THEME: Achieving Quality Relationships With Business and Industry
The purpose of the magazine

A major aim of the publication is to further the forces in Agricultural education in the country. An important step in the complete unification of all of the forces of vocational education in the country, H.M. Hamlin proposed in the "General Policies of Volume 1, No. 1, January, 1929, issue of the The Agricultural Education Magazine. The "General Policies and Procedures" for the Magazine point out, "These purposes have been developed through the years to include (1) a means of exchanging professional news and views, (2) a sounding board for new ideas, and (3) a resource of reviews of publications and research in the field."

Since that first volume, the Editors have carefully preserved this concept of purpose. The current Editor and Managing Editor, Larry E. Miller, always keeps this purpose at the forefront of the publication. Through various changes in the Magazine, the Editor and Managing Editor have sought to maintain the objectives of the original Editors. This dedication to the principles of the Magazine is evident in the high quality of articles presented in each issue.
Quality Relationships Equal Quality Programs

If asked, few people would refuse to grant a favor. If asked, few persons from the farming, business or industrial communities would refuse to provide a service, spend some time, or contribute to a worthy cause. If asked in the name of expanding horizons or providing greater opportunity for young people to develop, many would volunteer to help trans- form from place to mind, to program, or to program, the concepts that make for high quality programs. Numerous public officials also seem to provide the technical expertise in agriculture.

The answers are as many and varied as the number of teachers of vocational agriculture. Many among us have established personal relationships with some key persons in our communities. We industry and the mutual support needed to keep our programs current. Periodically we need to inventory our resources and foster new relationships which will keep us alert of the changing needs of the farming, business and industrial communities.

Who are those that comprise businesses and industries with which we should establish quality relationships? The answer varies in each of our communities. But to get us started thinking in the right direction, a few are listed below. They may include employers who hire our graduates; the businesses on main street; the feed, seed or supply store; the local newspaper office, the grain elevator; the fertilizer plant; the pet store; the florist shop, or the agricultural representative at the bank. Each teacher can add many, many more to the list. Think of the relationships of the business or industry to the vocational agriculture program, and you will be off to a good start.

The process of establishing quality relationships is relatively simple. It is a well-planned school, community, and public relations program. Following are some basic procedures a teacher can follow.

To serve as a basis for establishing quality relationships with the various clientele within the community.

1. Identify needs. Make a list of facilities, materials, activities, or services which might enrich and enhance your teaching or some aspect of your program.

2. Prioritize needs. Rank order the needs in terms of potential cost-benefit, probability of success, contribution to the program, etc. Choose one need in which you hope to see us accomplish in the near future.

3. Identify a potential sponsor. Brainstorm who in the community could assist you with your problem. Think of new firms as well as more established businesses. Identify one that you feel has potential to help meet your need.

4. Contact the potential sponsor. Call the key person in the firm, usually the owner or manager, and make an appointment to visit the firm. At the meeting, spend some time establishing rapport, but be aware of the anxieties and pressures of the person being visited. When you sense the time is right, be prepared to explain specifically the role you wish the individual to play. Specify what you wish to do and the benefits of participating in the endeavor. If the potential sponsor agrees to participate, make sure you follow through on key points discussed.

The Dilemma

In point of fact, allow me to share a personal observation.

FEBRUARY, 1983
We Must Ask

(Continued from Page 5)

collecting and sharing fact data that could be of value to those in positions of power in arriving at sound rational judgments. Perhaps, as individuals, we have tended to be too focused on the immediate, the practical, the short-term. Perhaps we have tended to think that everyone appreciates our effectiveness and that, in turn, they will continue to insure our existence in the future. If this is a common consensus, then those problems we now face are but the beginning of a long list of further future budget cuts, staff reductions and curriculum reevaluation.

If we are to survive as a profession, we must become the masters of our own fate. Being passive will not longer suffice. We cannot afford to sit back, turn our heads and say, "If I don't look, it will go away!" It is time that we start looking outside of our own ranks for a solution to our problems. It is time to stop treating the symptoms and find the cause and the cure for the disease from which we suffer.

Sources of Support

There was a time in the history of vocational agriculture when it was thought appropriate for teachers to be involved in the political arena. After all, teachers are public servants. Our concerns and problems were treated as "in-house" matters. Contacts, with those on the outside of education and the profession, were primarily requests for teaching aids and assistance with curriculum development. Concerns and interest responded in a most positive way. They were willing to help. Now is the time to seek their support on a more comprehensive level. The profession must initiate an effort that will rally the entire industry behind a banner that will crusade for the establishment of a national understanding of agricultural education, and the rewarding of those who, we do our work and why we are needed.

A monumental task? No, I dare say not! Our professional organizations have already taken the initial steps. Position statements have been developed to address topics including legislative identity for agricultural education; the need for professional leadership personnel for vocational agriculture; the role of post-secondary and adult teachers within the educational system; the need for year-round programs for vocational agriculture including a requirement for supervised occupational experience programs; and the need for adoption of the Standards for Vocational Education in Agriculture. If these positions truly reflect the feelings of the profession, then it is up to each individual to strive toward gaining support for these positions.

The Crusade

Where do we start? If we attempt to do the job alone, we are faced with a "protectionist" label. If we seek the help of others, we will present an industry-wide, united front. Herein lies the key. Having others tell our story will show an industry-wide unity for agricultural education. Others, not directly involved in our profession, will certainly carry more clout with policy makers than if we attempt to stand alone. There is strength through unity.

Seeking the help of others is not difficult. All one needs do is ask. Initiating dialogue between key business leaders and governmental representatives on the local, state and national levels, where our concerns and rationales are shared, can bring about a better understanding of our needs and concerns for the industry and provide positive action in our behalf.

