Stories in Pictures

by Richard Douglass

Area III FFA 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 Villot, Supervisor-Executive Secretary Louisiana Association of FFA)

David Lewis, right, receives valuable instruction from Mrs. Charles Jeffries in cutting and packaging melons during his work experience program in his senior year at Greensboro-Locke High School, Greensboro, West Virginia, in 1972. He completed 1 year of Production Agriculture and 2 years of an Agricultural Sales course. He is now employed in the meat department of a supermarket. (Photo by Gay E. Cain, Program Specialist)

High school students observe sterilization procedure held by Dr. Thomas F. Albert at Greensboro, assistant professor of veterinary science, during demonstration on North America's largest turkey hatching facility at 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 219 students and 30 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
GUIDANCE FOR AGRI-BUSINESS IS "A NEW BALL GAME"

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 10,430 in 1971 to 12,000 positions projected by 1975, it is clear that the number of agricultural programs in our schools 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 a career for each student. However, the federal legislation of 1963, 1968, and in 1972 has encouraged establishment of off-farm agribusiness courses. Many teachers had no occupational experience in the types of agriculture for which they could 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 agribusiness 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 agribusiness instructional programs.

Graduate courses have been designed and conducted in several states, to assist the teacher in structuring his new occupational experience into the experiences in the usable teaching plans. The occupational experiences may be obtained in the teacher's home community in some cases, or in a business not far away 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 Agribusiness and Natural Resources Occupations Education "ballgame" involves several new players. If your followup of graduates and student interest data reveal that your program should include agribusiness courses, for which you lack background experience, start now to plan how you can obtain the needed experiences so your program will be current—RBD

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

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 as if they were giving a speech to 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 objective for 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 occurs when it comes to this common frustration, it is partially due to this mutual misunderstanding regarding objectives, a brief discussion seems in order.

IMPORTANCE OF RECOGNIZING DIFFERENCE

There is, of course, a need for recognizing the differing reasons why teachers and students are in the same classroom. For the teacher to know why students need to learn will 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 nor 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

The natural for 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-student and student-teacher 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)
I 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 Vocational Education
Olympia, Washington

Billy was excited. His teachers had stressed the importance of keeping litter picked up around the school, and he had always been a good student. He wanted to be in a leadership position—especially in one that involved working for the environment.

Ronald G. Berg

Suddenly little Billy shouted, "Wouldn't it be a lot of fun to be a garbage collector and find raw 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, too, had responded the way she did for possibly the nobler of reasons. She did not need condemnation, but rather a new awareness of the true world of work and "digs" to help him into these new found understandings to her class.

What is your role as a vocational agriculture teacher in the career development process, Grade 14-17? Although only you can successfully operationally define that role, the author suggests a role model. Because you are a vocational agriculture educator, you have unique knowledge of and about agriculture. It is the responsibility of the counselor you in a leadership position—a leadership position not only for your building, but for the school, your school district, and your state 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.

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 have had career development process are at your call—your Future Farmers of America Chap- ter members. Not only do they have the correct occupational identification, but they also provide valuable guidance to high school students, they can also offer and provide instructional materials and activities to elementary school children and their teachers.

Finally, reach direct guidance and counseling, 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 sharing 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 teacher plays in developing the individual self-concept and life style.

When two strangers meet in our so-

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

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 some kind of 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? Of course! Rightly or wrongly, we try to evaluate people on some continuum—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 the job to define the individual when they are asked the question as well. When the question is asked "What are you?" many people respond by stating their job title. This phenomenon points out that the job is the major (Continued on page 61)
Agriculture is perhaps the most dynamic industry in our nation today. It is indeed one of our most important and most vital. As vocational agriculture teachers, we have as our responsibility the task of directing and shaping the younger minds of those individuals who will become agricultural and agricultural leaders of the future.

Vocational agricultural teachers are charged with keeping agriculture alive in young people. Today's youth want to be involved; and they change things. Many questions are running through the minds of our farm youth. They desire to know how to get ahead, how to do things better, and how to keep up with changing things. Many youth are running through the streets asking: 'What can I do to help 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 for individuals. What can be done to help students solve the problems in getting on the right track for service, advancement, success in productive agriculture or the wide field known as agriculture?

