

PD-ABM 825

20709

National Association of Partners of the Americas

**SPECIAL REPORT**  
**MERCED COLLEGE**  
**JANUARY 30 - SEPTEMBER 30, 1989**

1988/89 EL SALVADOR CAPS PROGRAM

Prepared for USAID El Salvador

Contract Number: 519-0337-C-00-8491-00

Submitted by Peter Aron, Project Director

**Special Report**  
**Merced College, Merced, CA**  
**Fruits and Vegetables Production and Processing**  
**January 30 - September 30, 1989**

**I. In-Country ELT and Pre-Departure Orientation**

65 El Salvador CAPS scholars began an intensive 5-week English language training program in San Salvador, on January 30, 1989. The program was developed and carried out by NAPA's sub-contractor, C.H.P. International, Inc. The English language training (ELT) consisted of 6 hours a day of study of grammar, syntax, reading, and conversation. By the third week of the program, 50 out of the 65 were selected to complete the ELT and continue on for technical training in the U.S. From March 6-11, 1989 the 50 CAPS scholars participated in a cross-cultural pre-departure orientation to enable them to obtain a greater understanding of U.S. life and culture in preparation for their training period and stay in the United States.

On March 11, 1989, these 50 CAPS scholars left El Salvador for their U.S. technical training programs. Twenty-five of them began a combined course of intensive English language and horticulture/fruticulture training at Merced College in Merced, California.

**II. Stateside English as a Second Language Instruction**

The students completed their intensive English study in early June.<sup>1</sup> At that time, language achievement tests showed that 11 students were at an advanced level, 8 were intermediate/advanced, and 6 were intermediates. After the spring intensive course, the students were divided into two groups, and each group received a three-hour English class each week during the summer. Conversationally, the students made great strides. Most can converse fairly well in English, and some quite well. Their ability to follow a lecture in English, however, is somewhat limited.

**III. Technical Training**

After a week's rest, the group began the internship phase of their program in mid-June. The internships were with eight area agri-businesses, the University of California Extension Service, Merced County Department of Agriculture, and the diversified farming operation at Merced College.<sup>2</sup> The work experiences were varied and the students were rotated to provide each person with as broad a view of fruit and vegetable production and processing as possible. A number of the experiences were informative and interesting; others were less so. Most of the students performed well during this hands-on portion of the program; some were reluctant to involve themselves in strenuous manual tasks where the opportunity for learning was not immediate.

In an effort to make the program as applicable as possible to agriculture in El Salvador and to the communities where the students will be returning, NAPA brought in David Leonard, a trainer/consultant with broad experience working in agriculture in Latin America, including El Salvador. He spent the month of September in Merced. The

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<sup>1</sup> An outline of the English Language Training program can be found in Attachment A.

<sup>2</sup> For a list of the Merced College internship placements, please see Attachment B.

objectives of his work were, first, to design and implement with the Merced College instructors a workshop for the students focusing on vegetable and fruit production techniques relevant to limited-resource farmers in El Salvador; and, second, to help Merced College plan the remaining months of the training program.<sup>3</sup>

Mr. Leonard's component was very relevant to El Salvador conditions. The students were divided into small groups, each of which had its own plots and grew and experimented with its own crops. Everyone received copies of a number of agriculture reference books which they used to extract needed information. The adult-learning methodology Mr. Leonard utilized stressed dialogue and active participation, minimized "spoonfeeding," and thereby increased the students' self confidence.

#### IV. Experience America

Since June, a number of the students have worked with community soccer teams as coaches and assistant coaches. Others worked with the Merced Arts Council painting murals in public places. Still others assisted at St. Vincent de Paul, which provides help to the poor in Merced. A last group took music lessons. One of the students, Fausto Cortez, is a fine artist. His works were displayed at the Merced Arts Council Gallery, and he designed flyers for some local events.<sup>4</sup>

Finally, the group took a number of field trips as a part of their agricultural and Experience America programs.<sup>5</sup>

#### V. Lessons Learned

One point which NAPA has learned from the Merced program is the importance of trying to make each group of scholars as similar as possible from the point of view of educational background and experience. The Merced group, for example, consists of agrónomos and técnicos. Because the former have covered more material in their studies and therefore know more than the latter, it has presented a problem in selecting and presenting material which some students already know while others do not. We will urge AID/ES in the future to try to formulate groups with this in mind.

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<sup>3</sup> A report on the workshop conducted by Mr. Leonard at Merced is provided in Attachment C.

<sup>4</sup> Attachment D contains a notice of Fausto Cortez's art exhibit, news coverage of the event, and a sample of a local flyer he designed.

<sup>5</sup> Attachment E contains a list of these trips for the period of March 11 - June 30, 1989 as well as media coverage of the scholars' activities at Merced.

**CLASP TRAINING IMPLEMENTATION PLAN (TIP) BUDGET  
Training Cost Analysis (TCA)**

\_\_\_\_ Academic  
\_\_\_\_ x \_\_\_\_ Technical

School Name: Merced Community College

Technical Field: Fruits & Vegetables Production and Processing

Project Number: 519-0337

PIO/P Number: 519-0337-1-80107

No. Trainees in Group:

25

10/24/89

Training Dates for this PIO/P: From: 01/30/89 To: 12/20/90

Reporting Period: From: 1/30/89 To: 9/30/89

Program Categories/ Training Activities:	BUDGET	BUDGET AMENDMENT	EXPENDED	REMAINDER
A. Education/Training Costs.....	\$126,651	\$199,246	\$59,654	\$139,592
1. Tuition/Fees.....	\$0	\$0	\$0	\$0
2.a. Training Costs (US).....	\$100,000	\$125,000	\$35,800	\$89,200
b. Trng Cost(ES)(CHP)	\$26,651	\$74,246	\$23,854	\$50,392
3. Package Program Costs.....	\$0	\$0	\$0	\$0
4. Other(Mission Option)....	\$0	\$0	\$0	\$0
B. Allowances.....	\$133,750	\$150,325	\$75,797	\$74,528
1. Maintenance Advance.....	\$5,000	\$7,500	\$7,525	(\$25)
2. Living/Maintenance.....	\$125,000	\$137,825	\$64,543	\$73,282
3. Per Diem.....	\$0	\$0	\$0	\$0
4. Books & Equipment.....	\$3,125	\$5,000	\$3,729	\$1,271
5. Book Shipment.....	\$625	\$0	\$0	\$0
6. Typing.....	\$0	\$0	\$0	\$0
7. Thesis.....	\$0	\$0	\$0	\$0
8. Doctoral Dissert.....	\$0	\$0	\$0	\$0
9. Professional Membership....	\$0	\$0	\$0	\$0
10. Other (Mission Option)	\$0	\$0	\$0	\$0
C. Travel.....	\$17,250	\$21,200	\$7,478	\$13,722
1. International (CHP)	\$16,500	\$20,225	\$7,478	\$12,747
2. Local (CHP)	\$750	\$975	\$0	\$975
D. Insurances.....	\$10,200	\$11,317	\$8,454	\$2,863
1. HAC for US.....	\$10,200	\$9,350	\$7,650	\$1,700
2. Required by Institution...	\$0	\$0	\$0	\$0
3. In-Cntry. Insur(CHP)	\$0	\$1,967	\$804	\$1,163
E. Supplemental Activities.....	\$2,425	\$26,591	\$39,127	(\$12,536)
1. ELT, In-country(CHP)	\$1,825	\$25,765	\$18,568	\$7,197
2. ELT, US.....	\$0	\$0	\$20,357	(\$20,357)
3. Academic up-grade.....	\$0	\$0	\$0	\$0
4. Reception Services.....	\$0	\$0	\$0	\$0
5. Arrival Orientation	\$350	\$350	\$0	\$350
6. Intrprs/Escorts(CHP).....	\$250	\$476	\$202	\$274
7. Internship/cooperative....	\$0	\$0	\$0	\$0
8. Enrichment Programs.....	\$0	\$0	\$0	\$0
9. Mid-winter commun. seminars	\$0	\$0	\$0	\$0
10. Follow-up career devel....	\$0	\$0	\$0	\$0
11. Other (Mission Option) .....	\$0	\$0	\$0	\$0
<b>TOTAL PROGRAM COSTS:</b>	<b>\$290,276</b>	<b>\$408,678</b>	<b>\$190,510</b>	<b>\$218,168</b>
Total U.S. Costs:	\$243,675	\$285,025	\$139,604	\$145,422
Total E.S. Costs:	\$45,976	\$123,653	\$50,906	\$72,747

MERCED COLLEGE

E1 Salvador CAPS English Training Report

Start Date of Intensive ELT: March 13, 1989  
End Date of Intensive ELT: June 2, 1989  
Classroom Hours Total: 360 hours  
Location of Training Center: Merced College Downtown Center  
Merced College Main Campus  
Teacher/Student Ratio: 1/25

Classroom Placement: The students' beginning levels were determined by observation, oral interview by Richard Dodson, their former teacher's evaluation, and a Merced College in-house ESL placement test.

