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**THEME: Achieving Quality Relationships
With Business and Industry**



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Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

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Our Business Partners



By LARRY E. MILLER
(The Editor is a Professor in the Department of Agricultural Education at The Ohio State University.)

"Are your ears burning?"

No? Well, as you may recall from the old saying, then perhaps no one is talking about you.

Regional or district meetings, state conferences and national conventions provide a forum where one can readily hear of all the good things being done in programs and by teachers. We talk, talk, and talk to each other. Why, then, is the excitement about all of the outstanding efforts not apparent outside of the profession? Yes, we do have a number of loyal supporters from business and industry. Year-in-and-year-out these businesses and people support our program. We need to be thankful for them. However, there are numerous other people who should be echoing our rhetoric about the high quality of our programs.

Every publication on public relations states that you must know your audience. How well do we really know our audience? Is our principle contact with business and industry when we want something from them? Do they really know what our program is about? Have you assumed they know the real purpose of our program? Are you viewed as just another academic teacher?

Vocational education was created to provide students with saleable skills that would allow them to be contributing members of society. Vocational agriculture has a very specific charge and an important one. The total agri-industry provides food and fiber in such abundance that the American people are allowed to use much of their income for other purposes. We are an integral part of that agricultural system. We will continue to have a vital role to play in training and retraining the workers of the total industry. To make this role apparent, we must establish

high quality relationships with those we serve. We cannot set back and wait for them to come to us. We must initiate and instigate that relationship at the local, state and national level. The relationship should be mutually beneficial.

More efficient management and high technology characterize the current responses to limited resources in both the agri-industry and education. We can learn from the agricultural industry so that we are technologically and technically up-to-date and better able to teach. We can also assist the agricultural industry by providing skilled workers, through initial training or retraining; by providing facilities; and by providing educational services as teacher, broker, networker or facilitator.

Controversy is one way to gain attention, but little good would result for the profession. Establishing a relationship of high quality with agricultural business and industry will enable us to serve as we were intended to serve and gain attention for appropriate reasons. Then, if our ears burn, it will be because others are spreading the word of how we are meeting their needs.

The Purpose of the Magazine

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

Since that first volume, the Editors have carefully preserved this covenant of purpose. The current Editor intends to continue this tradition. The statement of purpose is once again brought to the attention of the readers because numerous critics seemed to have lost sight of the intended purpose of the MAGAZINE. The poll conducted by the previous Editor, Dr. Jasper S. Lee, noted that one of

the types of articles the respondents would like to see in the magazine is reports of research in agriculture.

The Editor suggests there are numerous other publications which deliver technical, agricultural information to the profession; congruently, the Editor would be of doubtful qualification to edit a worthy publication that attempted to relate technical information from such diverse areas as those encompassed by our profession. The purposes of this publication clearly elude to the MAGAZINE serving as a means of sharing the pedagogy of the profession.

Hamlin's call for uniting in professional matters has echoed through the years and reverberates loudly today. Having high quality programs can aid us in weathering what will undoubtedly be lean years in many localities around the country. Our "programs" are local, state and national in scope. The programs of high quality will survive the storm because they meet the needs of students and agri-industry. The MAGAZINE is one way to procure the

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ideas, techniques and philosophy necessary to create high quality programs. Pedagogy and program planning strategies can be gleaned from across the nation and not just be happenstance in informal communications.

The MAGAZINE is here to serve as a vehicle to help transport from place to place, mind to mind, or program to program, the concepts that make for high quality programs. Numerous other publications can readily serve to provide the technical expertise in agriculture.

The Cover

Learning to use the technology of the industry can be readily learned on-the-job when high quality relationships exist between the school and business. (Photograph courtesy of Lowell Hedges, The Ohio State University, Columbus, Ohio.)

THEME

Quality Relationships Equal Quality Programs

If asked, few people would refuse to grant a favor. If asked, few persons from the farming, business or industrial community would refuse to provide a service, spend some time, or contribute to a worthy cause. If asked in the name of expanding horizons or providing greater opportunity for young people, even fewer would fail to contribute.

Why, then, don't we ask more often? Why do we often try to go-it-alone? Why don't we take more time to inventory our community resources? Why don't we spend extra time to establish those positive relationships? Why don't we schedule time to seek the broader support of the farming, business, and industrial community?

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

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

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



BY ALFRED J. MANNEBACH,
THEME EDITOR

(Editor's Note: Dr. Mannebach is a Professor in the Department of Higher, Technical, and Adult Education at the University of Connecticut Storrs, Connecticut 06268.)

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

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

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

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

4. *Contact the potential sponsor.* Call the key person in the firm, usually the owner or manager, and make an appointment to visit in person. At the meeting, spend some time establishing rapport, but be aware of the anxieties and pressures of the person being visited. When you sense the time is right, be prepared to explain specifically the role you wish the individual to play. Specify what you will do to support the effort and insure its success. Answer questions and explain the potential benefits of participating in the endeavor. If the potential sponsor agrees to participate, make sure you follow through on key points discussed. If the person is unable to participate at the time, offer your thanks and keep the door open for possible cooperative endeavors in the future.

5. *Conduct the activity.* After the meeting, follow up on plans discussed. Make sure the sponsor knows the who, where, when, what, why and how of the situation. A brief letter of confirmation summarizing the details of the meeting is beneficial. When conducting the activity, make sure you cooperate. Make participation easy and enjoyable. Obtain participation from students, parents and others concerned with the activity. Take pictures and write a news article for the local newspaper.

6. *Reward the sponsor.* When the activity has been completed, reward the sponsor. Publicize the activity or event. Have the class or FFA Chapter representative write thank you letters. Visit the firm and discuss the successes and make plans for future cooperative endeavors.

7. *Maintain continuing relationships.* Keep in touch with the sponsor periodically throughout the year. Invite the sponsor to the Chapter Parent-Student FFA Banquet. Make the sponsor an honorary chapter farmer. Place a student in the firm for supervised occupational experience or offer adult education classes or technical assistance to the

firm. You have worked hard to establish a quality relationship, now make sure you maintain it.

As one can readily see, the process is generic; it can work in about any situation. What we as professional educators need is the impetus and the motivation to use the process to develop and foster those relationships which can be so valuable as we conduct our various roles as teachers of vocational agriculture.

Articles in this issue relate the importance of establishing quality relationships with business and industry, provide examples of how such relationships can be established, and identify areas of concern in which support from the agricultural business and industry community is needed. We are living in a time where their support is essential. Take time to read the articles prepared for this issue. By following the suggestions offered, I think you will find that your teaching will take on a new, exciting dimension and that your program will gain status in the community. For the benefit of yourself and the profession, best wishes in your endeavors!

THEME

We Must Ask

These are frustrating times for those of us who are involved in the profession of vocational agricultural education. Frustration brought on by "Reagonomics", the New Federalism, budget cuts, declining enrollments, program curtailment and/or elimination, local, state and national staff reductions and shortened employment contracts. What is happening? Why are our programs being threatened? Why are we seeing a reduction in what we have always considered a quality program?

Our program is one that has contributed to the success of American agriculture and to the economy of this nation. Whose fault is it that there appears to be an apparent lack of understanding of the role that vocational education in agriculture plays, or has played, in creating and maintaining agriculture as this nation's number one industry? Do we tend to place the blame on others or should we each, individually and collectively, take some of the blame for the conditions that we now find so threatening?

In the years between the Smith-Hughes Act and the current vocational education acts, we have seen the growth and development of our programs to meet the needs of the industry. We rose to the challenge of adjusting our curriculum to insure that we were involved in a system that was interested in "more than farming". Our problem is that we tended to keep our successes to ourselves. We have only succeeded in patting ourselves on the back. Yes, we developed the programs, we justified our existence to ourselves, but we failed to insure that those who sit in the decision-making chairs in this country were totally aware of the returns that this country has realized due to the investment they had made in vocational education.

The Dilemma

In point of fact, allow me to share a personal observa-



BY LAYTON G. PETERS

(Editor's Note: Mr. Peters is Past President of the National Vocational Agriculture Teachers Association and Teacher of Vocational Agriculture, New Ulm, Minnesota 56073.)

tion. Shortly after my election to the Board of Directors as the Vice President for Region III of the National Vocational Agriculture Teachers' Association, I had the opportunity to visit a number of Senators and Representatives. I introduced myself as a teacher of Vocational Agriculture. There was no glimmer of understanding or recognition. However, when I mentioned being an advisor for the Future Farmers of America Chapter in my home community there was immediate recognition of my position.

These legislators were aware of our "show case," but had no understanding of the educational program that provided the vehicle for the development of the FFA members. If vocational agriculture and the FFA are not held in the same light, if we do not insure that our total program is understood, then we have failed to provide for the continuation of the current system under which we function. The hard, cold facts are that we are not seen by others as we see ourselves.