The author feels that great tie and quality guidance along the basic areas of leadership, including the vocational agriculture course, are the key problems to begin. Leadership training plays the dominant role in life's activities. Each facet of life activity must have someone to 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 it enjoys by individuals who learn to make 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 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 example of the ones at the top. What better instrument to meet these accomplishments than the FFA or vocational agriculture? Further, those who are better qualified to guide students in this area than the individual themselves.

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 one young 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. The problem is not 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 average, middle, lower groups. Good examples of this are national recognition such as the National FFA Convention or on a state level. Those are the peaks of the year's activities which are pleasing to the recipients of, and a spark to the group. But only a few can receive such individual recognition. This is where the guidance abilities of a less minded vocational agriculture teacher plays a major role. They do not have the time, the individual knowledge to work with students who are not the top winners still have talent to develop, still need encouragement. They are not the individuals who 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 see this, and an alert instructor may be of great assistance and encouragement.

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 goal. However, it is important that each one of these is an important part and area which should be explored. For example, included in the ninth and tenth year of a systematic course of study is an important part of the course which should be explored. Another avenue might be a soil class, 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.

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

(Concluded on page 71)
ONE APPROACH TO CAREER DEVELOPMENT

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

Mr. Davidson presided over the 1971-72 President of the New Hampshire Vocational Association.

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, by the students themselves, grades 7-10 who have participated in actual career projects in their schools. In all, 109 occupational education courses, 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 Dr. Earl Wingate and sponsored by the New Hampshire Personnel and Guidance Association, has produced a series of 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 102 cards each, and boxed for dissemination 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 books will be added to this initial collection this summer. The 109 jobs are well over 100 more job descriptions will become available. The microfilm records and readers-reproducer, as well as the suggested techniques of involving students, has become reality for all these students.

One of the highlights of the course has been the actual student demonstration which has been presented by junior and senior high school students.
of the students who planned to enter off-farm agricultural occupations received more encouragement from their mothers to obtain education than did students who planned to enter on-farm agricultural 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 Returns," "Altruism." 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 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 vocational training.

Themes For Future Issues

December—Post-Secondary Education
January—Career Education: Elementary Programs
February—Career Education: Junior High Programs
March—Career Education: Secondary Program
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

With today's emphasis on career education starting as early as the elementary school, the Voc-Ag classes were asked to plan programs that would provide 3 or 3 3/4 hours of work time per week. The teacher would have a chance to be involved in the planning of the program. The idea presented here is one of 16 such programs planned and used with elementary children.

Porky VI was a purebred Pot-bellied Pig that weighed 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 curtains, for Porky VI. Arrangements were made with school officials to bring the display cage with Porky in it to each of Owatonna's 16 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.

The program included telling the story of swine from birth to market. A large display board featuring colored pictures of retail cut of pork which another boy could buy in the grocery store, and samples of pork by-products such as pig skin gloves, bone meal, bone buttons, gelatin, jello, bristle paint brush, and many others were on display for students to use. After hearing the story of Porky and asking many questions, each student was treated to a box of treats including a candy apple and a piñata that could be used to give students in other classes who planned to enter nonagricultural occupations.
Human relations skills seem to be of extreme importance in making an entry and progressing in an occupation. The proximity to understand oneself and other people makes one able to discriminate 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."

Klaasmeier (2) says that the greatest problem facing mankind are: Raising the level of human abilities and improving interpersonal relationships. More people must learn to understand and live at 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."

Robert Yokus, Yo-AG Teacher
Mineral County Vocational Center
Keyser, West Virginia

and

O. Claude McGhee
Agricultural Education
West Virginia University

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 relationship between 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 work does not 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 the vocational activities of involvement in both vocational agriculture and FFA. However, it is believed by the teachers that greater fulfillment of purpose might be achieved if this involvement is supplemented and enriched by well-structured teaching units that are oriented toward the accomplishment of performance goals.