Objectives: Students were expected to reach Merced College's language proficiency level 5, an intermediate level. They were expected to achieve the following objectives in grammar, conversation, composition, and reading:

1. Listen to and understand complete English sentences.
2. Communicate verbally using complete English sentences.
3. Ask and answer questions using past, progressive, present perfect, and future tenses.
4. Use direct and indirect objects correctly.
5. Compare two or more items.
6. Use possessive nouns and pronouns.
7. Understand and use modal auxiliaries in grammatically correct sentences.
8. Recognize selected sight vocabulary of 500 words.
9. Locate, recall, and restate specific information in a text.
10. Understand meaning from context.
11. Understand relaxed spoken English.
12. Use intonation and stress to convey meaning.
13. Understand the function of the basic sentence parts and the relationship between them.

This level was selected based on the entry level and intensive nature of the language program. It was measured by examination and teacher evaluation.

Evaluation: The students were evaluated at the end of the class by written examination, teacher evaluation, and oral examination. The written examination tested knowledge of grammar, sentence structure and short compositions. The oral examination involved the language lab where the instructor could listen to the students' oral responses. In addition, students have been given or are being given an extensive written examination to ascertain current grammar, writing, and reading abilities. Each student is being tested individually to determine the level of his/her oral and listening skills. Those responsible for the evaluations are as follows:

Nelson Loaiza, individual oral examination; Margie Glazier, comprehensive written examination; Bev DiSalvo, teacher's evaluation of oral abilities; Cheryl Pipes, teacher's evaluation of written abilities; Jean Dunlap, teacher's evaluation of core abilities; Patricia Hubble, written examination and teacher's evaluation of core activities.

Teaching Method: The language training was divided into three major segments: a core class, consisting of grammar, writing, conversation, reading, and listening; a conversation class, consisting of pronunciation skills, conversation, and listening skills; and a writing class, consisting of sentence and short paragraph skills. The methods used in the classes were combinations of the following: lecture, group discussion, small group work, pattern practice and reinforcement drill, guided written and oral exercises, individualized instruction in the language lab, and one-on-one tutoring. Listening tapes were also provided to the students for practice outside of class.

Textbooks:

<u>Side by Side 1A</u>	Text and Workbook, Steven J. Molinsky and Bill Bliss, Prentice Hall Regents, 1983
<u>Side by Side 1B</u>	Text and Workbook, Steven J. Molinsky and Bill Bliss, Prentice Hall Regents, 1983
<u>Regents English Workbook 2,</u>	Robert J. Dixon, Regents Publishing Company, 1986
<u>PDs in Depth (excerpts)</u>	Edith Trager, Prentice Hall, Inc., 1982
<u>English Spoken Here</u>	Text and Workbook, Messic, Cambridge, 1982
<u>Far From Home</u>	Pickett, Newberry, 1987

Teachers' Names: Patricia Hubble, Bev DiSalvo, Cheryl Pipes, and Jean Dunlap

EL SALVADORIAN STUDENT INTERN

COOPERATORS

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Agriculture Production Consultant  
P. O. Box 89  
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Telephone (209) 667-6013
- Central Valley Ag Service -  
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Gary Smith  
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Livingston, CA 95334  
Telephone (209) 394-7981
- Helena Chemical Walt Adams, Gary Robertson, Craig Thomas,  
Chuck Robinson, Kenin Hudak, Rick Foell  
400 Grogan Avenue  
Merced, CA 95340  
Telephone (209) 383-1090
- Horizon Farms - Leo Lamb, Gary Jones, Monte Douglas,  
Diversified farm management, pest control  
application, grower of tomatoes, cucumbers,  
pumpkins, lettuce, dry beans and deciduous  
fruits and nuts.  
85 Macready  
Merced, CA 95340
- Hullana Farms - E. L. Hullana  
Grower, packer, shipper, marketer of diversified  
vegetables.  
5454 E. Hwy. 140  
Merced, CA 95340  
Telephone (209) 723-1456
- Wilson Apiary - Ann and Alan Wilson  
Pollenation, honey production, packing and sales  
10735 E. Mission  
Le Grand, CA 95333  
Telephone (209) 389-4393
- Mario Simoni Ranches - Mario Simoni, Ken Carr  
Grower, packer, shipper of diversified vegetables.  
28135 Arboleda Road  
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- Rogers Foods - Bob Rice, Don Ross  
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University of California Cooperative Extension Service

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**FINAL REPORT**

**CAPS TRAINING CONSULTANCY - MERCED COLLEGE**

**August 28 - September 30, 1989**

**David Leonard, Ag Training Consultant**

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## FINAL REPORT

### CAPS TRAINING CONSULTANCY - MERCED COLLEGE

August 28 - September 30, 1989

David Leonard, Ag Training Consultant

#### I. OBJECTIVES OF THE CONSULTANCY

1. Design and implement with the Merced College instructors a 3-week workshop for the CAPS students based on adult-learning methodology focusing on vegetable and fruit production techniques relevant to limited-resource farmers in El Salvador.
2. Help the Merced college instructors plan the remaining months of the CAPS ag training program.

#### II. OVERVIEW OF THE 3-WEEK WORKSHOP

##### A. WORKSHOP GOALS FOR CAPS STUDENTS

1. Acquire a satisfactory level of hands-on and technical skills to help El Salvador's limited-resource farmers improve their vegetable and fruit tree production.
2. Become acquainted with useful sources of ag information and project support and be able to access, filter, synthesize, and organize relevant information from written and human resources.
3. Develop effective people-centered extension skills in order to:
  - . Demonstrate and promote appropriate vegetable and fruit tree production techniques.
  - . Identify campesino leaders and arrange for their training.
  - . Organize and assist farmer groups to serve as vehicles for problem solving, education, and experimentation, and for the building of self-esteem and self-reliance.

## B. WORKSHOP PHILOSOPHY AND METHODOLOGY

The 3-week workshop in small-scale agriculture used the following adult-learning/experiential methodology to promote enthusiasm and self-actualization rather than passivity:

1. Experiential learning ("do it first, talk about it later") is the best way to foster skill acquisition and active learning. Hands-on field work and field instruction made up about 75% of training. Trainees prepared, planted, and managed vegetable crop plots and tree nurseries using methods appropriate to El Salvador. Classroom sessions were used largely for problem solving and dialog, not lecture, and were often held in the field with a portable blackboard.

2. Since crop production is a complex endeavor with many variables (climate, soils, crops, pests, etc.) and few "cookbook" recipes, the workshop aimed at helping the CAPS students gain a strong grounding in basic, practical skills and concepts and to build *flexibility* and *adaptability*. Less emphasis was placed on memorizing facts and figures and more on learning how to *gather*, *filter*, and *synthesize* information. The CAPS students should be able to adapt and refine what they've learned in Merced to suit a variety of different micro-environments in El Salvador.

3. All members of the training "community" were treated as both learners and teachers. After all, this same people-centered approach should operate between the CAPS students and the campesinos and fellow technicians they'll work with back home. The trainer acted more as a facilitator than an "expert" and encouraged the trainees to take charge of their own learning. Spontaneous, on-going feedback was encouraged and resulted in a flexible, responsive training.

4. The CAPS students were challenged with questions and "learn-by-doing" field experiences rather than given ready answers by traditional "spoon-feeding" methods. For example, instead of giving the group specific instructions for planting vegetable nursery seedbeds, they were provided with some general parameters and then asked to design and prepare the bed themselves. Building this kind of self-reliance will enable them to continue learning on their own once they return to El Salvador.

## C. WORKSHOP SUBJECT OUTLINE

The workshop focused on the skill areas of ag extension and agronomy/horticulture. The outline below is arranged by

subject area and doesn't reflect the actual training sequence (see Appendix B) which used an integrated format.

