

THE GUIDANCE ROLE OF VO-AG TEACHERS

by

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A SPECIAL PROBLEM

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PURPOSE OF THE STUDY

The aim of this study is to acquaint the teacher of vocational agriculture with the opportunities he has in conducting a guidance program in his department.

The study deals with the essential information which the vocational agriculture teacher will find helpful in setting up and following through a successful program.

The information in this study should help the vocational agriculture teacher take notice of the everyday guidance problems. Much of the daily routine work the teacher does with helping students in their supervised farming program falls under the category of guidance. Thus the teacher should be aware of the guidance problems he encounters by enriching his educational background, and understanding of the methods and techniques used in guidance and counseling.

With this knowledge in mind the teacher can better help his students in their everyday problems, from school situations to practical applications on the farm.

LIMITATIONS AND METHOD

This study is confined to an analysis of text material and course work.

The major phases of the problem cover the methods and techniques used in guidance, counseling, individual inventory, information service, placement service, the follow-up service, and ways to conduct effective personal conferences.

Also included are forms on:

1. Check list for personal conferences
2. Student questionnaire form
3. Survey of former students

The information in this study has been obtained from several books and magazines reviewed on the subject, and also from course material obtained from classes taken here at Montana State College.

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GUIDANCE PROBLEMS OF THE VO-AG TEACHER

Many of the everyday activities which the vocational agriculture teacher does as daily routines are guidance services, although he may not realize it.

Some of the areas of vocational agriculture in which the teacher may give guidance are:

1. Student selection
2. Student farming program
3. Establishment in farming and related occupations
4. Partnership agreements
5. FFA organization
6. Education, course selection and post high school

Some ideas as to where the teacher may assist the students in their farming program are:

1. Help the student develop interest in vocational agriculture.
2. Help the student to solve the everyday problems he encounters in connection with his program.
3. Help the student develop a farming program that includes a series of related activities which will help the student grow into farming.
4. The program should be of sufficient scope and difficulty to be challenging to the student.

The vocational agriculture teacher should have an excellent knowledge about his students so he knows what to

expect from them. It should then be possible for the teacher to help each student set up a program with realistic standards that the student is capable of achieving.

In the phase of education the vocational agriculture teacher can help his students to select the courses which will be of the greatest value to them.

If after graduation the student is going directly into farming, he should be guided into courses which will be of value to him in his everyday problems.

If, on the other hand, the student is planning on continuing his education, he should be guided into the courses which will be required for his entrance into college.

There are several phases of the students life during which he will be in need of guidance. The vocational agriculture teacher can be of assistance to pupils in the problem areas mentioned, and several others which the pupil will bring to him, as well as those confronting the teacher in his everyday teaching.

The average vocational agriculture teacher is not a professionally trained guidance worker. However, the knowledge he has of farm people, his college training and the nature of the work in vocational agriculture lend themselves to the opportunities in the area of occupational guidance. The vocational agriculture teacher may be considered a guidance worker.

Phipps ^{1/} defines guidance as, "the process of assisting individuals to make wise choices and adjustments. Individuals have vocational problems, educational problems, health problems, financial problems, personal and social problems, ethical and moral problems, recreational and leisure-time problems, and problems of civic responsibility which require choices and decisions."

Phipps ^{2/} points out that vocational guidance is an important aspect of vocational agriculture. It is the process of assisting an individual to choose an occupation, prepare for it, adjust to it, and progress in it.

In talking to high school students, young farmers, and adult farmers it is easy to realize they have a need for guidance regarding decisions of choice and adjustments in everyday living.

Age or status does not determine the number of problems calling for guidance which confront individuals. Adults, as well as high school boys, have problems.

The number of problems are usually always greater during periods of change or stress. The present unsettled times in our society increase the need for guidance in the schools.

^{1/} Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture. p. 741, 1952.

^{2/} Ibid., p. 741.

Phipps ^{1/}states that, "for a guidance program to be satisfactory every teacher must cooperate. Because of his training in technical agriculture, his knowledge of related agricultural occupations, and his individual contacts with high school, young farmer, and adult farmer students, a teacher of agriculture may be the key individual in a school's guidance program for the rural people of the community. A teacher of agriculture has many opportunities for guidance, because he receives many request for help from individuals in his community. Because he visits the homes of his students and because he works with his students intensively, he also frequently has opportunities to contribute information valuable to other persons in the school who are providing guidance services."

One characteristic of effective and successful guidance personnel is that they take advantage of referral opportunities.

A teacher of agriculture may improve his guidance activities by taking advantage of the counseling personnel in his school and community. A teacher of agriculture will probably also find that others in guidance will take advantage of his special abilities in the field of agriculture by referring individuals to him for counseling.

^{1/}Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture. p. 743, 1952.

