

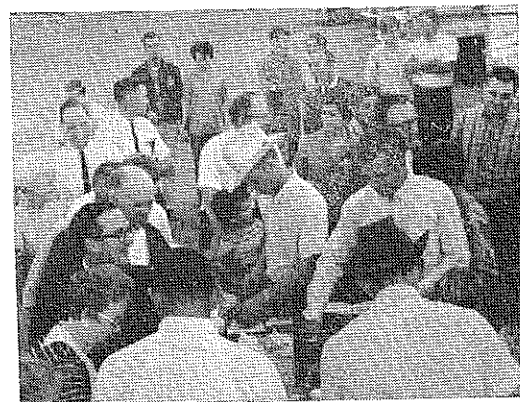
Agricultural business students at Joliet (Illinois) Junior College examine weed seeds. (Photo by Max Kuster, Joliet Junior College)



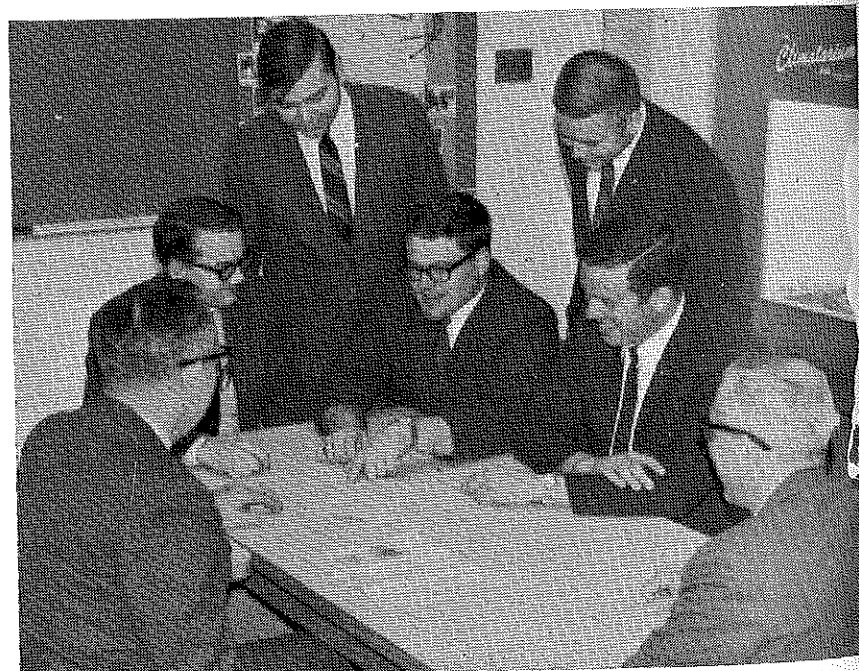
Robert W. Walker (standing right), University of Illinois, talks with a group of students at Joliet (Illinois) Junior College about the critical need for agricultural occupations instructors.



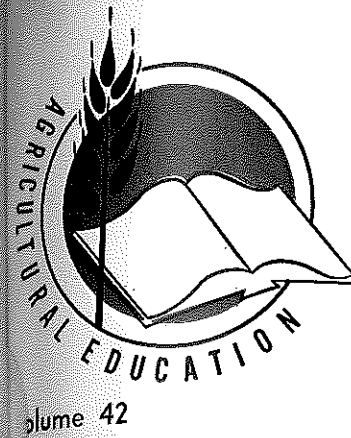
Frank W. Adams, Teacher of Agriculture at Douglas, Arizona, conducts an adult course in welding and machinery repair. (Photo by Frank W. Adams)



A portion of the approximately 200 persons who attend the annual fish fry sponsored by the East Texas State University Collegiate FFA go through the serving line. (Photo by G. R. McCarver, East Texas State University)



Paul Hemp (seated left), Chairman of the Agricultural Education Division, University of Illinois, and Lloyd Phipps (seated right), Chairman of the Vocational and Technical Education Department, The Ohio State University, visit with agricultural education students from The Ohio State University who visited the University of Illinois during an Agricultural Education Society member exchange. (Photo by Robert W. Walker)



Agricultural Education

November, 1969

Number 5

EDITOR

“COMPLIMENTARY
COPY FROM THE
STORIES”

ROBERT W. WALKER
University of Illinois



Featuring —

INSTRUCTIONAL PROGRAMS IN AGRICULTURAL SUPPLIES AND SERVICES

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From the Editor . . .

School-Industry Cooperation



J. Robert Warmbrod

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 new and different 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-farm business and industry personnel at the local, state, and national levels were limited frequently to solicitations 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 relating to instructional programs but created new demands on the school's 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 oriented toward the non-farm sector of business and industry. Both high school and post-high school teachers of agriculture found that business and industry personnel were indispensable in 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)

Guest Editorial . . .

Some Questions About Specialized Courses



Texton R. Miller

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 sprigs of agricultural content as separate courses.

The following is quoted from a high school evaluation report submitted by committees from state and regional accrediting agencies. "The solution to meeting pupil needs is not always accomplished by adding courses but rather, as suggested in the guiding principles of the Evaluative Criteria, by adapting the instruction of the required program to individual pupils." As I see vocational agriculture, the "gold rush" 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 missing in the new approach. 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 process 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 history. 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. Individualized 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 educators.

In retrospect, 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 had little if any experience in conducting formal 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 do not have all the answers accentuates 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 teachers raised this question with a panel of agricultural businessmen, the businessmen replied, "I want a boy who is . . . willing to work . . . cooperative . . . sincere . . . able to apply common sense to what he is doing . . . able to decide what to do . . . 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 advisers and consultants, but the use of businessmen in that role makes the teacher's task more complicated and involved than simply asking the question about what should be taught.

But that is precisely the crux of the issue—that to involve personnel in business and industry in planning and conducting instructional programs complicates the tasks of teachers. The success 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 includes providing leadership for the development and conduct 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

proper concern for more vocational education in our public schools. But some sought to raise the quantity of other vocational education by reducing vocational agriculture! The leadership in vocational agriculture countered with a flashy-type, specialized subject-matter approach that appealed to school administrators. Some students responded to the newness, the apparent variety of offerings, the new facilities, and the new enthusiasm which often accompanied the new program.

Vocational teachers in high school have struggled since the beginning of vocational education as a minority group within an academically oriented faculty. The vocational agriculture teacher, often the only vocational education philosopher in the school, faced the challenge of developing acceptance of vocational education by the faculty and administration. The program became effective in meeting needs of students interested in agriculture because the teacher had the ideal framework to do the job. The curriculum was flexible, the youth club afforded self-help, the field experience provided opportunity for realism and practicality, and the responsibility for providing an adult education program benefited the adults, the school, and the teacher.

The vocational agriculture teacher had the size of class and the number of classes that enabled him to do the planning and supervision necessary to build individualized programs of instruction. He knew more about his students, their parents, and the community resources than other teachers. The vocational agriculture teacher was the one teacher who most often accepted and helped those students whom we now classify as having special needs. Yet, many of his other students were successful in college and careers. The vocational agriculture teacher has an enviable record of meeting individual differences through his flexible and comprehensive instructional program.

What needs to be done? The speciality courses will not meet the needs of students with interest in the broad field of agriculture. Support the tested vocational framework of at least six months of supervised practice in a realistic, life-like, employment environment. Provide smaller classes, fewer classes per teacher, youth organizations, and time and money for adequate teacher supervision. New programs must develop within a sound vocational framework if they are to contribute to vocational choice and competency.

THE COVER PICTURE

Supervised occupational experience in a local agricultural business firm is an essential phase of the vocational agriculture program in agricultural supplies at Minot (North Dakota) High School. Vocational agriculture teachers at Minot, Curtis Norenberg and Maynard Iverson, were among the first teachers in North Dakota to develop this type of program. (Photo supplied by Ernest L. DeAlton, North Dakota)

How Industry Assists Vocational Agriculture

GARY RUNNING
Minneapolis, Minnesota

The Need

The idea for Youth Opportunity in America—Agribusiness, pointing out to young people there are promising careers in agribusiness, was born in 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 personnel recruiters found that today's young people had a distorted view of the agribusiness complex. Young persons, the recruiters found, thought of agribusiness as old-fashioned, out-of-date, and completely lacking in relevancy or dynamism.