Certainly, each of us have witnessed and can attest to success stories of students that have emerged from our programs. We know, they know and in most cases members of our communities know. Beyond that, we have failed in

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We Must Ask

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collecting and sharing factual data that could be of value to those in positions of power in arriving at sound rational judgements. Perhaps we, as individuals, have tended to think that everybody appreciates our effectiveness and that, in turn, they will continue to insure our existence in the future. If this is a common consensus, then the problems we now face are but the beginning of a long list of further future budget cuts, staff reductions and curriculum emasculation.

If we are to survive as a profession, we must become the masters of our own fate. Being passive will no longer suffice. We cannot afford to sit back, turn our heads and say, "If I don't look, it will go away!" It is time that we start looking outside of our own ranks for a solution to our problems. It is time to stop treating the symptoms and find the cause and the cure for the disease from which we suffer.

Sources of Support

There was a time in the history of vocational agriculture when it was not thought appropriate for teachers to be involved in the political arena. After all, teachers are public servants. Our concerns and problems were treated as "in-house" matters. Contacts, with those on the outside of education and the profession, were primarily requests for teaching aids and assistance with curriculum development. Business and industry responded in a most positive way. They were willing to help. Now is the time to seek their support on a more comprehensive level. The profession must initiate an offensive attack that will rally the entire industry behind a banner that will crusade for the establishment of a national understanding of agricultural education; an understanding of who we are, what we do and why we are needed.

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

The Crusade

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

Seeking the help of others is not difficult. All one needs do is ask. Initiating dialogue between key business leaders

and governmental representatives on the local, state and national levels, wherein our positions and rationale are shared, can bring about a better understanding of our needs and concerns for the industry and provide positive action in our behalf.

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

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

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

As a professional organization, the NVATA has but scratched the surface of gaining outside support for the vocational agriculture programs across this nation. Certainly, past efforts have brought about positive returns; however, to be more effective each and every one of us must take as a personal challenge the development of long range plans that will lead to even greater involvement in insuring that vocational agriculture will be stronger than we have known in the past.

The Strategy

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

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

Even though, as I mentioned earlier in this article, it is a frustrating time; we cannot, in all good conscience, be pessimistic. We, as members of the agricultural community, know what effect we can and have had on the industry of agriculture. We have worked hard and long in the

development of our programs. Programs that have met and served the needs of our clientele. We have all witnessed individuals who have developed into leaders and employable skilled workers or entrepreneurs. We have witnessed adults who have developed and strengthened their positions as farm business operators. We have seen the positive effects of our programs on the production of

food and fiber. Yes, we have been successful! Our problem lies in the fact that we seem to be the only ones who are aware of our impact on society. Isn't it time that we involved business and industry in developing general support and political involvement on our behalf?

It is a question that only you can answer, will you do your part? If not, who will?

THEME

Business and Industry — The Untapped Resources

BY ALFRED J. MANNEBACH

(Editor's Note: Dr. Mannebach is also serving as Theme Editor of this issue.)

must be established to arrive at mutually supportive action?

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

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

Answers to the questions, "what can friend and allies do for us?" and "what can we do for our friends and allies?"

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

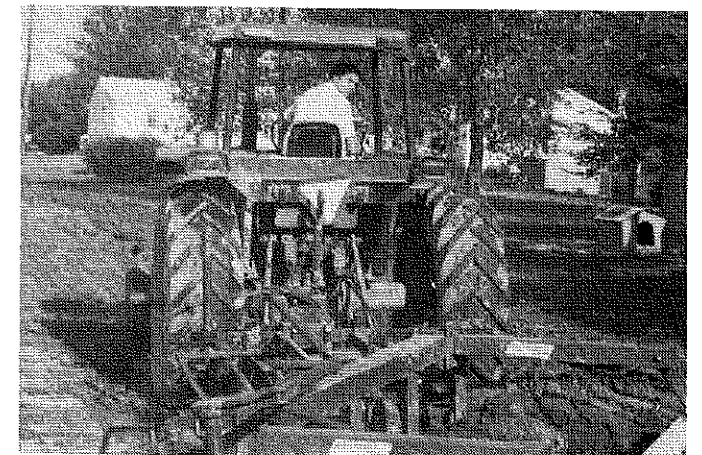
Successful teachers also recognize the need to develop quality relationships which foster support from their primary clientele: the farmers, agricultural firm operators and other businesses and industries within the communities. Through such relationships they have kept themselves informed of the needs of farmers and agricultural firm operators; become aware of trends, shifts of emphasis, and new developments; communicated what the vocational agriculture program has to offer; and gathered support for the program. In short, teachers have developed a better idea of what the program can do for farmers or agricultural firm operators and what farmers and agricultural firm operators can do for the vocational agricultural program.

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

Cultivating Friends

"Friends imply mutual respect and affiliation; alliances imply mutually supportive action. Since the agricultural education profession is concerned primarily with persons engaged in agriculture, it seems logical that alliances can best be achieved by reference to individuals, businesses or organizations having ties with the same clientele."¹

Who are our friends? Who are our allies? What can they do for us? What can we do for them? What relationships



Agribusinesses often will supply resource persons to provide demonstrations for classes and individual students. (Photograph courtesy of Chuck Wiseman, Big Walnut High School, Sunbury, Ohio.)

Business and Industry- The Untapped Resources

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are more complex. How many of us have taken the time to inventory the potential answers to these questions? Have we analyzed our programs and identified specific resources needed to improve our programs? Have we identified potential sponsors? Have we asked for support and assistance?

Specific Assistance

Some answers to the above two questions were found by Connecticut teachers of vocational agriculture who participated in a statewide survey of farmers and agriculture firm operators in the mid-1970's.² Each teacher completed approximately twenty interviews with farmers and agricultural firm operators.

Results of research conducted at the University of Connecticut indicated that there are many things that farmers and agricultural firm operators would, if asked, do to support the vocational agriculture program. For instance, based on approximately 1,000 interviews with farmers and agricultural firm operators, 81 percent of those interviewed stated "yes" to the question: "If requested, would you permit individual students to observe business operations?" Eleven percent stated "no" and eight percent said "maybe."

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

- Help teach accounting
- Attend or assist with adult classes
- Help teach agricultural advertising
- Serve on an advisory committee
- Provide animals for showmanship
- Provide instruction on apple production
- Provide bulletins and literature
- Sell flowers and vegetables wholesale for instructional purposes
- Provide career education for career day
- Provide career materials
- Serve as a career opportunities consultant
- Assist with Christmas production
- Teach the importance of communications
- Serve on a consulting committee
- Contact agricultural specialists for adult instruction
- Have a class observe the cornfield program
- Assist with curriculum improvement
- Provide demonstrations
- Demonstrate how to care for a putting green
- Provide a discount for fruit sold by the FFA

- Discuss and explain the business
- Let students observe the dog training program
- Exchange ideas
- Exhibit new products
- Loan equipment
- Explain operation of equipment
- Provide farm management assistance
- Sponsor a farm tour for elementary students
- Assist with field trips
- Provide films
- Attend the FFA banquet
- Provide greenhouse tours
- Serve as a guest lecturer
- Harrow the school gardens
- Assist with the horse judging contest
- Provide a horse course at the stable
- Provide horse instruction and help develop riding skills
- Help sponsor a horse show
- Let students observe a hydroponic grass growing operation
- Offer individual or group help concerning dairy
- Provide information on agricultural subjects
- Provide instruction at the business
- Provide laboratory services for milk, silage or soil
- Give lectures or talks
- Loan or provide materials
- Allow observation of a small dairy operation
- Provide off-season instruction
- Cooperate with organized training program
- Provide plant materials
- Provide products for training
- Assist with projects
- Help teach publicity, public relations and promotion
- Rent equipment
- Let students observe research and plant breeding operation
- Provide a slide program
- Provide small engines for laboratory use
- Outline a spaying program
- Help develop specific veterinary skills
- Supply materials for open house
- Offer technical advice
- Provide test plots
- Provide tips on real estate
- Sponsor tours
- Provide a tractor for demonstration
- Provide a truck for instructional use
- Provide use of laboratory facilities, land and woodland
- Set up a visit to the regional market
- Provide volunteer services
- Work individually with vocational agriculture students

In addition, qualified people were identified who were willing to serve as members of the advisory committee, contribute to the local FFA Chapter or to the State or National FFA Foundation. The interviewees found the farmers and agricultural firm operators to be very cooperative and concluded that many potentially beneficial resources remained untapped in the community.

Helping Business and Industry

The interviewees also asked the farmers and agricultural firm operators what they, as teachers of vocational agriculture, could do for them. The employers indicated that the vocational agriculture programs could best serve them by preparing qualified vocational agriculture graduates and by offering courses or instruction in adult education for them and/or their employees. Also, it was suggested that the vocational agriculture center could serve as a placement center to help them find qualified workers. Employers could look to the center as a source of part-time or short-term workers.