In the past few months, I have personally seen examples of what can be accomplished when the support of business and industry in behalf of the profession is obtained. The NVATA position statements, eulogized earlier, were shared with four major agricultural organizations (Farm Bureau, Farm Bureau, Farm Bureau, Farm Bureau and the National Association of County Agricultural Agents) either during their national conventions or through personal contact. These activities resulted in building an awareness of our concerns and needs.

In the case of the Grange, it brought about a resolution that was directed to Representatives Perkins Committee on Education and Welfare and will subsequently become a part of the current hearings on Vocational Education Reauthorization. The resolution supports the NVATA positions. Working with the Farm Bureau brought about an understanding of the procedures that will lead to the possible adoption of our positions in their national organization's policy statements.

Another example of a cooperative activity was the involvement of the National FFA Alumni (through the use of a member of that organization in the presentation of the profession's jointly prepared testimony before Representative Perkins' committee regarding the role of Vocational Education in Agriculture).

As a professional organization, the NVATA has been scratched the surface of gaining outside support for the incentive. With an effective and well-organized approach, NVATA can secure the support of the fabric. Past efforts have brought about positive results; however, to be more effective each and every one of us must work as a professional challenge the development of long range plans that will lead to even greater involvement in insuring that vocational agriculture will be stronger than we have known in the past.

The Strategy

The following procedure is but a suggestion on how the profession might proceed:

1. Identify major goals, issues and concerns affecting the profession.
2. Develop position statements and the rationale supporting those positions;
3. Identify key individuals, organizations and agribusinesspersons on the local, state and national level who would be effective in becoming a spokesperson for the profession's goals, issues and concerns;
4. Through personal contact share the position statements and rationale with those identified;
5. Determine the proper procedure for gaining in gaining support and/or political involvement by those identified and contacted, and;
6. Finally, ask for their help and support.

Even though this may seem like a tall order, in this article, it is a frustrating time; we cannot, in all good conscience, passiminate. We, as members of the agricultural community, must know we can be of help and have had on the industry of agriculture. We have worked hard and long in the development of our programs. Programs that have met and served the needs of our clients. We have worked hard and long in the development of necessary individuals who have developed into leaders and employed skilled workers or entrepreneurs. We have witnessed adults who have developed and strengthened their positions as farm business operators. We have seen the positive effects of our programs on the production of food and fiber. Yes, we have been successful! Our problem lies in the fact that we seem to be the only ones who are aware of our impact on society. Isn't it time that we involved business and industry in developing general support and political involvement on our behalf? Is it a question that only you can answer, will you do your part? If not, who will?

THEME

Business and Industry - The Untapped Resources

Successful teachers of vocational agriculture know the importance of having strong community support for their programs. For years, members of the agriculture education profession have recognized the need to have the support of the board of education, administration, parents and students. Much time and efforts were expended to develop relationships which would enrich and enhance curriculum offerings and insure continuation and growth of the program.

Successful teachers also recognize the need to develop quality relationships which flow from the primary clientele: the farmers, agricultural firm operators and other businesses and industries within the community. Agricultural curriculum is developed and communicated what the vocational agriculture program has to offer: and gathered support for the program. In short, teachers have developed a better idea of what the program can do for farmers or agricultural firm operators and what farmers and agricultural firm operators can do for the vocational agriculture program.

In this time of declining enrollments, tight budgets and fiscal and academic accountability, it is even more essential than in the past to have the continued community support. Teachers of vocational agriculture, today, "can't go it alone". They must aggressively seek out and cultivate positive, quality relationships with the many participants in modern agriculture. Members of the agricultural education profession must identify their friends and develop alliances with many of the members of the broader business and industry of agriculture.

Cultivating Friends

"Friends imply mutual respect and affiliation; alliances imply mutually supportive action. Since the agricultural education system is perceived primarily with persons engaged in agriculture, it seems logical that alliances can best be achieved by reference to individuals, businesses or organizations that have same clientele." Who are our friends? Who are our allies? What can they do for us? What can we do for them? What relationships must be established to arrive at mutually supportive action?

Answers to these questions must be found through discussion and debate. Every professional educator in agriculture should have answers or tentative answers to the questions. By working with key individuals in business and industry within our communities, friends can be made and alliances developed.

It is to the benefit of each teacher of vocational agriculture to find individuals or organizations willing to his or her community to the first two questions. Leadership in professional associations at the state, regional and national levels should also be a concern to answer the questions. As professionals, we should inventory who we can turn to and rely on for support and assistance.

Answers to these questions: "what can friend and allies do for us?" and "what can we do for our friends and allies?" (Continued on Page 8)
Business and Industry—The Untapped Resources
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are more complex. How much of us have taken the time to inventory the potential resources of students in our schools? Have we analyzed our programs and identified specific resources needed to improve our programs? Have we identified potential sponsors? Have we asked for support and assistance?

Specific Assistance

Some answers to the above two questions were found by Connecticut teachers of vocational agriculture who participated in a statewide survey of farmers and agriculture firm operators in the mid-1970's. Each teacher completed approximately twenty interviews with farmers and agricultural firm operators.

Results of research conducted at the University of Connecticut indicated that there are many things that farmers and agricultural firm operators would, if asked, do to support the vocational agriculture program. For instance, based on approximately 1,000 interviews with farmers and agricultural firm operators, 81 percent of those interviewed stated they would permit individual students to observe business operations.

