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ABSTRACT

This guide outlines what should be taught to provide training for high school students in agricultural sales and services, and to some degree how and with what resources. The general framework of this 1-year course outline is presented as a problemsolving approach wherein objectives spell out the expected outcomes. After an introductory section on use of the guide, 10 units of instruction--four supportive and six functional--are presented. The supportive units are Orientation to Agricultural Sales and Services, Basic Selling, Farm Supply Store Management, and Business Procedures. The functional units are Feed Sales and Services, Seed Sales and Services, Fertilizer Sales and Services, Pesticide Sales and Services, Petroleum Products Sales and Services, and Hardware Sales and Services. Each unit contains objectives, learning activities, topics, and resources. A bibliography, a list of recommended materials for equipment, and the names and addresses of professional or technical organizations are appended. (HD)

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AGRICULTURAL SALES AND SERVICES

A Curriculum Guide

Preliminary Draft

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Prepared by:

State Department of Education
Office of Vocational Education
Agricultural Education Section
Columbia, South Carolina 29201

In Cooperation With:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

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Foreword

This curriculum guide was developed as a part of a larger project to revise the cultural education curriculum in South Carolina. The project was designed to implement the following changes:

- . provide a more comprehensive vocational offering
- . place a greater emphasis on behavioral objectives
- . place a greater emphasis on learning activities
- . encourage an inductive approach to teaching
- . result in the re-identification of the units of instruction

Units of instruction for each course were developed which include behaviorally stated learning objectives, suggested learning activities, a topic outline, and suggested resources.

Frank R. Stover, State Superintendent
Agricultural Education

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Frank R. Stover, State Supervisor
Agricultural Education

Acknowledgements

Grateful appreciation is extended to the following persons who contributed to the development of the guide:

Mr. John A. Rankin, Loris High School, Loris, S. C. and Mr. H.W. Rankin, Green Sea High School, Green Sea, S. C.

Mr. L.J. Carter and Mr. J. Earl Frick, who coordinated the development of the guide.

The final copy was edited by Dr. R.J. Mercer, Vocational Instructional Materials Specialist, Vocational Education Media Center, Clemson, S. C.

Illustrations were prepared by R.D. Mattox, Art Director, Vocational Education Media Center, Clemson, S. C. Editing was by Mrs. Joyce Farr and typing by Mrs. Frances Earle of the Vocational Education Media Center, Clemson, S. C.

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 Orientation to Agricultural Sales and Services

 Basic Selling

 Farm Supply Store Management

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 Feed Sales and Services

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 Pesticide Sales and Services

 Petroleum Products Sales and Services

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Rationale for the Course

South Carolina has almost 40,000 farmers. These farmers require a variety of supplies and services to operate their farms. They need machinery and equipment - fertilizer and seeds, feed and insecticides. They need hardware - tools, bolts, nails. They need equipment - hog feeders, buckets, hoes, and rakes. They need services - advice about the products and the custom application of chemicals - custom mixing of feeds.

Although exact figures showing the number of businesses in South Carolina engaged in retail sales and services are not available, the Census of Business reports that there were 271 in South Carolina which carried hay, grain, feed and farm supplies and that 144 of these sold a sufficient volume of these supplies (as compared to other items carried) to be classified in the category labeled "Hay, Grain and Feed Stores". An additional 127 were classified under the heading of "Other Farm Supply Stores".¹ The Farmer Cooperative Exchange alone reported a total of 23 stores in South Carolina which employed some 350 people.

Persons seeking a career in these businesses will need technical skill and managerial aptitudes. Several area vocational centers have already begun teaching courses in Agriculture and Services. Others are expected to do likewise.

¹U. S. Bureau of Census, Census of Business, 1967. Retail Trade: Merchandise Line Sales South Carolina, BC 67-MLS-42. U. S. Government Printing Office, Washington, D. C., 1970.

Rationale for the Course

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careers in these businesses will need technical skill and managerial competence. Vocational centers have already begun teaching courses in Agricultural Sales and are expected to do likewise.

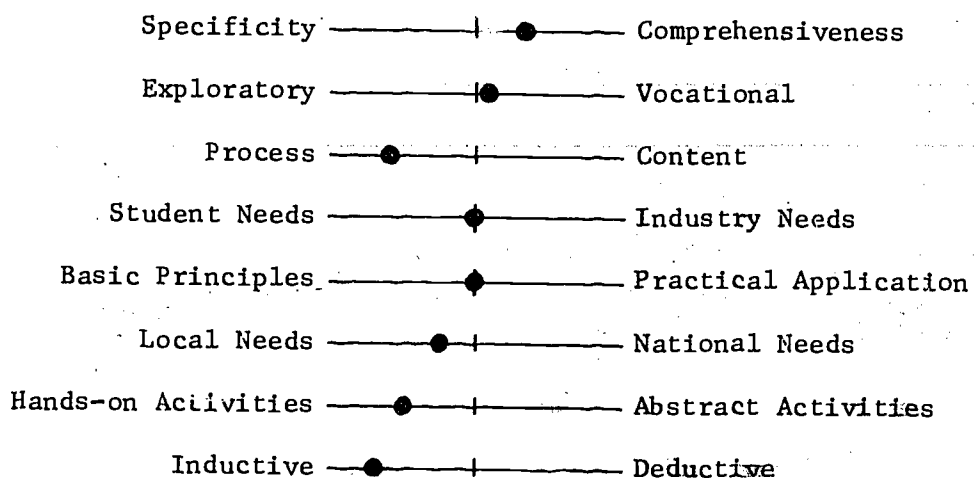
Census, Census of Business, 1967. Retail Trade: Merchandise Line Sales. CLS-42. U. S. Government Printing Office, Washington, D. C., 1970.

A course designed to provide training for high school students in Agricultural Sales and Services is needed to provide saleable skills for graduates and to supply this segment of the agricultural industry with competent employees.

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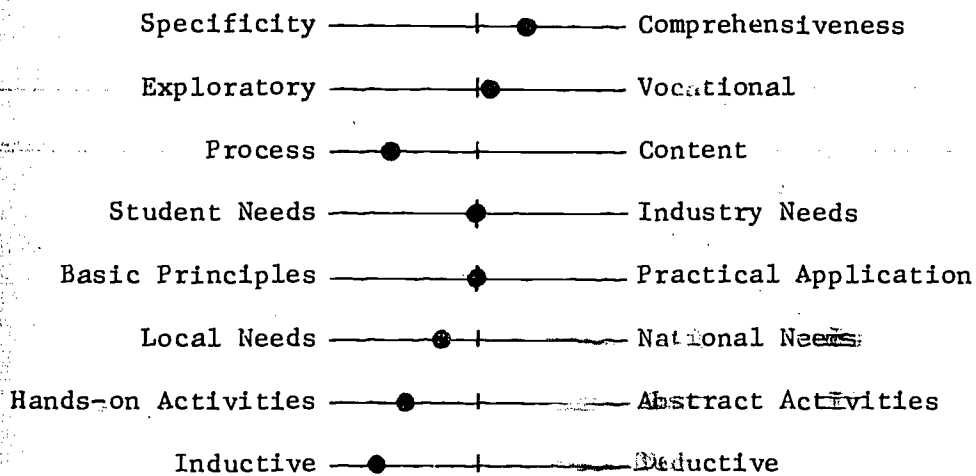
Curriculum Framework

The designers used the following continuums to frame their thinking as they constructed courses. Their biases are indicated below. For example, the designers felt that at the school level they would prefer comprehensiveness to specificity. Therefore the dot is placed on the side of the continuum labeled comprehensiveness.



Curriculum Framework

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Use of the Guide

This guide is not a textbook. It is, as entitled, a curriculum guide. It is not designed to provide content, but to refer to content. It is designed to ask the prior questions - what is to be taught and to some degree how and with what resources. The objectives are not behavioral in the truest sense - they may be closer to goals. Hopefully they help spell out the expected outcomes of the course. It was felt that the teachers of the course can determine the "givens" of their objectives and set their own "performance standards" as needed for a particular class or individual.

The general framework of the course is problem solving. To this degree, it is a functional framework. Hopefully, most units will be taught inductively, i. e., the teacher will begin with a practical application or project and back up to basic principles. It is also hoped that most of the learning activities will be "hands-on" type activities although the importance of vicarious learning is recognized.

This curriculum guide was designed for a one year course. No special sequence is recommended. However, the order in which the guide is assembled offers one alternative.

Please note that the paradigm used is a suggested format for the state. Local conditions may require different time allocations.

Use of the Guide

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CURRICULUM PARADIGM
AGRICULTURAL SALES AND SERVICES

Orientation to Agricultural Sales and Services (p. 9)

Basic Selling (p. 17)

Farm Supply Store Management

(p. 25)

Business Procedures

(p. 41)

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and Services
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**Fertilizer Sales
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**Hardware Sales
and Services
(p. 105)**

UNIT:

Orientation Agricultural Sales and Services

SUB-UNIT:

OBJECTIVE(S):

The student will be able to:

- I. Describe in outline form the course in agricultural sales and services.
- II. Prepare in outline form a plan for integrating FFA program and the course.
- III. Prepare in outline form a supervised practice program which will enrich the course.
- IV. Plan an occupational work experience program to the course in agricultural sales and services.
- V. Prepare a plan for exploring careers in agricultural sales and services.
- VI.

Orientation to Agricultural Sales and Services

T:

OBJECTIVE(S):

The student will be able to:

- I. Describe in outline form the course in agricultural sales and services.
- II. Prepare in outline form a plan for integrating the FFA program and the course.
- III. Prepare in outline form a supervised practice program which will enrich the course.
- IV. Plan an occupational work experience program to complement the course in agricultural sales and services.
- V. Prepare a plan for exploring careers in agricultural sales and services.
- VI.

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

The student will be able to:

I. Describe in outline form the course in agricultural sales and services.

A. List the major objectives(s) in each unit.

B. List the major learning activity(s) to be accomplished in each unit.

C. List the major topic(s) to be covered in each unit.

D. List the major resources to be used in each unit.

E.

II. Prepare in outline form a plan for integrating the FFA program into the course in agricultural sales and services.

A. List possible home or community improvement activities involving agricultural sales and services which could become projects for FFA.

B. List projects related to agricultural sales and services suitable as part of the BOAC program.

C. List some of the possible radio or TV programs that could be built around agricultural sales and services.

I. Assign a committee to each of the units and have them critique the unit and submit suggestions to the class with suggestions.

. Observe a presentation by the instructor of the course model via overhead projector.

.

II. Prepare a list of proposed agricultural and services projects for the FFA program.

. Enter FFA contests related to agricultural sales and services.

. Prepare radio or TV programs comment projects in the local community on agricultural sales and services.

.



IVES	LEARNING ACTIVITIES
<p>from the course in agricultural</p> <p>activities(s) in each unit.</p> <p>Learning activity(s) to be</p> <p>in each unit.</p> <p>Topic(s) to be covered in</p> <p>Resources to be used in each</p> <p>Develop a plan for integrating the</p> <p>course in agricultural sales</p> <p>for community improvement</p> <p>ing agricultural sales and</p> <p>ould become projects for FFA.</p> <p>related to agricultural sales</p> <p>able as part of the BOAC</p> <p>possible radio or TV programs</p> <p>around agricultural sales</p>	<p>I. Assign a committee to each of the major units and have them critique the unit and report their results to the class with suggestions for change.</p> <ul style="list-style-type: none"> . Observe a presentation by the instructor of the course model via overhead projection. <p>II. Prepare a list of proposed agricultural sales and services projects for the FFA.</p> <ul style="list-style-type: none"> . Enter FFA contests related to agricultural sales and services. . Prepare radio or TV programs concerning improvement projects in the local community related to agricultural sales and services.

UNIT:
SUB-UNIT:

Orientation to Agricultural Sales and Services

TOPICS

RESOURCES

I. Agricultural sales and services

A. Objectives

B. Learning activities

C. Topics

D. Resources, facilities and equipment

E.

II. FFA as an integral part of the course

A. Committee projects relating to the environment

B. Agricultural sales and services projects
related to the BOAC program

C. Contests relating to the course

- . Team
- . Individual

I. The curriculum guide

II. Bender, et al. The FFA and

entation to Agricultural Sales and Services

TOPICS	RESOURCES
<p>al sales and services</p> <p>ives</p> <p>ng activities</p> <p>ces, facilities and equipment</p> <p>integral part of the course</p> <p>tee projects relating to the environment</p> <p>ltural sales and services projects</p> <p>to the BOAC program</p>	<p>I. The curriculum guide</p> <p>II. Bender, <u>et al.</u> <u>The FFA and You.</u></p>
<p>ts relating to the course</p> <p>m</p> <p>ividual</p>	

UNIT: Orientation to Agricultural Sales and Services

SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

- D. List some of the team contests related to the course.
- E. List some of the individual contests related to the course.
- F.
- III. Prepare in outline form a supervised practice program which will enrich if not form the core of the course.
 - A. List at least two possible home production projects related to agricultural sales and services.
 - B. List at least two possible home improvement projects related to agricultural sales and services.
 - C. List at least two supplementary farm jobs relating to agricultural sales and services.
 - D.
- IV. Plan an occupational work experience program to complement the course in agricultural sales and services.
 - A. List at least two work stations in your community which would provide training in occupations related to the course.
 - B. Prepare a brief work schedule for occupational work experience at one such station.
 - C.

- III. Conduct a home production project related to agricultural sales and services.
 - . Perform a supplemental home or agricultural sales and services
 - . Perform a home improvement project related to agricultural sales and services
- IV. Make plans for and/or obtain an occupation related to agricultural services which will help prepare a career.
 - . Prepare a work schedule for a career
 -

cultural Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>team contests related</p> <p>individual contests related</p> <p>form a supervised practice which if not form the core</p> <p>possible home production to agricultural sales and</p> <p>possible home improvement to agricultural sales and services.</p> <p>supplementary farm jobs agricultural sales and services.</p> <p>work experience program to in agricultural sales and</p> <p>work stations in your could provide training in ed to the course.</p> <p>work schedule for occupational at one such station.</p>	<p>III. Conduct a home production project related to agricultural sales and services.</p> <ul style="list-style-type: none"> . Perform a supplemental home or farm job related to agricultural sales and services. . Perform a home improvement project related to agricultural sales and services. <p>IV. Make plans for and/or obtain a part-time job in an occupation related to agricultural sales and services which will help prepare for a future career.</p> <ul style="list-style-type: none"> . Prepare a work schedule for a chosen work station.

UNIT: Orientation to Agricultural Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>III. Integration of the supervised practice program into the course.</p> <p>A. Productive projects</p> <p>B. Home improvement projects</p> <p>C. Supplementary farm jobs</p> <p>D.</p> <p>IV. Occupational work experience in agricultural sales and services</p> <p>A. Locating work experience stations</p>	<p>III. Miller. <u>Supervised Practice in Agriculture.</u></p> <p>.....</p> <p>IV. Binkley. <u>Experience Programs and Vocations in Agriculture, Chapter 1.</u></p> <p>Fuller. <u>Education for Agriculture.</u></p>
<p>B. Job schedules</p> <p>C.</p>	<p>Hoover. <u>Handbook of Agricultural Education.</u></p>

CS

RESOURCES

Supervised practice program

I. Miller. Supervised Practice in Vocational Agriculture.

clubs

....

projects

farm jobs

experience in agricultural

IV. Binkley. Experience Programs for Learning Vocations in Agriculture, Chapter 31.

experience stations

. Fuller. Education for Agricultural Occupations.

. Hoover. Handbook of Agricultural Occupations.

UNIT: Orientation to Agricultural Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>V. Prepare a brief plan for exploring careers in agricultural sales and services.</p> <p>A. List at least one test which can be used to analyze personal strengths and weaknesses.</p> <p>B. List at least five criteria for evaluating careers.</p> <p>C.</p> <p>VI.</p>	<p>V. Ask for an interview with you <input type="checkbox"/> discuss your strengths and</p> <p>As a class project, try to set guidelines guidelines for evaluating car area area is explored during the c</p> <p>VI.</p>

Agricultural Sales and Services.

YES	LEARNING ACTIVITIES
<p>or exploring careers in services.</p> <p>test which can be used to strengths and weaknesses.</p> <p>criteria for evaluating</p>	<p>V. Ask for an interview with your guidance counselor to discuss your strengths and weaknesses.</p> <ul style="list-style-type: none">As a class project, try to set up a list of guidelines for evaluating careers as each career area is explored during the course..... <p>VI.</p>

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
<p>V. Career explorations</p> <p>A. Personal assessment</p> <ul style="list-style-type: none">. Aptitudes. Attitudes. Skills. General competencies <p>B. Criteria for career evaluation</p> <p>C.</p> <p>VI.</p>	<p>V. Hoover. <u>Handbook of Agriculture</u> Chapter 1.</p> <p>VI.</p>

Agricultural Sales and Services

RESOURCES

V. Hoover. Handbook of Agricultural Occupations,
Chapter 1.

VI.

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encies

er evaluation

RESOURCES

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

BOOKS

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FILMS AND FILMSTRIPS

BULLETINS

TRANSPARENCIES

RESOURCES

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Danville, ILL: The
and Publishers, Inc., 1962.
ammonds, Carsie. Experience
ing Vocations in Agriculture.
Education for Agricultural Occu-
ILL: The Interstate
hers, Inc.
ndbook of Agricultural Occu-
ILL: The Interstate
hers, Inc. 2nd ed., 1969.
ervised Practice in Voca-
Danville, ILL: The
and Publishers, Inc.

FILMS AND FILMSTRIPS

TRANSPARENCIES

UNIT:

Basic Selling

SUB-UNIT:

OBJECTIVE(S):

The student will be able to:

- I. Plan a sales program for a typical agricultural product.
- II.

Basic Selling

IT:

OBJECTIVE(S): The student will be able to:

- I. Plan a sales program for a typical agricultural business.
- II.

UNIT: Basic Selling
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>The student will be able to:</p> <ol style="list-style-type: none"> I. Plan a sales program for a typical agricultural business. <ol style="list-style-type: none"> A. Plan an advertising program for a typical and/or actual agricultural business. <ol style="list-style-type: none"> 1. When given several newspaper ads ranging from very good to very poor, rank them accordingly. 2. When given several radio and/or TV commercials dealing with agricultural products which range from good to poor, rank them accordingly. 3. List at least 3 criteria for evaluating a given type of advertisement. 4. B. Plan a product and/or window display for a given or typical agricultural business. <ol style="list-style-type: none"> 1. When shown pictures of three products and/or window displays, rank them in order of effectiveness. 2. List at least five criteria used in evaluating a product display. 3. 	<ol style="list-style-type: none"> I. As a class or small group promoting program for a hypothetical agricultural business. <ul style="list-style-type: none"> . Interview local store manager advertising program used. . As a small group or individual radio ads, newspaper ads or TV present them to the class. . Obtain catalogs of ads, TV promotional materials available from manufacturers. As a class or small group product and/or window display for an <ul style="list-style-type: none"> . While visiting local agricultural observe the equipment and/or <ul style="list-style-type: none"> . Obtain equipment and showroom from the major agricultural S

TIVES

LEARNING ACTIVITIES

to:

for a typical agricultural

ing program for a typical
gricultural business.

everal newspaper ads ranging
od to very poor, rank them

everal radio and/or TV com-
ling with agricultural
ch range from good to poor,
ordingly.

at 3 criteria for evaluating
of advertisement.

nd/or window display for a
gricultural business.

ictures of three products
ow displays, rank them in
fectiveness.

at five criteria used in
a product display.

- I. As a class or small group project, plan an advertising program for a hypothetical or actual agricultural business.
 - . Interview local store managers to determine the advertising program used.
 - . As a small group or individual project, prepare radio ads, newspaper ads or TV commercials and present them to the class.
 - . Obtain catalogs of ads, TV commercials and other promotional materials available from the product manufacturers.
 -
- . As a class or small group project, plan a product and/or window display for an agricultural business.
- . While visiting local agricultural businesses, observe the equipment and/or showroom displays.
- . Obtain equipment and showroom display suggestions from the major agricultural supplies manufacturers.

UNIT: Basic Selling
SUB-UNIT:

TOPICS	RESOURCES
I. Planning sales promotion A. Advertising program . Newspaper ads . TV commercials	. Rouse and Nolan. <u>Fundamental</u> . Local farm machinery salesmen . Sales promotion division of f . Smith. <u>Display and Promotion</u>
B. Equipment display . Showroom displays . Yard displays	. Robinson, Blacker and Logan. . Wingate and Nolan. <u>Fundamenta</u> . Sales promotion division of fa . Local farm supply salesmen . Smith. <u>Display and Promotion</u>

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RESOURCES

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- Rouse and Nolan. Fundamentals of Advertising.
 - Local farm machinery salesmen
 - Sales promotion division of farm supply companies
 - Smith. Display and Promotion.

- y
lays
- Robinson, Blacker and Logan. Store Salesmanship.
 - Wingate and Nolan. Fundamentals of Selling.

- Sales promotion division of farm supply companies
- Local farm supply salesmen
- Smith. Display and Promotion.

UNIT: Basic Selling
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>C. Plan a sales approach for selling a typical and/or given farm product.</p> <ol style="list-style-type: none"> 1. List at least five criteria for evaluating a sales approach. 2. List the five steps used in a typical sales approach. 3. When given demonstrations of sales approaches, select and label those selected as appropriate by an experienced salesperson. 4. List at least five recommended items to check before meeting the customer. 5. When given demonstrations of customer greetings, select and label those selected as appropriate by an authority on the subject, e.g., book, instructor, experienced sales person, etc. 	<ul style="list-style-type: none"> . Observe demonstrations of per techniques. . As a class project, pair up s student role play the part of while the other plays the rol . Analyze sales approaches acco technique (see reference for . Observe demonstrations of and appropriate sales greeting. critique the demonstrations.
<ol style="list-style-type: none"> a. List at least five criteria to use in evaluating a customer greeting. b. List at least five recommended things to do when greeting a customer. 6. When given demonstrations of the presentation of products to a customer, select and label those selected as appropriate by an authority. 	<ul style="list-style-type: none"> . Observe demonstrations of and presentation of products to a the class critique the demons

OBJECTIVES

LEARNING ACTIVITIES

approach for selling a typical product.

List five criteria for evaluating each approach.

List the steps used in a typical sales approach.

Observe demonstrations of sales approaches and label those selected as most effective by an experienced salesperson.

List five recommended items to discuss during a meeting with the customer.

Observe demonstrations of customer greetings and select and label those selected as most effective by an authority on the subject (textbook, instructor, experienced salesperson, etc.).

List at least five criteria to use in evaluating a customer greeting.

List at least five recommended things to say when greeting a customer.

Observe demonstrations of the presentation of products to a customer, select those selected as appropriate and list their relative priority.

- Observe demonstrations of person-to-person sales techniques.
- As a class project, pair up students and have one student role play the part of the salesperson while the other plays the role of customer.
- Analyze sales approaches according to a five step technique (see reference for five steps).
- Observe demonstrations of and/or simulate an appropriate sales greeting. Have the class critique the demonstrations.

- Observe demonstrations of and/or simulate the presentation of products to a customer. Have the class critique the demonstration.

UNIT: Basic Selling
SUB-UNIT:

TOPICS

RESOURCES

C. Planning the sales approach

1. Criteria for evaluation

2. Steps in making a sale

3. Sales approach

4. Presales preparation

5. Greeting the customer

. Criteria for evaluating a sales
greeting

. Major points to consider when greeting
a customer

.

