Stories in Pictures

GILBERT S. GUILER
Ohio State University

New facilities for occupational agriculture mechanics in Maryland include the most modern engineering tools for effective teaching.

A Michigan post high school student of vocational agriculture learns hands-on practical training in the form of on-the-job experience. Photo — Ray Clark.

Agricultural Education

November, 1967

Volume 40

Number 5

OCCUPATIONAL EXPERIENCE

1917 - 1967

60th ANNIVERSARY

1st National Vocational Education Act
About a year ago in an editorial in this space I suggested that we drop the old, familiar term " Supervised Practice" and adopt Occupational Experience. The two major reasons given for this change were that the latter is more descriptive of newer programs in vocational agriculture, and that the old term can indeed too closely with supervised farming. Well, as with any suggested change, most of you agreed, some disagreed, and most of you did not respond. So, it is the hope of this editorial to get a few more converts. Failing this, maybe you will continue to give the matter your best thinking.

The point is much more than a matter. Sometimes a new term for an old idea goes over and sometimes it does not. (You who do read these columns know that I tried to ascertain where the new term module fit into our adoption process but didn't have much luck getting that all straight!) The reason for the continuing concern is that I agree thoroughly with several of you who have pointed out that we are rapidly losing our problem-solving approach in much of our teaching as we rush headlong into new programs. Some teachers find themselves teaching things which they are not prepared by experience or education. This in itself violates the basic idea of vocational education, and is destined to lead to poor teaching and fuzzy thinking that amounts to very little in the eyes of the students.

The argument here is that we need to hang on very tightly to the old idea of supervised practice for the student in the area that the teacher knows through experience and education. I am not saying that supervised farming and the farm-reared, agricultural college educated teacher of vocational agriculture. Now, with emphasis on agricultural occupations, to have a learning situation equal to the old days referred to demands that Occupational Experience for both student and teacher be at the heart of the modern program in agricultural education. Yes, at the university, the post-secondary institutions, the high school programs, in agricultural education it is exactly the same idea as in the days of supervised farming, it is just through to get done?

Can we get the needed Occupational Experience? For teachers new in the field, a double dose of especially designed course in Agricultural Occupations seem to be urgently needed. Some federally financed programs have made a small beginning. Beginning in September (in the October AgEd Magazine.) But every teacher needs to be actively involved, and far more than a short workshop or a speech or two at the state conference. It is a big step into Department of agricultural subject matter and improved practices of Agricultural Occupations. Most teachers need help in making this change.

For the high school programs, we can start by giving an "occupational flavor" to all that we teach. Every unit, every semester, every year. Don't wait until they get to know a course called Agricultural Occupations. And, of course occupations on the job training, as we consider for that student, not just one in Ag Science, but many, will be many with supervised farming programs, but these too will have that occupational flavor.

The post-secondary programs must include work experience as an essential and central part of each curriculum. These institutions usually have the advantage of the university in this regard, and should take full advantage of working with the agricultural businesses in the area. Try asking the prospective employers of these technical graduates what they think about work experience as part of the training programs in the post-secondary institutions. They are enthusiastic proponents as well as custodians for work experience.

So, it seems that if we are programs in agricultural education having a major impact on agricultural occupations, and training for these occupations, we must, as educators of Agriculture and Occupational Experience in the present day, take a more encompassing view of all programs in agricultural education for each student enrolled.

Coye Searborough

"Learning to do by doing" is apparently still a good way to learn. But as Carrie Hammond made clear in the pages of this magazine several years ago, this is easier said than done. In fact, I expect that it is used as a slogan more than as a guide to teaching and learning. Certainly it is always a real challenge to an effective teacher to decide what experiences the student will likely result in the desired learning. Our theme this month of Occupational Experience should be of interest to everyone in Agricultural Education is concerned with teaching and learning. That gets us all, doesn't it?

Dave Craig, University of Tennessee, has been working on a Model for work experience in vo ag. We believe that you will be interested in his ideas on this. He prepared a two-part article, the first appearing this month. Hope to carry the next one in December. Maybe some of you have developed a similar model, or another approach to this. Send us your ideas. Your ideas will be most welcome.

Some people do read this column, and I can prove it! Don Gentry, Assistant Supervisor, Indiana, not only read my plea for more information in a couple of areas, but he did something about it. See his article as well as Letters to the Editor. Don has just joined the supervisory staff after having worked with the intern program as a cooperating teacher. (See page 92).

Stock Market Tip. Some experts of you that ups and downs in the stock market follow the ups and downs of women's skirts. Some are predicting that both will go down. Probably a better tip about investing in the stock market is to be wary of all tips—especially this one.

Goye Searborough
A major argument for the FFA through the years has been that it is a democratic organization, run by and for its members. This is a good argument in this country, whether you are a member, whether you are an employer, or a national legal institution. My experience with the FFA at all of these levels through several years leads me to conclude that democratic action has been the objective most of the time. As far as whether the present trend at the national level is in keeping with the best characteristics of a democratic organization supported by dues paid by members, mostly high school students.

The basis for this concern is centered around the fact—I believe that it is a fact that can be easily documented by official minutes of FFA actions at the national level—that the governing bodies are getting smaller in numbers and therefore less representative of the membership and local leadership. One example of such recent action is the decision to eliminate a special study committee and let the National Board of Directors and National Officers decide their meeting and take care of the work of the special committee. To me, the reason for giving this action was that it was too expensive to have the special committee. There is no point here to say the obvious, but I don’t believe that we are yet ready to save expense at the price of democratic action. This would be expensive economy.

Another example tending to limit participation in FFA decision-making is the overlapping of membership on the National FFA Board of Directors and the Board of Trustees for the FFA Foundation.

According to the minutes of the meeting in July 1967 the members of the two boards are as follows: U.S. Office of Education—7, State Supervisors—7, Teacher Educators—2, Four of the supervisors and four from the U.S. Office apparently serve on both boards. If they take on additional responsibilities undertaken by special committees, as indicated in the minutes, these same men would be functioning as still another National decision-making body for the FFA.

