Agricultural business students at Joliet (Illinois) Junior College examine wood veneer. [Photo by Max Koster, Joliet Junior College]

Robert W. Walker (standing right), University of Illinois, talks with a group of students at Joliet (Illinois) Junior College about the credit need for professional preparation in agriculture.

EDITOR

Stori COMPLIEMENTARY

Paul Hemp (seated left), Chairman of the Agricultural Education Division, University of Illinois, and Lloyd Phelps (standing right), Chairman of the Vocational and Technical Education Department, visit with agricultural education students from The Ohio State University during an Agricultural Education Society meeting and change. [Photo by Robert W. Walker]

A portion of the approximately 500 persons who attended the annual list by sponsored by the East Texas State University Collegiate FFA go through the serving line. [Photo by G. E. Currin, East Texas State University]

Frank W. Adams, Teacher of Agriculture at Douglas, Arizona, conducts an adult course in welding and machinery repair. [Photo by Frank W. Adams]

Institutional programs in agricultural supplies and services
The broadening of vocational agriculture to include instructional programs in agricultural supplies and services brought to focus some dimensions of program development not previously experienced by agricultural educators. Some of these and other concerns can be categorized under the general heading of school-industry cooperation in planning and conducting instructional programs.

Prior to the broadening of vocational education in agriculture to include instructional programs other than agricultural production, agricultural educators' contacts with non-agricultural industry personnel at the local, state, and national levels were limited frequently to solicitation of funds for contest and award activities. At the local level it was not uncommon for teachers and students' contacts with businessmen to consist primarily of an annual campaign for selling advertising space for the FFA calendar or for a special edition of the local newspaper during FFA week. Most agricultural educators were quick to recognize that school-industry cooperation in developing and conducting instructional programs in agricultural supplies and services demanded roles for business and industry other than financial benefactor and publicity agent. The newly formed school-industry partnership not only created new roles for business and industry related to instructional programs but created new demands on the school personnel for involving business and industry in a systematic program of occupational education.

Agricultural educators soon began to draw upon the resources of agricultural business and industry in planning and conducting new occupational education programs of non-production agriculture. This industry education, both high school and post-high school teachers of agriculture found that business and industry personnel were indispensable to the school-industry partnership. But it also became evident quickly that business and industry neither fully understood its role in the partnership nor had ready (Continued on next page).

Some Questions About Specialized Courses

The objective of the specialized courses approach is a noble one—to meet better the anticipated needs and desires of students. But the answer to this problem is much more complicated than just giving a fresh look to vocational agriculture by identifying specific springs of agricultural content as separate courses.

The following is quoted from a high school evaluation report submitted by students from state and regional accrediting agencies. "The solution to meeting pupil needs is not always accomplished by adding courses but rather, is suggested in the guiding principles of the Evaluative Criteria, by adapting the instruction of the required program to individual pupil."

As I see vocational agriculture, the "job corps" approach to providing a proliferation of specialized agriculture courses for high school pupils will probably not produce the anticipated results.

Many factors found in successful vocational agriculture programs are often nonexistent in the school-industry programs. The worst blunder is the assumption that content is the crucial element in the vocational program. The critical distinction between general education and vocational education has been the process.

What has happened to the vocational program under the new approach? Class size has enlarged to the extent that student involvement in small group work, field trips, and doing activities is seriously curtailed. Problem solving and supervised study are almost nonexistent. The total enrollment per teacher has risen, especially in the larger consolidated schools. Numbers of classes per day per teacher have risen from a model of four to five or six. There is no school time left for the teacher to hold conferences with individuals, make home visitations, or develop occupational work experience plans with student employers. Individualization in instruction has been driven from the model of a vocational agriculture program.

Why was the new approach attempted? There has been (Continued on next page)
answers to the many perplexing questions posed by agricultural education.

In an interestingly revealing item, it is interesting that we ever assumed that persons in business and industry could answer difficult questions such as what should be taught, sequence and length of courses, selection of students, and the nature and duration of on-job training. Another assumption which had to be questioned was that employers and supervisors, who have been doing a course in examining formulating and systematic on-job training for their own employees, could provide and supervise systematic occupational experience for students without a great deal of assistance from the school.

So the realization that personnel in business and industry are not in the best position to answer these questions is the importance of the school's role in the school-industry arrangement which is necessary for successful instructional programs in agricultural supplies and services. To illustrate, let us take the question of what should be taught. High school students enrolled in a course in agricultural supplies and services. When a group of farmers or businessmen, the businessmen replied, "I want a boy who is...willing to work...cooperative...stimulating...able to do necessary...willing to dig in and find out...interested in my business...able to do everything." How helpful are these responses in developing a course of study? The point is that businessmen are not curriculum designers. They must be used as advisors and consultants, but the curriculum is created in such a way that makes the student's task more complicated and involved than simply asking the question about what should be taught.

