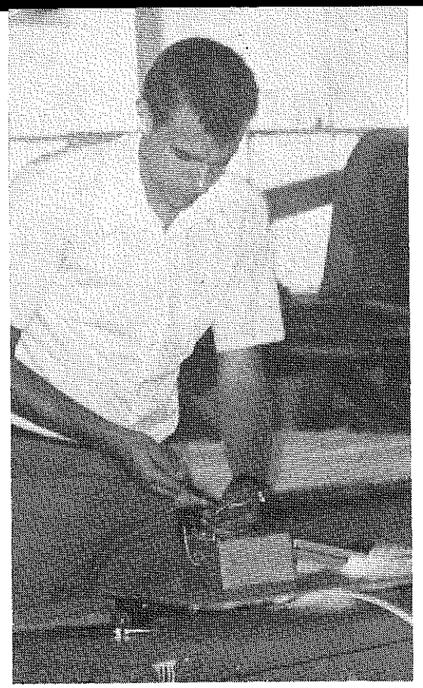
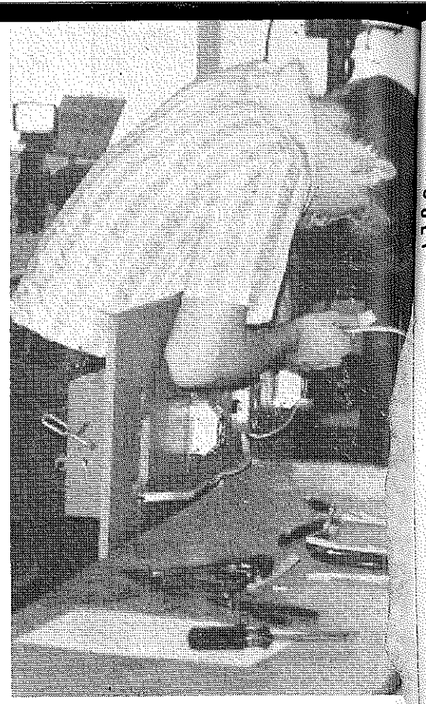
Agricultural Education

olume 45 September, 1972 Number 3

Stories in Pictures

by Richard Douglass

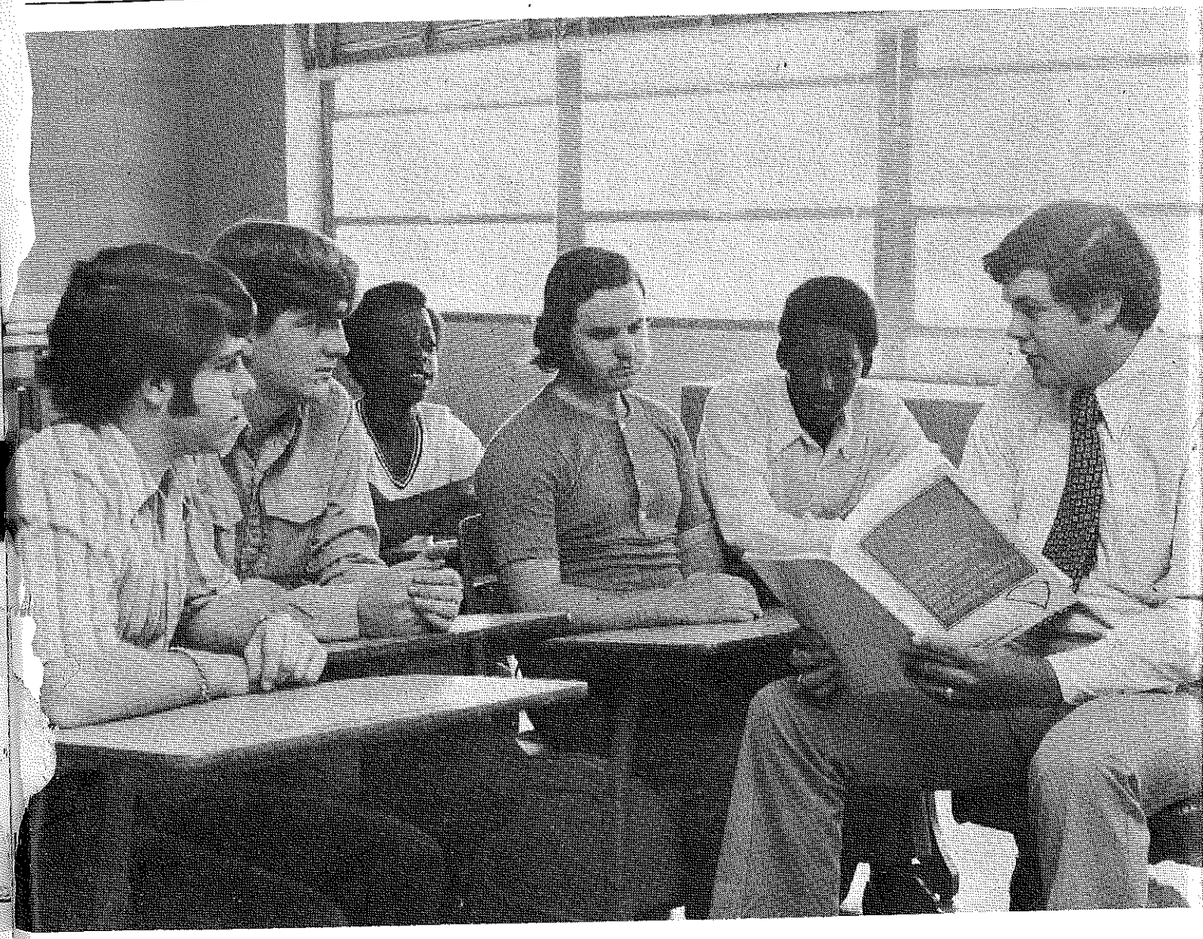




Area III F.F.A. Members participate in Electrification Contest at the University of Southwestern in Lafayette, Louisiana. The contest is sponsored by Louisiana Investor Owned Electric Companies. (Photo by John Vallot, Supervisor-Executive Secretary Louisiana Association of FFA)

David Lewis, right, receives valuable instruction from Mrs. Charles Jeffries in cutting and packaging meats during his work experience program in his Senior year at Greenbrier Locker Plant. David, a school dropout, returned to graduate from Greenbrier East High School, Lewisburg, West Virginia, in 1970. He completed 1 year of Production Agriculture and 2 years of an Agricultural Sales Service course. He is now employed in the meats department of a supermarket. (Photo by Guy E. Cain, Program Specialist)

High school students observe anesthetized groundhog held by Dr. Thomas F. Albert of Greenbelt, assistant professor of veterinary science, during demonstration on North America's largest true hibernating animal at fourth annual Science in Action conference on the University of Maryland campus in College Park. One-day event was sponsored by College of Agriculture to give high school students and their teachers an insight into the application of science to modern agriculture. Attendance included 510 students and 95 teachers from 104 public and private or parochial schools representing 19 Maryland counties and the city of Baltimore. (Photo from Info. & Pub. Department, University of Maryland)



CAN WE SHOW A PERSONAL INTEREST IN EVERY STUDENT?

Theme— A GUIDANCE ROLE

The
Agricultural Education
Magazine

EDPRESS Vol. 45 September 1972 No. 3

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This publication is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at the Lawhead Press, Inc., 900 East State Street, Athens, Ohio 45701.

SUBSCRIPTION PRICE: $3 per year. Foreign subscriptions $4. Student subscriptions in groups (one address), $1 for October-May. Single copies and back issues 50 cents. In submitting subscriptions, designate **new** or **renewal** and address including ZIP code. Send all subscriptions and requests for back issues to Harlan E. Ridenour, Business Manager, AGRICULTURAL EDUCATION MAGAZINE, Box 3843, Columbus, Ohio 43214.

Second-class postage paid at Athens, Ohio.

Send articles and pictures to the Editor or to the appropriate Special Editor.

COVER PHOTO:

Jason M. Lynch, Jr., right, Vo-Ag teacher, Pendleton High, South Carolina, furnishes group guidance and orientation in a prevocational education course. Students enrolled in this course become familiar with the world of work through group conferences, class discussions, films, field trips and visiting speakers. (Photo by J. Alex Hash, Associate Professor of Agricultural Education, Clemson University.)

Editorials

From Your Editor . . .

GUIDANCE FOR AGRI-BUSINESS IS "A NEW BALL GAME"

Roy D. Dillon

According to Ralph Woodin's article later in this issue, 92 percent of the vocational agriculture positions are in comprehensive secondary schools. With an increase from 10,438 in 1971 to 12,000 positions projected by 1975, it is clear that a larger number of agriculture educators will be influencing the lives of young people.

For nearly five decades prior to the 1963 Vocational Education Act, vocational agriculture teachers counseled students about farming and ranching as an occupation from their (teacher's) own experience frame of reference. The teacher's background experience on the farm or ranch was an excellent basis for planning and teaching production agriculture. However, the federal legislation of 1963, 1968, and in 1972 has encouraged establishment of off-farm agri-business courses. Many teachers had no occupational experience in the types of agri-businesses for which they could now prepare students to enter, especially such specialized areas such as horticulture, agricultural supplies and service, agricultural machinery sales, agricultural construction, and agricultural processing.

Many progressive vocational agriculture teachers have either gained on-job agri-business experience or made arrangements through in-service activities to obtain the on-job occupational experience which will provide them with the needed perspective to plan and conduct agri-business instructional programs.

Graduate courses have been designed and conducted in several states, to assist the teacher in structuring his new occupational experience, and to convert the experience into usable teaching plans. The occupational experience may be obtained in the teacher's home community in some cases, or in a business near the university in other cases. The graduate course procedure has enabled an exchange of experience and ideas.

A teacher should feel comfortable about planning and teaching the subject matter in his program. The Agri-Business and Natural Resources Occupations Education "ballgame" includes several new players. If your followup of graduates and student interest data reveal that your program should include agri-business courses, for which you lack background experience, start now to plan how you can obtain the needed experiences so your program will be current.—RDD

Guest Editorial . . .

TEACHERS AND STUDENTS ARE NOT IN THE CLASSROOM FOR THE SAME PURPOSE

A. H. Krebs,
Teacher Education
Virginia Polytechnic Institute and State University

A. H. Krebs

One of the more interesting observations I've made in education is the extent to which teachers and students view educational objectives as being the same for both teacher and student. Many teachers at all levels regularly list their objectives and present them to their students with the statement that these are our objectives for this course. This view of objectives may be caused by the feeling that what the teacher decides to teach is what the student should want to learn or will learn if he learns anything. In one sense, the teacher is correct. The teacher is in a position to determine the direction of learning. In another sense, student objectives and teacher objectives differ. The problem lies in teacher-student failure to recognize that only one category of objectives is being considered, and that simply isn't good enough for effective teaching. Since the failure of many teachers and students to understand each other well when it comes to class effort is partially due to this mutual misunderstanding regarding objectives, a brief discussion seems in order.

IMPORTANCE OF RECOGNIZING DIFFERENCE

There is, of course, a sound reason for recognizing the differing reasons why teachers and students are in the same classroom. For the teacher to know why students need to learn what he would teach can be of tremendous help in giving direction to *planning for teaching* and *teaching*. A student who sees and understands the benefit to him of learning what the teacher would teach will be (or should be) self-motivated with regard to learning. If neither student or teacher can identify benefits to the student from learning what the teacher would teach, other than the student's getting a good grade, it is probable that the teacher has decided to teach the wrong content.

THREE CATEGORIES OF OBJECTIVES

To understand fully the teacher-student communication problem regarding objectives, it is necessary to recognize three categories of objectives. These three categories are:

1. Teacher occupational objectives.
2. Teacher-teaching and student-learning objectives.
3. Student occupational or use objectives.

To teach students is only one of the reasons why the teacher is in the classroom. Such reasons as earning a living

(Continued on next page)

The student who sees and understands the benefit to him of learning what the teacher will teach will be (or should be) self motivated with regard to learning.

(Krebs — from page 51)

and finding more satisfaction in teaching than in doing something else help explain why the teacher is in the classroom in the first place. Reasons such as those just stated are "teacher occupational" objectives. The list of teacher occupational objectives could be easily expanded.

