STORIES IN PICTURES
by Joe Sabol

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

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

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

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

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

AGRICULTURAL EDUCATION
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FEATURED — LEGISLATORS’ RELATIONS ADVISORY COMMITTEES LEARNING BY DOING INDIVIDUALIZED AG MECHANICS INTERNATIONAL AG. ED. GRANDFATHER’S COLLECTION

Theme — Our Grassroots Community Relations — Parents, Advisory Committee, Administration, Legislators
AUGUST EDITORIAL —
OUR PUBLIC —
ONE KEY TO THE SUCCESS OF OUR PROGRAMS

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

Our public is the source of our students; the job marker for our students, a source of support in the form of teaching materials and equipment, and the political clout needed to advance the requirements of our programs. It is, in other words, our public that makes us who we are.

It includes almost everyone in our program, and those with whom we come in contact. Some examples that come to mind include parents, administrative staff, faculty, students, parents of students, politicians, funding sources, the general public, and on and on. Usually, they have inadequate blackboards and there was not much light to make adequate use of slides or overhead projectors.

Seeing their need, we offered the use of our classrooms and laboratories during the January and summer vacation periods. The response was good.

Now, one of our sister institutions, the Agricultural and Technical College at Coblakeskill, is participating in the program. As a result, we find that those manufacturers are looking for a place to donate equipment, they look even more favorably upon us than previously.

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

RESULTS

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

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

AVAILABILITY

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

(Concluded on Page 78)
The most important community relations function for agricultural education in the United States is the community relations established by each teacher in that local community. The way the ag program is designed around the local community needs; the way the ag teacher works with local groups such as parents, advisory committees, administrators and others; and the way students represent the quality of the program through achievement in agriculture and on the job, ultimately determines the grassroots community relations and the relations from there up.

If you are a local teacher, this will form the support foundation of the educational and legislative action and at the state and department level because state legislators and educational personnel are generally attuned to requests and suggestions from local communities, especially when the issues concern those communities. Likewise our U.S. Senators and Representatives and U.S. Senators and Representatives are also attuned to the local communities' suggestions and requests.

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

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

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

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

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

GUEST EDITORIAL

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

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

RESULTS

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

Several months later, we decided to write our own V.E. grant proposal for about $50,000 worth of equipment. We did not have the opportunity to do this before we started on the grassroots survey. We are now beginning our efforts to obtain data to help others aid the travel of that proposal through the bureaucratic maze.

QUALITY PROGRAM

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

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

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

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

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

SUMMARY

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

By Thomas B. Daugherty.
Superintendent
Macouqua High School
Bunker Hill, IN

THE "NATURAL" PUBLIC RELATIONS OUR COMMUNITY

By Thomas B. Daugherty.
Superintendent
Macouqua High School
Bunker Hill, IN

In the midst of getting back to school, people are trying to get back to natural, simple living. They are looking to their local community for answers to many complex questions. We as agriculture teachers need to get involved in our Public Relations Program. We spend so much time in trying to get on radio, television, and in large newspapers, we often overlook a very natural public relations program - our parents, advisory committee, and our friends.

PARENTS

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

How can this be accomplished? Many times we are faced with the problem of的時候 these parents for our trips. Take a parent to fulfill this role. They will see the results in their being a valuable asset to your Department. You and your Department are doing. You can also involve them in chapter business, judging contests, and FFA Week activities.

ADVISORY COMMITTEE

Advisory committees are mostly commonly used only for counseling on important questions within your department. Many advisory committees may meet only two or three times a year. This is just a formal tool to help keep your program viable. Work at it until it becomes easy. Then it will seem easy. Good luck.

