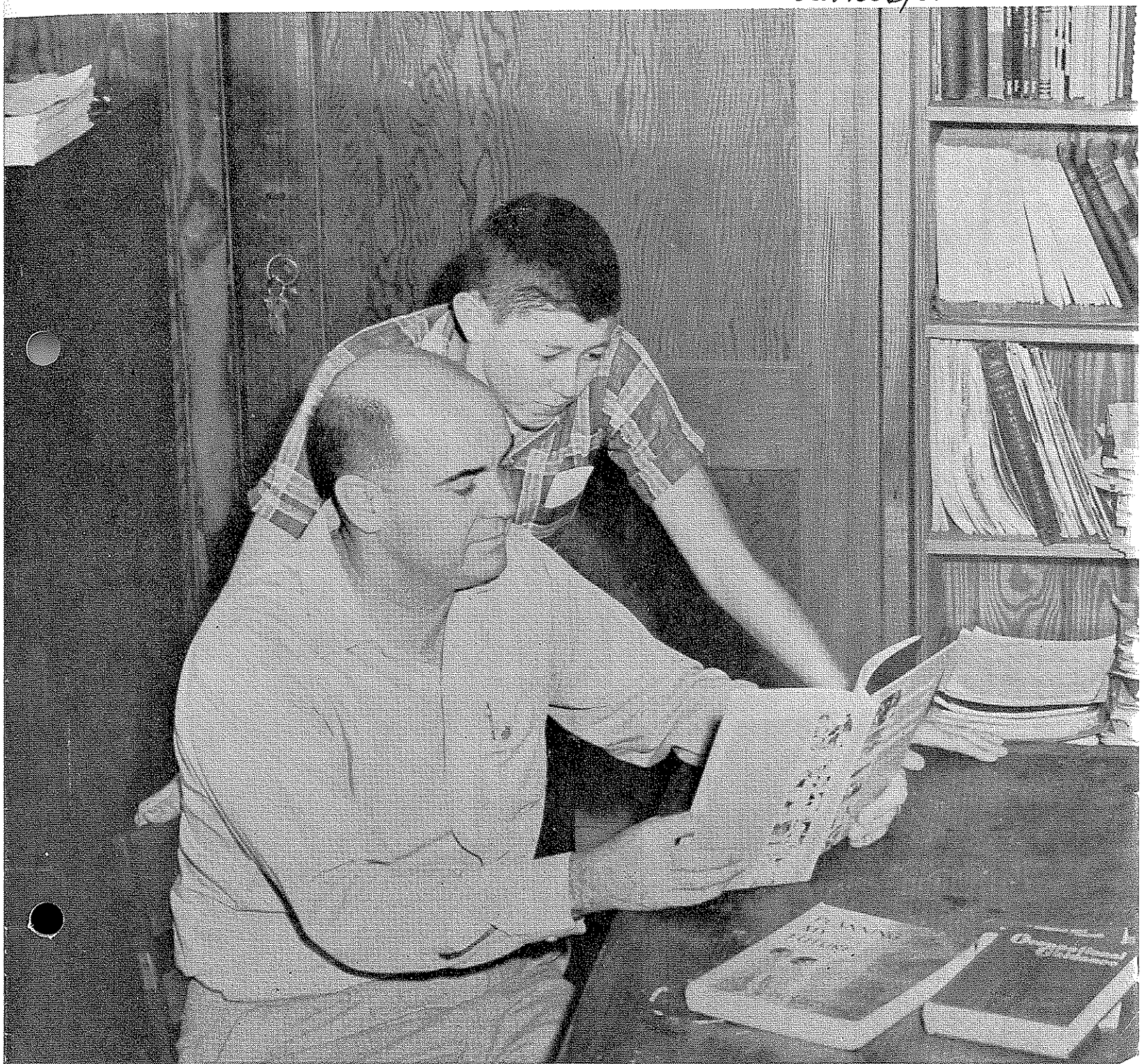
AGricultural EDucation

Featuring — Guidance for Off-Farm Occupations

APRIL, 1964

Clem Spencer



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IN THIS ISSUE

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The Cover Picture

The guidance role of the vocational agriculture teacher is becoming increasingly important as the new field of off-farm agricultural occupations becomes broader. F. B. Killough, vo-ag teacher at Auburn High School, and student Stanley Sides discuss and plan for future job opportunities.

Editorials

Guest Editorial

The Modern Guidance Role of the Teacher of Agriculture

HAROLD M. BYRAM, Teacher Education,
Michigan State University


Dr. Byram

The perception by the teacher of agriculture of his role in guidance of youth, like many other concepts, has evolved through several stages. Because of his orientation to vocational education a teacher's attention has naturally centered on vocational guidance. In earlier days emphasis was placed on recruitment of farm boys to enroll in courses to prepare them for farming. As enrollments mounted there developed an emphasis on selection. Who should be permitted or encouraged to enroll? Probably it was inevitable that in many instances there was also a shift from "what is best for the individual" to "what is best for the program." Standards had been suggested by leaders in vocational agriculture as to what was a good program, and these standards were to be met in part by selecting or retaining the "appropriate" individuals to be students in the program. Guidance became the process of judging individuals to see if they conformed to the image of the appropriate student. The program was one thing.

Then came swift and far-reaching occupational shifts, with steadily declining opportunities in farming, and mushrooming industrial, business, and service occupations. Students and parents appeared to believe agriculture was on a decline. "The program" appeared to be threatened. So back-fires had to be built. The point of view of guidance entered a sort of protective stage. The students and their parents must be made to realize how many occupations there really are in agriculture. Research was conducted to identify and count the occupations in business, industry and services of an agricultural nature.

But neither students nor parents are particularly impressed by mere numbers of occupations, nor of the percentage of the labor force in these occupations. Furthermore, neither they nor teachers were certain that high school programs of vocational agriculture as conducted were relevant to attainment of goals in many of these other occupations. Now, at long last, researchers are turning attention to the qualitative aspect of agricultural occupations. They are more and more becoming concerned with identifying the competencies required in each. This is essential if new courses and programs at the high school and post-high school levels and in area programs are to be realistically planned. But more important, this information is needed for the individual to make career plans. Further than this, if guidance is to be effective there is also need for study of such matters as personal requirements of workers, economic and social aspects of jobs in these occupations, avenues of promotion, and relation of these occupations to possible careers.

If teachers are to be effective in filling their modern role in vocational guidance they need to be able to move from a static approach to a dynamic approach. There are many factors that contribute to a static approach. Parental interests and feelings are not apt to change as rapidly as those of their children. Preoccupation of teachers with the program, more than with the individual, entrenches this static approach. Published occupational information is more apt to be obsolete than information gained through interviews and observation. We cannot assume that students will obtain all the occupational information they need from reading. A score of a ninth-grade student on a standardized vocational interest inventory may be of less value than an expression of interest by the student a year later.

Vocational guidance is not a process of fitting the right individuals into occupations. Case studies show movement from the first job to a second one or to a part-time job to a more permanent job. Too frequently, however, some teachers have appeared to believe that at some point or on some date a youth would select an occupation and that this one decision is all that would be made by the individual. One need only to examine his own career history to be reminded of the fallacy of such an assumption. By a career we mean the progressive sequence of positions held by an individual during his working life. These include the entry occupation and all subsequent occupations entered, including the one from which the person eventually retires. The implication is that some adults, too, will need guidance.

Leaders in guidance are stressing more and more the role of the school counselor in the total vocational development of the individual. As a result, school counselors are becoming more career-oriented in their counseling of youth as contrasted to being occupation-oriented. Teachers, too, need to become career-oriented in their guidance role if they are going to work effectively with counselors in guidance of youth.

What is implied by a shift in role perception to an emphasis on career planning rather than on occupational choice? Certainly it means greater attention to factors of motivation and the interests of youth and adults in and out of school. Counseling must help youth to prepare for and make a series of choices with respect to occupations at different stages, to educational plans, to their competencies and aptitudes, and to vocational aspirations. Teachers should become able to identify youth's self-images and to help them raise their level of aspiration. They should help them to get

(Continued on next page)

Modern Guidance . . .

information they will need to make realistic career plans. This means teachers should recognize the primacy of the individual over the occupation, and over the educational program being planned for him. The total vocational development of an individual is a dynamic series of events because the individual is rapidly changing and because the world in which he lives is dynamic. Thus, the role of the teacher in guidance must be a dynamic one. □

The world seldom notices who teachers are; but civilization depends on what they do.

—Lindsay J. Stiles

LETTERS

Suggestions on Letters to the Editor

Letters to the editor provide a means for our readers to react to material which we publish as well as to developments in the profession. Such letters are welcomed from any of our readers. These suggestions may help you with that letter you have been intending to write.

Letters to the Editor should be written in terms of specific articles which have appeared or will appear in the Magazine or other items of general interest. Such letters will appear in the section entitled "Letters."

Letters may express either agreement or disagreement with all or certain parts of articles.

Short crisp letters are especially desirable. Generally, their length should not exceed 100 words.

A concise informal style of writing should be followed.

Letters should be addressed to Ralph J. Woodin, Editor, The Agricultural Education Magazine, 2120 Fyffe Road, Ohio State University, Columbus 10, Ohio.

Prompt responses to articles are necessary in order that letters discussing articles in a given issue appear in the next issue.

Sir:

The recent article in the Agricultural Education Magazine on "Improving Relationships with County Extension Agents" by Ahmed Omar deals with a subject that has been of primary interest to me for a long time.

In some cases, perhaps the word "improving is correct, but it has been my good fortune to work with many teachers of vocational agriculture in all kinds of local and community situations, and I am inclined to use "maintaining" as the key word.

From my point of view as an extension agent, the vocational agriculture teacher is the key person in the particular community, and educational programs are worked out cooperatively to meet the needs of the people in that manner. Extension agents must be able to see the problems of the whole county or area, and yet work with teachers and leaders on specific problems. Good vocational agriculture teachers do that also, and their efforts complement each other.

Mr. Omar is to be commended for his conclusions. They are well stated and could well be used as the basis of training young agents and teachers.

P. M. CUNNINGHAM
Co. Extension Agent, Agriculture
Delaware, Ohio

Sir:

The February Agriculture Education Magazine carried an article entitled "Who Will Do the Public Relations Job?" by John Holcomb and Alton D. Ice. When I hurriedly skimmed the article I did not find an answer to the headline. I then started reading more carefully thinking I had just overlooked the answer to the question.

It appears after reading the article the second time, that some of the chairmen and teachers "goofed off" or were not "stimulated" sufficiently regarding their assignment, and the program was not working out as it was planned. Therefore, a workshop was held in the summer of 1963. The authors of the article left unanswered the question, "Who Will *Do* the Public Relations Job?" If the plan used by the Texas Vocational Agriculture Association is not satisfactory after using the incentive awards for chairmen and teachers, plus an executive secretary, how shall the public relations job for vocational agriculture be accomplished? I still would like to know.

HOWARD R. BRADLEY
Teacher Education
Manhattan, Kansas

Sir:

In H. E. Edward's editorial the statement is made—"Establishing a department of vocational agriculture in a school system is easier than maintaining it." This is not always true in Idaho. Last year, school administrators in two different districts decided to discontinue the vocational agriculture department. Our state supervisor, Ralph E. Edwards, has the opinion that if a school board or administrator wishes to discontinue a program it is their loss and he makes no concessions. After the people in the community, in both cases listed above, learned what the administration planned to do, steps were taken to stop the action even though the teachers had already been dismissed. As a result new teachers were hired and both programs are continuing.

Administrators change frequently, some have little vocational background, and because of lack of knowledge concerning the worth of a program may decide to close a vocational agriculture department. They soon find this is difficult to do even though the department may be mediocre. However, this entire action could have been eliminated through proper communications between the agricultural instructor and administration.

DWIGHT L. KINDSCHY
Moscow, Idaho

Dear Dr. Woodin:

In reviewing my records, Mr. Woodin, I find that since January 1957, the date upon which I was requested by Mr. Sasman to represent our state for Agriculture Education, I have submitted to the editor of the magazine 74 articles and of this number, all except six have been used and two of the six have only recently been submitted and we hope will be used later.

I have enjoyed this special assignment and feel very good about the contributions that have been made by our people in agricultural education in Wisconsin. However, I feel that I should tell you that I plan to retire next June after having completed 40 years as a teacher and as a supervisor. I am trying to organize my records and directions so that whoever may succeed me as the representative for Wisconsin may continue to keep articles coming to Agricultural Education Magazine without a break in the procedure.

Thanks again for your words of appreciation for my efforts.

MELVIN W. COOPER, Supervisor
Vocational Agriculture
Madison, Wisconsin

Sir:

E. L. Tiner's article "Using a State Directory of Resource Personnel for Adult and Young Farmer Education" was interesting to me.

I have used resource personnel to give added emphasis and variety to various aspects of my past high school programs for a number of years. I feel that it has added greatly and I would like to have had such a directory available.

The local teacher is responsible for developing goals and long range planning for community improvement in his school district along with other agriculture leaders. He needs to plan his educational programs so that the contributions by specialists fits into the overall pattern that will help achieve these community goals. They should not be merely a series of specialized meetings conducted because he could find a specialist who would be willing to conduct a meeting for him.