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Teachers</th>
<th>Students</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Cooperation</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Honesty</td>
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<td>4</td>
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<tr>
<td>Friendliness</td>
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<td>2</td>
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<tr>
<td>Manners</td>
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<td>6</td>
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<tr>
<td>Appearance</td>
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<td>6</td>
</tr>
<tr>
<td>Some of Honor</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Dependability</td>
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<td>5</td>
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<tr>
<td>Loyalty</td>
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<td>Responsibility</td>
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<td>2</td>
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<tr>
<td>Manners</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Self-Respect</td>
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<tr>
<td>Enthusiasm</td>
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<td>Alertness</td>
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<td>10</td>
</tr>
<tr>
<td>Respect for Authority</td>
<td>13</td>
<td>13</td>
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<tr>
<td>Initiative</td>
<td>14</td>
<td>15</td>
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RANK OF THE AMOUNT OF EMPHASIS ON HUMAN RELATIONS SKILLS NEEDED IN VO-AG AND/OR FFA

<table>
<thead>
<tr>
<th>Skill</th>
<th>Teachers</th>
<th>Students</th>
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<tr>
<td>Initiative</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Dependability</td>
<td>2</td>
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<tr>
<td>Respect for Authority</td>
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<td>Manners</td>
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<td>Alertness</td>
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<td>Cooperation</td>
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<td>Leadership</td>
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<tr>
<td>Friendliness</td>
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goals aimed at development of competencies related to and closely associated with human relations skills


**TABLE 1**

RANK OF IMPORTANCE TO SENIORS IN ALL OF HUMAN RELATIONS SKILLS IN VOCATIONAL AGRICULTURE

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>1</td>
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<tr>
<td>Cooperation</td>
<td>2</td>
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<tr>
<td>Honesty</td>
<td>7</td>
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<td>Friendliness</td>
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<tr>
<td>Manners</td>
<td>5</td>
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<tr>
<td>Appearance</td>
<td>3</td>
</tr>
<tr>
<td>Sense of Humor</td>
<td>7</td>
</tr>
<tr>
<td>Dependability</td>
<td>7</td>
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<tr>
<td>Loyalty</td>
<td>7</td>
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<tr>
<td>Responsibility</td>
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<td>Manners</td>
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<td>Self-Respect</td>
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<td>Enthusiasm</td>
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<td>Alertness</td>
<td>11</td>
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<tr>
<td>Respect for Authority</td>
<td>13</td>
</tr>
<tr>
<td>Initiative</td>
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September, 1972
Pioneers in Agricultural Education:

HARRY W. SANDERS

Harry Warner 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 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 Manassa 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 in 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 and in 1938 to Professor of Agricultural Education, receiving his M.S. degree in Agricultural Education at VPI the same year.

While district supervisor of Vocational Agriculture, he cooperated with Arthur P. Williams in preparing the bulletin, Methods of Teaching in Applied to Vocational Education in Agriculture, issued by the Federal Board for Vocational Education in 1926.

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 instructor 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 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.O.D. honor societies. He has also been a member of many professional and civic organizations some of which are: NAEA, VEA, AVA, VVA, NVATA, AVATA, 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 its course services, besides Agricultural Education, in home economics education, business education, psychology, drama, horticulture, 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 a 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 farm recording books. One of his outstanding accomplishments was the completion, in 1956, 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 1959, 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 53,992 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 national agricultural education, the National Farmers of America and to Agricultural Education, Professor Sanders was awarded the American Farmers and Traders Convention at the 1957 convention of Farmers of America in Kansas City, Missouri, the Silver Stanchion Award of the American Vocational Association in which he holds a life membership. He was chairman of the AWA 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 AGRICULTURAL EDUCATION MAGAZINE

SEPTEMBER, 1972

The Student and His Curriculum Choice

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

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 give further specific theories on vocational choice and yet these questions are being asked today. What then is the present status of research?

A review of the literature reveals that conclusive evidence does not exist that any one theory in vocational choice holds the key, but that several theories are at least partially true. Basically, vocational choice seems to be a result of self-orientation. Roe (4) contends that the extent to which basic needs of individuals are met in childhood work to guide and direct them into or away from certain vocations. In his self-concept theory, Super (6-80) says, "To choose an occupation one is in effect, choosing a means of implementing a self-concept. The choice of an occupation is one of the many points in life at which a young person is called upon to state rather explicitly the 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, 70% made choices in college, 24.8% said a parent, and 4.2% 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 tends support to the theory that vocational choice is a continuous process. Davis (2-76) found no significant changes in majors among college students "to be a continuation of trends that began before entry into college." Spear (5-17) concluded that, "The best choices appear to be made when suitable exploratory work experience is combined with occupational information and directed by a competent counselor." Chestwood (1) found that 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 tended to be less 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 a definite career objective.