Once in the classroom, the teacher should recognize that he must have some interests and objectives which provide a common bond with the student and make teacher and student important to each other. This common bond is the **second category** of objectives, the "teacher-teaching and student-learning" objectives. It is this category of objectives which has been nearly the entire focus of attention of educators over the years and which has come to be known variously as "teacher objectives," "educational objectives," "educational outcomes," or "behavioral objectives." Examples of the "teacher-teaching and student-learning" category of objectives are: to develop the ability to weld two pieces of metal together using a butt weld (conditions could be specified); to develop the ability to control hog cholera; to develop the ability to operate a skill saw; to develop the ability to formulate a ration for a specified class and age of cattle; to develop the ability to interpret soil tests; and to pot a chrysanthemum. This category of objectives contains what the teacher wants the student to learn, and thus accomplish the teacher's occupational objectives, and what the student needs to learn in order to enable the student to accomplish the student's occupational or other use objectives. In his teaching plans, the teacher would identify these objectives as his teaching objectives (behavioral objectives). To many students, the teacher's objectives represent something imposed on them by authority and which should, therefore, be resisted as much as possible. The most meaningful designation for the student is to call the teacher objectives problems, since they do represent problems to be solved or overcome if he is to accomplish his (the student's) occupational or other use objectives. For the teacher to expose students only to this form of student objectives leaves the student at the point of seeing learning as necessary for the sake of learning, an academic exercise. Learning for the sake of learning is unacceptable to many of today's youth who describe such learning as non-relevant.

The "student occupational or use" objectives is the **third,** and generally ignored, category of objectives about which the classroom teacher must be concerned. It is the student occupational or use objective category that gives meaning to learning and which should undergird the entire teaching-learning process. Student occupational or use objectives should be developed with the students for every content-segment included in a course at the time the content-segment is considered in the classroom. Some examples of student occupational objectives are as follows:

Problem Area or Content Segment: Planting Corn
Student Occupational Objectives:
—to obtain a yield of 102 bushels of corn per acre.
—to obtain maximum dollar returns per acre of corn. (specific dollar returns could be specified)
—to prepare for jobs in which the knowledge of planting corn is needed. (farmer, teacher of agriculture, extension agent, seed processor, fertilizer salesman, and farm machinery salesman are examples)
—to be able to plant corn well enough to be proud of it.

Occupational objectives, such as those given for planting corn, represent the use to which the student might put the learnings which are acquired in the classroom. As stated before, if no use of any kind for the proposed learnings can be identified, it is probable that a mistake has been made in determining what should be taught. While the use of learnings does not always have to be in relation to an occupation, it is a must that some use for proposed learnings be identified.

SUMMARY

There are at least three categories of educational objectives which must be recognized and utilized by the teacher.

The first category of educational objectives, the teacher's occupational objectives, explain why the teacher chose the classroom as his place of work. There is no need to bring this category of objectives into the teaching-learning process.

The second category of educational objectives, the teacher-teaching and student-learning objectives, are the familiar teacher objectives or behavioral objectives. This category of objectives describes what it is that the teacher would have the student learn and what it is that the student must learn and learn to do if the student is to reach his own occupational or other use objectives. For communicating with students, this category of objectives is most meaningfully called problems and concerns of students. In fact, teacher objectives become the problems students must solve or overcome in order to reach his occupational or use objectives. It is the teacher-teaching and student-learning objectives which provide the bond between teacher and student in the classroom. These objectives or problems, can (and probably should) be developed by the class under teacher guidance. The list of *problems* forms the content outline for whatever teaching technique is to be used.

The third category of educational objectives is the student occupational or use objectives. This category of objectives identifies the use to which proposed learnings will be put by the learner and thus gives true relevancy to the entire teaching-learning process. The student use objectives should be developed by the students under teacher guidance. Failure by teachers to develop occupational or use objectives with the students is the major reason why students do not recognize much course content as being relevant—and it permits teachers to proceed with teaching non-relevant content in blissful ignorance.

If teachers and students understand the distinctions between and among the three categories of objectives, one source of student-teacher misunderstanding will have been eliminated. Each will understand why the other is in the classroom.

It is essential that teachers and students understand why each is in a particular classroom at the same time, the objectives they have in common, and the contribution of their common objectives to their own personal objectives. ◆◆◆

AND I SUPPOSE YOU WANT TO BE A DITCH DIGGER, TOO, WHEN YOU GROW UP, BILLY?

Ronald G. Berg
State Supervisor, Vocational Guidance and Counseling
Coordinating Council For Occupational Education
Olympia, Washington

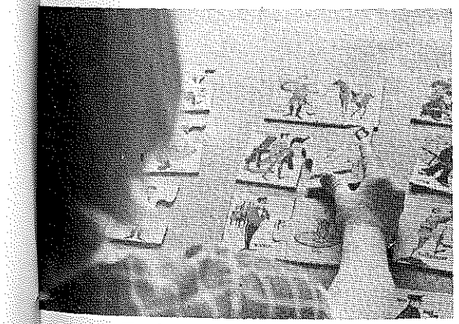
Ronald G. Berg

Billy was excited. His teacher had stressed the importance of keeping litter picked up around the school and involved the class in what she called an "Ecology Project."

Suddenly little Billy shouted, "Wouldn't it be a lot of fun to be a garbage collector and find new things every day to fix?" The teacher's response was spontaneous and immediate. "And I suppose you want to be a ditch digger, too, when you grow up, Billy?"

Whether Billy's teacher was aware of the fact or not, she was at that moment engaged in some very high-powered vocational guidance and counseling. Billy would certainly never mention *those* kinds of jobs around his teacher and possibly other adults again. His teacher, to be sure, responded the way she did for possibly the noblest of reasons. She does not need condemnation, but rather new awarenesses of the real world of work and "tools" to help her impart these new found awarenesses to her class.

What is your role as a vocational agriculture teacher in the career development process, Grades K-14? Although only you can successfully operationally define that role, let the author suggest a role model. Because you are a vocational agriculture educator, you have unique knowledges of and about the world of work. This expertise puts you in a leadership position—a leadership position not only for your building, but for the entire school district or institution. By developing and utilizing management skills, you can bring about the total commitment of **all** educators to provide career development experiences for **all** children. You may be the only one that can bring together your colleagues and implement this common educational goal.



Total Commitment. Speech Therapist role in career development includes "career games."

Because career development necessitates the involvement of the community as well as the school, who else is in a better position to bring the business and labor community into the process. Through the contacts you have already established through your advisory committees, you are able to help the total educational system utilize the community as the career development laboratory.

The real "student experts" who know about the world of work and the career development process are at your call—your Future Farmers of America Chapter members. Not only can your members provide valuable guidance to other high school students, they can also offer and provide guidance experiences to elementary school children and their teachers.

Finally, much direct guidance and counseling is, and will continue to be, provided by you as a vocational agriculture teacher. Even though the counselor may provide the majority of "integrating" experiences, you are in the key position to take advantage of offering appropriate "integrating" experiences on the spot.

As a vocational educator, you can assist your "non-vocational" teacher colleagues in developing an appreciation of the nature of the **job** in our society. In particular, you can inform your colleagues about the role that the job plays in developing the individual self-concept and life style.

Vocational Club members "teaching-guiding" elementary school children.

When two strangers meet in our society, one of the first questions usually asked is: "What do you do?" The person who asks this question doesn't really care what job one has, but rather, he is asking for role identity. If one says he is a garbage collector, the stranger will react differently than if one states that he is a vocational agriculture teacher. One is the same person whether he states he is a garbage collector or a vocational agriculture teacher—isn't he? Or is he? Rightly or wrongly, we tend to evaluate people on some continum—horizontal, vertical or diagonal—according to the job title one has. When you respond "I am a vocational agriculture teacher" you carefully read the stranger's reactions to you.

Even more subtly, most people turn to the job to define for themselves **what** they are. When the question is asked "What are you?" many people respond with their job titles. This phenomenon points out that the job is the major

(Concluded on page 61)

THE GUIDANCE ROLE— Of The Teacher Of Vocational Agriculture

Ervin R. Dobberstein
Agriculture Instructor
Baltic High School
Baltic, South Dakota

E. R. Dobberstein

Agriculture is perhaps the most dynamic industry in our nation today. It is indeed one of our largest and most important. As vocational agriculture teachers, we have as our responsibility the task of directing and shaping the young minds of those individuals who will become agricultural and agribusiness leaders of the future.

Vocational agricultural teachers are charged with keeping agriculture alive in young people. Todays youth want to be involved, and they want to change things. Many questions are running through the active minds of our farm youths. They desire a satisfaction in knowing better how to use the land and livestock to make a living or a way of life for themselves. To be answered properly, these young people need the help and guidance of mature, experienced and interested adults. Vocational agriculture teachers have the opportunity and information to help students make the right decisions as individuals. What is done may help students solve the problems in getting off on the right foot to their careers in productive agriculture or the wide field known as agribusiness.

The author feels strongly that active guidance along the basic area of leadership is a must for the vocational agriculture instructor. This is a good place to begin. Leadership training plays the dominant role in life's activities. Each facet of the school program should help stimulate individual thought and group discussion. Each person should have the opportunity to use the leadership ability he is developing. The FFA has an extensive program to develop these talents. It is known for example, that many persons who become unemployed have lost out by failing to develop personal qualities for successfully dealing with others. An advantage is enjoyed by individuals who learn to master the art of successful communication and developing confidence and power to influence others. Verbal persuasion is a skill that should be learned early in life, and the earlier the better. It can be acquired by study and practice but not without a positive attitude. The value of effective speaking is appreciated by leaders in business, education, religion and politics. It should be recognized by all who aspire to climb the ladder. They can find a valuable lesson in the exmple of the ones at the top. What better instrument to meet these accomplishments than the FFA and vocational agriculture? Furthermore, who is better qualified to guide students in this area than the individual agriculture teacher?

Another area where the vocational agriculture instructor can take a very important part is in the group and individual area of encouragement. Discouragement is a killer. It can stop the growing person's life as quick as a gunshot. It is a painful way for a student to die. Often the proper leadership is inadequate from agriculture instructors in this area. A student must be encouraged constantly. **The challenge is teaching by encouragement rather than by discouragement.** Discovering minor obstacles and helping the student overcome them before they create major problems is one of the objectives of an effective vocational agriculture guidance program.

Further, in the area of encouragement, many vocational agriculture instructors place emphasis on the boys at the top and fail to properly recognize the boy in the above average, middle, or lower groups. Good examples of this are national recognization such as at the National FFA Convention or on a state level. These are the peak of the year's activities which are pleasant to be the recipient of, and a spark to the group. But only a few can receive such individual recognition. This is where the guidance abilities of a keen minded vocational agriculture teacher plays a very important role. These students who are not the top winners still have talent to develop, still need encouragement, still need to be worked with as individuals. How this can be done will vary with each individual. The student must be known by the instructor, in order for the instructor to assist him in discovering different new avenues of development or achievement and work in that area. Many times we leave decisions and responsibility to learned people. Often learned people become very academic instead of practical. Boys soon sense this, and an alert instructor may be of great assistance and encouragement.

Agriculture teachers are charged with keeping agriculture alive in young people.

One of the tools to guide boys into channels of their choosing is sequential courses which are a part of sound programs. Such courses can be designed for one quarter, one semester or for an entire year or longer. They can interlock in such a way so as to lead the student toward his own occupational objectives. This is an important guidance area which should be explored. For example, included in the ninth and tenth grades could be the areas of survey of agricultural occupations, leadership training, and purposes of the FFA. These, as indicated earlier, may be for a quarter, a semester or longer. Another avenue might be soil classes, soil series, types, uses, cultural practices, or, in grades ten and eleven cooperative agriculture might be included.

The Building Our American Communities Program (BOAC), can be an excellent tool in stimulating the entire vocational agriculture program in a school. It has many facets for development and stimulation.

In this discussion, the author by no means disregards the basic function of the guidance program of the school. The guidance office will have laid the

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FACTORS ASSOCIATED WITH THE OCCUPATIONAL OBJECTIVES OF HIGH SCHOOL AGRICULTURE STUDENTS

Bennie L. Byler

Bennie L. Byler, Assistant Professor
Department of Agricultural Education
Iowa State University

and

Paul E. Hemp, Professor and Chairman
Division of Agricultural Education
University of Illinois

Paul E. Hemp

Decisions in the process of vocational development are among the most crucial problems facing youth today. Selecting an occupation and securing the necessary training to enter this occupation has a tremendous influence upon the individual and the society in which he lives.

