THEME: Community-Based Programs
Where Do We Stand on Community-Based Programs?

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

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

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

Community Resources

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

Accordingly, communities have many instructional resources which can contribute to all components of a vo-ag pro-

gram: classroom/laboratory instruction, supervised occupational experi-
ence, FFA, and adult/young adult action. Every community has individuals who will volunteer their services, often in very specialized areas. A vo-ag teacher needs to identify and ask for their help.

Community Improvement

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

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

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

Personnel Orientation

The key to community-based programs is held by the teachers and other individuals responsible for the vo-ag programs. If these programs are to be successful, these individuals must have a basic recognition of the potential of the community.

February, 1981

The theme for this issue of the MAGAZINE is Community-Based Programs. This Editor Maynard Iverson of Auburn University has compiled several theme articles which address different ways of obtaining community-based programs in various educational settings. The Editor expresses appreciation to Dr. Iverson for his work.
The concept of "community" has permeated agricultural education since its inception. Our early teachers, supervisors, and teacher educators had a sharp sense of community — of the program’s role in and obligation to the local scene. Vocational agriculture continues today essentially — and strongly — a local, community-based program.

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

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

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

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

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

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

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

On September 19, 1973, the Auburn, Alabama, City Board of Education employed me just out of college as an agribusiness teacher. My job was to teach agribusiness to seventh and eighth graders, all of whom lived inside the city limits of Auburn. Most of these students had spent their entire lives near Auburn University. This area is not a strong agricultural section of Alabama so most students knew very little about crop or livestock production. Up to the time of my employment, students did a great deal of shop work, some classroom work, but little practical study of agriculture. Motivation was missing and discipline problems were frequent.

Developing the School Garden — A Solution

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

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

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

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

At first, the students seemed to be fighting a hopeless battle, but not all the work had gone for naught. The perserverence, who watched from his office window at the adjacent work of the students, arranged — without the teacher’s knowledge — to have a bulldozer come in and finish clearing the bad spots, along with the old fence row. Having cleared the land, the next step was to get the

new ground plowed. The kudzu patch was beginning to look like a garden!

Operating The Garden Program

In mid-January of each year a soil testing unit is taught in class. The students learn how to take a soil sample, as well as how to fill out a soil sample information sheet.

Students are divided into groups of two and three. They actually take a soil sample from the garden area. Since soil test recommendations are followed very carefully in the gardening program, the samples are sent to the Auburn University Soil Testing Laboratory to be analyzed.

Each spring — as soon after mid-January as possible — the gardens are turned up with a mold-board plow. The next step is to stake off the garden area into individual garden plots. The "my garden" concept (rather than "our garden") instills pride and motivation. The number of garden plots available and the size of the plots may vary with the total student enrollment in agribusiness. In 1974, the first year for the gardens, 72 students each had a 9 foot x 9 foot garden. As enrollment in the program increased, so did the need for additional land. Consequently, each year a little more of the kudzu was cleared. In 1979, 135 students each had a 13 foot x 13 foot gardening space.

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

The first crop to be planted is usually Irish potatoes, followed by turnips, radishes, and mustard. Onion, lettuce, and cabbage plants are set out as soon as plants are available and the danger of a killing frost is past. By early March, and no later than the spring holidays, warm season crops are planted. This provides about an 80 to 90 day growing season for these crops before school is out. (Continued on Page 6)
A Community-Based Junior High School Agribusiness Program

(Continued from Page 5)

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

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

Results of the Garden Program

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

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

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

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

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

Future Expansion — A School Farm

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

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

In 1979, Dr. Allen Cleaveland, School Superintendent, and the Auburn City Board of Education unanimously authorized the search for a suitable piece of property on which to locate a livestock facility. In August of 1979, a 10 acre tract of land was purchased. This agribusiness farm will be used by the junior high and senior high school agribusiness programs in Auburn. The farm will be ready for occupancy on early 1981.