The literature does not reveal conclusive evidence as to why students change their major courses in college. Likely, 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 association 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 changes 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 65.3 percent of those influenced by other persons had changes.

Stability in the choice of a curricular association was likewise associated with the defining of the student's hometown. The ratio of changers to non-changers increased as size of hometown increased. The results of the test scores were positively associated with stability in curricular choices. The mean scholastic aptitude test scores were higher than the mean for non-changers.

While students who changed curricular association had higher scholastic aptitude test scores, non-changers earned higher grade point ratios. Changers did not 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 agriculture; I was not admitted to the College of Veterinary (Concluded on page 67)

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

Earl S. Webb
EFFECTIVENESS OF SIX METHODS OF TEACHING AGRICULTURAL CAREERS

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

Providing adequate instruction for high school students concerning the opportunities in agriculture in the most effective manner for a problem which has long beset vocational agriculture is a study focused on the effectiveness of agricultural career information to ninth grade students in metropolitan and rural Missouri and rural schools. The types of visual aids used in service training and the arrangement of materials into units of instruction were investigated. The study experimentally assessed the effect of providing teachers with (1) different methods of teaching using the Agricultural Projector, (2) in-service supervision, and (3) teaching plans.

Procedure

Three working treatment groups in the study. Teachers in three treatment groups received a teaching plan for a unit of instruction on the topic of teaching. The third group received the plan in the other three did not receive the plan. Among those who did receive the plan, one group was provided with filmstrips and slides, a second group was provided with filmstrips and clips, and a third group received the same visuals as the second group as well as a visual aid by the investigator. In the first group receiving a teaching plan, one group received 2x2 color slides, another received the filmstrip clips and Agricultural Projector, and the third group received as a control group. The first five groups were provided a student handbook on careers.

The study was conducted with souh
central Missouri and with ninth grade students from Kansas City. Social science teachers and their students from ninth grade students from Kansas City, and with ninth grade students in metropolitan and rural schools. In other words, there was an experiment and a replication.

Teachers and students were randomly assigned to treatment groups by replication. Students were diagnosed with a cognitive knowledge test and the Vocational Agriculture Interest Inventory, and asked to complete a personal data sheet. The teachers taught the unit on careers using the visuals, the handbooks, the teaching plan, and other aids provided. Following the treatment period, the students were then tested again as noted above and asked to complete their 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 Agricultural Projector, a teaching plan, and an in-service visit by a subject matter specialist. Two other effective methods were the use of the Agricultural Projector and a teaching plan, and the use of filmstrips and slides as teaching aids.

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

It appears that students are "hungry" for career information. They expect it readily to be visual stimuli and as to improved methods of organizing teaching information 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 Agricultural Projector with a teaching plan, have some apparent. The attitudes of students toward agricultural careers may be influenced by their interest, even if they live in rural areas but are not enrolled in agriculture classes.

Second, there was an association between career instruction and the decision of ninth grade students to enter agricultural careers, 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 interest. Consequently, greater attention should be given to such individuals in the planning of career instructional programs.

Recommendations

From the results of the study it is recommended:

1. That teaching plans on agricultural careers should be developed to increase teacher effectiveness.

2. That the Agricultural Projector or slides should be integrated into the instructional materials center of schools to increase teacher effectiveness and student achievement. However, the use of such equipment should be incorporated into the instructional program.

3. That in-service 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 who are at a key transitional period in their educational careers.

5. Teachers should be encouraged to include agricultural career information in their regular teaching plans.

6. Teachers should be encouraged to include agricultural career information in their regular teaching plans.

7. Teachers should be encouraged to include agricultural career information in their regular teaching plans.

FIGURE 1

METHOD OF INSTRUCTION

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Student Handbook</th>
<th>Student Handbook</th>
<th>Film-strips</th>
<th>Film-strips</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Plan</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>Teachers</td>
<td>Prepared Own</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>Teaching Plan</td>
<td></td>
<td></td>
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THE AGRICULTURAL EDUCATION MAGAZINE

September, 1972

AN EXAMINATION OF THE PROGRAM OF THE NEW TEACHER

Learning should be a matter of personal concern and the individual seeks to expand knowledge and skills through his own personal efforts.