Phipps ^{1/} points out that the phases of a good guidance program consist of:

1. Helping the individual to understand himself
2. Providing occupational information
3. Counseling
4. Providing for exploration of training opportunities
5. Providing a placement service
6. Evaluating guidance activities

In a school system in which a considerable part of the decisions are made by the students, one of the most important functions of the teachers is the guidance of students in making decisions.

Hamlin ^{2/} points out that many teachers establish contact with farm boys and their parents while the boys are still in elementary school. This is a good practice when the purpose of the contact is to provide guidance, rather than to recruit students.

Some boys seem destined for farming or some closely related occupation from the time they enter high school. It cannot be expected that most boys can make a permanent occupational choice as early as the ninth grade, and some may not become occupationally settled at any time during the high school period.

^{1/} Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture. p. 744, 1952.

^{2/} Hamlin, H.M., Agriculture Education in Community Schools. p. 185, 1950.

Hamlin ^{1/} points out that the vocational agriculture department has sometimes been used as a dumping grounds for a school system on the assumption that a boy who cannot succeed in his other studies may do better in agriculture. This is sometimes the case, but there is always danger of underestimating the requirements for success in vocational agriculture.

Management of a modern farm or an agricultural business or participation in an agricultural profession call for a high level of ability. It is unfair to the boy to let him believe that he can succeed in an agricultural occupation when far better outlets for his limited abilities are available in other occupations.

Hamlin ^{2/} states that, "sometimes selection of high school boys for classes in vocational agriculture is substituted for guidance, with the school administrator or, the administrator and teacher together, doing the selecting. This is an arbitrary and undemocratic procedure and, if guidance is altogether omitted, it results in mistakes and injustices. In extreme cases it may be necessary for school officials to make decisions for the boys, but this should be done only after the boys and their parents have had the fullest opportunity to get the relevant facts and to make their own choices."

^{1/} Hamlin, H.M., Agriculture Education in Community Schools. pp. 185-186, 1950.

^{2/} Ibid., pp. 185-186, 1950.

Basic Steps in Vocational Education: Under the phase of vocational education there are four major topics:

1. Student selection
2. Basic training
3. Placement
4. Follow-Up and inservice training

Student Selection: The selection of students in the main is a matter of whether they qualify or not. In vocational agriculture the student should come from farms and ranches with the interest of returning to the land as their source of living, after they have graduated from high school.

Basic Training: The major part of their training in vocational agriculture falls under four categories, (1) classroom work, (2) FFA organization, (3) farm mechanics, and (4) supervised farming projects.

Placement: Most of the students enter farming through the avenue of a partnership agreement with their fathers. They start out with a few small projects and work into ownership after their fathers retire.

Follow-Up: The vocational agriculture teacher has follow-up as one of his major jobs, whereby he visits his students and former students to check on their supervised farming projects.

A popular method of follow-up and in service training is through young farmer and adult farmer classes.

COUNSELING TECHNIQUES

Phipps ^{1/} states that, "counseling is a person-to-person, face-to-face relationship in which a counselor, a qualified or professionally trained person, assists an individual to plan, to arrive at intelligent choices, and to adjust to situations by helping him learn about himself and about the situations in which he finds himself."

The vocational agriculture program has recognized the importance and necessity of counseling by teachers. This is one of the reasons why vocational agriculture teachers are expected to visit homes, provide for supervised study in the classroom, and confer with students at school. Problems involving plans, choices, and adjustments must be resolved before an individual is emotionally ready for instruction. A teacher of vocational agriculture is also used by other teachers and agencies as a resource for vocational counseling regarding agriculture and related occupations.

Due to their relationship with the pupil, teachers of vocational agriculture have long assumed an active guidance-counseling role in conducting local programs, no doubt they will continue to do so in the future. Vocational agriculture teachers generally qualify to do counseling because they measure up successfully against some major criteria, despite their lack of formal training as counselors.

^{1/} Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture. p. 761, 1952.

It seems to be a generally accepted principle that a teacher, in order to guide effectively, must know his students well.

The wise teacher quickly comes to recognize that there are definite limitations on the scope of his guidance and counseling in areas of personal and social adjustment.

Often the teacher can render an important service by making referral to those who are prepared to give special help.

Garner ^{1/} states that the teacher, "in his day-to-day relationships with students, undoubtedly, will have some problems of personal and social adjustments for which he can offer considerable assistance. Occasionally, a student appears in the classroom that seeks to compensate for a feeling of inadequacy by seizing upon opportunities to gain attention through such devices as boisterous or small talk, show-off antics or discourteous and rude behavior. Still another type who may be present is the person whose feeling of inadequacy is expressed through timidity and the individual may be referred to as the very quiet or retiring student.

With either of these individuals there is a danger of concentrating attention on symptoms rather than on causes, so rather than attempting to understand why the

^{1/}Garner, R., "Some Challenges for Effective Counseling." The Agricultural Education Magazine, 28:272-73, June, 1956.

person responds as he does, one may censure or chide him for his actions. It is questionable whether anything is gained from "putting the smart aleck in his place" or admonishing the retiring individual to "talk up". Probably a more constructive approach is to try to eliminate these feelings of inadequacy by creating situations that will bring about more satisfying adjustments through more wholesome expressions. The program of activities in the Future Farmers of America, the student farming program, the shop and the classroom offer unlimited opportunities for the resourceful teacher to guide students into learning experiences which will allow them to gain recognition and status among their associates."