Assisting young people in their educational and occupational plans has been a vital concern to educators for many years. However, with the vastly complex technological society which exists in the United States today, the problem of occupational guidance assumes paramount proportions.

Students of agriculture have been greatly affected by the vastly changing and complex occupational structure in agricultural business and natural resources. The present-day educational programs in agriculture are more diversified than the ones which resulted from earlier legislation.

The student enrollment in high school off-farm agricultural programs in the U.S. has increased from 55,000 students in 1965 to a total of 212,650 students in 1970; the student enrollment in on-farm agricultural programs has decreased from 461,500 in 1965, to a total of 338,173 students in 1970.

A number of research studies have centered upon agriculture students who plan to enter on-farm agricultural occupations and the factors associated with their occupational choices. However, available research reveals very little conclusive information about agriculture students who plan to enter off-farm agricultural occupations and the processes they undergo in deciding about future educational and occupational goals. This prompted a study to determine the educational and occupational objectives of high school agriculture students in Illinois, and to determine if there are differences in certain factors associated with their occupational objectives.[1]

There are distinct differences in certain aspects of vocational development among high school agricultural occupations students.

Procedure

The population for this study consisted of all junior and senior students enrolled in secondary agricultural programs in Illinois. A stratified random sample of 21 high schools was selected to participate. Seven high schools having a student enrollment of 210 or less, seven high schools having a student enrollment of 211-390, and seven high schools having a student enrollment of over 390, were included in the study.

The following instruments were administered to a sample of 512 junior and senior agriculture students:

1. *Personal, Family and Community Data Related to the Occupational and Educational Objectives of Illinois Youth.*
2. *Vocational Development Inventory* by J. O. *Crites.*
3. *Work Values Inventory* by D. E. Super.
4. *Occupational Aspiration Scale* by A. O. Haller.

Chi square, three-way analysis of variance, and Pearson-product-moment correlation tests were used to analyze the data from the instruments.

In completing the instruments, each student was expected to state his occupational choice. Based upon the student's stated occupational choice, the following groups were identified and studied:

Group 1—Agriculture students who plan to enter on-farm agricultural occupations.
Group 2—Agriculture students who plan to enter off-farm agricultural occupations.
Group 3—Agriculture students who plan to enter non-agricultural occupations.

Findings and Conclusions

A summary of the findings and conclusions of the study are as follows:

A. Of the 512 students participating in this study, 22.7 percent planned to enter on-farm agricultural occupations; 19.7 percent planned to enter off-farm agricultural occupations; and 57.6 percent planned to enter nonagricultural occupations upon completion of their formal education.

B. The three student groups differed significantly for each of the following personal, family, and community variables:

1. **Place of Residence.** The students choice of an occupation was significantly related to his place of residence. The majority (84.48 percent) of students who planned to enter on-farm agricultural occupations were living on a farm. Over one-half (52.48 percent)

(Concluded on page 58)

EFFECTIVE COUNSELING PROGRAMS FOR MINORITY STUDENTS ENROLLED IN VOCATIONAL EDUCATION

Henry E. Schmitt, Director
Multicultural Teacher Education Ctr.
Rough Rock Demonstration School
Chinle, Arizona

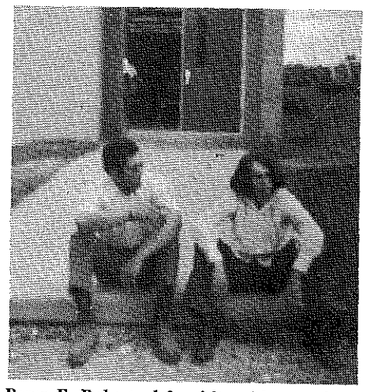
Perry E. Roberts
Agricultural Instructor
Dinwiddle County Senior High School
Dinwiddle, Virginia

LITTLE RED SCHOOLHOUSE

"SCHOOL STUNK, I HATED SCHOOL AND ALL ITS TEACHERS. I HATED THE CRISPY LOOK OF THE TEACHERS AND THE DRAGGY-LONG HOURS THEY TOOK OUT OF MY LIFE FROM NINE TO THREE-THIRTY. I DUG BEING OUTSIDE NO MATTER WHAT KIND OF WEATHER. ONLY CHUMPS WORKED AND STUDIED."[1]

Why do six out of every ten students in central U.S. city schools become "push outs?" Why do eight out of ten Native American students in the Minneapolis "Red Ghetto" quit school before reaching the fifth grade? Why do we have more than 3,500,000 rural Americans with less than 5 years of schooling?

Counseling programs for rural and urban Black Americans, White Americans, Spanish Americans, Mexican Americans, Puerto Ricans and migratory farm laborers are simply not working. The Superintendent of Public Instruction's 100th annual report stated that counselor-student ratio in Virginia is 1 to 650! This statistic is very close to the national average, yet, counseling experts such as Carl McDaniels, Department of Education, Virginia Polytechnic Institute and State University, declare that the desired ratio for minority students is one counselor to 50 students. Regardless of this statistical rubric *each teacher of vocational education must* become an effective counseling facilitator. Local school boards, parents, teachers and yes, even students, need a renewed commitment to the task of counseling minority students if they are to become productive citizens of our nation. A re-ordering of priorities is imperative if the local school system is to prepare minority students for the world of work. To accomplish this goal new levels of achievement must be set.

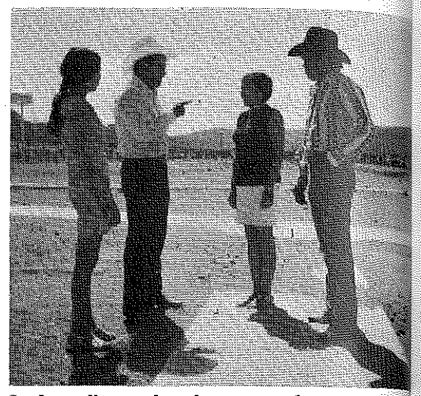


Perry E. Roberts, left, visits with a student.

Quality and Competence. The first step in achieving the goals of any program, old or new, is the quality and level of competence of the vocational counselor. There are certain attributes that a vocational counselor for minority students must possess in order to do a successful and thorough job. His attitudes toward minority students must be above all true and honest, real and not put on, fair and consistent, and firm but not punitive.

Unfortunately some vocational counselors have the attitude that all minority students belong in one category and attempt to treat them all the same. Other vocational counselors are very docile toward the students, letting them do anything they wish. They believe this to be the correct approach. It is not! Minority students need understanding, and learning experiences that are productive and creative. For example, a vocational counselor must encourage minority students to decide specific shop projects, selection of music to be played in class, and choice of cassett lessons they desire to study. Do not treat them as special students, to the contrary, treat them as human beings. Passive baby sitters are worthless!

Involve Other Teachers and Supportive Personnel. The vocational counselor should involve other teachers and supportive school personnel in understanding the personal and unique problems confronting the minority student. Program objectives, cultural situations, and positive endeavors should be discussed openly and frankly with other teachers in the school system. Do not be afraid to ask for suggestions.



Students discuss plans for an open house at the school.

Good Facilities are Necessary. Often times minority students judge the vocational counselor's attitude toward them in accordance with location and quality of the physical setting. How many times have you seen an English Department located in the back of a school, or in the boiler room? These students need to be counseled in a facility comparable to the best the school has to offer. Once again the stigma of "we" and "them" must be eliminated both in terms of expectations and in terms of old drab counseling facilities.

Provide a Wide Array of Materials. Relevant materials can be as important to the retention of minority students as are the attitudes of the vocational

(Concluded on page 58)

Dr. Henry E. Schmitt is a graduate of Ohio State University, and Perry E. Roberts is a graduate of Virginia Polytechnic Institute and State University.

Henry E. Schmitt

ONE APPROACH TO CAREER DEVELOPMENT

George T. Davidson, Jr.
Director of Guidance Services
Kennett High School
Conway, New Hampshire

Helping students to make wise, realistic, and meaningful educational and career choices should be one of the fundamental goals of education.

Career education for **all** students in grades K - 12 is the responsibility of the community, school staff, and the student body. It is important to provide the kinds of learning experiences that will help the student to explore, evaluate, and ultimately arrive at logical decisions with regard to educational and occupational choices. The goal is to stimulate students to think about the world of work, to learn about alternatives, and to get as clear a picture as possible of their own abilities, aptitudes, interests, and self-concept.

In one of his first major addresses as U.S. Commissioner of Education, Dr. Sidney P. Marland, in speaking before the annual convention of the National Association of Secondary School Principals, urged among other things that the "abomination known as general education" be abolished and replaced with contemporary career education. Marland urged a "new educational unity" that would break down the barriers between things academic and things vocational. He asked principals to blend their curriculum and their students into a "single, strong, comprehensive secondary system" that would balance academic preparation with career education.

In Northern New Hampshire this past fall, a group of interested people have been meeting once a week in the evening in a workshop course in occupational information and career decision making. The course is designed for students, faculty, counselors, administrators, and employers. Sponsored by the University of New Hampshire and the New Hampshire Occupational Information Improvement Project, this course, which is one in a series of such courses which will be offered in various parts of the state over the next few years, has attracted individuals from each of the groups named above.

In a free-wheeling, workshop approach to learning, the course is designed to generate thinking regarding student use of occupational information in reaching a career decision. Integrating small amounts of philosophy and theory of vocational development, and introducing larger amounts of usable, practical, and relevant practices, the course participants have become familiar with current thinking about the decision-making process in terms of career development, and have been exposed to appropriate publications and hardware, as well as workable techniques for involving students.

The response of the twenty-five participants in this particular course has been both positive and favorable. Not only are the enrollees talking about self-concept, career development, interest inventories, value judgments and the like; they are gaining insights into career development projects that are alive and meaningful.

The course, which carries two graduate credits from the University of New Hampshire, is being handled by a local Director of Guidance Services in one of the North Country area high schools. In addition to his contributions, which have been hammered out in the arena of actual school pilot experiences, guest presentations have been made by a knowledgeable and dynamic Professor of Education from the University of Maine, by the Directors of Vocational Guidance from the state department level in New Hampshire and Vermont, by the Director of the Northern New England Vocational Education Project, by the Director of the New Hampshire Occupational Information Improvement Project, by the school coordinator of one of the post - secondary Vocational - Technical Colleges in New Hampshire, by a school principal in a New Hampshire junior high school, by a teacher and a school counselor in another New Hampshire junior high school, by the Chairman of the Occupational Education Program at the College of Life Sciences and Agriculture at the University of New Hampshire, and last, but by no means least, by students from grades 7-10 who have participated in actual career projects in their schools.

G. T. Davidson

Mr. Davidson presently serves as Director of Guidance at Kennett High School, and was 1971-72 President of the New Hampshire Vocational Association.

It has been a passing parade of contributors, each of whom has been able to bring something unique and special to the course. For example, course participants have become closely acquainted with the information that has been made available by the New Hampshire Occupational Information Improvement Project. This project, under the direction of Mr. Earle Wingate and sponsored by the New Hampshire Personnel and Guidance Association, has collected information on 109 occupations open to N.H. young people without a four year college education. This information has been committed to microfilm, 8000 aperture cards; 70 decks of 109 cards each, and boxed for distribution to N.H. schools. This same information has been published in a book called *New Hampshire Jobs* which has been distributed widely throughout the state. Additional jobs will be added to this initial collection during the year, and by next spring well over 100 more job descriptions will become available. The micro-film readers and reader-printers, as well as the suggested techniques of involving students, has become reality for all course participants.

One of the highlights of the course has been the actual student demonstrations which have been presented by junior and senior high school students

(Concluded on page 66)

"Career education requires an educational unity that will break down the barriers between things academic and things vocational."

(Schmitt & Roberts — from page 56)

counselor and supportive teachers. In shop, all supplies, equipment, and machines should be provided free to the minority student. Let the minority student select reading materials, visual aids, movies, film strips and resource persons related to their culture.

The Factor of Time. Every vocational teacher of minority students should have an hour planning period for every two hours of class time. This would allow for careful planning, supervision, and assistance in directing the destiny of these students. Extra-curricular activities should be kept to a minimum for those teachers working with minority students.

