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## A Functional Guidance Program for Agricultural Education Students at the University of Tennessee

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To the Graduate Council:

I am submitting herewith a thesis written by J. Boyd Peck entitled "A Functional Guidance Program for Agricultural Education Students at the University of Tennessee." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agriculture and Extension Education.

Bonard S. Wilson, Major Professor

We have read this thesis and recommend its acceptance:

John W. Gilliland, A. J. Paulus

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

June 4, 1951

To the Graduate Council:

I am submitting herewith a thesis written by J. Boyd Peck entitled "A Functional Guidance Program for Agricultural Education Students at the University of Tennessee." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

Bonard S. Wilson  
Major Professor

We have read this thesis  
and recommend its acceptance:

John W. Gilliland  
G. J. Paulus

Accepted for the Council:

C. H. Watson  
Dean of the Graduate School

A FUNCTIONAL GUIDANCE PROGRAM  
FOR AGRICULTURAL EDUCATION STUDENTS  
AT THE UNIVERSITY OF TENNESSEE

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A THESIS

Submitted to  
The Graduate Council  
of  
The University of Tennessee  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Master of Science

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by

J. Boyd Peck

June 1951

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The problem . . . . .	1
Definition of guidance . . . . .	1
Assumptions . . . . .	2
Limitations of the study . . . . .	3
Procedure for the study . . . . .	3
Uses of the study . . . . .	4
II. THE CONSTRUCT . . . . .	5
The need for guidance in agricultural education . . . . .	5
Objectives of a guidance program for agricultural education students . . . . .	9
Organization of the guidance program for agricultural education students . . . . .	12
Determining the needs of students . . . . .	12
Objectives of students . . . . .	25
Techniques for helping students attain objectives . . . . .	26
Personnel needed in a guidance program . . . . .	32

## CHAPTER

## PAGE

## II. (continued)

Records needed in a guidance program . . . . . 33

Evaluation of the total program of guidance . . 34

## III. THE PRESENT GUIDANCE PROGRAM AT THE

UNIVERSITY OF TENNESSEE . . . . . 36

The need for guidance in agricultural

education at the University of Tennessee . . . 36

Objectives of the present guidance program

for agricultural education students . . . . . 43

Determining the needs of students . . . . . 44

Objectives of students in agricultural

education . . . . . 46

Techniques for helping students reach

objectives . . . . . 47

Records now being kept . . . . . 50

Personnel now involved in guidance . . . . . 50

Evaluation of the present program . . . . . 51

## IV. A SUGGESTED FUNCTIONAL GUIDANCE PROGRAM FOR

AGRICULTURAL EDUCATION STUDENTS AT THE

UNIVERSITY OF TENNESSEE . . . . . 52

The need for guidance in agricultural

education . . . . . 52

## CHAPTER

## PAGE

## IV. (continued)

Objectives of the suggested guidance program . . . . .	53
Organization of the suggested guidance program for agricultural education students at the University of Tennessee . . . . .	54
Determining the needs of students . . . . .	54
Objectives of students . . . . .	56
Techniques and devices for determining the needs of students and for helping students to attain specific objectives . . . . .	56
Records to be kept in the suggested guidance program . . . . .	71
Personnel needed in the suggested guidance program . . . . .	72
Evaluation of the total program of guidance . .	73
FURTHER CHANGES NEEDED . . . . .	76
SELECTED BIBLIOGRAPHY . . . . .	77
APPENDIX . . . . .	84

## LIST OF TABLES

TABLE	PAGE
I. Extent to Which Students Enrolled in Agricultural Education Have Definitely Decided to Become Teachers of Vocational Agriculture . . . . .	38
II. Reasons Given by Students for Deciding to Become Teachers of Vocational Agriculture . . .	39
III. Reasons Given by Students Who Have Not Decided to Become Teachers of Vocational Agriculture . . . . .	40
IV. Extent to Which Students Enrolled in Agricultural Education Feel They Know and Understand the Abilities That Are Necessary for Success in Teaching . . . . .	40



## CHAPTER I

### INTRODUCTION

#### The Problem

The problem is to develop a functional guidance program for Agricultural Education students at the University of Tennessee.

#### Definition of Guidance

Guidance has been defined by Dr. D. H. Eikenberry as:

The term guidance refers to all those activities of the school and of the school's cooperating agencies that provide opportunities for self-discovery and self realization. It is not restricted to the discovery and direction of occupational interests and aptitudes, nor is it confined to the giving of advice in the choosing of courses of study and of curricula. Above all, it does not mean a highly technical procedure on the part of the school for determining for each student the specific occupation that should be followed. Guidance means self-guidance and its goal is self-realization.<sup>1</sup>

Dr. Arthur Jones states, "Guidance is any help that is given to an individual that will enable him to make an intelligent choice at a time of crisis in life."<sup>2</sup>

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<sup>1</sup>D. H. Eikenberry, Guidance in Ohio Schools (Columbus: Ohio State Department of Education, 1940) cited by Arthur H. Marlowe, A Guidance Program for Newport Junior High School (Unpublished Masters Thesis, University of Tennessee), p. 2.

<sup>2</sup>Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1934), p. 28.

According to Dr. Bonard S. Wilson:

Guidance is helping a person solve some of his problems. Guidance is a teaching situation where the counselor helps the student use the method of intelligence to resolve his difficulties. Guidance is usually considered to mean the helping with problems of vocational choice and others of a more personal and individual nature. The method of guidance is the ~~same~~ however as the method used in good teaching.<sup>3</sup>

Guidance as used in this study is a name for a point of view and a process used by the school for the purpose of assisting the student through his own consciously directed efforts to develop and integrate his optimum potentialities. Guidance is assistance rendered at times when students need assistance in making choices or decisions. It does not allow for telling a student what he should or should not do. Guidance assists students to recognize, clarify and solve problems rather than giving the answers to problems.

### Assumptions

1. Individuals differ in intellectual and physical capacity, interest, experience, special abilities and other qualities.

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<sup>3</sup>Bonard S. Wilson, Evaluation and Improvement of Student Teaching at the University of Tennessee (Unpublished Doctors Dissertation University of Illinois, 1950), p. 243.

2. It is a responsibility of all educational institutions and teachers to render guidance to their students.

3. Making a choice of a vocation is one of the most important problems people face in life.

#### Limitations of the Study

The study applies only to agricultural education students at the University of Tennessee. Guidance as used in this study is limited to the functions of guidance that are related to the student's choosing and preparing to become a teacher of vocational agriculture. The study is consistent with the definition of guidance given earlier though it embodies only a small part of the many aspects and functions of guidance.

#### Procedure for the Study

Through extensive reading about guidance and through conversation with guidance specialists and teacher educators, the writer formulated a construct of a guidance program which would be an approachable ideal guidance program for agricultural education students. The construct or approachable ideal guidance program provided the writer with an understanding of guidance for agricultural education students

and a guide or pattern for recognizing and describing the present guidance program as well as a pattern for developing the suggested guidance program.

Chapter II is the construct or what the approachable ideal guidance program should do for agricultural education students. Chapter III is a description of the present guidance program for agricultural education students. By comparing the present program described in Chapter III with the ideal program outlined in Chapter II, a suggested functional guidance program was developed in Chapter IV. The guidance program suggested in Chapter IV is intended to be practical and consistent with the existing personnel program of the University.

#### Uses of the Study

It is hoped that this study will be valuable to the guidance activities in agricultural education at the University of Tennessee and to all the people who are concerned with the planning, operation, and evaluation of the program.

The study may be of some value to other programs of guidance in agricultural education although the study was primarily intended for one program and not all programs.

## CHAPTER II

### THE CONSTRUCT

The construct is a summation of the writer's beliefs about guidance for agricultural education students. It is a statement of his philosophy and his conception of guidance in agricultural education. The construct is not a final statement. Many of the current beliefs will later need revision and modification.

The present situation will be compared with the construct to determine what changes will be needed.

#### 1. The Need for Guidance in Agricultural Education

##### Choosing Teaching of Vocational Agriculture as an Occupation

Choosing and preparing for an occupation are problems which most people must face sometime in life. The occupation of teaching is recognized as being of more importance than many other occupations. The teachers in our public schools are active agents in preserving and furthering our Christian culture and our democratic way of life as well as helping all the members of our society, either directly or indirectly, to interpret and advance the technological proc-

esses related to life.

The program of vocational agriculture is a part of the total public education program which is charged with meeting the local farm, home, and community needs of American farm families. It is a program for both men and women, adults as well as youth, and for persons out-of-school as well as in school. Teachers of vocational agriculture play paramount roles in this educational process. They are in vital daily contact with the youth in schools and the people on the farms. Upon their knowledges, their skills, their convictions, and their capacity to cooperate with students, administrators, fellow teachers and parents, the effectiveness of the vocational agricultural program will depend.