6. Presenting the product

. Robinson, Blacker and Logan.
Chapters 1 and 2.

. Wingate and Nolan. Fundamen
Chapter 13 and 14.

. The Ohio State University.
ship.

. Ernest. Basic Salesmanship.

CS

RESOURCES

les approach

r-evaluation

king a sale

ach

eparation

e customer

for evaluating a sales

ints to consider when greeting
er

the product

- . Robinson, Blacker and Logan. Store Salesmanship Chapters 1 and 2.
- . Wingate and Nolan. Fundamentals of Selling, Chapter 13 and 14.
- . The Ohio State University. Selling and Salesman-ship.
- . Ernest. Basic Salesmanship.

UNIT: Basic Selling
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>a. List at least five criteria for evaluating the presentation of products to a customer.</p> <p>b. List at least three means of relating a product to the needs of a customer.</p> <p>c.</p> <p>7. When given demonstrations of overcoming sales resistance, select and label those selected as appropriate by an authority.</p> <p>a. List at least five criteria for evaluating methods used to overcome the customer's resistance.</p> <p>b. List the five items of sales resistance about which the customer must make a decision.</p> <p>8. When given demonstrations of closing a sale, select and label those chosen as appropriate by an authority.</p>	<p>• Observe demonstrations of coming sales resistance demonstrations.</p> <p>• Observe demonstrations of closing of a sale. Have t the demonstrations.</p>
<p>a. List at least five criteria for evaluating a sales closing.</p> <p>b. List at least five recommended steps to closing a sale.</p> <p>c.</p> <p>9.</p>	<p>•</p> <p>II.</p>

TIVES

LEARNING ACTIVITIES

least five criteria for
ng the presentation of pro-
a customer.

least three means of relating
t to the needs of a customer.

emonstrations of overcoming
ance, select and label those
appropriate by an authority.

least five criteria for eval-
methods used to overcome the
's resistance.

five items of sales resist-
out which the customer must
decision.

emonstrations of closing a
and label those chosen as
by an authority.

least five criteria for eval-
a sales closing.

least five recommended steps
ing a sale.

. Observe demonstrations of and/or simulate over-
coming sales resistance. Critique the demon-
strations.

. Observe demonstrations of and/or simulate the
closing of a sale. Have the class critique
the demonstrations.

UNIT: Basic Selling
 SUB-UNIT:

TOPICS

RESOURCES

- a. Criteria for evaluating presentation
- b. Means of relating product to need
- c.

7. Overcoming sales resistance

- a. Criteria for evaluating salesman performance
- b. Types of sales resistance
- c.

8. Closing a sale

- a. Criteria for evaluating a closing sale
- b. Steps in closing a sale
- c.

9.

.. Robinson, Blacker and Loga
manship, Chapter 4.

. Wingate and Nolan. Fundam
 Chapter 17.

. Local farm supply store ma

. The Ohio State University.
Salesmanship.

. Ernest. Basic Salesmanshi

.

.. Robinson, Blacker and Loga
ship, Chapters 5, 6 and 7.

. Wingate and Nolan. Fundam
 Chapter 18.

. Local farm supply store ma

. The Ohio State University.
Salesmanship.

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RESOURCES

for evaluating presentation
relating product to need

les resistance
for evaluating salesman
ce
sales resistance

- . Robinson, Blacker and Logan. Store Sales-
manship, Chapter 4.
- . Wingate and Nolan. Fundamentals of Selling,
Chapter 17.
- . Local farm supply store managers or salesmen
- . The Ohio State University. Selling and
Salesmanship.
- . Ernest. Basic Salesmanship.
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e
for evaluating a closing sale
closing a sale

- . Robinson, Blacker and Logan. Store Salesman-
ship, Chapters 5, 6 and 7.
- . Wingate and Nolan. Fundamentals of Selling,
Chapter 18.
- . Local farm supply store managers or salesmen
- . The Ohio State University. Selling and
Salesmanship.
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RESOURCES

UNIT: Basic Selling

SUB-UNIT:

BOOKS

Ernest, John W. Basic Salesmanship. New York: Gregg Division/McGraw-Hill Company, 1969.

Ohio Agricultural Education Curriculum Materials Service. Selling and Salesmanship. Columbus, Ohio. The Ohio State University.

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Rouse and Nolan. Fundamentals of Advertising. Cincinnati, Ohio: Southwestern Publishing Company, 6th edition.

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Wingate, J.W. and Nolan, C.A. Fundamentals of Selling. Cincinnati, Ohio: Southwestern Publishing Company, 7th edition, 1964.

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ic Salesmanship. New York:
w-Hill Company, 1969.

ucation Curriculum Materials
id Salesmanship. Columbus,
e University.

d Logan. Store Salesmanship.
: Prentice Hall, Inc., 5th

ndamentals of Advertising.
outhwestern Publishing

FILMS AND FILMSTRIPS

lay and Promotion. New York:
w-Hill Book Company, 1970.

plan, C.A. Fundamentals of
, Ohio: Southwestern Pub-
edition, 1964.

TRANSPARENCIES

UNIT:

Farm Supply Store Management

SUB-UNIT:

OBJECTIVE(S): The student will be able to:

- I. Plan a typical farm supply store operation.
- II.

UNIT:
SUB-UNIT:

Farm Supply Store Management

OBJECTIVES	LEARNING ACTIVITIES
<p>The student will be able to:</p> <ul style="list-style-type: none">I. Plan a typical farm supply store operation.<ul style="list-style-type: none">A. Select a profitable site for locating a given type of farm supply store.<ul style="list-style-type: none">1. List at least five criteria to consider in locating a farm supply store.2. List at least five types of farm supply stores.3.	<ul style="list-style-type: none">I. As a small group or class project plan a typical farm supply store operation.<ul style="list-style-type: none">A. Obtain a local town or city directory and identify a profitable farm supply store site in relation to the location of existing farm supply stores.

Store Management

TIVES	LEARNING ACTIVITIES
<p>o:</p> <p>pply store operation.</p> <p>e site for locating a given y store.</p> <p>five criteria to consider in m supply store.</p> <p>five types of farm supply</p>	<p>I. As a small group or class project plan a typical farm supply store operation.</p> <p>A. Obtain a local town or city map and mark possible farm supply store sites. Compare these to the location of existing farm supply store sites.</p>

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
<p>I. Planning a typical farm store operation</p> <p>A. Selecting a profitable site</p> <p>1. Criteria for selection</p> <ul style="list-style-type: none">. Land cost. Space. Convenience to farmers. <p>2. Types of farm supply stores</p> <ul style="list-style-type: none">. Coop stores. Private<ul style="list-style-type: none">. General. Specialized<ul style="list-style-type: none">. Feed. Seed. Fertilizer. <p>3.</p>	<p>I. Walsh/Joy/Hoover. <u>Selling Farm</u></p> <ul style="list-style-type: none">. Local farm supply store mana. Weyant/Hoover/McClay. <u>An In Agricultural Business and In</u> <p>A. Agricultural supply company-</p> <ul style="list-style-type: none">. Farmers' Cooperative Exchange.

agement

RESOURCES

rm store operation

I. Walsh/Joy/Hoover. Selling Farm and Garden Supplies

. Local farm supply store managers

table site

. Weyant/Hoover/McClay. An Introduction to Agricultural Business and Industry.

selection

A. Agricultural supply company representatives

e to farmers

. Farmers' Cooperative Exchange

supply stores

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ilizer

UNIT: Farm Supply Store Management

SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

B. Estimate the volume of sales of a given product in a selected community.

1. List at least five factors which influence the volume of a selected farm product sold in a given community.

2. Cite at least one source of sales volume information.

3.

C. Select an appropriate inventory for a given farm store in a selected community.

1. Cite at least one source of help in selecting an inventory.

2. List the major categories of items to be inventoried for a selected store.

3.

B. Determine from local farm supply stores the volume of selected products.

. While interviewing a district representative of an agricultural supply store, discuss means of estimating sales volume.

.

C. Obtain a recommended inventory for a farm supply store from the Farm Supply Exchange.

. While interviewing a district representative of a company selling agricultural supplies, ask him to provide guidelines for selecting an inventory of items to be sold.

. As a class project, and with the owner, prepare a rough inventory of a farm supply store.

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agement

IVES

LEARNING ACTIVITIES

of sales of a given product
community.

ive factors which influence
selected farm product sold
community.

one source of sales volume

ite inventory for a given
selected community.

one source of help in
inventory.

categories of items to be
for a selected store.

B. Determine from local farm supply store managers
the volume of selected products sold.

. While interviewing a district sales representa-
tive of an agricultural supply company, ask him
to discuss means of estimating sales volume.

.

C. Obtain a recommended inventory for a typical
farm supply store from the Farmers' Cooperative
Exchange.

. While interviewing a district sales manager for
a company selling agricultural supplies, ask
him to provide guidelines for selecting an
inventory of items to be sold.

. As a class project, and with the permission of
the owner, prepare a rough inventory of a local
farm supply store.

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UNIT: Farm Supply Store Management
 SUB-UNIT:

TOPICS	RESOURCES
B. Estimating the volume of sales 1. Factors to consider . Type of farming . Number of farms	B. Agricultural supply company r . Local farm store managers or
2. Sources of sales volume information 3. ....	. Farmers' Cooperative Exchange
C. Selecting an inventory 1. Sources of inventory information 2. Categories of materials to be inventoried 3.	C. Agricultural supply company r . Local farm store managers or . Farmers' Cooperative Exchange



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RESOURCES

of sales

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as

volume information

ry

tory information

terials to be inventoried

B. Agricultural supply company representatives

. Local farm store managers or salespeople

. Farmers' Cooperative Exchange

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C. Agricultural supply company representatives

. Local farm store managers or salespeople

. Farmers' Cooperative Exchange

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UNIT: Farm Supply Store Management

SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>D. Select the services to be provided by a given farm supply store.</p> <ol style="list-style-type: none">1. Cite at least five criteria for selecting services to be offered.2. List at least ten types of services frequently offered by farm supply stores.3.	<p>D. As a class or small group project list services offered by local farm supply stores.</p> <ul style="list-style-type: none">• Prepare a list of guidelines for services to be provided in a farm supply store.• While interviewing local farm supply stores, ask them to discuss the relative costs of various services such as fertilization, seeding, feed mixing, etc.•
<p>E. Select and/or diagram the facilities needed for a selected type of farm supply store.</p> <ol style="list-style-type: none">1. Cite at least five criteria for selecting facilities for a given or selected farm supply store.2. List at least five types of buildings frequently used in a farm supply store.3. Compare and contrast the major types of buildings.4.	<p>E. Obtain floor plans for typical farm supply stores, perhaps through the Farmers' Union.</p> <ul style="list-style-type: none">• Obtain a floor plan of a local farm supply store.• As a small group project draw a floor plan of a typical farm supply store.•

TOPICS	LEARNING ACTIVITIES
<p>be provided by a given farm</p> <p>criteria for selecting red.</p> <p>types of services frequently ply stores.</p> <p>the facilities needed for a supply store.</p> <p>criteria for selecting faci- or selected farm supply store.</p> <p>types of buildings frequently ply store.</p> <p>st the major types of build-</p>	<p>D. As a class or small group project, survey the services offered by local farm supply stores.</p> <ul style="list-style-type: none">. Prepare a list of guidelines for selecting services to be provided in a given community. . While interviewing local farm store managers, ask them to discuss the relative profitability of various services such as fertilizer application, seeding, feed mixing, etc. <p>E. Obtain floor plans for typical farm supply stores- perhaps through the Farmers' Cooperative Exchange.</p> <ul style="list-style-type: none">. Obtain a floor plan of a local farm supply store. . As a small group project draw a floor plan for a typical farm supply store.

UNIT: Farm Supply Store Management
 SUB-UNIT:

TOPICS	RESOURCES
<p>D. Selecting services to be provided</p> <ol style="list-style-type: none"> 1. Criteria for selection <ul style="list-style-type: none"> . Profitability . Effect on sales of other items 2. Types of services offered <ul style="list-style-type: none"> . Custom work <ul style="list-style-type: none"> . Fertilizing . Pesticide spraying . Planing Feed mixing . Post treatment 	<p>D. Local farm store managers or sa</p> <ul style="list-style-type: none"> . Farmers' Cooperative Exchange
<p>E. Selecting facilities</p> <ol style="list-style-type: none"> 1. Criteria for selection 2. Types of buildings 3. Building type comparison 4. 	<p>E. Farmers' Cooperative Exchange</p> <ul style="list-style-type: none"> . Local farm store managers

ore Management .

S	RESOURCES
be provided	D. Local farm store managers or salespeople.
tion	. Farmers' Cooperative Exchange.
of other items	. ....
ffered	. ....
raying	. ....
ction	E. Farmers' Cooperative Exchange
s	. Local farm store managers
parison	. ....

UNIT: Farm Supply Store Management
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>F. Plan an advertisement program for a selected farm supply store.</p> <ol style="list-style-type: none"> 1. List the major methods or media used for advertising by farm supply stores. 2. Compare and contrast the major media used for advertising. 3. <p>G. Determine the personnel needs for a selected farm supply store.</p> <ol style="list-style-type: none"> 1. List the major job positions in a typical or selected farm supply business. 2. List the major tasks performed by persons in each of the major job positions. 3. List the major competencies needed by persons in each of the major job positions. 4. 	<p>F. As a class project plan an advertisement program for a typical farm supply store. Pairs or groups of students could do what others did—radio, TV, posters.</p> <ol style="list-style-type: none"> 1. Determine the type of advertisement used by local farm supply stores. 2. Prepare a file of farm supply store advertisements from local newspapers. 3. <p>G. Determine the number of people working in farm supply businesses by job position.</p> <ol style="list-style-type: none"> 1. Interview persons working in farm supply stores to determine tasks and competencies needed. 2.

OBJECTIVES	LEARNING ACTIVITIES
<p>ent program for a selected</p> <p>methods or media used for farm supply stores.</p> <p>trast the major media used</p> <p>nnel needs for a selected farm</p> <p>job positions in a typical or supply business.</p> <p>tasks performed by persons in for job positions.</p> <p>competencies needed by persons major job positions.</p>	<p>F. As a class project plan an advertisement for a typical farm supply store. Perhaps one group or pair of students could do newspaper ads, while others did radio, TV, posters, displays, etc.</p> <ul style="list-style-type: none">. Determine the type of advertising done by local farm supply stores. . Prepare a file of farm supply store ads from local newspapers. <p>G. Determine the number of people working in local farm supply businesses by job title.</p> <ul style="list-style-type: none">. Interview persons working at local farm supply stores to determine tasks performed and competencies needed.

UNIT: Farm Supply Store Management
 SUB-UNIT:

TOPICS	RESOURCES
F. Planning an advertisement program	F. Antrim. <u>Advertising.</u>
1. Methods or media used <ul style="list-style-type: none"> . Newspaper . Billboard . Radio . TV . ....	. Local farm store managers
2. Effectiveness comparison	. Local media salesmen
3. ....	. Weyant/Hoover/McClay. <u>An Ir Agricultural Business and Ir</u>
G. Determining personnel needs	G. Local farm store managers
1. Job positions <ul style="list-style-type: none"> . Owner . Manager . Sales person . Bookkeeper . ....	. Farmers Cooperative Exchange
2. Major tasks performed	. ....
3. Major competencies needed	
4.	

ore Management

RESOURCES

nt program

F. Antrim. Advertising.

ed

. Local farm store managers

rison

. Local media salesmen

. Weyant/Hoover/McClay. An Introduction to Agricultural Business and Industry, pp. 222-226.

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eeds

G. Local farm store managers

. Farmers Cooperative Exchange

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needed

UNIT: Farm Supply Store Management
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>H. Set up and operate a record keeping system for a selected farm supply store.</p> <ol style="list-style-type: none"> 1. List the major types of records required, e.g., personnel, sales records, accounts receivable, accounts payable, inventory, payroll, cash, general ledger, profit and loss statement and balance sheet. 2. Read and interpret a given record. 3. Maintain and file a selected record. 4. Analyze a typical day's business in terms of amount of sales (money taken in), volume of merchandise sold and amount of sales tax collected. 5. Analyze a typical (actual or hypothetical) farm supply store business in terms of fixed capital and flow of capital. 	<p>H. Invite a manager/or bookkeeper from a farm supply store to visit the class and describe the records kept by the store.</p> <ul style="list-style-type: none"> • Visit a local farm supply store manager or bookkeeper to determine the records kept. • Prepare a list of records kept by a farm supply store. • Invite the school bookkeeping class and describe the records kept by a farm supply store. • Practice reading and interpreting farm supply store records.

Management

YES	LEARNING ACTIVITIES
<p>ord keeping system for a re.</p> <p>of records required, e.g., ords, accounts receivable, ventory, payroll, cash, it and loss statement and</p> <p>given record.</p> <p>selected record.</p> <p>y's business in terms of ey taken in), volume of l amount of sales tax</p> <p>actual or hypothetical) usiness in terms of fixed capital.</p>	<p>H. Invite a manager/or bookkeeper for a local farm supply store to visit the class and discuss the records kept by the store.</p> <ul style="list-style-type: none"> . Visit a local farm supply store and interview the manager or bookkeeper to determine the types of records kept. . Prepare a list of records kept by a typical farm supply store. . Invite the school bookkeeping teacher to visit the class and describe the records kept by a typical farm supply store. . Practice reading and interpreting selected farm supply store records.

UNIT:
SUB-UNIT:

Farm Supply Store Management

TOPICS	RESOURCES
<p>H. Setting up and operating the record keeping system</p> <ol style="list-style-type: none"> 1. Types of records <ul style="list-style-type: none"> . Personnel . Sales . Cash . Payroll . Inventory . Accounts receivable . Accounts payable . General ledger . Profit and loss statement . Balance sheet 2. Reading and interpreting records 3. Maintaining and filing records 4. Analyzing the business <ul style="list-style-type: none"> . Daily . Weekly . Monthly . Yearly 5. Analyzing the business <ul style="list-style-type: none"> . Fixed capital . Working capital . Flow of capital . Overhead <ul style="list-style-type: none"> . Insurance . Interest . Taxes . Transportation . Wages and salaries 	<p>H. Farmers' Cooperative Exchange</p> <ul style="list-style-type: none"> . Local teacher of high school b . Local farm store bookkeepers . Weyant/Hoover/McClay. <u>An Intr</u> <u>tural Business and Industry.</u> Weyant/Hoover/McClay. <u>An Intr</u> <u>Agricultural Business and Indu</u>

ore Management.

S	RESOURCES
<p>ng the record keeping system</p> <ul style="list-style-type: none">. Accounts receivable. Accounts payable. General ledger. Profit and loss statement. Balance sheet <p>reting records</p> <p>ling records</p> <p>ness</p> <ul style="list-style-type: none">. Monthly. Yearly <p>ness</p> <p>L</p> <p>L</p>	<p>H. Farmers' Cooperative Exchange</p> <ul style="list-style-type: none">. Local teacher of high school bookkeeping course <ul style="list-style-type: none">. Local farm store bookkeepers <ul style="list-style-type: none">. Weyant/Hoover/McClay. <u>An Introduction to Agricultural Business and Industry.</u> <ul style="list-style-type: none">. <ul style="list-style-type: none">. Weyant/Hoover/McClay. <u>An Introduction to Agricultural Business and Industry.</u>
<p>ion</p> <p>alaries</p>	

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES

6. When given the bank balance statement for a previous month, the accounts receivable balance at the beginning of the month, and a listing of all daily business transactions for the current month, prepare the following form:
 - 1) a perpetual inventory form
 - 2) a price list
 - 3) sales tickets
 - 4) accounts receivable ledgers
 - 5) purchase order forms
 - 6) daily cash balance forms
 - 7) deposit formsand determine the bank balance and accounts receivable at the end of the month.

7.

I. Receive, check and store agricultural supplies.

1. Mark agricultural supplies,
 - a. List at least two types of information needed on price tickets.
 - b. List at least three methods of marking.

c.

LEARNING ACTIVITIES

6. As a class or small group prepare a fictitious set of transactions and a prepared set - see reference for typical forms needed to complete transactions. Check the final accuracy.

7.

I. While visiting a local farm store observe the receiving, checking and marking of agricultural supplies.

1. While interviewing a local store manager determine the method(s) used to receive and mark supplies.

IVES

LEARNING ACTIVITIES

bank balance statement for
1, the accounts receivable
beginning of the month,
of all daily business trans-
current month, prepare
form:
Inventory form
3
receivable ledgers
order forms
balance forms
3
determine the bank balance and
balance at the end of the month.

store agricultural supplies,

all supplies,
list two types of information
rice tickets.

list three methods of marking.

6. As a class or small group project, prepare a fictitious set of transactions (or use a prepared set - see reference) and a set of typical forms needed to record these transactions. Check the final balance for accuracy.

7.

- I. While visiting a local farm supply store, observe the receiving, checking and marking methods used.
- . While interviewing a local store manager, determine the method(s) used to receive, check and mark supplies.

UNIT: Farm Supply Store Management

SUB-UNIT:

TOPICS	RESOURCES
6. Monthly records <ul style="list-style-type: none">. Perpetual inventory forms. Price lists. Sales tickets. Accounts receivable ledger. Purchase order forms. Daily cash balance forms. Deposit forms	6. OSU. <u>Business Procedures Services.</u>
7.	7.
I. Receiving, checking and storing farm supplies	I. Local farm store managers
1. Marking farm supplies <ul style="list-style-type: none">a. Types of information<ul style="list-style-type: none">. Stock number. Price . .... b. Methods of marking<ul style="list-style-type: none">. Gummed price ticket. Rubber stamp. Pin and tie price ticket. Pencil	. Farmers' Cooperative Exchange
c. ....	. ....

management

S

Inventory forms

S

Receivable ledger

Order forms

Balance forms

S

and storing farm supplies

Supplies

Information

Number

Marking

Rice ticket

Tamp

Tie price ticket

RESOURCES

6. OSU. Business Procedures Used in Agricultural Services.

7.

I. Local farm store managers

. Farmers' Cooperative Exchange

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UNIT: Farm Supply Store Management

SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
2. Store agricultural supplies a. List the type storage requirements needed for a selected item.	
b. State the amount of space requirement needed for a selected item.	
c.	
3.	
J. Use the major types of store equipment found in a typical farm supply store in a manner approved by the industry.	J. Observe demonstrations of a store equipment typically found in stores.
1. Operate a selected cash register in a manner recommended by the manufacturer.	. Observe demonstrations of a typical cash register.
2. Operate a selected adding machine in a manner approved by the manufacturer.	. Observe demonstrations of a typical adding machine.
3. Operate selected scales in a manner approved by the industry.	. Observe demonstrations of a selected scales used in farm stores.
4. Use a telephone in an acceptable manner.	. Observe demonstrations of a telephone in a typical farm store.
5.
K.	K.
II.	II.

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IVES

LEARNING ACTIVITIES

ral supplies
oe storage requirements
a selected item.

ount of space requirement
a selected item.

of store equipment found in
ly store in a manner approved

ted cash register in a manner
the manufacturer.

ted adding machine in a
by the manufacturer.

d scales in a manner approved

in an acceptable manner.

J. Observe demonstrations of and practice using store equipment typically found in farm supply stores.

. Observe demonstrations of and practice using a typical cash register.

. Observe demonstrations of and practice using a typical adding machine.

