STORIES IN PICTURES

by Jasper S. Lee

GRAIN GRADING WORKSHOP — Grain grading was the subject of a six-week course for grain elevator personnel at Waterloo, Iowa. The workshop was sponsored by Iowa State University and Ironton Technical Institute.

INDUSTRY TOURS ARE EDUCATIONAL — Workers at the International Harvester Company in Memphis, Tennessee, visited the company’s facilities to gain insight into the manufacturing process.

YOUNG FARMERS STUDY ELECTRICAL WIRING — Rockingham County, Virginia, young farmers study electrical wiring at the Virginia Cooperative Extension Service.

YOUNG FARMER STUDIES NEW BREED — Young farmer, Gary Bond of Washington, Iowa, looks over a herd of Jersey cattle at the University of Iowa Dairy Herd Improvement Program.

AGRICULTURAL EDUCATION

Theme — GUIDANCE

Number 3

April 1975
There is, perhaps, no better way to express fully what guidance should be than to say it is designed "to help others become something better than they are." Guidance is one of the finest of the helping professions. It includes many areas of scope—(1) studying the individual, (2) counseling, (3) providing group guidance, (4) testing for many personal characteristics, (5) keeping records about individuals, (6) aiding in finding jobs, and (7) following up on former students. Each activity exists, not for its own sake, but to contribute in some way to helping others improve, to assist them in becoming something better than they were. It is much more than simply helping others solve personal problems.

The emphasis on individual improvement, on helping someone "become something better than he was" before seeking help, is a particularly important concept for the teacher to understand. It is not enough to think of guidance as helping someone solve a personal problem of some kind in a one-on-one relationship. The guidance contact must, in addition, result in individual growth. When viewed in this way, the teacher's role in guidance as an essential support person for the full-time guidance profession can be better understood. The effects of the guidance profession may become sometime sterile without the teacher's performing in the proper supporting role.

One good example of the essential supporting role of the teacher is in the identification and collection of individual differences. Of what value is it for the guidance profession to learn that a student has no sense of smell if the teacher doesn't have this knowledge and use it in modifying his instruction about odors in smell products? Of what value are the guidance records which indicate that a student has exceptional mental intelligence if the teacher still considers classroom failure to be caused by lack of intelligence rather than by limitations of learning or of sight?
THE TRAINEES ARE NOT EMPLOYEES

Students legally work and observe without pay.

The vocational classroom has expanded into industry through an observation program. Having the student meet people, talk to people and get some "hands-on" experience in the job he may have in mind, would be in the best interest of the students and the industry.

In the junior year the student may sign up for a particular vocational department. To help the student decide what specialty he might want to pursue after he has developed his fundamental skills, the cooperative education coordinator sends the student to certain industries to observe the workers and the plant. The student is placed with a supervisor, and, in return, the firm may place the student with a worker or he may remain under the foreman's supervision. The student will get some instruction and may have a chance to get "hands-on" experience under the supervision of the worker.

The student will be at the plant under the observation program during the two or three hours he would be in his vocational class. He may be at the same observation station for one or two weeks, depending on the type of work being done.

The observation program is under the cooperative education coordinator's supervision. The cooperative agreement between the school and the industry is the only agreement. It is agreed that the student-perhaps, it is a co-op agreement-is interested in the student but not in the student's occupation.

This type of program comes under the court's ruling about trainees. The Supreme Court has held that the words "to suffer or permit to work," define employ, do not make all persons employers who, without any expressed or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
2. The training is for the benefit of the trainees or students;
3. Trainees or students do not displace regular employees while under their close observation;
4. The employer who provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

The Dover High School Vocational Program has used the observation program in the automotive, mechanics, metal shops, and the food trades department. Next year's observation program will expand to include the other vocational departments.

COMING ISSUES

OCTOBER — International Agricultural Education

FEBRUARY — Education in Agriculture — Our Past and Our Future

NOVEMBER — Cooperative Education in Agriculture

MARCH — Programs in Agricultural Supply and Service

DECEMBER — Agricultural Mechanics

APRIL — Career Exploration

JANUARY — Two-Year Post Secondary Programs in Agriculture

MAY — In-Service Education for Agriculture Instructors

JUNE — The Summer Program

COMING ISSUES

SEPTEMBER 1976

How to Perpetuate Our Profession

Leo C. Peterson and Richard C. Sawyer

Wasa, Arizona

2. Be a good example of an agriculture teacher. Don't use the old adage, "do as I say, not as I do." Let the students see you in your own way.

3. Always radiate a positive attitude and positive thinking. Never let the students hear or see the negative side unless it is in constructive discussion. We agree there are negative aspects but make sure you show the positive forefront and negative only when you are talking seriously and your remarks won't be misinterpreted.

4. Don't be afraid of letting the students know why you really teach agriculture. Regardless of countless problems involved, including contests, project visits, land lab care, community service, and other activities which require outside time there must be a lot of rewarding experiences and factors which a teacher receives or else he wouldn't have chosen the field or currently be engaged in teaching. These are the things we should bring to the students' attention. Let them know the good things we enjoy which cause us to give extra time and service.

An agriculture teacher enjoys a stature unequalled by other teachers. Students should realize the significance he plays with the parents, the community, and the school. No other teacher has or takes the opportunity to make our own parent or community visits. No other teacher can counsel students with the same background and all others to fill the vacancy with broader goals and objectives.