Mr. Tiner emphasized that the Vocational Agriculture instructor should be the coordinator and this cannot be overemphaized. The local teacher will be responsible for the follow-up of such a program. He will be relied upon greatly in helping the farmer adapt the many specialists' ideas and view points into practical application on a given farm in a given area.

Let us not forget that the vocational agriculture instructor is also a specialist in his field. He has been employed to take charge of the agricultural education in his local district. He needs help in this task. Resource personnel could provide him with outstanding assistance, if he could secure their services. Such a directory would seem to be very helpful in filling this need.

GERALD F. PAGE
Nixa, Missouri

(Continued on page 237)

Louis Thompson

Vocational Agriculture as Preparation for College

LOUIS M. THOMPSON, Associate Dean of Agriculture, Iowa State University

From 1910 to 1914, Agriculture in the United States enjoyed prosperity. When we talk of parity prices for agricultural products, we refer to 1910-1914 price relationships in agriculture, business and industry. During this period our population was growing faster than our productivity in Agriculture. There was real concern about our capacity to produce the food and fiber needs of a growing population. World War I caused further concern about the growing demands on Agriculture. To make a long story short, society felt a need to support Agriculture, and our national policies embraced plans and programs to help establish young men in farming, and then supply them with technical knowledge gained from our expanding state and federally supported research program through a vast extension service.

Vocational Agriculture was just making significant growth when agricultural surpluses began to pile up during the 1929 to 1933 depression period. There were too many other serious problems occupying the minds of men at that time to question the need for Vocational Agriculture. Then the low agricultural productivity of the mid-thirties frightened our people again, and Vocational Agriculture really began to expand its program as other agricultural programs expanded. There was no real question about the need of Vocational Agriculture until agricultural surpluses again piled up after 1952.

We have had agricultural surplus problems long enough lately to allow time for thinking people to question every conceivable problem associated with surplus problems in Agriculture.

The resources allocated to improving agricultural output after 1935 have paid handsome dividends to consumers, to our society as a whole. In no other country does the family expend a smaller percent of its income for food than in this country. But the consumer as a taxpayer has a right to question the continuation of programs that appear to him to be obsolete.

The Public Wonders

Mr. John Q. Public believes that Vocational Agriculture has for its purpose the establishment of young men in farming. This looks strange to him when he also believes we have too many farmers. Mr. John Q. Public believes that Vocational Agriculture is a terminal program which teaches "how to farm" rather than the underlying principles of why given practices are followed. He believes that a high school boy is wasting his time in Vocational Agriculture if he is not going to farm. And he believes the high school boy who is planning to go to college should be studying basic sciences. He also believes that a disproportionate amount of public funds are spent for Vocational Agriculture compared to vocational education for industrial occupations.

It is no wonder that Vocational Agriculture has had its back to the wall and has had to fight for its life. The fact that Vocational Agriculture has survived after all the attacks of the past seven years simply means that it is fundamentally sound. There is "grass roots" support because there are enough grateful former students of Vocational Agriculture to form the main line of defense. And the attackers haven't even broken through the outposts occupied by such people as Mr. A. W. Tenney and his staff, teacher trainers, state supervisors and the Vocational Agricultural teachers themselves.

It is fortunate that the people who really will shape the destiny of Vocational Agriculture are in the outpost positions where they have to come face to face with the attackers. I say this is fortunate because this will cause adjustments and changes that will improve Vocational Agriculture.

I think some real progress has been made in changing the image of Vocational Agriculture. The program has been broadened so that it does not simply serve to establish young men in farming. And greater emphasis is being placed on principles rather than practices. In other words, Vocational Agriculture teachers are helping youngsters understand "why" rather than "how" things happen in the complex world of the biological sciences.

We may have to resort to some name changes before we overcome some of the common misunderstandings of Vocational Agriculture. We certainly found it helpful to change the name "Animal Husbandry" to "Animal Science." The word "Vocational" has gradually become associated with the practical training of how to do something. The term is also associated with limited educational level. For example, one of us wouldn't refer to the vocation we have chosen for a career; instead, we would refer to our profession.

I really believe this misunderstanding of the scope and content of Vocational Agriculture causes parents to guide their boys out of Vocational Agriculture where college education is the family objective for the boys.

Vo Ag Is Good Preparation for College

If a high school student is planning a career in Agriculture or an agriculturally related occupation, and is looking forward to college, I would strongly recommend Vocational Agriculture. Here are my reasons:

(1) There is no one in the school system who knows the student and his family better than the Agriculture teacher. The home visits, the participation in projects and time devoted to the subject cause the teacher to really know the students' abilities and the parents' interests. If the student has the potential to complete college, the Agriculture teacher is the one most likely to help the student develop the interest in and acquaintance with an Agricultural College.

(2) The trend is to counsel the potential college student in a five-subject curriculum in high school which includes Agriculture along with advanced algebra, trigonometry, physics, and chemistry. The student with the academic ability to succeed in college should have no trouble with the five-subject curriculum in high school, and indeed, he will do better in college if

he has become accustomed to a rigorous program in high school.

(3) Physics and chemistry mean very little to a person until he sees their application. Agriculture is the application of science; and Agriculture is becoming a highly scientific endeavor. The principles of Agriculture cannot be taught without constantly introducing knowledge of botany, zoology, bacteriology, chemistry and physics.

Students Need Both Vo Ag and Science

We have learned at Iowa State that our students perform better by taking their basic science courses along with the agricultural subjects from the first term of college until the last rather than concentration of science in the first two years and teaching the agricultural subjects in the last two years of college. We believe the same practice should be followed in high school. In other words, combine the basic sciences with subjects that apply them. Agriculture and the basic sciences in high school should be recognized as complementary subjects and not competitive subjects.

(4) Numerous studies have been made that show no significant difference in college grades between groups of students who have backgrounds in Vocational Agriculture compared to those who have had no backgrounds in Vocational Agriculture. An excellent review of many such studies was published by Dr. Frederick K. T. Tom* of Cornell University. In our own studies at Iowa State in 1960 we found that about half of our agricultural students came from Vocational Agriculture. There was no significant difference in high school average or first-year college average between the two similarly sized groups. Yet we found a significant negative correlation between years of basic science and years of Vocational Agriculture. In other words, students who elected more years of Agriculture elected less course work in the basic sciences. Of the students who took four years of Agriculture, only 20% had taken four or more years of basic sciences, while 48% of the non-Vocational Agriculture students had taken four or more years of basic sciences.

We repeated the study with our 1962-63 freshman class and found the students with four years of Vocational Agriculture to have slightly (although not statistically significant) higher grades in high school and in college. In the 1962-63 class, 72% of those without Vocational Agriculture had taken four or more years of basic sciences, and 30% of those with four years of Vocational Agriculture had taken four or more years of basic sciences. All groups had taken more basic sciences but there was still the negative correlation between years of Vocational Agriculture and years of basic sciences. The competitive relationship between years of Vocational Agriculture and years of basic sciences still exists but improvement is showing. We are continuing to emphasize to all our prospective students in the College of Agriculture that we like to see Vocational Agriculture combined with the basic sciences. But we recognize that students who come to us with four years of Vocational Agriculture and limited basic science subjects are not severely handicapped. They will have gained much practical knowledge of the basic sciences and will readily assimilate the basic sciences when they are first introduced at the college level.

Education as a Lifetime Process

In summarizing my point of view, I should stress the image I have of Agriculture in high school and the image I hope John Q. Public will gain. I view Agriculture in high school as an opportunity for a student to gain an appreciation of how basic sciences are applied to solving problems and in making management decisions. I also view Agriculture in high school as preparing a student to enter an agriculturally related occupation. I also recognize that a significant number of students in Vocational Agriculture will enter farming after high school. And I hope that all teachers in Agriculture help their students dispel any notion of a terminal educational program. Regardless of the academic ability of any student, he should learn that his education at the high school level represents only a phase of a lifetime process of becoming educated. His education may be informal or formal, at the short course level or university level, simply a self-study program, or merely keeping up by reading magazines and newspapers and following radio and TV programs. In any event, education is never terminal for the progressive individual.

Finally, I would like to emphasize that the image of Vocational Agriculture at the grass roots level is reflected by the teacher. Any efforts we make in improving our teacher training program and in providing in-service training programs for our teachers will pay good dividends. □

*College Success of Former Students of Vocational Agriculture. Agricultural Education Magazine. February 1960.

Nebraska Study Shows Need for More Workers with Farm Background

Although the number of farms in Nebraska is declining, there is an increase in the need for workers with a farm background, according to a study by J. T. Horner, associate professor of vocational education at the University of Nebraska. Unfortunately, the survey also shows that relatively few farm youths are aware of the variety of opportunities open to them.

The survey covered 800 employers in farm-related industries in Nebraska. Nearly three-fifths of the 800 anticipated and need for more employees by 1965.

Nine out of ten of the employers want employees with a "general knowledge" background in agriculture. Three-fourths want employees with a background in livestock production. Another large group wants farm machinery skills.

The study showed that the jobs above the lower pay levels generally required some training beyond high school, training for which the employers generally have made no provision. A fourth of the employers indicated their sales workers should have some college training. At the lower skill levels, a third specified agricultural education in high school.

Agricultural education in college was more desired in employees at the supervisory and management levels. It was concluded that there is a great need for some type of post-high school training for Nebraska farm youths. □

From Former Issues

In the December, 1952 issue, Howard Christensen wrote, "There should be an FFA degree between the Chapter Farmer and State Farmer with a pin, ceremony, and requirements which will represent an advancement in achievement higher than the Chapter Farmer but of less merit than the State Farmer Degree. The name of the degree, requirements, and ceremonies will have to be worked out by a committee of experts appointed by the National officers."


Roland Cook

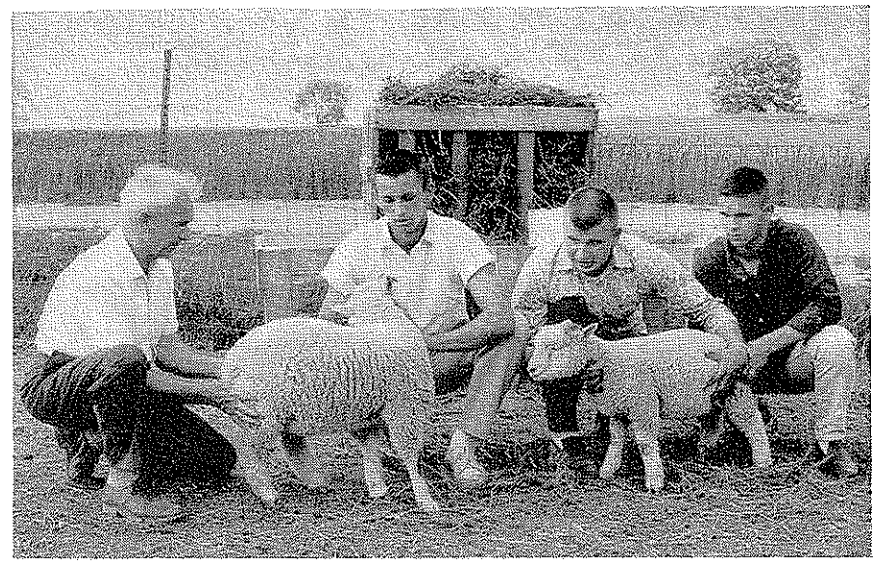
This sociological change from the "rural" to the "suburban" has been decidedly pronounced in the Okemos School District in Michigan. This district is on the fringe of a 200,000 metropolitan area, and adjoins Michigan State University. Most of the populace of this school district is employed by the University, in industry, or in business.

This sociological change from the "rural" to the "suburban" has been decidedly pronounced in the Okemos School District in Michigan. This district is on the fringe of a 200,000 metropolitan area, and adjoins Michigan State University. Most of the populace of this school district is employed by the University, in industry, or in business.

As these sociological changes were coming about, the teacher of Vocational Agriculture, Roland Cook, together with the administration were cognizant of what was happening.

The following story was written by Roland Cook, and appeared in a monthly report publication distributed to residents of the school district. It shows how an alert teacher and administration, working with the community, can meet the challenge of change, and operate an effective, well received program of vocational agriculture in keeping with community needs.

GUY E. TIMMONS
Teacher Education
Michigan State University


Roland Cook, left, ag teacher, and some of his ag students admire livestock which they have raised.

At Okemos One in Six Take Agriculture

ROLAND COOK, Teacher of Vocational Agriculture, Okemos, Michigan

The vocational agriculture enrollment at Okemos High averages about sixty students each year. This means that about one out of five of the boys elect agriculture as one of their six subjects. To one who has watched the change in the Okemos area from rural to suburban homes during the past few years, this may come as a surprise. Why do so many take this subject?

One of the answers to this question comes in the accepted definition of the word "agriculture." No longer does it mean farming alone; it now includes farming, the processing of farm products, distribution, marketing, farm services and recreation. Statistics show that about forty per cent of the available jobs are in some way associated with the production and distribution of farm products. Because there are so many fields of employment of an agriculture-business nature, the agriculture department tries to search out interest and skills which can be developed for future employment.

