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## Some guidance concerns in vocational agriculture

Jimmy Joe Butler

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To the Graduate Council:

I am submitting herewith a thesis written by Jimmy Joe Butler entitled "Some guidance concerns in vocational agriculture." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agriculture and Extension Education.

George W. Wieggers Jr., Major Professor

We have read this thesis and recommend its acceptance:

C. H. Shelton, L. H. Dickson

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

May 27, 1959

To the Graduate Council:

I am submitting herewith a thesis written by Jimmy Joe Butler entitled "Some Guidance Concerns in Vocational Agriculture." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

Robert W. Wiegman, Jr.  
Major Professor

We have read this thesis  
and recommend its acceptance:

C. H. Shelton

Lewis S. Dickson

Accepted for the Council:

Dale Hawthorn  
Dean of the Graduate School

SOME GUIDANCE CONCERNS IN VOCATIONAL AGRICULTURE

---

A THESIS

Submitted to  
The Graduate Council  
of  
The University of Tennessee  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Master of Science

---

by

Jimmy Joe Butler

June 1959

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33

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## CHAPTER I

### THE PROBLEM AND ITS DEFINITION

#### Problem

This study was designed to show the number of vocational agriculture graduates in Tennessee who are entering occupations other than farming, the qualifications, education, and training which agricultural-related occupations desire in employees, and the procedures which have been and are being followed by vocational agriculture teachers in accepting enrollees.

Three major objectives of the study are as follows:

1. To show how many four-year high-school vocational agriculture graduates are entering occupations other than full-time farming.
2. To reveal some qualifications, education, and training which employers in agricultural-related occupations desire in their employees.
3. To present the procedures which have been and are being followed by vocational agriculture teachers in accepting prospective enrollees into all-day classes.

#### Procedure in Making the Study

It was physically and financially impossible for the writer to obtain the needed information to fulfill objectives number one and three by way of interview. Consequently, a mail questionnaire was constructed and used for this purpose. After being reworked several times to omit some items, to include others, and to provide clarity

and unity, it was presented to Dr. V. R. Cardoizer, Dr. A. J. Paulus, and Dr. George W. Wieggers, Jr., Department of Agriculture Education at the University of Tennessee.

Following the suggestions for improvement, the writer again revised the proposed questionnaire. A pilot study was then conducted with seven vocational agriculture teachers in the nearby area to test its understandability and effectiveness, and to reveal any flaws. All of those vocational agriculture teachers used for the pilot study stated that it was understandable and that no observable flaws were present.

A letter written by Dr. Wieggers, presenting the need for such a study to be conducted and urging the vocational agriculture teachers to fill in the desired information, was included with the questionnaire when mailed to each vocational agriculture teacher of the state. A copy of this letter may be found in Appendix A.

The first of the three objectives was achieved by compiling data concerning vocational agriculture graduates from 101 high schools in Tennessee. The data reveal the actual percentage of boys who, upon completing four years of vocational agriculture, entered upon the work of a farm or that of the home farm, entered agricultural-related occupations, and entered nonagricultural-related occupations. The data presented are compiled from questionnaires answered by thirty-four vocational agriculture teachers in East Tennessee, thirty-eight teachers in Middle Tennessee and twenty-nine teachers in West Tennessee. The presentation of this material is to inform the reader

of the things which are actually happening to high-school vocational agriculture students who have completed four years of vocational agriculture upon graduation. A copy of the questionnaire used to obtain the desired information for this phase of the study may be found in Appendix A, and the data collected are presented in Chapter III.

The second objective was concerned with the qualifications, training, and education desired by employers in agricultural-related occupations. These data were compiled from interviews with twenty-one employers in agricultural-related occupations in Knox, Blount, and Sevier Counties.

Before beginning an interview, the writer explained the nature and purpose of the study and assured the interviewee that the information given would be kept strictly confidential. A copy of the survey form was given to the interviewee to serve as a guide during the interview. As the questions were discussed, the answers given by the interviewee were recorded on another copy of the survey form by the interviewer. All data collected were recorded in the presence of the interviewee.

Each interview required approximately thirty minutes to complete. A copy of the survey form may be found in Appendix C, and the data collected are presented in Chapter IV.

The third objective was to determine the procedures which have been and are being followed by vocational agriculture teachers in accepting prospective enrollees into all-day classes when the prospective enrollees indicated their objectives were other than full-time farming. These data were likewise compiled from a questionnaire

answered by the same vocational agriculture teachers as those who answered the questionnaire for the first objective. A copy of the questionnaire may be found in Appendix A, and the data collected are presented in Chapter V.

#### Limitations of Study

The study is limited to the state of Tennessee. The degree of similarity between this and other states is problematical. It is intended, however, that the conclusions which may be reached from this study be used largely in this state.

In determining the number of boys who have been enrollees of vocational agriculture for four years and who have entered upon the work of a farm or the home farm, entered agricultural-related occupations or vocations or entered nonagricultural-related occupations, the study will be limited to Tennessee boys graduating from vocational agriculture in the years of 1951, 1952 and 1958. These data were collected by way of a questionnaire mailed to each vocational agriculture teacher in the state of Tennessee, and a copy of this questionnaire may be found in Appendix A of this manuscript.

All data concerning the qualifications, education, and training desired by related occupations employers were obtained through interviews and were the employers' opinions, since no records were kept by the companies concerning the desired information. The writer believes that these judgments may be subject to error, because the employer is



not always able to identify what his employees really need and also what phase of vocational agriculture would best serve his purpose since he does not know what is ordinarily included in a vocational agriculture course of study.

It was not economically feasible to interview every employer in agricultural-related occupations. Consequently, this phase of the study was limited to twenty-one agricultural-related occupations in Knox, Blount, and Sevier counties.

In determining the procedure followed by vocational agriculture teachers in accepting prospective enrollees into vocational agriculture, a questionnaire was mailed to each vocational agriculture teacher in the state of Tennessee. A copy of this questionnaire may also be found in Appendix A.

An observable limitation which may have affected the results of objectives numbers one and three is that of the positions and attitudes held by some administrators. The attitude held is that vocational agriculture is designed only to assist those present and prospective farmers for proficiency in farming, and only those who are already farmers or desirous of becoming farmers should be accepted into all-day vocational agriculture classes. This antiquated attitude held by some administrators may have influenced some vocational agriculture teachers to hesitate to check how they really felt and did for fear of jeopardizing their jobs. However, this factor was not considered in the analysis of the data received.

Another limitation was that all vocational agriculture teachers

throughout the state did not respond to the questionnaires. This reduced the number of four-year vocational agriculture graduates from which to draw conclusions. Those reasons stated in the previous paragraph may have also had an influence on the number of questionnaires returned. There were one hundred and one of the two hundred and thirty-seven vocational agriculture teachers, or 36.7 per cent, who did respond to the questionnaires, reporting 2,397 four-year vocational agriculture graduates from the entire state.

#### Definition of Terms

Many words and terms have various meanings to different people. In order to avoid misunderstandings, definitions and interpretations have been formulated for each word, phase, or statement which was thought to be questionable.

Farming. This is one phase of agriculture that concerns itself with the management of a farm.

Agriculture. As employed in this study, agriculture is interpreted to embody farming and those off-farm occupations rather closely supporting the farming enterprise.

Vocational Agriculture. In a broad sense vocational education in agriculture is that part of the total experience of the individual whereby he learns successfully to make a beginning and an advance in an agricultural occupation.

Vocational Agriculture Teacher. As used in this study, this

applies to white persons currently employed as vocational agriculture teachers in Tennessee.

Agricultural-Related Occupation. This is used to designate those off-farm occupations supporting the farm enterprise rather closely in servicing, selling, processing, purchasing and financing.

Nonagricultural-Related Occupation. This refers to those occupations which do not directly support or lend direct assistance to farmers or farming.

Northeast Tennessee. As employed in this study, Northeast Tennessee includes fifty-eight vocational agriculture departments and nineteen counties which are: Anderson, Campbell, Carter, Claiborne, Coker, Grainger, Greene, Hamblen, Hancock, Hawkins, Jefferson, Johnson, Knox, Morgan, Scott, Sullivan, Unicoi, Union and Washington counties.

Southeast Tennessee. This includes twenty-eight vocational agriculture departments and fourteen counties which are: Bledsoe, Blount, Bradley, Hamilton, Loudon, Marion, McMinn, Meigs, Monroe, Polk, Rhea, Roane, Sequatchie and Sevier counties.

North Middle Tennessee. As employed in this study, this includes fifty-two vocational agriculture departments and twenty-two counties which are: Cheatham, Clay, Cumberland, Davidson, DeKalb, Dickson, Fentress, Houston, Humphreys, Jackson, Macon, Montgomery, Overton, Pickett, Putnam, Robertson, Smith, Stewart, Sumner, Trousdale, White and Wilson counties.

South Middle Tennessee. As employed in this study, this includes fifty-three vocational agriculture departments and nineteen

counties which are: Bedford, Cannon, Coffee, Franklin, Giles, Grundy, Hickman, Lawrence, Lewis, Lincoln, Marshall, Maury, Moore, Perry, Rutherford, Van Buren, Warren, Wayne, and Williamson counties.

Northwest Tennessee. As employed in this study, this includes fifty-one vocational agriculture departments and ten counties which are: Benton, Carroll, Crockett, Dyer, Gibson, Henry, Lake, Lauderdale, Obion, and Weakley counties.

Southwest Tennessee. As employed in this study, this includes thirty-one vocational agriculture departments and eleven counties which are: Chester, Decatur, Fayette, Hardeman, Hardin, Haywood, Henderson, McNairy, Madison, Shelby, and Tipton counties.

Sales and Service. This is an agricultural business that gives field service or shop maintenance service for the units sold.

Purchasing and Sales. This refers to an agricultural industry wherein purchasing and sales of commodities to the same individual are an integral part of the company's business.

Laborer, unskilled. This refers to manual labor requiring no background or training for the job and not paid for classified skill.

Semiskilled, skilled. This refers to labor requiring training and/or experience and paid for a classified manual skill or knowledge.

Sales persons. Individuals whose main responsibility is that of sales promotion of an agricultural commodity or a manufactured item used in farming are sales persons.

Consultants. These are individuals responsible for dissemination of information to farmer; they may do some selling, but are primarily

responsible for technical advice.

Supervisory-managerial. This refers to all company personnel in executive or supervisory capacities.

#### Need for the Study

According to a postal card survey conducted by the Agricultural Education Department of the University of Tennessee, only 25 per cent of those graduates who have been enrollees of vocational agriculture for four years are returning to the farm. This leaves 75 per cent to enter other agricultural-related and -unrelated occupations. If this be true, it follows that vocational agriculture cannot be justified on the basis of training for proficiency in farming alone. The first part of this study is designed to point out the actual number of boys that were enrolled in high-school vocational agriculture in the 1951, 1952 and 1958 school years who are returning to the farm and entering related and unrelated occupations.

Since there is a majority of the vocational agriculture graduates entering occupations other than farming, it is deemed valuable to find out what qualifications, education, and training employers in agricultural-related occupations desire in their employees. Teachers and administrators are likely to view present problems in vocational agriculture sympathetically and without bias in the light of well-directed research findings. This study will attempt to bring together facts and information which will be of value in developing proper attitudes and understanding in both vocational agriculture teachers and adminis-

trators. It may also prove helpful to the teacher in planning a course of study to meet the needs, desires, and interests of those enrolled.

There is also a need to determine the procedures which vocational agriculture teachers of the state of Tennessee have followed, and are following, in accepting prospective enrollees into vocational agriculture.

By presenting the percentage of vocational agriculture graduates who have entered farming, entered agricultural-related occupations, and entered nonagricultural-related occupations, the qualifications, education, and training desired by employers in agricultural-related occupations, and the procedures which have been and are being used by vocational agriculture teachers in accepting prospective enrollees into all-day classes may well reveal that the present recommended course of study in vocational agriculture should be revised. This study will also serve as an aid in future study of agricultural-related and non-agricultural-related occupations.

There is a need for additional information which will help clarify our thinking on questions such as:

1. What related or unrelated occupations did those boys enter who were in high-school vocational agriculture attendance for less than four years?
2. When and if courses of study are revised to serve the needs and desires of enrollees, what effect will it have on the job placement opportunities?
3. When and if courses of study are revised to serve the needs and desires of students, what will be the resultant enrollment?

### Sources of Data

The sources of data used in this study are the following:

1. Results of information blanks sent to teachers of vocational agriculture in Tennessee.
2. Results of interviews with agricultural-related occupations employers in East Tennessee.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Studies have been conducted in many states concerning high-school vocational agriculture graduates entering farming, and agricultural-related and nonrelated occupations. Considerable attention is currently being directed toward such in Tennessee. Very little research has been done, however, concerning the qualifications, education and training which employers of agricultural-related occupations desire in their employees.

In 1952 Mulcahy<sup>1</sup> made a study of the Waterloo High School area in Wisconsin to determine the influence which vocational agriculture has had on the choice of occupations. It was pointed out that of the fifty-four persons who had two or more years of vocational agriculture, eighteen were farming, eleven were in related occupations, twenty-three were in non-farm occupations, and two were deceased.

In 1954 Clifton<sup>2</sup> made a study of the farming status and occupational classification of those enrolled in vocational agriculture in the Itawamba County High School, Mississippi from 1934 to 1945. This study revealed that out of 487 persons, 17.2 per cent entered agricultural occupations and 13.1 per cent of the entire group were farming.

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<sup>1</sup>U. S. Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agriculture Education, Vo. Div. Bul. No. 253, Sup. No. 7 (Washington: Government Printing Office, 1954), p. 47.

<sup>2</sup>U. S. Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agriculture Education, Vo. Div. Bul. No. 263, Sup. No. 9 (Washington: Government Printing Office, 1954), p. 18.



At the Ohio State University in 1954, Fraker<sup>3</sup> made a study to ". . .determine the occupational status of former students of vocational agriculture who graduated from Kenton High School during the years of 1942 to 1952, inclusive. . . ." It is revealed that 74 per cent of the graduates were self-employed in farming, 7 per cent were in agricultural-related occupations, and 13 per cent were in nonagricultural occupations.

In a non-thesis study conducted by Hamburger<sup>4</sup> of Oklahoma A. and M. College concerning graduates of Chilocco Indiana Agricultural School, it was found that among all graduates from 1930 to 1950, 26.7 per cent were engaged in farming and an additional 8.7 per cent were engaged in occupations related to agriculture.

Swadley<sup>5</sup> of West Virginia, in a master's thesis, proposed to ". . .find out the number that are farming full-time or part-time and those that are in a related agricultural occupation. . . ." This study revealed the occupational distribution of three hundred and thirty-five students enrolled in vocational agriculture between 1919 and 1949. The results were as follows: 15 per cent were farming, 4 per cent were in college, 21 per cent were unknown, 1 per cent were unemployed, and 59 per cent were engaged in nonagricultural occupations.

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<sup>3</sup>Ibid., p. 29.

<sup>4</sup>Ibid., p. 34.

<sup>5</sup>Ibid., p. 74.

Wyse,<sup>6</sup> in a master's thesis entitled "The Occupational Status of Former Students of Vocational Agriculture of Johnston High School, Johnston, South Carolina" pointed out the following. Of one hundred and sixty-six former students studied by interviews or questionnaires, 50 per cent were engaged in farming or in closely related occupations and 50 per cent were in occupations other than farming.

Bender,<sup>7</sup> in a non-thesis study at the Ohio State University concerning the "Vocational Status of Students of Vocational Agriculture Graduating in 1953 and 1954" found that 37 per cent were engaged in full-time farming, 7 per cent were in agricultural-related jobs, 7 per cent were enrolled in agriculture colleges, and 12 per cent were in part-time farming and nonagricultural work.

In a research project conducted by Keene<sup>8</sup> at the University of Georgia in 1955 to determine the number of former vocational agriculture students who were farming and the number of those who were not farming as a vocation, the following was pointed out: Out of nine hundred and sixty-nine former high-school vocational agriculture students, ". . .38.5 per cent were engaged in occupations related to agriculture and 15.4 per cent were engaged in occupations not related to agriculture. . . ."

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<sup>6</sup>Ibid., p. 87.

<sup>7</sup>U. S. Office of Education, Department of Health, Education and Welfare, Summaries of Studies in Agriculture Education, Vo. Div. Bul. No. 265, Sup. No. 10 (Washington: Government Printing Office, 1957), p. 10.

<sup>8</sup>Ibid., p. 51.

At the University of Kentucky, Alexander<sup>9</sup> conducted a special problem in 1955 to determine the employment status of vocational agriculture graduates from Sturgis High School from 1944 to 1953 and he found the following: Out of one hundred and twenty-one boys who had one or more years of vocational agriculture at Sturgis High School, twenty-nine were farming or employed in vocations related to farming, fifteen were in colleges, forty-one were in nonagricultural vocations, and thirty-five were in military service.

In a master's thesis at the Kansas State College, Gehlbach<sup>10</sup> made a study to ". . .determine the present occupational status of 1941 and 1948 Kansas high school graduates who have completed two or more units of vocational agriculture. . . ." This study reveals that 48.8 per cent of the 1941, and 42.3 per cent of the 1948 high-school graduates were farming. Those engaged in occupations related to farming were 8.6 and 7.0 per cent for 1941 and 1948, respectively.

In 1955 the Bureau of Agriculture Education, State Department of Education conducted a survey in cooperation with the University of California of all vocational agriculture departments in California. The purpose was to get basic information about students currently enrolled in vocational agriculture classes, which might serve as a

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<sup>9</sup>Ibid., p. 4.

<sup>10</sup>U. S. Office of Education, op. cit., Sup No. 9, p. 31.

basis for long-time planning. Data were secured on 84.1 per cent of the pupils or 11,361 of the 13,500 pupils enrolled in this program. In this study Sutherland and Thompson<sup>11</sup> pointed out that slightly less than one-half, 49 per cent, definitely plan to become farmers. Table VII reveals that 42 per cent had no foreseeable opportunity whereby they might enter farming.