**Skill Area I: AG EXTENSION METHODOLOGY**

**Subject Areas**

**A. People-centered Research and Extension Techniques**

- . People-centered vs. traditional approaches
- . Identifying and training local farmer leaders
- . Working with farmer groups
- . Developing appropriate technologies
- . Technology promotion and farmer training

**B. Ag Information Management and Networking**

**Skill Area II AGRONOMY/HORTICULTURE**

**Subject Areas**

**A. Units of measure, land measurement, plot layout**

**B. Soil Management & Fertilizer Use**

1. Troubleshooting soil physical problems
2. Land preparation
3. Plant nutrition basics
4. Determining soil fertility
5. Using Organic Fertilizers and Soil Conditioners
  - . Composting
  - . Manure and manure tea
  - . Green manuring and covercropping
6. Using Chemical Fertilizers
  - . Characteristics
  - . Application methods and timing
  - . Determining rates
  - . Fertilizer math and dosage calculation

**C. Water Management: dry season and supplemental watering**

**D. Pest Control/Integrated Pest Mgt./Pesticide Safety**

**1. Insect Control, Pesticide Safety**

- . Insect identification and troubleshooting
- . Non-chemical insect controls and intro. to IPM
- . Introduction to chemical insecticides
- . Pesticide safety and first aid
- . Sprayer selection, troubleshooting, maintenance
- . Insecticide selection and application

**2. Plant Disease Control**

- . Understanding and diagnosing plant diseases
- . Non-chemical disease controls
- . Chemical disease controls

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3. Nematode Control
  - . Diagnosing nematodes
  - . Non-chemical controls
  - . Chemical controls

E. Vegetable Production

1. Production planning
2. Vegetable characteristics
3. Seed storage and germination testing
4. Seedbed styles: flat, raised, and sunken beds
5. Direct Planting
6. Vegetative propagation
7. Thinning
8. Raising transplants
9. Transplanting
10. Mulching
11. Pruning and trellising
12. Harvesting, processing, and storage

F. Tree Production

1. Intro. to multi-purpose nitrogen-fixing trees
2. Seed scarification and inoculation
3. Leucaena nursery planting and management

D. CROP PLOT DESCRIPTION

The field plots played a major role in this hands-on workshop. To provide a more individualized training experience, I divided the 25 CAPS students into 6 teams (5 teams of 4, 1 team of 5). Each team was given a "farmete" consisting of 2 blocks of land: one for field crops (maize, grain sorghum, beans, green manure crops) and one for vegetable crops. All land was prepared and planted by hand. The farmette approach had several advantages:

- . It simulated the realities of small-farmer agriculture and attuned trainees to viewing crop production as a system.
- . Trainees experienced the advantages and frustrations of cooperative endeavors and hone their teamwork skills.
- . It promoted healthy competition and useful comparisons among the farmettes rather than among individual trainees.

Each of the 6 farmettes consisted of 380 sq. meters (4200 sq. ft.) of field crops and 130 sq. meters (1430 sq. ft.) of vegetable crops for a total of 3060 sq. meters (0.75 acres). Each farmette consisted of the following plots:

- . One 12.8 x 1.8 meter plot planted to one row of cucumbers for trellising. Chemical fertilizer was used.
- . Two 2 x 6 m plots planted to 6 hills each of watermelon, cantaloupe, summer squash, and cucumber (all bush varieties for small-space growing). Half the hills received cow manure while the rest received no fertilizer at all.
- . Two 1.2 x 6 m raised beds planted to spinach, radish, turnip, Chinese cabbage, carrots, and beets using intensive spacings. Manure was applied to both beds, but a portion of each received chemical fertilizer as a comparison. The trainees generated their own crop layout, row spacing, seeding rates, and fertilizer dosages.
- . Two 1.2 x 6 m raised beds transplanted with peppers, tomatoes, eggplant, cabbage, broccoli, cauliflower, and cabbage using intensive spacings. Both beds were manured but a portion received chemical fertilizer and liquid starter solutions for a comparison. Trainees generated their own crop layout, spacings, and fertilizer dosages.
- . One 1 x 6 m bed planted to 2 rows of sweet potatoes from vine cuttings. One row received chemical fertilizer for comparison.
- . One 1 x 3.5 m raised nursery seedbed for producing vegetable seedlings for transplanting (collards, broccoli, cabbage, cauliflower, onions, tomatoes, pepper, eggplant. Trainees generated their own bed layout, preparation practices, and fertilizer rates.
- . One 14 x 18 m plot planted in equal sections to field beans, maize, and grain sorghum. A portion of each plot received chemical fertilizer for comparison.
- . One 7 x 15 m plot planted to two green manure/cover crops suited to El Salvador: Velvetbean (*Mucuna pruriens*) and lablab bean (*Dolichos lablab*).
- . 120 poly growbags planted to 2 species of a multi-purpose nitrogen fixing tree suited to El Salvador (*Leucaena leucocephala* and *L. diversifolia*). Trainees concocted their own soil mixtures for the bags.

The vegetable blocks were all irrigated by hand with watering cans. Sixteen 55-gallon drums were used for water storage and were refilled from hose bibbs.

E. WRITTEN MATERIALS DISTRIBUTED TO CAPS TRAINEES: Please see Appendix A.

F. WORKSHOP SCHEDULE AND ACTIVITIES: Please see Appendix B.

### III. EVALUATION AND SUGGESTIONS

#### Workshop Evaluation

The 3-week workshop met its objectives and received very positive evaluations from the CAPS trainees in terms of relevancy, content, and methodology. However, the initial reaction was less than enthusiastic when the group was presented with the training plan with its emphasis on field work, probably because it came on the heels of the summer internships, most of which involved unproductive field labor in packing houses and on farms. Once the relevance of the workshop became apparent during the first several hours, motivation rapidly improved.

#### Workshop Success Factors

1. Training was in Spanish due to the group's lack of English proficiency.
  2. Sessions were adjusted, added, or eliminated in response to feedback from the group. For example, a planned session on laying out contour lines was cancelled after the trainer discussed it with the group and found out that most of them had covered this in ag school in El Salvador. A session on liming soils was added in response to suggestions from several CAPS trainees.
  3. The workshop content was very relevant to El Salvador conditions.
  4. The group showed a high level of interest in the workshop's focus on appropriate technologies for limited-resource farmers
  5. The adult-learning methodology stressing dialog, active participation, and the absence of "spoonfeeding" challenged and intrigued the group and increased their self-confidence. It is particularly relevant for their future learning back home.
  6. Dividing the group into 6 "farmettes" stimulated their interest and provided a healthy type and level of competition along with instructive comparisons in crop growth.
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7. The written materials given to the trainees (see Appendix A) were enthusiastically received and much appreciated. Thanks to Partners for shipping them out so quickly.

The group ranked the following sessions as the most valuable:

- . Planting sessions: direct-seeded vegetables, nursery seedbeds, transplanting.
- . The sessions on organic fertilizers: manure tea, composting, and green manure crops.
- . Using chemical fertilizers: dosage rates, application methods.
- . The session on liming soils. (Overly acid soils are common in El Salvador).
- . Planting leucaena (a tropical nitrogen fixing tree) in a plastic pot nursery, especially the seed scarification and inoculation processes.
- . Pesticide safety and calculating the LD<sub>50</sub> ratings of actual formulations.
- . Planning, preparation, and delivery of a 1.5 hour field day on small-scale ag technology to 15 Merced College plant science students.
- . The World Neighbor's book, *Two Ears of Corn*, on people-centered ag extension received much acclaim from the group.

No particular sessions were rated as least valuable, although the field crop planting exercises (maize, sorghum, beans) were greeted with less enthusiasm than those for vegetables. However, although many in the group felt they already knew how to plant field crops, a majority of their plots showed a lack of attention to proper seed depth and spacing.

#### Trainee Performance

The Merced CAPS trainees showed an above-average level of motivation and participation during the workshop, despite the typically hot working conditions and their initial low morale. Overall, I would rank the group as the most mature one I have worked with in 60 training programs.

### Workshop Problems and Suggestions for Improvement

1. Timing: The workshop should have been held earlier in the summer to take advantage of warm growing conditions. Weather begins to rapidly cool off in October, meaning that most of the warm-season crops like tomatoes and peppers won't make it to maturity. The group realized this, and it impacted negatively on their motivation.

2. Land: The one-acre plot provided by Merced College had poorly installed and abused PVC irrigation lines that were constantly breaking due to poor gluing and overly high pressure. I spent 38 hours of time repairing broken lines during the week of preparation and throughout the workshop, itself.

3. Size of Group: A group of 25 trainees is too large for one trainer to handle. Fifteen would have been ideal. This large group size will also negatively affect Merced College's on-going ag training.

4. Supply Purchasing Problems: Neither Merced College nor Partners has a rapid response purchasing system. An awesome array of supplies from seeds to shovels had to be assembled in one week; some of them (all the seeds, poly grow bags, metric measuring tapes, legume inoculant for leucaena) required rush-order shipment from as far away as New York and Hawaii. Although the college purchased about \$2000 of supplies using their cumbersome purchase order system, I personally outlaid over \$800 of my own funds for supplies and am still awaiting reimbursement from Partners.

5. Participation Level of Merced College Staff: I had expected more participation and assistance from the college's staff during preparation and delivery of the workshop. Unfortunately, Richard Dodson, the college's CAPS coordinator was tied up preparing for a pest control advisors' conference during most of my stay. When available, however, he was very cooperative. The last day we met to work out a meshing of the workshop with continued training.

