

EFFECTIVE PRACTICES USED BY SELECTED
TEACHERS OF VOCATIONAL AGRICULTURE IN
CONDUCTING SIX GUIDANCE ACTIVITIES

Thesis for Degree of Master of Arts
MICHIGAN STATE UNIVERSITY

ROBERT C. HATFIELD

1960





EFFECTIVE PRACTICES USED BY SELECTED
TEACHERS OF VOCATIONAL AGRICULTURE IN
CONDUCTING SIX GUIDANCE ACTIVITIES

by

Robert C. Hatfield

A Thesis

Submitted to the College of Education

Michigan State University

in partial fulfillment

of the requirements for the degree of

Master of Arts

Department of Teacher Education

1960

8/1/69
10.2.60

1723

ii

ACKNOWLEDGEMENTS

It is necessary to give thanks to several persons for the completion of this study.

First of all, the time devoted to this study was taken from my family, without whose co-operation the study would never have been attempted.

Additional thanks go to Dr. Harold Byram for his helpful direction in setting up and conducting the research study.

There were also several vocational agriculture teachers who voluntarily answered questions, thus making the study of value.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEMS AND DEFINITION OF TERMS USED	1
The Problem	1
Importance of the Problem	2
Increased need for occupational guidance.	2
Recognize need for improvement.	4
Students desire help.	6
The information needed.	7
Limitations of Study.	9
Definition of Terms Used.	11
Summary	13
II. REVIEW OF LITERATURE.	14
Co-operate with School Staff in Conducting	
Career conference or career day	14
Value of career day	14
Conducting the career day	16
How to evaluate career days	18
Publicity	19
Conduct Field Trips to Study Agricultural	
Occupations	20
Following up the trip	24
Assemble Information on Educational Programs	
for Preparation to Enter Agricultural	
Occupations	24

Provide Information on Students for Prospective Employers	26
Hold Conference with Parents in Regard to Students' Occupational and Educational Plans. .	27
Assist Young Men to be Placed and to Advance in Farming.	29
Summary	36
III. PROCEDURE FOLLOWED IN CONDUCTING STUDY.	40
Outline of Study.	40
Methods of Research Used.	42
Sources of Data	43
Summary	43
IV. RESULTS OF THE STUDY.	46
General Results Obtained.	46
Co-operate with School Staff in Conducting Career Conference or Career Day	46
Conduct Field Trips to Study Agricultural Occupations	52
Assemble Information on Educational Programs for Preparation to Enter Agricultural Occupations	60
Provide Information on Students for Prospective Employers	64
Hold Conference with Parents in Regard to Students' Occupational and Educational Plans. .	67

Assist Young Men to be Placed and to Advance	
in Farming	72
Summary.	75
V. SUMMARY OF THE STUDY INCLUDING CONCLUSIONS ARRIVED	
AT AND SUGGESTIONS FOR FURTHER STUDY	79
General Summary Conclusions For Each Guidance	
Activity	82
Co-operate with school staff in conducting	
career conference or career day.	82
Conduct field trips to study agricultural	
occupations.	84
Assemble information on educational programs	
for preparation to enter agricultural	
occupations.	88
Provide information on students for prospective	
employers.	90
Hold conference with parents in regard to	
students' occupational and educational	
plans.	92
Assist young men to be placed and to advance	
in farming	94
Suggestions For Further Study.	97
BIBLIOGRAPHY	99
APPENDIX	105

LIST OF TABLES

TABLE		PAGE
1.	Steps Taken by Young Farmers Prior to Farm Ownership	34
2.	Summary of Teachers Contacted for each Guidance Activity.	44
3.	Guidance Practices for Co-operating with School Staff in Conducting Career Conference or Career Day Rated Very Effective by Three Teachers	47a
4.	Guidance Practices for Co-operating with School Staff in Conducting Career Conference or Career Day Rated Very Effective by Two Teachers.	49
5.	Guidance Practices for Co-operating with School Staff in Conducting Career Conference or Career Day Rated Very Effective by One Teacher	51
6.	Guidance Practices for Conducting Field Trips to Study Agricultural Occupations Rated Very Effective by Four Teachers	53
7.	Guidance Practices for Conducting Field Trips to Study Agricultural Occupations Rated Very Effective by Three Teachers.	54

8. Guidance Practices for Conducting Field Trips to Study Agricultural Occupations Rated Very Effective by Two Teachers.	56
9. Guidance Practices for Conducting Field Trips to Study Agricultural Occupations Rated Very Effective by One Teacher	58
10. Guidance Practices for Assembling Information on Educational Programs for Preparation to Enter Agricultural Occupations Rated Very Effective by Two Teachers.	62
11. Guidance Practices for Assembling Information on Educational Programs for Preparation to Enter Agricultural Occupations Rated Very Effective by One Teacher	63
12. Guidance Practices for Providing Information on Students for Prospective Employers Rated Very Effective by Two Teachers.	66
13. Guidance Practices for Providing Information on Students for Prospective Employers Rated Very Effective by One Teacher	67

14. Guidance Practices for Holding Conference With Parents in Regard to Students' Occupational and Educational Plans Rated Very Effective by Three Teachers	69
15. Guidance Practices for Holding Conference With Parents in Regard to Students' Occupational and Educational Plans Rated Very Effective by Two Teachers.	70
16. Guidance Practices for Holding Conference With Parents in Regard to Students' Occupational and Educational Plans Rated Very Effective by One Teacher	71
17. Guidance Practices for Assisting Young Men to be Placed and to Advance in Farming Rated Very Effective by Three Teachers.	73
18. Guidance Practices for Assisting Young Men to be Placed and to Advance in Farming Rated Very Effective by Two Teachers.	74a
19. Guidance Practices for Assisting Young Men to be Placed and to Advance in Farming Rated Very Effective by One Teacher	76

LIST OF FIGURES

FIGURE	PAGE
1. Progressive Development Leading to Establishment in Farming Through Vocational Agriculture	35

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

This study was designed to determine how six vocational guidance activities were being conducted effectively by vocational agriculture teachers.

The six activities were selected from among 69 which Dr. Harold Byram¹ used in a study during 1958 - 1959. The study by Dr. Byram was to determine the guidance activities being done by vocational agriculture teachers. The information collected in that study enabled him to determine the guidance activities considered by teachers to be in the upper one-half on importance but which were in the lower one-half where judged as to effectiveness with which teachers had conducted them.

It was from this group of activities that the vocational guidance activities were selected for the present study. Instead of finding the activities considered important or done effectively, however, the purpose was to

¹Harold M. Byram, "Preliminary Report and Study of Guidance Activities of the Teachers of Vocational Agriculture" (Unpublished Study; East Lansing, Michigan.: Michigan State University, 1958).

learn how these were done and what the effective teachers did that was essential to the effectiveness.

Data for this study were secured from a selected group of vocational agriculture teachers who rated themselves as conducting the guidance activities, under study, in an effective or moderately effective manner.

II. IMPORTANCE OF THE PROBLEM

Increased Need for Occupational Guidance. Occupational guidance for students in vocational agriculture classes is becoming much more important now than in the past. Due primarily to increased productivity per farm worker, fewer farms are now needed. The number of farms in the United States has decreased by an average of 100,000 for each year since 1935. The output per man hour on the farm² has increased from a base figure of 46 in 1910 to 130 in 1955. The per cent of our population now farming is less than 15. This condition has developed from the time, in this country's history, when over 85 per cent of the population were farm workers.

The number of vocational agriculture students is now

²Herrell DeGraff, "Who is the Farm Worker?," County Agent-Vo-Ag. Teacher Magazine, Vol. 13 No. 9 (Sept., 1957), p. 6.

the highest it has ever been in Michigan. Yet,³ in some of our best agricultural states as few as 20 per cent of the vocational agriculture graduates have become full-time farmers.

Sutherland⁴ reported that in California 50 per cent of the vocational agriculture students enrolled would farm, 15 to 20 per cent would enter related agricultural occupations, 25 per cent were undecided and that five per cent would not farm. Of the rural students surveyed 40 per cent had no place in which to start farming, 45 per cent were planning to attend at least two years of college, and 65 per cent were sons of full or part-time farmers or farm workers.

Orr⁵ studied the rural population and vocational agricultural enrollment of a school district in Oklahoma and found that the average number of non-farm students during 1946 to 1950 was six, and from 1950 to 1954 they numbered 18. This represents about one-sixth of the enrollment in the former and one-half in the latter instance.

³S. S. Sutherland, "Let's Quit Kidding Ourselves," The Agricultural Education Magazine, Vol. 28 No. 10 (April, 1956), p. 219.

⁴Ibid.

⁵Donald M. Orr, "Influence of a Decreasing Farm Population on Rural Schools," The Agricultural Education Magazine, Vol. 30 No. 10 (April, 1958), pp. 235-6.

Ritchie⁶ made a study in which he found that 76 per cent of former vocational agriculture students who had enrolled in college training, and will probably not return to farming, expressed that they would repeat vocational agriculture training if they were to start over. Eighty-eight per cent of the former graduates, not taking college training, stated that they would repeat vocational agriculture again if starting over.

Recognize Need for Improvement. Personnel involved in education, at many different levels of responsibility, recognize the change in agriculture and the educational consequences of them.

Myers⁷ states,

For example, the boy of today who is thinking of entering the agricultural field, with its many special lines and the requirements that have come with increased scientific knowledge in this field, is in far greater need of help than was the boy who faced the same problem one hundred years ago when the agricultural group of occupations was much smaller and simpler.

The need is therefore, not only for a change in the technical agriculture being taught, but also in assisting

⁶Austin E. Ritchie, "Guidance and Orientation in Agricultural Education," The Agricultural Education Magazine, Vol. 30 No. 10 (April, 1958), pp. 224-7.

⁷George E. Myers, Principles and Techniques of Vocational Guidance (New York: McGraw-Hill Book Co., 1941), p. 61.

the students in solving their occupational and personal problems.

A study⁸ among vocational agriculture teachers in Maryland showed that only 50 per cent of the teachers were satisfied with their guidance program. These teachers recommended for improvement: a greater use of appropriate practices, better ways to meet the needs of the best farm boys, more preparation of students for related agricultural occupations, and better informed guidance persons regarding agricultural jobs.

Vocational agriculture teachers receive a very limited amount of formal training in guidance activities and practices. One study⁹ showed that this lack of training contributed to the teachers doing an inadequate job of guidance. It was also found¹⁰ that a lack of experience, time, leadership, and familiarity with tests contributed to an inadequate performance.

Vocational agriculture is frequently the only vocational subject offered for boys in the small rural

⁸Ritchie, loc. cit.

⁹Ritchie, loc. cit.

¹⁰Sutherland, loc. cit.

school. In a vocational subject it is important that students enrolled should have opportunities for employment upon graduation and that they should be familiar with the whole field of agricultural occupations.

It is recommended that the vocational schools should,¹¹

(1) Help the student to become aware of the constantly changing nature of industrial life resulting from inventions and industrial reorganizations, and equip him to adjust easily and effectively to such conditions, (2) Help the student to enter employment by actual placement in his first job, (3) Help the student in making progress in his field by maintaining complete up-to-date records of his employment history and helping him secure other and better opportunities.

Students Desire Help. High school students¹² usually change their vocational interests many times. This change is the result of new experiences, growth, meeting new people, and becoming aware of a need to choose a definite occupation.

Doane¹³ reports in a study of high school youth that 60 per cent expressed an interest in a course on "vocational choice" when selecting five classes out of 20.

¹¹Practical Handbook for Counselors (Chicago: Science Research Associates, 1946), p. 17.

¹²"Variability of Vocational Choices of High School Students," The Personnel and Guidance Journal, (Nov. 1955).

¹³Donald C. Doane, The Needs of Youth (Contributions to Education No. 848, Teachers College, Columbia University; New York: Bureau of Publications, 1942).

Students who feel that they have no vocational problem may not have had the opportunity of exploring the vast field of occupations. Including some study or individual guidance in their high school program may aid them to make a wiser vocational choice. Sanderson¹⁴ states that,

Experience in psychotherapy indicates, nevertheless, that people can be helped even if they themselves have not asked for help in the first place.

The Information Needed. To provide vocational agriculture teachers with a better understanding and knowledge of related agricultural occupations, certain kinds of occupational information and practices of using it are required.

The Educational Policies Commission¹⁵ states,

Occupational education can be built only on a foundation of accurate, comprehensive and continuing information...It is the responsibility of education, in co-operation with other agencies wherever feasible, to assemble facts as to the requirements of all types of vocations, as to occupational trends and shifts, as to wage scales, conditions surrounding the work, means of securing employment, and in supplementing their initial preparation...the aim should be to equip students with factual information intelligently interpreted which will permit them to make wise decisions

¹⁴Herbert Sanderson, Basic Concepts in Vocational Guidance (New York: McGraw-Hill Book Co., 1954), p. 103.

¹⁵Education and Economic Well-Being in American Democracy (Educational Policies Commission; Washington, D.C.: National Education Association, 1940), pp. 93-4.

as to their possible success in various types of vocations.

Some of the techniques required in carrying out these functions are summarized by Forrester,¹⁶

1. To inform the students about the occupational world of employment.
2. To acquaint the students with sources of information.
3. To give the students help in learning techniques for investigating occupations.
4. To inform the students about the courses in advanced training.
5. To cultivate an understanding of the relationships between occupations and of the social value of each.
6. To give the students an understanding of the conditions of work.
7. To give instruction in methods of seeking employment.