The farm has long been recognized as a good place to raise children. Now that more children are raised in town, this school has seen fit to adopt the "Land Laboratory" as a means of preserving some of the values of rural living. About twenty acres of land at the east end of the high school is devoted to farming. The agriculture students do most of the things that are done on modern farms. Boys who are especially interested join the Future Farmers of America and operate as a student club to conduct the business of the land laboratory. Through their management they have acquired about $4000 worth of equipment which includes two tractors and considerable livestock. Their farming operations gross about $2000 a year which pays the expenses and provides for exchanging of tractors about every fourth year. Each boy keeps a farm account book and financing is done through the regular finance channels.

The land is divided into areas devoted to pasture, field-crops, gardens and woods. A three acre wooded area is used for woodlot management and conservation instruction. Forty maple trees are tapped each spring, some of the mature trees are harvested and sawed into lumber for farm use.

Along with the use of the farm equipment comes the need for training in mechanical skills. About fifteen boys get experience in operating a tractor each year and the farm shop classes get experience in the repairing and maintaining of the equipment. Several graduates have gone on to further training and are now operating or servicing heavy equipment.

The agriculture teacher feels that it is important for boys to discover skills which they like or which they do not like while in high school. With this in mind boys have a chance to gain limited experience in growing crops, livestock, small fruit, gardens, flowers and nursery plants. They have an opportunity to do gas and arc welding, tractor repair, carpentry, cement work, electrical work, plumbing, lumbering, surveying and leveling, and some veterinarian work. It is apparent that depth of instruction in all these fields is not possible at the high school level but interests are discovered which may act as an avenue for future study.

Teachers throughout the school system have found the Land Laboratory helped in their work; many field trips are taken by the elementary pupils and they see, touch and smell for the first time, the source of their food. The shelling of a bean from a pod, the digging of a potato from the ground or the eggs in the hen's nest are brand new experiences for kinder-

(Continued on page 229)

Improving Counseling Interviews

JOHN F. THOMPSON, Graduate Assistant, University of Maryland, College Park

John Thompson

There are many situations in which the teacher of agriculture must use interview techniques. These situations may be classified as scheduled interviews and unscheduled interviews. The student asks to talk to you or you may ask him to come in to see you. These scheduled conferences with agriculture students may take place at school or on the farm. They may involve only the pupil, but oftentimes include both pupil and parent.

The unscheduled interviews are not planned for—they just happen. The student may just happen to "drop in" or "blurt out" with a problem. These may occur at school or while you are conducting the supervisory farm visit. A large number of these occur while the teacher and student are alone in a car traveling from school to the boy's home farm for a supervisory visit.

The interview is a *process*. That is to say, it is an act of continuing development involving many changes. For purposes of discussion only, we can separate into the following four unique units: (1) Preparation; (2) The Interview, a. Opening the interview, b. Identifying the problem, c. Exploring the situation, d. Probing for possible solutions, e. Selection of the best solution and plan of action, f. Summary; (3) Follow-Up; and (4) Evaluation. The teacher of agriculture needs to give special attention to each unit.

A variety of techniques are employed in the interview process:

1. Open the interview with good manners. Invite the interviewee to have a seat, etc. Then follow with a relatively neutral question such as "What can we help you with?"

2. Phrase your questions so they do not cut off conversation. Questions that can be answered "yes" or "no" are very unproductive.

3. Do not put words in his mouth, though he may be fumbling a little with words. The student should do most of the talking.

4. The interviewee must not be cross-examined. Try to curb any reformer tendencies you might have, as he wants to be understood—not judged.

5. You must be able to accept his feeling and attitudes. If he fears you are not approving his deep-seated attitudes, he will cease offering them. Neutral statements of "I see," "I understand," or "yes" will do a most adequate job of reassuring him (4). Also, looking interested in what he is saying will improve his participation (1:64). Posture, facial expressions, etc., will help him to relax.

6. Silences will occur in the interview. These are good, as long as they are not filled with idle conversation to interrupt the flow of feeling.

7. Listening is a skill which must be learned and practiced. It is hard not to express our feelings. The student needs to be given most of the talking time.

8. We must use a language and express our ideas in terms of his level of understanding. We should "go down" to the level of the student, not "talk down" to his level.

9. Admit your ignorance if you do not have the facts to handle the problem as it arises (3:93), but obtain the facts for the next session.

10. Usually only a minimum of ideas can be discussed in each interview.

11. The control of the interview must remain in your hands for effec-

tive counseling. It may be necessary for you to pull the student back to the topic of the interview.

12. Avoid use of the personal pronoun. It is so easy to say, "I did . . . ," "If I were you . . . ,". He is not asking for your personal experience or personal opinion. The purpose of the interview is for him to be able to see himself better through self-evaluation.

13. "Everything will be all right . . . ." We will be doing him a disfavor if we say things that may not be true. If his grades are low and a danger of failure exists, we should tell him so. Of course it is bad news, but in most instances he is already aware of this bad news and there is little, if anything, to be gained by "stringing him along." To continue, we also have an obligation to point out to him what is acceptable or unacceptable to us, to the school or to society in keeping with the circumstances.

14. Several short interviews may be more effective than one long one.

15. Set a time limit with him so he will know when to terminate the interview. But do not show haste while conducting the interview. Use an easy, unhurried approach.

16. The problem that is uppermost in his mind may not be the one he talks about first, or he may only hint at its existence, in which case, use leading questions such as, "Tell me more about . . . ," "Do you have something else to talk about?"

17. He should have something that he feels he must do as a result of the interview. He learns a great deal about himself in selecting his plan of action.

18. Another means of learning about himself is for him to summarize the interview.

19. The interview should not end in a "social hour," or this "buddy-buddy" talk many destroy the atmosphere created during the interview.

In summary, we as teachers in agriculture are deeply involved in guidance work. Much of our guidance activities are counseling interviews, a face-to-face situation with a student who has a problem or need and through our help gains self-understanding so he may more ably cope with his problem. We are called on to counsel in a variety of situations in which we use a large number of techniques to insure that the interview is a continuing *process.* □

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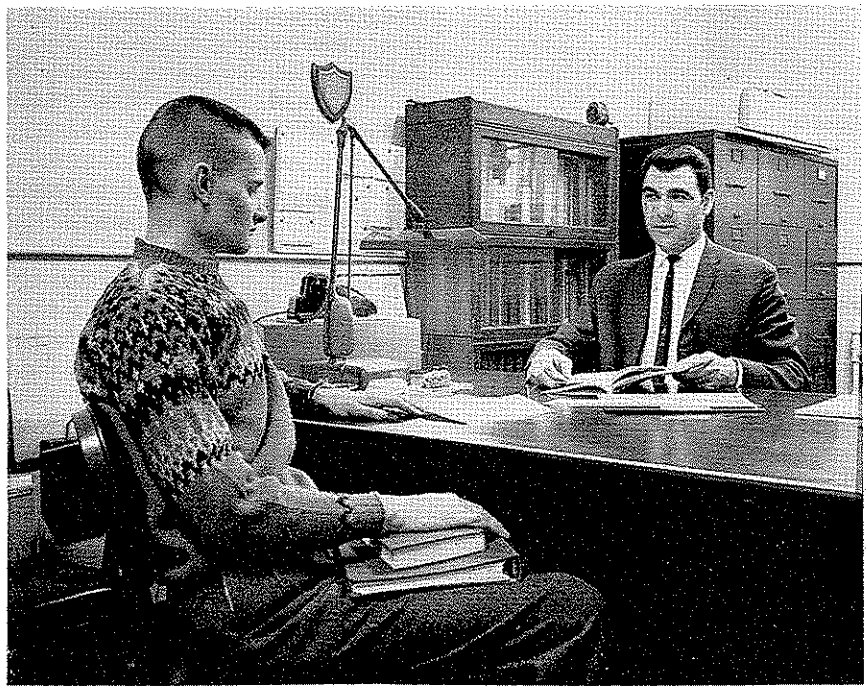


Vinton Chapter Welcomes Strangers

Sir:

Enclosed please find both a picture of an F.F.A. Monument which the Vinton F.F.A. Iowa Chapter completed recently.

The monument, which is made of concrete block on a concrete base, is located along highway 218 which enters Vinton from the south. Our school is located along this highway on the south edge of town so the monument is immediately west of our Vo-Ag department.

My Sophomore class were studying a unit on concrete and masonry and we decided to construct the monument, so after receiving permission from the local school administration we went ahead. The base is 6″ thick and approximately 6 feet x 32″. The monument which is made of concrete blocks is 64″ high, 4 foot wide, 16″ thick. On either end of the monument you will notice a planter. We planted deep blue Petunias and Marigolds to give us the official F.F.A. colors. The monument was coated with two applications of white concrete paint and the metal F.F.A. signs have the word chapter painted on them. The Welcome Vinton letters you see are cast aluminum and are painted black for contrast.

On the opposite side is a metal F.F.A. sign and the word Vinton above the sign.

The total cost of the monument in money was approximately $100.00, the labor? Well in terms of community acceptance and administration approval the best thing we ever did.

Thanks especially to the Magazine for printing the monument on a cover picture some year or two ago, for the idea.

Thought you might be interested in this item since, I believe it is the first, or one of the first, to be built in Iowa.

LINDLEY HOYT
Vinton, Iowa

Teaching for Occupational Guidance in Agriculture

NORMAN K. HOOVER, Teacher Education, Pennsylvania State University, University Park

Norman Hoover

Regarding the need for occupational guidance, Haller (4) expressed it this way: "Every year hundreds of thousands of youngsters leave school to make their way in the world of work. Some succeed and some fail. Many persons benefit each time someone finds work that he enjoys—the person himself, his family, and society at large. The opposite is true when one fails to make a satisfactory adjustment—we're all losers."

Occupational guidance is an important function of the high school agriculture program today and must play a greater role in the future. This is true because of the great advances in the agricultural industry, new objectives for vocational education in agriculture, and changes in rural high schools.

New Objectives for Vocational Education in Agriculture

Emerging objectives for vocational education in agriculture give a new emphasis to occupational guidance. They recognize agriculture as a complex industry involving many occupational areas off the farm for which competencies are needed in plant science, animal science, agricultural business management, and agricultural mechanization. For many of us these emerging objectives are:

1. To provide vocational education in agriculture for those planning to engage in or already engaged in careers in farming and ranching.
2. To provide vocational education in agriculture for those planning to engage in or already engaged in diversified agricultural occupations requiring vocational and technical education of less than a two-year college degree level.
3. To provide basic education in agriculture for those who plan careers in fields of agriculture requiring a college education at an associate, baccalaureate, or higher degree level.

Each of the three areas defined in these emerging objectives has implications for occupational guidance in agriculture. The first, preparation for farming and ranching, the one about which we know the most, refers no more to the relatively simple type of owner-operator family sized business of only a few years ago. There are many specialized workers, such as hatchery employees, nurserymen, dairy farm hands, stablemen, feedlot managers, herdsmen, and farm managers. This specialization on farms and ranches, in itself, creates a need for occupational guidance.

Recognition of the second objective, preparation for diversified agricultural occupations requiring vocational and technical education of less than a two-year college degree level, opens the door for guidance in several broad areas of off-farm agricultural work. Careers are readily found in the field of farm machinery, supplies and services, in the livestock industry, in the plant industry, in ornamental horticulture, in wildlife, in forestry, and in recreation. Students must learn about occupations in these areas if they are to make wise occupational choices in terms of interests, abilities, and experiences. Exploratory work experience and selection of appropriate courses or units of instruction are important functions of a guidance program at this stage.

The third objective, providing vocational education in agriculture for those who plan careers in agriculture requiring a college degree or degrees presents a real challenge in terms of course selection and agricultural work experience. All of us in recent years often have heard someone ask, "Why should a student who is 'ag college bound' take vocational agriculture in high school?" Two reasons have real meaning to me. First, the acute relationship between interest and achievement. If a boy is interested in vocational agriculture and is permitted to enroll, he probably will be a better student and, therefore, have a better chance of being admitted to college. If he is required to drop vocational agriculture, he may lose interest in his school work and not be college material upon graduation from high school. The challenge, then, is to adjust the program so that a high school agricultural student can take the required college preparatory courses. Second, "ag college bound" students should take vo-ag because agricultural college courses today provide little opportunity for students to learn basic agricultural skills. The point of view of university educators, whether or not we like it, is that the teaching of skills is not collegiate level work. At the same time, the degree of specialization on farms is increasing; therefore, many farm reared boys as well as nonfarm boys have very little work experience in agriculture. Employees such as teachers of agriculture, county agents, Soil Conservation Service employees and fieldmen for agindustry need this work experience to orient them to their jobs. The challenge is to develop a program in vo-ag that really provides a supervised work experience program in agriculture.

Changes in Our Rural High Schools

Secondary schools today that have vo-ag programs, in many geographical areas, are larger and made up of a much more hetereogeneous group of teachers and students than were schools of several decades ago. The lines between rural and urban areas are not as clearly drawn as they were 30 years ago. The larger and better school facilities in many rural districts are attracting teachers and administrators from urban areas. We have reason to believe that the ratio between school personnel that are farm oriented and those who are not is close to that of the total population, namely, one out of ten. Stated another way—we now can expect nine out of ten persons in many rural areas to be unfamiliar with agriculture.