According to a study conducted by the University of Tennessee Agriculture Education Department,<sup>12</sup> there were approximately 25 per cent of the Tennessee vocational graduates who planned to enter farming upon graduation. When checked a year later, however, only 22.5 per cent had entered farming as an occupation. There were approximately 21 per cent who planned to enter nonagricultural occupations upon graduation. When checked a year later, however, 35 per cent had entered nonagricultural occupations. Also, there were 5 per cent who planned to enter non-farm agricultural occupations upon graduation. Upon checking this group a year later, it was found that approximately 10 per cent had entered non-farm agricultural occupations.

The conclusions to this study were in the form of questions,

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<sup>11</sup>S. S. Sutherland and O. E. Thompson, "A Profile of All-Day Vocational Agriculture Students in California" (Department of Agricultural Education, University of California, n.d.), 11pp. (Mimeographed)

<sup>12</sup>Tennessee Agricultural Education Service Bulletin (Department of Agriculture Education, University of Tennessee, June 1957), p. 6. (Mimeographed)

three of which were as follows:

For which group or groups should the program of vocational agriculture be designed?

Should vocational agriculture be limited to those students who are preparing to farm? To those preparing to farm or enter non-farm agricultural occupations? To those preparing to farm, enter non-farm agricultural occupations and attend college to study agriculture?

Of what value was vocational agriculture to those students who are now employed in nonagricultural occupations? To those students attending college and not studying agriculture? To those students who are employed in non-farm agricultural occupations? To those students who are studying agriculture in college?

According to the study "The Occupational Status of Recent High School Graduates of Vocational Agriculture in Maryland," Busbic and Ahalt<sup>13</sup> point out that 44.4, or 39.2 per cent, of the Maryland vocational agriculture graduates for the decade 1941-1950 were employed in agricultural occupations. Those vocational agriculture graduates who were employed in nonagricultural occupations constituted 570 or 50.5 per cent. The study also compared the occupational status of vocational agriculture graduates in 1941-1950 with those graduating in 1928-1938. It was found that those entering nonagricultural occupations increased from 33.9 per cent to 49.8 per cent, whereas those graduates entering farming decreased from 45.7 per cent to 31.9 per cent.

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<sup>13</sup> Wayne E. Busbic and Arthur M. Ahalt, "The Occupational Status of Recent High School Graduates of Vocational Agriculture in Maryland" (College of Agriculture, Department of Agriculture Education, University of Maryland, College Park, Maryland, 1958), pp. 3-4. ( mimeographed )

Sanders,<sup>14</sup> in a cooperative study by the State Department of Education and the Department of Vocational Education in Virginia, reveals that there has been a decline in white vocational agriculture graduates who entered farming in 1955 as compared to 1926. Those who entered farming in 1926 constituted 43.79 per cent and those who entered farming in 1955 constituted only 19.53 per cent. Those graduates entering related occupations also decreased from 13.88 per cent in 1926 to 6.16 per cent in 1955. This was a decrease of more than 50 per cent for both those graduates entering farming and related occupations.

In a report of study by Group X<sup>15</sup> (Agriculture), "Replanning Agriculture Education in Illinois Schools," the following was pointed out:

. . . A summary of 32 studies conducted in various parts of the United States shows that 28.3 per cent of 117,115 former secondary school students in vocational agriculture were engaged in farming at the time the studies were made. Nine per cent were in occupations closely related to farming.

Very little research has been done concerning the qualifications, training, and education that agricultural-related occupations desire in their employees. One very good study, however, has been

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<sup>14</sup>H. W. Sanders, "A Follow-up Study of Students of Vocational Agriculture in Virginia, 1918-1955" (A Cooperative Study by the State Department of Education and the Department of Vocational Education, Virginia Polytechnic Institute, 1959) p. 3.

<sup>15</sup>Kenneth G. Brumm, et al., "Replanning Agriculture Education in Illinois Schools" (Report of Study Group X [Agriculture] Allerton House Conference on Education, Urban Illinois, 1958), p. 24.

conducted by Sutherland and Thompson<sup>16</sup> of California. In this study 327 companies were interviewed and it was revealed that about one-fifth of the 24,305 employees needed agricultural training. Also, Sutherland and Thompson<sup>17</sup> have the following to say concerning agricultural training needed by employees:

. . . Semiskilled and skilled employees have a distinct need for shop skills, and have less need in other areas of training than do the other three groups (sales, consulting and supervisory-managerial).

For these three groups it can be stated that the greatest needs are in crop production and agriculture economics. Shop skills, animal production, and general agriculture need about equal emphasis, but are less important than the other two (crop production and agriculture economics).

Another pertinent fact pointed out by Sutherland and Thompson<sup>18</sup> concerning the educational level required by those companies interviewed is as follows:

High school education, once considered a basic entrance requirement for many positions, is now becoming insufficient. It is considered the minimum for about two-thirds of the semiskilled and skilled group but not sufficient for over one-fourth of this group, for whom junior college is recommended. For positions in sales, consulting, and supervisory or managerial work, post-high-school education is almost mandatory. Junior college training is adequate for a large number in sales, but college work beyond the junior college is recommended for positions as consultants, supervisors or managers.

Study Group X,<sup>19</sup> "Replanning Agriculture Education in Illinois

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<sup>16</sup>S. S. Sutherland and O. E. Thompson, "Training Required by Workers in Agricultural Business and Industry" (Department of Education, University of California, 1957), p. 11.

<sup>17</sup>Ibid., p. 34.

<sup>18</sup>Ibid., p. 30.

<sup>19</sup>Kenneth G. Bruma, et al., op. cit., p. 21.

Schools," pointed out the following:

. . . Krebs visited 45 firms in the Champaign-Urbana area whose activities were in the field of agriculture. Most of them indicated that farm experience is a requirement for employment. More than two-thirds want employees who are college graduates or who have had college training.

Kennedy,<sup>20</sup> in a doctoral study at Michigan State University had the following to say regarding agricultural occupations.

For most of the occupations, both farm experience and agricultural training were needed; however, employers in a few of the occupations who reported that workers needed a knowledge of farming operations felt that this knowledge could appropriately be gained either through farm experience alone or through agricultural training alone.

Some occupations which require workers with some knowledge of farming can use workers who gained this knowledge either through farm experience or through training in agriculture, without necessarily having both. This suggests that farm background or farm experience should not be an inflexible prerequisite for enrollment in programs of training for agricultural occupations.

In developing curricula for training persons for agricultural occupations, recognition should be given to the specialized nature of many of these occupations and to the differences in the amount of knowledge of farming needed, as well as to the area in which this knowledge is needed.

Much interest is manifested by educators and students at the University of Tennessee concerning the procedures which have been and are being followed by Tennessee vocational agriculture teachers in accepting prospective enrollees into all-day classes.

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<sup>20</sup>W. Henry Kennedy (ed.), "Service Letter - Series XXIV, No. 3 to Teachers of Agriculture in Michigan" (College of Education, Department of Teacher Education, Michigan State University, March 1959), pp. 8, 11. (Mimeographed)



The writer can find no research which has direct bearing on this subject; however, the subject is being aired through news letters, bulletins, conferences, programs of work, magazines and many other methods.

Some of the statements made by various people are as follows:

"Nothing concentrates a man's mind like the knowledge that he is to be hanged within a fortnight." That statement was made by Samuel Johnson. Somehow or other I felt it was appropriate at this point because I get the impression that the condition which you face in the field of vocational agriculture is sufficient to concentrate a man's mind.

The fact is that the responsibility of the teachers of agriculture for training farm boys in these years bears little resemblance to the responsibility I had in this connection when I taught Vocational Agriculture from 1931 to 1935.<sup>21</sup>

The Bureau must also recognize that the "work of the farm" as it existed in 1917 is now largely carried out away from the farm, yet in many cases requires a thorough knowledge of agriculture. The Bureau of Agriculture Education proposed to work toward providing sound, practical vocational agricultural education for those thousands of boys who will find their future vocation in agricultural occupation other than farming, that requires a thorough knowledge of farming to be efficiently and effectively consummated.<sup>22</sup>

The vocational agriculture instructional program is designed to educate primarily for proficiency in farming by accomplishing this aim; it also educates for proficiency in other agricultural pursuits closely related to farming; and is suitable education in the preparation of students for college.<sup>23</sup>

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<sup>21</sup>J. E. Givens, "Meeting the Educational Needs of Farm Boys Through Vocational Agriculture," *The Agreview* (Virginia Polytechnic Institute, Blacksburg, Virginia, 1958), pp. 2-8.

<sup>22</sup>California State Bureau of Agriculture Education "Program of Work" (California State Department of Education, Sacramento, California, 1958-1959), p. Foreword. (Mimeographed)

<sup>23</sup>Anon., "A Guide for Developing an Instructional Program in Vocational Agriculture for High School Students of Georgia" (Copy on file in Agricultural Education Department, University of Tennessee), February 1959, p. 2. (Mimeographed)

The following are two reasons which educators in Kentucky<sup>24</sup> gave that boys enrolled in high school should take vocational agriculture.

. . . Many farm boys will go into occupations related to farming, and their work in vocational agriculture should be of direct assistance to them.

. . . . .  
They should be interested in the work to become full-time farmers or part-time farmers or to go into work related to farming.

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<sup>24</sup> Kentucky Department of Education, The Program of Vocational Agriculture in Kentucky (Educational Bulletin Vol. XIII, No. 8, October 1945, pp. 500, 01.

## CHAPTER III

### OCCUPATIONAL STATUS OF THE 1951, 1952 AND 1958 HIGH-SCHOOL VOCATIONAL AGRICULTURE GRADUATES IN TENNESSEE

The purpose of this chapter is to introduce the procedures followed and problems encountered in making this study and to present the data on the number and occupational status of the 1951, 1952 and 1958 high-school vocational agriculture graduates in Tennessee.

#### Collecting and Tabulating the Data

The questionnaires from which this information was tabulated "fell on deaf ears" with many of the vocational agriculture teachers throughout the state. As can be noted in Table I, only one hundred and one of the two hundred and thirty-seven or 36.7 per cent of those vocational agriculture teachers who received questionnaires completed and returned the questionnaires. The following statement was returned with the follow-up questionnaire from one of the vocational agriculture teachers. "It was not that I did not want to help you as the reason for throwing your first effort in the waste basket. I thought it too long and too much time consuming for the value I could see in it." No doubt this and other similar reasons were causes for the failure to get all the questionnaires returned.

Another observable fact in Table I is that vocational agriculture teachers across the southern part of the state completed and returned a higher percentage of questionnaires than did those across the northern

TABLE I

NUMBER OF QUESTIONNAIRES RETURNED  
BY DIVISIONS OF STATE

Divisions of Tennessee	Vocational Agriculture Departments Number	Questionnaires Returned	
		Number	Per Cent
Northeast	58	18	31.0
Southeast	28	16	57.1
North Middle	52	17	32.7
South Middle	53	21	39.6
Northwest	51	16	31.4
Southwest	31	13	40.2
Total	273	101	-
Average	-	-	36.7

part of the state.

Since most data gathered by way of questionnaires are tabulated and analyzed utilizing the three grand divisions of Tennessee, it was decided to further divide the grand divisions. A pictorial breakdown of the grand divisions is presented in Figure 1. East Tennessee was divided into Northeast and Southeast Tennessee, Middle Tennessee into North Middle and South Middle Tennessee, and West Tennessee into Northwest and Southwest Tennessee. It was felt that there might be a difference between the northern and southern part of each of the grand divisions of the state.

#### Occupational Status of Tennessee Vocational Agriculture Graduates

It can be seen from Table II that the highest percentage of 1951 and 1952 graduates for both Northeast and Southeast Tennessee were engaged in nonagricultural occupations. There were 36.5 per cent and 28.0 per cent in Northeast Tennessee for 1951 and 1952, respectively. Southeast Tennessee shows 31.8 and 46.4 per cent for 1951 and 1952, respectively, engaged in nonagricultural occupations. However, this was not the case in Northeast or Southeast Tennessee in 1958. More 1958 graduates were engaged in full-time farming than any other occupation, with 30.4 and 29.7 per cent for Northeast and Southeast Tennessee, respectively. The smallest number, 6.8 per cent, of vocational agriculture graduates engaged in full-time farming were those Southeast Tennessee graduates of 1951. It is possible that more graduates return to the farm immediately after graduation than remain permanently.





However, this remains to be seen after the 1958 graduates have been graduated from high school seven years.

More of the 1951, 1952 and 1958 graduates were in colleges and schools from both Northeast and Southeast Tennessee than were engaged in agricultural-related occupations. The 1951 and 1952 graduates have had sufficient time to select and be engaged in an occupation or vocation, and perhaps the 1958 graduates are attending colleges and schools to prepare themselves for their chosen occupation or vocation.

An analysis of the data concerning colleges and schools reveals that more high-school vocational agriculture graduates were in nonagriculture colleges than were in agriculture colleges, except for 1958 in Southeast Tennessee. Almost as many graduates were attending trade schools and business colleges as were attending agricultural colleges, with the exception of 1951 and 1952 in Southeast Tennessee where no graduates were in trade schools or business colleges.

Table II does not present any significant differences of occupations or vocations entered by Northeast and Southeast Tennessee vocational agriculture graduates.

Of the occupations and vocations shown in Table III, the majority of the four-year vocational agriculture graduates in 1951, 1952 and 1958 from North Middle and South Middle Tennessee were in nonagricultural-related occupations, with the exception of 1958 in North Middle Tennessee when full-time farming received 6.3 per cent



TABLE III

OCCUPATIONAL STATUS OF THE 1951, 1952 AND 1958 HIGH-SCHOOL VOCATIONAL AGRICULTURE  
GRADUATES IN NORTH MIDDLE AND SOUTH MIDDLE TENNESSEE

Occupation or Vocation	North Middle Tennessee						South Middle Tennessee																																																																																																																																																				
	1951		1952		1958		1951		1952		1958																																																																																																																																																
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent																																																																																																																																															
Farmers													Part-time	24	14.4	20	12.3	25	15.7	12	12.4	18	12.0	18	10.4	Full-time	43	25.7	40	24.7	39	24.5	19	19.6	23	15.3	25	14.5	Agricultural-related Occupations	9	5.4	5	3.1	3	1.9	5	5.1	6	4.0	5	2.9	Nonagricultural-related Occupations	54	32.3	57	35.2	29	18.2	32	33.0	42	28.0	59	34.1	Colleges and Schools													Agriculture	16	9.6	8	4.9	18	11.3	1	1.0	2	1.3	12	6.9	Other than Agriculture	5	3.0	7	4.3	6	3.8	0	0.0	7	4.7	16	9.2	Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0
Part-time	24	14.4	20	12.3	25	15.7	12	12.4	18	12.0	18	10.4	Full-time	43	25.7	40	24.7	39	24.5	19	19.6	23	15.3	25	14.5	Agricultural-related Occupations	9	5.4	5	3.1	3	1.9	5	5.1	6	4.0	5	2.9	Nonagricultural-related Occupations	54	32.3	57	35.2	29	18.2	32	33.0	42	28.0	59	34.1	Colleges and Schools													Agriculture	16	9.6	8	4.9	18	11.3	1	1.0	2	1.3	12	6.9	Other than Agriculture	5	3.0	7	4.3	6	3.8	0	0.0	7	4.7	16	9.2	Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0													
Full-time	43	25.7	40	24.7	39	24.5	19	19.6	23	15.3	25	14.5	Agricultural-related Occupations	9	5.4	5	3.1	3	1.9	5	5.1	6	4.0	5	2.9	Nonagricultural-related Occupations	54	32.3	57	35.2	29	18.2	32	33.0	42	28.0	59	34.1	Colleges and Schools													Agriculture	16	9.6	8	4.9	18	11.3	1	1.0	2	1.3	12	6.9	Other than Agriculture	5	3.0	7	4.3	6	3.8	0	0.0	7	4.7	16	9.2	Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																										
Agricultural-related Occupations	9	5.4	5	3.1	3	1.9	5	5.1	6	4.0	5	2.9	Nonagricultural-related Occupations	54	32.3	57	35.2	29	18.2	32	33.0	42	28.0	59	34.1	Colleges and Schools													Agriculture	16	9.6	8	4.9	18	11.3	1	1.0	2	1.3	12	6.9	Other than Agriculture	5	3.0	7	4.3	6	3.8	0	0.0	7	4.7	16	9.2	Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																							
Nonagricultural-related Occupations	54	32.3	57	35.2	29	18.2	32	33.0	42	28.0	59	34.1	Colleges and Schools													Agriculture	16	9.6	8	4.9	18	11.3	1	1.0	2	1.3	12	6.9	Other than Agriculture	5	3.0	7	4.3	6	3.8	0	0.0	7	4.7	16	9.2	Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																																				
Colleges and Schools													Agriculture	16	9.6	8	4.9	18	11.3	1	1.0	2	1.3	12	6.9	Other than Agriculture	5	3.0	7	4.3	6	3.8	0	0.0	7	4.7	16	9.2	Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																																																	
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Other than Agriculture	5	3.0	7	4.3	6	3.8	0	0.0	7	4.7	16	9.2	Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																																																																											
Trade school and business college	2	1.2	0	0.0	.8	5.0	0	0.0	0	0.0	15	8.7	Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																																																																																								
Military Service	13	7.8	19	11.7	28	17.6	12	12.4	19	12.7	13	7.5	Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																																																																																																					
Other <sup>a</sup>	1	.6	6	3.7	3	1.9	16	16.5	33	22.0	10	5.8	Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																																																																																																																		
Total	167	100.0	162	99.9	159	99.9	97	100.0	150	100.0	173	100.0																																																																																																																																															

<sup>a</sup> Includes undecided, unaccounted for, and deceased.

more of the graduates than did nonagricultural-related occupations. Those graduates in nonagricultural-related occupations constituted 32.3 and 35.2 per cent for 1951 and 1952, respectively, for North Middle Tennessee. The graduates from South Middle Tennessee which were engaged in nonagricultural-related occupations from the 1951, 1952, and 1953 graduates were 33.0, 28.0 and 31.4 per cent, respectively.