To carry out these practices several sources of information will need to be used. The film, field trip, books, pamphlets, and interviews with workers should be used to give information about the various occupations and

¹⁶Gertrude Forrester, Methods of Vocational Guidance (Boston: D. C. Heath and Co., 1951), p. 36.

and the particular activities of each.

Guidance of all forms, and particularly vocational guidance, is dependent upon the information known about the individual concerned. Tests, interviews, past records, and the comments of those persons associated with the students will be used by the teacher. It is further stated by Willey¹⁷ that, "Records and reports are an integral part of the personnel and instruction program."

Certain kinds of occupational information and practices are needed in assisting students with selecting a vocation. Requirements of vocations, trends, and wage scales are examples of the information needed to be given to students.

Over 12,000 Michigan high school students are now enrolled in vocational agriculture. Students enrolled in vocational agriculture usually have an interest or background in some agricultural occupation. Not all of these students will want to become farm operators, however.

At the present time very little information is available for vocational agriculture teachers to assist them in planning educational and guidance programs to help

¹⁷Roy DeVerl Willey, and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955), p. 577.

the students with this vocational problem.

This study was designed to add to the knowledge now available. It is hoped that additional studies will be made in this area of education for the future benefit of vocational agriculture teachers and students.

III. LIMITATIONS OF STUDY

This study was conducted among a selected group of teachers of vocational agriculture in Southwestern and Eastern Michigan. These teachers were selected because they had previously indicated that they had done the particular guidance activity effectively.

Because the teachers themselves stated that they did the activity effectively their selection for the study does not necessarily mean they have done the best job of using the guidance activity. The total number of teachers stating that they were very effective in using each activity was small, therefore the responses to the study are also limited in number. For the activity of "Hold Conference with Parents in Regard to Student's Occupational and Educational Plans" the teachers rated themselves as moderately effective.

The majority of vocational agriculture teachers are in small schools which usually have no organized guidance

program. This fact may influence the results, since it is generally assumed that in a school with a trained guidance person improved guidance practices are used by most teachers.

IV. DEFINITION OF TERMS USED

Guidance,¹⁸

Through guidance the individual is assisted in making a wholesome worth-while adjustment to his world. More specifically the individual must be given assistance in choosing dynamic, reasonable and worth-while objectives, in formulating plans of action to accomplish these objectives, in meeting crises and solving problems which appear to be blocking plans, and in sustaining personal enjoyment and in self direction of his life so that goals may be efficiently achieved. There will be occasions during the guidance process where the individual will need help in discovery of needs, assets, opportunities, adjustment to other people, and adjustment to himself.

Guidance Activities,¹⁹

The authors prefer to use the phrase "guidance services" as a convenient description of an organized guidance program. Guidance, however, cannot be regarded as a composite of isolated services or activities.

Guidance Services,²⁰

The authors prefer the use of the phrase "guidance

¹⁸Ibid, p. 28.

¹⁹Ibid,

²⁰Ibid, P. 26.

services" to describe a coordinated program of guidance which utilizes the personal knowledge, convictions, planning, and initiative of each pupil in gaining the optimum growth and development of his personality.

Occupational Guidance,²¹

Informing students about the occupational world, sources of occupational information, occupational opportunities, requirements and trends, conditions of work, courses for further training and cultivating and understanding of interrelationships among occupations...

Agricultural Occupations off the Farm,²²

They provide goods or services essential to farming or marketing and processing of farm products.

Vocational Agriculture,²³

To train present and prospective farmers for proficiency in farming.

Practice,²⁴

To do, perform, carry on, or exercise, esp, often or habitually.

²¹Forrester, op. cit. p. 35.

²²Raymond Clark, "Related Agricultural Occupations" (Unpublished Study; East Lansing, Mich.: Michigan State University, 1958).

²³Educational Objectives in Vocational Agriculture (U. S. Dept. of Health, Education and Welfare; Washington, D. C.: Office of Education, 1955), p. 3.

²⁴Websters Collegiate Dictionary (2nd ed.: Springfield, Mass: C. and G. Merriam Co., 1947).

Vocational Guidance,²⁵

The procedure set up for helping youth plan their careers.

V. SUMMARY

This thesis was planned to investigate six vocational guidance activities selected from a previous study conducted by Dr. Harold Byram. The activities were selected because they were considered to be important, but were not being done effectively.

Michigan has many students enrolled in vocational agriculture, some of whom will not become farmers. Teachers have insufficient information to help students select occupations outside of farming at the present time.

Certain kinds of occupational information and practices are needed to provide the students with the proper guidance. Several sources of information about occupations should be used in helping the student.

The teachers selected had rated themselves effective for the items being studied, and the total number of these teachers is small, thus making the results of the study subject to error.

Some of the common terms found in this report are listed with their meanings as they have been used for the study.

²⁵Forrester, loc. cit.

CHAPTER II

REVIEW OF LITERATURE

I. CO-OPERATE WITH SCHOOL STAFF IN CONDUCTING CAREER CONFERENCE OR CAREER DAY

Career days have been used in high schools for many years. The literature abounds with accounts of how career days may be conducted, and of their value.

Value of Career Day. Willey¹ states that the career day is,

An excellent opportunity to...use group methods in guidance,...the career conference, sometimes referred to as "the vocational information conference," or "career day" wherein men and women from numerous vocations are brought to the campus for a period of days or less to speak to students in groups and to consult with them individually on the job opportunities.

Dunsmoor² states that one major aim of a career conference is to bring information to students concerning the different fields of work utilizing personnel actually employed in the various occupations. He further states that these major aims should be to ultimately enable the

¹Roy DeVerl Willey, and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955), p. 525.

²Clarence C. Dunsmoor, "How to Organize and Conduct Career Conferences," Occupations, The Vocational Guidance Magazine, Vol. 18 No. 4 (Dec., 1939), pp. 163-8.

students to be stimulated so that they will more wisely plan their future educational and vocational programs.

Stoops³ points out that an additional result of a career day is its value to the school public relations program. By publicizing the day's purposes and events in newspapers, through speeches, local organizations, and to parents "the career day becomes the vehicle for bringing school and community into closer understanding and co-operation."

Willey⁴ states that the values of a career day are,

1. To provide students with current information from people actually doing the work, and thus stimulate the students toward successful effort.
2. To inform the student of immediate employment trends.
3. To acquaint students with requirements for entrance into various occupations, colleges, and other schools.
4. To acquaint the student with new vocational possibilities and thus broaden his occupational horizons.
5. To make the student aware of occupations related to his present choice. This adds to his knowledge of fields in which he is already interested.
6. To provide the student with actual first-hand information leads into future placement.

³Emery Stoops, Suggestions for Career Day (Los Angeles: County Schools Monograph, 1947).

⁴Willey, op. cit., pp. 525-6.

In addition to these values, Stoops⁵ points out some qualities which the student should develop resulting from the career day. One is for a student to be thinking about a possible occupational choice. It is also felt that student achievement and course scheduling should be more in conjunction with vocational plans.

Conducting the Career Day. In setting up plans for a career day various community groups, faculty members, students, and the school administration should be involved.

Public relations and better community understanding of the teachers will result if these groups work together. Besides improving school-community relations community involvement⁶ is essential to the success of the career day as a reservoir of resource persons.

The usual practice⁷ is for the career conference to be held for one day, however, some of the conferences have been prolonged over a period of several days utilizing only a portion of each day. Another common practice is to invite several representatives from different occupations to meet with classroom size groups of students.

⁵Stoops, loc. cit.

⁶Percival W. Hutson, The Guidance Function in Education (New York: Appleton-Century-Crofts, Inc., 1958), p. 253.

⁷Ibid.

2000 年 10 月 10 日

Planning the various kinds of meetings to be held involves more than deciding on the occupations, however. Some of the additional meetings which can be held include¹² an all-boys or all-girls meeting, conferences on preparation for getting jobs, how to be interviewed for a job, and how to discover vocational interests and abilities.

The standard length for conference periods is from 45 to 50 minutes.¹³

How to Evaluate Career Days. In a study of the value of career day programs¹⁴ the question of "which school career planning activities were most helpful," was asked of Philadelphia high school seniors. The students' responses showed that 53 per cent felt "talks by people in different occupations" was the most helpful.

After the career day is finished it is suggested¹⁵ that an evaluation form be presented to faculty and students to get their reactions and to determine the strong and weak points of the conference. An excellent copy of such a form

¹²Dunsmoor, loc. cit.

¹³Ibid.

¹⁴Robert Shosteck, "How Well Are We Putting Across Occupational Information?," Personnel and Guidance Journal, Vol. 33 No. 5 (January, 1955), p. 265.

¹⁵Dunsmoor, loc. cit.

● ● ● ● ●

Planning the various kinds of meetings to be held involves more than deciding on the occupations, however. Some of the additional meetings which can be held include¹² an all-boys or all-girls meeting, conferences on preparation for getting jobs, how to be interviewed for a job, and how to discover vocational interests and abilities.

The standard length for conference periods is from 45 to 50 minutes.¹³

How to Evaluate Career Days. In a study of the value of career day programs¹⁴ the question of "which school career planning activities were most helpful," was asked of Philadelphia high school seniors. The students' responses showed that 53 per cent felt "talks by people in different occupations" was the most helpful.

After the career day is finished it is suggested¹⁵ that an evaluation form be presented to faculty and students to get their reactions and to determine the strong and weak points of the conference. An excellent copy of such a form

¹²Dunsmoor, loc. cit.

¹³Ibid.

¹⁴Robert Shosteck, "How Well Are We Putting Across Occupational Information?," Personnel and Guidance Journal, Vol. 33 No. 5 (January, 1955), p. 265.

¹⁵Dunsmoor, loc. cit.

is found in a publication from California.¹⁶

An example of the information which should prove valuable for evaluating the conference is suggested by Stoops,¹⁷

1. Did you receive valuable occupational information?
2. Did the speakers present a balanced picture of the occupations which they represented?
3. After listening to the instructors, have you made changes in your vocational plans?
4. Do you think a career day worthwhile, and should it be continued another year?
5. Do you feel inspired to study harder in preparing for your career?
6. What suggestions would you make for improvement of the career day?

In most cases where career conferences have been held successfully¹⁸ the students have rated them to be "one of the most profitable and enjoyable days of the entire school year."

Publicity. As one of the most important outcomes of a career day is public relations within the community all of the measures possible should be utilized to accomplish this end.

¹⁶Stoops, op. cit., p. 23.

¹⁷Ibid, p. 21.

¹⁸Dunsmoor, loc. cit.

Some of the measures suggested¹⁹ are to notify the newspapers as soon as speakers are selected, speak to community groups, and have students tell parents about the program.

There is no evidence in available literature that vocational agriculture teachers have carried out these practices.

II. CONDUCT FIELD TRIP TO STUDY AGRICULTURAL OCCUPATIONS

Field trips have been conducted for numerous educational purposes and there is a large amount of literature on how to use the field trip for instruction. Along with this information are numerous suggestions on how to organize and conduct the trip.

As a means of instruction for occupations,²⁰ however, the field trip is assuming new emphasis not only for the information obtainable but to expose students to the type of real problems one faces within a particular occupation.

¹⁹Dunsmoor, loc. cit.

²⁰Gertrude Forrester, Methods of Vocational Guidance (Boston: D. C. Heath and Company, 1951), p. 39.

In preparing students to go on such a trip Jones²¹ states,

Definite preparation of the class should precede the visit in order that they know what to look for and that they may have sufficient understanding of the operations to enable them to ask intelligent questions.

Forrester²² has outlined several suggestions for teachers to observe in making effective visits to places of employment,

1. Evaluate the opportunities in order that as many as possible may be profitably utilized.
2. Make necessary arrangements well in advance with school authorities and owners or representatives of places to be visited.
3. Establish cordial relations between school and industry, by maintaining a co-operative attitude towards those in charge of the arrangements.
4. Plan all details of the trip carefully: arrangements for transportation, guides and safety precautions.
5. Make appropriate class preparation for trip. Build an atmosphere of anticipation in the class and stimulate keenness in observing what workers are doing.
6. Stress the importance of the lesson following the trip: raise thought provoking questions and challenges.
7. Arrive promptly on scheduled time.

²¹Arthur J. Jones, Principles of Guidance and Pupil Personnel Work (New York: McGraw-Hill Book Company, Inc., 1951), p. 381.

²²Forrester, op. cit., pp. 50-1.

8. The ground will be familiar to some members of the group who think they know all about it. Startle them then by bringing out or having them discover something they had hitherto not understood.
9. Do not crowd too much into one session. One good, rounded idea or combination of ideas is best. Concentrate on this and play it up in as dramatic a way as possible. Play with its facets, relating observations to vocational guidance.
10. Try to bring the pupils into contact with ideas which will arouse their curiosity and so plant seeds for additional trips, reading, motion pictures, and other aids to learning.
11. Be familiar with the school regulations and state laws in regard to the use of school buses, the securing of the parents' permission, and the carrying of first-aid kits when conducting pupils on field trips.
12. Plan for special reports and observations. One method often found workable is that of dividing the class into groups, each responsible for one part of an outline.
13. Correlate and integrate the trip with class activities of the following week.
14. Check impressions gained from visit, discuss the nature of occupations, describe the pictures of workers and their tasks, give opportunity for questions, and correct any wrong ideas.
15. Utilize pupil initiative, self-activity, and observations, and the follow-up reports, discussions, and projects.
16. Express appreciation to the representatives who permitted the visit in some manner other than a formal stereotyped letter. A selected set of student letters, containing individual personal reactions may be welcomed by the hosts.