Seventy percent of those interviewed indicated that they would permit classes to visit and observe business operations, 63 percent would provide supervised occupational experiences for students through employment, 52 percent would provide short term instruction at the school, and 53 percent would provide short term instruction at the place of business. In addition, the five specific suggestions regarding what a farmer or agricultural firm operator would be willing to do for the vocational agriculture program, the interviews asked the interviewees to specify other things they could do to help the vocational agriculture program. Following is a list of materials, activities and services the farmers and agricultural firm operators would be willing to provide to enrich the vocational agriculture program in Connecticut. Some may apply to you.

Help teach accounting
Help teach business
Help teach agriculture
Help teach adult education
Serve on an advisory board
Provide ideas for research
Provide animal feed
Provide agricultural equipment
Teach written communications
Teach accounting
Teach the importance of communications
Teach the importance of computers
Cooperate with the extension service
Assignments for adult instruction
Have a class observe the co-op program
Assign with curriculum improvement
Provide demonstrations
Demonstrate how to care for a planting
Provide a discount for fruit sold by the FFA

Dionis and explain the business
Let students observe the dog training program
Exchange ideas
Exhibit new products
Loan equipment
Explain operation of equipment
Provide farm management assistance
Sponsor a farm tour for elementary students
Assist with field trips
Provide files
Provide field days
Attend the FFA banquet
Provide greenhouses
Serve as a management consultant
Harvest the school garden
Assist with the seasonal harvest
Provide a horse course at the stable
Provide horse instruction for children or develop riding skills
Help sponsor a horse show
Let students observe a hydroponic grain growing operation
Offer individual or group help concerning dairy
Provide information on agricultural subjects
Provide instruction at the school
Provide laboratories for milk, soil or leg
Give lectures or talks
Loan or provide materials
Allow observation of a small dairy operation
Provide off-season instruction
Cooperate with organized training program
Provide plant materials
Provide stoves for training
Assist with projects
Help teach public relations
Rent equipment
Let students observe research and plant breeding operation
Provide a slide program
Provide small engines for laboratory use
Outline a co-op program
Help develop specific vocational skills
Supply assistance for home building
Offer technical advice
Provide test plots
Provide tips on real estate
Sponsor team
Provide a tractor for demonstration
Provide plant material
Provide use of laboratory facilities, land and woodland
Set up a visit to the regional market
Provide volunteer services
Work individually with vocational agriculture students

In addition, qualified people were identified who were willing to send newspapers to students, provide financial assistance, help establish a FFA chapter, contribute to the local FFA Chapter or to the State or National FFA Foundation. The interviewers found the farmers and agricultural firm operators to be very cooperative and concluded that many potentially beneficial resources remained un tapped in the community.

Helping Business and Industry

The interviewers also asked the farmers and agricultural firm operators whether they felt that vocational agriculture could do for them. The employers indicated that the vocational agriculture programs could best serve them by preparing qualified vocational agriculture graduates and by offering courses or instruction in adult education for them and/or their employees. Also, it was suggested that the vocational agriculture program could serve as a placement center to help them find qualified workers.

Employers could look to the center as a source of part-time or short-term workers.

The vocational center on technical agriculture questions. An agriculture reference library could also be made available.

Other suggestions were that the center could organize tours, sponsor workshops, seminars or speakers, and serve as a link between the agricultural community and the general public. It was also suggested that the facilities of the vocational agriculture program be made available possibly for special programs which would meet the needs of the employers.

The opportunity to interview farmers and agricultural firm operators served as an excellent way to establish questionnaires. The data which were a result of the pertinent-person-to-person interviews, the teachers have a greater understanding of the needs of farmers and agricultural workers in business and industry. Also, the farmers and agriculture professionals have a better understanding of what the program of vocational agriculture can do for them and what they can do for it. The mutual benefits being derived, and the ongoing association developed both by the teachers and the employers, are instrumental in keeping the program of vocational agriculture current with the changing needs of its clientele.

References


Listen To A Blue Ribbon Commission

Vocational agriculture educators are continually evaluating their programs and their relationships to other agencies and organizations. Developing lasting relationships with business and industry should be a high priority for all educators. The vocational agriculture educator must work closely with business and industry to develop a pattern similar to effective teaching. The steps include: determining needs, establishing goals, identifying ways and means of accomplishing the goals, and evaluating and praising success.

Determine Need

Agriculture has changed and will continue to change. The farm functions of yesterday have now become a part of the farm function of today. Farmers are carrying on business out of those in farming. In addition, the "New Federalism" being advocated in Washington D.C. and the clouded state financial situations continue to impact on vocational agriculture programs at the state and local levels.

Constituency support does not come about automatically but must be cultivated and nurtured. Close relationships must be maintained with organizations and individuals who are in the agricultural business and who employ our students in order to assure relevant programs. Community involvement and input must be sought and taken into account if public support of vocational agriculture is to continue.

Agriculture is still the major industry in the nation and by its very magnitude and complexity, it will need a constant flow of skilled, technical and professional employees. Therefore, agricultural education can play a significant role in forming a coalition with other agricultural interests such as extension, state and local governments, the agricultural industry, and vocational agriculture to the key political and policy-making entities at the federal, state and local levels. An alliance between vocational agriculture and agricultural industry will become more important than ever. Such an association and unity will provide the strength which will allow for stronger agricultural programs in order to establish a mutual respect of interdependent bodies.

Establish Goals

Ultimately, the goal of developing quality business, industry and constituency relationships is to attain commitment and support for vocational agriculture that will assure its prominence and permanence on the educational scene. Establishing a select group of individuals representing the agricultural industry to review the direction the industry is moving will help achieve improved business and industry relationships.