. Observe demonstrations of and practice using selected scales used in farm supply stores.

. Observe demonstrations of and practice using a telephone in a typical farm supply business.

.

K.

II.

UNIT: Farm Supply Store Management

SUB-UNIT:

TOPICS	RESOURCES
<p>2. Storing farm supplies</p> <ul style="list-style-type: none">a. Types of storage<ul style="list-style-type: none">. Shelves. Bins. Warehouses.b. Amount of space requiredc. <p>J. Using the major types of store equipment</p> <ul style="list-style-type: none">1. Operating a cash register2. Operating an adding machine3. Operating scales	<p>J. Local farm store managers or s</p> <ul style="list-style-type: none">1. Manufacturers' manual<ul style="list-style-type: none">. VAS. <u>The Use of the Cash</u>.2. Manufacturers' manual3. Manufacturers' manual
<p>4. Using the telephone</p> <p>5.</p> <p>K.</p> <p>II.</p>	<p>4.</p> <p>K.</p> <p>II.</p>

management

RESOURCES

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range

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space required

es of store equipment

register

ding machine

s

hone

J. Local farm store managers or salespersons

1. Manufacturers' manual

. VAS. The Use of the Cash Register.

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2. Manufacturers' manual

3. Manufacturers' manual.

4.

K.

II.

RESOURCES

UNIT: Farm Supply Management

SUB-UNIT:

BOOKS

- Antrim, William H. Advertising. New York: Gregg Division/McGraw-Hill Book Co., 1970.
- University of Illinois. The Use of the Cash Register. Urbana, ILL: Vocational Agricultural
- Walsh, Lawrence A., et al. Selling Farm and Garden Supplies. New York: Gregg Division/McGraw-Hill Book Company, 1971.
- Weyant, J. Thomas, et. al. An Introduction to Agricultural Business and Industry. Danville, ILL: The Interstate Printers and Publishers, Inc., 1965.

FILMS AND FILMSTRIPS

BULLETINS

TRANSPARENCIES

RESOURCES

Management

Advertising. New York: Gregg Hill Book Co., 1970.

Illinois. The Use of the Cash
and the Farm. Vocational Agricultural
Education, et al. Selling Farm and Garden
Products. New York: Gregg Division/McGraw-Hill
1971.

et. al. An Introduction to
Business and Industry. Danville,
Virginia: State Printers and Publishers,

FILMS AND FILMSTRIPS

TRANSPARENCIES

UNIT:

Business Procedures

SUB-UNIT:

OBJECTIVE(S):

The student will be able to:

- I. Set up and maintain a simplified fictitious inventory typical of an agricultural business.
- II. Select and calculate an acceptable mark-up price item (s).
- III. Calculate the carrying charge on an item not paid 30 days of purchase.
- IV. Using a typical sales tax rate table, calculate the due on selected taxable purchases.
- V. Complete a typical sales ticket.
- VI. Complete a typical monthly statement.
- VII. Calculate a typical daily or monthly cash balance.
- VIII.

Business Procedures

NIT:

OBJECTIVE(S):

The student will be able to:

- I. Set up and maintain a simplified fictitious inventory typical of an agricultural business.
- II. Select and calculate an acceptable mark-up price for a selected item (s).
- III. Calculate the carrying charge on an item not paid for within 30 days of purchase.
- IV. Using a typical sales tax rate table, calculate the sales tax due on selected taxable purchases.
- V. Complete a typical sales ticket.
- VI. Complete a typical monthly statement.
- VII. Calculate a typical daily or monthly cash balance.
- VIII.

UNIT: Business Procedures
SUB-UNIT:

OBJECTIVES

The student will be able to:

- I. Set up and maintain a simplified fictitious inventory typical of an agricultural business.
 - A. Define the term balanced inventory (in the context of bookkeeping).
 - B. Classify selected items, according to inventory profit categories: profitable items, low profit items - yet necessary for inventory, loss items - yet necessary for inventory.
 - C. Define the term turnover rate.
 - D. List at least five management uses of inventory.
 - E. List at least six items recorded in a typical end-of-month inventory, e.g., number, description of item, units, etc.
 - F. List the major types of information recorded in a perpetual inventory form.
 - G. Complete a typical purchase order form for buying a selected item.
 - H. Complete a typical receiving report for a fictitious but typical item.

LEARNING ACTIVITIES

- I. As a class or small group project, obtain a simplified fictitious inventory form for an agricultural business. (See forms provided in reference.)
 - A.
 - B. While visiting a local business, ask the manager to list items which are not profitable. Ask for reasons for carrying such items.
 - C.
 - D.
 - E. Obtain, discuss and file a typical inventory form(s). (See reference.)
 - F. Obtain, discuss and file a typical perpetual inventory form.
 - G. Obtain, discuss and file a typical purchase order form used by a local business firm.
 - H. Obtain, discuss and file a typical receiving report by a local firm.

VES

LEARNING ACTIVITIES

simplified fictitious inventory
of a business.

perpetual inventory (in the
form).

items, according to inventory
profitable items, low profit
items for inventory, loss items-
inventory.

turnover rate.

inventory management uses of inventory.

items recorded in a typical end
of month form, e.g., number, description

type of information recorded in
inventory form.

purchase order form for buying

receiving report for a
particular item.

I. As a class or small group project, set up and maintain a simplified fictitious inventory typical of an agricultural business. (See the fictitious data forms provided in reference.)

A.

B. While visiting a local business firm ask the manager to list items which must be inventoried which are not profitable. Ask him to give reasons for carrying such items.

C.

D.

E. Obtain, discuss and file a typical end of month inventory form(s). (See reference.)

F. Obtain, discuss and file a typical perpetual inventory form.

G. Obtain, discuss and file a typical purchase order used by a local business firm.

H. Obtain, discuss and file a typical report used by a local firm.

UNIT: Business Procedures

SUB-UNIT:

TOPICS

- I. Setting up and maintaining a simplified fictitious inventory typical of an agricultural business
 - A. Defining balanced inventory
 - B. Classifying inventory items:
 - . High profit
 - . Low profit
 - . No profit (but necessary)
 -
 - C. Defining the term turnover rate
 - D. Uses of inventory
 - E. End-of-month inventory items
 - . Number
 - . Descriptions
 - . Units
 -
 - F. Perpetual inventory
 - . In
 - . Out
 - . Balance
 -
 - G. Purchase order form
 - H. Receiving order form

RESOURCES

- I. OSU. Business Procedures Used Services - Part II.

RESOURCES

ing a simplified fictitious
agricultural business

I. OSU. Business Procedures Used in the Agricultural
Services - Part II.

Inventory

Inventory items:

(necessary)

Turnover rate

Inventory items

UNIT: Business Procedures

SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
I. State the purpose of a bill of lading.	I. Obtain, discuss and file a b
J. Define the term invoice.	J. Obtain, discuss and file a t used by a local firm.
K. When given a brief fictitious inventory and a fictitious list of items bought and sold, com- plete a perpetual inventory form for the dates given.	K. As a class or small group co inventory form using fictiti
L.	L.
II. Select and calculate acceptable mark-up for a se- lected item.	II. As a class or small group projec and calculating an acceptable ma selected items.
A. List at least five factors to consider in selecting an acceptable mark-up for a selected item.	A.
B. List at least two typical fixed cost items and two typical variable cost items.	B. As a class or small group pr lating fixed and variable co sold.
C. Differentiate between mark-up on cost and mark- up on selling price.	C. Practice calculating mark-up on selling prices.
D.	D.



TIVES

LEARNING ACTIVITIES

of a bill of lading.

voice.

fictitious inventory and a
items bought and sold, com-
Inventory form for the dates

acceptable mark-up for a se-

factors to consider in
table mark-up for a selected

typical fixed cost items and
le cost items.

een mark-up on cost and mark-
e.

I. Obtain, discuss and file a bill of lading.

J. Obtain, discuss and file a typical invoice
used by a local firm.

K. As a class or small group complete a perpetual
inventory form using fictitious data.

L.

II. As a class or small group project, practice selecting
and calculating an acceptable mark up price for
selected items.

A.

B. As a class or small group project, practice calcu-
lating fixed and variable costs of items to be
sold.

C. Practice calculating mark-up on cost and mark up
on selling prices.

D.

UNIT: Business Procedures

SUB-UNIT:

TOPICS

RESOURCES

I. Bill of lading

J. Invoice

K. Completing the perpetual inventory form

L.

II. Selecting and calculating mark-up

A. Factors to consider

- . Wholesale price
- . Overhead cost
- . Variable cost
-

B. Fixed and variable cost items

C. Mark-up

- . Mark-ups based on cost
- . Mark-ups based on selling price
-

D.

OSU. Business Procedures Used in Agricultural Services. Part

II. OSU. Business Procedures Used in Agricultural Services. Ch. III.

RESOURCES

- OSU. Business Procedures Used in the Agricultural Services. Part II.

tual inventory form

ig mark-up

- II. • Business Procedures Used in the Agricultural Services. Ch. III.

cost items

i cost
i selling price

UNIT: Business Procedures

SUB-UNIT:

OBJECTIVES

- III. Calculate the carrying charge on an item not paid for within 30 days of purchase.
- IV. Using a typical sales tax rate table, calculate sales tax due on selected taxable purchases.
- V. Complete a typical sales ticket.
- VI. Complete a typical monthly statement.
- VII. Calculate the daily and/or monthly cash balance.
 - 1. Write the formula for checking the daily and/or monthly cash balance.
 - 2. List at least three reasons for checking the daily and/or monthly cash balance.
 - 3.
- VIII.

LEARNING ACTIVITIES

- III. Observe demonstrations of and calculate the carrying charges on items not paid for within 30 days.
- IV. Observe demonstrations of and calculate sales tax for selected purchases.
- V. Observe demonstrations of and complete sales tickets.
- VI. Observe demonstrations of and complete typical monthly statement.
- VII. Observe demonstrations of and calculate the daily and/or monthly cash balance.
- VIII.

ES

LEARNING ACTIVITIES

charge on an item not paid
purchase.

ax rate table, calculate
ed taxable purchases.

s ticket.

ly statement.

/or monthly cash balance.

or checking the daily
balance.

reasons for checking the
y cash balance.

III. Observe demonstrations of and practice calculating the carrying charges on items not paid for within 30 days.

IV. Observe demonstrations of and practice calculating sales tax for selected purchases.

V. Observe demonstrations of and practice preparing sales tickets.

VI. Observe demonstrations of and practice completing a typical monthly statement.

VII. Observe demonstrations of and practice calculating the daily and/or monthly cash balance.

VIII.

UNIT: Business Procedures

SUB-UNIT:

TOPICS	RESOURCES
III. Calculating carrying charges	III. OSU. <u>Business Procedures Used Services</u> , Ch. IV.
IV. Calculating sales tax	IV. OSU. <u>Business Procedures Used Services</u> , Ch. V.
V. Completing the sales ticket	V. OSU. <u>Business Procedures Used Services</u> , Ch. VI.
VI. Completing a typical monthly statement	VI. OSU. <u>Business Procedures Used Services</u> , Ch. VII.
VII. Calculating the daily and monthly cash balance <ol style="list-style-type: none">1. Formula for checking the monthly or daily cash balance2. Reasons for checking the daily or monthly cash balance3.	VII. OSU. <u>Business Procedures Used Services</u> , Ch. VIII.
VIII.	VIII.

RESOURCES

arges

III. OSU. Business Procedures Used in the Agricultural Services, Ch. IV.

cket

IV. OSU. Business Procedures Used in the Agricultural Services. Ch. V.

monthly statement

V. OSU. Business Procedures Used in the Agricultural Services. Ch. VI.

and monthly cash balance

VI. OSU. Business Procedures Used in the Agricultural Services, Ch. VII.

ng the monthly or daily

VII. OSU. Business Procedures Used in the Agricultural Services. Ch. VIII.

ng the daily or monthly

VIII.

RESOURCES

UNIT: Business Procedures

SUB-UNIT:

BOOKS

Ohio State University. Business Procedures Used in the Agricultural Services. Columbus, Ohio: Agricultural Education Department of the Ohio State University and the Vocational Agriculture Service, 1966.

FILMS AND FILMSTRIPS

BULLETINS

TRANSPARENCIES

RESOURCES

cedures

Business Procedures Used
ervices. Columbus, Ohio:
n Department of the Ohio State
ational Agriculture Service,

FILMS AND FILMSTRIPS

TRANSPARENCIES

UNIT:

Feed Sales and Service

SUB-UNIT:

OBJECTIVE(S):

The student will be able to:

- I. Prepare a plan for the inventory, storage, display of a typical feed or feeds.
- II. With the aid of a feed computer and typical mix formulate and mix a given quantity of a selected
- III.

Feed Sales and Service

IT:

OBJECTIVE(S):

The student will be able to:

- I. Prepare a plan for the inventory, storage, display and sales of a typical feed or feeds.
- II. With the aid of a feed computer and typical mix mill equipment, formulate and mix a given quantity of a selected type of feed.
- III.

UNIT: Feed Sales and Service

SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of a typical feed or feeds.

A. Prepare a tentative inventory of a selected type of feed for a typical farm store.

1. Estimate the sales of a selected crop for a given season.
2. List at least 3 factors to consider in preparing an inventory for a selected type of feed.
3. List the major types of feeds used in the local community, e.g., poultry, cattle, swine, etc.
4. Prepare schedule showing the sales of a selected feed(s) during a typical year.
5.

B. Diagram, list or otherwise describe the amount, type and time during which storage is needed for a selected feed(s).

1. List at least five factors to consider in determining storage needs for feeds.
2. List at least three types of storage used for feed.
3. ...

I. As a class, small group or in plan the inventory, storage, of a typical feed or feeds.

A. As a class, small group or prepare an inventory for

- . Obtain from a local dealer a selected feed sold in store.
- . Visit a local feed store amount of feed on hand
- . Ask a local feed dealer inventory of a selected month or by season.
-

B. Visit a local feed store type of storage provided feed(s).

- . Prepare a diagram of the facilities of a local supply store.
-

ervice

IVES

o:

inventory, storage, display
feed or feeds.

e inventory of a selected
typical farm store.

ales of a selected crop for

3 factors to consider in
nventory for a selected type

c types of feeds used in the
ty, e.g., poultry, cattle,

ile showing the sales of a
(s) during a typical year.

otherwise describe the
ime during which storage
lected feed(s).

five factors to consider
; storage needs for feeds.

three types of storage

LEARNING ACTIVITIES

- I. As a Class, small group or individual project, plan the inventory, storage, display and sales of a typical feed or feeds.
 - A. As a class, small group or individual project, prepare an inventory for a typical feed.
 - . Obtain from a local dealer a schedule of a selected feed sold in a community feed store.
 - . Visit a local feed store and inventory the amount of feed on hand at a selected season.
 - . Ask a local feed dealer to provide an inventory of a selected feed carried by month or by season.
 -
 - B. Visit a local feed store and observe the type of storage provided for a selected feed(s).
 - . Prepare a diagram of the feed storage facilities of a local agricultural supply store.
 -

UNIT: Feed Sales and Service
 SUB-UNIT:

TOPICS	RESOURCES
I. Preparing the inventory, storage, display and sales of feeds	
A. Preparing a feed inventory	A. Walsh/Joy/Hoover. <u>Selling Supplies</u> . Chapter 2.
1. Estimating sales volume	. Local farm store manager
2. Factors to consider	. . . .
a. Past year sales	
b. Anticipate changes in crop demand	
c.	
3. Determining the types of feed grown in the area.	
4. Preparing the sales schedule.	
5.	
B. Determining storage needs	B. Walsh/Joy/Hoover. <u>Selling Supplies</u> . Chapter 2.
. Factors to consider	. Local farm store manager
. Space requirement	. . . . .
. Length of storage	
. Amount of protection needed	
.	
. Types of storage	
. Warehouse	
. Metal bins	
. Barrels	
.	
.	

RESOURCES

dry, storage, display and

inventory

sales volume

consider

of sales

and changes in crop demand

the types of feed grown in

the sales schedule.

storage needs

consider

of treatment

and storage

protection needed

age

A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 2.

. Local farm store managers or salesmen.

. . . .

B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 2.

. Local farm store managers or salesmen.

. . . .

UNIT: Feed Sales and Service
 SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

- C. Plan and/or construct a sales display for a selected feed crop which would meet the approval of the industry.
 - 1. List at least two types of feed sales displays.
 - 2. List at least five criteria to consider in planning a feed sales display.
 - 3.

- D. Provide a customer with the product knowledge needed concerning a selected feed(s).
 - 1. Cite at least one reference which gives recommended feed rations for a selected type of livestock.
 - 2. Read and correctly interpret a typical feed tag.
 - 3. Using the South Carolina Department of Agriculture publication - Commercial Feed Resume determine whether or not a commercial feed meets the requirements of the department.
 - 4. When given a reference such as Morrison's Feeds and Feeding, which provides tables showing the nutrient content of various feeds, determine the protein, fat and fiber content of selected feeds.

- C. As a class, small group or individual, construct a sales display for a selected feed or feed product.
 - . While visiting local feed stores observe and compare the business of feed sales displays.
 -

- D. While playing salesperson practice providing product information.
 - 1. Obtain and practice using a feed tag to provide product information.
 - 2. Practice reading and interpreting a typical feed tag.
 - 3. Obtain and practice using a Commercial Feed Resume.
 - 4. Obtain and practice using a feed tag to determine nutrient content of a selected feed.

ervice

IVES

Construct a sales display for a crop which would meet the industry.

List two types of feed sales

List five criteria to consider a feed sales display.

With the product knowledge of a selected feed(s).

Obtain one reference which gives feed rations for a selected crop.

Correctly interpret a typical

North Carolina Department of Agriculture publication - Commercial Feed determine whether or not a commercial feed meets the requirements of the department.

Obtain a reference such as Morrison's Feeds, which provides tables of nutrient content of various feeds. Determine the protein, fat and moisture of selected feeds.

LEARNING ACTIVITIES

C. As a class, small group or individual project, construct a sales display for a selected feed or feed product.

- While visiting local agricultural supply stores observe and compare the effectiveness of feed sales displays.

.....

D. While playing salesperson and customer, practice providing product information.

- Obtain and practice using references to provide product information to customers.
- Practice reading and interpreting feed tags.
- Obtain and practice using Commercial Feed Resume.
- Obtain and practice using tables provided in Morrison's Feeds and Feeding to determine nutrient content of feeds.

UNIT: Feed Sales and Service

SUB-UNIT:

TOPICS	RESOURCES
C. Planning and constructing feed sales displays	C. Walsh/Joy/Hoover. <u>Selling Supplies</u> . Chapter 2.
1. Types of feed displays	. Smith. <u>Display and Pro</u>
2. Criteria for evaluating sales displays	. Local farm store manage
3. ...	. ...
D. Providing product knowledge about feeds	D. Perry. <u>Feed Formulation</u>
1. Citing references	. Walsh/Joy/Hoover. <u>Sell Garden Supplies</u> . Chapt
2. Interpreting feed tags	. South Carolina Departme
3. Using <u>Commercial Feed Resume</u> to determine feed quality	. <u>Commercial Feed Resume</u>
4. Interpreting <u>Morrison's Feeds and Feeding</u> standards	. Morrison. <u>Morrison's F</u>

RESOURCES

structing feed sales

displays

valuating sales displays

knowledge about feeds

ices

feed tags

ial Feed Resume to
d quality

Morrison's Feeds and
ards

C. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 2.

. Smith. Display and Promotion.

. Local farm store managers or salesmen.

. ...

D. Perry. Feed Formulation Handbook.

. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.

. South Carolina Department of Agriculture. Commercial Feed Resume.

. Morrison. Morrison's Feeds and Feeding.

UNIT: Feed Sales and Service

SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

5. When given a Morrison feeding standard determine the requirements (digestible protein, dry matter, total digestible nutrients and net energy) for selected class and weight of livestock.
6. List at least 6 plant sources of protein frequently used for livestock feeding.
7. List at least 4 sources of protein frequently used for livestock feed.
8.

5. Obtain and practice using Morrison's Feeds and determine the feeding standards for selected class ages and weights.
6. Prepare a chart depicting sources of protein used for livestock.
7. Prepare a chart depicting sources of protein used for livestock.
8.

E. When given a selected type, class, age or weight of livestock, formulate a balanced ration using selected feed grains and protein supplements.

E. As a class, small group or practice formulating simple feed ingredients grown in the

- . When given the ingredients to be used (grains and protein supplements), and the protein level desired, list the amount of each ingredient to be used to obtain the desired protein level.
-

- . As a class, small group project, practice formulating an animal(s) belonging to the class.
-



ACTIVITIES

Use a Morrison feeding standard to determine requirements (digestible dry matter, total digestible nutrients and net energy) for selected classes and ages of livestock.

List 6 plant sources of protein used for livestock feeding.

List 4 animal sources of protein used for livestock feed.

For a selected type, class, age or sex of livestock, formulate a balanced ration using selected feed grains and protein supplements.

For the ingredients to be used (including protein supplements), and the amount desired, list the amount of each ingredient to be used to obtain the desired protein level.

LEARNING ACTIVITIES

5. Obtain and practice using tables provided in Morrison's Feeds and Feeding to determine the feeding standards for various classes and ages and weights of livestock.

6. Prepare a chart depicting the major plant sources of protein used for feeding livestock.

7. Prepare a chart depicting the major animal sources of protein used for feeding livestock.

8.

E. As a class, small group or individual project, practice formulating simple feed rations using feed ingredients grown in the local area.

• As a class, small group or individual project, practice formulating a ration for an animal(s) belonging to a student(s) in the class.

• ...

UNIT: Feed Sales and Service

SUB-UNIT:

TOPICS	RESOURCES
5. Interpreting standards from <u>Morrison's Feeds and Feeding.</u>	. Morrison... <u>Morrison's</u>
6. Identifying plant source. of protein	. Applicable Extension S and charts. See <u>Avail For Farm and Home.</u>
7. Identifying animal sources of protein	. ....
8. ....	. ....
E. Formulating a balanced feed ration	E. Perry. <u>Feed Formulation H</u>
. Computing the amount of each feed ingredient needed for a given ration	. Walsh/Joy/Hoover. <u>Sell Supplies.</u> Chapter 3.
. Citing references	. ....
.

RESOURCES

standards from Morrison's
ding.

. Morrison. Morrison's Feeds and Feeding.

plant sources of protein

. Applicable Extension Service bulletins
and charts. See Available Publications
For Farm and Home.

animal sources of protein

. . . .

anced feed ration

E. Perry. Feed Formulation Handbook.

amount of each feed
led for a given ration

. Walsh/Joy/Hoover. Selling Farm and Garden
Supplies. Chapter 3.

ces

. . . .

UNIT: Feed Sales and Service
SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

II. With the aid of a feed computer and typical mix mill equipment, formulate and mix a given quantity of a selected type of feed.

A. When given the ingredient to be used and a feed computer, formulate a feed for a given class of livestock.

B. Diagram and/or label a diagram showing the major components of a typical feed mill.

C. Prepare a flow chart showing the major milling operations, e.g., in the case of ear corn—husking, shelling, grinding, and mixing.

II. As a class or small group feed for a selected purpose using a feed computer to formulate a feed then practice preparing a typical feed mill.

A. Observe demonstration using a feed computer to formulate a feed(s) for a selected purpose.

B. As a class project prepare a diagram showing the major components of a typical feed mill.

C. As a class project prepare a flow chart showing the major milling operations of a local feed mill.

.....