17. Show the representatives with whom you made arrangements for the visit the group report or other evidence of a follow-up study.
18. Make and file, with pupil participation, an evaluation of each trip, so that future classes may use it in planning trips.

It is very essential that teachers conduct the proper orientation for the trip to be successful. Several practices may be used, some being more essential than others.

Jones²³ suggests that it is necessary to co-operate with the heads of the industrial and commercial establishments which are visited.

To stimulate students in their anticipation and observations Forrester²⁴ suggests to raise, in advance, appropriate questions and challenges for the class assignment following the trip.

Forrester²⁵ further states,

To give pupils some vocational orientation, teachers tell them about the business or industry they are about to explore; discuss the part played by that industry in our social economy, the variety of jobs found in the industry, at least in the plant they are about to visit; assign appropriate readings; and require students to make a list of questions which they cannot find answered in

²³Jones, op. cit., p. 381.

²⁴Forrester, op. cit., p. 47.

²⁵Ibid.

the literature but for which they hope to find answers at the plant.

Following up the Trip. Some of the practices which may be used following the trip include²⁶ the students writing a report of their observations, class discussions, and examinations. To make these practices the most effective it is indicated that the pupils should be allowed a great deal of freedom of choice in the follow-up activities.

The importance of class discussion following a trip is further emphasized by Jones.²⁷

No literature was found which will indicate that vocational agriculture teachers have carried out these practices.

III. ASSEMBLE INFORMATION ON EDUCATIONAL PROGRAMS FOR PREPARATION TO ENTER AGRICULTURAL OCCUPATIONS

References to the specific activity of assembling information on educational programs are not very frequent.

One author²⁸ does point out some important factors regarding this practice.

²⁶Ibid, p. 49.

²⁷Jones, loc. cit.

²⁸Willey, op. cit., p. 387.

First the counselor must assemble college catalogs so he and the student can examine them. Because of the constant changes in curriculum, requirements, fees, dormitories, and so on, these catalogs should be replaced by new ones periodically. The counselor should also have a guide book to all the colleges throughout the United States.

In addition to this basic idea of maintaining a set of college catalogs, Willey²⁹ goes on to state that,

Because a college catalog or written information about a college does not always give a clear picture of the institution, the counselor should seek additional information. For example, from the other staff members of the school, he may gather information about the college attended...Reports of high school alumni who are attending college is another helpful way for the counselor to obtain information.

The majority of other writings on this topic merely suggest places from which to secure information. Three excellent sources of such information are: College Placement Directory.³⁰ American Trade and Vocational Directory,³¹ and Scholarships, Fellowships, and Loans.³² The College Placement Directory gives a list of names and addresses of the

²⁹Ibid.

³⁰O. T. Zimmerman, and Irvin Lavine, College Placement Directory (Dover, New Hampshire: Industrial Research Service, 1953.)

³¹Ulrich H. E. Croner, ed., American Trade Schools Directory (Queens Village, New York: Croner Publications, 1957-58).

³²Norman Feingold, Scholarships, Fellowships, and Loans, Vol. III (Cambridge, Mass.: Bellman Publishing Co., 1955).

U.S. colleges and universities along with many private companies and tells if these companies offer educational programs. The American Trade and Vocational Directory lists the various organizations offering educational programs in trades and vocations of all kinds. Scholarships, Fellowships, and Loans gives the scholarships and fellowships available at colleges and universities for students.

As to specific practices for securing information from these sources very little information is available.

IV. PROVIDE INFORMATION ON STUDENTS FOR PROSPECTIVE EMPLOYERS

In several sources the importance of school-employer relations is mentioned. Practices similar to the following one by Kleiner³³ are suggested,

The direct visit. Here the counselor takes time out from his office duties to visit business houses...the counselor-salesman will find that the direct visit will afford him the time and courtesy he cannot obtain by a telephone call or an advertisement.

This is the type of information available on the activity under study and does not relate directly to what information should be provided to employers, or how it

³³Julius Kleiner, "Some Techniques for Better Placement," Personnel and Guidance Journal, Vol. 33 No. 1 (Sept., 1954), pp. 34-5.

should be provided.

Some authors have made the general statement that a condensed form of cumulative folder should be sent to the employer following his hiring an individual.

V. HOLD CONFERENCE WITH PARENTS IN REGARD TO STUDENTS' OCCUPATIONAL AND EDUCATIONAL PLANS

The great triumvirate of the vocational agriculture program (teacher, student, parent) is repeatedly mentioned in many references. The importance of the parents alone receives great emphasis in psychiatry. However, regarding counseling with parents in the secondary school, hardly any information has been written on the subject.

After reviewing information on this subject Bertie³⁴ concluded,

Most counselors work with young people whose parents still are important in their social and emotional milieu ...In counseling literature, however, relatively little reference is made to the influence of the parent upon the child and even less reference, is made to the work of the counselor of adolescents as it involves the parent.

In a study by Nelson,³⁵ conducted among Michigan

³⁴Ralph F. Bertie, "The Counselor and the Parent," Journal of Counseling Psychology, Vol. 2 No. 3 (Fall, 1955), pp. 185-8.

³⁵Kenneth G. Nelson, Guidance Handbook for Michigan Teachers of Vocational Agriculture (East Lansing, Mich.: Michigan State University Press, 1950), p. 1.

vocational agriculture teachers, it was found that the practice of "conducting interviews with students and parents" rated fourth in importance among 22 guidance activities studied.

Several suggestions are reported in a bulletin from the U. S. Office of Education³⁶ for ways the teacher can have contacts with parents.

It is advised to make early contact with the parents of prospective vocational agriculture students and to try to develop a working relationship with them. The publication includes the following items as being important,

1. The parents need more information about the program than can be given during a farm visit.
2. Holding special parents meetings at the beginning of the school year has proven successful.
3. The parents co-operation in the development of the supervised farming program is essential.
4. Co-operation may be increased by explaining the objectives and plans of supervised farming programs.

³⁶E. J. Johnson, and W. N. Elam, Guiding High School Students of Vocational Agriculture in Developing Farming Programs. (U.S. Office of Education, Vocational Division Bulletin No. 254, Agricultural Series No. 65; Washington: Government Printing Office, 1954), pp. 23-4.

5. A series of meetings may be held with parents with great effectiveness.
6. Conducting farming program tours for parents is effective to developing a better understanding.

VI. ASSIST YOUNG MEN TO BE PLACED AND TO ADVANCE IN FARMING

This activity is basic to vocational agriculture,³⁷

The main objectives of vocational education in agriculture are to develop effective ability to:

1. Make a beginning and advance in farming...

Jones³⁸ suggests that,

Moreover, vocational guidance cannot be efficiently administered without the information to be gained by placement and without the contacts with employers that can be secured only in this way. Placement involves both preparation of the student for securing a position and assistance in getting the job.

Willey³⁹ points out that placement fits into a logical sequence in a guidance program by aiding the student in the opportunity for utilizing his past training. This may be full-time or part-time employment.

It is further suggested⁴⁰ that placement and follow-

³⁷Educational Objectives in Vocational Agriculture (U.S. Office of Education, Vocational Division, Monograph No. 21; Washington: Government Printing Office, 1955), p. 4.

³⁸Jones, op. cit., p. 402.

³⁹Willey, op. cit., p. 397.

⁴⁰Jones, op. cit., p. 408

up does not end until the student adjusts to his job and is aided in advancing within his job. Another factor in placement is to assist the person to get the most training possible from part-time jobs while still a student. Changes in jobs should be directed so that the result is a continual growth towards better employment.

In vocational agriculture one practice which is designed to aid the pupil towards job placement is the supervised farming program. According to Johnston,⁴¹

Under the direction and guidance of capable instructors of vocational agriculture, this opportunity should mean at least a substantial start in farming for students by the time they have completed high school. Young farmer and adult farmer class instruction then offers a further opportunity for continuous growth...and more satisfactory establishment in a farming business.

It has been pointed out that placement is an essential part of the vocational agriculture program. For this to be successful much careful planning and skill is necessary by the instructor. One of the first steps⁴² to take in carrying out this activity is to accumulate certain personal information about the student. This material might include identifying information, education and

⁴¹Johnson, op. cit., p. 1.

⁴²Willey, op. cit., p. 41-2.

training, employment records, and other miscellaneous data.

In order for any job placement to take place there needs to be knowledge of what jobs are available. To do this Willey⁴³ suggests the following practices,

- a. Place the school's name on mailing lists for federal, state, and city civil service announcements.
- b. Let all prospective employers in the community know about the schools' placement service. A personal visit is more effective than a written letter. The classified section in the telephone directory will be helpful to locate such employers.
- c. Co-operate with local, state, and federal employment agencies in the community.
- d. Arouse interests of members of clubs such as Rotary, Kiwanis, and Lions in the schools' placement service. The use of students on their programs to present information about the employment service of the high school is helpful.
- e. Survey the "want ad" and "help wanted" sections of the local newspaper.
- f. Subscribe to professional and trade journals and survey the "help wanted" sections of such magazines.
- g. Encourage students and parents to seek job opportunities.
- h. Encourage all faculty members to be aware of possible job openings and to notify the placement office of available jobs.

⁴³Ibid.

Kleiner⁴⁴ reports some additional techniques to use such as telephone solicitation, co-operative work programs, a direct visit, inviting industry representatives to the school, use of labor-management advisory committees, and using trade connection of shop teachers.

It is not, however, always possible or easy to carry out these practices, whether it be due to insufficient time, money, or ability. Kleiner⁴⁵ points out that more salesmanship is needed to carry out the placement service in the manner described above. This sales and public relations program needs to be geared to getting the information about available jobs and to bring the graduates to these jobs.

A vocational agriculture student who plans to farm must start at some level on a path towards ownership. The financial expense to assume ownership immediately is seldom surmounted. Some of these steps which may be used are,⁴⁶

1. Being on a farm with a definite or indefinite allowance.
2. Employed as a farm laborer.

⁴⁴Kleiner, loc. cit.

⁴⁵ Ibid.

⁴⁶ Educational Objectives in Vocational Agriculture
op. cit., p. 5.

3. Have an income from one or more farming enterprises.

4. Being a partner in a farming business.

5. Renting and operating a farm.

6. Managing a farm owned by someone else.

It is further pointed out that,⁴⁷

Progressive advancement of these individuals from one level of farming to another calls for an intelligent analysis of their present farming status, resources, and available opportunities in farming occupations. Adults who are already engaged in farming and are advancing in the occupation must determine whether they should continue in the same type of farming in which they are engaged, what change to make in their farming status, and what improvement they should make in their farming practices.

In a study by Ahalt⁴⁸ 150 young farmers were asked what steps they had taken prior to farm ownership. The step listed most frequently was being at home with no definite wage. Next to this came military service and then non-farm work. The two steps most infrequently used were being a farm manager and a farm owner.

Table 1 gives the steps taken, and the times taken for each in the progress towards farm ownership.

⁴⁷Ibid.

⁴⁸Arthur Ahalt, "How Young Farmers Become Established," The Agricultural Education Magazine, Vol. 30 No. 10 (April, 1958), pp. 220-1.

TABLE I

 STEPS TAKEN BY YOUNG FARMERS PRIOR TO FARM OWNERSHIP

STEP	TIMES TAKEN
Son at home (no wages)	47
Military Service	46
Non-Farm work	45
Son at home (wages)	40
Sons at home (partner)	19
Hired man (away from home)	18
Share tenant	15
Cash tenant	4
Farm Manager	2
Owner	2

*Arthur Ahalt, "How Young Farmers Become Established,"
The Agricultural Education Magazine, Vol. 30 No. 1
 (April, 1958), pp. 220-1.

Ideally the vocational agriculture student would proceed through several rather well defined steps to eventual farm ownership. These are diagrammed by Johnson⁴⁹ who indicates the beginning as the prospective student who desires to become a farmer. The next step is enrollment in vocational agriculture, then the graduate goes on into various stages of farming and eventual farm ownership.

Figure 1 shows an outline of this procedure.

It is pointed out by Hunsicker⁵⁰ that as boys make

⁴⁹Johnson, op. cit., p. 6.

⁵⁰H. N. Hunsicker, Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers (U. S. Office of Education, Vocational Division Bulletin No. 262, Agricultural Series No. 67; Washington: Government Printing Office, 1956).

FIGURE 1

PROGRESSIVE DEVELOPMENT LEADING TO ESTABLISHMENT
IN FARMING THROUGH VOCATIONAL AGRICULTURE

HE EVENTUALLY BECOMES SATISFACTORILY
ESTABLISHED IN FARMING

HE FURTHER IMPROVES HIS EFFICIENCY
as a farmer aided by systematic
instruction in an adult farmer class.

HE FURTHER DEVELOPS HIS FARMING PROGRAM
as a young farmer aided by systematic
instruction in a young farmer class.

HE IS LOCATED IN FARMING
on the home farm or on another farm with
the assistance of parents, instructor of
vocational agriculture, and others.