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

A Base for Occupational Preparation

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

THEME

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

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

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

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

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

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

By Jacqueline M. Cole
(Earlier Note: Dr. Cole is Assistant Research Scientist in Agricultural and Extension Education at the University of Florida, Gainesville, Florida 32607.)

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

(Continued on Page 6)

Figure 1. Model of generic components in an organized council.
Advisory Committees in Agricultural Education

(Continued from Page 7)

Structural Components

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

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

Programming Skill Components

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

Programming skill components include:

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

Group Process Skills

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

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

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

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

Footnotes
4. Ibid.

A Community-Based Rural Program

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

The new vocational building was designed and constructed to provide the facility our program needed. We conferred with the architect on planning the classrooms, shop area, and offices. These were designed and built with the needs of our community in mind. The facilities seem to add to the instructional program and to the total pride of the students. The shop area has a wall of windows, including individual wedding booths, paint rooms, tool storage rooms, a paved outside area, and a fenced-in area for equipment. There are also two 10' x 20' overhead doors which lead into the shop area.

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

The Curriculum

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

FRESHMAN

Safety and Workmanship (60)
General Farming and Meats (60)
Tractor safety (15)
Crop production (45)
FPA parliamentary procedure (15)
Seed identification (15)
FSA quiz contest (15)
Cereal crops (15)
Plant growth (15)
Welding, including arc welding (20)
Public speaking (15)
Parliamentary procedure (15)
Record keeping (15)
Soils 
Land judging

SOPHOMORE

Soil and water (20)
Animal science (20)
Dairy herds (20)
Farm management (20)
Dairy management (20)
Farm feeding (20)
Advancement (20)

JUNIOR

Agricultural electronics (20)
Agricultural economics (20)
Agricultural business (20)
Agricultural marketing (20)
Agricultural law and ethics (20)
Agricultural finances (20)
Agricultural leadership (20)

SENIOR

Agricultural education (20)
Agricultural economics (20)
Agricultural business (20)
Agricultural marketing (20)
Agricultural law and ethics (20)
Agricultural finances (20)
Agricultural leadership (20)

By JAMES L. HAMMER
(Staff Notes: Mr. Hammer is a Vocational Agriculture Teacher, Franklin-Simpson High School, Franklin, Kentucky 42131.)

THEMES FOR 1981

The FFA chapter has approximately 100 activities in its program of work, with $50 sponsoring sponsors from the business community. The FFA budget is supplied with funds earned through the sale of poinsettias at Christmas.

As time passes, we move into a new era when proce-
A Community-Based Rural Program
(Continued from Page 9)

ated from diesel schools, and are using them as group in-
structors for over twenty adult learners, thus giving the membership a choice of ex-
periences.

Some of the activities of our Y.F.A. Chapter — which
was picked as the 1999 winner of the State Chapter Contest
— are: sponsor of the Franklin-Simpson Young Farmer
Tractor Pull (two nights, sanctioned and local), sponsor of
the Annual FFA Pancake Breakfast Banquet, send two FFA
senior officers to the National Convention in Kansas City,
and provide a $500 annual scholarship to some deserving
senior FFA member. Our chapter is also host for the 1981
State Y.F.A. Convention. One of our members, One of our members, Jack
Wade, is State President for 1980-81. The young farmer’s wives are a very active group who help with the activities,
without them, many programs would not function. The
activities of the Franklin-Simpson Young Farmers group
have been guided by a sound philosophy.

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

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

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

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

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

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

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

THEME
A Community-Based City Program

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

The Center serves four high schools within urban
Gainesville. Students from these schools come to the
Center daily in two and one-half hour time blocks (i.e.
three regular class periods per day). The specialized programs of community-based agribusiness education.
Secondary students come either in the morning (7:50-10:00
a.m.) or the afternoon (12:00-2:30 p.m.). Ninth-grade stu-
dents are provided with a year-long, general agriculture
program in which basic and applied principles of agricul-
tural occupations are taught. This program, beginning
students obtain a broad knowledge of the importance
of agriculture in the community, while learning about related
career opportunities in areas traditionally involved with
the advanced agribusiness programs which will be available
to them as tenth, eleventh, and twelfth graders.