Apparently, the decision-making for National FFA matters between sessions of the boards is done by the Governing Board. This is listed in the minutes as having two numbers from the U.S. Office with a third serving as chairman. These numbers are for the national boards.

It must be emphasized that this is an attempt to analyze and clarify a developing situation and question whether it is in the democratic tradition of the FFA. There is no intent to criticize any of the individuals. There is no question of the dedication of the people on these boards. Nor is there any suggestion that any number wishes to do anything except serve for the advancement of the FFA and the cause of Vocational Leadership.

The purpose is to point out that two of the basic ingredients for democratic action are difficult to identify in some of the FFA policies and activities at the National level. These two ingredients are: (1) The right of the members to make informed decisions and (2) The right to express one’s own opinions and to have these opinions considered. There is no reason for this to be different for the national boards as for any local group.

To develop such a system for the FFA will be a complex problem requiring the help of specialists such as the sociologists and political scientists. In the meantime, some steps can be readily made, it would seem, to distribute decision-making and involve those affected by policies in helping make them. The first Giant Step would be to make all National FFA Board members, the supervisors, and the directors available to all National FFA Board members. Not as observers or consultants, but as active voting members and in sufficient numbers that they would be a major influence in decision-making. This step to involve the membership in National FFA affairs people in the positions in FFA is long overdue.

Instead of deciding that we cannot afford to involve more people in National FFA decisions and activities, I believe that we cannot afford to further limit this participation. Do you agree?

Gary Scarbrough

THE AGRICULTURAL EDUCATION MAGAZINE

Letters

To The Editor

Dear Sir, in answer to your request for information on states having Young Farmer Organizations: Indiana has a state association of Young Farmers. We are trying to build up an outstanding program in this area and would like to exchange ideas with other states through associations.

Sincerely,

Thomas R. Stitt, Assistant Professor
Agricultural Industries Department
Southern Illinois University

Dear Sir:

For the past several months, in fact since the implementation of the 1963 Act, information has been given to us about the area of agriculture-related occupations. This information is essential for determining the future development of the area. However, there are a few specific information about selected areas. To include the number of people in these areas, the size of the farm, the number of employees, etc. Some of our people are interested in this area but the data is not readily available.

Gene M. Love, Head
Agricultural Education Department
Missouri State University

This letter appeared in the Journal of Cooperative Extension. Used by courtesy of G. L. Carter, Jr., Editor. Do not prove that is there any data which are sound for our magazine? CCS

Dear Editor:

The dialogue presented in the Fall 1965 Journal prompts me to add my voice. I too have experienced the frustration of the busy agent syndrome. I was too busy to read the latest Journal on my desk and, besides, it looked too technical. The jargon was unpalatable.

It was not until I returned to graduate school (where I am presently) that I realized that we Extension agents have a responsibility to ourselves and to the profession to be aware, not only of what's going on in our country, but what's happening in the state, the nation, the world—every other space. We need to know the developments and research results in our specialty. Perhaps that asking the impossible, but when more people attempt the impossible we'll begin to experience the progress we now only talk about.

Last year, how many readers have read a novel, attended a lecture, a concert, an art exhibit? How much time has been spent reading professional literature? When county Extension agents accept the need for professional growth, they will read and meditate about what you had to say about teaching effectiveness in the September issue.

The most important thing you said on a method by which we can improve our effectiveness. We can do a better job of defining our objectives. If we seek the help of our students and of the industries we hope to serve, the outcome will be objectives which are meaningful to all concerned.

Gene M. Love, Head
Agricultural Education Department
University of Missouri

Thanks, Gene, for taking time to write as you begin your new work. Best wishes, CCS
SUGGESTED GUIDELINES

FOR OFF-FARM OCCUPATIONS

C. E. Richard, Teacher Education, Virginia

Experience Programs

In order to assist teachers of agriculture in implementing and conducting off-farm agricultural experience programs in Virginia the major part of the State Agricultural Teachers' Conference, held in July 1967, was devoted to planning and developing such an off-farm agricultural occupational experience program. This was done and the following list was developed.

Suggested Procedures

The suggested procedures are not necessarily in the order in which they may be accomplished, because several activities will, no doubt, be done concurrently. This is not intended to be an all inclusive list; however, the participants believe that the activities listed are essential in planning and conducting a successful agricultural supply option. It is hoped that this may be of some help to those teachers who may be planning to develop an off-farm occupational experience program.

1. Gather and study all available information about the option.
2. The teacher must believe in the program, develop the proper philosophy and be determined to see that the opportunity is given to all students if it is found to be needed, feasible and approved by the administration.
3. The assistant supervisor of agricultural education in the area should contact the superintendent and principal before action is taken by the teacher to start the program.
4. Study the locality. Collect and analyze data to determine the need.
5. Start making tentative plans.
6. Develop an understanding of the program on the part of the administration, school personnel, parents, students, business and community.
7. Determine employment needs, interested and available students, and training centers.
8. Develop an adequate public relations program.
9. Use community committees.
10. Develop operational policies.
11. Select and enroll students.
12. Placement for work experience. Also work permits if needed.
13. Develop teaching calendars.
14. Secure references, teaching materials, equipment, etc.
15. Develop training plans.
17. Determine records to keep (by teacher, employer, students). Prepare suitable forms.
18. Develop plans for coordination.
19. Provide related instruction.
20. Develop plans for evaluation of the program.

BOOK REVIEW


This student handbook was developed to help the beginning student in vocational agriculture to understand and appreciate supervised practice. Covered in the booklet are the what, the why and the how of supervised practice. This is a booklet which every teacher of vocational education may wish to put into the hands of each student. It is addressed to the student, and explains in language that the student can understand what supervised vocational agriculture is all about.

Dr. Miller is Associate Professor, Agricultural Education, Department, North Carolina State University.

Guy E. Timmins
Michigan State University

NOVEMBER, 1967
A WORK EXPERIENCE MODEL

David Craig, Teacher Education, University of Tennessee

Part I

This is the first of a two-part series of articles describing a study conducted in regard to work experience in vocational agriculture. Part I describes the background, objectives, procedures and presents briefly an outline of the work experience model. Part II will present [in the next issue] findings relative to the concerns and expectations of teachers and employers as to implementing the proposed work experience model at the high school and community level.