OBJECTIVES	LEARNING ACTIVITIES
<p>Use a feed computer and typical mix to formulate and mix a given feed type of feed.</p>	<p>II. As a class or small group project prepare a feed for a selected purpose. Practice using a feed computer to formulate the feed and then practice preparing the feed using a typical feed mill.</p>
<p>Identify an ingredient to be used and a feed to formulate a feed for a given stock.</p>	<p>A. Observe demonstrations of and practice using a feed computer(s) to formulate a feed(s) for a selected class of livestock.</p>
<p>Label a diagram showing the parts of a typical feed mill.</p>	<p>B. As a class project prepare a diagram showing the major components of a local feed mill.</p>
<p>Draw a chart showing the major milling operations, in the case of ear corn, grinding, and mixing.</p>	<p>C. As a class project prepare a flow chart of a local feed mill operation.</p> <p>.....</p>

UNIT: Feed Sales and Service

SUB-UNIT:

TOPICS

RESOURCES

II. Preparing a feed mixture

II. Walsh/Joy/Hoover. Selling
Supplies.

A. Using a feed computer to formulate a selected feed

A. Walsh/Joy/Hoover. Sell
Supplies.

. Perry. Feed Formulat

. Feed companies

. Local farm store mana

.

B. Major components of the feed mill

B. Feed mill manufacturer's

- . Unloader
- . Corn husker
- . Corn sheller
- . Hammer mill
- . Grinder
- . Mixer
-

. Local feed mill mana

.

C. Feed mill flow chart

C. Feed mill manufacturers

. Local feed mill mana

.

RESOURCES

ture

Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

puter to formulate a

A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

. Perry. Feed Formulation Handbook

. Feed companies

. Local farm store managers and salesmen

.

of the feed mill

B. Feed mill manufacturer's operators manuals.

. Local feed mill managers

.

chart

C. Feed mill manufacturers

. Local feed mill managers

.

UNIT: Feed Sales and Service
SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

- D. Operate a typical feed mill.
1. Label the major adjustments or controls.
 2. List, in sequence, the steps involved in operating the mill.
 3. List the major safety hazards involved in operating the mill.
 4.

E.

III.

- D. Observe demonstrations operating a local feed selected feed.
- . Prepare and label a major adjustments and local feed mill to be
 - . Prepare a list of safety hazards to be used in operating
 - . Prepare a list of safety hazards involved in operating

.

E.

III.

OBJECTIVES	LEARNING ACTIVITIES
<p>ical feed mill.</p> <p>major adjustments or controls.</p> <p>sequence, the steps involved ing the mill.</p> <p>major safety hazards involved ing the mill.</p>	<p>D. Observe demonstrations of and/or practice operating a local feed mill to prepare a selected feed.</p> <ul style="list-style-type: none">. Prepare and label a diagram showing the major adjustments and controls on the local feed mill to be operated.. Prepare a list of sequential steps to be used in operating the local feed mill.. Prepare a list of safety hazards involved in operating the local feed mill. <p>.</p> <p>E.</p> <p>III.</p>

UNIT: Feed Sales and Service
SUB-UNIT:

TOPICS

RESOURCES

- D. Operating the feed mill
 - 1. Major adjustments or controls
 - 2. Steps in operation
 - 3. Safety hazards
 - 4.

E.

III.

- D. Feed mill manufacturer'
 - . Local feed mill mana
 -

E.

III.

RESOURCES

feed mill
instruments or controls
operation
standards

- D. Feed mill manufacturer's operating manuals
 - . Local feed mill managers
 -

E.

III.

RESOURCES

UNIT: Feed Sales and Service

SUB-UNIT:

BOOKS

Morrison, Frank B. Morrison's Feeds and Feeding. Danville, ILL: Interstate Printers and Publishers, Abridged Ed.

Perry, T. W. Feed Formulation Handbook, Danville, ILL: The Interstate Printers and Publishers, Inc.

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Walsh, L. A. et al, Selling Farm and Garden Supplies. New York: Gregg Division/McGraw-Hill Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

Purdue Cooperative Extension Service,
Lafayette, Indiana.

Good Feed Mixing Practices

South Carolina Department of Agriculture.

Commercial Feed Resume

Clemson University Extension Service.

See Available Publications for Farm and Home.

TRANSPARENCIES

RESOURCES

d Service

FILMS AND FILMSTRIPS

Morrison's Feeds and Feed-
L: Interstate Printers and
ed Ed.

Formulation Handbook, Danville,
te Printers and Publishers, Inc.

Play and Promotion. New York:
raw-Hill Book Company, 1970.

Selling Farm and Garden
k: Gregg Division/McGraw-Hill

TRANSPARENCIES

Extension Service,

Practices

artment of Agriculture,

Resume

Extension Service.

Publications for Farm and Home.

UNIT:

Seed Sales and Service

SUB-UNIT:

OBJECTIVE(S):

The student will be able to:

- I. Prepare a plan for the inventory, storage, distribution and sales of seed sold in a typical farm supply store.
- II.

Seed Sales and Service

OBJECTIVE(S):

The student will be able to:

- I. Prepare a plan for the inventory, storage, display, and sale of seed sold in a typical farm supply store.
- II.

UNIT: Seed Sales and Service
SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

The student will be able to:

- I. Prepare a plan for the inventory, storage, display and sales of seed typically sold in a farm supply store.
 - A. Prepare a descriptive inventory of seed for one or more of the more commonly grown field crops, garden crops, or lawn grasses grown in the local area.
 1. Determine and list the volume of a selected seed sold by a local store in the community during the past year.
 2. List at least 3 factors to consider in preparing an inventory for a selected seed crop.
 3. List the major field crops, garden crops, and lawn grasses grown in the local area.
 4. Prepare a schedule showing the anticipated sales of the major crop seeds by season. The schedule should be roughly in agreement with one used by a local seed dealer.
 5.

- I. As a class, small group or prepare a plan for the inventory display and sales of a type.
 - A. As a class, small group project, prepare an inventory or more of the more common the local area.
 - . Ask a local seed dealer to prepare an inventory of a selected crop by season or by month.

.....

Service

TIVES	LEARNING ACTIVITIES
<p>to:</p> <p>the inventory, storage, seed typically sold in a</p> <p>ive inventory of seed for one more commonly grown field crops, or lawn grasses grown as.</p> <p>nd list the volume of a ed sold by a local store in ty during the past year.</p> <p>st 3 factors to consider in n inventory for a selected</p> <p>ajor field crops, garden crops, asses grown in the local area.</p> <p>chedule showing the antici- of the major crop seeds by e schedule should be roughly it with one used by a local</p>	<p>I. As a class, small group or individual project, prepare a plan for the inventory, storage, display and sales of a typical seed.</p> <p>A. As a class, small group or individual project, prepare an inventory of seed for one or more of the more commonly grown crops in the local area.</p> <ul style="list-style-type: none">Ask a local seed dealer to provide an inventory of a selected seed(s) carried by season or by month......

UNIT: Seed Sales and Services

SUB-UNIT:

TOPICS

RESOURCES

I. Preparing the inventory, storage, display and sales of seeds

A. Preparing a seed inventory

1. Estimating sales volume

2. Factors to consider

- a. Past year sales
- b. Anticipated changes in demand
- c.

3. Demand by crop

- . Field crops
- . Garden crops
- . Lawn grasses
-

4. Sales schedule by month or season

5.

A. Walsh/Joy/Hoover. Sell Garden Supplies. Chart

. Local farm store man

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views

RESOURCES

ty, storage, display

I.

inventory

A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.

les volume

. Local farm store managers or salesmen.

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nsider

sales

ed changes in demand

p
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e by month or season

UNIT: Seed Sales and Service
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected seed.</p> <ol style="list-style-type: none"> 1. List at least five factors to consider when determining the storage needs for a selected seed. 2. List at least three types of storage used for seeds. 3. <p>C. Plan and/or construct a sales display for a selected seed crop which meets the approval of the industry.</p> <ol style="list-style-type: none"> 1. List at least two types of seed sales displays. 2. List at least five criteria to consider in planning a seed sales display. 	<p>B. While visiting a local store, observe the type of storage required for a</p> <ul style="list-style-type: none"> . As a class or small group prepare a diagram of facilities used in a <p>C. As a class or small group construct a sales display for a s</p> <ul style="list-style-type: none"> . While visiting local businesses, observe effectiveness of seed sales displays.
<p>3.</p>	

Service

ACTIVITIES

LEARNING ACTIVITIES

otherwise describe the amount, storage needed for a selected

five factors to consider in the storage needs for a

three types of storage

construct a sales display for a crop which meets the approval

at least two types of seed sales

at least five criteria to consider in a seed sales display.

B. While visiting a local agricultural supply store, observe the type and amount of seed storage required for a selected crop(s).

As a class or small group project, prepare a diagram of the seed storage facilities used in a local seed store.

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C. As a class or small group project, prepare a sales display for a selected seed crop.

While visiting local agricultural supply businesses, observe and evaluate the effectiveness of seed sales displays.

.....

UNIT: Seed Sales and Service
 SUB-UNIT:

TOPICS	RESOURCES
<p>B. Storage requirements</p> <ol style="list-style-type: none"> 1. Factors to consider <ul style="list-style-type: none"> . Space requirements . Length of storage . Amount of protection needed 2. Types of storage <ul style="list-style-type: none"> . Warehouse . Metal bins . Barrels 3. 	<p>B. Walsh/Joy/Hoover. <u>Sell</u> <u>Supplies</u>. Chapter 3.</p> <ul style="list-style-type: none"> . Local farm store man
<p>C. Planning and constructing a seed sales display</p> <ol style="list-style-type: none"> 1. Types of sales displays 2. Criteria for evaluating seed sales displays <ul style="list-style-type: none"> . Neatness . Interest 3. 	<p>C. Smith, <u>Display and Prom</u></p> <ul style="list-style-type: none"> . Walsh/Joy/Hoover. <u>S</u> <u>Garden Supplies</u>. Ch . Local farm store man



service

RESOURCES

needs

consider
requirements
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protection needed

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constructing a seed sales

sales displays

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B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.

. Local farm store managers or salesmen.

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C. Smith, Display and Promotion.

. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.

. Local farm store managers or salesmen.

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UNIT: Seed Sales and Service
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>D. Provide a customer with the product knowledge needed concerning a selected or selected seed crops.</p> <ol style="list-style-type: none"> 1. Cite at least one reference which gives recommended planting rates, planting dates, spacings, depth of planting, etc., correctly. 2. Calculate the amount of seed required to plant a given acreage at a given spacing. 3. Using Extension Service bulletins or other reliable sources, correctly advise a customer as to the recommended variety of a selected crop. 4. Using Extension Service bulletins or other reliable sources of information, correctly advise a customer as to the recommended planting rates, planting dates, spacings and depth of planting required for selected crops. 5. Read and correctly interpret a typical seed tag. 	<p>D. Role play salesperson and mates. In the role of salesperson using references or charts with needed information.</p> <ol style="list-style-type: none"> 1. Obtain or prepare a file of other references needed to provide product knowledge or customer information. 2. While visiting local seed stores observe the references to provide product knowledge. 3. As a class or small group calculate the amount of seed an acre of a chosen variety. 4. Obtain and use Extension Service bulletins to select recommended varieties. 5. Obtain and practice interpreting a typical seed tag.
<ol style="list-style-type: none"> a. List at least three items specified in Federal law pertaining to seed tags. 	<ol style="list-style-type: none"> 6. Invite a local seed store person to interpret a typical seed tag.



service

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LEARNING ACTIVITIES

with the product know-
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one reference which gives
planting rates, planting
is, depth of planting, etc.,

amount of seed required to
acreage at a given spacing.

on Service bulletins or other
ces, correctly advise a cus-
he recommended variety of a

on Service bulletins or other
ces of information, correctly
omer as to the recommended
s, planting dates, spacings
planting required for selected

ectly interpret a typical

least three items specified
al law pertaining to seed tags.

D. Role play salesperson and customer with class-
mates. In the role of salesperson, practice
using references or charts to provide customers
with needed information.

1. Obtain or prepare a file of charts and
other references needed to provide product
knowledge or customer information.
 - . While visiting local agricultural businesses
observe the references used by salespersons
to provide product knowledge.
2. As a class or small group project, practice
calculating the amount of seed required to
seed an acre of a chosen crop.
3. Obtain and use Extension Service bulletins
to select recommended varieties.
4. Obtain and use Extension Service bulletins
to select recommended planting dates,
planting rates, planting depths, spacings,
etc., for a chosen crop.
5. Obtain and practice interpreting seed tags.

. Invite a local seed store manager or sales-
person to interpret a typical seed tag.

UNIT: Seeds Sales and Service

SUB-UNIT:

TOPICS

RESOURCES

D. Providing customers with product knowledge

D. Walsh/Joy/Hoover. Selling Farm
Supplies. Chapter 3.

1. References

. Applicable Extension Service
chart - See Available Public
and Home.

2. Calculating the amount of seed required

. Seed company guides.

3. Selecting seed varieties

.

4. Advising customers concerning planting
dates, planting rates, planting depths,
spacing, etc.

5. Interpreting seed tags

5. Walsh/Joy/Hoover. Selling Farm
Supplies. Chapter 3.

a. Items required by Federal Law

. Applicable Extension Service
and charts - see Available Public
For Farm and Home.

RESOURCES

s with product knowledge

D. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.

. Applicable Extension Service Bulletins and chart - See Available Publications For Farm and Home.

e amount of seed required

. Seed company guides.

varieties

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ners concerning planting
g rates, planting depths,

eed tags

5. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.

lred by Federal Law

. Applicable Extension Service Bulletins and charts - see Available Publications For Farm and Home.

UNIT: Seed Sales and Service

SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

- b. List at least three items specified in state laws pertaining to seed tags.
- c. List at least six items commonly listed on a typical seed tag.
- d.
- 6. List at least two reasons why certified seed are likely to be superior to non-certified seed.
- 7. List the major reasons for inoculating seed.
 - a. List at least five types of seed which should be inoculated.
 - b. List at least one procedure to inoculate seed.
 - c.
- 8. List at least two reasons for treating seed.

-
- 6. Invite a certified seed dealer from the local community to describe the benefits of certified seed.
- 7. Prepare a demonstration showing the effects of seeds not inoculated.
- 8.

- 9. List at least five safety hazards involved in handling treated seed.

- 9. Obtain, display and read the treatment warning.

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LEARNING ACTIVITIES

st three items specified
vs. pertaining to seed tags.

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st six items commonly listed
l seed tag.

wo reasons why certified
to be superior to non-

6. Invite a certified seed producer in the
local community to describe the production
of certified seed.

reasons for inoculating

7. Prepare a demonstration contrasting the
effects of seeds not inoculated and
inoculated seed.

st five types of seed which
noculated.

st one procedure to
eed.

wo reasons for treating seed.

8.

Five safety hazards involved
eated seed.

9. Obtain, display and read seed tags with
treatment warning.

UNIT: Seeds Sales and Service

SUB-UNIT:

TOPICS	RESOURCES
b. Items required by State Law	. Ohio State University <u>Manual.</u>
c. Other items	. ....
d.	
6. Reasons for using certified seed	6. Ohio State University. <u>Manual.</u>
7. Reasons for inoculation	7. Ohio State University. <u>Manual.</u>
. Seeds which require inoculation	
. Methods of inoculation	
.	
8. Reasons for treating seed	8. Ohio State University.
. Disease control	. Walsh/Joy/Hoover. <u>Se Supplies.</u>
. Insect control	. ....
.	
9. Safety hazards involving seed treatment	9. Ohio State University.
	. Walsh/Joy/Hoover. <u>Se Supplies.</u>

RESOURCES

d by State Law

. Ohio State University. Seeds - Student Manual.

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certified seed

6. Ohio State University. Seeds - Student Manual.

ination

7. Ohio State University. Seeds - Student Manual.

quire inoculation

oculation

ting seed

8. Ohio State University. Seeds - Student Manual

ol

. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

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nvolving seed treatment

9. Ohio State University. Seeds - Student Manual

. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

UNIT: Seed Sales and Service

SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

- 10. List at least two safety requirements pertaining to treated seed.
- 11. List at least five criteria for selecting a variety of a chosen crop.
- 12. List, diagram or otherwise overtly describe the major steps in the production of a hybrid plant.
- 13. When given a seed tag showing the percentage of weed, the number of pounds of the seed to be sown per acre and the number of weed seed per pound, calculate the number of weed seed which will be sown per acre.
- 14.

- 10. Prepare and display a treatment safety regula
- 11. As a small group project to list criteria for ev variety.
- 12. As a class or small gro seeds of a flower which from seed", e.g., camel differences.
 - . Prepare a chart depicting a hybrid seed corn.
 -
- 13. Practice calculating th which will be sown per
- 14.

E. Weigh a given quantity of seed using a selected type of scale.

E. Practice using various types seed. Hopefully smaller sca in the classroom. If not, allow the use of his scales stration of the use of such

- . Observe a demonstration of a the more commonly used seed

F. ...

II. ...

LEARNING ACTIVITIES

YES

no safety requirements
reated seed.

ve criteria for selecting a
osen crop.

r otherwise overtly describe
in the production of a

eed tag showing the percentage
umber of pounds of the seed
acre and the number of weed
, calculate the number of
h will be sown per acre.

ity of seed using a selected

10. Prepare and display a list of seed treatment safety regulations.

11. As a small group project, ask local farmers to list criteria for evaluating a seed variety.

12. As a class or small group project plant seeds of a flower which does not "come true from seed", e.g., camellia and observe the differences.

- Prepare a chart depicting the production of a hybrid seed corn.

....

13. Practice calculating the number of weed seed which will be sown per acre.

14.

E. Practice using various types of scales to weigh seed. Hopefully smaller scales will be available in the classroom. If not, a local dealer might allow the use of his scales or provide a demonstration of the use of such scales.

- Observe a demonstration of and/or practice using the more commonly used seed scales.

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UNIT: Seed Sales and Service
 SUB-UNIT:

TOPICS	RESOURCES
10. Safety requirements	10. Ohio State University. <u>Se</u> . Walsh/Joy/Hoover. <u>Selling</u> <u>Supplies.</u>
11. Criteria for selecting varieties	11. Walsh/Joy/Hoover. <u>Selling</u> <u>Supplies.</u> . Ohio State University. <u>Se</u>
12. Steps in the production of hybrids	12. Ohio State University. <u>Se</u>
13. Calculating seed requirement per acre for a desired spacing	13. Ohio State University. <u>Se</u>
14. ...	14. ...
E. Weighing seed	E. Walsh/Joy/Hoover. <u>Selling Farm</u> <u>Chapter 3.</u>
. Small scales	. Scale manufacturer's operating
. Large platform scales	. Local farm store managers or sa
.	
F.	F. ...
II. ...	II. ...

RESOURCES

ents

10. Ohio State University. Seeds — Student Manual

. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

selecting varieties

11. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

. Ohio State University. Seeds — Student Manual

.

roduction of hybrids

12. Ohio State University. Seeds — Student Manual

eed requirement per acre for
cing

13. Ohio State University. Seeds — Student Manual

14. ...

E. Walsh/Joy/Hoover. Selling Farm and Garden Supplies
Chapter 3.

scales

. Scale manufacturer's operating manual

. Local farm store managers or salesmen

F. ...

II. ...

RESOURCES

UNIT: Seed Sales and Service

SUB-UNIT:

BOOKS

Smith, Gary R. Display and Promotion.
New York: Gregg Division/McGraw-Hill Book
Company, 1970.

Walsh, L. A. et al, Selling Farm and Garden
Supplies. New York: Gregg Division, McGraw-
Hill Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

Clemson University Cooperative Extension Service,
Clemson, SC 29631.

See Available Publications for Farm & Home for
the following types of publications:

Annual crop variety bulletins
~~Annual crop production bulletins~~
Annual Home Garden circulars
Vegetable leaflets

Ohio State University, Columbus, Ohio.

Seeds - Student Manual.

TRANSPARENCIES

RESOURCES

and Service

<p>Display and Promotion. Division/McGraw-Hill Book</p> <p><u>Selling Farm and Garden</u> Book: Gregg Division, McGraw- Hill, 1971.</p>	<p>FILMS AND FILMSTRIPS</p>
<p>Cooperative Extension Service, 1.</p> <p><u>Publications for Farm & Home</u> for series of publications:</p> <p>county bulletins production bulletins extension circulars etc</p> <p>University, Columbus, Ohio.</p> <p><u>Manual.</u></p>	<p>TRANSPARENCIES</p>

UNIT:

Fertilizer Sales and Service

SUB-UNIT:

OBJECTIVE(S):

The student will be able to:

- I. Prepare a plan for the inventory, storage, display and sales of a typical fertilizer material.
- II.

Fertilizer Sales and Service

-UNIT:

OBJECTIVE(S): The student will be able to:

- I. Prepare a plan for the inventory, storage, display and sales of a typical fertilizer material.
- II.

UNIT: Fertilizer Sales and Service
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>The student will be able to:</p> <ol style="list-style-type: none"> I. Prepare a plan for the inventory, storage, display and sales of a typical fertilizer material. <ol style="list-style-type: none"> A. Prepare a tentative inventory of a selected type of fertilizer sold in a typical farm store. <ol style="list-style-type: none"> 1. Estimate the yearly sales volume of a selected type of fertilizer material. 2. List at least 3 factors to consider in preparing an inventory for a selected type of fertilizer material. 3. List the major types of fertilizers used. 4. Prepare a schedule showing the anticipated sales of the major type of fertilizers by season. The schedule should roughly be in agreement with one used by a local fertilizer dealer. 5. 	<ol style="list-style-type: none"> I. As a class, small group or plan the storage, display and sales of a typical fertilizer(s) material in a local area. <ol style="list-style-type: none"> A. As a class or small group prepare an inventory for a selected type of fertilizer(s) sold in a local area. <ol style="list-style-type: none"> . While visiting a local fertilizer dealer obtain information from the manager the year-to-year sales of a selected fertilizer material. . If possible obtain a schedule showing the anticipated sales of a selected fertilizer sold in the local area. . Prepare a list of the major types of fertilizer used in the local area.