Second was a state of mind that existed within the agricultural community. The fact that production agriculture could no longer provide opportunity 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.

In interview after interview the complaint went something like this: "My parents tell me they don't want me to stay on the farm. They want me to be a doctor, or an engineer, or a research scientist." This response came primarily, from young persons who lived in

marginal farming areas where, admittedly, life in the past had been harsh.

A third need that extended from secondary schools through the university level came from education. "I wish," an educator told us, "that we could convince parents to quit trying to make doctors, engineers and research scientists of all their children. A boy comes in here and enters pre-med. He flunks out and becomes discouraged with the whole educational process. Then it takes a lot of talking to bring him around to the idea that he should stick to that which he knows best—something related to agriculture and farming."

The Program

During the research phase which involved consultation with nearly 100 educators and the retaining of professional education consultants, the patterns for "Youth Opportunity in America—Agribusiness" were evolved. It became clear that if agribusiness career opportunities were misunderstood, the industry itself, working with education, had the responsibility for correcting the misunderstanding. That provided the thrust behind Youth Opportunity in America—Agribusiness. It was also evident that the only way to achieve continuity in presentation over a relatively long-term basis was to make

(Continued on next page)

One of the more obvious trends in recent years has been the active participation of business and industry in the affairs of education. This participation—or intrusion as it has been regarded in some quarters—was at one time confined to cash contributions either in the form of scholarships or for creation of programs that would ultimately and directly benefit the industry involved.

Today, however, we find industry providing not only the cash but the experience and expertise to aid in developing and establishing specific curricula. Agribusiness regularly hires personnel from education including vocational agriculture teachers and Ph.D's. In turn, industry makes available to education not only the expertise these individuals have acquired in education but also what they have learned through corporate experience. This expertise includes the newer concepts in management, techniques of mass marketing on a nationwide scale, and communications which involve not just a few individuals but actually millions of persons.

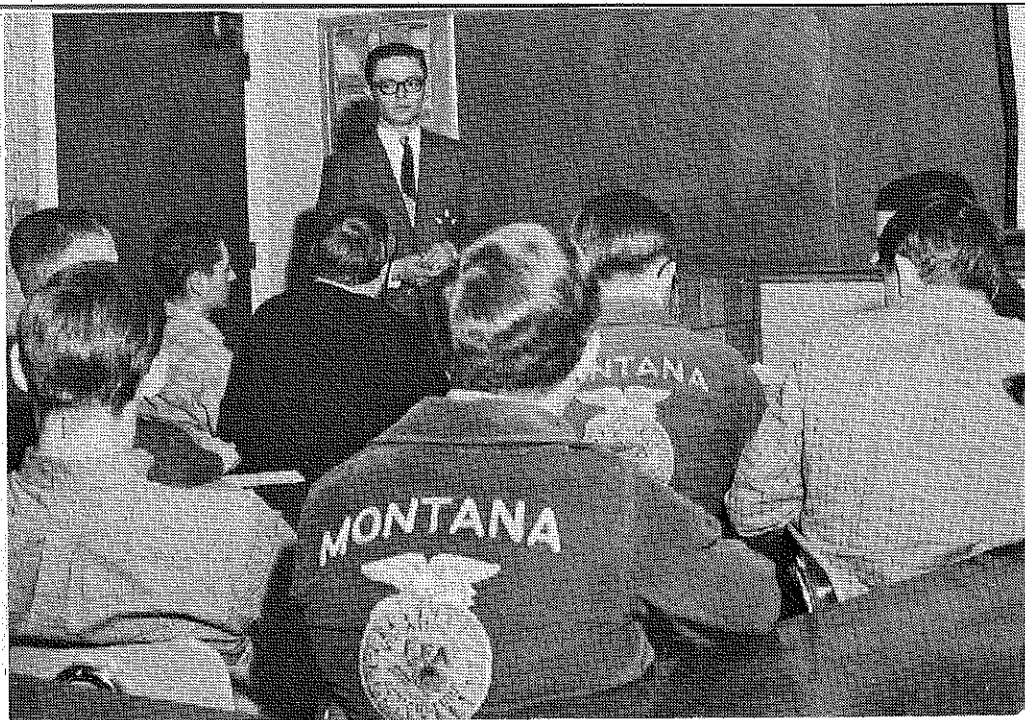
Industry Involvement

Peavey Company, an agribusiness-food firm, has an involvement which extends 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 education to reach young persons it was necessary to think in national rather than regional terms.

This blend of industry and education and the interchange between the two lie behind the success of Peavey's "Youth Opportunity in America—Agribusiness" program now in its second year. The program is being used in some forty states. In Minnesota, North Dakota, South Dakota, and Montana it has contributed greatly to the vocational agriculture curriculum.

Gary Running, a former vocational agriculture teacher in North Dakota, is a public affairs assistant in charge of the Peavey 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 Peavey Company, 760 Grain Exchange, Minneapolis, Minnesota 55415.





The Peavey Company's "Youth Opportunity in America—Agribusiness" program is designed to acquaint vocational agriculture students with careers in agribusiness.

How Industry Assists Vocational Agriculture

(Continued from page 113)

the total effort acceptable to and part of the educational community. In other words, it was necessary to render a service.

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

A teaching chart is provided for classroom use. It is a constant visual reminder of the opportunities in agribusiness, a permanently-displayed definition of agribusiness, and it poses thought-provoking questions designed to stimulate interest about attitudes 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 teacher in motivating 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 — Agribusiness

program is the two-part slide presentation. The first part describes general agribusiness explaining that agribusiness is modern and growing. This part is designed to motivate young persons to look carefully at opportunities in agribusiness. 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 so many years that some resistance developed initially to the concept of an all-inclusive agribusiness 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 agribusiness, that a background in production agriculture can be useful elsewhere whether it be sales, advertising, marketing, distribution, transportation, manufacturing, retailing, research, or any of the other phases of agribusiness.

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 comment favorably in order to obtain a good grade, their remarks indicate that the desired message is getting through to them. Here are some typical examples:

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

—"The slides gave us an idea of what education is needed to get an agribusiness job."

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

—"These slides taught me a lot about agribusiness. Now I know you have to have a high school education for jobs 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 highly skilled jobs which go begging each year are filled, if the thousands of other job opportunities which are available in agribusiness attract the interest of the younger generation, then industry and education will have a real success story to tell.

Themes for Future Issues

December

Instructional Programs in Agricultural Resources

January

Teacher Education and Supervision

February

Instructional Programs in Agricultural Products (Processing)

March

Instructional Programs in Forestry

A Comparison of Cooperative Work-Education Models in Agricultural Education

FRANK BOBBITT
Michigan State University



Frank Bobbitt

Frank Bobbitt is Vocational Education Specialist in the Rural Education Center at Michigan State University. This article is based on Dr. Bobbitt's Ed.D. thesis, "A Comparative Study of Two Concurrent Work-Education Models in Agriculture," which was completed at the University of Illinois in June 1969.

Since the enactment of the Vocational Education Act of 1963 agricultural education has undergone many changes. One of the major changes pertains to supervised agricultural experience programs which have been an integral part of vocational education in agriculture in high schools. No longer do agricultural educators limit experience programs to supervised farming. Supervised agricultural experience programs now include, in addition to supervised farming, occupational experience in non-farm businesses and service agencies that require agricultural knowledge and skills.

WORK-EDUCATION MODELS

Two models have been developed for providing cooperative work-education for students in non-farm agricultural businesses. One model, termed cooperative education by other vocational services, requires that students be released a part of the school-day so that they may obtain on-the-job experience. This model for cooperative work-education requires that a part of the student's on-the-job occupational experience be completed during school hours each day. Students participating in this type of occupational experience program are generally taught in a separate class.

Teachers of agriculture who often work in small rural schools and are accustomed to supervising students after school and during the summer have developed another model for obtaining cooperative work-education. In many cases teachers of agriculture found it necessary to provide on-the-job education experiences after school hours. The cooperative work-education model developed for these situations does not require that students obtain part of their on-the-job occupational experience during released time of the school-day. In fact, with the coopera-

tive work-education model without school released time, all of the on-the-job experience may be obtained after school, on Saturdays, and during the summer. The cooperative work-education model without the requirement of school released time has much to offer teachers of agriculture who are often faced with seasonal employment problems associated with many phases of agriculture.