COMMUNITY

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

SUMMARY

Publicizing on radio, television, and in the newspapers is important, but it comes in second. However, do not overlook your natural public relations tools - your parents, advisory committee and community. If you involve and inform about your department, they will help you whenever possible. Do not be afraid to use these people. They come from all walks of life and want your agriculture department to succeed. Realize you also possess a natural resource, the dynamic leaders of tomorrow's agriculture.
COMMUNITY INVOLVEMENT AND THE INSTRUCTIONAL PROGRAM

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

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

THE SITUATION

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

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

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

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

FORMALIZED PLAN

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

- Students learned skills under the same conditions and in the same environment for the occupation itself.
- Students were able to assume employer-employee relationship.
- Crops, growing practices, and maintenance procedures were demonstrated by students from planting stage to the production of a market product.
- Actual working conditions of the occupation were experienced by the students.
- Industry equipment and facilities were labored and utilized, contingent upon proper safety practices.
- Student performance was evaluated by actual inspection of the finished product.

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

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

(Concluded on the Next Page)

CARRICK COUNTY HIGH SCHOOL HORTICULTURE LAB EVALUATION

ACTIVITY

1. Develop a knowledge and skill necessary to identify various greenhouse operations. 15 min. 1 2
2. Develop knowledge and skill necessary to identify various greenhouse operations. 1 5
3. Develop knowledge and skill necessary to identify various greenhouse operations. 2 hrs 1 2
4. Develop knowledge and skill necessary to identify various greenhouse operations. 2 hrs 1 2

ALLOTED EVALUATION EVALUATION COMMENTS

1. Classroom instruction was not as meaningful as it was desired. 2. Students viewed 17 greenhouses for information on production re-car- neous operations. 3. Students viewed cutting and storage operation. 4. Greenhouse owner explained the procedures be used in production and marketing carnations. 5. Students were instructed on proper procedures for disbudding. 6. Students were divided into groups of six. Disbudding was performed by only one person. 7. Supervision was given by Mr. Martin, Mr. Putphin, Marlene Burton (C-3 student placed at Martin greenhouse). 8. Many crops were observed in the local greenhouse operation. 9. Numerous house plants, standard mums, poinsettias, Christmas trees (D-2 greenhouse). 10. Students have not performed (D-2 observed); performed with supervision; (D-2 performed without supervision; (D-2 performed well enough to instruct others.

OUTGROWTHS OF THE PROGRAM

The support of administrators, supervisors, follow teachers, and the community were essential in initiating and conducting the various learning activities. Their willingness to participate in these activities was instrumental in providing the needed partners for the horticulture program at Carroll County High School, which was limited in terms of budget and facilities.

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

CURRENT STATUS OF THE HORTICULTURE PROGRAM

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

By Jasper S. Loe
Teacher Educator
Mississippi State University

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

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

THE NEED FOR STATE LEGISLATION

Efforts to reduce programs of vocational agriculture and business to less than 12 months have received considerable attention throughout the United States. During the 1976-77 school year, a small number of local Mississippi school systems had reduced the length of their programs to less than 12 months. Because these school systems had superintendents who were vocal and articulate in the movement, but who obviously lacked knowledge of what was required for a quality program. In 1977, they appeared to be gaining momentum in their efforts. It appeared that many school systems would go in the direction of less than 12-month programs if nothing were done to curtail it.

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

The experience achieved a legislative victory has taught vocational agriculture supervisors, instructors, and teacher educators a great deal about influencing legislation. Future efforts will not be easy but must begin with solid understanding of the legislative process. Several suggestions on the legislative process for influencing legislation are noted.

1. Group commitment and individuality must be established. All effort on the part of all members must be on target and must be cost-effective. All members must be willing to get involved and be aggressive in securing laws.

2. An assessment of support and opposition to be made early. The assessment includes groups that support the bill, those that are neutral, and those that are opposed to the bill. Several important factors that affect the outcome include the number of people who will provide assistance in making key contacts. It has been observed that legislators tend to be more inclined to listen to business people in their local districts than to teachers. Therefore, teachers often need to work through the key business people in making contacts. Teacher leaders can be key people in contacting legislators at the local level.

3. An understanding of the legislative process is needed. In order to be effective with legislation, it is important to know who has the power, such as chairmen and committees; deadline dates for bills to move through the legislature; and what happens when action is not taken. A key member in both the senate and house who can be trusted to keep members informed is very often caught by deadlines and trick legislative maneuvers.