But that is exactly the crux of the issue—that to involve personnel in business and industry in planning and conducting instructional programs complicates the tasks of teachers and personnel of instructional programs in agricultural supplies and services depends to a great extent upon the experiences of teachers in using the resources of business and industry in designing and conducting instructional programs. Teachers of successful programs have demonstrated that personnel in business and industry want and need assistance in learning how to work cooperatively with the school.

Both the school and industry have appropriate and unique roles in developing and conducting instructional programs in agricultural supplies and services. The role of business and industry is that of adviser and consultant. The role of the school is that of an administrator, a developer, and a leader in the development and design of programs that require school-industry cooperation. We should keep foremost the idea that instructional programs in agricultural supplies and services are the school's program rather than programs designed to serve primarily the specific interests of business and industry.—JRW

The Need
The idea for Youth Opportunity in America—Agribusiness, pointing out to young people there are promising careers in agriculturists, was born to 1966. Like all programs of its type, it came into being because of the need by industry and education for career materials and information on agribusiness.

First came the recognition of industry's need. This was pointed out most forcibly when personal recruiters found that today's young people had a distorted view of the agribusiness complex. Young persons, the recruiters found, thought of agriculture as old-fashioned, out-of-date, and completely lacking in relevancy or dynamics.

Second was a state of mind that existed within the agricultural community. The fact that production agriculture could no longer provide opportunities for all the young people who desired to remain on the land was well known. But what was not well known or understood was the fact that agribusiness could easily provide career opportunities for young persons in vast numbers.

Industry Involvement
Pammy Company, an agribusiness-facilitated youth program, is an example of how far beyond the boundaries of Minnesota, the firm's headquarters. The company's mills, terminals, sales offices, and other facilities are nationwide. Therefore, in blending industry and educational opportunity, Pammy Company found it necessary to think in national rather than regional terms.

The success of industry and education and the interchange between the two lies behind the success of Pammy's "Youth Opportunity in Agribusiness" program now in its second year. The program is being used by more than forty states. In Minnesota, North Dakota, South Dakota, and Montana, Pammy has contributed greatly to the vocational curriculum.

Gary Running, a former vocational agriculture teacher in North Dakota, is a public affairs assistant in charge of the Pammy Company's youth programs. The instructional materials for the "Youth Opportunity in America—Agribusiness" program described in this article are available for purchase. Inquiries should be addressed to Mr. Running at the Pammy Company, 780 Grain Exchange, Minneapolis, Minnesota 55415.
the total effort acceptable to and part of the educational community. In other words, it was necessary to render a service.

Therefore, Peevy Company accepted the advice of educators and based the entire Youth Opportunity in America — Agricultural program on the lesson plan concept. Professional educators helped in the development of the teaching unit outline divided into five parts. The first lesson plan is a synopsis of agriculture, the second emphasizes career opportunities in agriculture, the third stresses preparation for an agricultural career, the fourth deals with entering an agricultural career, and the fifth with advancing in that career.

A teaching chart is provided for classrooms use. It is a constant visual reminder of the opportunities in agriculture, a permanently-displayed definition of agriculture, and one that gives thinking-audience questions designed to stimulate interest about agriculture and habits for growth in a career. Another part of the program is the Opportunity Interest Test which is designed to assist the vocational agricultural students in realizing students and to help students ascertain and measure their degree of interest before and after exposure to the program.

The show piece of the Youth Opportunity in America — Agricultural program is the two-part slide presentation. The first part discusses general agriculture explaining that agriculture is modern and growing. This part is designed to motivate young people to look carefully at opportunities in agriculture. The second part of the slide series outlines educational requirements for different career levels. An attempt is made to appeal to the high school graduate, the vocational-technical school graduate, and the college and university graduate.

A Success Story

A basic change in thinking on the part of both teachers and students had to be communicated. Teaching methods and techniques had been oriented toward production agriculture for many years that some resistance developed initially to the concept of an all-inclusive agriculture covering every phase of food and fiber from producer to consumer. This shifting of mental gears was necessary, however, to drive home to students that career opportunities are abundant in agriculture, that a background in production agriculture can be useful elsewhere whether in sales, advertising, marketing, distribution, transportation, manufacturing, research, or any of the other phases of agriculture.

That the program and the approach are successful can be measured by comments made by students. Even when allowance is made for the fact that students know they must become farmers in order to obtain a good grade, their remarks indicate that the desirable message is getting through to them. Here are some typical examples:

—"I didn't know that there were so many opportunities in agriculture.

—When we get a job we might be trained for two or three years during our life for different jobs that might not be known today.