THE STUDY

This article reports the findings of a study designed to assess and compare the educational outcomes of the two models for cooperative work-education in agricultural education. More specifically, the cooperative work-education model requiring school released time for on-the-job experience was compared to the cooperative work-education model without school released time for on-the-job experience regarding the attitudes of teachers, students, and school administrators toward the occupational experience program in agriculture. Also compared were the activities of teachers and students associated with the non-farm agricultural occupations courses conducted according to each of the two models.

The sample of the study included students, teachers of agriculture, and school administrators in 14 high schools

in Illinois using the work-education model requiring school released time and 14 high schools in Illinois using the work-education model without school released time for on-the-job experience.

FINDINGS

Attitudes

There were no significant differences between the two models for providing cooperative work-education regarding the attitudes of students, teachers of agriculture, or school administrators toward non-farm cooperative work-education programs in agriculture.

Student Activities

Of the activities students were asked to react to on the interview schedule, there were no significant differences between the two groups of students on 29 of the 44 activities. There were no differences between students in cooperative work-education programs with school released time and students in cooperative work-education programs without school released time in the number of:

- days students were absent from school
- years students were members of FFA
- athletic teams on which students participated
- students who had someone at the training station assigned to help them with problems

(Continued on next page)

A Comparison of Cooperative Work-Education Models

(Continued from page 115)

- times the cooperating employer provided materials or help in classroom instruction
- cooperating employers who signed a training agreement
- teachers who arranged job interviews for students
- days students were late to work
- days students were absent from work
- raises students received
- times teachers helped students with problems connected with the job
- times pupils were rotated to different jobs at the training station
- times supervisors in training stations helped pupils solve problems connected with their jobs
- times cooperating employers explained activities of the job to students
- students who felt their work schedules were arranged to provide the best training situation
- students who had training plans including experiences contributing to their career objectives
- students reporting that the supervised experience program influenced them to choose careers in non-farm agricultural occupations
- students reporting that the supervised experience program helped them become aware of the qualifications necessary for success in the careers of their choice
- students discontinuing activities because of participation in the supervised agricultural experience program
- clubs to which students belong outside of school

Students enrolled in cooperative work-education requiring school released time were not significantly different from students enrolled in cooperative work-educational without school released time in the frequency:

- students used the school library
- students received instruction on the job
- students' training supervisor helped them with problems encountered on the job
- with which the cooperating employer helped students become familiar with the agricultural business or service
- with which participation in the supervised agricultural experience program kept students from attending activities held after school

Also there were no differences between the two groups of students in their grade-point average, in the amount of money earned per hour, in the percentage of the students' time allotted to observing others in the training station, and in the percentage of the students' work experience that related to classroom instruction.

Students enrolled in cooperative work-education without school released time scored significantly higher on the following activities than students enrolled in cooperative work-education requiring school released time.

- number of different courses in which students were enrolled
- number of clubs students belong to in high school
- number of students who held an office in the FFA
- number of home visits made by teachers
- number of students who had written training plans
- number of students who felt their job contributed significantly to their occupational objective
- number of students who planned to continue in an agricultural occupation after graduation
- percentage of the students' training plan that had been completed
- percentage of the students' on-the-job training activities which related to their career goal

Students enrolled in cooperative work-education requiring school released time scored significantly higher on the following activities than students enrolled in cooperative work-education without school released time.

- number of times teachers made on-the-job visits
- number of counseling sessions students had with teachers
- number of teachers who helped students plan for post-high school training
- number of months students were employed
- amount of money students earned per year
- number of hours students worked per year

Teacher Activities

The interview schedule completed for teachers conducting cooperative work-education with both models included 38 activities of teachers pertaining to occupational experience programs in non-farm agricultural businesses. There were no significant differences between teachers conducting cooperative work-education which required school released time and teachers conducting cooperative work-education without school released time in the number of:

- references in the classroom library related to non-farm agricultural occupations
- students conducting special projects in the classroom related to their experience in training stations

- special FFA contests for students enrolled in non-farm agriculture
- teachers who used FFA as a teaching tool with non-farm agriculture students
- supervisory visits by teachers to training stations to discuss students' progress with employers
- job interviews arranged by the teacher
- students who had written training plans
- students in the non-farm agriculture course the teacher personally identified and selected
- teachers who had an advisory council
- advisory council members involved in non-farm agriculture
- agricultural businesses in the community the teacher formally surveyed to determine the need for employees in non-farm agriculture
- teachers who had a training meeting for cooperating employers
- times the cooperating employer reported students' progress on the job to the teacher
- cooperating employers who assigned students a grade
- times teachers visited the homes of students enrolled in non-farm agriculture
- parents with whom the teacher discussed the non-farm agricultural occupations course before students enrolled
- parents who objected to some phase of the supervised experience program
- school administrators who opposed the establishment of non-farm agricultural occupations courses
- school administrators who actively promoted the establishment of non-farm agricultural occupations courses
- courses in agriculture teachers taught per day
- courses other than agriculture teachers taught per day
- "free" periods teachers had per day
- teachers who had problems with school administrators in conducting non-farm agricultural experience programs

Also there were no differences between the two groups of teachers in the percentage of:

- class time devoted to solving problems students encountered on the job
- class time devoted to individual instruction
- classroom instruction that related to the placement-employment problems of students
- non-farm agriculture students who were members of FFA

Teachers conducting cooperative work-education according to the model which requires school released time differed from teachers conducting cooperative work-education according to the model which does not require school released time on the number of:

- teachers who had non-farm agriculture students participate in FFA contests
- supervisory visits to cooperating businesses to observe students at work

- jobs first identified by teachers for students
- teachers who invited managers and supervisors into the classroom for demonstrations, observations, and discussion on special topics
- parents who signed a written training agreement
- school administrators who participated in the development of non-farm agriculture courses
- teachers who indicated that sufficient time was allotted to supervise students at the training station
- teachers who used role playing in the classroom
- parents with whom teachers conferred concerning students' progress on the job

Teachers conducting cooperative work-education without school released time taught a greater amount of agriculture in the classroom than did teachers conducting cooperative work-education which required school released time for on-the-job training.

CONCLUSIONS

There were no differences between the two models for providing cooperative work-education on a great majority of the activities investigated. The two models did not differ in regard to

the attitudes of students, teachers, or school administrators toward the work-education program in agriculture.

There are more similarities than differences between the two cooperative work-education models. Both should be retained as options for cooperative work-education in agricultural education. It is very important that teachers have more than one cooperative work-education model from which to choose. This allows educational programs that meet the needs of students rather than requiring students to fit the program that is available.



Charles SaLoutos

Developing Instructional Programs in Agricultural Supplies and Services

CHARLES SaLOUTOS, Teacher Education
Wisconsin State University, Platteville

Too often we hear the word change without guidelines or objectives as to what phase of agricultural education to change. We should not overlook the importance of production agriculture. Without well managed and profitable farms, there will be little need for instructional programs in agricultural supplies.

I believe that a new program of agricultural occupations at the high school level should be offered as an elective course for senior students. With the vastly changing ideas, materials, and methods in production, it is of great importance to develop the basic knowledge of agriculture needed to service these engaged in production agriculture.

An Expanded Program

With the Vocational Education Act of 1963 and the 1968 Amendments, vocational agriculture has expanded from preparation for farming to include preparation for any occupation involving knowledge and skill in agricultural subjects. Many programs or pilot projects have been developed to aid in bringing about change in the curriculum of vocational agriculture. Too few of us investigate the challenge of

identifying occupational needs and the opportunities for establishment in agricultural occupations. We prefer to talk about careers in agriculture. I believe the image of agricultural education will change to that of a comprehensive educational program including agribusiness. These programs will be oriented to non-college bound students with emphasis on employment in an agricultural occupation.

How do we prepare instructional materials and develop programs in agricultural supplies to meet the needs of local communities? We must not overlook the business world when determining the competencies needed and the course outline for instruction. Businesses conduct many instructional programs and are willing to share or give assistance of both materials and programs if asked. We should develop a team approach in education involving the business world and the school. Businesses have many resources which aid in providing students a business-oriented educational program in the classroom.

Competencies Needed

In a recent survey of fifty agribusiness employers, the following compe-

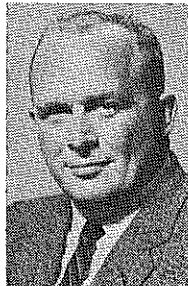
tencies were listed as necessary for successful employment.