TIVES	LEARNING ACTIVITIES
<p>to:</p> <p>the inventory, storage, for a typical fertilizer</p> <p>ive inventory of a selected er sold in a typical farm</p> <p>yearly sales volume of a pe of fertilizer material.</p> <p>st 3 factors to consider in n inventory for a selected tilizer material.</p> <p>for types of fertilizers</p> <p>chedule showing the antici- of the major type of ferti- eason. The schedule should in agreement with one used fertilizer dealer.</p>	<p>I. As a class, small group or individual project, plan the storage, display and sales of a typical fertilizer(s) material used in the local area.</p> <p>A. As a class or small group project plan an inventory for a selected type of fertilizer(s) sold in a local farm supply store.</p> <ul style="list-style-type: none">• While visiting a local farm store determine from the manager the yearly sales volume of a selected fertilizer material(s).• If possible obtain a schedule of a selected fertilizer sold in the community feed store.• Prepare a list of the major types of fertilizer used in the local community. <p>•</p>

UNIT:
SUB-UNIT:

Fertilizer Sales and Service

TOPICS	RESOURCES
<p>I. Preparing the inventory, storage, display and sales of fertilizer materials</p> <p>A. Preparing a fertilizer inventory</p> <ol style="list-style-type: none">1. Estimating yearly sales volume2. Factors to consider<ul style="list-style-type: none">. Past year sales. Anticipated changes in demand . .... 3. Types of fertilizer<ul style="list-style-type: none">. Gases<ul style="list-style-type: none">. Anhydrous ammonia. Liquids. Solids4. Anticipated sales schedule5.	<p>I. Walsh/Joy/Hoover. <u>Selling Supplies</u>. Chapter 6.</p> <p>A. Walsh/Joy/Hoover. <u>Selling Supplies</u>. Chapter 6.</p> <ul style="list-style-type: none">. Local farm supply store salesmen.. McVicker. <u>Using Commerce</u>. National Plant Food <u>Industry Fertilizer Handbook</u>..

ales and Service

S	RESOURCES
tory, storage, display and materials tilizer inventory yearly sales volume consider r sales ted changes in demand ertilizer ydrous ammonia sales schedule	I. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies</u> . Chapter 6. A. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies</u> . Chapter 6. . Local farm supply store managers or salesmen. . McVicker. <u>Using Commerical Fertilizers</u> . National Plant Food Institute. <u>The Fertilizer Handbook</u>

UNIT: Fertilizer Sales and Service

SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected fertilizer material.</p> <ol style="list-style-type: none"> 1. List at least five factors to consider when determining the storage needs. 2. List at least three types of storage used for fertilizer materials. 3. 	<p>B. Visit a local farm supply store to determine the type and amount of storage used for a selected fertilizer material.</p> <ol style="list-style-type: none"> . Prepare a diagram of the storage facilities of a local farm supply store.
<p>C. Plan and/or construct a sales display for a selected fertilizer material which meets the approval of the industry.</p> <ol style="list-style-type: none"> 1. List at least two types of fertilizer sales displays. 2. List at least five criteria for evaluating a fertilizer sales display. 3. 	<p>C. As a class, small group or individual construct a sales display for a selected fertilizer material(s).</p> <ol style="list-style-type: none"> . While visiting local farm supply stores, take pictures of fertilizer sales displays. . While visiting local farm supply stores, evaluate the effectiveness of fertilizer displays.

Service

TIVES	LEARNING ACTIVITIES
<p>otherwise describe the amount, storage needed for a selected material.</p> <p>five factors to consider in determining the storage needs.</p> <p>three types of storage used for fertilizer materials.</p> <p>construct a sales display for a fertilizer material which meets the needs of the fertilizer industry.</p> <p>two types of fertilizer displays.</p> <p>five criteria for evaluating fertilizer sales display.</p>	<p>B. Visit a local farm supply store and observe the type and amount of storage provided for a selected fertilizer material.</p> <ul style="list-style-type: none">• Prepare a diagram of the fertilizer storage facilities of a local farm supply store.• <p>C. As a class, small group or individual project, construct a sales display for a selected fertilizer material(s).</p> <ul style="list-style-type: none">• While visiting local farm stores, make pictures of fertilizer displays.• While visiting local farm stores observe and evaluate the effectiveness of fertilizer displays.•

UNIT: Fertilizer Sales and Service
 SUB-UNIT:

TOPICS	RESOURCES
<p>B. Storing fertilizer materials</p> <ol style="list-style-type: none"> 1. Factors to consider <ul style="list-style-type: none"> . Space requirements . Length of storage . Seasons in which storage is needed 2. Types of storage <ul style="list-style-type: none"> . Warehouses . Bins 3. 	<p>B. Walsh/Joy/Hoover. <u>Sell Supplies</u>. Chapter 6.</p> <ul style="list-style-type: none"> . Local farm supply-st salesmen.
<p>C. Planning and constructing a fertilizer sales display</p> <ol style="list-style-type: none"> 1. Types of sales displays 2. Criteria for evaluating a fertilizer sales display <ul style="list-style-type: none"> . Interest . Attractiveness 3. 	<p>C. Smith. <u>Display and Pro</u></p> <ul style="list-style-type: none"> . Walsh/Joy/Hoover. <u>Garden Supplies</u>. Ch . Local farm supply st salesmen.

es and Service

	RESOURCES
<p>r materials</p> <p>nsider</p> <p>irements</p> <p>storage</p> <p>which storage is needed</p> <p>age</p>	<p>B. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies</u>. Chapter 6.</p> <ul style="list-style-type: none">. Local farm supply store managers or salesmen..
<p>nstructing a fertilizer sales</p> <p>les displays</p> <p>r evaluating a fertilizer</p> <p>ay</p> <p>veness</p>	<p>C. Smith. <u>Display and Promotion</u>.</p> <ul style="list-style-type: none">. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies</u>. Chapter 6.. Local farm supply store managers or salesmen..

UNIT: Fertilizer Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>D. Provide a customer with the product knowledge needed concerning a selected fertilizer material(s).</p> <ol style="list-style-type: none">1. Cite at least one reference which gives fertilizer recommendations for various crops.2. Read and accurately interpret a fertilizer tag.3. Provide a customer with recommendations as to the type and placement of fertilizer for a selected use.4.	<p>D. While role playing sales practice providing product information concerning selected fertilizers.</p> <ol style="list-style-type: none">. Obtain and practice providing information to a customer.. Practice reading and interpreting fertilizer tags..

Sales and Service

OBJECTIVES	LEARNING ACTIVITIES
<p>customer with the product knowledge regarding a selected fertilizer</p> <p>locate one reference which gives recommendations for various</p> <p>accurately interpret a ferti-</p> <p>customer with recommendations as to the use and placement of fertilizer selected use.</p>	<p>D. While role playing salesperson and customer, practice providing product information concerning selected fertilizers.</p> <ul style="list-style-type: none">. Obtain and practice using references to provide information to customers.. Practice reading and interpreting fertilizer tags..

UNIT: Fertilizer Sales and Service
 SUB-UNIT:

TOPICS	RESOURCES
<p>D. Providing product knowledge</p> <ol style="list-style-type: none"> 1. Obtaining and using references 2. Reading and interpreting fertilizer tags 3. Providing customer information <ul style="list-style-type: none"> . Preplant crop recommendations . Topdress crop recommendations . Fertilizer recommendations for: <ul style="list-style-type: none"> . Turf and lawn . Field crops . Horticultural crops . Garden crops 	<p>D. Walsh/Joy/Hoover. <u>Selling Fertilizer Supplies</u>. Chapter 6.</p> <ul style="list-style-type: none"> . McVicker. <u>Using Commercial Fertilizers</u> . National Plant Food Institute. <u>Fertilizer Handbook</u>. . Clemson University Cooperative Extension Service. <u>Available Plant Fertilizers for the Home</u>. See a particular or cards which give fertilizer recommendations by crop.

TOPICS	RESOURCES
<p>ict knowledge</p> <p>and using references</p> <p>i interpreting fertilizer tags</p> <p>ustomer information</p> <p>crop recommendations</p> <p>crop recommendations</p> <p>er recommendations for:</p> <p>and lawn</p> <p>i crops</p> <p>lcultural crops</p> <p>en crops</p>	<p>D. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies</u>. Chapter 6.</p> <p>. McVicker. <u>Using Commercial Fertilizers</u>.</p> <p>. National Plant Food Institute. <u>The Fertilizer Handbook</u>.</p> <p>. Clemson University Cooperative Extension Service. <u>Available Publications for the Farm and Home</u>. See annual production circular or cards which give fertilizer recommendations by crop.</p> <p>.</p>

UNIT: Fertilizer Sales and Service

SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

- E. Demonstrate or otherwise overtly describe the principles of plant science which relate to fertilization.
 - 1. Demonstrate or otherwise describe the process of osmosis as it relates to fertilization.
 - 2. Demonstrate or otherwise describe the process of diffusion as it relates to fertilization.
 - 3. Demonstrate or otherwise describe the process by which nutrients are made available in the soil.
 - 4. Demonstrate or otherwise describe the role of lime in making some nutrients available while decreasing the availability of others.
 - 5. List the major elements required for plant growth.
 - 6. List the major effects of soil conditions, e.g., soil texture, structure, organic matter, etc.
 - 7. Cite at least one reference which depicts major element deficiencies.
 - 8.
- F. Take a soil sample in a recommended manner.
- G. Interpret a soil sample report.
- H.

- E. Observe a demonstration semi-permeable membrane solution.
 - . Obtain and display a shows nutrient deficiency
 -
- F. Observe a demonstration taking a soil sample.
- G. Observe demonstrations sample reports.
- H.

Service

IVES

LEARNING ACTIVITIES

otherwise overtly describe the plant science which relate to

or otherwise describe the osmosis as it relates to on.

or otherwise describe the diffusion as it relates to on.

or otherwise describe the which nutrients are made in the soil.

or otherwise describe the me in making some nutrients while decreasing the availability of others.

major elements required for th.

major effects of soil conditions, texture, structure, organic c.

at least one reference which depicts nutrient deficiencies.

sample in a recommended manner.

soil sample report.

E. Observe a demonstration of osmosis using a semi-permeable membrane and a salt water solution.

• Obtain and display a color chart which shows nutrient deficiencies.

•

F. Observe a demonstration of and/or practice taking a soil sample.

G. Observe demonstrations of interpreting soil sample reports.

H.

UNIT: Fertilizer Sales and Service

SUB-UNIT:

TOPICS	RESOURCES
E. Principles of plant science which relate to fertilization 1. Osmosis 2. Diffusion 3. Soil Chemistry 4. Effects of lime 5. Essential elements 6. Effects of soil conditions 7. References which show major element deficiency 8.	E. <u>Mississippi State University on Basic Principles of Fertilization</u> <u>Mississippi State University on Basic Principles of Fertilization</u>
F. Soil sampling G. Soil sample report interpretation H.	F. Walsh/Joy/Hoover. <u>Selling Fertilizer Supplies.</u> G. Walsh/Joy/Hoover. <u>Selling Fertilizer Supplies.</u> H.

Service

RESOURCES

lant science which relate to

E. Mississippi State University. A Reference on Basic Principles of Plant Science.

.

try

lime

lements

. Mississippi State University. A Reference on Basic Principles of Plant Science.

soil conditions

which show major element

port interpretation

F. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

G. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

H.

RESOURCES

UNIT: Fertilizer Sales and Service

SUB-UNIT:

BOOKS

McVicker, Malcolm H., Using Commercial Fertilizers
Danville, Ill: The Interstate Printers and
Publishers, Inc. 1969.

National Plant Food Institute. The Fertilizer
Handbook. Washington, D. C.: The Institute,
1974.

Smith, Gary R. Display and Promotion. New York:
Gregg Division, McGraw Hill Book Company, 1970.

Walsh, Lawrence A. et al. Selling Farm and Garden
Supplies. New York: Gregg Division, McGraw Hill
Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

Clemson University Cooperative Extension Service,
Clemson, S. C. 29631.

Available Publications for Farm and Home -
See those relevant to fertilizer recommendations.

Mississippi State University. A Reference on
Basic Principles of Plant Science.

TRANSPARENCIES

RESOURCES

UNIT: Fertilizer Sales and Service

SUB-UNIT:

FILMS AND FILMSTRIPS

H., Using Commercial Fertilizers
e Interstate Printers and
1969.

d Institute. The Fertilizer
gton, D. C.: The Institute,

Display and Promotion. New York:
McGraw Hill Book Company, 1970.

et al. Selling Farm and Garden
rk: Gregg Division, McGraw Hill
1.

TRANSPARENCIES

Cooperative Extension Service,
631.

ations for Farm and Home -
nt to fertilizer recommendations.

University. A Reference on
of Plant Science.

UNIT: Pesticide Sales and Services

SUB-UNIT:

OBJECTIVE(S): The student will be able to:

- I. Prepare a plan for the inventory, storage, display sales of a typical pesticide(s).
- II.

Pesticide Sales and Services

INIT:

OBJECTIVE(S): The student will be able to:

- I. Prepare a plan for the inventory, storage, display and sales of a typical pesticide(s).
- II.

UNIT:
SUB-UNIT:

Pesticide Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>The student will be able to:</p> <ol style="list-style-type: none">I. Prepare a plan for the inventory, storage, display and sales of a typical pesticide(s).<ol style="list-style-type: none">A. Prepare a tentative inventory of a selected pesticide(s) to be sold in a typical farm store.<ol style="list-style-type: none">1. Estimate the yearly sales volume of a selected pesticide for a selected community.2. List at least three factors to consider in preparing an inventory of pesticides.3. Prepare a schedule showing the anticipated sales of the more commonly used pesticides by season or month.4. Prepare a list of the major pesticides sold in the local community.5.	<ol style="list-style-type: none">I. As a class, small group or plan the storage, display and sales of a pesticide(s) for a selected community.<ol style="list-style-type: none">A. As a class or small group prepare a tentative inventory for a selected pesticide(s) to be sold in a local farm supply store.<ol style="list-style-type: none">. While visiting a local farm supply store determine from the manager the sales volume of a selected pesticide.. If possible determine the sales volume of a selected pesticide from the supply store manager for the past year.. Prepare a list of the major pesticides sold in a local farm supply store..

Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>to:</p> <p>the inventory, storage, of a typical pesticide(s).</p> <p>the inventory of a selected pesticide to be sold in a typical farm store.</p> <p>the yearly sales volume of a pesticide for a selected store.</p> <p>list three factors to consider in the inventory of pesticides.</p> <p>prepare a schedule showing the anticipated sales of the more commonly used pesticides for a month.</p> <p>prepare a list of the major pesticides sold in a local community.</p>	<p>I. As a class, small group or individual project, plan the storage, display and sales of a typical pesticide(s) for a selected farm store.</p> <p>A. As a class or small group project plan an inventory for a selected pesticide sold in local farm supply stores.</p> <ul style="list-style-type: none"> . While visiting a local farm supply store determine from the manager the yearly sales volume of a selected pesticide. . If possible determine, from a local farm supply store manager, pesticide sales volume for the past year. . Prepare a list of the major pesticides sold in a local farm supply store.

UNIT:
SUB-UNIT:

Pesticide Sales and Services

TOPICS

RESOURCES

- I. Preparing the inventory, storage, display and sales of pesticides
 - A. Preparing a pesticide inventory
 1. Estimating yearly sales volume
 2. Factors to consider
 - . Past year sales
 - . Anticipated changes in demand
 -
 3. Preparing a sales schedule
 4. Pesticides sold in local farm supply stores
 5.

- I. Walsh/Joy/Hoover. Selling Supplies. Chapter 7.
 - . Local farm supply store salesmen.
 -
 - A. Walsh/Joy/Hoover. Se Garden Supplies. Chap
 - . Local farm supply salesmen.
 -

S	RESOURCES
Inventory, storage, display pesticides pesticide inventory ing yearly sales volume to consider year sales ipated changes in demand ing a sales schedule des sold in local farm supply	I. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies.</u> Chapter 7. . Local farm supply store managers or salesmen. A. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies.</u> Chapter 7. . Local farm supply store managers or salesmen.



UNIT: Pesticide Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected pesticide.</p> <ol style="list-style-type: none"> 1. List at least five factors to consider when determining storage needs. 2. List at least three types of storage used for pesticide materials. 3. 	<p>B. Visit a local farm supply store to determine the type and amount of a selected pesticide.</p> <ul style="list-style-type: none"> • Prepare a diagram of storage facilities of the store. •
<p>C. Plan and/or construct a sales display for a selected pesticide material which meets the approval of the industry.</p> <ol style="list-style-type: none"> 1. List at least two types of pesticide sales displays. 2. List at least five criteria for evaluating a pesticide sales display. 	<p>C. As a class, small group or individual project, construct a sales display for a selected pesticide.</p> <ul style="list-style-type: none"> • While visiting local stores, observe and evaluate displays.
<p>3.</p>	<p>•</p>

ACTIVES	LEARNING ACTIVITIES
<p>or otherwise describe the kind and time of storage needed for pesticide.</p> <p>least five factors to consider in determining storage needs.</p> <p>least three types of storage for pesticide materials.</p> <p>Construct a sales display for a pesticide material which meets the needs of the industry.</p> <p>least two types of pesticide storage displays.</p> <p>least five criteria for evaluating a pesticide sales display.</p>	<p>B. Visit a local farm supply store and observe the type and amount of storage provided for a selected pesticide.</p> <ul style="list-style-type: none">• Prepare a diagram of the pesticide storage facilities of a local farm supply store.• <p>C. As a class, small group or individual project, construct a sales display for a selected pesticide.</p> <ul style="list-style-type: none">• While visiting local farm supply stores, observe and evaluate pesticide displays. <p>•</p>

UNIT:
SUB-UNIT:

Pesticide Sales and Services

TOPICS	RESOURCES
<p>B. Storing pesticides</p> <ol style="list-style-type: none">1. Factors to consider<ul style="list-style-type: none">. Space requirements. Length of storage. Seasons in which storage is needed2. Types of storage<ul style="list-style-type: none">. Warehouses. Bins . .... 3. <p>C. Planning and constructing a pesticide sales display</p> <ol style="list-style-type: none">1. Types of sales displays2. Criteria for evaluating a pesticide sales display<ul style="list-style-type: none">. Interest	<p>B. Walsh/Joy/Hoover. <u>See Garden Supplies.</u> Cha</p> <ul style="list-style-type: none">. Local farm supply salesmen.. <p>C. Smith. <u>Display and P</u></p> <ul style="list-style-type: none">. Walsh/Joy/Hoover. <u>Garden Supplies.</u>. Local farm supply salesmen..
<ul style="list-style-type: none">. Attractiveness. <ol style="list-style-type: none">3.	

es and Services

S	RESOURCES
<p>ides</p> <p>consider</p> <p>requirements of storage in which storage is needed</p> <p>storage ises</p>	<p>B. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies</u>. Chapter 7.</p> <ul style="list-style-type: none"> . Local farm supply store managers or salesmen.
<p>constructing a pesticide sales</p> <p>sales displays</p> <p>for evaluating a pesticide play</p> <p>st</p>	<p>C. Smith. <u>Display and Promotion</u>.</p> <ul style="list-style-type: none"> . Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies</u>. Chapter 7. . Local farm supply store managers or salesmen.
<p>tiveness</p>	

UNIT: Pesticide Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>D. Provide a customer with the more commonly needed product knowledge concerning a selected pesticide(s).</p> <ol style="list-style-type: none"> 1. Classify and/or cite and use a reference which classifies pesticides by type of pest, e.g., insect pest, disease pest, weed pest, etc. 2. Classify and/or cite and use a reference which classifies pesticides by method of kill, e.g., stomach, etc. 3. Classify and/or cite and use a reference which classifies pesticides by chemical composition, e.g., hydro carbons, inorganic, etc. 	<p>D. While role playing a customer, practice product knowledge concerning selected pesticides.</p> <ol style="list-style-type: none"> 1. Obtain and practice product knowledge (charts, etc.) by type of pest. 2. Obtain and file product knowledge according to method of kill. 3. Obtain and file product knowledge references which are according to chemical composition.

OBJECTIVES	LEARNING ACTIVITIES
<p>customer with the more commonly known knowledge concerning a pesticide(s).</p> <p>and/or cite and use a reference which classifies pesticides by type of pest, insect pest, disease pest, etc.</p> <p>and/or cite and use a reference which classifies pesticides by method of kill, e.g., stomach, etc.</p> <p>and/or cite and use a reference which classifies pesticides by chemical composition, e.g., hydro carbons, inorganic, etc.</p>	<p>D. While role playing salesperson and customer, practice providing information concerning selected pesticides.</p> <ol style="list-style-type: none">1. Obtain and practice using references (charts, etc.) to classify pesticides by type of pest.2. Obtain and file charts which classify pesticides according to method of kill.3. Obtain and file charts or other references which classify pesticides according to chemical composition.

UNIT:
SUB-UNIT:

Pesticide Sales and Services

TOPICS	RESOURCES
<p>D. Providing product knowledge</p> <p>1. Classifying pests</p> <ul style="list-style-type: none"> . Insects . Diseases . Weeds <p>2. Classifying pesticides by method of kill</p> <ul style="list-style-type: none"> . Insects <ul style="list-style-type: none"> . Stomach . Contact Disease . Weeds <ul style="list-style-type: none"> . Pre merge . Post merge . Systemic <p>3. Classifying pesticides by chemical composition</p> <ul style="list-style-type: none"> . Hydro carbons . Inorganics 	<p>D. Metcalf/Flint/Metcalf <u>tive Insects.</u></p> <ul style="list-style-type: none"> . Klingman. <u>Weed Cor</u> . Clemson University sion Service. <u>Agri</u> <u>Handbook.</u> . Ohio Ag. Ed. Cur. <u>P</u> <u>cides.</u> . Interstate Printers <u>Agronomy Kit.</u> 1. <u>Clemson University</u> <u>Agricultural Chemi</u> 2. <u>Clemson Univ. Coop.</u> <u>Agricultural Chemi</u> Klingman. <u>Weed Cor</u> Metcalf/Flint/Metc <u>Destructive Insects</u> 3. <u>Clemson Univ. Coop.</u> <u>Agricultural Chemi</u> . Jacques, H. E. <u>How</u>

	RESOURCES
uct knowledge	D. Metcalf/Flint/Metcalf. <u>Useful and Destructive Insects.</u>
g pests	. Klingman. <u>Weed Control: As a Science</u>
s	. Clemson University Cooperative Extension Service. <u>Agricultural Chemicals Handbook.</u>
g pesticides by method of kill	. Ohio Ag. Ed. Cur. Mat. Ser. <u>Insecticides.</u>
omach ntact	. Interstate Printers and Publishers. <u>Agronomy Kit.</u>
e merge st merge	1. Clemson University Coop. Ext. Ser. <u>Agricultural Chemicals Handbook.</u>
stemic	. ....
g pesticides by chemical n	2. Clemson Univ. Coop. Ext. Ser. <u>Agricultural Chemicals Handbook.</u>
arbons ics	Klingman. <u>Weed Control: As a Science</u>
	Metcalf/Flint/Metcalf. <u>Useful and Destructive Insects.</u>
	3. Clemson Univ. Coop. Ext. Service <u>Agricultural Chemical Handbook.</u>
	. Jacques, H. E. <u>How to Know the Weeds.</u>



UNIT:
SUB-UNIT:

Pesticide Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
4. Classify and/or cite a reference which classifies pesticides according to form of application, e.g., solid, gas, liquid.	4. Obtain and practice which classifies pesticides according to form of application.
5. Cite and use a reference(s) which provides recommended pesticides for treating a selected pest.	5. Obtain and practice which provides recommended pesticides for treating a selected pest.
6. When given a selected pest(s) (insect, disease or weed) use a reference to recommend a pesticide treatment.	6. Obtain and practice which recommends a pesticide treatment for a given pest.
7. When given a selected pest, identify the pest using recommended references.	7. Obtain and practice identification pictures, charts and identify selected pests.
8. Read and correctly interpret a pesticide label.	8. Observe demonstration and reading pesticide labels.

les and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>and/or cite a reference which classifies pesticides according to form of application, e.g., solid, gas,</p> <p>use a reference(s) which recommends pesticides for a selected pest.</p> <p>For a selected pest(s) (insect, or weed) use a reference to identify a pesticide treatment.</p> <p>For a selected pest, identify using recommended references.</p> <p>correctly interpret a pesticide label.</p>	<ol style="list-style-type: none">4. Obtain and practice using a reference which classifies pesticides according to form of application.5. Obtain and practice using a reference(s) which provides recommended pesticides for treating a selected pest.6. Obtain and practice using a reference which recommends a pesticide treatment for a given pest.7. Obtain and practice using pest identification pictures, charts, keys, etc., to identify selected pests.8. Observe demonstrations of and practice reading pesticide labels.



