60-Lancaster Farming, Saturday, July 26, 1975

From Local Ag Teachers:



INTERGRATION Jerry L. Oglino Hinkletown **Alternative School**

The word "integration" is



vocational and academic

The human race portrays

an inherent instinct to

protect whatever we value

as our territory or property.

This protectiveness,

regretfully, is many times

carried over to the field of

education, and often times it

leads to a serous breakdown

in communications among

educators. For years,

academic and vocational

educators alike have been

promoting the idea of

teaching their own seperate

areas of subject matter - ie

Math, Science, English,

Animal Science, Soil

Chemistry, Mechanics, etc.

without ever trying to

curriculums. I would like to

see a stronger effort among

academic and vocational

educators to coordinate their

subject units and make both

curriculums more

meaningful to students.

Many times when students

see the relationship of

vocational and academic

subjects they respond by

putting forth the effort

required to them to ac-

complish the task, whether it

be a math problem or

mastering a skill in-mechanics. Examples of

integrating subjects would

be: 1) Math - a. proper

reading of rules in the

academic area in order to

apply their use in the

vocational area; b. figuring

board feet in the academic area to use in a vocational

setting; c. the study of ledger

entries in the academic area to aid students in project

book programs in the

vocational area. 2) Science -

a. collecting and identifying

agricultural field crops, and various weeds customarily

found around the home,

affording the vocational

of

trees

foliage

two

correlate the

education.

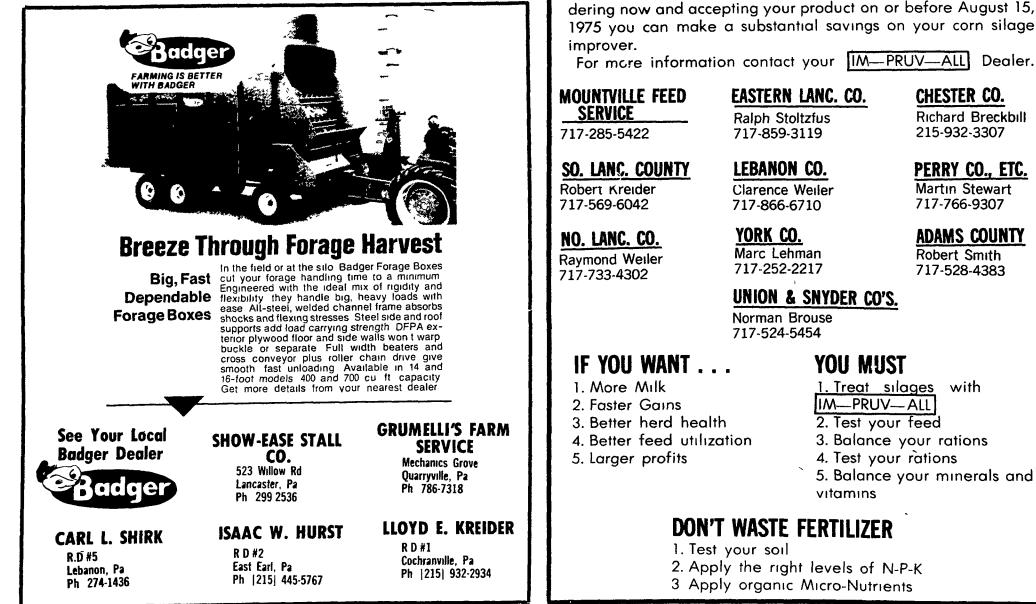
educators are striving to achieve racial balance in our public schools. This article is going to be devoted to integration: however, it will a very common word in the not be used in the same United States today. The context as law-makers term integration is normally usually view it. Instead, I used when law-makers and will deal with integration as





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Barn spraying our business, not a sideline.



instructor more time to spend on values and uses of these plants. 3) English - a. Explanation and spelling of various terms used in vocational areas - such as TDN, concentrate, roughage, environment, habitat, etc; b. writing of appreciation letters to business establishments where vocational students have visited; c. writing of essays dealing with in-dividual student interest areas rather than having all students writing about a particular subject. 4) Animal Science - a. studying the life cycle of bees, cattle, or other forms of livestock rather than the drosophila fly or the spaghum moss. 5) Soil Chemistry - a. discussing and studying soil nutrients and abbreviations, allowing more time to deal with specific needs of specific plants.

I am the Agriculture teacher at the Hinkletown Alternative School where many of the aforementioned. and some unmentioned, methods of integrating were put to practice in the 74-75 school year. Integration of Academic and Vocational Education is a very important part of the philosophy at the Alternative School, and perhaps this is why it has been sucessful. The academic teachers at this school have demonstrated that with cooperation and initiative this philosophy of integration can be implemented and proven successful. Integration of subjects at the Alternative School has not been limited to Academic and Vocational, we have also coordinated several very successful projects by integrating vocational with vocational -

Agriculture ie. and Homemaking, Carpentry and Nursing, and Agriculture Homemaking, was the slaughtering, packaging, and freezing of a lamb. Many more examples could be cited, however, I feel the point has been made that integration can be a very successful part of the philosophy of education in our public school system.

Many opponents of this article will say that the academic teacher knows very little about vocational subject matter, therefore, why put forth the effort. If you re-read the examples cited for integration, you will see that all are very basic and require skills that many academic teachers possess. I feel that with the vocational and academic teachers cooperating their efforts gainful progress can be made toward a more compatible working relationship between academic and vocational educators.

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