Ken Heuple, the ag department's chairman, spent a full day with me during the preparation helping to arrange supply purchases and land. This was vital. The department's secretary, Karen, ran off and collated 2500 copies of handouts for the group. Mel Machado, the college's farm manager, was of great assistance in promptly supplying hay and manure as needed. Cindy Lashbrook, plant science instructor, showed continual interest in the workshop and brought her plant science class out to attend the field day put on by the CAPS group. She has expressed interest in working with the group in greenhouse practices.

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#### IV. SUGGESTIONS FOR THE REMAINING CAPS AG TRAINING

##### A. WORKSHOP TIE-IN TO REMAINING TRAINING

Care was taken to assure that the 3-week small-scale ag workshop would mesh with the remaining 3 months of CAPS ag training. Richard Dodson, the Merced College CAPS' coordinator and principal instructor, has agreed to allot 8-10 hours a week for on-going management of the half acre of workshop plots, including the following activities:

1. Maintenance: water, weed, thin, fertilize, control pests.
2. Replace the warm-season vegetables like peppers and tomatoes with cool-season vegetables, some of which the group is growing as transplant seedlings in their nursery seedbeds (collards, cabbage, broccoli, cauliflower).
3. Make additional direct-seeded plantings of cool-season vegetables, such as carrots, radish, spinach, beets, and leaf lettuce, using a hand-pushed Planet Jr. planter and a precision planter like the Stanhay.
4. Turn under the green manure crops once cool weather has halted their growth.
5. Sidedress the maize and sorghum with nitrogen.
6. Transplant the *L. diversifolia* tree seedlings (more cold tolerant than *L. leucocephala*) when they reach 20-30 cm tall.
7. Continue turning and watering the 2 compost piles until decomposition is adequate.
8. Apply manure tea to portions of the vegetable plots at varying rates, and note responses.
9. Measure yield differences among the different fertilizer treatments.
10. Harvest and market the plots' produce.
11. Try out some non-chemical insect and disease controls.

##### B. OTHER SUGGESTIONS FOR ON-GOING CAPS AG TRAINING

###### 1. Recommended Practical Sessions

- . Drip, sprinkler, and furrow irrigation: calculations, installation, operation.
- . Crop troubleshooting for pests and diseases.

- . Greenhouse production techniques for vegetable seedlings.
- . Quality standards and packing procedures for relevant vegetables.
- . Application of insecticides, fungicides, nematocides, and herbicides with mechanized equipment.
- . Operation, adjustment, and maintenance of disk plows, disk harrows, cultivators, planters, and bedders.
- . Basic shop skills.
- . Tractor operation, safety, and maintenance.
- . Measuring insect economic threshold levels.
- . Grain storage and storage pest control.

In addition to utilizing the Merced College ag staff for covering the above, some of these sessions could be planned, researched, and presented by the trainees, themselves. For example, 2-3 trainees could work up and present the session on sprinkler irrigation calculations. The fact is that the CAPS trainees will be largely responsible for their own learning once back in El Salvador, and trainee-led sessions would help prepare them for this reality.

## 2. Suggested Field Trips

- . Visits to farms employing LISA (low-input, sustainable agriculture).
- . County fairs and other ag expos.
- . The UC Davis Sustainable Agriculture Program and associated research plots.
- . Produce marketing and packing centers.

## 3. Community Ag Activities

Rotating internships with the local extension service and community gardening programs would be valuable.

## 4. English Classes

The group's English level needs considerable improvement. The current once-weekly 3-hour class with 12-13 students per teacher is insufficient, especially since they have

little opportunity to speak much English on a daily basis. Two hours a day of English would significantly enhance language mastery which is an important goal of the CAPS program.

#### 5. Cross-cultural Activities

It was disappointing to see how little meaningful contact the CAPS trainees have had with American culture since their arrival. Every effort should be made to arrange a productive family live-in experience, at the very least during Thanksgiving and Christmas. In addition, they would benefit from volunteer work activities through social service agencies dealing with youth and the disadvantaged.

APPENDIX A.: WORKSHOP WRITTEN MATERIALS

Trainees were given the following references for workshop and future use:

*Dos Mazorcas de Maiz (Two Ears of Corn)*, 1985, Roland Bunch, World Neighbors. An outstanding book on people-centered ag extension. Tel. (405)946-3333

*Knott's Handbook for Vegetable Growers*, Lorenz & Maynard, 1988, Wiley Interscience.

*Identifying Diseases of Vegetables*, 1983, Penn State Univ., College of Agric., University Park. Excellent color photos.

"Increasing Soil Fertility with Cover Crops", World Neighbors in Action, Vol. 19, Number 2E, also available in Spanish. Tel. (405)946-3333.

"Saving Labor, Saving Soil with In-Row Tillage", World Neighbors in Action, Vol. 19, Number 4E. Also available in Spanish. Tel. (405)946-3333.

"El Uso del Frijol Terciopelo para Controlar Malezas" ("Use of Velvetbean to Control Weeds"), *Cover Crop News* (Vol. 1, #2), Internat. Cover Crop Clearinghouse, Apdo. 3385, Tegucigalpa, Honduras, CA.

*Water Mgt. on Small Farms: A Training Manual for Farmers in Hill Areas*, L. Salazar, 1983, Water Mgt. Synthesis Proj., University Services Center, Colo. State Univ., Ft. Collins, CO 80523.

*Insect Pests*, Fichter, 1987, Western Publishing Co., 1220 Mound Ave., Racine, WI 53404.

*Traditional Field Crops*, 1981, Peace Corps/ICE Publication M-13, Peace Corps.

*Soils, Crops, and Fertilizer Use*, 1986, Peace Corps/ICE Publication R-8, Peace Corps.

"Organizaciones y Publicaciones Utiles para la Agricultura", ("Useful Organizations and Publications in Agriculture"), 2 pp., David Leonard, 1989 (no copyright).

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(continued)

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"Some Non-chemical Insect Controls", David Leonard, 7 pages,  
copyright 1989. David Leonard, 928 NW 9th Ct., Miami, FL  
33136.

"Pesticide Safety", David Leonard, 12 pp., copyright 1989.

"Disease Control", David Leonard, 7 pp., copyright 1989.

"Nematodes", David Leonard, 7 pp., David Leonard, copyright  
1989.

"Insecticide Toxicity Tables", 12 pp., David Leonard,  
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APPENDIX B: WORKSHOP SESSIONS, OBJECTIVES, ACTIVITIES

SESSION TITLE/HOURS \$1	OBJECTIVES	ACTIVITIES
<u>WEEK 1</u>		
<u>Mon., 9/11</u>		
INTRO. TO TECH TRAINING: 0.5C	1. Review goals, objectives, methodology of training.	1. Discussion.
STAKE OUT PLOTS: 1F	1. To divide farmette blocks into their component plots.	1. Trainees mark out plots with tapes.
LAND PREPARATION FOR CUCURBIT PLOTS: 2F	1. To prepare land correctly for planting cucurbits.	1. Land preparation
MAIZE/SORGHUM PLANNING SESSION: 1C	1. To determine correct row spacings, seed spacings, and fertilizer rates/application.	1. Team planning
ENGLISH CLASS: 3C (evening)	1. To improve English skills.	1. Class
<u>Tues., 9/12</u>		
LAND PREPARATION AND PLANTING OF CUCURBIT PLOTS: 2.5F	1. To properly prepare land and plant cucurbits.	1. Land preparation, planting, fertilizer application.
LAND PREP. AND PLANTING OF MAIZE AND SORGHUM: 3F	1. To properly prepare land and plant maize and sorghum.	1. Land preparation, planting, fertilizer application
PLANNING SESSION FOR DIRECT-SEEDED VEGETABLE PLOTS: 0.5C	1. Determine suitable plot layout, preparation, fertilizer dosage, and seeding rate.	1. Discussion, team planning
<u>Wed., 9/13</u>		
LAND PREPARATION AND PLANTING OF BEAN PLOTS: 2F	1. To properly prepare land and plant beans.	1. Land preparation, planting, fertilizer application.
LAND PREPARATION/PLANTING OF DIRECT-SEEDED VEGETABLE PLOT: 3F	1. To properly prepare land and plant direct-seeded vegetables.	1. Land preparation, fertilizer application, planting.

(Continued)

\$1. C = classroom session, F = field session; 2C = 2-hour class session, 3F = 3-hour field session.