The time for effective vocational counseling programs is now, immediate, and urgent, as we have neglected minority students far too long. Vocational counselors must undertake a new commitment in overcoming the appalling plight of minority students. Let us cooperatively apply our knowledge and energy, so that these students will have a chance tomorrow, which is already here.◆◆◆

[1]Thomas, Piri. *From Down These Mean Streets;* Alfred A. Knopf, Inc., New York, 1967, p. 70.

(Byler and Hemp — from page 55)

of the students who planned to enter off-farm agricultural occupations were living on a farm; and 33.33 percent of the students who planned to enter nonagricultural occupations were living on a farm.

2. **Degree of Certainty Possessed by Student Regarding Choice of Occupation.** Students who selected on-farm agricultural occupations were more certain of their choice than students who selected off-farm agricultural occupations and students who selected nonagricultural occupations.
3. **"Significant Others" Influencing Student's Occupational Choice.** "Significant Others" influencing student's choice of occupation were related to the type of occupation the student had selected. The majority of students in all three groups indicated that their father was the person who had the most influence on their choice of occupation.
4. **Student's Perception of His Ability to Perform His Selected Occupation.** Students who planned to enter off-farm agricultural occupations considered their ability for their selected occupations to be greater than did students who planned to enter nonagricultural occupations. Students who planned to enter on-farm agricultural occupations considered their ability for their selected occupation to be greater than did students who planned to enter off-farm agricultural occupations.
5. **Amount of Encouragement from Father to Follow Father's Occupation.** Students who planned to enter on-farm agricultural occupations had received a greater amount of encouragement to follow their father's occupation than students who planned to enter off-farm agricultural occupations and students who planned to enter nonagricultural occupations.
6. **Number of years of Posthigh School Education Planned.** Students who had selected off-farm agricultural occupations as their vocational choice planned to engage in more posthigh school education than did students who had selected nonagricultural occupations.
7. **Amount of Encouragement to Continue Education Beyond High School Student Had Received from Father.** Students who planned to enter off-farm agricultural occupations received more encouragement from their father to obtain posthigh school education than did students who planned to enter on-farm agricultural occupations and students who planned to enter nonagricultural occupations.
8. **Amount of Encouragement to Continue Education Beyond High School Student Had Received from Mother.** Students who planned to enter off-farm agricultural occupations received more encouragement from their mother to obtain posthigh school education than did students who planned to enter on-farm agricultural occupations and students who planned to enter nonagricultural occupations.

C. Students who planned to enter off-farm agricultural occupations received significantly higher vocational maturity scores than students who planned to enter on-farm agricultural occupations and students who planned to enter nonagricultural occupations.

D. Significant differences were observed among the three student groups for scores on the following work values: "Achievement," "Surroundings," "Supervisory Relations," "Independence," "Economic Return," "Altruism."

E. Students who planned to enter off-farm agricultural occupations received significantly higher level of occupational aspiration scores than did students who planned to enter on-farm agricultural occupations and students who planned to enter nonagricultural occupations.

Summary

The findings of this study reveal that there are distinct differences in certain aspects of vocational development among high school agricultural occupations students. Therefore, agricultural instructors, vocational guidance counselors, and other individuals who are concerned with affecting the direction and rate of vocational development, must account for these differences in individual and group guidance, and in planning programs of occupational orientation and occupational training. ◆◆◆

[1]Byler, Bennie L. A Study of Factors Associated with the Vocational Development of High School Agricultural Occupations Students. Unpublished Doctoral Dissertation, University of Illinois, 1972.

Themes For Future Issues

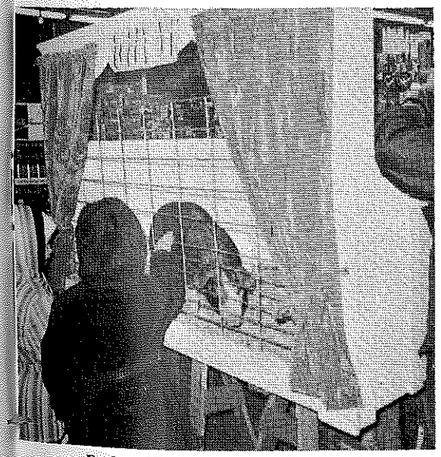
December — Post-Secondary Education
January — Career Education: Elementary Programs
February — Career Education: Junior High Programs
March — Career Education: Secondary Program Vision
April — Career Education: Youth Organizations as an Instructional Tool
May — Career Education: Supervised Agricultural Experience Programs
June — Career Education: The School's Responsibility For Placement and Followup

1971 NATIONAL "IDEAS UNLIMITED" WINNER — Porky Goes To School

Donald Barber, Vo-Ag Instructor
Owatonna High School
Owatonna, Minnesota

With today's emphases on career education starting as early as the elementary school, my Vo-Ag classes were asked to plan some programs that teams of 2 or 3 Vo-Ag students could present to elementary students to make them more aware of agriculture around them. The idea presented here is one of 4 such programs planned and used with elementary children.

Porky VI was a purebred Poland China gilt weighing about 40 pounds when she was received by the Owatonna FFA Chapter in January 1971 from the Minnesota Pork Producers Association in recognition for outstanding pork promotion efforts the previous year. Students in the junior and senior agriculture classes constructed a display cage, complete with gold velvet curtains, for Porky VI. Arrangements were made with school officials to bring the display cage with Porky in it to each of Owatonnas' six elementary schools for one day each. Three different students would accompany Porky each day and present a program for each classroom in each elementary school.



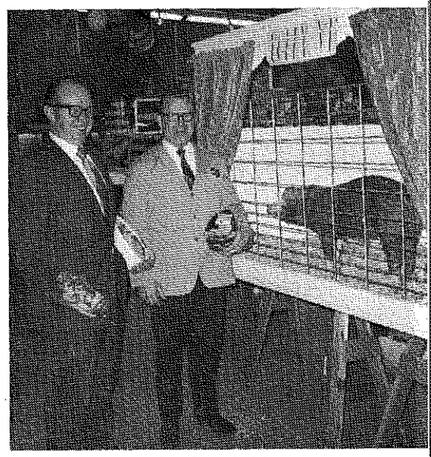
Porky VI is "examined" by elementary students as they listen to the story of pork from "birth to market".

The program included telling the story of swine from birth to market. A large display board featuring colored pictures of retail cuts of pork which mother could buy in the grocery store, and samples of pork by-products such as pig skin gloves, bone meal, bone buttons, glycerine, jello, bristle paint brush, and many others were on display for students to see. After hearing the story of Porky and asking many questions, each student was treated to bite sized pieces of smoked pork sausage prepared by the ag boys and served piping hot on a toothpick. The cost of the sausage was paid for by the local pork producers association, although it could have been paid by the local FFA or even the school district.

In all, over 3500 students and their teachers saw and listened to the presentation and consumed over 70 pounds of sausage. In a survey run in one of the elementary schools, 70 per cent of the nearly 700 students had not seen a live pig before. I might add Owatonna is a rural community hosting annually one of the largest swine shows in the state at its Steele County Fair.

What did this program do for my ag program and the learning experiences of my ag students, as well as our school?

1. It gave many ag students an opportunity to learn leadership through demonstrating and teaching elementary students for a day.
2. It improved communications and public relations between the ag students and the pork producers association.
3. It was a **fantastic PR program.**
4. It provided an awareness experience for elementary children and **teachers.**
5. It was a stepping stone for writing and winning approval of a federally funded Career Awareness program for our school district.



Teacher and merchandiser hold pork products used by the vocational agriculture students in the Porky VI demonstration.

The Porky VI idea has been expanded to include a corn harvesting, land tillage, and a fur and animal hide processing demonstrations for elementary students. Many similar areas could be developed on the same principle.

I feel this is an important way of integrating Career Development into our schools which is now a major thrust of the U.S. Office of Education.

THE ROLE OF HUMAN RELATIONS SKILLS IN VOCATIONAL AGRICULTURE


Robert Yokum

Robert Yokum, Vo-Ag Teacher
Mineral County Vocational Center
Keyser, West Virginia

and

O. Claude McGhee
Agricultural Education
West Virginia University


O. Claude McGhee

Human relations skills seem to be of extreme importance in making an entry and progressing in an occupation. The proclivity to understand oneself and other people makes one able to differentiate among the many beliefs, attitudes, and abilities possessed by different people. Thoughts and actions of people differ, even though they may resemble one another. Daily the teacher observes students developing habits that lead to personality characteristics. The vocational agriculture teacher is in a prime position to assist the trainee in evaluating past experiences and designing a pattern of progress that would furnish training necessary for the student to acquire the needed human relations skills to ensure successful working relations when the student enters the labor market.

Saville (1) indicates that **"personal traits are an important part of securing and retaining a job."**

Klausmeier (2) says that the greatest problems facing mankind are:

> **Raising the level of human abilities and improving interpersonal relationships. More people must learn to understand and control the physical world and manage themselves in it in such a fashion that each achieves a reasonable degree of self realization.**

Carpenter and Rogers (3) concluded that:

> **From competency studies we have learned that human relations skills, desirable personality traits, and the ability to use English and Mathematics usually become the limiting factor in occupational success rather than technical skills.**

Of all persons released from their jobs, recent surveys show that 75 to 90 percent of them were dismissed because they could not get along with their fellow workers.

With this background stimulus to focus on human relations skills, the researcher was motivated to explore these skills as related to occupations and vocational training. The areas included in the research project were appearance, manners, enthusiasm, dependability, sense of humor, friendliness, cooperativeness, initiative, self respect, leadership, alertness and morale.

It is our intent to share with the reader some of the important findings and facts in order that these might be incorporated into the instructional program for vocational agriculture students.

Having accepted this fact as a real problem to occupational placement and advancement, a survey instrument was prepared and data were collected from 100 teachers of vocational agriculture and 109 vocational agriculture students in West Virginia. Both groups rated the skills listed earlier as to (1) the importance of each human relations skill to the success enjoyed in an occupation, (2) the degree to which graduating seniors possess human relations skills, and (3) the emphasis that should be given to these skills in vocational agriculture and/or FFA.

Both teachers and students showed very close agreement in most all human relations skills that seem to be important to success in an occupation. **Dependability** and **honesty** had almost complete agreement by teachers and students. However, the two groups differed as to the degree to which graduating seniors possessed human relations skills. In all cases, except leadership, students believed they possessed the skills to a higher degree than was recorded by the teachers. Teachers gave a higher rating to leadership, cooperation and honesty, while the students rated honesty, friendliness, dependability, and responsibility high.

Graduating seniors advised that **greater emphasis** should be placed on human relations skills in vocational agriculture and/or FFA.

The ten most important human relations skills needed for success in an occupation as suggested by teachers in order of importance are: Dependability, honesty, responsibility, manners, enthusiasm, respect for authority, initiative, appearance, cooperation and loyalty.

The replying graduating seniors rated these human relations skills, in order of importance, as being associated with success: Dependability, honesty, manners, cooperation, responsibility, loyalty, enthusiasm, respect for authority, friendliness and appearance.

Considered of least importance to success in an occupation by the teachers were: Sense of humor, friendliness, morale, alertness, and self respect, while the students placed sense of humor, leadership, initiative, self respect and morale in this category.

Human relations skills can and should be incorporated into the instructional program for vocational agriculture students.

There was a close correlation between the degree to which graduating seniors believed they possessed human relations skills and the amount of emphasis seniors thought should be given to the subject in vocational agriculture and/or FFA.

The following three graphic presentations contain data that will explain further the ratings assigned to the sixteen human relations skills by both teachers and students.