Employers also felt that the center could serve as a refer-

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

The opportunity to interview farmers and agricultural firm operators served as an excellent way to establish quality relationships. As a result of the person-to-person interviews, the teachers have a greater understanding of the needs of farmers and agricultural workers in business and industry. Also, the farmers and agribusiness persons have a better understanding of what the program of voca-

tional agriculture can do for them and what they can do for it. The mutual benefits being derived, and the ongoing association developed both by the teachers and the employers, are instrumental in keeping the program of vocational agriculture current with the changing needs of its clientele.

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THEME

Listen To A Blue Ribbon Commission

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

Determine Need

Agriculture has changed and will continue to change. The farm functions of yesterday have now been changed so that agribusiness has emerged. Workers in agribusiness outnumber those in farming. In addition, the "New Federalism" being advocated in Washington D.C. and the clouded state financial situations continue to impact on vocational agriculture programs at the state and local levels.

Constituency support does not come about automatically but must be cultivated and nurtured. Close relationships must be developed and maintained with persons who need vocational agriculture and agencies who employ our graduates in order to insure relevant programs. Community involvement and input must be sought and taken into account if public support of vocational agriculture is to continue.

Agriculture is still the major industry in the nation; and by its very magnitude and complexity, it will need a constant flow of skilled, technical and professional employees. Therefore, agricultural education can play a significant role in forming a coalition with other agricultural interests communicating the needs and problems of agriculture and vocational agriculture to the key political and policy-making entities at the federal, state and local levels. An alliance between vocational agriculture and agricultural



By JAMES E. CUMMINS
(Editor's Note: Dr. Cummins is Assistant Director of Vocational Education, Agricultural Education Service, in the Ohio Department of Education, Columbus, Ohio 43215.)

industry will become more important than ever. Such an association and unity will provide the strength which will affect the future of agriculture as well as establish a mutual respect of interdependent bodies.

Establish Goals

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

Identify Ways and Means

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

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

(Continued on Page 10)

Listen To A Blue Ribbon Commission

(Continued from Page 9)

Executive Director, State Feed, Seed and Fertilizer Association
Executive Director, State Association of Farm and Power Equipment Retailers
Dean, College of Agriculture
Representative, Agricultural Livestock Industry
Representative, Dairy Products Industry
Representative, Horticultural Industry
Representative, Agricultural Financial Credit
Production Farmer
Editor, Agricultural News Publication
State Director of Vocational Agriculture

We budgeted the finances and invited these busy individuals to a breakfast meeting and listened to what they said about agriculture, the future of vocational agriculture and its implications for program adjustments. Upon completion of the meeting, we established task forces comprised of state supervisory personnel, teacher educators, and local supervisors to review and develop position papers on the following:

The Mission of Vocational Agriculture

Supervised Occupational Experience Programs
Classroom and Laboratory Instruction
Expanding Adult Education
Adapting Curriculum

Evaluate Progress

After each task force prepared a position paper, we reconvened the Blue Ribbon Commission for another breakfast meeting. At this session, we allowed each task force to give a very brief oral report and distribute detailed materials to each commission member. Then, we sat back and listened to what the Commission had to say about what new insights they have regarding the changes in agriculture and the role that vocational agriculture can play.

Praise Success

The Bible says, "A word aptly spoken is like apples of gold in settings of silver" (Proverbs 25:11, NIV). Therefore, certificates of appreciation for each Blue Ribbon Commission member were presented upon completion of the second meeting. In addition, telephone communication on a first name basis, was established with Commission members. Achieving a quality relationship with business and industry is not as difficult as one might expect if we will only but listen to a Blue Ribbon Commission.

THEME

Benefits Flow Two Ways

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

Benefits to the Local Program

A first benefit derived from a quality relationship with industry might be the utilization of industry as a potential employment site for students involved in SOE programs and/or graduates of the program. If the programs of vocational agriculture are to succeed, it is necessary to insure that the graduates gain successful employment in their field of study.

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

Third on a list of benefits to a local program would be the possibility of equipment and expertise that the local industry might provide to the vocational program.

The fourth potential benefit that the local program



By KENNETH A. PARKER

(Editor's Note: Dr. Parker is an Assistant Professor of Agricultural and Occupational Education at the University of Massachusetts, Amherst, Massachusetts 01003.)

would derive from a quality relationship with industry would be to secure financial assistance for the local program. There are certain times when the local business people are glad to help. For example, monetary help is often forthcoming from business where there is a need for additional financing for students to participate in a national conference or compete in a national contest. Business may also be willing to contribute to a special recognition or award program within the school. Many local businesses are proud of their local youth and are happy to support programs that provide recognition for outstanding achievements.

Benefits to Business

The first benefit to local industry is that the local vocational agriculture program can provide young people who have an interest and training in the particular business area as potential employees.

A second benefit to the local industry is that the public

image of the company may be enhanced by the participation of representatives of the company on advisory committees and in other capacities that aid the local education program.

A third possible benefit to the local industry is the use of the local teacher of vocational agriculture in an advisory capacity. Many businesses and professional associations are interested in working with youth and helping them to gain information and experience in their chosen area. Vocational agriculture teachers have been elected to positions as youth coordinators or advisors on youth activities by some trade associations and businesses.

Contacting Industry

There are four categories of organizations that should be considered when one begins to make contacts with local business. The four categories are businesses which deal in supplies and materials, businesses which deal in services, professional organizations and municipal organizations. Each of these organizations has specific objectives and goals which require a different approach on the part of the vocational agriculture teacher. Before vocational agriculture teachers approach the representatives of industry, they should be very familiar with what the business is designed to do or what service is provided by the organization.

In general, the following steps should be taken in meeting with the representatives of industry.

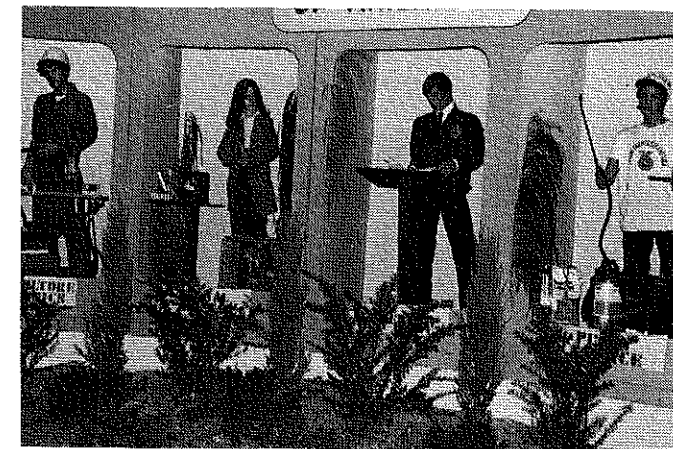
1. The vocational agriculture teacher should make every effort to meet the local business persons at their place of business. This serves to insure potential cooperators that you are willing to go to them. It also gives the local teacher the opportunity to see the local business and learn more about the operation of the business. The teacher should show genuine interest in the business but should avoid any possible interpretation that the interest is "fake".

2. The vocational agriculture teacher should try to visit the local business at a lull time. For example, one should not visit a florist during the week prior to Valentine's Day, or a garden center the week prior to Memorial Day. During slack times, local business persons will be much more receptive to talking about educational programs.

3. Once the vocational agriculture teacher has had an opportunity to view the local business, an explanation of the aims and purposes of the vocational agriculture program should be presented. This presentation should be very casual and should allow the local business person to ask questions. All questions should be answered honestly and in a forthright manner.

4. The vocational agriculture teacher should be cautious when asking for assistance during the first visit unless the local business person presses the issue. Some business people, however, like to know right up-front what they might be asked to do if they become involved with the local vocational agriculture program.

5. Prior to departing the place of business, the local vocational agriculture teacher should make sure that the local business person has all questions answered. The local teacher should also establish a common ground regarding future visits, perhaps with students. Finally, the teacher should encourage the local business person to call if there are further questions or concerns.



Thanks to Sears, Roebucks and Co., Holyoke, Mass., this FFA display comes to life through the effective use of manikins, Sears equipment, and special effects at the Farm-A-Rama building, Eastern States Exposition, Springfield, Massachusetts. (Photo courtesy M.S. Natusch, Connecticut FFA Executive Secretary.)

The preceding points are general enough that they will be useful in most any situation with minor modifications. One area that should be given special attention is that of working with business and industry in an urban setting. In urban settings, there are many more local business people who might be contacted than there would be in a rural area. It may be advantageous to work through local trade associations or local trade unions. There may also be more alternatives in an urban area for cooperation with industry and business. Some possibilities might include:

Smaller Animals — Veterinarians, pet stores, hospitals, animal pounds, and grooming shops.

Horticulture — Landscaping firms, landscape maintenance, florist shops, wholesale floral operations, garden centers, golf courses, arborists, parks, and municipal greenhouses.

