's tools consist of a hoe and a long knife which cost each cost six dollars. He has to work 30 days to pay for them. He does not own such luxuries as a refrigerator and a stove. A farmer of great wealth may have a horse. He is a tough person who can work long hours barefoot in the hot sun with just simple hand tools. He knows how to work.

PERSONAL RELATIONSHIP AND TRUST

I came to the conclusion that I could not compete with the farmer's hard work, but I could deal with and try to understand them. Only when all was said and done, it was their personal relationship and trust that would affect change. There must be a trust and concern for each other. For this reason I question big government programs.

What have I learned from this experience? When dealing with other countries we have to be careful. In our country, if something fails, it's not the end of the world, we can afford to gamble and try something new. That is not the case everywhere.

If we are going to propose something, even if we "know" it will benefit them, we are going to have to build a personal trust because that's how their system operates. Government spend millions of dollars, write thousands of pages of reports, and propose hundreds of changes. Without personal trust the best idea in the world is not going to be used by the people. They will politely say "yes" to our idea, but actually mean "no". Why? Because we do not have someone on the spot who has developed relationships with the people and their culture. I know that after four years in an Asian environment it is still extremely difficult to affect change — even with trust.

My highest frustration levels and highest functioning levels were reached while in Indonesia. I'm ready to go back.

THE AGRICULTURAL EDUCATION MAGAZINE

JULY 1979

Leader in Agricultural Education:

Elwood (Juergy) Juergenson
1938-1972

by Orville E. Thompson

"Juergy" is possibly best known nationwide for his publications, which number nearly a hundred, built on the early work of G.C. Cook and has either authored or co-authored ten textbooks for students of vocational agriculture, most in the "Approved Practice" series, and a total of three which have revised several times. Several of his books have been translated into Spanish and have extensive adoption in Latin America.

Home and family have always commanded a high priority in Juergy's life. All of his five children, three daughters and two sons, have finished, or are in the process of completing, college work. His sons, Don and Yancy, are teaching in community colleges and one daughter is a nurse. There are eight grandchildren ranging to fifteen years of age.

In retirement Juergy continues to write and he keeps close contact with vocational agriculture through attendance at various FFA and other teacher events. He has recently completed a new home on a small farm near Davis and has completed a cabin at Lake Tahoe. His son Don lives on the family farm near Turlock, where he keeps a few head of livestock with his father. Juergy puts the same kind of energy into retirement as he did to teaching education. He manages to hunt and fish, which rank second only to being a dad and grandfather. His current address is:

Route 3, Box 170811
Woodland, California 95696
BRINGING INTERNATIONAL AG. ED. INTO THE SECONDARY CLASSROOM

by H. Gene Pease
Graduate Student

and
Burton E. Swanson
Teacher Educator
International Agricultural Education
University of Illinois
at Urbana-Champaign

WEA, Balance of Trade, Panama—what do these things have to do with preparing my students for an agricultural career? What is this all about? What I teach in my agriculture courses? Quite a bit, if you examine these and other items a little further.

The Work Experience Abroad (WEA) program is a relatively new, but rapidly growing FFA program designed to give FFA members experience working on farms and in agricultural industries of other countries. The purpose of this exchange program is to enable agricultural young people from the United States to learn about agriculture in other countries and for the host families and communities to learn more about American agriculture. WEA is only one of several programs that provide exchange opportunities for our agriculture students to learn about and perhaps pursue a career in International Agriculture.

Are you aware that the United States exports more than one fourth of all its agricultural production each year? Agricultural exports help pay for the foreign oil and the many consumer products we have come to expect and to depend on. American agriculture may be called on even more in the future to help our country solve its balance of trade deficits.

Finally, the National FFA Center recently signed a contract with the U.S. Agency for International Development (AID) and the Farmers of Panama (FA deP) to develop rural youth projects and help plan agricultural education programs in Panama. The government of Panama believes that agriculture is a vital component of its future, and the two programs of the FFA have a lot to offer in developing rural leadership, and in imparting the skills and knowledge of farm people in their nation.

WHY IS INTERNATIONAL AGRICULTURE IMPORTANT FOR MY STUDENTS?

Teaching students about the relationship of American agriculture to world agriculture is becoming important, if not essential. First, the study of contemporary world agriculture will illustrate the global importance of U.S. farming and agriculture. Not only does the production, distribution, and service of American agricultural goods generate work in this country, but U.S. agriculture also affects the economies of other nations around the world.

"The world is getting smaller—all of us should know the effects on our economy."

Second, we live in a shrinking world that affects American agriculture from foreign agriculture and palm oil production in Malaysia or soybean production in Brazil—can have an important impact on the world market and thereby affect prices and production here at home. To be successful farmers, you must understand and keep abreast of trends in foreign agricultural production. Students must be able to examine and understand the consequences of changing foreign agricultural output and its relationship to farm policy and American agriculture.

Third, the study of world agriculture, particularly as it relates to low-income nations in Africa, Asia, and Latin America, can provide students a better appreciation of how American agriculture developed. In contrasting the differences in soils, topography, water resources, and animal and plant life, or in comparing the use of oxen, wooden harrows, and hand implements in today's economically poor countries, students can better grasp the contours and richness of America's own agricultural past. Agriculture teachers can provide both up-to-date information on world agriculture and emphasize the importance of U.S. agricultural history by studying the problems faced by small, peasant farmers abroad.

"We have one WEA participant. We want to get more kids interested in foreign agriculture."

As students learn more about farmers and agricultural production in other countries, this will stimulate an interest in programs like the FFA's WEA program. Furthermore, American agriculture is highly productive and efficient. Through technical assistance programs like the FFA project in Panama, perhaps other countries can help the less developed countries of the world increase food production and reduce human misery.