—These slides taught me a lot about agriculture. Now I know that people have a high school education for a job and for better jobs you have to have education and training beyond high school.

—If the 1,500 or so management-oriented, science-oriented, and high skill-oriented jobs requiring training in irrigating crop developments are filled, if the thousands of other job opportunities which are available in agriculture are filled, the younger generation, then industry and education will have a real success story to tell.

The Peavy Company's "Youth Opportunity in America — Agriculture" program is helping to make agriculture a career in agriculture.
A Comparison of Cooperative Work-Education Models

(Continued from page 115)

Charles Salasino
Wisconsin State University, Platteville

...to identify first identified by teachers for students...
...practices were listed as necessary for successfull employment...
...accept and carry out responsibilities...
...be honest...
...be thoughtful, not forgetful...
...make mathematical calculations accurately...

Employers are willing to hire people who are willing to work. It is both the facility requirements and the need for more cooperative work-education models to provide a job-skilled education program for high school students.
DELEGATE RESPONSIBILITY — A Necessity for Leadership Development

CLIFORD L. NELSON
Teacher Education, University of Maryland

How many times have you seen FFA advisors clipping animals at fairs, constructing fair exhibits, writing speeches, filling out applications for contest forms, or planning FFA events? This is an example of how FFA advisors must be experts in many aspects of the real work of the organization. The central objective of FFA membership is to win contests and perform well in other activities, but these activities are only a part of the FFA advisor’s responsibility. The advisor needs to be a leader and to serve as a role model for students and others.

Training youth to lead is a difficult task. It is made more difficult when one of the most basic principles of vocational agriculture instruction is being ignored. The emphasis on preparing students for leadership positions is being sacrificed in favor of competition. The FFA advisor needs to consider the overall development of students, not just their ability to compete.

What do you do if some of your advisors do not perform the tasks as they are directed? Some advisors have chosen to delegate responsibility and keep track of all tasks, but this type of leadership limits the scope of the activities of the leader. The FFA advisor who does not delegate does not have time to consider the total vocational agriculture program. The key to leadership is to delegate responsibility to those who are ready.

To Delegare or Not to Delegare

The easiest way to work with a FFA chapter is to be autocratic and to encourage student officers to be autocratic as well. It is more difficult to delegate because there are few clear lines. It is also necessary to be a "decer" and not a "delegate." Some chapter advisors highly praise this type of student officer. The most successful administrators delegate responsibility and then follow up and delegate responsibility and authority. We might be developing leadership in FFA if we are able to do this effectively. The key to developing leadership is to delegate responsibility and to keep track of the activities of the leader.

Youth Can Accept Responsibility

High school youth can and should accept responsibility at early ages. In many cases, they perform very well. They only need to be corrected for mistakes and guided in the right direction. The FFA advisor should not delegate responsibility if the student is not ready.

You have courage to try!

In order to be a successful advisor, you must be able to delegate responsibility. This is a difficult task. You must be able to evaluate the abilities of your students and assign them tasks based on their abilities. You must also be able to keep track of the progress of your students.

BOOK REVIEW

FARM AND PERSONAL FINANCES


The purpose of the book is to "direct the need for information in farm and personal finances." The author, a professor of agricultural economics, covers a wide range of topics, from budgeting and marketing to saving and investing.

The book is intended for "junior-senior high school students and high school graduates." The material is difficult to read, requiring a great deal of attention to detail. The author provides numerous examples and case studies to illustrate the concepts covered in each chapter.

The book is well-organized and provides a comprehensive overview of farm and personal finances. It is a valuable resource for students interested in pursuing careers in agriculture.

Several sections of the book are particularly useful, including those on budgeting and marketing. The author provides practical advice on how to create a budget and how to develop effective marketing strategies.

The book is also well-written and easy to read. The author uses clear language and provides many examples to illustrate the concepts covered.

The book is highly recommended for students interested in pursuing careers in agriculture. It is an excellent resource for anyone looking to improve their understanding of farm and personal finances.

Options

As a result of seasonal labor requirements in the fertilizer industry and students' willingness to work and desire to learn, a real demand for agribusiness student-trainees has developed. This demand for trainees and the fertilizer industry's increasing need for qualified permanent employees have made the agricultural chemicals option especially popular among students.

The animal science option, originally intended primarily to prepare students for the feed business, is placing students in additional segments of the livestock industry. Feedlots and livestock auctions have hired student trainees. Interest has been expressed also by packing houses. A third option in grain and feed requiring eighteen months for completion has recently been developed in cooperation with the Colorado Grain and Feed Dealers Association.

