Agricultural Education

February, 1973

Number 8

Exploring Agricultural Occupations

Stories in Pictures

by Richard Douglass

This Grand Champion Farm Mechanic Project winner, Gay Erne, received a trip to the 1972 World's Fair in New York City, courtesy of the Georgia Chapter of the FFA. Gay and the other students who entered the competition except for the weight training that he practiced on a friend's farm. This was also the first time in the Chapter's history that all six chapters participated.

Junior High Programs

Wyoming Vocational Agriculture Teachers Say Thanks to Farmer Teachers. Some 200 prior teachers of Jack Ruhe, Wyoming's President of the State Agricultural Education Association, have attended a "Thank You" program at the annual conference in Cody. The program included a new Dodge pickup truck which he helped produce by his former students across the United States. (Photo supplied by James Duren, University of Wyoming.)
TABLE OF CONTENTS

THEME—CAREER EDUCATION: JUNIOR HIGH PROGRAMS

Editorial

Juniors-Highers Explore Agribusiness and Natural Resource Programs

L. R. Peterson and Oddl. Badenow 171

Subscriptions 3. Price Increase June 1, 1973 172

Themes For Future Issues 172

Vocational Education In The Junior High School 173

Vocational Education Week — February 11-17 173

Career Education: Teen Students On The Middle School and Junior High 174

Occurrence of Curriculum Continuities: A Must For Career Planning In 7th and 8th Grades 174

Junior High School Agriculture In Urban America 176

Jim Reynolds and Charles Reidl 176

Junior High Programs For Career Education In Agriculture 176

Obed L. Squibb and R. C. Shomsek 177

From The Book Review Editor—Books Awaiting Review 178

James P. Key 178

73rd National Alfa Alpha Sigma Convention—Kansas City Highlights 179

James Albert 179

Reflections On—The National Student Teacher Conference 181

Richard A. Zimmerman and Robert W. Walker 181

Research In Agricultural Education—Studies Completed 181

James T. Horner 181

The Teacher's Role In Career Guidance 182

Atli L. Hegg 182

West Virginia—Cooperative Extension Service 182

John M. Lowe and Dickson W. Parsons 183

Does Instruction Affect Occupational Interest? 1 183

J. Marvin Robertson 183

New Zealand Agriculture: Quality And Profit In Their Gardens 185

Gary Jones 185

News And Views Of NVATA 186

Stan Strobel 186

Book Reviews 187

Charles H. Hennessey 187

Stories In Pictures 187

This publication is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is available by subscription to members and non-members of the National Association of Teachers of Agricultural Education and National Association of Teachers of Home Economics, and to non-members of the two associations. Subscription price: $4 per year. Foreign subscriptions $6. Student subscriptions (in sets of three or more) $1 each. All subscriptions are payable in advance. Authors may include their own names and addresses in this column. All communications must be in English, and are subject to the Editor's review. Names and addresses of authors are published in the monthly issue in which their articles appear. All communications should be addressed to The Editor, THE AGRICULTURAL EDUCATION MAGAZINE, Box 10015, Columbus, Ohio 43216.

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RICHARD L. DOUGLASS, University of Nebraska, Lincoln, Nebraska 68580

NEW YORK: H. W. Weyman 186

News And Views Of NVATA 186

Stan Strobel 190

Book Reviews 190

Charles H. Hennessey 190

Stories In Pictures 192

The Course

In the process of developing the course of study the following concepts provided the framework. First of all it must be student oriented, it must be exploratory in nature and develop a sense of newness and natural resources subject matter it must include opportunities for students to understand the agricultural system in their community.

It is student oriented by providing experiences for students to understand themselves. It is career oriented. It should explore the entire agriculture industry. It should merge career exploration and technical subject matter concurrently.

The AGRICULTURAL EDUCATION MAGAZINE
The framework provides a student oriented, exploratory program where participants observe and discuss agricultural occupations.

(Continued from page 171)

At this point the teacher may present a number of problems that the student must master before they can proceed. These problems should be realistic and students must present their work in the area of horticulture. The following list of problem areas, again in the horticulture cluster, may indicate what technical subject matter areas are discussed in each cluster:

Landscape Design
Landscape Structures
Lawn Care
Identifications
Flower and Flower Arranging
Lawn Care
Nursery Operations
Greenhouse Management

To provide meaningful experiences for students a variety of learning activities which provide real experiences are encouraged. Activities such as field trips to sod farms, nurserymen's greenhouses, florist shops, an arboretum, a fully landscaped home and a lawn and garden center; having students make flower arrangements and displays; watching how the resources are built from nursery businesses visit the classroom are learning activities that provide practical ways of making the technical subject area relevant and reveals, to some extent, what people do in those jobs.

In the supervised experience program, the student will participate in a supervised horticultural type job. They will also perform a number of supplementary skills involved in this cluster and finally, they will plan and design improvements projects which all tend to complement the career exploration concept. With this emphasis repeated for each of the eight clusters, students do have an opportunity to gain a wide range of career experiences. Four unique features have been included in developing this course.