These data would indicate that human relations skills are extremely important and sufficient teaching time should be allocated for one or more well planned instructional units designed to meet the occupational needs of the students. This would, no doubt, place the potential employee in a position of confidence for successful job entry, progress and advancement. Much of the teaching in this area is indirect since the different skills may, and usually are, closely associated with various activities of involvement in both vocational agriculture and FFA. However, it is believed by the writers that greater fulfillment of purpose might be achieved if this involvement is supplemented and enriched by well designed teaching units that are oriented toward the accomplishment of performance goals aimed at development of competencies related to and closely associated with human relations skills.◆◆◆

TABLE 1
RANK OF IMPORTANCE TO SUCCESS IN AN OCCUPATION OF HUMAN RELATIONS SKILLS IN VOCATIONAL AGRICULTURE

Skill	Teachers Rank	Students Rank
Leadership	1	7
Cooperation	2	5
Honesty	3	1
Friendliness	4	2
Morale	5	7.5
Appearance	6	7.5
Sense of Humor	7	4
Dependability	7.5	2.5
Loyalty	7.5	6
Responsibility	9	2.5
Manners	10	7.5
Self Respect	11	9
Enthusiasm	11.5	11
Alertness	11.5	10
Respect for Authority	13	13
Initiative	14	12

TABLE 2
RANK OF THE DEGREE TO WHICH GRADUATING SENIORS POSSESS HUMAN RELATIONS SKILLS

Skill	Teachers Rank	Students Rank
Leadership	1	7
Cooperation	2	5
Honesty	3	1
Friendliness	4	2
Morale	5	7.5
Appearance	6	7.5
Sense of Humor	7	4
Dependability	7.5	2.5
Loyalty	7.5	6
Responsibility	9	2.5
Manners	10	7.5
Self Respect	11	9
Enthusiasm	11.5	11
Alertness	11.5	10
Respect for Authority	13	13
Initiative	14	12

TABLE 3
RANK OF THE AMOUNT OF EMPHASIS ON HUMAN RELATIONS SKILLS NEEDED IN VO-AG AND/OR FFA

Skill	Teachers Rank	Students Rank
Initiative	1	7.5
Dependability	2	3
Respect for Authority	3	2
Manners	4	7.5
Responsibility	5	6
Enthusiasm	6	4
Morale	7	7.5
Self Respect	8	10.5
Appearance	8.5	7.5
Loyalty	8.5	7
Honesty	8.5	4.5
Alertness	10	10.5
Cooperation	11	4.5
Leadership	12	1
Friendliness	13	10

[1]Robert G. Saville, "The Role of The Flintstone Vocational Agriculture Department in Teaching Non-Farm Agricultural Occupations," Unpublished Masters Thesis. (Morgantown, West Virginia — West Virginia University, 1965), pp. 21-22.
[2]Herbert J. Klausmeirer, *Learning and Human Abilities* — Educational Psychology, (New York, New York — Harper and Brothers, 1961), p. 3.
[3]Earl T. Carpenter and John H. Rogers, *Review of Synthesis of Research in Agricultural Education*, (Columbus, Ohio, Center for Vocational and Technical Education — The Ohio State University, 1970), pp. 45-46.

(Berg — from page 53)

vehicle in our society for finding self-fulfillment and defining one's self-concept.

As the job does define one's style or way of life, one of the most important decisions an individual makes in his life is his career choice. If **all** students are going to leave the school system equipped to enter the world of work and to take the "right" job by choice, rather than by chance, key components need to be purposely integrated into the total school curriculum.

First, **all** children need to have key awarenesses—awarenesses of "work," and of the "world of work"—awarenesses of their role in the world of work and of the rewards of the job for himself and society.

Attitudes that enhance chances for success in the world of work need to be fostered. Purposeful experiences can be provided that develop in students positive attitudes about themselves and the world of work. Experiences can be provided that develop an attitude that **all** honest work has dignity.

Everyone is important. People just have **different** jobs.

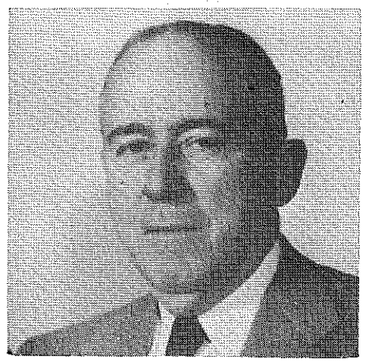
Development of decision-making skills is the third major component.

The sequential development of these three components of career development—key awarenesses, key attitudes, and decision-making skills—necessitates that four basic kinds of experiences be offered. These four basic experiences are: (1) Hands-on experiences with the common tools of our technological society; (2) Experiences that teach the mutual interdependency of people in the world of work and society; (3) There is a need to provide occupational information delivered purposefully and sequentially, that provides a data base about jobs, job families and appropriate training paths; (4) Each person needs exploratory experiences that enable him to integrate the above-mentioned experiences in such a way that they have meaning for him and will allow him to make the career choice that is right for him.

Career development will become a reality when we have total commitment by **all** educators. With total commitment, **all** students will have the key awarenesses, attitudes and decision-making skills needed to answer the vital questions "Who Am I?," "Where Am I going?" and "How Do I Get There?"

Pioneers in Agricultural Education:

HARRY W. SANDERS



Harry Warriner Sanders

Professor Harry Sanders, Head of the Vocational Education Department of Virginia Polytechnic Institute and recognized as one of the founders of the Future Farmers of Virginia, the forerunner of Future Farmers of America, retired on September 1, 1962.

Professor Sanders was born and reared on a dairy farm near Richmond, Virginia where he attended the John Marshall High School. After completing high school he enrolled at VPI in general agriculture receiving the B.S. degree in 1916.

Upon graduating from VPI he was a successful teacher of vocational agriculture in the Manassas High School in Northern Virginia from 1917 to 1924, with the exception of a leave of absence during World War I. At the termination of the war he accepted an honorable discharge to return to the field of Agricultural Education in preference of completing the officer's training course in Field Artillery.

He served as district supervisor of Agricultural Education in Northern Virginia during 1924-25 and taught in the VPI Summer School in 1925. He returned to VPI in the fall of the same year on a permanent basis as Assistant Professor of Agricultural Education. In 1927 he advanced to Associate Professor of Agricultural Education, receiving his M.S. degree in Agricultural Education at VPI in the same year.

While district supervisor of Vocational Agriculture, he cooperated with Arthur P. Williams in preparing the bulletin, *Methods of Teaching as Applied to Vocational Education in Agriculture,* issued by the Federal Board for Vocational Education in 1925. **The emphasis of this bulletin was on developing ways, methods, and principles of utilizing the Job Analysis techniques in teaching Vocational Agriculture.**

In 1932-33 he was given a year's leave of absence to teach in the University of Puerto Rico and serve as itinerant teacher trainer, assisting in developing the program of Agricultural Education on the Island.

He also attended summer school at Harvard and Cornell Universities and taught one summer at the University of Florida, as well as intensive short courses at several other universities.

In 1940 he was promoted to Full Professor and head of the Vocational Education Department at VPI which position he held until his retirement in 1962. He is a member of Alpha Zeta, Phi Kappa Phi, and P.D.K. honor societies. He has also been a member of many professional and civic organizations some of which are: NEA, VEA, AVA, VVA, NVATA, VVATA, TEA, YMCA, and Lion's Club.

Professor Sanders has had a distinguished career as a teacher, researcher, and administrator. Under his leadership and guidance the Vocational Education Department at VPI expanded to include services, besides Agricultural Education, in Home Economics Education, Business Education, Psychology, Distributive Education, Vocational Industrial Education, and Industrial Arts.

He has written numerous articles and publications which have been published in magazines and professional journals. In 1939, at the request of the United States Office of Education, he wrote the *History of Agricultural Education In Virginia,* which was used by the U.S. Office of Education for preparing one section of the *History of Agricultural Education In The United States.*

For many years he was chairman of the record book committee of the Southern Region for Agricultural Education and was instrumental in improving systems of farm record keeping and developing supervised farming record books. One of his outstanding accomplishments was the completion, in 1946, of the State Chamber of Commerce Study on Vocational Education in Virginia. **The results of this study were used as a basis for the program of Vocational Education throughout the state.**

During 1949 he served as president of the Southern Regional Conference for Agricultural Education (12 southern states and Island of Puerto Rico). For his outstanding service he was awarded the Distinguished Service Award in Agricultural Education.

In 1950, he completed the most comprehensive follow-up study of former students of vocational agriculture that had ever been made in the United States to that time. It included 53,952 individuals.

Since Professor Sanders' retirement he has written the *History of the Virginia Vocational Association,* which was published and distributed throughout Virginia.

In recognition of his contribution to the initial organization of the Future Farmers of America and to Agricultural Education, Professor Sanders was awarded the American Farmer Degree at the 1957 convention of Future Farmers of America in Kansas City.

Mr. Sanders was very active in the American Vocational Association in which he holds a life membership. He was chairman of the AVA Awards Committee for several years. Because

(Concluded on page 71)

C. E. Richard is Associate Professor of Agricultural Education, Virginia Polytechnic Institute and State University.

C. E. Richard

THE STUDENT AND HIS CURRICULUM CHOICE

Henry L. Williams

Henry L. Williams, Director
Vocational-Technical Education
Brazosport High School
Lake Jackson, Texas

and

Earl S. Webb
Teacher Education
Texas A & M University
College Station, Texas

Earl S. Webb

What factors are involved in choosing a vocation? Who influences a student to study agriculture in college? Why do students change courses of study in college? What are the results of changing?

These and similar questions have been raised for years. Research has been conducted in attempts to prove and/or disprove specific theories on vocational choice and yet these questions are being asked today. What then is the reason for this dilemma?

A review of the literature reveals that conclusive evidence does not exist that any one theory is entirely acceptable, but that several theories are at least partially true. Basically, vocational choice seems to be a means of self-expression. Roe (4) contends that the extent to which basic needs of individuals are met in childhood tend to guide and direct them into or away from certain vocations. In his self-concept theory, Super (6:88) says,

> **"In choosing an occupation one is, in effect, choosing a means of implementing a self-concept. The choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself, to say definitely, I am this or that type of person."**

Evidence to support both of these basic concepts was found in a study of 401 senior, male students in the College of Agriculture at Texas A & M University. Students were asked to identify the factors which influenced them to choose a curriculum in agriculture.

When asked to identify the person who had the most influence on their choice of agriculture as a field of study in college, 24.8 percent said a parent. Others, in descending order, were: vocational agriculture teacher, friend, college teacher, former college student, relative, other teacher, brother, veterinarian, county agent, and junior college teacher.

Experience factors which students said had the most influence on their choice of a major in agriculture, in descending order, were: (1) I liked my work experience in agriculture; (2) I wanted to farm or ranch; (3) I liked to work with people in agriculture; (4) I liked vocational agriculture; (5) I liked 4-H Club work.

Changing Majors

The literature lends support to the theory that vocational choice is a continuous process. Davis (2:76) found changes in majors among college students "to be a continuation of trends that began before entry into college." Speer (5:17) concluded that, "The best choices appear to be made when suitable exploratory work experience is combined with occupational information guided and directed by a competent counselor." Cheatwood (1) found the major reason for changing curricula among college students was that their first curriculum was not what they had expected it to be. Flanagan, *et. al.* (3) found evidence that high school seniors are unrealistic in their career plans. Seniors seemed to be more realistic, however, than their parents. Thirty-two percent of the high school seniors said that they were uncertain about their present occupational choice. It can be expected, therefore, that many students enter college without definite career objectives.

The literature does not reveal conclusive evidence as to why students make changes in curricular choices. Likewise, the effect of changing from one curriculum to another is not clear. The evidence seems to support those who contend that college freshmen should not be expected to be able to make a definite curricular choice.

When changes with non-changers were compared in this study, it was found that stability in a curricular choice was associated with the size of the student's high school graduating class. Students from small high schools were the least likely to change while the percent of changers increased with the size of schools from which they graduated. Stability was also associated with persons influencing curricular choice. Only 26.7 percent of those influenced by a vocational agriculture teacher to study agriculture in college had changed majors while 46.3 percent of those influenced by other persons had changed.

Stability in the choice of a curriculum was likewise associated with the size of the student's hometown. The ratio of changers to non-changers increased as size of hometowns increased.

Scholastic aptitude test scores were positively associated with stability in curricular choices. The mean scholastic aptitude test scores for changers was higher than the mean for non-changers.

While students who changed curriculums had higher mean scholastic aptitude test scores, non-changers earned higher grade point ratios. Changers did, however, improve their grades after changing.