In some instances a student's feeling of insecurity can be traced to a deficiency in some of the common social skills.

When training is provided to help students acquire necessary social skills, many problems are greatly alleviated or largely disappear.

If a teacher of vocational agriculture expects to be successful as a counselor, he must be approachable. One method of developing an approachable manner is by being consistently friendly and sincere. A teacher-counselor must be able to secure and hold the confidence and respect of others. Emotional maturity is essential. Problems must be treated objectively but sympathetically. A teacher cannot allow himself to become involved emotionally in the solution of a problem.

A teacher-counselor must be interested in the welfare of the counselee and respect his point of view. One method of showing this respect and interest is a willingness to listen. Consistency of attitude and action is of considerable importance. Pleasing personal appearance is desirable. One of the most important characteristics needed for developing confidence and respect is the willingness to work unselfishly to assist others.

Weiss ^{1/} points out that a teacher of agriculture who serves effectively as a counselor should observe certain ethical considerations:

1. He carefully safeguards the information he gathers.
2. He limits the scope of his activities.
3. He refers the pupils to others when they can be more helpful.
4. He does not exact promises from the students.
5. He recognizes the need for continuous growth.

According to Phipps ^{2/} a counselor cannot make plans, choices, and adjustments for a counselee. The individual is the only one who can satisfactorily make them. If a counselor attempts to dictate them, his counselee will become resentful and an emotional block will be erected between the counselor and the counselee.

^{1/} Weiss, J.N., "Counseling and Guidance." The Agriculture Education Magazine, 23:110, November, 1950.

^{2/} Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture, p. 764, 1952.

A counselor instead assists an individual by:

1. Helping him understand his emotional blocks.
2. Assisting him to locate and define his problems.
3. Encouraging him to define and analyze his goals.
4. Encouraging him to form hypotheses and to think through their consequences.
5. Supplying additional information.
6. Arranging to try out tentative choices whenever possible.
7. Encouraging him to plan his next steps carefully.

A successful counselor attempts to concentrate a conversation on one problem at a time. The counselor selects and uses words which the counselee can understand. The counselor listens intently to the counselee and shows interest in the problems and comments made. When it is necessary for the counselor to add information he presents only essential ideas and facts.

The counselor understands that no one can absorb or comprehend more than a few ideas at one time. He tries to understand a counselee's attitudes and feelings. He indicates by a simple comment that he understands these attitudes and feelings, but he refrains from passing judgment on their worth or correctness. A counselee is guided toward the realization that he is responsible for making final plans, choices, and adjustments.

The counselee is guided toward the realization the the counselor will assist him, but that there is a limit to what he knows or can do for him. A successful counselor conducts his conferences with individuals in private. These conferences are unhurried, but they do not drag on indefinitely.

WAYS TO CONDUCT EFFECTIVE PERSONAL CONFERENCES

The following has been taken from Nelson ^{1/} which deals with methods used in conducting personal conferences.

Relationships Between Instruction and Counseling: Instruction and counseling have the same broad objective: namely, to help improve the student's educational, vocational, personal and social adjustment. They do, however, differ as to emphasis and use of techniques. Counseling places greater emphasis upon the individual student than is typically done in teaching and makes extensive use of interviewing techniques and a more detailed study of the individual student as he regards his abilities, aptitudes, interest, and personal adjustment. If instructional techniques are properly individualized, they will make an extensive use of techniques of counseling.

Practical Suggestions for Interviewing Students:

Someone has said that an interview is "a conversation with a purpose." This definition holds for most interview situations.

Interviews may have a number of purposes, however, it is possible to group most of them under three primary purposes: (1) getting information, (2) giving information, and (3) changing attitudes.

^{1/} Nelson, K.G., Guidance Handbook for Michigan Teachers of Vocational Agriculture, pp. 19-21, 1950.

Most interviews we have with students involve all of these. Some will tend toward one or two of them. The last two, "giving information," and "changing attitudes," are really individualized instruction, and the laws of learning as they apply to instruction also apply here.

Fundamental to this sort of individualized relationship are the following:

The Role of Motivation: We must be aware of how the student feels toward us, toward the things we attempt to teach in the interview situation, and toward the problems which are discussed. Feeling and emotion guide us in what we do and think far more than most of us realize.

The Role of Participation: Learning is active, not passive. We learn to do by doing. In an interview situation the student must actively participate in thinking through, discussing and later executing the ideas which come up, if he is to better his adjustment in a lasting sort of way.

The Role of Understanding: We must deal with the student as we find him in terms of vocabulary used, number of ideas introduced in an interview situation, and the way he sees and understands a particular situation.

