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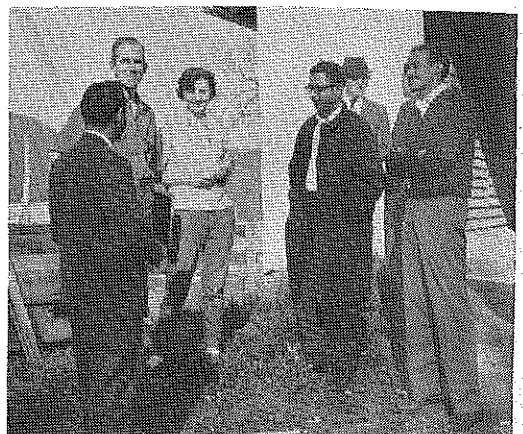
Don Woody (left) of the Sears Foundation presents 30-year watches to James Wall (second from left), NVATA Executive Secretary, and M. G. McCreight, Professor of Agricultural Education at the University of Nebraska. Ted Ward (right) was the recipient of the Outstanding Nebraska Teacher Award presented by the A. O. Smith Corporation. (Photo by Roy Equall)

# Stories in Pictures

ROBERT W. WALKER  
University of Illinois



Ed Carter (center), Teacher of Agriculture at Albert, Oklahoma, receives an AYA Life Membership Certificate from Hamilton Hicks, Jr., Educational Director for The d-Con Company, as the vocational agriculture teacher of the 1968 FFA Star Farmer of America. Tom Devin (left), Past-President of NVATA, observes the presentation. (Photo supplied by Wenroy Smith)



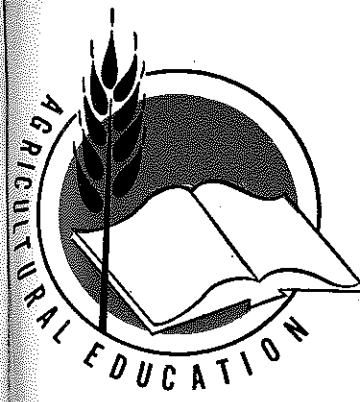
Foreign students attending the University of Wisconsin visit the farm of Kenton Giese at Loganville, Wisconsin. Mr. Giese received the American Farmer Degree in 1952. (Photo by John F. Thompson)



B. Harold Anderson (left) presents \$50 book fellowships provided by the Alpha Tau Alpha Chapter at Colorado State University to Pat True and James Knight, seniors in Agricultural Education. (Photo by B. Harold Anderson)



The Wardenville (West Virginia) FFA Chapter presents a memorial at the community's Warden Lake in memory of a local citizen who aided in developing the recreational area. (Photo by John H. Aylor)



Volume 42

# Agricultural Education

August, 1969

Number 2



Featuring —

GUIDANCE IN AGRICULTURAL EDUCATION

Index to Volume 41 (page 37)

# THE Agricultural Education

MAGAZINE

Vol. 42 August, 1969 No. 2

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The professional journal of Agricultural Education. A monthly publication managed by an Editorial Board. Publication office at The Lawhead Press, Inc., 900 East State St., Athens, Ohio 45701.

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Subscription price, \$3 per year. Foreign subscriptions \$3.25. Student subscriptions in groups one address, \$1 for October-May. Single copies .50 cents. In submitting subscriptions designate new or renewal and address including zip code. Send all subscriptions to Doyle Beyl, Business Manager, AGRICULTURAL EDUCATION MAGAZINE, Box 5115, Madison, Wisconsin 53705.

Articles and pictures should be sent to the Editor or to the appropriate Special Editor.

Second-class postage paid at Athens, Ohio.

## Editorials

From the Editor . . .

### Vocational Education and Career Exploration



J. Robert Warmbrod

National legislation has included guidance and counseling as a function of vocational education since the George-Barden Act of 1946. Even though vocational guidance was enhanced considerably by the Vocational Education Act of 1963, its implementation in the secondary schools has been limited almost exclusively to the employment of vocational counselors whose role consists primarily of dispensing information about occupations and advising students who do not plan to attend college. The Vocational Education Amendments of 1968 expand the concept of vocational guidance and counseling to include facilitating students in making occupational choices through group instruction as well as through individual counseling. In addition, the provisions of the Act authorizing earmarked funds for exemplary programs and projects indicate that the general purpose of these programs is to broaden the occupational

aspirations and opportunities for youth. Specifically mentioned are projects designed to familiarize elementary and secondary school students with occupations and the requirements for careers in the various occupations.

One frequently proposed means of implementing these new dimensions of vocational guidance and counseling—group instruction as well as individual counseling, aiding students in occupational decision-making, and familiarizing students with occupations—is pre-vocational courses for junior high school students. These courses are needed, but if our efforts to aid students in exploring and becoming acquainted with occupations or in making realistic occupational choices end here, we are either ignoring or missing the point emphasized by the writer of the guest editorial that vocational development or occupational decision-making is a process not an event.

Traditionally, it has been emphasized that the primary purpose of vocational courses at the high school level is preparation for employment rather than occupational orientation and exploration. I propose, as an adjunct to courses

(Continued on next page)

Guest Editorial . . .

### Tell It Like It Is



Cayce Scarborough

Again, it seems that suggested guidelines developed by a committee have become requirements for official reporting from the states. This seems to be the case with the reporting of enrollment in vocational agriculture classes. From a listing of *Instruction Areas in Agriculture* we now have *Categories for Reporting Enrollment*.

What happened? An able Ad Hoc Committee for Agriculture worked to help standardize terminology as we moved into new teaching areas. (See *The Agricultural Education Magazine*, November 1966, for the names and a picture of this committee.) In that issue of the magazine, Glenn Stevens gave the details of the project and listed the areas with explanations. Here is a key statement: "When published, the list will be intended to be used only as a

guide by the individual states. Adjustments to meet regional needs should be made. The instruction areas in agriculture tentatively are being suggested also as the classification for reporting individual student occupational objectives." It appears that the latter part of that statement has been implemented while the flexible part has been lost.

The purpose of this editorial is to suggest that to use the eight categories as occupational objectives for all students enrolled in vocational agriculture is to require something that teachers and students cannot do accurately and truthfully. Furthermore, it is a requirement that lacks support for validity in what is known about vocational development, vocational maturity, and occupational choice. The theme for this month is "Guidance in Agricultural Education." Certainly we should try to follow the best that is known in vocational guidance.

Although the recognized experts in the field of vocational development, vocational maturity, and occupational choice differ, as in most fields, in their approaches to this matter they agree almost completely that occupational choice is a process rather than an event. Furthermore, there

(Continued on next page)

AUGUST, 1969

designed specifically to familiarize students with the world of work, that we admit openly that the primary value of vocational courses for many high school students is that of occupational exploration and orientation and an aid in occupational decision-making. I contend that some vocational courses in high school that serve well some students as preparation for employment can, at the same time, serve effectively other students as a realistic means of orientation to and exploration of the world of work. I suspect the more perceptive students have been using vocational courses as career exploration for years.

If we accept occupational orientation and exploration as legitimate purposes of high school vocational courses, some of the traditions of vocational education must be questioned. First, it means that vocational courses cannot be dichotomized as either pre-vocational instruction or preparation for employment. For some students it may be either or both. Second, it means that we no longer give lip service to the myth that students electing vocational courses in high school have finalized their occupational choice. Then students' occupational objectives can be recorded for what they are—tentative, in many cases—rather than a major criterion for later use in assessing the effectiveness of instruction. Third, it means that many students may enroll in specific vocational programs for only one year or one semester rather than completing an entire sequence of courses in one area of vocational education. And finally, it means that the major criterion for evaluating vocational education must be broadened to include factors other than the percentage of graduates employed in the occupation corresponding to the vocational course of last enrollment. The most effective programs may be those which aid students in appraising their abilities and potential, those which allow students to explore several occupational areas, or those which motivate and help prepare students for further study beyond high school, including study in colleges and universities. —JRW

#### Themes for Future Issues

- September **Instructional Programs in Agricultural Mechanics**
- October **Instructional Programs in Ornamental Horticulture**
- November **Instructional Programs in Agricultural Supplies**
- December **Instructional Programs in Agricultural Resources**
- January **Teacher Education and Supervision**
- February **Instructional Programs in Agricultural Products (Processing)**

is general agreement that the 14-year old boy is not ready and should not be expected to make a specific choice of his life's occupation. To be planning on an agricultural occupation at all would be specific enough at this stage. In fact, if we are going to have categories, there should be one about that general for the 14-year old getting started in an agricultural class. So, the nature of occupational choice—as it is and as it should be—is against such specific categories at least for the first year or two.

Then, at the other end of the reporting process we are in for trouble. Already, one table from the U.S. Office of Education shows that 86 percent of the enrollment in vocational agriculture classes in 1966 was in one category—Agricultural Production. (Yes, I know that it has been said that this includes adults too, but subtract those and you still got a lot of students headed for farming. This is strong ammunition for our critics.) It seems doubtful that the figures on enrollment toward occupational objectives can ever be accurate or meaningful unless we can work out some plan for reporting by the only two people who can *tell it like it is*—the teacher of vocational agriculture and the student who is enrolled. It would even be difficult for these two to be accurate unless listing a specific occupational objective in a category accepted by the state and national office is *part of the process of enrollment*. To make this make sense to the student, the courses open to him must be tied closely to the occupational objective. Even here, flexibility must remain and allowance made for changing his mind. (This is part of good guidance.) Even all of those who enroll in a specific course like auto mechanics courses do not make auto mechanics, sometimes less than half of them do.