Traditionally, vocational educators in agriculture have considered important the supervised farm experiences gained outside the classroom by students enrolled in the program. Supervised farm experiences have been effective and should continue to provide learning experiences for those students interested in producing agriculture. Many changes in the broad field of agriculture have brought about significant trends in the nature of agricultural employment. Recent legislation has broadened the meaning of agriculture and has emphasized the diversity and complexity of agricultural occupations. These changes have resulted in new roles, new aims and objectives of vocational-technical education in agriculture.

As the direction of vocational agriculture is modified so should the planned learning experiences also be changed to meet new needs. With regard to these changes, many agricultural instructors are asking these questions: Why should I change? How should I change? What program should be modified? What changes do I need to make? And who should be involved? These questions suggest a need for guidelines to assist teachers in understanding, planning and implementing work experiences for students.

A WORK EXPERIENCE MODEL

David Craig

Part I

Objectives

This need was explored through the development of a proposed work experience model and the exploration of problems in implementing the model in off-farm curricular areas of vocational agriculture. The objectives of the study were:

1. To develop a proposed work experience model consistent with the aims and objectives of an agricultural education program.

2. To identify the responsibilities of teachers of agriculture and agricultural business employees for implementing work experience.

3. To identify and determine the importance of concerns of teachers and employers regarding the fulfillment of certain work experience responsibilities.

4. To develop and determine the expectations of teachers and employers regarding the responsibilities of each other in implementing work experiences.

Findings

The proposed work experience model below is designed to answer some of the questions raised earlier and to assist in the teacher with work experience problems. The proposed model consists of an aim, objectives, and guidelines.

Aim of Work Experience Model

Aim of Work Experience Model

The aim of work experience is to have students prepare for entry into an agricultural occupation, through an organized and supervised process of learning experiences, by practicing those knowledge, skills, and attitudes held in school and reacquired in the occupation in an agricultural business.

Work Experience Objectives

A. To apply on-the-job knowledge, skills, and attitudes learned in school.

B. To develop the ability to think and to solve problems on the job.

C. To explore opportunities in one or more agricultural occupations.

D. To increase interest in an occupation.

E. To accept and use adult supervision and guidance.

F. To adjust to the requirements of the occupation.

G. To develop appropriate job habits for stable employment.

H. To accept and cooperate with other employers and the public.

I. To increase desirable personality traits related to the job.

J. To earn and to appreciate the value of a wage.

K. To accept the role of education in job success.

The objectives logically follow as an attempt to extend the meaning of the aim. The objectives emphasize the several changes expected of students who participate in work experience.

Work Experience Guidelines

A. Work experience is an educational activity in which emphasis is placed upon student learning and growth.

B. The student, teacher, and employer respect one another and cooperate and plan the work experiences together.

C. An on-going off-farm agricultural business has an approved place for student learning in which school related instruction is completed and integrated with on-the-job experience.

D. Students participating in work experience will be high school juniors and/or seniors enrolled in vocational agriculture.

E. Students participate in work experience on a part-time basis.

F. Students are selected for participation in work experience on the basis of their needs and interests, their vocational plans, and their ability to profit from the on-the-job experiences by teachers of agriculture and agricultural business employees.

G. Work experiences will provide the opportunity for the student to learn and to develop the competencies required in an approved occupation for which he is training.

H. A wide range of work experiences is provided for the student during the employment period.

I. The student has an opportunity to progress from the more simple tasks to the more complex tasks during work experience.

J. Work experience is conducted in a modern up-to-date business which provides the opportunity to learn up-to-date skills.

K. Instruction and supervision of students participating in work experience must be provided by competent individual.

L. The teacher of agriculture and agricultural business employer evaluate the outcomes of work experience.

The guidelines give direction to action as implied from the aim and objectives.

The development of a proposed work experience model has a number of implications. First, it needs to be tested to determine its practicality and appealability in various local agricultural occupational experience program situations. Second, it serves as a basic structure with which to add and delete new facts, information and experiences. It assists agricultural teachers to better explain the purposes and values of work experience to other teachers, administrators, students and others.

The proposed model serves as a guide to action at the local level, until more definitive procedures become available.

Part II of this article will be found in the next issue of the Agricultural Education Magazine. It deals with implementing the proposed model at the local level.

Themes

January

Graduate Study. In-service Education

February

Technical Education in Agriculture

March

Research and Development

Send articles to a Special Editor listed on Contents Page, or to

Editor J. Robert Warrnbcrg
Center for Vocational Education
Ohio State University
Box 2537, 1600 Cannon Drive
Columbus, Ohio 43210

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Thanks!

The Editor
SAILRY AND ADVANCEMENT OPPORTUNITIES IN AG EQUIPMENT

Thomas Stitt and Willard Wolf

Figure 1. Model of advancement opportunity as suggested by eleven managers of agriculture equipment dealerships in Ohio with the reported average hourly salary per job title.

Willard Wolf

Table 1. Present number of full-time, part-time, and employees in training and reported need for replacements and new positions by 1971 and actual projected need by 1971 based on results of response from 270 Ohio dealerships.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Present Number</th>
<th>Required to Meet 1971 Needs</th>
<th>1969-1971 Position</th>
<th>Total Available Labor Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment Mechanic</td>
<td>254</td>
<td>234</td>
<td>525</td>
<td>547</td>
</tr>
<tr>
<td>Salesman</td>
<td>322</td>
<td>315</td>
<td>402</td>
<td>525</td>
</tr>
<tr>
<td>Service</td>
<td>181</td>
<td>178</td>
<td>225</td>
<td>300</td>
</tr>
<tr>
<td>Total</td>
<td>757</td>
<td>727</td>
<td>1,252</td>
<td>1,777</td>
</tr>
</tbody>
</table>

Employment: Present and Future

Questionnaire responses were received from 270 or 50.4 per cent of the dealerships or about three of the Farm and Power Retailers of Ohio. The attached table shows the number of responses to the questionnaire. One thousand four hundred eighty-eight full-time men were employed by these dealerships or an average of five men per dealership. Less than 6 per cent of the full-time and part-time employees are involved in formal training. Two hundred thirty-four or 60 per cent of the part-time employees were set as new men. The ratio of full-time employees to part-time employees is 4:1. The anticipated replacements and replacement positions were 666 by 1969. Although the total number of replacements needed per year in Ohio by 1969 is slightly less than Elliott and Stevenson2 reported for the same year in Oklahoma, the percentage of the approximate number of employees needed for the distribution of employees needed for the employment is similar to the one reported by Elliott and Stevenson2 for the state of Oklahoma.