To or from vocations
other than farming

To or from vocations
related to farming

ADJUSTMENT
PERIOD

To or from
no goal

To or from
temporary goal

HIGH SCHOOL

Future Farmers of America experience	<p>HE GETS A START IN FARMING as a high school student of vocational agriculture by developing a planned farming program under systematic instruction</p>	General contributory training
---	---	-------------------------------------

A BOY ENROLLS IN VOCATIONAL AGRICULTURE
AT THE LOCAL HIGH SCHOOL

RESERVOIR OF BOYS WHO INTEND TO BECOME FARMERS

*E. J. Johnson, and W. N. Elam, Guiding High School Students of Vocational Agriculture in Developing Farming Programs (U.S. Office of Education, Vocational Division Bulletin No. 254, Agricultural Series No. 65; Washington; Government Printing Office, 1954), p. VI.

progress towards full establishment in farming they feel a need for.

Developing parent-son agreements in farming, renting farm land, locating available finances, producing farm products efficiently, selecting and maintaining farm equipment, marketing farm products, keeping and analyzing records, developing farm and home plans, planning land systems, interpreting government programs, interpreting and executing legal papers, and participating in farm and community organizations.

Follow-up. A very important part of the placement program is to follow up the students to learn how they have adjusted to their jobs, and what progress they make in the job, as well as to obtain their ideas on improved preparation.

In the Practical Handbook for Counselors⁵¹ it is suggested that,

The senior high school should develop a systematic follow-up procedure to see that its former students are progressing satisfactorily in their chosen field and to help them in making further adjustments if necessary.

VII. SUMMARY

This chapter has presented some of the information available concerning practices for conducting the guidance activities which were studied.

⁵¹Practical Handbook for Counselors (Chicago: Science Research Associates, 1946), p. 17.

Co-operate with School Staff in Conducting Career Conference or Career Day. The career conference is a valuable instrument for enabling students to learn about job opportunities and to help pupils plan their own educational and vocational programs more wisely. The conference also furnished a means for closer school-community relationships to be developed.

The career day is usually a one-day (or less) affair with one general assembly plus several smaller group meetings. These are devoted to the general occupational picture and several specific vocations respectively. Students should have a say in what occupational meetings will be held.

Additional meetings may be held on how to get a job, interviewing, and how to discover self-interests.

Each career day should be evaluated so that the following ones may be improved.

Conduct Field Trips to Study Agricultural Occupations. Field trips have been used for educational purposes for years, with renewed emphasis now placed on them for study of occupational information.

Preparation of pupils for these trips is needed with several practices being useful. General discussion of what is expected of the students and suggestions for

possible post-trip assignments seem to be essential.

Making adequate plans for the trip in contacting the proper representatives involved, together with showing appreciation after the trip should be observed.

Assemble Information on Educational Programs for Preparation to Enter Agricultural Occupations. Most of the information on this subject deals with sources of such information. It is pointed out that in addition to obtaining this information more personal contact with training institutions than just catalogs is needed.

Provide Information on Students for Prospective Employers. Very little information is available on this subject. The material found concerns the fact that good school-employer relations should be developed.

Hold Conference with Parents in Regard to Students' Occupational and Educational Plans. This phase of guidance is essential. In some areas of education and psychiatry it is recognized, however, in references on guidance and vocational agriculture there is very little information on this subject.

Assist Young Men to be Placed and to Advance in Farming. This activity is one of the basic objectives

of vocational agriculture. The primary practice here is to get the students started with a supervised farming program.

One of the benefits of the placement activity is for improving the school's training program. Adult classes are designed to help persons to advance in their vocation.

Improvements in the activity are possible by learning more about the jobs available and selling employers on the graduate's abilities.

CHAPTER III

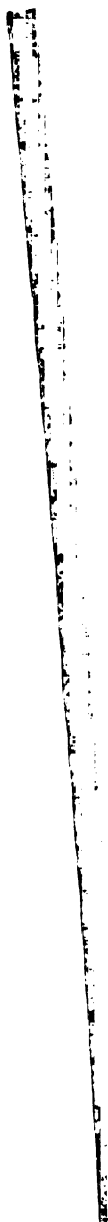
PROCEDURE FOLLOWED IN CONDUCTING STUDY

This chapter will outline the steps followed in conducting this study, the methods of research involved, and the sources for the data collected.

Outline of Study. The first step was to determine the vocational guidance activities to be studied. These were selected from a previous study conducted by Dr. Harold Byram.¹ The activities that were selected from this study met three criteria: (1) They were of a vocational guidance nature, (2) They were rated in the upper 50 per cent for importance by the vocational agriculture teachers co-operating in Dr. Byram's study, and (3) They were rated in the lower 50 per cent for being carried out effectively in the same study.

Numerous reference books were used to develop a check list which could be used in the study, other vocational agriculture teachers were asked to fill out a trial schedule, and current guidance and vocational literature was consulted.

¹Harold M. Byram, "Check List on Guidance Activities of Teachers of Agriculture" (Unpublished Study; East Lansing, Michigan: Michigan State University, 1958).



The items selected for use in this check list were called "practices", and dealt with how the activity was organized or how it was carried out.

In order to find out how these selected guidance activities could be carried out effectively vocational agriculture teachers who co-operated in Dr. Byram's study that had reported doing these guidance activities very effectively or moderately effectively were selected. A small number of the teachers reported doing any one of the activities effectively which is why some were chosen from the moderately effective group. Then, too, the study was limited to two areas of the state for transportation reasons, thus further limiting the number from which to select.

The next step led to contacting the teachers selected and interviewing them. They were asked to explain how they did the particular activity they had done effectively. The medium for explaining how the activities were carried out was a list of practices listed on a form. If they used practices not listed, then these were added. After noting those practices used, each was checked according to its effectiveness; being rated very effective, moderately effective, or very ineffective.

When all of the teachers had been contacted, the results were summarized. Each guidance activity was listed

separately. The practices for carrying out the activity were ranked according to their effectiveness. The results were then written up together with the conclusions which would seem appropriate to make.

Methods of Research Used. This study resulted in a list of practices which were being followed by certain vocational agriculture teachers. To do this, a check list with a rating scale was used. The check list was added to and completed in the presence of the researcher thus utilizing the interview in many cases.

This method of research was used because the most accurate way of learning how the guidance activities were carried out was to ask those who had had success with them. Eight of the teachers were interviewed because it was then possible to explain more exactly what was wanted and the teachers in turn could give additional information not possible on a rigid check list.

Historical research and interviewing were used in developing the practices used in the check list schedule. The status type of research is subject to the errors in judgment of the person filling it out. It is also subject to a misinterpretation of the items to be checked. Educational researchers, however, have relied on surveys for a

large part of their information and many practices being advocated today were decided upon by using this method of research.

Table 2 shows that 12 vocational agriculture teachers were contacted for the purpose of obtaining research data. A total of 32 different questionnaires were completed to obtain the information for this study. There was a total of 148 guidance practices suggested for carrying out these six guidance activities ranging in number from 12 to 48 for each one.

Sources of Data. The information secured in the study was from a selected group of 12 vocational agriculture teachers in Southwestern and Eastern Michigan. These teachers were selected because they had previously indicated that the guidance activity being studied had been used very effectively or moderately effectively by them.

Summary. This chapter outlines the procedures used in the study, the methods of research used and the sources for the data. The procedure followed in conducting the study was to determine the vocational guidance activities which were important but not effective as used by vocational agriculture teachers. Practices for conducting these activities were

TABLE 2

SUMMARY OF TEACHERS CONTACTED FOR EACH GUIDANCE ACTIVITY

Teacher	Guidance Activity*					
	1	2	3	4	5	6
A		x				x
B		x		x		x
C		x	x		x	
D				x		x
E	x		x	x		x
F			x	x	x	x
G	x	x			x	
H	x				x	
I	x		x	x	x	
J			x			x
K				x		
L	x	x				
Totals	5	5	5	6	5	6

*Guidance Activity

1. Co-operate with School Staff in Conducting Career Conference or Career Day.
2. Conduct Field Trips to Study Agricultural Occupations.
3. Assemble Information on Educational Programs for Preparation to Enter Agricultural Occupations.
4. Provide Information on Students for Prospective Employers.
5. Hold Conference with Parents in Regard to Students' Occupational and Educational Plans.
6. Assist Young Men to be Placed and to Advance in Farming.

listed. The vocational agriculture teachers in Southwestern and Eastern Michigan who had reported high effectiveness in doing these activities were then located. These teachers were interviewed or were asked to fill out a check list and explain the activities they had carried out effectively. The research methods used in this study were the historical, the interview, and the normative study.

CHAPTER IV

RESULTS OF THE STUDY

General Results Obtained. The teachers contacted were, generally, quite co-operative, and added 42 practices to the check list that had not previously been included.

The special emphasis given to one or two key practices for each activity was of major importance. It was found that even though the teacher felt he was effective in conducting an activity he did not necessarily carry out a large number of practices. This emphasis on important practices was quite common among teachers.

Each guidance activity is separated in the following presentation, and includes a discussion of the practices considered to be key ones, the practices rated effective, and some comments made by the teachers during the interview. The list of practices developed before the study for use in the check list is included in the Appendix.

Co-operate with School Staff in Conducting Career Conference or Career Day. Five teachers were contacted for responses on what practices should be used to carry out this guidance activity. Three teachers felt that this was an excellent activity to carry out in presenting vocational information to the students. Several personal

experiences were cited by these teachers in reference to the success of the conferences. The procedure for holding the conferences on a regional or county basis seemed to be prevalent until an individual school out-grew such a practice. This school would then conduct its own conference. The vocational agriculture teachers actually did very little towards the over-all planning of these programs, however.

Two practices carried out by three teachers, as shown in Table 3, were considered to be very effective: (1) Hold conference each year; and (2) Have students participate in planning. The general consensus of opinion for holding the conference each year was that the students would have the opportunity to participate in it for two years. The teachers felt that enough change of interest would be exemplified in this time to warrant the students attending a second conference any more frequently. Having students and community service groups participate in the planning were both considered helpful in making the conference more meaningful and in giving it added promotion.

Six practices were considered to be very effective by at least two teachers as shown in Table 4. Two of these practices were given special significance by two of

TABLE 3

GUIDANCE PRACTICES FOR CO-OPERATING WITH SCHOOL STAFF IN
CONDUCTING CAREER CONFERENCE OR CAREER DAY
RATED VERY EFFECTIVE BY THREE TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.*
1. Hold conference each year.	3	1	
2. Have students participate in planning.	3		

*V.E. Very Effective
M.E. Moderately Effective
V.I. Very Ineffective

the teachers as being key factors in the success of the conference. These are as follows: (1) Hold the conference at night: and (2) Invite the parents to attend. The reason for holding the conference at night was so the parents could attend with the students. In this case the parents would attend the same meetings as the students. This gave the parents the opportunity to learn more about the careers, too.

There were four additional practices which at least two teachers rated very effective. These are as follows: (1) Give local publicity to conference; (2) Serve on planning committee; (3) Have community service groups participate in planning; and (4) Help arrange for agricultural resource persons. Giving local publicity to the conference was considered to be very essential to its effectiveness. Some of the practices for doing this were to put articles in newspapers, use local radio newscasts, send letters home to parents, and put up posters in the school. The practices of helping on the planning committee, and arranging for the agricultural resource persons were the two parts which the agriculture teacher usually had in the organization of the conference. Having students and community service groups participate in the planning were both considered helpful in making the conference meaningful

TABLE 4
GUIDANCE PRACTICES FOR CO-OPERATING WITH SCHOOL STAFF IN
CONDUCTING CAREER CONFERENCE OR CAREER LAY
RATED VERY EFFECTIVE BY TWO TEACHERS.

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Give local publicity to conference.	2	2	
2. Serve on planning committee.	2	2	
3. Invite parents to conference.	2	1	
4. Hold at night.	2	1	
5. Have community service groups participate in planning.	2		
6. Help arrange for agricultural resource persons.	2		

and in giving it added promotion.

Ten additional practices were rated as being very effective by at least one teacher as shown in Table 5. These are as follows: (1) Hold conference during school hours; (2) Hold conference on regional basis; (3) Use printed conference programs; (4) Hold for one-half day; (5) Section meetings held for 45-60 minutes; (6) Hold entire day for juniors and seniors; (7) Hold Vo-Ag career conference separately; (8) Serve as chairman of planning committee; (9) Provide information about local employment opportunities; and (10) Provide information about the qualifications and requirements for entrance into various kinds of occupations.

Holding the conference during school hours and for juniors and seniors during the day were said to be satisfactory practices, but did not include inviting parents. Holding the conference on a regional basis has been discussed previously. The use of printed programs with the time of all activities listed was considered important. Conducting the section meetings for 45-60 minutes was used but was not considered important by all of the teachers, evidently meaning that it was a mechanical practice without special significance. The remaining practices listed here were carried out on a very limited basis.

TABLE 5

GUIDANCE PRACTICES FOR CO-OPERATING WITH SCHOOL STAFF IN
CONDUCTING CAREER CONFERENCE OR CAREER DAY
RATED VERY EFFECTIVE BY ONE TEACHER

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Hold conference during school hours.	1	2	
2. Hold conference on regional basis.	1	2	
3. Use printed conference programs.	1	2	
4. Hold for one-half day.	1	1	
5. Section meetings held for 45-60 minutes.	1	1	
6. Hold entire day for juniors and seniors.	1	1	
7. Hold Vo-Ag career conference separately.	1		
8. Serve as chairman of planning committee.	1		
9. Provide information about local employment opportunities.	1		
10. Provide information about the qualifications and requirements for entrance into various kinds of occupations.	1		

Two additional practices were said to be moderately effective. These are as follows: (1) Hold small section meetings on several occupations; and (2) Have evaluation form filled out by students and faculty. The first of these was carried out by all the teachers but was given no special attention when listing important practices. The second practice was not carried out very often.