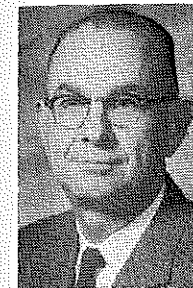
Once more, let's not get caught in the same trap that we did and stayed caught too many years. Placement in farming was a wonderful occupational objective for *some* of the boys enrolled in vocational agriculture, but not all. We can make the same mistake by insisting that *all* boys (and girls in those states recognizing the female species) who are enrolled in vocational agriculture classes are going to pursue an agricultural occupation, and furthermore that we know which category that this will be. If we *must* have categories, let us go back to Glenn Stevens' statement that these should meet regional and state needs, rather than meeting eight USOE categories. Or, we could settle for the three that Harold Byram suggested years ago—*Agricultural Production, Agricultural Business, Agricultural Profession*. This is about as close as the teacher and his teenage students can come to an occupational choice and still *tell it like it is!*

#### THE COVER PICTURE

Thurston Kirk (right), Director of the Petit Jean Vocational-Technical School, Morrilton, Arkansas, familiarizes prospective students with the field of ornamental horticulture. (Photo by James H. Sheppard, Arkansas Department of Education)

## The Teacher's Role in Guidance

S. C. BROYLES  
Teacher of Agriculture  
Culpepper, Virginia



S. C. Broyles

The teacher of agriculture can play a key role in guiding students toward a meaningful career choice in agriculture. This aspect of the agriculture teacher's job is perhaps more important now than ever before in the history of agricultural education. No longer can it be taken for granted that a farm boy will take over the home farm when his father retires, for there are fewer and fewer opportunities available for farm placement. On the other hand there are more off-farm opportunities in agriculture than ever before. In fact the opportunities in this segment of the industry are increasing at a rapid rate.

Also, there are some non-farm individuals who can and should find a place in agricultural employment. The teacher of agriculture, by training and experience, is more familiar with the complex array of job opportunities in agriculture than any other member of the high school staff. Therefore, he must assume his responsibility as a member of the guidance team if interested students are to find their place in the agricultural world of work. If this responsibility is not accepted, then the entire industry of agriculture will suffer.

#### The Guidance Team

An effective guidance team should consist of the guidance counselor, the teacher of agriculture, and the parents of the student concerned. In order for this team to function effectively, the guidance counselor must have a thorough understanding of the local program of agricultural education. The teacher of agriculture must explain all aspects of his program to the guidance counselor. Some ways of ac-

complishing this include: offer to assist in explaining your courses to prospective students, volunteer to conduct tours of facilities for entering students, maintain lines of communication with teachers and counselors in feeder schools, and invite counselors to visit classes informally to observe activities. Guidance counselors who understand our aims and objectives can do much to strengthen our program. The teacher of agriculture must also work very closely with parents. In most instances, parents lack the necessary career information to assist their children in choosing a career.

If we are to influence our students, we must first gain their confidence. This is sometimes difficult, but if by our actions and associations with students and parents we can show that we are genuinely interested in their welfare, they will in most instances follow our leadership. As we gain their confidence and as we come to know their capabilities and interests, it becomes easier to guide them in the right direction. This process may well continue throughout high school.

#### Career Orientation

On the application for enrollment in agricultural education, which I require all students to complete, I ask each student to list his first, second, and third choice of a career. This information provides a basis for initiating a study of career exploration and orientation. As we analyze the various careers, we consider aspects such as personal qualities needed, preparation needed, earnings to be expected, working conditions, opportunities for employment, and status of workers. Each student is encouraged to do individual research as these studies progress. In connection with this study, it is desirable to bring in local representatives of certain occupations or professions,

such as a local veterinarian, to provide first hand information relating to the occupation.

It is becoming increasingly difficult because of the complexity of agriculture and the vast number of occupations prevailing to select an occupational objective; however, if all members of the guidance team have worked diligently, it is to be hoped that each student will be able to state an occupational objective by the time he completes the second basic course in agriculture. At this point the individual should be able to make an intelligent choice of one of the agricultural options that will best serve his interests and needs.

#### Preparation for a Career

Options such as Production Agriculture, Agricultural Business, Conservation and Forestry, Agricultural Machinery Sales and Service, or Ornamental Horticulture might be offered as the need is established. It is realized that few departments would offer all of these options; however, it seems desirable that most schools consider one option other than production agriculture. Study in one of the options will provide further training in agriculture for those who plan to seek employment or placement in one of these areas upon completion of high school as well as for those who plan to continue their training in a post-high school agricultural course in a college or university. The student who for one reason or another is not able to select an occupational objective by the end of the second year in high school will not be able to avail himself of the opportunity to make the best use of the resources at his disposal in preparation for entering into gainful employment or continuing his formal training.

# School and Community Resources

## Aid Teachers in Guidance and Counseling

ALFRED J. MANNEBACH, University of Kentucky

and

RITA C. MANNEBACH, Social Worker

Many specialized personnel, social agencies, and special services are available within most schools and communities. The services offered by these personnel and agencies can be of much assistance to teachers and of great benefit to individuals served by the teacher of agricultural occupations. What are these specialized personnel, social agencies, and special services? What do they have to offer? How can the teacher of agricultural occupations help his students by referring them to the specialized services that are available?

The preceding questions represent some of the problems and concerns of conscientious teachers. Teachers have many guidance responsibilities to perform in helping students to make important decisions which affect their lives. They must help and guide students toward becoming useful citizens. They must also help students make decisions regarding their occupational and educational goals. In addition, teachers have an important role to fulfill in providing guidance to students regarding their personal and social adjustment problems.

Few teachers of agricultural occupations are fully qualified or have the time to help students in each of these areas. However, within the school and community, many specialized personnel are available to help individuals who need assistance. Teachers should be familiar with these sources of assistance and should know how to refer individuals to them. In this manner, teachers will be performing an important guidance role.

### Why are Referrals Necessary?

The need to refer individuals to specialists is apparent due to several trends in vocational education and in society. With the advent of the Vocational Education Amendments of 1968,



A. J. Mannebach

*Alfred J. Mannebach is Assistant Professor of Education in the Research Coordinating Unit at the University of Kentucky. When this article was written, Dr. Mannebach was an Instructor in the Agricultural Education Division, University of Illinois. Mrs. Mannebach was a School Social Worker in the public schools of Champaign, Illinois.*



Rita C. Mannebach

teachers of agricultural occupations have a mandate to serve persons with special needs. Programs of agricultural occupations must be expanded to serve the academically, socially, economically, and culturally disadvantaged and the physically and mentally handicapped. Teachers will be teaching a more diverse group of students than in the past. The range of students' needs will be greater. Therefore, teachers must know where to obtain the specialized help for the individuals who have special needs.

### When to Refer

A referral is made when a teacher is confronted by individuals who have problems which are beyond the competency of the teacher. Making referrals is one of the important but often overlooked guidance services of a teacher of agricultural occupations. A referral is the directing of people to sources of information or to specialized sources of help. In many cases the teacher will continue to work with the person needing help as well as with the personnel or agency to which the person has been referred. The role of the teacher is to help or to seek help for individuals who have special, unique, or complex problems.

### Services Available in the School

The teacher should first be aware of the help available from the specialized personnel or services in the school. The teacher should have a good relationship with the guidance counselor. Many educational problems of individuals can be solved by soliciting his help. Problems of an occupational nature should be referred to the vocational counselor, if one is employed in the school system, or to specialists in varying occupations. Individuals who may have auditory or visual defects or other physical or hygiene problems should be referred to the school nurse.

A student who presents a serious personal or social adjustment problem should be referred to the social worker in the school. The social worker can help the student cope with his problem or, in turn, can consult with the school psychologist or recommend the services of some non-school agency or personnel. The social worker is the best source of information concerning the special services which might be offered in the school and community. Special classes for the mentally retarded, the emotionally disturbed, and the physically handicapped are available in some public schools and in specialized private or state agencies within many communities.

Teachers of agricultural occupations should be aware of the specialized programs and personnel available within the school system. Teachers should not hesitate to refer students in their agricultural occupations classes to the specialized personnel in the school. In addition, agricultural occupations teachers should be willing to cooperate with the personnel who are concerned with the special services program and to teach agricultural subjects to those students who have been identified as having special problems. Agricultural instruction involving plants, animals, mechanics and business may be of therapeutic, monetary, or cultural value to many students. Many students with special problems have an interest in agriculture and the motivation derived from studying agricultural subjects can be of value to them.

### Services Available in the Community

Teachers should also be aware of the help that they can receive from personnel and agencies within the community. Public and private agencies at the local and state levels exist to help individuals or families who are disadvantaged or who have special needs. Financial assistance, health and mental health services, legal counsel, social programs and recreational facilities are available in most communities. It is the role of the teacher to be familiar with these services and to know how to use them, either directly, or through the assistance of the social worker in the school or community. The individualized attention, instruction, and guidance received through specialized programs should help students remain in school and become more useful individuals in society.

A broad range of programs exist to help individuals with their problems. Many programs in the community provide financial assistance for the needy. Such financial assistance may be necessary to help a student remain in school. The food stamp program is designed to allow needy families to obtain a discount on food purchases. The school lunch program provides meals for pupils unable to pay. The local governmental agency may provide temporary financial aid to the

needy while applications for aid from other agencies are being processed. State programs of public aid, subsidized partially by federal funds, provide old age assistance, aid to dependent children, aid to the blind and aid to the permanently and totally disabled. Temporary financial assistance may also be provided to the needy by private and benevolent organizations, churches, Good Will Industries, the Salvation Army, women's clubs and fraternal organizations.

### Adjustment Problems

Many students have adjustment problems or are emotionally disturbed. Many times emotional problems also exist in their families. There may be a need for marital counseling or family therapy. Emotional problems may be handled by personnel in mental health clinics or mental health zone centers. Some hospitals have excellent psychiatric wards. Problems involving more than one individual may be handled by personnel from family service agencies. Many churches provide less specialized social services and most of them are non-sectarian in practice. Clergymen can be consulted regarding certain problems. Child guidance clinics are available in certain communities. If the teacher of agricultural occupations is aware of these services, he can refer or obtain help in referring individuals with adjustment or emotional problems to the proper agencies.

Public health agencies are available in some communities to provide services to crippled children and to provide maternal and child health services to those who cannot afford the care of private physicians. The physically handicapped can also receive counseling, rehabilitation, and possibly financial assistance through programs of vocational rehabilitation.

As programs of agricultural education expand to serve the disadvantaged and become established in the urban areas, more students studying agriculture may be involved in juvenile delinquency and crime. The juvenile division of the police department provides special help for youth in trouble. In addition, the Legal Aid Society in most communities provides a lawyer or legal services to those who can't afford to pay a lawyer for legal ser-

VICES. Such services offer information and advice regarding the rights of individuals.