SESSION TITLE/HOURS	OBJECTIVES	ACTIVITIES
<u>(Wed., 9/13, continued)</u>		
COMPUTER CLASS: 4C (evening)	1. To master computer skills needed for word processing and spreadsheets.	1. Hands-on computer session
<u>Thurs., 9/14</u>		
FINISH PLANTING DIRECT-SEEDED VEGETABLE BEDS: 4.5F	1. To properly plant direct-seeded vegetables.	1. Planting
PRINCIPLES/PRACTICES OF DIRECT SEEDING: 1C	1. To improve planting skills for better plot layout and seedling emergence.	1. Discussion, problem solving
<u>Friday, 9/15</u>		
PLOT MAINTENANCE: 1F	1. To properly maintain plantings. Honduras.	1. Weeding, watering, thinning.
(HOLIDAY, El Salvador Independence Day)		
<u>WEEK II</u>		
<u>Mon., 9/18</u>		
PREPARE RAISED BEDS AND TRANSPLANT VEGETABLES: 4F	1. To properly transplant vegetable seedlings.	1. Make raised beds; transplant.
USING CHEMICAL FERTILIZERS: 1C	1. To correctly apply chemical fertilizers as to dosage, timing, and application methods.	2. Discussion, problem solving
ENGLISH CLASS: 3C (evening)	1. To improve English skills.	1. Class
<u>Tues., 9/19</u>		
FINISH TRANSPLANTING VEGETABLES: 2.5F	1. To properly transplant vegetable seedlings.	1. Transplanting
MAKING MANURE TEA: 0.5F	1. Properly make manure tea and learn its value, uses, and application methods.	1. Prepare manure tea in a 55 gallon drum. Discussion.

(Continued)

24

SESSION TITLE/HOURS	OBJECTIVES	ACTIVITIES
(Continued)		
(Tues., 9/19, continued)		
PLANT GREEN MANURE/COVER CROPS: 1.5F	1. Properly plant velvetbean and lablab bean and learn their uses and relevance to El Salvador.	1. Land preparation, fertilizing, planting. Discussion.
NURSERY SEEDBED PLANNING SESSION: 1C	1. To determine proper plot layout, bed preparation, and fertilization for in-the-ground nursery seedbeds.	1. Team planning
<u>Wed., 9/20</u>		
PLOT MAINTENANCE: 1F	1. To properly maintain plantings.	1. Weeding, thinning, watering
PREPARE AND PLANT NURSERY SEEDBEDS: 3.5F	1. To properly prepare and plant a vegetable nursery seedbed.	1. Land preparation, fertilizing, planting.
PREPARE AND PLANT SWEET POTATO BEDS: 1.5F	1. To properly prepare land and plant sweet potatoes.	1. Land preparation, planting of sweet potato vine cuttings.
COMPUTER CLASS: 4C (evening)	1. To master computer skills needed for word processing and spreadsheets.	1. Hands-on computer session
<u>Thurs., 9/21</u>		
DISCUSSION RE POST-WORKSHOP CAPS TRAINING: 0.5C	1. To solicit trainee suggestions re future training.	1. Discussion
PLOT MAINTENANCE: 1F	1. To properly maintain plantings.	1. Weeding, thinning, watering
PREPARE NITROGEN FIXING TREE NURSERY: 4.5F	1. To properly prepare a soil mix for growing leucaena seedlings in poly grow bags.	1. Soil preparation, fertilizer application, filling and placement of grow bags.
<u>Fri., 9/22</u>		
PLANT LEUCAENA TREE SEEDS: 1F	1. To properly prepare and plant leucaena seeds.	1. Seed scarification, inoculation, planting; discussion.
PLOT MAINTENANCE: 1.5F	1. To properly maintain plantings.	1. Weeding, thinning, watering
PRINCIPLES/PRACTICES OF COMPOSTING: 0.5C	1. To identify and explain the 5 essential factors affecting the speed and success of composting.	1. Discussion

(Continued)

25

SESSION TITLE/HOURS	OBJECTIVES	ACTIVITIES
<u>Fri., 9/22 (continued)</u>		
ASSEMBLE COMPOST MATERIALS: 1.5F	1. To assemble compostable materials.	1. Haul in grass clippings for mixing with manure.
MISCELLANEOUS TOPICS: 0.5C	1. To clear up misunderstandings re fertilizer use, watering, planting, composting.	1. Discussion
<u>Week III</u>		
<u>Mon., 9/25</u>		
PLOT MAINTENANCE: 1F	1. To properly maintain plantings.	1. Weeding, thinning, watering
COMPOST MAKING: 2.5F	1. To properly make and manage a compost pile.	1. Build 2 compost piles; discussion.
PRINCIPLES OF WATERING: 0.5C	1. To water plots so that both moisture stress and excessive leaching are avoided.	1. Discussion, problem solving.
SPRINKLER SYSTEM OUTPUT EXERCISE: 1F	1. To correctly calculate a sprinkler system's hourly application rate in mm.	1. Field work, discussion
PLANT POPULATION EXERCISE: 0.5F	1. To correctly determine cereal and pulse plant populations using 1/1000th manzana row lengths.	1. Field work, discussion
SPRAYER OPERATION: 0.5F	1. To learn the advantages and uses of a hand-held CDA (controlled droplet application) sprayer.	1. Demonstration of Herbi sprayer; discussion.
NON-CHEMICAL INSECT CONTROL: 0.5C	1. To compare feasibility and effectiveness of non-chemical insect controls.	1. Discussion.
ENGLISH CLASS: 3C (evening)	1. To improve English skills.	1. Class
<u>Tues., 9/26</u>		
ATTEND PESTICIDE CONFERENCE: 4C	1. Improve awareness of pesticide regulations and the effect on farmers.	1. Attend conference of pest control advisors
PLOT MAINTENANCE: 1F	1. To properly maintain plantings.	1. Weeding, thinning, watering

(Continued)

SESSION TITLE/HOURS	OBJECTIVES	ACTIVITIES
<u>Tues., 9/26 (continued)</u>		
FIELD DAY PLANNING: 1C	1. To plan and prepare a field day for a Merced College plant science class.	1. Group discussion, planning
<u>Wed., 9/27</u>		
PLOT MAINTENANCE: 1F	1. To properly maintain plantings.	1. Weeding, thinning, watering
SPRAYER TROUBLESHOOTING AND MAINTENANCE: 1F	1. To correctly maintain hand-operated sprayers and troubleshoot malfunctions.	1. Demonstration, discussion
PESTICIDE SAFETY: 1C	1. To explain and follow recommended safety guidelines for storing, mixing, applying, and disposing of pesticides. 2. Explain the LD <sub>50</sub> toxicity rating system and its limitations. 3. Explain and demonstrate sequential first aid measures for pesticide poisoning.	1. Demonstration, discussion
FIELD DAY PLANNING/ PREPARATION: 1C	1. To plan and prepare a field day for a Merced College plant science class.	1. Group discussion, planning
COMPUTER CLASS: 4C (evening)	1. To master computer skills needed for word processing and spreadsheets.	1. Hands-on computer session
<u>Thurs., 9/28</u>		
PLOT MAINTENANCE: 1F	1. To properly maintain plantings.	1. Weeding, thinning, watering
FIELD DAY PLANNING/ PREPARATION: 1F	1. To plan and prepare a field day for a Merced College plant science class.	1. Preparation for field day.
FIELD DAY: 1.5F	1. Present a field day on small-farmer ag technology for a	1. Field day presentation
AGRICULTURAL NETWORKING: 0.5C	1. To acquaint CAPS students with useful sources of ag information.	1. Discussion

SESSION TITLE/HOURS	OBJECTIVES	ACTIVITIES
<u>Thurs., 9/28, continued</u>		
FERTILIZER MATH: 0.5C	1. To calculate the fertilizer dosage needed per plant or per meter of row length, given a recommendation in lbs. per manzana.	1. Discussion, problem solving
<u>Fri., 9/29</u>		
PLOT MAINTENANCE: 1F	1. To properly maintain plantings.	1. Weeding, thinning, watering
SOIL SOLARIZATION: 0.5F	1. To learn the suitability of soil solarization and how to correctly implement it.	1. Demonstration, discussion
MAKING AND USING A WATER LEVEL: 0.5F	1. Properly construct and use a water level for laying out contour lines and measuring slope.	1. Assemble water level and use it.
NON-CHEMICAL DISEASE CONTROL: 0.5C	1. Identify and determine feasibility and proper implementation of non-chemical disease controls.	1. Discussion
NEMATODE CONTROL: 0.5C	1. Identify signs of nematode damage. 2. Identify and compare feasibility and effectiveness of various non-chemical and chemical controls.	1. Discussion
LIMING: 0.5C	1. To identify growth problems caused by low soil pH. 2. To apply liming materials properly as to choice of material, rate, and application method.	1. Discussion, problem solving.
CLOSING/FEEDBACK: 0.5C	1. To exchange feedback between trainer and trainees.	1. Discussion