The Program

In the thirty-month program students study the campus for six months from September until mid-March. Then they work in industry from March until September. In addition to providing experience which facilitates employment at graduation, this actual involvement as a regularly-paid full-time employee offers the student other advantages. It gives students an opportunity early in their educational program to experience first-hand the industry they are preparing to enter. This aids in making a decision about a career in the field. Students continuing in the program the second year usually become more enthusiastic students because they see a need for study and can relate classroom topics with previous work experience. For students with limited funds, the opportunity to earn money for school expenses may mean the difference between staying in school and dropping out.

Students learn various aspects of the business. As the season progresses, the student-trainee normally has opportunity to perform many different functions. A first-year student with a fertilizer company normally delivers fertilizer tanks and spreaders, calibrates applicators for customers, does customer application, mixes fertilizer blends, and takes soil samples or tissue tests. A student-trainee in the animal science phase performs a variety of tasks to learn the various aspects of the business in which he is employed. As the student progresses, he is exposed to other phases of the company's operation such as sales policies, credit policies, and record keeping system.

In the second year, students attend classes for six months and work in industry the second six months. During the second on-the-job training period, work in all phases of the business is continued with increased emphasis on sales.

In the third year students return to the campus for a final six months of classroom study. They graduate in March with an Associate in Applied Science degree and are ready for permanent employment.

Job Placement

The on-the-job training phase of the program gives students experience in being interviewed and in obtaining a job before they have to decide on a place of permanent employment. Students are encouraged during the fall quarter to obtain jobs for the spring and summer work period. During January, interviews are scheduled on campus for placing the remaining students.

Early in December interested companies are asked to submit information on available student-trainees along with a form which can be returned to request an interview date. All interviews are conducted during the second and third weeks of January. This permits students to be interviewed by all companies they desire and yet be able to accept or decline job offers within a reasonable time. During the operational periods since the program was instituted, students have worked in nineteen different states ranging from Washington to Ohio to Texas.

In a single year, industry representatives have come from as many as ten different states to interview students.

The involvement of people in industry seems imperative in programs preparing students for the agricultural supplies field.

Reports

During the training period student-trainees submit a short monthly report to the Agri-Business Department and accumulate information for a comprehensive end-of-summer report. The employer submits a report on the student's performance on May 1, July 1, and September 1. The employers' reports are used as a guide for assigning grades for the 12-hour credit per quarter.

Student-trainees located within a reasonable distance from the college normally are visited by the staff at least once during the training period. Trainees located beyond a 400-mile radius usually do not receive a personal visit. Telephone communication is substituted in these cases. Students are urged to call the staff if problems arise.

Financial Support

Development of the agribusiness program was enhanced by a three-year grant of $43,000 from the W. K. Kellogg Foundation which partially supported it as a pilot project. Various companies and associations have provided financial support through scholarships. A $1,500 grant was contributed by a major oil company to be applied toward a greenhouse. Scholarships ranging from $100 to $500 have generally been awarded to outstanding students after one year in the program. Scholarships from some donors are awarded to beginning students. Since the beginning of the program in 1963 more than a dozen major industries and organizations have contributed $11,000 in scholarships.

Trade association meetings have been helpful to students in learning of new developments. These organizations have usually been cooperative in not charging a registration fee for students enrolled in the agribusiness program.

Student Organization

In order to broaden student understanding of the industries for which they are preparing, industry men frequently speak at the weekly dinner meetings of the Agri-Business Corporation of America. The organization, formed by agribusiness students in 1965, is a Colorado chapter of a non-profit, educational corporation. It is hoped that affiliated chapters will be formed on other campuses so that an exchange of ideas and experiences beneficial to all can be accomplished.

The interest and participation of industry personnel has been a major factor in the success of the agribusiness program. Although programs preparing students for other segments of the agricultural supplies field will be organized differently, the involvement of people in industry seems imperative.
INDIVIDUALING INSTRUCTION IN VOCATIONAL AGRICULTURE

RAYMOND M. CLARK
Teacher Education, Michigan State University

Recent developments in vocational agriculture have brought problems of adjustment and expansion that challenge our best thinking and ingenuity. We are rapidly moving from a program of training for farming, complicated as that is, to training for farming and for employment in agricultural business. The scope of agricultural business is almost staggering when the training needs for this phase of agriculture are analyzed.

The Problem

Obviously, specialized courses cannot be organized to meet the occupational objectives in agriculture of all students. This would require courses to train farmers, farm workers, machine operators, and many others in production agriculture and to train salesmen, service men, foremen, supervisors, and managers for such businesses as greenhouses, florist shops, nurseries, credit, feed, fertilizer and chemical firms, garden centers, store, meat cutting, forestry, natural resources, rural rehabilitation, and others. It is obvious that a single program for these groups cannot be organized for the purposes already mentioned.