Conduct Field Trips to Study Agricultural Occupations.

There were 15 guidance practices for conducting this activity that were felt to be very effective and essential to the success of the field trip by two or more of the teachers. Sixteen additional practices were considered to be necessary by at least one of the teachers interviewed. Four of the co-operating teachers gave three practices for carrying out this guidance activity as being very effective as shown in Table 6. The fifth teacher in each case stated that these same three practices were moderately effective for the activity. The three practices are as follows: (1) Study occupations prior to trip; (2) Study occupations following trip; and (3) Express appreciation to the representatives who made the trip possible. It was considered essential to study the occupations to be observed both before and after the field trip. No special emphasis was given to the third practice the common procedure in using it being simply a verbal "thank you."

TABLE 6

GUIDANCE PRACTICES FOR CONDUCTING FIELD TRIPS TO STUDY
 AGRICULTURAL OCCUPATIONS RATED VERY
 EFFECTIVE BY FOUR TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Study occupations prior to trip.	4	1	
2. Study occupations following trip.	4	1	
3. Express appreciation to the representatives who made trip possible.	4	1	

Two practices, indicated in Table 7 were rated as being very effective by three teachers. They are as follows: (1) Use bus for transportation; and (2) Conduct local trip. Using the bus for transportation was also rated as being moderately effective by the remaining teachers. The opinion expressed towards this practice in relationship to the use of cars was that it was greatly preferred, giving the teachers more control over the group as well as being easier to arrange for. One additional teacher considered number one moderately effective while the fifth teacher did not rate it.

TABLE 7
GUIDANCE PRACTICES FOR CONDUCTING FIELD TRIPS TO STUDY
AGRICULTURAL OCCUPATIONS RATED VERY EFFECTIVE
BY THREE TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Use Bus for transportation.	3	1	
2. Conduct local trip.	3	2	

Ten more practices were rated very effective by at least two teachers. These practices, listed in Table 8, are as follows: (1) Conduct trips out of the community;

(2) Visit processing plants; (3) Teacher arranges trip; (4) Hold trip during regular class period; (5) Leave list of students' names with principal; (6) Have a set of rules for students to follow; (7) Visit elevator; (8) Hold trip in connection with unit of study; (9) Develop atmosphere of anticipation in the class prior to going; and (10) Make co-operative plans for special reports and observations.

From the comments of the teachers, as well as their responses, the differences in the distance of the trip was of little importance as both local and out-of-community trips were rated very effective and both were important.

Visiting a processing plant was done by three teachers in fruit, vegetable and dairy areas. Processing plants, consequently, were important in the local communities. One teacher stated that he took these trips so that each student had the chance to see each plant once during his four years of vocational agriculture. Specific processing plants visited include: a dairy plant, considered very effective by the teacher involved; a packing plant, considered moderately effective by another teacher; a canning factory, considered to be moderately effective by one teacher.

The general opinion was that the teacher should arrange for most of the trips. On certain occasions

(very infrequently) a student was assigned the job. The success of these trips seemed to be satisfactory but not outstanding. The practice of holding the trip during the regular class period was the most commonly used of any time. Avoidance of schedule conflicts was one of the points mentioned for the use of this practice. The set of rules for students to follow was arrived at in co-operation with the students. This list was then duplicated so that each student would have a copy for himself.

The practice of holding the trip in conjunction with a unit of study relates with the two practices of studying the occupation prior to the trip and following the trip. These were emphasized as being among the most effective by the teachers carrying them out. Developing an atmosphere of anticipation in the class prior to going on the trip also relates to the study of the occupations mentioned previously. During this build-up of interest three teachers used the practice of developing co-operative plans for special reports and observations by the students.

Sixteen guidance practices were considered very effective by at least one of the teachers. Out of this group of practices three were also rated moderately effective by two additional teachers and one was rated very ineffective by one teacher.

Those practices ranking highest for this group, as listed in Table 9, are as follows: (1) Visit machinery

TABLE 8
GUIDANCE PRACTICES FOR CONDUCTING FIELD TRIPS TO STUDY
AGRICULTURAL OCCUPATIONS RATED VERY EFFECTIVE
BY TWO TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Teacher arranged trip.	2	3	
2. Conduct out of community trip.	2	2	
3. Develop atmosphere of anticipation in the class prior to going.	2	2	
4. Visit processing plants.	2	1	
5. Hold during regular class period.	2	1	
6. Visit elevator.	2	1	
7. Make co-operative plans for special reports and observations.	2	1	
8. Leave list of names with principal.	2		
9. Have a set of rules for students to follow.	2		
10. Hold trip in connection with unit of study.	2		

manufacturing plants; (2) Conduct in co-operation with local persons or company; and (3) Students interview employers.

When local dealers were connected with a manufacturing plant, such as machinery, this practice of conducting in co-operation with a local dealer was used on some occasions and was considered valuable in such cases. The trip to a machinery manufacturing plant when taken out of the community was, according to the teachers reporting this practice, very effective while the same type of trip taken locally was rated moderately effective.

The practice of students interviewing employers was not carried out extensively. Those teachers using it rated it as an effective practice and one intended to use it more in the future.

TABLE 9
GUIDANCE PRACTICES FOR CONDUCTING FIELD TRIPS TO STUDY
AGRICULTURAL OCCUPATIONS RATED VERY EFFECTIVE
BY ONE TEACHER

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Visit machinery manufacturing plants.	1	2	
2. Conduct in co-operation with a local person or company.	1	2	
3. Students interview employer.	1	2	

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
4. Visit feed manufacturing plant.	1	1	
5. Student arranged trip.	1	1	
6. Take visits to companies once every four years.	1	1	
7. Give a list of students to teachers prior to going on all-day trip.	1	1	
8. Take local trips first.	1	1	
9. Take trip to each type of farming.	1		
10. Use form listing what to look for on trips.	1		
11. Visit dairy plant.	1		
12. Visit hatchery.	1		
13. Visit nursery.	1		
14. Visit fruit storage.	1		
15. Visit packing plant.	1		
16. Telephone company ahead setting up three possible dates.	1		1

Of the remaining practices carried out, 13 were rated moderately effective by from one to three teachers and two were rated as very ineffective by at least one teacher.

The 13 practices rated moderately effective are:
(1) Use extra time during school hours; (2) Take a trip outside of school hours; (3) Visit sales organizations;

(4) Have soil technician come to class and go out on trip; (5) Visit machinery repair company; (6) Permitted trips at own discretion; (7) Use cars for transportation; (8) Take trip to Chicago to visit wholesale distributors of meat, vegetables and flowers; (9) Take trip to tire retail store; (10) Take entire class at once on special trips; (11) Visit food freezing plant; (12) Make and file student report on the success of trip for future classes; and (13) Visit service-type company.

Assemble Information on Educational Programs for Preparation to Enter Agricultural Occupations. Five teachers co-operated in this study to determine the most effective guidance practices to carry out this guidance activity. Obtaining information from trade journals, and having advanced students secure information to write a job description, were stated by two teachers as being very essential to this activity in their situation. Neither of these practices would normally be considered as a way of assembling information on education programs, however, the way in which the practices were used by the teachers would indicate that considerable information was obtained. Both of these practices were rated very effective by only one teacher.

One additional practice was rated as being very effective by three teachers and moderately effective by the other two teachers. This practice is "to obtain catalogs and bulletins from colleges, trade, business, and technical schools." These catalogs and bulletins were predominately from colleges and mostly from Michigan State University.

Four practices were rated as very effective by two of the teachers. These practices, listed in Table 10 are as follows: (1) Obtain materials from private companies; (2) Obtain materials from Short Course Department; (3) Obtain materials from school principal; and (4) File bulletins in rack. Three of these practices deal with sources of information and one with filing the information obtained.

Twelve practices were rated as very effective by one teacher. These practices, listed in Table 11, are as follows: (1) Obtain materials from school library; (2) Obtain materials from government sources; (3) Obtain materials from professional associations; (4) File materials in notebooks; (5) File materials in folders; (6) Students obtain materials while on field trips; (8) Develop list of skills needed in each of the agricultural occupations; (9) Students bring information to class; (10) Encourage students to maintain a career notebook; (11) Use the "Michigan Plan for Filing and Indexing Occupational

TABLE 10
GUIDANCE PRACTICES FOR ASSEMBLING INFORMATION ON
EDUCATIONAL PROGRAMS FOR PREPARATION TO ENTER
AGRICULTURAL OCCUPATIONS RATED VERY EFFECTIVE
BY TWO TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Obtain materials from private companies.	2	1	
2. Obtain materials from Short Course Department, Michigan State University.	2	1	
3. Obtain materials from school principal.	2		
4. File bulletins in rack.	2		

Information;" and (12) Obtain materials from trade journals.

The question on the check-list was if informational materials were obtained from the library. Three teachers carried out this practice and stated that they made use of the library materials but did not keep them. When advanced students wrote career papers and used library materials they were accumulating the information in their papers. The better of these reports were then retained by the teacher for future reference by other students.

TABLE 11
GUIDANCE PRACTICES FOR ASSEMBLING INFORMATION ON
EDUCATIONAL PROGRAMS FOR PREPARATION TO ENTER
AGRICULTURAL OCCUPATIONS RATED VERY EFFECTIVE
BY ONE TEACHER

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Obtain materials from school library.	1	2	
2. Obtain materials from government sources.	1	2	
3. Obtain materials from professional associations.	1	2	
4. File materials in notebook.	1	2	
5. File materials in folders.	1	2	
6. Students obtain materials while on field trips.	1	2	
7. Obtain visual aid type material.	1	1	
8. Develop list of skills needed in each of the agricultural occupations.	1	1	
9. Students bring information to class.	1	1	
10. Encourage students to maintain a career notebook.	1		
11. Use the "Michigan Plan for Filing and Indexing Occupational Information".	1		
12. Obtain materials from trade journals.	1		

Two teachers rated two practices as being moderately effective. These practices are: (1) Students send for materials; and (2) Obtain materials from Western Michigan University.

Among the methods used for obtaining the materials, it was stated that, the encouragement of the students for bringing in materials resulted in a considerable quantity of information. This information was discussed, frequently replacing the planned class work, so that students received a stimulus for continuing the practice.

Provide Information On Students for Prospective Employers. The guidance practices for carrying out this activity were suggested and rated by six vocational agriculture teachers.

Four of the practices for conducting this activity were considered to be very essential for its success. These practices, as listed in Table 12, are as follows: (1) Provide instruction to students about job interviews; (2) Maintain record of all students placed; (3) Maintain an up-to-date list of students including achievements, education, and work experience; and (4) Visit employers regularly to maintain personal contact.

Of these four practices the first was rated highest in the total list. Two teachers rated it very effective and three others moderately effective. This practice was

carried out both formally in the class room and informally when there was a need for it. The practice to maintain records on all students placed was done by only two teachers. One of these teachers stated that records were so essential and valuable that they were more than worth the time devoted to keeping them. Very little publicity was given to the fact that records were available on the students, however.

One teacher carrying out the third practice rated it very ineffective. Two other teachers considered it as being very effective, however. One teacher stated that he had students make out a form giving this information each year. Visiting employers regularly to maintain personal contact was done in two ways. Farmers who would be interested in hiring students were usually ones who were normally seen either in adult farmer work or student farm visits. The prospective employers in the related occupations field were contacted through membership in a local service club. This allowed for continuous contacts with both groups of employers and most of the placement occurred with the employers involved in these groups.

Three practices were considered as being very effective by one teacher. These practices, listed in Table 13, are as follows: (1) Arrange for interviews between student and prospective employer; (2) Give a student data sheet on students to interested employers;

TABLE 12
GUIDANCE PRACTICES FOR PROVIDING INFORMATION ON
STUDENTS FOR PROSPECTIVE EMPLOYERS RATED
VERY EFFECTIVE BY TWO TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Provide instruction to students about job interviews.	2	3	
2. Maintain record on all students placed.	2		
3. Maintain an up-to-date list of students including achievements, education and work experience.	2		1
4. Visit employers regularly to maintain personal contact.	2		1

and (3) Talk to prospective employer about what student has done (on request).

Arranging for interviews between students and prospective employers was done on a limited scale. One teacher said that in the cases he had used it, it had been very effective; two teachers gave a rating of moderately effective and two other teachers said it had been very ineffective. Three of the teachers used the number three practice, generally in an informal manner, but they felt it had been very useful. The student data form was the one mentioned previously which the students made out each year.

TABLE 13
GUIDANCE PRACTICES FOR PROVIDING INFORMATION ON
STUDENTS FOR PROSPECTIVE EMPLOYERS RATED
VERY EFFECTIVE BY ONE TEACHER

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Arrange for interviews between student and prospective employers.	1		
2. Give a student data sheet on students to interested employers.	1	2	
3. Talk to prospective employers about what student has done (on request).	1	2	2

Two practices carried out moderately effectively are:

- (1) Give transcript of credits to interested employers; and
- (2) Provide past records to prospective employers upon request.

Hold Conference with Parents in Regard to Students' Occupational and Educational Plans. The teachers interviewed for this activity consisted of two who had rated themselves as very effective and three who had rated themselves as moderately effective in carrying out the activity.

