

NACTA CONVENTION
June 14, 15, 16, 1972
FINANCIAL REPORT

INCOME	
Registration	\$2178.55
Cash (to open account)	50.00
Total Income	\$2228.55
EXPENDITURES	
Food Services	\$1215.52
Transportation	280.65
Printing & Supplies	376.87
Children's Supervision	35.56
Registration Refunds	28.00
Cash for Registration	75.00
Cash (for opening account)	50.00
E. B. Knight Award	50.00
Bank Service Charge	1.00
Total	\$2112.60
Income in excess of expenditures	\$ 115.95
Plus E. B. Knight Award	50.00
Total Net Income	\$ 165.95

J. Earl Young
Treasurer

NACTA AUDITING COMMITTEE REPORT

The Auditing Committee examined the financial records of NACTA on June 15, 1972 and found all matters in order and detailed in superior fashion.

The Committee unanimously approved the financial records of NACTA for the past calendar year and commends Dr. Gordon Stewart, Treasurer, and his secretary, Mrs. Irene Walker, for their outstanding service to NACTA in keeping these records, and for providing these services without cost to NACTA.

Eugene A. Coleman
James D. Hamilton
Thurman T. Thomas
Robert S. Wheeler, Chairman

June 15, 1972

STUDENT PLACEMENT AND JOB OPPORTUNITIES

Mr. Vernon Geissler, Assistant Director
Career Planning and Placement Office, Kansas State University

Editor's Note: A panel, led by Mr. Geissler, presented several aspects of employment and placement as it obtains at Kansas State University. Mr. Geissler's remarks pertain to how KSU uses the team approach to placement by working with faculty members in the various departments and with recent alumni to assist students; secondly, the arrangement procedures for on-campus interviews; and finally, the way they inform potential candidates about job opportunities which are received by mail and by telephone.

Three recent KSU graduates who have had first hand experience in finding a job in a tight market presented their personal experiences. These panelists were: Mr. David Hart, Management Trainee, Farm Credit System (Intermediate Credit Banks), Wichita, Kansas, Phone 913, RI6-2561; Mr. Jan Windscheffel, Agrichemicals Marketing Division, E. I. DuPont De Nemours & Co., 138 Birchwood Drive, Monroe, Louisiana, Phone 318, 387-7472; and Mr. C. Eugene Francis, Field Representative, Tip Top Federal Credit Union, 102 South Main Street, Hillsboro, Kansas, Phone 316, 947-3400.

Remarks by Mr. Windscheffel and Mr. Francis are included in this report.

A panel of employers representing Agri-business, Education, and Government discussed the job market from their point of view and what they look for regarding personal qualifications and education when hiring a graduate. This panel consisted of: Mr. Robert C. Woodworth, Jr., Director of Personnel Management, Cargill, Inc., Cargill Building, Minneapolis, Minnesota, Phone 473, 881-1559; Mr. L. R. Conradt, Manager - Employment Division, Swift and Company, 115 West Jackson Boulevard, Chicago, Illinois, Phone 312, 431-2000; Dr. David Mugler, Professor of Dairy & Poultry Science, and Assistant to the Dean, College of Agriculture, Kansas State University, Manhattan, Kansas, Phone 913, 532-6141; and Mr. Dan Deets, Supervisory Personnel, Management Specialist, Office of Personnel, U. S. Department of Agriculture, Washington, D. C., Phone 202, 388-5625.

Remarks by Mr. Woodworth, Mr. Conradt and Dr. Mugler are presented in this report.

An appraisal of the present graduate placement program is given by Dean Frank R. Carpenter.

Panelist Geissler:

At Kansas State, we have a centralized Placement Office which is responsible to all of the various departments of the University. Employers coming to the campus have a chance to interview students from various disciplines during a single visit to the campus, and students are often able to see companies which might not come to the campus if this were not possible. We work

closely with faculty members in the departments and I feel that the Team approach to Placement with the coordinated, combined knowledge and efforts of the placement office, the faculty members, recent alumni and students is more effective than the effort of a single agency could ever be.