Then we could still say he has done a service to mankind.
No College Degree: 20 Years After the Decision

Leonard J. Deboor
Vice-Principal, Chamberlain, South Dakota

Twenty years ago when I spotted one of my top seniors having a bad case of the "glumness" one morning, I asked what was the trouble. Got the usual answer, in that case, of "nothing much." So I casually remarked, "The door is open if you want to stop in after school," and he did.

With just the two of us there, he unloaded. His dad had informed him he was going to college that fall. Two younger sisters coming up and too much work for him to do alone, so he'd sell out and move to town. Wow! That had really stopped the boy. About when we were in the national pitch that everybody should go to college and be a scientist. And here dad is yanking the rug and the ranch out from under him.

After working with this boy and the family for 3½ years, I know quite a bit about the home situation. His dad wasn't in good health, they had been building up or working toward an all-purposed herd, had lots of good grazing and hayland, and did limited fencing. So we did some visiting about his college plans and ambitions. It seemed to Gerald that because of changing times it was a requirement to go on to college. To shorten the story, he wanted to take up agriculture, probably be a herd manager or into a similar field, and when he had enough money accumulated, he'd come back to his home area and get into farming and ranching.

We did some pencil figuring. My best mathematics showed that by the time he was in his 55-year breeder (if he were thrifty) he might be about in the same financial situation (no cows and equipment owned) as he was at the present time. Only the land availability for his start would he gone if his dad sold some place.

I had spent seven years in that community. When I first started teaching there was an expenditure and I traveled long distances to attend high school. Now I was stepping out on a limb and suggested Gerald not go on for more education and that he go into a partnership instead.

I think Gerald had it squarely on the line when he asked, "but what will people think if I don't go on to college after I graduate from high school? They know I can afford to go."

That was a real good question and a tough one to answer. And frankly we did some serious talking and soul searching to find the answers. Among other things, it came out that he really wanted to stay on that home place, build up to an all-purposed herd, develop a reputation for good cattle and market them as breeding cattle, heifers, bulls, etc. instead of just market beef. Also, he really didn't want to go on to college.

He had a problem with the English courses and the flie and had a bogey that fit that area, and he knew it. We agreed there would be some talk about him not going to college, but he'd be giving what he wanted to do the rest of his life. He developed his dream and as annual purposed sale. He has a nice family. His dad is retired to a new home and comes out and works when he feels like it. With the management headaches and hard work lifted, he has lived much beyond his expectations.

Gerald came out better than I did before. I thought I was going to be buried in effigy in the town square. I did get to go up to the superintendents office at his request, and sent some anxious moments trying to explain my switch in attitude concerning sending students off to college. I spent nearly a half-way with Gerald last summer visiting his farm and looking over the breeding stock and discussing old times. The remainder of that day was spent at their 20-year class reunion. Most of the rest of the boys in his class had gone on to college and many had a master's degree and one had his doctor's. One of the ladies with a Ph.D. was quitting her job and taking over the home farm plan another one had purchased nearby. I feel Gerald is happy and successful today because he counted his blessings, picked his star and worked toward his goal.

Further, he has a 20-year head start on his classmates. My main contribution was giving him some time and a place to talk it over and sort out his thoughts.

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Exploring the Wonderful World of Work

Odell G. Miller
Agriculture Instructor
Marysville, Ohio
NVATA Region IV Career Exploration Award Winner

When I moved to Marysville High School in 1963 as a result of a local arrangement in schools, I soon learned that I was teaching students with different interests and backgrounds than those I had had at Raymond, in the fall of 1948, I initiated the agriculture-co-op program with five students as part of a pilot program in Ohio. This was necessary to keep the interest and fill the needs of the students from town and those with limited opportunity. This was the beginning of my interest in career education.

In the summer of 1965, my advisory committee surveyed the community and found that the potential for non-farm positions was at high as 15-20. Because of the survey, I was able to place 10 students in jobs that fall. Soon after school started, it was evident the ten students knew little of each other's jobs and responsibilities. Therefore, field trips were taken to each student's place of employment. The coordinator explained the opportunities, the amount of education needed, and the salary that could be expected. As a result, I changed my curriculum for all classes to include time for teaching agriculture careers.

Today, the program requires that additional time be allotted for career education since only eleven of the 87 students come from full-time farms. There are seven students who live in the city of Marysville. The remainder of the students are from very small places or have fathers who are part-time farmers. Sixteen of the students will be in the agriculture class this fall and be placed in non-farm jobs. A second teacher has been hired. As the students' interest in career education grew, we began to expand our exploration of the wonderful world of work. The curriculum was expanded by including different films and pamphlets and building a library of various resource materials which were readily available to the students. We also increased our field trips to various other agriculturists. The students also suggested showing the films to the eighth grade students. Now we spend two weeks with the freshmen in the opportunities in agriculture and six weeks with the agriculture class. The agriculture class now visits every agricultural business in our school district as well as having other resource people come to the class and speak about their careers. At the end of the six weeks, each student writes a paper on the career choices of the film and the career choice. The student then discusses this career with the other members of his class.

Over the past few years, our library of pamphlets, materials and books has grown. SUCCESSFUL FARMING'S Agri-Industry Careers is especially good.

(Concluded on page 54)
On-the-job training for the ag instructor might include spending a complete day at the training stations of the students who are placed.