A second change in rural high schools is that a counseling and guidance service has been developed and is here to stay. Vocational agriculture

was well established in many communities before the counseling and guidance program got underway. In too many instances we have sat back and watched—first with amusement and then with fear and distrust as we saw the guidance service become an important factor in aiding students in course selection. One of the facts all must recognize is that guidance counselors do not prepare occupational guidance materials. They take the information that industry has provided; therefore, one of our new roles must be that of preparing appropriate materials for agindustry, and in one way or another seeing that counselors are acquainted with and have these materials.

Some agricultural teachers recognize that guidance counselors can serve the best interests of agricultural students only to the extent that information about agindustry and the vo-ag program was made available to counselors. These teachers have learned to use the services of the guidance counselors, have provided them with agricultural occupation information, and have acquainted the guidance counselors with the opportunities ag teachers have for providing occupational guidance. With this kind of understanding and cooperation, both programs have benefited.

When Should an Occupational Guidance Program Begin?

Conant (1), in The American High School Today stated: "It is desirable for as many boys and girls in the high school as possible to have an ultimate vocational goal. It may well be that many of them will change their minds before the high school course is over or in later years; but, if a student thinks that what he or she is studying in school is likely to have significance in later life, the study in question takes on new importance. There is less tendency for such 'committed' students to waste their time or have a negative attitude toward their school work."

The process of occupational decision making has been analyzed by Ginzberg (3) into three periods—fantasy choice, tentative choice, and realistic choice. He gives the period of tentative choice as 10 to 17 years of age.

Eighth grade boys planning to enroll in vocational agriculture should not be expected to make specific vocational choices at the time of enrollment. These students need only to exhibit agricultural interests of a general nature. Such interests will provide the necessary momentum for specific agricultural choices at a later date. An early part of the vo-ag course should provide information in agriculture that will help boys make more specific vocational choices. These choices will be governed by scholastic abilities, specific interests, and individual aptitudes.

Because occupational guidance should begin in the eighth or ninth grade, teachers of agriculture should work with junior high school counselors. Too often we think of the senior high school program only and forget that the junior high school counselor administers interest and aptitude tests and aids students in choosing their courses for high school.

What Should an Occupational Guidance Program in Agriculture Include?

First, it should include orientation program and materials for students, parents, guidance counselors, school administrators, and school board members. Information offered should make the vocational objectives of the program quite clear. It should present the agricultural industry as it really is —a vast, complex business and activity requiring numerous workers at all levels of employment. All of the activities that have been used in the past for pre-high school orientation can be used now but the story must change. I pointed out earlier that one of our problems today has arisen because we have so effectively created the image that vo-ag is preparation for farming. This public image of vocational agriculture must be changed.

Second, an occupational guidance program in agriculture should include the use of tests to determine interests. When high schools were small, teachers of agriculture had an opportunity to counsel with all students who desired to enroll in vo-ag. The complex task of assisting large numbers of students to make course selections is no longer the sole responsibility of one teacher. Guidance today depends on a systematic program which is an integral part of the school. Furthermore, it is not enough to have a student merely express an interest in agriculture.

Some students do not express sincere interest in agriculture but are motivated by false interests. Others make no association between their interests in agriculture and the vo-ag course. Fowler (2) has shown that there is frequent disagreement between self-estimated interests and measured interests. Teachers of agriculture and guidance counselors are aware that enrollment in vocational agriculture should not be limited to students who live on farms. Many nonfarm students have definite agricultural preferences and should enroll in vocational agriculture. The aim of the course should be to contribute to the education of all students interested in careers in agriculture. In a modern comprehensive high school, a test that will aid in determining the degree of interest an eighth grade boy has in agriculture can be useful in the guidance program.

Third, an occupational guidance program in agriculture should provide for organized and planned study of occupations in agindustry. Career planning should be started during the ninth grade. Don't wait until the senior year. If we are really going to help students in course selection and provide course content to prepare for vocations, we cannot wait until their senior year career day to inform them about careers. This organized occupational instruction should be continued throughout the high school program because students' goals change. I believe one of the problems in our vo-ag departments today is that many boys enter the course with a goal to be a farmer. As they become more mature and realize that this goal is not possible, they become frustrated and lose interest in their work. An understanding teacher will head-off this situation by aiding such boys in choosing other agricultural occupations.

Another aspect of agricultural occupation information is—it must be taught. This may sound like a trite statement; but, how often in recent years have we heard something like this, "What's new about off-farm agricultural occupations? We've always had vo-ag graduates enter these occupations." Yes, by chance or by accident but with little or no guidance, some have found satisfying and satisfactory employment. The challenge is—"What will happen if we have a planned program of occupational guidance in agriculture?"

Shontz (6) completed a study in which students' knowledge of occupations related to a Land Use and Conservation Unit was tested. One group of students was simply taught the agricultural subject matter of Land Use and Conservation. A second group

(Continued on page 232)

Richard L. Sparrow

THERE'S A NEW CHALLENGE IN AGRICULTURE! !

The Superintendent, Principal, and Chairman of the Agriculture Advisory Committee discuss with the Vocational Agriculture Instructor changes taking place in the field of agriculture.

Left to Right: V. A. Simmons, Principal; Richard L. Sparrow, Vocational Agriculture Instructor; Norman C. Little, Chairman, Agriculture Advisory Committee; C. Merrill Dailey, Superintendent, Manchester Community Schools.

Exploring Farm Related Occupations

Three Years Experience with a Three-Phase Program in Indiana

RICHARD L. SPARROW, Vocational Agriculture Teacher
Manchester High School, North Manchester, Indiana

This article describes a three year exploration program for off-farm agricultural occupations which was developed and implemented at Manchester High School. The program described is presented as an example of an effort to expand and enrichen the existing senior course in vocational agriculture, and also as an example of cooperative working arrangements among the school, the vocational agriculture advisory committee, and the school community.

How the Idea Started

In the summer of 1961, shortly after I was appointed vocational agriculture teacher at Manchester High School, members of the vocational agriculture advisory committee raised some pertinent questions as to what could be done to prepare high school vocational agriculture students for off-farm agricultural occupations. The members of the committee were familiar with employment trends in agriculture. They knew, for example, that the average Indiana farmer was supplying food for himself and nearly 30 other people in the early 1960's. They recognized that the percentage of persons classified as "farmers" had been declining in recent years. But they also had access to data that there were 26 million people employed in the agricultural industry. Not all vocational agriculture students currently enrolled at Manchester High School may expect to enter farming, they argued, but some of the students might be able to obtain employment in the other agricultural occupations. The members of the advisory committee recommended that a program be initiated designed to provide vocational agriculture students with more adequate information regarding off-farm agricultural occupations.

Under the stimulus of the sharply focused queries of the members of the committee, and with the approval of the principal of Manchester High School, Vivian Simmons, and the Superintendent of Manchester Community Schools, Harmon Baldwin, I developed a plan whereby off-farm agricultural occupations could be introduced into the vocational agriculture curriculum. The development of the plan included consultation with Carl F. Scott, Assistant State Supervisor of Agricultural Education, and Professor John K. Coster, at Purdue University.

The Development of the Plan

From an immediate, practical point of view, it seemed expedient to develop a plan within the framework of the program of studies currently in operation at Manchester High School. There were several reasons to support this contention. First, there was an urgency on the part of the members of the advisory committee to move forward. Second, there was not time nor funds to employ additional teachers. Third, a major change in the vocational agriculture program would have required an amendment to the State Plan for Vocational Education to provide for the plan on an experimental basis.

The plan was based on one important principle of vocational education in agriculture, and on one common practice of teachers of vocational agriculture. The principle was that *any sound program of vocational education integrates the vocational guidance function with the vocational instruction function.* According to this principle, guidance activities precede the selection of vocational courses, accompany the formal instruction, and are integrated with the instruction.

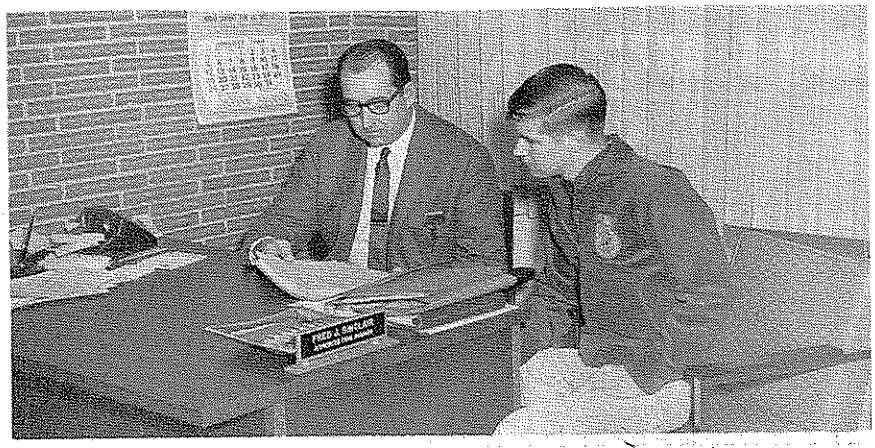
The Pre-Observation Phase (*Phase 1*)

During the week before the students began the observational phase of the program, attention was given (1) to preparing a list of points to consider in examining the different jobs, and (2) to a formal study and discussion of these points. The points, listed below, were to serve as the basis of the written reports to be completed following the observation period.

1. Job name or title.
2. Classification of job.
3. Job combination, analysis, or breakdown.
4. Level of difficulty of the job.
5. Standards of work performance.
6. Output standards.

A Three-Phase Program

1. Phase 1 (one week). Identification and analysis of points to consider in the study of occupations.
2. Phase 2 (four weeks). Assignment of each senior vocational agriculture student to four places of employment in the area. The plan called for each student to spend one week in each of four different establishments. The week was defined as 15 hours of observation—three hours per day for five days.
3. Phase 3 (two weeks) was assigned to the preparation of oral and written reports and the presentation of the oral reports by the students.



Elbie Bucher, vo-ag student, working with Fred Sinclair, accredited Farm Manager with the Indiana Lawrence Bank and Trust Co., on the processing of a farm loan.

7. Training required.
8. Previous experience required.
9. Physical demands.
10. Machines, tools, materials, and equipment used.
11. Working conditions.
12. Worker characteristics.
13. Selection method.
14. Pay rates.
15. Hours and shifts.
16. Supervision given and received by workers.
17. Job relationships.
18. Industry, plant, department, division, or section of employment.
19. Number of persons employed in the establishment.
20. Number of persons employed annually, number who quit, and job absences.

The Observation-Exploration Phase *(Phase 2)*

The students were asked to list six establishments in which they were interested, ranked in order of preference. It was, however, possible to assign all students to their first four choices, during the first year the program was in operation, with 14 establishments being selected by one or more students. Establishments selected included veterinarians, feed elevators, implement dealers, a meat market, a bank, an insurance agent, a hog market, a livestock equipment manufacturer, a bulk fuel delivery service, and a lumberyard.

One person in each cooperating establishment was designated the contact person. The students spent two hours during the school day and one hour after school hours at the establishment. Schedules were arranged by the contact person to afford the greatest opportunity to gain as much information about the nature of the job opportunities and the duties required of the workers as possible. The students accompanied the contact person on farm calls, and observed the performance of the worker in meeting clients, except where confidential information was being discussed.

The Reporting and Evaluation Phase *(Phase 3)*

Each student was required to submit a written report of his observations for each of the four jobs or establishments, covering the points listed in Phase 1. In addition, the students presented oral reports in class. A grade was assigned to the written and oral reports.

Each contact person in the cooperating establishments filled out an evaluation form for each of the students assigned to his establishment. Items covered in the evaluation form included (1) interest of the student, (2) ability to learn, (3) quality of work, (4) rate of work, (5) dependability, (6) initiative, (7) cooperation —i.e., ability to get along with others, and (8) overall qualities.

The oral and written reports and the composite of the four evaluation forms were used to assign grades for the work of the students during the seven weeks period.

How the Program Has Worked

The program described above has been in operation for three years. The reactions of the persons involved in the program have ranged from favorable to very favorable. The program has received the full support of the school administrators. Altogether about 20 establishments have cooperated in the program. The students not only have gained first hand information about agricultural occupations other than farming, but they also have gained a greater appreciation about how people in the community earn a living. The members of the vocational agriculture advisory committee not only have recommended the continuation of the program, but they have had the satisfaction of witnessing the development of a suggestion from an idea to an ongoing program.

Extensive advanced preparation is essential to the success of the program. Here two parts of the program are crucial. There is need to work closely with the contact persons in detailing the observation program on the job. And the completeness of the pre-exploration phase sets the stage for the observational program.

The future value of the program depends to a large extent upon the introduction of new programs in the program of studies in the school. If cooperative work experience programs in agricultural occupations are established in schools in the last year of high school, then the observational program should be incorporated in the course of study at the junior or third year level. □

OKEMOS (Continued from page 223)

garteners. In the spring of the year when chickens are hatching and baby lambs being born, their animals are shared with the elementary schools for various periods of time.

The biology, art, homemaking and English departments at the high school have used the Land Laboratory as a teaching aid. One teacher used a lamb in the classroom for a subject for descriptive writing and a trip through the woods as motivation for description of sounds and scenery. The biology classes raid the beehives at regular intervals and the home economics girls have used the flowers and weeds for floral arrangements.