First, our office has contact with many employers through filling job openings by mail or telephone and through the on-campus interview visits. While the companies are on campus, we give them an opportunity to exchange information with faculty members through our Faculty-Recruiter luncheon program. As the recruiters pick up their resumes of the students whom they will interview, we ask them if they would like to visit with any particular faculty member during the lunch hour. Usually they ask for someone from the department which has taught the majors whom they are interviewing. This enables the employer to discuss his candidates with a faculty member who knows them, and it gives him a chance to express his opinion about curriculum changes which he feels might be beneficial. The faculty member, on the other hand, has an opportunity to learn how former graduates are performing and can learn what problems industry is currently experiencing.

Although the Placement Office has much contact with employers, faculty members also have employer contacts. It is not unusual for a faculty member from the College of Agriculture to call and say that he has been talking with someone from a certain industry to whom he suggested getting in touch with us to arrange for an interviewing date, or a faculty member may ask me to send resumes to an employer regarding a specific opening which he has to fill.

Complete exchange of information is our goal. Each department has a designated faculty member appointed to work with me during the year. We try to change the faculty member each year so that many of the faculty become involved in the procedure and understand its operation. If an opening comes to the Placement Office, I share this information with the faculty member in the appropriate department, and he in turn circulates this opening to other faculty members in the department. In return, when the departments receive calls for job openings by mail or telephone, they send this information to me. It is not uncommon for us to work together on a conference telephone call. For example, several days ago when Sam Zuercher of the Heston Corporation called to ask which of the students whose resumes I had previously sent him would be best qualified for the positions he had available, although I knew the students personally, I really didn't know their abilities as well as one of their professors would, so I asked the operator to get Dr. Ralph Lipper who heads our Agricultural mechanization program on the line with us. Dr. Lipper knew the particular strengths of the candidates

and told Mr. Zuercher where he felt the candidates might perform best.

Our office feels that in order to be successful, both students and employers must know how to use our program. We begin early in a student's academic program by helping him plan and look ahead to employment. This subject is discussed at Freshman Orientation, and continues with our giving assistance for summer employment and cooperative programs throughout the undergraduate years. We feel that career planning must begin early. However, our heaviest concentration of effort to assist students is during their last year before graduation.

During the last semester of the junior year, we have a meeting of all the juniors in the College of Agriculture. The purpose of this meeting is to get these prospective seniors to thinking seriously about an effective approach to a job search and to have them prepare a brief summary resume which will be included in our Agricultural Seniors Placement Annual which is mailed to more than 400 Agri-Business and Government Organizations. In order to let them know the problems they may encounter, we bring in 5 or 6 graduating seniors who either have accepted positions or at least are in their final phase of interviewing. These seniors share their job hunting insights and discoveries which may be helpful to the juniors in beginning their own search for desirable jobs.

During the summer, we send a brochure to a large number of companies and government organizations giving general information about establishing on-campus interviews and listing the number of persons who will receive undergraduate and graduate degrees in all curriculums offered at the University for each semester.

We then send interview arrangement questionnaires to each company which establishes a date. This questionnaire is most important and allows them to indicate the majors they wish to interview while they are on campus. Arrangements for employer visits continue through the year. Students are given a schedule showing the name of the company, the date they will be on campus, and the majors sought when they enroll; each week we also publish a complete, up-to-date list in the Collegian, our campus newspaper. In addition, we publish a newsletter every two weeks containing this information.

Our next and second orientation meeting is with all of the seniors when they return to the campus in the fall. At this time registration materials are given to them, and we now bring in several graduates who have conducted successful searches and have been out working for two or three months. Again, these seniors have a chance to benefit from the experiences of others in their peer group, and we have the opportunity to help them with preliminary preparation of their resume. The senior also receives an Employer Visit List which shows the name of each company, the date it is scheduled to be on campus, and the majors being sought. We have approximately 30 interview rooms where interviews can be held.

The registration packet which the new senior receives at the fall orientation meeting basically contains a data sheet or resume form and three blank reference forms. The student then completes his resume and turns it in to our office. He gives the reference forms to three persons of his choice, asking them to return these confidential statements to us directly upon completion.