Agricultural occupations teachers can assist many students to cope with their adjustment problems by helping them to become involved in recreational and social activities. Teachers should not overlook recreational and social activities as a means of preventing maladjustment or as a method of remedial treatment for youth of all ages. Organized recreation helps individuals relate in a group, overcome some degree of deprivation, and provides a more conducive atmosphere for use of leisure time.

Students need to be informed of the activities of the YMCA and the Public Park District. Such organizations may have excellent recreational and social activities. Youth organizations other than the FFA may be interesting to some students. Teachers should work with others to enhance the pupils' interest in Boys Clubs, the Boy Scouts, 4-H Clubs, and other church and community organizations. Many times the interest in such activities shown by the teacher will encourage students to participate and excel in certain activities in which they are interested.

### Summary

There are many specialized personnel, organizations and social agencies which are ready, willing and able to assist individuals who have problems that are beyond the competency or area of responsibility of the teacher of agricultural occupations. Teachers should be aware of the services which exist in their communities and direct needy individuals to them.

Referrals should not be looked upon by teachers as manifestations of personal or professional inadequacy, but as constituting a regular, acceptable technique of guidance. The teacher must realize that he cannot be of direct assistance to every individual; he cannot be all things to all people. However, if he is aware of the social services and sources of help available within his community and develops good relations with personnel in various agencies, then he will expand his effectiveness as a teacher and will provide a needed guidance service for his pupils.

## CAREER DAY IN AGRICULTURE

A. W. HEIDEMAN  
Teacher of Agriculture  
East Wenatchee, Washington

There are many schools that hold career days for students who are interested in attending college. School counselors have only general information about job opportunities and job requirements with little of this information pertaining to occupations in agriculture. In many schools information about careers in agriculture is presented primarily in vocational agriculture classes.

We have all heard for several years of the many job opportunities in agriculture for college and vocationally trained men and women. Late in 1967, I was discussing with the sales manager of a horticultural firm the problems he encountered in employing persons with a knowledge of agricultural chemicals. Before our conversation had ended we decided that there should be a Career Day in Agriculture for high school students enrolled in vocational agriculture, agricultural mechanics, power mechanics, and hydraulics. These students should be informed of the career opportunities in their respective areas. We thought the best source of this information was persons who were actually engaged in the various agricultural occupations.

### The Program

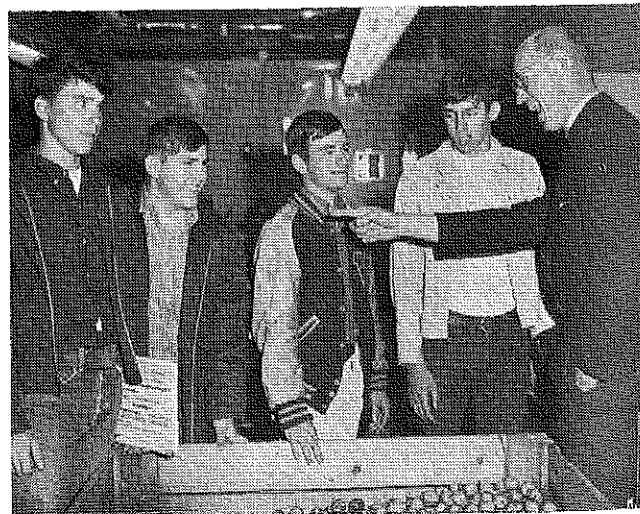
I presented the proposal for a Career Day in Agriculture at a sub-district meeting of agriculture teachers with the result that the career day program was planned to include students from vocational agriculture departments in five high schools. We selected eighteen different vocational areas and invited experts from each of these areas to present career information. The vocational areas included agricultural and extension education, agricultural research, communications and writing, agricultural equipment

repair and sales, agricultural fieldmen, food processing, forestry, fruit inspection, seed and feed sales, veterinary medicine, and real estate and banking.

Each of the 396 students attending the career day attended four different sessions. The program was first conducted in April 1968. It was held at the Tree Fruit Experiment Station of Washington State University. The speakers for the career sessions were asked to emphasize three points: encourage students to stay in school; impress on students the need for further education; and acquaint them with the occupational area.

We asked the speakers to include in their presentations the following points: kinds of jobs in their area of specialization; responsibilities of workers; abilities, education, and other qualifications needed; where the job is done and working conditions; opportunities for advancement; on-job and other training needed; starting salaries and salaries for experienced workers; benefits such as vacation, sick leave, insurance, and fringe benefits;

The Head Fieldman for an apple production firm talks with students attending the Career Day in Agriculture.



A. W. Heideman

A. W. Heideman was the recipient of one of the NVATA Career Orientation Awards presented at the National Convention in Dallas, December 1968.

and the rewards and satisfactions of the jobs. In each session time was reserved for questions and discussion.

Pamphlets and other literature about the various occupations were made available to all students. Students from the ninth through twelfth grades attended the career day program.

### Evaluation

Each student attending the program and each speaker was asked to complete an evaluation sheet. Over 90 per cent of both the students and speakers indicated that the program should be continued. One-half of the students indicated that they would like to attend sessions about other careers. The speakers were well pleased with the interest and participation of the students.

The program is now planned on an annual basis. There is interest from other students to be included. We plan to include some science students so they may be informed about employment opportunities in and related to agriculture.

## The Teacher of Agriculture as a Counselor

TED GREGG, JR., Sierra College  
Rocklin, California

I feel that the dropout problem could be partially solved if more high school teachers would take more time to talk with and counsel students. Most students drop out because "they don't like school." This means that they cannot understand the subject, they do not like the teacher, or that they cannot socially adjust to the other boys and girls. Could not most of these problems be solved if the teacher could talk and work individually with his students? I feel that they could and I will attempt to explain why the agriculture teacher has an exceptional opportunity in being able to work closely with students.

### The Agriculture Teacher as Counselor

An agriculture teacher is consulted continually by students asking for advice and counseling. These counseling requests are in the vocational, social, and educational areas. Why do the students consult the agriculture teacher about their problems more than they consult most other teachers of the school? There are several impor-

tant reasons which explain the unusual student-teacher relationships which exists between most agriculture teachers and their students.

The agriculture teacher has a rather unique situation in that many times he meets with students two class periods or more a day rather than just one period. In addition the teacher's responsibility for supervising experience programs and projects involves several important aspects in the area of counseling. The teacher sees the home, the parents, and the conditions under which the student lives. He meets the parents, talks with them, and learns of the parent-student relationship. The parents and students learn to respect a good agriculture teacher and his advice.

The agriculture teacher is able to observe the student on an informal social basis through the FFA. There are fairs, committee meetings, judging teams, and many other activities which offer the agriculture teacher an opportunity to get to know and help his students individually.

The agriculture teacher must realize that he is certainly not a qualified, trained counselor in any sense of the word. However, a good agriculture teacher should be better qualified to give limited counseling than many other teachers of the school. The agriculture teacher has seen and knows about the student's home, he has met and talked with their parents, and he has worked with them socially through the FFA, dances, sports, and other school activities. He learns of their academic problems by talking with the student, talking to the other teachers, and observing the student in his courses.

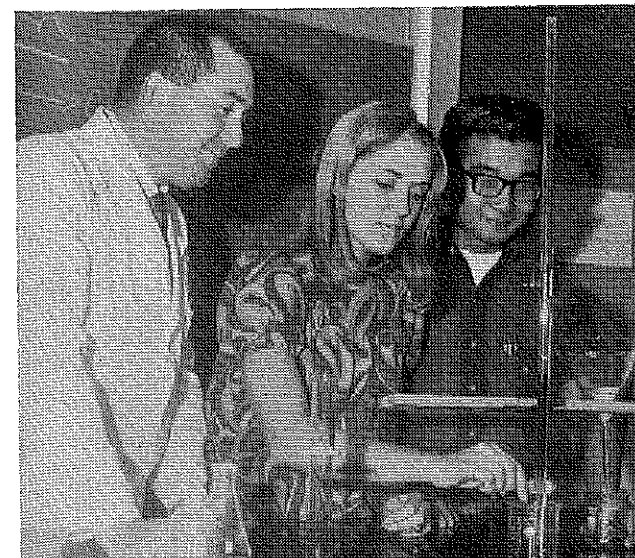
Generally students will not hold back or twist information given the agriculture teacher since a good, friendly relationship has been established. This is often a serious problem of the school counselor since he is strange to the student and is many times delegated disciplinary duties by the school. A good agriculture teacher will take time to listen, try to understand, and attempt to help the student solve his problem.

### Counseling

It is often difficult for a teacher to determine where or when his counseling should terminate. The first thing that the teacher must consider is his background and training in counseling. The guidance and counseling courses a teacher has taken and practical experience will tend to indicate when the teacher can give help to the student and when he should refer the person to a school counselor or psychologist.

A second point to consider is the amount of experience the teacher has had in teaching. A beginning teacher is in no position to give much counseling primarily due to a lack of experience with students and a lack of experience on all phases of teaching.

(Continued on page 35)



Ted Gregg, Jr. (left) supervises students in the laboratory. Mr. Gregg is Chairman of the Resource Science Department, Sierra College, Rocklin, California.

# Educational Aspirations and Expectations of Vocational Agriculture Students

JAMES F. SHILL  
Mississippi State University

Each year many high school seniors make one of the most important decisions of their lives. They decide to either continue their formal education beyond high school, enter the world of work, or go into military service. We know that education is one of the major keys in attaining one's occupational expectations. If an individual makes wise educational choices based upon his abilities, both he and society benefit. However, if he makes unwise educational choices based upon some factor or factors in his background or preparation, he and society suffer.

## Counseling Students

There are indications that differences exist between the educational aspirations and expectations of vocational agriculture students and non-vocational agriculture students. The enumeration of the factors associated with these differences could be extremely valuable in counseling students about educational choices. A knowledge of these factors can provide persons who counsel students with the tools to assist each individual in attaining his maximum educational potential.

Research was conducted to provide vocational educators in general, and agricultural educators in particular, with insights into the educational aspirations and expectations of rural, male high school seniors and to focus upon the related factors which play an important role in the educational aspirations and expectations of seniors. Data were obtained from questionnaires administered in 1967 to male seniors in thirty-three Mississippi public high schools that offered vocational agriculture programs. This article reports the responses of 400 boys who had received one or more years of instruction in vocational agriculture and 117 boys who had no instruction in vocational agriculture.