The Results

This course is currently in its third year of development. The results have been most encouraging. From all student evaluations, the vocational agriculture departments in nine grade programs are using the course. Second, school administration expressed real enthusiasm for the program. In grade programs, schools have zoomed from 10-20 to 30-40 students. Third, the course is in its second and third year of development in some schools. Enrollment entitlements are being maintained in senior high school agriculture courses. In those schools a third observation reveals that courses in the program are being added, as a result it appears that students will be prepared in agriculture and rural related areas. Yes, a ninth grade career exploration course "alive and doing very well" in Minnesota. D. A. M. and student-oriented philosophy is still coming through which is so frequently stated "Let's take students from where they are to where they want to be."

Themes For Future Issues

May — Career Education: Supervised Agricultural Experience Programs
June — Career Education: The School's Responsibility For Placement and Followup
July — Career Education: Unique Instructional Programs and Materials
August — Career Education: For More Effective Teacher Education and Supervision
September — Career Education: Article on Vocational and Technical Education
October — Career Education: Upgrading Adult Education
November — NYATA Silver Anniversary Issue
December — Career Education: Accountability in Evaluation

Subscription Price To Increase June 1, 1973

At its annual meeting in December, 1972, the Editing-Managing Board voted an increase in the subscription price of the Agricultural Education Magazine. Effective with all new subscriptions June 1, 1973, and renewals after June 1, 1973, the new rate will be $5.00 per year. Foreign subscriptions will be $6.00. This increase will be $2.00 for October-May.

The Agricultural Education Magazine has been fortunate over the forty-four years since 1929, to have had only one other rate increase. The philosophy has been to produce the journal at cost. Good management procedures have made it possible to publish the journal with no advertising and therefore, the most efficient professional improvement tool. Increasing publishing costs, however, have brought about an average annual deficit of nearly $5000 during the past three years.

At present, slightly more than 8000 agricultural educators are recipients of the Agricultural Education Magazine, up about 5 per cent from the same month in 1972. If we are not a regular subscriber, or know others who are, write the Business Manager before June 16 Address your envelope to: Harold Rodenour, Business Manager, Agricultural Education Magazine, Box 3863, Columbus, Ohio 43210.

Have you considered including the AGRICULTURAL EDUCATION MAGAZINE subscription as a part of your departmental periodical requisition each spring?

Ralph Moodie
Agriculture Occupations Instructor
Wethersfield High School
Keene, Illinois

The need to extend vocational education into the junior high (grades 7-8) has been over looked by many people for a long period of time. There is a need for a complete vocational experience program and awareness of the programs in the world of work. The students are eager to learn the material about the subject matter that is usually overlooked in the lower elementary grades.

The need for the complete vocational education program re-emerged from 6th grade students who were interested in vocational subjects when it came time to register for their high school classes. The students did not understand the vocational classes so they signed up for: foreign languages, odd job classes, and other courses that many students do not need. The reason for this was because they didn’t know what Vocational Agricultural Industries are, or any of those vocational programs had to offer.

The year at Wethersfield School (6-12), the students had the opportunity to choose new vocational program in the junior high. There are Vocational Agriculture, Industrial Arts, Home Economics, and the Business Classes. The way that we have both 7th and 8th grade in one class for five days a week, it is that the 7th grade meets on Tuesday and Thursday, and the 8th grade on Monday, Wednesday and Friday. Each class has about 100 students, and we divide these students into four vocational areas really is about how it can be applied in the world of work. It also lets the program build so the students have something to look forward to when they enter the high grades.

The course is set up on a non-graded basis, and the students receive only a "C" grade for credit. This way you can meet the student in a new light because she or doesn’t have the "grades" to worry about. The last day of each 9 week period, I use an evaluation sheet to find out which parts of the program they are most productive and which parts might need changing.

The other three vocational subjects are the same format that I have described and we have all submitted lesson plans so we avoid duplication. All of these have the same major educational objectives in mind which are three:

1. To acquaint the student with that vocational subject.
2. To get an awareness in Career exploration.
3. To raise the world of work.

The results of this program are yet to be observed as the completion will be reached when the students enroll in high school and start their individual vocational program.

We have two future objectives in our vocational program, one is a health occupation and career program in the high school, and the other is a K-6 career orientation in the lower elementary grades. This way we would complete all 5 major vocational areas in the high school and have a complete K-12 vocational orientation, exploration, preparation programs available to the students.

OPENING DOORS TO CAREERS WEEK FEBRUARY 11-17

THE AGRICULTURAL EDUCATION MAGAZINE FEBRUARY 11, 1973

172
With the growing trend for comprehensive career orientation, the occupational orientation in agricultural education is challenged to meet the need for offering comprehensive career orientation in agriculture. As a part of this career orientation, students in the seventh and eighth grades have a right to gather information about the career possibilities in the field of agriculture. Each student should have the right to select or not select training in the field of agriculture. Students in an organized manner before he or she makes the decision to explore specific careers.

If the concept of career education is worth 'it, every student should be provided training in the seventh and eighth grades. The use of special training programs and other training activities help students explore the world of agriculture. The students should be made aware of the career possibilities in agriculture. The students should be provided with training in the seventh and eighth grades.
Using the natural outdoors and real animals, it is possible to provide students with real life experiences that they will carry with them for a lifetime.