UNIT:
SUB-UNIT:

Pesticide Sales and Services

TOPICS	RESOURCES
4. Classifying pesticides by form of application . Solids . Gases . Liquids	4. <u>Clemson Univ. Coop. Agricultural Chemicals</u> . Clark. <u>Agriculture</u>
5. Recommending pesticides	5. <u>Clemson Univ. Coop. Agricultural Chemicals</u>
6. Recommending pesticides	6. <u>Clemson Univ. Coop. Agricultural Chemicals</u>
7. Identifying pests	7. <u>USDA. Insects-The Year 1952.</u> . <u>Clemson Univ. Coop. Weeds of the South</u> . <u>Metcalf/Flint/Metcalf. Destructive Insects</u>
8. Reading pesticide labels	8. <u>Clemson Univ. Coop. Agricultural Chemicals</u>

CS	RESOURCES
ing pesticides by form of lon	4. Clemson Univ. Coop. Ext. Service <u>Agricultural Chemicals Handbook</u> . Clark. <u>Agricultural Chemicals.</u>
ds	
ing pesticides	5. Clemson Univ. Coop. Ext. Service <u>Agricultural Chemicals Handbook.</u>
ing pesticides	6. Clemson Univ. Coop. Ext. Service <u>Agricultural Chemicals Handbook.</u>
ing pests	7. USDA. <u>Insects-The Yearbook of Agriculture 1952.</u> . Clemson Univ. Coop. Ext. Service <u>Weeds of the Southern United States</u> . Metcalf/Flint/Metcalf. <u>Useful and Destructive Insects.</u>
pesticide labels	8. Clemson Univ. Coop. Ext. Service. <u>Agricultural Chemicals Handbook.</u>

UNIT:
SUB-UNIT:

Pesticide Sales and Services

OBJECTIVES

LEARNING ACTIV

9. Classify and/or cite and use a reference to classify a selected pesticide according to its degree of danger to humans.
10. Use a compatibility chart to determine the compatibility of selected chemicals used as pesticides.
11. When given a selected pesticide to be applied to a given crop, select the type of equipment recommended for application.
12. Select, adjust, calibrate and operate a typical crop sprayer.

13. Calculate for a customer the amount of a selected pesticide needed for the treatment of a given crop and acreage.
14.

9. Obtain and practice toxicity charts to of danger to humans
10. Obtain and practice chart to determine selected chemicals
11. Observe demonstrati using various pesti equipment.
12. Observe demonstrati calibrating and usi sprayer.

13. Practice calculating pesticide needed for of a given crop and
14.

II.

II.

Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>and/or cite and use a reference for a selected pesticide according to degree of danger to humans.</p> <p>compatibility chart to determine compatibility of selected chemicals used in pesticides.</p> <p>in a selected pesticide to be used on a given crop, select the type of application recommended for application.</p> <p>adjust, calibrate and operate a crop sprayer.</p> <p>for a customer the amount of pesticide needed for the treatment of a given crop and acreage.</p>	<p>9. Obtain and practice using pesticide toxicity charts to determine the degree of danger to humans.</p> <p>10. Obtain and practice using a compatibility chart to determine the compatibility of selected chemicals used in pesticides.</p> <p>11. Observe demonstrations of and/or practice using various pesticide application equipment.</p> <p>12. Observe demonstrations of and practice calibrating and using a typical crop sprayer.</p> <p>13. Practice calculating the amount of pesticide needed for the treatment of a given crop and acreage.</p> <p>14.</p> <p>II.</p>

UNIT:
SUB-UNIT:

Pesticide Sales and Services

TOPICS	RESOURCES
9. Classifying pesticides according to toxicity	9. <u>Clemson Univ. Coop. Agricultural Chemicals</u>
10. Using a compatibility chart	10. <u>Clemson Univ. Coop. Agricultural Chemicals</u> Meister Publishing C patibility Chart.
11. Selecting application equipment	11. <u>Clemson Univ. Coop. Agricultural Chemicals</u>
12. Using a typical crop sprayer . Selecting . Adjusting . Calibrating . Operating	12. <u>Clemson Univ. Coop. Agricultural Chemicals</u> Clark. <u>Agricultural</u>
13. Calculating quantities of pesticides needed	13. <u>Clemson Univ. Coop. Agricultural Chemicals</u>
14.	14.
II.	II.

Sales and Services

TOPICS	RESOURCES
pesticides according to toxicity	9. Clemson Univ. Coop. Ext. Service. <u>Agricultural Chemicals Handbook.</u>
compatibility chart	10. Clemson Univ. Coop. Ext. Service. <u>Agricultural Chemicals Handbook.</u> Meister Publishing Co. Chemical Compatibility Chart.
application equipment	11. Clemson Univ. Coop. Ext. Service. <u>Agricultural Chemicals Handbook.</u>
mechanical crop sprayer ng ng :ing ig	12. Clemson Univ. Coop. Ext. Service. <u>Agricultural Chemicals Handbook.</u> Clark. <u>Agricultural Chemicals.</u>
quantities of pesticides	13. Clemson Univ. Coop. Ext. Service. <u>Agricultural Chemicals Handbook.</u> 14. II.

RESOURCES

UNIT: Pesticide Sales and Services

SUB-UNIT:

BOOKS

Klingman, Glenn C. Weed Control As A Science.
New York: John Wiley and Sons, Inc. 1961.

Metcalf/Flint/Metcalf. Useful and Destructive
Insects. New York: McGraw-Hill Book Co.
Current Edition.

Jaques, H. E. How to Know the Weeds. Dubuque,
Iowa: Brown Company Publishers, 1972.

Smith, Gary R. Display and Promotion. New York:
Gregg Division, McGraw-Hill Book Co., 1970.

Walsh, Lawrence A., et al. Selling Farm and
Garden Supplies, New York: Gregg Division,
McGraw-Hill Book Co., 1971.

BOOKS, CONT.

Clark, Raymond. Agricultural Chem
Lansing, Michigan: Department of
Education and Curriculum, Michi
University. 1969.

Ohio Agricultural Education Curri
Service. Insecticides. Columbu
Ohio State University.

USDA. Insects-The Yearbook of Agr
Washington, D. C.: U. S. Govern
Office.

BULLETINS

Clemson Univ. Coop. Ext. Service.

Agricultural Chemicals Handbook
Weeds of the Southern United States

OTHER MATERIALS

Meister Publishing Company,
Willoughby, Ohio.

Chemical Compatibility Chart.

The Interstate Printers and Publ
Danville, Illinois

Agronomy Kit

RESOURCES

UNIT: Pesticide Sales and Services

SUB-UNIT:

Weed Control As A Science.
ley and Sons, Inc. 1961.

alf. Useful and Destructive
k: McGraw-Hill Book Co.

to Know the Weeds. Dubuque,
ny Publishers, 1972.

splay and Promotion. New York:
cGraw-Hill Book Co., 1970.

, et al. Selling Farm and
New York: Gregg Division,
Co., 1971.

p. Ext. Service.

micals Handbook

thern United States

BOOKS, CONT.

Clark, Raymond. Agricultural Chemicals. East
Lansing, Michigan: Department of Secondary
Education and Curriculum, Michigan State
University. 1969.

Ohio Agricultural Education Curriculum Materials
Service. Insecticides. Columbus, Ohio: The
Ohio State University.

USDA. Insects-The Yearbook of Agriculture-1952.
Washington, D. C.: U. S. Government Printing
Office.

OTHER MATERIALS

Meister Publishing Company,
Willoughby, Ohio.

Chemical Compatibility Chart.

The Interstate Printers and Publishers, Inc.
Danville, Illinois

Agronomy Kit

UNIT: Petroleum Products Sales and Services

SUB-UNIT:

OBJECTIVE(S): The student will be able to:

- I. Prepare a plan for the inventory, storage, display sales of a typical petroleum product.
- II.

Petroleum Products Sales and Services

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OBJECTIVE(S): The student will be able to:

- I. Prepare a plan for the inventory, storage, display and sales of a typical petroleum product.
- II.

UNIT: Petroleum Products Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>The student will be able to:</p> <ol style="list-style-type: none"> I. Prepare a plan for the inventory, storage, display and sales of a typical petroleum product. <ol style="list-style-type: none"> A. Prepare a tentative inventory of a selected petroleum product(s) for a typical or selected farm supply store. <ol style="list-style-type: none"> 1. Estimate the yearly sales volume of a selected petroleum product(s) for a chosen farm supply store. 2. List at least three factors to consider in preparing a petroleum products inventory. 3. Prepare a schedule showing the anticipated sales of the more commonly used petroleum products by season or by month. 4. Prepare a list of the major petroleum products sold in the local community. 5. 	<ol style="list-style-type: none"> I. As a class, small group or individual, plan the storage, display and sales of a petroleum product. <ol style="list-style-type: none"> A. As a class or small group prepare a tentative inventory for a selected petroleum product in a selected local farm supply store. <ol style="list-style-type: none"> . While visiting a local farm supply store determine from the manager the sales volume of a selected petroleum product. . Prepare a list of petroleum products sold in a local farm supply store.

Products Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>able to:</p> <p>the inventory, storage, of a typical petroleum product.</p> <p>relative inventory of a selected product(s) for a typical or supply store.</p> <p>the yearly sales volume of a petroleum product(s) for a farm supply store.</p> <p>at least three factors to consider in buying a petroleum products</p> <p>a schedule showing the anticipated uses of the more commonly used products by season or by month.</p> <p>a list of the major petroleum sold in the local community.</p>	<p>I. As a class, small group or individual project, plan the storage, display and sales of a typical petroleum product.</p> <p>A. As a class or small group project plan an inventory for a selected petroleum product for a selected local farm supply store.</p> <ul style="list-style-type: none"> . While visiting a local farm supply store determine from the manager the yearly sales volume of a selected petroleum product. . Prepare a list of petroleum products sold in a local farm supply store.

UNIT: Petroleum Products Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>I. Preparing the inventory, storage, display and sales of a selected petroleum product(s)</p> <p>A. Preparing a petroleum product inventory</p> <ol style="list-style-type: none"> 1. Estimating yearly sales volume 2. Factors to consider <ul style="list-style-type: none"> . Past years sales . Anticipated changes in demand . Seasonal nature of the sales 3. Preparing a sales schedule 4. Major petroleum products <ul style="list-style-type: none"> . Fuels <ul style="list-style-type: none"> . Gasoline . Diesel . Kerosene Lubricating Oils <ul style="list-style-type: none"> . Gear oils . Lubricating greases . Antifreeze . Related products <ul style="list-style-type: none"> . Tires . Batteries . Oil filters . Spark plugs . V-belts 	<p>I. Walsh/Joy/Hoover. <u>Selling Farm Supplies</u>. Chapter 8.</p> <ul style="list-style-type: none"> . Local farm supply store ma <p>A. Walsh/Joy/Hoover. <u>Selling Farm Supplies</u>. Chapter 8.</p> <ul style="list-style-type: none"> . Local farm supply store ma . District salesmen.



Products Sales and Services

S	RESOURCES
<p>ory, storage, display and petroleum product(s)</p>	<p>I. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies.</u> Chapter 8.</p> <ul style="list-style-type: none"> . Local farm supply store managers or salesmen.
<p>leum product inventory</p>	<p>A. Walsh/Joy/Hoover. <u>Selling Farm and Garden Supplies.</u> Chapter 8.</p>
<p>early sales volume</p>	<ul style="list-style-type: none"> . Local farm supply store managers or salesmen.
<p>onsider sales ed changes in demand ature of the sales</p>	<ul style="list-style-type: none"> . District salesmen.
<p>ales schedule</p>	
<p>um products</p>	
<p>he</p>	
<p>he</p>	
<p>ng Oils</p>	
<p>lls</p>	
<p>ating greases</p>	
<p>eeze</p>	
<p>l products</p>	
<p>es</p>	
<p>eries</p>	
<p>filters</p>	
<p>nk plugs</p>	
<p>alts</p>	

UNIT: Petroleum Products Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected petroleum product(s).</p> <ol style="list-style-type: none"> 1. List at least five factors to consider when determining storage needs. 2. List at least three types of storage used for petroleum product(s). 3. <p>C. Plan and/or construct a sales display for a selected petroleum product which meets the approval of the industry.</p> <ol style="list-style-type: none"> 1. List at least two types of petroleum sales displays. 2. List at least five criteria for evaluating a petroleum sales display. 3. 	<p>B. Prepare a diagram of the facilities of a local facility.</p> <p>.</p> <p>.</p> <p>C. As a class, small group or individual plan and/or construct a sales display for a selected petroleum product.</p> <p>. While visiting local facilities observe and evaluate displays or advertisements.</p> <p>.</p>

OBJECTIVES	LEARNING ACTIVITIES
or otherwise describe the and time of storage needed for petroleum product(s).	B. Prepare a diagram of the petroleum storage facilities of a local farm supply store.
List five factors to consider in determining storage needs.	. ....
List three types of storage for petroleum product(s).	. ....
Construct a sales display for a petroleum product which meets the needs of the industry.	C. As a class, small group or individual project, plan and/or construct a sales display for a selected petroleum product.
List two types of petroleum sales displays.	. While visiting local farm supply stores, observe and evaluate petroleum product displays or advertisements.
List five criteria for evaluating petroleum sales display.	. ....

UNIT: Petroleum Products Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>B. Storing petroleum products</p> <ol style="list-style-type: none"> 1. Factors to consider <ul style="list-style-type: none"> . Space requirements . Length of storage . Seasons in which storage is needed 2. Types of storage <ul style="list-style-type: none"> . Warehouse . Bins . Tanks 3. 	<p>B. Walsh/Joy/Hoover. <u>Selling Supplies</u>. Chapter 8.</p> <p>. Local farm supply store salesmen.</p> <p>.</p>
<p>C. Planning and constructing a petroleum sales display</p> <ol style="list-style-type: none"> 1. Types of sales displays 2. Criteria for evaluating sales displays <ul style="list-style-type: none"> . Interest . Attractiveness 3. 	<p>C. Smith. <u>Display and Promot</u></p> <p>. Walsh/Joy/Hoover. <u>Sell Garden Supplies</u>. Chapt</p> <p>. Local farm supply store salesmen</p> <p>. District petroleum prod</p> <p>.</p>

RESOURCES

products
nsider
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storage
which storage is needed

B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

age

. Local farm supply store managers or salesmen.

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structing a petroleum sales

C. Smith. Display and Promotion.

es displays

. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

evaluating sales displays

. Local farm supply store managers and salesmen

ness

. District petroleum products sales people.

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UNIT:
SUB-UNIT:

Petroleum Products Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>D. Provide a customer with the more commonly needed product knowledge concerning a selected petroleum product.</p> <ol style="list-style-type: none">1. Compare and contrast the more commonly used tractor fuels, e.g., diesel, gasoline, kerosenes, etc.2. Compare and contrast the more commonly used lubricating oils used on the farm.<ol style="list-style-type: none">a. When given an oil can or oil can label, determine the weight of the oil.b. When given an oil can or oil can label, determine the API Service Classification.c. When given the symbols for the more commonly API Service Classifications, write the definition of each.	<p>D. While role playing sales practice providing customer information concerning selected petroleum products.</p> <ol style="list-style-type: none">1. Obtain and use references to compare and contrast the tractor fuels.2. Obtain and use references to compare and contrast the lubricating oils.<ol style="list-style-type: none">. Observe demonstrations reading oil can labels weight of oil.. Observe demonstrations the viscosity of oil..

OBJECTIVES	LEARNING ACTIVITIES
<p>customer with the more added product knowledge a selected petroleum product.</p> <p>and contrast the more commonly tractor fuels, e.g., diesel, e, kerosenes, etc.</p> <p>and contrast the more commonly lubricating oils used on the farm</p> <p>given an oil can or oil can el, determine the weight of oil.</p> <p>given an oil can or oil can el, determine the API Service classification.</p> <p>given the symbols for the commonly API Service Class- sifications, write the definition each.</p>	<p>D. While role playing salesperson and customer, practice providing customer information concerning selected petroleum products.</p> <p>1. Obtain and use references or charts which compare and contrast the more commonly used tractor fuels.</p> <p>2. Obtain and use references or charts which compare and contrast the more commonly used lubricating oils.</p> <ul style="list-style-type: none"> . Observe demonstrations of and practice reading oil can labels to determine the weight of oil. . Observe demonstrations designed to show the viscosity of oil.

UNIT: Petroleum Products Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
D. Providing product knowledge	D. Walsh/Joy/Hoover. <u>Selling Supplies.</u> Chapter 8.
<ul style="list-style-type: none"> 1. Comparing and contrasting the more commonly used tractor fuels 2. Comparing and contrasting the more commonly used lubricating oils 	<ul style="list-style-type: none"> 1. AAVIM. <u>Selecting & Stc and Lubricants.</u> 2. AAVIM. <u>Selecting & Stc and Lubricants.</u>
<ul style="list-style-type: none"> . Determining weight . Determining API Service Classification . Interpreting API Service Classification Symbols 	<ul style="list-style-type: none"> . Standard Oil Company <u>About Motor Oil.</u> . Gulf Oil Corporation <u>Guide.</u>

RESOURCES

knowledge

D. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

- . Local farm supply store managers and salesmen.
- . District petroleum products sales people.
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contrasting the more tractor fuels

1. AAVIM. Selecting & Storing Tractor Fuels and Lubricants.

contrasting the more lubricating oils

2. AAVIM. Selecting & Storing Tractor Fuels and Lubricants.

weight

. Standard Oil Company. Things to Know About Motor Oil.

API Service Classification

. Gulf Oil Corporation. Gulf Farm Tractor Guide.

API Service Classification

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UNIT: Petroleum Products Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
3. Differentiate between an oil, a grease and gear oil.	3. Observe demonstration of grease from soap and
4. Compare and contrast the more commonly used types of antifreeze	4.
5. Using manufacturers' guides select an appropriate size and volt battery for a given farm vehicle.	5. Practice using manufacturer references to select a farm vehicle.
6. Using manufacturers' guides select an appropriate oil filter for a selected farm vehicle.	6. Practice using manufacturer references to select an selected farm vehicle.
7. Using a manufacturer's guide, select an appropriate spark plug for a selected vehicle.	7. Observe demonstrations using manufacturers' guides to select a spark farm machine.
8. Using manufacturers' guides select a recommended size V-belt for a given purpose.	8. Observe demonstrations using manufacturers' guides to select a recommended size V-belt for a given purpose.
9.	9.

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OBJECTIVES	LEARNING ACTIVITIES
<p>between an oil, a grease and</p> <p>contrast the more commonly used grease.</p> <p>manufacturers' guides select an appro- priate voltage battery for a g</p>	<p>3. Observe demonstration showing the making of grease from soap and oil.</p> <p>4.</p> <p>5. Practice using manufacturers' guides or other references to select a battery for given farm vehicle.</p> <p>.</p>
<p>manufacturers' guides select an appro- priate filter for a selected farm</p>	<p>6. Practice using manufacturers' guides or other references to select an oil filter for a selected farm vehicle.</p> <p>.</p>
<p>manufacturer's guide, select an appropriate spark plug for a selected</p>	<p>7. Observe demonstrations of and/or practice using manufacturers' guides or other refer- ences to select a spark plug for a selected farm machine.</p>
<p>manufacturers' guides select a recommended size V-belt for a given purpose.</p>	<p>8. Observe demonstrations and/or practice using manufacturers' guides or other refer- ences to select a recommended size V-belt for a given purpose.</p> <p>9.</p>



UNIT: Petroleum Products Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
3. Differentiating between oils and greases	3. AAVIM. <u>Selecting and Storing and Lubricants.</u>
4. Comparing and contrasting different types of antifreeze	4. Walsh/Joy/Hoover. <u>Selling Supplies.</u> Chapter 8. . Manufacturers' guides
5. Selecting batteries	5. Walsh/Joy/Hoover. <u>Selling Supplies.</u> Chapter 8. . Manufacturers' guides
6. Selecting and recommending oil filters	6. Walsh/Joy/Hoover. <u>Selling Supplies.</u> Chapter 8. . Manufacturers' guides
7. Selecting and recommending spark plugs	7. Walsh/Joy/Hoover. <u>Selling Supplies.</u> Chapter 8. . Manufacturers' guides
8. Selecting and recommending V-belts	8. Walsh/Joy/Hoover. <u>Selling Supplies.</u> Chapter 8. . Manufacturers' guides
9.	9.



RESOURCES

between oils and greases

3. AAVIM. Selecting and Storing Tractor Fuels and Lubricants.

contrasting different types

4. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

. Manufacturers' guides

ries

5. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

. Manufacturers' guides

recommending oil filters

6. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

. Manufacturers' guides

.

recommending spark plugs

7. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

. Manufacturers' guides

.

recommending V-belts

8. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.

. Manufacturers' guides

.

9.

RESOURCES

UNIT: Petroleum Products Sales and Services

SUB-UNIT:

BOOKS

American Association For Vocational Instructional Materials. Selecting and Storing Fuels and Lubricants. Athens, Ga: The Association, 1970.

Smith, Gary R. Display and Promotion. New York: Gregg Division, McGraw-Hill Book Co., 1970.

Walsh, Lawrence, A., et al. Selling Farm and Garden Supplies. New York: Gregg Division, McGraw-Hill Book Co., 1971.

FILMS AND FILMSTRIPS

BULLETINS

Standard Oil Company, Chicago 80, Ill.

Things to Know About Motor Oil

Gulf Oil Corporation, Pittsburg 30, Pa.

Gulf Farm Tractor Guide

TRANSPARENCIES

RESOURCES

UNIT: Petroleum Products Sales and Services

SUB-UNIT:

FILMS AND FILMSTRIPS

1 For Vocational Instructional
ing and Storing Fuels and
3, Ga: The Association, 1970.

play and Promotion. New York:
Graw-Hill Book Co., 1970.

, et. al. Selling Farm and
New York: Gregg Division,
o., 1971.

TRANSPARENCIES

y, Chicago 80, Ill.

ut Motor Oil

n, Pittsburg 30, Pa.

Guide

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services

SUB-UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of hardware, tools, building materials and equipment items, commonly sold in a typical farm supply store.

II.

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UNIT:
SUB-UNIT:

Hardware, Tools, Building Materials and Equipment Sales and Service

OBJECTIVES

LEARNING ACTIVITIES

The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of building materials, hardware, tool or equipment items commonly sold in a typical farm supply store.

A. List the major types of hardware, tools, building materials and equipment sold in a typical or selected farm supply store.

I. As a class, small group or plan the inventory, storage of a typical hardware, tool or equipment item commonly supply store.

A. While visiting a local prepare a list of the hardware, tools, building material sold.

. Invite a farm supply store the class group the major tools, building materials items by category.

. Invite a district sales classify hardware, tool and equipment items by

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ols, Building Materials and Equipment Sales and Service

TIVES

LEARNING ACTIVITIES

e to:

the inventory, storage,
f building materials, hard-
ment items commonly sold in
ly store.

types of hardware, tools,
als and equipment sold in a
cted farm supply store.

I. As a class, small group or individual project,
plan the inventory, storage, display and sales
of a typical hardware, tool, building material
or equipment item commonly sold in a farm
supply store.