The individuals who prepare for and become teachers of vocational agriculture must at some time and by some method choose or decide upon teaching as an occupation and they should have good reasons for this decision.

The time and method of the choice and decision may later determine how effective the individual will be as a teacher of vocational agriculture and whether or not the individual will enjoy an individually satisfying and socially effective life. In making the decision to become a teacher of vocational agriculture, the individual must accept many

responsibilities and duties which are a necessary part of the educational program of agricultural education. Inability or reluctance on the part of the individual in fulfilling the responsibilities and duties while preparing for teaching will seriously reflect on the validity of the individual's original choice of teaching as an occupation.

The duties, responsibilities, attitudes, knowledges, and abilities that are considered necessary for success in teaching vocational agriculture should be ascertained and stated. This information should be made available and interpreted to all students who are interested or might become interested in teaching vocational agriculture as an occupation. This should be done when the individual is desirous of assistance in choosing an occupation and must be done by people who are professionally qualified to interpret and present the information without bias or partiality.

Prospective teachers of vocational agriculture cannot intelligently choose teaching without such information at the time when the choice or decision of an occupation must be made.

#### Preparing for Teaching Vocational Agriculture

No longer can it be said that "just anybody can teach."

It is a well known fact that some members of the teaching profession exercise a harmful influence on students. Those teachers who are misinformed, or are indifferent to the wishes of the people in the communities they serve and who dislike or misunderstand people, constitute a heavy social and economic liability. Such teachers are unhappy and out of place. On the other hand, it is generally agreed that the "master teacher" makes a far reaching contribution to the wholesome development of people and to the advancement of society.

It is a well established fact that individuals differ in traits, abilities, attitudes, experiences, interests, and knowledges. Education has by "its own hand" created many techniques and devices for assisting individuals to determine their strengths and weaknesses and for correcting weaknesses and furthering strengths. Some of the traits and abilities which are necessary for success in teaching vocational agriculture have also been determined by the leaders in agriculture education.

Prospective vocational agriculture teachers who decide upon teaching as an occupation are entitled to know their strengths and weaknesses in relation to the abilities which



are necessary for success in teaching vocational agriculture. If a prospective teacher is unwilling or not capable of correcting weaknesses or developing abilities, then he should be guided into an occupation in which the strengths that he does possess will show up to a better advantage.

Teacher educators and prospective teachers alike need the services of a guidance program. Guidance allows for teacher educators to know and to understand the real and vital problems of the prospective teacher as well as helping the prospective teacher to know and to understand himself so that he can use the method of intelligence in choosing and preparing for the occupation of teaching vocational agriculture.

## 2. Objectives of a Guidance Program for Agricultural Education Students

### Why Have Objectives?

Objectives are essential for any educational program. Without objectives the program may not have purpose and direction. Objectives clarify just what the program is supposed to do. The objectives should be specifically stated so that all people concerned with the program will

know just what is to be done.

### Whose Objectives?

Everyone concerned with reaching the objectives should participate in defining the objectives. This is necessary so that all the people affected will understand and accept the objectives. To be effective, the objectives must be accepted by the group as their own. Without participation by both students and teachers in formulating the objectives, there may be a lack of understanding and acceptance of the objectives by some teachers and students.

### Objectives of a Guidance Program for Agricultural Education Students

There are four major objectives of guidance for agricultural education students, in the opinion of the writer.

These are:

1. To develop the student's ability to decide for or against teaching vocational agriculture as an occupation.

- a. To assist the student in securing a clear idea of the necessity for acquiring adequate information about the result of his choice.

- b. To assist the student in understanding and interpreting the abilities and traits necessary for success

in teaching vocational agriculture.

c. To assist the student in securing and analyzing factual information relative to the chances for employment and salaries of teachers of vocational agriculture.

2. To develop the student's ability to determine his strengths and weaknesses in relation to the abilities necessary for success in teaching vocational agriculture.

3. To develop the student's ability to correct weaknesses and further strengths.

4. To develop the student's ability to develop the abilities and traits needed for success in teaching by providing advice needed and to the extent needed.

These objectives are derived from the need for a guidance program. If there is no need for guidance there can be no objectives of guidance. The objectives of the guidance program should be changed in accordance with all changes in the need for guidance.

The need is found by comparing the existing situation to the approachable ideal situation. The difference found is the need.

### 3. Organization of the Guidance Program for Agricultural Education Students

#### A. Determining the needs of students

Why--Determining the needs of students is the first step in organizing the guidance program. Whether or not students have needs and what needs students may have relative to recognizing problems, clarifying problems, solving problems, and making decisions in choosing and preparing for teaching vocational agriculture are the reasons for having a guidance program. The services and techniques of guidance assist students and teachers to know just what needs individual students may or may not have. Facts and evidences may be necessary to assist a student to know that he does not have some needs as well as to assist him to know that he does have some needs.

Before choosing an occupation, students need to know the requirements of the occupation. Opportunities for employment, salaries, chances for advancement, and the style of living which is necessitated by the occupation are considerations which should be given attention in deciding for or against teaching vocational agriculture. Some prospective teachers may need to know their strengths and weaknesses as

compared to the abilities necessary for success in teaching vocational agriculture before deciding upon and preparing for teaching as an occupation.

The intensity and number of needs will naturally vary from student to student. The needs of students cannot be assumed to be of the same degree and quality and cannot be determined for once and always. Such an assumption would be too great a risk and contradictory to the method of intelligence besides being ineffective.

The needs of students should be determined in order for teacher educators to deal with the real and vital problems of students and for students to make an intelligent choice in selecting and preparing for the occupation of teaching vocational agriculture.

Prospective teachers and teacher educators must be motivated and encouraged to understand why needs should be determined. If guidance is to be effective, the student is assisted in recognizing his problems, assisted in locating and interpreting facts and assisted in reaching conclusions and making decisions.

Simply telling a student what he should or should not do eliminates activity on the part of the student which would lead to understanding and also may relieve the student

of his responsibilities for the results of the decision. Guidance should provide the facts and evidences so the student can make his own decisions and thus understand and accept the responsibility for the outcomes of the decision. Guidance must provide for understanding and does not allow for dictation.

When to determine needs. Needs should be determined when the students are confronted with situations of recognizing problems, locating and interpreting facts and making decisions on which they need assistance. Guidance must be given whenever the students need assistance. Students should be given help on problems when they have the problems, not afterwards. Such an attitude calls for guidance during the early part of the student's college course or earlier. Assistance in choosing a vocation should not wait until the student has already entered into agricultural education or after he has completed student teaching.

How to determine needs. The needs of students should be determined by assisting the student to know and understand his present status or situation as compared to the traits and abilities that are known to be essential for success in teaching vocational agriculture.

Prospective teachers need to know, understand, and

accept the approachable ideal vocational agriculture teacher, and need to be assisted to know their strengths and weaknesses relative to the traits and abilities of the "ideal" vocational agriculture teacher.

The many abilities that are necessary for success in teaching vocational agriculture must be clarified and defined so that the needs of students in choosing and preparing for teaching can be determined.

Careful definition of the characteristics of the successful teacher is difficult. The reasons why one teacher is successful may be entirely different from the reasons why another teacher is considered successful. The teacher who was considered successful ten years ago may be unsuccessful today. There is no way of knowing for certain that the successful teacher of today will continue to be successful ten years from now. "What it takes" to be a successful vocational agriculture teacher must be constantly amended and modified according to the needs of the profession so as to insure that the authentic needs of prospective teachers are being determined. The old proverb "A man's judgement is no better than his information" applies here.

The most valid and reliable guide as to the traits and abilities related to the success in teaching seem to be

found in the consensus of qualified observers. Teacher education should continuously conduct research for the purpose of ascertaining and keeping current the abilities needed for success in teaching. The people in agricultural education have, through observation and research, arrived at a general description of the traits and abilities which appear to be closely related to success in teaching. These traits and abilities are based on a broad concept of the teacher's work as a director of learning, a friend and counselor of students, as a member of a professional staff and as a member of society.

The following description of what is thought to be desirable for success in teaching vocational agriculture applies only to the present time and the very near future. Again it must be emphasized, that what constitutes the "approachable ideal teacher" must be continuously evaluated, modified and clarified so the needs of prospective teachers can be accurately determined.