Type of Program, It attracts and holds the interest of students whose ability is quite varied.

Philosophy of Program, We believe that agriculture is still a major element of our culture and one of the pervasive influences on our way of life. Knowledge of the agricultural environment is important for all people. People need to become more and more involved in the raising of plants and animals. Living things are a major source of food, fiber, and recreation. These things will continue to play the key role in the life of all people.

Course Descriptions

Animal Science, This course is a seventh grade elective. Students learn to identify various types and breeds of animals, and the most valued characteristics of each breed. Also, students learn about growth processes, techniques of care and management, and common products associated with the animals. Emphasis is placed on each student having the responsibility of raising and caring for an animal in a shelter at the school. Animals included in the student's study are: dairy, beef, swine, sheep, poultry, dogs, cats, rabbits, and insects. Some time is used for the student to do individual study on a particular animal and report to the class.

Students are provided a laboratory-field classroom experience. They maintain a daily record of barn and pen activities. Students care for rabbits, small livestock animals, chickens, and hives of honey bees. Field trips are taken to dairy, beef, swine, and other animal farms. Particular attention is paid to such as killing and dressing chicken. The FFA is used as a means to provide students with public speaking, parliamentary procedure, contest projects, and awards.

Environmental Science and Horticulture, This course is a ninth grade elective. Students take the course for a variety of reasons, including: 1) to have a varied course in vocational agriculture; 2) to gain a better understanding of the environment in which we live; and 3) to have fun while learning about nature. Students in the environmental science and horticulture course have the opportunity to use the resources available on campus, such as greenhouses, aquaria, and greenhouses. The course also includes field trips to various local areas. The course is designed to teach students the basics of environmental science and how to apply it in their everyday lives.

Agriculture Education, Agriculture education is a vital component of education in the United States. It provides students with the knowledge and skills necessary to succeed in the agricultural industry. Students learn about agriculture, including plant and animal science, forestry, and natural resources. This knowledge is essential for future success in the agricultural sector. The course also provides students with practical skills, such as planting crops, caring for livestock, and managing a farm. These skills are invaluable in the agricultural industry and help students become prepared for future careers in agriculture.

Instructor and Student Checking the Conditions of a Live Herb. A new student identification was bought for the junior high school students. We began the bed by asking, "What would you like to do?" The students were interested in learning more about the plants and animals in the area. They asked questions about the plants and how they were grown. They also observed the insects and animals in the area, including the bees and butterflies. This helped the students to develop an interest in the natural world and the importance of agriculture.

Field Science, The science field course is a great way to connect students with nature. It provides an opportunity for students to learn about plants, animals, and the environment in a hands-on way. Students are able to observe and interact with the natural world, which can be an exciting and engaging experience. The field science course also includes activities that help students develop critical thinking and problem-solving skills. By exploring the natural world, students are able to learn about the complexity of ecosystems and the interconnectedness of all living things.

Environmental Science and Agriculture, This course is a ninth grade elective. Students take the course for a variety of reasons, including: 1) to have a varied course in vocational agriculture; 2) to gain a better understanding of the environment in which we live; and 3) to have fun while learning about nature. Students in the environmental science and horticulture course have the opportunity to use the resources available on campus, such as greenhouses, aquaria, and greenhouses. The course also includes field trips to various local areas. The course is designed to teach students the basics of environmental science and how to apply it in their everyday lives.

Food Science, Food science is an important field that focuses on the science and technology of food production, processing, and distribution. Students learn about the biological and physical properties of food, as well as the chemical reactions that occur during food processing. The course also covers topics such as food safety, nutrition, and food chemistry. This knowledge is essential for future success in the food industry, whether in a career as a food scientist, a food technician, or a food inspector.

Agricultural Economics, Agricultural economics is a field that examines the economic relationships and decisions that affect the production, marketing, and use of agricultural products. Students learn about the principles of supply and demand, market structures, and the role of government in agriculture. The course also covers topics such as risk management, farm income, and the role of technology in agriculture. This knowledge is essential for future success in the agricultural industry, whether in a career as an agricultural economist, a farmer, or a agricultural policy analyst.

Agricultural Marketing, Agricultural marketing is a field that focuses on the promotion, pricing, and distribution of agricultural products. Students learn about the principles of marketing, as well as the role of government in agricultural marketing. The course also covers topics such as market research, marketing strategies, and the role of technology in marketing. This knowledge is essential for future success in the agricultural industry, whether in a career as a marketing manager, a market analyst, or a market researcher.

Agricultural Law, Agricultural law is a field that examines the legal relationships and decisions that affect the production, marketing, and use of agricultural products. Students learn about the principles of contract law, as well as the role of government in agricultural law. The course also covers topics such as intellectual property, environmental law, and the role of technology in law. This knowledge is essential for future success in the agricultural industry, whether in a career as a lawyer, a legal analyst, or a legal consultant.

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The vocational agriculture teacher must assume a leadership and expedition in collecting valid information to include in job briefs prepared on occupations for agribusiness and natural resources.

**Careers in Animal Science**

The units to be taught under this module ranked in order of importance were: (1) Nature of work; (2) Levels of employment; (3) Preparation needed for job entry; and (4) Range in pay.