Identify Ways and Means

The select group of individuals representing the agricultural industry has been called a "Blue Ribbon Commission." This commission is not to replace the normal advisory committee. Our state level commission included:

State Director of Agriculture
State Director of Natural Resources
Executive Vice President, State Farm Bureau

(By James E. Commings)

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EXECUTIVE DIRECTOR, STATE FARM, 5678 Avenue

THE MISSION OF VOCATIONAL AGRICULTURE

The process of achieving quality relationships with business and industry should be entered into only after a great deal of thought and planning. For years local vocational agriculture teachers have been told that the key to a successful local program is a good relationship with their local businesses. Given the right set of circumstances this statement is true. The relationship between the local program of vocational agriculture and local businesses has to be one that will benefit both parties. An examination of the potential benefits of such a relationship will show the following gains for both business and the local program.

Benefits to the Local Program

A first benefit derived from a quality relationship with business would be to secure financial assistance for the local program. There are certain times when the local business people can be of help. For example, the local business people can help in a variety of ways. A second benefit in from business is the knowledge of their own business and the need to have their knowledge of management and the needs of industry to the program.

Benefits to Business

The first benefit to local industry is that the local vocational agriculture program will provide young people who have an interest and training in the particular business area as potential employees. A second benefit to the local industry is that the public would derive from a quality relationship with industry. The public would be the utilization of industry as a potential employment site for students involved in SOH programs and/or graduates of the program. If the programs of vocational agriculture are to be successful, it is necessary to insure that the graduates gain successful employment in their field of study.

The second possible benefit to a local program is that representatives of local business and industry are willing to serve on local advisory committees and, thus, lend their knowledge of management and the needs of industry to the program.

A third on a list of benefits to a local program would be the possibility of equipment and expertise that the local industry might provide to the vocational program. The fourth potential benefit that the local program

THEME

Benefits Flow Two Ways

By Kenneth A. Parker

Editor's Note: Mr. Parker is an Assistant Professor of Agricultural and Vocational Education at the University of Massachusetts, Amherst, Massachusetts 01003.

FEBRUARY, 1983

To: Farmers, Ranchers, and Others...

From: OTA Staff

Thank you for your interest in OTA and the information provided in this report. If you have any questions or comments, please feel free to contact us. We appreciate your feedback and look forward to continuing to provide you with valuable resources and information.

The OTA Team
Alumni: A New Horizon

By Joann J. Cicchetti

The FFA Alumni, created officially back in the early 1970s, is to many still a new component of a total vocational agriculture program. With over 21,000 members nationally, it has an untapped educational potential. The bulk of these members is concentrated in just six states with one state accounting for nearly one-third of the membership, according to the latest figures released by the National FFA Alumni in October.

The Alumni program offers a new horizon to educators in vocational agriculture. Its potential is mind-boggling. It affords us the opportunity to serve a new core of people in agriculture and lays the foundation for solid community support. If looked upon as a teaching tool for leadership education of adults in agriculture, it can be one of the most necessary, meaningful, and exciting tools of vocational agriculture.

Designed To Meet Today's Challenges

The Alumni can meet some of the most pressing problems that face us today as educators: community awareness in public education, a de-emphasis of national funding and control, and a tremendous need for leadership in today's agricultural situation.

Today, we are faced with a public scrutiny of education due to a multitude of factors. Because of the high cost of modern education, and because of our economic situation nationally, some chapters are struggling and others are positive. The Alumni offers our agricultural public a structured avenue for constructive community involvement. Due to its unique make-up, it serves a varied group of people from agriculture.

Basic membership can be categorized into three distinct groups: people of agriculture, their families, and other agriculturists. Parents of students are given a chance to become involved in their child's education. They are given the opportunity to work hand-in-hand with teachers, helping in directly determining a higher quality educational environment for their children. Former members have a chance to continue their participation in education and directly influence the educational process of which they have been a participant. Agriculturalists in the world who live where there is efficient agriculture, in a direct position and through their involvement, the educational component of their industry.

As members become aware of the value of vocational agriculture, they will work long and hard to see that education in agriculture is not diminished but greatly expanded. Members not only work to make resources available, but taking direction from advisors, they will see to it that our objectives can be met.

A Real Need for Adult Agricultural Leadership

Perhaps the greatest need for training in the world of agriculture is leadership. If we are aware of our agricultural industry and the issues facing it in today's society, we can readily see how true this statement is. The need for leadership is not new. It has existed since agriculture left the subsistence levels.

In 1910, during the era of mass exodus from farms to cities, Kenyon L. Butterfield, the then Massachusetts Agriculture College, wrote "Leadership may appear just as fully to young men who are looking forward to a career upon the farm as it does to those who have chosen any calling." He further states that "the real agricultural question in 1910 is not one of just superior business practices and greater production but "What about people who farm? What is to be their condition?"

"Are the American farmers to keep pace with American civilization?" he asks. "The essence of leadership they supply and the type of leadership they permit themselves to have."

In the 1980's, agriculture is faced with immense challenges. Yet, these same questions persist today and with greater emphasis. As educators in agriculture, we have the mandate to train agricultural leaders. All too often we concentrate on developing technical skills and abilities and ignore the tremendous need of our industry for leadership. The Alumni provides for us such an educational tool. It provides us a teaching tool to develop leadership abilities and skills. What FFA does for the secondary vocational agriculture program, the Alumni can do for the adult program.

We have before us a tremendous need for leadership on the part of the industry we serve and a uniquely designed educational tool at our disposal to accomplish their goals.

Alumni Programs Can Succeed

Most vocational agriculture programs have little or no Alumni involvement. Many Alumni groups have started and failed, or are given token emphasis on the part of instructors, administrators, and state supervisors. Many of us have allowed the group to fail because of our attitudes. The whole Alumni program has been looked upon as just another job or responsibility. It has been looked upon as merely another extension of FFA with few functions of its own.