Because of the Land Laboratory where boys can actually do the work, the program qualifies as vocational agriculture and is reimbursed for about 40 per cent of its cost. This financial support makes it possible for the agriculture teacher to be employed all summer without added financial burden to the district. He spends his time helping individual boys with their projects, fair exhibits, educational trips and supervision of the harvesting of the crops. The Okemos Public School enjoys the distinction of being a leader in the use of the Land Laboratory as a teaching tool of agriculture. □

"Never trust the advice of a man in difficulties." Aesop.

Are We "Out-Guidanced"?

JOSEPH K. BAILEY, Supervision, Ripley, West Virginia


Joseph Bailey

Vocational agriculture teachers often state that school administrators and guidance personnel in their schools do not recognize vocational agriculture as a "solid" subject in the high school curriculum; that the school personnel in general believe that vocational agriculture is for only those students who are incapable of attending college; that those planning to attend college are encouraged to take subjects more preparatory than vocational agriculture; or when first year students register, they are being influenced to take a basic science course instead of vocational agriculture. Another common complaint is that school personnel in charge of scheduling maintain that it is practically impossible for a student to schedule vocational agriculture and take the other subjects necessary for college entrance. With an occasional exception, these situations warrant little sympathy. Their authenticity is not questioned, but surely, if adequate preventive measures had been administered, the chances of their occurring would have been remote.

In this time of emphasis upon science, higher mathematics, and foreign languages, an instructor can't sit on his past enrollment—he must go after the students who should be in vocational agriculture. Pre-enrollment contact is the logical place to begin. Very few of the more capable students will "stumble" into vocational agriculture just by chance. A visit to the prospective student's farm early in the summer, during which the program is thoroughly explained to the boy and his parents, ought to eliminate most of the "chance" enrollments. A follow-up visit later in the summer would pay dividends.

Why Vo Ag?

There is no "gimmick" for inducing farm boys to enroll in vocational agriculture other than the fact that farm boys will want to be associated with a strong program of vocational agriculture and an active FFA chapter. The best inducement the instructor can offer is a good, solid, modern, practical, efficient course in vocational agriculture—a course affording experiences which would prepare for full or part-time farming, agricultural college, or non-farm agricultural occupations. If it becomes obvious, after a year or two, that a student is interested in none of these phases of agriculture, then he should be encouraged to pursue his more dominant interests. During that "year or two" he ought to have developed a healthy attitude toward agriculture—an attitude which in later years, regardless of his occupation, would keep him sympathetic to and appreciative of agriculture.

The Quality Student

The chairs in the vocational agriculture classroom can usually be filled with minimum effort, but far too often quality students are not the occupants. It is granted that vocational agriculture, as all other courses, must accept its proportionate share of the students of lower ability; however, a "share" of the more capable ones as well should be enrolled. Due to competitive forces in operation in the school it might be necessary to administer some guidance service in order to get the more capable students enrolled.

It is essential that vocational instructors maintain a good relationship with their school guidance personnel. Guidance personnel who are thoroughly familiar with vocational agriculture and are aware of its paramount opportunities for farm boys will put forth a stronger effort to make it an important sector of the farm boys' schedules. □

"Sarcasm I now see to be, in general, the language of the Devil; for which reason I have long since, as good as renounced it." Thomas Carlyle.

Is a Test Plot an Asset To Your Department?

H. J. McPHERON, Vo-Ag Teacher
Ashton, Illinois

If you inherit the plot with the department and it is of a suitable size, I suggest you go ahead and try to set up 2 to 4 good experiments on it and carry the experiments to completion. The experiments will make several good units of study, in your high school classes, as well as, in the adult classes. I have used the same in both groups. Here at Ashton they have been well received. A group meeting and tour of the plot can be scheduled in the summer time for the benefit of farmers, seed and feed dealers, farm advisors, agricultural teachers, and other interested people in the county or school district and nearby community.

If the plot joins the school, it makes the handling of the experiments, much easier, while if it's 1 or 2 miles away, risks and accidents, are greatly multiplied. However, this can be overcome by having a competent manager. Most teachers are so fully scheduled with classes that it requires a junior or senior manager to get the experiments carried out correctly.

The plot can be a good source of revenue for the FFA, without all these selling campaigns that many chapters have.

The economics of farming can't be emphasized too much. By the use of the plot here at Ashton, we have proved that you must raise over 100 bu. of corn per acre, because, depending upon your method of operation costs will vary from 55c-76c a bu. (this included costs of cultural practices, interest on investment, and taxes).

I have asked many teachers for their opinion about having a plot in conjunction with the Agriculture Department, over 50% said thumbs down, unless you have to take it, leave it alone. Some say it's very beneficial, while others say there are too many headaches involved. Be your own judge, you're the one who is going to have to make it a success or failure. □


J. T. Horner

Guidance Functions in Promoting Farm Partnerships

J. T. HORNER, Teacher Education, University of Nebraska, Lincoln
D. R. SANDY, Teacher of Vocational Agriculture, York, Nebr.


D. R. Sandy

It is becoming increasingly difficult for young men to get started in farming. In less than 25 years the value of assets used per farm in the United States has increased more than 700 percent, from an average of $6,308 in 1940 to $51,472 in 1963. Farm production costs are up more than 800 percent. The value of livestock per farm is up 500 and machinery 1000 percent over 1940 figures.

Because of these increases in capital requirements, many people, including some instructors of vocational agriculture, say that "if a young man is to become established in farming these days, he must either marry it or inherit it."

Granted, the possibility for outright purchase of an efficient unit is extremely remote. However, there is another alternative. Many capable and qualified young men desiring to become established in farming can "grow into it" by means of partnerships.

Recently, while engaged on a community analysis, an unusually large number of partnership arrangements in the York (Nebraska) community was noted. With the cooperation and support of Don Sandy, the local vo-ag instructor, we learned that 13 of the 18 members of his young farmer class were operating under partnership agreements. How this happened and Don's techniques are explained in the following conversation.

Dr. ("*Doc*") Horner to Mr. *Don* Sandy: Don, we have, through our community analysis, identified quite a large number of farm partnerships. In discussion with the parties involved, we learned that you were largely responsible. You are doing something agricultural educators across the country would want to share. Let's find out how you achieved the very fine results. First, just what is your philosophy in the area of establishment of partnerships?

Don:

My philosophy? *Start them young!* Get them to the point where they are making enough money so that they can't afford to quit their farming operation for any other job.

Since we must move, in a very short time, from a one-family operation to two, we take one enterprise at a time and double or triple the size so that income will satisfy both the participating parties. Then we move into the next enterprise as the boy's farming program expands from year to year. By the time he is a high school senior he is just a step from being a full-fledged partner in most of the farm business.

Doc:

What single factor do you feel has contributed most toward this record of three out of four young farmers with partnerships?

Don:

I believe it results from my living and working in this community for these many years (22). I know the people and want to see their boys securely established in farming.

Doc:

What factor contributes most to successful partnerships?

Don:

The factor most important to success of a partnership is respect for the judgment and opinions of each other (father and son). They must have a good personal relationship. Without this no partnership can long exist. You find this relationship when the two are able to sit down, man to boy, talk things over and make decisions. It takes a dad (or other adult) who really wants his boy(s) to farm *with* him and not *for* him.

Doc:

And developing the ability to work *WITH* not over or for a partner requires considerable counselling of both boy and the adult by the instructor. Now, how do you identify or select likely candidates?

Don:

A partnership is a two-way proposition. If a father wants a boy to stay with him in the farming business he must be willing to give him an opportunity. I find out if the father is interested in having his boy stay on the farm. If not, the chances of success are nil. No attempt to set up a partnership is made unless both the boy and his father have a desire for him to farm.

Doc:

Don, a point for clarification. We catch ourselves thinking in terms of "parent-son partnerships" but I happen to know that you don't give up when the possibility for a family partnership is remote. We have considerable evidence that there are a number of operators with no sons, or only sons who have no intention of ever farming, who are willing to help young men get set up as partners. When do you make your first move or when do you start?

Don:

Many of these relationships start before the boy reaches the 9th grade, especially if he has an older brother(s) who takes vocational agriculture. Some early contacts are made during farm visits of adult class members. It is extremely important to point out that a partnership is a gradual process and that the foundation must be laid early. Fathers are urged to get young boys interested in livestock clubs or Junior Feeders and Breeders Associations. A common interest is thereby aroused before they come to vocational agriculture. I am most hopeful of sustained interest when the question of potential partnerships is initiated by either the father or son. The mother is included in the planning stage. She plays an important part in introducing and holding this farming interest.

Doc:

Could you give us the steps you take each year to develop these partnerships? You have already suggested that Number 1 is your learning of and about interests, attitudes and other partnership potentials of parties involved.

Don:

Yes, and Number 2 is to begin cultivation of the interests and knowledge, helping the boy pick out enterprises in which he is most interested.

Clear-cut goals and periodic evaluation of progress toward those goals are vital factors. It is essential that the partnership be started by expanding rather than taking over a portion of that now in operation. For example, if the father keeps 12 sows, the boy furnishes 3 additional sows and has ⅕ of the hog operation. It becomes "our" hogs not "your" hogs or "my" hogs.

Step Number 3 is to help develop and refine their agreement. Features such as parties involved, duration, management and labor, finance and division of profits are carefully observed. The teacher's role is crucial in building lasting agreements. He must be always alert, discrete and tactful in insuring that the terms of the agreement are followed. This presupposes that the agreement is clear, equitable, and flexible enough to adjust to a growing partnership. Agreements, goals and plans are developed both through on-farm conferences, individual and parent-teacher-student conferences, as well as in the classroom.

The next step, Number 4, is to encourage the boy in his first or second year to get started on a similar feed-grain partnership so that he can contribute to the livestock feed program. This often creates the need for more land in the advanced years of vo-ag. Thus, acquiring additional land or intensifying the cropping plan to meet the new demands is required.

Step Number 5 is that of continuously assisting in planning so that the boy and his father's operation expands each year until the full 50-50 operation exists.

Doc:

Fine, Don. It is evident that the supervised farming program (not "project") is the backbone of this approach. The parents' role is paramount. I know, too, that you capitalize upon partnerships of former students in developing the farming program and partnership concepts. Now, what are some problems?

Don:

It is necessary for the farming operation to increase in scope so that the father does not take a loss in income on the partnership enterprise(s). This is partially achieved, without great capital outlay, by utilizing new practices and management methods—such as four farrowings per year rather than the prevailing two litter system.

Another key factor is that complete and accurate records on the entire enterprise must be kept. This is usually extended to include the whole farm during the junior or senior year of the boy. When the boy has the paper work finished he is able to show his father that he means business, GOOD BUSINESS!

Doc:

How about rewards?

Don:

Well, Doc, I think the rewards are obvious. Each of the successful partnerships is a living reward. I take great pride in knowing that I contributed toward the success of these individuals and the upgrading of agriculture and rural life, and that I can exert an influence in my community "which will stand solid for my part in that inspiring task."

Doc:

Thanks very much, Don, for sharing with us these very helpful ideas on this extremely important facet of vo-ag, assisting young men in becoming successfully established in farming.

Let me summarize: The instructor of vocational agriculture has a real opportunity for service and satisfaction in counselling two generations toward successful farm partnerships. To be effective, however, *first*, he must know the adults in the community and identify early the young men truly desirous of developing partnerships; *second*, cooperative attitudes and personal rapport must prevail; *third*, management decisions must be made jointly; *fourth*, the total operation as well as the young man's equity must grow as his contributions increase, and *fifth*, farm finances, agreements, and records must be handled on a businesslike basis. We have pointed out that the instructor must serve as both the drive-shaft propelling action toward partnerships as well as the lubricant of interpersonal relationships required for success. □

HOOVER (Continued from page 227)

was provided with occupational guidance information along with the agricultural subject matter. A third group had the occupational information integrated with the agricultural subject matter. The integrated and the separate guidance units methods of teaching resulted in higher adjusted mean test scores than the method in which agricultural subject matter only was presented.

We cannot merely teach agricultural subject matter and then count on "transfer of learning" to make students aware of the employment opportunities and needs in agricultural occupations. Over the years, it has become second nature for successful teachers of agriculture to relate studies of plant science, animal science, agricultural business management, and agricultural mechanization to farming programs or home projects of students. This has given meaning and purpose to the study of agricultural subject matter. We have a parallel here. As teachers become more aware of the need for occupational guidance in agriculture, the inclusion of occupational information naturally will become a part of the plan for teaching each unit of instruction.

This "transfer of learning" principle applies also to work experience programs. As more students become involved in these programs, we must be sure that they see some relationship between this work experience and their possible future occupations. Less than two years ago a teacher of agriculture and I visited a sophomore boy who was placed on a dairy farm for supervised farm work experience. In talking with the student, I asked what he wanted to do upon being graduated from high school. He said he wanted to be a game farm manager or a game propagator. I then asked whether he saw any relationship between his work on the farm and his future occupation. His answer was, "Not much, I guess I never thought about it." Further questioning revealed that he had taken care of a brood of pullets raised on the farm for flock replacement, prepared the seedbed for wheat the previous fall, planted and cultivated corn, and helped to harvest small grain. I then raised some questions with him about the similarity between brooding chicks and brooding wild turkey, quail, or pheasants. I asked him whether he was familiar with the grain plots that are planted for wildlife feed in many areas. I asked what kind of equipment he would use in operating a game farm. The teacher and I had a very interesting discussion as we drove away from the farm. I like to think that in that brief discussion we gave some real purpose to the supervised work experience program of that boy.