- accept and carry out responsibilities
- have a good attitude toward customers
- be honest
- have enthusiasm
- write legibly
- take orders over the telephone
- use cash register and other office equipment
- fill out purchase order or sales slip
- follow instructions
- practice safety
- make effective use of working time
- understand agricultural products and use
- be thoughtful, not forgetful
- make mathematical calculations accurately

Employers are willing to hire people who are willing to work. It is both our responsibility and challenge to provide the facilities, equipment, personnel, and instructional programs necessary to provide a job-skill educational program for high school students.

DELEGATE RESPONSIBILITY — A Necessity for Leadership Development

CLIFFORD L. NELSON
Teacher Education, University of Maryland



Clifford L. Nelson

How many times have you seen FFA advisors clipping animals at fairs, constructing fair exhibits, writing speeches, filling out chapter contest forms, or planning FFA banquets? There are many examples of this type of activity by vocational agriculture teachers. Is this legitimate work for the FFA advisor? If the central objective of FFA activity is to win contests and competitions, perhaps it is. It is not if the main objectives of FFA are to train for leadership and to serve as a tool for reaching classroom objectives.

Training youth to lead is a difficult task. It is made more difficult when one of the basic principles of vocational agriculture and FFA, "doing to learn," is forgotten. The approach of a good FFA advisor should be to guide the learning experiences of the students and not expect the students to do all of their learning by watching the advisor.

When will FFA members learn more: receiving a Gold Emblem Chapter Award from an advisor-prepared application or from a Standard Chapter Award application prepared by students? When the students of a Minnesota FFA chapter rejected their advisor's plan for a fair exhibit and designed a state fair sweepstakes winner there is no doubt that the FFA members profited.

To Delegate or Not to Delegate

The easiest way to work with a FFA chapter is to be autocratic and to encourage student officers to be autocratic also. It is more efficient and it ensures that there are few loose ends. It is also easy to become a "doer" and not a "delegator." Some chapter advisors

highly praise this type of student officer.

The most successful administrators delegate responsibility and then follow-up the delegation with supervision. Stories are legion about school administrators and school boards that could not delegate responsibility and sufficient authority to carry out the responsibility. We might be developing leadership in FFA exemplified by the school superintendent who before approving the purchase of a keg of nails, was taken on a personal tour of inspection by the vocational agriculture teacher who was building the school shop during agricultural mechanics classes.

The school superintendent, FFA advisor, or FFA president who does not delegate responsibility and authority keeps close track of all activities, 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 just as the school superintendent who doesn't delegate has no time to consider policy matters that should be his major concern.

Do You Have Courage to Try?

One must be prepared for problems when delegating chapter administration. When I was the advisor of a FFA chapter, the chairman of the school board was not introduced at the annual FFA banquet although all other guests had been introduced. The oversight was not noticed until following the banquet. The FFA president took the responsibility of making a personal apology. Valuable learning took place because of this experience. The FFA banquet and executive committee made it a policy at future banquets to station one FFA member as host at each table to make sure that no one was forgotten.

Some advisors might have accompanied the FFA president when the apology was made, but I preferred to leave the responsibility with the student. However, I visited the board chairman later in the day, without the knowledge of the FFA member, to see if the officer performed properly.

Youth Can Accept Responsibility

High school youth can and do accept responsibility at early ages and in many cases perform very credibly. One only needs to examine the personal histories of many state and national Star Farmers who, because of death or illness in their families, accepted responsibility for farming operations. These youth, with the advice and aid of mature individuals, like FFA advisors, react in a responsible manner.

What do you do if some of your officers do not perform the tasks assigned to them? One of the principles of delegation is to also put the disciplinary powers into the hands of the chapter members. Students can be quite severe on their peers, and it might be painful at the moment to remove a chapter officer but here again a valuable lesson might be learned.

There is a saying in one South American country that "life is an excellent school but there are no holidays." If we use FFA effectively, this is a time for "holidays." There is a heavy price to pay in public life when an adult does not perform tasks or accept responsibility when he is in a leadership position. Whether this position is on the soil conservation board, in a farmer organization, or on a school board, the adult is removed from office or is defeated for re-election. If we train for life-like situations, it is mandatory that FFA be operated in a life-like manner. It's possible to demonstrate the price of leadership without damaging the student's chances for future leader-

ship roles as an adult. Most adults don't receive a second chance. We can give them that chance in FFA.

How Can You Start?

To change FFA chapter operation overnight by delegating all responsibility to FFA officers and instructing them in turn to delegate this to the members is certainly not the way to begin. The process must be gradual. Perhaps the place to start would be with one FFA activity that you work with the executive committee in planning. Encourage the president to delegate the responsibility to one of the other officers. The advisor as well as the FFA president will have to supervise the officer closely. The delegation can expand if the passing of authority and responsibility is successful. Four years might be a reasonable time schedule for converting the FFA chapter to this system of operation.

Teaching youth to accept responsibility is often difficult, because in many cases they only have experience with organizations where adults and teachers never allow students any responsibility. Teachers of agriculture have the advantage over other youth advisors because of the rural background of their students. Farm youth often have accepted considerable responsibility in caring for farm animals and crops as

well as performing regular farm tasks.

What Are the Incentives?

Many FFA chapters have point systems that assign various values for performed tasks. When this system is well utilized and conceived, it can be used as a criteria for chapter office nomination, selecting convention delegates, participants in recreational activities, chapter awards, foundation awards, and contest participation. When students are rewarded for getting the job done and those who don't perform are not recognized, it is easier to see that future delegation is successful.

The chapter advisor will be content with the knowledge that he is doing a better job of teaching leadership. FFA advisors will be responsible for ensuring that students have real-life training in leadership as well as in the agricultural experience areas of the vocational agriculture curriculum. There will be a more active and a better FFA chapter allowing the advisor more free time to devote to the total vocational agriculture program.

How Far to Go?

The final responsibility for the conduct of the FFA rests with the advisor. The FFA members mirror the feeling

the advisor has toward them. If he does not think the FFA members are capable of doing something well, they won't perform well. Conversely they are likely to do a good job if the advisor has confidence in them.

The teacher is a public employee and is responsible to his community through his administration and the school board. The advisor's responsibility lies in the area of keeping the FFA operating within the bounds of school policies. However, within those bounds there are many areas where students can accept responsibility and authority to perform tasks. The situation will vary from school to school and from state to state. It is always wise to consult the school administration before undertaking any major departure from past operating procedures.

Leadership training is the most important component that sells FFA. With the development of more programs of vocational agriculture where the emphasis is on areas and occupations in agriculture other than production, there is even a greater need for ensuring that FFA leadership training is of the highest quality. We will not have the best training we can offer until the FFA teaches leadership the same way good supervised practice is taught—applying knowledge and skills in the real-life situation.

BOOK REVIEW

FARM AND PERSONAL FINANCES

by John R. Brake, Danville, Illinois:
The Interstate, 1968, 132 pp. \$2.50

The purpose of the book is to "service the need for information in farm and personal finance." The opening examples are built upon student interests and are stated in terms easy to understand. The brief explanation of why it is important to study finance is adequate for helping to motivate student learning.

There is an emphasis on family goals and objectives throughout the book with numerous references to the use of the decision-making process. Attention to the close tie between farm income and personal living puts the discussion in harmony with actual farm

practice. Examples from farm records are used periodically to add authenticity to the text.

The first section on sources of capital is very general. A following section on sources of credit is complete and practical. Credit instruments and financial terms are described in enough detail to permit a beginning student of finance to understand the difference among instruments and terms. The importance of farm records and accounts are stressed as a tool for obtaining adequate credit as is the idea that a potential borrower must have a well thought out plan if he is to obtain a loan from most lenders.

In the important section on figuring the cost of borrowing money, most of the examples are for consumption credit. They center on installment buying and simple interest problems of

several varieties. Sections on short, intermediate and long term credit present good information. The section on protecting capital provides a brief but very informative sketch of the usefulness of insurance in planning business and personal finance.