Agricultural Mechanics — Small engine shops, equipment sales at garden centers, landscape operations, golf courses, and arborists.

Agricultural Products — Wholesalers, both meat and produce; retailers; distribution terminals; inspection agencies; and specialty shops.

Environmental Management — Waste water treatment plants; industrial complexes, such as steel mills; monitoring agencies; and municipal inspection agencies.

Forestry — Tree service businesses, municipal tree service agencies, and municipal parks.

Mutual Benefit

Regardless of the setting of the vocational agriculture program, the most important point that must be kept in mind is that in order to maintain quality relationships between the local program of vocational agriculture and business, the relationship must be mutually beneficial to both parties. The cooperative venture must benefit the youth enrolled in the local vocational agriculture program. If the cooperative effort does not help the youth, then this important effort between business and the vocational agriculture program may not be advisable. However, if a local vocational agriculture program is to be successful, then one of the most useful tools is a quality relationship with business and industry.

Alumni: A New Horizon

The FFA Alumni, created officially back in the early 1970's, is to many still a new component of a total vocational agriculture program. With over 21,000 members nationally, it has an untapped educational potential. The bulk of the present membership is concentrated in just six states with one state accounting for nearly one-third of the membership, according to the latest figures released by the National FFA Alumni Association in October 1982.¹

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

Designed To Meet Today's Challenges

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

Today, we are faced with a public scrutiny of education due to a multitude of factors. Because of the high cost of modern education, and because of our economic situation nationally; some of this public reaction has not been positive. The Alumni offers our agricultural public a structured avenue for constructive community involvement. Due to its unique make-up, it serves a varied group of people from agriculture.

Basically, membership can be categorized into three distinct groups of people: parents, former FFA members, and other agriculturists. Parents of students are given a chance to become involved in their child's education. They are given the opportunity to work hand-in-hand with teachers, helping in directly determining a higher quality educational environment for their children. Former members have a chance to continue their participation in education and directly influence the educational process of which they have been a participant. Agriculturists, in the world of work, now have an avenue whereby they can directly influence, in a positive direction through their support and involvement, the educational component of their industry.

All three groups, once given this kind of opportunity to positively participate, soon recognize the value and importance of vocational agriculture and are willing to devote their pooled energies in making it even more effective.

Bridging The Gap On The Local Level

With the current emphasis on more local control and less by the federal government, the Alumni can play a big role in bridging this gap. Coupled with the high cost of education, local support of vocational agriculture programs and education in general takes on a new meaning. Again, with



By JOHN J. CECCHINI

(Editor's Note: Mr. Cecchini is Vocational Agriculture Instructor at the Lebanon Regional Vocational Agriculture Center, Lyman Memorial High School, Lebanon, Connecticut 06249.)

its unique make-up and community design, the Alumni can be relied upon to supply this needed community support. It can be there; when we need support to obtain necessary funding, when we need to prevent cut backs, and when we need help in maintaining and expanding educational opportunities.

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

A Real Need for Adult Agricultural Leadership

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

In 1910, during the era of mass exodus from farms to cities; Kenyon L. Butterfield,² President of the then Massachusetts Agriculture College, wrote "Leadership may appeal just as fully to young men who are looking forward to a career upon the farm as it does to those who have chosen any calling." He further states that "the real agricultural question in 1910 is not one of just superior business practices, and greater production but "What about people who farm? What is to be their condition?"

Are the American farmers to keep pace with American Civilization? These questions will be answered by the kind of leadership they supply and the type of leadership they permit themselves to have."

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

on the part of the industry we serve and a uniquely designed educational tool at our disposal to accomplish their goals.

Alumni Programs Can Succeed

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

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

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

Programs include activities that help meet specific objectives. Adults have opportunities to work together on fund raising projects, assist FFA members financially, help increase the SOEP programs of FFA members, supply

chaperones, serve as guest instructors and work on Alumni sponsored community programs. They work cooperatively to help our FFA Chapter in their major projects and are available whenever the FFA needs a helping hand. They have assisted in recruiting students, worked with other FFA chapters, cooperated with other agricultural groups and assisted our state FFA association and foundation in various activities.

Parents, agriculturalists and former FFA members are working together to accomplish educational goals. With its goals of supporting FFA and vocational agriculture, the Alumni is making an impact. The community is pooling its resources and energies to help build an already strong vocational agriculture program. It has become a real experience in agricultural leadership and they have grasped its opportunities to their fullest.

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

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

References

1. STATE FFA DELEGATE COUNT — BASED ON 1982 MEMBERSHIP AS OF OCTOBER 1, 1982. National FFA Alumni Center, National FFA Center, Alexandria, Virginia. October, 1982.
2. "Leadership on the Farm." Kenyon L. Butterfield, FARM AND FOREST. Vocational Young-Folks Library #3. Edited by Liberty Hyde Bailey, A.M. Hall and Locke Co., Boston. 1911.

BOOK REVIEW

POULTRY SCIENCE, by M.E. Ensminger, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1980, 2nd Edition, 502 pp., \$17.50

POULTRY SCIENCE covers the various aspects of the poultry industry from egg production to marketing poultry products. Emphasized topics are layer and egg production, broiler production, and turkey production. Brief sections cover other poultry such as ducks, pheasants, quail, and miscellaneous poultry types.

The book has a table of contents and a subject index. Each chapter begins with a detailed chapter table of contents and includes a bibliography for further references. Questions for study and discussion are included with most of the questions answered directly in

the text. Numerous, concise charts, graphs, and tables are found throughout the text.

The eighteen chapters in the book are divided into four basic areas. The introductory area includes the present and future status of the poultry industry and a chapter on avian anatomy and physiology. The next area includes several chapters dealing with general poultry production and management.

The chapters cover incubation and brooding, feeds and feeding programs, nutrition, poultry behavior and environment, health, and housing. The third section contains chapters for specific poultry enterprises: layers, broilers, turkeys, and miscellaneous poultry. The final area consists of two chapters on marketing and business as-

pects of the poultry industry.

The second edition has seven new chapters not included in the first edition. Three chapters in the new edition cover feeds and nutrition including a whole chapter of feed composition tables. Also, the second edition has up-to-date data on the current poultry industry.

POULTRY SCIENCE could be used as a reference for vocational agriculture teachers and advanced students or as a text for an introductory poultry science course at the postsecondary level. The book could serve as a reference for small scale or home poultry producers.

Anna Beth Neason
Iowa State University
Ames, Iowa

Make The Contact

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

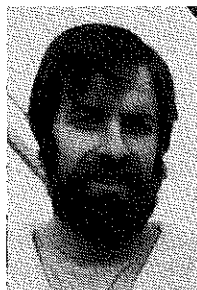
There are obvious advantages for a vocational agriculture teacher from working with members of the community, especially those who are involved in agriculture. It is obvious to us that public relations between the vocational agriculture department and the community are enhanced. When these business people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

Making Contacts

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

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

Our high school, and consequently the vocational agri-

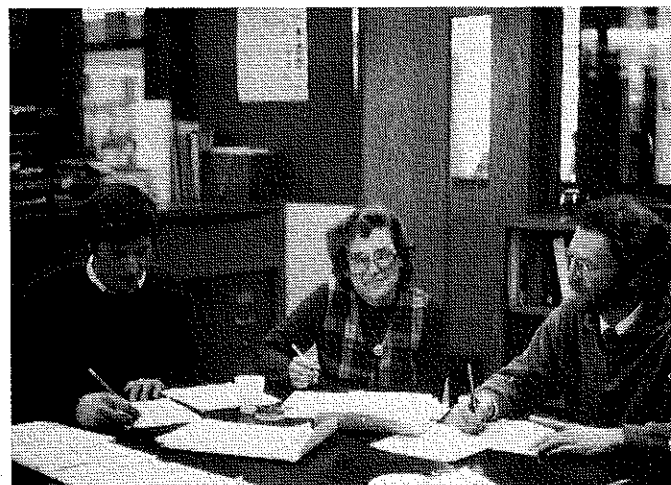


By ROBERT B. GAMBINO
(Editor's Note: Mr. Gambino is Vocational Agriculture Instructor at Housatonic Valley Regional High School, Falls Village, Connecticut 06031.)

