

The Visitor

Devoted to the Interests of Agricultural Education in Minnesota Schools

Vol. LXI ·

January, 1974

No. 1

PHIL TESKE — A REMEMBRANCE, A TRIBUTE

By
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Public education, vocational education and, in particular, agricultural education suffered a grievous loss when Dr. Philip R. Teske passed away on January 2, 1974. Certainly Phil will be sorely missed, not only by those who knew and worked with him, but also by the thousands of students who were touched by his work.



Dr. Teske was born and raised on a farm near Rochester, Minnesota. His background was typical of many farm boys of his time. Helping on the home farm, attending "country schools", moving on to the Rochester secondary schools where he was enrolled in vocational agriculture, and then to the University of Minnesota where he majored in agricultural education.

There is, however, a chapter in his life that adds support to the concept of Phil Teske as a citizen, professional educator and truly all-American type. That is his military record. This record speaks eloquently of Dr. Teske's ability as an all-weather fighter pilot during W.W.II, the Korean conflict and, additionally, as chief of Training Analysis and Development Section of the Aircraft Controllers School.

Let it be said that Phil Teske never measured success by monetary or the other obvious types of reward and aggrandizement. He measured his worth according to the service he could provide his fellow-man, especially the man on the land. In this respect he measured up fully to the philosophy he inherited from his training and education. No better tribute can be made to this man. He held fast to his ideals; he lived by his beliefs.

Some people have marble monuments, some have bronze statues. Phil Teske will have monuments no one will see, but they will be viable living testaments to the service of this man, Phil Teske, who dedicated his life to the achievement of his philosophy as a vocational agriculture student, teacher and leader.

MANAGEMENT EDUCATION — A NEW THRUST

By

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Vocational Education, through legislation, and fiscal appropriation has been delegated to each state for implementation. As the concepts of vocational education were embraced by various vocational disciplines the unfolding results have lead in some instances to conflicting interpretations of the intent of the vocational education effort. The concept of Vocational Education becomes so broad that there is a struggle to apply its intent to a local specific need. Value judgments have resulted in interpretation so varied that different states apply the concept of Vocational Education in a variety of ways. Meeting the individual needs of students, however, has been the one concept with which almost all are in total agreement. It is the way that states and individual schools go about the business of vocational education that has caused vocational programs in one place to be different from those in another.

Vocational educators have concentrated so heavily on preparing students for work through an intense Vocational Education program and have been so pre-occupied with job preparation, entry skills, and business attitudes, that little if any attention has been given to the total job of living for which students are being prepared. What the student has in store as far as success-failure, acceptance-rejection, or winning-losing has not been seriously considered. Vocational Education should strive to instill in students an attitude of positivism, professionalism, and self-worth.

According to the Gestalt theory, the whole is greater than the sum of its parts. It is upon this concept of the whole being that Vocational Education should focus. Treating the concept of the whole being is not new. It has been done for years in vocational counseling. Industrial counseling has attempted to do the same thing with employee conflicts, maladjustment and personnel misplacement. It is now time to pick up the concept of treating the whole being and through the proper teaching technique, evaluation and analysis, and some instances just plain listening, take it into the classroom. It is upon this concept that a project underway in the Agricultural Education Department at the University of Minnesota is based.

The project in Management Education for small business management entrepreneurs originated a number of years ago in a rather informal fashion. It began as a general feeling among instructors of adult farm management programs and those who were working with farm management programs that the kind of effort being made to educate farmers to be more effective managers would be appropriate for small businesses. The problems of management and decision-making are very much the same whether one operates a farm or whether one

Vol. LXI THE VISITOR No. 1

Published quarterly during the calendar year in January, April, July and October by the

Department of Agricultural Education,
University of Minnesota, St. Paul, Minn. 55101

Second class postage paid at St. Paul, Minn.

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Summer Sessions Information

Agricultural Education Department

University of Minnesota

The Agricultural Education Department is planning a summer session program to better serve the needs of the vo-ag teachers. The summer session schedule will be:

June 17-28 — two weeks (may register for 2 courses)

AgEd 5032 — High School Curriculum in Agriculture

AgEd 5090 — Independent Study

AgEd 5095 — Independent Study (Integrating Paper for MEd)

AgEd 8001 — Research in Agricultural Education

FRD 5403 — Fundamentals of Natural Resource Education

Hort 5020 — Horticulture Techniques for Education Majors

July 15-19 — one week (may register for one course)

AgEd 5084 — Curricula for Career Exploration in Agricultural Occupations

AgEd 5072 — Practicum: Agricultural Business and Industry
Mech Ag

July 22 — Aug. 2 — 2 weeks (may register for two courses)

AgEd 5035 — Methods and Practices in Teaching Post-High School
Agriculture

AnSci — To be Scheduled

AgEc — Land Resource Use

Mech Ag

AgEd — Problems and Research

August 5-9

AgEd 5065 — Evaluation of Local Vocational Education Programs

AgEd 8001 (A) — Research

A student may elect to take courses from the above schedule in any pattern suitable to the individual situation. If a two week session is elected, two courses may be taken but if a student attends only one week of course, only one course may be taken. If further detailed information is desired, please contact the Agricultural Education Department, 130 Classroom Office Building, St. Paul Campus.

runs a grocery store or some other type of "small" business since management can be simply defined as a process of making decisions that tend to maximize the use of resources in a pattern that is consistent with the manager's and/or family goals.