I came up a hero. I told that senior who works on a large produce farm to take the Environmental Protection Agency test for pesticide applicator's certification. I said it would be worth more money in his paycheck because his boss would pay a premium for that kind of training. Guess who said the same thing to that student about three weeks later? I didn't even preface him to do it. Honest! That student's eyes lit up while he was letting me know, "The boss says that certification will be worth more salary for me."

I wonder how many times I've missed with advice though. This time, it was exactly right. Talking to people working in this field, extension agents, commercial applicators, had put me in the position of knowing beforehand how important that test was going to be. There have been times when I wasn't in any position to offer good advice to a student because it just wasn't familiar enough with a particular job or employment area.

I can order an article on career education with the statement that in order to teach effectively about a position it was necessary to function as an expert. I venture it bails down to really being as familiar as possible with a position we are going to teach about. On-the-job training for the ag instructor might include spending a complete day at the training stations of the students who are placed. Not only will it allow time to evaluate the students, but also offer the opportunity to pick up new skills, polish those already known, and view firsthand the working day for people in the field. With a possible hundred students placed for the summer and in many cases through the year, this might seem impractical at first; but set priorities. Take the area you are the most familiar with and start there. If it's not cutting, go along with the student placed and training as a butcher. Have the student show you the cuts of meat, or have the butcher do it. Watch as many people working in that establishment as possible. Ask questions. Spend as many days as possible studying new areas or jobs during the year. It won't be long until you'll have quite a few occupations covered and are able to make accurate descriptions.

Student evaluation can be one of the most difficult tasks facing the ag teacher when he offers guidance. Evaluation of this type has to be based on what we think the student is realistically capable of doing with his life. We see it about 10, 20 years from now.

There are always going to be the students who exceed our expectations and there are those who will fall short of our expectations. The latter are the ones who will present the most challenge. It brings to mind the story of a high school buddy who, without a doubt, was considered "dumb" by the faculty and probably by most of the student body. You know the type, "He'll never amount to much" and so forth. If wealth is one measure of success, he's the one driving the new fancy car each year. He lives in a huge house and . . .

(Continued on page 59)

The AGRICULTURAL EDUCATION MAGAZINE

RECRUITMENT BOOK

By Leslie Lawrence

Teacher Education
West Virginia University

Have you ever visited a prospective vocational agriculture student and his parents, explained your program to them, and drove away wondering if they really understood anything you said? Happens all the time, you say? In that case something should be done to assure effective communication during pre-enrollment visits. But what?

Let's take heed of the original Oriental who said, "One picture is worth a thousand words." You're right, we can carry a slide projector and screen with us all the time. But we can utilize a technique extensively used and proven in business and industry . . . the sales manual. Where can you buy a vo-ag sales manual? You can't. It's not difficult to prepare your own, though.

First, get a 3-ring notebook (one supplied by the Future Farmers Supply Service is ideal for this purpose) and a set of plastic sheet protectors—10 should be enough. Then list the major points or parts of the vo-ag program to be stressed in a pre-enrollment visit. When this list has been refined, outline each main heading or write a brief explanation of what your vo-ag program has to offer the student. Major points to emphasize may include such headings as "Why Take Vocational Agriculture?" "In the Classroom . . ." "On Field Trips . . ." "In Agricultural Mechanics . . ." "In the Greenhouse . . ." "Supervised Occupational Experience Programs," "Future Farmers of America" and "After High School Graduation?" Additions or deletions should be made depending upon the major facets of the local program.

Next, find good photographs or pictures to illustrate each of the major points. Initially, pictures may be clipped from magazines, newspapers, or other magazines until they can be replaced with photographs of local vo-ag student activities. Prospective students and their parents can better relate to the program if they observe pictures of students they know who are involved in local vo-ag and FFA activities. Color pictures, of course, are preferable.

The final step is to assemble the materials. Type the heading and narrative in (bold-face type) for each major point and insert this page in the protector on the left-hand side of the open notebook. Mount the corresponding pictures or photographs on a sheet and insert it opposite the narrative. Do this for each major point and there it is—the vo-ag recruitment manual.

Once assembled, the recruitment manual is ready to use. The prospective student and his parents should observe the narrative and illustrations while the vo-ag teacher offers further explanation and answers questions. The manual may also be used similarly in describing the program to agricultural businesses when attempting to place students for occupational experiences.

The use of a vo-ag recruitment manual has three major advantages. It improves understanding of the vocational agriculture program by the prospective student and his parents; it assures adequate explanation of all major aspects of the program; and it makes for more efficient and effective use of teacher time. Isn't that reason enough to assemble one?..
COLLEGE CREDIT IN HIGH SCHOOL

Harold J. Mackey
Agriculture Teacher
Belton, South Carolina

It is becoming increasingly clear that for most young people a high school diploma will not be sufficient in the years ahead. This is especially true when it comes to qualifying for jobs and planning a career. The list of jobs requiring more than a high school education is getting longer and longer as more machines and automatic equipment take over the tasks that require very little training.

It is not possible for every high school graduate to attend college for four years and earn a bachelor's degree. But those who can, should do so. A college education is needed for the professions, including teaching, law, medicine, dentistry, the ministry, and others.

Each year a large number of high school graduates who could succeed in college do not enroll in a program leading to the bachelor's degree. Some do not continue their education at all. They should remember that in years ahead they will be competing for jobs with more and more students who have received training above the high school level.