SUMMARY

Agricultural educators in Mississippi have found that they can get legislation enacted which will improve local programs of vocational agriculture, initiative, planning, and justifiable reasons for the local community to support "grassroots" level bill. However, a strong case for the proposed legislation must be developed. Local support of "grassroots" level bills, especially the local level, will make the job significantly easier.

One caution is in order. It is preferable to avoid going to the legislature with written policies on the conduct of vocational agriculture programs, well-educated administrators who understand the program, and supervisory personnel who have the authority to act will greatly reduce the need for legislation. Legislation can be restrictive, and there are certain undesirable changes in the new laws which may not be apparent in Mississippi. Getting laws enacted causes groups to polarize and reduces the chances of cooperation from certain individuals and groups.

Passage of needed legislation may be difficult even when effective strategies are employed. There comes a time when risks must be taken if favorable legislation is to be obtained. The effort will be worthwhile if the work is done well and worth the effort when programs preparing workers for today's agricultural industry are improved.
FEATUREING:

LEARNING BY DOING

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

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

When I had filled the building, there were a lot of bricks left over. I heaved the barrel back up again and secured the line at the bottom, and then went up and filled the barrel with the extra bricks. Then I went down to the bottom and cast off the line. Unfortunately the barrel of bricks was heavier than I was and before I knew what had happened, that barrel started down, jerking me up off the ground. I decided to hang on, and halfway up I met the barrel coming down and received a severe blow on the shoulder. I then continued on to the top of the building. I heaved the barrel back up again and got my fingers jammed in the pulley. When the barrel hit the ground it bent its bottom, allowing the bricks to spill out. I was now heavier than the barrel, so I started down again at high speed. Halfway down I met the barrel coming up and received severe injuries to the head. We quickly put a casing around the barrel. I spent quite a long time in the hospital. I received a severe nosebleed that I suspect caused some long-term effects. Needless to say, this is learning by doing.

The Program

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

For instance:
- We have three agribusiness instructors, all on 11/2 month contracts at Parker.
- We serve 200 students in agribusiness classes, grades 9-12.
- 100% of our students are urban students.
- 25% of our students are girls.
- The classes we offer are as follows:
  9th grade - Agribusiness Career Survey, year-long course.
  10th grade - Biological Agriculture, year-long course.
  11th grade and 12th grades combined - Horticulture (year-long course), Conservation (year-long course), Animal Science (year-long course), Crop Science (semester course), and Soils (semester course).

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

Orchard - Garden - Greenhouse

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

Orchard

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

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

Accounting

After these expenses we then take half of the remaining money and give it to the landowner for rent. The remaining half of the money we then divide and give to the students for their hours of labor. For example, assume we had $1,000 of total income. This is how we break it down:

- $1,000 - total income
  - 500 - expenses
  - 500 - for landowner

equals $500 for students.

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

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

Paying Rating Card

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Hours</th>
<th>Quality</th>
<th>Speed</th>
<th>Responsibility</th>
<th>Cooperation</th>
<th>Safety</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

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

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

Greenhouse

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

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

Kim Hayes

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

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The Agricultural Education Magazine

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

October 1979
LEARNING BY DOING

A BUSINESS

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

The greenhouse project has provided annually about 1200 hours of student occupational experience with an operating budget of $5,000. One consequence of such projects is that students work, they are rated on the work card and are paid income left over after all other expenses. All plants that are raised are sold wholesale to our county and local businesses.

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

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

GARDEN

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

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

FIELD DAY

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

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

SKILL DEVELOPMENT

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

Therefore, much of the student work involved with these activities is done either after school or on weekends. We always insist on having an instructor present when students are working on their projects. The project does mean more for the vocational agriculture instructors.

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

AVOIDING COMMITTEE
A KEY TO PROGRAM SUCCESS

By John Rodgers
Teacher Education
Clemson University, SC

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

The influence of the advisory committee on program development is another bonus for the teacher of agriculture and his students. This group of interested and influential citizens will take a careful and constructive look at all aspects of a program and make realistic recommendations based upon what they see as compared to what they perceive as needed for that community. They will literally re-democratize a stagnant program. The committee can assist in getting community support through purchase of plant-life or goods needed by the local community. The committee can be an important tool in helping to solve many of the problems of vo-ag program development. The committee can also be of great assistance in the development of the vo-ag program and report on the success of the vo-ag program in their area.