The completed resume and reference forms then complete the student's file, and he is eligible for all of the services of our office. The list of services to which he is entitled is lengthy, but primarily he is eligible to interview employers when they come to the campus for interviews, and we send his resume to employers who call or write to us about specific openings for which he would be generally qualified.

Since the student is now registered, his next step is to prepare for on-campus interviews. We have long sign-up tables in the hall. Early in the fall, interview sign-up sheets are put out for each company under the date of its visit. Information with the sign-up schedule shows name of the recruiter who will be coming, geographical location of the positions for which he will be interviewing, and again, the majors and degree levels he is seeking.

We are very strict about no shows or missed interviews because we realize companies will not continue to come if some of their valuable time is wasted, and it isn't fair to other students who would have signed if a space had been open.

Above each sign-up sheet is a box containing company or government agency literature which the student may take with him to prepare for the interview. We also have a career library where permanent information received each year is kept. Students are asked not to take this with them, but to use it on the premises so that others will always be able to use it.

After the interview, candidates in whom the employer is particularly interested are invited for a "plant interview" where each has a chance to gain more information about each other. The companies usually reimburse students for their trip expenses, and the money can be borrowed from the Office of Aids and Awards for the cost of one dollar by merely showing his letter of invitation for the plant interview.

Many companies, while they are on campus interviewing seniors and graduate students, will also interview undergraduates for summer employment. We do not require full registration for underclassmen to interview, but we do have a graduate assistant who supervises them closely and helps them with their sign ups.

The on-campus interview is only one of the tools the seniors use in their job search. We had more than 400 firms and government organizations come to the campus during the last two semesters.

To inform students about opportunities, which we receive by mail and telephone and which have not been filled, we publish an "Employment Opportunity List" twice each month which is available to all seniors and alumni. Alumni, as well as graduating seniors are eligible to use all the services of our office. The employment opportunity list gives basic data about the requirements for the position described as well as the name and address of the person to contact.

The employment market we are experiencing today is a different kind of market than it was several years ago; the same tools that were effective then will not work today. No longer can the student depend totally on an on-campus interview to find a position. He can no longer send out resumes partially filled out or letters poorly written and expect to receive an invitation for an interview. For these reasons individual counseling has become increasingly important.

Individual assistance in properly filling out the first resume or the first application blank can be especially helpful to avoid glaring errors which would make the candidate inadequately competitive. The on-campus interview is still highly important; and even though it may not result directly in a position, the experience gained in presenting himself can be important even in job interviews he seeks on his own initiative.

Preparation for employment by having a good academic record, participation in extra-curricular activities, and work experience are still important and basic; but the successful candidate of today must be more aggressive and willing to look at all opportunities.

One of the most productive parts of our program during the last two years has been asking students who have accepted positions to turn in leads or offers which they did NOT accept, and these are passed on to other students.

Another effective approach to the tight market is our increasing use of alumni. Not only can they inform us about openings early, but they can also tell us whom to see and the most effective approach to make in seeking employment with their company or organization.

Since employers now have a greater choice of candidates, the attitude revealed by a candidate is most important. Creativity and the use of some imagination are necessary in the search. The candidate must let one thought or a contact lead to another and use the help people can give him unexpectedly. The candidate should realize that he can compete. In most cases he would not be where he is now if he had not been able to compete better than his high school classmates. We encourage students to visit with employers off campus and to be willing to bear the expense

for an interview trip.

Our approach to finding opportunities for our students is also more aggressive. It is no longer enough merely to employ routine methods on behalf of a student; the placement officer must act as agent, personally speaking on his behalf to employers whom he needs to know personally. I belong to two personnel groups: one is made up of personnel managers from central Kansas industries, and the other is made up of Government employers from the same area. We meet regularly in Topeka, and I find that these personal contacts are most helpful.