Interviewing is a highly personalized and individualistic matter. There are no best ways of doing it. There are almost as many ways of interviewing as there are kinds of people.

A number of specific suggestions follow which are often considered valuable in making the interview successful:

1. Prepare for each interview. Get all available information about the student which will help him with the problems to be discussed. Prepare a plan and purpose for each interview but do not hold to this rigidly if other more important problems develop.
2. Put the student at ease. Attempt to develop a feeling of friendliness, sincerity, confidence, respect, and trust between yourself and the student.
3. Help the student develop his own solution to problems. Do not give him tailor made solutions, rather attempt to help him toward a good solution.
4. Avoid passing judgment or expressing value on what the student says or does unless something is to be gained by it. This is not to rule out a judicious use of praise and criticism.
5. Don't talk too much, try to get the student to do most of the talking.
6. If the student can get the best information or help elsewhere, do not hesitate to refer him to some other person, a place to write, or a reference to read.

7. Be sure the responsibility of decision and execution of plans lies with the student.
8. Attempt to summarize jointly each interview and end the session with some definite plan for action.
9. Make some kind of record of the interview and add this to the student's folder. Students like to know that you are mindful of what was covered in eariler interviews.
10. Follow up the interview, be sure necessary action is taken and to evaluate your own work with the students.

PERSONAL DATA ON INDIVIDUAL STUDENT

The individual inventory attempts to help students understand themselves, and the school to understand its students. It includes the collection, maintenance, interpretation, and use of all individual student data useful in guidance work. The data usually include test results, school marks, home background, health records, and as many other kinds of information helpful in understanding students.

Phipps ^{1/} points out that a teacher of agriculture may help in collecting information about his students. However, before he begins to collect background information systematically, he should find out the type and amount of information that has already been collected by the guidance service of the school. The information collected should supplement and not duplicate this information. Much of the information collected indicates the following characteristics of individuals:

1. Goals, plans, and stability of purpose.
2. Aptitudes and abilities.
3. Physical and health conditions.
4. Educational achievements and experiences.
5. Work experiences.

^{1/} Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture, p. 753, 1952.

6. Personal and social adjustment.

7. Home and community situations.

8. Interest.

9. Financial situation.

Phipps ^{1/} points out that if a school's guidance program has as one of its services the collection of background information about students, a teacher of vocational agriculture should use this service and aid in the collecting of the information.

Weiss ^{2/} states that, "the trained agriculture instructor is in a strategic position to render valuable assistance in individual matters because he makes it a point to visit the home of each of his students. In this way he gains a knowledge of:

1. The farm home situation.
2. The parent and their problems.
3. The goals, interests, ideals, and ambitions of the pupils (or lack of same).
4. The strength and weaknesses of the pupils.

Thus he can effectively counsel with the individual student, and follow-up with interviews with the students' parents, and others who are concerned."

^{1/} Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture, p. 755, 1952.

^{2/} Weiss, J.N., "Counseling and Guidance." The Agriculture Education Magazine, 23:110, November, 1950.

The individual inventory should be kept up to date at all times. It should also be revised every year so that it applies to the immediate interests and needs of the student.

PERSONAL DATA FORM OF INDIVIDUAL STUDENT

The following form is a revision of a similar form by Nelson. ^{1/}

I. Personal and Family History:

1. Name _____ Age _____
 2. Home Address _____ Telephone No. _____
 3. Birthplace _____ Date of Birth _____
 4. Mother living? Yes _____ No _____ (Check one)
 5. Father living? Yes _____ No _____ (Check one)
- Check any of the following which apply:
- Parents still married _____ Parents divorced _____
- Parents separated _____ Mother remarried _____
6. Father's or guardian's name _____
 7. Father's occupation _____
 8. Mother's occupation before marriage _____
 9. Father's education, report highest grade completed _____
 10. Mother's education, report highest grade completed _____
 11. Number of brothers and sisters, and their ages

^{1/}Nelson, K.G., Guidance Handbook for Michigan Teachers of Vocational Agriculture, pp. 11-15, 1950.

II. Your Education:

1. What schools have you attended? When? Grade
Include all schools. completed?

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List the subjects that:

You like best You dislike Are easiest Are hard

_____	_____	_____	_____
_____	_____	_____	_____

3. Do you enjoy reading? Very much _____, Some _____
Not at all _____. (Check one)

4. Have you been handicapped in your studies because
you are a poor reader? Very much _____, Some _____,
Not at all _____. (Check one)

5. What do you plan to do when you leave high school?
(Check one).

_____ go to college	_____ farm
_____ go to a trade school	_____ go to work
_____ other plans, what are they? _____	
_____ go to business school	

6. State the two chief reasons for your plan. _____

_____.

III. Your Interests and Traits:

1. What are your present hobbies? _____
2. To what clubs and organizations do you belong?

3. Special activities that you have taken part in.

4. What have been your principal recreations during the past year? _____
5. Have you any feeling of failure? ____ If so, about what? _____
6. In what way do you (if any) lack confidence in yourself? _____
7. What unusual accomplishments of your own stand out most in your mind? _____

IV. Vocational Interests and Plans:

1. Name one or more kinds of work that you have considered for your life work. Give your first, second, and third choices in order of present preference.
A. _____ B. _____ C. _____
2. How long ago did you decide to enter the occupation which you have listed as your first choice?