Once the Alumni program is looked at from the standpoint of its own contribution, its unlimited possibilities, and the needs it can serve in agriculture, the program will survive and become very effective.

Here, at the Lebanon Regional Vocational Agricultural Center, Lyman Memorial High School in Lebanon, Connecticut, the Alumni is handled as an integral part of the adult education program. Staff members have designated responsibilities with the Alumni. It is adult leadership training, channeling its energies by supporting our FFA and vocational agriculture programs on all levels. In little more than two and one-half years it has grown to nearly 170 members and will top 200 by the beginning of 1983. Where membership will end no one knows. This growth has resulted in it serving an exemplary program in our state and in New England. Our program has received support from our administration on all levels, including their being members themselves. We have found that adults in agriculture are enthusiastic.

Programs include activities that help meet specific objectives. Adults have opportunities to work together on fund raising projects, and the Alumni has provided financial help, increased the "SOP" programs of FFA members, supplying chaperones, serve as guest instructors and work on Alumni sponsored community programs. They work cooperative attitudes and are available whenever the FFA needs a helping hand. They have assisted in recruiting students, worked with other FFA groups, cooperated with other agricultural groups and assisted our state FFA association and foundation in various activities.

Parents, agriculturists and former FFA members are working together to accomplish educational goals. With its goals of supporting FFA and vocational agriculture, the Alumni has contributed by pooling its resources and energies to help build an already strong vocational agriculture program. It has become a real experiment in leadership and they have grasped its opportunities to their fullest.

The Alumni structure is designed to help us as educators, help the FFA program, and help members. It gives us a unique opportunity to work hand-in-hand with the community we serve, as it helps us build our own program.

Once we approach the Alumni from a positive educational viewpoint with real objectives, use it as a real teaching tool in adult education, and give it the commitment it requires; the Alumni will grow. The result will surprise even the most enthusiastic Alumni advocates. We must look at the Alumni program as a medium necessitating a definite educational priority. Can we afford to overlook this kind of opportunity? The challenge is on the horizon.

References


POULTRY SCIENCE covers the various aspects of the poultry industry from egg production to market poultry products. Emphasized topics are layer and egg production, broiler production, and cuniculture. The book covers other poultry such as ducks, pigeons, quail, and miscellaneous poultry types.

The book has a table of contents and is be subject index. Each chapter begins with a summary and chapter table of contents and includes details and practical suggestions. Further references. Questions for study and discussion are included with most of the questions answered directly in the text. Numerous, concise charts, graphs, and tables are found throughout the text.

The second edition has seven new chapters not included in the first edition, covering topics like cuniculture, egg production, and poultry nutrition. The book also covers beed feeds and nutrition including a whole chapter of feed composition tables. Also, the second edition has up-to-date data on the current poultry industry.

Arthur Stephen Scriver could be used as a reference for the poultry industry. The third edition covers the entire poultry industry, including egg production, feedstuffs, nutrition, and diseases.

The book could serve as a reference for small scale home or poultry industry.
THEME

Make The Contact

Why do we want to involve local business persons in our vocational agriculture program? It is much easier to do what we have been doing and what we know we can do well without any help. Not only that, most local agricultural business persons and farmers are busy and hard to pin down. We can rely on a few of our old buddies and perhaps the Extension Service and get by without any hassles. So why do all this extra work?

There are obvious advantages for a vocational agriculture teacher working with members of the community, especially those who are involved in agriculture. It is obvious to us that public relations between the vocational agriculture department and the community are enhanced. When these business people participate and learn about us, a double benefit results. There are job opportunities for the students and a labor force for the employer. This relationship also broadens the student's perception of agriculture. Once they are on-the-job for cooperative placement experience, the students can see a viable agricultural business in operation.

Making Contacts

Where are these business people? How do we find them? It would be nice if they would just appear when we need them. However, as in most good relationships, they have to be cultivated. A vocational agriculture teacher has to network around. Simply put, these farmers and agricultural business persons are right there on the farm, in the bank or credit institution, in the shop, or on the road.

Once you find them, how do you get these people to help you? How can you get them involved? I have found that we can involve almost anybody just by taking the time to ask for help. I have a contact by phone by phone, or by a visit. The key is to make the contact.

Our high school, and consequently the vocational agriculture department, has as one of its objectives to increase the direct contact with all community individuals and to set specific goals for the number of contacts. The ways and means of meeting these objectives are relatively simple but actually takes considerable time and effort, on the part of the teacher, to implement. We do it by planning a six-month contact program.

The first contact is through press releases. This method is the best way to involve members of the press while, at the same time, making community contacts. We strive for weekly press releases and monthly features or articles. A second way is to use community groups on a regular basis. We have involved garden clubs, business organizations such as the Rotary Club, and even the American Red Cross Bloodmobile. I cannot emphasize too much how these contacts have resulted in the public knowing more about us. There are telephone contacts. What would we do without the telephone? Is there an easier way to set up an appointment or obtain door prizes for a parent-member banquet, not to mention arranging for field trips or public speaking contact judges?

The fourth way is personal contact with parents and employers. We try to schedule at least four supervised program visits with each student per year. These contacts lead to a better understanding of our vocational agriculture program with parents and employees when we conduct on-the-job or curriculum or program. We have used such a list to locate people to audit our skills in mechanics and again as a way to find a feature speaker for our parent meetings.

There is no doubt that involving local agriculture business persons and farmers in the vocational agriculture program leads to a big payoff, especially in these times of program curtailment and budget cutbacks. There are many ways to get business involvement, but the important thing is to take the time to do it.