### Prerequisites to Good Teaching

Personal qualities. The possession of certain personal qualities is essential if the teacher is to be successful in the classroom, in professional relationships and as a



member of society.<sup>1</sup> Among these are the following:<sup>2</sup>

Traits desired	How estimated
1. Physical health	Physical examination
2. Emotional stability	Cumulative record Psychiatric examination
3. Initiative, originality creativeness	Cumulative record Examination of past activities Ratings
4. Interest, drive, and enthusiasm	Cumulative record Interviews Ratings
5. Intellectual acuity	American Council on Education Psychological Examination Other General Intelligence Tests
6. Ethical character	Cumulative record Ratings

Professional competencies. The mastery of certain professional skills is equally as important as the possession of certain personal qualities.<sup>3</sup> Among these are the following:<sup>4</sup>

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<sup>1</sup>The National Commission on Teacher Education and Professional Standards, The Improvement of Teaching, Group Reports of the Oxford Conference (Washington: National Education Association, 1947), p. 39.

<sup>2</sup>Ibid., p. 43.

<sup>3</sup>Ibid., p. 40.

<sup>4</sup>Ibid., p. 43.

Traits Desired	How Estimated
1. Skill in Expression	Cumulative Record Ratings Interviews Tests in oral and written English
2. Skill in Human Relations	Cumulative Records Ratings Washburne's Social Adjustment Inventory Sociometric Techniques
3. Skill in Directing Learning	Pupil Achievement Tests Ratings
4. Skill in Diagnosing adjustment and personality problems	Ratings of both pupils and teachers
5. Skill in Guidance	Ratings Student Adjustments

Background prerequisites. A good teacher must have a broad knowledge of the subject matter he teaches.<sup>5</sup> He must know and practice successful teaching methods. He must possess strong love of people, a deep sense of human and spiritual values, and a wide sympathy and understanding. He must know how to get along with people and must appreciate group dynamics and community relationships. He must understand present day society, its antecedents, its evolution,

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<sup>5</sup>Ibid., p. 40.

and its demands upon the individual.

Some of the background prerequisites or mental controls are the following:<sup>6</sup>

Traits Desired	How Estimated
1. Knowledges	Cumulative Record National Teacher Examination General Culture Tests Subject Matter Tests
2. Attitudes	Cumulative Record Tests of Specific Attitudes Ratings
3. Special Skills	Cumulative Record Ratings Tests

In addition to these traits, there are other specific abilities which are necessary for success in teaching vocational agriculture. These abilities are interrelated to the previously described traits which make the process of determining the needs of the student somewhat complicated and indicates a need for a more definite description of the "ideal vocational agriculture teacher." In this respect, a list has been prepared by the Department of Agricultural Education at the University of Tennessee of some of the

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<sup>6</sup>Ibid., p. 43.

abilities needed by vocational agriculture teachers in Tennessee:

Teachers of Vocational Agriculture in Tennessee must possess effective ability to:<sup>7</sup>

1. Cooperate in planning educational programs of vocational agriculture
2. Cooperate in conducting educational programs of vocational agriculture
3. Cooperate in evaluating educational programs of vocational agriculture
4. Cooperate in planning, conducting, and evaluating other educational programs in the school and community
5. Cooperate in planning, conducting and evaluating non-educational, but essential activities in the school and community
6. Improve professionally

These are broad areas and must be further defined by listing sub-abilities under each of them.

1. The ability to cooperate in planning educational programs of vocational agriculture requires the ability to:
  - a. Establish proper working relationships
  - b. Seek and use local counsel

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<sup>7</sup>Some Professional Abilities Needed by Vocational Agriculture Teachers in Tennessee (Department of Agricultural Education, University of Tennessee, January, 1950) Mimeographed.

- c. Determine needs of the people of the community
  - d. Formulate objectives and evaluative criteria
  - e. Decide upon groups to be served
  - f. Decide upon major learning activities for  
these groups
  - g. Schedule these learning activities
  - h. Plan guidance, placement, and follow-up serv-  
ices.
  - i. Determine physical facilities and teaching  
materials that are needed
  - j. Calculate teaching load and determine staff  
requirements
  - k. Plan for supervision of assistant teachers
  - l. Devise system of keeping records and making  
reports
  - m. Plan for promoting and publicizing vocational  
education in agriculture
  - n. Calculate cost of the program
  - o. Make annual calendar of events
2. The ability to cooperate in conducting educational  
programs of vocational agriculture requires the ability to:
- a. Maintain proper working relationships
  - b. Continue using local counsel

- c. Help people to recognize their needs
  - d. Help them formulate objectives and evaluative criteria
  - e. Prepare teaching plans
  - f. Schedule daily activities
  - g. Direct learning activities for the various groups such as advising FFA, supervising SFPs, and teaching classes
  - h. Provide guidance, placement help, and follow-up
  - i. Procure and maintain adequate physical facilities and teaching materials
  - j. Select and supervise assistant teachers
  - k. Secure necessary funds or adjust the program to the funds that are available
  - l. Keep necessary records and make needed reports
  - m. Promote and publicize the program
  - n. Collect evidence necessary for evaluation
3. The ability to cooperate in evaluating educational programs of vocational agriculture requires the ability to:
- a. Assimilate the collected evidence
  - b. Select evaluators

- c. Aid in weighing the evidence
- d. Suggest improvements to the program
- e. Report the findings
- f. Guide others in evaluating their educational

growth

4. The ability to cooperate in planning, conducting and evaluating other educational programs in the school and community requires the ability to:

- a. Share with others in joint educational programs
- b. Further the educational programs of others
- c. Procure aid in furthering the educational program of vocational agriculture

5. The ability to cooperate in planning, conducting, and evaluating non-educational, but essential, activities in the school and community requires the ability to:

- a. Accept share of responsibilities in joint programs
- b. Aid others with their programs
- c. Secure help in conducting vo-ag programs
- d. Continually decrease the number of such

activities

6. The ability to improve professionally requires

the ability to:

- a. Determine own needs as a teacher
- b. Plan a program to meet those needs
- c. Conduct the program of self-improvement
- d. Evaluate growth and make needed improvement

These traits and abilities constitute what is thought to be the approachable ideal teacher of vocational agriculture. It is assumed that many of the words and terms used in describing what is necessary for success in teaching vocational agriculture will have different meanings to various members of the agricultural education staff as well as prospective teachers. In spite of education, words do not have the same meaning to all people.

In organizing the guidance program the first consideration is the needs of the student. That is, assisting the student to know, understand, and accept the requirements and occupational information about teaching, and to determine his present status or strengths and weaknesses so that he can make an intelligent choice of teaching as an occupation. This process also makes known the weaknesses the student needs to correct and the strengths he needs to develop as well as furnishing teacher educators with real problems and vital information for assisting the student to become a



teacher.

### B. Objectives of Students

Objectives of the students are the goals the students seek, the abilities the students wish to develop. After the needs of the students have been determined each student should be assisted in formulating specific objectives. The specific needs of each student will indicate the objectives of each student. These objectives are specific and can be measured so that progress toward the objective is known by both students and teachers.

Since the process of determining needs is considered to be continuous, the process of defining and revising objectives will also be continuous.

The objectives of students will vary in number since the individual needs of students are variable in relation to the standard or approachable ideal.

If students are assisted in recognizing and clarifying their individual situations relative to "what it takes" to become a teacher, then the students must state their individual objectives in order to be as purposeful and directive as possible in deciding for or against teaching and preparing for teaching.

After students have been assisted in defining and formulating specific objectives, ways and means of helping students reach their objectives must be devised. Some of these ways may have been used in determining the needs of students.

### C. Techniques for Helping Students Attain Objectives

The previous sections on determining the needs of students and the objectives of students have explained what the program of guidance is supposed to do. The techniques and devices are meant to explain "how" the program is implemented. The techniques, devices and methods can be grouped into services of guidance. These services are for the purpose of assisting students to determine their needs and to formulate and attain specific objectives. Some of the techniques or services were previously mentioned in the section on determining needs of students. The services are in many cases interrelated.

The services of a guidance program must include (1) a means of locating students who might be interested in becoming vocational agriculture teachers, (2) compiling and interpreting accurate information about teaching to interested students, (3) assisting students to know and

understand their strengths and weaknesses relative to the abilities required for teaching, (4) correcting weaknesses, and (5) providing placement and follow up of students.

At this point, it must be emphasized that the services are flexible and must be adapted to the needs of individual students, rather than the individual students being adapted to rigid services of guidance. Teachers should assist students to use any or all of the services which the student's particular situation and needs may warrant.

Informational services. An effective guidance program must have a sound foundation of accurate and reliable information about each student. The program must provide for the collection, maintenance, dissemination and use of various kinds of information needed by students in their educational-vocational planning and also in their personal social development.

Information about teaching must be made available to people interested in teaching. Such information can be made available to students through (1) high school authorities, (2) student clubs and organizations, or (3) regular college courses. The information can be disseminated (1) orally, (2) in printed matter, (3) in motion pictures, (4) posters

and (5) charts and graphs.