Salary

The average salary for all employees for dealerships was $23.35 per hour. In this case the parts men were on salary plus commission, and in this case the salary was handled as if no commission was involved. It should be remembered, therefore, that the average salary of the parts men could possibly be slightly higher than reported because of commission. The salesman's salaries vary more than do the salaries of other job titles. This is due in part to the fact that some dealers pay less base to salesmen plus commission, others are paid hourly wages while yet others are paid by commission only. Another factor affecting the total earned income in this case was the hourly wage was the number of hours worked per week. The range was from 40 to 56 hours. Some dealers allowed employees to work 40, 44, 48, 52 and 56 hours in all but one dealership beyond 40. The entry salary and the range in hours per week makes it difficult to present an overall monthly salary. The information regarding salary was secured by interviewing managers of dealerships selected randomly, who employed men in each of the six job titles.

Advancement Opportunities

The consensus of all members interviewed was that there will continue to be almost unlimited opportunity for all men who are willing to work and learn the trade. The managers indicated what had been their past experience and procedure in advancement. A model is presented to show the advancement opportunities in dealerships. The model was constructed from the responses of dealerships selected randomly from the total number of dealerships.

CONCLUSIONS

The salary level for various job titles varies considerably and seems to be based on the local demand for employees. This is a matter of cooperation between dealerships and other industry seeking employees. There is definite opportunity for employment in dealerships and indications are that the opportunities, numbers of employees, and salaries will be greater by 1971 than they are now. Many of the employees in dealerships have been successful in gaining time for advancement. Some members have employed men who had been previously in dealerships. A procedure is to move part-time men into full-time positions; however, even if all part-time employees were put on full-time it would only fill 25 per cent of the future jobs and less than 6 per cent of the projected needs for job title like Equipment mechanic. Obviously there is an insufficient number of men now available to meet the demands. It seems logical that educational agencies and dealerships must give serious consideration to the long-range solution to employment needs. Many have started but increased cooperation, leadership, and support among educational agencies and dealerships is imperative for the success of a program which will have the beginning entry in the truck driver job title of a number of adequately trained employees to meet the demands.

REFERENCES


3. The Ohio State University, Agricultural Experiment Station. Agricultural Extension Bulletin No. 454. The Ohio State University, 1963.


Ag Occupations

After High School . . . . .

J. G. BRYANT, Supervision, Georgia

Through the years teachers of agriculture have stressed the responsibility, through their local schools, in providing instructional programs for farm occupations that will prepare high school youth for their respective communities. Traditionally, their programs have been conducted primarily for high school students interested in becoming farmers or interested in employment in agriculture, but the needs of young and adult farmers, with most emphasis being given to preparation for entry into farming or providing additional information and upgrading skills for those employed in farming.

These programs have proven to be very successful and have contributed much to the individuals enrolled and to the economy of the area. However, in our state there has developed rather rapidly in recent years a need for educational programs for in- dividuals for employment in many agricultural occupations other than farming. This particular demand has led to the idea of post-high school programs being offered to adults throughout the state.

Examples

We in Georgia have specific examples of each expressed need. Representatives of farm equipment dealers contacted officials of one of the state's junior colleges and indicated their needs for employees in their various businesses, including product sales, service, repair, and distribution of farm equipment. When these needs were expressed, officials of the junior college (Abraham Baldwin Agricultural College, Tifton, Georgia) represented the equipment dealers, and other developed a two-year post-high school program identified as "Equipment Technician Training Program." The program has been in operation for three years.

The program has been in operation, 99 students have been employed in farm equipment businesses; 43 in dealer service work, 20 in parts departments, 10 in research and development. In addition, students have been employed by such farm equipment companies, eight in short line companies, and a few are owners or part owners of dealerships. This accounts for 70 percent of the graduates. Those not entering the farm equipment field have returned to the farm, entered some other agricultural business, continued their educational program in agriculture, or entered military service. Representatives of the college indicate that there are about 10 job opportunities available for each graduate from the program.

With these opportunities for employment and a continual request from equipment dealers, representatives of the educational institutions, trade and industrial education service, the state director of vocational education, and the director of one of our state director of vocational education, and the director of one of our Vocational-Technical schools (located in Americus), together with a committee representing the state farm equipment dealers in the state, a new post-high school program identified as "Farm Implement Mechanics Training Program" was activated. It will be administered and operated by personnel of the State Vocational-Technical Schools at Americus, Georgia. Personnel at the school are employed by the State Board for Vocational Education. The state supervisor of vocational education or her representative, and a representative from the state director of vocational education, and a representative of the Junior College will act as consultants on the committee.

In the present years of expansion in agricultural education, it would be quite easy for us to forget the real strength of our programs. This is the strength of which I speak is the occupational experience phase, whether it be gotten as a senior year occupational unit or as a part of the supervised homesteading program. The students, having learned the traditional knowledge, a livestock or crop project, must be a program that meets the needs and facilities of all students that would be in vocational agriculture; regardless of their place of residence.

I believe the time has come when we must broaden our basis for development of supervised homesteading programs. With this in mind, we have worked in a basic area allowing us to provide occupational experiences, all, this area being the development of our production agricultural services program.

Opportunities

It is my contention that a wealth of opportunities exist within any local community that can be expanded for developed and developed for students that might be coming from town areas, or for those not being interested in the traditional livestock and crop program. Using this as a guideline, we developed post-high school programs for students that will tend to include the various cooperative in providing supervised work experience opportunities for students enrolled in various programs. Similarly, teachers, local school officials, state staff members, and representatives of industries, will realize that high school post-high school programs have an important place in the total educational program. It is now important to coordinate the high school programs with post-high school programs in order to provide complete educational opportunities for students.