By ROBERT B. GAMMENO

Editor’s Note: Mr. Gammeno is Vocational Agriculture Instructor at Muscatine Valley Regional High School, Falls Village, Connecticut (06033).


Cattle Management contains both technical and practical information needed to successfully manage cattle. Approximately one-fourth of the book is devoted to a discussion of dairy and beef cattle breeds. Important cattle management topics are discussed in the remaining three-fourths of the book.

Management topics discussed in the book include: business aspects of cattle management, the futures market, cattle selection, feed, health, and cattle nutrition. Chapters on artificial insemination and ova transplant reflect the current progress being made in managing the reproductive system of cattle. Final chapters discuss facilities for the farm and ranch and handling livestock safely.

Rather than discuss how to balance a ration, the author identifies examples of balanced rations for cattle. The same approach is used for other topics in the book (i.e., how to manage the reproductive system is discussed rather than identification and functions of reproductive parts).

Numerous figures, photographs and tables are included in the text. Example budgets, financial statements, balance sheets and related tables should be especially useful to those studying the business chapter. Also included in the text is short, but useful, glossary, and appendices of cattle breed associations, artificial insemination services and ova transplant centers in the United States. Fill-in-the-blank, study questions and answers are located at the end of each chapter.

CATTLE MANAGEMENT is best suited for students at the high school (grades 11-12) and junior college levels. Agriculture teachers, cattle farmers and others interested in managing cattle should find the book a valuable reference.

Hobart L. Harmon
Hereford Jr./Sr. High School
Parkton, Maryland 21120


This booklet is divided into three sections: The Speaker, The Speech, and You’re On. It also contains an epilogue entitled “Effective Speaking — One to One.” The format is an easy one to read and will be easy to understand when read by high school students.

Section one, The Speaker, provides us with a description of the areas the speaker must learn to control. Voice, gestures, pacing, facial expression, dress, and correct breathing are covered effectively.

Section two, The Speech, tells us how to deliver the speech, how to organize the material, and how to summarize and use notes. Section three, You’re On, discusses the use of the microphone, eye contact, and the items necessary to be a confident, credible and interesting speaker.

The author, B. Lauren Lillis, is a broadcast journalist for WCR-7V and has provided a basic text for anyone, student, teacher, beginner, professional or others who occasionally find themselves in the position of being a speaker. It is an ideal booklet for a quick, easy reference; or review of the art of speaking.

Arthur Green
Touche County Central High School
Elkton, Kentucky 42220


This paperback is a volume of critical reports on Applied Chemistry on Soils and Agriculture. The volume contains four articles written by scientists in those specialized areas.

The volume is of limited utility to agriculture teachers and agents in the field unless they have a good background in agronomy, soils and chemistry.

Scientists and graduate students in agronomy soils and soil chemistry are the audience for which this volume is intended.

David L. Kettrell
Mississippi State University
Mississippi State, Mississippi

THE AGRICULTURAL EDUCATION MAGAZINE

February, 1983
Asstistantships and Fellowships
In Agricultural Education

The 1983-84 survey by the Publica-
tions Committee of the American
Association of Teachers of Agricul-
ture in the field of agricultural edu-
cation and research reflects the re-
porting of 24 institutions. The
findings are published to help prospec-
tive graduate students seek institu-
tions for study and obtain financial as-
sistances.

Key to Understanding
The information is provided in the
following order: Name of assistant-
ship (number available) number of
months available during year; begin-
ing month of employment; amount of
work expected; monthly remunera-
tion and other considerations, such as
remission of fees; whether aid is for
master's, advanced graduate school or
docoral student; source of funds; the
1983 deadline for application; and
months for which the grant is avail-
able. Yearly salary may be subject to
changes.

University of Illinois at Urbana-Champaign
Teaching assistantships (2); 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral; August 15, 1983; contact same as above.

Southern Illinois University at Carbondale
Teaching assistantships: 3, 12 months; July 1, October 1; 10 hours/week; $100 per month, waiver of tuition and fees, master's or doctoral.

Cornell University
Teaching assistantships (2); 9 or 12 months; July 1, September 1, December 1; 20 hours/week; 600$ to 700$ per month, waiver of tuition and fees, master's or doctoral.

University of Colorado at Boulder
Teaching assistantships (2); 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

Ohio State University
Teaching assistantships (1); 12 months; July 1; 20 hours/week; $200 to 300$ per month, waiver of tuition and fees, master's or doctoral.

University of Wisconsin-Madison
Teaching assistantships (4); 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Florida, Institute of Food and Agricultural Sciences
Asstistantships for teaching, research, extension, curriculum development, and coordination of extracurricular activities (6); 9 to 12 months; September 1, 20 hours/week; 600$ to 700$ per month, waiver of tuition and fees, master's or doctoral.

State University of New York at Storrs
Teaching assistantships (2); 12 months; July 1; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Washington
Teaching assistantships (4); 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Arizona
Research assistantships (2); 9 or 12 months; June or August; one-half time; 20 hours/week; 600$ per month, state tuition waived, master's or doctoral.

Colorado State University
Asstistantships (4); 9 or 12 months; July 1; 20 hours/week; 600$ per month, waiver of tuition, master's or Ph.D.; university contracts and grants; April 1, 1983; Dr. Donald L. Richardson, Head, Department of Vocational Education, Colorado State University, Fort Collins, Colorado 80523.

The University of Illinois at Urbana-Champaign
Teaching assistantships (2); 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral; April 15, 1983; contact same as above.

University of Southern Illinois
Teaching assistantships: 3; 10 or 12 months; July 1, October 1; 10 hours/week; $200 per month, waiver of tuition and fees, master's or doctoral.