We sponsor conferences for both industry and for Government on campus. At our last Government career Conference, we had 56 government agencies which visited our campus and set up information centers on all three floors of our Student Union. Here students of all classes – Freshmen through Seniors could speak directly with government representatives and gain information about employment in their agencies. All four year and two year colleges in the state of Kansas were invited as well as all of the high school counselors.

In today's market, our outstanding students are still able to find the kind of work they want, and in many cases they have several choices. However, the average or below average student must put forth more effort, and in some cases take a position which is his second choice.

Now I am happy to introduce a panel of recent graduates who have been successful with a search in a tight market and let them share some of their experiences with you and possibly suggest ways by which you might help your students. The fact that their employers by financial support and releasing them for this appearance have made this panel possible is an example of even the employers being involved in the TEAM APPROACH to placement.

Panelist Windscheffel

Now that I have graduated and have spent a few months on the job, I am looking back on my college career. I received a B.S. and M.S. degree in Agronomy, and the courses which have been particularly helpful to me are:

The technical subjects: Weed Science, Soil Fertility, Plant Pathology, Entomology, First Semester Speech, Animal Science, and Master's Research.

The courses I did not take which would have helped me: Speech II, Ag Financing, more in Animal Science, and Agricultural Pesticides.

The company I work for is a major producer of agricultural chemicals. My job is to promote these chemicals to farmers and dealers. This job would be typical of most sales jobs with any large agricultural based company. They have an expanding job market which is typical of the industry. Ten years ago they were hiring only agronomy majors; now they are hiring from all fields of agriculture. Most of the people they hire have a B.S. or M.S. degree. Nearly all of the PhD's go into research, and they are open-minded about hiring two year graduates. Mainly they are looking for people with a capacity to learn. One's degree doesn't help much after he is in a company, but it does help to get in.

Some of my personal tips on getting a job:

1. Interview early with placement offices to get the feel of job marketing. Probably the best time to start would be the second semester of the Junior year.
2. Summer jobs are an excellent way to get experience with prospective companies, and this could lead to a permanent job. They will at least give a good reference.
3. Go to conventions in the field in which you are interested. Feel free to go to the social hours; they are an excellent way to meet important people in a company.
4. Don't be afraid of sales jobs. Territories are getting smaller and it is a good life.
5. Don't limit yourself on location or travel. Most companies are looking for people who are flexible.

Panelist Francis:

I have been waiting for the moment to speak to you college

educators for quite some time. After having listened to people like you for 4 years, now it is your turn to listen to me.

First of all let me explain my job position. I am a field representative for a credit union which specializes in dairy loans. We finance in one way or another approximately one-half of the 1,500 dairy herds in Kansas.

I graduated in the spring of 1971 with a degree in agriculture economics. The job market was very tight when I graduated and in visiting with recent graduates I believe the job market has opened up somewhat.

I feel that if I got a job, anyone should be able to get a job as my grades were average and I didn't participate in many extra-curricular activities.

My search for a job started about a year and a half before I graduated. As I was interested in agricultural finance I visited many banks. I knew most of these banks did not have job openings. But I felt that some of the bankers might know of a job opening.

This is a point I think is very important. An interviewee should always let the interviewer know what kind of job he is interested in, so that if that particular interviewer does not have that job available he might be able to recommend him to another job. I had an interview with a local co-op for a job for which I did not have enough accounting. However, I told the interviewer what I was looking for and he told me of another job opening. Later I found out he recommended me for this particular job.

I believe it is your duty as advisors and instructors to make your students aware that getting a job is not easy. The interviewee should be well groomed for the interview. He should also do some research for the interview on the company he is interviewing with.

The points I hoped to stress I would like to summarize:

1. Visit with anyone who might be able to help you find a job or be influential in your getting a job.
2. Interview experience is very important. Start interviewing as soon as possible.
3. Be interested in all interviews even though you are not interested in the company as the interviewer might know of another job opening.

Mr. Geissler asked me to speak a little about courses I think should be offered. Having one year of job experience I definitely feel that any course that could offer an on the job experience would be of great help. Business law courses would be of help, especially those pertaining to garnishment and replevin acts, and as much accounting as one could get.