It takes time for the beginning teacher of agricultural careers to assume his new job. This period will vary with the individual concerned and the situation he is in. The total system might be devised to reduce the period of getting one's feet on the ground. Periodic evaluation should be made of what has been accomplished and what is projected. Efforts along this line should prove profitable. In general, 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 spell with its accompanying high winds, flashing lightening and pouring thunder, the calmness of an individual may play a major role in causing others to be released from their tension and worries.

The proper use of illustrations frequently pays large dividends. However, the proper use of illustrations is not only difficult, but requires some expertise. It is recommended that while using illustrations, they are used as a visual aid by the investigator. In the future, the proper use of illustrations is recommended.

What kind of illustrations are best? In the future, it is recommended that while using illustrations, they are used as a visual aid by the investigator. In the future, the proper use of illustrations is recommended.

Agricultural education is a matter of personal concern and the individual seeks to expand knowledge and skills through his own personal efforts.

The above results 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 appreciates it into his life and behavior pattern. In communicating with others the instructor must be concerned with the way the listener understands the facts he is stating. 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 reason for using them is the way of presentation vary, however. Some are short and simple whereas others are lengthy, detailed and quite complex. Appropriate selection and proper usage are problems faced by all communicators.

The proper use of illustrations frequently pays large dividends. However, the proper use of illustrations is not only difficult, but requires some expertise. It is recommended that while using illustrations, they are used as a visual aid by the investigator. In the future, the proper use of illustrations is recommended. It is recommended that while using illustrations, they are used as a visual aid by the investigator. In the future, the proper use of illustrations is recommended. It is recommended that while using illustrations, they are used as a visual aid by the investigator. In the future, the proper use of illustrations is recommended.
A GUIDANCE ROLE

The writer of this article came to the St. Paul Public Schools during the 5th, 1949 as a WWII veteran and graduate of the University of Nebraska, to serve as an Instructor of Vocational Agriculture. That time, most of the guidance was done by me on farm visits and in conferences. A year ago on January 21st, I folded up 20 years of on-farm visit mileage reports and turned the formal Vo-AG position over to a new graduate, Mr. Ken Merson, 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. Merson does considerable guidance on his visits, and I find that several people still come to me. I have, in my department, along with Mr. Merson, the Industrial Arts instructor, the Home Ec. Instructor, the Business Occupations, the 7th, 8th, 9th, and 10th grade guidance program taught by another instructor-coordinator, the Art and Craft instructor, and a part-time instructor, and the guidance counselor concerning small details of the program.

Evaluation is essential for program improvement. The success of an education program depends largely upon the following of certain basic principles or steps and then measurement to determine whether the program is achieving results in the results of the evaluation. 

A GUIDANCE ROLE

The student and his curriculum choice—from page 63

Medicine: I was undecided about a major in college until I took the University Teacher's exam and was not interested in me as an individual. 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 they attain the degree of satisfaction they are looking for. Even though students who did not change curricula earned higher overall grade point ratios than changers, it was noted that the satisfaction of changers improved after changing.

2. Success in a curriculum is in the majority of those who are likely to occur when students have a marked change in which they are interested, (2) when students are not aware what curriculum they are in until they experience success. In support of this conclusion, it was found that students who had been in the University were making a definite curricular change earned higher grade point ratios. Also, students who were already in the curriculum they were doing were doing better grades after changing. This was true within each curricular area in the College of Agriculture.

3. 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 overall grade point ratios than changers, it was noted that the satisfaction of changers improved after changing.

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STEREOTYPES ARE OftEN INaccURATE, and this applies to teachers of vocational agriculture. Take the impression of the ve-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 to date 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 at each state, and from teacher educators in 80 colleges and universities which prepare agriculture teachers. Although 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 around 10,000 positions. Some 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 877 teachers of agricultural technicians enrolled in technical institutes, Community Colleges and similar institutions.

Vocational agriculture is moving to larger high schools. As consolidation takes place across the nation, an increasing number of teachers find themselves as members of multiple teacher departments in large high schools between city school systems. The facts are that 38 percent 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 3,961 in 1971.