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

Ornamental horticulture provides valuable training in
ornamental plant production, floriculture, greenhouse
management, and related activities. Students take advan-
tage of the new, ultra-modern combination classroom/lab-
oratory for their formal learning. Learning-by-doing
opportunities include space in the adjacent greenhouse, two green-
houses, florist shop (with a walk-in cooler), and large
shade house.

By MARION RIVIERE
(Advisor Note: Ms. Riviere is Principal of the
Gainesville Agribusiness Center, Gainesville,
Florida 32605.)

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

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

Forest ecology and wildlife conservation is also an im-
portant part of the Agribusiness Center’s curriculum. The
program utilizes the 94-acre forest on the school campus
and with a team effort, develop an understanding of the role
opportunities and educational needs in forestry and wild-
life conservation. Instruction is concerned with plant and
soil science, tree anatomy, forest management, timber
marketing and the establishment of a forest nursery. Wild-
life studies study the principles of wildlife and game man-
gement, fish farming, ecology, and conservation. Instruc-
tion takes place in the classroom, laboratory, school
forest, and on field trips.

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THE AGRICULTURAL EDUCATION MAGAZINE

FEBRUARY, 1981

Adul Education at the Center
In addition to the Center’s five major high school pro-
grams of instruction, there is also a program for physically
and mentally handicapped adults. Horticulture therapy
and training effect occupational experiences in all aspects
of commercial greenhouse, crop, and nursery plant produc-
tion, as well as landscape maintenance practices. Emphasis
is on skill development in soil preparation, plant propa-
gation, growing, pruning and grounds maintenance.

The program grew out of the need to serve handicapped
adults. Clients in this program are housed to the Center dai-
ly for five-hour blocks of time from private homes or
mome homes within the community. The curriculum is
based upon individual instruction in work-oriented horti-
cultural projects, with special attention given to the in-
terests and abilities of each participant.

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

Factors Affecting Success
The Agribusiness Center is proof that in order to be suc-
cessful, a viable community program, the agriculture
department must have total support from top-level district
administrators, support staff, the school’s advisory coun-
cil, and teachers. It must also make its work known to the
community through a well-organized and managed public
relations program. As recently as six years ago, the Center
seriously labored to keep up its program of education for
discipline problems and learning disabilities of various types. It was also the place where those individuals who were "not col-
lege material" were served.

The Center had no recognition from the community.

F.F.A. members study the Chapter Guide to FFA Activities.
A Community-Based City Program

(Continued from Page 11)

largely because the community did not know that such an agribusines school program was available. Much of the leadership, because there who were aware of its existence were also aware of the poor quality of its programs. There was no coordination between community needs and program offerings. Leadership training through the FFA was almost nonexistent. Teacher and student morale was quite low, to say the very least. Instructional programs were often little more than time wasted.

The first step toward reaching the Center’s tremendous potential was to inform students to a lesser degree, because those who were aware of its existence were also aware of the poor quality of its programs. There was no coordination between community needs and program offerings. Leadership training through the FFA was almost nonexistent. Teacher and student morale was quite low, to say the very least. Instructional programs were often little more than time wasted.

The first step toward reaching the Center’s tremendous potential was to inform students of the program’s existence. This was done by means of a survey by school personnel, or by calling in an advisory committee made up of interested persons in

any community-based agricultural program needs an advisory council. The school utilizes a very functional, informal council composed primarily of representatives of the various agribusines program areas taught at the Center. Knowing this, the Center’s facilities are in what the Center was all about. To accomplish this, the curriculum was aligned with job opportunities in the community. Strict disciplinary policies were developed and followed. Students who were not serious about agricultural education at the Center either failed, changed their schedules, or had their schedules changed for them so that they did not attend the Agribusines Center at all. Thus, the entire situation drastically improved! Teacher and student morale of leadership through the FFA were implemented into the curriculum. Winning the state “Building Our American Communities” award was the one, main activity that provided momentum for the school.