The second highest number of graduates entered into full-time farming. There were 25.7, 24.7 and 24.5 per cent of North Middle Tennessee vocational agriculture graduates in 1951, 1952, and 1953, respectively, who were full-time farmers. South Middle Tennessee shows 19.6, 15.3 and 14.5 per cent for 1951, 1952 and 1953, respectively, who have entered full-time farming.

The same can be said of the North Middle and South Middle sections as was said of Table II concerning those graduates who were enrolled in colleges and schools. More graduates from both North Middle and South Middle were enrolled in colleges and schools than were in agricultural-related occupations.

The outstanding difference between North Middle and South Middle Tennessee was in the 1953 graduates. In North Middle Tennessee, 24.5 per cent were engaged in full-time farming as compared to 18.2 per cent who have entered nonagricultural-related occupations. In South Middle Tennessee the larger percentage, 34.1 per cent, have entered nonagricultural-related occupations, whereas only 14.5 per cent entered full-time farming.

An observation of Table IV reveals that more graduates in both Northwest and Southwest Tennessee were enrolled in either colleges of agriculture or colleges other than agriculture than were in agricultural-related occupations in 1951, 1952, and 1958.

There appear to be no radical differences between Northwest and Southwest Tennessee.

The same information as has been presented in Tables II, III, and IV are compiled in Table V for the three grand divisions of the state. These compiled data do not present any drastic differences. There is one observable difference, however, between the divisions of the state. The highest percentage of high-school vocational agriculture graduates in 1958 were engaged in full-time farming, with 30.1 and 25.7 per cent for East and West Tennessee, respectively, whereas the highest percentage, 26.5 per cent, of the 1958 Middle Tennessee graduates were in nonagricultural occupations.

Table VI presents a summary of the occupational status of Tennessee high-school vocational agriculture graduates. As can be noted from this table, one hundred and ninety-two of the six hundred and seventy-six, or 28.4 per cent, which was the highest percentage of the 1951 vocational agriculture graduates, were in nonagricultural-related occupations and two hundred and thirty-five of the seven hundred and seventy, or 30.5 per cent, of the 1952 vocational agriculture graduates were in nonagricultural-related occupations. The highest percentage of those graduating in 1958 entered full-time farming, with 25.0 per cent doing so.

TABLE IV

OCCUPATIONAL STATUS OF THE 1951, 1952 AND 1958 HIGH-SCHOOL VOCATIONAL  
AGRICULTURE GRADUATES IN NORTHWEST AND SOUTHWEST TENNESSEE

Occupation or Vocation	Northwest Tennessee			Southwest Tennessee		
	1951	1952	1958	1951	1952	1958
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Farming						
Part-time	7	7.9	23	16.0	32	25.8
Full-time	18	20.2	31	21.5	30	24.2
Agricultural-related Occupations	8	9.0	6	2.1	3	2.4
Nonagricultural-related Occupations	15	16.8	34	31.5	26	20.9
Colleges and Schools						
Agriculture	8	9.0	10	9.2	9	7.3
Other than Agriculture	10	11.2	7	6.5	5	4.0
Trade school and business college	0	0.0	1	.9	2	1.6
Military Service	16	18.0	15	13.9	8	6.5
Other <sup>a</sup>	7	7.9	5	4.6	9	7.3
<b>Total</b>	<b>89</b>	<b>100.0</b>	<b>108</b>	<b>100.0</b>	<b>124</b>	<b>100.0</b>
			<b>144</b>	<b>100.0</b>	<b>131</b>	<b>100.0</b>
					<b>148</b>	<b>100.0</b>

<sup>a</sup>Includes unaccounted, undecided, and deceased.



TABLE VI

OCUPATIONAL STATUS OF THE 1951, 1952, AND 1958 HIGH-SCHOOL  
VOCATIONAL AGRICULTURE GRADUATES IN TENNESSEE

Occupation or Vocation	Tennessee					
	1951		1952		1958	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<b>Farmer</b>						
Part-time	123	18.2	109	14.2	165	17.3
Full-time	139	20.6	157	20.4	238	25.0
<b>Agricultural-Related Occupations</b>	36	5.3	32	4.2	20	2.1
<b>Nonagricultural-Related Occupations</b>	192	28.4	235	30.5	198	20.8
<b>Colleges and Schools</b>						
Agriculture	39	5.8	33	4.3	79	8.3
Other than Agriculture	29	4.3	33	4.3	59	6.2
Trade school and Business College	8	1.2	5	.6	49	5.1
<b>Military Service</b>	66	9.8	88	11.4	111	11.6
<b>Other<sup>a</sup></b>	44	6.5	78	10.1	34	3.6
<b>Total</b>	676	100.0	770	100.0	953	100.0

<sup>a</sup>Includes unaccounted for, undecided, and deceased.

Table VI also points out that more vocational agriculture graduates in the three years were enrolled in colleges of agriculture than were engaged in agricultural-related occupations. Of the 1951 vocational agricultural graduates, 5.8 per cent were enrolled in colleges of agriculture as compared to 5.3 per cent who were engaged in agricultural-related occupations. In 1952, 4.3 per cent were enrolled in colleges of agriculture as compared to 4.2 per cent who were engaged in agricultural-related occupations. Of the 1958 graduates, there were 8.3 per cent who were enrolled in colleges of agriculture as compared to 2.1 per cent who were in agricultural-related occupations.

A comparison of the 1951 and 1952 agriculture graduates who were in agricultural-related occupations and those who were enrolled in colleges of agriculture results in more significant implications. There is a great possibility that agricultural-related occupations demanded higher education for the same jobs in 1958 than in 1952. Therefore, more graduates entered colleges to prepare themselves for their chosen occupation or vocation. Other requirements are increasing; therefore, it appears plausible to presume that the same could occur in this situation.

Of the 1951 and 1952 vocational agriculture graduates, one can see that slightly over 20 per cent were in full-time farming, leaving slightly over 79 per cent who have entered some other occupation or vocation. Twenty-five per cent entered full-time farming in 1958, leaving 75 per cent of the graduates who were taught vocational

agriculture for four years and have entered some other occupation or vocation.

When the percentages were totaled for those graduates who entered farming and all related occupations, there still remained 50 per cent in 1951, 57 per cent in 1952, and 47 per cent in 1958 who were in occupations that were completely unrelated to farming.

Table VI also suggests that when graduates of vocational agriculture leave farming or agricultural-related occupations they do not move into the other related occupations but, rather, enter nonagricultural-related occupations.

#### Occupational Status of Full-Time Farmers

No doubt all would agree that the first obligation as a vocational agriculture teacher is to farmers and/or prospective farmers. Table VII presents a breakdown of the types of full-time farmers in the three grand divisions of the state. Due to the small numbers, these data will not be presented for each of the six divisions of the state. It can be seen from these data that 62.9 per cent of the vocational agriculture graduates was the lowest percentage engaged in general (mixed) farming of any year in any grand division, this being in Middle Tennessee. The lowest percentage in general (mixed) farming in 1958 was 75.8 per cent from Middle Tennessee. It can be gained from these data that general (mixed) farming is by far the most prevalent type of full-time farming in the entire state.



TABLE VII

FULL-TIME FARMING STATUS OF 1951, 1952 AND 1958 HIGH-SCHOOL VOCATIONAL  
AGRICULTURE GRADUATES IN EAST, MIDDLE AND WEST TENNESSEE

Type of Farming	East Tennessee			Middle Tennessee			West Tennessee											
	1951	1952	1958	1951	1952	1958	1951	1952	1958									
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number									
General (Mixed)	22	73.3	35	85.3	74	74.0	39	62.9	47	74.6	47	75.8	32	66.6	40	75.5	60	82.2
Dairy	3	10.0	1	2.5	13	13.0	8	12.9	7	11.1	4	6.5	6	12.7	2	3.7	2	2.7
Livestock	0	0.0	0	0.0	4	4.0	10	16.1	3	4.8	6	9.7	9	18.7	6	11.3	7	9.6
Crop	3	10.0	3	7.3	5	5.0	0	0.0	0	0.0	3	4.8	0	0.0	1	1.9	3	4.1
Poultry	1	3.3	1	2.5	2	2.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.4
Truck	0	0.0	0	0.0	1	1.0	1	1.6	2	3.2	1	1.6	0	0.0	0	0.0	0	0.0
Vegetable	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.9	0	0.0
Fruit	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Bee Culture	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other	1	3.3	1	2.5	1	1.0	4	6.5	4	6.3	1	1.6	1	2.0	3	5.7	0	0.0
Total	30	99.9	41	100.1	100	100.0	62	100.0	63	100.0	62	100.0	48	100.0	53	100.0	73	100.0

Running for a close second is that of dairy and livestock farming. Of the 1958 graduates, 13.0 per cent from East Tennessee were engaged in dairy farming, as compared to 4.0 per cent who were engaged in livestock farming. A reverse of this is true for Middle and West Tennessee which have 9.7 and 9.6 per cent, respectively, who were livestock farmers as compared to 6.5 and 2.7 per cent who were dairy farmers. The number of vocational agriculture graduates who were crop farmers followed dairy and livestock by a small margin. The order in which these data present the other types of full-time farmers which had graduates enter them was poultry, truck, vegetable, and others. Only one graduate entered vegetable farming on a full-time basis for any of the three years in any of the three grand divisions of the state.

No graduates entered fruit farming or bee culture as full-time farmers, of the 1951, 1952, or 1958 graduates for any of the three grand divisions of the state.

#### Occupational Status of Employees in Agricultural-Related Occupations

Table VIII presents the number of 1951, 1952, and 1958 vocational agriculture graduates who have entered various agricultural-related occupations.

The highest percentage, 40.0 per cent, of the 1958 graduates entered feed, seed and farm supply salesman and/or service. Found in second place was milk distributors with 15.0 per cent.

Of the 1958 graduates, 10 per cent entered each of the occupa-

TABLE VIII

AGRICULTURAL-RELATED OCCUPATIONAL STATUS OF 1951, 1952, AND 1958  
HIGH-SCHOOL VOCATIONAL AGRICULTURE GRADUATES IN TENNESSEE

Agricultural- Related Occupation	Tennessee					
	1951		1952		1958	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Feed, seed, and farm supply salesman and/ or service	7	19.4	1	3.1	8	40.0
Feed salesman and/or service	0	0.0	2	6.3	0	0.0
Seed salesman and/or service	2	5.6	2	6.3	0	0.0
Machinery salesman and/or service	4	11.1	2	6.3	2	10.0
Poultry Processor	0	0.0	1	3.1	0	0.0
Artificial breeder technician	0	0.0	1	3.1	1	5.0
Food Processor	3	8.3	6	18.7	2	10.0
Meat cutter and/or butcher	3	8.3	4	12.5	1	5.0
Milk distributor	4	11.1	5	15.6	3	15.0
Tractor mechanic	6	16.7	2	6.3	1	5.0
Milk tester	1	2.8	0	0.0	0	0.0
Livestock commission buyer	2	5.6	1	3.1	2	10.0
Nurseryman	1	2.8	1	3.1	0	0.0
Other	3	8.3	4	12.5	0	0.0
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

tions of machinery salesmen and/or service, food processors and livestock commission buyers. Of the 1958 vocational agriculture graduates, 5.0 per cent were artificial breeder technicians and milk distributors. No 1958 graduates entered any of the other agricultural-related occupations listed in Table VIII.

It can be seen from this table that feed, seed, and farm supply salesman and/or service have received more vocational agriculture graduates than any of the other agricultural-related occupations listed in Table VIII.

When all three years are observed in Table VIII, it can be seen that milk distributors, machinery salesman and/or service, food processors, tractor mechanics and livestock commission buyers have been those agricultural-related occupations to receive the greater portion of the vocational agriculture graduates after feed, seed and farm supply salesman and/or service received its share. Those agricultural-related occupations which received the second, third, and fourth largest numbers of vocational agriculture graduates were different for those graduates of each of the years 1951, 1952 and 1958. The second largest number of those who graduated in 1951, 16.9 per cent, were tractor mechanics. The second largest number, 18.7 per cent, of the 1952 vocational agriculture graduates were employed in the food processing occupation. Milk distributors received the second largest number of the 1958 graduates who entered agricultural-related occupations.

### Occupational Status of Employees in Nonagricultural-Related Occupations

Since nonagricultural-related occupations receive a large portion of Tennessee high-school vocational agriculture graduates each year, it will be well to show a breakdown of the number who have entered various nonagricultural-related occupations. This is done in Table IX.

This table reveals that the largest portion of our 1951, 1952 and 1958 graduates were engaged in industrial work. There were 46.4 per cent of the 1951 graduates, 47.2 per cent of the 1952 graduates, and 48.1 per cent of the 1958 graduates engaged in industrial work. Of the 1951 vocational agriculture graduates engaged in nonagricultural-related occupations, there were 7.3 and 5.7 per cent now working in hardware stores and in construction work, respectively.

Another fact shown in Table IX is that 11.6 per cent of the 1958 vocational agriculture graduates were service station operators and/or workers.

In general, this table points out that the majority of the 1951, 1952 and 1958 vocational agriculture graduates were engaged in those occupations which require the least amount of skills and knowledges.

Table X presents a breakdown of the nonagricultural-related occupations by the three grand divisions of the state. Table X presents no exception to that said concerning Table IX. The highest percentage of vocational agriculture graduates from the three grand divisions of the state were engaged in industrial work.

TABLE IX

NONAGRICULTURAL-RELATED OCCUPATIONAL STATUS OF  
1951, 1952, AND 1958 HIGH-SCHOOL VOCATIONAL  
AGRICULTURE GRADUATES IN TENNESSEE

Nonagricultural- related Occupations	Tennessee					
	1951		1952		1958	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Carpentry	8	4.2	11	4.7	8	4.0
Electrician	9	4.7	6	2.6	5	2.5
Service station operator and/or worker	7	3.6	6	2.6	23	11.6
Brick layer	1	0.5	0	0.0	2	1.0
Highway department	4	2.1	7	3.0	8	4.0
Construction work	11	5.7	20	8.5	5	2.5
Hardware store	14	7.3	13	5.5	14	7.1
Industrial work (not related to agriculture)	89	46.4	111	47.2	95	48.1
Other <sup>a</sup>	49	25.5	60	25.5	38	19.2
Total	192	100.0	235	100.0	198	100.0

<sup>a</sup>A list given by vocational agriculture teachers may be found in Appendix B.

TABLE X

NONAGRICULTURAL-RELATED OCCUPATIONAL STATUS OF 1951, 1952 AND 1958 HIGH-SCHOOL  
VOCATIONAL AGRICULTURE GRADUATES IN EAST, MIDDLE, AND WEST TENNESSEE

Nonagricultural- related Occupational	East Tennessee						Middle Tennessee						West Tennessee					
	1951		1952		1958		1951		1952		1958		1951		1952		1958	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Carpentry	1	1.5	5	6.6	5	8.3	5	5.8	5	5.1	1	1.1	2	5.3	1	1.7	2	4.0
Electrician	4	5.9	2	2.6	0	0.0	5	5.8	2	2.0	5	5.7	0	0.0	2	3.3	0	0.0
Service station operator and/or worker	3	4.4	2	2.6	3	5.0	1	1.2	4	4.0	12	13.6	3	7.9	1	1.7	8	16.0
Brick layer	1	1.5	0	0.0	1	1.7	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0
Highway department	1	1.5	0	0.0	1	1.7	2	2.3	3	3.0	4	4.6	1	2.6	4	6.6	3	6.0
Construction work	2	2.9	6	7.9	2	3.3	6	7.0	13	13.2	2	2.3	3	7.9	1	1.7	1	2.0
Hardware store	5	7.4	1	1.3	3	5.0	2	2.3	4	4.0	1	1.1	7	18.4	8	13.3	10	20.0
Industrial work (not related to agriculture)	36	52.9	41	54.0	29	48.3	41	47.7	49	49.5	55	62.5	12	31.6	21	35.0	11	22.0
Other	15	22.0	19	25.0	16	26.7	24	27.9	19	19.2	7	8.0	10	26.3	22	36.7	15	30.0
Total	68	100.0	76	100.0	60	100.0	86	100.0	99	100.0	88	100.0	38	100.0	60	100.0	50	100.0

## Pertinent Points

Study of the data presented in this chapter brought to the writer's mind certain questions. Some of those questions are as follows:

- (1) Why did vocational agriculture teachers of southern Tennessee return a higher percentage of questionnaires than did the teachers of northern Tennessee?
- (2) Why are more high-school vocational agriculture graduates entering colleges and schools than are entering full-time farming?
- (3) What percentage of the graduates who return to the farm immediately after graduation remain on the farm?
- (4) What percentage of the graduates who enter occupations other than farming immediately after graduation later return to the farm?
- (5) How can the present vocational agriculture course of study be justified on the basis of those graduates who are returning to the farm?
- (6) Should vocational agriculture I courses of study be made more general than vocational?
- (7) Should vocational agriculture courses of study be directed at the majority or the minority of our enrollees?
- (8) Why do vocational agriculture graduates enter those occupations which require the least amount of knowledges and skills.
- (9) Should a boy take four years of vocational agriculture if his objective is to enter an occupation which is not related to agriculture?



## CHAPTER IV

### SOME QUALIFICATIONS, EDUCATION, AND TRAINING WHICH EMPLOYERS OF AGRICULTURAL-RELATED OCCUPATIONS DESIRE IN THEIR EMPLOYEES

#### Introduction

This chapter will deal with the qualifications, education, and training which twenty-one employers of agricultural-related occupations in Knox, Blount, and Sevier counties desire in their employees. Table V of Chapter III revealed that the majority of Tennessee vocational agriculture graduates who entered agricultural-related occupations entered feed, seed and farm supply salesman and/or service, and milk distributing. This fact was used as a basis for selecting those employers of agricultural-related occupations which were interviewed. A copy of the survey form used for the interviews may be found in Appendix C.