Information about students can be gathered through (1) questionnaires, (2) standardized tests, (3) previous school records, (4) observation, (5) physical examinations, (6) personal interviews, (7) rating scales, (8) check lists, and (9) examinations for specific abilities and skills.

The informational service is meant to help the students understand themselves and the school to understand its students.

The individual counseling service. Counseling is a person to person relationship in which a specially trained counselor or a teacher-counselor provides assistance in making plans, arriving at decisions, solving problems, and accomplishing a better understanding of one's self. It is considered the most important single aspect of guidance due to its features of being a face to face relationship between the counselor and the student, a planned interview with a definite purpose, and a private interview between the counselor and the student.<sup>8</sup>

Frequently, students need skilled aid in evaluating

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<sup>8</sup>Clifford E. Erickson and Glen E. Smith, Organization and Administration of Guidance Services, (New York: McGraw-Hill Book Co., 1947), p. 100.

personal potentialities against a background of knowledge about the requirements and opportunities inherent in an area of choice. Moreover personal qualities are unique to the individual, and the relationship between them and the possible areas of choice or problems must be considered as the choice of the individual.

Some of the purposes of counseling are to assist students to recognize problems, interpret information, formulate objectives, and evaluate progress toward objectives. The counselor should serve the student so as to enable the student to see himself, his assets, his liabilities and his opportunities more clearly than he could see them unaided.<sup>9</sup>

Group counseling service. Many vocational, educational, social and even some personal problems can be handled through groups. Group counseling gives an opportunity for the discussion of problems that are common to the group and develops an awareness that the problems are not peculiar to the individual but are shared by others.<sup>10</sup> Group study of common problems helps to develop perspective and whole-

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<sup>9</sup>Donald G. Patterson, Student Guidance Techniques (New York: McGraw-Hill Book Company, 1938), p. 8.

<sup>10</sup>Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), p. 281.

some objectivity in respect to the problem of the individual. It aids in the development of wholesome and helpful awareness of unrecognized needs and problems.<sup>11</sup> Group counseling may also enable the individual student to understand how others feel about his own problems and to learn how others have met and solved problems that now confront him.<sup>12</sup>

The placement service. This service provides assistance to students in entering upon and adjusting to employment. Some types of assistance that may be provided are:

1. Job placement
2. Letters of introduction
3. Letters of recommendation
4. Further training needs

Placement is a planned function to be carried out by all persons responsible for satisfactory progress of students, always on the basis of an adequate knowledge of the pupils' abilities, aptitudes, interests, and needs.

Follow-up service. The follow up services secure information from former students, students who have transferred, and graduates. This information is helpful in

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<sup>11</sup>Ibid.

<sup>12</sup>Ibid.

evaluation of the curriculum and services of the school in determining further training needs.

The effectiveness of the services must be determined. Through questionnaires and interviews much information can be found out about the teachers and the students' reactions to the various phases of the program.

The follow-up must be systematic and continuous in order for the school to measure the effectiveness of the guidance program in meeting the needs of the individual students. The guidance services are valuable to students and teachers in most courses. Teachers and students must regard these services as a part of teaching and learning instead of being supplementary to teaching and learning. The services should be amended and modified whenever and however needed by students and teachers.

The services are always meant to assist teachers in their teaching rather than to interfere with their teaching. It is the opinion of the writer that proper use of these services will in many cases explain why "teachers teach but students do not learn."

The following sections will clarify the mechanical organization of the guidance program for agricultural education students.

#### 4. Personnel Needed in a Guidance Program

One person within the department must be responsible for the administrative functions of the guidance program. In addition, all of the members of the staff should understand and help administer the program. All the staff members should share in both individual and group counseling. The administrative head of the program should inform other departments about the organization so that teachers not in the student's major department might use the services and become a part of the services.

The services of a trained psychologist should be available as occasion demands for recommending guidance devices, for interpreting data, and for counseling students with unusually complex problems.

Secretarial help will be needed for gathering, recording and filing data.

Since all of the staff members will at sometime be affiliated with the students, except for the students who decide against teaching, all of the staff should share in individual counseling and group counseling as far as possible, and, also, in administering the diagnostic devices.

All the teachers affiliated with the student must be



interested in the student sufficiently to aid in keeping the student's cumulative record and observational record up to date.

## 5. Records Needed in a Guidance Program

A system for keeping records is essential for the functioning of a guidance program. The forms to be used must be agreed upon and understood by all concerned.

The individual student's guidance record should be filed in the student's major department.

The records should provide for and include:

1. Personal history form
2. High school record form
3. Record of freshman placement test scores
4. Special aptitude tests
5. Problem check lists
6. Record of college grades and courses taken
7. Record of interviews
8. Miscellaneous rating scales
9. Miscellaneous correspondence
10. Anecdotal records

The folder type jacket may be used with some of the

information on the jacket. Other records may be filed inside the folder.

## 6. Evaluation of the Total Program of Guidance

Evaluation is the measuring or determining progress made toward the stated objectives. There should be evidence to indicate progress toward the objectives. Evaluation must be systematic and continuous.

All the people concerned with reaching the objectives should agree on the means of evaluating the guidance program. This group would include the entire staff of the department of agricultural education, students enrolled in agricultural education courses, guidance specialists from the student counseling center, district and state supervisors of vocational agriculture, former students, and graduates who are teaching vocational agriculture in high schools. These people should meet regularly and determine what progress has been made toward the objectives of the program. The objectives and the total program should be revised or modified as the group may recommend.

The administrative head of the guidance program should be responsible for presenting to the group the evidence which

indicates outcomes of the guidance activities.

The evaluation should be in terms of objectives of the program rather than in terms of services or organization of the program. The group should agree upon and state the evidences which constitute progress toward the stated objectives.

## CHAPTER III

### THE PRESENT GUIDANCE PROGRAM AT THE UNIVERSITY OF TENNESSEE

#### 1. The Need for Guidance in Agricultural Education at the University of Tennessee

##### Choosing Teaching of Vocational Agriculture as an Occupation

At the present time the Department of Agricultural Education does not usually have an opportunity to assist students in deciding for teaching vocational agriculture until the students have completed two years of college and are enrolled in agricultural education courses. Students must be of junior standing to be eligible to enroll in agricultural education. The members of the staff of the Department of Agricultural Education have no communication or contact with students during the student's freshman or sophomore years except through extra-curricular activities in which both students and staff members may participate.

Prospective teachers complete the first and second years of course work which is essentially the same for all students in the College of Agriculture. Just when and why the student decided to become a teacher is not usually known.

Some of the prospective teachers are totally unfamiliar with the number and extent of abilities that are needed by vocational education teachers. Some students have obviously been misled by inaccurate information about teaching vocational agriculture.

In an attempt to determine why the students who are now enrolled in teacher education courses decided to become vocational agriculture teachers, forty-four junior students were asked to answer the following questions:

1. Have you definitely decided to become a teacher of vocational agriculture? (answer yes or no)
2. If so, what reasons influenced your decision?  
(Give three reasons)
3. If not, what reasons do you have for not making the decision? (Give three reasons)
4. Do you feel that you now know and understand the abilities that are required for success in teaching vocational agriculture? (Answer yes or no)

The results of this survey are shown in Tables I, II, III, and IV below.

TABLE I

EXTENT TO WHICH STUDENTS  
ENROLLED IN AGRICULTURAL EDUCATION HAVE DEFINITELY  
DECIDED TO BECOME TEACHERS OF VOCATIONAL AGRICULTURE

Question	Have Decided	Have not Decided	Total
Have you definitely decided that you want to become a teacher of vocational agriculture?	36	5	41

TABLE II

REASONS GIVEN BY STUDENTS FOR DECIDING  
TO BECOME TEACHERS OF VOCATIONAL AGRICULTURE

Reasons given by students	Number of students giving the reason*
1. I enjoy working with people . . . . .	15
2. I am interested in farming . . . . .	14
3. I want to improve agriculture . . . . .	12
4. Good salary . . . . .	8
5. I enjoy the work . . . . .	5
6. I was influenced by my high school agriculture teacher . . . . .	6
7. I want to teach boys . . . . .	4
8. It is satisfying and interesting work . . .	6
9. Security . . . . .	3
10. It is a desirable profession . . . . .	3
11. I like outside work . . . . .	2
12. It is permanent work . . . . .	1
13. I have a knowledge of farming . . . . .	1
14. I plan to teach and also farm . . . . .	1
15. Good working hours . . . . .	1
16. I feel I can do the job . . . . .	1
17. It is easy to get a job . . . . .	1
18. It is promising work . . . . .	1
19. Nature of the work . . . . .	1
20. Desirable people to work with . . . . .	1
21. I am interested in boys . . . . .	1
22. My family influenced me . . . . .	1
23. I think I like the work . . . . .	1

\*There were 108 possible reasons, but only 80 were given.