In summary—There is a need for occupational guidance in agriculture; occupational guidance should begin in the eighth and ninth grades and be a continuous process throughout high school; occupational information should be taught as formal guidance

units and also integrated with agricultural subject matter. Teaching *about* agricultural occupations is a necessary first step before tackling the really big job; namely, teaching competencies for proficiency in these occupations. □

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A Broader Concept of Guidance Is Needed

JOHN H. RODGERS, Teacher Education, Clemson College

John Rodgers

The nature of vocational education is such that educational and vocational guidance cannot be separated. In past years we have not been overly concerned with the guidance function because our program has been geared to community rather than pupil needs. These needs have been predicated by the production enterprises of farmers within the school area.

Today we hear more and more about programming for available occupational opportunities or for specific occupations. Another idea frequently voiced is that we must consider cooperative educational programs to develop competencies demanded in both farm and nonfarm agricultural occupations. Also we are more aware of the several factors influencing the educational and vocational choices of youth. Such factors as available jobs, location of employment, expected salary, educational opportunities, parental approval of educational and vocational choices, and student aptitudes, abilities and characteristics must be considered. I shall limit my comments to these factors.

Since we do not have adequate information pertaining to employment opportunities or competencies needed in various segments of agriculture, we are at a loss to provide facts upon which students can base decisions. Also it is difficult to formulate realistic educational programs. Therefore, we need a sound systematic approach to collecting data on opportunities and competencies. This cannot be done hurriedly or with little effort. Sampling the industries is not satisfactory.

Surveying Possible Occupations

A study involving all of the firms engaged in a segment of agriculture, e.g., ornamental horticulture, to determine number, kind and location of occupational opportunities, competencies needed by employees and expected salaries seems to be a first step. This information will serve as a basis for educational programming, especially on the post-high school level. Making such studies of the various segments of agriculture will be time consuming and somewhat expensive. However, they will furnish pertinent facts and information to students and their parents to aid them in making educational and vocational plans, choices and adjustments.

Many studies point up the need for parental approval of educational and vocational choices. Drabick found the majority of parents to be favorable toward or willing to accept the vocational choices of high school students.[1]

Parkinson expresses parental influence over educational choices of students as follows:

> It thus appears that a high percentage of these students were influenced by their parents, and that lesser percents were influenced by various personnel. Over one-fourth were influenced by their friends. It also appears that many of these students were influenced by more than one individual. For this reason, it is unfortunately impossible to provide an index of the total influence of the school by adding together the percents of students who were influenced by school personnel.[2]

The implication here is that we should make a concerted effort to present the facts and change parental attitudes toward agriculture. Mass media can be used effectively to portray the big picture of agriculture with its varied employment opportunities. This picture includes educational preparation on the high school and post-high school levels and also undergraduate and graduate curricula in our colleges and universities. Apparently guidance activities have little effect unless parents are adequately informed. We cannot assume that the public is agriculturally informed when we see so much misinformation in popular publications.

Tests Can Help

Effective guidance also depends upon an adequate knowledge of student aptitudes, abilities and characteristics. Teachers of vocational agriculture know a great deal about their high school and out-of-school students. However, it is very often desirable that students take an aptitude test such as the General Aptitude Test Battery with or without specific tests. This test battery is administered by Employment Security Commission offices free of charge and can be a boon to guidance.

We can improve our guidance by (1) collecting adequate information on occupations, educational programs and students, (2) informing students, parents, and the general public, and (3) counseling with our students individually. As the scope of our educational program projects beyond the boundary of the home farm, our concept of guidance must be broadened to keep pace. □

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[1]Lawrence W. Drabick, *The Vocational Agriculture Student and His Peers*, Raleigh, N. C., Departments of Agricultural Education and Rural Sociology, Educational Research Series No. 1, 1963.

[2]Daniel S. Parkinson, "School Influence in Student Choices of High School Mathematics Courses," *The Journal of Educational Research*, Vol. 55, Number 3, November 1961.

Personal Values of Vocational Agriculture Students and Their Teachers

O. E. THOMPSON, Teacher Education, University of California, Davis

Do teachers of agriculture influence the personal values which emerge within their students? What kinds of things do students of agriculture cherish? How do their values compare with those of their teachers? To obtain answers to these and other questions, over 800 students and their vocational agriculture teachers in 27 superior schools were studied. A review of this study follows:

Values are defined as relatively stable, pre-determiners of action that are developed in each individual through prizing, cherishing or holding something dear. These values usually govern behavior directly. When the environment is such that value-directed behavior is not appropriate, the individual by a change in attitude usually adjusts satisfactorily to the situation. By this change in attitude the individual effects a compromise between his values and expected behavior. When the environment again permits, the individual tends to revert to value-directed behavior.

The Development of Values

The exact source from which young people obtain their values is not precisely known. Growth trends in values are believed to be gradual and approach the adult cultural norm in a slow but steady fashion, gaining in consistency with increased age. Young children are believed to acquire their values from their immediate culture on the basis of imitation and precept Children develop patterns of attitudes which function more or less systematically in directing their thinking and behavior. While parents are recognized as a primary source of children's value systems, this influence declines with increasing age. Between ten and sixteen years of age the family unit begins to play a less significant role in value formation and social factors become more important. Self concept of children is heavily influenced by associations with adults who have positions of prestige. Havighurst and Taba found, "that schools, churches and youth-group leaders influence the ideals of youth as much or more through the presence and behaviors of teachers, clergy and youth-group leaders as through their verbal teaching."[1]

Thus the school by its very nature becomes an important contributor to the formation of values within children. The teacher then as a primary agent of the school plays an inescapable role and can become a strong positive, negative or neutral influence depending upon the individual teacher. Havighurst and Taba found sixteen-year-old students listed teachers three to one over parents when naming most admired associates.[2] This points out the potential influence teachers have with students.

Research Procedure

Each of the 27 teachers in this study and his freshmen and seniors in agriculture completed a personal value inventory and a personal information sheet. Personal values were measured by the "Differential Values Inventory."[3]

Discussion of Data

The teachers in the study had value patterns which were more traditional than emergent. (Table I) Their mean scores of 36.84 and 27.14 respectively vary considerably from the overall mean of 32.00 had these value areas been of equal importance to them. Teacher scores for the values, individualism, future time orientation and work success, were considerably larger than those for conformity, hedonism and sociability. Little difference existed between teachers' scores on Puritan morality and its opposite—moral relativism. The value least cherished by teachers was conformity, while the most important single value to them was future-time orientation. The mean emergent and mean traditional value scores for the entire group of students were very similar. Students generally scored higher on emergent value categories and lower on the traditional values than did the teachers. Seniors and the freshmen were similar in those values which relate to sociability, moral relativism, individualism, work success, and future-time orientation. However, freshmen did have significantly higher scores for the values related to conformity and Puritan morality than did seniors. The seniors had significantly higher scores on hedonism than did freshmen.

The preceding evidence tends to support Spindler's hypothesis that our culture is changing from one of traditional orientation to emergent.

When the emergent value scores for students and teachers were compared, a correlation of 0.44 was obtained. This is significant at the 5% level. Comparison of the emergent value scores of freshmen, seniors, and their teachers resulted in correlations of 0.29 and 0.38 respectively.

The correlation between values of teachers and their seniors is significant. However, the correlation between teachers and freshmen values is *definitely* not significant. These findings suggest that the value patterns of seniors are more like those of teachers than are the values of freshmen.

Summary of Findings

The following are the high points of this study which involved over 800 vocational agriculture students and their teachers in 27 California high schools.

1. Personal values of seniors tend to be more like those of their teachers than did the values of freshmen.
2. Vocational agriculture students who have high emergent value

[1] Havighurst, R. J., and Taba, H., *"Adolescent Character and Personality."* New York, New York: John Wiley and Sons, Inc. 1949.

[2] *Loc. cit.*

[3] Prince, R., "A Study of the Relationship Between Individual Values and Administrative Effectiveness in the School Situation." Unpublished doctoral dissertation, December 1957. University of Chicago.

patterns tend either to live with persons other than parents, attend church infrequently, enroll in the general curriculum, are low achievers in school, and/or have indefinite post high school plans.

3. Students who have high traditional value patterns tend to attend church frequently, enroll in the college preparatory curriculum, receive high grades, and/or plan to enter college directly from high school.
4. Very little difference is found between the overall emergent and traditional patterns of freshmen and seniors—freshmen, however, are more concerned with values related to conformity and Puritan morality than are seniors. Seniors are more interested in hedonism.
5. Teachers of agriculture in this sample held predominantly traditional values.

TABLE I

Mean Volue Scores of Students and Teachers

Kind of Value	*Freshmen N=383*	*Seniors N=246*	*All Students N=839*	*Teachers N=27*
Emergent Values				
Moral relativism	8.61	8.80	8.81	7.70
Sociability	8.18	8.39	8.28	6.89
Conformity	6.89*	6.49	6.58	4.74
Hedonism	8.28*	8.70	8.50	7.81
Total Emergent	31.96	32.28	32.17	27.14
Traditional Values				
Puritan morality	7.03*	6.27	6.70	7.96
Individualism	7.65	7.63	7.66	8.66
Work success	8.48	8.93	8.66	9.74
Future time	8.88	8.89	8.79	10.48
Total Traditional	32.04	31.72	31.83	36.84

*Significant difference (5%) between freshmen and seniors.

Some Implications

Since the seniors have value patterns which are more like their agriculture teachers than did the freshmen several inferences are suggested. Perhaps the seniors who have been in close contact with their teachers of agriculture for almost four years have actually adopted values similar to those of their teacher. It is also possible that only students whose values are similar to the teachers continue in the study of agriculture or this similarity might be explained by age alone. Further research is needed to completely determine reasons for the similarity between values of seniors and their teachers.

Since it is believed that teachers do influence value patterns in their students, teachers of agriculture, perhaps more than any other teacher, may be a pivotal influence upon the student. The teacher of agriculture works with his students not only in the classroom, but on the farm and in the Future Farmer organization. The teacher thus has many opportunities to interact with his students.

Teachers must recognize that their words and their actions are guidelines for young people who are establishing values. These values become the governor of behavior in young people for the remainder of their lives. Thus each teacher has a serious responsibility which cannot be taken lightly. Are you setting the ideal example for your students to follow? □

Interest Inventory Test Developed for Prospective Vo-Ag Students

ROBERT W. WALKER, Teacher of Agriculture, Hollidaysburg, Pa.

Robert Walker

Teachers of agriculture and guidance counselors are becoming increasingly more aware that the enrollment in vocational agriculture should not be limited to students who live on farms. Many students living in the rural areas, but not on farms, have a definite agricultural interest and can profit by enrolling in the vocational agriculture course. Guidance counselors with the assistance of the teacher of agriculture need to identify students who have agricultural interest.

To assume that boys living on farms would have positive interest toward agriculture and those living in town would have negative interest would facilitate the separation of all eighth grade students with and without agricultural interest. Such an assumption is not valid or accurate and a better technique for separation needs to be employed.

Teachers and counselors recognize that guidance based upon stated interest of students has at least two shortcomings; (1) students may have an interest in agriculture but do not express it because of competing interests and (2) stated interests of students may not be predictive of performance.

The Need for a Short Objective Interest Test

In order to do effective counseling, those who do the counseling need to know about the students and their occupational preferences. Since preference may not be stated by students or the stated preference may not be predictive of their performance, a short objective interest or preference test is needed for the comprehensive guidance program to measure vocational agricultural interest of all eighth grade boys. The first guidance function in a systematic program for vocational agriculture would be to test all eighth grade boys and identify, prior to course selection, students with agricultural preference. This does not suggest that a system be developed that would be rigid or mechani-

cal for selection or rejection of students. Such a procedure would enable guidance personnel to counsel with students about their preference or interest.

The Investigation

An investigation was undertaken in order to construct and select appropriate interest inventories for which scoring keys were developed to measure vocational agriculture interest of all eighth grade boys. The resulting scores were studied to determine if high scores of eighth grade students predicted those who later were rated successful in vocational agriculture.

As a result of the investigation the Pennsylvania Vocational Agriculture Interest Inventory was developed and has been used by guidance counselors and teachers of agriculture in a number of Pennsylvania high schools to assist eighth grade students in deciding whether to enroll in vocational agriculture. All eighth grade boys have taken the test. Those with high interest in agriculture are easily identified. These students are given occupational information and counseled prior to selection of ninth grade courses. The test results have proven helpful to the teachers of agriculture and guidance counselors not only when they counsel with the boy but when they talk with his parents.

The inventory contains 75 statements to which an eighth grade boy responds by indicating how he feels about each statement. The student responds by choosing the one of five answers that best represents the way he feels: (1) strongly like, (2) like, (3) undecided, (4) dislike, and (5) strongly dislike. The system of scoring involves the use of a positive scoring key and a negative scoring key. The resulting numerical score may be used to classify each eighth grade boy as having a high, middle, or low vocational agriculture interest.