Various programs have been developed and will be followed. The programs will meet the needs of the students expressed above, and a two-year program will be followed. Initially, programs identified as "Pulpwood Production" in five selected high schools of the state were begun, with a primary objective of educating individuals for employment in timber harvesting or related areas.

Summary

Educators and representatives of business and industry in Georgia realize that a cooperative approach to the problem of providing education for employment is sound. Many industries will not cooperate in providing supervised work experience opportunities for students enrolled in various programs. Similarly, teachers, local school officials, state staff members, and representatives of industries realize that high school post-high school programs have an important place in the total educational program. It is important to coordinate the high school programs with post-high school programs in order to provide complete educational opportunities for students.

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The purpose of the young farmer program is to provide young men of a given vocation (farming) an opportunity to become identified with it and to continue a much needed self-education program. It should assist individual farmers and groups of farmers in the fast changing complex of the agricultural industry.

The young farmer program, as I consider, consists of five phases. Each phase is carefully planned and the young farmers help in the planning. For the most part, the needs of the young farmers, they should participate in the planning. This approach has several beneficial results. Among these are: (1) the program includes what a majority of the young farmers want; (2) the young farmers are motivated to help carry out the program as planned, and thereby accept appropriate responsibilities in connection with carrying out the program.

The five phases of the program at my school are:

1. Education. Certainly education is provided for in the young farmer program. I do not claim that I teach young farmers. In fact, I learn from them as often as they learn from me. However, I think I have the responsibility of providing them information and training. I believe I can create a learning situation which will assist young farmers in their search for the solutions to some of the problems facing the younger farmer. I feel that I am more a young farmer advisor than an instructor.

The subject matter presented young farmers must be up-to-date, important, applicable, interesting and varied. Our practices with our group is that of conducting a class meeting in several agri-business places during each year. This breaks the routine of a regular meeting in the classroom and creates much interest. For example, one of our recent meetings was held at a local bank to study ways of making the most effective use of farm records. This bank makes use of data-processing equipment to analyze farm records.

The equipment was explained during the visit of the factory, and our discussion and business sessions were held in the directors room. The bank and our discussion and business sessions were held in the directors room. The bank headquarters attended this meeting.

Provision is made for the young farmer to participate in groups and individual discussions. Our business sessions are conducted by the rules of parliametary procedure. Continually encourage membership to participate in the program as an individual and as a member of an association team. These activities make valuable contributions to the total education of the young farmers and provide opportunities for the development of leadership ability.

On-farm instruction is an essential part of the educational phase. I am unable to find time to provide all that is needed. His farm serves a young farmer as his laboratory, or testing ground, for practice being considered for adoption and for full-scale use of practices adopted and experimented with. A young farmer, I believe, will become well acquainted with his problems as well as with the programs used in his area. In each situation, I am able to provide individual advice and get the reactions of the young farmer. This is a valuable teaching-learning situation for both the young farmer and myself.

2. Organizational Mechanics. Our organization consists of an executive committee composed of six officers, elected annually, and the advisor, and the local association. This group meets prior to each regular meeting and makes recommendations for the general sessions. An advisor should help keep business to a minimum during regular sessions.

To secure maximum attendance, our secretary mails a notice to each member a day or two prior to each meeting to solve them. In each situation, the association provides an award to each member for a perfect attendance for the season.

3. Fellowship. An informal gathering after each official meeting gives opportunity to exchange ideas, problems, and advice. This seems to be one of the most enjoyable and inspiring activities of the entire program. Social. We do not want our young farmer association to become a social club, but some social life is mandatory to the successful operation of a young farmer association. During the past year, our social activities consisted of: (1) stag night (for members only), (2) family barbecue and picnic, (3) theatre night (with local group the night before), (4) area and state convention, (5) joint meeting with members of the local youth homemakers association, and (6) father-son night. Each of these created much interest among the young farmers.

5. Civic. Although our young farmer association is not a civic club, some of the activities tend to be civic. For example, the young farmers furnish livestock with which local FFA members and 4-H groups can participate in school spectacles. They provide a scholarship annually for the most deserving FFA member going to a local agricultural college, and they generously help each other and their neighbors in case of emergency.

Our young farmer association is non-partisan. This is as it should be. However, as a group, the members promote issues they feel are for the betterment of the local community and the agricultural industry.

Suggestions for an Agricultural Education Advisor

To conduct a successful young farmer program, an advisor should:

1. Accept responsibility to work.

2. Show enthusiasm for his program.

3. Be receptive to new and different ideas.

4. Recognize the need for the program.

5. Be loyal to his group, show a sincere interest in each member.

6. Allow a member to be a member of the group in the first place.

7. Keep the young farmer program an integral part of the total school program.

8. Display a sense of humor and goodwill.

Some Tips In Conducting a Young Farmer Program

R. Z. Ark

Vo Ag Teacher, Dayton, Virginia

November 1967

RELATIONSHIPS AND THE COMMUNITY

WILLIE L. LAWRENCE

Vo Ag Teacher

Ocala, Florida

What is this thing you call "relationship"? How does it work? Can you make it work? Webster states that "relationship is a state of being mutually interested in a social or business way, friendly, friendly, friendly." Two words: dealing fairly. Somewhere in the FFA ceremony, it states very clearly to its members "play the game fairly."

With Principal

The working relationship between the principal should begin on the very first day. It is like starting a fire on the cold night, it warms you up. You should have a conference with your principal early in the school year, the earlier the better. Go over your program with your principal; ask for his suggestions and his help. If you fail to offer any suggestions, then go slow in explaining the program to him. This allows his support, because educators always go along. Be open minded and accept criticism wholeheartedly. Just keep in mind that no one person knows all the answers. The principal may not know your program but he is your principal. Speaking of being the boss, the boss will not always be right but he is always your boss.

Keep your principal well informed of all your activities at all times. Discuss your program, field trips, FFA activities, community activities and the like with him and secure his approval far in advance of the event to be sponsored. This helps greatly and will surely keep down misunderstandings.