The one practice which was rated high by each of the five teachers is: "hold in connection with home farm visits". This practice was rated as very effective by four teachers and moderately effective by one teacher.

One teacher mentioned that he usually spent more time on a farm visit with the parent than with the student. In the case of many parents this was the only contact which the teacher had with them. The discussion in most conferences included what the students' interest and abilities were, which was the second highest rated practice. It was mentioned by some teachers that this was the primary reason for the conferences.

Five practices which were rated as being very effective by three teachers (Table 14) are as follows: (1) Discuss students' interests and abilities; (2) Discuss vocational plans; (3) Discuss educational plans; (4) Hold after adult classes; and (5) When on a large farm discuss partnerships.

Discussing the vocational and educational plans of the students were also considered important topics that should be discussed with the parents. It was pointed out that on larger farms the possibility of establishing a partnership should be discussed. This practice was not done at only one conference but was continued until a satisfactory solution was arrived at. Holding the conference after an adult class was felt to be a very excellent way of carrying out parent conferences. The teachers using this practice did so frequently.

TABLE 14
GUIDANCE PRACTICES FOR HOLDING CONFERENCE WITH
PARENTS IN REGARD TO STUDENTS' OCCUPATIONAL
AND EDUCATIONAL PLANS RATED VERY EFFECTIVE
BY THREE TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Discuss students' interests and abilities.	3	2	
2. Discuss vocational plans.	3	2	
3. Discuss educational plans.	3	2	
4. Hold after adult classes.	3		
5. When on a large farm discuss partnerships.	3		

Two teachers rated four practices as being very effectively carried out. These four practices (Table 15) are as follows: (1) Discuss FFA leadership activities; (2) Discuss orientation of students; (3) Discuss college selection; and (4) Parents go on field trips with students.

Discussing FFA leadership activities was carried out by four teachers. This practice was considered very effective but was not actually used extensively. Talking informally with parents while on a field trip was felt to be very good by the teachers doing it. In such instances a long trip was planned with one or two parents going along.

TABLE 15
GUIDANCE PRACTICES FOR HOLDING CONFERENCE WITH
PARENTS IN REGARD TO STUDENTS' OCCUPATIONAL
AND EDUCATIONAL PLANS RATED VERY EFFECTIVE
BY TWO TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Discuss FFA leadership activities.	2	2	
2. Discuss orientation of students.	2	2	
3. Discuss college selections.	2	1	
4. Parents go on field trips with students.	2		

Five practices rated very effective by one teacher (Table 16) are as follows: (1) Hold conference during freshman year; (2) Discuss with parent most interested; (3) Father at school; (4) Obtain additional student personal data; and (5) Record information from conference.

Talking with the father at the school relates to the practice of holding the conference following adult classes. However, one teacher had held a few conferences with fathers at the school on other occasions. Very infrequently did a father come to the school to talk about his son voluntarily and for no other purpose. The teacher recording information from these conferences was very certain that this practice helped to make that and future conferences more effective. When the conference

was held at the school notes were taken during the conference.

TABLE 16
GUIDANCE PRACTICES FOR HOLDING CONFERENCE WITH
PARENTS IN REGARD TO STUDENTS' OCCUPATIONAL
AND EDUCATIONAL PLANS RATED VERY EFFECTIVE
BY ONE TEACHER

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Hold conference during freshman year.	1	1	
2. Discuss with parent most interested.	1		
3. Father at school.	1		
4. Obtain additional student personal data.	1		
5. Record information from conference.	1		

Four practices were rated as being moderately effective by one teacher or more. These practices (Table 17) are as follows: (1) Hold after school events; (2) Hold during senior year; (3) Hold as freshman scheduling night with parents and students; and (4) Discuss how to improve study habits. None of these practices seemed to be exceptional.

Assist Young Men to be Placed and to Advance in Farming. Six teachers were contacted to find out the effective practices for conducting this guidance activity.

The practices which were stated as being keys to the success of this activity are: (1) Provide exploratory work experiences for students; (2) Help to get established on home farm; and (3) Assist students in setting up partnership agreements.

Providing exploratory work experiences was felt to be most essential for helping the student to decide what type of farming or related job he would prefer. It was also stated that it was a means for getting the student started within the occupation when he found the one he wanted. This corresponds to one value of the supervised farming program.

Another practice felt to be very essential is to help the student to become established on the home farm. The teachers doing this practice stated that it was a key point in the student's start as a farmer. This was carried out by conference with the student and parents utilizing some practice for the type of agreement followed. One teacher felt that most of the things done to aid the students fulfill the goal of this activity needed to be on an individual basis.

Referring to the previous practice of helping boys to get established on the home farm the practice of helping to set up partnership agreements is considered the most effective method.

From the total list of practices found effective by the teachers three were rated very effective by three teachers. These practices shown in Table 17 are as follows:

- (1) Assist students in setting up partnership agreements;
- (2) Provide exploratory work experiences; and (3) Assist boy to get job in related occupation by making initial contact.

The first two of these practices have already been discussed. Assisting students to get a job in a related occupation by making the first contact was felt to be very effective. This contact was done in two ways. In some instances, when the teacher saw a possible job opening, he would ask the employer or farmer about it.

TABLE 17
GUIDANCE PRACTICES FOR ASSISTING YOUNG MEN TO BE
PLACED AND TO ADVANCE IN FARMING RATED
VERY EFFECTIVE BY THREE TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Assist students in setting up partnership agreements.	3	3	

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
2. Provide exploratory work experiences.	3	1	
3. Assist boy to get job in related occupation by making initial contact.	3	1	

Six practices (Table 18) were rated as very effective by two teachers. These practices are as follows: (1) Provide students with a list of opportunities for placement; (2) Provide evening vocational classes for out-of-school farmers; (3) Help to get established on home farm; (4) Assist to enroll in short course; (5) Assist in planning long-term farm program; and (6) Do mostly on individual basis. The first two of these practices was carried out on only a limited basis. The third practice has been previously discussed. The fourth practice has reference to interesting students in taking a short course at Michigan State University to improve themselves for future advancement in farming. This practice was given considerable time and emphasis by some of the teachers. Inviting representatives to meet with the class, alumni talks, and utilizing brochures were the methods used. Assisting students with long-term farm programs was used infrequently, usually only when a partnership was being established. The last practice has been explained.

TABLE 18

GUIDANCE PRACTICES FOR ASSISTING YOUNG MEN TO BE
PLACED AND TO ADVANCE IN FARMING RATED
VERY EFFECTIVE BY TWO TEACHERS

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Provide students with a list of opportunities for placement.	2	2	
2. Provide evening vocational classes to out-of-school farmers.	2	2	
3. Help to get established on home farm.	2	1	
4. Assist to enroll in short course.	2	1	
5. Assist in planning long-term program.	2	1	
6. Do mostly on individual basis.	2		

Six practices rated very effective in one instance (Table 19) are as follows: (1) Assist farmers in farm and home planning; (2) Assist boys to get job on farm; (3) Secure employment information from local chamber of commerce; (4) Assist to buy farm; (5) Maintain list of farms for sale; and (6) Assist student to get job as farm manager.

Each of these practices was limited in scope. Number three was carried out by one teacher, however, in such a manner as to attract attention. As such, he had ready access to this type of information and he felt it was exceptionally beneficial.

III. SUMMARY

This chapter has been a presentation of the information learned from interviews of the teachers contacted. For most of the activities a few key or essential practices were discovered which made the activity more effective. Most of the teachers interviewed did not carry out a large percentage of the practices effectively for any particular activity.

Co-operate with School Staff in Conducting Career Conference or Career Day. This activity was felt to be very valuable to the students. No real outstanding practices common to each teacher appeared from this study. At least three teachers in the group felt that holding the

TABLE 19
GUIDANCE PRACTICES FOR ASSISTING YOUNG MEN TO BE
PLACED AND TO ADVANCE IN FARMING RATED
VERY EFFECTIVE BY ONE TEACHER

Practice	Number of teachers doing the practice		
	V.E.	M.E.	V.I.
1. Assist farmers in farm and home planning.	1	4	
2. Assist boys to get job on farm.	1	1	
3. Secure employment information from local chamber of commerce.	1		
4. Assist to buy farm.	1		
5. Maintain list of farms for sale.	1		
6. Assist student to get job as farm manager.	1		

conference each year, and having students participate in the planning were extremely beneficial, however.

Eighteen practices were rated by five teachers as very effective for the success of this activity.

Conduct Field Trips to Study Agricultural Occupations.

The practices used to carry out this activity were quite diverse and varied with the community. A total of 31 practices were considered to be very effective by at least one of the teachers. Studying the occupations to be observed, both before and following the trip, seemed to be quite essential. The teachers also felt that it was important to express appreciation to the company representatives following the trip.

Assemble Information on Educational Programs for Preparation to Enter Agricultural Occupations. The practices considered very necessary for this activity were to use trade journals as a source of information and to have students secure as much information as possible. It was also considered very effective to obtain catalogs and bulletins from colleges, trade, business and technical schools, M.S.U. Snort Course Department, private companies, and the school principal.

A total of 17 practices were rated as being very

effective for this activity.

Provide Information on Students for Prospective Employers. Providing instruction to students about job interviews and maintaining records of all students placed were considered to be the most effective practices for this activity. Seven practices were rated as being very effective for this activity.

Hold Conference with Parents in Regard to Students' Occupational and Educational Plans. The practices considered to be most vital to this activity were to hold conferences in connection with home farm visits and to discuss the students' interests and abilities. The educational, vocational, college, and orientation plans were also rated as being very effective to discuss by one of the teachers. Another time to hold the conference which was used effectively was following adult classes. Fifteen practices were rated very effective for this activity.

Assist Young Men to be Placed and to Advance in Farming. Providing exploratory work experiences and assisting the student to get established on his home farm were rated most effective for this activity. One of the teachers stated that most of the practices used were for doing this activity were of an individual nature thus making each case different. Fifteen practices for carrying out this activity were rated very effective.

CHAPTER V

SUMMARY OF THE STUDY INCLUDING CONCLUSIONS ARRIVED AT AND SUGGESTIONS FOR FURTHER STUDY

I. GENERAL SUMMARY

This study was to determine how six vocational guidance activities were conducted by vocational agriculture teachers who rated themselves as doing the activity very effectively. The activities selected for study were from one done previously by Dr. Harold Byram. These activities were considered important but were reported as having been done effectively.

The data collected from this study were divided into the results for each guidance activity.

The activity to co-operate with school staff in conducting the career conference or career day was found to be somewhat unrelated to the vocational agriculture teacher's job. The primary practice which was done was to arrange for the resource persons for the agricultural meetings.

The guidance activity to provide information on students for prospective employers was done very infrequently. There seemed to be a divided opinion as to the value of it. One teacher said the activity was necessary

only when requested by the prospective employers. Another teacher felt that more publicity should be given to the fact that information is available. According to the available literature this activity is valuable. This would indicate that more consideration should be given to it.

The remaining activities were all considered to be important and the teachers interviewed were attempting to do them in the best possible way.

The primary purpose of this study was to determine what practices were used to make the six guidance activities effective. Several reasons were given for the importance of this study. There is considerable correlation between the results and the need for the study.

First of all, not all of the agriculture students will be able to or will want to farm. To aid the students to decide if they want to farm, several exploratory work experiences are provided. Considerable occupational information is obtained and various methods are used to make this available to the students. Some of the exploratory work experiences are; (1) The supervised farming program; (2) Assisting students to work in related jobs; and (3) Making initial contacts to assist the boy in getting a job in a related occupation. These kinds of activities seem to be very necessary for a teacher to do and will

contribute directly to helping solve the problem of what the agriculture graduates will do.

Along with assisting students to have exploratory work experiences are the practices used to obtain and to provide vocational and educational information to the students. Obtaining catalogs and bulletins from colleges, trade, business, and technical schools appears to be necessary. Having students secure information and materials for class assignments and for class discussions are desirable practices to use. Filing the various materials where students can get them, putting information on bulletin boards and assigning papers for students to write concerning occupations aid the students to learn about the various vocations they are interested in.

The responses teachers gave about students' occupational study and activities would indicate the students were very interested in learning more about vocations.

It would appear that vocational agriculture teachers do a lot of guidance work, however, they are not aware of much specific information on how to do some of this work.

To learn what practices were the most effective the teachers were asked to suggest additional practices, to check the ones included in the list for their effectiveness in using them, and to tell what the most essential practices were for each activity.

II. CONCLUSIONS FOR EACH GUIDANCE ACTIVITY

A total of 148 practices were studied for the six guidance activities. Forty-two of these practices were added to the list by the various teachers contacted. The number of practices for any one activity varied from 12 to 48. A total of 102 practices were rated as being very effective for the guidance activities varying from seven to thirty.

Co-operate with School Staff in Conducting Career Conference or Career Day. Results from this study would indicate that vocational agriculture teachers consider career days valuable but they have very little to do with planning them. Their major responsibility seems to be that of obtaining resource persons for the agriculture meetings.

Other information obtained from this study is on the organization of the conference. Inviting parents to attend the conference appears to have considerable value. In order to do this the conference needs to be held at night.

One of the recommended practices which the teachers did not respond to very favorably was to hold small section meetings. Yet, the teachers stated that they felt the speakers invited to attend were usually outstanding and that the students could attend two or three different meetings. This would indicate that the practice was done

and that the teachers liked the results of it.

Meetings on how to get a job, interviewing, and how to decide on a vocation were not held. These are considered to be valuable additions to the conference.