Panelist Woodworth:

WHAT WE LOOK FOR

The Attributes

1. Past record of leadership
2. Attitude toward business (profit motive)
3. Positive mental attitude
4. Flexibility (mobility—willingness to move)
5. Grades
6. Personality
7. Appearance
8. Communicative skills
9. Knowledge of and genuine interest in the company's business
10. Integrity and dependability
11. Competitive spirit
12. Participation in extra-curricular activities
13. Past work experience
14. A good "fit" for the company.

Can't quantify the above attributes so that they fit nicely for recruiting and selection. No two individuals are alike, fortunately. We aren't asking for a manufactured product.

Courses or training needed: Communication, English, grammar, ability to project self and thoughts. Need a diversified educational background such as economics, business and history.

Outlook for the future: Expanding trade; Continued growth and development and need for personnel.

Panelist Conradt

How We View Personnel Recruitment and Selection

HOW WE SELECT PEOPLE:

- A. By Curriculum for Some Jobs Such as:
 - 1. Dairy & Poultry subsidiary
 - a. Dairy Manufacturing
 - b. Poultry Science
 - 2. Fresh Meats subsidiary
 - a. Animal Science
 - 3. Agricultural Chemicals Company
 - a. Agronomy and Soil Science
- B. By the Personality, Motivation and Announced Choice of the Individual Based on:
 - 1. Ambition
 - 2. Ability to work with others
 - 3. Oral Communication
- C. By Activities and Work Experience
 - 1. Good Activity record indicates extroversion
 - 2. Both usually indicate ability to work well with others
 - 3. Leadership skill becomes apparent
- D. Occasionally by Grades (as the major factor)
 - 1. Usually research activities
- E. Willingness to Transfer
 - 1. This is where the faculty can help us.

RECOMMENDED CURRICULUM CHANGES:

- A. Great Need is to Make Agriculture Graduates More Articulate
 - 1. In everyday speech
 - 2. Writing reports
 - 3. They will have need for these skills all through life regardless of type of job taken.
- B. Make the Agricultural Graduates More Knowledgeable About Business in the Areas of:
 - 1. Marketing of consumer products
 - 2. Distribution of Consumers products
 - 3. Principles of advertising, salesmanship and sales promotions
- C. Our Recommendation is Greater Cooperation With Your College or Department of Business
- D. We Cannot Tell You What to Take Out but We Recommend Keeping Most Physical Science Courses

EMPLOYMENT OPPORTUNITIES:

- A. Industry Changes:
 - 1. Reduction in the total number of employees in meat packing (slaughtering) in the last 10 years due to –
 - a. Mechanization
 - b. Realignment and closing old plants.
 - c. Relocation of plants closer to the source of production
 - d. Change in our business to the point where we were dealing with larger customers
 - 2. Increase in the number of employees in the last 10 years in meat processing, but this has not been as great.
 - a. There is more preparation done in the plants now, such as pre-frying bacon.
 - b. This trend will continue.
 - 3. Over all there has been a reduction, although we think total employment will continue to build up from now on since appropriate readjustments have been made in the industry.
- B. Types of Jobs Available:
 - 1. Buying Livestock, 10 per year.
 - 2. Product Management Trainees for Beef and Pork Departments, 10 per year
 - 3. Sales – 20 per year, but out of the 20 last year, no Agricultural people hired – all Liberal Arts – Why?
 - 4. Dairy & Poultry, 20 per year.
 - 5. Oil Mill, 3 per year
 - 6. Agricultural Chemicals Sales, 5 per year
 - 7. No personnel people and here is where there seems to

be the greatest surplus.