To approach this problem, the authors have selected as their problem the training of salesmen in agricultural businesses in the state of Michigan. After careful study of the problem and the necessary background information, they have developed a report on the vocational agriculture program in Michigan.

Dr. Raymond M. Clark is Professor of Vocational Education at Michigan State University. The instructional units for this individualizing instruction described in the article are intended for use by high school students in the state of Michigan.

Raymond M. Clark

THE AGRICULTURAL EDUCATION MAGAZINE

November, 1961

...
How effective is your agricultural sales and service program? Effective instruction means that students must be given opportunities to learn under conditions as similar as possible to those found on the job and to practice with equipment and supplies used in real situations.

School facilities for an agricultural sales and service program should include a classroom with an adjoining sales-demonstration laboratory. One contribution of the sales laboratory is to help create an atmosphere similar to that found in local businesses. A sales laboratory contributes to the success of students in accomplishing the desired learning outcomes included in the instructional program.

**INSTRUCTION**

Stimulating students to do high quality work and to develop interest in occupations are prime concerns of the demonstration area. Procedures and concepts frequently can be presented more effectively and more meaningfully by a step-by-step demonstration. The laboratory and demonstration area allow flexibility in the use of methods of instruction. One technique adaptable to the laboratory is role-playing. Role-playing gives students opportunities to learn and experiment with skills ordinarily found in real-life situations. The technique helps to broaden students' understandings, change attitudes, and increase empathy with others. Case studies are handled very effectively through the use of role playing.

The classroom and demonstration area should be arranged so that every student can observe sales talks and demonstrations given by students, the teacher, or resource people. Most vocational agriculture facilities are easily adapted to this type of arrangement.

**EQUIPMENT AND SUPPLIES**

Equipment needed for an agricultural sales and service course is relatively inexpensive when compared with other specialized programs in vocational agriculture. Many of the items are available through loan or loan from local business. Equipment and supplies needed for operating an agricultural sales and service program include the following:

- **Sales Counter.** This functional item in the sales laboratory is used by students when practicing sale-demonstration procedures. The counter should be portable with storage under the counter, to make the practice realistic as possible to give students a feeling of the actual situation. The counter can be constructed in the agricultural mechanics shop.
- **Scales.** These are three types—fan type with pan, roller type, and hanging type with pan concentrate. They are recommended for developing students' speed and skill of weighing merchandise. Scales are available through local businesses or through federal surplus.
- **Cash Register.** Cash registers are needed so students can develop speed and accuracy in making change and handling money. Electric or manual registers should be available. Cash registers can be purchased or borrowed or leased from local businesses.
- **Sales Tickets and Sales Ticket Register.** Numerous types of sales tickets are available from local businesses at no cost. It is essential that students be taught the proper techniques and methods of filling out sales tickets. Sales tickets can be purchased from a local printing concern, although learning to handle sales tickets through a register is desired since most businesses use sales ticket registers. Various types and sizes of sales ticket registers are available from local businesses or printing companies.
- **Merchandising.** Local businesses are very willing to place samples of merchandise in the school laboratory. It is essential that these samples be the actual product. Some businesses are willing to place merchandise in the school laboratory from their own inventory. In these cases, the school is responsible for the merchandise. With this arrangement, inventories are maintained, and display of merchandise can be studied and demonstrated.
- **Telephones.** A telecommunication is connected to an audio-telephone, to allow two-way communication. Telephones are available through the local telephone company at no cost.
- **Tape Recorder.** Recordings of customers, sales demonstrations, and audio-telephones are available for students in evaluating performance.

**Display Area.** Shelves, racks, or wall units are used to display merchandise, to build displays, to stack shelves, or to display inventory, and to require students. The building of a display area can be an agricultural mechanics project.

**Flinnstrip and Slide Projectors.** Slides are ideal for illustrating ideas and procedures of students on the job. Slides of advertising displays and other activities in local businesses can be valuable in classroom teaching. Slides can also be used in promoting the sales and service programs.

**Movie Projector.** A movie projector should be available. It would be helpful to have a film movie camera and projector available for filming sales demonstrations and similar activities. Film strips can be used for individual study.

**Advertising and Display Materials.** Materials to aid in the development of displays are readily available from local businesses. These materials are generally free. These materials aid students in realizing what materials are available for businesses for advertising purposes. Items that are not available can be made by students.

**Overhead Projector and Transparencies.** The overhead projector is one of the most functional pieces of equipment. Business forms, application blanks, and other materials can be shown directly to the class. A file of transparencies should be developed including business forms, letters of application, display materials, application blanks, and other appropriate materials.

**Adding Machines.** Business machines such as adding machines and calculators are found in all businesses. Students should be familiar with these machines. It is often practical to share these machines with the business department.