3. How sure are you of your first choice? (Check one)
 Very sure _____ Fairly sure _____ Uncertain _____
4. What chance do you feel you have of achieving your occupational objective?
 Very good _____ Fair _____ Uncertain _____
5. What further occupational information or vocational advice would you like to have? _____
6. What vocational interests do your parents hope to have you follow? _____
 Why? _____
7. What are your greatest vocational assests (qualities, special abilities, skills, etc.) as you see them? _____

V. Health:

1. Is your present physical condition: Excellent? _____
 _____ Good? _____ Fair? _____ Poor? _____
2. Have you any physical handicaps or health worries that bother you? _____ If so, what? _____
3. Are you hard of hearing? _____
4. Is your vision normal? _____ Do you wear glasses? _____

5. When did you have your last physical examination? _____
6. Do you sometimes worry about your health? _____
7. Are you absent from school frequently? _____
seldom? _____ never _____.
8. Have you ever talked over personal problems or plans with someone? _____ If so, whom do you consult regarding your problems? _____

9. Other information which the teacher considers of an important nature:

PLACEMENT AND FOLLOW-UP

Phipps ^{1/} states that, "vocational agriculture has always recognized establishment in farming or a closely related occupation as a primary objective. Placement is a part of establishment and placing students is a guidance service. Opportunities for placement in farming are few in many communities, and often these few opportunities in a community are not known to the teacher of vocational agriculture. If a department of vocational agriculture is to be effective in assisting its students in establishment in farming, steps must be taken to find out about the farming opportunities in the community. A teacher of vocational agriculture needs to know how a renter is selected when a farm in his community becomes available to rent. He needs to know who own the land for rent, who are planning to quit farming, who need hired help, who have land for sale, who do custom work, and who have custom work to be done."

Phipps ^{2/} points out that studying a community to discover opportunities for placement is continuous; however, it may be systematized so that it is not burdensome. Periodically a survey may be made of the agriculture opportunities in a community.

^{1/} Phipps, L.J., Cook, G.C., Handbook on Teaching Vocational Agriculture, p. 769, 1952.

^{2/} Ibid., p. 769.

This survey will provide information about the placement situation in a community and also inform the community of the vocational agriculture department's interest in placement.

It is important that the number of persons in classes in vocational agriculture bear a close relationship to the number of persons needed in agriculture occupations. Few boys become farmers outside their own localities. Boys who do not have good opportunities to farm locally may well consider the opportunities in non-farming agriculture occupations, for these have increased and are still increasing, so that nearly as many new workers are now required in these occupations as in farming itself.

It has been agreed that for the most part young men wanting to get into farming finally do so through one of three routes. They may get into farming through marriage, may be by inheritance, or they may have to work their way in.

The Pacific Region Vo-Ag Supervisors and Teacher Trainers sponsored in 1956 a study on, "How Young Men Become Established in Farming." Carl Howard, teacher trainer at New Mexico A & M conducted the study. The group studied included 380 young farmers, the results: ^{1/}

48.3% Grew from partnership

^{1/} Ag Ed News, Montana State College, 6:2 Spring, 1957.

24.5%	Borrowed capital and leased land
22.2%	From other resources
14.9%	Borrowed capital and purchased land
9.8%	Aid from relatives
7.0%	Inheritance
0.4%	Married owner of farm or ranch

The above study emphasizes the importance of farm family partnerships as a step toward establishment in farming, a major objective in vocational agriculture. This study suggest that partnerships be added as a type of farming program for Vo-Ag students in addition to:

1. Productive projects
2. Improvement projects
3. Supplementary practices
4. Placement for farm experience

The program of vocational agriculture is and should be geared for successful adjustment to and placement in an agricultural or related vocation.

The studies that are made can contain valuable information for counseling, because a knowledge of the factors associated with establishment in farming is of value in helping to predict the likelihood of a given boy becoming established in farming.

In the field of follow-up, a study of what has happened to former students of vocational agriculture in a community is probably one of the best studies that can be made by a

teacher. Such a study should be continuous, however, and not just made as of a given date, not to be repeated.

Nelson ^{1/}states that, "the teacher of vocational agriculture in a school which is studying its school leavers should make sure that it includes items that will help him evaluate the service of his department. It might be valuable for him to make up a short supplementary form to be included with regular school questionnaire going to students who have had work in the agriculture department. If no study is being undertaken on a school wide basis, it may be of value for the agriculture teacher to conduct one of his own. The following are some of the areas which are of interest to the teacher of vocational agriculture:

1. Present occupational status

- a. Number in full time farming

Major emphasis (livestock, general, fruit, crops, etc.)