A. While visiting a local farm supply store
prepare a list of the major types of hard-
ware, tools, building materials and equip-
ment sold.

. Invite a farm supply store manager to help
the class group the major types of hardware,
tools, building materials and equipment
items by category.

. Invite a district sales representative to
classify hardware, tools, building materials
and equipment items by category.

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UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>I. Preparing the inventory, storage, display and sales of a selected hardware, tool, materials and equipment item</p> <p>A. Major types of hardware, tools, building materials and equipment</p> <ol style="list-style-type: none"> 1. Hardware <ul style="list-style-type: none"> . Nails . Bolts . Screws . Hinges 2. Major types of tools <ul style="list-style-type: none"> . Hand tools <ul style="list-style-type: none"> . Metal working . Wood working . Power tools 3. Materials <ul style="list-style-type: none"> . Fencing . Paints . Wood 4. Equipment <ul style="list-style-type: none"> . Livestock . Crop . Garden and lawn 	<p>I. Walsh/Joy/Hoover. <u>Selling Supplies.</u></p> <ul style="list-style-type: none"> . Local farm supply store m . Sales representatives <p>A. Local farm supply store m</p> <ul style="list-style-type: none"> . Sales representatives

Building Materials and Equipment Sales and Services

RESOURCES

y, storage, display and
hardware, tool, materials

I. Walsh/Joy/Hoover. Selling Farm and Garden
Supplies.

- . Local farm supply store managers or salesmen.
- . Sales representatives
-

hardware, tools, building
equipment

A. Local farm supply store managers or salesmen

- . Sales representatives
-

tools

ing
ing

d lawn

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>B. Select a recommended inventory for a given or chosen type of hardware to be sold in a typical farm supply store.</p> <ol style="list-style-type: none"> 1. Estimate the yearly sales volume of a selected type of hardware. 2. List at least three factors to consider in preparing a hardware inventory. 3. 	<p>B. As a class project visit store(s), divide the class into pairs and assign each pair a type of hardware to be roughly inventoried.</p> <ul style="list-style-type: none"> • Invite a local farmer to help the class prepare an inventory of hardware items. • Invite a district sales manager to help the class prepare an inventory of selected hardware items. •
<p>C. Select a recommended inventory of a given or chosen type of tools to be sold in a typical farm supply store.</p> <ol style="list-style-type: none"> 1. Estimate the yearly sales volume of a selected tool(s). 2. List at least three factors to consider in preparing a tool inventory. 3. 	<p>C. As a class project and with the store manager pair up and select tools in a local store.</p> <ul style="list-style-type: none"> • Invite a local farmer to help the class prepare an inventory of tools. • Invite a district sales manager to help prepare an inventory of tools. •

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ACTIVITIES	LEARNING ACTIVITIES
<p>ended inventory for a given of hardware to be sold in a ply store.</p> <p>ie yearly sales volume of a pe of hardware.</p> <p>ast three factors to consider ig a hardware inventory.</p> <p>ended inventory of a given or tools to be sold in a typical re.</p> <p>he yearly sales volume of a ool(s).</p> <p>ast three factors to consider ng a tool inventory.</p>	<p>B. As a class project visit a local farm supply store(s), divide the class into pairs and assign each pair a type of hardware to be roughly inventoried.</p> <ul style="list-style-type: none">. Invite a local farm store manager to help the class prepare an inventory for selected hardware items.. Invite a district sales representative to help the class prepare an inventory for a selected hardware item.. <p>C. As a class project and with the permission of the store manager pair up and inventory selected tools in a local farm supply store.</p> <ul style="list-style-type: none">. Invite a local farm store manager or salesman to help the class inventory selected tools.. Invite a district sales representative to help prepare an inventory of selected tools..

UNIT:
SUB-UNIT:

Hardware, Tools, Building Materials and Equipment Sales and Services

TOPICS	RESOURCES
<p>B. Selecting a hardware inventory</p> <ol style="list-style-type: none">1. Estimating yearly sales volume2. Factors to consider<ul style="list-style-type: none">. Past years sales. Anticipated changes in demand. Seasonal nature of sales . .... 3. <p>C. Selecting a recommended inventory of tools</p> <ol style="list-style-type: none">1. Estimating yearly sales volume2. Factors to consider<ul style="list-style-type: none">. Past years sales. Anticipated changes in demand. Seasonal nature of sales.	<p>B. Local farm supply store</p> <ul style="list-style-type: none">. Farmer's Cooperativeatives. Hardware sales representative. <p>C. Local farm supply store</p> <ul style="list-style-type: none">. Farmer's Cooperativeatives. Tool company representative.

Building Materials and Equipment Sales and Services

S	RESOURCES
<p>are inventory</p> <p>arly sales volume</p> <p>nsider sales ed changes in demand ature of sales</p>	<p>B. Local farm supply store manager or salesmen.</p> <ul style="list-style-type: none"> . Farmer's Cooperative Exchange representa- tives . Hardware sales representatives
<p>ended inventory of tools</p> <p>arly sales volume</p> <p>nsider sales ed changes in demand ature of sales</p>	<p>C. Local farm supply store managers or salesmen.</p> <ul style="list-style-type: none"> . Farmer's Cooperative Exchange representa- tives . Tool company representatives

UNIT:
SUB-UNIT:

Hardware, Tools, Building Materials and Equipment Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>D. Select a recommended inventory of a given type of building materials sold by a typical farm supply store.</p> <ol style="list-style-type: none">1. Estimate the yearly sales volume of a selected type of material(s).2. List at least three factors to consider in preparing an inventory of materials to be sold in a typical farm supply store.3. <p>E. Select a recommended inventory of a given type of equipment to be sold in a selected farm supply store.</p> <ol style="list-style-type: none">1. Estimate the yearly sales volume of a selected type of equipment.2. List at least three factors to consider in preparing an equipment inventory.3.	<p>D. As a class project and with the help of the store manager, pair students to select building materials to be sold in a farm supply store.</p> <ul style="list-style-type: none">. Invite a local farm manager to help the class select types of building materials to be sold in a farm supply store.. Invite an FCS store manager to help prepare a product list of building materials.. <p>E. As a class project and with the help of the store manager, pair students to select equipment items to be sold in a farm supply store.</p> <ul style="list-style-type: none">. Invite a local farm manager to help the class select types of equipment to be sold in a farm supply store.. Invite a district sales manager to help prepare proposed equipment..

ACTIVITIES

Recommended inventory of a given type of building materials sold by a typical store.

the yearly sales volume of a type of material(s).

At least three factors to consider in preparing an inventory of materials sold in a typical farm supply store.

Recommended inventory of a given type of equipment to be sold in a selected store.

the yearly sales volume of a type of equipment.

At least three factors to consider in preparing an equipment inventory.

LEARNING ACTIVITIES

- D. As a class project and with the permission of the store manager, pair-up and inventory selected building materials sold in a typical farm supply store.
 - Invite a local farm store manager or salesman to help the class inventory selected types of building materials sold in the store.
 - Invite an FCX store sales representative to help prepare a proposed inventory of building materials.
 -

- E. As a class project and with the permission of the store manager, pair up and inventory selected equipment items sold by the store.
 - Invite a local farm store manager or salesman to help the class inventory selected types of equipment sold in the store.
 - Invite a district sales representative to help prepare proposed inventory of selected equipment.
 -

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>D. Selecting a recommended building materials inventory</p> <ol style="list-style-type: none"> 1. Estimating yearly sales volume 2. Factors to consider <ul style="list-style-type: none"> . Past year's sales . Anticipated changes in demand . Seasonal nature of sales 	<p>D. Local farm supply store</p> <ul style="list-style-type: none"> . FCX representatives on
<p>E. Selecting a recommended inventory of equipment</p> <ol style="list-style-type: none"> 1. Estimating yearly sales volume 2. Factors to consider <ul style="list-style-type: none"> . Past years sales . Anticipated change in demand . Seasonal nature of sales 	<p>E. Local farm supply store and representatives.</p> <ul style="list-style-type: none"> . Farmer Cooperative Exd . Equipment company sales

Building Materials and Equipment Sales and Services

S	RESOURCES
<p>Recommended building materials</p> <p>yearly sales volume</p> <p>consider r's sales ted changes in demand nature of sales</p>	<p>D. Local farm supply store managers or salesmen.</p> <ul style="list-style-type: none"> . FCX representatives or catalogs
<p>Recommended inventory of</p> <p>yearly sales volume</p> <p>consider rs sales ted change in demand nature of sales</p>	<p>E. Local farm supply store managers or sales representatives.</p> <ul style="list-style-type: none"> . Farmer Cooperative Exchange representatives . Equipment company sales representatives



UNIT:
SUBUNIT:

Hardware, Tools, Building Materials and Equipment Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>F. List the amount of storage and/or display space required for selected items of hardware, selected tools, or selected equipment.</p> <p>G. When given a chosen hardware, tool or equipment item, select a recommended type of storage and/or display facility.</p> <ol style="list-style-type: none">1. List at least five factors to consider in determining storage and display needs.2. List at least three types of storage used for storing and displaying hardware, tools or equipment items.3.	<p>F. Prepare a drawing showing storage or display space for hardware, tool or equipment.</p> <p>.....</p> <p>G. While visiting local furniture businesses observe the display facilities used.</p> <p>.....</p>

1s, Building Materials and Equipment Sales and Services

IVES	LEARNING ACTIVITIES
<p>of storage and/or display or selected items of hardware, tools, or selected equipment.</p> <p>selected hardware, tool or select a recommended type or display facility.</p> <p>at five factors to consider in storage and display needs.</p> <p>at three types of storage for storing and displaying hardware or equipment items.</p>	<p>F. Prepare a drawing showing the amount of storage or display space required for selected hardware, tool or equipment items.</p> <p>.....</p> <p>G. While visiting local farm supply store businesses observe the type of storage and display facilities used.</p> <p>.....</p>

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>F. Determining the amount of storage and display space required</p> <ul style="list-style-type: none"> . Hardware . Tools . Equipment 	<p>F. Smith. <u>Display and Prom</u></p> <ul style="list-style-type: none"> . Local farm supply store salesmen. . Farmer's Cooperativeatives
<p>G. Type of storage and display</p> <ul style="list-style-type: none"> . Storage <ul style="list-style-type: none"> . Warehouse . Display area storage 	<p>G. Local farm supply store</p> <ul style="list-style-type: none"> . FCX representatives



9. Building Materials and Equipment Sales and Services

S	RESOURCES
<p>unit of storage and display</p> <p>display</p> <p>storage</p>	<p>F. Smith. <u>Display and Promotion.</u></p> <ul style="list-style-type: none"> . Local farm supply store managers and salesmen. . Farmer's Cooperative Exchange representatives <p>G. Local farm supply store managers and salesmen.</p> <ul style="list-style-type: none"> . FCX representatives

UNIT:
SUB-UNIT:

Hardware, Tools, Building Materials and Equipment Sales and Services

OBJECTIVES

H. Design and/or construct a recommended sales display for a given hardware, tool or equipment display.

1. List at least two types of displays.

2. Select a recommended fixture(s) for a selected display(s).

3. List at least five criteria for evaluating a hardware, tool, or equipment display.

LEARNING ACTIVITIES

H. As a class or small group and/or construct a sales display for selected hardware, tool or equipment.

. While visiting local hardware stores, evaluate the hardware displays.

. While visiting local hardware stores, observe the type of fixtures, displays, e.g., counter displays, closed areas, etc.

OBJECTIVES	LEARNING ACTIVITIES
<p>construct a recommended sales display for a given hardware, tool or equipment item.</p> <p>at least two types of displays.</p> <p>recommended fixture(s) for a display(s).</p> <p>at least five criteria for evaluating hardware, tool, or equipment</p>	<p>H. As a class or small group project design and/or construct a sales display for a selected hardware, tool or equipment item.</p> <ul style="list-style-type: none">• While visiting local farm supply stores evaluate the hardware, tool and equipment displays.• While visiting local farm supply stores observe the type of fixtures used for displays, e.g., counters, walls, open areas, closed areas, etc.

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>E. Designing or constructing sales displays for hardware, tool or equipment display</p> <ol style="list-style-type: none"> 1. Types of displays <ul style="list-style-type: none"> . Window . Interior . Assortment 2. Types of fixtures <ul style="list-style-type: none"> . Counters . Walls . Open areas . Closed areas 3. Criteria for evaluating displays <ul style="list-style-type: none"> . Interest . Attractiveness 	<p>H. Local farm supply store</p> <ul style="list-style-type: none"> . FCX representatives . Smith. <u>Display and P</u>

g. Building Materials and Equipment Sales and Services

ICS	RESOURCES
constructing sales displays for for equipment display displays or ment. fixtures rs reas areas for evaluating displays st tiveness	H. Local farm supply store managers and salesmen. . FCX representatives or publications . Smith. <u>Display and Promotion</u>

UNIT:
SUB-UNIT:

Hardware, Tools, Building Materials and Equipment Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>I. Provide a customer with the more commonly needed product knowledge concerning selected hardware items.</p> <ol style="list-style-type: none">1. Identify at least 25 of the more commonly used hardware items.2. Describe the function of at least 25 different hardware items.3. Cite and correctly use at least one reference or manufacturer's guide which lists sizes and types of hardware items.4.	<p>I. While role playing sales practice providing customer information concerning selected hardware items.</p> <ol style="list-style-type: none">1. Participate in hardware contests. Visit a local farm and identify the line of hardware. 2. Observe demonstration of the use of some of the hardware items. 3. Obtain and practice using a screw and other related hardware items which customers select sizes of hardware needed.4.

ls, Building Materials and Equipment Sales and Services

OBJECTIVES	LEARNING ACTIVITIES
<p>customer with the more commonly used knowledge concerning selected items.</p> <p>at least 25 of the more commonly used hardware items.</p> <p>the function of at least 25 hardware items.</p> <p>correctly use at least one or manufacturer's guide which lists sizes and types of hardware items.</p>	<p>I. While role playing salesperson and customer, practice providing customer information concerning selected hardware items.</p> <p>1. Participate in hardware identification contests.</p> <p>Visit a local farm supply store and identify the line of hardware items displayed.</p> <p>.</p> <p>2. Observe demonstrations illustrating the use of some of the more common types of hardware items.</p> <p>.</p> <p>3. Obtain and practice using nail, bolt, screw and other relevant charts to help customers select sizes and types of hardware needed.</p> <p>4.</p>

UNIT:
SUB-UNIT:

Hardware, Tools, Building Materials and Equipment Sales and Services

TOPICS

RESOURCES

I. Providing customers with information about hardware

I. Local farm supply store m

1. Identifying hardware items

. Hardware sales catalog

2. Describing the function of hardware items

. Interstate Printers & I
Tool Identification

3. Using sales references, charts, etc.

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4.

Building Materials and Equipment Sales and Services

RESOURCES

ers with information about

I. Local farm supply store managers or salesmen.

hardware items

. Hardware sales catalogs

the function of hardware items

. Interstate Printers & Publishers
Tool Identification Kit

references, charts, etc.

.



UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
<p>J. Provide a customer with the more commonly needed product knowledge concerning a selected tool.</p> <ol style="list-style-type: none"> 1. Identify at least 50 tools commonly used by farmers. 2. Demonstrate the use of selected tools commonly used by farmers. 3. Cite and correctly use at least one reference or manufacturer's guide which lists sizes and types of tools. 4. 	<p>J. While role playing sales practice providing customer information concerning selected tools.</p> <ol style="list-style-type: none"> 1. Participate in a chat conversation contest. <ul style="list-style-type: none"> • While visiting a store, observe the tools displayed. • 2. Observe demonstration using selected tools at a local farm supply store. <ul style="list-style-type: none"> • 3. Practice using sales references to provide information concerning tools at a farm supply store. 4.

OBJECTIVES

Compare with the more commonly known knowledge concerning a

at least 50 tools commonly used by farmers.

Describe the use of selected tools used by farmers.

Correctly use at least one tool or manufacturer's guide to determine sizes and types of tools.

LEARNING ACTIVITIES

J. While role playing salesperson and customer, practice providing customer information concerning selected tools.

1. Participate in a chapter tool identification contest.

While visiting a local farm supply store, observe the types of tools displayed.

2. Observe demonstrations of and practice using selected tools commonly sold in local farm supply stores.

3. Practice using sales catalog and other sales references to advise customers concerning tools commonly sold in local farm supply store.

4.

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS

RESOURCES

- J. Providing customers with information about tools
 - 1. Identifying tools
 - 2. Demonstrating the use of tools
 - 3. Using sales references, charts, etc.
 - 4.

- J. Interstate Printers & Publishers
Tool Identification Kit
 - . FCX Catalog
 - . Hardware Sales Catalog
 -

Building Materials and Equipment Sales and Services

RESOURCES

ers with information about
ools
the use of tools
ferences, charts, etc.

- J. Interstate Printers & Publishers -
Tool Identification Kit
- . FCX Catalog
- . Hardware Sales Catalogs
-

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

OBJECTIVES

LEARNING ACTIVITIES

- K. Provide a customer with the product knowledge needed concerning selected building materials sold by a typical farm supply store.
 1. Identify at least 20 building supply items commonly sold by farm supply stores.
 2. Cite at least one reference or references which gives product information concerning building supplies commonly sold by farm supply stores.
 3. ...
- L. Provide a customer with the more commonly needed product knowledge concerning selected equipment frequently sold to farmers.
 1. Identify at least 20 items of equipment frequently sold through farm supply stores.
 2. Demonstrate the use of selected equipment frequently sold through farm supply stores.
 3. Cite at least one reference which lists operating instructions for a typical item of equipment.
 4. ...
- M. ...

- K. While role playing salesperson practice providing customer information concerning selected building materials sold by local farm supply stores.
 1. Visit local farm supply stores identifying (perhaps by card) commonly used building materials.
 2. ...
- L. While playing salesperson practice providing customer information concerning selected equipment sold in local farm supply stores.
 1. Participate in an equipment sales contest (perhaps held at a farm supply store).
 2. Observe demonstrations of selected equipment using farm equipment sold in local farm supply stores.
 3. Obtain and use manufacturer's literature and other sales references for selected equipment sold in local farm supply stores.
 4. ...
- M. ...

IVES	LEARNING ACTIVITIES
<p>with the product knowledge selected building materials farm supply store.</p> <p>list 20 building supply items by farm supply stores.</p> <p>one reference or references product information concerning items commonly sold by farm</p> <p>with the more commonly needed concerning selected equipment farmers.</p> <p>list 20 items of equipment sold through farm supply stores.</p> <p>the use of selected equipment sold through farm supply stores.</p> <p>one reference which lists instructions for a typical item</p>	<p>K. While role playing salesperson and customer, practice providing customer information concerning selected building supplies sold in local farm supply stores.</p> <ul style="list-style-type: none"> . Visit local farm supply stores and practice identifying (perhaps by contest) the more commonly used building materials sold. <p>...</p> <p>L. While playing salesperson and customer, practice providing customer information concerning selected equipment sold in local farm supply stores.</p> <ol style="list-style-type: none"> 1. Participate in an equipment identification contest (perhaps held at a local farm supply store). 2. Observe demonstrations of and/or practice using farm equipment sold through local farm supply stores. 3. Obtain and use manufacturer's guides and other sales references provided with equipment sold in local farm supply stores.
	<p>4. ...</p> <p>M. ...</p>

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
 SUB-UNIT:

TOPICS	RESOURCES
<p>K. Providing customers with information about building materials</p> <ol style="list-style-type: none"> 1. Identifying materials 2. Using references, sales catalogs, etc., to sell building materials 3. 	<p>K. Local farm supply store materials</p> <ul style="list-style-type: none"> . FCX representatives . FCX catalogs or other publications concerning building supplies
<p>L. Providing customers with information about equipment</p> <ol style="list-style-type: none"> 1. Identifying equipment 2. Demonstrating equipment operation 3. Using manufacturers' guides for operating and selling equipment 4. 	<p>L. Equipment company catalogs</p> <ul style="list-style-type: none"> . Manufacturer's guides and catalogs . Local farm store sales
<p>M.</p>	<p>M.</p>

Building Materials and Equipment Sales and Services

S	RESOURCES
<p>ners with information about als</p> <p>materials</p> <p>ences, sales catalogs, etc., lding materials</p> <p>omers with information about</p> <p>g equipment</p> <p>ng equipment operation</p> <p>facturers' guides for operating g equipment</p>	<p>K. Local farm supply store managers or salesmen.</p> <ul style="list-style-type: none"> . FCX representatives . FCX catalogs or other publications concerning building supplies. <p>L. Equipment company catalogs</p> <ul style="list-style-type: none"> . Manufacturer's guides or manuals . Local farm store sales representatives.
	<p>M.</p>

RESOURCES

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services

SUB-UNIT:

BOOKS

Smith, Gary R. Display and Promotion.
New York: Gregg Division, McGraw-Hill Book
Company, 1970.

Walsh, Lawrence, A. et al. Selling Farm and
Garden Supplies. New York: Gregg Division,
McGraw-Hill Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

KITS

Interstate Printers and Publishers
Ill.

Tool Identification Kit

RESOURCES

Tools, Building Materials and Equipment Sales and Services

Display and Promotion.
Division, McGraw-Hill Book

A. et al. Selling Farm and
New York: Gregg Division,
Company, 1971.

FILMS AND FILMSTRIPS

KITS

Interstate Printers and Publishers, Danville,
Ill.

Tool Identification Kit

247

Bibliography

- American Association For Vocational Instructional Materials. Selecting and Storing Films. Athens, GA: The Association, 1970.
- Antrim, William H. Advertising. New York: Gregg Division/McGraw-Hill Book Co., 1970.
- Bender, Ralph E., Clark, Raymond and Taylor, Robert E. The FFA and You. Danville, ILL: Printers and Publishers, Inc., 1962.
- Binkley, Harold and Hammonds, Carsie. Experience Programs for Learning Vocations in Agriculture. ILL: The Interstate Printers and Publishers, Inc.
- Clark, Raymond. Agricultural Chemicals. East Lansing, Michigan: Department of Secondary Curriculum, Michigan State University, 1969.
- Ernest, John W. Basic Salesmanship. New York: Gregg Division/McGraw-Hill Company, 1969.
- Fuller, Gerald R. Education For Agricultural Occupations. Danville, ILL: The Interstate Publishers, Inc.
- Hoover, Norman K. Handbook of Agricultural Occupations. Danville, ILL: The Interstate Publishers, Inc., 2nd edition, 1969.
- Jaques, H.E. How to Know the Weeds. Dubuque, Iowa: Brown Company Publishers, 1972.
- Klingman, Glenn C. Weed Control As A Science. New York: John Wiley and Sons, Inc., 1961.
- McVicker, Malcolm H., Using Commercial Fertilizers. Danville, ILL: The Interstate Printer Inc., 1969.
- Metcalf/Flint/Metcalf. Useful and Destructive Insects. New York: McGraw-Hill Book Co., C
- Miller, Texton R. Supervised Practice in Vocational Agriculture. Danville, ILL: The Interstate and Publishers, Inc.
- Morrison, Frank B. Morrison's Feeds and Feeding. Danville, ILL: Interstate Printers and Abridged Ed.