(Continued on page 71)

TABLE I

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>Number/Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Kind of Students</td>
<td>228/2.2%</td>
</tr>
<tr>
<td>Teachers of adult and young farmer classes only</td>
<td>228/2.2%</td>
</tr>
<tr>
<td>Teachers of high school classes only</td>
<td>308/3.0%</td>
</tr>
<tr>
<td>Teachers of both high school and adult classes</td>
<td>658/6.5%</td>
</tr>
<tr>
<td>Teachers of agriculture in co-teachers or junior high schools</td>
<td>658/6.5%</td>
</tr>
<tr>
<td>Teachers of agriculture in co-teachers or junior colleges, 93/0.9%</td>
<td></td>
</tr>
<tr>
<td>By Kind of School</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>Teachers in general or comprehensive high schools</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>Teachers in vocational schools</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>Teachers in adult education</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>By Site of Staff</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>Teachers in rural vocational schools</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>Teachers in urban schools</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>Teachers in high schools</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>By Kind of Programs</td>
<td>93/0.9%</td>
</tr>
<tr>
<td>Teachers in full-time adult education programs</td>
<td>456/42.7%</td>
</tr>
<tr>
<td>Teachers in part-time adult education programs</td>
<td>456/42.7%</td>
</tr>
</tbody>
</table>
| Teachers in special programs such as Agricultural Economics, Agriculture 
| 456/42.7% |
| by Kind of Program | 456/42.7% |
| Teachers in full-time adult education programs | 456/42.7% |
| Teachers in part-time adult education programs | 456/42.7% |
| Teachers in full-time adult education programs | 456/42.7% |

The six-weeks vocational block program

Making a career choice is one of the most difficult decisions a graduating high school senior makes today. To expose more students to a greater number of vocational opportunities, our high school has designed a new program of six weeks 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 enrolls 270 students in grades 9-12. Of the 1971 graduating class, 26 percent entered junior colleges, 36 percent continued as four-year college students, 8 percent entered vocational-technical schools, 8 percent entered private vocational schools, and 2 percent entered directly into the world of work.

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 did not elect in the total program (for example, some want to learn home 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 end up working in 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-person-per-week basis.

This program was then taken to the students and a lottery was held. The six most popular courses

THE SIX WEEKS VOCATIONAL BLOCK PROGRAM

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

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 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-week periods. Each completed unit earns 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. Planning
2. Crop Production
3. Crop Science
4. Soil Science
5. Soils
6. Farm Mechanics
7. Agricultural Equipment
8. Agricultural Marketing
9. Agricultural Economics
10. Agricultural Law
11. Agricultural Economics

THE AGRICULTURAL EDUCATION MAGAZINE

September, 1971

(Continued on page 71)
WISE OWL: SYMBOL OF SIGHT

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

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 AGC 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 innovative plan to reduce needles and costly eye accidents and loss of sight, by encouraging adherence to (industrial) quality safety eyewear.

Wise Owl Club membership is available free to those students and employees whose eyeglass is saved by wearing eye and face protection at the time of a potentially hazardous accident.

Over 6,000 Wise Owl Club charters have already been issued by the non-profit corporation of the plan, 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, nor other ophthalmic goods. Its "profit" is simply to keep the 50,000 Wise Owl Club members have been enrolled... a monument of what potential that safety eyewear will do a job... if it is worn.

A continuing trend toward more visual use and use of the Wise Owl Club plan by schools and colleges is undoubtedly due to endorsement and substantial promotion by the Industrial Arts Association of Florida, of Florida M.E., 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.

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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 particulate matter in the air. This test is run for 24 hours and taken every 4 days. (Photo by Gary Blackburn, Instructor, Fort Loramond Senior, Joint Vocational School, Montgomery County, Ohio)

Harold S. Clabescher, left, Vo Ag teacher, Crestview High, South Carolina, observes junior David Stognio, and counselor Eddie Kennedy, assistant, at Continental Farms Supply. Fred Clabescher is helping David obtain supervised work experience and employment during the summer with an agricultural business firm. (Photo by J. Alex Wash, Associate Professor of Agricultural Education, Clemson University)

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

ARE YOU OBTAINING NEW "HANDS ON" EXPERIENCES?

Theme — IN-SERVICE EDUCATION