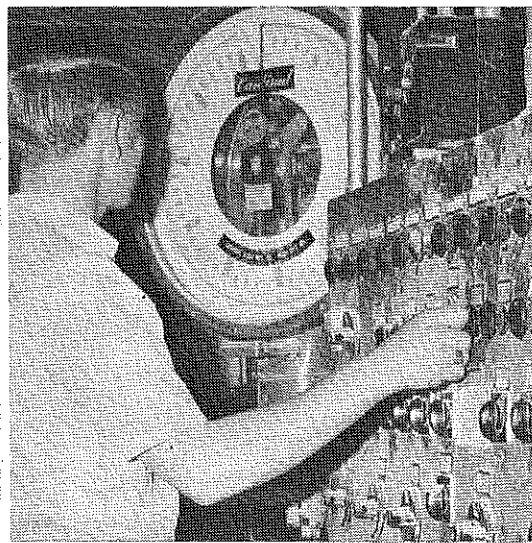
The book is intended for "junior-senior high school students and high school graduates." The material is of sufficient scope to be very helpful with junior-senior high school students as an introduction to the study of finance. The suggested exercises at the close of each chapter would assist teachers in designing learning experiences. The editor and his contributors are to be commended for their efforts to bring an understanding of the complex problems of capital management to the middle school age level.

Edgar Persons
University of Minnesota

Industry Involvement: A Key Feature of an Agribusiness Program

ORVILLE E. PIEPER
Northeastern Junior College
Sterling, Colorado

Industry representatives have actively participated in the agri-business program at Northeastern Junior College (Sterling, Colorado) since the planning stages in the early 1960's. The idea of a combination on-campus and on-the-job training program for preparing young men for retail sales and management responsibilities was conceived by two men in agri-business. As a result of joint conferences of college and industry representatives, a thirty-month program offering options in agricultural chemicals, including fertilizers, and animal science for the retail feed business was begun in 1963. In addition to helping design the program, the industry advisory committee has helped in making revisions to meet industry needs, in providing information and materials for use as instructional aids, and in supplying guest lecturers.



First-year agri-business student Dick Proctor of Delta, Colorado, prepares a batch of feed during on-the-job training at Burlington Cooperative Association, Burlington, Oklahoma.

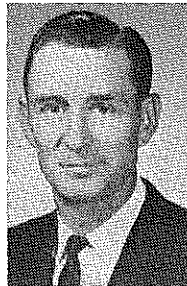
Options

As a result of seasonal labor requirements in the fertilizer industry and students' willingness to work and desire to learn, a real demand for agri-business student-trainees has developed. This demand for trainees and the fertilizer industry's increasing needs 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 programs students study on campus for six months from September until mid-March. They then 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



Orville E. Pieper

Orville E. Pieper is Director of Agri-Business at Northeastern Junior College, Sterling, Colorado. He has taught business courses in the program since 1963.

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 custom 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 time permits, the student is exposed to other phases of the company's operation such as sales policies, credit policies, and the record keeping system.

In the second year, students again 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

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

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 sent information on available students along with a form which can be returned to request an interview date. All interviews be conducted during the second and third weeks of January. This permits students to be interviewed by all companies they desire yet be able to accept or decline job offers within a reasonable time. During the six training periods since the program was initiated, 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.

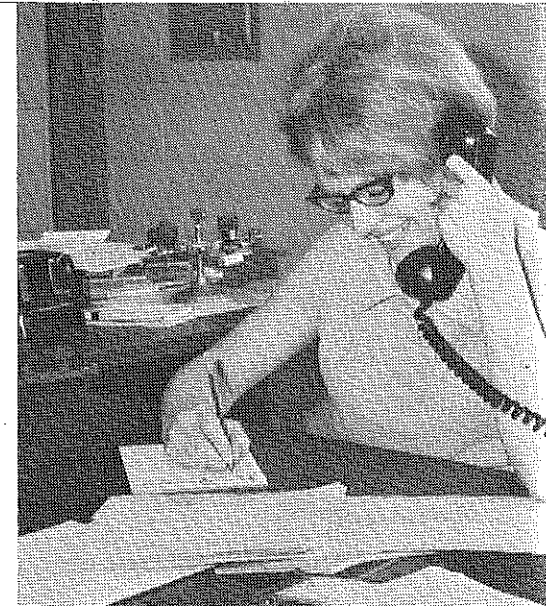
Reports

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 hours 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 agri-business 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



Agri-business student-trainee Sandi Martin of Sterling, Colorado, takes a fertilizer order by phone during on-the-job training with J. R. Simplot Company at Greeley, Colorado.

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 \$11,580 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 agri-business 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. This organization, formed by agri-business students in 1965, is a Colorado chartered 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 agri-business 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.



Richard Misenhimer (right), Custom Farm Services, Winamac, Indiana, interviews agri-business student Dan Williams of Osh Kosh, Nebraska, for possible employment with his firm during the March-September on-the-job training period.

INDIVIDUALIZING 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 farm managers, herdsmen, machinery 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, seed stores, meat cutting, forestry, natural resources, rural recreation, and many others. I mention these simply to show the scope of the vocational agriculture program today.

Also the program in agricultural education has expanded vertically to include not only high school students but vocational-technical programs in community colleges. There is even a movement to expand programs in agricultural education to junior high and elementary grades as part of an understanding of the world of work and as an aid in career choice.

What does all this mean? We must devise ways to meet in the same class and course the needs of students with widely diverse objectives. It seems obvious that we cannot group students into classes with common occupational objectives; therefore, we must find ways to help students achieve their re-

spective occupational objectives when enrolled in heterogeneous classes.

An Approach

One approach to this problem is illustrated by a series of instructional units prepared for teachers of agriculture in Michigan. During a workshop in August 1968, each of ten teachers of agriculture prepared an individualized instructional unit. These teachers and some supervising teachers tried out these instructional units during the 1968-69 school-year. During the year we visited the teachers, revised the units, and prepared audio and visual materials. The units were printed and distributed at the teachers' summer conference in July 1969. The units are designed for use by students at the eleventh- and twelfth-grade levels primarily prior to actual placement on a job for supervised occupational experience.

Instructional Units

We followed a uniform format for each of the instructional units. Obviously we begin with a *title*. The units are oriented toward agricultural business. We need additional units in other phases of agricultural business as well as in all the aspects of production agriculture.

One or more *objectives* are stated for

each unit. The objectives should be much more specific and written in behavioral terms; however, the introduction to the unit is designed to emphasize to students the scope and importance of the unit as part of the preparation for employment in their chosen field of work. For each lesson suggestions are given about the *scope of the subject matter, other instructional materials, student activities, and evaluation procedures*. Each instructional unit includes a fairly extensive list of *references*.

Using the Units

Each student in a given class would have an instructional manual. All students may be using the same manual or, more likely, there will be several different manuals in the class.

First, students review and perhaps modify the behavioral objectives. Then they move to the listed student activities which suggest references, audio or video tapes, visual aids, laboratory exercises and experiments, demonstrations, and other activities. Students are then helped to plan and participate in work experience programs and in the suggested evaluation procedures.

How does this work in practice? The unit on Agricultural Salesmanship will be used to illustrate the procedure. Assuming that all students in the class are to study salesmanship, the entire

class might study topics such as the preapproach, the attitude of the salesman, and personality factors. Students would study references, discuss the meaning and importance of each factor, and develop some understanding of each topic.

Then the class could be divided into small groups according to students' interests. For example, one group might work out sales procedures for feeds, another for fertilizers, and another for nursery work. To give students experience in communication, some of the groups might be asked to report to the entire class on their accomplishments in this part of the unit.

Following these presentations, each individual might prepare a sales presentation for a product in agricultural business of his interest. By way of illustration, students interested in feed businesses would prepare plans for demonstrations and talks and develop case studies on such topics as analysis of customers and approaches to be made. Each student could prepare material related to feed for a specific kind of animal such as mink, broilers, or dairy cows.

Units Prepared

During the workshop, teachers prepared instructional units in agricultural business with the following titles.

- Career Opportunities
- Orientation to Supervised Occupational Experience Program
- Human Relations in Agri-Business
- Agricultural Salesmanship
- Organization and Functions of Agricultural Business
- Business Procedures

- Feed Sales and Service
- Garden Center
- Fertilizer Sales and Service
- Agricultural Chemicals—Sales and Service
- Farm Equipment Sales and Service
- Farm Power Sales and Service
- Electric Power Sales and Service
- Florist Shop

Teachers participating in the workshop felt that all students should complete the units on Career Opportunities, Occupational Experience, Salesmanship, Human Relations, Business Organization, and Business Procedures. In these units student activities would relate to careers in different fields. For example, one student might study career opportunities in farm equipment, another in garden centers, and another in chemicals. When these units are completed, students might work individually on entirely separate units — some students in feeds, others in fertilizers, others in floriculture — all in the same class.