In order to meet the need for more training, there are two-year junior and community colleges which students can attend while living at home. There are also technical institutes, trade schools, business colleges, and schools for welders, farm mechanics, ornamental horticulture, floriculture, animal industry, and many others. In almost every field where special training is required, there are schools where training can be obtained.

Some of the services we provide our students are:

1. Orientation, or information-giving, which includes scheduling and other educational information, occupational and post-secondary educational opportunities. This is done individually and in groups.

2. Testing includes administration of the TACH, an achievement test battery, to ninth graders, PSAT-National Merit and CBP (Career Planning Program) in the 11th grade. Achievement tests were also administered to students in special courses in agricultural mechanics, and ornamental horticulture. The results of all group tests are reported to students and parents, and group and individual interpretations are provided.

3. Counseling is done with small groups or individually. Individual counseling is the heart of our program.

4. In placement of students with industries in making educational and career choices as well as providing assistance in obtaining employment.

5. Follow-up studies of those who have left our school are important to us in discovering educational needs that we should be meeting.

The new program of studies at Belton-Howes Path High School permits high school students to obtain college credit for courses taught by Belton-Howes Path faculty members. In general, students in the top 25 percent of the class, with a "B" average, will be eligible. They must be recommended by their teacher, counselor, or principal, and meet the academic requirements for college.

The program is for the students in the Honors Curriculum. A similar program for students in the Vocational Curriculum will be added for the 1975-76 school year. The program of studies has increased the quality and quantity of students in the vocational agriculture department. It has changed the attitude of some of our students and parents concerning selection of courses. Already, I have seen significant changes in students' interest and ability.

Need for Career Orientation

Bob Hamblen, NVATA Region II Career Exploration Award Winner
Lamar County Vo-Tech Center
Fort Collins, Colorado

The primary purpose of Vocational Agriculture is to prepare students to become gainfully employed in the broad field of agriculture. To accomplish this goal, students must identify their occupational objectives or career choices.

Career emphasis for our students at the Lamar County Vocational Agriculture program begins when they enter the Agriculture I class. With the use of slides, films, tracts, bulletins, and resource persons, students gain a better understanding of careers in the livestock, crop, soil, horticulture, and agricultural mechanical fields. It is also through guidance and information given students that the educational systems of the agriculture classes and the vocational agriculture instructor in the high school classroom that students are helped to have a rounded view on which to build their occupational objectives. Once students have identified their occupational objectives, they establish a four-year, long-term plan to reach their occupational choices.

Grades Involved

We are presently a seven-man department serving over 200 secondary and post-secondary students through the program. We serve the six high schools in Lamar County in providing vocational agriculture training to students wishing to pursue a career in agriculture. From the Agriculture I classes that are held in the high schools, a student can branch off into Agriculture II, Agriculture III, Agriculture Co-op Training, Horticulture, or Agriculture Practicum classes that are held at the Lamar County Vo-Tech Center. It is the responsibility of the instructor in these classes to supervise each student and work with that student in any way possible to help the student fulfill his/her long-term plan and bring the student closer to reaching their occupational objectives.

Superintendents who involve the student, parent, or co-op training sponsor, and instructor in their supervised occupational experience program, I feel, has been one of the major factors to our program's success.

One major activity provided by the Vocational Agriculture Department, for students, is a career development day. During this day, students can listen to and ask questions of a panel made up of people from various agricultural fields. A sample of the occupations represented by people on this panel would be farmers, ranchers, greenhouse operators, feed mill operators, equipment dealer representatives, artificial insemination technicians, etc. This panel provides students a chance to see straight-forward questions and to receive the same type answers about the career areas of their interest.

The FFA is used extensively in career information by our department also. Each year FFA members present junior high orientations to prospective agricultural students. It is in these orientations that the FFA members present slides depicting the classroom, agriculture mechanics, FFA and S.O. E.P. activities we have in our program. To further spread the word about agriculture, we use FFA members to provide a children's reading program for elementary students and teachers to FFA members' farms or ranches. This has proved highly successful in creating better public relations about agriculture and careers within agriculture.

We haven't solved all the problems of orienting students to the many careers available in agriculture, but we have undertaken activities that we feel are helping in this effort. We feel by having students involved in these type activities it has made a more meaningful program for our students. But even with these various activities, continued improvement and worthwhile changes are being developed by our department to better serve the occupational needs of our students. ❖❖❖

CONTINUED STRIVE FOR HAPPINESS

doesn't want for pounce. He went from frying hamburgers in a national chain of hamburger stores to owning the franchise in about six of the stores this chain operates. Last I heard, he was still going strong too.

Probably the major mistake made about this student was that the teachers based everything on his school work. He hated school. Had someone evaluated his ability to work outside the class (Continued on page 64)

THE AGRICULTURAL EDUCATION MAGAZINE

September 1975

Harold J. Mackey, agriculture teacher at Belton, South Carolina, discusses technical career opportunities with William Stanley Hunter (left) and David Fussette.
Attitude of Counselors and Administrators Toward Vocational Agriculture

Max B. McChesney
Agricultural Education Department
The Ohio State University

Of the four groups, guidance counselors had the most favorable attitude toward teachers of vocational agriculture.

Guidance counselors and principals ranked second and third, respectively. The respondents also had a generally favorable attitude toward teachers of vocational agriculture. An interesting note is that guidance counselors were the most favorable in their attitude toward teachers. The least favorable were classroom directors, which 34 percent were former teachers of vocational agriculture. Upon further analysis it was found that as favorability toward teachers increased for all respondents, favorability toward the vocational agriculture program also increased. This is evidenced by the high degree of correlation (r = 66) between the two attitude scores.