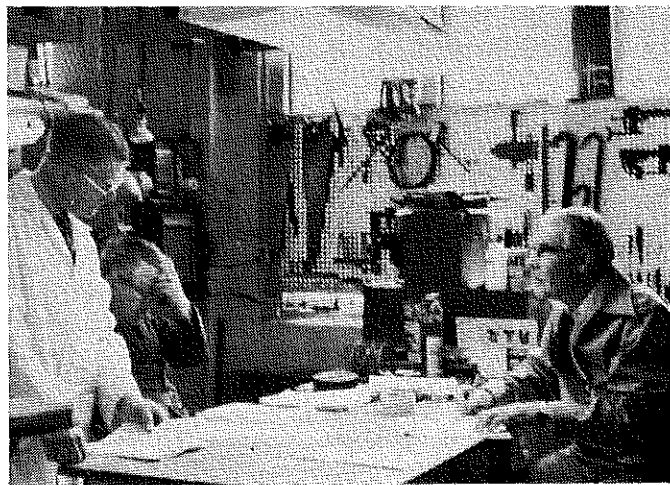
culture department, has as one of its objectives to increase the direct contact with all community individuals and to set specific goals for the number of contacts. The ways and means of meeting these objectives are relatively simple but actually take considerable time and effort, on the part of the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

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

The fourth way is personal contact with parents and employers. We try to schedule at least four supervised program visits with each student per year. These contacts lead



Public speaking judges volunteer their time and energy to help make our program a success. We get this involvement by making a contact.



Sharing knowledge and information, and updating skills are ways to involve agriculturalists and business people in our program.

to a better understanding of our vocational agriculture program with parents and employers when we conduct on-site visits.

The fifth area has to do with developing chapter projects in conjunction with community groups or institutions. We have involved many farmers and business persons when we help the FFA Alumni with their Annual Chicken Barbecue. The project results in scholarships and loan programs for our students. We also have worked with the area chainsaw dealers in a chainsaw safety clinic and we have worked with hospitals, libraries and historical societies.

Finally, the sixth type of contact is the development of a

special persons list, a group of special agriculture and agribusiness persons whose expertise will make a valuable contribution to the curriculum or program. We have used such a list to locate people to update our skills in mechanics and again as a way to find a feature speaker for our parent-member banquet.

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

BOOK REVIEWS

CATTLE MANAGEMENT by Cheryl May. Reston, Virginia: Reston Publishing Company, Inc., 1981, 333 pp. \$17.95.

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

Management topics discussed in the book include: business aspects of cattle management, the futures market, cattle selection, herd health, and cattle nutrition. Chapters on artificial insemination and ova transplant reflect the cur-

rent progress being made in managing the reproductive system of cattle. Final chapters discuss facilities for the farm and ranch and handling livestock safely.

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

Numerous figures, photographs and tables are included in the text. Example budgets, financial statements, balance sheets and related tables should be especially useful to those studying the

business chapter. Also included in the text is short, but useful, glossary, and appendices of cattle breed associations, artificial insemination services and ova transplant centers in the United States. Fill-in-the-blank study questions with answers are located at the end of each chapter.

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

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

INSTANT SPEAKING COURSE, by B. Lauren Lillis, Danville, Illinois: The Interstate, 1981, 32 pp., \$1.50.

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

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

Section two, The Speech, tells us how to deliver the speech, how to organize the material, and how to sum-

marize and use notes. Section three, You're On, discusses the use of the microphone, eye contact, and the items necessary to be a confident, credible and interesting speaker.

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

Arthur Green
Todd County Central High School
Elkton, Kentucky 42220

SOILS AND AGRICULTURE edited by P.B. Tinker, New York: Halstead Press, John Wiley and Sons, Inc., 1981, 151 pp., \$27.95.

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

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

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

David L. Kittrell
Mississippi State University
Mississippi State, Mississippi

1983-84 Report . . .

Assistantships and Fellowships In Agricultural Education

The 1983-84 survey by the Publications Committee of the American Association of Teacher Education in Agriculture of assistantships and fellowships in agricultural education reflects the reporting of 24 institutions. The findings are published to help prospective graduate students select institutions for study and obtain financial assistance.

Key to Understanding

The information is provided in the following order: Nature of assistantships (number available); number of months available during year; beginning month of employment; amount of work expected; monthly remuneration and other considerations, such as remission of fees; whether aid is for master's, advanced graduate program or doctoral students; source of funds; the 1983 deadline for application; and the person to be contacted. Slight variations in this pattern are due to the nature of the data provided by reporting institutions.

University of Arizona

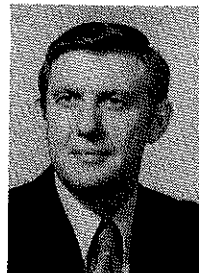
Research assistantships (2); 9 or 12 months; June or August; one-half time, 20 hours/week; \$600 per month, out-of-state tuition waived; master's; department budget; March 1 or 6 months prior to enrollment; Dr. Floyd G. McCormick, Professor and Head, Department of Agricultural Education, the University of Arizona, Tucson, Arizona 85721.

Colorado State University

Assistantships (6-8); 9-12 months; August 20; 10-20 hours/week; \$200-\$600 per month, waiver of tuition; master's and Ph.D.; university, contracts and grants; April 1, 1983; Dr. Donald L. Richardson, Head, Department of Vocational Education, Colorado State University, Fort Collins, Colorado 80523.

BY RICHARD
F. WELTON

(Editor's Note: Dr. Welton is Coordinator of Pre-Service Agricultural Education at Kansas State University, Manhattan, Kansas 66506.



The article is based on a survey he carried out for the Publications Committee of the American Association of Teacher Educators in Agriculture.

Cornell University

Internship (1); 12 months; June or September; 20 hours/week; \$6,312 annually, waiver of tuition and fees; doctoral; State funding; March 14, 1983; William E. Drake, 204 Stone Hall, Cornell University, Ithaca, New York 14853, telephone (607) 256-2197.

Research assistantships (2); 9 or 12 months; June or September; 15 hours/week; \$4,600 for 9 months, \$6,312 for 12 months, waiver of tuition and fees; master's and doctoral; Hatch Act research funds; March 14, 1983; contact same as above.

University of Florida, Institute of Food and Agriculture Sciences

Assistantships for teaching, research, extension, curriculum development, and coordination of inservice educational activities (6); 9 to 12 months; September; 13-20 hours/week; \$400 per month, out-of-state fees waived; priority given to students working on Master of Science degrees; College of Agriculture, Cooperative Extension Service, Experiment Station, and the Florida Department of Education; March, 1983; Dr. Carl E. Beeman, Professor and Chairman, Department of Agricultural and Extension Education, 305 Rolfs Hall, University of Florida, Gainesville, Florida 32611, telephone (904) 392-0502.

University of Illinois at Urbana-Champaign

Teaching assistantships (2); 9 months; August 21; 20 hours/week; \$600 per month, waiver of tuition and fees; doctoral or advanced certificate; April 15, 1983; Paul E. Hemp, Division of Agricultural Education, 357 Education Building, 1310 South 5th Street, University of Illinois, Champaign, Illinois 61820. Research assistantships (3-5); 9 months; August 21; 10 or 20 hours/week; \$275 or \$550 per month; waiver of tuition and fees; master's or doctoral; April 15, 1983; contact same as above.

Southern Illinois University at Carbondale

Teaching assistantships: (4) for 9 months, one-half time, 20 hours/week, \$502 per month plus tuition; (1) for 9 months, one-fourth time, 10 hours/week, \$251 per month plus tuition; all beginning August 15, 1983; master's or Ph.D.; April 1, 1983; Dr. Jim Legacy, Ag. Ed. and Mech., SIU/C, Carbondale, Illinois 62901, telephone (618) 536-7733.

Iowa State University

Instructorship (1); 12 months; July or September; 30 hours/week; \$850 per month; master's or doctoral.

Research Assistantships (4); 12 months; July or September; 20 hours/week; \$550 per month plus fee reduction; master's or doctoral.

Fellowships (2); 12 months; September; 20 hours/week; \$600 per month plus fees paid; funded through USOE for Minorities and Women, Double Major or Major/Minor Program — Ag. Ed. and a selected technical agriculture area; master's or doctoral.

Assistantships funded by Agricultural Experiment Station and state and federal agencies; applications due March 1, 1983; Dr. Harold R. Craw-

ford, Head, Department of Agricultural Education, Iowa State University, Ames, Iowa 50011, telephone (515) 294-5872.

Kansas State University

Teaching assistantship (1); 9 months, academic year; August 23; 16 hours/week; \$512 per month, out-of-state fees waived, in-state fees reduced; master's and doctoral; March 15, 1983; Dr. Ralph Field, Head, Department of Adult and Occupational Education, Kansas State University, Manhattan, Kansas 66506, telephone (913) 532-5535.

Louisiana State University

Research assistantships (2-3); 9 or 12 months; August; 20 hours/week; \$450-\$650 per month, tuition waived; master's and doctoral students; March 15; Dr. Gary Moore, Graduate Program Coordinator, School of Vocational Education, Louisiana State University, Baton Rouge, Louisiana 70803.

Mississippi State University

Research assistantships (3); 10 or 12 months; July or August; one-half time; \$500 per month minimum, out-of-state fees waived; master's, educational specialist or doctoral; March 1, 1983; Jasper S. Lee, Department of Agricultural and Extension Education, Mississippi State University, P.O. Drawer AV, Mississippi State, Mississippi 39762, telephone (601) 325-3326.