Acres of various crops raised

Number of various kinds of livestock

- b. Number in part-time farming

- c. Number in occupations related to farming

- d. Number in occupations not related to farming

- e. Number who go on to college

to take some agricultural course

to take work not related to agriculture

^{1/}Nelson, K.G., Guidance Handbook for Michigan Teachers of Vocational Agriculture, pp. 39-40, 1950.

2. Value of training in vocational agriculture
 - a. Value of areas of instruction
 - Animal husbandry
 - Farm crops and soils
 - Farm mechanics
 - Farm management
 - b. Value of supervised farming program
 - c. Value of FFA activities
 - d. Methods of instruction
3. Effectiveness of guidance program
 - a. Amount of help received in choice of occupation
 - b. Amount of help in being placed or getting started in present work
 - c. Amount of help received in personal and social adjustment
4. Need for additional training and service provided by the department
 - a. Additional training in part-time and adult classes
 - b. Continued service such as soil testing, weed identification, etc.
 - c. Continued guidance services

A few general suggestions about making follow-up studies may be in order.

1. Carefully plan questions to secure information wanted. In the planning of the study keep in mind

how it will be tabulated and summarized.

2. Use present students in planning and carrying out any formal or informal study. This will also prepare them for the future follow-up studies.
3. Don't try to make too ambitious a study the first year -- but follow through with whatever is started.
4. Plan to make the follow-up a continuous one -- spend some time on it each year.
5. Don't overlook the seniors who are completing work in vocational agriculture, and students in school who have dropped their agricultural work, as possible sources of information.
6. There are many methods to be used in collecting data for follow-up studies, formal and informal, questionnaires, interview, postcard, telephone, and others. Use the one or combination that best meets the needs.

The success of a farmer is measured in large part by the product of his labor. The success of our educational programs can best be determined by studying out product. We need to study our "crop failures," our "unmarkerable crops," our "crop shortages," as well as the crops that are efficiently produced and effectively used.

The follow-up form is intended to suggest the type of item to include in such a study and to illustrate possible ways of constructing questionnaire items. It is not submitted as a model form to be used in any situation. Any questionnaire form should be accompanied by a letter explaining its purpose and proposed use of results as well as encouraging participation."

A SURVEY OF FORMER STUDENTS

The following is a revision of a form made by
Nelson. ^{1/}

This inquiry is being sent to former students for the purpose of evaluating the program of vocational agriculture. Your comments will be treated confidentially, so please state your honest opinions.

Name _____

Married? Yes _____ No _____ Present Age _____

Present Address _____

Were you living on a farm when you took agriculture in high school? Yes _____ No _____ (Check one)

Last year you attended _____ high school: _____ Did you graduate? Yes _____ No _____ (Check one)

0 _____ 1 _____ 2 _____ 3 _____ 4 _____ (Check one)

1. What is your present occupational status? (Check blank which applies)

A. Farming

- (1) _____ Own and operate a farm
- (2) _____ Manage a farm for someone else
- (3) _____ Operate as a tenant farmer
- (4) _____ Partnership away from home
- (5) _____ Partnership at home
- (6) _____ At home with income from one or more enterprises

^{1/} Nelson, K.G., Guidance Handbook for Michigan Teachers of Vocational Agriculture, pp. 41-46, 1950.

- (7) _____ Farm laborer away from home
 (8) _____ Farm laborer at home with specific wages
 (9) _____ At home with or without allowance

B. Non-Farming

- (1) _____ Employed for wages
 (2) _____ In school full time
 (3) _____ In other business: what kind? _____
 (4) _____ Unemployed and seeking employment
 (5) _____ Other - Please state _____

2. If you are employed, please give:

A. Name of employer _____

B. Business and product _____

C. Kind of work you do:

- | (Check) | (Describe) |
|-----------|-----------------|
| (1) _____ | Farm work _____ |
| (2) _____ | Business _____ |
| (3) _____ | Clerical _____ |
| (4) _____ | Student _____ |
| (5) _____ | Other _____ |

3. How did you obtain your first position after leaving high school? (Check one)

- A. (1) _____ Had job waiting for me at home
 (2) _____ Through family or friend
 (3) _____ Employment agency
 (4) _____ Newspaper advertisement

(5) _____ Through school.

(6) _____ Found it myself.

(7) _____ Other. Please state _____

4. List the jobs you have held since leaving high school:

<u>Employer</u>	<u>Kind of work</u>	<u>Dates of employment</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. To what extent is your present job like the type of work you hoped would follow when you left high school?