THE AGRICULTURAL EDUCATION MAGAZINE

CONTINUOUSLY BRINGING INTERNATIONAL AG. ED. INTO THE SECONDARY CLASSROOM

BY THE BLUE DANUBE

working with the farm and factory system, work and service duties for researchers, they do not conduct research themselves.

YOUTH LEADERSHIP TRAINING

There was no evidence of any youth leadership training similar to the FFA project. National programs do have competitive events of both written and performance nature. Occasionally, the best students from each school in a region will get together for a competitive challenge. Student administration and student selection is handled solely by the teachers and director. It is not apparent that activities to develop leadership abilities and individual growth are not promoted.

The commitment and dedication of teachers to their students, their profession, and agriculture is unquestionable. Once again, the program is only as good as the teacher no matter where you look.

NON-FORMAL EDUCATION...

program to meet the needs and interests of the people. The program takes into consideration both the resources and limitations of the institutions and of the communities. The primary activities at the village level are radio programs and graphic materials. The radio messages transmitted over government radio stations are part of the different individual village programs. Graphic materials include posters, flip charts, educational coven, and literacy materials.

The promoters receive various kinds of training to improve their skills in working as catalyst agents. Through the accomplishment of coordinating and integrated work at the community level by institutional technicians. This training includes workshops and in-service training in the areas of using simple audio-

visual aids, community programming, and applied communications.

Through the efforts of the EEE program, institutional technicians are becoming more effective in their field work. Village level promotion and community work are becoming more effective in their field work. Village level promotion and community work are becoming more effective in their field work. Village level promotion and community work are becoming more effective in their field work. Village level promotion and community work are becoming more effective in their field work. Village level promotion and community work are becoming more effective in their field work.
CONTINUED

WORK EXPERIENCE ABOUND

Mr. Zwing was a great person to live with, work for, and learn from! He is one of two persons from that area of Austria to earn the Strauffer Meister Award for excellence in agriculture and forest production. He was the president of the Strauffer Young Farmers of Austria for 2 years. He has Young Farmers chapters over in Europe, Spain, and other places. In this chapter, the most important thing to remember is to be a good person and to work hard.

PREPARATION

Another important question may be, "How are you prepared for your experiences (mostly 1 year, some six months stay) overseas?" In June of each year, a work shop is conducted for WEFA participants at the National FFA Center in Alexandria, Virginia, and then it's off to St. Martin or another area of the world depending on the language spoken, for a 2 week intensive 8 hour per day school program, culture, and a bit of history. You then go to your host family. I sound probably somewhat strange, speaking (German with a slight English accent) to people, but as far as I can tell, there was no real problem to me, but I could sure understand it (German) better than I could speak it!

UNIVERSAL LANGUAGE

I could go on and on about the many experiences and things that I have. And, of course, I have participated in the WEA. People and places may be different but everywhere I went, people looked at the same moon, sun, and stars, no matter what language I knew. I now have a newfound respect for the American farmer and American agriculture! I have grown in many ways while participating in a great program that allows a young person to do just that! Truly the Work Experience Abroad Program is a unique experience in international agriculture education.


The culture and organization of the rural segment of our society form the topic of this book. It emphasizes the social and educational aspects of rural society and the larger American society. An understanding of the history and organization of American agriculture and its people. To comprehend the present rural society, one must understand its beginning and development. The chapters are comprehensive, historical accounts will be an asset to agricultural education. The book is based on a survey of sources of information about our agricultural development.

Knowing about rural society, emphasizing that it is an interest-related part of our national society, not a separate, distinct society, is communities and organizations, and local churches and local governments of rural society. The book is written in relation to the organization, and normal society as well as in the local context.

The book reflects the author's knowledge and understanding of rural America. He is a professor of rural sociology at the University of Missouri.

This book is designed to be used in introductory courses in rural sociology.

The facts and figures about the rural population and rural organizations will make it a useful reference.

Eugene Anderson, Professor and Departmental Specialist
University of Minnesota


The book reflects the author's knowledge and understanding of rural America. He is a professor of rural sociology at the University of Missouri.

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The facts and figures about the rural population and rural organizations will make it a useful reference.
Leon Brooks graduated last year from the Jamaica School of Agriculture. Now he is on the staff at JSA and is in charge of the poultry unit, which includes 2500 layers and 1500 broilers. (Photo courtesy Burton E. Swanson, Univ. of Illinois.)

Hugo Flores, a Venezuelan horticultural extension agent, explains the production of tropical plants in Venezuela to David Howell (left) and Ray Morton (center) of Penn State. (Photo courtesy of Bill Lindley, Penn State University.)

Instruction by American Peace Corps Volunteers in Iran is a vital part of the Agricultural Mechanics training in developing countries. (Photo courtesy of Len Harzman, Western Illinois (University.)

Ideas Unlimited! Vocational Agriculture teachers are full of good ideas and the N.V.A.T.A. and Ruritan National sponsor an annual contest to reward those teachers who are willing to share their great ideas. The 1978 winners are (left to right): Jim Cooley, Elko, Nevada; Myron Sonne, Letcher, South Dakota; Jack Wise, Winchester, Kentucky; Ross Smith, Athens, Alabama; Peter Woolcott, Colchester, Connecticut; Phillip Fuss, Keota, Oklahoma (National Winner); Curtis Graham, Ruritan National, Dublin, Virginia. (Photo courtesy of Sam Stenzel, N.V.A.T.A., Lincoln, Nebraska.)

Since W.A. Davidson took over the leadership of Guyana School of Agriculture in 1965, the institution has grown from a small program in one building, to a modern, residential campus with an exemplary teaching farm. (Photo courtesy Burton E. Swanson, Univ. of Illinois.)