Major reasons given by students for changing curricula, in descending order, were: I was not interested in the required courses in my previous major; My original choice of major was not what I expected it to be; I was not admitted to the College of Veterinary

(Concluded on page 67)

Paul Peterson
Director, Agricultural Education
California State Polytechnic College
Pomona, California

EFFECTIVENESS OF SIX METHODS OF TEACHING AGRICULTURAL CAREERS

Paul Peterson

Providing adequate career information for high school students concerning opportunities in agriculture in the most effective way has been a problem which has long beset vocational agriculture.

This study focused on the teaching of agricultural career information to ninth grade students in metropolitan and rural Missouri schools. The types of visual aids used inservice training, and the arrangement of materials into units of instruction were investigated. The study experimentally assessed the effect of providing teachers with (1) different audio-visual materials including the Audiscan projector, (2) inservice supervision, and (3) teaching plans.

Procedure

There were six treatment groups in the study. Teachers in three treatment groups received a teaching plan for a unit of instruction on careers. Teachers in the other three did not receive the plan. Among those who did receive the plan, one group was provided 2x2 color slides, a second group was provided film-tape clips and an Audiscan projector, and the third group received the same visuals as the second group as well as a supervisory visit by the investigator. Among the three groups not receiving a teaching plan, one group received 2x2 color slides, another received the film-tape clips and Audiscan projector, and the third group was used as a control group. The first five groups were provided a student handbook on careers.

The study was conducted with social studies teachers and their ninth grade students from Kansas City, with social studies teachers and their students in rural Missouri, and with vocational agriculture teachers and their students from rural Missouri. In other words, there was an experiment and two replications.

Teachers and students were randomly assigned to treatment groups by replication. Students were pretested with a cognitive knowledge test and the *Vocational Agriculture Interest Inventory,* and asked to complete a personal data form. The teachers taught the unit on careers using the visuals, the handbooks, the teaching plans, and other aids provided. Following the treatment period, the students were then tested again as noted above and asked to complete the personal data form again.

Results and Implications

First, the most effective method of teaching career information to ninth grade students, regardless of whether they are from urban or rural school environments or the method of testing, appeared to be the use of the Audiscan projector, a teaching plan, and an inservice visit by a subject matter specialist. Two other effective methods were the use of the Audiscan projector and a teaching plan, and the use of 2x2 color slides and a teaching plan.

The use of slides alone can help students learn significantly more information about careers. Similar results may be achieved with the use of the Audiscan projector alone. However, the value of a teaching plan to be used in conjunction with the Audiscan projector should be noted.

It appears that students are "hungry" for career information. They respond readily to visual career stimuli as well as to improved methods of organizing instructions and to supervision aimed at helping teachers make better use of teaching resources.

With regard to the interest of students in an agricultural career as evidenced by their performance on the *Vocational Agriculture Interest Inventory* following career instruction, the effectiveness of 2x2 color slides and the Audiscan projector, used with a teaching plan, have some merit. Apparently the attitudes of students toward agricultural careers may be influenced by career instruction even if they live in rural areas but are not enrolled in agriculture classes.

Second, since there was an association between career instruction and the decision of ninth grade students to enter an agricultural career, administrators of ninth grade programs should give consideration to career instruction. This is especially true in the case of agricultural career instruction for ninth grade social studies students in rural areas.

Third, it would appear that students whose fathers are employed in semi-skilled occupations may be more receptive to organized career instruction as evidenced by their expression of career choices. Consequently, greater attention should be given to such individuals in the planning of career instructional programs.

Recommendations

From the findings of the study it is recommended:

1. That teaching plans on agricultural careers be developed to increase teacher effectiveness.
2. That the Audiscan projector or similar visual equipment be incorporated into the instructional materials center of schools to increase teacher effectiveness and stimulate learning. However, the use of such equipment should be incorporated into the instructional program.
3. That inservice training for teachers should be emphasized when introducing new units of instruction.
4. That career data in agriculture be emphasized, especially with ninth grade social studies students from rural Missouri and students whose fathers are semi-skilled workers. ◆

FIGURE 1
METHOD OF INSTRUCTION

Treatment	Student Handbook and 2 x 2 Slides	Student Handbook and Film-tape Clips	Student Handbook, Film-tape Clips, and Supervisory Visit	Control
Teaching Plans	A	B	C	
Teachers Prepared Own Teaching Plans	D	E		F

J. C. Atherton, Teacher Education
Louisiana State University

AN EXAMINATION OF THE PROGRAM OF THE NEW TEACHER

Learning should be made a personal matter in which the individual seeks to expand knowledge and skills through his own personal efforts.

J. C. Atherton

It takes time for the beginning teacher of agriculture to feel at home in his new job. This period will vary with the individual concerned and the situation he is in. It seems that some system might be devised to reduce the period of getting one's feet on the ground. Periodic examination should be made of what has been accomplished and what is projected. Efforts along this line should prove profitable. In doing this there are certain things the teacher might use as basic guidelines. Plans must be flexible. The most perfect plans are inadequate when needs change if plans are too rigid.

It has been said that yesterday is a memory, today is an opportunity, and tomorrow is a hope. This past should be used as a basis for the conduct of current operations and for projecting into the future.

Attitudes and enthusiasm are contagious. For example, during a heavy rain squall with its accompanying high winds, flashing lightening and roaring thunder, the calmness of an individual may play a major role in causing others to be relaxed and less worried over the threatening dangers. The assurance of one person can "rub off" on others. Just as the captain of a team or the leader of a group, the teacher should be able to radiate enthusiasm. Through this he inspires eagerness and optimism. The group is either "up" or "down" depending upon the attitude of the one in charge.

Unfortunately, too often the attitude of the one responsible for a program and its ongoing seems to have a lack of vibrancy. In fact it appears that at times there is an attitude of resignation and possibly even pessimism. Fault finding and blaming others may be resorted to. These attitudes are also contagious and may be transmitted to one's associates. Quite the opposite frame of mind is needed. It should be one that will stimulate and encourage.

Knowledge as such is of little value to the student until he appropriates it into his life and behavior pattern. In communicating with others the instructor must be concerned with the way the hearer understands what he is saying. The mere presentation of facts does not mean that there has been a high degree of comprehension. There should be communication of meaning along with knowledge.

Illustrations are attention getters, but their value is questionable unless they shed light upon the topic under discussion. It is not a question of whether illustrations should be used or not; we all use them in some form. The reasons for using them and the methods of their presentation vary, however. Some are short and simple whereas others are lengthy, detailed and quite complex. Appropriate selection and proper useage are problems faced by all communicators.

The proper use of illustrations frequently pays large dividends. However, improper useage may produce negative results. In order to avoid the pitfalls of indescriminate application, one should have a definite purpose for the account he relates. It is desirable that the communicator emphasize the point he is attempting to convey and avoid examples which may lead astray the minds of the listeners.

Regardless of the interest in the example, if it fails to illuminate the point in issue, it may actually lead the listener to thoughts foreign to the intent of the speaker. In fact the illustration may even detract from the theme under discussion. When this happens it is difficult frequently to effect an orderly transition back to the topic under consideration. Distractions should be avoided when practical.

An illustration should usually relate to the environment of the audience. As such the group should be able to visualize the comparison or contrast between the familiar and things less well known. Items not experienced by the listener will seldom bring forth the response desired by the narrator.

Overuse of the same example causes it to lose its effectiveness. This may even result in a negative reaction on the part of the hearers. To prevent this from occurring, the speaker should keep illustrations fresh and appropriate.

Controversial issues when used as illustrations may cause adverse reactions. In fact the point being made may not be visualized by a part of the group because their feelings have been stirred by the example used. Reason and clear thinking tend to diminish as the intensity of the emotional reaction increases.

The teacher has a responsibility for creating an atmosphere for learning and for the employment of procedures which will enhance comprehension and retention of information. Getting the listeners to focus attention on the problem at hand is no small task. There are numerous things within the classroom and outside it which may lead astray the minds of the group. These range all the way from mannerisms of the teacher to events in the personal lives of the individuals which may be far removed from the topic under consideration.

The instructor is faced with the need to draw the attention of all the class and to get them to focus upon the problem at hand so that they will engage actively in learning the various aspects of it. Learning should be made a personal matter in which the individual seeks to expand knowledge and skills through his own personal efforts.

(Continued on next page)

Knowledge as such is of little value to a student until he appropriates it into his life and behavior pattern.

(Atherton — from page 65)

Alertness to the needs of the group is a valued quality of the teacher. Too often one assumes that there is a commonality of needs and that one narrow common approach will suffice to care for all. The facts are that each individual has his own personal problems, ambitions, achievements and frustrations.

Our program has something unique to offer the many elements of our society who have an interest and aptitude for employment in the broad spectrum of agriculture. Although we do have the same duty and the same purpose as general educators, there is a uniqueness to our contribution. We are a part of the team and should ever be so, but the assignment in agricultural education is ours. Either we do it or it falls by the wayside as a victim of neglect.

It may be useful for us to take time to look into the evaluative mirror and see ourselves as we really are. Granted, we may see what we want to see. A closer examination will likely indicate areas of strength as well as some which are in need of improvement. **Self-image** is important and plays a vital role in shaping ones activity. **Community image** should not be overlooked. It is either an asset or a liability. **The ideal is to have it portray growth and progress.**

Some system should be used to evaluate the program in order that one may make intelligent decisions about it and so that appropriate modifications may be put into effect. **There should be a rational basis for each innovation adopted.**

One may be certain that the educational program is being evaluated regardless of the wishes of the educator. People will form opinions based upon casual observations, hearsay, etc. This is piecemeal or fragmented and usually biased. It would be much more preferable for the teacher, the school administration, and the community to evaluate in an organized manner. To do this they should comprehend the nature and purpose of evaluation. It is difficult for one to act intelligently when what is expected or desired is unknown.

There is nothing mysterious about evaluation. It is a matter of making judgments based upon comparisons. It is a case of what is versus the program goals or what is considered desirable. It may be divided into four areas or steps namely determining:

1. The objectives of the teacher relative to agricultural education. Evaluation begins with a determination of what the teacher desires to accomplish. The goals and purposes of the program are the foundation for the entire evaluative procedure. This implies that there were some purposes outlined and goals identified. If the teacher had no objectives then the evaluator must assume what would have been acceptable objectives for the program.

It is possible that the teacher failed to properly *think through* his tasks and that no definite program was outlined and projected. In such a case, the evaluation will note this major deficiency and *spotlight* it. In such a case it would seem that the individual planned to fail by not planning.

2. The accomplishments of the department. The second step in the evaluation is a comparison of the outcomes of the program with that which was desired. This may be on an objective basis or a subjective basis, however, it is frequently better to use a combination of the two. Quantity as well as quality should be considered.

The question to be answered is how well did the program attain its goals. Did it reach, surpass or fail to come up to the standards set in the program plans? If no goals had been established, the evaluator is then forced to rely upon a comparison of what was done with what it would have been desirable to accomplish.

A good set of departmental records would be of immeasurable assistance to the evaluator. These make it much easier for one to compare results with the projected goals.

3. The reasons for success and for failure. Following a determination of department goals and the degree of attainment of these the next logical activity is a determination of the reasons why various aspects of the educational program were successful or why they failed to measure up to projected standards. It is as important to learn the things that facilitated the program as it is to find those that hindered attainment of objectives. Both are essential if the evaluator is to intelligently pursue the final step in the evaluative process.

4. The program to be put into effect. This is or should be the primary reason for evaluation. To stop short of this step would render useless most of the effort which was expended in this effort.

Sound recommendations can be made following an examination of program results and the reasons for successes and failures. Suggestions for improvement may be one of several types. For example, the overall goals of the department may need revision or redirecting. Some suggestions may be of a broad nature touching upon major segments of the program, and then there may be specific recommendations concerning small details of the program.

Evaluation is essential for program improvement. The success of evaluation depends largely upon the following of certain basic principles or steps and then the planning for the future which uses the results of the evaluation. ◆◆

(Davidson — from page 57)

from Bethlehem and Conway respectively. Students have explained their "hands-on" projects which have taken them out into industry, garages, hospitals, and businesses. Armed with cameras, tape recorders, cassettes, movie projectors, and video tape, these students enthusiastically explained how they became involved in vivid, realistic learning experiences in an effort to become better informed about career opportunities in varying fields of endeavor. They made mistakes to be sure, and they profited from these mistakes. They became better informed, and they were able to pass this information on to others of their peer groups who were eager to discover what they did and what they learned. The enthusiasm of the students was contagious and it was readily apparent that they were eager to undertake similar projects and to improve on their techniques, outcomes, and understandings.