**Careers in Plant Science**

The units to be taught under this module ranked in order of importance were: (1) Nature of work; (2) Hands-on and mind-on experiences; (3) Levels of employment; (4) Preparation needed for job entry; and (5) Range in pay.

**Careers in Agricultural Mechanics**

The units to be taught under this module ranked in order of importance were: (1) Hands-on and mind-on experiences; (2) Nature of work; (3) Levels of employment; (4) Preparation needed for job entry; and (5) Range in pay.

**Careers in Soil Science**

The units to be taught under this module ranked in order of importance were: (1) Hands-on and mind-on experiences; (2) Nature of work; (3) Levels of employment; (4) Preparation needed for job entry; and (5) Range in pay.

**Vocational agriculture teachers and occupa-**

ional education students getting it first hand from be manager of a farm co-operative.

**R. Glenn Shoemaker**
Research Associate
Research Coordinating Unit
Mississippi State University

**R. G. Strange**

The vocational agriculture teacher must assume a leadership and expedition in collecting valid information to include in job briefs prepared on occupations for agribusiness and natural resources.

**Careers in Animal Science**

The units to be taught under this module ranked in order of importance were: (1) Nature of work; (2) Levels of employment; (3) Preparation needed for job entry; and (4) Range in pay. Again, this information does not necessarily mean a comprehensive evaluation of each job. However, it should answer students' primary questions and if interests ins-}

crease, the student could conduct in-depth career research of his own. Job briefs also can prove very helpful to instruct personnel in working with individual students and groups of stu-}

dents interested in occupations related to agribusiness and natural resources.

Other important activities of the vocational agriculture teacher in assist-}
The 33rd National Alpha Tau Alpha Conclave was held in Kansas City, October 10-12, 1972. One hundred-twenty-five students representing 30 ATA chapters from colleges which have teacher education programs in agriculture were in attendance. A new chapter, Wisconsin State University, River Falls, was accepted by the delegates at the Conclave. Four other new chapters had been accepted into the organization during the past two years.

A highlight of the conclave included the awarding of Honorary Memberships to Mr. Don McDowell, Executive Director of the FFA Foundation; Dr. Sam Sterkel, Assistant Executive Secretary of the NVATA; and Mr. Howard Teag, President of the NVATA. These individuals were cited for promoting high ideals and standards in agriculture education which is the major purpose of Alpha Tau Alpha. The initiation ceremony was performed by the Missouri ATA Chapter.

Keynote speakers at the Conclave included Dr. Roy Dillion, University of Nebraska, and Editor of the Agricultural Education Magazine, and Mr. Don Kimmel, Marketing Coordinator of the Funk Seed Company. Other program participants included Phil Johnson, Vice-President of the National FFA, Ross Guin, Chairman of the Board, Interstate Printers and Publishers, Walker Jacoby, Youth, American Institute of Cooperation, J. C. Ashworth, Louisiana State University, and the National ATA officers, James Albracht, Kansas State University, President; Norman Hoover, Pennsylvania State University, Vice-President; and Martin McMillan, Virginia Polytechnic Institute, Secretary-treasurer. Dr. David Williams University of Illinois, was elected Vice-President to succeed Dr. Norman Hoover whose term had expired.

Activities were planned to maximize delegate interaction. In addition to small group sessions and a symposium, a social mixer was led by Dr. Robert Johnson of Kansas State University. Larry Carmann and Dennis Town of Kansas State University, L. C. Harold by Virginia, and Glen Higgenboth of the University of Arkansas served as student chairman for the Conclave.

Alpha Tau Alpha, which was started in 1921, is the National Honorary Fraternity for students majoring in agricultural education. Initiatives are selected on the basis of scholarship and leadership qualities to benefit the national organization of ATA is to have a chapter in each of the institutions where vocational agriculture instruction is prepared. Membership in Alpha Tau Alpha usually includes sophomore, junior, and senior college students in the Agricultural Education Curriculum. Some chapters of ATA include all students in the agricultural education curriculums by extending junior membership to freshmen and other students until they become eligible for national membership in ATA. The more effective ATA chapters are those which emphasize leadership development plans for the senior year.

Students in teacher education institutions who would like to start a chapter of Alpha Tau Alpha should receive approval from their administrators and petition the national ATA organization for a charter.

The twenty-first Annual National Conference on Student Teachers in Agriculture Education was held at Kansas City on November 1-12, 1972, in conjunction with the National Alpha Tau Alpha Conclave and the National FFA Convention. The theme for the conference was "Relating Vocational Agriculture Programs to Career Education." Two hundred thirty-nine student teachers, 62 staff members, and 250 representing 65 institutions in 31 states registered for one of the largest student teacher conferences since the first annual event twenty-one years ago.

What did we accomplish? First, the conference was of great personal importance to each of the participants. It was an opportunity for student teachers from across America to meet each other and exchange views and experiences. The conference provided a comfortable "house base" for those of us with similar goals who were from farms and small towns to the cities and states and the national FFA Convention. We became acquainted as friends perhaps not by name or even by recognition, but at least in ideal and understanding. An almost startling realization is that Central Illinois is not the only area with agriculture — and teachers of agriculture. If we ever lose this realization, we will cut off opportunities for the self-improvement gained by recognizing the merits of others.