How the Test Was Developed

The two tests were administered to 1013 boys in the eighth grade in twenty south-central Pennsylvania high schools. A rating on success in vocational agriculture was obtained one year later, at the end of the ninth grade. The criterion group consisted of 168 thirteen- and fourteen-year-old boys who were rated as Successful Vo-Ag Students. In addition, the boys planned to continue in vocational agriculture in the tenth grade. The responses of the criterion group to item answer positions were determined and converted to percentages. A nomograph was used to test item answer position percentages for both the criterion group and the norm group to determine those that were significantly different. Seventy-five items were found to have answer positions on which the two groups differed significantly. The positive and negative scoring keys were made from the significant answer positions. The mean score for Successful Vo-Ag Students was 71.2. For Other Students the mean score was 48.0.

It may be concluded that the systematic use with eighth grade students of the Pennsylvania Vocational Agriculture Interest Inventory will be of great value to guidance counselors and teachers of agriculture as they assist students to make long range educational and occupational decisions. □

Parents Need to Understand Our Goals

JOE HARPER, Teacher of Vocational Agriculture, Colo, Iowa

Joe Harper

Understanding, or the lack of it, is one of the greatest stumbling blocks we have to successful vocational agriculture departments. When our students and their parents understand what we expect of them, it is going to be much simpler for us to gain their support in trying to accomplish our goals. Anything we can do to enlighten these people we serve is well worth the time and energy it takes to get the job done.

I have always felt that the supervised farming program is the most important part of our vocational agriculture training in Colo. I can measure success and failure of our instructional program and of our students by the success or failure of their supervised farming programs. This then, gives prime importance to the development of outstanding farming programs.

Whenever I fail to motivate a boy to set his goals high enough, or to do the work necessary for a successful farming program, or fail to motivate his parents to give him the opportunity to develop a successful farming program, I question what I have done wrong as the supervisor of that farming program. Invariably it comes back to a lack of understanding, a failure on my part to make it clear to them as to what I am trying to help them accomplish, what I expect of them and how it can help them.

Time for Parents

There just isn't enough time to explain everything fully to each set of parents. It occurred to me that what I wanted to say to the parents was practically the same for each and so it would be possible to explain the supervised farming program, its purpose, value, and operation to all the parents of freshmen boys in one meeting.

This meeting was set up as a night meeting during the second week of the school year. Letters of invitation were sent to the parents well in advance so they could plan to attend.

A Program for Parents

In the meeting I tried to cover the purpose of the supervised farming program. I wanted the parents to see the value of this to their own son as a learning-earning situation. Types of programs were discussed as well as the procurement of livestock. Parents were shown a copy of the official supervised farming program record book and found out why we wanted the boys to keep complete and accurate records. I tried to emphasize the importance of making the farming program a definite business arrangement, with the boy having ownership and paying his fair expenses. Examples were used of local FFA members, as well as other outstanding FFA members from other areas, to help the parents see that good farming programs are possible, and to help them set high goals in their own minds. I always end this meeting by telling the parents that all they really need to give their son is opportunity, for he will have the interest, drive and initiative to get the job done.

I have felt many times that one of the FFA members could speak to these parents and thereby help in developing this understanding. The more understanding we have between parents, students, and teachers, the better farming programs we will have. The better farming programs we have, the better our instructional program in vocational agriculture will be. □

Letters . . . (Continued from page 220)

Sir:

The 1964 summer Missouri Vocational Association Convention is an innovation for us, as we have never had this type of convention in Missouri. Instead, the various services have had meetings or conferences at different times during the year.

We are planning a joint convention with the view of consolidating our forces and hence promoting Practical Arts and Vocational Education more effectively.

H. H. LONDON,
Columbia, Mo.

Sir:

The recent article by Fred Snyder, "The Experience of an Agricultural College in Education," is of special interest to me as a supervisor of vocational agriculture as I work with teachers on post-high school educational opportunities.

A reference in his article to "Artificial Breeding Technician Training" being done as a ten-day course emphasizes the need for our agreeing as a profession on just what we mean by a technician in agriculture and the requirements for a "technician" training program.

JOE R. CLARY
Coordinator of Field Services
Vocational Agriculture
Raleigh North Carolina

Sir:

I read with interest the article "Vocational Education Depends Upon the Community Power Structure." The answer to this problem seems to me to be in better informed school board members. To inform more people of vocational education, we as vocational leaders, should see that school board members have accurate information.

This could be approached in several ways. The Agricultural Education magazines, the AV Journal, and state vocational publications, including FFA magazines, could be sent to all board members. Programs prepared and presented by local vocational students (FFA, COE, DECA), before business, professional and civic groups, have a real favorable effect upon all adults.

Vocational Education as an important phase of a well rounded educational program for ALL STUDENTS is in the most favorable position in years. We in Vocational Education must see that the members of the boards of education throughout our Nation have the correct and specific information regarding the necessity of Vocational Education.

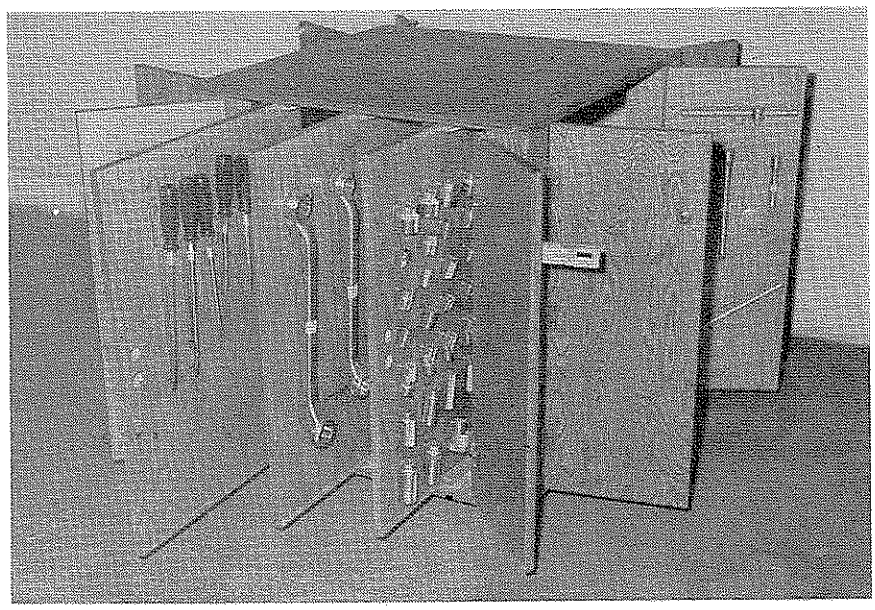
Boards of education will continue to develop school policy—which I am sure we all agree is the only way it can be done.

CARL M. HUMPHREY
State Supervisor
Jefferson City, Missouri

Teaching in America is a 24-hour job, twelve months of the year; sabbatical leaves are provided so you have your coronary thrombosis off the campus. —Jacques Barzun

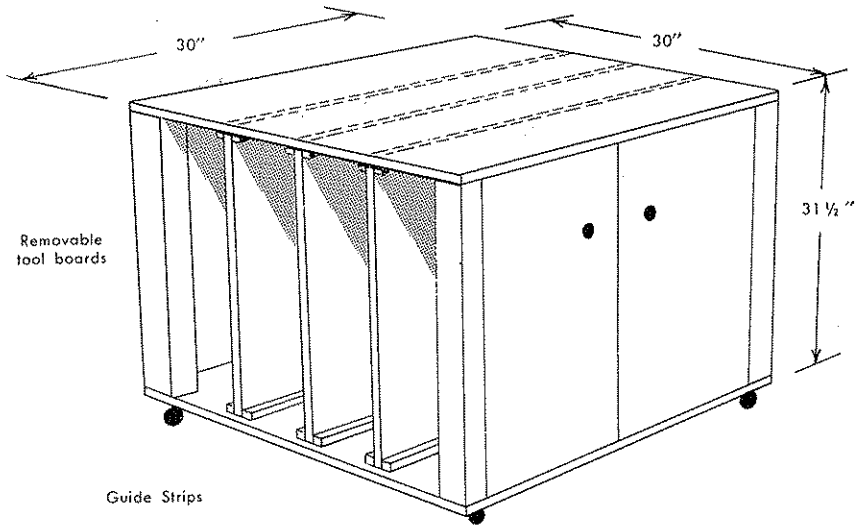
Increasing Your Tool Storage Space

HARLAN E. RIDENOUR, Teacher Education, The Ohio State University



The roller tool cabinet provides 50 square feet of tool storage space when the inside surface of the doors and both sides of the removable tool boards are used for hanging tools.

Do you need more tool storage space or are your tools always on the opposite side of the shop from your work? Howard Nowels, Vocational Agriculture Teacher, Ross High School, Fremont, Ohio, solved these problems by designing the roller tool cabinet illustrated here. The cabinet has eight doors that are used to hold tools. There are also three sliding tool boards within the cabinet. These tool boards can be pulled out on either of two sides of the cabinet so that tools displayed on them may be easily reached. The cabinets are on casters and may be rolled beside the work in the shop. The top is a convenient height to use as a work surface.



WORKING DRAWING
(Front Doors Not Shown)

BILL OF MATERIALS

LUMBER

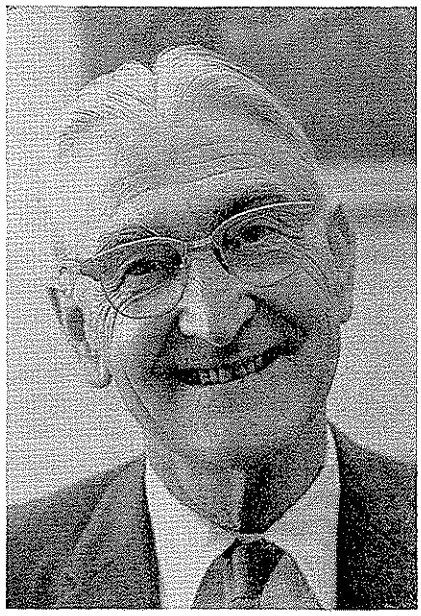
No. of pieces	*Size*	*Material*	*Part*
2	¾" x 30" x 30"	Plywood	Top and Bottom
8	¾" x 12" x 30"	Plywood	Doors
4	3" x 3" x 30"	Fir	Corner Posts
3	¾" x 24" x 30"	Plywood	Removable Tool Boards
12	¾" x ¾" x 28½"	Plywood	Guide Strips

HARDWARE

4 Casters 1¼"
24 Narrow Butt Hinges 2" x 1 11/16"
50 "L" Screws, Assorted Sizes
8 Cabin Knobs
6 Door Catches
1 Hinge Hasp, 4½" long

Tools are stored on the doors and on three removable tool boards. Three pairs of doors lock from the inside while the fourth pair locks with a hasp on the outside.

Sutherland Receives Distinguished Service Award



Dr. S. S. Sutherland

Dr. S. S. Sutherland, Chairman of the Department of Agricultural Education at the University of California, Davis, was the second recipient of the Distinguished Service Award of the American Association of Teacher Education in Agriculture. The award consists of a check for $500 provided by anonymous donor. This award is based upon excellence in teaching, research, writing, and services rendered the profession. The award was presented at the Annual A.A.T.E.A. meeting during the Atlantic City Convention of the American Vocational Association.

Professor Sutherland has completed more than 40 years in agricultural education. After graduation from Montana State College in 1922, he taught vocational agriculture until 1928 when he joined the Agricultural Education Staff of Montana State. In 1931 he joined the California State Staff in supervision, and in 1932 became a staff member of the University of California at Davis. Since that time he has served as director of teacher education in agriculture.

Dr. Sutherland received his Master's Science Degree from Iowa State University in 1928 and his Doctorate from the University of California. Among Professor Sutherland's accomplishments are the development of a cadet program of teacher education in agriculture at Davis which has graduated 527 men. Dr. Sutherland also designed a Master of Education Degree which has been a popular degree at Davis. A total of 205 have received this degree including 34 who were in the agricultural extension service. Many of the recipients have advanced to positions of high responsibility in the state and nation. Nine have become university professors, 23 are Junior College teachers or administrators, three are Deans of Colleges, one is a state-wide director of admissions for a university, and another is a college president.

Professor Sutherland is recognized as a master teacher and discussion leader. During the past ten years there has been hardly a month that he has not directed at least one conference or discussion group or appeared before a professional service group.

His research activities have included study of training requirements of workers in agricultural business and the study of biological principles related to agriculture. This latter study has been supported by the National Defense Education Act Funds. His most recent research has been concerned with experimental business at junior colleges.

Professor Sutherland is the author of "When You Preside" which is a widely used book in parliamentary procedure. His manual on Biological Principles in Agriculture is to be off the press in July 1963 and is a "first" in its field. A liberal contributer to the Agricultural Education Magazine, Professor Sutherland has had more than twenty articles published in the Magazine.