## Educational Aspirations and Expectations

As the accompanying table illustrates, seniors who had participated in one or more years of vocational agriculture instruction generally indicated lower educational aspirations and expectations than those who had not participated in vocational agriculture. Note that higher percentages of seniors in the non-vocational agriculture group aspired to and expected to receive bachelors' or higher degrees. On the other hand, higher percentages of seniors in the vocational agriculture group aspired to and expected to complete three years or less of college, vocational or business school training, or no formal training beyond high school. Investigation of the differences between the individuals' educational aspirations and expectations revealed that a higher percentage of seniors with vocational agriculture instruction reported no difference between their aspirations and expectations than those without vocational agriculture instruction.

Educational Aspirations and Expectations of  
High School Seniors

Level of Education	Aspiration Level		Expectation Level	
	Vocational Agriculture	Non-Vocational Agriculture	Vocational Agriculture	Non-Vocational Agriculture
	(percent)		(percent)	
College (Ph.D.)	19	34	2	7
College (M.S.)	9	29	6	26
College (B.S.)	23	24	24	39
College (three years or less <sup>a</sup> )	20	9	21	14
Vocational school	11	2	15	3
Business school	5	—	5	2
None beyond high school	13	2	27	9

<sup>a</sup>In Mississippi most post-secondary vocational programs are located in junior colleges. Many seniors checking this category will enroll in vocational technical programs.

James F. Shill is Associate Professor of Agricultural Education and Co-Director of the Research Coordinating Unit, Mississippi State University.



James F. Shill

## Family Influence

The effect of the family environment upon seniors' educational aspirations and expectations was examined to determine some possible reasons for vocational agriculture students indicating lower educational aspirations and expectations than non-vocational agriculture students. The following findings about the family environment of the vocational agriculture students could well be factors that attribute to the differences in educational aspirations and expectations between the two groups.

—Many vocational agriculture seniors came from larger families having lower incomes. These families felt they could not finance as high a level of formal education as the families of non-vocational agriculture seniors.

—Many parents of vocational agriculture seniors had lower levels of formal education than parents of non-vocational agriculture seniors.

—Many parents of vocational agriculture seniors placed less emphasis upon formal education, gave their sons less encouragement toward continuing their education, and actually desired lower educational levels for them than parents of non-vocational agriculture seniors.

—Vocational agriculture seniors tended to be more negatively affected by an unfavorable home environment than non-vocational agriculture seniors in similar situations.

## Peer Group Influence

The peer groups of the seniors were scrutinized to determine factors that attributed to the differences between the educational aspirations and expectations of the two groups of seniors. Two of the major factors identified which could contribute to the lower educational aspirations and expectations of vocational agriculture seniors are:

—Many vocational agriculture seniors were influenced to a greater extent by their peer groups than were non-vocational seniors.

—Many vocational agriculture seniors had educational aspirations and expectations more closely aligned to their immediate peers than non-vocational agriculture seniors.

## School Influence

Undoubtedly the school atmosphere exerts a tremendous influence upon an individual's educational aspirations and expectations. This influence may be negative or positive. The following findings resulted from an attempt to detect factors in the school environment which contributed to the differences in educational aspirations and expectations between vocational agriculture and non-vocational agriculture:

—More vocational agriculture seniors set their educational objectives while at a lower grade-level and at an earlier age than non-vocational agriculture seniors. Perhaps they made decisions before realizing the benefits of additional education.

—More vocational agriculture seniors indicated they could be influenced to a greater extent in their educational aspirations and expectations by teachers than non-vocational agriculture seniors.

—More vocational agriculture seniors made lower grades and subsequently ranked lower in their classes than non-vocational agriculture seniors.

## The Teacher of Agriculture as a Counselor

(Continued from page 33)

However, each year adds confidence and knowledge of people in general and young people in particular. The agriculture teacher must also remember that his primary job is that of teaching agriculture, and that he cannot allow counseling to take a major portion of his time so that it interferes with the teaching or in keeping up with the most recent developments in the field of agriculture.

The problem is beyond the ability of the teacher many times. The teacher must be willing to refer the more serious cases to the school counselor or psychologist. The teacher must realize that limited training in counseling could cause greater harm than good in some situations.

## Improving Ability to Counsel

A good teacher should never be

satisfied with the work that he is doing and should always be striving for improvement. This should relate to all phases of teaching, including the counseling of students. First, effective counselors must understand themselves. They must define their goals and values and clear up all serious conflicts within their own thoughts. In order for a person to respect others, he must first respect himself and accept himself and his set of values.

The second step in becoming a better counselor is to increase the interest in each student and develop a true respect for every student. The teacher must take time to work and talk with the students who need help. The agriculture teacher must also maintain close contact with school counselors and develop as many ideas and absorb as much information as possible. The

agriculture teacher and the counselor can certainly benefit from each other.

These people can exchange information on students, and the agriculture teacher can receive the benefit of the counselor's professional training in proper counseling procedures.

## Implications for Teachers

One of the strongest implications of this research is that vocational agriculture students receive less encouragement from their families and peers toward continuing their education beyond high school than do non-vocational agriculture students. The influence of the school could be used to offset in some degree the negative family and peer influence if vocational agriculture teachers and other school personnel are aware of the situation.

Seniors who participated in vocational agriculture implied that they could be influenced to a greater degree in their educational aspirations and expectations by teachers than seniors who had not. This implies that vocational agriculture teachers along with other school personnel could do more to increase students' aspirations and expectations. Teachers should acquaint students with educational programs they may enter after high school, emphasize the benefits of continuing formal education, and point out methods by which students can finance additional formal education.

Another important way to improve is to take courses in counseling and study about counseling whenever possible. This is probably the best way to develop proficiency in counseling. If a person has the opportunity to take courses from and observe trained counselors, it would be extremely beneficial.

A teacher who is truly interested in his students can improve himself in many ways. The important thing is the desire to work with and help students.

# OCCUPATIONAL ORIENTATION: A Specialized Program

ROBERT E. GRIFFITH, Teacher  
Ligonier, Pennsylvania  
and  
G. FLOYD DYE, Area Supervisor  
Somerset, Pennsylvania

The Occupational Orientation Program at Ligonier (Pennsylvania) Valley Senior High School was developed to provide specialized training for a group of students generally not adequately served in a comprehensive high school. The need was defined for an instructional program for a group of students who probably will not further their education with any type of training on the post-high school level. Generally, these students are not enrolled in an area vocational-technical school because of a lack of interest or because they do not meet the academic standards of the school. In some cases the problem is of a social nature in that the student is not willing to leave classmates of the high school for that part of the school day spent in technical or vocational instruction. In some cases students are reluctant to attend the area school because it interferes with participation in athletics. However, most students in the occupational orientation program are not active in the extra-curricular activities of the school.

## The Setting

In developing the occupational orientation program it was felt that three elements were necessary for helping students: adjustment activities; skills in speaking, writing, and arithmetic; and pre-occupational training. The program was not made the responsi-

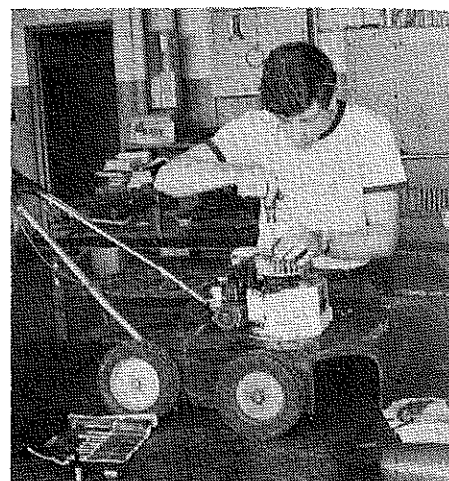
bility of any one department of the school. A team approach was taken to include business education, home-making, and vocational and practical arts. The occupational orientation program started with pre-occupational training with the program developing clusters of skills for jobs in the community.

The community served by the school district is a residential resort area with no industrial development. The businesses in the area are those dealing with services to people. Summer estates and amusement installations abound in the area. Maintenance of buildings and grounds, ornamental horticulture, fish hatchery management, and masonry work are a few examples of the types of employment in the area. Factory work is available at industrial areas within a twenty mile radius.

## The Program

The program was started in 1965. The classes are elective and meet for one 50-minute period each day for the first year and for a double period during the second and third years. The facilities used for the program are a new shop and classroom originally intended for a vocational agriculture program that was transferred to the area vocational-technical school.

With the assistance and suggestions of an advisory committee of business-



Instruction in small gas engines is included in the shop skills phase of the Occupational Orientation Program.

men and other citizens, a four-part instructional program was developed: Business and Industry; Plant Science; Shop Skills; and Sanitation, Drainage, and Conservation. The unit on business and industry makes maximum use of the resources of the community made possible through the cooperation of the County Extension Service and their Town and Country Business Program. Through publications, speakers, and field trips, job opportunities are presented to students in the area of estate management, public utilities, banking, retail food marketing, cooperatives, advertising and promotion, insurance, and other businesses and industries in the community.

The units in plant science are presented through the use of as much practical experience as facilities permit. Golf courses are visited on field trips and a groundkeeper used as a speaker and resource person. The school facilities are used also.

Shop skills comprise 70 per cent of the program. Each student becomes acquainted with the skills in cold metal work, soldering, oxyacetylene welding, (Continued on page 40)



Robert Griffith

Robert E. Griffith is the teacher of the Occupational Orientation Program at Ligonier Valley Senior High School, Ligonier, Pennsylvania. G. Floyd Dye is Area Supervisor, Agricultural Education, Pennsylvania Department of Public Instruction, Somerset, Pennsylvania.



G. Floyd Dye

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### Occupational Orientation

(Continued from page 36)

glazing, arc welding, carpentry and woodwork, tool fitting, plumbing, water systems, concrete work, small gas engines, machine repair, electricity, sheet metal work, lathe operation, and forging. Demonstrations are an integral part of the shop instruction. All students complete at least one project to take home. The instruction in sanitation, drainage, and conservation involves the use of school facilities and experience with practical problems.