The conference may have been limited in many cases by having only junior and senior students attend rather than the entire high school.

Evaluating the conference for future improvements was not done very extensively and was rated only moderately effective.

The suggested practices to carry out for this activity are as follows:

1. Hold conference each year.
2. Have students participate in planning.
3. Give local publicity to conference.
4. Serve on planning committee.
5. Invite parents to conference.
6. Hold at night.
7. Have community service groups participate in planning.
8. Help arrange for agricultural resource persons.
9. Hold conference on regional basis.
10. Hold conference during school hours.
11. Use printed conference programs.

12. Hold for one-half day.
13. Have meetings held for 30-45 minutes (sections).
14. Hold entire day for juniors and seniors.
15. Hold Vo-Ag. career conference separately.
16. Serve as chairman of planning committee.
17. Provide information about local employment opportunities.
18. Provide information about the qualifications and requirements for entrance into various kinds of occupations.

Conduct Field Trips to Study Agricultural Occupations.

This appeared to be a very important and well done activity. The teachers felt that they were very well satisfied with the results. The students evidently gained a lot of occupational information from the trips. Selecting all of the possibilities to use for trips on a local basis should be done first. The trips can then be lengthened out as the conditions permit.

The next important practice to use is to discuss the occupations to be observed in class prior to taking the trip. At the same time an informal build-up to create anticipation towards the trip should be done by the teacher. Plans for what to observe and reports to make on the trip,

need to be included in this pre-trip discussion. An additional point which appears to be desirable is to give each student a copy of the preliminary plans.

A set of rules for students to follow, especially on long trips, seems to be valuable providing the students are included in their formulation. Discussions about the trip and carrying out of plans developed prior to the trip should be done following the trip. The trip should usually be taken in conjunction with a unit of study.

The practice of working with a local person or company for the trips taken is desirable for obtaining the best results. The person contacted for the trip should receive some note of appreciation for the trip. The common procedure for doing this, among the teachers interviewed, was very informal. Some consideration could be given to using a more unique expression of thanks.

Several practices seem to be desirable for setting up the trips. First of all, the actual planning was done almost entirely by the teacher in the cases studied. Students were only occasionally given this responsibility. The teachers indicated that the student-arranged trips were fairly successful but still they felt they would rather arrange for the trips themselves. Most discussions on taking field trips indicate that students should help to

arrange for them. Thus, the reason for this result of the study is not too clear unless it is due to the teachers' lack of time for planning.

Leaving a list of students' names with the principal and the teachers who have classes the students will miss are points commonly regulated by school policy.

Setting up some alternate dates when the first contact is made appears to be valuable especially for out-of-community trips.

Whether the trips may be held during the class period or for a long time is dependent on two points. The distance of the destination and the school policy. In the cases studied the teachers had considerable freedom to take trips when and where they desired. It was also possible for them to use a bus whenever desired.

The destinations of the trips seemed to vary. Some of this variation was probably due to the different needs of the community. For instance, one teacher took a trip to a wholesale floral distribution warehouse in Chicago. In his community growing flowers is a big business, however. Some of the more important types of places to visit are dairy plants, processing plants for fruits and vegetables, elevators, and machinery plants.

Student or teacher reports on the trips taken were not kept for future reference. Such reports may not be

necessary when a small number of trips are taken.

The suggested practices to carry out for this activity are as follows:

1. Study occupations prior to trip.
2. Study occupations following trip.
3. Express appreciation to the representative who made trip possible.
4. Use bus for transportation.
5. Conduct local trip.
6. Teacher arrange trip.
7. Conduct out-of-community trip.
8. Develop atmosphere of anticipation in the class prior to going.
9. Visit processing plants.
10. Hold during regular class period.
11. Visit elevator.
12. Make co-operative plans for special reports and observations.
13. Leave list of students' names with principal.
14. Have a set of rules for students to follow.
15. Hold trip in connection with unit of study.
16. Visit machinery manufacturing plants.
17. Students interview employers.

18. Conduct in co-operation with a local person or company.
19. Visit feed manufacturing plants.
20. Student arrange trip.
21. Take visits to companies once every four years.
22. Give a list of student to teachers prior to going on all-day trip.
23. Take local trips first.
24. Take trip to each type-of-farming area.
25. Use form for listing what to look for on field trips.
26. Visit dairy plant.
27. Visit hatchery.
28. Visit fruit storage.
29. Visit nursery.
30. Visit packing plant.

Assemble Information On Educational Programs for Preparation to Enter Agricultural Occupations. Materials obtained are divided into two sources on the basis of the type. The first is to obtain catalogs and bulletins from colleges, trade, business, and technical schools. Most of the catalogs were from Michigan State University. College catalogs, trade, business and technical bulletins could be obtained from more varied sources for students not interested in the

courses provided by Michigan State University. The second source is to have students bring in all of the information which they can find. This information would be from various types of magazines and trade journals.

The practice of helping the students get well acquainted with a university to learn more about it than is found in a catalog was done and is very desirable.

Reference books to use in locating additional information were found in only one department. These would seem to be a valuable addition to conducting this activity.

Several methods for filing information were used. These methods provided for differences in the form and shape of the materials and also a means for students to use the information when they desired. Folders put in files, bulletins filed in racks, and notebooks are methods of keeping the materials.

One of the common procedures for getting students to use and learn about information, as well as to obtain more, was to assign a paper to write on an occupation.

The suggested practices to carry out for this activity are as follows:

1. Obtain catalogs and bulletins from colleges, trade, business, and technical schools.

2. Obtain materials from private companies.
3. Obtain materials from Short Course Department,
Michigan State University.
4. Obtain materials from school principal.
5. File bulletins in rack.
6. Obtain materials from school library.
7. Obtain materials from government sources.
8. Obtain materials from professional associations.
9. File materials in notebook.
10. File materials in folders.
11. Students obtain materials while on field trips.
12. Obtain visual aid type material.
13. Develop list of skills needed in each of the
agricultural occupations.
14. Students bring information to class.
15. Encourage students to maintain a career notebook.
16. Use the "Michigan Plan for Filing and Indexing
Occupational Information."
17. Obtain materials from trade journals.

Provide Information on Students for Prospective Employers. This activity did not seem to be very commonly practiced by the teachers. In only one case was any systematic approach given to it. Some other teachers indicated that this was an important activity to do. It

would appear that both time and knowledge were limiting factors toward the increased use of this activity.

In the most successful instance the teacher maintained a continuing contact with most of the community persons in a position to hire people. This teacher also had a personal data sheet on each student which he could show to the prospective employer. Being in the position of knowing the jobs available, this teacher was able to make full use of this practice. For most teachers to follow this procedure would probably be too time consuming. Records on the students placed should also be kept.

In most cases the only information given to prospective employers was on an informal basis when a request was made. One teacher stated that this does not seem to be an adequate method for carrying out an activity which is considered to be important.

Considerable help was given to students concerning interviews. The teachers gave instruction on interviews and also helped the students to get interviews with prospective employers. These practices appear to be very helpful in doing this activity.

One additional practice which should be done is that of publicizing the fact that information is available on students. It will then be up to the teacher to keep

this information up to date.

The suggested practices to carry out for this activity are as follows:

1. Provide instruction to students about job interviews.
2. Maintain record on all students placed.
3. Arrange for interviews between student and prospective employer.
4. Maintain an up-to-date list of students including achievements.
5. Visit employers regularly to maintain personal contact.
6. Talk to employer about what student has done (on request).
7. Give a student data sheet on students to interested employers.

Hold Conference with Parents in Regard to Students' Occupational and Educational Plans. The literature on this activity states that parents need to be informed about vocational agriculture more than can be done on a farm visit. The most common practice for doing this activity was to hold the conference during a farm visit. It would appear that a longer farm visit would be needed and that considerable time should be spent with the parents to use

this practice effectively. The subject of these conferences ties in with this activity in that the students' interests and abilities, educational, and vocational plans are the main items for discussion. The practice of discussing parent-son-partnerships should also be included where there is an opportunity for them to develop.

The other desirable setting for holding the conference is when one parent attends a school function. Quite frequently this will be the father attending adult class meetings. For parent conferences to be successful it would seem that a more formal approach should be observed for some of the conferences.

The conferences with the parent seem to be of the most value when a student is a freshman or a senior. The reasons are, of course, to provide an orientation to the agricultural program, to determine tentative vocational and educational goals, and as a senior to make final vocational or educational plans.

One other practice, done only on a limited basis, is to record the results of these conferences. Such information is not easily remembered for a large number of students and would avoid much repetition in future conferences if done properly.

The suggested practices to carry out for this

activity are as follows:

1. Hold in connection with home farm visits.
2. Discuss students' interests and abilities.
3. Discuss educational plans.
4. Discuss vocational plans.
5. Hold after adult classes.
6. When on a large farm discuss partnerships.
7. Discuss FFA leadership activities.
8. Discuss college selection.
9. Parents go on field trips with students.
10. Hold conference during freshman year.
11. Discuss with parent more interested.
12. Father at school.
13. Obtain additional student personal data.
14. Record information from conference.

Assist Young Men to be Placed and to Advance in Farming. To properly carry out this activity several practices seem to be applicable. First of all is to assist the student in setting up an arrangement on his home farm where such a plan is possible. The primary arrangement considered should be a partnership. Long-term farm plans should be made if this procedure is followed. A renting agreement may be established with some other farmer or a

student may be assisted in simply working for another farmer. In limited situations a student may be assisted to select a farm to purchase or obtain a job as farm manager. To help boys advance from a start like this encouragement can be given to attend an agricultural Short Course. Further assistance may be given the individual who has his own farm with farm and home planning.

If farm placement can not take place then it becomes important to provide exploratory work experiences for the student. It would be hoped that through one of these experiences a start would be made in some suitable vocation. Experiences in these related type of jobs can be arranged in several ways. The teacher can make contacts with prospective employers. Interviews can then be scheduled to get the employer and student together. A list of job opportunities can be maintained for the students to follow up by themselves. Another means for securing information, about available jobs, is to utilize the local chamber of commerce.

The practice of holding vocational classes for out-of-school farmers was considered very effective by two teachers but only when organized for a specific purpose.

It was found that most of the jobs, both on farms and in related occupations, were located on an informal

basis and not from a systematic plan.

The suggested practices to carry out for this activity are as follows:

1. Assist students in setting up partnership agreements.
2. Provide exploratory work experiences.
3. Assist boy to get job in related occupations by making initial contact.
4. Provide a list of opportunities for placement to the students.
5. Provide evening vocational classes to out-of-school farmers.
6. Help to get established on home farm.
7. Assist to enroll in short course.
8. Assist in planning long-term farm plans.
9. Do mostly on an individual basis.
10. Assist farmers in farm and home planning.
11. Assist boys to get job on farm.
12. Secure employment information from local chamber of commerce.
13. Assist to buy a farm.
14. Maintain list of farms for sale.
15. Assist student to get job as farm manager.

III. SUGGESTIONS FOR FURTHER STUDY

The main activities which seem to need study are the parent conference, and giving the student information to prospective employers. There seems to be a lack of information in the literature on these activities and the results of this study are not complete. By using the effective practices as determined in this study as a start further research could be done on these two activities.

More information on systematic scheduling of parent conferences and on how to establish a good relationship with the parents for discussing the students' plans would be helpful.

For the activity of giving student information to prospective employers a study conducted among the employers as to what information should be made available to them would seem like a worthwhile study.

The activity concerning career conferences does not involve vocational agriculture teachers enough to carry on further studies about the subject.

A large amount of information is available on field trips. The major factor of concern for vocational agricultural teachers would appear to be where to take the trips. The present study has included several of these trips which

have been taken.

Assembling information on educational programs for preparation to enter agricultural occupations seems to be a problem of where and what kind of information to obtain. Vocational agriculture teachers seem to have a rather narrow selection of these and additional resource books on where to secure the information would seem the most necessary items.

The activity of placement and advancement in farming could be studied further due primarily to its importance. How to set up a systematic program for this would seem to be the first item of importance.

BIBLIOGRAPHY

A. BOOKS

- Baer, Max F., and Edward C. Roeber. Occupational Information: Its Nature and Use. Chicago: Science Research Association, 1955.
- Byram, Harold M. Guidance in Agricultural Education. Danville, Illinois: The Interstate Printers and Publishers, 1959.
- Forrester, Gertrude. Methods of Vocational Guidance. Boston: D. C. Heath and Company, 1951.
- Forrester, Gertrude. Occupational Literature: An Annotated Bibliography. New York: H. W. Wilson Company, 1953.
- Hahn, Milton E., and S. Maclean. General Clinical Counseling. New York: McGraw-Hill Book Co., 1950. . . .
- Hutson, Percival W. The Guidance Function in Education. New York: Appleton-Century-Crofts, Inc., 1953.
- Jones, Arthur J. Principles of Guidance and Pupil Personnel Work. New York: McGraw-Hill Book Co., Inc., 1951.
- Myers, George E. Principles and Techniques of Vocational Guidance. New York: McGraw-Hill Book Co., Inc., 1941.
- Phipps, Lloyd, and Glen C. Cook. Teaching Vocational Agriculture. Danville, Illinois: Interstate Publishing and Printing Co., 1957.
- Practical Handbook for Counselors. Chicago: Science Research Associates, 1946.
- Sanderson, Herbert. Basic Concepts in Vocational Guidance. New York: McGraw-Hill Book Co., Inc., 1954.
- Shartle, Carroll. Occupational Information: Its Development and Application. Second edition. New York: Prentice-Hall, 1952.
- Smith, Glenn E. Principles and Practices about the Guidance Program. New York: The MacMillan Co., 1953.
- Strang, Ruth. Counseling Techniques in College and Secondary Schools. New York: Harper and Brothers, 1949.