#### Level of Employment for Employees Needing Agricultural Training

Table XI presents a breakdown of the companies interviewed as to their primary functions. The primary functions were sales and services, and purchasing and sales. There were fourteen companies interviewed whose primary functions were sales and services involving 117 employees. Seven companies were interviewed whose primary functions were purchasing and sales involving 552 employees.

Those employees of the sales and service companies needing agricultural training were 96.6 per cent as compared to the 65.2

TABLE XI

TOTAL EMPLOYMENT PER COMPANY AND NUMBER  
NEEDING AGRICULTURAL TRAINING

Function of Company	Number of Companies	Total employ- ment	Average per Company	Number needing training in agri- culture	Number per Company	Per Cent needing agri- cultural training
Sales and service	14	117	8.4	113	8.1	96.6
Purchase and sales	7	552	78.8	360	51.4	65.2
TOTAL	21	669	-	473	-	-
Average	-	-	31.9	-	22.5	70.7

per cent of the purchasing and sales companies who need agricultural training.

Table XII presents the level of employment for employees needing agricultural training for companies whose primary functions were sales and services. Of the fourteen companies constituting sales and services, only seven, 50.0 per cent, hired laborers. However, 100 per cent of those persons in that level of employment needed agricultural training. Semiskilled and skilled persons were hired by all companies. Only 90.7 per cent of that level of employment, however, needed agricultural training. Ten of the fourteen companies hired salesmen and 100 per cent of those needed agricultural training. No company whose primary functions were sales and services hired consultants as such. However, persons employed in both sales and supervisory-managerial positions considered themselves as consultants in addition to their level of employment.

Those persons hired for supervisory-managerial positions were 42.8 per cent. This is not to say that all companies did not have supervisors or managers. Many of the companies were owner-operated, thus eliminating the need for hiring supervisors and managers. Often one employee was actually working at more than one level of employment. For example, an individual may be the manager but work as a salesman also. A semiskilled or skilled person may also do some selling. The sales level appeared to have more overlapping than did any of the other levels of employment. In cases such as this the individuals were classified according to the job which took the greater share of their time.

TABLE XII

LEVEL OF EMPLOYMENT FOR EMPLOYEES NEEDING AGRICULTURAL TRAINING  
FOR AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY FUNCTIONS  
WERE SALES AND SERVICE

Level of employment	Number of companies hiring this type		Per cent of companies hiring this type		Number of hired employees	Needing Agricultural Training	
	of companies hiring this type	of companies hiring this type	of companies hiring this type	of companies hiring this type		Per cent of hired employees for each level employment	Per cent of hired employees needing agricultural training
Laborer	7	50.0	27	27	27	100.0	27.6
Semi-skilled and skilled	14	100.0	43	39	39	90.7	39.8
Sales	10	71.4	23	23	23	100.0	23.3
Consulting	0	0.0	0	0	0	0.0	0.0
Supervisory-Managerial	6	42.8	9	9	9	100.0	9.2
Total	-	-	102	98	98	-	99.9
Average						96.1	

Of the ninety-eight hired employees of sales and services companies who needed agricultural training, semiskilled and skilled comprised the largest, 39.8, percentage. Second was that of laborers with 27.6 per cent. Those hired for sales and supervisory-managerial positions needing agricultural training constituted 23.5 and 9.2 per cent, respectively.

The most significant finding presented in Table XII is the fact that practically all employees hired by companies whose primary functions were sales and services needed agricultural training. The only exception to this was in the semiskilled and skilled level of employment, where 9.3 per cent did not need agricultural training.

Table XIII reveals the levels of employment needing agricultural training for companies whose primary functions were purchasing and sales. Persons in the semiskilled and skilled level of employment were hired by 100 per cent of the companies and 100 per cent of those employees needed agricultural training.

Of the seven companies whose primary functions were purchasing and sales, 85.7 per cent hired both laborers and salesmen. All those who were classified as salesmen needed agricultural training, whereas only sixty-six, 28.3 per cent, of the two hundred and thirty-three laborers needed agricultural training. Consulting and supervisory-managerial levels of employment were hired by 57.1 and 71.4 per cent of the companies, respectively. However, 100 per cent of the employees in both levels of employment needed agricultural training.

Of the three hundred and seventy-one hired employees needing agricultural training, 44.7 per cent were salesmen. Semiskilled and

TABLE XIII

LEVEL OF EMPLOYMENT FOR EMPLOYEES NEEDING AGRICULTURAL  
TRAINING FOR AGRICULTURAL-RELATED COMPANIES WHOSE  
PRIMARY FUNCTIONS ARE PURCHASING AND SALES

Level of employment	Number of companies hiring this type	Per cent of companies hiring this type	Number of hired employees	Number of hired employees	Needing Agricultural Training	
					Number of hired employees	Per cent of hired employees for each level employment
						Per cent of hired employees needing agricultural training
Laborer	6	85.7	233	66	28.3	17.8
Semi-skilled and skilled	7	100.0	99	99	100.0	26.7
Sales	6	85.7	166	166	100.0	44.7
Consulting	4	57.1	7	7	100.0	1.9
Supervisory-Managerial	5	71.4	33	33	100.0	8.9
Total	-	-	538	371	-	100.0
Average					69.1	

skilled employees were second with 26.7 per cent. Laborers, supervisory-managerial, and consultant employees were third, fourth, and fifth with 17.8, 8.9, and 1.9 per cent, respectively.

Table XIII, as did Table XII, points out that the majority of the hired employees needed agricultural training.

Table XIV presents a summary of Tables XII and XIII. It is obvious from this table that all companies do not hire laborers. This was observed while making the interviews; consequently, the interviewer asked many of the interviewees a question concerning the fact that all companies did not hire laborers. All those interviewees to whom the question was directed stated that the term "unskilled laborer" is no longer appropriate. Also, many of the companies were small enough that the semiskilled and skilled employees could carry out their jobs plus that which the laborer would ordinarily do in a large company. One hundred per cent of the companies hiring employees hired semiskilled and skilled employees.

Sales, consulting, and supervisory-managerial employees were hired by 76.2, 19.0, and 52.4 per cent, respectively. Two factors were responsible for these levels of employment. First, many of the companies were small, resulting in much overlapping of duties in levels of employment. The second factor is that in many of the smaller companies the owner-manager also did some selling and a portion of the consulting work. Also, many of the small companies were owner-operated, thus eliminating the need for hiring supervisory-managerial persons.

TABLE XIV

LEVEL OF EMPLOYMENT FOR EMPLOYEES NEEDING AGRICULTURAL  
TRAINING FOR AGRICULTURAL-RELATED COMPANIES

Level of employment	Number of companies hiring this type	Per cent of companies hiring this type	Number of hired employees	Needing Agricultural Training	
				Number of hired employees	Per cent of hired employees for each level employment
Laborer	13	61.9	260	93	35.8
Semi-skilled and skilled	21	100.0	142	138	97.2
Sales	16	76.2	189	189	100.0
Consulting	4	19.0	7	7	100.0
Supervisory-Managerial	11	52.4	42	42	100.0
Total	-	-	640	469	-
Average					73.3
					19.8
					29.4
					40.3
					1.5
					9.0
					100.0



It can also be observed from Table XIV that as the level of employment increased from laborer to sales positions the percentage of employees needing agricultural training also increased at a rapid rate. One hundred per cent of all hired employees in sales, consulting, and supervisory-managerial positions needed agricultural training.

Sales employees comprise the largest percentage, 40.3, of the total number of hired employees needing agricultural training. Semi-skilled and skilled and laborers comprise the second and third largest percentages with 29.4 and 19.8 per cent, respectively.

The most significant fact presented by this table was that four hundred and sixty-nine of the six hundred and forty, 73.3 per cent, total hired employees needed agricultural training.

#### Desired Schooling for Each Level of Employment

Table XV presents the schooling desired by those companies whose primary functions were sales and service for each level of employment.

It can be observed from this table that it was sufficient for 85.2 per cent of the unskilled laborer level of employment to have less than high-school educations. Many of the interviewees who made the statement that less than high-school education was sufficient were approached with the question, "Why?" The interviewees' answers without exception were, "Our laborers need more physical ability than mental ability." The minimum educational level for the other 14.8 per cent of the laborers was a high-school education. The interviewees of the companies who stated that their laborers needed high-school

TABLE XV

DESIRED SCHOOLING FOR EACH LEVEL OF EMPLOYMENT BY THOSE  
 AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY  
 FUNCTIONS WERE SALES AND SERVICES

Level of Employment	Number of Companies	Employees reported		Less than High School sufficient		High School		Minimum Educational Level	
		Number	Per Cent	Per Cent	Per Cent	High School Per Cent	Junior College Per Cent	B. S. degree Per Cent	
Laborer	7	27	23.1	85.2	14.8	0.0	0.0	0.0	
Semi skilled and skilled	14	43	36.8	7.0	93.0	0.0	0.0	0.0	
Sales	10	23	19.7	0.0	78.3	13.1	8.7	0.0	
Consulting	0	0	0.0	0.0	0.0	0.0	0.0	0.0	
Supervisory-Managerial	14	24	20.5	0.0	62.5	4.2	33.3	0.0	
Total	45	117	100.0	22.2	65.8	3.4	8.5	0.0	

educations were also asked the question, "Why?" The answers given may be paraphrased by saying that any level of employment above the unskilled laborer must definitely have a high-school education to function efficiently on the job; thus, in unexpected absences of a semiskilled employee an unskilled laborer may be asked to fill in for a short time. Interviewees feared that unskilled laborers without a high-school education would be unable to read directions and follow advice given. This is the only level of employment where there were two distinct conflicting ideas held by management of various companies.

Ninety-three per cent of the semiskilled and skilled employees were required to have at least a high-school education. All employees of sales and supervisory-managerial levels of employment were required to have a minimum of a high-school education. The minimum level of education for 13.1 per cent of the salesmen was junior college training and 8.7 per cent had a minimum educational level of a Bachelor of Science degree.

The minimum educational level of the majority of the supervisory-managerial employees was either high-school graduates or recipients of Bachelor of Science degrees. There were no "in between" educational requirements. There were 33.3 per cent of the supervisory-managerial employees who were required to have a Bachelor of Science degree. Also, as the level of employment increased from laborer to supervisory-managerial positions, the minimum acceptance level of education also increased.

When the list of employees for all levels of employment was compiled, twenty-six, 22.2 per cent, of the one hundred and seventeen had

sufficient schooling with less than a high-school education. A high-school education or greater was considered desirable for 77.8 per cent of the total employees. Ten, 8.5 per cent, of the one hundred and seventeen total employees had a minimum educational requirement of a Bachelor of Science degree.

The level of education desired by those companies whose primary functions were purchasing and sales are presented in Table XVI. It can be observed from this table that unskilled laborers were not required to have a high-school education. Less than a high-school education was sufficient for 98.7 per cent of the unskilled laborers. Only 1.3 per cent of the unskilled laborers were required to have a high-school education. Sales is the only other level of employment which allows for less than high-school education. There were 35.5 per cent of the sales level of employment for which less than a high-school education was sufficient.

Those companies hiring semiskilled and skilled, consulting and supervisory-managerial persons desired for all persons in those levels of employment to have a minimum of a high-school education. There were 91.9 and 51.8 per cent for semiskilled and skilled and sales employees, respectively, which had a minimum educational level of a high-school education. There were 85.1 per cent of the supervisory-managerial employees who had a minimum educational level of a Bachelor of Science degree.

There were only four companies which hired consultants involving only seven employees. However, it was desirable for all seven of those employees to have a Bachelor of Science degree.

TABLE XVI

DESIRED SCHOOLING FOR EACH LEVEL OF EMPLOYMENT BY THOSE AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY FUNCTIONS WERE PURCHASING AND SALES

Function of Company	Number of Companies	Employees reported	Less than High School		High School		Minimum Educational Level	
			Number	Per Cent	High School sufficient	Per Cent	High School Per Cent	Junior College Per Cent
Laborer	6	233	42.2	98.7	1.3	0.0	0.0	0.0
Semi-skilled and skilled	7	99	17.9	0.0	91.9	8.1	0.0	0.0
Sales	6	166	30.0	35.5	51.8	0.6	12.0	12.0
Consulting	4	7	1.3	0.0	0.0	0.0	100.0	100.0
Supervisory-Managerial	7	47	8.6	0.0	4.3	10.5	85.1	85.1
Total	-	552	100.0	52.4	32.9	2.5	12.1	12.1

When the list of employees for all levels of employment was compiled, it can be seen that less than a high-school education was sufficient for 52.4 per cent of the employees. A high-school education or greater was considered desirable for 47.6 per cent of the total employees. There were 12.1 per cent of the total employees who had a minimum educational level of a Bachelor of Science degree.

A breakdown of desired schooling for employees as to the function of the companies is presented in Table XVII. It can be readily observed that those companies whose primary functions were sales and services desired employees with a higher educational level than did those companies whose primary functions were purchasing and sales. Companies whose primary functions were sales and services desired 77.7 per cent of their employees to have a high-school education or greater, whereas education of less than high school level was sufficient for 52.4 per cent of those employees of companies whose primary functions were purchasing and sales.

An observation of the desired educational level for all companies reveals that approximately 50 per cent of all employees should have a high-school education or greater. It was desired that 11.5 per cent of all employees have a Bachelor of Science degree.

#### Minimum Level of Agricultural Training Accepted

Table XVIII presents the minimum level of agricultural training accepted by companies whose primary functions were sales and services. It was deemed necessary for all employees of all levels of employment

TABLE XVII

DESIRED SCHOOLING FOR EMPLOYEES OF THOSE AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY FUNCTIONS WERE SALES AND SERVICES AND PURCHASING AND SALES

Function of Company	Number of Companies	Employees reported	Less than High School		Minimum Educational Level		
			Number	Per Cent	High School Per Cent	B. S. degree Per Cent	
Sales and services	14	117	17.5	22.0	65.8	3.4	8.5
Purchasing and sales	7	552	82.5	52.4	32.9	2.5	12.1
Total	21	669	100.0	47.1	38.7	2.7	11.5

TABLE XVIII

MINIMUM LEVEL OF AGRICULTURAL TRAINING ACCEPTED BY THOSE  
 AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY  
 FUNCTIONS WERE SALES AND SERVICES

Level of Employment	Number of Companies	Employees reported	Source of Agriculture Training					
			No farm experience necessary	Actual farm experience necessary <sup>a</sup>	Vocational agriculture necessary <sup>b</sup>	Farm experience plus high school	Farm experience and vocational agriculture plus Junior college	Four-year college Per Cent
		Number	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Laborer	7	27	0.0	85.2	0.0	14.8	0.0	0.0
Semiskilled and skilled	14	43	9.3	7.0	7.0	76.7	0.0	0.0
Sales	10	23	0.0	0.0	0.0	86.9	13.1	0.0
Consulting	0	0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisory-Managerial	14	24	0.0	4.2	0.0	58.3	8.3	29.2

<sup>a</sup>Only those companies considering farm experience completely sufficient to function properly on the assigned job are listed.

<sup>b</sup>Only those companies considering vocational agriculture training completely sufficient to function properly on the assigned job are listed.



except 16.3 per cent of the semiskilled and skilled employees, to have farm experience. There were 9.3 per cent of those employees who needed no agricultural training and 7.0 per cent who needed vocational agriculture without farm experience. There were 85.2 per cent of the unskilled laborers for whom farm experience alone was considered sufficient to enable them to carry out their jobs effectively.

As the levels of employment from unskilled laborers to supervisory-managerial positions are observed, it can be seen that the minimum level of agricultural training accepted increased as the level of employment increased. There were 76.7 per cent of the semiskilled and skilled employees with a minimum acceptance level of farm experience plus high-school vocational agriculture. There were 86.9 per cent of the sales level of employment with a minimum acceptance level of farm experience plus high-school vocational agriculture. Farm experience plus junior college training was required for 13.1 per cent of the sales employees. As would be expected, the supervisory-managerial positions required the highest agricultural training. There were 29.2 per cent of the employees in this level of employment with a minimum acceptance level of a Bachelor of Science degree.

Table XIX shows the minimum level of agricultural training accepted by those companies whose primary functions were sales and services. There were 71.7 per cent of the unskilled laborer level of employment who did not need any agricultural training. Actual farm experience alone was considered sufficient for 48.5 and 35.5 per cent of the employees of the semiskilled and skilled, and sales levels of

TABLE XIX

MINIMUM LEVEL OF AGRICULTURAL TRAINING ACCEPTED BY THOSE  
 AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY  
 FUNCTIONS WERE PURCHASING AND SALES

Level of Employment	Number of Companies	Employees reported Number	Source of Agriculture Training							
			No farm experience necessary	Actual farm experience necessary <sup>a</sup>	Vocational agriculture necessary <sup>b</sup>	Farm experience plus high school	Farm experience and vocational agriculture plus Junior College	Four-year college	Per Cent	Per Cent
Laborer	6	233	71.7	27.0	0.0	1.3	0.0	0.0	0.0	0.0
Semiskilled and skilled	7	99	0.0	48.5	0.0	51.5	0.0	0.0	0.0	0.0
Sales	6	166	0.0	35.5	15.1	37.3	0.0	0.0	0.0	12.0
Consulting	4	7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Supervisory-Managerial	7	47	0.0	0.0	0.0	4.3	0.0	0.0	36.2	59.6

<sup>a</sup> Only those companies considering farm experience completely sufficient to function properly on the assigned job are listed.