#### Benefits

We feel the course is an important addition to our high school curriculum. It provides special training for a group of students previously neglected. It provides students the opportunity to obtain a marketable skill. Employers are more willing to hire a student who has completed the program and pay a higher wage than for a beginning employee without the training. The occupational orientation program serves a group of students who are likely to remain as citizens of the community.

Guidance counselors feel that the program can reduce dropouts in that it creates interest on the part of students to remain in school. The program gives students an opportunity to become acquainted with occupations and skills which, in turn, increases their desire to remain in school by allowing them to participate actively in a part of the school's program.

## Evaluating Students' Achievement

W. L. LAWRENCE

Teacher of Agriculture  
Sparr, Florida



W. L. Lawrence

find many problems when we attempt

As teachers of vocational agriculture we are faced with problems of evaluating the achievement of students. We must try every feasible method to measure students' achievement accurately and completely. But we

to evaluate the progress of students.

How can a teacher accurately evaluate a student's achievement and identify differences in achievement among students who have different potentials and motivations? I have tried a number of techniques with varying success. The following approach seems to work best for me.

#### Use Several Criteria

The key appears to be the use of

as many evaluative criteria as possible. By all means, some criteria other than performance on tests and examinations should be used. Even though my plan of evaluation does include tests and examinations, I try to use students' performance in a variety of situations to help in getting an accurate appraisal of their performance.

In addition to examinations, I use the following techniques in evaluating students' achievement: other written work such as definitions of words in the course of study and other words used throughout the year; projects of students; home assignments including a home farm survey; completeness and accuracy of record books; and performance in solving problems such as figuring board-feet in lumber. Such a procedure means more work for the teacher, but it does not penalize students who do not perform satisfactorily on tests.

## FOLLOW-UP OF GRADUATES

### AIDS IN PROGRAM REVISION

DONALD LARUE, Teacher of Agriculture  
Monroe City, Missouri



Donald LaRue

Since the passage of the Vocational Education Act of 1963, many changes have been made in vocational agriculture. This means that teachers must be alert to the changes in occupations in their communities. It also means that vocational agriculture teachers must keep in contact with graduates as one way of evaluating the effectiveness of programs.

Monroe City is a town of 3,000 located in an excellent agricultural area of Northeast Missouri. There are both livestock and crop farms in the school district. Since 1966, enrollment in the high school has been approxi-

mately 400 students. In the early fifties enrollment was about 200 students. Enrollment in vocational agriculture has increased from 45 to 80 students at the present time. Since 1921 when vocational agriculture was first offered at Monroe City High School, there have been only three teachers of agriculture.

#### Follow-Up of Graduates

One approach used to help decide what changes were needed in the vocational agriculture program at Monroe City was a follow-up survey of graduates. Some 240 graduates who had completed two or more years of vocational agriculture during the period 1941 to 1968 were contacted.

The survey showed that 30 per cent of the graduates were farming. Of

the more recent graduates, 1960-1968, 15 per cent were attending a college of agriculture or had graduated from a college of agriculture. About 25 per cent of the graduates were working in construction and other trades in the immediate area. The survey indicated that seven out of each ten graduates were following a vocational trade which may have been started in high school.

#### Using the Survey

The data about the occupations of former students were part of the information presented to the administration and school board for appraisal of the local program. In addition, much discussion was held with farmers and businessmen concerning the need for more adult education.

The result was the addition of a second teacher of agriculture who devotes one-half time to the high school program and one-half time to adult education. Additional agriculture courses were developed to give more depth to the curriculum. The follow-up survey of graduates was a significant factor in strengthening our vocational agriculture program.

# Achievement in College and Vocational Agriculture

RALPH R. BENTLEY, Research Specialist  
Purdue University  
and

JOHN P. STROUSE, Assistant Professor of Education  
Ball State University, Muncie, Indiana

Colleges of Agriculture in the nation's universities enroll many students who have completed one or more years of vocational agriculture in high school. Numerous studies have demonstrated that students with a vocational agriculture background achieve as well or better academically in colleges of agriculture and graduate in larger percentages than their counterparts who did not study vocational agriculture in high school. One of the landmark studies in education, The Eight Year Study, revealed that "no single pattern of high school subjects can be considered indispensable for the preparation of students for college," yet many administrative and guidance personnel question the value of vocational agriculture as a part of a student's preparation for college.

### The Study

The purpose of our study was to compare graduates having and not having vocational agriculture in high school with respect to the percentage graduating from the College of Agriculture. The study included 565 male students who entered as freshmen in 1957, 1958, and 1959 and graduated on schedule from the College of Agriculture at Purdue University.

The following data indicate the percentage of the entering freshmen in the College of Agriculture who graduated on schedule.

Number Years Vocational Agriculture in High School	Percent Graduating
None	27
One	26
Two	36
Three	45
Four	44

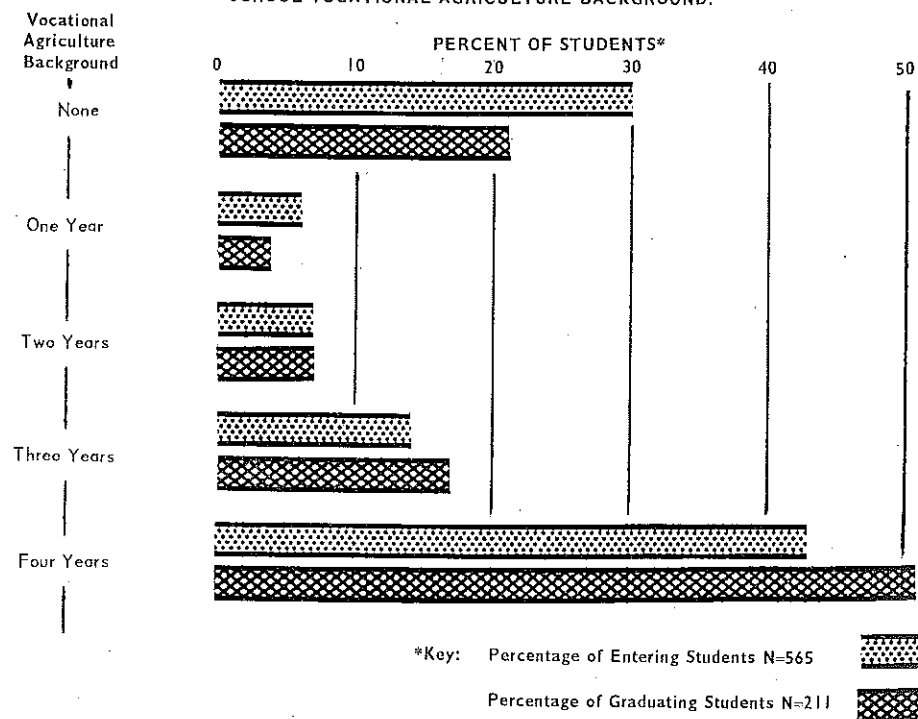
The percentage distribution of entering and graduating students categorized with respect to vocational agriculture background is shown in the accompanying chart. It can be clearly seen from this chart that there is a distinct difference in the percentage distribution of entering and graduating students with respect to vocational agriculture background. The three and four-year groups gain proportionally, while the others lose or remain constant.

### Some Questions

These data suggest that future enrollment in colleges of agriculture might decline without the benefit of high school vocational agriculture. It can be argued that vocational agriculture maintains students' interest in agriculture and encourages those who are capable to prepare for agriculture

professions. The question of why students in colleges of agriculture who have taken vocational agriculture in high school are more likely to graduate remains unanswered. Two explanations seem plausible. Probably the most defensible explanation is that the experience and training students receive in high school vocational agriculture instills in them the desire to achieve a vocational goal. In Indiana, for example, the structure of most programs of vocational agriculture is such that about midway through high school students are encouraged to make a tentative choice of their area of concentration such as agriculture mechanics, agriculture business management, or production agriculture. Perhaps this relatively early identification of a

PERCENTAGE DISTRIBUTION OF ENTERING AND GRADUATING PURDUE AGRICULTURE COLLEGE STUDENTS GROUPED WITH RESPECT TO HIGH SCHOOL VOCATIONAL AGRICULTURE BACKGROUND.



broad vocational goal encourages persistence.

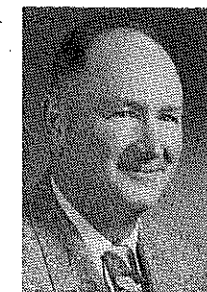
The second possibility is that a program such as vocational agriculture attracts those students who possess the attribute of persistence. More specifically, do vocationally oriented or career-minded students who delineate their vocational aspirations by selecting a more specialized curriculum in high school already possess this quality of persistence or dedication?

Several other confounding variables probably enter the picture. Some studies reveal that former vocational agriculture students who attend colleges of agriculture had higher grades in high school than those having little or no vocational agriculture. One might also question whether students with a weak background in agriculture possess the necessary aptitudes and interests to compete at the college level on an equal basis with former

vocational agriculture students. Whatever the cause, several studies have shown that students having more vocational agriculture credits in high school not only tend to receive higher grades in colleges of agriculture but also are more likely to graduate. Certainly, a good deal of credit for students continuing their education in agriculture at the college level must go to the vocational agriculture teachers.

## Livestock Shows Provide Useful Learning Experience

NEILL LEFORS  
Teacher of Vocational Agriculture  
Checotah, Oklahoma



Neill Lefors has taught vocational agriculture in Oklahoma for 36 years, the past 30 years at Checotah High School. He is a past President and past Secretary of the Oklahoma Vocational Agriculture Teachers Association.

Competition in the show-ring takes time. Fitting and showing livestock sometimes cuts into valuable time for classroom instruction. Some persons argue that students' participation in fairs and livestock shows detracts from their chance to get the instruction they need. Some organizations advocate that students not be allowed to be away from classes to exhibit animals at fairs and shows and that such activities be limited to weekends.

Many vocational agriculture teachers, 4-H Club leaders, and other adults come to the defense of students' participation in livestock shows. They claim that the time spent outside the classroom does not harm the student but, in fact, helps the student get a well-rounded education.

### Showing Livestock and Attending College

To throw some light on this question, I studied the relationship between showing livestock while attending high school and later enrollment in and completion of college. During the period from 1941 to 1965, 250 of my vocational agriculture students at Checotah (Oklahoma) High School have participated in the Muskegee Junior Livestock Show.

