

relations effort with your University colleagues yesterday will determine how effective this start will be.

Summary

In the months and years ahead horticulturists should have an increasingly strong voice in the affairs of agriculture. The population shift from rural to urban, if nothing else, will place even more responsibility on horticulturists. Agronomic crops may keep the world free from starvation, but horticultural

crops will make the difference between subsistence and achieving the "good life" universally sought after by all free men. Opportunities open to us make it clear that our goals should not be set lower than this. Now is the time to solve problems (not talk about them) by emphasizing improved public relations in all phases of horticultural programs. Procedures which are working successfully for others will work for us.

Teacher Responsibility in Placement

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Is the marketing of a student's product — his scholastic achievement, ability, experience, interests, drive, personality and the like — any less important than that of industry? Can he do it effectively by himself? What responsibility does the college have in this matter? The department administering his curriculum? The teacher?

Certainly no one can guarantee jobs to students upon graduation. Aside from the training given him, however, colleges and their faculties are further concerned with placing students in suitable careers. This further concern leads some colleges to devote as much as .6 percent of their budgets to a conscious effort in this regard.

If grades alone were a good indicator of later performance in a career, students would be classified into fairly homogeneous groups which purchasing agents could buy at the market price. Likewise if starting salaries alone were a good indicator of later performance of the company toward its employees, choosing employment would be much simpler for students. There would be little need for the personnel office so important to many large organizations today. The imperfection of a direct relationship between career or company performance and some single criterion such as grades or starting salaries also creates problems and opportunities for college placement officers and teachers.

There is no good measure of the amount colleges really expend on this matter. Some colleges maintain a central placement office. Others more or less leave it to the various departments. In placement circles the issue of centralized versus decentralized placement is always a timely subject. Some of both systems exist in any college. The important thing is to recognize this function and devote conscious effort to it.

As a minimum in centralized placement there is some office or offices at the college level to which initial inquiries about students for prospective employment is addressed. If there is not a placement officer, it may go to a dean, the public

relations office or even the chancellor's office unless it is addressed specifically to a department or some faculty member or student. Whoever receives it will attempt to get it to the right department or perhaps to the right students. When it comes to a department head, he or someone designated by him then probably attempts to communicate the inquiry to qualified students through posting on bulletin boards, correspondence or some other means. He then arranges interviews if indicated, and will probably maintain a file on such inquiries for future reference. Some may attempt to gather statistics on the number of jobs interviewed for, starting salaries, and the like and to coach students on interviewing.

Meanwhile students are attempting to determine through their advisors, the department head and others what they hope to do after graduation. If the student has a military obligation, or if an alumnus is not satisfied with his job, communication between prospective employers and employees is all the more difficult. Thus the department may develop a system of data sheets on all students to help more efficiently communicate between the two as the occasion arises.

A strong centralized placement office may relieve a department of some of these functions. It may also belong to an association through which it obtains useful ideas about placement. It may maintain elaborate files, for example, on companies and their personnel programs as well as on students. It is generally in a position to recognize and implement many refinements in placement that individual departments and faculty members could not afford.

Even where the central placement office is strong, however, individual teachers still have certain responsibilities. Through classes, advising and other contacts with students, through employment opportunities that come to their attention because of specialization in their field, through conscious effort to teach subject matter relevant to available employment, and through other avenues, they can make significant contributions in this matter.

Though teachers need not be overly concerned, the job cannot be done effectively by turning it over to the placement office altogether. Particularly adept teachers can be encouraged to carry a large share of the burden by recognizing it as part of their job.

Teaching Agriculture in the Community College

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The Community College has provided a means for interested persons to further their education by adopting the Open-Door-Policy. This policy, combined with a minimum fee, has attracted many persons interested in post-high school

education, allowing them to develop new competencies or add to the ones they already possess, to prepare them for a new occupation or to rise in their present one.

Approximately 70% of those entering the Community College do not go on to four-year colleges or universities. This group has created a need for training programs to prepare