Bibliography

- For Vocational Instructional Materials. Selecting and Storing Fuels and Lubricants. Association, 1970.
- Advertising. New York: Gregg Division/McGraw-Hill Book Co., 1970.
- rk, Raymond and Taylor, Robert E. The FFA and You. Danville, ILL: The Interstate Publishers, Inc., 1962.
- ammonds, Carsie. Experience Programs for Learning Vocations in Agriculture. Danville, Late Printers and Publishers, Inc.
- Cultural Chemicals. East Lansing, Michigan: Department of Secondary Education and Michigan State University, 1969.
- Salesmanship. New York: Gregg Division/McGraw-Hill Company, 1969.
- Education For Agricultural Occupations. Danville, ILL: The Interstate Printers and Publishers, Inc.
- Handbook of Agricultural Occupations. Danville, ILL: The Interstate Printers and Publishers, Inc., 2nd edition, 1969.
- Know the Weeds. Dubuque, Iowa: Brown Company Publishers, 1972.
- Weed Control As A Science. New York: John Wiley and Sons, Inc., 1961.
- Using Commercial Fertilizers. Danville, ILL: The Interstate Printers and Publishers, Inc.
- Useful and Destructive Insects. New York: McGraw-Hill Book Co., Current Edition.
- Supervised Practice in Vocational Agriculture. Danville, ILL: The Interstate Printers and Publishers, Inc.
- Morrison's Feeds and Feeding. Danville, ILL: Interstate Printers and Publishers, Inc.

- National Plant Food Institute. The Fertilizer Handbook. Washington, DC: The Institute,
- Ohio Agricultural Education Curriculum Materials Service. Columbus, Ohio: The Ohio State
Business Procedures Used in the Agricultural Services
Insecticides
Selling and Salesmanship
- Perry, T. W. Feed Formulation Handbook, Danville, ILL: The Interstate Printers and Publ
- Robinson, Blacker and Logan. Store Salesmanship. Englewood Cliffs, NJ: Prentice Hall,
- Rouse and Nolan. Fundamentals of Advertising. Cincinnati, Ohio: Southwestern Publishing
 6th edition.
- Smith, Gary R. Display and Promotion. New York: Gregg Division, McGraw-Hill Book Compar
- Walsh, Lawrence A., et al. Selling Farm and Garden Supplies. New York: Gregg Division,
 Book Company, 1971.
- Weyant, J. Thomas, et al. An Introduction to Agricultural Business and Industry. Danvill
 The Interstate Printers and Publishers, Inc., 1965.
- Wingate, J.W. and Nolan, C.A. Fundamentals of Selling. Cincinnati, Ohio: Southwestern
 Company, 7th edition, 1964.
- USDA. Insects-The Yearbook of Agriculture-1952. Washington, DC: U. S. Government Print
- Vocational Agricultural Service. The Use of the Cash Register. Urbana, ILL: Vocational
 Service, 1972.

BULLETINS and PAMPHLETS

Clemson University Cooperative Extension Service, Clemson University, Clemson, SC:

Agricultural Chemicals Handbook

See-Available Publications for Farm & Home for the following types of publications:
 Animal Science publications
 Crop production bulletins

Institute. The Fertilizer Handbook. Washington, DC: The Institute, 1974.

Education Curriculum Materials Service. Columbus, Ohio: The Ohio State University.
Resources Used in the Agricultural Services

Salesmanship

Formulation Handbook, Danville, ILL: The Interstate Printers and Publishers, Inc.

Logan. Store Salesmanship. Englewood Cliffs, NJ: Prentice Hall, Inc., 5th edition.

Fundamentals of Advertising. Cincinnati, Ohio: Southwestern Publishing Company,

Selling and Promotion. New York: Gregg Division, McGraw-Hill Book Company, 1970.

et al. Selling Farm and Garden Supplies. New York: Gregg Division, McGraw-Hill
1971.

et al. An Introduction to Agricultural Business and Industry. Danville, ILL:
Printers and Publishers, Inc., 1965.

an, C.A. Fundamentals of Selling. Cincinnati, Ohio: Southwestern Publishing
Company, 1964.

Yearbook of Agriculture-1952. Washington, DC: U. S. Government Printing Office.

al Service. The Use of the Cash Register. Urbana, ILL: Vocational Agricultural

ETS

Cooperative Extension Service, Clemson University, Clemson, SC:

Publications Handbook

Publications for Farm & Home for the following types of publications:

Publications

Extension bulletins

Crop variety bulletins
Fertilizer leaflets
Home Garden circulars
Vegetable leaflets

Weeds of the Southern United States

Gulf Oil Corporation, Pittsburg 30, Pa.
Gulf Farm Tractor Guide

Mississippi State University. A Reference on Basic Principles of Plant Science, Starkville

Ohio State University. Seeds - Student Manual, Columbus, Ohio.

Purdue Cooperative Extension Service, Lafayette, Indiana. Good Feed Mixing Practices.

South Carolina Department of Agriculture, Commerical Feed Resume, Columbia, S. C.

Standard Oil Company, Chicago 80, ILL: Things to Know About Motor Oil.

KITS and CHARTS

Interstate Printers and Publishers, Danville, ILL:

Tool Identification Kit

Agronomy Kit

Meister Publishing Company, Willoughby, Ohio.

Chemical Compatibility Chart.

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ern United States

Pittsburg 30, Pa.
Guide

rsity. A Reference on Basic Principles of Plant Science, Starkville, Miss.

Seeds - Student Manual, Columbus, Ohio.

ension Service, Lafayette, Indiana. Good Feed Mixing Practices.

of Agriculture, Commerical Feed Resume, Columbia, S. C.

Chicago 30, ILL: Things to Know About Motor Oil.

Publishers, Danville, ILL:

on Kit

pany, Willoughby, Ohio.

ility Chart.

APPENDIX A *

Recommended Materials or Equipment

This list of equipment can be used as a guide in ordering and assembling those needed. Many state departments have more definitive lists available and it may be possible to request such lists as additional sources of information. In addition, consultation with experienced agricultural supplies and services teachers would be desirable as needed and equipment are being compiled.

Register for making cash and charge tickets
Adding Machines
Calculators
Billing Equipment, Swivel Hand
Cash Register
Typewriters
Price Boards
Wall Merchandising Unit
Magazine and Bulletin Rack
Display Cases or Windows
Video Taping Equipment
Tape Recorders
Telephones
Sales Counter
Portable Audio-Visual Equipment Stand
Access to Overhead Projector, Movie Projector, and Filmstrip and Slide Projector
Volume Measures
Hand Sprayer
Counter-Type Catalogue Holders
Clip Boards
Three Hole Paper Punch
"In" and "Out" Baskets
Moisture Tester
Stapling Gun

*This list prepared by the Ohio Career Education and Curriculum Management Laboratory
Agricultural Education for the United States Office of Education. Career Preparation in Agricultural
Supplies and Services. A Curriculum Guide for High School Vocational Agriculture. (The Laboratory for the U. S. Department of Health, Education and Welfare, pp. 191-19)

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gricultural supplies and services teachers would be desirable as needed materials
are being compiled.

for making cash and charge tickets

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quipment, Swivel Hand

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ases or Windows

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Audio-Visual Equipment Stand

Overhead Projector, Movie Projector, and Filmstrip and Slide Projector

asures

yer

Type Catalogue Holders

ds

e Paper Punch

"Out" Baskets

Tester

Gun

pared by the Ohio Career Education and Curriculum Management Laboratory in Agricul-
on for the United States Office of Education. Career Preparation in Agricultural
Services. A Curriculum Guide for High School Vocational Agriculture. Columbus, Ohio:
for the U. S. Department of Health, Education and Welfare, pp. 191-193.

Inverted Glass Jars for displaying seed and grain samples
Cardboard Seed Sample Boxes
Bag Truck
Fire Extinguisher
Assorted Aluminum Scoops (Hand)
Shovel
Sealing Tape Machine
Twine
Buckets, Pails or other appropriate containers
Soil Augers or Soil Probes
Tape Labeler
Seed Scales
Counter Scales (60 lb. capacity)
Platform Scales
Folding Rule

Protective Clothing such as:

Rain Hat or Hard Hat
Water Proof Clothing
Rubber Gloves
Boots
Goggles
Gas Mask and Dust Mask
Respirator

Seed Identification Kit
Grain Identification Kit
Labeling Materials
Poster Board
Feeding and Mixing Guides
Chemical Compatibility Charts
Burlap Bags
Oil
Grease
Grease Guns
Various Sizes of Paper Bags

Appropriate Small Hand Tools such as:

- Claw Hammers
- Handsaws
- Screwdrivers
- Steel Squares
- Metal Rulers
- Steel Tape
- Hacksaw
- Electricians Side Cutting Pliers
- Combination Pliers
- Inside Calipers
- Socket Set, 3/8" Drive
- Needle Nose Pliers
- Electric Drill, 3/8" reversible-variable speed drill
- Combination Open-box End Wrench Set
- Drill Set 1/16" - 1/2" by 64ths
- Tin Snips

Small Engine Tools which should be available in the agricultural mechanics labor

Representative Tags, Labels, Empty Sacks or Containers of the following:

- Feeds
- Seeds
- Fertilizers
- Chemicals

Different Samples of:

- Feed
- Seeds
- Fertilizers
- Lime
- Insecticides
- Herbicides
- Fungicides

Copies of Forms used by local agricultural supply and service firms

Small Hand Tools such as:

Hammers

Nails

Drivers

Squares

Rulers

Tape

W

Mechanics Side Cutting Pliers

Combination Pliers

Calipers

Socket Set, 3/8" Drive

Nose Pliers

Electric Drill, 3/8" reversible-variable speed drill

Combination Open-box End Wrench Set

Socket Set 1/16" - 1/2" by 64ths

Bits

Other Tools which should be available in the agricultural mechanics laboratory

Protective Tags, Labels, Empty Sacks or Containers of the following:

Labels

Tags

Samples of:

Labels

Containers

Tags

Labels

Forms used by local agricultural supply and service firms

APPENDIX B*

Selected List of Professional and Technical Societies
and Organizations Concerned with Agricultural
Supplies and Services and its Application

Inclusion or omission of an organization or society in this list does not imply or disapproval of it. Additional information regarding local chapters or sections of organizations or societies may be obtained by writing directly to the executive secretary at the listed address.

Agricultural Nitrogen Institute, 703 DuPont Building, 22 S. Second Street,
Memphis, Tennessee 38103

American Dehydrators Association, Room 523, 5800 Fox Ridge Dr., Mission, Kansas

American Feed Manufacturers Association, Inc., 53 West Jackson Blvd., Chicago,
Illinois 60604

American Potash Institute, Inc., 1102 16th Street, N.W., Washington, D. C. 20036

Arizona Grain & Seed Association, P.O. Box 1426, Mesa, Arizona 85201

Arkansas Drier & Warehouseman's Association, Inc., P.O. Box 710, Helena, Arkansas

California Grain and Feed Association, Room 114, 3333 Watt Avenue, Sacramento, CA

California Warehousemen's Association, 9 First Street, San Francisco, CA 94105

* This list prepared by the Ohio Career Education and Curriculum Management Laboratory
Agricultural Education for the United States Office of Education. Career Preparation
Agricultural Supplies and Services. A Curriculum Guide for High School Vocational Agriculture
Columbus, Ohio: The Laboratory for the U. S. Department of Health, Education and Welfare
pp. 201-205.

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address.

Nitrogen Institute, 703 DuPont Building, 22 S. Second Street,
Tennessee 38103

Hydrators Association, Room 523, 5800 Fox Ridge Dr., Mission, Kansas 66202

Food Manufacturers Association, Inc., 53 West Jackson Blvd., Chicago,
Illinois 60604

Food Institute, Inc., 1102 16th Street, N.W., Washington, D. C. 20036

Grain & Seed Association, P.O. Box 1426, Mesa, Arizona 85201

Grain & Warehouseman's Association, Inc., P.O. Box 710, Helena, Arkansas 72342

Grain and Feed Association, Room 114, 3333 Watt Avenue, Sacramento, CA 95821

Warehousemen's Association, 9 First Street, San Francisco, CA 94105

Prepared by the Ohio Career Education and Curriculum Management Laboratory in
cooperation with the United States Office of Education. Career Preparation in
Agriculture and Services. A Curriculum Guide for High School Vocational Agriculture.
The Laboratory for the U. S. Department of Health, Education and Welfare,

Carolina-Virginia Grain and Feed Dealers Association, P. O. Box 2281, Raleigh, NC 27601

Colorado Grain and Feed Dealers Association, 1711 Pennsylvania, Denver, CO 80202

Distillers Feed Research Council, Inc., 1435 Enquirer Bldg., Cincinnati, OH 45202

Duluth Grain Commission Merchants' Association, 203 Duluth Board of Trade, Duluth, MN 55812

Eastern Federation of Feed Merchants, Inc., Box 248, Claverack, New York 12530

Eastern Shore Grain & Feed Dealers, Association, c/o Cargill, Seaford, DE 19977

Farm & Power Equipment Retailers of Ohio, 4216 Indianola Avenue, Columbus, OH 43207

Farmers Elevator Association of Minnesota, 852 Grain Exchange, Minneapolis, MN 55415

Farmers Elevator Association of South Dakota, Box 579, Aberdeen, SD 57401

Farmers Grain Dealers Association of North Dakota, 412 Black Bldg., Fargo, ND 58102

Federation of Cash Grain Commission Merchants Association, 1005 Grain Exchange, Minneapolis, MN 55415

The Fertilizer Institute, 1015 18th Street, N.W., Washington, D.C. 20036

Florida Feed Association, Inc., 404 S. 10th Street, Gainesville, Florida 32601

Georgia Feed Association, Inc., c/o Edward E. Smith & Co., Room 227, 3166 Maple, Atlanta, Georgia 30305

Georgia Grain Dealers Association, Inc., P.O. Box 56, Arabi, Georgia 31712

Grain Elevator & Processing Superintendents Association, Board of Trade, Chicago, IL 60601

Grain & Feed Association of Illinois, 612 S. 2nd Street, Springfield, IL 62701

Idaho Feed and Grain Association, Inc., Box 600, Burley, Idaho 83318

Virginia Grain and Feed Dealers Association, P. O. Box 2281, Raleigh, NC 27602

Grain and Feed Dealers Association, 1711 Pennsylvania, Denver, CO 80203

Feed Research Council, Inc., 1435 Enquirer Bldg., Cincinnati, Oh 45202

Grain Commission Merchants' Association, 203 Duluth Board of Trade, Duluth, MN 55802

Federation of Feed Merchants, Inc., Box 248, Claverack, New York 12531

Delaware Grain & Feed Dealers Association, c/o Cargill, Seaford, DE 19973

Grain Equipment Retailers of Ohio, 4216 Indianola Avenue, Columbus, Ohio 43214

Grain Elevator Association of Minnesota, 852 Grain Exchange, Minneapolis, MN 55415

Grain Elevator Association of South Dakota, Box 579, Aberdeen, SD 57401

Grain Dealers Association of North Dakota, 412 Black Bldg., Fargo, ND 58102

Association of Cash Grain Commission Merchants Association, 1005 Grain Exchange Bldg.,
St. Paul, MN 55415

Grain Analyzer Institute, 1015 18th Street, N.W., Washington, D.C. 20036

Grain Feed Association, Inc., 404 S. 10th Street, Gainesville, Florida 32601

Grain Feed Association, Inc., c/o Edward E. Smith & Co., Room 227, 3166 Maple Dr. N.W.,
Atlanta, Georgia 30305

Grain Dealers Association, Inc., P.O. Box 56, Arabi, Georgia 31712

Grain Elevator & Processing Superintendents Association, Board of Trade, Chicago, IL 60604

Grain Elevator Association of Illinois, 612 S. 2nd Street, Springfield, Il 62705

Grain and Grain Association, Inc., Box 600, Burley, Idaho 83318

Indiana Grain & Feed Dealers Association, Inc., 505 Board of Trade Bldg., Indianapolis, Indiana 46204

Iowa Fertilizer & Chemical Association, 541-31st Street, Des Moines, Iowa 50312

Iowa Grain & Feed Association, 201 Shops Bldg., Des Moines, Iowa 50309

Kansas Grain & Feed Dealers Association, 1217 Hilton Tower, Hutchinson, Kansas

Kentucky Feed & Grain Association, P.O. Box 425, Lexington, Kentucky 40501

Louisiana Grain & Feed Dealers Association, Inc., Knapp Hall, Louisiana State University, Baton Rouge, Louisiana 70803

Michigan Bean Shippers Association, 500 Eddy Bldg., Saginaw, Michigan 48604

Michigan Grain & Agri-Dealers Association, P.O. Box 9132, Lansing, Michigan 48906

Midsouth Soybean & Grain Shippers Association, P.O. Box 687, Blytheville, Arkansas

Midwest Feed-Manufacturers' Association, 934 Wyandotte Street, Kansas City, MO

The Minneapolis Grain Commission Merchants Association, 824 Flour Exchange Bldg. Minneapolis, MN 55415

Mississippi Feed & Grain Association, Box 4357, Jackson, Mississippi 39216

Missouri Ag-Industries Council, Inc., Box 19197, Kansas City, MO 64141

National Fertilizer Solutions Association, 910 Lehmann Bldg., Peoria, Illinois

National Grain & Feed Association, 500 Folger Bldg., 725 15th Street, N.W., Wash D.C. 20005

Nebraska Grain & Feed Dealers Association, 522 Terminal Bldg., Lincoln, Nebraska

New England Grain & Feed Council, P. O. Box 475, Fitchburg, Massachusetts 01420

Grain & Feed Dealers Association, Inc., 505 Board of Trade Bldg.,
Indianapolis, Indiana 46204

Fertilizer & Chemical Association, 541-31st Street, Des Moines, Iowa 50312

Grain & Feed Association, 201 Shops Bldg., Des Moines, Iowa 50309

Grain & Feed Dealers Association, 1217 Hilton Tower, Hutchinson, Kansas 67501

Grain & Feed Association, P.O. Box 425, Lexington, Kentucky 40501

Grain & Feed Dealers Association, Inc., Knapp Hall, Louisiana State
University, Baton Rouge, Louisiana 70803

Grain Shippers Association, 500 Eddy Bldg., Saginaw, Michigan 48604

Grain & Agri-Dealers Association, P.O. Box 9132, Lansing, Michigan 48909

Grain & Grain Shippers Association, P.O. Box 687, Blytheville, Arkansas 72315

Grain Manufacturers' Association, 934 Wyandotte Street, Kansas City, MO 64105

Grain & Feed Commission Merchants Association, 824 Flour Exchange Bldg.,
St. Paul, MN 55415

Grain & Feed Association, Box 4357, Jackson, Mississippi 39216

Grain & Feed Industries Council, Inc., Box 19197, Kansas City, MO 64141

Fertilizer Solutions Association, 910 Lehmann Bldg., Peoria, Illinois 61602

Grain & Feed Association, 500 Folger Bldg., 725 15th Street, N.W., Washington,
D.C.

Grain & Feed Dealers Association, 522 Terminal Bldg., Lincoln, Nebraska 68508

Grain & Feed Council, P. O. Box 475, Fitchburg, Massachusetts 01420

New Mexico Grain & Feed Dealers Association, Albuquerque, New Mexico 87110

Northeastern Poultry Producers Council, 322 Oxford Valley Road, Fairless Hills, Pennsylvania 19030

Northwest Agri-Dealers Association, Inc., P.O. Box 854, Mankato, Minnesota 560

Northwest Country Elevator Association, 920 Grain Exchange Bldg., Minneapolis, MN

N.W. Feed Manufacturers Association, Box 67, Minneapolis, MN 55440

Ohio Agricultural Council, 632 Beaumont Road, Columbus, Ohio 43212

Ohio Grain, Feed and Fertilizer Association Inc., 5625 North High Street, P.O. Worthington, Ohio 43085

Ohio Pesticide Institute, 83 South High Street, Columbus, Ohio 43215

Ohio Soil Fertility & Education Society, 1885 Neil Avenue, Columbus, Ohio 43210

Oklahoma Grain & Feed Dealers Association, P.O. Box 1747, Enid, Oklahoma 73701

Omaha Cash Grain Commission Merchants' Association, 606 Grain Exchange, Omaha, NE

Oregon Feed, Seed & Suppliers Association, 1812 N.W. Kearney Street, Portland, OR

Pacific Northwest Grain Dealers Association, Inc., 514 Peyton Bldg., Spokane, WA

Panhandle Grain & Feed Dealers Association, Amarillo Grain Exchange, Amarillo, TX

Penn Ag Industries, 119 E. Main Street, Box 329, Ephrata, PA 17522

Sioux City Grain & Feed Association, P.O. Box 341, Sioux City, Iowa 51101

South Dakota Fertilizer & Ag Chemical Assoc., 116 N. Euclid, Pierre, SD 57501

South Texas Country Elevator Assoc., Inc., P.O. Box 1021, Raymondville, Texas

Texas Grain & Feed Assoc., 1201 Sinclair Bldg., Fort Worth, Texas 76102

Grain & Feed Dealers Association, Albuquerque, New Mexico 87110

n Poultry Producers Council, 322 Oxford Valley Road, Fairless Hills,
a 19030

gri-Dealers Association, Inc., P.O. Box 854, Mankato, Minnesota 56001

ountry Elevator Association, 920 Grain Exchange Bldg., Minneapolis, MN 55415

anufacturers Association, Box 67, Minneapolis, MN 55440

ltural Council, 632 Beaumont Road, Columbus, Ohio 43212

Feed and Fertilizer Association Inc., 5625 North High Street, P.O. Box 151,
, Ohio 43085

ide Institute, 83 South High Street, Columbus, Ohio 43215

ertility & Education Society, 1885 Neil Avenue, Columbus, Ohio 43210

ain & Feed Dealers Association, P.O. Box 1747, Enid, Oklahoma 73701

Grain Commission Merchants' Association, 606 Grain Exchange, Omaha, NE 68102

, Seed & Suppliers Association, 1812 N.W. Kearney Street, Portland, Oregon 97209

thwest Grain Dealers Association, Inc., 514 Peyton Bldg., Spokane, WA 99201

rain & Feed Dealers Association, Amarillo Grain Exchange, Amarillo, TX 79105

ustries, 119 E. Main Street, Box 329, Ephrata, PA 17522

Grain & Feed Association, P.O. Box 341, Sioux City, Iowa 51101

a Fertilizer & Ag Chemical Assoc., 116 N. Euclid, Pierre, SD 57501

Country Elevator Assoc., Inc., P.O. Box 1021, Raymondville, Texas 78580

& Feed Assoc., 1201 Sinclair Bldg., Fort Worth, Texas 76102

Utah Feed Manufacturers & Dealers Association, Animal Science Department,
Utah State University, Logan, Utah 84321

West Texas Grain Elevator Association, P.O. Box 150, Tulia, Texas 79088

West Virginia Feed Dealers Association, P.O. Box 1479, Huntington, WV 25716

Wisconsin Feed, Seed & Farm Supply Association, Inc., 152 W. Wisconsin Avenue,
Milwaukee, Wisconsin 53203

The Wyoming Grain, Feed and Seed Dealers Association, Box 3251, Laramie, WY 82001

Manufacturers & Dealers Association, Animal Science Department,
University, Logan, Utah 84321

Grain Elevator Association, P.O. Box 150, Tulia, Texas 79088

W. Va. Feed Dealers Association, P.O. Box 1479, Huntington, WV 25716

Seed, Seed & Farm Supply Association, Inc., 152 W. Wisconsin Avenue,
Wisconsin 53203

Grain, Feed and Seed Dealers Association, Box 3251, Laramie, WY 82070