Sixty percent of the 250 students who had participated in the livestock show during high school later entered college. This compares favorably with the 20 percent of graduates of small high schools in Oklahoma who enter college and with the 45 percent of graduates from large high schools who enter college. For the period 1961 to 1965, 83 percent of the high school students who participated in the livestock show entered college. During the same period of time, 36 percent of all graduates of Checotah High School entered college.

The study also showed that during the 1941-1965 period students who exhibited livestock three or four years while in high school attended college in higher proportions than students who only exhibited one or two years. Of those exhibiting only one year, 30 percent entered college; of those showing two years, 48 percent entered college; of those showing three years, 79 percent entered college; and of those showing four years, 86 percent entered college.

Eighty percent of the students who showed livestock and later entered college had completed college when the study was conducted or were still in college. Less than 6 percent of the stu-

dents entering college dropped out during their first year. This is in sharp contrast to the report that the typical Oklahoma college loses approximately 42 percent of the freshman class.

### Some Conclusions

Perhaps these findings help explain why livestock shows are popular with parents and businessmen in the community. They realize that the training received in planning ahead, accepting responsibility, cooperation, leadership, and sportsmanship in addition to livestock production and management is invaluable in the development of students.

Exhibiting livestock is one way through real learning situations to motivate, inspire, and develop students. If a student has an outstanding academic record, why not let him gain additional experiences by exhibiting livestock? We expect these students to do more. Producing, fitting, and showing livestock are opportunities for additional learning experiences. Students with lower academic records can benefit from these learning situations also. I believe teachers and students are justified in participating in livestock shows. These activities provide live experiences for teaching.

# What Influences Students to Become Teachers of Agriculture?

J. D. BROWN, Teacher Education  
Florida Agricultural and Mechanical University

What factors influence persons to prepare to teach vocational agriculture? In an attempt to answer this question, opinions were sought from fifty-six freshmen and juniors at North Carolina Agricultural and Technical State University and North Carolina State University and from thirty first-year teachers of agriculture in North Carolina. Persons completing the questionnaires were asked to rate the degree of influence each of thirty-three factors had on their decision to prepare to teach vocational agriculture. Personal information was obtained for an investigation of the influence of these factors on their decision to enter a teacher education program.

## • The Influence of People

The three groups—college freshmen, college juniors, and first-year teachers—rated the factors "self," "high school vocational agriculture instructor," and "father" as having the greatest degree of influence on their decision to prepare to teach vocational agriculture. College freshmen indicated that their mother and brothers had a great deal of influence on their decision. College juniors and first-year teachers indicated that college professors had a great deal of influence on their decision to prepare to be teachers. Persons listed as least influential in their decision to become teachers were high school principal, high school counselor, and state and national FFA officers.

## • Influence of Other Factors

The three groups indicated that the following factors had the greatest degree of influence on their decision to prepare for the profession of teaching agriculture.

- Desire to work with farm people
- Experiences in farming or other agricultural occupations
- Desire to work with rural youth

- Opportunities for employment in agriculture
- High school vocational agriculture courses
- Security of agricultural occupations

College freshmen rated the FFA as having a greater influence on their decision than did college juniors and first-year teachers. High school vocational agriculture courses were rated lower by first-year teachers as a factor influencing their decision than it was by college freshmen or juniors.

Factors rated as least influential in their decision to prepare for teaching included university career days, high school career days, visiting an agricultural college or university campus, information provided by state vocational agriculture teachers' associations, and brochures and catalogues provided by universities.

## • Influence of Personal Factors

The following factors were indicated by the college students and first-year teachers as having a positive influence on their decision to prepare for teaching agriculture.

- Farm and nonfarm experiences
- Area lived in most of life
- Officer of local FFA
- Years of high school vocational agriculture

- Father enrolled in adult or young farmer class
- Mother enrolled in adult or young farmer class
- Occupations of father and mother

## • Some Recommendations

Vocational agriculture teachers and high school guidance counselors should make use of persons who have the greatest influence on the career choices of individuals. In addition to the individual student, this study revealed that parents, vocational agriculture teachers, and college professors should be involved in advising students about career opportunities.

Teacher education staffs and state vocational agriculture teachers' associations should provide information on career opportunities in teaching to high school teachers and counselors.

High school teachers of agriculture should include a unit on career opportunities, including opportunities in teaching, in vocational agriculture courses.

Teachers should realize the influence parents have on the career choices of students. One way for teachers to develop good working relationships with parents is to encourage their enrollment in adult courses.



J. D. Brown

*This article is based on J. D. Brown's M.S. thesis, "An Analysis of Factors Which Influenced Freshmen and Junior College Students and First Year Instructors of Vocational Agriculture in North Carolina in Their Decision to Prepare to Teach Vocational Agriculture," which was completed at the University of Maryland in 1968. Mr. Brown was a National FFA Fellow at the University of Maryland in 1967-68.*

# New Occupational Interest Scale for Farmers

DONALD W. PRIEBE, Teacher Education  
North Dakota State University

One of the major problems facing young people today is that of making an occupational choice. One of the tools available for helping students make suitable occupational choices is the interest inventory or test.

In using such an instrument the interests of students taking the test are compared to the interests of people already involved in certain occupations. Thus, the student receives some indication of how his interests compare with the interests of those involved in an occupation he may be considering. Interest is certainly not the only personal characteristic to use in advising students; but it is a very important consideration.

The Strong Vocational Interest Blank is an interest test which is very widely used. The study reported in this article was concerned with the Strong Vocational Interest Blank and was carried out in cooperation with the Center for Interest Measurement Research located at the University of Minnesota.

## The Criterion Groups

The responses of those who complete the interest test are compared to the interests of criterion groups from many different occupations. It is important that the criterion group used accurately reflect the interests of the people involved in a particular

occupation.

The sample of persons for establishing the new criterion group was drawn from farmers enrolled in the Minnesota Farm Business Management Analysis program operated through the local vocational agriculture departments. There were 235 farmers in the group who were enrolled in sixteen schools. These farmers completed a research version of the Strong Vocational Interest Blank. Only farmers who had farmed at least three years and who indicated that they liked farming were included in the group. If an interest test is to be of value it must reflect the interests of those who are satisfied with their occupational choice.

The mean age of the new criterion group was 41.3 years. The mean number of years of school completed was 11.4 for the new group. Grade 12 was the highest grade completed by 132 of the 235 farmers. Only eight of the 235 men had received a college degree. This is in sharp contrast with the 1936 criterion group of farmers, three-fourths of whom were college graduates.

## The Two Groups Compared

The two groups were separated by 32 years of time and 3.2 years of educational level as measured in mean years of school completed. The interest

profiles of these two groups follow the same general pattern but show many large and significant differences.

The 1968 farmer group exhibited a higher degree of interest in agriculture, outdoor, and mechanical activities. The 1936 group scored much higher on scales involving working with people. On the new basic scales, the 1968 group had lower scores on scales related to educational level. The newer group exhibited a very low degree of interest in activities involving writing.

These differences reflect the large difference in educational level between the two groups. This difference was one of the major reasons for carrying out this study.

Interest profiles of the highest and lowest income sub-samples were compared also. There were very large differences in income between the two groups. There was a striking similarity between the interest profiles of the two groups on both the basic and occupational scales. The interests of the farmers in the high and low income groups, as measured by the Strong Vocational Interest Blank, were not significantly different.

A new farmer occupational scale was also established. This involved the selection and weighing of the items on the test which most distinguished the interests of the farmer from those of men-in-general. This scale is used in scoring part of the test. The item content of the new farmer scale is considerably different from that of the old scale.

The new farmer criterion group will soon be incorporated in the occupational scales of the Strong Vocational Interest Blank. Information regarding this new group will be available in the Handbook for the Strong Vocational Interest Blank to be published in late 1970 by the Stanford University Press.



Donald W. Priebe

*This article is based on Donald W. Priebe's Ph.D. dissertation completed at the University of Minnesota in 1968. On July 1, 1969, Dr. Priebe was appointed Professor and Chairman of the Department of Agricultural Education, North Dakota State University, Fargo.*

# ORIENTATION TO CAREERS IN AGRICULTURE

ELDON R. SCHNAKENBERG  
Teacher of Vocational Agriculture  
St. Charles, Missouri

Francis Howell High School is located in a suburban area in St. Charles County, Missouri, twenty-six miles from St. Louis. One hundred-twenty students are enrolled in vocational agriculture.

In this suburban area where land prices and taxes are high, it is becoming increasingly more difficult to become a farmer. Students are therefore looking for careers in the field of agriculture away from the farm. A great deal of emphasis is being placed on agribusiness opportunities in the vocational agriculture program.

## Career Orientation

Since nearly half of the graduates in vocational agriculture start a career in an agribusiness job, I spend a great deal of time in planning and developing career information and on-the-job training in off-farm agricultural occupations. Instructional units pertaining to agricultural careers are taught primarily during the first two years of the vocational agriculture program. Part-time jobs for occupational experience related to agriculture are arranged for students.



Eldon Schnakenberg

*Eldon R. Schnakenberg was the recipient of one of the NVATA Career Orientation Awards presented at the National Convention in Dallas, Dec. 1968.*

## Instruction

Four units on agricultural careers are taught during the freshman year. Units on The Agricultural Industry and You, Considering Modern Agriculture, and Career Opportunities in Agriculture give students knowledge about the broad field of careers in the agriculture industry. Each student is asked to make a tentative choice of an agricultural career. In the fourth unit, Preparing for a Career, students are given guidance in the steps to follow in getting ready for the first job.