Most course participants agree that the contributing persons in this particular course not only presented considerable data and information about career development, but more important they brought to the surface numerous learning techniques that could be put to immediate and effective use in the classroom back home. The course hoped to stimulate thinking regarding use of occupational information in reaching career decisions. This it has accomplished and more.◆◆◆

A GUIDANCE ROLE

Duane Dunning
Director, Vocational Education
St. Paul Public Schools
St. Paul, Nebraska

The writer of this article came to the St. Paul Public Schools on July 5th, 1949 as a WW II veteran and graduate of the University of Nebraska, to serve as Instructor of Vocational Agriculture. At that time, most of the guidance was done by me on farm visits and in conferences. A year ago on January 25th, I folded up 20 years of on-farm visit mileage reports and turned the regular Vo-Ag position over to a new graduate, Mr. Ken Messersmith, after having accepted the position as Director of Vocational Education in the school, including teaching carpentry, mechanics, and welding. We now also have a full time guidance man. In addition Mr. Messersmith does considerable guidance on his visits, and I find that several people still come to me.

I have, in my department, along with Mr. Messersmith, the Industrial Arts instructor, the Home Ec. Instructor, the Diversified Occupations program taught by another instructor-coordinator, the Arts and Crafts instructor, and a new Vet-Ag instructor. I have always said that too many high schools devote 80 percent of their time on the 20 percent who will, perhaps, receive a 4 year college degree. We now have a vocationally oriented administration at the St. Paul Schools, something which I think, even in this present day of change is still hard to find. Too many guidance people are 4 year college oriented, (please do not misunderstand me, I'm not selling the regular college program short). I just don't think everyone that graduates from secondary school is going to go to the 4 year college, I don't believe they should! The primary goal in this life is to choose an occupation which will do society some good, be an occupation that you will find satisfaction in, and that will support your family.

I believe the "Vo-Ag man," has a unique opportunity for close contact with a rather large number of students, and can relate to those students most in need of counseling. This can be done while looking over a prize steer just as well as in the office, and probably better if one or both of the parents are there at the time. I remember one occasion when I, two student teachers, and the young man just recently hired as our Vet-Ag instructor, were standing in his father's corral. Jerry was complaining about the clothes worn by one of the faculty members. My reply was "Come off it Jerry, listen to what the man is trying to tell you; his clothes are not important." Jerry did listen, the St. Paul Schools did hire him — I think we should tell it like it is! And who else, aside from some guidance people, in a school system, has a better chance to do this than the Ag Man! ◆

THE STUDENT AND HIS CURRICULUM CHOICE — From page 63

Medicine; I was undecided about a major when I enrolled in the University; Teachers in my original major were not interested in me as an individual; and I was impressed by a teacher in my present major.

Conclusions

1. The process of choosing a curriculum appears to continue with each individual until he attains the degree of satisfaction that he seeks and, or until he experiences success. In support of this conclusion, it was found that students who entered the University having made a definite curricular choice earned higher grade point ratios. Also, students who changed curricula earned higher grades after changing. This was true within each curricular area in the College of Agriculture.

2. Stability in a curricular choice appears to be good only after a student finds an acceptable degree of success. Even though students who did not change curricula earned higher over-all grade point ratios than changers, it was noted that the grade point ratios of changers improved after changing.

3. Success in a curricular choice is most likely to occur (1) when students have made a curricular choice in which they are interested, (2) when students know what courses they will be required to take, and (3) when students have teachers who show an interest in them as individuals.

Summary

The findings in this research point out the need for counseling of students in college. Likewise, college administrators should be made aware of the importance students place on having instructors who are interested in them as individuals. Selection or assignment of students to a curriculum based on scholastic aptitude alone will not likely produce satisfactory results; students are unique individuals. An educational system exists for the development of students and not the opposite. ◆◆◆

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CHANGES IN THE AGRICULTURE TEACHER'S RESPONSIBILITIES: 1966-1971

Ralph J. Woodin
Interim Chairman
Division of Vocational Education
University of Tennessee

Ralph J. Woodin

Stereotypes are often inaccurate, and this applies to butchers, bakers, candlestick makers as well as to teachers of vocational agriculture. Take the impression of the vo-ag teacher as one of a dwindling group of teachers whose primary responsibility is advising the FFA, who are located in small rural schools, and who are preparing people for farming. A recent study shows that the stereotype is inaccurate—yet the impression continues.

In connection with studies of supply and demand for teachers of vocational agriculture, which have been made each year since 1965—one section has dealt with a brief description of the responsibilities of teachers of vocational agriculture. This information has been obtained each year from state supervisors in each state, and from teacher educators in 80 colleges and universities which prepare agriculture teachers.

We are a growing, not a dwindling profession. A comparison of the number of teachers of vocational agriculture in the nation, over the past seven years, shows that the number has stabilized at about 10,500 positions. Supervisors predict that the number of positions will grow to 12,000 by 1975. There has been considerable change in the number of positions from state to state. However, the number in the nation has ranged from 10,221 in 1967 to 10,560 in 1969. The 1971 total of 10,438 positions, however, does not include 897 teachers of agricultural technicians enrolled in Technical Institutes, Community Colleges and similar institutions.

Today's teacher of agriculture doesn't fit any single pre-conceived pattern.

Vocational agriculture is moving to larger high schools. As consolidation takes place across the nation, an increasing number of teachers find their places as members of multiple teacher departments in large rural high schools and in some city schools. The facts are that 38 per cent of all the vocational agriculture positions in the United States were in multiple teacher departments last year and that this percent increased by 4%. Since 1966 the number of teachers in multiple teacher departments has increased from 2,641 to 3,964 in 1971.

(Concluded on page 71)

- We are a growing, not a dwindling profession.
- Vocational agriculture is moving to larger high schools.
- Two-thirds of the vocational agriculture teachers conduct both high school and adult classes.
- The greatest change occurring during the past seven years has been the number of teachers with new classes in off-farm agricultural occupations.
- Vocational agriculture continues to be closely associated with secondary education.

TABLE I
TYPES OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN 1971

Type of Position	Number	Percent
By Kind of Students		
Teachers of adult and young farmer classes only	228	2.2
Teachers of high school classes only	3825	36.6
Teachers of both high school and out-of-school classes (adult and/or young farmer classes)	6385	61.2
Teachers of agriculture in community or junior colleges, or technical institutes	897	—
By Kind of School		
Teachers in general or comprehensive high schools	9589	91.9
Teachers in area vocational schools	332	3.2
Teachers in vocational high schools	517	4.9
By Size of Staff		
Teachers in single teacher departments	6474	62.0
Teachers in multiple teacher departments	3964	38.0
By Kind of Programs		
Teachers in full time production agriculture programs	4456	42.7
Teachers in part-time production agriculture programs and had one or more classes in specialized programs such as Agricultural Supplies, Agricultural Mechanics, etc.	4092	39.2
Teachers in full time specialized programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc.	747	7.2
Teachers in some combination of agricultural and academic subjects	1143	10.9

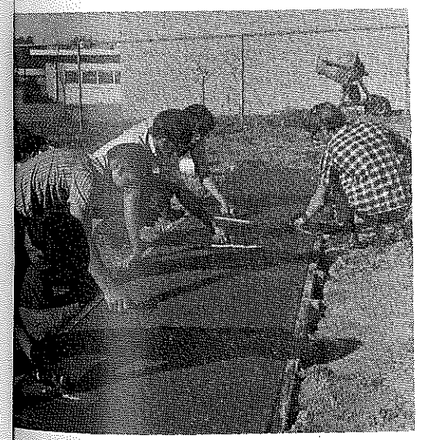
THE SIX WEEKS VOCATIONAL BLOCK PROGRAM

Joe Farrell
Vocational Agriculture Instructor
Hill City High School
Hill City, Kansas

Joe Farrell

Making a career choice is one of the most difficult decisions a graduating high school senior faces today. To expose more students to a greater number of vocational possibilities, our high school has designed a series of six weeks units in vocational areas. We are now in our second year with the system. During our first year it involved the three vocational instructors in our school and three academic instructors, and offered the students fifty-four units of instruction during two class periods of the day. Due to its popularity in our school it now involves eleven teachers with over eighty units of instruction during three class periods.

SCHOOL BACKGROUND: The Hill City High School serves 270 students enrolled in grades 9-12. Of the 1971 graduating class, 26 per cent entered junior colleges, 36 per cent entered a four-year college, 6 per cent entered vocational-technical schools, 8 per cent entered private vocational schools, and 24 per cent entered directly into the world of work.



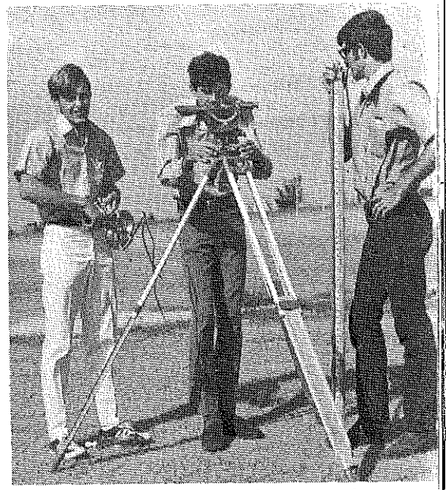
Finding a useful project for the concrete block class resulted in a sidewalk around the Vo-Ag building. These boys are members of the class that were finishing the ready-mixed concrete during their study hall period.

THE CURRICULUM PROBLEM: The vocational block program evolved from an attempt to solve two basic problems: (1) low motivation and a student opinion that the regular courses were not relevant to their needs, and (2) lack of enrollment in vocational classes by students with vocational interests due to a stereotyped image of the "vocational student" and from scheduling problems.

THE SIX-WEEKS VOCATIONAL BLOCK PROGRAM: Many of the students in our high school have some interest in specific vocational units, but are not interested in the total program (for example, some want to learn house wiring or surveying, but have no interest in other phases of the vocational agriculture course). Other academic-oriented students do not have time for full year vocational courses in several areas, but need an opportunity to learn desired skills during one or two class periods. We were especially concerned with establishing a program of vocational exploration. Our follow-up studies indicated that a lack of a specific interest pattern was a deciding factor in our high percentage of college bound. They chose college because it would allow them two years to make up their mind—the vocational schools require immediate specialization. But we found that many of them would eventually discontinue their college attendance and enter the world of work with no special skills. We hoped to develop a program that would expose our students to a number of different vocational experiences, our goal being an awakening of interests rather than terminal vocational training.

To implement this program, each vocational teacher drew up a list of twelve six-weeks units with descriptions and objectives of each. These courses were based on the instructors training and on the equipment and space available to the program on a one period per day basis.

This program was then taken to the students and a pre-enrollment took place. The six most popular courses in each vocational area were placed on a schedule to determine conflicts and another pre-enrollment took place. As the faculty tabulated the student choices, some units were dropped for lack of interest and others were so popular that double sections were needed. Because of the content and projects involved in two of the units, they became twelve week units rather than six-weeks. When the schedule was completed, it was again presented to the students for a final enrollment.



The surveying class layed out the new tennis court, the sidewalks, and the parking area around the Vo-Ag building.

THE COURSE OFFERINGS: This year the vocational departments offered eleven different six-weeks courses and two different twelve-week units during the year. Because of large enrollments two courses were offered for two six-weeks periods. Each completed unit receives 1/6 credit. This program was available each day during the third class period and included these units, indicated by six-weeks period.

Third Period Vocational Block:
Vocational Agriculture
1. Surveying
2. Concrete & Masonry
3. Electric Wiring
4. Electric Motors
5. Electric Motors
6. Landscaping

(Concluded on page 71)

WISE OWL: SYMBOL OF SIGHT

James E. O'Neil
Director of Industrial Service
National Society for the Prevention of Blindness


James E. O'Neil

One of the best known symbols of safety anywhere in the world is, oddly enough, an owl. Not an ordinary owl by any standard of measurement, but a special owl, a Wise Owl.

This is the Wise Owl story: In 1947 a worker in the St. Louis foundry of ACF Industries, Inc., dropped an idea into a suggestion box, little knowing what an impact it would have on industrial and school eye safety. From the germ of this idea developed the Wise Owl Club of America, an effective incentive plan to reduce needless and costly eye accidents and loss of sight, by encouraging widespread use of industrial quality safety eyewear.