TABLE III

REASONS GIVEN BY STUDENTS WHO HAVE NOT  
DECIDED TO BECOME TEACHERS OF VOCATIONAL AGRICULTURE

Reasons given by students	Number of students giving the reason*
1. Army status . . . . .	1
2. I am not sure I can do the job . . . . .	1
3. Do not know if I am suitable for job . . . . .	1
4. Other fields of work are just as interesting . . . . .	1
5. I do not understand enough about the job . . . . .	1

\*There were 15 possible reasons, but only five were given.

TABLE IV

EXTENT TO WHICH STUDENTS ENROLLED IN  
AGRICULTURAL EDUCATION FEEL THEY KNOW AND UNDERSTAND  
THE ABILITIES THAT ARE NECESSARY FOR SUCCESS IN TEACHING

Question asked	Number of students who feel they know and understand the abilities	Number of students who feel they <u>do</u> <u>not</u> know the abili- ties
Do you feel that you know and understand the abilities that are required for success in teaching vocational agriculture?	19	22



It is evident that many students have decided upon teaching vocational agriculture and are not able to explain the reasons for their choice. The present situation does not allow for the people in agricultural education to assist students in deciding for or against teaching until after the students have made the decision.

At the present time there is no recognized or systematic attempt within or without the department of agricultural education to locate, encourage, and assist students who show promise of becoming teachers into teaching.

#### Preparing for Teaching Vocational Agriculture

Prospective vocational agriculture teachers are required to take seven courses in agricultural education. These courses can be completed in four quarters, consequently, some students may have completed two years and two quarters of college before completing a course in agricultural education. Students who do not perform satisfactorily in the agricultural education courses are given failing or low grades which indicate that the students should change to some other field. Such students are disappointed after working three or three and one-half years only to realize that he may not be able to become a teacher.

At the end of the Winter Quarter of 1951, one student who needed only the last course in agricultural education to graduate as a vocational agriculture teacher was asked on the final examination in the course the following question:

Justify the FFA, its purposes and activities as a part of an agricultural education program.

The student's answer to this question follows:

The FFA is the salt that goes on the mules hay to make him drink. People have been attracted by rituals, cults, and idols since pagan times. Children are still susceptible to such Hokus Pokus, (emotionally immature adults also), and so it is used under the guise of developing good this and good that and good everything in boys.

It is quite evident that this student has not accepted the FFA as a part of the vocational agriculture program. The FFA is recognized by Agricultural Educators as an important means of developing high school boys for citizenship and leadership. For some years to come, the FFA is likely to remain an important part of the program of vocational agriculture.

Of course, many of the prospective teachers develop the abilities needed for success in teaching, but other prospective students are ready to enroll or do enroll in the final course in agricultural education before fully realizing their strengths and weaknesses relative to becoming

teachers of vocational agriculture.

The teachers in the various agricultural education courses do assist prospective teachers to know, understand, and correct some weaknesses, but at the present time, such assistance is incidental to regular course work. Other than the regular course work there is no organized or systematic approach for assisting prospective teachers to individually know their strengths and weaknesses relative to becoming a teacher of vocational agriculture.

## 2. Objectives of the Present Guidance Program for Agricultural Education Students

There are no objectives of guidance for agricultural education students, as such, available in writing. It is not to be assumed that because no objectives are available in writing there are no objectives. Certainly many aspects and functions of guidance are involved in attaining the objectives of the total program of teacher education.

The members of the agricultural education staff do give individual and group assistance to prospective teachers on many types of problems as far as available information may provide and time allow.

Each teacher also accumulates observational data about students which is often passed on to other teachers.

It is assumed that students will develop the needed abilities in the regular courses provided and in the agricultural education club.

Many services and functions of guidance are used, although the members of the agricultural education staff and prospective teachers have not defined the objectives of guidance for agricultural education students.

### 3. Organization of the Present Guidance

#### Activities for Agricultural Education Students

##### A. Determining the Needs of Students

All students are given a series of placement tests at the beginning of their first quarter at the University. These tests include a general aptitude test, an English test and a Mathematics test. The tests indicate achievement in the particular subjects and furnish a basis for placing students in courses at various academic levels. The results of the tests may also be used in counseling students who have encountered difficulty in making satisfactory grades in various courses.

Most of the guidance that students receive relative to making a decision about teaching vocational agriculture is provided by lower division advisors and teachers, other students majoring in agriculture education, or undetermined sources.

The department of agricultural education does have check lists of the professional and teaching activities which are considered a part of every teacher's duties and also lists of duties which are primary duties of agricultural teachers. However, very few requests for such information are made by lower division students.

It seems to be assumed that the teachers in the first and second years of course work will assist students to determine their needs. Some of these teachers do assist students to determine their needs relative to a particular course, while other teachers may assume the content of the course will meet all the needs the student may have. In such a fashion, some of the needs of some students may be determined during the students' first two years of college.

After the students are enrolled in agricultural education courses, the individual needs of students are observed by the teachers in the various courses; when weak-

nesses are noticed students are encouraged to correct such weaknesses. Often the weaknesses may be noticed but never corrected because many other factors contributing to the weaknesses are not determined. In all the agricultural education courses students are encouraged to recognize and clarify their individual weaknesses and strengths relative to "what it takes to be a good teacher."

The Agricultural Education Club which is an extra-curricular activity is a means whereby lower division students can become acquainted with the program of agricultural education. Some of the purposes of the club are to provide a means for students to become acquainted with each other, and with the members of the staff, and to provide an opportunity for students to develop abilities of leadership. Lower division students are eligible for membership in the club and at the present several lower division students are members.

#### B. Objectives of Students in Agricultural Education

Since each student is not assisted to know and understand his individual needs, the students do not individually state specific objectives. All the students apparently accept the general objective of learning "what it takes" to

become a vocational agricultural teacher by taking the required courses in agricultural education.

### C. Techniques for Helping Students Reach Objectives

The following excerpt from the 1950-51 University of Tennessee Catalog describes the guidance services which are now available at the University of Tennessee.

#### GUIDANCE

Once a student is admitted, the University accepts certain responsibilities for his guidance and placement in order that he may secure the greatest benefit from his university work. An adequate guidance program would include (1) Educational Guidance, (2) Vocational Guidance, (3) Mental and Physical Health, and (4) Development through Extra-Class Activities.

Upon being admitted to the University each student is assigned by the Dean of Admissions to a member of the faculty, who acts as his adviser. The duties of the adviser are to assist the student in selecting his subjects so that he may secure a well-rounded education, and to aid him in interpreting the requirements and to oblige him to meet them in their proper sequence. The responsibility for the selection of courses rests, in the final analysis, upon the student, and it is not the province of the adviser to refuse approval of a course which the student is entitled to elect. Similarly, it is the primary duty of the student to meet the requirements of his course in their proper order, so that he may not, in his senior year, find himself ineligible for graduation. At the opening of each quarter the student is required to consult his adviser concerning his choice of studies. He is urged to confer with his adviser frequently during each quarter. The student also has the privilege of consulting the

members of the Committee on Educational Guidance and his Dean. The advisers for freshmen and sophmores are members of the faculty of the College in which the student is registered, and are selected because of their fitness for the work. Advisers for juniors and seniors are members of the staff of the department in which the student is doing his major work.

Students may avail themselves of other guidance facilities later in their college work. The Guidance Center will help any student with any individual or personal problems. Students may come to the Center themselves or they may be referred by members of the faculty.<sup>1</sup>

Other services and techniques for guiding students are as follows:

Informational services. The various agricultural education courses and the Agricultural Education Club furnishes a means of disseminating occupational information about teaching. The freshmen placement tests and the grades students receive in all courses indicate some weaknesses of students. The various teachers do pass observational information about students to one another. The students' choice of courses must be approved each quarter by an adviser.

All students are required to take a physical examination annually.

Counseling. Students must secure the approval of

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<sup>1</sup>The University of Tennessee Record, Announcement 1950-51 (Knoxville: The University of Tennessee), p. 55.



their advisers on the courses taken each quarter. The advisers give students assistance on many types of decision and problems relative to courses which students are required to take. Most students seem to believe that the only function of the adviser is to approve or disapprove the courses which the student takes.

Some types of group counseling relative to students' problems is carried out in all courses in agricultural education.

Placement and follow-up. The University maintains a Personnel Bureau which assists all University graduates to secure positions. The Department of Agricultural Education furnishes the Personnel Bureau with letters of recommendation about each student who completes agricultural education. This information about each student is kept in the Personnel Bureau files for prospective employers to evaluate. Only a very few employers directly contact the Department of Agricultural Education for information about agricultural education graduates.