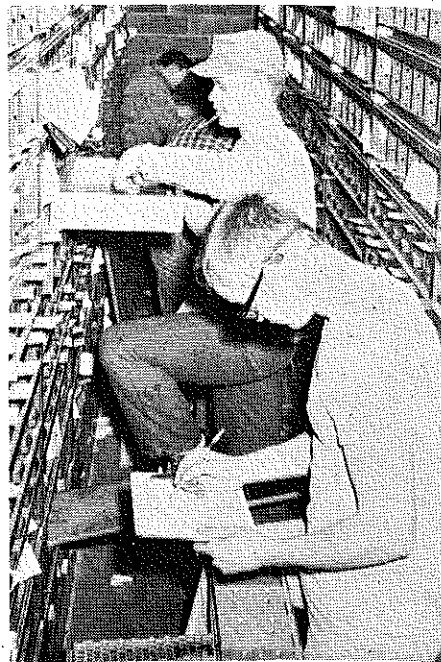
During the sophomore year the following lessons on careers are taught: Reconsidering Our Career Plans; Finding Out About Available Jobs; Getting a Job; Improving Language Skills; Improving Arithmetic Skills; Developing a Winning Personality; Getting Along with Fellow Workers; Getting Along with the Boss; and Getting Along with Employers, Co-workers, and Customers.

Several sets of references on agricultural careers are used in the classroom. Various agricultural career films are used and field trips are taken. A field trip was taken to a major feed manufacturer's research farm where the company's educational director gave an excellent presentation on career opportunities in the feed industry.

A file of literature and brochures has been set up on agricultural careers in the vocational agriculture department which is used extensively by the students. Juniors and seniors use this file in securing information on careers they are considering.

## Occupational Experience

After classroom instruction and the student is sixteen years of age, an



An activity of the agricultural career orientation program at Francis Howell High School, St. Charles, Missouri, is work during the Christmas vacation period in the branch warehouse of a major farm equipment company.

effort is made to get students placed for occupational experience in the agribusiness occupation in which they are interested. This off-farm occupational experience is usually in addition to a farming program if the student lives on a farm. Students presently have part-time jobs in the fields of horticulture, farm equipment, feed, seed and fertilizer, and other agricultural service occupations.

Many students are interested in the farm equipment field. To help acquaint students of the large number of opportunities in this area of agriculture the school has an agreement with one of the major farm equipment companies to employ approximately thirty students for one week each year. During the past three years some thirty students have been employed four days during the Christmas vacation in the company's branch warehouse in St. Louis County. The students have taken the yearly inventory of over 32,000 different tractor and machinery part items valued at nearly one million dollars. During this period of employment the district sales manager talks to the group at various times about opportunities in the industry and the preparation a student needs for success in these careers.

# Are Vocational Agriculture Students Different?

GILBERT A. LONG and JOEL H. MAGISOS  
The Ohio State University

WALTER L. SLOCUM  
Washington State University

ROY T. BOWLES  
Trent University, Canada

Many vocational agriculture teachers probably feel that the students in their classes are different from other students in the school. Many may have specific ideas about how their students are different. This article reports some major findings of a study conducted at Washington State University which permits some comparisons between students enrolled in vocational agriculture with students who were not enrolled in vocational agriculture.

Sophomore, junior and senior students in sixteen Washington high schools offering vocational agriculture which were located in communities having a population of 10,000 or less were asked to complete questionnaires concerning their educational and occupational aspirations and related factors. The 600 students (all of whom were boys) completing the questionnaire were divided into three categories: Vocational Agriculture Students—those who indicated that they would have taken at least four semesters of vocational agriculture by graduation and that they were active in FFA; Non-Vocational Agriculture Students—those who indicated that they would not take any vocational agriculture in high school and that they were

not active in FFA; and Intermediate Students—those who indicated that they would have studied vocational agriculture for at least one semester but for not more than three semesters before graduation and were not active in FFA.

## Background of Students

Not surprisingly, vocational agriculture students were much more likely to have a farm background than the other students. Sixty-six per cent of the vocational agriculture students, 28 per cent of the intermediate students, and 24 per cent of the non-vocational agriculture students lived on farms. Farming was the principal occupation of the fathers of 52 per cent of the vocational agriculture students, 22 per cent of the intermediate students, and 17 per cent of the non-vocational agriculture students. While these data show that a rural farm background is frequently a characteristic of vocational agriculture students, they also show that many vocational agriculture students do not have a rural farm background.

## Occupational Aspirations

Of the students who answered the question "What occupation do you think you would like when you are

thirty years old?" 19 per cent of the vocational agriculture students, 6 per cent of the intermediate students, and 2 per cent of the non-vocational agriculture students said they would like to be farmers or farm managers. Of the students responding to the question "What is the job that you think you will actually have when you start to work full-time?" 18 per cent of the vocational agriculture students, 12 per cent of the intermediate students, and 4 per cent of the non-vocational agriculture students said farmer or farm manager. Vocational agriculture students were less likely than the other two groups to either aspire or expect to enter professional or technical occupations. Vocational agriculture students were slightly more likely to feel that they could enter the occupation to which they aspired.

## Educational Aspirations

The commitment of the vocational agriculture students to agricultural pursuits is reflected in the planned major of those who intend to go to college. Twenty-nine per cent of the vocational agriculture students listed agriculture as their intended major. No more than 3 per cent of the other groups listed agriculture as their intended major field of study.

The educational aspirations and expectations of vocational agriculture students tended to be slightly lower than non-vocational agriculture students but slightly higher than intermediate students. When asked how much education they would like to get, 75 per cent of the vocational agriculture students, 70 per cent of the intermediate students, and 80 per cent of the non-vocational agriculture students wanted to attend college. These

(Continued on page 49)

*At the time the research reported in this article was conducted, all authors were members of the faculty at Washington State University, Pullman, Washington. Gilbert A. Long and Joel H. Magisos were teacher educators in agricultural education in the Department of Education; Roy T. Bowles and Walter L. Slocum were faculty members in the Department of Rural Sociology. Currently Mr. Long is a Ph.D. candidate in the Department of Agricultural Education and Dr. Magisos is Information Specialist at the Center for Vocational and Technical Education, both at The Ohio State University. Dr. Slocum is Professor and Chairman of the Department of Rural Sociology at Washington State University. Dr. Bowles is a member of the faculty of the Department of Sociology, Trent University, Peterborough, Ontario (Canada).*

# BOOK REVIEWS

GERALD R. FULLER, Special Editor  
University of Vermont

**TEACHING IN A JUNIOR COLLEGE** by Roger H. Garrison. Washington, D. C.: American Association of Junior Colleges, 1968, 26 pp. \$1.50 each, \$1.00 each 10 to 99, 50 cents each 100 or more.

This book explains the challenges, problems, and opportunities for teachers in the junior colleges. The aims and demands of instructors in junior colleges are markedly different from those in four-year colleges. There are no generalizations for junior colleges, since they offer a variety of programs.

The author has an excellent background for writing this publication. He is an experienced teacher, administrator, and writer. He was at Westbrook Junior College, Portland, Maine, at the time of publication. His exact and direct way of presenting ideas and material makes the book interesting to the reader. The publication is brief, yet covers many of the essentials with regard to teaching in a junior college.

The book is especially valuable for teachers contemplating employment in junior colleges as well as for teachers and administrators now in the junior colleges. It has value for high school teachers and teachers in the senior colleges in telling the story of the junior college and its place in higher education. The explanation of aims, philosophy, and students will give readers an idea of what the junior colleges can do for many young people in America. The author also touches on services in continuing education, adult programs, and other phases of junior college programs. He does not go into detail in describing the difference between the technical curriculums, transfer curriculums, certificate programs, and adult education. This would be especially valuable to many readers.

Howard Sidney  
Agricultural and Technical College  
Cobleskill, New York

**THE POLICY PROCESS IN AMERICAN AGRICULTURE** by Ross B. Talbot and Don F. Hadwiger. San Francisco, California: Chandler Publishing Company, 1968, 370 pp. \$10.00.

The primary objective of this reference is to develop a broad conceptual framework whereby students in introductory courses in agricultural economics and policy can see why and how one important area of public policy has developed and changed over decades. The book is designed to provide a structure for analysis rather than a definite set of answers. It can be a very useful tool for those who are concerned about individuals, ideas, interests, institutions, and issues as they relate to food and fiber policy. The reference includes a number of tables, charts, and maps which can be easily interpreted by students and aid them in drawing their own hypotheses. The authors' general thesis is that policies have come about through the interaction of "five I's": *Individuals* have *Ideas* and *Interests* from which develop *Issues* that are resolved within and between *Institutions*.

The authors of this book have had wide and varied experiences in the area of farm policy. Professor Talbot was a Fulbright Research Scholar, European Economic Community, Brussels, Belgium in 1964-65 and is currently Chairman of the Department of History, Government and Philosophy at Iowa State University. Professor Hadwiger is an Associate Professor at Iowa State University in the Department of History, Government and Philosophy. In 1956-57 he was a Congressional Intern and in 1965-66 he was a Research Scholar in the U. S. Department of Agriculture.

This reference would be most appropriate for students enrolled in a

farm management or a farm policy course in a junior college. It could also serve as one of the references for a teacher who was teaching farm policy at the junior or senior college level.

It is an up-to-date, easily understood reference which deals with an issue that is of current interest in American agriculture.

John T. Starling  
The Ohio State University

**FOUR METHODS OF DOING BUSINESS** by Ron Henrichsen. Fort Dodge, Iowa: Farmers Regional Cooperative, 1968. \$16.00. (Includes student handbook, teacher's guide, teaching aids, and bulletin board display).

This packet of teaching materials includes both a "Student's Handbook" and "Instructor's Guide" with supplementary teaching aids. It is cleverly done and should prove a very useful teaching reference. The supplementary aids including numerous transparencies and a student game are not only useful but should stimulate further creativity on the part of the teacher as well as being an inspiration to students. The bulletin board display materials will be effective in instruction and are well adapted to use as part of a department or school display.

This material was prepared and published by the Farmers Regional Cooperative, Fort Dodge, Iowa. The material was assembled through the services and expertise of a highly qualified Planning and Advisory Committee composed of authors and practitioners in agricultural education, general education, and university level instruction.

The material appears to be well adapted to the high school level. It could be used effectively at the junior college level for quick review or introductory purposes in this subject area. It could readily be adapted for individualized student study or programmed instruction.

H. H. Burlingham  
California State Polytechnic College

**ADVANCES IN PRODUCTION AND UTILIZATION OF QUALITY COTTON: PRINCIPLES AND PRACTICES** by Fred C. Elliott, et al. Ames, Iowa: The Iowa State University Press. 1968. 532 pp. \$8.50

This book is the result of a symposium sponsored by Chevron Chemical Company in collaboration with the National Cotton Council of America. The seventeen chapters range from a discussion of cotton as a crop to new developments in the utilization of cotton. Each chapter is authored by an individual considered to be a specialist in the subject matter.