The informal "get-acquainted" hour sponsored by NVATA provided the chance to get the conference "rolling." The National Vocational Agriculture Teacher Association's program is a central organization to help us as teachers of agriculture to stay in contact with each other and to be aware of the needs and accomplishments of agriculture teachers from other states. Since appreciation is extended to Jim Wall, Executive Secretary of NVATA, Howard E. Teag, President, and all the NVATA officers and members for their significant contribution to the conference.

The banquet sponsored by Farmhand Industries was a high point of the conference, as was the banquet by many conference participants in their evaluation. The manual for an excellent display of support vocational agriculture received from agricultural industry.

"Why I Teach Vocational Agriculture," related by B. Oscar Brown from Salem, Missouri, has become a conference tradition. Mr. Brown has spoken at all 21 of the annual conferences, and he related some of the most cherished memories of his 54 years of teaching agriculture. Anticipation of these types of memories leaves the student teacher with more determination to reach his goal, to become the best vocational agriculture teacher in the country.

The panel discussion on career education alerted us to the urgency of this new approach to agricultural education. Ideas expressed by the panel members representing eight different states again reminded us that we cannot isolate ourselves within our familiar locally. We need the exchange of ideas with other agriculture teachers from all parts of the country to keep our programs growing and improving. If we can ever say, "I now have the ideal program; no aspect of it can be improved," we have doomed ourselves and our programs to failure.

Small group discussions on topics of universal concern to vocational agriculture teachers gave us the opportunity to meet on a personal basis. Here each conference participant was able to discuss some of his philosophy to other group members. This exchange reinforced friendships already established, created new friendships, and presented ideas to help improve programs in all parts of the United States.

Don Kimmel, Public Relations from Funk Seed Company, former State FFA President, said at the ATA luncheon, "If we must become agricultural, we must become better for agriculture." Photo by Richard Doigas.

FEBRUARY, 1973
RESEARCH IN AGRICULTURAL EDUCATION

Studies Completed in 1970-71

James T. Horner
University of Nebraska

The 214 re-
search studies reported in 1970-71 did not report that the previous year's results provide strong evidence that agricultural educators are still striving to meet the challenge of change through the investigation of pertinent problems. In this direction, the following research was completed:

Abstracts of studies were compiled by the Research Committee of the American Educational Association Division of American Vocational Education. A limited number of copies of the studies reported in 1970-71 may be obtained from C. M. Curtis, Louisiana State University, Southern Region; J. Horner, University of Nebraska; Central Region; E. M. Jumper, University of California, Pacific Region; and Philip Edgewood, Rutgers, New Jersey, New Atlantic Region.

The abstracts briefly state the purpose, methodology, and conclusions to allow researchers to locate information on where to obtain the thesis or published report. Doctoral theses may be purchased from most universities. Masters' theses are available through inter-library loan; and staff study reports may be obtained from the respective institutions.

In classifying the titles reported in 1970-71, the major categories utilized were:

- Adult and Continuing Education
- Cooperative Extension Education
- Farm Management Education
- Forestry Education
- Home Economics Education
- Vocational Home Economics Education
- Vocational Agricultural Education

This compilation of titles of research in agricultural education includes the reports of the Research Committee of the American Association for the Advancement of Vocational Associations. James T. Horner, University of Nebraska, serves as the chairperson of the Research Committee, Agricultural Education, for the Division of American Vocational Education, American Educational Research Association.

The AGRICULTURAL EDUCATION MAGAZINE is published quarterly by the Ohio State University Division of Agricultural Education. Available at $4.00 per year. Address subscriptions to Agricultural Education, Ohio State University, Columbus, Ohio 43210.

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THE TEACHER’S ROLE IN CAREER GUIDANCE

The vocational agriculture teacher can play an important role in guiding students toward their choice of a meaningful career in agriculture. Individuals have vocational problems, educational problems, health problems, financial problems, recreational and leisure-time problems, and guidance problems which require choices and decisions.

Guidance is an essential part of education. Vocational guidance, an important aspect of vocational agriculture, is the process of assisting an individual to choose an occupation, prepare for it, adjust to it, and progress in it.

It cannot be taken for granted that a farm student will take over the farm (or for there are so few and low status opportunities available for farm placement. The advent of more and more industries, the costs of land and farm equipment and the increase in the number of corporate farms, one thing, is difficult if not impossible in some instances to enter into a career farming.

The teacher of agriculture, by training and experience, is more familiar with the complex array of job opportunities in agriculture than any other teacher of the high school staff. Therefore, he must assume his responsibility to guide students to find their place in the agricultural world of tomorrow.

I do not feel that there can be enough talk about the value of farm work in relation to the guidance program in agriculture. The program is there to serve the student, and it is the teacher’s responsibility to guide the student to know the student’s ability and parent’s interest.

Today, the vocational agriculture teacher’s role in guidance is more important than it ever has been before. Every year hundreds of thousands of youngsters leave school to make their way in the world of work. Some succeed and some fail. It is those who fail who look to the agricultural teacher for guidance. An agriculture teacher can save one individual from falling, whether he be in or out of school, then I think we can say that the guidance service performed by the teacher has been a success.