Through a series of informal meetings that occurred with people in the field, the idea of a developmental project for small business management instruction that followed very closely the efforts that were made in farm management was conceived. An informal task force of interested persons explored the question of how a program could be developed for instruction for small business entrepreneurs that would aim at the same objectives as the farm management program. Research prior to that time had indicated that the benefit cost analysis of the farm management program was highly favorable. Because of the similarity in problems of management among farm and non-farm businessmen, it was hypothesized that similar results could be obtained in an educational program for small businessmen. As an outgrowth of that early task force meeting, a prospectus for a program was developed along with an outline of what was thought might be a reasonable approach to getting a program organized. Subsequent preparation of a formal proposal for "seed" money from the U.S. Office of Education yielded a funded grant to the University of Minnesota to develop and test a model for implementing management education for small businessmen.

Good response had been received from the farm management program because it has not been tied to a particular agricultural technology, but rather concentrated on the concepts of effective management. The management education program for small business is built on the same premise; it is not tied to a specific business technology, but concen-

trates on the concepts of management that apply to all types of business. That this concept of instruction is transportable is evidenced by the fact that effective management education is found on farms in Alaska, Washington, Oregon, Idaho, North Dakota, South Dakota, Nebraska, Wisconsin, and Connecticut in spite of differences in agricultural technology. Each of these states used the program as it was originally designed, placing the major emphasis upon the economic principles that are involved in management and upon the decision-making process rather than upon specific technology. Is it not possible that business management programs can proceed the same way? If a course of study can be developed that relies mostly upon the use of instruction in the fields of economic principles, upon the decision-making process, and upon those individual aspects of managing a business that lead to good decision-making it will have widespread use. Geographic mobility of the instructional process is not the only consideration. The process must also be appropriate to a wide variety of businesses. The instructional program should be as useful in a husband-wife type grocery store as it is in a hardware business, whether that hardware store is located in Minnesota, Oregon, or Arizona or any place throughout the country.

Another element of this project which is somewhat new and somewhat different from the farm management approach is that it places emphasis on the inclusion of minority businesses. It is not certain that minority businessmen are much different from the businessmen that you might find in a majority culture. The teaching materials and teaching plans are being developed in such a way that differences that might occur in the way that minority groups think of their role and responsibilities as businessmen are being considered.

Particular attention is directed to the idea of business goals or family goals. Considerable care will be exercised to avoid interjecting artificial value systems in the development of the teaching materials. It is quite evident in the farm management program that the family goal approach is effectively used. It is intended to continue that family goal approach in the small business management program, being very careful that a value system is implied that is applicable to all groups included in the project.

While this project is being organized by the Department of Agricultural Education, University of Minnesota, the University in this instance is really serving only as a developmental agency and catalyst for getting the program organized in local educational institutions. The University does not intend to operate or control programs; only to serve as a monitor. The principle role of the University is to develop materials, have them tested in a pilot situation, and let schools determine whether or not these programs meet the needs of their particular community.

That concept is carried out by encouraging local communities to develop and organize local advisory committees to see that local programs are meeting the needs of the clientele that are within the local system. It is likely that the programs will find a home in an organized institutional setting such as an area vocational-technical institute, a community oriented secondary school or a junior college, but are not necessarily restricted to those institutions as a home. As programs are located in minority culture groups, other types of institutional settings may be more appropriate for administering the program for small business entrepreneurs.

Testing the curriculum and the proposed process of instruction is being done in three pilot schools. In Minnesota these schools were

selected from the area vocational technical institute who expressed interest in organizing programs in their schools. Area vocational technical institutes at Faribault, Anoka and Thief River Falls were the sites selected. Reports indicate rapid progress is being made with a great deal of enthusiasm on the part of the enrollees and the instructors.

The concept of management is not a new idea. Aristotle alluded to the importance of management when he wrote "The useful parts of wealth-getting are, first, the knowledge of livestock, — which are most profitable, and where, and how, — as for example what sort of horses or oxen or any other animals are most likely to give a return? A man ought to know which of them pay better than others and which pay best in particular places for some do better in one place and some in another." The modern businessman need only to substitute the enterprises of his business in Aristotle's famous quotation and keep in mind "A man ought to know which of these pay better than others" to understand the basic purpose of management instruction.

It is the intent of management education for small business to meet the needs of the small business entrepreneurs by improving confidence in his ability to make decisions, assessing his priorities in relation to his family goals, and providing an opportunity for a life style that is consistent with goals and resources.

If, as Gestaltists claim, the whole is greater than the sum of its parts, then an approach to education which concentrates on the whole is indeed a big task. Vocational educators who engage in such instruction will not be content to deal with the individual tasks of managing a business, but will find contentment and satisfaction only when they have encompassed the expanse of activity that will lead their students to an attitude of positivism, professionalism and self-worth.