Charts and figures are given to show the trends in cotton production in all cotton-growing areas of the world. The morphology and physiology of the cotton plant is presented by both illustration and discussion. The latest practices in cotton production, harvesting, and ginning are treated extensively. In the concluding chapter the developments which are taking place in the cotton industry to make cotton more competitive with synthetic fibers are given comprehensive coverage.

The conciseness in which the subject matter is presented makes this book an excellent reference. It is adequate for use as a text in college level cotton production courses. The material is not too technical for use in vocational agri-

culture post-high school classes for students interested in becoming technically competent as technicians in the cotton industry. As indicated in the preface, this book should also be of interest to industry and college agronomists, entomologists and pathologists, agricultural engineers, fertilizer and agricultural chemical dealers, cotton buyers and ginners, college extension workers, vocational education teachers, and agricultural writers.

Obed L. Snowden  
Mississippi State University

**EDUCATORS GUIDE TO FREE TAPES, SCRIPTS, AND TRANSCRIPTIONS** by Walter A. Wittich. Randolph, Wisconsin: Educators Progress Service, 1968, Fifteenth Edition, 167 pp. \$6.75.

The purpose of this publication is to assist the teacher to arrange exciting, interesting, and useful learning experiences in the classroom. The Guide provides a professional information service devoted exclusively to selected free tapes, scripts, and transcriptions currently available from industrial, governmental, and philanthropic organizations.

While there is no specific area labeled agriculture, several of the listings would be useful to the teacher of agriculture. These listings include: recent developments in plant science and agricultural chemicals; manpower; students with special needs; conservation, natural resources and recreation. The "Tape Adventurers Service" is continued in this edition whereby groups of students between the ages of six and 18 from different geographical areas may obtain ideas and information related to a course of study by means of an exchange of tape recordings.

The 1968 edition contains an updated series of tapes on current national and international issues in addition to a series on governmental services and on various foreign countries. The educational level of the listings range from elementary to adult; many of these materials may be utilized for individual as well as group study.

The author has had wide experience in this field. Currently he is Director of the East-West Communication Center, University of Hawaii. Formerly he was professor of Audiovisual Education at the University of Wisconsin. This well-organized guide should be located in the school library to provide teachers with new media learning resources to help achieve useful curriculum goals.

David F. Shontz  
University of Rhode Island

## Are Vocational Agriculture Students Different?

(Continued from page 47)

percentages include those planning to attend junior college. Forty-seven per cent of the vocational agriculture students, 43 per cent of the intermediate students, and 51 per cent of the non-vocational agriculture students said they expected to graduate from college.

Vocational agriculture students appear to be different from others in their patterns of seeking and reacting to advice. Sixty-three per cent of the vocational agriculture students, 50 per cent of the intermediate students, and 49 per cent of the non-vocational agriculture students said they had discussed their educational and occupational plans with one or more teachers. Vocational agriculture students also showed more responsiveness to school counselors. Forty-eight per cent of the

vocational agriculture students, but only 39 per cent of each of the other two groups said that the counselor had influenced their plans. This suggests that vocational agriculture students are more receptive to information and advice about their educational and occupational plans than students who are not highly involved in the vocational agriculture program.

### Some Implications

There are differences between vocational agriculture students and other students in the same high schools. Vocational agriculture students are more likely to have farm backgrounds, to select farming as an occupation, and to indicate plans to study agriculture in college. The high incidence of college plans among vocational agricul-

ture students indicates that students who are interested in farming and agribusiness are aware of the importance of a college-level education for commercial agriculture.

While other factors no doubt enter in, these findings suggest that the vocational agriculture curriculum may lead students to choose occupations in the field of agriculture. Some of the findings have implications for guidance. Vocational agriculture students were more likely than others to be certain that they could enter their chosen occupations. They were also more likely to be receptive to information and advice about their educational and occupational plans. It is possible that these differences result, at least in part, from the nature of the vocational agriculture program.

# WHY DO STUDENTS ENROLL IN VOCATIONAL AGRICULTURE?

GENE CLAVER  
Teacher of Vocational Agriculture  
Bayard, Nebraska



Glen Claver

Each year many high school students enroll in vocational agriculture to increase their knowledge of production agriculture or off-farm agricultural occupations. Some students enroll because of the influence individuals have on them. Others enroll because of observations they have made about the vocational agricultural program. Some students enroll because of the perceptions they have concerning vocational agriculture.

## Factors Influencing Enrollment

I undertook a study to determine what factors high school students would indicate for electing or not electing to enroll in the first year of vocational agriculture. Ninety-two percent of the students electing vocational agriculture anticipated that they would like shop work; 83 percent thought they would like FFA activities; 79 percent said that they would enjoy participating in supervised farm projects; while only 51 percent anticipated that classroom activities would be enjoyable.

Fathers and vocational agriculture teachers were indicated by the students enrolling in vocational agriculture as the persons having a high degree of influence of their enrollment. Mothers, close friends, brothers, and close relatives were also indicated as having a relatively high degree of influence on students' enrollment in vocational agriculture. Non-vocational agriculture students indicated that no person exerted much influence on them not to enroll in vocational agriculture.

Parents were the persons who had the greatest influence on both vocational agriculture and non-vocational agriculture students in choosing the specific course of study. Friends exerted considerably more influence on vocational agriculture students than they did on non-vocational agriculture stu-

dents in choosing a course of study. Parents and the vocational agriculture teacher were the only individuals who encouraged a high percentage of vocational agriculture students to enroll in vocational agriculture.

Eighty-one percent of the fathers of vocational agriculture students had favorable attitudes toward vocational agriculture while only 33 percent of the fathers of non-vocational agriculture students had favorable attitudes. Comparable percentages of mothers having favorable attitudes were 65 percent and 29 percent, respectively.

Vocational agriculture teachers were listed as the primary person acquainting students with the vocational agriculture program. Fifty-nine percent of the vocational agriculture students and 13 percent of the non-vocational agriculture students indicated that the program had been explained to them by the vocational agriculture teacher. Fair projects and shop projects were reported as the vocational agriculture and FFA activities most frequently observed by students before they enrolled in high school.

## Implications

Because students expect to enjoy shop work and FFA activities to a greater extent than classroom or super-

vised project activities, vocational agriculture teachers should attempt to make the latter two areas more interesting.

In designing an orientation program the vocational agriculture teacher should include parents, brothers, and close friends of prospective students since these individuals have a strong influence on the student.

Guidance counselors were indicated as having encouraged very few students to enroll in vocational agriculture. A satisfactory guidance program should be developed between the guidance counselor and the vocational agriculture teacher to encourage those students to enroll who would benefit from the program. Since few students were acquainted with the vocational agricultural program through the guidance counselor, it appears that counselors may not be familiar with the program.

Parents, siblings, close friends, and close relatives are doing a very effective job of explaining the vocational agricultural program to students. Students having brothers who have previously taken vocational agriculture are more inclined to enroll.

The observing of vocational agriculture activities appears to play an important role in a student's decision to enroll in vocational agriculture.

## Subscription Notice

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# News of NVATA

JAMES WALL  
Executive Secretary



## Agricultural Education, FFA, and the USOE

Following is a brief summary of the aims, goals and objectives of the NVATA-USOE Committee: What is necessary? What must be done? What do American agriculture, business, industry, and educators intend to accomplish?

• Re-establish the identity of Vocational Agriculture (Agricultural Education) in the U. S. Office of Education in the following ways:

- Include Agricultural Education on the Office of Education organizational chart.
- Place the National FFA Advisor and the FFA Executive Secretary on the same Agricultural Education staff in the Office of Education organization structure.
- Have the two Agricultural Education staff men (who are also National FFA Advisor and FFA Executive Secretary) devote *full time* to Agricultural Education including the broad new vocational areas.
- Expand the Agricultural Educa-

tion staff in the Headquarters (Washington, D. C. office) by *at least* one full-time person in addition to the two full-time men mentioned above.

- Expand the employment of regional personnel to work in Agricultural Education in the regional offices for *all* states.
- Establish specific, sound, and practical working relationships between the regional staffs and the headquarters staff with free and uninhibited full communications (one sound team relationship).

• Secure national recognition beyond question that Vocational Agriculture and FFA are non-separable—that FFA is an integral part of the teaching and instructional process.

• Rescind the Office of Education policy statement of December 6, 1968 in order that the important role of youth organizations as a genuine part of education may be re-established.



Tom L. Devin (left), 1968 NVATA President of Dumas, Texas, presents a citation to the Honorable Roman C. Pucinski, U. S. Congressman from Illinois. The presentation was made during the National Convention in Dallas, December, 1968.



Art Stone (third from left) of the New Holland Division of Sperry Rand Corporation presents NVATA CAREER ORIENTATION AWARDS to five teachers of agriculture during the National Convention in Dallas, December, 1968. The teachers received an expense paid trip to the Convention for the career orientation programs they conduct. Teachers receiving the awards are (from left to right): A. W. Heide-man, East Wenatchee, Washington; Gordon Morrison, Council Grove, Kansas; Keith R. Carlson, Belmond, Iowa; Eldon R. Schnakenberg, St. Charles, Missouri; Jack C. Cole, Marshall, North Carolina.



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LEXINGTON KY 40506

Teachers of agricultural occupations who supervise student teachers and administrators from cooperating schools attend a cooperating teachers' conference at Illinois State University. (Photo by Kenneth James, Illinois State University at Normal)

## Stories in Pictures

ROBERT W. WALKER  
University of Illinois



Richard Weldon, Teacher of Agriculture, Eaton, Colorado, efficiently organizes materials for agricultural mechanics. Project plans, clean-up duties, and announcements are tacked on these hinged panels. (Photo by Paul J. Foster)



Vocational Agriculture teachers from Indiana and Cambria counties (Pennsylvania) attend a two-day diesel clinic conducted by personnel from the Tractor and Implement Division of Ford Motor Company. (Photo by Willis Bechtel, Indiana Evening Gazette)



Volume 42

# Agricultural Education

September, 1969

Number 3



Featuring —  
INSTRUCTIONAL PROGRAMS IN AGRICULTURAL MECHANICS