**Real Situation.** Instruction is more interesting and practical when equipment and supplies found in the real situation are used. Through a well-equipped laboratory, students see, hear, and perform in a manner closely approximating the operation called for on the job.

The sales laboratory institutes students through practical, flexible, and functional instruction. The laboratory can be equipped at little cost. An effective teacher will use all the tools available in order to present a more realistic sales and service program.

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Preparing Workers for Horticulture Businesses

WINSLOW G. JOHNSON, Instructor
Essex Agricultural and Technical Institute
Haverhill, Massachusetts

Massachusetts, like many New England states in the past twenty years, has put emphasis on technological advances in horticulture. Like many businesses, the horticulture industry must keep in step with the scientific and technical advances being made since the horticulture industry plays an important role in our complex society.

Commercial enterprises and educational institutions are becoming increasingly aware of their obligations to introduce modern distribution methods and facilities and to provide the qualified workers in modern businesses and industry. The transition of the flower market is one example where this development is taking place. The decentralization of one big market into several submarket areas has already been achieved to facilitate the movement of floral products. Selling techniques as well as distribution methods have changed drastically also.

New Program
The Massachusetts Department of Education through its Office of Distributive Education has developed courses in Horticulture Business Commodities and Agriculture Technology on the post-high school level at Essex Agricultural and Technical Institute, Haverhill, Massachusetts. This two-year program introduces three basic qualifications needed for employment in horticulture — knowledge, skills, and the proper attitude to become a competent worker in a number of fields related to horticulture.

Each course involves classroom study, participation through demonstrations, and on-the-job training. The Horticultural Business Practices course deals with production, marketing, and distribution of horticultural products so that the student gain a general view of the way this industry operates. To increase the student’s ability to deal with the consumer, the student studies the physiological, pathological, and insect injury affecting plant growth.

After completing the basic foundation courses, a study of conditions affecting oversupply and shortages, supplemented by field trips, is undertaken. Weekly records of market conditions in specific commodities are kept to determine current and future trends. An intensive study of the grower-wholesaler-retailer relationship and its importance to the general field of distribution along with a comprehensive review of garden center and florist shop management practices is included in the instructional program also.

The program would have little meaning if some attention is not given to horticultural horticulture. A study of the principles of selling and their application to agricultural commodities is essential. Topics such as preparing sales talks, obtaining interviews, and demonstrating sales psychology will prepare students for gainful employment.

Employment
Many employees in the horticulture field still believe in hiring employees from the street. For the most part these employees do not appreciate the value of a trained employee. They fail to realize that the success of their business depends largely on what the employee has to offer. The specialized skills offered by well-trained employees will result in improved customer relations and service, intelligent decision making, responsible behavior in the field, and modern management procedures.

Keeping Records of Supervised Practice Programs by Computer

KENNETH M. BAKER
Vocational Agriculture Teacher
Celina, Michigan

Even though we do not like to admit it, many of us have trouble getting records of students’ supervised practice programs completed at the end of the year. This annual problem came to light when an Agricultural Extension Specialist in Farm Management breathed the idea of using computerized records with supervised practice programs of vocational agriculture students. With the help of the farm management specialist, we decided to test the program with ten students to see how computerized records for high school students supervised practice programs would work.

How It Works
I explained the computerized record program in my vocational agriculture classes. The problems of reporting accurate records each month were stressed. We had discussed keeping records by computer before, but in only a rather vague way; now it promised directly to us.

The students selected to participate had projects of corn, soybeans, hay, small grains, swine, sheep, dairy, beef, and hogs. With the computerized system the vocational agriculture department becomes a farm. Each student is given a key number. Each enterprise under a given key may generate a report, there is a record for each enterprise for each student. The rules for beginning and ending reports are the same as for the preliminary and final reports in a supervised practice report.

Results of the Program
Keeping records by computer has given students an incentive to keep records more carefully and accurately than they did previously. With the exception of one student who was on vacation on the date records were due to be sent to the computer center, I have not had a late report from students.

Being somewhat of a dreamer, I had anticipated being able to complete easily and quickly records of supervised practice programs. This program to be an inaccurate assumption. I spend at least two hours per month consolidating records and filling out the necessary report forms to be sent to the computer center. However, keeping records of supervised practice programs by computer has proved to be an invaluable teaching aid.

The use of computerized records has increased students’ interest in keeping records. Where I previously had to coerce students to keep records, they now do so voluntarily.

Students are highly interested in seeing the latest report on their projects when the report is received from the computer center every month. If another student has the same project, they like to compare reports to see how well they are doing.

—I find myself visiting the farms of students using the computer more often than I visit the farms of other students in vocational agriculture. My normal routine is to visit each student once a month. With the students using the computer, it has gotten to be two or three times a month depending on their problems with the records. I have to pay much closer attention to each student’s planned program than before to insure records that are as accurate as possible.