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

Determining Program Needs

To justify starting a program in any community, a needs assessment report must be made. This may be done by means of a survey by school personnel, or by calling in an advisory committee made up of interested persons in

that community. Many communities have a ready made group of people who may serve as an Ad Hoc Advisory Committee. This could be the advisory committee for the local high school vocational agriculture program or the FFA Alumni. These groups are very much attuned to agriculture program needs in their communities. They can provide valuable input into curriculum and assist in its promotion.

Population to be Served

The kind of program that will be offered will depend upon the age of potential students in that community and their status in farming, or where they are on the management ladder. They could be recent high school graduates who are working for their parents or in partnership with their parents. They could be managers of their own farm, but with no experience (perhaps due to age or having recently moved from another state). They could be low

income farmers (for a variety of reasons), or they could be the well-established farmer who is doing a commendable job of managing his business. The question arises as to whether all of these prospective students can be placed in the same program. If not, which groups should be served, are there a sufficient number of prospects that would justify more than one program in the community?

Conclusion

There is probably no one, single factor that can be dis
cerned when developing a good community-based agricul
tural education program. It is, rather, the combination of several "correct" ingredients, which contribute to the suc
cess of the program. Factors such as the image of the teach
er in the community; the FFA chapter’s involvement in community betterment and improvement; support from school administrators; and proper funding for the teaching program, are a few vital characteristics. A good BOAC or Chapter Safety program in the community may pay off many-fold in support when compared to the time and ef
forts put into this nature take to conduct. A long-range plan for agricultural education in the community with goals and specific objectives is also of vital importance.

This type of thinking, coupled with involved teachers who are gen
truly dedicated to strengthening the character and leader
ship of young people will most surely result in a meaning
ful community-based agricultural education program.

Low Income and Inexperienced Managers

Using local data on crop production, milk production, and cash income, it was possible to identify farm operators who were living below the poverty line at less than average levels. This group averaged almost 2,000 lbs. per cow than the average of all farms analyzed through the Small Farm Analyst. Crop value per acre was 16% less, net farm income aver
aged 54% of all farm operators enrolled at the school. Good feeding practices are contributing to management, cash flow and financial planning seemed to be lacking.

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

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

Economic growth and adoption of approved farming practices was significant by the end of the second year. Milk production averaged 404 lbs. more per cow. Crop value per acre increased 15%, Net cash operating income increased 166% in addition. 86% of the students tested their soil, 71% completed crop and fertilizer plans, 80% sampled forage, and 64% fed balanced rations. As another proof of value, 90 percent of the DRA program completers have enrolled in the five-year Farm Training Program offered by the school.

Established Farmers

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

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

THE AGRICULTURAL EDUCATION MAGAZINE

THEME

Community-Based Programs

By ROBERT ROHR (Editor’s Note: Mr. Rohr is Agriculture Outreach Coordinator at North Central Technical Institute, Wauneta, Wisconsin 54021)

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

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

FEBRUARY, 1981

(Continued on Page 14)
Community-Based Programs
For Adult Farmers

(Continued from Page 1)

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

The general topics are:
First Year — Dairy Nutrition
Second Year — Crops and Soils
Third Year — Dairy Management
Fourth Year — Farm Law
Fifth Year — Farm Buildings

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

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

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

THEME

A County-Wide Community-Based Program

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

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

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

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

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

Each of the four teachers has more than ten years experience in teaching vocational agriculture and each has earned the Rank 1 educational level (Master's degree plus thirty hours) in his own class. The adult classes are held at the elementary schools scattered throughout the county.

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

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

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

THEME

A Community-Based Technical Agriculture Program

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

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

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

Rural Outreach Program
The University of Minnesota Technical College, Waseca, initiated a Rural Outreach Program in 1973, with assistance from the Governor's Rural Development Council. The program was designed to extend the Campus to rural communities by offering one course each year in a community, then adding courses and communities in subsequent years. Courses in agribusiness were offered over a series of years in each community. After this initial series of courses, participants selected additional courses in following years.