Supervisor

Next in line is your county supervisor. Keep him aware of what is about to happen as much as possible. He will appreciate it. Remember that your county supervisor was put there for a purpose. Sometimes your County Supervisor can fill in for you, but if you are not sure if you are qualified at all, then you might hold the position yourself. This supervisor insists that there was a need for such activity and he might call just in the County Super-

visor for verification thereof. The supervisor can specify either you or me. And I am sure that you as well as I would rather have him say "yes" than "no" for a request that you have made.

Closely allied to this, develop a friendly and devoted working relationship with members of the faculty and the community. Work with your program as much as possible and ask the faculty for suggestions and help for your programs as well as the community. Do not try to pull your program from the total school's program for it is a big part of big activities of the school. Pulling your program from the total school's program is like being a piece of lead to your book-you are bound to sink. And remember this—always let your principal know where you are at all times during the school day. This is for your security and protection.

With Students

When new or 5th grade students enrolled in Vocational Agriculture for the first time, the following suggestions would be very helpful to new advisors and new teachers for the first time and those who have been employed in the community in the past.

1. Say Good Morning — It's a good practice to speak.

2. Let your students be seated comfortably.

3. Write your name clearly on the blackboard—print your name if necessary.

4. Tell your summer experiences to the students. This seems to give your students some ease and get accommodation to your voice.

5. Allow each student to tell his summer experiences. This helps also to ease the student.

(Continued on next page)
A New Approach To Farm Management Instruction

RICHARD L. BARKER, Director and NEW HAMPSHIRE RESEARCH RALPH E. BENDER, Teacher Education THE OHIO STATE UNIVERSITY

High school students of vocational agriculture secure more understanding of the basic concepts of farm business management through the use of new, developed instructional units than when they are taught by traditional techniques. Teachers report that the profit-maximizing principles approach greatly strengthens this vital phase of the vocational agriculture curriculum. The new approach results in greater student interest and achievement. These findings were the results of a recent research project completed by Richard L. Barker at The Ohio State University.

The purpose of the study, which was supported by the U.S. Office of Education through 4(c) vocational education funds, was to prove the efficiency of farm business management instruction for high school programs of vocational agriculture through the use of instructional units that would enable students to better understand the "why" involved in the decision-making process of agricultural business.

The study entailed the development, field trial, evaluation, and publication of instructional units for teaching the understanding of profit-maximizing principles. The instructional units centered upon were: (1) diminishing returns, (2) fixed-variable costs, (3) substitution, (4) "why" involved in the decision-making process of agricultural business.

The study found that through the use of these instructional units, students were better able to understand the decision-making process involved in farming.

Rationale

Teachers of vocational agriculture have too often focused their instruction on factors of production practices and procedures. However, the teacher who lacks a thorough knowledge of the basic principles of profit maximization will be handicapped when teaching the students. Therefore, the teacher must know the "why" involved in the decision-making process of agricultural business.

The approach above are not unlike those expressed by teachers of vocational agriculture in Ohio in the early 1960's. Selected teachers were asked why they were interested in the profit-maximizing principles research project. The consensus of this group was that there were no teaching aids that were doing an effective job of teaching the important phases of the vocational agriculture curriculum and were looking for assistance in how to present this subject in a more meaningful and useful way.

Concentrating on Basic Principles to Improve Instruction:

The discovery approach and inductive method in teaching farm business management implies a focus upon basic principles. "The experimental course in this principle represents a deliberate and full use of educational philosophy and psychology addressed to three objectives: the development of economic reasoning; (b) the educationally meaningful grouping of economic concepts; (c) the use of the logic of economics and pragmatic education as a basis for selection and emphasis." It is believed that basic instructional material should center upon the need for instruction on the principles of farm management. If students are to learn more and better, also set forth states that "in vocational agriculture a sporadic or partial job in providing organized instruction in farm management, Christeren found teachers to be lacking in: (1) lessening of returns, (2) fixed-variable costs, (3) substitution, (4) "why" involved in the decision-making process of agricultural business.

Hard to motivate students! Hard to teach!

Cost studies and usable information that applies to the local situation are not available.

Cost studies and usable information that applies to the local situation are not available.

I don't know enough about it to teach it.

Many teachers lack adequate training and preparation to teach this subject. Teachers are beginning to learn to make decisions in farm management meet the need to understand the relationships and principles underlying the economic system of the agricultural business.

Economic principles become the primary tools of farm business analysis and management. This analysis is of primary significance in indicating the consequences of alternative actions within the business and thus provides an intelligent basis for choice among the alternatives. Furthermore, economic analysis provides a guide to rational decision making. Given the desired goals of the individual farm business, the utilization of economic principles allows an evaluation of various policies for efficiency and effectiveness. The application of economic principles to existing circumstances should facilitate improved farm management.

The utilization of economic principles to analyze the facts of the problem situation provides the best available basis for prediction and decision making.

Methodology

Development of Instructional Units:

Five Ohio teachers of vocational agriculture were employed by the Department to aid in the construction of the instructional units. They were directed by Ralph E. Bender, Department Chairman, and G. O. McCormick and Richard L. Barker. The units were reviewed for accuracy by a panel of business economists and professors of the Agricultural Economics Department, edited, and prepared for use. Technical Information dealing with each principle was adapted (1) to the level of high school student's comprehension, (2) to the level of high school student's comprehension, (3) to the level of high school student's comprehension. Each instructional unit contains a section of (1) unit title, (2) unit objectives, (3) teaching materials being given under each principle, concepts, values and other generalizations, and more attention will be given to students' activities, and (4) source references.

Field Trial and Evaluation

Twenty-two high schools offering vocational agriculture programs and six teachers in Ohio were selected to participate in the trial function and to assist in evaluating the worth of the instructional units. Six of the twenty-two schools acted as controls and taught farm management using traditional methods. Seven of the remaining sixteen schools were assigned as pilot schools for the study under the instruction of the educational system of the agricultural business.