THE CONSTITUTION

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

MEMBER ENTHUSIASM

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

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

SOME OBSERVATIONS

Although the author has had experience with advisory committees for over twenty-five years, these observations were made during the last academic year. One committee observed a ceiling in the classroom that was built by committee members. The advisor has been so far. Repeated requests for repairs and painting had brought the desired results until the committee members had reached a consensus on an appropriate fixture that would improve the situation. The ceiling was subsequently improved and greatly enhanced the attractiveness of the classroom. This committee was in focusing attention on the establishment of a stable market for a fairly new crop that is expected to grow in demand over time. The committee members are involved in the establishment of this new business.

This activity will greatly influence the adult education phase of the vo-ag program.

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CONCLUSION

This article describes the various programs and projects that make up an exemplary supervised occupational experience program. These programs are designed to provide students with real-world experience in the field of agriculture. The programs include an orchard, a greenhouse, and a garden. The programs are designed to provide students with hands-on experience in the field of agriculture. The programs are designed to provide students with hands-on experience in the field of agriculture. The programs are designed to provide students with hands-on experience in the field of agriculture.

THE AGRICULTURAL EDUCATION MAGAZINE

OCTOBER 1979

(Concluded on Page 95)
A GRASSROOTS APPROACH THAT REALLY WORKS

By Harold Engeling
Teacher Education
Southern Illinois University
Carbondale, Ill.

THE ADVISORY COUNCIL

"Why don't you try teaching with the help of a general advisory council?" These were written thirty-two years ago by a young vocational agriculture teacher who is now in his late 50s. "My Experience With a General Agriculture Advisory Council", Agriculture Education Magazine, April 1947. During these thirty-two years agriculture education has not remained static. The leaders in agriculture education of the 4-H's and FFA's such as Hamlin (Illinois), Stewart (Iowa), Sutherland (California), Ekstrom (Missouri), Hammond and Talb (Kentucky), Hill (Iowa), Byram (Michigan) and many others have long since been replaced by today's agriculture education leaders whose names will appear in tomorrow's history books.

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

Perhaps this can be illustrated by setting forth "A Recipe for a Successful Advisory Council" which in

include "Major Ingredients and Ad

cluded ingredients. The "Added Ingredients" relate to actions to take to increase the effectiveness of the council or to help a teacher having specific council problems.

Major Ingredients:

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

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

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

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

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

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

7. The teacher should organize an advisory council during the first year on the job. Developing a good supervised experience program, and having an active advisory council should be some of the objectives of the first year teacher. The posts have written, "On the plains of hesitation rests the bones of countless millions who upon the day of victory sat down to rest and realized dying." My eleven years as a supervisor of vocational agriculture convinced me that the teacher who didn't have council the first year probably could have the second or third year, so on. Thus, the concept of an effective advisory council was dead or negated if the department of Vocational Agriculture.

8. The unemployment rate for the recent high school graduate is unusually high. Advisory council members can survey the job openin
gs and provide assistance in the placement of problems.

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

OTHER INGREDIENTS:

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

11. Enroll in a course dealing with advisory council at the university or college level with advisory council expertise.

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

13. Spend time at the university library reading about advisory council.

14. Develop a personal mental attitude toward your advisory council.

During the fall of 1975-76, we decided to try individualizing Ag Mechanics instruction in the Voice of the Teacher. and class. Miss Eugenia Stolz, student teacher, was responsible for developing and implementing this year during her student teaching at Beulah.

A unit on Basic Hand Tools and Maintenance was individualized. The first step in the process was to develop a student handbook wherein all of the topics had to be completed, all instructions regarding topics were completed and a list of the relative values of each test that would be used for each test.