Among his service activities, Professor Sutherland has served as a member of the committee on the National Training Center for agricultural education for the American Vocational Association, as a member of the research committee, and as chairman of the professional information committee of the American Vocational Association. In addition, Professor Sutherland has acted on many committees at the University of California and within the State of California. □

Hoover to Head New Mexico Workshop

Dr. D. C. Roush, Dean of the College of Teacher Education at New Mexico State University announces that a special conference for agricultural education personnel will be sponsored by the University during the period of July 20-31, 1964. The theme for the conference will be "New Challenges in Developing High School and Post High School Programs in Agricultural Occupations." Conference director and visiting professor for the special conference will be Dr. Norman K. Hoover, Associate Professor, Department of Agricultural Education, Pennsylvania State University. Dr. Hoover recently authored a best-selling book, *Handbook of Agricultural Occupations*. Teachers of Vocational Agriculture, teacher educators, and supervisory personnel from all states are invited to attend. The special conference will offer two semester hours

of graduate credit. For further information write to Dr. J. D. McComas, Agricultural Education, College of Teacher Education, New Mexico State University, University Park, New Mexico.

Tenney and Bender At Paris Conference

Dr. A. W. Tenney, Director of Agricultural Education, U. S. Office of Education, and Dr. Ralph E. Bender, Chairman of the Department of Agricultural Education of The Ohio State University, represented the United States in a seminar on "Selection of the Best Forms for Vocational Training in Agriculture" held in Paris, January 6-10, 1964. Approximately 50 leaders in agriculture and education from 20 countries participated in the seminar which was sponsored by the Organization for Economic Cooperation and Development. This organization has had a special interest in vocational agriculture in terms of its contribution to agriculture and economic growth in the 20 OECD member countries. Dr. Tenney served as one of the rapporteurs and chairman of one of the sessions. Dr. Bender presented a paper "The Best Forms of Vocational Training in Agriculture in Advanced Countries."

The major problem in many of the countries appeared to be that of providing the best possible training program for those to be engaged in agriculture. It is quite evident that a program including guidance and other forms of vocational education will need to be developed in order to train the many persons who will not be needed to serve in agriculture, particularly in farming. The program of vocational agriculture in practically all of the countries is being provided through special agriculture schools rather than as a part of the public school program such as we have in the United States. □

The latest report shows new foreign subscriptions going to Agor, Indonesia; Fukuoka, Japan; Agana, Guam; Peking, China; Shizuoka-Ken, Japan; Vollebekk, Norway; Wageingen, Holland; Wien, Austria; Peradendya, Ceylon; Aster, Norway; Kanerberry, New Zealand; Jerusalem, Israel; West Bengal, India; Brisbane, Australia; Wellington, New Zealand.

* * *

"Gratitude is the sign of noble souls." Aesop.

Dr. Earl T. Carpenter Named Research Editor

Dr. Earl T. Carpenter

Beginning with this issue, Dr. Earl T. Carpenter will join the staff of special editors of the AGRICULTURAL EDUCATION MAGAZINE and will be in charge of research. A review of the last several volumes of the Magazine revealed that while around 100 research studies in agricultural education completed each year that only ten to twelve are reported in the Magazine. Dr. Carpenter's assignment will be that of locating additional research studies which should be reported in the Magazine and he will emphasize more but shorter reports of research studies which have useful implications for our readers.

Each state will be contacted periodically and asked for the names of writers of appropriate studies. Dr. Carpenter will then offer suggestions to the writers as to the type of report which is desired. His general policy will be to provide enough information in such articles to make readers aware of the types of studies which have been made and some of their major findings with the idea that additional detail can be secured by writing for the complete study.

Dr. Carpenter is an assistant professor of agricultural education at the University of Missouri where his principal responsibility is working with the teachers in the area of farm management. Dr. Carpenter is a native of Missouri where his father was a vocational agriculture teacher. He received his Bachelor's Degree, Masters, and Doctor of Education Degrees from the University of Missouri. He has served as a teacher of vocational agriculture in Missouri and Iowa, as associate county agent in Missouri, and as assistant professor of agricultural education at Clemson College, South Carolina before returning to his native state. □

The five leading states in number of subscriptions to the Agricultural Education Magazine are Alabama and Georgia each of which have 410 subscribers followed by Ohio with 385, Virginia with 363, and South Carolina with 336.

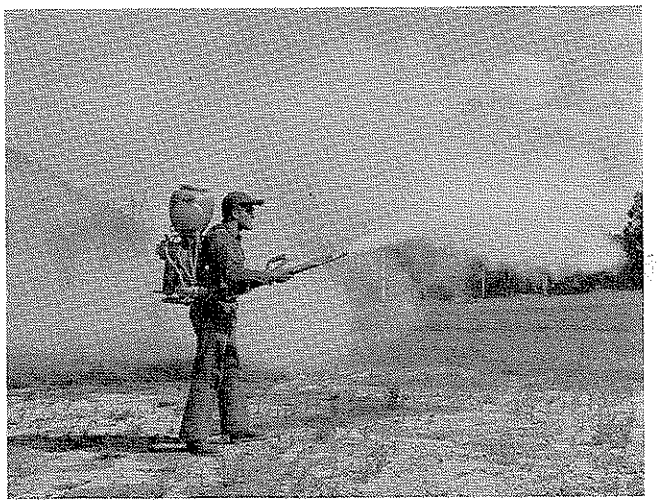
N.V.A.T.A. News

James Wall
Executive Secretary

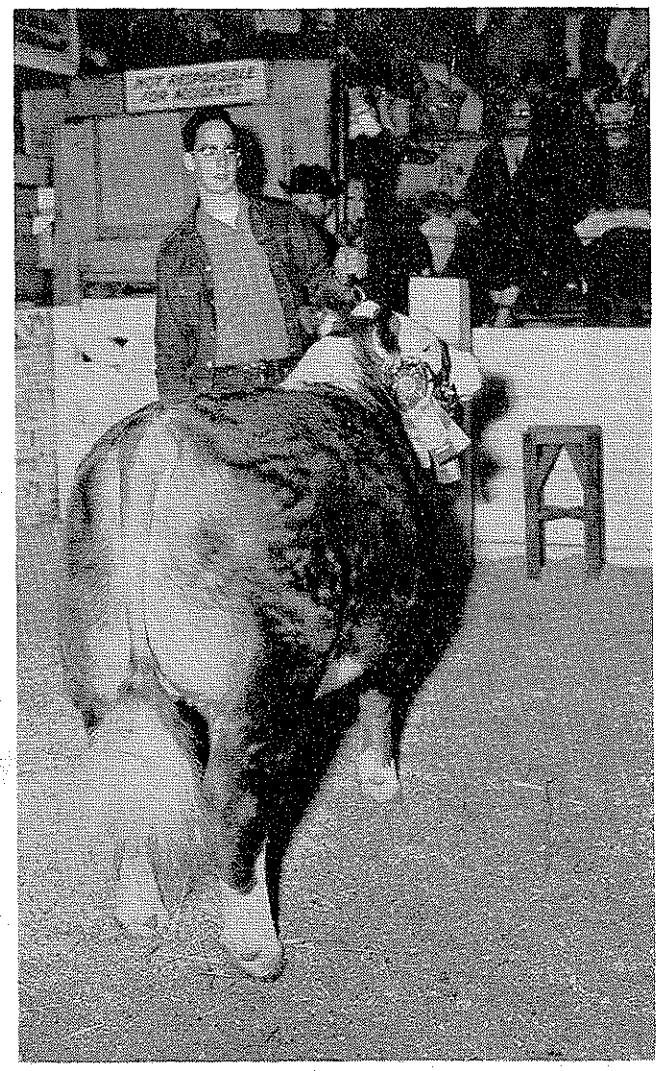
The strength of NVATA is almost entirely dependent upon the strength of the affiliated state associations. Therefore, it would follow that the national organization can only become stronger by a strengthening of state associations. How can this best be done? Naturally, if anything is to be improved, the first task is to discover where improvement is needed and then develop and put into operation a plan of action. Your annual meeting is a good place to start. Nearly all of the state associations affiliated with NVATA will hold their annual meetings during the months of June, July and August. Therefore, your executive secretary would like to suggest several points that he believes would strengthen state associations and vocational education in agriculture.

1. Have either an executive secretary or a secretary that will serve the organization for a number of years.
2. Have a written program of work and provide each member with a copy.
3. Have active committees with specific responsibilities assigned to them.
4. Publish a regular newsletter in order to keep the membership interested in the organization and aware of what has been accomplished as well as what needs to be done.
5. Develop a plan for contacting all members, on short notice, whenever the need arises.
6. Secure 100% membership at an early date. Some associations have allowed those eligible for membership to develop "bad habits" in paying dues with the result that they are being remitted during every month of the year or do not pay at all. Last year 38 associations were recognized for having 100% membership. If this number of associations can attain 100% membership, it would appear that there is no reason why others cannot do the same.
7. Encourage college students majoring in vocational agricultural education to become student members of the NVATA and other professional organizations. These young men will be our future leaders and it is highly important that they form proper professional attitudes at the same time they are developing skills and abilities in preparation for a teaching career.
8. Encourage high school vo-ag students to become teachers of vocational agriculture. In many states teacher recruitment is a major problem and is not only preventing the expansion of the program but in some instances is making it impossible to fill vacancies in established departments.
9. Conduct realistic research at the local, state, and national levels relating to opportunities for the agriculturally trained and also in regard to the occupational status of those who have received such training. Far too much of our occupational research has been of little value as it has dealt with recent high school graduates who have not had time to become established in an occupation and in many cases students who have completed only 1 or 2 years of vo-ag have been included in surveys. A good occupational survey should include only those students who have completed 3 or 4 years of vocational agriculture and have been out of high school for 5 or more years.
10. Understand yourself, that the terms farming and agriculture are no longer synonymous and cause others to have the same understanding.

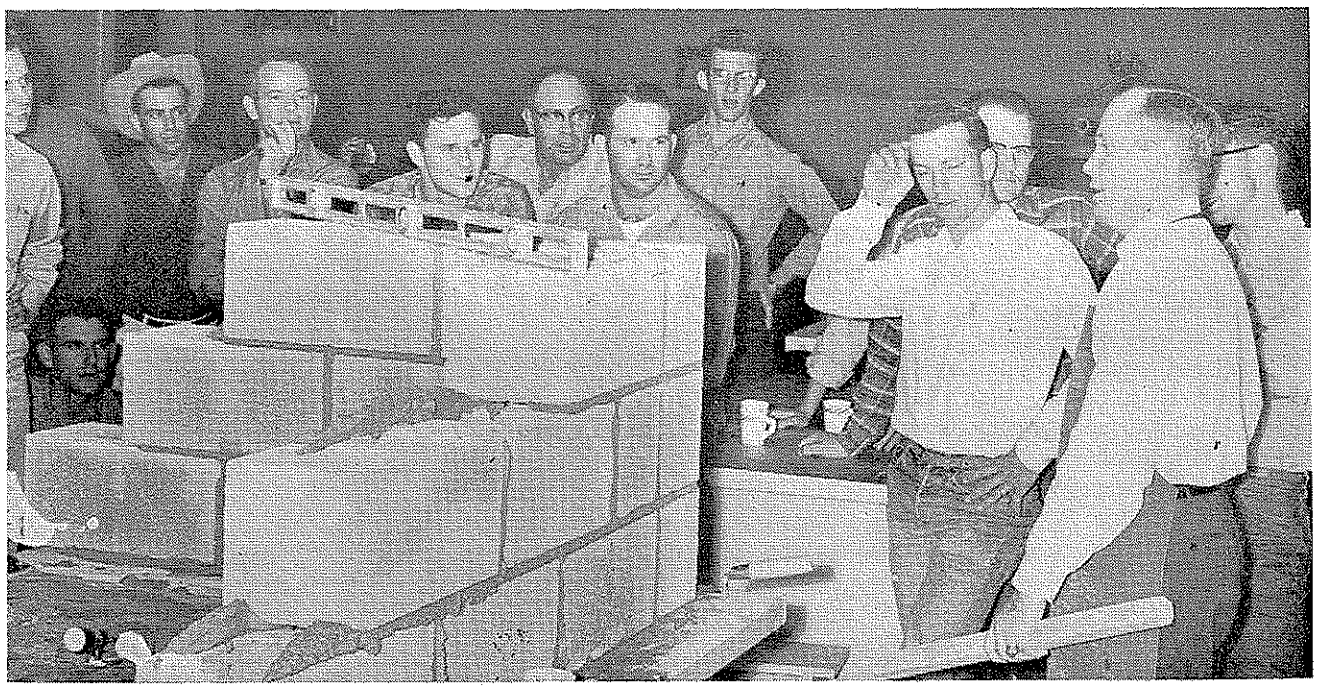
Stories in Pictures



Forestry management practices for the progressive woodlot owner include spraying young pine trees with insecticides to prevent the deforming of leaders due to the White Pine Weevil.
Clarence Merrill, a forestry technician student of the Thompson School of Agriculture in New Hampshire is operating the sprayer.



Bob Pfieffer showing the grand champion steer of the 1963 Northwest Junior Livestock Show at Auburn, Washington.



John Koester of the Portland Cement Association demonstrates steps in laying concrete tile to members of the Bryan, Texas, Young Farmer Chapter. Koester is one of 10 men available through the Portland Cement Association to provide programs on concrete construction for young and adult farmers.