Student understanding of profit-maximizing principles was measured through the use of an evaluative post-test designed by McCormick. The instrument consisted of 4 multiple-choice questions and served as the primary method of instructional unit evaluation. Pilot teachers who used the principles technique were utilized in obtaining further information of the impact of the units. Teacher subjective appraisal of the units was secured by (1) the investigator visiting each pilot school, (2) the use of a unit evaluative survey instrument, (3) an evaluation meeting with all pilot teachers, and (4) by weekly reporting forms.

Findings and Conclusions:

The following findings and conclusions were made, based on the interpretation of the data and information presented in the instructional unit evaluation:

1. The use of the developed instructional units enhanced student understanding of profit-maximizing principles to a greater degree than did the traditional technique of teaching farm management used by control schools.

President Richard M. Nixon, in his resignation speech, said that he had been misled by Vice President Spiro Agnew, who had been involved in a bribery scandal. Nixon stated that he had not been aware of Agnew's actions and that he had relied on his judgment. Nixon's resignation came amidst a political crisis that had engulfed the White House. The Watergate scandal, involving the unauthorized break-ins at Democratic party headquarters, had led to a series of events that ultimately forced Nixon to resign. The scandal had revealed a culture of corruption within the administration, and Nixon's resignation was seen as a necessary step to restore public trust in the White House.
**New Approach (Continued from page 112)**

1. College quarter hours of economic instruction received by the teacher.
2. The teacher having received Farm Business Planning and Management instruction.
3. The teacher having coordinated a Farm Business Planning and Analysis program.
4. The teacher having years of teaching experience.
5. Teacher's attainment of an advanced degree.
6. Hours of instructional time used.
7. Local grades achieved by students.
8. Teachers who appeared to have the greatest correlation of profit-maximizing principles, the developed instructional units and the discovery method of teaching, tended to more effectually employ the new technique of farm management instruction in classes of vocational agriculture.
9. Teachers who used the instructional units believed that the profit-maximizing principles approach to farm management and the discovery method of teaching in vocational agriculture greatly strengthen the vital phase of the vocational agriculture curriculum.
10. Pilot teachers found the instructional units stimulating, dispassionating, and requiring extra study, yet this extra preparation efforts tended to result in greater student interest and achievement.

As a result of the findings of this study and the experience of the writers, the following recommendations are made:

- The profit-maximizing principles approach be continued and extended into more vocational agriculture departments.
- State vocational agriculture agents provide assistance to teachers in planning and organizing local farm management instructional units and profit-maximizing principles, the instructional units, and the development and discovery of teaching methods.
- Prospective teachers be given experience in using the profit-maximizing principles and instructional units under the direct supervision of student teaching.
- Greater emphasis be placed on the use of the discovery method and the inductive process in teaching and learning the profit-maximizing principles.
- A continuous effort be made by teachers to secure a vocational education approach when using the instructional units by relating them to the student's agricultural interests.
- Further attention be given to the development of instructional units concerning basic principles in other areas of the vocational agriculture curriculum.
- Relationships and The Community (Continued from page 111)

At this point, explain the purpose of Vocational Agriculture: a. projects and operations b. Financing projects, record-keeping and reporting c. FFA activities d. FFA awards e. Scholarships

List students names alphabetically and call students by name.

Learn your students names as soon as possible, and refrain from calling students by nicknames.

You may use numbers assigned to students when calling the roll so it saves time.

Assign the same number to the notebook rack. It helps the students from becoming confused.

Divide the class into small workable groups—say 3 or 4—no more than 4.

Ask for volunteers for group leader. Do not appoint group leader unless it is necessary.

For classroom list several topics for each subject and give the groups to choose their subtopics.

Do not require all students to get the same work for all students cannot perform at the same level.

In dealing with students, be firm but friendly and above all, do not play and tease with students.

Lead students to believe that they believe in every word that they say, most of the time, they tell the truth.

Command students for any level of achievement and urge them to continue toward perfection.

Build up gradual and firm confidence in as many students as you can. It helps.

Study your students carefully and you can determine who you can trust as well as those who can perform certain jobs best.

And remember, you are the best judge of character and for the vocational community among the students under your supervision.

Attend your Annual State Conference and other conferences.

And finally, get to school on time. That's important for children are children, you are adults. You must set the example.

**REFERENCES**


**Voyage of the students**

Ray Horst, VO Ag Teacher, Onego, Wisconsin

**Executive Secretary, WJDA**

Ray Horst, VO Ag Teacher, Onego, Wisconsin

As agriculture instructors are always on the lookout to find opportunities for our students to participate in leadership activities. The leadership program affords many opportunities for such activities. The Wisconsin Junior Dairymen's Association was organized in Fond du Lac, Wisconsin in the spring of 1947 and started under the auspices of the Wisconsin Dairymen's Association until the summer of 1948 at which time the Wisconsin Junior Dairymen's Association title was reorganized a group of Wisconsin Vocational Agriculture Instructors. On June 7, 1955, the Wisconsin Junior Dairymen's Association was granted a charter from the State of Wisconsin as a corporation, with not for profit and not for gain. The purpose is to give powers and privileges as provided by Wisconsin Statutes.

The executive committee of the Wisconsin Junior Dairymen's Association consists of the president, vice president, secretary, treasurer, public relations director. Directors and two directors and six directors at large are elected in the spring of the year to have a term of office and not to be eligible to serve a one year term as a director. Any boy or girl who is taking agriculture in a high school and is engaged in some dairy testing and analysis program is eligible to hold membership in this organization.

The advisory board is composed of agriculture teachers who have developed a dairy program and are being used to pursue college education in dairy science or dairy husbandry. Efficient producer and world help to the evening banquet.