Teaching assistantship (1); 9 months; August; one-half time; \$500 per month, out-of-state fees waived; doctoral; March 1, 1983; contact same as above.

University of Missouri- Columbia

Teaching assistantships (2); 9 months; August 20, 1983; 20 hours/week; \$700 per month plus waiver of out-of-state fees; doctoral student; departmental funds; April 30, 1983; Dr. Curtis R. Weston, Coordinator of Ag. Ed., 435 General Classroom Building, University of Missouri-Columbia, Columbia, Missouri 65211, telephone (314) 882-3232.

Research Assistantships (2); 12 months; August 20, 1983; 20 hours/week; \$600 per month plus waiver of out-of-state fees; doctoral student; departmental funds; April 30,

1983; Dr. Curtis R. Weston, Coordinator of Ag. Ed., 435 General Classroom Building, University of Missouri-Columbia, Columbia, Missouri 65211, telephone (314) 882-3232.

Research Assistantships (2); 12 months; August 20, 1983; 20 hours/week; \$600 per month plus waiver of out-of-state fees; doctoral student; departmental funds; April 30, 1983; contact same as above.

University of Nebraska

Assistantships (1-2); 9-12 months; July 1 or September 1; 20 hours/week; \$450 per month plus fee waiver; master's or Ph.D.; general funds; May 1, 1983; Dr. O. S. Gilbertson, Head, Agricultural Education Department, 302 Ag. Hall, University of Nebraska, Lincoln, Nebraska 68583.

University of New Hampshire

Assistantship (1), FFA Executive Secretary; 12 months; July 1-June 30; 20 hours plus per week; \$4,200 stipend plus tuition, fees not included; master's of occupational education; April 1, 1983; William A. Annis, Chairman, Occupational Education Department, College of Life Sciences and Agriculture, Palmer House, University of New Hampshire, Durham, New Hampshire 03824, telephone (603) 862-1452.

Tuition fellowships (3); full-time student, no commitment for work in department; master's of occupational education; April 15, 1983; contact same as above.

Tuition fellowship (1); part-time student (covers cost of one course), no commitment for work in department; master's of occupational education; May 1, 1983; contact same as above.

North Carolina Agricultural and Technical State University

Assistantships; 9 months; August; 10 hours/week; \$250 per month; University budget; July 1, 1983; Dr. Albert W. Spruill, Dean, Graduate School, or A.P. Bell, Head, Department of Agricultural Education, North Carolina Agricultural and Technical State University, Greensboro, North Carolina 27411, telephone (919) 379-7711.

North Dakota State University

Research assistantship (1); 12 months; July 1; one-half time; \$480 per month plus tuition waived; master's;

Agricultural Experiment Station, University; March 1, 1983; Dr. Donald Priebe, Chairman, Agricultural Education Department, North Dakota State University, Fargo, North Dakota 58105, telephone (701) 237-7436.

Ohio State University

Teaching associateships (1-2); 12 months; July 1 or later; one-half time; \$525-\$650 per month, fees waived; doctoral; February 1; Dr. J. Robert Warmbrod, Chairman, Department of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, Ohio 43210, telephone (614) 422-6321.

Research associateships (3-4); 9 to 12 months; July 1 or later; one-half time; \$450-\$650 per month; master's or doctoral; February 1, 1983; contact same as above.

Teaching associateships (2-3) in agricultural mechanization; 12 months; July 1 or later; one-half time; \$600-\$700 per month; fees waived; doctoral students with teaching experience; March 1, 1983; Dr. Joe Gliem or Dr. Byron Bondurant, Dept. of Agricultural Engineering, Ives Hall, 2073 Neil Avenue, Columbus, Ohio 43210.

Research associateships (12-15) in vocational education; July 1 or later; one-half time; \$600 per month, doctoral; \$485 per month, master's; fees waived; February 1 (will accept applications year-round); Dr. Robert E. Taylor, Executive Director, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Oklahoma State University- Stillwater

Teaching assistantships (2) for undergraduate professional courses; 10 months; September 1; 20 hours/week; \$630-\$685 per month; out-of-state fees waived, possibility of partial fee waiver scholarships; doctoral; University funds; August 1, 1983; Dr. Robert Terry, Professor and Head, Department of Agricultural Education, 448 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078, telephone (405) 624-5129.

Teaching assistantship (1) for operation, maintenance, and scheduling of audio-visual equipment for faculty of

Urbanization and Agricultural Occupational Opportunities

By
PHILLIP ZURBRICK
(Editor's Note: Dr. Furbrick is an Associate Professor in the Department of Agricultural Education at The University of Arizona, Tucson, Arizona 85721.)



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

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

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

People lacking this broadened concept of agriculture find it easy to look at the number of people employed in agriculture production jobs and conclude that there are fewer jobs or ownership opportunities. If the concept of employment in the agriculture cluster can be developed so as to include the occupational components of horticulture, sales and service, renewable natural resources, agricultural mechanics, etc.; the answer to the question of occupational need becomes less obvious.

The question then becomes whether the reduction in job opportunities associated with production agriculture is matched by the expansion of opportunities in the other components of the agriculture employment cluster. Long, vehement, and sometimes hostile argu-

ments have been waged over answering this question.

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

Modifying Programs

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

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

The Tempe Union High School District was originally formed in 1908. It encompasses over 165 square miles

southeast of Phoenix in the Salt River Valley. The City of Tempe contained 24,897 people and covered an area of 17.5 square miles according to the 1960 census. In 1980, the city had grown to an area of 37.98 square miles and a population estimated at 120,000. The geographic expansion of the city included primarily farmlands classified as class I soils by the U.S. Soil Conservation Service (PROGRESSIVE AGRICULTURE, p. 10).

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

The findings showed that 82 firms were employing 609 people needing agricultural competencies in 1970 in the Tempe Union High School District. Over half (45) of the businesses were primarily associated with production agriculture. These include businesses in the categories of: citrus production, crop production, livestock production (including dairies), and combination livestock and crop production.

While the production agriculture business comprised over 50 percent of the total business employing people requiring agricultural competencies, they employed approximately 20 percent of the employees needing agricultural competencies in the school district. rict.

An analysis of the agricultural needs of the Tempe Union High School District, in 1970, based upon the identified

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department and Division of Agriculture; 12 months; September 1; 20 hours/week; \$620-\$685 per month; out-of-state fees waived, possibility of partial fee waiver scholarship; doctoral; University funds; August 1, 1983; contact same as above.

Teaching assistantship (1) for assisting with introductory and advanced Ag. Mech. classes; 10 months; September 1; 20 hours/week; \$630-\$685 per month; out-of-state fees waived, possibility of partial fees waiver; master's or doctoral; Agricultural Mechanics funds; August 1, 1983; Professor George Cook, Department of Agricultural Engineering, 109 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078, telephone (405) 624-5129.

Research assistantship (1) for assisting in computer programming and ERIC searches, writing RFP's, development of literature reviews for staff research and possibly assisting in teaching research design course in Agricultural Education; 10 months; September 1; 20 hours/week; \$630-\$685 per month, out-of-state fees waived, possibility of partial fees waiver scholarship; doctoral; Experiment Station funds; August 1, 1983; Dr. Robert Terry, Professor and Head, Department of Agricultural Education, 448 Agriculture Hall, Oklahoma State University, Stillwater, Oklahoma 74078, telephone (405) 624-5129.

Pennsylvania State University

Teaching and research assistantships (4); 20 hours/week; \$3227 per semester, remission of fees; master's and doctoral; Dr. Samuel M. Curtis, Head, Department of Agricultural and Extension Education, 102 Armsby Build-

ing, University Park, Pennsylvania 16802, telephone (814) 863-0443.

Texas A&M University

Assistantships: teaching (3), non-teaching (3), research (2); 9-12 months; generally September 1 or January 15; 20 hours/week; \$650-\$800 per month, doctoral; \$450 per month, master's; out-of-state fees waived; anytime, but preferably April 1 for September appointment; public (state) and private; Dr. Earl H. Knebel, Head, Dr. Donald R. Herring or Dr. James E. Christiansen, Department of Agricultural Education, College of Agriculture, College Station, Texas 77843-2116, telephone (713) 845-2951.

Fellowships: doctoral (2), master's (2); 12 months; generally September 1 or January 15; 20 hours/week; \$800-\$1,000 per month, doctoral; \$450 per month, master's; out-of-state fees waived; anytime but preferably April 1 for September appointment; public (state) and private; contact same as above.

Texas Tech University

Teaching and/or research assistantships (3-4); 12 months; September 1; one-half time; \$450 per month, out-of-state tuition waived; master's; April 1, 1983; Dr. Jerry Stockton, Chairperson, Department of Agricultural Education, P.O. Box 4169, Texas Tech University, Lubbock, Texas 79409-4169, telephone (806) 742-2816.