(Check one)

a. _____ Did not have any definite plans about work while
in high school

b. _____ Not related at all

c. _____ Is somewhat related

d. _____ Closely related, but not what I expected

e. _____ Exactly the kind of work I thought I would get

6. What is the relation of your high school training in agriculture to your present job? (Check one)

a. _____ No relation at all

b. _____ Gave me a general background

c. _____ Specific preparation

d. _____ Other _____

7. How well are you satisfied with your present job? Why?

(Check one)

a. _____ Very dissatisfied because _____

- b. _____ Somewhat dissatisfied because _____
- c. _____ Indifferent because _____
- d. _____ Reasonably well satisfied because _____
- e. _____ Highly satisfied because _____

8. To what extent do you feel that the high-school staff should attempt to help its students solve their educational, vocational, and personal problems through individual conferences? (Check one)

- a. _____ None c. _____ Some e. _____ Very much
- b. _____ Very little d. _____ Much

9. How much help did you receive from your high-school teachers and counselors in solving these problems?

(Check one)

- a. _____ None c. _____ Some e. _____ Very much
- b. _____ Very little d. _____ Much

10. What were the outstanding strengths and weaknesses of the program in vocational agriculture as you remember it.

(Check any that apply)

Strengths	Weaknesses
_____ Classroom instruction	_____
_____ Field trips	_____
_____ Supervised farming	_____
_____ FFA program	_____
_____ Contest and teams	_____
_____ Other (State)	_____

11. If you attended another school after leaving high school, please give the following information:

- a. How long did you attend? _____
Months
- b. Give the name of school and major course. (Be sure to include all schooling)

School

Course

12. If you did not complete high school, what was the reason? (Check one)

- a. ____ Lack of money
- b. ____ Needed at home for farm work
- c. ____ To take a job
- d. ____ Lack of interest in courses
- e. ____ Found school work too difficult
- f. ____ Other reasons. Explain: _____

13. How valuable was your FFA experience to you in your life and work after high school? (Check one)

Great value _____ Some value _____ Little value _____

No value _____ Not an FFA member _____.

14. What was the most important value gained from your FFA experience? _____

15. What suggestions would you offer regarding FFA work?

16. In what ways can the department of vocational agriculture continue to provide educational services to you? (Check any that apply)

a. Would you be interested in attending young-farmer classes _____

b. Would you be interested in attending adult evening classes _____

c. Would you like to learn more about and use school facilities for:

Farm mechanics _____

Soils testing _____

Milk testing _____

Weed identification _____

Other (State) _____

d. Other educational services: (State) _____

17. Please give any additional comments. (Your comments will be greatly appreciated concerning any phase of the vocational agriculture program.)

15. What suggestions would you offer regarding FFA work?

16. In what ways can the department of vocational agriculture continue to provide educational services to you? (Check any that apply)

a. Would you be interested in attending young-farmer classes _____

b. Would you be interested in attending adult evening classes _____

c. Would you like to learn more about and use school facilities for:

Farm mechanics _____

Soils testing _____

Milk testing _____

Weed identification _____

Other (State) _____

d. Other educational services: (State) _____

17. Please give any additional comments. (Your comments will be greatly appreciated concerning any phase of the vocational agriculture program.)

STATUS OF FORMER STUDENTS ^{1/}

Town _____ School _____

-
1. Number who own farms.....
 2. Number who are renting farms.....
 3. Number who are farming with parents.....
 4. Number who are partners in a farm business.....
 5. Number who are farm managers.....
 6. Number who are working on farm for wages.....
 7. Number in occupations related to farming.....
 8. Number in non-agricultural occupations.....
 9. Number with agriculture college training.....
 10. Number with non-agricultural college training.....
 11. Number not reported.....
- Total.....

Number of Vo-Ag students in high school.....

Number of students in young farmer class.....

Number of students in adult farmer class.....

^{1/} Sample Form of Former Students for a Local
Department.

SUMMARY AND FINDINGS

This problem has covered the guidance field in relation to the vocational agriculture teacher, and his department. The information in this study has been limited to books and magazines, and from course material obtained from classes taken here at Montana State College.

In presenting this problem there have been several areas mentioned in which the teacher can be of assistance to the student in his everyday work.

Some of the guidance problem areas in vocational agriculture are:

1. Student selection
2. Student farming program
3. Establishment in farming
4. Education, course selection and post high school
5. School records
6. Partnership agreements
7. Personal development of the boy
8. Personal objectives of the student

Guidance involves a teacher-pupil relationship in solving problems. The teacher should be qualified to render help in resolving student problems like those previously cited.

Services which come under the guidance program are:

1. Individual inventory
2. Counseling
3. Information
4. Placement and follow-up

The guidance program to be satisfactory must have the cooperation of every teacher. Because of his training in technical agriculture, his knowledge of related occupations, and his individual contacts with high school, young farmer, and adult farmer students, a teacher of agriculture may be the key individual in the school's guidance program for the rural people of the community.

The teacher of agriculture will probably also find that others in guidance work will take advantage of his special abilities by referring individuals to him for counseling.

Three major points to keep in mind are, (1) guidance should always be available to the student, (2) guidance is an essential part of education, and (3) guidance is the joint responsibility of the home, the school, and the community.