Another area of investigation was the relationship between the attitudes of guidance counselors and their understanding of the goals and objectives of vocational agriculture. These goals and objectives were defined by a Joint Committee of the U.S.O.E. and the Agricultural Education Division of the A.A.A.V. Respondents were asked to indicate their level of agreement as to whether they felt these were primary goals and objectives of vocational agriculture. It should be understandable, county vocational directors were most accurate in their understanding of vocational agriculture programs. Counselors and principals followed closely in their level of agreement. It was found that as the respondents' level of understanding of the goals and objectives of vocational agriculture increased, the income generation of this program increased (r = -21) between these two variables.

Responses to Specific Statements

The respondents to some of the particular attitude statements regarding vocational agriculture programs and teachers proved to be quite interesting. For example, in the statement "the summer program of vocational agriculture justifies twelve-month employment of the teacher," 66 percent of the respondents agreed with this statement. But, what about the other 34 percent? Does one accept the favorable responses or should an effort be made to determine the reasons for this unfavorable attitude regarding the summer program? The writer would remind readers that several states are experiencing a time of great frustration over "extended service" or summer employment of vocational agriculture teachers.

Analysis of the responses to the statement, "business agriculture teachers are firm believers in the worth and value of their program," revealed that 70 percent of the counselors and principals were in agreement with this statement. The investigator believes that this feeling of program worth and value by teachers is closely related to the statement which dealt with the vertical and horizontal development of the total student. It is commendable that 83 percent of the respondents agreed that vocational agriculture is interested in total student development.

Approximately 90 percent of all the respondents felt that all students, beginning in kindergarten and continuing through the normal schooling process, should be made aware of the opportunities in agriculture. This would indicate that there tends to be much support for including activities related to the concept of "career education" in agriculture.

Relationship of Attitude and Effectiveness

Teacher educators and state supervisors of agricultural education in West Virginia were also involved in this study. They were asked to rank vocational agriculture departments and teachers into quartiles according to their overall effectiveness. Comparison of their past experiences and knowledge of the department or teacher. These data were used to investigate the relationship between the attitudes of principals and guidance counselors regarding vocational agriculture and the effectiveness ratings. It was found that as the effectiveness ratings of departments and teachers increased the attitudes of principals toward vocational agriculture tended to increase. No significant relationship existed between the effective- ness ratings and the attitudes toward vocational agriculture of guidance counselors.

Other significant relationships were found; however, they were usually not a high degree of relationship and varied with the particular group studied. One example was that superintendent members were members of the National Education Association, West Virginia Education Association or the West Virginia Superintendents Association tended to have a less favorable attitude toward vocational agriculture than those who were not members.

A finding of interest was that approximately 64 percent of the 257 respondents had been in their present position less than five years. Because of this rate of turnover, the writer feels that persons in these positions and guidance positions need to be kept informed of what vocational agriculture is, what the job of the teacher is, and what the department is doing to achieve the objectives of the program.

Continued

EXPLORE! . . . WORLD OF WORK

Other books which are used by the students include Handbook of Ag Occupations; Careers in Ag-Business and Industry; Occupations in Agriculture; and Career Planning and Development. These resource materials are also lent to other high school students.

The Career Show at the National FFA Convention is outstanding, and I always require the students attending these shows. The Young Farmers and FFA Alumni are also great resource people for class projects or for field trips. Also attend the Career Conference at The Ohio State University and invite others in the county to join our group in this extremely worthwhile experience.

As the curriculum in career education expanded, so did the need to inform the junior high school teachers that agriculture is more than farming. By working

Summary

We can be proud that the four groups of "school people" are generally favorable toward the program of vocational agriculture and its teachers. This writer feels that for too many years, many of these people had the attitude that these persons were on "the opposite team." But, it must be realized that these people in West Virginia were favorable; therefore, teachers should capture every available opportunity to involve these administrators and counselors in planning, conducting, and evaluating vocational agriculture programs. This research also indicates that the teachers' action and activities have much to do with the attitudes of the junior high students regarding the program of vocational agriculture.

This study, although limited to West Virginia administrators and counselors, supports data found in similar studies of attitudes toward vocational agriculture in other states. It is time now to begin taking advantage of these favorable attitudes to help improve the program of vocational agriculture. Try it—they like it!

September 1978

THE AGRICULTURAL EDUCATION MAGAZINE
A Plan for Integrating Guidance into Pre-Vocational Education

Kenneth A. James
Agribusiness Instructor
Winter Haven, Florida

Dr. Raymond A. Holt
Director of Vocational Education
Clinton, Tennessee

The role of guidance and counseling has undergone dramatic changes to be examined as to the appropriate and scope of these services, particularly as related to career and vocational education. With an ever-increasing emphasis on assisting students in determining occupational goals and in preparing them with skills and related information for a given occupation, the need becomes clearer than ever before, for a greater degree of involvement of guidance and counseling (academic and vocational) throughout the entire educational process at all levels.

Anderson County School System, like many other school systems across the country, has been in the process of initiating comprehensive programs of vocational education at the high school and adult levels. Legislation in the 1973 Tennessee General Assembly provided that vocational programs be made available, state-wide, to 50 percent of all students enrolled in grades 9-12 and to the adult population interested, beginning in 1977. In addition, programs in pre-vocational education (grades 7-8) were to be operable in each school district by September 24, 1975. Of added significance was the provision that guidance counselors would be increased to provide one for every 200 students in grades 7-12.