Willey, Roy DeVerl, and Dean C. Andrew. Modern Methods and Techniques in Guidance. New York: Harper and Brothers, 1955.

Lavine, Irvin, College Placement Directory. Dover, New Hampshire: Industrial Research Service, 1953.

B. BULLETINS

Byram, Harold M. Selection and Use of Occupational Information Materials in Agriculture. Department of Vocational Education, School of Education, Michigan State College, East Lansing, Mich.: Michigan State College Press, 1955.

Doane, Donald C. The Needs of Youth. Contributions to Education No. 848, Teachers College, Columbia University New York: Bureau of Publications, 1942.

Education and Economic Well-Being in American Democracy. Educational Policies Commission, Washington, D. C.: National Education Association, 1940.

Educational Objectives in Vocational Agriculture. U.S. Office of Education, Vocational Division Monograph No. 21. Washington: Government Printing Office, 1955.

Greenleaf, Walter J. Occupations - A Basic Course for Counselors. U. S. Office of Education, Bulletin No. 247. Washington: Government Printing Office, 1951.

Hunsicker, H. N. Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. U.S. Office of Education, Vocational Division Bulletin No. 262, Agricultural Series No. 67. Washington: Government Printing Office, 1956.

Johnson, E. J., and W. N. Elam. Guiding High School Students of Vocational Agriculture in Developing Farming Programs. U.S. Office of Education, Vocational Division Bulletin No. 254, Agricultural Series no. 65. Washington: Government Printing Office, 1954.

Minimum Essentials of the Individual Inventory in Guidance. U.S. Office of Education, Vocational Division Bulletin No. 202. Washington: Government Printing Office, 1939.

Nelson, Kenneth G. Guidance Handbook for Michigan Teachers of Vocational Agriculture. East Lansing, Mich.: Michigan State College Press, 1950.

Occupational Information and Guidance Bibliography. U. S. Office of Education, Vocational Division Bulletin No. 218. Washington: Government Printing Office, 1951.

Stone, Irving R. How We Conducted a Career Conference. Washington: B'nai-B'rith Vocational Service Bureau, 1941.

Stoops, Emery. Suggestions for Career Day. Office of the County Supt. of Schools. Los Angeles: Los Angeles County Schools, 1947.

U. S. Bureau of the Census. U. S. Census of Population. Vol. 2, Characteristics of the Population: Part I, United States Summary, Washington: Government Printing Office, 1953.

Vocational Agriculture in Michigan. Office of Vocational Education, Lansing, Mich.: Dept. of Public Instruction 1955.

C. PERIODICALS

Ahalt, Arthur M. "How Young Farmers Become Established," The Agricultural Education Magazine, Vol. 30 No. 10 (April, 1958), pp. 220-1.

Bently, Ralph, and Paul Hemp "Factors Influencing Agriculture College Students to Choose Agriculture as a Career," The Agricultural Education Magazine, Vol. 30 No. 10 (April, 1958), p. 222.

Byram, Harold M., and Kenneth G. Nelson, "Guidance and Placement in Agricultural Education," The Agricultural Education Magazine, Vol. 24 No. 2 (August, 1952), pp. 33-5, 43.

DeGraff, Herrell, "Who is the Farm Worker?," County Agent-Vo-Ag. Teacher Magazine, Vol. 13 No. 9. (Sept., 1957), p. 16.

- Dunsmoor, Clarence C. "How to Organize and Conduct Career Conferences," Occupations, The Vocational Guidance Magazine, Vol. XVIII No. 4 (Dec., 1939), pp. 163-8.
- Gallent, James F. "Guidance Includes Work Experience," The Agricultural Education Magazine, Vol. 28 No. 10 (April, 1956), P. 222.
- Kleiner, Julius, "Some Techniques for Better Placement," Personnel and Guidance Journal, Vol. XXXIII No. 1 (Sept., 1954), pp. 34-5.
- Orr, Donald M. "Influence of a Decreasing Farm Population on Rural Schools," The Agricultural Education Magazine, Vol. 30 No. 10 (April, 1958), pp. 235-6.
- Ritchie, Austin E. "Guidance and Orientation in Agricultural Education," The Agricultural Education Magazine, Vol. 30 No. 10 (April, 1958), pp. 224-7.
- Shosteck, Robert "How well are We Putting Across Occupational Information?," Personnel and Guidance Magazine, Vol. XXXIII No. 5 (January, 1955), p. 265.
- Sutherland, S. S. "Let's Quit Kidding Ourselves," The Agricultural Education Magazine, Vol. 28 No. 10 (April, 1956), p. 219.

D. UNPUBLISHED MATERIALS

- Beard, Ward Powers. "Occupational Distribution of Former Students in Vocational Agriculture in South Dakota." Independent Study, State Department of Public Instruction, Pierre, South Dakota, 1932.
- Buie, Tollie R. "Critical Factors Involved in the Evaluation and Use of Occupational Information in Agriculture in the North-Central Region." Thesis Ed. D., Michigan State College, East Lansing, Michigan, 1953.
- Byram, Harold M. "Preliminary Report on Study of Guidance Activities of the Teachers of Vocational Agriculture." Unpublished Study, Michigan State University, East Lansing, Mich., 1958.

Kennedy, W. Henry. "A Clarification of Relationships
Between Farming and Certain Other Agricultural Occupations
with Implications for Guidance and Curriculum Development."
Thesis Ed. D., Michigan State University, East Lansing,
Michigan, 1958.

APPENDIX

Interview Schedule
And Original List
Of Guidance Practices

GUIDANCE ACTIVITY

COOPERATE WITH SCHOOL STAFF IN CONDUCTING CAREER CONFERENCE OR CAREER DAY

PRACTICES	This practice has been
	V.E. . M.E. . V.I. . N.D.*
<u>PRACTICES FOR ORGANIZING OR</u> <u>ADMINISTERING THE ACTIVITY.</u>	
1. Hold conference each year.	
2. Hold conference during school hours.	
3. Hold conference on regional basis.	
4. Have students participate in planning.	
5. Use printed conference program.	
6. Give local publicity to conference.	
7. Hold for one-half day.	
8. Hold small section meetings on several occupations.	
9. Use attendance blanks for students to fill out for purposes of planning small groups.	
10. Have community service groups participate in planning.	
11. Invite parents to conference.	
12. Have evaluation form filled out by students and faculty.	
13. Hold Vo-Ag career conference separately.	
<u>PRACTICES FOR CARRYING OUT OR</u> <u>CONDUCTING THE ACTIVITY</u>	
14. Serve on planning committee.	
15. Serve as chairman of planning committee.	
16. Help arrange for resource persons.	
17. Help prepare exhibits.	
18. Provide information about employment trends.	
19. Provide information about local employment opportunities.	

GUIDANCE ACTIVITY

COOPERATE WITH SCHOOL STAFF IN CONDUCTING CAREER CONFERENCE OR CAREER DAY

PRACTICES	This practice has been			
	V.E.	M.E.	V.I.	N.D.*
20. Provide information about the qualifications and requirements for entrance into various kinds of occupations.				

*V.E. Very Effective
M.E. Moderately Effective
V.I. Very Ineffective
N.D. Not Done

GUIDANCE ACTIVITY

CONDUCT FIELD TRIPS TO STUDY AGRICULTURAL OCCUPATIONS

PRACTICES	This practice has been			
	V.E.	M.E.	V.I.	N.D.*
<u>PRACTICES FOR ORGANIZING OR ADMINISTERING THE ACTIVITY.</u>				
1. Conduct local trip.				
2. Conduct out-of-community trip.				
3. Use bus for transportation.				
4. Use cars for transportation.				
5. Visit service type company.				
6. Visit processing plants.				
7. Visit sales organizations.				
8. Visit feed manufacturing plants.				
9. Visit fertilizer manufacturing plants.				
10. Visit machinery manufacturing plants.				
11. Student arranged trip.				
12. Teacher arranged trip.				
13. Conduct in cooperation with a local person or company.				
14. Hold during regular class period.				
15. Use extra time during school hours.				
16. Take trip outside of school hours.				
<u>PRACTICES FOR CARRYING OUT OR CONDUCTING ACTIVITY.</u>				
17. Study occupations prior to trip.				
18. Study occupations following trip.				
19. Students interview employers.				
20. Students operate business for one day.				
21. Develop atmosphere of anticipation in the class prior to going.				

GUIDANCE ACTIVITY

CONDUCT FIELD TRIPS TO STUDY AGRICULTURAL OCCUPATIONS

PRACTICES	This practice has been			
	V.E.	M.E.	V.I.	N.D.*
22. Make cooperative plans for special reports and observations.				
23. Express appreciation to the representatives who make trip possible.				
24. Show representatives who aid in arrangements the class report on its discoveries.				
25. Make and file a student report of the success of trip for future classes.				

*V.E. Very Effective
M.E. Moderately Effective
V.I. Very Ineffective
N.D. Not Done

GUIDANCY ACTIVITY

ASSEMBLE INFORMATION ON EDUCATIONAL PROGRAMS FOR PREPARATION TO ENTER AGRICULTURAL OCCUPATIONS

PRACTICES	This practice has been			
	V.E.	M.E.	V.I.	N.D.*
1. Obtain materials from private companies.				
2. Obtain materials from school library.				
3. Obtain materials from school principal.				
4. Obtain materials from government sources.				
5. Obtain materials from professional associations.				
6. Obtain visual aid type material.				
7. Obtain catalogs and bulletins from colleges, trade, business, and technical schools.				
8. Have pupils list one or two institutions they would be interested in attending.				
9. Use a college evaluation form for selecting materials.				
10. Develop list of skills needed in each of the Agricultural occupations.				
11. Make tape recordings of interviews discussing desired information.				
12. Use advisory council to develop list of sources.				
13. Encourage students to maintain a career notebook.				
14. Use the "Michigan Plan for Filing and Indexing Occupational Information."				

*V.E. Very Effective

M.E. Moderately Effective

V.I. Very Ineffective

N.D. Not Done

GUIDANCE ACTIVITY

PROVIDE INFORMATION ON STUDENTS FOR PROSPECTIVE EMPLOYERS

PRACTICES	This practice has been			
	V.E.	M.E.	V.I.	N.D.*
1. Maintain an up-to-date list of students including achievements, education, and work experience.				
2. Visit employers regularly to maintain personal contact.				
3. Publicize the fact that information is available using newspapers.				
4. Publicize the fact that information is available to employers.				
5. Give a transcript of credits to interested employers.				
6. Give a student data sheet on students to interested employers.				
7. Present radio programs concerning students seeking employment.				
8. Arrange for interviews between student and prospective employer.				
9. Maintain record on all students place.				
10. Provide instruction to students about job interviews.				

*V.E. VERY EFFECTIVE
M.E. MODERATELY EFFECTIVE
V.I. VERY INEFFECTIVE
N.D. NOT DONE

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

GUIDANCE ACTIVITY

HOLD CONFERENCE WITH PARENTS IN REGARD TO STUDENT'S OCCUPATIONAL AND EDUCATIONAL PLANS

PRACTICES	This practice has been			
	V.E.	M.E.	V.I.	N.D.*
<u>PRACTICES FOR ORGANIZING OR ADMINISTERING ACTIVITY.</u>				
1. Hold conference during freshman year.				
2. Hold in connection with Home Farm Visit.				
3. Hold each year.				
4. Hold during senior year.				
5. Hold conference after Parent-Son function.				
6. Require of all students.				
<u>PRACTICES FOR CARRYING OUT OR CONDUCTING THE ACTIVITY.</u>				
7. Explain collected data and test results concerning student.				
8. Discuss students interests and abilities.				
9. Discuss educational plans.				
10. Discuss vocational plans.				
11. Discuss how to improve study habits.				
12. Discuss FFA leadership activities.				
13. Discuss orientation of student.				
14. Discuss college selection.				
15. Obtain additional student personal data.				
16. Record information from conference.				

*V.E. VERY EFFECTIVE
M.E. MODERATELY EFFECTIVE
V.I. VERY INEFFECTIVE
N.D. NOT DONE

GUIDANCE ACTIVITY

ASSIST YOUNG MEN TO BE PLACED AND TO ADVANCE IN FARMING

PRACTICES	This practice has been			
	V.E.	M.E.	V.I.	N.D.*
1. Provide a list of opportunities for placement to the students.				
2. Provide evening vocational classes to out-of-school farmers.				
3. Provide exploratory work experiences.				
4. Maintain list of farms for sale.				
5. Assist student in setting up partnership agreements.				
6. Assist student to get job as farm manager.				
7. Assist student to rent farm.				
8. Assist in planning long-term farm plan.				
9. Secure employment information from Director of Extension.				
10. Secure employment information from Chamber of Commerce.				
11. Secure employment information from local branch of unemployment office.				
12. Have students, who want to farm, present radio programs on problems.				
13. Assist farmers in farm and home planning.				

*V.E. VERY EFFECTIVE
 M.E. MODERATELY EFFECTIVE
 V.I. VERY INEFFECTIVE
 N.D. NOT DONE

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03085 0121