- C. More M.B.A.'s are being hired, but they are not being hired as fast as they are being produced and we think there is a distinct surplus of these people.
 - 1. There is still a shortage of M.B.A.'s with an Agricultural College undergraduate degree.
- D. We are ignoring such curricula as –
 - 1. Engineers
 - 2. Accountants

Panelist Mugler

Preparing and Placing Ag Teachers*

This morning it has been pointed out that the team approach to placement is used at Kansas State University. I am pleased to be a member of this important team. Like any other team, such as in athletics, several members are needed. Vernon Geissler, Assistant Director of Career Planning and Placement at Kansas State, happens to be the all-American center on our placement team. He is the pivot man who calls the shots. The front line also includes Deans Frank Carpenter and Carroll Hess of our College of Agriculture. The guards on our placement team who bring the ball down are the Bob Woodworth's, the Larry Conradt's, and the Dan Deets' who are with me on this panel. Those of us who teach agriculture have the privilege of also being members of this all important placement team for our students.

The game plan calls for attracting students like David Hart, Jan Windscheffel, and Gene Francis, members of our student panel this morning, to the campus. Our mission calls for equipping these students with the tools necessary to be placed in a gainful occupation, such as teaching agriculture, to live a meaningful life, and to make a contribution to our society. We also have the responsibility of putting these students in touch with prospective employers and providing guidance as the students seek employment.

So you see, we in educational institutions, regardless of the nature of post-high-school education programs, have a threefold mission:

- 1. Recruit or counsel quality students to attend school and to pursue higher education.
- 2. Prepare the students for their chosen professions.
- 3. Place graduates in desirable positions.

Many of us at this NACTA Conference have background training in Agricultural Education. I have never regretted this training which helped prepare me to teach agriculture in high school. This training has been useful in teaching agriculture at Kansas State University. Each year we see how a degree in Agricultural Education or experience in teaching Vocational Agriculture serves as excellent background for positions in a multitude of fields. This in part is the reason for the continued strong demand for Vo-Ag teachers. This demand for teachers has been consistently strong in the North Central Region. At one time last spring, Kansas had 16 net openings with only nine students prepared to teach who were seeking employment as Vo-Ag instructors.

One of the points I was asked to review with you this morning is the preparation of young men and women for the teaching profession. Allow me to consider desirable attributes of an effective teacher of agriculture. These would be strengths an administrator would look for in a prospective teacher. I am thinking of characteristics I like to include in a letter of recommendation for a prospective teacher. I should inform you that I am borrowing a few points from my article, "My Teaching Philosophy," which appeared in the March, 1972, NACTA Journal.

The first item on my list of desirable characteristics of a teacher is attitude. Few things influence the success of a teacher more than his attitudes. A teacher should have a genuine concern and love for his students. He should think of each student as an individual who has unique abilities and interests. A teacher should care enough about students to know that they are learning, not just attending class and getting a grade at the end of the semester.

In addition to having a proper attitude, an effective teacher

should be honest with students, fair, firm, compassionate and open with them. A teacher should have genuine, contagious enthusiasm. We have heard much said about sales this morning. A teacher must be a salesman and he must be a good one. One who teaches should be interested in students and in his subject matter. He should be up-to-date, practical, and should present pertinent, current information. A teacher should be available to students and have an open door policy. His influence with students should go beyond the classroom.

A good sense of humor, and knowing when and how to use it, is an important attribute. The master teacher is effective in establishing an atmosphere conducive to learning. Proper dress and grooming are also important. As Albert Schweitzer so aptly put it, "Example is not the main thing in influencing others. It is the only thing."

I need not reflect on the rewards of teaching. Rewards of teaching are so appropriately worded by John Campbell in his recent book, "In Touch with Students - A Philosophy for Teachers," reviewed in the March, 1972, NACTA Journal. If you have not read this book, I would encourage you to do so.

Training for the teaching profession, or for any profession, is naturally extremely important. We in the field of education can learn much from the guards on our placement team, those employers who hire our graduates. We can also profit from the feedback coming from our alumni. We need to keep our ears to the ground so that we may hear clearly those all important signals coming from employers of our students, our graduates, and our society. Education needs to know employers and their needs, while employers need to know about our programs and our products, the graduates. There must be mutual trust and confidence between employers and educators. All channels of communications should be open. We need to be sensitive to the needs of our local communities, and the needs in our total profession of agriculture as reflected by those about us. Our courses and our programs should be geared to meet these needs.