28

FRANK DUBEK

FAUSTO CORTEZ

JUDITH GETTY

KURT HICKMAN

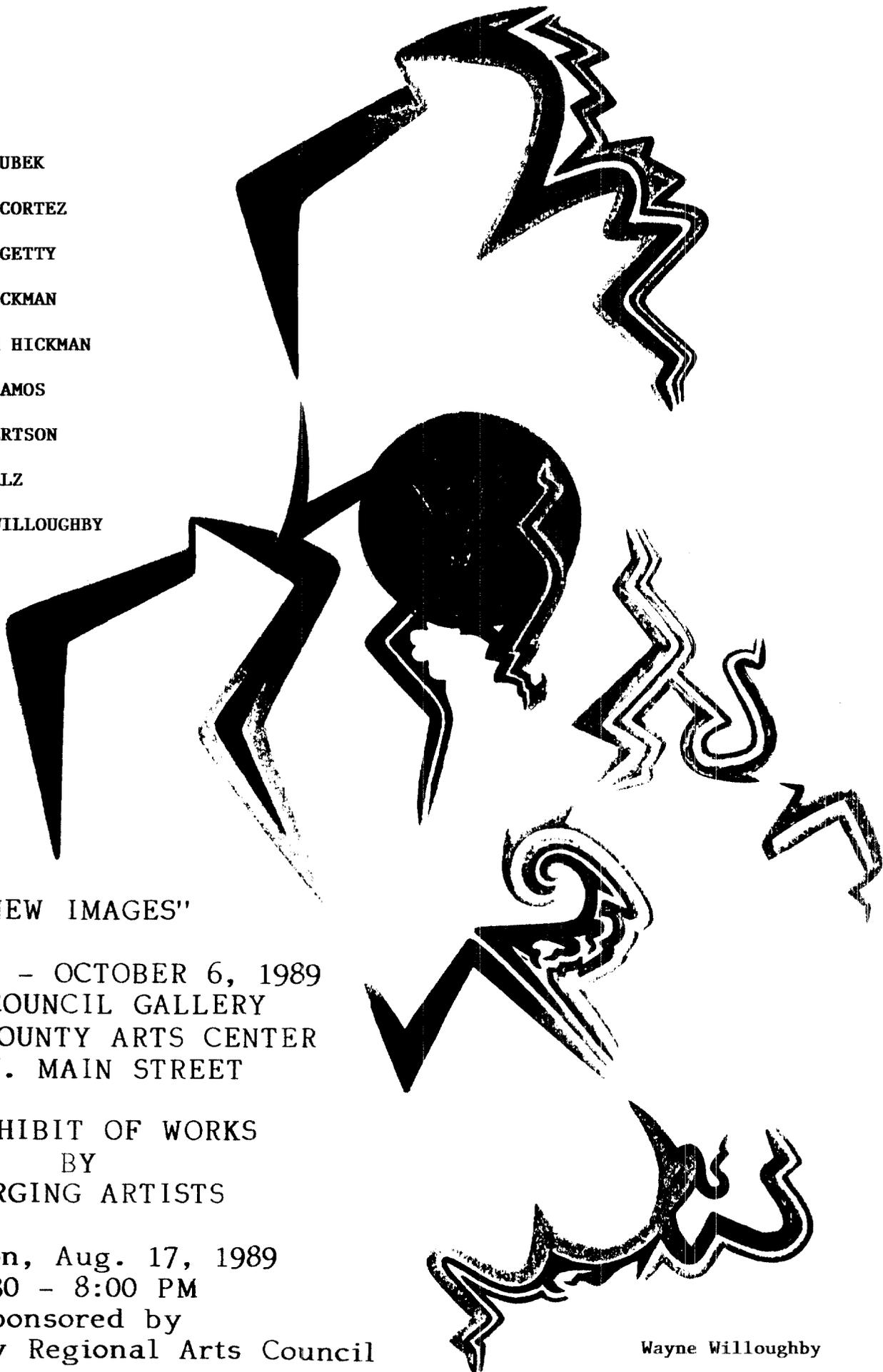
LISBETH HICKMAN

LUANN RAMOS

ED ROBERTSON

ALAN WALZ

WAYNE WILLOUGHBY



"NEW IMAGES"

AUGUST 14 - OCTOBER 6, 1989  
ARTS COUNCIL GALLERY  
MERCED COUNTY ARTS CENTER  
529 W. MAIN STREET

AN EXHIBIT OF WORKS  
BY  
EMERGING ARTISTS

Reception, Aug. 17, 1989  
6:30 - 8:00 PM

Sponsored by  
Merced County Regional Arts Council

Wayne Willoughby

## Area News

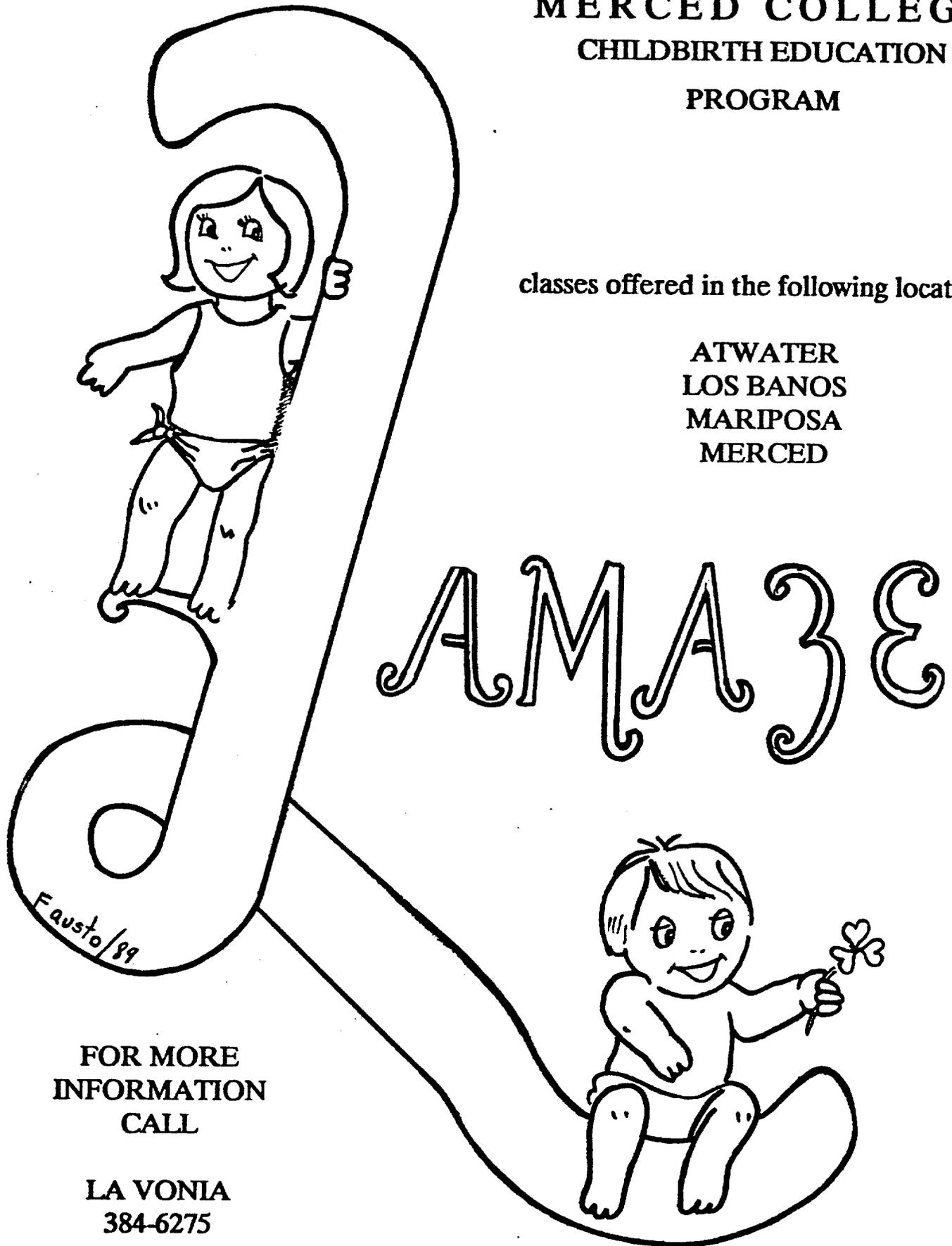


**CURRENTLY SHOWING** — Artists currently showing works at the Merced County Arts Council gallery are (front row, left to right) Fausto Cortez and Alan Walz. Others are (back row) Dick Rutherford, president of the Merced County Arts Council, Wayne Willoughby, Louann Ramos, Frank Dubek and Judith Getty. Not present were Kurt Hickman, Ed Robertson and Lisbeth Hickman