Utah State University

Teaching assistantship (1); 9 months; September; 16 hours/week; \$550 per month, out-of-state tuition waived; master's; March 15, 1983; Dr. Gilbert A. Long, Head, Department of

Agricultural Education, Utah State University, UMC 48, Logan, Utah 84322, telephone (801) 750-2230.

University of Vermont

Research fellowship (1); 9 months; September 1; \$5,100 plus tuition remission; master's; agriculture experiment station and Graduate College; May 1, 1983; Dr. Gerald R. Fuller, Professor & Chairperson, Vocational Education and Technology Department, Agricultural Engineering Building, University of Vermont, Burlington, Vermont 05405-0004.

Virginia Polytechnic Institute and State University

Instructor (1); 12 months; July 1; 20 hours/week; \$950 per month; doctoral with 3 years experience (2 years teaching agricultural education); university; March 1, 1983; Dr. James Clouse, Agricultural Education, Room 121, Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

Assistant (1); 9 months; September 16; 20 hours/week; \$580-\$690 per month; master's or advanced graduate student; university; March 1, 1983; contact same as above.

University of Wisconsin-Platteville

Assistantships (6); 10 months; September; 20 hours/week; \$4000 per year, waiver of out-of-state tuition; master's in agricultural industries; April 5, 1983; Dr. Charles Denure, Dean, College of Agriculture, University of Wisconsin-Platteville, Platteville, Wisconsin 53818, telephone (608) 342-1391.

BOOK REVIEW

MASTERING PARLIAMENTARY PROCEDURE by Bender, Ralph, Gilbert Guiler and Ralph Woodin. Revised Edition 1982. 40 pages. Agricultural Education Department, The Ohio State University, Columbus, Ohio.

An improved revision of the long-used booklet. It serves well as a textbook for study and practice in parliamentary procedure and it is also a ready reference for individual study.

The book provides a clear discussion of 20 abilities needed by officers and members of any sized group. Each ability includes: purpose, practice, examples and suggestions for review. For those states not having a parliamentary procedure contest, a section giving details for such a contest is included.

This booklet should help busy FFA Advisors to prepare their Parliamen-

tary Procedure Teams. Even more importantly, it will help the officers and members develop abilities needed to conduct orderly meetings.

Copies can be ordered from G.A. Biery, Distributor, 558 Richardson St., Zanesville, Ohio, 43701.

C. Cayce Scarborough
Professor Emeritus
Auburn University

Urbanization and Agricultural Occupational Opportunities

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agricultural employment, shows that the production agriculture curriculum served the largest number of jobs (283) followed by agricultural mechanics (147). Natural resources (35) and ornamental horticulture (39) were the least essential in terms of employment.

In 1980, an intensive resurvey of the same school district encompassing the same geographic boundaries was undertaken (school district boundaries have not changed). The 1980 results show that there was a slight reduction (14 businesses) in the total number of businesses (68) in 1980. More important than the reduction is the make-up of the businesses by type of operation.

Whereas in 1970 over half of the businesses were in the production categories, in 1980 less than 15 percent were in the same categories. The actual number dropping from 45 in 1970 to 8 in 1980 representing an 82 percent reduction. Tremendous growth was noted in horticultural business (10 in 1970, 25 in 1980) with an increase of 25 percent.

The number of people employed in the district requiring agricultural competencies decreased from 609 to 606 during the ten-year period. This represented a reduction of less than one half of one percent.

The agricultural education needs based upon employment within the school district shows a significant change in 1980 compared with 1970. The instructional program area of horticulture which was insignificant in 1970 (39) was slightly higher than production agriculture in 1980 (205). Production agriculture (204) was still surprisingly high, ranking second. Agricultural mechanics (34) had slipped to last, while natural resources (79) had more than doubled in terms of people employed.

Summary

Some conclusions can be formulated from this study concerning the questions raised initially about the effect of urbanization upon agricultural employment. First, the results emphatically refute the proposition that there is no longer agricultural employment in urbanized districts. Extensive urban-

ization has instead altered the kinds of businesses found to employ people needing agricultural competencies.

The effect of urbanization has not ended the need for a vocational education program in agriculture but has very definitely altered the nature of such a program. The need for specialized instructional programs in the area of horticulture is indicated even though the production agriculture program still serves a large number of employees.

Shifts in agricultural employment patterns need to be reflected in the vocational agriculture program. A specialized program in horticulture is indicated. Such a shift in program must be supported with a modification in physical facilities and instructional emphasis. It would be logical to expect a change in the nature and scope of the supervised occupational experience programs conducted by students in the program.

Further, student interest must be considered and directed toward the more plentiful occupational opportuni-

ties in horticulture, assuming they are economically beneficial. Industry needs to be involved to fully ascertain the nature of the shift needed in the instructional program and to provide supervised occupational experience opportunities.

Entrepreneurship opportunities in horticulture should not be overlooked in planning supervised occupational experience programs. Such endeavors in the areas of landscape maintenance and installation would appear to be both numerous and appropriate for vocational students.

In conclusion, the most important finding of this study is that the need for vocational education programs in agriculture have not significantly diminished in the transformation of an essentially rural school district to an essentially urban school district.

References

Hamilton, James B. OCCUPATIONAL OPPORTUNITIES AND TRAINING NEEDS FOR AGRICULTURAL EMPLOYMENT IN SELECTED AREAS OF ARIZONA — EASTERN MARICOPA COUNTY. Research Report 264, Agricultural Experiment Station, The University of Arizona, Tucson, 1971.

"Challenges and Responses," PROGRESSIVE AGRICULTURE IN ARIZONA, Vol. 31, No. 4, Winter 1981.

BOOK REVIEW

EXPLORING AGRIBUSINESS, by Ewell Paul Roy. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1980, 3rd ed., 292 pages, \$9.75.

The number of references about the business and economic aspects of agriculture has shown a significant increase in recent years. EXPLORING AGRIBUSINESS is one such reference that is written to be an introductory level work which covers the broad spectrum of agribusiness. A clear, concise definition is provided for the term that is increasing in popularity among agricultural educators.

The author has attempted to synthesize the evolutionary process that has led up to the term as we now know it. A good description is provided which shows how agribusiness touches not only the farmer and consumers, but the many regulatory, civic, governmental, and financial agencies as well.

As in the two prior editions, 18 chapters are presented. The new topics added to this edition greatly improve the quality of the book. Most notable

are the influences that OSHA, CETA, the EPA, consumer nutrition, technology, single parent families, and other forces have had in shaping agribusiness during the 1970's.

Another noteworthy improvement is the shortened list of references following each chapter as a result of dated materials being deleted in favor of current works. The increased use of tables instead of figures tends to help clarify several key ideas. The current information and data the author uses adds credibility to this edition.

The book is easy to read and does a good job of communicating without the usual technical economic jargon. It would make an excellent reference for a postsecondary introductory agribusiness course. Vocational agriculture teachers working with specialized agribusiness programs may find the book useful as a personal reference.

Blannie E. Bowen
Mississippi State Univ.
Mississippi State, MS

ARTICLE

Leadership for Adult Agriculturists

By JAMES F. HORNER
(Editor's Note: Dr. Horner is a Professor in the Department of Agricultural Education at the University of Nebraska and Executive Director, The Nebraska Agricultural Leadership Council, Inc., Lincoln, Nebraska 68583.)



Study/Travel Seminars

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

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

Participant Selection

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

Those receiving fellowships must have proven potential for and commitment to influencing public policy on a broader scale. That potential is reflected by their participation as officers of local civic, church, fraternal and educational organizations; by chairing commodity groups, college councils and county political parties. They serve on boards for Natural Resource Districts, cooperatives, the State Board of Education, the Cattlemen's Association and others.

Program Direction and Support

The LEAD Council directs the program. LEAD is essentially a non-tax supported educational endeavor; so widespread support by individuals, organizations, businesses and foundations is required. The Kellogg Foundation helped to get LEAD started in Nebraska, as it has done and is doing in other states. The Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln, and other Nebraska institutions of higher education, both public and private, contribute instructional staff and facilities.

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

Participant Reaction

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

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

Randy Bruns, a rancher said, "For me the program is even better than I hoped it could be. I am learning that the issues impacting agriculture are no longer shapeless forces, but are events, people, attitudes, facts and figures, all understandable and even manageable. The dialogue among farmers, businesspersons, professors, and politicians has been fertile ground for the push and pull of ideas. I am developing a different attitude about the frustrations of farm life, and feel a renewed sense of responsibility."

Dick LeBlanc, a farm management executive, said, "LEAD helps me to better understand the people around
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Leadership for Adult Agriculturists

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me both in business and in my family, in agriculture and the nonagriculture world. We have learned how to present our ideas effectively and concisely; to develop self-confidence; to understand different points of view; and to observe leadership styles of others."