The primary emphasis of these programs is an attempt to guide students to identify their interests and to explore possible interests in a variety of educational and occupational areas.

The objective of the program is to help students to choose a career, to assist them in the selection of the appropriate type of vocational guidance, and to provide guidance and counseling throughout the student's educational career.

Objectives

1. To provide each student with specific information relative to secondary and vocational programs offered in the school system.
2. To provide each student with specific information relative to secondary and vocational programs offered in the school system.
3. To familiarize students with the career opportunities available in the fields of agriculture, business, and industry.
4. To assist each student in becoming cognizant of the world of work and the various opportunities available to him.
5. To promote an understanding in each student of the real and potential rewards of occupational and educational achievement.
6. To assist in improving the ability of each student in his individual studies by making the subject matter more meaningful by relating the subject to the occupation cluster.

The District Superintendent believes that the development of this program will be of great benefit to the student in the area of educational and occupational counseling.
CONTINUED  A PLAN FOR INTEGRATING GUIDANCE . . .

all areas of instruction but particularly involving math, science, language arts, and social studies.
2. Each hour of secondary school that should be involved since the teacher is some-
times the most effective counselor in a school.
3. Guidance and counseling should be hardly emphasized, thereby be-
coming a central theme.

Program elements, suggested activi-
ties, the logical sequence of events and the schedule of classes are all a part of a prepared plan. Under the direction of a coordinator (preferably a person who is a counselor) in each school, ap-
proximately one month will be utilized per occupational cluster. A typical month will be scheduled as follows: (1) first week—overview of cluster and representative occupations within the cluster, studying the color-coded class-room sessions, complete with discussion guides and student folders; (2) second week—students scheduled into group guidance sessions during study halls for

ant decisions over a period of years.

Third, there is a difference in coun-
selling students in vocational pro-
gamms where the students have a plan-
grans; more emphasis needs to be placed on the differences between these programs.

vocational level, the child is still in the process of becoming physically, socially, emotionally, and a total personality. The student is in a process of unfolding and there are still certain changes that will come along as a result of development, whereas at the vocational or high school level, those developments have taken place, and the student at this point has a better view of the world of work. At this level, the student will be concerned with the basic needs of the student. At this level, needs concern for guidance process and per-
son-social development. The student needs to mature in self acceptability, in understanding of self, in comprehension of his assets and liabilities, and to de-
velop a more realistic self-evaluation. The student also needs to mature in social relationships, to belong, and to identify. He needs to develop independ-
ence, to take responsibility, to make choices.

He needs to mature in his ability to plan. The student needs to mature in understanding the role of work in life as it first appears in educational achievement, and then to understand opportunity in the environment as re-

tended to self. Each student needs to de-
velop a realistic self-appraisal of his capacities, interests, and attitudes.

The sixth Report of the National Advisory Council on Vocational Educa-
tion noted that counselors have passed on to students "the false societal myth that a college degree is the best and surest route to success and security. Teachers echo this charge as they look to improve their programs and to pro-
vide preparation for the working world for those interested in careers in agri-
culture/agribusiness.

Career education prepares the hope of informing all students of opportuni-
ties in the world of work. In essence, this should prove to be a tremendous asset to guidance counselors as they attempt to fulfill the informational ser-
vice function. The awareness and exploration phase of career education models are inculcated with learning experiences and activities to appraise students of occupational, work-

room! Probably not! Of course the ag teacher has a very good opportunity available to him. He has to make use of it, though, and therefore show his students the advantage as often as possible on the job—be it at home or the placement station.

On a wider scale, many countries are going to switch occupations five times during their lives. That’s occupational fields, not just jobs. So how do we guide students into something that they might not stay in? Where do we place our goals in this? What do we see as success for these students?

Recently, two Harvard graduates, both successful lawyers, gave up their practices to become market and research experts for a small town. They opened a sanitation business. They are garbage men. They drive the trucks, enjoy the harrows, etc. Both proclaim happiness. Evaluating the situation, I would say they had done a very good job to become lawyers. They tried to apply it and decided they didn’t like it. They would not forever more pretend the same path. Both proclaim happiness. Evaluating the situation, I would say they had done a very good job to become lawyers. They tried to apply it and decided they didn’t like it. They would not forever more pretend the same path. Both proclaim happiness. Evaluating the situation, I would say they had done a very good job.
Role of Ag Occupations

Instructor in Guidance

Robert W. Walker
Teacher Education
University of Illinois

Career education, vocational education, and career guidance are terms that are frequently used by educators to aid in describing school programs and activities. Non-vocational teachers, school administrators, the lay public, even many vocational educators have difficulty in using the terms correctly. Dr. Kenneth Hoyt, Director of Career Education, U.S.D.E. Education, Department of Health, Education and Welfare, Washington, D.C., while speaking to educators at the Illinois Vocational Association Convention in April, 1975, helped resolve the problem for many by using a key word in describing each term as follows:

Career Education — Concept
Vocational Education — Program
Career Guidance — Service

Career Education

In Illinois, the concept, career education, has been readily accepted by vocational educators and it appears that elementary educators have been quick to integrate the phases of career awareness and exploration into many elementary school programs. The Illinois model for career education was illustrated and discussed by Walker in The Agricultural Education Magazine, June, 1973.