As we guide our students through their post-high-school training, whether it be in a vocational school, a community college, or a four-year college or university, we must provide the proper environment for learning and the experiences to develop leadership. Our challenge is to ground these students in a sound general education, the basic sciences, assist them in developing those all important communication skills, give training in technical agriculture, provide work experience or student teaching, and teach them how to get along with other people. Educators may accomplish the latter by providing extra-curricular activities for their students. We must remind students that leadership development will more likely come from active participation as an officer in one or two organizations than from being a club-jointer and doing nothing.

Finally, we must remember that we have another important team on which we are all members. By all of us I mean the vocational technical people, community colleges, and colleges and universities. We are all on this team to help students take advantage of the opportunities before them. When these students come to us to invest their time and effort and their parents' money, we need to do everything possible to help them succeed; to help them develop to their full potential, and to serve their communities, state, nation and the world.

When we accept the money and trust of our students, parents and taxpayers, we must not only send our students away with knowledge, but also with wisdom to use it for the betterment of mankind.

Panelist Carpenter:
Agricultural Graduate Placement Program
Appraisal of Our Present Position

Strengths

The procedure we presented has had a measure of success at Kansas State University. Our Agriculture graduates have gotten jobs - and most of them were well placed. Many have had a variety of positions available to them.

Our procedure has included: 1) Inviting recent graduates who

have found positions in a variety of areas to speak to our undergraduate upperclassmen. The graduates report on the job market, how to interview, how to enroll in, and make use of, the Placement Service; 2) Inviting employers to talk to students; 3) Publishing an Agricultural Senior Placement Annual and mailing it to companies and organizations.

Our first concern is preparing capable, adaptable, and personable graduates - who are educated and trained in areas of current and projected demand and yet broad enough to be able to change as needs and conditions warrant.

We have surveyed our graduates every two or three years to learn their employment status and their reactions to the adequacy of our courses. We have studied our graduates who have been out of school five years and those who have been employed ten years. The results have been useful as we alter, add, and delete courses and curriculums.

We use our collective employer contacts and knowledge to keep track of how our graduates are doing on the job. These contacts (consultations with recruiters) are made through faculty, departmental offices, and the Career Planning & Placement Center. These offices and routes do not compete but complement and support each other. Our total combined effort is more powerful than any single person or agency could be if it bore the responsibility of placement.

Student departmental clubs invite speakers from various professions and occupations.

Weaknesses

1) We are short on individual career counseling early in the academic period. 2) We need closer coordination of advising and curriculum planning. 3) We do not gather sufficient, important information about our graduates nor do we give it to the faculty who have helped the students. 4) We do not have sufficient knowledge about each candidate for a position in order to act most effectively as an agent for him to employers. 5) We need increased on-the-job (work) experiences while students are still in college. 6) Some of our students lack determination in seeking jobs. When on-campus recruiting slackens, some students give up.

A Look to the Future

We plan to continue the procedures and activities that we feel are strong. Areas of change or activities for future improvement include: 1) Recruiting stronger students as entering freshmen and transfer students; 2) Emphasizing the service of faculty (departmental representatives) who have placement responsibilities; 3) Providing more meaningful leadership and communication experiences for undergraduates. Some of our current programs in this area include the Agriculture Student Ambassador program, the Big Brother program, and the Tour Guides; 4) Upgrading career and agribusiness information for libraries, high school teachers, counselors, extension personnel, and others; 5) Encouraging our graduates to keep their visions broad when searching for jobs and positions. Many of our agriculture graduates can compete very well for positions outside the field of agriculture.

Copies of four pieces of material are available at this conference, they are: 1) The Agricultural Seniors Placement Annual; 2) A data sheet; 3) Interview arrangement questionnaire; and 4) Letter to degree candidates. Please take a copy of each of these if you feel that they would be useful.

If additional information is desired from our Career Planning & Placement Center, please address your inquiries to Mr. Vernon Geissler, Assistant Director of that office.

We certainly appreciate the efforts and fine contributions made by the members of the two panels on placement. The support of the companies and organizations they represented added a real boost to the value and quality of the NACTA Convention program.