Some students have problems in the area of guidance that are too specialized or difficult for even the most experienced agriculture teacher to handle. A teacher should not attempt to guide a student in an area in which he is not qualified. Rather, the teacher should work as a member of a guidance team. In order for a guidance team to be effective, the school guidance counselor must have a thorough understanding of the agricultural program. This may be accomplished by:

1. Offering to assist in presenting your courses to prospective students.
2. Maintaining lines of communication between teachers and counselors in feeder schools.
3. Conducting tours of facilities for entering students.
4. Inviting counselors to visit known socially and informally other activities.

With this aspect then, I feel it would be desirable for the vocational agriculture teacher to begin his guidance program in agriculture. The home visits, the participation in activities and the time devoted to the subject issue the teacher to know the student’s abilities and parent’s interest.

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Cooperated in Agricultural Education

JOHN M. LOWE & D. W. PARSONS

Separation by two hundred miles did not prevent John Moore Lowe, in the State Department of Education, Charleston, and Dr. D. W. Parson, in teacher education, West Virginia University, Morgantown, from working as a team in promoting agricultural education. In the early thirties they inaugurated joint staff conferences with at least two held each year; one in the State Department of Education and the other on the university campus. At these conferences, interested individuals from other services were invited to attend. Mutual problems were discussed with united plans made for conducting future activities. This method developed a whole-hearted cooperation among all departments in the university and in the State Department of Education, as well as a tremendous increase of cooperation agencies. The total program in West Virginia was strengthened through this systematic cooperation.

In addition to the joint staff conferences held annually, the two men cooperated with their staff members in planning and conducting workshops. These workshops were conducted annually on a regional or state-wide basis for the purpose of improving instruction by keeping the teachers up to date on subject matter and in methods of teaching. Each year a joint meeting was held with the program and policy committee of vocational agriculture teachers to plan the annual vocational agriculture teachers conference.

Dr. Parson as one of his staff members served annually on the team with a state department staff member and others to visit and select American Farm Foremen candidates to be sent as consultants in planning and conducting FFA conventions and leadership training conferences.

JOHN MOORE LOWE

Mr. Lowe was born January 21, 1892 at Bealeton. He was graduated from the West Virginia Agricultural College with a B.S. Agr. Degree in 1917 and received his M.S. Degree in 1931. During 1917-19 he served as county agent and teacher in high school science in high school for one year. He served as vocational agriculture teacher and principal in Monongalia County from 1919 to 1926, when he was appointed state supervisor of vocational agriculture and assistant director of vocational education with headquarters in Charleston. He served in this capacity until 1944, when he was named state director of vocational education and state supervisor of vocational agriculture. He became the first full-time state director of vocational education in 1946 and served until his retirement in 1957.

During his tenure as state supervisor, Mr. Lowe served as a representative of the North Atlantic Region-Program Committee 1936-1946, and regional chairman of the National FFA Foundation Board of Directors 1943-1946; and regional chairman of the Federal FFA Foundation Committee prior to 1946. He holds three life memberships - American Vocational Association; National Association of State Directors of Vocational Education; and National Association of Supervisors of Agricultural Education. He was graduated from West Virginia University in 1913. He received his A.B. Degree from West Virginia University in 1913; an M.D. Degree from Cornell University in 1913.

Dr. Parson taught science and math at LeClaire, Louisa County, Iowa 1935-37, science and math at Montgomery Preparatory Branch, Montgomery 1937-1938 in the field of education and agriculture but also in domestic and world affairs. He has always been a self-starter, good natured and at an avod sportsman, he has spent many hours hunting and fishing with his friends.

Both Mr. Lowe and Dr. Parson were highly dedicated to their work. Mr. Lowe had at heart the interest and welfare of each individual serving under his supervision while Dr. Parson was equally interested in each of his students and the teachers. Encouragement was always given both to men to continue education and seek opportunities for advancement.

(Concluded on page 191)
DOES INSTRUCTION INCREASE OCCUPATIONAL INTERESTS? 

J. Marvin Robertson
Assistant Professor of Vocational Education
University of Georgia, Athens

Career education has increased the important teaching about occupational opportunities in agriculture. Career awareness has been identified as one of the elements of career education. The student progresses from a broad understanding of an occupation to an occupational identity. A part of the awareness and identity progresses revolves around the student's occupational interests. One approach assumes that more information about agricultural occupations would increase interests in agricultural careers. Do the occupational interests of vocational agriculture students change as a result of organized classroom instruction about occupations in agriculture? This study reported explored an answer to that question.

Nature of Interests

Interests are an aspect of personality but a separate entity. The concept of interests is one of the most general variables because it is applicable in so many different areas of human experience as attitudes, aspirations, motivations, and satisfaction. Interests are treated separately because there has been a tendency to look at the whole of personality. Those interests that influence the behavior of people are called vocational interests if they are applicable to vocational education. Interests were defined in the study as vocational interests: a tendency to make consistent choices specific to the current or future work role or portion of an individual's life in a certain direction without external pressure and in the absence of conflict.