Vocational Education Programs in Illinois

State funded vocational education programs offered at the secondary and post-secondary levels in Illinois are limited to five major occupational areas. Students enrolled in courses in each area prepare for entrance into:

1. Applied Biological and Agricultural Occupations
2. Business, Marketing and Management Occupations
3. Health Occupations
4. Industrially Oriented Occupations
5. Personal and Public Service Occupations

Career Guidance

Agricultural educators have accepted “Applied Biological” as a word synonymous with agriculture. The word “occupation” certainly implies that more than one occupation is involved and assists guidance personnel in conveying to students the broadened meaning of agriculture. Remember the slogan, “Agriculture is More Than Farming.”

Career Guidance Service

Career guidance is a service rendered to students. An evaluation of career guidance services for vocational students conducted by the State Division of Vocationally Educated (DVTE) of Illinois over a three-year period, 1970-1973, disclosed that the guidance service was not meeting the needs of occupationally-oriented students.

Development of a Handbook

The need for helping schools to improve career guidance service led to the development of a request for a proposal (RFP) by DVTE to prepare a Handbook for Career Guidance Counselors to serve as a guide for improving voca- tional and career guidance services. The University of Illinois at Urbana responded to this request, prepared a proposal, and was awarded the contract to prepare the publication.

The Handbook was completed in 1974. It contained five major sections with suggested activities, tests for evaluating the activities and examples illustrating how selected pieces of the tasks were performed.

The Handbook was designed to assist a person (in many cases, the agricultural occupations instructor in small rural schools) to coordinate the effort of educational personnel and others, all of whom could make important contributions to the career development needs of young people.

The Agricultural Occupations Instructor Serves on the Guidance Team

Much can be done to facilitate the career development of students enrolled in vocational education in agriculture courses. The agricultural occupations instructor’s unique contribution to a comprehensive educational program may include:

1. Providing real educational and occupational information to students and their parents on knowledge of the agricultural field and continuous contact with agricultural workers in work settings.
2. Identifying and recruiting agricultural resource persons in the school and employment community to assist in the school program.
3. Providing exploatory experiences in the agricultural classroom, agricultural mechanics shop, and lab for students not enrolled in occupational preparation programs and assist those teachers who wish to incorporate “hands on” types of activities in their courses.
4. Identifying basic and academic skills and knowledge needed by agricultural occupations and communicating this information to agricultural teachers and guidance specialists.
5. Assisting academic teachers in designing appropriate agricultural exploration experiences.
6. Providing students with information about agricultural course offerings, and guidance services with data about the kind of courses in agriculture for which students are prepared.
7. Assisting students enrolled in agriculture to analyze and interpret their learning experiences for better understanding of self in relation to the chosen agricultural occupation and the world of work.
8. Planning and providing vocational instruction which prepares stu-
dents for further educational and occupational activities.

(Concluded on page 71)

Leader in Agricultural Education

RALPH BENDER

by Willard H. Wolf

Teacher

Ralph is a "master teacher." Students not only want to learn what he teaches but also how he teaches. He has taught as a visiting professor at Auburn University, University of California (Davis), Colorado State University, Cornell University, Pennsylvania State University, and Michigan State University. He has served as major adviser to 126 Master of Science candidates and 66 Doctor of Philosophy degree candidates.

Dr. Ralph Bender, Professor and Chairman of the Department of Agricultural Education at the Ohio State University, had excellent preparation for a life's work in the agricultural education field. He was reared in a good home on a crop and livestock farm. He enrolled in vocational agriculture as a high school freshman in 1923 which led to his rising a state champion steer, winning public speaking contests, receiving the State and American Farmer degrees, being the first elected President of the Ohio Association of FFA, and being elected Vice President of the National Association of the FFA. Ralph prepared to teach agriculture at The Ohio State University. During college he was honored as a scholar, active in campus affairs, and was on the livestock judging team that won both the International Livestock Exposition and the American Royal Livestock Shows. He earned the Master's degree and the Ph.D. at The Ohio State University.

Ralph began teaching vocational agriculture at Anna, Ohio, in 1933. After four years he was asked to teach vocational agriculture at Canal Winchester, one of the five University supported training centers for teachers of vocational agriculture. He joined the resident faculty of the Department of Agricultural Education at The Ohio State University in 1947 and since 1948 he has served as Chairman of the Department.

(Concluded on page 69)
Extent to Which Guidance Needs Are Met in Texas Ag Departments

Don R. Herring
Teacher Education
Texas A&M University
Earl S. Webb
Teacher Education
Texas A&M University

is generally agreed that most pub-
lic schools have done an inadequate
job of providing effective career guid-
ance programs for their students. The
Sixth Report of the National Advisory
Council on Vocational Education, en-
titled Counseling and Guidance — A Call
for Change, pointed to the failure of our
schools in this important area. Janam Rhodes, in his book, Vocational Ed-
ocation and Guidance: A System for the Seventies, states: "The vocational
guidance program in the public school
has been a failure. It has not provided
with the understanding of the economic society in which they function..." It under-
lined the need for an educational program which would enable them to compete in such
"society." While much of the recent
literature stresses the inadequacies of career guidance programs, the concern, in
professional guidance in the schools is
predominantly that of students is not clearly known.

Purpose of the Study

The purpose of the study was to
determine the extent to which career
guidance needs of students are
fulfilled in a specific vocational education
program in Texas. The study was
conducted through the Texas A&M
University.