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

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

February, 1981

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

(Continued from Page 15)

the fifth year, an informal survey of the students in the course indicated that the scholarship made no significant difference in the students’ enrollments (of the 69 who were enrolled, 40 received scholarships). In the sixth year no tuition assistance was offered, and enrollment had to be curtailed to the first 58 students registered because of limited facilities.

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

The community-based approach to technical education has been successful where local leaders have become involved and have participated in the effort. Key individuals include adult vocational agriculture instructors, Cooperative Extension Service staff at the county and state levels, local bankers, agricultural loan officers, and other community-minded individuals. The supportive encouragement of these key people has been instrumental in the success of the subsequent courses in the communities.

The community contacts serve informally as advisors and coordinators of other educational opportunities through their usual professional roles in the communities. The addition of a part-time student coordinator at UMW provides an opportunity for development of well-planned, balanced, interesting educational programs for students who could eventually complete a degree program.

Willingshaw, rural life course offerings, its schedules, and its mission. Faculty for the off-campus courses include these courses as part of their regular workload, bringing their expertise as well as the resources of the college to the community. Part-time faculty are drawn from industry and from the community to teach both on- and off-campus. The advantages of the program are:

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

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

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

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

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

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

Cooperative Education/Internship Program

UMW promotes a philosophy of working within the community with its Cooperative Education/Internship program conducted for students enrolled at the college. The program is unique in that it is a requirement for graduation, students enroll for college credit, and the community is involved in the educational process. The elements of the program lend themselves to a diversity of experience. Yet they have a single purpose. Employees of students observe in local labor market interests to family-owned and operated farms. However, the underlying objectives for each of these students are similar. To gain applicable field experience, to help them understand the relevance of formal education in order that their studies can complement their future occupations, and to clarify career goals they may be formulating or changing as they take part in this stage in their education.

The rural community with which the Waseca campus interacts is the county seat of Waseca, county seat of the state, and seat of a liberal arts college. In improving the quality of life, the goal of the Rural Life Family Center is to become a model for meeting the education needs of rural women.

As a result of a survey, the Rural Life Family Center (RLF) was established as a service and resource unit of the College. The UMW campus functions as the center of operation. Cooperative agreements are made with rural women and families by offering college credit classes on campus and in those communities where sufficient interest is indicated. The Rural Life Family Center provides extension services, courses, families, and facilities to rural areas in southern Minnesota. Through this center, UMW hopes to demonstrate the role that higher education can play in improving the quality of life.
1981-82 Report

Assistantships and Fellowships in Agricultural Education

A summary of the survey by the Publications Committee of the American Association of Teachers of Agriculture in the paved 105 institutions with financial assistance available. The findings are published to help graduate students select institutions for study and obtain financial assistance.

Key to Understanding

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

Alabama Agricultural and Mechanical University

Research assistants (2); 9 months; September, October, November; $600 per month; work is supervisory. Dr. Robert E. Taylor, Dean, School of Agriculture, Tuscaloosa, Ala. 35401.

Clemson University

Teaching assistance (9); 9 months; September, October, November, December; $750 per month; work is supervisory. Dr. E. K. Elbert, Dean, College of Agriculture, Clemson University, Clemson, S.C. 29631.

University of California, Davis

Teaching assistantships (1); 9 months; September, October, November; $1,000 per month; work is supervisory. Dr. E. K. Elbert, Dean, College of Agriculture, University of California, Davis, Calif. 95616.

Colorado State University

Research assistantships (5 to 8); 9 months; September, October, November; $450 to $680 per month; work is supervisory. Dr. L. D. W. Stiles, Dean, College of Agriculture, University of California, Davis, Calif. 95616.

Louisiana State University

Research assistantships (3); 9 months; September, October, November; $750 per month; work is supervisory. Dr. L. D. W. Stiles, Dean, College of Agriculture, University of California, Davis, Calif. 95616.