To maintain a feeling of class organization, students should be given an opportunity to present their work before the entire class or in another class in the school. Students working on the same unit could work in small groups of three or four for role playing activities. For example, one student might act as a customer who wants to buy feed and another as the salesman. Note that the customer will need to know about feeds and to display this knowledge as he asks questions of the salesman. These activities provide practice in all of the relationship factors as well as stimulating a study of the tech-

nical agriculture content.

We have made some progress, but similar units for other areas of agriculture are needed. Students who want to be in production agriculture need units adapted to their particular interests as well as students who are headed for agricultural business activities. Units need to be prepared for the many aspects of agricultural business not associated with sales or service. We intend to prepare many of these units and to prepare audio and visual materials to accompany the units so packages of materials for any appropriate agricultural unit can be made available to fit specific programs.

Role of the Teacher

Another consideration in using these instructional materials involves the activities of the teacher. This procedure takes the teachers from the front of the class where they direct discussion or lecture. Teachers are placed in situations where they can stimulate individual students to learn by doing, to follow their interests within the limits of the vocational program, and to encourage students to explore many avenues related to occupational preparation.

There are other aspects of the program that need to be considered. Problems such as occupational experience, cooperation among teachers and departments in the school, and the availability of materials and facilities are but a few. However, the ideas from the workshop may stimulate further development of an instructional program geared to an expanded program of agricultural education.

BOOK REVIEW

UNDERSTANDING YOUR COMMUNITY (50c), 1964; DIAGNOSING COMMUNITY PROBLEMS (50c), 1966; and STRATEGIES FOR DEVELOPMENT (\$1.50), 1968 by Desmond M. Connor. Ottawa, Canada: Development Press.

These three booklets written by a sociologist from Cornell are directed to the leader who hopes to see some changes made in a community. The content indicated by the titles is clear

and direct. In fact, any criticism would be that the booklets are "too simple" if the community leader has no other resource books on community development. However, those who have tried to make applications from some writers in the area of leadership and community development will find these booklets a pleasure to read and use.

The emphasis in all three booklets is on the people in the community. The process of working with people is clearly analyzed in usable form, yet includes enough theory so that the community leader can know clearly why he uses a certain approach. The presentation and

use of "The Social Compass Applied to the Community" is a great idea for a community leader.

These three booklets should be of much value to the teacher of vocational agriculture interested in increasing his effectiveness in the community. The booklets should help the prospective teacher grasp the significance of the community leader as a strategist for change. The booklets should be an asset in professional courses concerned with change in a community and the role of the professional leader.

Cayce Scarborough
North Carolina State University

Dr. Raymond M. Clark is Professor of Agricultural Education at Michigan State University. The instructional units for individualized instruction described in the article may be purchased for 75 cents per unit (plus postage). Orders should be sent to Donald Cronkhite, Stockbridge High School, Stockbridge, Michigan 49285.



Raymond M. Clark

Put a Plus in Your Sales and Service Program

MARVIN L. COPEs
Teacher Education, Purdue University

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 dramatically 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 op-



Marvin L. Copes

Marvin L. Copes is a former teacher of agriculture who conducted a sales and service option in the vocational agriculture program at Crothersville, Indiana.

portunities 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 lease 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 salesmanship procedures. The counter should be portable with storage space below. Make the setting as realistic as possible to give students a feeling of the actual situation. The counter can be constructed in the agricultural mechanics shop.

Scales. Three types of scales—fan type with pan, roller type, and hanging type with pan—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 and 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, also. 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.

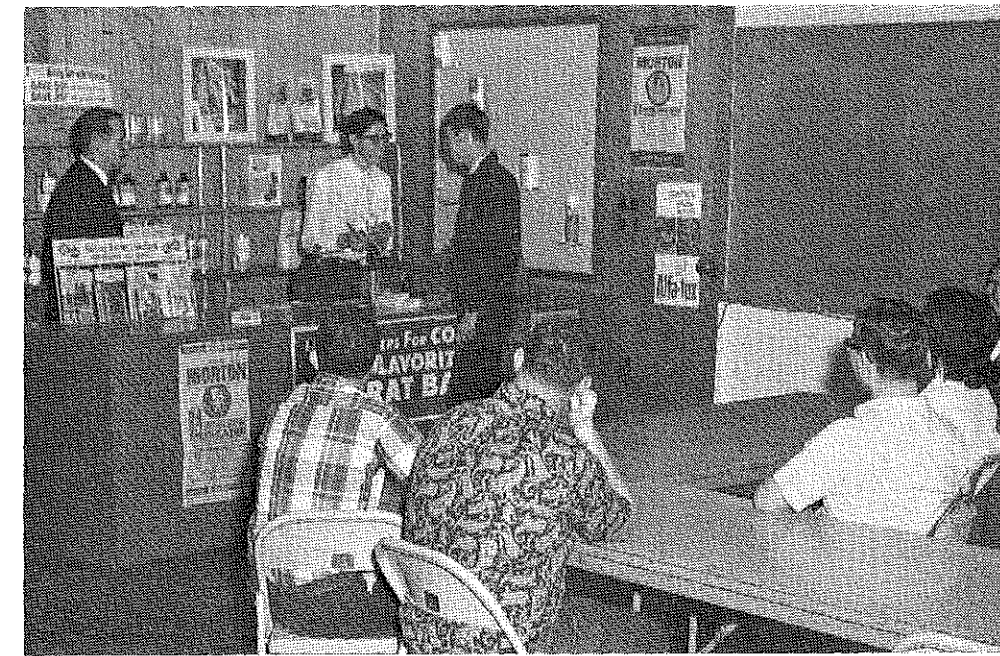
Merchandise. Local businesses are very willing to place samples of merchandise in the school laboratory. It is essential that these samples be the actual product. Some businesses are willing to place merchandise in the school laboratory from their own inventory. In these cases, the school is responsible for the merchandise. With this arrangement inventorying, marking, and displaying of merchandise can be studied and demonstrated.

Telephones. A teletrainer—two telephones connected to an amplifier—is a functional method of teaching telephone procedures. Teletrainers are available through the local telephone company at no cost.

Tape Recorder. Recordings of greeting customers, sales demonstrations, role playing, and actual experiences aid the teacher and students in evaluating performance.

Display Area. Shelves, racks, or wall units are needed to display merchandise, to build displays, to stock shelves, to inventory, to sell, and to price materials. The building of a display area

Vocational agriculture students in the Sales and Service option at Crothersville (Indiana) High School role play a sales demonstration in the sales laboratory.



can be an agricultural mechanics project.

Filmstrip and Slide Projector. 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 program.

Movie Projector. A movie projector should be available. It would be helpful to have a 8mm movie camera and projector available for filming sales demonstrations and similar activities. Film loops 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 to 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 readily 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.

Business Forms. After the course content has been determined, a decision should be made about what business forms are needed. Forms are available from local businesses. More than one type of each form is advisable. Permission for reproduction is suggested so that transparencies can be made. It is particularly important that job application blanks used in business be obtained.

Shadow Box or Display Window. The use of a shadow box is an effective way to develop a display. The box may be built in the agricultural mechanics laboratory. A display window in the

hall of the school can create interest in the program. These displays should be changed frequently, thus giving the student experience in planning display techniques in school as well as in the business.

THE 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 motivates 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
Hathorne, Massachusetts

Massachusetts, like many New England states in the past twenty years, has put emphasis on technological advances in business. 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 of the need for qualified workers in modern business 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 suburban area markets 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 Technologies on the post-high school level at Essex Agricultural and Technical Institute, Hathorne, Massachusetts. This two-year program introduces three basic qualities 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 distri-

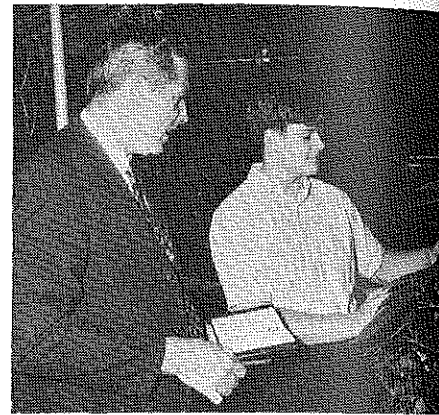
bution of horticultural products so that the student gains a general view of the way this industry operates. To increase the student's ability to deal with the consumer, the student studies the physiological, pathological, and insect injuries affecting plant growth.