Wise Owl Club membership is awarded only to those students and employees whose eyesight is saved by wearing eye and face protection at the time of a potentially-blinding accident.

Over 6,000 Wise Owl Club charters have already been issued by the nonprofit sponsor of the plan, The National Society for the Prevention of Blindness. The NSPB does not profit from promoting the Wise Owl plan, nor from the sale of safety eyewear, or other ophthalmic goods. Its "profit" is eyesight which is saved. Nearly 50,000 Wise Owl Club members have been enrolled . . . a monument of proof that safety eyewear will do a job . . . if it is worn.

A continuing trend toward more widespread use of the Wise Owl Club plan by schools and colleges is undoubtedly due to endorsement and statewide promotion by the Industrial Arts Association of Florida, Iowa, North Carolina and Utah. Student enrollees whose sight was saved in school shop and lab accidents are being accepted for Club membership at an accelerating rate. Hopefully, other educational associations will also adopt the Wise Owl plan, for doing so would stimulate greater interest in eye safety.

HOW IS A WISE OWL CLUB CHAPTER ESTABLISHED?

By requesting a Wise Owl Club charter application form from the New York office. There is no charge for the leaflet, or for a Club charter . . . which can be established whether members are eligible or not.

WHO CAN BECOME A WISE OWL CLUB MEMBER?

Any shop or lab student — or teacher — who saves the sight of one or both eyes with some type of safety eyewear. Custodial, maintenance, and other school and college employees who save their sight "on the job" can qualify for Club membership. A search of past accident records may reveal eligible candidates already eligible.

HOW IS ELIGIBILITY FOR MEMBERSHIP DETERMINED?

A teacher or school official must verify accident histories and forward membership applications to Wise Owl Club headquarters for final approval. Protective eyewear need not be permanently damaged by the accident; what is important is whether eye damage or loss of sight was avoided.

WHAT IS THE MEMBERSHIP FEE?

For lifetime enrollment of each approved member a $2.00 service charge is made to help defray the cost of the award materials: membership certificate, gold lapel pin and shop badge. Should the school budget not allow for even this minimal service fee, the charge for membership materials will be waived.

ARE THERE SPECIAL AWARDS FOR REPEATERS?

SPECIAL CITATION awards are available for Wise Owl Club members who save their sight a second, third, etc., time. A one-time charge of $2.50 covers the cost of the special certificate and pins. The charge for SPECIAL CITATION enrollments will also be waived, should school funds not be available.

WHAT ARE THE "PLUS" VALUES OF THE WISE OWL CLUB?

Wise Owl Club award ceremonies, in addition to stimulating increased interest in eye safety, offer excellent public relations possibilities. Not only students, but teachers, school administrators, Board of Education members, and the community at large, will be favorably impressed by news accounts of how eye-protective measures prevented eye injuries, loss of sight . . . and possible legal actions.

An informational note about NSPB: An advisory committee, composed of nationally recognized authorities in management, labor, safety, medicine, nursing and education, guides the activities of the Wise Owl Club and other industrial and school programs. All advisory committees and the board of directors of the National Society for the Prevention of Blindness serve without compensation.

(Ed) . . . The National Society for the Prevention of Blindness, founded in 1908, is the oldest voluntary health agency nationally engaged in the prevention of blindness through a comprehensive program of community services, public and professional education, and research. Its address is 79 Madison Avenue, New York, N. Y. 10016.

NEW REGIONAL EDITOR


R. L. Peterson

Dr. Roland L. Peterson has recently been named as a Special Editor in the Central Region. He is an Associate Professor of Agricultural Education at the University of Minnesota. He received his B.S., M.S. and Ed.D. degrees from the University of Nebraska, Lincoln.

Dr. Peterson taught vocational agriculture in Nebraska, served as a consultant in Agricultural Education in the Nebraska State Department of Education. He served as an instructor and research associate at the University of Nebraska as well as an Assistant Professor of Agricultural Education. He recently joined the Agricultural Education staff at the University of Minnesota where his present position includes teaching and advising undergraduate and graduate students, and research. He has developed a competency based individualized teaching methods course for undergraduate students which places emphasis on individual student performance. He is also currently reviewing the literature for a publication on Vocational Teacher Education.◆◆◆

(Dobberstein — from page 54)

groundwork which can be of much value to the vocational agriculture instructor. Such items as individual test results, family history and background of the student, will be available. They should be used effectively and referred to often as the instructor works with the student. A vocational agriculture teacher must work closely with the certified guidance personnel, other teachers, co-workers, and the administration. In other words, a vocational agriculture teacher should coordinate those services already existing in the school.

Our challenge is to build for the future without adding to the division of the present. Instructors try to understand but we do not always hear what is being said. Whether we call it vocational agriculture or environmental improvement education, there is much work ahead for trained personnel. ◆

(Richard — from page 62)

of his great contribution to vocational education during his forty-five years of active service he was awarded in 1962 The Outstanding Service Award by the American Vocational Association.

His extra-curricular activities above and beyond his regular duties included work with many organizations of the Blacksburg Community and with the YMCA of the college. He served as chairman of the VPI YMCA Board in 1950 and was a member of the Board of Trustees for many years. He was chairman of the Board of Trustees for the Blacksburg Methodist Church for a number of years. He was chairman of the building committee of the Blacksburg Methodist Church under whose direction a new church was constructed. Under his leadership the Wesley Foundation was established for VPI students. He was active in further developing this program and facilities during the following years.

His sincerity, recognized ability, leadership, outstanding character, and untiring efforts have exerted a profound influence upon, not only the teacher of vocational education in Virginia, but also upon his many associates and individuals from other states who have attended VPI for the purpose of taking the training he offered.

It was a pleasure and a privilege for me to be a member of his classes in Agricultural Education while attending VPI and to work under his leadership from 1940 until his retirement in 1962.◆◆◆

(Woodin — from page 68)

While advising the FFA is an important activity of today's vo-ag teacher, last year nearly two-thirds of all teachers taught both high school and out-of-school classes, and in fact an increasing number of teachers were employed as full time teachers of adult and young farmer classes. 228 teachers in the nation served in this capacity.

Farming is only one of the occupations for which teachers of vocational agriculture prepare their students. Probably the greatest change in the past seven years has been in terms of the number of teachers with classes for off-farm agricultural occupations. Nearly 46 per cent of all teachers were teaching such specialized programs as Agricultural Supply, Agricultural Mechanics, Ornamental Horticulture, etc. A total of 747 teachers taught full time in these specialized areas while an additional 4,092 taught part time, or spent a part of their time teaching production agriculture programs but had one or more classes in the newer specialized programs.

Vocational agriculture continues to be closely associated with secondary education. An indication of this fact is that about 92 per cent of the teaching positions in vocational agriculture were in general or comprehensive high schools. Although increasing in number only 332 teachers taught in area vocational schools, representing 3.2 per cent of the total, and only 517 taught in vocational high schools.

Facts such as those contained in the accompanying table can help change the stereotyped image which the public has of the teacher of vocational agriculture. Every teacher needs to make use of such information so that the public is acquainted with the streamlined 1972 teacher model rather than the "Model A" stereotype which they have known in the past.◆◆◆

(Farrell — from page 69)

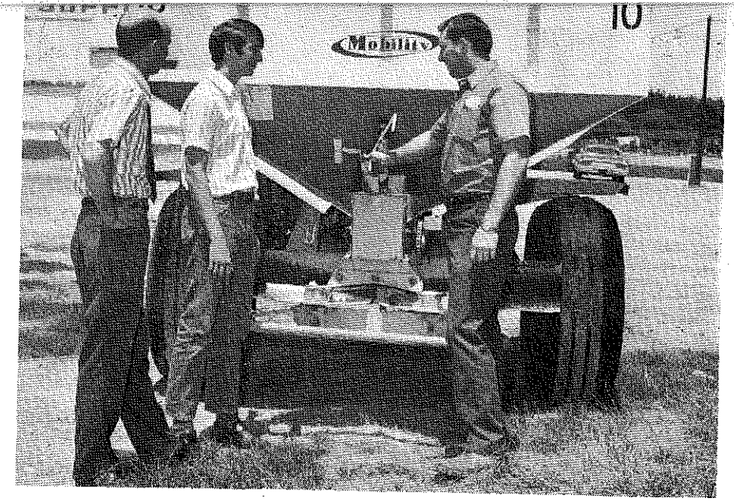
Vocational Carpentry
Basic Carpentry (12 weeks)
Wood Finishing
Wood Finishing
Ceramics
Home Planning
Vocational Home Economics
Child Care
Marriage & Family (12 weeks)
Bachelor Training
Interior Decoration
Foods II

Since other block courses are available during two other class periods, students have a choice of any of these subjects, or a combination of block units during two or three periods. For example, a student may elect to take surveying, landscaping, and wood finishing—but have no interest in the remaining units. He could fill these sessions by electing study hall and taking an additional three units during another period—perhaps speed-reading, tennis, and golf. This would give him the 6/6 credit he might need. Another choice would be to take three block units one semester and a semester course like welding or basic typing to complete the credit.◆◆◆

(Ed.—A sample schedule, information concerning course content of the vocational block, and further discussion of administration of the program may be obtained by writing the author).

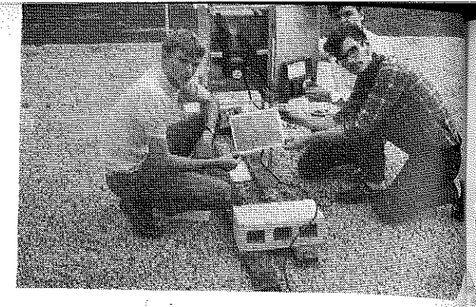
Agricultural Education

Volume 45 October, 1972 Number 4



Stories in Pictures

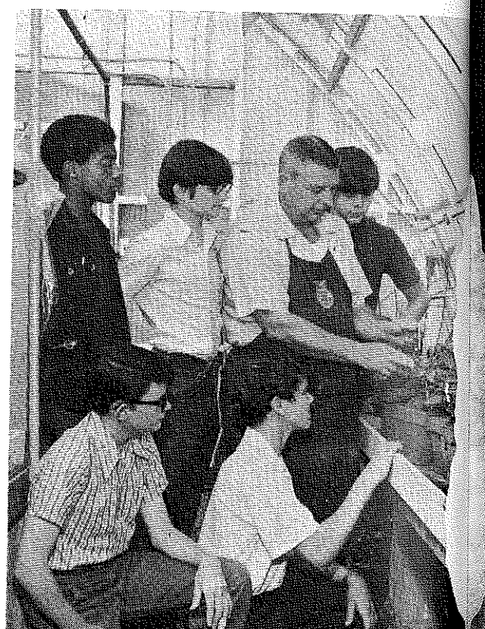
by Richard Douglass



Jim Chester, Mark Hall and George Johnson remove an air filter from a high volume air sampler. The filter is then dried and weighed to tell the total amount of suspended particulate material in the air. This test is run for 24 hours and taken every 4 days. (Photo by Gary Bambauer, Instructor, Environmental Science, Joint Vocational School, Montgomery County, Clayton, Ohio)

Harold S. Clinkscales, left, Vo Ag teacher, Crescent High, South Carolina, observes junior David Simpson and employer Eddie Brown, manager of Cyanamid Farm Supply. Mr. Clinkscales is helping David obtain supervised work experience and employment during the summer with an agricultural business firm. (Photo by J. Alex Hash, Associate Professor of Agricultural Education, Clemson University)

Prospective forestry students at Crescent High, South Carolina, observe a demonstration by two seniors on harvesting pulpwood from the FFA Chapter Forestry Laboratory. Since these students are considering taking the forestry course next year, they are learning all they can about the program beforehand. (Photo by J. Alex Hash, Associate Professor of Agricultural Education, Clemson University)



Vo Ag teacher Sam Clarr, McDuffie High, South Carolina, gives prospective sophomore enrollees a guided tour and orientation to the ornamental horticulture program at the school. These students will soon be making out their class schedules for next year. (Photo by J. Alex Hash, Associate Professor of Agricultural Education, Clemson University)

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