—the father of one student enrolled in computerized record keeping after he saw what the program was doing for his son. Another father is interested.

—the records for students using the computer are much more accurate than they would be without the program. Due to having to turn in the record in each month, most students are in the habit of entering items on the report form at the time they buy or sell.

The computer program has worked quite successfully with ten students. Beginning in September 1969, all students enrolled in vocational agriculture began keeping records with the computer program.
Teachers of agriculture who teach agricultural occupations classes are expected to serve from non-farm business and industry need to use effectively persons from agricultural business as resource persons in the instructional program. An idea we recommend for involving the aid of agricultural businessmen is outlined in this article.

There are several occasions during which agricultural businessmen are absent from the classroom for other teaching and professional responsibilities. An example is during the annual NAVA and AVA conventions each year. The question of what to do with agricultural classes during these periods is not a new one. We find the procedure presented below to be very effective for using agricultural businesspersons as substitute, lay teachers during the teacher's absence from the classroom.

With the aid of the advisory committee of the agricultural occupations program, obtain the names of persons from the agricultural business used as training stations who are willing to meet with the class in the teacher's absence. These persons are then asked to meet with the class either at school or during a field trip to the business establishment and discuss topics such as the following:

- Human relations
- Applying and interviewing for a job
- Employment policies
- Public relations

**Book Reviews**

**Gerald R. Fuller, Special Editor**
University of Vermont


Six booklet comprise this series of publications. Each booklet is presented as a "didactic game" dealing with specific areas of business organization and management, collective bargaining, decision-making, evaluation, production control-inventory, purchasing, and supervisory skills. The games provide the learner with practice in solving problems that frequently occur in these business activities. Problem situations are described in the game booklets and the participants suggest solutions to these problems both individually and as a group. The author describes each game as a learning device in which several participants confront each other in teams to learn more about the functions and activities of business management and organization.

Accompanying the game booklet is an administrator's guide. This guide is intended for use by the instructor in conducting the game and covers the purpose, game procedures, directions, scoring, conclusions, and suggested additional readings for each game. Playing time for the games range from one and one-half to two and one-half hours depending on the game being played.

The author is vice-president of manufacturing at The Wing Company, a division of Aero-Flow Dynamics, Inc. and teaches economics at Rutgers. He is a member of the Manufacturing Planning Council of the American Management Association. In several years he has developed simulations for use in economic courses in high schools and for business industry.

While these materials are designed for use primarily by supervisory personnel in industry when training employees, they could be readily adapted for use in teaching at the secondary level or above in agricultural education in particular. The content of each booklet deals with each subject in such a manner that it can be applied to all agricultural businesses.

(Continued from next page)

**RESOURCE PERSONS FOR AGRICULTURAL OCCUPATIONS COURSES**

**Lawrence J. Yenise**
Wisconsin-Scott County, South Dakota

**Odell Miller**
Marysville, Ohio

This article describes the winning idea for Region III in the 1968 NAVA Exchange of Ideas Contest. Lawrence J. Yenise, Vocational Education Teacher at Westington Springs, South Dakota, presented the idea which he had obtained from Odell Miller, Vocational Agriculture Teacher, Marysville, Ohio.

- Sales and service in the business
- Organization and operation of the business
- Functions of the business

This idea can be used in other areas of vocational agriculture also. We recommend the practice as a means by which teachers can make instructional programs more realistic and interesting to students.


This is a compilation of seven monographs. The titles are: Understanding The Management Function; Communicating Within The Organization; Planning For Achieving Goals; Delegating and Sharing Workload; Organizing The Enterprise; Developing Personnel; and Managing The Changing Organization. The monographs were designed to help managers by providing them with data and guidelines for analyzing day-to-day problems, by informing them of the results of recent research and experience, and by suggesting specific applications of new management techniques and approaches.

Leadership Resources, Inc. is a group of University-based behavioral and management scientists who have combined their abilities and knowledge in order to offer improved leadership and organizational training and consulting services to industrial, government, civic, and voluntary organizations. The essence of these services is the creation of learning and problem solving experiences to help clients fulfill individual and organizational potential.

The suggested uses of the Management Library are in management training programs, as a means of self-development, and for background information and reference.