University of California at San Diego
Teaching assistantships (2); 12 months; July 1; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

Stanford University
Teaching assistantships (2); 12 months; July 1; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Wisconsin-Milwaukee
Teaching assistantships (2); 12 months; July 1; 20 hours/week; 600$ to 800$ per month, waiver of tuition and fees, master's or doctoral.

University of Wisconsin-Madison
Teaching assistantships: 4; 9 to 12 months; August 23; 20 hours/week; 600$ to 700$ per month, waiver of tuition and fees, master's or doctoral.

University of Nebraska
Teaching assistantships: 2; 9 to 12 months; July 1; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Minnesota
Teaching assistantships: 4; 9 to 12 months; July 1; 20 hours/week; 600$ to 700$ per month, waiver of tuition and fees, master's or doctoral.

University of Michigan
Teaching assistantships (2); 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Illinois at Chicago
Teaching assistantships: 2; 9 months; August 23; 20 hours/week; 600$ to 700$ per month, waiver of tuition and fees, master's or doctoral.

University of Illinois at Urbana-Champaign
Teaching assistantships: 2; 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Illinois at Chicago
Teaching assistantships: 2; 9 months; August 23; 20 hours/week; 600$ to 700$ per month, waiver of tuition and fees, master's or doctoral.

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Teaching assistantships: 2; 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.

University of Illinois at Chicago
Teaching assistantships: 2; 9 months; August 23; 20 hours/week; 600$ per month, waiver of tuition and fees, master's or doctoral.
Urbanization and Agricultural Occupational Opportunities

Demographic changes occurring in local school districts are often a concern for school administrators. Such concerns are particularly common among vocational agricultural teachers in rapidly growing school districts. School districts that were once largely rural have, in many cases, changed very rapidly to urban districts.

It is not uncommon to hear school administrators, school board and school patrons question the need to continue vocational agricultural programs in these districts. These questions result from the obvious change in the district’s landscape. Places where a dairy or a cotton field once stood are now occupied by rows of houses or large shopping centers.

District patrons who have for years associated the vocational agriculture program, including the FFA chapter, with production agriculture logically question its continued existence from an employment standpoint. It seems particularly difficult under such circumstances to develop the concept that agriculture should and can serve occupations other than those associated with farming and ranching.

Production agriculture is a broad concept of agriculture find it easy to look at the number of people employed in agriculture production jobs and conclude that there are fewer jobs or ownership opportunities. If the concept of employment in the agriculture cluster can be developed so to include the occupational components of horticulture, animal science, renewable natural resources, agricultural mechanics, etc.; the answer to the question of occupational need becomes less obvious.

The question then becomes whether the reduction in job opportunities associated with production agriculture is matched by the expansion of opportunities in the occupational components of the agriculture employment cluster. Long, vehement, and sometimes hostile arguments have been waged over answering this question.

Unfortunately, both sides to such an argument base their belief upon personal observation colored with the inevitable bias we all possess. Rarely are factual data or occupational opportunities available for consideration. Thus, the answer often relies on the opinion of one person’s or one operation with no one certain that the correct answer has been accepted.

Modifying Programs

Beyond the question of continuance of the program is that of program modification. Specifically, questions about appropriateness of curriculum and the nature and scope of occupational experiences employed need to be reconsidered. Is the traditional productive type instruction model the most effective instructional model? Are supervised farming programs the most appropriate way of preparing students for the occupational experience for students who are likely to be employed in non-production jobs? 

While the answers to all of these questions are not likely to be answered the same for all areas experiencing rapid urbanization, it is enlightening to consider them for one school district in which accurate employment information is available. The Tempe Union High School District, located in Tempe, Arizona, is such an example.

The Tempe Union High School District was originally formed in 1938. It encompasses over 165 square miles southeast of Phoenix in the Salt River Valley, approximately 24,997 people and covered an area of 17.5 square miles according to the 1960 census. In 1980, the city had grown to an area of 37.9 square miles and a population estimated at 120,000. The geographic expansion of the city has included primarily farmlands classified as class I soils by the U.S. Soil Conservation Service. Approximately 100,000 acres of farmland were classified as class I soils by the U.S. Soil Conservation Service. Approximately 100,000 acres of farmland were classified as class II soils, class III soils, and class IV soils.

In 1970, the Department of Agriculture Education at The University of Arizona, working under the Agricultural Experiment Station project, surveyed the Tempe Union High School District with the active support and cooperation of Mr. Gail Deal, teacher of vocational agriculture at Tempe Union High School. The purpose of the survey was to identify all businesses in the district that employed persons needing generally Sales competencies. Further, the study attempted to quantify the number of people by job titles whom employ believed needed agricultural competencies.

The findings showed that 82 firms were employing about 922 people needing agricultural competencies in 1970 in the Tempe Union High School District. These businesses were primarily associated with production agriculture. These include businesses in categories of: citrus crops, cotton, deciduous fruit, field crops, livestock production (including dairies), and combination livestock and crop production.

While the production agriculture business comprised 50 percent of the number of businesses, it comprised 70 percent of the people needing agricultural competencies. The employers employed approximately 20 percent of the employees needing agricultural competencies in the school district.

A study of the agricultural needs of the Tempe Union High School District, in 1970, based upon the identified

(Continued on Page 20)
**Leadership for Adult Agriculturists**

One need not elaborate for readers on the profound impact that agriculture has had on all phases of our existence, both at home and abroad. On policy issues, agricultural policy has the political clout to move decisions. In addition, the United States lost only one of its half of the food producers. During this period, agriculture has changed, but an edge, but leadership potential went unfulfilled. Few adult agriculturists were challenged to look beyond the farm gate in terms of becoming effective decision-makers and spokespersons.