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 intense 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 floral shop management practices is included in the instructional program also.

The program would have little meaning if some attention is not given to horticultural salesmanship. 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 employers in the horticulture field still believe in hiring employees off 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.



Winslow G. Johnson (left), Instructor at Essex Agricultural and Technical Institute, supervises a student who receives on-job training in a garden center.

A facility to apply the proper state of mind is perhaps the most important asset a worker has. Much emphasis is placed on training in this area at Essex Agricultural and Technical Institute. The student's success as well as that of the company he works for will depend in large measure upon proper attitudes. Employers need to realize that most businesses succeed because of a sale or service. Customers patronize a business to purchase something, and unless they are served by a competent employee the full potential of the business is never realized.

The instructional program in horticulture business at the Essex Agricultural and Technical Institute is an effort to promote greater efficiency in horticultural business practices. Hopefully, more businessmen will learn to lean heavily on the pool of trained employees provided by the Institute to further their needs and the needs of the industry.

Keeping Records of Supervised Practice Programs by Computer

KENNETH M. BAKER
Vocational Agriculture Teacher
Colon, 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 mind when an Agricultural Extension Specialist in Farm Management broached 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 start 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 pertained directly to us. The students selected to participate had projects of corn, soybeans, hay, wheat, pickles, swine, sheep, dairy, beef, and bees.

With the computerized system the vocational agriculture department becomes a farm. Each student is given a lot number. Each enterprise under a given lot number generates a report, so 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 proved 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 a valuable 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 each 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 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.



Kenneth M. Baker (seated, left), Teacher of Vocational Agriculture at Colon, Michigan, reviews a report from the computer center with students who use the computer to keep records of their supervised practice programs.



RESOURCE PERSONS FOR AGRICULTURAL OCCUPATIONS COURSES

LAWRENCE J. VENNER
Wessington Springs, South Dakota
and
ODELL MILLER
Marysville, Ohio

Teachers of agriculture who teach agricultural occupations courses oriented toward non-farm agricultural business and industry need to use effectively persons from agricultural business as resource persons in the instructional program. An idea we recommend for enlisting the aid of agricultural businessmen is outlined in this article.

There are several occasions during the year when teachers of agriculture are absent from the classroom for other teaching and professional responsibilities. An example is during the annual NVATA and AVA conventions each year. The question of what to do with vocational agriculture classes during these absences is a real problem. We find the procedure presented below to be very effective for using agricultural

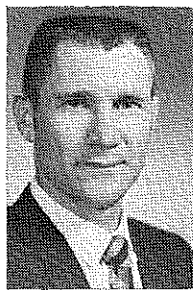
businessmen as substitute, lay teachers during the teacher's absence from the classroom.

With the aid of the advisory committee of the agricultural occupations program, obtain the names of persons from the agricultural businesses 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

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 administrators 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.



Lawrence J. Venner



Odell Miller

This article describes the winning idea for Region III in the 1968 NVATA Exchange of Ideas Contest. Lawrence J. Venner, Vocational Agriculture Teacher at Wessington 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.

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 Manufacturing Association and for several years has been developing simulations for use in economic courses in high schools and for business and 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 and 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 and

(Continued on next page)

Book Reviews

(Continued)

occupations. They would probably best serve as a supplementary reference to instruction dealing with the basic fundamentals of the area of business presented in each booklet.

Alan Kahler
Iowa State University

THE MANAGEMENT LIBRARY,
edited by David S. Brown. Washington, D. C.: Leadership Resources, Inc., 179 pp. \$9.00.

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 Work; 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 consultative services to industrial, governmental, labor, 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 potentials.

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

George A. Richter
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 designed to produce new models for the initiation of programs which are aimed at resolving the problems of providing adequate vocational education and vocational guidance in rural areas. The seven institutes are designed to deal with problems posed by the Vocational Education Amendments of 1968, problems of program planning in rural areas, problems of the disadvantaged, and other problems facing vocational educators today.

Institutes

The National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas is a program offered by the Southwide Research Coordinating Council, through the Center for Occupational Education, under the auspices of the U. S. Office of Education. The following seven institutes, each 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.
- Planning Annual and Long-Range Programs of Vocational Education for Rural Areas According to the Vocational Education Amendments of 1968, University of Florida, February 2-13, 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 3-8, 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

BOOK REVIEWS

GERALD R. FULLER, Special Editor
University of Vermont

SIMULATION SERIES FOR BUSINESS AND INDUSTRY by Erwin Rausch, Chicago, Illinois: Science Research Associates, Inc., 1968, \$2.35.

Six booklets 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, equipment evaluation, production control-inventory, purchasing, and supervisory skills. The games provide the learner with practice in

Cooperative Employment Experience Programs in Rural Communities

C. W. DALBEY, Supervision
Iowa Department of Public Instruction



C. W. Dalbey

To move ahead with cooperative employment education, students must first be introduced to a general background of an industry before choosing an experience center. Managers of local industries through talks and discussions with junior and senior students can indicate the personal qualifications and academic preparation necessary to succeed in a given occupation. Contacts with personnel in business and industry should be started well before students make decisions about their employment experience. Industry personnel can assist the teacher in preparing students for meaningful employment.

Employer and parent meetings are necessary for conducting successful employment experience programs. Employers must understand their obligation and be assisted in developing techniques to provide educational experience for students. Parent's understanding of their responsibilities is necessary also. There must be an understanding about employment time, transportation responsibilities, wages, and other factors. Employee, employer, and parent meetings are often held during the late summer.

Employment Experience

Major emphasis should be placed upon the personal factors necessary in employment. The profit motive as it relates to employer and employees should have major emphasis. Young employers should understand the basic objectives in the business world. A strong teacher is necessary to instill these characteristics.

Employment experience for rural youth can be supplied by many communities in elevators, feed and fertilizer plants, farm supply stores, implement

companies, and other farm service centers. Not all business firms make satisfactory training centers, however. Most failures in training centers may be traced to the general attitudes and abilities of the employer.

Follow-up and supervision of students is very important to cooperative employment programs. Adequate supervision requires a visit at least once each two weeks to insure adequate growth of both the teacher and the student. Teachers gather knowledge, gain insight, and obtain valuable facts about problems of the business through regular on-job supervision. Students become more aware of problems and gain satisfaction in their work through visits of the teacher or coordinator.

Successful employment centers have regular periods set aside for evaluation and constructive criticism of the student-learner's work. Reports used in evaluation must be adequate yet not burdensome to the job of supervision.

Successful Programs

The following points are necessary for developing successful employment experience programs in rural areas.

—A successful and enthusiastic teach-

er to promote and develop the program.

—Talks by employers to students to lay adequate foundations for employment.

—Meetings of employers and parents to secure mutual understandings of the part played by each party.

—Adequate training centers manned by employers interested in students.

—Major emphasis placed upon personal factors of the student necessary for successful employment before the cooperative experience program is started.

—Employment hazards, labor requirements, and insurance coverage should be checked to be sure students are protected in case of accident.

—Follow-up students on the job at least every two weeks.

—A cordial, yet businesslike approach in working with employers on student follow-up.

—Exposure to new situations in employment rather than one single job of long duration.

—Adequate reporting without burdensome paper work.

NATIONAL YOUNG FARMER EDUCATIONAL INSTITUTE

The Third National Young Farmer Educational Institute will be held at Lancaster, Pennsylvania, December 14-17, 1969. An interesting program including speeches, panels, and tours is planned for young farmers and their wives attending the institute. Teachers of agriculture, supervisors, and teacher educators are urged to attend also. The previous national institutes for young farmers were held during the annual AVA convention. For information concerning the National Institute, contact:

Ivan R. Yost, Chairman
Executive Committee
Young Farmer Educational Institute
Route 1
Christiana, Pennsylvania 17509

News of NVATA

JAMES DURKEE, Chairman
NVATA-USOE Study Committee



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 Venn, Associate 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 Wickham, President, National Association State Departments of Agriculture; Orval Hansen, U. S. Congressman from Idaho; Phillip Alampi, Secretary, New Jersey Department of Agriculture; William Stanwood Cath, Executive Secretary, National Association State Departments of Agriculture; Jim Durkee, Past President, NVATA; and Donald McDowell, Executive Director, National FFA Foundation Sponsoring Committee. The report of this meeting follows.