- George A. Bierer
Illinois Board of Vocational Education

**NATIONAL INSERVICE TRAINING INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS**

The Center for Occupational Education, North Carolina State University, announces a series of institutes in rural areas is a program offered by the Southeast Research Coordinating Council, through the Center for Occupational Education, under the auspices of the U.S. Office of Education. The following seven institutes, each to be held in a different state, will be offered:

- Coordination of Supportive Services for Vocational Education Students in Rural Areas, University of Arkansas, January 26-30, 1970.
- Modifying Programs of Vocational Education to Meet the Changing Needs of People in Rural Areas, Auburn University, April 6-10, 1970.
- Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas, Mississippi State University, July 20-31, 1970.
- Rural Area Applications of Vocational Education Innovations Resulting from Research and Development Programs, University of Tennessee, May 4-8, 1970.
- Orientation to New Concepts and Programs for Career Orientation in Occupational Education for Students in Rural Areas, North Carolina State University, June 22-26, 1970.
- Development of Vocational Guidance and Placement Personnel for Rural Areas, Oklahoma State University, July 5-9, 1970.

**Participants**

The seven institutes will serve a total of 545 participants from all services of vocational education and related areas. Participants will be carefully selected. Each participant will be required to make a formal commitment to use the knowledge obtained from the institute to implement a project, program, or service based on one or more of the models developed in the institute. Participants will receive subsistence allowances and reimbursement for travel to and from the institutes.

A brochure describing the objectives, outcomes, and procedures for each of the seven institutes and application forms may be obtained from:

Center for Occupational Education, North Carolina State University, One Maiden Lane, Raleigh, North Carolina 27607

(The agricultural education magazine)

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(The agricultural education magazine)
Cooperative Employment Experience Programs in Rural Communities

News of NVATA

Report of NVATA-USOE Study Committee

On July 30, 1969 the NVATA-USOE Study Committee met with Dr. James Allen, U. S. Commissioner of Education, and Dr. Grant Ven, Assistant Commissioner of the Bureau of Adult, Vocational and Library Programs, U. S. Office of Education. Members of the study committee attending the meeting were: Donald Widgeham, President, National Association State Departments of Agriculture; Oral Eisen, U. S. Congressman from Idaho; Phillip Alspach, Secretary, New Jersey Department of Agriculture; William Stonerwish, Cash, Executive Secretary, National Association State Departments of Agriculture; Jim Duff, Post President, NVATA; and Donald McDowell, Executive Director, National FFA Foundation, Sponsor. The report of this meeting follows.

Dr. Widgeham served as chairman and pointed out the concern of the state individuals serving on the committee. A review of the results of the FFA and the responsibilities of the US Office of Education under P.L. 70 were expressed by Congressman Eisen. Mr. Alspach emphasized the concern of the National Association State Department of Agriculture and the need for agricultural leadership and gave credit to vocational agriculture programs and the FFA for many of the leaders in agriculture.

Mr. McDowell discussed the Aims-Objectives developed by representatives of the American Farm Bureau, National Farmers Union, National Grange, National Vocational Agricultural Teachers Association, National Association State Departments of Agriculture, American Association of Teachers in Agriculture and National Association State Supervisors of Agricultural Education. (See “News of NVATA” in the August issue of Agricultural Education Magazine.) Mr. Durkee discussed the professional aspect of the committee report in terms of utilizing both the experience and organizational patterns of the New York State Department of Education. Leadership for areas in agricultural education such as intercollegiate education, post-high school programs, teacher education, and youth organizations was emphasized. Mr. Gough reviewed some of the concerns.

THE AGRICULTURAL EDUCATION MAGAZINE

VISTA OUTSTANDING YOUNG MEMBER AWARDS

Many Maydakis (left), U. S. Steel presents Outstanding Young Member Award to Jack Dwyer; Alvin, Wisconsin; Lawrence Wetter, Mesquite, Nevada, South Dakota; and Bob Night, Princeton, during the 1968 NVATA Convention in Dallas. These awards were given to 10 of the outstanding outstanding young members.
Stories in Pictures

ROBERT W. WALKER
University of Illinois

Minneapolis, Governor Harold LeVander recently mentioned that the PAA strain will provide ducks to the U.S. Fish and Wildlife Service for use in duck raising. PAA members at the Governor's house and raise and release over 12,000 mallards and 30,000 geese each year.

Dr. Paul Harg, center, Chairman of the Division of Agricultural Education at the University of Illinois, served as chairman of the 1969 Central Region Research Conference held at the University of Illinois. Among the speakers were Dr. John Cady (right), Director of the Center for Occupational Education at North Carolina State University; Dr. Paul Martin (left), Professor of Agricultural Education at the University of Minnesota, will serve as chairman of the 1970 conference. (Photo by Robert W. Walker)

Kenneth Horschleb (center), a vocational agriculture student at DeForest, Wisconsin, is selected as the recipient of a pig as part of the Madison, Wisconsin, Kiwanis Club's annual pig project. Kenneth was selected by Louis M. Sorenson (left), retired pig supervisor in Wisconsin, and E. H. Abraham (right), supervisor of agriculture at DeForest, Wisconsin. (Photo by Wisconsin Farm Bureau)