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

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

EVALUATION

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

1. The students were able to learn at their own pace.

2. The above or below average student was not bored or frustrated at the pace in the classroom.

3. Students have the opportunity to practice building their time, Some of the areas that we felt were real challenge for both teacher and student included:

1. The process of self study can be difficult for students with reading problems.

2. Students found it difficult to budget their time. Several students tended to "boulder".

3. More time needs to be allotted to a unit of this nature (to allow points 1 and 2 to be taken care of.

4. The work load of the teacher is such that some assistance (student assistants, etc.) is almost mandatory.

SUMMARY

Individualized study can be an effective method teaching Basic Skills in Ag Mechanics. There are some general guidelines one should do. When deciding to start or continue this method of teaching. Some of these are:

1. Will the needs of the students be met?

2. Will it be possible to meet the needs of those students who have difficulty reading instructions?

3. Is it feasible for students to take the time to do their work well, or be exposed to many skills?

4. Can arrangements be made to meet the additional demands on the instructor?

Individualized instruction is not without its problems. The ultimate outcome is hindered, an alternative that bears consideration when teaching Basic Skills.

A GRASSROOTS APPROACH...

Look on advisory council members as some of the best friends you have. If you do this, you will with advisory council expertise.

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

b. In conclusion, I will close by adding a few words to the sentence written thirty-two years ago. "Why Don't You Try Teaching With the Help of a General Advisory Council and your rewards will be great."
Your Advisory Committee - Your Partner in Agricultural Education

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

A minimum number of regular meetings should be take
dated at a time agreeable to all
members.
5. A well-planned agenda should be sent out to members in advance of the
meetings.
6. The advisory committee should be ap
communicate with formal appointments made by
the school board.
7. Advisor committee members should receive recognition for their
service through the presentation of awards, certificates, honorary membership in the FFA, etc.
8. The vocational agricultural teacher should prepare to accept con
constructive criticism from the ad
visory committee regarding the cur
riculum and the agricultural educa
tion program in general.
9. Advisory committee should not be used as a pressure group by
the agricultural teacher. Their recommendations, as a committee, will reflect the consid
eration by the administration and school board without any outside "politics"

Both new and experienced teachers need advisory committees. If your department doesn't have an advisory committee, you should make the establis
hment of a similar committee a priority. Oregon has detailed guidelines for creating and maintain
ning vocational agriculture advisory committees. These guidelines be
tained from your state supervisor or agricultural consultant.

N.L. McCalin

The Ohio State University
Columbus, OH

October 1979
Exemplary Programs to Train Teachers and Extension Agents to Increase Food Production

By Burton R. Swenson
International Agricultural Education
University of Illinois

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

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

"Empirical evidence..." I would like to share some of the empirical features of two such educational institutions.

GUYANA SCHOOL OF AGRICULTURE

The Guyana School of Agriculture (GSA) was founded in 1922 and is one of the oldest agricultural extension institutions in the West Indies. Established in 1910, it currently has about 900 students, and this year graduated approximately 120 students.

The school has 180 acres of land and maintains a highly productive school farm which operates on a semi-commercial basis. Students can pursue either a diploma program in agriculture or home economics, with the option of obtaining a teaching certificate. The curriculum includes such subjects as crop and livestock husbandry, extension work, and marketing. The school also offers a two-year diploma program in agricultural sciences, including courses in plant and animal sciences, and a three-year bachelor's degree program in agricultural sciences.

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

JAMAICA SCHOOL OF AGRICULTURE

The Jamaica School of Agriculture (JSA) is the oldest, largest, and probably best known post-secondary agricultural education institution in the West Indies. Established in 1910, it currently has about 900 students, and this year graduated approximately 120 students.

The school recently shifted from a two to a three year course of study. Students can pursue either a diploma program in agriculture or home economics, with the option of obtaining a teaching certificate. The curriculum includes such subjects as crop and livestock husbandry, extension work, and marketing. The school also offers a two-year diploma program in agricultural sciences, including courses in plant and animal sciences, and a three-year bachelor's degree program in agricultural sciences.

The West Indies, most food crops are produced by women, but in Jamaica and Guyana, the Schools of Agriculture are providing young women for careers in agriculture extension and teaching.

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

CONCLUSION

The need for well-trained field level extension agents and agriculture teachers is increasing in many developing countries. The Guyana School of Agriculture's production farm appears to be an exemplary model of providing realistic practical training and experience for students while reducing educational costs.