Mr. Wickham served as chairman and pointed out the concerns of the various individuals serving on the committee. A review of the merits of the FFA and the responsibilities of the U. S. Office of Education under P. L. 740 were expressed by Congressman Hansen. Mr. Alampi emphasized the concern of the National Association State Departments of Agriculture and the need for agricultural leadership and gave credit to vocational agricul-

ture programs and the FFA for many of the leaders in agriculture.

Mr. McDowell discussed the Aims-Goals-Objectives developed by representatives of the American Farm Bureau, National Farmers Union, National Grange, National Vocational Agricultural Teachers' Association, National Association of State Departments of Agriculture, American Association of Teacher Educators in Agriculture and National Association of State Supervisors of Agricultural Education. (See "News of NVATA" in the August issue of *The 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 international education, post-high school programs, teacher education, and youth organizations was emphasized. Mr. Cath reviewed some of the concerns

the committee had when they met with Dr. Venn and Dr. Minear in June.

Dr. Allen was sympathetic to the concerns of the committee and agreed to the following:

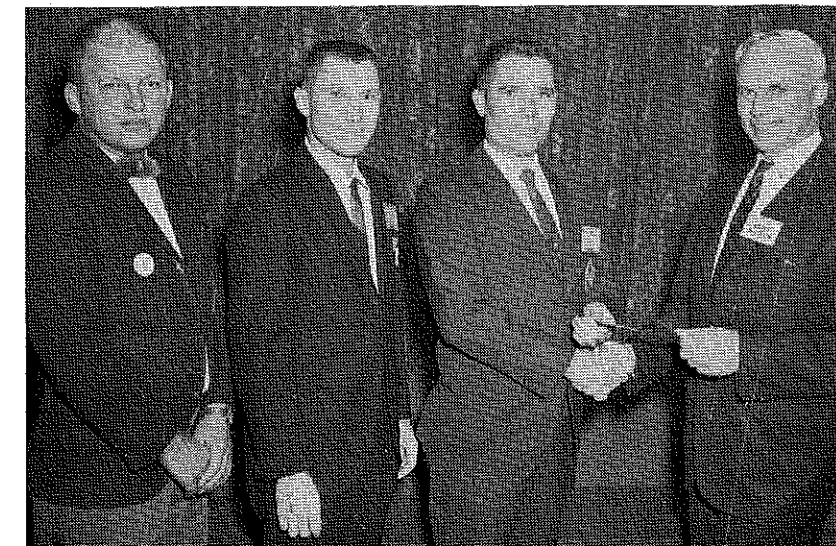
—Review the USOE Youth Organization Policy in terms of the responsibilities of the Office of Education under P. L. 740 and the role of vocational education youth organizations.

—Use the Aims-Goals-Objectives report developed by agricultural organizations as an agenda with his staff to determine what recommendations may be implemented.

—Maintain an open door policy with the committee in terms of meeting with him in an advisory or consultative capacity.

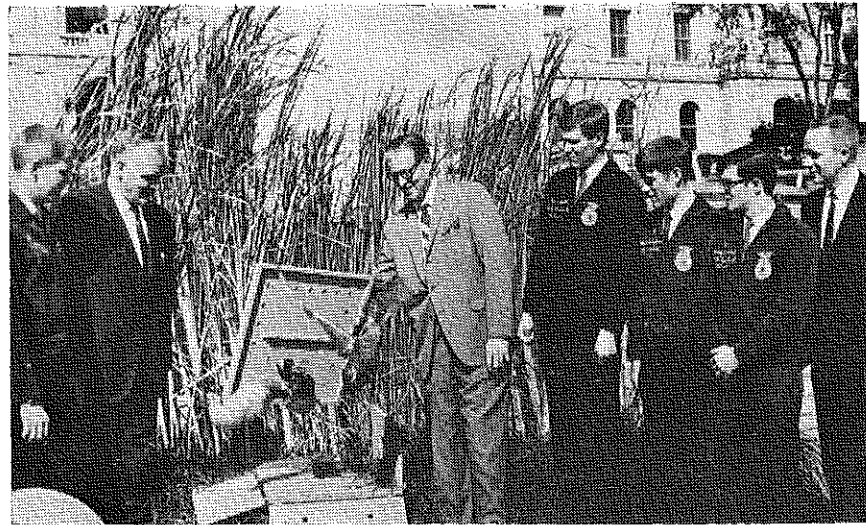
Dr. Allen expressed an interest in the Future Farmers of America. He questioned some of the possibilities of the FFA working in areas such as VISTA, Peace Corps, and with inner-city problems. He expressed the desire to have youth involved in educational policy making. Dr. Allen recognized the need for visibility in leadership for the specific services of vocational education to plan, evaluate, and research problems of common concern to the various fields of service in the U. S. Office of Education.

Dr. Venn related some of the problems in the Office of Education related by the decrease in the number of staff for vocational education from 100 to 32. He also discussed the de-emphasis in leadership for vocational education in agriculture in the Office of Education.



(Right)

NVATA OUTSTANDING YOUNG MEMBER AWARDS. Murray McJunkin (right), U. S. Steel, presents Outstanding Young Member Awards to (left to right) Jack Humphrey, Albin, Wyoming; Lawrence Venner, Wessington Springs, South Dakota; and Billy Harrell, Howe, Texas, during the 1968 NVATA Convention in Dallas. The recipients were awarded an expense paid trip to the convention.



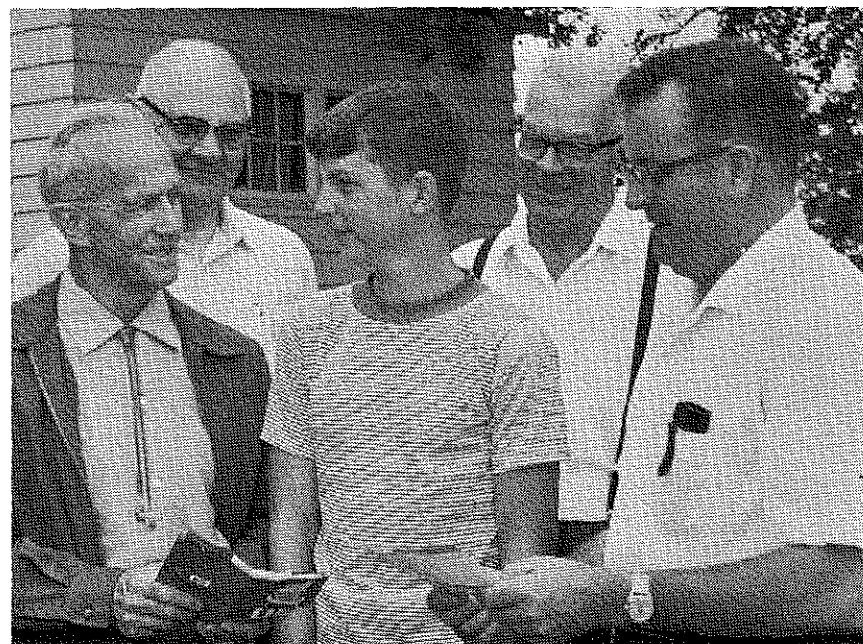
Minnesota's Governor Harold LeVander releases McGraw-FFA strain wild mallard ducks to kick off duck hunting in Minnesota. FFA members in Minnesota raise and release over 12,000 mallards and 35,000 pheasants each year.

Stories in Pictures

ROBERT W. WALKER
University of Illinois



Dr. Paul Hemp (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 July 29-31, 1969. Keynote speaker was Dr. John Coster (right), Director of the Center for Occupational Education at North Carolina State University. Dr. Paul Marvin (left), Professor of Agricultural Education at the University of Minnesota, will serve as chairman of the 1970 conference. (Phot by Robert W. Walker)



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

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INSTRUCTIONAL PROGRAMS
IN AGRICULTURAL RESOURCES

Also—

RELEVANCE THROUGH VOCATIONAL EDUCATION
by AVA President C. Nelson Grote (page 137)