University of Illinois at Urbana-Champaign

Teaching assistantships (2); 9 months; September, October, November, December; $500 per month; work is supervisory. Dr. L. D. W. Stiles, Dean, College of Agriculture, University of California, Davis, Calif. 95616.

University of Massachusetts

Teaching assistance (1); 9 months; September, October, November, December; $600 per month; work is supervisory. Dr. L. D. W. Stiles, Dean, College of Agriculture, University of California, Davis, Calif. 95616.

University of New Hampshire

Teaching assistantships (3); 10 months; September, October, November, December; $500 per month; work is supervisory. Dr. L. D. W. Stiles, Dean, College of Agriculture, University of California, Davis, Calif. 95616.

Mississippi State University

Research assistantships (3); 10 months; September, October, November, December; $500 per month; work is supervisory. Dr. L. D. W. Stiles, Dean, College of Agriculture, University of California, Davis, Calif. 95616.

North Dakota State University

Teaching assistantships (2); 10 months; September, October, November, December; $500 per month; work is supervisory. Dr. L. D. W. Stiles, Dean, College of Agriculture, University of California, Davis, Calif. 95616.
Texas Tech University
Teaching and/or research assistantships (3-4); 12 months; September 1, 1981; 50% time; $3000 per month; out-of-state tuition waived; master's, April 1, 1981; Dr. Jerry D. Stockton, Chairperson, Dept. of Agricultural Education, P.O. Box 4169, Texas Tech University, Lubbock, TX 79409. Telephone: (806) 742-3816.

Virginia Polytechnic Institute and State University
Assistantships (4); 9-12 months; July and September 1; 12 to 15 hours per week; $525-$625 per month, out-of-state tuition waived; master's or doctoral grants and contracts; March 1, 1981; Dr. John C. Burba, Program Area Leader, Ag Ed., 106 Lane Hall, VPI & SU, Blacksburg, VA 24060.

University of Wisconsin-River Falls
Assistantships (4); 9 months; September 12 to 15 hours per week; $3300 per academic year plus remission of out-of-state fees; master's, February 1, 1981; Dr. Marvin D. Thompson, Chairman, Dept. of Agricultural Education, University of Wisconsin, River Falls, WI 54022.

By Dave L. Krayer
(Advisor's Note: Dr. Krayer is Director of Agricultural and Extension Education at Mississippi State University, Mississippi State, Mississippi 39762.)

ARTICLE

Thinking About Graduate Study?

By Dave L. Krayer

Since completion of an advanced graduate degree at The Ohio State University and returning to the campus of Mississippi State, I have been bombarding questions about graduate school and the graduate school life. Although questions from family and friends seem to be spurred by curiosity, questions from employees of the Cooperative Extension Service and teachers of vocational agriculture have a more probing nature. Agents and teachers have heard the information to help make career decisions of their own. Each has unique questions and concerns. The most frequently heard questions concerns the length and cost of graduate studies. A bulk of these questions are inquiries about the selection of the proper undergraduate major, the university, and matters of personal finance. In light of those broad similarities, the following questions and answers are listed to provide information to individuals who are considering graduate study.

Why Did You Leave Your Home State for Graduate Study?

Although the position I had with the Mississippi Cooperative Extension Service was important to me, I cherished the knowledge, wisdom, and experience that other individuals acquired while in graduate school. The move to the Ohio State campus helped me to view programs for different perspectives. Although the environment was new, the identity with the university and social interaction with other students made the move easier.

Full-time study was my major goal, with part-time employment secondary. The decision to move out of state was to gain academic training and observe new programs. The expectations existed. I had learned that employers tend to place lower value on employees who had all of their degrees from the same institution.

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

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

Graduate school, unlike undergraduate study, has a great deal of curricular flexibility at most institutions.

By Dave L. Krayer

How Did You Select a Specific Department and University?

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

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

How Do You Get the Needed Finances?