A second aspect of quality is to develop each student's professional skills through well organized internship programs. Both schools currently have ongoing practical teaching programs to give students the training they need to be successful agriculture teachers and extension workers.

FOOTNOTES AND REFERENCES

Mayleen Cumberbatch, head of the Food Processing Unit at the GSA, explains how the unit is operated with agriculture students on the Gloucester farm. The unit produces much of the meat, milk and eggs used in the school cafeteria. (Photo: J. Brooks)


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

(Concluded on Next Page)
HAY YOU COMMUNICATED WITH YOUR LEGISLATOR LATELY?

Udall pointed out that each legislator votes on hundreds of measures every week. To keep your opinions before your legislator’s mind, you must let him know firsthand about your program. One excellent way is to invite them to visit your vocational-technical programs in your school system.

Some suggestions for implementing such a visit:

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

2. Invite other vocational programs. School administrators and educators hold a high regard for the field of agriculture, and have vested interests in sharing program goals and activities with their legislators. Providing a real life and interested audience will be helpful in justifying the time to make the visit and allow the legislator to gain a more complete picture.

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

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

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

6. Follow up the visitation, thank you letter should include any additional information you provided as well as a summary of the visit. An invitation to come back will help in portraying the idea that your program is “open for inspection” at any time and not just “by appointment.”

7. Use your local FFA groups. Legislators don’t require that they go to the universities to meet vocational agriculture teachers know every technical detail of the legislative process or the agriculture industry. It is required of a personal desire to safeguard the program you represent and have and provide input for continued improvement in vocational agriculture. Teachers must be willing to give some of the personal time it takes to plan and implement one of the most important aspects of the vocational agriculture public relations program – that of gaining legislation.

Now, more than ever before, vocational agriculture needs friends, and the Farm Bureau can be a voice.

Go ahead. Contact your legislator today.

—Robert Taylor

Robert Taylor and his wife, Carol, operate a farm where they raise registered Appaloosa horses and commercial milking cattle. He is a graduate of the National FFA and National Junior FFA institutions.

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

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

“Hey, I have to think about that a minute...I was just wondering...I wasn’t expecting quite that much.”

The interview digressed from there until Grandpa could take it no longer. “You know what,” he said, “why you a bucker doesn’t have to be real hard so I could buy a horse. But I couldn’t afford a horse so I bought a coffee cup. That ain’t no bucker...well...it ain’t so, horse, I guess you could say I didn’t treat it right. If I wasn’t so dumb...”

My mom always said that if I kept treating it like I had, that same day that dumb jackass would come back to haunt me. You know son, until I met you I didn’t think she was right.”

Until next time... Keep up the good work.

—By Pitts


This book does a good job of reviewing the areas involved in livestock production in general. Not only are the various aspects of animal science reviewed but the reader is led through a system for the delivery of educational agriculture for the youth and adults of the United States.

It is nice having a book that includes all classes of livestock so that an extensive library does not have to be maintained by the individual user and a large volume has been chosen for use by classes in various programs of livestock production.

The author serves on the faculty in the Department of Animal Science at Oregon State University. He has had considerable experience in this area and has done work in the areas in which he feels he did not have enough background. Dr. Fred E. McMillan (Professor Emeritus of Animal Science at Oregon State University) did the chapters on Livestock and World Needs, Reproduction and How To Work, Artificial Insemination and (All I'd Ever See in Pictures). Dr. Ralph L. Christiansen (Professor Emeritus, University of Wisconsin) did the chapters on The Feeding and Feeding Practices.

William Meppel
Tumarch-Garon Union High School
Tumarch, OR

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

“...Oh, I’ll have to think about that a minute...I was just wondering...I wasn’t expecting quite that much.”

Continued

ADVISORY COMMITTEE — A KEY TO PROGRAM SUCCESS

Other committees have made recommendations leading to pro-
gram modification and expansion, in-
cluding the addition of another higher. Help still has been made, and pro-
vided in teaching some technical operations involved in the use of the program. The need for your help is no longer concerned that his ex-
pertise does not encompass some of the project. Committees are recom-
mended by the committee. Committee recommendations have been made in the teaching of vocational agriculture

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

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