Gerald Clausen, a farmer, said

"LEAD is the best thing that ever happened to me. The most important thing that LEAD has provided is higher horizons in thinking and the ability to base my conclusions on a much broader base of knowledge."

Conclusion

The impact of leadership development programs is no secret. They increase problem solving skills and encourage involvement in leadership positions. A recent evaluation of a similar

program, begun in 1970 in California, showed 840 policy-making roles in the state were held by 260 past participants — an enviable result indeed.

Any state, and agriculture in the United States, can benefit immensely from such an undertaking. Aid and support are available. Agricultural educators could be the prime movers just as they have been with FFA.

Reference

1. Published as Paper Number 6860, Journal Series, Nebraska Agricultural Experiment Station.

ARTICLE

A Michigan Example in Horticulture

An Advisory Council Links Business and School

The vocational school with its specialized methods of hands-on education is often successful in helping a student find a place of employment in today's society. The success does not just happen; it comes about through the cooperating efforts of two important forces; the school itself and an interested outside influence. The school teaches and trains the student to meet the rigors of competition and find success in the work world by offering relevant courses while the outside influences takes these fledglings and turn them into responsible, reasonably efficient employees by hiring them to do an actual job in a real, on-going business or industry.

Since even the qualified teacher cannot keep up with the approaches, methods and expectations of different kinds of business in today's society, it is necessary to have assistance and advice from someone in the actual business. Thus advisory committees are used in this vocational school. An advisory committee is made up of business and industry people from the every-day real world whose work is in some way related to what is being taught at the school.

Local Committee Operation

When the Calhoun Area Vocational Center (CAVC) opened in 1970, the

By
MALCOLM GRAHAM
(Editor's Note: Mr. Graham is a Horticulture Instructor at Calhoun Area Vocational Center, Battle Creek, Michigan 49017.)



curriculum was organized through advisory committees. The school and the advisory committee, each with its own particular expertise, worked together to provide the best program possible to fulfill the goals of the school. According to the CAVC Advisory Committee Handbook, such a committee is to serve as a guide for those who are responsible for developing and maintaining quality vocational education programs. The committee is a source of information to assist vocational educators to do just this in a viable and relevant manner which, in turn, realistically prepares students to meet specific responsibilities as employees, and enables vocational education to keep pace with the changing manpower requirements and job demands.

Advisory committees then, are in reality the life-blood of the relationship between vocational education and the community. An efficient committee,

together with a cooperating school department spells success for the student.

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

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

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

recognition or appreciation they deserve.

Responding to Change

Youth, economy and ideas change in a ten year period, and little by little the emphasis in our horticulture program has changed too. A problem which has become more and more apparent in the Horticulture Department is the increasing difficulty of placing students in appropriate jobs and the turnover of students placed.

Ornamental horticulture involves florists and garden centers. We soon found that many times those in this line of work are small companies or even family companies who have a very small turnover in employees. The work is seasonal and although they might need help at certain times of the year there were really no opportunities for permanent positions.

To be sure, there are a few large companies who might need permanent help and who are willing to train the high school students. The opportunity is there but now the school may not always be able to find the student. In this part of the country it could be many miles from the student's home to a prospective position. Many parents might not want to see their children take a position where, when it becomes permanent, they have to live away from home.

Further, the student may not be prepared to spend the money to live away from home. It is not easy for students to do their job training too many miles from home, just because of the transportation itself. But today money is a strong consideration. Students now insist they must be paid a wage even while training or they just do not want to go out on a job.

It seemed reasonable that we should find more diversified kinds of employment for our students. Our focus was too narrow and our scope should be broadened. We realized that the men and women on our committees came from businesses which were involved in almost the same kinds of skills. This led us to include new members in our advisory committee.

We have tried to enlarge the scope of our committee to include many areas related to horticulture which require different kinds of work skills and at the same time give us more places in which to train students and hopefully, offer

them permanent positions after high school.

We now have on our committee, besides growers and florists, the greenhouse manager at a large hospital involved in horticulture therapy. We also have the director at the local zoo which we hope will open up the area of Parks and Recreation facilities grounds management as another avenue of employment for our students.

Another person on our committee who offers something new is a greens keeper at the city golf course. This requires specialization of its own and there are certainly many beautiful courses which appeal to our large population of golfers.

A guidance counselor from a home school is a member. Her expertise is knowing youth and their problems. We have also included a former student who is successfully managing her own florist shop. She has been through the program and stands as a positive example of its importance in securing and succeeding in a job. She can communicate with the students and they relate easily to her. Two other members are a student presently in the program, and a parent. These two are constantly in touch with the mood of the students and are more aware of their daily problems than anyone else.

We also made a request to the Michigan Department of Education for someone who could add his or her expertise and help guide us in our interaction between the school and the businesses of the community. This was granted and we have a member of the MDE to advise and meet with us.

With high hopes and enthusiasm we held our first and subsequent meetings. We examined our needs and explored our problem of revising the curriculum to increase career development and secure new places for job training.

The first thing to be undertaken was a survey of garden centers and florists in the surrounding towns. The results were discouraging. Of the 13 businesses contacted, there was a very limited, almost non-existent demand for new employees. We selected a subcommittee from the total group to meet and draw a format of policy for the future. The subcommittee outlined in detail the areas of need, made recommendations and suggested actions to be taken. This report was brought before

the whole committee and after much discussion unanimously adopted.

Much time was spent combing the curriculum itself. With the fresh ideas and suggestions of our several new members, together with the experience of our regulars, a revision took place. We anticipate that this will help to adequately prepare our students to find success in their particular job area. Listening to each member of the advisory committee explain his/her own special field of horticulture should also spark interest.

Mapping Future Progress

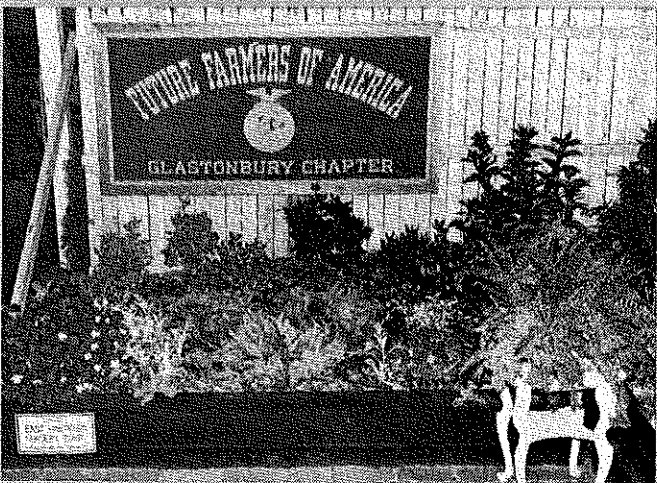
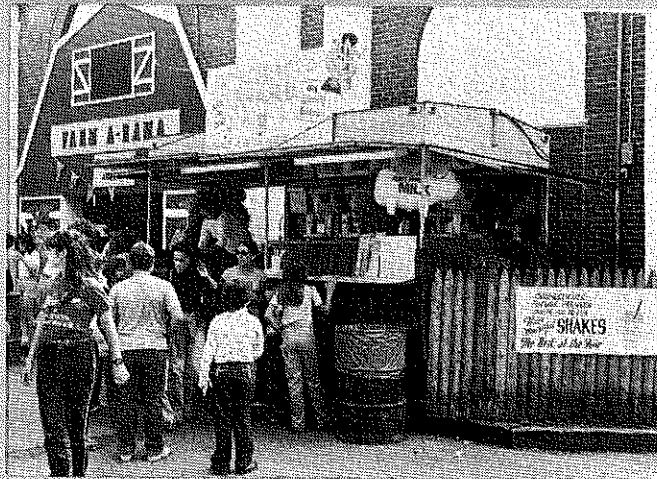
Of course the main focus of the whole program is to train students for employment and then businesses must be found which are willing to train the students before it can be successful. The committee is most aware of this and is constantly on the lookout for such places as, for instance, other golf courses within reasonable distances. They are contacting people in the Parks and Recreation Departments and have high hopes they may be persuaded to use students. The zoo and golf course have already made a request for them. We also have a commitment from a large grower in the area. CAVC and the committee will follow through on the recommended ways to increase our employment field.

The work of the committee is not done. They have mapped the direction to follow and now must watch as the steps are carried out. Each recommendation, when carried out, should be evaluated and changed or reorganized if necessary. Follow-up will take time and thought and it is of utmost importance.

If each member of the Advisory Committee will remain as active, interested, enthusiastic and most of all, caring, as they started out to be; the success of the program is practically assured. No doubt, the teacher and CAVC will follow through because it is their job and every day they are close to the students wanting the best from them and for them.

But, it is a different story for the Advisory Committee. They must give unselfishly of themselves with no other reward than to know they may have in some way opened a door for some young person to become a citizen of whom we can be proud.

Stories in Pictures



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