From almost any perspective, graduate study and earnings are of some importance. It is not unusual that expanding graduate programs will not plan on financial gains while attending. The amount of financial aid is dependent upon the college and the student's degree. The fellowship is more of a grant (usually no work) for academic study and is usually offered by institutions of higher education while a scholarship is a grant from an organization for professional improvement. Inquiries to the school and college which plan on offering fellowships are recommended.

The BACKPACK GUIDE TO ORNAMENTAL PLANTS, 3rd ed., by F. Wesley Cordell, is available in bookstores, Floral and Ornamental Plants, California Vocational Education Productions 1979, 323 pp. $8.95. The BACKPACK GUIDE TO ORNAMENTAL PLANTS is a durable, handy size, paperback book designed to be used as a guide in the identification of selected woody and herbaceous plants. Organized alphabetically by genus, the 227 plants in the book are described in a concise manner, through somewhat oriented to Western U.S. garden prac.

BOOK REVIEW

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Photographs for the Magazine

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

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

FEBRUARY, 1983
Books to be Reviewed

The following books are available for review:

**Introduction to Agriculture**, by N. Omri Rawlins

**Chemical Equilibria in Soils**, by Willard L. Lindsay

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

**Silent Partners**, by William G. Pond

**Agricultural Procedures and Records**, by Delene W. Lee and Jasper S. Lee


**An Introduction to Seed Technology**, by J.R. Thompson

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

**Year Book of Agricultural Cooperation 1978**, by the Plunkett Foundation

**Animal Reproduction**, The Beltsville Agricultural Research Center

**Soil Sci.** by Brian Knapp

**Agroecosystems — People with a Purpose**, by American Institute of Cooperatives

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

**Marketing Agricultural Products**, by Richard Kohls and Joseph Nihl

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

**Elements of Human Geography**, by Charles Whyrney-Hammond

**Vegetable Growing Handbook**, by W.E. Spltterwasser

**Soil Management in Crop Production**, edited by A.W. Pfeiffer and Raymond A.T. George

**Field Crop and Disease Handbook**, Robert F. Niyiwa

**Breeding Field Crops**, by John Milton Foelblman


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


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


**Animal Nutrition**, by William Hellerich and Dennis Westhoff

**Greenhouse Operation and Management**, by Paul V. Nelson

**Fertilizer and Plant Health Management**, by Louis Berringer

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


**Landscape Operations: Management, Methods, and Materials**, by Lerry J. Hauenhahn

**Applied Animal Reproduction**, by H. Joe Brown and John W. Fauquay

**Turfgrass Management**, by A.J. Turfrey

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


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


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

**Forestry Science**, 2nd Edition, by M.E. Ensminger

**Raising Your Own Livestock**, by Claudia Weisburd


**Carpenters in Agriculture**, by Archie and Marcella Stone and Harold Colvin

**Collecting Models Farm Toys of the World**, by Raymond Crilley and Charles E. Burkeholder

**Plan Propagation and Cultivation**, by William A. Hutchinson

**Seed Production**, by P.D. Hebbelnwaite

**Carries in Conservation**, by Ada and Frank Graham

**The Geography of Farming**, by William A. Dando

**Growth in Animals**, by T.I.J. Lawrence


**Management for Retail Florists**, by Charles W. Sisson and Jerry Robertson, and George Staby

**Soil and Water Conservation**, by Frederick Iroeh, J. Author Hobbie, and Roy E. Donahue

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

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

**Educators Guide to Free Publications**, compiled and edited by John Diller

**Farming Systems in the Tropics**, by Hans Reuthenberg

**Soil Geography and Land Use**, by Henry Foth and John Schaefer


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

Richard M. Hylton
Department of Agricultural Science/Vocational Agriculture
California State Polytechnic University
3801 West Temple Avenue
Pomona, CA 91760

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New National FFA Officers Elected

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

The officers are:

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

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

NVATA BOARD OF DIRECTORS

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

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

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

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

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