An effective program of vocational education must be preceded, accompanied and followed by vocational and educational guidance. The teacher of vocational agriculture is in a particularly strategic position to counsel farm youth,

since he is employed the year-round and works directly with students of agriculture on the farm and in the home over a period of years.

Adequate guidance of the student is based upon helping him obtain a more complete and realistic understanding of himself. Teachers of vocational agriculture and counselors need to help students gain this understanding in order that they may make wise vocational choices and thus improve their personal and social adjustments.

One of the ultimate goals in counseling is to increase the feeling of well-being and adjustment in the individual. The success of counseling can be evaluated in part on the terms of personality inventories, especially when given before and after counseling.

Effective counseling should also result in the disappearance or lessening of symptoms of maladjustment.

A guidance program, to be successful, must be based upon the needs of the students in the high school, and the community in which the school is located.

The ultimate goal of the entire program is to provide a real education for the student so that he will be able to make the necessary personal and social adjustments as he advances through life, as well as being able to make a satisfactory living for himself and his family and thus, be able to fill his place in his community and society.

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APPENDIX

APPENDIX

A CHECK LIST FOR PERSONAL CONFERENCES

The following check list has been taken from Nelson. ^{1/}

(To be completed after conference as a basis for study and evaluation; applies equally well to farm visitations and school conferences.)

1. Purpose of conference: (Check all blanks that apply.)

a. Called by teacher for purpose of instruction. _____

(1) To demonstrate some manipulative skill. _____

(2) To provide instruction in some practice. _____

(3) To change attitudes. _____

(4) Other (State) _____

b. Called by teacher to get information regarding student. _____

c. Requested by student. _____

(1) Desire for information. _____

(2) Help in making a choice or decision. _____

(3) Help in solution of problem. _____

(4) Other (State) _____

d. Other (State) _____

2. Preparation for conference: (Check all blanks that apply.)

a. No preparation.

(1) Student dropped in without prior arrangement. _____

(2) Teacher made visit or called conference
without prior arrangement or planning. _____

^{1/} Nelson, K.G., Guidance Handbook for Michigan Teachers of Vocational Agriculture, pp. 21-24, 1950.

- b. Some preparation made for conference _____
- (1) Conference scheduled _____
- (2) Materials collected and plans made for instruction _____
- (3) Student records checked to add to understanding of student as well as to check previous conferences _____
3. Establishing good relationships
- a. Was the student put at ease early in the conference?
(Check one) Yes _____ No _____
4. Amount of talking: (Check one)
- a. Teacher talked too much _____
- b. Time was well proportioned considering the purpose of the conference _____
- c. Student was allowed to talk too much _____
5. Number of topics covered: (Check one)
- a. Too many topics were attempted _____
- b. Number of topics covered was appropriate to the situation _____
- c. Too much time spent on topic or topic covered _____
6. Progress of conference was controlled by: (Check one)
- a. Teacher _____ b. Student _____ c. Neither _____ d. Both _____
7. Length (Purpose and situation taken into account) (Check one) a. Adequate _____ b. Too short _____ c. Too long _____

8. Responsibility for action and planning: (Check one)
- a. Teacher assumed most of responsibility. _____
 - b. Teacher and student shared responsibility. _____
 - c. Student assumed most of responsibility. _____
9. Referrals made: (Check one)
- a. Teacher referred student to specified reference. _____
 - b. Teacher referred student to specified persons
for help. _____
 - c. Teacher attempted to provide help for all situations
which arose in conference. _____
10. General emotional tone of topics and problems covered in
conference: (Check one)
- a. Highly personal and of great emotional concern to
student. _____
 - b. Largely informational topics and problems of no
emotional concern to student. _____
 - c. Mixed (a and b) or topics and problems of some
emotional concern to student. _____
11. Vocabulary used by teacher: (Check one)
- a. Well adapted to student. _____
 - b. Appropriate to topics but not well adapted to
student. _____
 - c. Difficult and not adapted to student. _____
12. Summary of conference: (Check one)
- a. No effort made to summarize _____

- b. Teacher summarized conference. _____
- c. Teacher and student jointly summarized conference. _____
- d. Student was encouraged to summarize conference. _____
13. Follow-up: (Check one)
- a. No provision was made for follow-up conference. _____
- b. Some effort was made for follow-up of conference. _____
- c. Adequate provision was made on part of student
and teacher for a follow-up of conference. _____
14. Record of conference: (Check one)
- a. Conference summarized and record filed in
student folder. _____
- b. Conference summarized and record filed in
student folder as well as with teacher's
immediate supervisor (example -- school principal.) _____
- c. Conference summarized and record noted in
teacher diary or log book. _____
- d. Conference not recorded. _____
15. General comments:
- _____
- _____

Record of personal conferences

The best records of interviews or conferences are short, simple in form, and easy to record. This record should be made immediately after the interview or conference and certainly not later than at the close of the day in which it occurred.