MERCED COLLEGE  
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## **EXPERIENCE AMERICA ACTIVITIES**

Since their arrival in Merced, the Salvadorian students have participated in the following and other activities:

1. Orientation program; tour of Merced and College
2. Shopping at supermarkets and mall stores.
3. Experienced using appliances such as cable TV, air conditioners, dryers, washing machines, etc.
4. Attended Farm Bureau dinner (hosts purchased tickets for many).
5. Opened a savings account in a bank.
6. Attended a Chamber of Commerce "50's Dance."
7. Attended surprise birthday party for a student (financed and prepared voluntarily by staff secretaries).
8. Learned about American foods and how to prepare them (bilingual recipes provided).
9. Explored Merced area, e.g. Lake McClure.
10. Spent Easter Sunday with host families.
11. Attended church on Good Friday and Sunday.
12. Volunteering work at the St. Vincent De Paul Thrift Store.
13. Went roller-skating.
14. Attended Bar-B-Q sponsored by EOPS Club.
15. Some taken to a medical doctor and hospital.
16. Attended and participated in the Farmer's Market.
17. Shopped for food and clothing.
18. Attended special funeral mass for one student's father.
19. Attended a pizza party (host family sponsored).
20. Trip to City Hall Offices and met with City Manager.
21. Trip to Yosemite (enjoyed the snow!)
22. Singing in the church choir.
23. Attended Merced College theater for a musical production (tickets provided by Associated Students of Merced College).
24. Participated in FFA field day at college.
25. Visited courthouse and met with Judge Hider.
26. Developed and manned booth about El Salvador at Merced College Gold Rush Days.
27. Went skating with EOPS club.
28. Attended Merced City Centennial parade.
29. Attended Centennial celebration in Applegate Park.
30. Attended Centennial variety/historical show and celebration at College stadium.
31. Attended open house at Castle Air Force Base.
32. Participated in invitation to Sacramento by state legislators to view capitol and legislative processes.
33. More specific to Agri Business: two days in Salinas Valley visiting Hartnell College Farm/USDA, Mann Packing, Harris Moran Seed Co., Salinas Valley Engineering, harvesting, Salinas transplants, etc. They established an export arrangement from Harris Moran Seed Co. to El Salvador. (Lineman Produce Co. already imports cantaloupes from El Salvador).

**CAPS - El Salvador**  
**Participant Activities**  
**In The Media**  
**Merced, California**

**July, 1989**

**National Association of the  
Partners of the Americas**

# Students from El Salvador getting an education

## Program is a first for California

LACY BASKINS  
Agriculture Editor

Books are better than bullets. Educate the young instead of giving them guns and ammunition, and chances are they'll do more for their country.

Merced College is doing its share to help the impoverished nation of El Salvador, by teaching 25 students from that country all there is to know about food processing.

The El Salvadoran students, 21 males and 4 females, arrived at Merced College in March to begin 10 months of an agricultural education that includes learning to read, write and speak English.

The students are part of a special training mission through Partners of America and USAID, foundations dedicated to improving cross-cultural relations in the Americas.

Richard Dodson, a Merced College agriculture instructor, is coordinating the studies of the El Salvadoran students. He said many of the students already had a background in agriculture before their arrival in the United States.

"When they return they'll be able to do some things they were unable to do before, only with increased knowledge," said Dodson.

But more importantly, Dodson said that what the students will learn goes beyond the classroom.

"USAID wants them learn as much as they can about democracy and how our country works," he said. "They've been to school board meetings, toured the state capital, met state Senator Maddy, and they'll be going to a supervisors' meeting in the future to see democracy in action."



Aida Castillo, one of 25 students from El Salvador taking part in an exchange program at Merced College, wraps eggplant at the Simone Ranches packing shed. Castillo

The intensive training concludes in February, when the initial group returns to El Salvador and is hopefully replaced by another group.

The students are spending the summer in various vocations, learning more about agriculture.

"They're in intern programs, working on farms, in packing sheds, in pest control offices, on the college farm, with the same crops as they have in El Salvador," Dodson said. "This way they'll see firsthand the things I'm talking about in class."

In something of a coup for Merced College, it is the first

school in California to participate in the USAID program.

"They're getting the best training possible in this area because our agriculture is so diversified," Dodson said.

It didn't hurt that Merced College had an ace up its sleeve in Dodson, who was an exchange student in Panama back in 1959-60.

"We may have had an advantage because I lived in Central America and I know what it's like to live in a foreign country," he said.

Dodson visited El Salvador for 11 days in February to get some

and two other students, Roxana Escamilla and Francisca Orellana, are currently working at the packing shed as part of their ag education.

idea of how things stand in the civil war-torn country. He hopes that the knowledge the students gain will help the country.

"If the students can help get their economy going, that's probably the best thing we can do to fight communism, by giving the people jobs," said Dodson.

The students feel the program has been worthwhile and believe they'll be able to help agriculture in El Salvador.

"I still remember when I was in El Salvador and I asked myself, 'What are American people like?' Now, I don't know the American people very well, but I

have an idea of American people. I hope to learn so much about agriculture (so) I can help my people when I come back."

Those are the words of Marco Julio Bonilla.

Bonilla and his fellow El Salvadorans were asked about their impressions of the Merced College program. Their answers were printed in reports given recently to the college's trustees.

The students wrote their impressions in English, after just two months of classes.

"I like this program because this is an opportunity for me to learn many things," said Oscar

(See •STUDENTS, page B6)

Saturday, July 1, 1969 MERCED SUNSHINE 69

## • Students

(From page B5)

Benjamin Paraza Barrientos. "My experience here is positive and unforgettable. Because before I came to Merced I didn't imagine how it would be."

"This program is very important for me, because I have earned and am learning about the technology advances in agriculture," said Wilfredo Sana. "Also, the different regulations about importation. It is very good to live here and study English and agriculture."

The students realize that what they're learning will prove very beneficial to El Salvador.

"I like this program because I have the opportunity to learn many interesting things and I can make a better future for me

to Gabriel Cortez.

"I think that this program will be beneficial for my country, because all that we are learning, we can give to other people in El Salvador when we return. I believe that is the main objective," said Marvin Salvador Lopez.

"In my country we need to know a lot about fruits and vegetables," said Douglas Arsenio Navarro. "I believe that when we go back to El Salvador, we will be in a capacity to help our people in agriculture."

"This program will help El Salvador because the country is poor and needs new technology. When we return to El Salvador, we have to work hard for our country, for the development and to feed the people," said Francis-



MERCED COUNTY TIMES - March 16, 1989

**VISITING STUDENTS** — Members of the future leaders of El Salvador are (front row, left to right) Fernando Garay, Wilfredo Sanabria, Marvin Salvador Lopez, Ronald Reclinos, Fausto Cortez, Oscar Peraza, Ruben Agullar, Juan Pacheco, Carlos Menendez and Jaime Hernandez; (second row, left to right) Julio Flores, Noe Garcia, Jorge

Escobar, Hector Parada, Aida Castillo, Roxana Escamilla, Hilda Escobar and Francisca Orellana; (third row, left to right) Jesus Constanza, Marco Tulio Bonilla, Douglas Navarro, Juan Jose Lopez, Nilton Navas, Milton Parada, Ruben Chavez and Richard Dodson, Coordinator/Instructor.

# Students enter a new world pg-1

Twenty-five young men and women were wide eyed with excitement and anticipation Monday as they left behind the sim-  
 ways of El Salvador and entered the world of Merced College.

The El Salvador agriculture

graduates, age 21-6, arrived in Merced Saturday and were housed at the Tioga Hotel. This will be their home for 10 months. Host families are needed for these students whose primary language is Spanish.

Merced College is one of only

two institutions of higher education in this country chosen by Partners of the Americas and the U.S. Agency for International Development to conduct a special training mission for

(Continued on page 10)

(Continued from page 1)

selected student leaders from El Salvador.

Merced College President and Superintendent Dr. Tom Harris said of this unique opportunity to offer leaders of a nation training. "We are very gratified that our Ag Division has been nationally recognized for its ability to deliver specialized training of high quality.

"While third world countries typically export raw food, they then must import it in the form of canned goods processed elsewhere. This program will teach identified leaders the entire process to better stabilize the economy. The funding from outside sources will also be beneficial for further development of our Ag Division."

Merced College will not only provide the students special agriculture training, but their

contract requires the teaching of English and strong orientation to the American way of life and free enterprise business practices.

Students are encouraged to participate in local social activities and apprentice in business enterprises with potential future export-import connections.