For more than 50 years the book has been an integral part of leadership development of high school students. One thing more is needed in the form of a follow-up program for the development of new leadership. It is perhaps the most urgent need for agriculture for the 1980's and beyond.

The Program

In 1981, farmers, educators, and business leaders formed the Nebraska Agricultural Leadership Council, a non-profit corporation, to enhance the development of leadership potential of agriculturists through Leadership Education/Action Development (LEAD).

The purposes of LEAD are being accomplished. In 1980 combined 27 farmers. Specifically, thirty Nebraska agriculturists, age 25-40, are selected each year (17 are farmers, 10 are non-farmers) who will complete a year of intensive leadership education program, while continuing to operate their farm or business.

Seven, three-day resident seminars, which are held between October and April at different college campuses across the state. The content centers around areas essential to leadership: communication, critical decision making, teamwork, and family and financial issues. As in the two prior editions, the new topics added to this edition greatly improve the quality of the book. Most notable are the influences that OSHA, CETA, the EPA, community nutrition, technology, single parent families, and other factors have in shaping agriculture during the 1970's.

One noteworthy improvement is the shortened list of references following each chapter as a result of dated material being deleted in favor of current work. The increased use of tables and figures tends to help clarify some key points. A great deal of information and data the author uses adds credibility to this edition.

The book is easy to read and does a good job of explaining the processes that lead to the usual technical economic jargon. It is broad in scope. The excellent reference for this introductory course, Vocational agriculture education, dealing with specialized agriculture business programs. Find the book useful as a personal reference.

Bannie E. Bowden
Mississippi State University
Mississippi State, MS

**Study/Travel Seminars**

In addition to the resident seminars, a two to three week Study/Travel Seminar is held each year in the United States and the other abroad. The two-week United States tour provides opportunities for direct observations of the problems facing minorities in the inner city, large and labor business, and the decision-making processes in the federal government.

The three-week Study/Travel Seminar abroad enhances understanding of the interdependence of nations, the problems of other countries and their relationship to ours. Compare made between political, educational, cultural, religious backgrounds, and of technology, trade, food and Fung. Participants Select

More than one hundred apply each year for four highly competitive fellowships. Limited seats in the five extension districts interview applicants. Twenty-four of those selected must be engaged in farming. Their professional status, individually and collectively, is impressive; including a corporate president and owner/managers in operations ranging from 240 to 20,000 acres.

Those receiving fellowships have proven potential for and commitment to influencing public policy on a large scale. That major influence is reflected by their participation as officers of local civic, church, fraternal and support groups, and in leadership commodity groups, college councils and county political parties. They serve on boards for National Districts, cooperative, the State Board of Education, the Cattlemen's Association and others.

**Program Direction and Support**

The LEAD Council directs the program. LEAD is sustained by membership; individual and corporate; so widespread support by individuals, organizations, businesses, and foundations. The Kellogg Foundation helped to get LEAD started in Nebraska, as it is already a reality in other states. The Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln, and other Nebraska institutions of higher education, both public and private, contribute in significant ways.

One of the major investments in this continuing education program is the eight days of each participant's time over the two-year period.

**Participant Selection**

These few selected comments reflect the views of the LEAD Fellows:

Kathy Votaw, one of three female fellows in the first group and a correspondent bank officer, said, "LEAD is proving to be even more worthwhile than I anticipated, and I had high expectations. It covers a wide variety of topics, including Communication, Energy and Fiscal Policy, and the Political Processes. The 30 fellows are growing through speakers, and also from each other. Each day of this program is proving to be one of the most significant and rewarding experiences of my life."

Randy Burns, a rancher said, "For me the programs is even better than I learned that the issues impacting agriculture are not longer problems to be solved, but are events of life, attitudes, facts and figures, all understandable and even manageable. The farmers, both established, new and future, both non-farmers, professors, and politicians have been fertile ground for the push and pull of ideas. I am developing a different attitude about the frustrations of farm life, and feel a renewed hope of responsibility."

Dick LeBlanc, a farm management executive, said, "LEAD helped me to better understand the people around me."
A Michigan Example in Horticulture

An Advisory Council Links Business and School

The vocational school with its specialized methods of hands-on education is often successful in helping a student find a line of employment in today's society. The success does not just happen; it comes about through cooperation of the young worker, the forces; the school itself and the interested outside influence. The school teaches and the student to meet the rigorous of competition and find success in the work world by offering relevant courses where their abilities and talents match. When a young person's abilities and talents match the talents and abilities of the course, then they will find success in that area.

The area of Horticulture has helped to maintain a measure of success in the program during the years. While all programs, this cooperation between school and advisory committee necessitates that all parties must be constantly alert and ready to reorganize or make changes when necessary to keep the program alive.

Businesses and industries are efficiently run organizations which give service for profit. Their prime concern is to make money. Most business people are willing to be a part of an advisory committee, but when it comes right down to the facts, they are busy and find it very hard to take time out for meetings and for study of the ongoing program to make it better and more relevant.

It is also the policy of many to cooperate with the city or community in helping youth and exerting good will. The people who make up an advisory committee really must be attuned to the needs of young people, be patient, understanding and sympathetic. This requires a certain dedication which in most cases is present. Many of the adults, the persons who are giving energy and knowledge by serving on advisory committees are not given the recognition or appreciation they deserve.

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Stories in Pictures

Agribusiness relationships can include cooperatively sponsoring dairy bars, creating displays or providing demonstrators. (Photograph courtesy of M.S. Natusch, FFA Executive Secretary, Connecticut)