The second day of the two-day event is designated as the air show day. During the morning, the show, participate in a cow classification demonstration and contest. This part of the dairy show is open to all rural youth, WJDAA members, FFA members, and 4-H members while provided by purdreded breeders in the area of the show with fieldmen from the national dairymen associations present from artificial bred establishments, University agricultural dairy specialists, supervisors in agriculture, VO Ag instructors expansion agents and WJDA directors taking part in the project of the show also WJDAA members and the classification demonstration, two animals from each of the breeds are evaluated by qualified breed representatives after which ten animals from the various dairy breeds are brought in to Wisconsin Supervisors in agriculture is given to all contestants in the dairy cow exposition. After the completion of this part of the exposition, the exhibitions are lined up, by breeds, and invited to go and show their animals to the audience who are present to see if he is more like a dairy cattle showman. Another area is set up where the dairyman must go before a microphone where he relates to the judges and the audience what he considers are the outstanding dairy characteristics. (Continued on page 116)

**YO AG STUDENTS ARE JUNIOR DAIYMEN**

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YOUTH NEED HELP IN CHOOSING THEIR OCCUPATIONS

AWYRLIE PIERCE, Graduate Student, Ohio State University

Somewhere in the minds of an over-whelming majority of high school seniors—wedged between thoughts of the Rolling Stones, hot rods, cool Mods and, even more rare, college career plans—almost 90 per cent of seniors interviewed by the Toledo Blade and High School in Toledo, Institute, Alabama, had their minds fairly well set on career choices.

They are aiming high.
Perhaps too high.

Considering that school seniors reveal a need for better vocational counseling in the schools—and in lower grades—but too many young people are disappointed when they find that the job market and colleges leave fewer openings than they plan to fill.

The choice of a career is doubtless the most significant requirement in the life of each American youth. Many persons benefit each time someone finds work he enjoys—the person himself, his family and society at large.

But the opposite is true when one fails to make a satisfactory occupational choice; we are all losers.

There are thousands of different jobs, each somewhat distinctive. Many factors interact to create the complex process of choosing an occupation. All young people are caught up in the process, which, in a sense, begins in infancy and doesn't end until disability, retirement, or death, occurs. At some point, generally in the late teens or early twenties, a choice is made.

How school seniors made that choice was the subject of an in-depth study last year at Tuskegee Institute and High School. The results of that study are summarized in this article.

Two Levels

The occupational plans of the seniors were studied at two levels—jobs strongly considered prior to a final choice, if any; and the actual choice of a career to pursue. In both cases, similar distributions of occupations were noted, with significant numbers of students planning on occupations high on the financial and status ladders.

More than 34 per cent of the seniors were aiming for careers as professionals, proprietors of large businesses, high executives, important public and private officials or bankers, although only 20 per cent of today's job holders in these fields, increased demand in those areas would available positions to 25 per cent. But the figures were still much below the job projections of job opportunities.

Another 31 per cent of the seniors expected to enter commercial, clerical or service level jobs. The lower levels of management or proprietors, general managerial jobs, were becoming artificers, petty officials, skilled laborers with some management responsibilities or small-business proprietors.

Surprisingly, females favored jobs within those three groups more than males, 99 per cent of the girls having aspirations within these areas as compared to 89 per cent of the males. Only 11 per cent of all the students had lesser aspirations—for skilled shop jobs or service jobs. Only 2 per cent were considering unskilled jobs.

Choosing Occupations (Continued from page 116)

While more than 80 per cent of the seniors decided on careers in the more prestigious, demanding and, consequently, rewarding occupations, projections for 1975 indicate that only 50 per cent of the available positions in those categories. It is almost certain that a large number of seniors will find it impossible to attain their dreams.

Most students chose a career on the same general assumption level they had previously considered, not lowering their sights. When students did lessen their aspirations, they were usually females.

This probably reflects the attitude that marriage rules out top-flight careers for women.

How certain were those plans? Roughly 41 per cent said they were fairly certain they would change their minds. Nearly another 50 per cent said they were fairly certain but could change their minds. Eleven per cent were undecided. Girls were more certain, by far, than boys, possibly because of plans for marriage.

What degree of ability did seniors think they had in their chosen field? About 10 per cent rated themselves very much above average. Another 33 per cent rated themselves average. Another 43 per cent thought themselves average. Only 4 per cent felt below average. Obviously, these seniors had a great deal of self-confidence.

What degree of thought had gone into these choices? Roughly, 70 per cent said a great deal, another 23 per cent said some thought. Only 4 per cent said little thought had gone into the career choice and 4 per cent said they had given more thought to the near future; they had marriage in mind while more thought of getting to college and more years to weigh a career choice.

Which careers did they think they would have? Over the years, many seniors expected to be doctors or lawyers. More than 40 per cent said they thought they had an average or better than average chance of being successful in their chosen field. Ten per cent said their degree of success would be very much above average; another 40 per cent said average; 60 per cent said average. These figures compare pretty closely with the near future; they had marriage in mind while more thought of getting to college and more years to weigh a career choice.

What careers do they think they would have? Roughly, 40 per cent said they thought they had an average or better than average chance of being successful in their chosen field. Ten per cent said their degree of success would be very much above average; another 40 per cent said average; 60 per cent said average. These figures compare pretty closely with the near future; they had marriage in mind while more thought of getting to college and more years to weigh a career choice.

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OPPORTUNITIES IN OFF-FARM OCCUPATIONS BUT

Educational Programs Need Revising

ROY DILLON* and PAUL CAIN

Editor's Note**

In designing new secondary and post-secondary educational programs for agricultural workers entering or

remaining in off-farm occupations, practitioners need to

understand the competencies needed by workers

who plan to enter or progress in jobs where employment opportunities exist.

To obtain evidence relating to the employment opportunities, pr

University of Kentucky. Received September 1, 1966.

*Assistant professor, Department of Agricultural Education, University of Kentucky.

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and post-secondary education, the University of Kentucky, with

the assistance of the National Research Council and the Department of

Agriculture, conducted a study of the employment opportunities for

agricultural workers in the three EditText regions of the United States.

The study was designed to assess the employment opportunities and

the nature of off-farm occupations available to agricultural workers.

In this report, the term "agricultural worker" is used to refer to

workers who own or operate farms of any size, or who work on farms or

are employed in agricultural-related jobs in any capacity.

The study was designed to answer several questions: What are the

off-farm employment opportunities available to agricultural workers?

What are the educational qualifications required for these opportunities?

What are the agricultural workforce needs?

The study was conducted in three EditText regions: the

areas, the Midwestern region, and the Southern region.

The study included interviews with agricultural workers and

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1st National Vocational Education Act