At the present time the Department of Agricultural Education has no way of knowing for certain how many teachers will be needed each year. However, a card file on the places

of employment of graduates is kept fairly up to date.

#### 4. Records Now Being Kept

A folder type file is kept in the Department of Agricultural Education for each student enrolled. The file contains a list of courses the student has completed and grades made on the courses. The folder may also contain miscellaneous correspondence about the student, such as referral to the Student Counseling Center and results of special counseling.

#### 5. Personnel Now Involved in Guidance

The four members of the Department of Agricultural Education staff all share in teaching various courses. The duties and activities of the staff members are at present such that there is no time for additional duties.

The administrative duties of the heads of the departments do not allow for using time to collect, interpret, and disseminate occupational and individual information. The secretarial help incidental to gathering such information is available.

The Student Counseling Center will assist any depart-

ment within the University to further organize guidance services. Professional assistance for both students and staff members is available from the Student Counseling Center upon request.

#### 6. Evaluation of the Present Program

Since there are no stated objectives of a guidance program for agricultural education students, there are no definite means of evaluating the guidance.

The guidance services now used are evaluated in the outcomes of the total program of teacher education.

## CHAPTER IV

### A SUGGESTED FUNCTIONAL GUIDANCE PROGRAM FOR AGRICULTURAL EDUCATION STUDENTS AT THE UNIVERSITY OF TENNESSEE

#### 1. The Need for Guidance in Agricultural Education

There is a need for guidance in assisting students in agricultural education at the University of Tennessee to decide upon teaching vocational agriculture as an occupation. Facts about the duties, responsibilities, chances for employment, salaries, style of living, and abilities that are known about teaching vocational agriculture need to be made available and interpreted to all students who might be interested in choosing teaching vocational agriculture as an occupation. Students should have this information as a basis for deciding upon teaching. The information should be available to a student before the student makes the decision to teach rather than after he has made the decision and has spent two or two and one half years in college without really understanding why he chose teaching and without

understanding the duties and activities that are a part of teaching vocational agriculture.

There is a need for guidance in assisting students to know their strengths and weaknesses relative to the abilities necessary for success in teaching. Individual prospective teachers should be assisted to appraise themselves so as to know what weaknesses exist and what measures can be initiated to correct the weaknesses. If students are unwilling to correct weaknesses or to develop abilities which are known to be essential, then the student should be redirected into some other field that does not require the ability.

Guidance must provide for assistance to prospective teachers in recognizing and correcting weaknesses and deficiencies. Teachers who never develop abilities and attitudes could not be expected to exercise abilities and attitudes in their job of teaching.

## 2. Objectives of the Suggested Guidance Program

Objectives of the suggested guidance program for agricultural education students at the University of Tennessee are:

1. To develop the student's ability to decide for or

against teaching vocational agriculture as an occupation.

(a) To assist the student in securing a clear idea of the necessity for acquiring adequate information about the result of his choice.

(b) To assist students in understanding and interpreting the abilities and traits which are known to be necessary for success in teaching.

2. To develop the student's ability to determine his strengths and weaknesses in relation to "what it takes" to become a successful vocational agriculture teacher.

3. To develop the student's ability to correct weaknesses and further strengths relative to developing the needed abilities for success in teaching vocational agriculture by providing guidance when needed and to the extent needed.

### 3. Organization of the Suggested Guidance Program for Agricultural Education Students at the University of Tennessee

#### A. Determining the Needs of Students.

Why. The needs of students are the basis for the guidance program. The services and techniques are a means

of determining just what needs students have relative to recognizing problems, clarifying problems, solving problems, and making decisions in deciding upon and preparing for becoming a teacher of vocational agriculture.

The guidance program should provide for understanding so that the student will indicate an interest and a willingness to want his needs determined as a basis for his decisive actions.

When to determine needs. Needs should be determined when students are confronted with situations which involve areas of choice relative to deciding for or against teaching. Thus determining needs is a continuous process. Some needs of students may be determined while the students are in high school and other needs are not determined until the students have enrolled in college or teacher education. In the following sections, suggestions are made as to the time for determining some of the needs of the students.

How to determine needs. The needs of students can be determined by assisting the student to know and understand his present status or situation as compared to the traits and abilities that are known to be essential for success in teaching vocational agriculture. At the present time the traits and the abilities needed by teachers of

vocational agriculture as listed in Chapter II can be considered the "approachable ideal" for determining the needs of students.

The techniques and devices of the counseling services, the informational services, and the placement and follow-up services provide ways and means for determining needs.

#### B. Objectives of Students

Students should be assisted to clarify and formulate specific objectives. These individual objectives are derived from the needs of students. The objectives should be stated so that progress can be measured and known by both students and teachers. The objectives give purpose and direction to the students' activities.

#### C. Techniques and devices for determining the needs of students and for helping students to attain specific objectives

Before students enter college. While in high school or prior to entering college, students may need occupational information about teaching. Accurate and reliable information may serve to encourage and motivate some students who have not considered teaching as an occupation.

The following information may be needed by high



school students or other students who have not entered college:

1. The importance of the vocational agriculture teacher and his relation to society.

2. The number of vocational agriculture teachers in the state and the age groups of the teachers. (Per cent of teachers under 30 years of age, 31-40 years, 41-50 years, 51-60 years. Over 61.)

3. The expected need for vocational agriculture teachers--(trends and number replaced each year).

4. Duties and qualifications:

- (a) Activities carried out.

- (b) Responsibilities.

- (c) Special abilities and skills.

- (d) Special social, physical and moral qualifications.

5. Nature and style of living.

6. Advancement opportunities.

7. Related occupations.

8. Earnings.

9. Hours of work.

10. Organizations affiliated with the occupation.

11. Devices for individual appraisal. (A statement

that such devices are available.)

Suggested ways of disseminating this information to students who have not entered college:

1. Print material and distribute to high school vocational agriculture teachers and high school principals.
2. Visit high schools and interpret and explain the information to students.
3. Distribute and interpret material at vocational agricultural teachers' meetings.
4. Request assistance from the district supervisors of vocational agriculture in distributing and interpreting the information to students.

This information should be compiled and distributed during the first half of the year so that students will have an opportunity to think about the information and secure additional facts and evidences about teaching vocational agriculture if they may so desire.

During the student's first year of college. Students who have entered college and have not decided upon an occupation may need the information previously mentioned; and also students who are considering choosing teaching vocational agriculture as an occupation may need the information and

additional information.

Ways of disseminating information to students who have entered college:

1. Assign students who have decided upon teaching vocational agriculture to advisers within the Department of Agricultural Education.
2. During freshman week assemblies, announce that students who might be interested in teaching might visit the Department of Agricultural Education and secure information.
3. The Department of Agricultural Education should plan and organize an orientation or exploration course. This orientation course should, preferably, grow out of a University wide orientation program. Since a University wide program is not conducted, the Department of Agricultural Education can plan to conduct an orientation course of, at least, three one hour periods during the Winter Quarter and the Spring Quarters. Students can be notified about the course by posters, printed notices, and announcements at student assemblies, at the Agricultural Club, and at the Agricultural Education Club. It must be emphasized that the purpose of the orientation course is to assist students to gather and understand facts and evidences about teaching

vocational agriculture. The orientation course must be free of bias, partiality and pressure. The guidance specialist should assist in planning the course.

Suggested activities for the orientation course:

1. Discuss the previously listed occupational information.
2. Discuss other occupations.
3. Visit a high school vocational agriculture department.
4. Have resource person come in and answer questions.  
(Guidance Specialist, Personnel officials, etc.)
5. General discussion by group.
6. Show motion pictures about the "job of the Vo-Ag Teacher."
7. Mention and briefly discuss guidance devices that might be used for determining needs.
8. Encourage students to secure information about other occupations.
9. Take the names of students who express a desire for further appraisal of themselves.
10. Have students fill in the cumulative record forms.  
Discuss use of this information.

11. Encourage students to discuss concerns or problems with teachers in all departments of the University.

12. By either individual or group counseling, suggest that students plan for acquiring more information about themselves as may be provided in the following sections.

During the student's second year of college. The orientation provided should have motivated the students to express a desire for further information about themselves. Some students may have already decided to teach but desire to know more about their individual strengths and weaknesses. Other students may desire more evidence about themselves in order to make a decision. In either case, the time and effort required for counseling students may later result in a savings of both the students' and teachers' time and effort.