Manifest Interest: Imply that the behavior activity or choice that has been made is a self-chosen one. When an individual has selected a course or a job, he has exhibited a manifest interest.

Indicated Interest: as stated by the individual.

Expresed Interest: that aspect of vocational interests quantified by common interest inventories or tests. "Career Opportunities," was taught to sophomore students of vocational agriculture in one Michigan high school for six weeks with a control group matched on interest variables. In a second school the unit was taught to eleventh and twelfth grade students in a horticulture class for eight weeks. Eleventh and twelfth grade students in a production agriculture class and in a general mechanics class comprised the control groups.

All participants were administered Ohio Vocational Interest Survey (OVIS) as a pre- and post-measure of interest. Expresed interests were obtained by asking the student to state his occupational preferences. The present enrollment in a particular course was taken as a measure of manifest interest in agricultural occupations. Student outcomes from the instructors were assessed in terms of the change in direction, intensity, and clarity of students' interests in agriculture and the congruence of the interests with occupational and educational plans.

Findings

Groups differed on variables of previous enrollment in agriculture, place of residence, and fathers' occupation. The sophomore treatment and control groups did not differ on variables of residence, place of occupation, or fathers' occupation. The sophomore treatment and control groups did not differ on measured interests in agriculture at the unit enrolled. Indications are that the teacher of vocational agriculture did not teach occupational information to students in treatment groups. Students were all enrolled in Vo-Ag and students in control groups had never been in Vo-Ag.

The eleventh and twelfth grade students in the control groups were congruent with expressed interest in agriculture, expressed, and manifest interest. There was wide variation between groups. Both groups of students in vocational agriculture classes (the treatment group of students in horticulture and the control group of students in production agriculture) expressed interest in agricultural occupations; students in the experimental group had the least manifested interests in agriculture.

Neither treatment group interested in agricultural occupations, as a result of instruction. The sophomore, junior, and senior students who were taught for six weeks to express an interest in agriculture did not increase interest in agricultural occupations as measured by OVIS. The students did not increase expressed interests as measured by the market study of students who started an intention to engage in agricultural occupations.

Implications

The results would support the practice of teaching about occupation in agriculture for the purpose of creating vocational interests in agriculture. The number of students desiring to enter occupations in agriculture and the number of such units for other purposes investigated were not investigated.

Twenty-six sophomores with indicated interests in agriculture and expressed interest in agricultural careers were not enrolled in OVIS. The interest in agricultural careers among students in treatment groups were all enrolled in Vo-Ag and students in control groups had never been in Vo-Ag.

The teacher of vocational agriculture did not teach occupational information to students in the school earlier than the senior year in the sophomore year. The instruction in agriculture was additional classroom instruction in corn. More students had corn, grains, and livestock. The chief difference in vocational agriculture and American farming is that they differ in livestock raising and the use of machinery. Beef cattle are becoming more popular, due to the depressed wool market. Hogs are very scarce since very little grain is produced in the country. We did see some poultry raised in the Peanut Belt area, and they do produce a small amount of wheat, oats, and barley. Dairying was quite heavy in the Northern Island. The area around Hamilton boasts more dairy cows per square mile than any place in the world. Jer- seys seem to be the most popular breed with Holsteins gaining rapidly. All animals are fed nothing but grass. They are finished out but not fatter (they call it ready for the freezing works) on grass. Lambs are finished out as hoggets (6 months old) for the freezing works and steers as three year olds. The quality of this meat was excellent and with a fine flavor. Lamb weigh about 60 pounds when ready for the works and steers about 1,000 pounds. All of their animals are sold on dressed carcass basis to the freezing works.

Mr. Harold Gillespie, owner of "Gillons-Ish," farm of South Omaha, sold his 2500 Romney ewes. Romney's are the most popular breed of sheep in New Zealand, sheep this year. The Dyeckels were developed for their excellent carpet grade wool.

On the Gerald Gillespie, "Glenn-Ish," farm in Central Omaha were some outstanding Romney sheep. The Romneys are the most popular breed in New Zealand, with the Gillespies a "mob" of 2500 ewes. The Romneys are a hardy breed thriving in the New Zealand lowlands. They produce a top quality fleece of 10 to 12 pounds as well as a superb carcass for the freezing works. The best ears are mated with the Southdown rams for strictly freezing works lambs.

Very little agriculture is taught on the high school level. One reason might be that many farmers send their children to private boarding schools in the cities because the farms are very remote. Another reason might be that the students can "find out" of school when they are fifteen. They can then take special short courses at several of the boarding schools. They do have a rather complete selection of short courses (Concluded on page 191)
News and Views of NVATA.