<sup>b</sup> Only those companies considering vocational agriculture training completely sufficient to function properly on the assigned job are listed.

employment, respectively. All employees of the supervisory-managerial level of employment had a minimum educational requirement of farm experience plus a high-school education or greater. There were only four companies involving seven employees which reported having consultants as such. However, 100 per cent of this level of employment had a minimum acceptance level of agricultural training consisting of farm experience plus a Bachelor of Science degree.

When Tables XVIII and XIX are compared, it is readily observed that the minimum level of agricultural training accepted by those companies whose primary functions were purchasing and sales were not as high as those required by companies whose primary functions were sales and services. It was considered necessary for all laborers of the sales and service companies to have farm experience, whereas no farm experience was considered satisfactory for 71.7 per cent of the laborers in companies whose primary functions were purchasing and sales. Sales and service companies required 76.7 per cent of semi-skilled and skilled to have farm experience plus high-school vocational agriculture. Those companies whose primary functions were purchasing and sales required only 51.5 per cent of the semiskilled and skilled employees to have farm experience plus high-school vocational agriculture. Farm experience alone was considered sufficient for 48.5 per cent of the semiskilled and skilled employees.

All employees of the sales level of employment had a minimum acceptance level of farm experience plus high-school vocational agriculture or higher. Purchasing and sales companies were considerably

more lax as to the acceptance of employees in sales level of employment. In those companies whose primary functions were sales and services, farm experience alone was acceptable for 35.5 per cent of this level of employment. Vocational agriculture alone was sufficient for 15.1 per cent of the employees, and 49.3 per cent were required to have farm experience plus high-school vocational agriculture or higher.

All employees of the purchasing and sales companies and approximately all the employees, 95.8 per cent, of the sales and service companies in the supervisory-managerial level of employment had a minimum acceptance level of farm experience plus vocational agriculture or higher. There were 59.6 per cent of the employees in supervisory-managerial level of employment in purchasing and sales companies required to have a Bachelor of Science degree, whereas only 29.2 per cent of the employees in the same level of employment in sales and service companies were required to have the same training.

Table XX presents the minimum level of agricultural training accepted by those companies whose primary functions were sales and services, and purchasing and sales. It may be observed from this table that companies whose primary functions were sales and services had a higher minimum acceptance level of agricultural training than did those companies whose primary functions were purchasing and sales. When the totals presented in Table XX are observed, it can be seen that one-fourth, 25.6 per cent, of all employees reported did not require farm experience. Actual farm experience, without any addi-

TABLE XX

MINIMUM LEVEL OF AGRICULTURE TRAINING ACCEPTED BY THOSE  
 AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY  
 FUNCTIONS WERE SALES AND SERVICES,  
 AND PURCHASING AND SALES

Function of Company	Number of Companies	Employees reported	Source of Agriculture Training					
			No farm expe- rience neces- sary	Actual farm expe- rience neces- sary <sup>a</sup>	Voca- tional agri- culture neces- sary <sup>b</sup>	Farm expe- rience plus high school	Farm experience and vocational agriculture plus Junior Four-year College college	Per Cent Per Cent Per Cent Per Cent Per Cent
Sales and services	14	117	17.5	23.1	2.6	60.7	4.3	6.0
Purchasing and sales	7	552	82.5	30.8	4.5	21.0	3.1	9.9
Total	21	669	100.0	28.1	4.2	28.2	3.3	9.3

<sup>a</sup>Only those companies considering farm experience completely sufficient to function properly on the assigned job are listed.

<sup>b</sup>Only those companies considering vocational agriculture training completely sufficient to function properly on the assigned job are listed.

tional agricultural training, was considered essential for approximately another one-fourth, 28.1 per cent, of the employees. A very small number, 4.2 per cent, of the employees could receive agricultural training by way of high-school vocational agriculture alone.

The highest percentage of the employees, 40.8 per cent, had a minimum agricultural training acceptance level of farm experience plus high-school vocational agriculture or higher. There were 9.3 per cent of the total employees who had a minimum acceptance level of farm experience and high-school vocational agriculture, plus a Bachelor of Science degree.

#### Area of Agricultural Training Most Desired by Agricultural-Related Companies' Employers

Table XXI presents the area of agricultural training most desired for employment by those companies whose primary functions were sales and services. There was only one level of employment at which the entire number of employees did not need agricultural training from some source. This level of employment was the semiskilled and skilled with 9.3 per cent of those employees to which agricultural training was not important. Farm experience alone was considered important for 7.0 per cent of this level of employment, and vocational agriculture alone was important for 7.0 per cent of this level of employment. After all the variations of training desired, there were approximately three-fourths, 76.8 per cent, of the employees for whom the employers desired farm experience plus vocational agriculture training. This was the only level of employment where such a degree of variation existed between

TABLE XXI

AREA OF AGRICULTURAL TRAINING MOST DESIRED FOR EMPLOYMENT BY THOSE  
 AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY  
 FUNCTIONS WERE SALES AND SERVICES

Level of Employment	Number of Companies	Employees reported		Agricultural training not important Per Cent	Farm experience alone important Per Cent	Vocational agriculture alone important Per Cent	Farm experience plus vocational agriculture important Per Cent
		Number	Per Cent				
Laborer	7	27	23.1	0.0	85.2	0.0	14.8
Semiskilled and skilled	14	43	36.8	9.3	7.0	7.0	76.8
Sales	10	23	19.7	0.0	0.0	0.0	100.0
Consultant	0	0	0.0	0.0	0.0	0.0	0.0
Supervisory-Managerial	14	24	20.5	0.0	4.2	0.0	95.8
Total		117	100.0				
Average				3.4	23.1	2.6	70.9

interviewees concerning the desired areas of agricultural training.

Not any of the interviewees stated that agricultural training was not important to the laborers. Farm experience alone, however, was important for 85.2 per cent of the laborer level of employment. Farm experience plus vocational agriculture was important for only 14.8 per cent of the laborers.

There were ten companies who hired salesmen as such. These involved twenty-three employees of which farm experience plus vocational agriculture was important for the entire number.

There were 95.8 per cent of the supervisory-managerial level of employment for which farm experience plus vocational agriculture was important. There was only one interviewee which stated that farm experience alone was satisfactory for supervisory-managerial persons. After the interviewee made the statement and it was recorded, the interviewer questioned the interviewee concerning this statement. His answer was, "I don't have much education and I have been rather successful." The interviewee also stated that he had a boy who graduated from the University of Tennessee and he believed he took agriculture; however, he was not positive of his son's major in college.

When the totals and averages are viewed, it is obvious that employers desired for the majority, 70.9 per cent, of their employees to have farm experience plus vocational agriculture. Vocational agriculture alone was sufficient for only 2.6 per cent of the total employees; however, farm experience alone was sufficient for 23.1 per cent of the employees.



The areas of agricultural training most desired for employment by those agricultural-related companies whose primary functions were purchasing and sales are presented in Table XXII. There were 71.7 per cent of the employees in the laborer level of employment for whom agricultural training was not important. Vocational agriculture training alone was sufficient for 27.0 per cent of the laborers. Farm experience plus vocational agriculture training was important for only 1.3 per cent of the laborer level of employment.

There were approximately half (48.3 per cent) of the semiskilled and skilled level of employment for which vocational agriculture training alone was important. For the remaining half (51.7 per cent) of the semiskilled and skilled level of employment, farm experience plus vocational agriculture training was considered important.

Farm experience plus vocational agriculture training was important for the highest percentage, 49.3, of the employees of the sales level of employment. There were 35.5 per cent for which farm experience alone was important and 15.1 per cent for which vocational agriculture training alone was important. There were four companies hiring consultants as such, and seven companies hiring supervisory-managerial persons involving seven and forty-seven employees, respectively. Farm experience plus vocational agriculture training was desired for all employees of both levels of employment.

It is obvious from the totals and averages of Table XXII that there was a wide variation of requirements among companies whose primary functions were purchasing and sales. There were approximately as many

TABLE XXII

AREA OF AGRICULTURAL TRAINING MOST DESIRED FOR EMPLOYMENT BY THOSE  
 AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY  
 FUNCTIONS WERE PURCHASING AND SALES

Level of Employment	Number of Companies	Employees reported		Agricultural training not important Per Cent	Farm experience alone important Per Cent	Vocational agriculture alone important Per Cent	Farm experience plus vocational agriculture important Per Cent
		Number	Per Cent				
Laborer	6	233	42.2	71.7	0.0	27.0	1.3
Semisilled and skilled	7	99	17.9	0.0	0.0	48.3	51.7
Sales	6	166	30.0	0.0	35.5	15.1	49.3
Consultant	4	7	1.3	0.0	0.0	0.0	100.0
Supervisory-Managerial	7	47	8.6	0.0	0.0	0.0	100.0
Total		552	100.0				
Average				30.3	22.1	13.2	34.4

employees for whom agricultural training was not considered important as there were employees for whom farm experience plus vocational agriculture training was considered important. No agricultural training was considered important for 30.3 per cent of the employees as compared to 34.4 per cent of the employees for whom farm experience plus vocational agriculture training was considered important.

#### Specific Areas of Vocational Agriculture Training Most Desired

Since those companies interviewed desired for the highest percentage of their employees to have high-school vocational agriculture training, it will be well to present the specific areas of vocational agriculture training most desired for employment by those agricultural-related companies.

Table XXIII presents the specific area of vocational agriculture training most desired for employment by those companies whose primary functions were sales and services. It may be observed that agricultural-related companies desired for the majority of their employees to have farm experience plus general agriculture training. It was desired that 100 per cent of the laborers reported have farm experience plus general agriculture. Of the eleven companies reporting thirty-three employees of the semiskilled and skilled level of employment, 66.6 per cent were desired to have farm experience plus general agriculture training. There were 69.6 per cent of those employees reported in the sales level of employment which were desired to have farm experience plus general agriculture training. Eighty-seven per cent of those twenty-four em-

TABLE XXIII

SPECIFIC AREA OF VOCATIONAL AGRICULTURE TRAINING MOST DESIRED  
FOR EMPLOYMENT BY THOSE AGRICULTURAL-RELATED COMPANIES  
WHOSE PRIMARY FUNCTIONS WERE SALES AND SERVICE<sup>a</sup>

Level of Employment	Number of companies indicating this need	Employees reported	Farm Experience Plus						
			Shop skills		Animal production		Animal and crop production and agricultural economics		
			Number	Per Cent	Number	Per Cent	Number	Per Cent	
Laborer	2	4	4.8	0.0	0.0	0.0	0.0	0.0	100.0
Semiskilled and skilled	11	33	39.8	12.1	12.1	8.3	0.0	0.0	66.6
Sales	10	23	27.7	4.3	0.0	0.0	26.1	0.0	69.6
Consulting	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supervisory-managerial	13	23	27.7	0.0	0.0	13.0	0.0	0.0	87.0
Total		84	100.0						
Average			5.8	4.8	7.1	7.1	7.1	75.0	

<sup>a</sup>No interviewee stated a desire for an employee to have specific training in animal and crop production combined or agriculture economics alone. Thus, they were not shown in this table.

ployees reported in the supervisory-managerial level of employment were desired to have farm experience plus general agriculture training.

Of the eighty-three employees reported by agricultural-related companies whose primary functions were sales and services, 87.0 per cent were desired to have farm experience plus general agriculture training.

The specific areas of vocational agriculture training most desired for employment by those agricultural-related companies whose primary functions were purchasing and sales are presented in Table XXIV.

It was desired for 100 per cent of the laborer level of employment, which needed agricultural training, to have farm experience plus courses in animal and crop production. Farm experience plus general agriculture was desired for the majority of the semiskilled and skilled, sales, and consulting levels of employment. One hundred per cent of those consulting employees were desired to have farm experience plus general agriculture.

The vocational agriculture training most desired for supervisory-managerial employees varied among the companies interviewed. There were 25.5 per cent of the supervisory-managerial employees who were desired to have farm experience plus animal and crop production; 25.5 per cent were desired to have farm experience plus animal production, crop production and agricultural economics; and 48.9 per cent were desired to have farm experience plus general agriculture. The supervisory-managerial employees level of employment was the only one for which agricultural economics training was desired.

TABLE XXIV

SPECIFIC AREA OF VOCATIONAL AGRICULTURE TRAINING MOST DESIRED FOR EMPLOYMENT BY THOSE AGRICULTURAL-RELATED COMPANIES WHOSE PRIMARY FUNCTIONS WERE PURCHASING AND SALES<sup>a</sup>

Level of Employment	Number of companies indicating this need	Employees reported	Stack skills		Animal production		Animal and crop production		Animal and crop production		General agriculture	
			Number	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Laborer	1	3	1.6	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Semiskilled and skilled	5	51	26.3	19.6	0.0	13.7	0.0	0.0	0.0	0.0	66.6	66.6
Sales	4	82	43.2	0.0	24.4	9.8	0.0	0.0	0.0	0.0	65.8	65.8
Consulting	4	7	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Supervisory-Managerial	7	47	24.8	0.0	0.0	25.5	0.0	25.5	25.5	25.5	48.9	48.9
Total		190	99.6									
Average				5.3	10.5	15.8	6.3	62.1				

<sup>a</sup>No interviewee stated a desire for an employee to have specific training in crop production alone or agriculture economics alone; thus they are not shown in this table.

Of the one hundred and ninety total employees reported needing vocational agriculture training, 62.1 per cent were desired to have farm experience plus general agriculture.

#### Need for Farm Experience by Each Level of Employment

Since the need for agriculture training, the level of schooling desired, and the specific areas of vocational agriculture training most needed have been set forth in this chapter, it will be well to present the need for farm experience. Table XXV does that.

The majority of all hired employees reported for semiskilled and skilled, sales, consulting and supervisory-managerial levels of employment needed farm experience. One hundred per cent of all hired employees reported in both the consulting and supervisory-managerial levels of employment needed farm experience. Of the semiskilled and skilled, and sales levels of employment, 95.1 and 86.8 per cent, respectively, needed farm experience. There were only 35.8 per cent of the laborer level of employment who needed farm experience.

Of the six hundred and forty total hired employees reported, there were four hundred and forty-one, 68.4 per cent, who needed farm experience.

TABLE XXV

NEED FOR FARM EXPERIENCE BY EACH LEVEL OF EMPLOYMENT  
AS INDICATED BY AGRICULTURAL-RELATED COMPANIES

Level of Employment	Companies hiring employees at each level	Companies indicating farm experience as important	Companies indicating farm experience as important	Hired employees at each level	Hired employees needing farm experience
	Number	Number	Per Cent	Number	Number Per Cent
Laborer	13	10	76.9	260	93 35.8
Semi-skilled and skilled	21	20	95.2	142	135 95.1
Sales	16	15	93.8	189	164 86.8
Consulting	4	4	100.0	7	7 100.0
Supervisory-Managerial	11	11	100.0	42	42 100.0
Total	-	-	-	640	441 68.9



## CHAPTER V

### PROSPECTIVE ENROLLEES WHO ARE ACCEPTED INTO VOCATIONAL AGRICULTURE

The general line of thinking by many of the more progressive educators in agriculture education is that the phrase in the Smith-Hughes Act ". . . to train for proficiency in farming. . ." should be changed to read, "to train for proficiency in agriculture." This would then allow the vocational agriculture teacher to legally accept into vocational agriculture all-day classes those who desire to enter an occupation or vocation other than farming upon graduation. Should the Smith-Hughes Act be changed or revised to read as previously stated, would it be changed to "accomplish" something or to "fit" something? It may be that vocational agriculture teachers are already accepting many enrollees who desire to enter non-farm occupations upon graduation.

The purpose of this chapter is to present the procedures which have been and are being followed by vocational agriculture teachers in accepting into vocational agriculture all-day classes boys who, upon requesting enrollment, indicated that their objectives were and are other than farming.

#### Who is Accepted into Vocational Agriculture?

In tabulating these data the presumption was that when the acceptance of the occupational objective "to learn agriculture irre-

spective of the occupational or vocational choice" was confirmed or checked by an agriculture teacher, he also accepted boys who desired to enter those other occupations or vocations listed on the questionnaire. A listing of those vocations and occupations, and the procedures which have been and are being followed by vocational agriculture teachers in accepting prospective enrollees, may be found in Appendix D.

Table XXVI shows that 87.6 per cent of Tennessee vocational agriculture teachers accepted boys who desired to learn agriculture irrespective of occupational or vocational choice into Agriculture I, 70.1 per cent accepted enrollees into Agriculture II, and 64.9 per cent accepted those boys into all four years. Three-fourths, or 75.3 per cent, accepted boys who desired to attend colleges of agriculture upon graduation from high school into Agriculture II, and 70.1 per cent accepted boys into all four years. Also, 25.8 and 9.3 per cent of the teachers accepted boys into all four years who desired to attend colleges other than agriculture, and attend trade schools and business colleges, respectively.

From this, it is evident that the majority of the Tennessee vocational agriculture teachers accepted the majority of those boys who desired to enroll irrespective of their objectives. Also, when an objective was stated the boys were accepted into Agriculture I.