Some of the ways and means of assisting students to appraise themselves in relation to the traits and abilities needed for success in teaching are as follows:

Traits and abilities  
Estimated and Identified

How Estimated and Meaning of Estimation

- 
- |  |  |
|--|--|
| 1. Interest and enthusiasm toward teaching vocational agriculture                              | <p><u>Strong Vocational Interest Test</u><br/>This test indicates in general the occupational field in which an individual is most likely to find satisfaction. The results are useful for students who want confirmation of their vocational choice as well as those who are entirely undecided about an occupational choice.</p> <p><u>Kuder Preference Record</u><br/>Indicates the fundamental areas of vocational and educational interest.</p> |
| <hr style="border-top: 1px dashed black;"/>  |  |
| 2. Traits of initiative and resourcefulness  | <p><u>Cumulative Record</u> - Part time work in college and prior to entering college.<br/>Previous record of school and farming activities as related to opportunities.</p>   |
| <hr style="border-top: 1px dashed black;"/>  |  |
| 3. Special abilities and skills in FFA, SFP, farming, teaching, and civic and social abilities | <p><u>Individual Interview</u><br/><u>Cumulative Record</u><br/>Previous experiences and activities in relation to opportunities. Indicates special technical knowledges and skills.</p>   |
| <hr style="border-top: 1px dashed black;"/>  |  |
| 4. Mechanical aptitude   | <p><u>Bennett Mechanical Comprehension Test</u><br/>This measures the ability to understand the relationship of physical forces and mechanical elements in practical situations. Indicates a person's mechanical ability.</p>  |
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In addition to the previous information the objective data which is gathered for each student who enters the University should be of some help in guiding some students. The freshman placement tests were used to place students in courses requiring varying degrees of academic competence. Some of the more general abilities that are needed by vocational teachers may be related to these objective measurements. This information is recorded on the permanent cumulative record of all students. If a student has decided upon a major when he enrolls in the University, the permanent cumulative record should be sent to the student's major department within the University. If the student has not decided, the record should be sent to the student's major department when the student decides upon a major.

The freshman placement information is as follows:

Traits and Abilities Estimated	How Estimated and Use of Estimation
1. Ability to manipulate and manage abstract symbols.	<u>American Council on Education Psychological Examination</u> This test is designed to furnish an objective measure that will permit a counselor to distinguish between a student's mental ability and his high school preparation and his "classroom industry." The test will indicate what a person <u>can</u> do but not what he <u>will</u> do.
2. Indication of intellectual acuity as conditioned by innate capacity and past academic achievement.	
1. Academic achievement in Mathematics	<u>Cooperative General Mathematics Test</u> The test results are useful in counseling college freshmen as they afford a partial basis for determining the appropriate level of course work in mathematics to be attempted.
1. Academic achievement in English	<u>Cooperative English Test</u> The test results should be of service in determining the individual need for remedial work in English.
2. Abilities possessed in grammar, vocabulary, and spelling	

At this point, the students are in their sophomore year of college. The previously discussed information may help students to decide for or against teaching. In making the decision, each student should be individually interviewed by some member of the agricultural education staff.



The interview would be for the purpose of assisting the student to clarify his status relative to the previously discussed information. If the agricultural education staff members should encounter difficulty in assisting some students to clarify and appraise their situations, then the assistance of the guidance specialist should be requested. It is proposed that the interview occur before students are enrolled in the first agricultural education course so that the students will have some understanding of themselves and what they propose to do.

A private discussion of the afore-mentioned information and any other revelant information should enable the student to decide for or against teaching and should indicate the areas of strengths and weaknesses possessed by the student relative to professional and technical activities needed by teachers. The areas of weakness should be agreed upon and means of correction ascertained. The student should be encouraged to feel free to discuss problems at any time with teachers in all departments.

The interview should be recorded in the space provided in the student's cumulative record.

After students are enrolled in agricultural education.

Much of the previously listed information may be of value in either individual or group counseling of students during the period of preparation for teaching.

Some additional ways and means of determining needs and of helping students attain specific objectives are as follows:

Traits and abilities Estimated or Identified	How Estimated or Identified
1. Ability to accept responsibility	<u>Cumulative Record</u> - Marital status, previous work experience, sources of financial assistance for college expenses, class participation.
2. Ability to plan and organize work, activities	<u>Cumulative Record</u> - Record of past activities, extra-curricular activities at University, class participation.
3. Ability in human relations, group leadership	<u>Cumulative Record</u> - Previous social activities, use of leisure time, class participation activities in University social and civic affairs, ratings by fellow students.
4. Traits of creativeness and originality	<u>Cumulative Record</u> - Hobbies, use of leisure time, class participation.
5. Traits of character	<u>Cumulative Record</u> - Frequency of church attendance, membership in organizations.
6. Specific technical knowledge and skills needed by vocational agricultural teachers	<u>Achievement Tests</u> <u>Cumulative Record</u> <u>Individual Counseling</u>
7. Identification and causes of frustrations	<u>Observation</u> <u>Individual Counseling</u> <u>Mooney Problem Check List</u>

While students are in the third course in agricultural education another interview should be planned for each student with some member of the agricultural education staff.

The interview is proposed for the purpose of assisting the student to clarify "where he is now," "where he has been," and "what he hopes to do" further in preparing for becoming a teacher of vocational agriculture. If at this point, the student is obviously a "misfit" and the student cannot be assisted by the agricultural education staff or the guidance specialist, to decide that he is a "misfit", then the only alternative is to give the student a failing grade which should furnish the student with objective evidence for choosing another occupation.

Guidance, properly functioning, must further assist in the placement and the follow-up of students.

At the beginning of the quarter in which students expect to graduate and become certified teachers, the Department of Agricultural Education should send the names of the students and where the students prefer to locate to the state supervisor of vocational agriculture, the district supervisor of vocational agriculture, and the Personnel Bureau of the University. In addition to the names and preferences of location, these agencies should be informed that prospective employers can obtain other information about the students from the Department of Agricultural Edu-

cation and the Personnel Bureau.

A letter of introduction or recommendation should be written for each student when the student finishes student teaching. The letter should describe or explain the degree that the student may possess the six broad abilities which are stated on page twenty. A copy of the letter should be available at all times from the Department of Agricultural Education as well as from the Personnel Bureau of the University.

The guidance program must provide some system of follow-up of graduates. The follow-up will also serve as a means of collecting evidences for evaluating the guidance rendered.

During the fall quarter of each year the following survey should be sent to the students who graduated the preceding year:

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. Are you teaching? \_\_\_\_\_ If so give name of school \_\_\_\_\_ Address of school \_\_\_\_\_
4. If not teaching, position now held \_\_\_\_\_
5. Do you plan on doing further college work? \_\_\_\_\_
6. If so, in what field? \_\_\_\_\_

7. Which courses that you completed in agricultural education have been of most help to you?\_\_\_\_\_

8. What courses that you completed in agricultural education have been of least value to you?\_\_\_\_\_

9. What technical courses that you completed have been of most help to you?\_\_\_\_\_

10. Which technical courses have been of least value?\_\_\_\_\_

11. What extra-curricular activities in which you participated while in college have been of value to you?  
\_\_\_\_\_

12. What changes in the agricultural curriculum would you suggest for the benefit of future students?\_\_\_\_\_

13. What changes in the agricultural education courses would you suggest for the benefit of future students?  
\_\_\_\_\_

14. Other comments about agricultural education which you may care to give:\_\_\_\_\_

15. Will you please keep the agricultural education department informed of any change of position that you may make?

The names, addresses and positions held by graduates and former students may be continued to be kept on 3 by 5

cards. Every five years a survey of all living graduates of agricultural education should be made.

#### 4. Records to be Kept in the Suggested Guidance Program

The records that have been suggested are as follows:

1. The placement cumulative record which is a manila envelope type jacket.

2. The agricultural education cumulative record forms which could be printed on the four sides of a manila folder or could be printed on an  $8\frac{1}{2}$  inch by 11 inch paper and stapled together. These four forms include:

- (a) Personal and family record

- (b) Educational record

- (c) Vocational record

- (d) Citizenship record

- (e) Military record

- (f) Counseling record

3. The letter of recommendation for each student.

4. The follow-up and evaluative survey of each student.

5. Miscellaneous correspondence pertaining to each student.

6. The names, addresses, and positions held by graduates and former students.

7. Form G-6 which is completed for all graduate students.

The records should be kept in the Department of Agricultural Education. All of the records can be kept in a folding type manila jacket. The names, addresses, degrees completed, and positions of graduates and former students should be recorded on 3 by 5 cards and filed in a card index box.

The manila folders should be filed alphabetically under the following four classifications:

1. Undergraduate students
2. B. S. degree graduates
3. Students working toward M. S. degrees
4. Students who have completed M. S. degrees

#### 5. Personnel Needed in the Suggested Guidance Program

The head of the Department of Agricultural Education should be the administrative head of the guidance program. The agricultural education staff should select one person



from the staff to spend one-third to one-half of his time getting the program started.