Cosponsor of the program, Partners of America, is the largest foundation in the western hemisphere dedicated to improving cross cultural relations in the America. With an annual budget of \$70 million, supplied primarily by large corporations and USAID, their programs impact approximately 100,000 people annually.

Interested persons who want to help these future leaders with a positive impression of the United States, may call the Office of Extended Education at 384-6222.

Saturday, March 11, 1989

MERCED SUN-STAR

## National honor for Merced College ag

Merced College is one of only two institutions in the country selected by Partners of America and USAID to conduct a special training mission for selected student leaders from El Salvador.

During the next 10 months, MC will train 25 El Salvadoran agriculture school graduates in the food processing business.

"We are very gratified that our Ag Division has been nationally recognized for its ability to deliver specialized training of high quality," said MC President Dr. Tom Harris.

"While Third World countries typically export raw food, they then must import it in the form of canned goods processed elsewhere. This program will teach identified leaders the entire process to better stabilize the economy," he said.

Partners of America is the largest foundation in the Western Hemisphere ded-

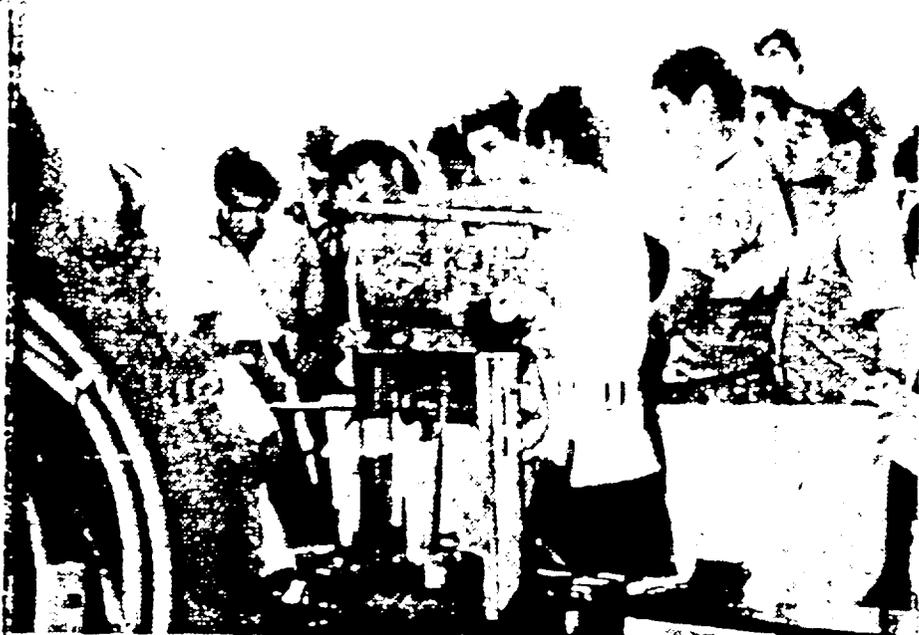
icated to improving cross-cultural relations in the Americas. With an annual budget of \$70 million, supplied primarily by large corporations and USAID, their programs impact approximately 100,000 people annually.

Not only is MC charged with special ag training but also the program contract requires the teaching of English and strong orientation to the American way of life and capitalist business practices.

They will be encouraged to participate in and apprentice to local social and business enterprises with potential future export-import connections. The students will arrive from El Salvador Sunday and will be housed in apartments in the newly refurbished Tioga Hotel.

Host families are needed and interested persons should telephone the Office of Extended Education, 384-6222, call Dr. Robert Points at 723-7958.

# USAID Brings Salvadorians To MC



Mercury Photo By Kellyann Blevins

**INSPECTION**—MC Agriculture Instructor Richard Dodson, in plaid shirt, demonstrates farm equipment to students from El Salvador.

## BY KELLYANN BLEVINS

MC's Agriculture Department has received the honor of being one of only two institutions in the country to host and train 25 graduate agriculture students from El Salvador.

MC was chosen by USAID and Partners of America, sponsors of the program, to host the Central American students for the next nine months.

Partners in America is the largest foundation in the Western Hemisphere solely dedicated to the improvement of cross-cultural relations, according to MC's Richard Dodson.

In February Dodson traveled to El Salvador to talk with schools and businesses and to familiarize himself with the culture. In March, 21 male

and four female students arrived in Merced and are now being housed in the Hotel Tioga. On holidays the students are being entertained by local host families.

The El Salvadorian students attend classes five days a week, all day. Most of them have had approximately six weeks of English and a special effort is being made to teach communication skills and Democracy. The students are also planting a vegetable garden on campus and learning the business of food processing.

In addition to classroom sessions, other activities have included a dinner with the Merced County Farm Bureau, an EOPS barbecue, FFA Field Day, and trips to Sacramento and Yosemite.

## International spirit at MC

In the finest tradition of Yankee Doodle Dandy, Merced College has stuck a feather in its cap.

And at the same time, the college is showcasing the American way of life to a group of 25 students from El Salvador who are studying food processing and agriculture.

The Central American visitors must have gotten quite a bang out of watching us celebrate our independence with pool parties, backyard barbecues and curbside fireworks.

The students are part of a special training mission made possible through Partners of America and USAID, two foundations dedicated to improving cultural relations in the Americas.

Merced College is the first school in California ever to receive such a group, and college officials hope it won't be the last. It was quite an honor for the college, which has one of the finest agriculture departments in the state.

Since arriving in mid-March, the 21 males and four females who make up the group have gone through an intense series of classes at Merced College.

The classes not only include those connected to agriculture and food processing, but also incorporate sessions that teach the students how to read, write and speak English.

And the education process extends beyond the classroom.

The students have attended school board meetings and have toured the state capitol with Sen. Ken Maddy as their guide. They have attended a number of local functions, such as the Merced County Farm Bureau banquet, and have plans to attend a meeting of the Merced County Board of Supervisors.

It is the goal of USAID and Merced College to show the students American democracy in action so when they return to El Salvador, they'll be able to share their newfound knowledge and experiences.

That Merced College may have played a part in developing the future of El Salvador is something to take pride in.

# People

Merced County Times  
Atwater New Times  
Winton Times



**FUN DAY** — Merced College's Agriculture Division El Salvadore students wave from the dock at Lake Yosemite. The group was invited by the Lake Yosemite Light Air Association (sail boaters) to spend a day of fun and sun on the water with club members. The students are studying at the college and interning with local farmers in a unique program to go home and boost their own agricultural practices. Waving from the dock are Carlos Menendez, Douglas Navarro, Roxana Escamilla, Milton Parada, Hector Parada, Nilton Navas, Noe Garcia, Aida Castillo, Jorge Escobar, Fausto Cortez, Julio Flores, Jesus Constanza, Francisca Orellana, Ronald Recinos, Ruben Chavez, Hilda Escobar, Jaime Hernandez, Fernando Goray and Oscar Peraza. Students not present for this picture were Ruben Aguilar, Marco Bonilla, Wilfredo Sanabria, Juan Pacheco, Juan Lopez and Marvin Lopez. Coordinators with the students are Richard Dodson and Elena Cereghino.

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# AG ALERT<sup>®</sup>

The weekly newspaper for California agriculture August 2, 1989

Inside Ag Alert<sup>®</sup>

Documenting losses  
from predators  
Page 3

A Special Grower Section

CALIFORNIA  
VEGETABLES

## Fresno farmer finds 'tricks' an aid to success

By Shawn Turner  
Assistant Editor

Fresno farmer Jim Leap describes his work in terms of tricks—the trick to quality, the trick to efficiency, the trick to success.

But Leap's tricks to success have come, not at the wave of a wand, but from years of work, building his operation and a list of steady customers he knows by name.

Farming four rented acres entirely by himself, Leap has found his success in direct marketing, selling grower-to-customer at a Fresno farmers' market.

"The trick is to have something coming off all the time," said Leap, 34, who grows as many as 30 different crops on his plot at one time, arranging his



Photos/Shawn Turner

Farmer Jim Leap (pointing) talks with farm advisor Pedro Ilic and students.

See VEGETABLES, Page 21

## Steel-jawed trap ban prompts state suit

By Shawn Turner  
Assistant Editor

While California Farm Bureau officials expressed hope a state lawsuit would

## Wide differences in state hay market

By Don Myrick  
Managing Editor

Chino Valley dairymen were paying up to \$135 a ton for hay while Imperial Valley growers were only getting a little as \$80 a ton for their product as the

County field crops farm advisor, who reported that alfalfa growers in his area who graze are in their fifth cutting while those who don't are making their sixth cutting.

Growers that far south usually make eight or 10 cuttings, Guerrero said.

is down below 200,000 this year as many growers switched to the more profitable Sudan grass which, in contrast to alfalfa, does better as the temperature increases.

"Most of the people who switched are