Table XXVII presents a breakdown of Table XXVI into the three grand divisions of the state. This table was presented in order that the procedures followed by teachers of the three grand divisions could be compared. It can be observed that the East Tennessee vocational

TABLE XXVI

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED  
 BY TENNESSEE VOCATIONAL AGRICULTURE TEACHERS INTO THE  
 FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture					
	Number	Per Cent	First Year Number	First Year Per Cent	Second Year Number	Second Year Per Cent	Third and Fourth Years Number	Third and Fourth Years Per Cent
To learn agriculture irrespective of occupation or vocational choice	85	87.6	85	87.6	68	70.1	63	64.9
Attend College of Agriculture	80	82.5	80	82.5	73	75.3	69	71.1
Attend college (other than agriculture)	42	43.3	42	43.3	29	29.9	25	25.8
Attend trade school and business college	22	22.7	22	22.7	10	10.3	9	9.3

TABLE XXVII

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY EAST, MIDDLE, AND WEST TENNESSEE VOCATIONAL AGRICULTURE TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture					
	Number	Per Cent	First Year Number	First Year Per Cent	Second Year Number	Second Year Per Cent	Third and Fourth Years Number	Third and Fourth Years Per Cent
East Tennessee								
To learn agriculture irrespective of occupational or vocational choice	30	93.8	30	93.8	21	65.6	21	65.6
Attend College of Agriculture	26	81.3	26	81.3	25	78.1	23	71.9
Attend college (other than agriculture)	16	50.0	16	50.0	11	34.4	10	31.3
Attend trade school and business college	9	28.1	9	28.1	5	15.6	5	15.6

TABLE XXVII (continued)

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY EAST, MIDDLE, AND WEST TENNESSEE VOCATIONAL AGRICULTURE TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture				Third and Fourth Years		
		First Year		Second Year				
		Number	Per Cent	Number	Per Cent			
Middle Tennessee								
To learn agriculture irrespective of occupational or vocational choice	32	86.5	32	86.5	29	78.4	26	70.3
Attend College of Agriculture	31	83.8	31	83.8	28	75.7	27	73.0
Attend college (other than agriculture)	15	40.5	15	40.5	12	32.4	11	29.7
Attend trade school and business college	8	21.6	8	21.6	4	10.8	3	8.1

TABLE XXVII (continued)

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY EAST, MIDDLE, AND WEST TENNESSEE VOCATIONAL AGRICULTURE TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture				
		First Year	Second Year	Third and Fourth Years		
	Number	Per Cent	Number	Per Cent	Number	Per Cent
West Tennessee						
To learn agriculture irrespective of occupational or vocational choice	23	82.1	23	82.1	18	64.3
Attend College of Agriculture	23	82.1	23	82.1	20	71.4
Attend college (other than agriculture)	11	39.3	11	39.3	6	21.4
Attend trade school and business college	5	17.9	5	17.9	1	3.6
					4	14.3
					19	67.9
					1	3.6
					1	3.6

agriculture teachers were more lax as to the acceptance of prospective enrollees into Agriculture I. Middle Tennessee teachers were more lax in accepting boys into all four years. These data reveal that West Tennessee teachers are the most cautious concerning their acceptance of prospective enrollees. The fact remains, however, that for all three divisions, all students were accepted into Agriculture I who stated an objective. For a further breakdown of the three grand divisions, see Appendix E.

### Stating Objectives

From the data just presented one might conclude that vocational agriculture teachers require boys to state an objective due to the fact that all were accepted into Agriculture I who stated an objective. Statements written by vocational agriculture teachers on the returned questionnaires do not bear this out. Some of the written statements are as follows:

As to the section on accepting students in vocational agriculture, we do not have stated occupational objectives for enrollment. If we think a student will be able to carry out a satisfactory supervised farming program, we accept him each year.

My primary requirement for enrollment in vocational agriculture is that the boys have facilities for and desire to conduct a supervised farming program. He is not required to state his specific objectives. . . .

After the boy indicates a desire to enroll in vocational agriculture and meets the requirements as far as supervised farming is concerned, he is enrolled.

As a general statement, let me say that I let all farm boys come into vocational agriculture who ask to get in provided they

can meet the general requirements for vocational agriculture.

Students are admitted to classes in vocational agriculture when they ask to be admitted and have the facilities for carrying on a satisfactory supervised farming program.

.....  
 Their request to take vocational agriculture was considered sufficient to show their interest in the subject and the occupation.

We have a four-year program. A beginner starts in Agriculture I and progresses by class. Any boy who lives on a farm and can carry a satisfactory farming program is accepted.

I've never asked the boys their reasons for taking agriculture. In our school they have to take it the first two years because they have no other choice of subject.

... Our school now has electives for all students in all grade levels. We try to advise but accept all students coming our way and try to help them in any way we can.

All students who can qualify with a Supervised Farming Program are accepted here. Boys without an interest in agriculture are discouraged but accepted.

I have had no entrance requirement other than interest and facilities for carrying on an acceptable Supervised Farming Program. Very few of my boys are sure of their occupation, even during the senior year.

I was unable to complete this part of the questionnaire since I did not ask specific questions upon acceptance for enrollment.

It is evidenced by the previous statements that many teachers accept anyone who desires to take vocational agriculture, without the statement of an objective. The only stipulation in most of the statements was that boys must have the facilities for carrying out a satisfactory supervised farming program.

Factors Over Which Teachers Have No Control



It is also evidenced by the following statements, received from the same source as the previous ones, that other factors enter into the acceptance of prospective enrollees.

All freshmen who have enough land to be considered farmers are put in Agriculture I class because there is only one section of Civics offered, and it is filled with town boys only.

Sometimes the principal of the school has to shift boys from one subject to another in order to balance classes or teacher loads. Also, sometimes the record brought in from rural school indicates that a boy can work with his hands and not too well with his mental powers, and this record is used to shift such boys from certain subjects to agriculture. . . .

I do not have a chance whatsoever to pick my students. Vocational agriculture is an elective subject, and the students pick the electives, not the teacher picking the students here.

We are a small high school and, therefore, all ninth-grade boys take agriculture, not because they select it but because nothing else is offered.

Each boy is required to enroll in first-year agriculture and take in order regardless of his high-school classification. There has only been one exception to this in eight years.

I've never asked a boy the reason for taking agriculture. In our school they have to take it the first two years because they have no choice of subjects.

In our school all freshmen take vocational agriculture, as we have no other electives. I might also add that some upper-classmen take agriculture because we have no other subjects to offer.

All high-school boys may enroll in vocational agriculture regardless of future plans. According to our school setup, no student selection is possible here.

These statements point out the grave fact that many Tennessee vocational agriculture teachers would be unable to accept or reject prospective enrollees, if they desired to do so, due to school policies and the lack of facilities in other departments.

## The Assistance Rendered by Vocational Agriculture Teachers

When constructing the questionnaires the hypothesis was that some boys were enrolled in vocational agriculture who did not plan to enter farming after graduation. Thus, the following question arose: "Do those boys receive any assistance in developing specific skills and abilities which will later help in their chosen occupation?" After deliberation, the following question was placed in the questionnaire: "For those boys enrolled in vocational agriculture who plan to go into occupations other than farming, do you assist them in developing specific skills and abilities that they will need in their chosen occupation?" The teachers were asked to answer either "Yes," "Yes, for most occupations," "Yes, for a few occupations," or "No."

Table XXVIII shows the compiled answers to this question for the entire state. Those teachers answering the question in the affirmative were 24.7 per cent as compared to 10.8 per cent who stated they rendered no assistance in developing specific skills and abilities which will be needed in the enrollees' chosen occupations, if other than farming, after graduation. The highest percentage of teachers, 52.7, stated that they gave assistance in developing skills and abilities for a few occupations. Also, 11.8 per cent gave assistance to enrollees who desired to enter most occupations or vocations. There were 89.2 per cent who render some degree of assistance as compared to 10.8 per cent who rendered no assistance toward any occupation other than farming. From this it can be observed that those teachers who render no assistance in developing specific skills and abilities which

TABLE XXVIII

THE DEGREE OF ASSISTANCE RENDERED VOCATIONAL AGRICULTURE  
ENROLLEES, REGARDLESS OF OCCUPATION OBJECTIVE, BY  
TENNESSEE VOCATIONAL AGRICULTURE TEACHERS

Assistance Rendered	Tennessee	
	Number	Per Cent
Yes	23	24.7
Yes, for most occupations	11	11.8
Yes, for a few occupations	49	52.7
No	10	10.8
Total	93	100.0

will be needed in the enrollees' chosen occupations, if other than farming, are definitely in the minority.

Table XXIX presents a breakdown of Tennessee into three grand divisions of the state. A higher percentage of East and Middle Tennessee teachers, with 28.1 and 25.7 per cent, respectively, stated that assistance was given boys in developing skills and abilities for occupations other than farming, as compared to 19.2 per cent of the West Tennessee teachers who made this statement. Also, a higher percentage of East Tennessee teachers stated that assistance was given in developing skills and abilities for most occupations, other than farming, than did Middle or West Tennessee teachers. As a summary statement, it can be said that Middle Tennessee teachers are more selective in their rendering of assistance than are East Tennessee teachers; and West Tennessee teachers are more selective than are those teachers of Middle Tennessee. For a further breakdown of the three grand divisions, see Appendix F.

TABLE XIX

THE DEGREE OF ASSISTANCE RENDERED VOCATIONAL AGRICULTURE ENROLLERS,  
REGARDLESS OF OCCUPATIONAL OBJECTIVE, BY EAST, MIDDLE, AND WEST  
TENNESSEE VOCATIONAL AGRICULTURE TEACHERS

Assistance Rendered	East Tennessee		Middle Tennessee		West Tennessee	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	9	28.1	9	25.7	5	19.2
Yes, for most occupations	5	15.6	3	8.6	3	11.5
Yes, for a few occupations	15	46.9	19	54.3	15	57.8
No	3	9.4	4	11.4	3	11.5
Total	32	100.0	35	100.0	26	100.0

## CHAPTER VI

### CONCLUSIONS AND IMPLICATIONS

#### Conclusions

##### Occupational Status of Vocational Agriculture Graduates

Of the 101 vocational agriculture departments reporting on 2,397 four-year vocational agriculture graduates, there were 676, 770, and 953 graduates reported from the years 1951, 1952, and 1958, respectively. Of the 676 graduates for 1951, there were 139, 20.6 per cent, who were currently full-time farmers as compared to 493, 73.0 per cent, who were currently engaged in occupations other than full-time farming. There were 154, 20.4 per cent, of those 770 who graduated in 1952 engaged in full-time farming as compared to 535, 71.5 per cent, who were in occupations other than full-time farming. Of the 953 who graduated in 1958, there were 238, 25.0 per cent, currently full-time farmers as compared to 681, 71.4 per cent, who entered occupations other than full-time farming.

When the 1951, 1952, and 1958 graduates were totaled, disregarding those who were unaccounted for, undecided, and deceased, a sum of 2,243 was obtained. Of the 2,243 graduates, there were 1,709, 76.2 per cent, who were currently engaged in occupations or vocations other than full-time farming.

This study pointed out that the majority of the vocational agriculture graduates who were engaged in full-time farming were engaged

in general (mixed) farming. The lowest percentage, 62.9 per cent, reported for the graduates of any year was the year of 1951 in Middle Tennessee. The data reveal that not a single graduate of the 1951, 1952 or 1958 graduates was engaged in fruit farming or bee culture as a full-time farmer.

Of those graduates who have entered agricultural-related occupations, the majority have entered those occupations which require the least amount of knowledge and skills. Feed, seed and farm supply salesman and/or service, and milk distributors have received the majority of those vocational agriculture graduates who have entered agricultural-related occupations.

Industrial work, service station operators and/or workers, hardware stores, and construction work were the nonagricultural occupations which have received the majority of the high-school vocational agriculture graduates.

#### Qualifications, Education, and Training Which Employers Desire in Their Employees

The following summary statements concerning the qualifications, education, and training which employers of agricultural-related occupations desire in their employees are based on the preceding findings of Chapter IV.

(1) There were twenty-one employers of agricultural-related companies interviewed. Those twenty-one employers who were interviewed had 669 persons employed. The primary functions of fourteen

companies were sales and service who had 117 employees. The primary functions of the remainder were purchasing and sales who had 552 persons employed.

(2) Findings presented in Table XII reveal that approximately all employees hired by agricultural-related companies whose primary functions were sales and services needed agricultural training. There were ninety-eight, 96.1 per cent, of the 102 hired employees who needed agricultural training.

(3) Of the 538 employees hired by agricultural-related companies whose primary functions were purchasing and sales, 371, 69.1 per cent, needed agricultural training.

(4) Boys with little or no agricultural training would be more employable by agricultural-related companies whose primary functions were purchasing and sales than by companies whose primary functions were sales and services.

(5) The most significant finding concerning the need for agricultural training was that 73.3 per cent (469) of the 640 total employees hired by all companies needed agricultural training.

(6) Less than a high-school education was sufficient for 85.2 per cent of the laborer level of employment for companies whose primary functions were sales and services. High-school graduation was desired for the majority of the employees in other levels of employment. There were 8.7 and 33.3 per cent of the employees in sales and supervisory-managerial groups, respectively, desired to have a B. S. degree.

(7) Those companies whose primary functions were purchasing



and sales considered less than a high-school education sufficient for 98.7 per cent of the employees in the laborer level of employment. The majority of the employees in other levels of employment were desired to be high-school graduates. There were 12.0 and 85.1 per cent of the employees in sales and supervisory-managerial levels of employment desired to have a B. S. degree.

(8) As the level of employment increased from laborer to supervisory-managerial positions in sales and services companies, the minimum acceptance levels of education also increased. This was not true in companies whose primary functions were purchasing and sales due to the fact that less than a high-school education was sufficient for 35.5 per cent of the sales level of employment.

(9) An observation of the desired educational level of all companies revealed that approximately 50 per cent of all employees should have a high-school education or greater. It was desired that 11.5 per cent of all employees have a B. S. degree.

(10) One hundred per cent of all the consultants were required to have a B. S. degree in order to be employable.

(11) A grouping of sales and service and purchasing and sales data revealed that a higher percentage of employees in the laborer and semiskilled and skilled levels of employment were hired than were in the sales, consulting, and supervisory-managerial levels of employment. This was due in part to two factors. First, many of the companies were small and much overlapping of duties in levels of employment occurred. Second, in many of the smaller companies the owner-

manager also did some selling and a portion of the consulting work. Also many of the companies were owner-operated, thus eliminating the need for hiring supervisory-managerial persons.

(12) Farm experience was not required for one-fourth, 25.6 per cent, of all the employees reported. Actual farm experience without additional agricultural training was sufficient for approximately another one-fourth, 28.1 per cent, of the employees. It was acceptable for a small percentage, 4.2 per cent, of the employees to receive agricultural training by way of high-school vocational agriculture alone. A minimum agricultural training acceptance level consisting of farm experience plus high-school vocational agriculture was required for the highest percentage, 40.8, of the employees.

There were 9.3 per cent of the total employees who had a minimum acceptance level of farm experience and high-school vocational agriculture plus a B. S. degree.

(13) The specific area of vocational agriculture most desired for employment by those agricultural-related companies was general agriculture. Training in animal and crop production was the second most-desired area of training. Training in shop skills alone was desired primarily for the employees in the semiskilled and skilled levels of employment. This was due to the fact that many of the employees listed in the semiskilled and skilled levels of employment were mechanics.

(14) The majority of all hired employees reported for semiskilled and skilled, sales, consulting, and supervisory-managerial levels of employment needed farm experience. One hundred per cent of all hired

employees reported in both the consulting and supervisory-managerial levels of employment needed farm experience. Of the semiskilled and skilled, and sales levels of employment, 95.1 and 86.8 per cent, respectively, needed farm experience. There were only 35.8 per cent of the employees in the laborer level of employment who needed farm experience. Of the 640 total hired employees reported, 441, 68.4 per cent, needed farm experience.

#### Accepting Enrollees into Vocational Agriculture

Five facts were revealed by this phase of the study.

(1) Tennessee vocational agriculture teachers accepted the majority of those boys who desired to enroll irrespective of their objectives upon graduation into all four years. Table XXVI shows that 87.6 per cent of Tennessee vocational agriculture teachers accepted boys who desired to learn agriculture irrespective of their occupational or vocational choice into Agriculture I; 70.1 per cent accepted enrollees into Agriculture II, and 64.9 per cent accepted boys for all four years. Also, all students who stated an objective were accepted.

(2) Many teachers do not ask prospective enrollees to state an objective. Such statements as the following and many other such statements were sufficient to authenticate the fact that many teachers do not ask students to state an objective:

"I've never asked the boys their reasons for taking agriculture."

"Their request to take vocational agriculture was considered sufficient to show their interest in the subject and the occupation."

"I have no entrance requirements. . . ."

"We do not have stated occupational objectives for enrollment."

"He is not required to state his specific objectives. . . ."

"As a general statement, let me say that I let all farm boys come into vocational agriculture who ask to get in. . . ."

(3) The only requirement to enter vocational agriculture was the interest and facilities for carrying out a satisfactory supervised farming program. Almost all of those who returned a written statement on their questionnaire included a phrase similar to this one, "If we think a student will be able to carry out a satisfactory supervised farming program, we accept him." This not only appears to be a consensus of opinion or action among those who returned written statements, but also among many others with whom the writer has personally conferred. Since this appears to be the only stipulation, the question then arises, "What is a satisfactory supervised farming program?" It is not within the scope of this study to answer this question.

(4) Many vocational agriculture teachers would be unable to accept or reject prospective enrollees, if they desired to do so, due to school policies and the lack of facilities in other departments. This also was evidenced by such statements as:

Sometimes the principal of the school has to shift boys from one subject to another in order to balance classes or teacher loads. Also sometimes the record brought in from rural school indicates that a boy can work with his hands and not too well with his mental powers, and this record is used to shift such boys from certain subjects to agriculture. . . .

(5) Approximately 90 per cent of the Tennessee vocational agriculture teachers render some degree of assistance toward assisting those enrollees develop specific skills and abilities which will be helpful in occupations other than farming. Table XXVIII shows that there were 89.2 per cent of the teachers who render some degree of assistance to students desirous of entering occupations other than farming, as compared to 10.8 per cent who stated that they gave no assistance toward developing specific skills and abilities for occupations other than farming.

### Implications

#### Occupations of Vocational Agriculture Graduates

Since the majority, 76.2 per cent, of our vocational agriculture graduates are entering occupations other than full-time farming, it appears that the occupation of farming does not offer the desirable livelihood which it once did and/or there are not enough opportunities to become farmers.