Sun Stensel
Assistant To The Executive Secretary, NVATA
Lincoln, Nebraska

Over 700 Agricultural Education joined approximately 6,000 Vocational
Education in Chicago for their An-
ual convention. The 64th National Vocational Agricultural Teachers' Association (NVATA) Con-
vention was co-sponsored with that of
the American Vocational Association (AVA). The program included general
seminars, departament conferences, and
Regional meeting business meetings, awards, receptions and luncheons. The
long weeklong convention of Agricultural Education — classroom teachers, teacher educators, and
state supervisors — together with
attenders of the State of the United States for the purpose of discussing mutual problems, studying transactional innovations, and becoming more knowledgeable about the total program of career education in agriculture. "Agricultural Lead-
ship for Career Education" was the theme for the Agricultural Division. Topics included "Career Education in Elementary Education," "Publications for the Disadvantaged and Handicapped," "Relating Occupational Programs to College Education," and "How to Increase Student Participation in Agriculture Education," among others. The United States Steel Corporation sponsored the "NVATA Outstanding Young Member Award." It was designed to recognize students in participating in the activities of NVATA. Six teachers, one from each of the NVATA Regions, were selected. One of the requirements for entering the contest is the quality and quantity of the work submitted. The award is given to the teacher who has written the best paper on a topic related to agricultural education. The regions are:
- Region I: Roy Rux, Riverton, Wyoming
- Region II: Bobby Viret, Eaton, Colorado
- Region III: Allen G. Bleske, Rapid City, South Dakota
- Region IV: Gary Moore, Beverly, Ohio
- Region V: Garland Woody, Hot Springs, North Carolina
- Region VI: Thomas D. Burgoine, Dallasville, Virginia

APPROVED PRACTICES IN SWINE PRODUCTION, By Baker (1971) and Jorgenson, J. and J. Jorgenson (1971) and others.

Some highlights from the book include:
- "How to do" approved practices for swine production:
  - Selecting and housing pigs
  - Feeding and management
  - Health and disease control
- General instructions for swine production in North Carolina
- Swine breeding and genetics
- Swine nutrition and feeding
- Swine management and housing

(From page 188)

Vocaw students could compare scores on vocational interest tests such as O'ZERA with occupational plans of previ-
ous Voc-ass students. The teacher might ask: "Do students enrolled in Voc-ass desire a career in agricultu-
re?" or "Are most of the students in this school who are interested in agri-
cultural occupation enrolled in Voc-ass?"

The career curricula of the schools in the study included activities in livestock raising, other than agriculture. Students had little opportunity to enter training for

The Agricultural Education Magazine

FOURTH, 1973

(From page 187)

SOME RESULTS OF TEAM WORK

As a result of these studies, former vocational agriculture teachers are now
working, or have worked, throughout the nation in responsible positions in fossils and national organizations.

(From page 188)

The New Holland Division of Sperry Rand Corporation sponsored the "NVATA Agricultural Career Development Awards." It was designed to encourage teachers of Vocational Agriculture to put a continuing emphasis on agricultural education opportunities in agriculture.

The Regional Winners for the 1972 NVATA Outstanding Young Member Award were:
- Region I: Roy Rux, Riverton, Wyoming
- Region II: Bobby Viret, Eaton, Colorado
- Region III: Allen G. Bleske, Rapid City, South Dakota
- Region IV: Gary Moore, Beverly, Ohio
- Region V: Garland Woody, Hot Springs, North Carolina
- Region VI: Thomas D. Burgoine, Dallasville, Virginia

(From page 190)

The book is an excellent job of achieving its stated purpose; that
is, it provides a series of "how to do" approved practices for swine produc-
tion. This book is highly recommended and should be of great value to
instructors and students interested in swine production at the high school level.

Thomas R. Stine
Department of Agricultural Education
University of Arkansas

The "Glory of Swine" and the "Glory of Truth" are the themes of the book: "A Guide for Swine hubby.", written by C. B. Harris, is a brief for an introductory book. The index is quite comprehensive although it could be
more effective in not identifying some of the topics in the text. The book
may save some time in using the text where a reference is needed.

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The Agricultural Education Magazine
Trainers also learn by doing — Saving labor with electrical controls is a part of many Vo-Ag courses. These Nebraska trainers are checking themselves out on a kit of electrical controls. Six kits were made available by the Nebraska Inter-Industry Electrical Council and the Ag Ed. Dept. Power seat advisers across the state help move the kit between teachers and serve as consultants as necessary. Coordination, teaching materials and use instructions are provided by Ag Ed. Dept. Original kit design provided by University of Minnesota, Department of Engineering. For more details see December 1972 A.E. Ed. Magazine, pp. 137. (Photo supplied by Richard Ringleman, Coordinator of In-Service Agricultural Teacher Education.)

Meaningful exploratory career education — Charles Fellers, Vocational Agriculture Teacher at Breaux Bridge Jr. High School in Baton Rouge, Louisiana instructs students in Ornamental Horticulture. This is one of the most popular departments in this urban school. (Photo supplied by J. C. Simmons, Assistant State Supervisor, Vocational Agriculture.)

Teacher Education Study the role of Computers in Agriculture. John Thompson, Ag and Extension Education, Wisconsin, above, reviews the capabilities of the talking computer. The teacher-telephone conversation with the computer was demonstrated by Dr. Stephen B. Handic, Ag Econ., Michigan State. Below, Dr. Ben Byler, Ag Ed., Iowa State, gives his hand at outwitting the computer in a “Monsanto” simulation. The farming section includes Dr. Frank Baker, Sc. Sci., University of Nebraska and Gary McVey, Mich. Ag., South Dakota State University. (Photo by Richard Douglas.)

Theme: CAREER EDUCATION: SECONDARY SCHOOL VISION