All the members of the agricultural education staff should understand and participate in the activities. The person made responsible for the activities should ask all the staff members to participate in the activities as far as time may allow.

The services of the University Board of Guidance should be available at all times for assistance when needed.

The secretarial work incidental to the program can be handled by the present secretaries employed in the agricultural education office.

Since duties of the present staff members occupy more than their total work hours, the head of the Department of Agricultural Education should plan to obtain the services of a person with some knowledge of guidance to help administer the program. Of course the person should preferably be a full time staff member or at least a graduate assistant on the agricultural education staff.

## 6. Evaluation of the Total Program of Guidance

A committee for evaluating the guidance program should

be formed. The committee should be composed of the following:

1. All the members of the agricultural education staff.
2. A guidance specialist from the counseling center.
3. The Dean of the College of Education.
4. Two staff members from other departments in the college of agriculture.
5. One agricultural education student enrolled in one of the junior courses.
6. One agricultural education student who has completed student teaching.

This committee should meet before the guidance program is started and once each quarter thereafter. At the first meeting, the staff member responsible for the program should explain the need for guidance and the objectives of the proposed program. The program should be discussed and all suggestions and recommendations should be recorded.

At all other subsequent meetings of the committee, the person responsible for the guidance services should present evidences which may or may not indicate progress toward the stated objectives. The objectives should be changed as the need may change. All recommendations and

suggestions by members of the committee should be considered and if deemed feasible by the committee, the program should be revised and modified according to the recommendations of the group.

### FURTHER CHANGES NEEDED

The suggested guidance program is not considered to be the absolute and final product of guidance. It is only considered to be the most practical program that can be provided at the present time.

The process of guidance is dynamic. Changes will be needed and new problems will arise. The guidance program should be continuously amended and changed in accordance with the need for guidance in agricultural education.

S E L E C T E D   B I B L I O G R A P H Y

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A P P E N D I X

R E C O R D   F O R M S

## PERSONAL AND FAMILY RECORD

- Date Completed \_\_\_\_\_
1. Name: \_\_\_\_\_  
          Last                  Middle                  First
2. Home address: \_\_\_\_\_  
                    Street and No.       Post office       State  
  
                    County       Section of state       Home telephone
3. Campus address: \_\_\_\_\_  
                    Street and number       Post office  
  
                    Campus telephone       Student box number
4. Date of birth: \_\_\_\_\_  
                    Month                  day       year
5. Birthplace location: Farm( ) Village( ) City( )
6. Present marital status: Single( ) Married( )
7. Number of children: \_\_\_\_\_ Ages \_\_\_\_\_
8. Number of brothers: \_\_\_\_\_ Number of sisters: \_\_\_\_\_
9. Birthplace of father: Farm( ) Village( ) City( )
10. Occupation of father when you were living with parents:  
\_\_\_\_\_
11. Birthplace of mother: Farm( ) Village( ) City( )
12. Occupation of mother: Housewife( ) \_\_\_\_\_  
   other
13. Height: ft. \_\_\_ in. \_\_\_ Weight: \_\_\_\_\_ pounds
14. Have noticeable physical handicap: Yes( ) No( )  
If so, explain: \_\_\_\_\_
15. Condition of health for past two years: \_\_\_\_\_
16. Property owner? Yes( ) No( ) Where? \_\_\_\_\_
17. Church membership: \_\_\_\_\_ Church preference: \_\_\_\_\_  
Frequency of church attendance:

18. Are you helping to defray your expenses in college by working part time? Yes( ) No( )  
Kind of work you are doing: \_\_\_\_\_  
Hours worked per week: \_\_\_\_\_
19. What per cent of your total college expenses do you pay for from part time work? \_\_\_\_\_
20. Who furnishes financial responsibility for your college training? \_\_\_\_\_
21. Have you been awarded scholarship for your college education? \_\_\_\_\_ If so to what financial extent? \_\_\_\_\_
22. Are you borrowing money to finance your college education? \_\_\_\_\_

## EDUCATIONAL RECORD

1. High school attended: \_\_\_\_\_  
Name Post office  
State years
2. Curriculum completed in high school: \_\_\_\_\_  
Date graduated: \_\_\_\_\_
3. Number of years of Vo-ag completed: \_\_\_\_\_
4. Names of Vo-ag instructions: \_\_\_\_\_  
Name all of them by years
5. If a farmer Vo-ag student, state nature and scope of  
superivsed farming program: \_\_\_\_\_  
\_\_\_\_\_
6. Number of years participated in the FFA: \_\_\_\_\_
7. If a former FFA member, give offices held: \_\_\_\_\_
8. If a former FFA member, give highest degree attained:  
\_\_\_\_\_
9. Participated in what Vo-ag FFA contests: \_\_\_\_\_
10. Number of years a 4-H member: \_\_\_\_\_
11. Types of 4-H projects completed: \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_
12. Participated in what extra-class activities (do not  
include FFA) while in high school: \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_
13. State honors or distinctions received as a high school  
student: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
14. College or University work: \_\_\_\_\_  
Institution state  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Date attended Degree Date

\*If attended school other than U. T., Procure trans-  
cript for Department of Agricultural Education.

15. Academic honors and awards or other special recognition received during under-graduate work: \_\_\_\_\_

16. Extra-curricular activities while in other institutions: \_\_\_\_\_



## VOCATIONAL RECORD

1. Work experience in farming: a. \_\_\_\_\_  
type of farming  
b. \_\_\_\_\_ c. \_\_\_\_\_  
size of farm capacity of farm  
d. \_\_\_\_\_ e. \_\_\_\_\_  
nature of work age range at time
2. Number of years lived on farm to date: \_\_\_\_\_
3. Phases of farming in which most competent: \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
4. Work experience in the field of agriculture other than farming:  

	Dates of employment	name and address of employer	Nature of work
From:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
5. Work experience in areas other than agriculture: (Full time or part time, as carrying newspapers or etc.)  

Dates of employment	Name and address of employers	Nature of work
_____	_____	_____
_____	_____	_____
6. Have you ever been discharged from employment: Yes()  
No() If so, give details: \_\_\_\_\_
7. List names and addresses of people who are familiar with your farm experience  

Name	Mailing address
_____	_____
_____	_____
_____	_____

## CITIZENSHIP RECORD

1. Name your preferred leisure activities: \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. State in full your reason or reasons for choosing the agricultural education curriculum (to prepare yourself to become a teacher of vocational agriculture).  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Name and address of clubs, societies, organizations (Professional, religious, and social) of which you are or were a member giving dates of membership and offices held:

Name	Address	Dates	Offices
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Can you do the following with confidence and at least average degree of proficiency:

- |                    |                                   |  |
|--------------------|-----------------------------------|--|
| ( ) Sing           | ( ) Coach debates                 | ( ) Type (type-writer)                                   |
| ( ) Lead singing   | ( ) Coach public speaking         | ( ) Speak in public                                      |
| ( ) Square dance   | ( ) Play musical instrument _____ | ( ) Use camera   |
| ( ) Direct games   | ( ) _____ kind                    | ( ) Write newspaper articles                             |
| ( ) Act, dramatics | ( ) Judge livestock               | ( ) Conduct group meetings using parliamentary procedure |
| ( ) Draw or sketch | ( ) Judge farm mechanics          |  |
|                    | ( ) Coach athletes                |  |

## MILITARY RECORD

1. Served in the Armed Forces of the United States: Yes ( )  
NO ( )
2. Branch of service: \_\_\_\_\_ Date of entry: \_\_\_\_\_  
Date of Discharge: \_\_\_\_\_
3. Promotions: (Give rank at time of discharge) \_\_\_\_\_
4. Citations, medals, other honors received: \_\_\_\_\_  
\_\_\_\_\_
5. Honorably discharged: Yes ( ) No ( ) If not, explain:  
\_\_\_\_\_
6. Have a service connected disability? Yes ( ) No ( )  
If so, explain nature and degree of disability: \_\_\_\_\_  
\_\_\_\_\_
7. State extent of travel in and outside of the United  
States while in service: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Present draft status \_\_\_\_\_

## COUNSELING RECORD

1. Special tests administered and scores:

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2. Record of interview held prior to entrance into agricultural education: a. Date \_\_\_\_\_ b. Concerns expressed by student \_\_\_\_\_

c. Concerns of student clarified \_\_\_\_\_

d. Nature of conversation between interviewer and student \_\_\_\_\_

\_\_\_\_\_  
Signature of Interviewer

3. Record of interview held after student has completed two quarters of agricultural education: a. Date \_\_\_\_\_  
b. Concerns expressed by student: \_\_\_\_\_

c. Concerns of student clarified: \_\_\_\_\_

d. Nature of conversation between interviewer and student: \_\_\_\_\_

\_\_\_\_\_  
Signature of Interviewer