Regardless of which may be the case, or if it is a combination of both, Tennessee vocational agriculture courses of study are designed to assist the minority instead of the majority. However, data presented in Chapter VI indicate that many teachers have observed the "forest from behind the tree" and are making moves toward assisting boys desirous of entering occupations other than farming regardless of the legality according to the Smith-Hughes Act.

It is apparent that vocational and nonvocational teachers, and schools in general, are failing to teach boys that which employers desire for their employees to know, and/or the standard requirements for entrance into many occupations have risen.

It does not take a great amount of skill and knowledge to drive a truck, pick up a can of milk, push a feed cart, fill a car with gas, weigh a pound of nails, or use a shovel in spadding dirt; yet occupations which embodies this type of work are receiving the majority of our vocational agriculture graduates. When the majority of those enrollees accepted by vocational agriculture teachers are desirous of entering non-farm occupations after graduation, this question then arises in the writer's mind: Are those teachers then loyal to their enrollees, when the subject matter taught is of little value in assisting the graduate to obtain employment upon graduation?

#### Qualifications, Education and Training Which Employers Desire in Their Employees

Boys who are desirous of entering agricultural-related occupations should get agricultural training consisting of farm experience and high-school vocational agriculture. Farm experience alone or high-school vocational agriculture training alone should not be considered sufficient agricultural training. However, boys with farm experience alone appeared to be more employable than those having had only high-school vocational agricultural training. There was no requirement for agricultural training for a high percentage of the laborer

level of employees; however, it would seem that boys should be desirous of obtaining employment above this level.

Chapter III revealed that 76.2 per cent of the 1951, 1952, and 1958 vocational agriculture graduates entered occupations other than full-time farming. Due to this fact vocational agriculture courses of study should be directed, in part, to those students. That portion of the vocational agriculture course of study which should be designed to assist those enrollees with objectives for agricultural-related occupations should consist largely of fundamental agriculture.

There is a greater chance for advancement to supervisory-managerial positions in those companies which are not owner-managed. The vocational agriculture teachers should be cognizant of this fact when rendering placement assistance to the vocational agriculture graduate. A graduate desirous of becoming a consultant, supervisor, or manager for an agricultural-related company should be encouraged to attend college and pursue a course of study in agriculture.

#### Accepting Enrollees into Vocational Agriculture

It would appear from this study that people have not changed today from what they were a number of years ago when Thomas A. Edison made the famous statement, "There is no expedient to which a man will go to avoid the labor of thinking." Those who advocate changing the Smith-Hughes Act to accomplish something, to allow vocational agriculture teachers to accept prospective enrollees into all-day classes

whose objectives are other than farming, are approaching the matter from the rear door when it would be much easier to enter the front, thus refusing to think. Since most teachers are already accepting prospective enrollees regardless of their objectives after graduation, why not alter the Smith-Hughes Act to "fit" the situation. In closing, the writer would like to present this thought: It would be foolish for a man to purchase a door whereby he could mark a pattern for cutting a hole in the wall if the necessary hole was already there. It would be more logical to purchase a door to fit the hole.



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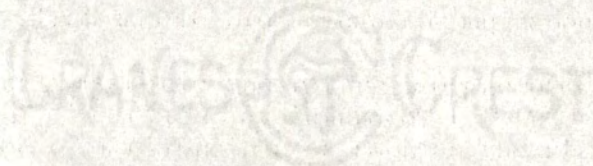
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APPENDIX A



THE UNIVERSITY OF TENNESSEE  
KNOXVILLE  
COLLEGE OF EDUCATION

105

November 20, 1958

Department of  
Agricultural Education

Dear Sir:

I hope you have had the opportunity to read recent articles on three research studies completed by Tennessee vocational agriculture teachers appearing in national magazines:

"Why Vo-Ag Teachers Leave the Profession," Better Farming Methods, June, 1958, p. 29. (Article was based on study completed by Mr. Edwin E. Lamberth, Spring Hill, Tennessee.)

"Explain Charts, Graphs, and Tables," Agricultural Education Magazine, November, 1958, pp. 100, 102. (Article was based on study completed by Mr. David E. McPherson, Bartlett, Tennessee.)

"Peaceful Relations," Agricultural Leader's Digest, Nov.-Dec., 1958, p. 11, (Article was based on study completed by Mr. James R. Lemons, Pikeville, Tennessee.)

We are now seeking answers to some problems in another area of concern to most of us. At this time we do not know the conditions under which students actually enroll in vocational agriculture and what happens to them after they complete four units in vocational agriculture. A study in Virginia, for example, shows that approximately 25 per cent entered farming and approximately 10 per cent more entered nonfarm agricultural work.

Three big questions have been concerning vocational agricultural teachers in Tennessee more and more in recent years: (1) How many Tennessee vocational agricultural graduates entered farming? (2) How many entered nonfarm agricultural work? (3) What kind of training should these boys be provided in high school? We need to know the answers to the first two before we can do much about the third.

If you will complete and return the enclosed blanks, it will help considerably in getting a picture of the true situation. You will be informed of the findings as soon as the study is completed.

Sincerely yours,

George W. Wieggers, Jr.  
Professor and  
Head of Department

GWVW/el

THE UNIVERSITY OF TENNESSEE  
Knoxville  
College of Education

March 4, 1959

Department of  
Agricultural Education

Dear

I am conducting a thesis study concerned with determining what vocational agriculture graduates are now doing and what training agricultural employers desire in their employees. I am very much in need of your assistance. For fear that you misplaced the first set of questionnaires which I forwarded you, I am enclosing another and I hope you will fill out the enclosed forms and return at your earliest convenience.

Your name will not be used and all information will be kept confidential. Anything else you should desire to add, please write on the back of the survey form.

Sincerely yours,

/s/ Jimmy Joe Butler

Jimmy Joe Butler

JJB/el

Enclosure

OCCUPATIONAL STATUS OF THE 1951, 1952 AND 1958 HIGH SCHOOL  
VOCATIONAL AGRICULTURE GRADUATES, TENNESSEE

In order that we may find out what is happening to Vocational Agriculture high school graduates in Tennessee (who have completed four years) please give us the following information for your school. Please check the appropriate number now engaged in each of the following listed occupations; add any other occupations that apply.

	Year Graduated		
	1951 No.	1952 No.	1958 No.
Total number of Vocational Agriculture graduates	_____	_____	_____
<u>Present Occupation</u>			
Farming part-time with regular non-farm job	_____	_____	_____
Farming part-time with only irregular, seasonal, or part-time non-farm job	_____	_____	_____
Itemize number of full-time farmers by type of farming.			
General (mixed) farming	_____	_____	_____
Fruit farmer	_____	_____	_____
Vegetable farmer	_____	_____	_____
Truck farmer	_____	_____	_____
Crop farmer	_____	_____	_____
Dairyman	_____	_____	_____
Livestock farmer	_____	_____	_____
Poultry raising	_____	_____	_____
Bee culture	_____	_____	_____
Other type farming	_____	_____	_____
College of Agriculture student	_____	_____	_____
College (other than agriculture)	_____	_____	_____

	Year Graduated		
	<u>1951</u> No.	<u>1952</u> No.	<u>1958</u> No.
Trade school and business college	_____	_____	_____
Feed, seed, and farm supply salesman and/or service*	_____	_____	_____
Feed salesman and/or service*	_____	_____	_____
Seed salesman and/or service*	_____	_____	_____
Machinery salesman and/or service*	_____	_____	_____
Poultry processor*	_____	_____	_____
Artificial breeder technician	_____	_____	_____
Food processor*	_____	_____	_____
Meat cutter and/or butcher*	_____	_____	_____
Milk distributor*	_____	_____	_____
Tractor mechanic*	_____	_____	_____
Milk tester*	_____	_____	_____
Livestock commission buyer*	_____	_____	_____
Nurseryman*	_____	_____	_____
Carpentry	_____	_____	_____
Electrician	_____	_____	_____
Service station operator and/or worker	_____	_____	_____
Brick layer	_____	_____	_____
Highway dept.	_____	_____	_____
Construction work	_____	_____	_____
Hardware store	_____	_____	_____
Military service	_____	_____	_____
Industrial work (not related to agriculture)	_____	_____	_____



Year Graduated		
<u>1951</u>	<u>1952</u>	<u>1958</u>
No.	No.	No.

Undecided or unable to classify

\_\_\_\_

Unaccounted for

\_\_\_\_

Others (list):

\_\_\_\_\_

\_\_\_\_

\_\_\_\_\_

\_\_\_\_

\_\_\_\_\_

\_\_\_\_

\_\_\_\_\_

\_\_\_\_

\_\_\_\_\_

\_\_\_\_

\*List below the names of employing persons in these categories.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WHO IS ACCEPTED INTO VOCATIONAL AGRICULTURE?

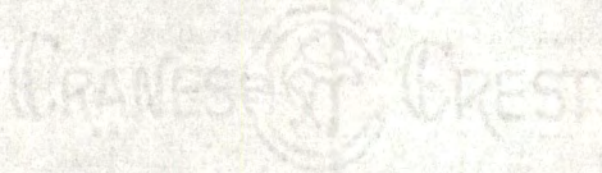
The following is to find out what procedures you have followed in the past five years (or as long as you have been teaching if less than five years) in accepting into vocational agriculture classes boys who upon requesting enrollment indicated that their objectives were other than full-time farming. In the first column, please check those occupations which have been given by boys applying for enrollment in vocational agriculture. In the other columns to the right, check whether they have been accepted into first, second, and third and fourth year agriculture.

Stated occupational objective	Objectives stated for enrollment (check)	Years in Agriculture		
		1st yr.	2nd yr. (check)	3rd & 4th yrs.
To learn agriculture irrespective of occupation or vocational choice	_____	_____	_____	_____
Attend College of Agriculture	_____	_____	_____	_____
College (other than agriculture)	_____	_____	_____	_____
Trade school and business college	_____	_____	_____	_____
Feed, seed and farm supply salesman and/or service	_____	_____	_____	_____
Fertilizer salesman	_____	_____	_____	_____
Machinery salesman and/or service	_____	_____	_____	_____
Poultry processor	_____	_____	_____	_____
Artificial breeder technician	_____	_____	_____	_____
Food processor	_____	_____	_____	_____
Meat cutter and/or butcher	_____	_____	_____	_____

Stated occupational objective	Objectives stated for enrollment (check)	Years in Agriculture		
		1st yr.	2nd yr. (check)	3rd & 4th yrs.
Milk distributor	_____	_____	_____	_____
Milk tester	_____	_____	_____	_____
Tractor mechanic	_____	_____	_____	_____
Farm manager	_____	_____	_____	_____
Livestock commission buyer	_____	_____	_____	_____
Nurseryman	_____	_____	_____	_____
Carpentry	_____	_____	_____	_____
Electrician	_____	_____	_____	_____
Service station operator and/or worker	_____	_____	_____	_____
Brick layer	_____	_____	_____	_____
Auto mechanic	_____	_____	_____	_____
Highway dept.	_____	_____	_____	_____
Construction work	_____	_____	_____	_____
Hardware store	_____	_____	_____	_____
Industrial work	_____	_____	_____	_____
No objective	_____	_____	_____	_____
Objective undecided	_____	_____	_____	_____
Others (list):				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

For those boys enrolled in vocational agriculture who plan to go into occupations, other than farming, do you assist them in developing specific skills and abilities that they will need in their chosen occupations?

1. Yes \_\_\_\_\_.
2. No \_\_\_\_\_.
3. Yes, for a few occupations \_\_\_\_\_.
4. Yes, for most occupations \_\_\_\_\_.



**APPENDIX B**

List of nonagricultural-related occupations which vocational agriculture teachers throughout the state listed in the space provided for the listing of others.

Barber	Reclamation work on river
Banker	Trucking Company
Merchant	Loan Company
Insurance salesman	Government work
Grocery store clerk	Field assistant to geological surveyer
Musician	Telephone company
Termite control	Drug store clerk
Postal clerk	Undertaker
Linen service	Box factory employees
Radio announcer	I.B.M. operator
Policeman	Florist
Soft drink plant	Car mechanic
Pittsburg Plate Glass	X-ray Technician
School teacher	Auto salesman
Engineer	Hospital attendant
Doctor	Machinist
Paper company	Law officer
Sears Roebuck	Lab technician
Clothing store	Aviation (civil)

APPENDIX C



A Survey of Qualifications, Training, and Education Desired  
by Related Occupations Employers

Name of Company \_\_\_\_\_ Town \_\_\_\_\_

Name of Person Interviewed \_\_\_\_\_

Position in Company: (1) Owner, (2) Owner-manager, (3) Manager (hired),  
(4) Personnel director, (5) Sales manager,  
(6) Office manager, or (7) Other

A. Main purpose or function of company -- Specify main product.

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Sales only      | <input type="checkbox"/> Sales and service      |
| <input type="checkbox"/> 2. Service only    | <input type="checkbox"/> Purchasing and sales   |
| <input type="checkbox"/> 3. Purchasing only | <input type="checkbox"/> Purchasing and service |

B. Number in each level of employment No.

- |                        |       |
|------------------------|-------|
| Laborer-unskilled      | _____ |
| Semiskilled, skilled   | _____ |
| Sales                  | _____ |
| Consulting             | _____ |
| Supervisory-managerial | _____ |
| Total employed         | _____ |

C. Number of people in this company needing background of training in agriculture. \_\_\_\_\_

D. Recommended procedure for each level of employment in this group to receive training or background in agriculture.

Code

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Laborer                   | 1. Actual farm experience important.              |
| <input type="checkbox"/> 2. Semi-or skilled craftsman | 2. Actual farm experience not important.          |
| <input type="checkbox"/> 3. Sales                     | 3. Vocational agriculture H. S. level important.  |
| <input type="checkbox"/> 4. Consulting                | 4. Agriculture training in Jr. college important. |
| <input type="checkbox"/> 5. Supervisory-managerial    | 5. Agriculture training in college important.     |
|   | 6. Others   |

E. Level of schooling each class of employees should have.

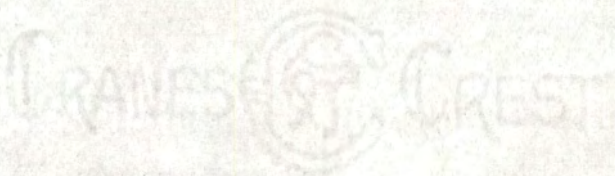
Code

- |   |                                |
|---|--------------------------------|
| <input type="checkbox"/> 1. Laborers                  | 1. Less than H. S. sufficient. |
| <input type="checkbox"/> 2. Semi-or skilled craftsman | 2. High school minimum         |
| <input type="checkbox"/> 3. Sales                     | 3. Junior college minimum      |
| <input type="checkbox"/> 4. Consulting                | 4. B. S. degree minimum        |
| <input type="checkbox"/> 5. Supervisory-managerial    | 5. M. S. degree minimum        |
| <input type="checkbox"/> 6. Others                    | 6. Doesn't matter              |



F. Specific areas of agricultural training most needed by each group of employees.

	<u>Code</u>
<u>    </u> 1. Laborer	1. Farm experience
<u>    </u> 2. Semi- or skilled craftsmen	2. Shop skills
<u>    </u> 3. Sales	3. Animal production
<u>    </u> 4. Consulting	4. Crop production
<u>    </u> 5. Supervisory-managerial	5. Economics of farming
<u>    </u> 6. Others	6. General agriculture
	7. Others



**APPENDIX D**

**AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES SET BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTHEAST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS**

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		First Year		Second Year		Third and Fourth Years			
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
Feed, seed and farm supply salesman and/or service	15	93.8	15	93.8	12	75.0	12	75.0	
Fertilizer salesman	15	93.8	15	93.8	11	68.8	11	68.8	
Machinery salesman and/or service	15	93.8	15	93.8	12	75.0	11	68.8	
Poultry processor	15	93.8	15	93.8	10	62.5	10	62.5	
Artificial breeder technician	15	93.8	15	93.8	12	75.0	12	75.0	
Food processor	15	93.8	15	93.8	10	62.5	10	62.5	
Meat cutter and/or butcher	15	93.8	15	93.8	10	62.5	10	62.5	
Milk distributor	15	93.8	15	93.8	10	62.5	10	62.5	
Milk tester	15	93.8	15	93.8	12	75.0	12	75.0	
Tractor mechanic	15	93.8	15	93.8	11	68.8	11	68.8	
Farm manager	15	93.8	15	93.8	12	75.0	12	75.0	

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTHEAST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Years in Agriculture											
	Objectives stated for enrollment		First Year		Second Year		Third and					
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Livestock commission buyer	14	87.5	14	87.5	9	56.2	9	56.2	9	56.2		
Nurseryman	15	93.8	15	87.5	11	68.8	10	62.5	10	62.5		
Carpentry	15	93.8	15	87.5	12	75.0	11	68.8	11	68.8		
Electrician	14	87.5	14	87.5	10	62.5	10	62.5	10	62.5		
Service station operator and/or worker	14	87.5	14	87.5	9	56.2	9	56.2	9	56.2		
Brick layer	14	87.5	14	87.5	10	62.5	10	62.5	10	62.5		
Auto mechanic	14	87.5	14	87.5	9	56.2	9	56.2	9	56.2		
Highway dept.	14	87.5	14	87.5	9	56.2	9	56.2	9	56.2		
Construction work	14	87.5	14	87.5	9	56.2	9	56.2	9	56.2		

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTHEAST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture					
			First Year		Second Year		Third and Fourth Years	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Hardware store	14	87.5	14	87.5	10	62.5	9	56.2
Industrial work	14	87.5	14	87.5	9	56.2	9	56.2
No objective	14	87.5	14	87.5	9	56.2	9	56.2
Objective undecided	14	87.5	14	87.5	10	62.5	11	68.8

**AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTHEAST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS**

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		First Year		Second Year		Third and Fourth Years			
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
Feed, seed and farm supply salesman and/or service	16	100.0	16	100.0	13	81.3	14	87.5	
Fertilizer salesman	16	100.0	16	100.0	12	75.0	13	81.3	
Machinery salesman and/or service	16	100.0	16	100.0	12	75.0	13	81.3	
Poultry processor	16	100.0	16	100.0	12	75.0	12	75.0	
Artificial breeder technician	16	100.0	16	100.0	13	81.3	12	75.0	
Food processor	16	100.0	16	100.0	12	75.0	12	75.0	
Meat cutter and/or butcher	16	100.0	16	100.0	13	81.3	13	81.3	
Milk distributor	16	100.0	16	100.0	12	75.0	12	75.0	
Milk tester	16	100.0	16	100.0	12	75.0	12	75.0	
Tractor mechanic	16	100.0	16	100.0	13	81.3	14	87.5	
Farm manager	16	100.0	16	100.0	13	81.3	14	87.5	

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTHEAST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture							
	Number	Per Cent	First Year		Second Year		Third and Fourth Years			
			Number	Per Cent	Number	Per Cent	Number	Per Cent		
Livestock commission buyer	16	100.0	16	100.0	12	75.0	12	75.0	12	75.0
Nurseryman	16	100.0	16	100.0	12	75.0	12	75.0	12	75.0
Carpentry	16	100.0	16	100.0	13	81.3	12	75.0	12	75.0
Electrician	16	100.0	16	100.0	12	75.0	12	75.0	12	75.0
Service station operator and/or worker	16	100.0	16	100.0	12	75.0	12	75.0	12	75.0
Brick layer	16	100.0	16	100.0	12	75.0	12	75.0	12	75.0
Auto mechanic	16	100.0	16	100.0	13	81.3	12	75.0	12	75.0
Highway dept.	16	100.0	16	100.0	12	75.0	12	75.0	12	75.0

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTHEAST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture					
	Number	Per Cent	First Year		Second Year		Third and Fourth Years	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
Construction work	16	100.0	16	100.0	12	75.0	12	75.0
Hardware store	16	100.0	16	100.0	12	75.0	12	75.0
Industrial work	16	100.0	16	100.0	12	75.0	12	75.0
No objective	16	100.0	16	100.0	12	75.0	12	75.0
Objective undecided	16	100.0	16	100.0	14	87.5	12	75.0



**AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS**

Stated occupational objectives	Objectives stated for enrollment		Years in Agriculture					
	Number		First Year		Second Year		Third and Fourth Years	
	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Feed, seed and farm supply salesman and/or service	15	88.2	15	88.2	13	76.5	13	76.5
Fertilizer salesman	15	88.2	15	88.2	12	70.6	12	70.6
Machinery salesman and/or service	15	88.2	15	88.2	12	70.6	12	70.6
Poultry processor	15	88.2	15	88.2	12	70.6	12	70.6
Artificial breeder technician	15	88.2	15	88.2	12	70.6	12	70.6
Food processor	15	88.2	15	88.2	12	70.6	12	70.6
Meat cutter and/or butcher	15	88.2	15	88.2	13	76.5	13	76.5
Milk distributor	15	88.2	15	88.2	13	76.5	13	76.5
Milk tester	15	88.2	15	88.2	13	76.5	13	76.5
Tractor mechanic	15	88.2	15	88.2	13	76.5	13	76.5

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objectives	Objectives stated for enrollment		Years in Agriculture							
			First Year		Second Year		Third and		Fourth Years	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Farm manager	15	88.2	15	88.2	12	70.6	12	70.6	12	70.6
Livestock commission buyer	15	88.2	15	88.2	12	70.6	12	70.6	12	70.6
Nurseryman	15	88.2	15	88.2	13	76.5	13	76.5	13	76.5
Carpentry	15	88.2	15	88.2	14	82.4	14	82.4	14	82.4
Electrician	15	88.2	15	88.2	13	76.5	13	76.5	13	76.5
Service station operator and/or worker	15	88.2	15	88.2	12	70.6	12	70.6	12	70.6
Brick layer	15	88.2	15	88.2	12	70.6	12	70.6	12	70.6
Auto mechanic	15	88.2	15	88.2	13	76.5	13	76.5	13	76.5
Highway dept.	15	88.2	15	88.2	12	70.6	12	70.6	12	70.6

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objectives	Objectives stated for enrollment		Years in Agriculture					
	Number	Per Cent	First Year		Second Year		Third and Fourth Years	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
Construction work	15	88.2	15	88.2	13	76.5	13	76.5
Hardware store	15	88.2	15	88.2	12	70.6	12	70.6
Industrial work	15	88.2	15	88.2	13	76.5	12	70.6
No objective	15	88.2	15	88.2	13	76.5	12	70.6
Objective undecided	15	88.2	15	88.2	15	88.2	14	82.4

**AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS**

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		First Year		Second Year		Third and Fourth Year			
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
Food, seed and farm supply salesman and/or service	17	85.0	17	85.0	17	85.0	15	75.0	
Fertilizer salesman	17	85.0	17	85.0	17	85.0	14	70.0	
Machinery salesman and/or service	18	85.0	18	90.0	18	90.0	16	80.0	
Poultry processor	17	85.0	17	85.0	17	85.0	14	70.0	
Artificial breeder technician	17	85.0	17	85.0	17	85.0	14	70.0	
Food processor	17	85.0	17	85.0	17	85.0	14	70.0	
Meat cutter and/or butcher	18	90.0	18	90.0	18	90.0	15	75.0	
Milk distributor	18	90.0	18	90.0	18	90.0	14	70.0	
Milk tester	17	85.0	17	85.0	17	85.0	15	75.0	
Tractor mechanic	17	85.0	17	85.0	17	85.0	15	75.0	

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture							
	Number Per Cent		First Year		Second Year		Third and Fourth Years			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Farm manager	18	90.0	18	90.0	18	90.0	15	75.0		
Livestock commission buyer	17	85.0	17	85.0	17	85.0	14	70.0		
Nurseryman	17	85.0	17	85.0	17	85.0	14	70.0		
Carpentry	18	90.0	18	90.0	18	90.0	15	75.0		
Electrician	18	90.0	18	90.0	18	90.0	16	80.0		
Service station operator and/or worker	18	90.0	18	90.0	18	90.0	14	70.0		
Brick layer	18	90.0	18	90.0	17	85.0	14	70.0		
Auto mechanic	18	90.0	18	90.0	18	90.0	16	80.0		
Highway dept.	18	90.0	18	90.0	18	90.0	15	75.0		

(continued)

AGRICULTURAL AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		Number		Per Cent		Second Year		Third and Fourth Year	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Construction work	18	90.0	18	90.0	18	90.0	15	75.0	
Hardware store	17	85.0	17	85.0	17	85.0	15	75.0	
Industrial work	18	90.0	18	90.0	18	90.0	15	75.0	
No objective	18	90.0	18	90.0	17	85.0	15	75.5	
Objective undecided	18	90.0	18	90.0	18	90.0	18	90.0	

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTHWEST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for		Years in Agriculture							
	enrollment		First Year		Second Year		Third and Fourth Years			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Feed, seed and farm supply salesman and/or service	14	87.5	14	87.5	12	75.0	11	68.8		
Fertilizer salesman	14	87.5	14	87.5	12	75.0	11	68.8		
Machinery salesman and/or service	14	87.5	14	87.5	12	75.0	11	68.8		
Poultry processor	14	87.5	14	87.5	12	75.0	11	68.8		
Artificial breeder technician	14	87.5	14	87.5	12	75.0	11	68.8		
Food processor	14	87.5	14	87.5	12	75.0	11	68.8		
Meat cutter and/or butcher	14	87.5	14	87.5	12	75.0	11	68.8		
Milk distributor	14	87.5	14	87.5	12	75.0	11	68.8		
Milk tester	14	87.5	14	87.5	12	75.0	11	68.8		
Tractor mechanic	14	87.5	14	87.5	12	75.0	11	68.8		

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTHWEST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		First Year		Second Year		Third and Fourth Years			
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
Farm Manager	14	87.5	14	87.5	12	75.0	11	68.8	
Livestock commission buyer	14	87.5	14	87.5	12	75.0	11	68.8	
Nurseryman	14	87.5	14	87.5	12	75.0	11	68.8	
Carpentry	14	87.5	14	87.5	12	75.0	11	68.8	
Electrician	13	81.3	13	81.3	11	68.8	10	62.5	
Service station operator and/or worker	13	81.3	13	81.3	11	68.8	10	62.5	
Brick layer	13	81.3	13	81.3	11	68.8	10	62.5	
Auto mechanic	13	81.3	13	81.3	11	68.8	10	62.5	
Highway dept.	13	81.3	13	81.3	11	68.8	10	62.5	
Construction work	13	81.3	13	81.3	11	68.8	10	62.5	



(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY NORTHWEST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture							
	Number		First Year		Second Year		Third and Fourth Year			
	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Hardware store	13	81.3	13	81.3	11	68.8	10	62.5		
Industrial work	13	81.3	13	81.3	11	68.8	10	62.5		
No objective	14	87.5	14	87.5	11	68.8	10	62.5		
Objective undecided	14	87.5	14	87.5	12	75.0	11	68.8		

**AGRICULTURAL AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTHWEST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS**

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		First Year		Second Year		Third and Fourth Year			
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
Feed, seed and farm supply salesman and/or service	12	100.0	12	100.0	11	91.7	10	83.3	
Fertilizer salesman	10	83.3	10	83.3	9	75.0	8	66.6	
Machinery salesman and/or service	12	100.0	12	100.0	10	83.3	8	66.6	
Poultry processor	10	83.3	10	83.3	8	66.6	7	58.3	
Artificial breeder technician	11	91.7	11	91.7	9	75.0	8	66.6	
Food processor	10	83.3	10	83.3	8	66.6	7	58.3	
Meat cutter and/or butcher	11	91.7	11	91.7	9	75.0	8	66.6	
Milk distributor	10	83.3	10	83.3	8	66.6	7	58.3	
Milk tester	10	83.3	10	83.3	9	75.0	8	66.6	
Tractor mechanic	11	91.7	11	91.7	10	83.3	9	75.0	

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTHWEST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture					
	Number	Per Cent	First Year		Second Year		Third and Fourth Years	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
Farm manager	11	91.7	11	91.7	10	83.3	9	75.0
Livestock commission buyer	10	83.3	10	83.3	8	66.6	7	58.3
Nurseryman	10	83.3	10	83.3	8	66.6	7	58.3
Carpentry	11	91.7	11	91.7	7	58.3	6	50.0
Electrician	11	91.7	11	91.7	7	58.3	6	50.0
Service station operator and/or worker	10	83.3	10	83.3	7	58.3	6	50.0
Brick layer	10	83.3	10	83.3	7	58.3	6	50.0
Auto mechanic	10	83.3	10	83.3	7	58.3	6	50.0
Highway dept.	10	83.3	10	83.3	7	58.3	6	50.0
Construction work	10	83.3	10	83.3	7	58.3	6	50.0

(continued)

AGRICULTURAL- AND NONAGRICULTURAL-RELATED OBJECTIVES STATED BY PROSPECTIVE ENROLLEES  
AND THE PERCENTAGE ACCEPTED BY SOUTHWEST TENNESSEE VOCATIONAL AGRICULTURE  
TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture							
			First Year		Second Year		Third and Fourth Years			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Hardware store	10	83.3	10	83.3	7	58.3	6	50.0		
Industrial work	10	83.3	10	83.3	8	66.6	7	58.3		
No objective	12		12		7	58.3	6	50.0		
Objective undecided	10	83.3	10	83.3	7	58.3	6	50.0		

APPENDIX E

CRANESHOT QUEST

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY  
 NORTHEAST AND SOUTHEAST TENNESSEE VOCATIONAL AGRICULTURE TEACHERS  
 INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		First Year		Second Year		Third and Fourth Years			
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
Northeast Tennessee									
To learn agriculture irrespective of occupational or vocational choice	14	87.5	14	87.5	9	56.2	9	56.2	
Attend College of Agriculture	12	75.0	12	75.0	12	75.0	10	62.5	
Attend college (other than agriculture)	10	62.5	10	62.5	6	37.5	5	31.2	
Attend trade school and business college	6	37.5	6	37.5	2	12.5	2	12.5	

(continued)

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY  
NORTHEAST AND SOUTHEAST TENNESSEE VOCATIONAL AGRICULTURE TEACHERS  
INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture				Third and Fourth Years
		Number	Per Cent	Number	Per Cent	
Southwest Tennessee						
To learn agriculture irrespective of occupational or vocational choice	16	100.0	16	100.0	12	75.0
Attend College of Agriculture	14	87.5	14	87.5	13	81.3
Attend college (other than agriculture)	6	37.5	6	37.5	5	31.2
Attend trade school and business college	3	18.8	3	18.8	3	18.8

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY  
 NORTH MIDDLE AND SOUTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE TEACHERS  
 INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture							
		First Year		Second Year		Third and Fourth Years			
		Number	Per Cent	Number	Per Cent	Number	Per Cent		
North Middle Tennessee									
To learn agriculture irrespective of occupational or vocational choice	15	88.2	15	88.2	12	70.6	12	70.6	70.6
Attend College of Agriculture	14	82.4	14	82.4	12	70.6	12	70.6	70.6
Attend college (other than agriculture)	6	35.3	6	35.3	5	29.4	5	29.4	29.4
Attend trade school and business college	4	23.5	4	23.5	3	17.6	3	17.6	17.6



(continued)

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY NORTH MIDDLE AND SOUTH MIDDLE TENNESSEE VOCATIONAL AGRICULTURE TEACHERS INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture						
		First Year		Second Year		Third and Fourth Years		
		Number	Per Cent	Number	Per Cent	Number	Per Cent	
South Middle Tennessee								
To learn agriculture irrelative of occupational or vocational choice	17	85.0	17	85.0	17	85.0	14	70.0
Attend College of Agriculture	17	85.0	17	85.0	16	80.0	15	75.0
Attend college (other than agriculture)	9	45.0	9	45.0	7	35.0	6	30.0
Attend trade school and business college	4	20.0	4	20.0	1	5.0	0	0.0

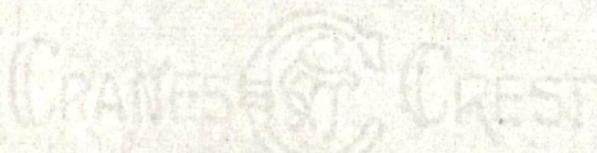
OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY  
 NORTHWEST AND SOUTHWEST TENNESSEE VOCATIONAL AGRICULTURE TEACHERS  
 INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment	Years in Agriculture			
		First Year	Second Year	Third and Fourth Years	
	Number Per Cent	Number Per Cent	Number Per Cent	Number Per Cent	
Northwest Tennessee					
To learn agriculture irrespective of occupational or vocational choice	13 81.3	13 81.3	11 68.8	10 62.5	
Attend College of Agriculture	11 68.8	11 68.8	9 56.3	9 56.3	
Attend college (other than agriculture)	6 37.5	6 37.5	4 25.0	3 18.7	
Attend trade school and business college	2 12.5	2 12.5	0 0.0	0 0.0	

(continued)

OBJECTIVES STATED BY PROSPECTIVE ENROLLEES AND THE PERCENTAGE ACCEPTED BY  
NORTHWEST AND SOUTHWEST TENNESSEE VOCATIONAL AGRICULTURE TEACHERS  
INTO THE FIRST, SECOND, AND THIRD AND FOURTH YEARS

Stated occupational objective	Objectives stated for enrollment		Years in Agriculture					
	Number	Per Cent	First Year		Second Year		Third and Fourth Years	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
Southwest Tennessee								
To learn agriculture irrespective of occupational or vocational choice	10	83.3	10	83.3	7	58.3	6	50.0
Attend College of Agriculture	12	100.0	12	100.0	11	91.7	10	83.3
Attend college (other than agriculture)	5	41.7	5	41.7	2	16.7	1	8.3
Attend trade school or business college	3	25.0	3	25.0	1	8.3	1	8.3



**APPENDIX F**

THE DEGREE OF ASSISTANCE RENDERED VOCATIONAL AGRICULTURE  
ENROLLEES, REGARDLESS OF OCCUPATIONAL OBJECTIVE, BY  
NORTHEAST AND SOUTHEAST TENNESSEE VOCATIONAL  
AGRICULTURE TEACHERS

Assistance Rendered	Northeast		Southeast	
	Number	Per Cent	Number	Per Cent
Yes	5	31.3	4	25.0
Yes, for most occupations	2	12.5	1	6.3
Yes, for a few occupations	4	25.0	11	68.7
No	5	31.2	0	0.0
<b>Total</b>	<b>16</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

THE DEGREE OF ASSISTANCE RENDERED VOCATIONAL AGRICULTURE  
ENROLLEES, REGARDLESS OF OCCUPATIONAL OBJECTIVE, BY  
NORTH MIDDLE AND SOUTH MIDDLE TENNESSEE  
VOCATIONAL AGRICULTURE TEACHERS

Assistance Rendered	North Middle		South Middle	
	Number	Per Cent	Number	Per Cent
Yes	7	46.7	2	10.0
Yes, for most occupations	2	13.3	1	5.0
Yes, for a few occupations	6	40.0	13	65.0
No	0	0.0	4	20.0
<b>Total</b>	<b>15</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

THE DEGREE OF ASSISTANCE RENDERED VOCATIONAL AGRICULTURE  
ENROLLEES, REGARDLESS OF OCCUPATIONAL OBJECTIVE, BY  
NORTHWEST AND SOUTHWEST VOCATIONAL AGRICULTURE  
TEACHERS

Assistance Rendered	Northwest		Southwest	
	Number	Per Cent	Number	Per Cent
Yes	2	16.7	3	21.4
Yes, for most occupations	2	16.7	1	7.1
Yes, for a few occupations	7	58.3	8	57.1
No	1	8.3	2	14.3
Total	12	100.0	14	99.9