Procedures

Data were obtained by use of a ques-
tionnaire from 333 students enrolled
in 30 schools in Texas offering the Pre-
employment Laboratory Course, in
Farm Machinery and Repair (Vocational Agriculture). A review of literature was utilized to identify some
of the important career guidance needs
development of the questionnaire. The needs identified
were as follows:

1. Need for information concerning
career education. The interests of appli-
cation for a job, and
teachers were most frequently
identified by the students.
2. Need for information about
suggestions for career educations.
3. Need for information about
suggested careers. The pre-
employment laboratory teacher was
identified as the major supplier of such
information.
4. Need for counseling to assist
interviewing and in choosing ap-
propriate careers.
5. Need for work experiences.
6. Need for vocational information
through various sources and types
of media.
7. Need for information concerning opportunities for train-
ing beyond high school.
8. Need for on-line observation of
business and industry.
9. Need for information about
how to interview a job.
10. Need for information and instruc-
tion on how to write letters of
application for a job.

CONTINUED

Summary of Major Findings

1. The majority of the students had
received in the pre-employment lab-
oratory program without having been
influenced by anyone in par-
cular.
2. More than one-third, or 34.5 per-
cent, of the students indicated
that they had taken an interest in
training or aptitude test, but only 17.4
percent indicated that someone had
advised them about their test
scores.
3. A small percentage (approximately
10 percent) had worked either part-
time or during the summer as a
mechanic or as a mechanic help-
er, and of those who had worked,
only a few credited their school per-
sonnel with helping them obtain
such employment.
4. Slightly more than half (53.3 per-
cent) had read books, bulletins or
other literature. Only 49.3 percent
had read books, bulletins or
other literature about the mechan-
ics trade, and the pre-employment
laboratory teacher was identified as
the major supplier of such litera-
ture.
5. Almost half (48.4 percent) of the
students had viewed motion pic-
ture films or other visuals which
would help them understand op-
opportunities available in the me-
chanics trade. The pre-
employment laboratory teacher was
identified as the person responsible in almost 70 percent of the cases.
6. Almost one-third (32.8 percent)
had been in a class where employers
discussed such matters as what em-
ployers expect of employees. The class
most frequently identified as
sponsoring such discussions was the
pre-employment laboratory class.
7. Only one-third had been in a
class that gave them the tools to
make a career choice. The pre-
employment laboratory class had
only the one identified specifically
as having sponsored such a trip.
8. One-third (about one-fourth) had
studied with a mechanic or shop
manager about opportunities for
employment in the mechanics trade. The
pre-
employment laboratory teacher was
most frequently mentioned as the
person who had encouraged such vis-
ts.
9. Special instruction on what to do
or say when being interviewed for
a job by a prospective employer
had been received by 38.5 percent
of the students, and the pre-
employment laboratory teacher provided
almost 8 percent of such instruc-
tion.

CONTINUED

Continuing Award Winners for Distinguished Teaching. Another University commit-
tee recognizes 100 outstanding University Centennial Award Winners. He has been active in his church as a
lay leader, chairman of the church and as a member of the Board of Education for eight years, including a
two-year term as President. He is a member of the Lions Club and a member of the College and Masons.

Write

Ralph’s writings appear in Teacher
Education in Agriculture and the 1972
3AVA Yearbook: Teaching and His
Education. He is the co-author of
7EAJA and Your — Your Guide to
Adult Education in Agricultur-
and University Department

AG ED

writes his Curriculums. He has writ-
ten or co-authored more than 100
articles that appear in state and na-
tional publications.

Administrator

You may wonder how one person
can accomplish so much and yet be
an effective administrator. The Depart-
ment of Agricultural Education at The
Ohio State University. It takes a Ralph
Bender to succeed its agricultural
Department of the Lions Club and is a member of the College and Masons.

LEADER IN

The agricultural education program
assists new teachers, many are
from the family of teachers. He
has had this quality as a high
school teacher and continues to
do this work with the same
enthusiasm. He is a devoted
teacher and gives a lot of his
time to his students. He
stands as one of the "greats"
in agricultural education.

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STORIES IN PICTURES

AMERICAN FARMER DEGREE CANDIDATES — Ralph Bender, Chairman of the Agricultural Education Department of The Ohio State University, is shown congratulating four Agricultural Education majors who have been declared candidates for the degree by the Ohio FFA Association. They are Ross Black, Arthur Arnold, Dan Wagner, Dale Schindler, J. D. Ludvigg, and Dick Fisk. (Photo from Larry Bradfield, The Ohio State University)

STATE PARLIAMENTARY PROCEDURE CHAMPIONS — The Hiltz County (Missouri) Agricultural High School FFA Chapter had the first place team in the State Parliamentary Procedure Contest. Shown with the team are advisors Albert Cole, left, and J. W. Overy, right. (Photo from Albert Cole and J. W. Overy, Delta, Mississippi)

DISTINGUISHED SERVICE AWARD — South Dakota State University President H. M. Briggs is shown receiving a Distinguished Service Award from the State FFA Officers in South Dakota. Briggs retired July 1, 1975, and is well known for his contributions to the FFA. (Photo from South Dakota State University)

THE AGRICULTURAL EDUCATION MAGAZINE

Theme—INTERNATIONAL EDUCATION

AGRICULTURAL EDUCATION

Volume 48 Number 4

October 1975