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## **A study of high school guidance activities regarding vocational agriculture students in Tennessee**

William Harold Coley

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To the Graduate Council:

I am submitting herewith a thesis written by William Harold Coley entitled "A study of high school guidance activities regarding vocational agriculture students in 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.

George W. Wieggers Jr., Major Professor

We have read this thesis and recommend its acceptance:

H. C. Smith, C. H. Shelton

Accepted for the Council:

Carolyn R. Hodges

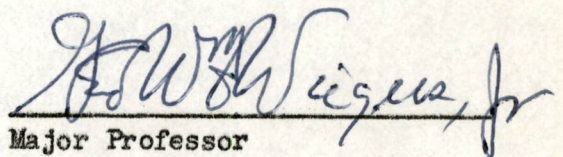
Vice Provost and Dean of the Graduate School

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

August 9 , 1962

To the Graduate Council;

I am submitting herewith a thesis written by William Harold Coley entitled "A Study of High School Guidance Activities Regarding Vocational Agriculture Students in 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.

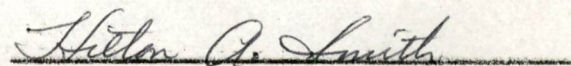
  
Major Professor

We have read this thesis  
and recommend its acceptance:

HC Smith

C. H. Shelton

Accepted for the Councils:

  
Dean of the Graduate School

A STUDY OF HIGH SCHOOL GUIDANCE ACTIVITIES REGARDING  
VOCATIONAL AGRICULTURE STUDENTS IN TENNESSEE

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A Thesis  
Presented to  
the Graduate Council of  
The University of Tennessee

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

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by  
William Harold Coley

August 1962

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## CHAPTER I

### THE PROBLEM AND ITS DEFINITION

Guidance services in Tennessee schools are receiving increased attention and emphasis. No longer is it justifiable merely to state that guidance is an important activity which all schools should have, and then do little to develop some of its basic elements in the total school program. The period in which we live place demands that we evaluate our present program and determine the extent to which we are making optimum use of our resources.<sup>1</sup>

Guidance activities with students of vocational agriculture have long been considered a part of the work of teachers of vocational agriculture in the state of Tennessee. This work in many instances has not been a part of a unified school program but has been a part of day to day activity with students enrolled in vocational agriculture.

#### I. STATEMENT OF THE PROBLEM

The major purpose of this study was to reveal the situation that exists in the guidance work for vocational agriculture students by teachers of vocational agriculture in Tennessee.

More specifically the objectives were:

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<sup>1</sup>Tennessee State Department of Education, "Resource Material Pertaining to the Tennessee State Guidance Program," Quill E. Cope, Commissioner; Preface of publication.

1. To determine the type of materials available for guidance purposes in the schools.
2. To determine the kinds of tests being administered to students and the use that is being made of the test results.
3. To determine the guidance activities engaged in by the school other than tests.
4. To determine the amount of teaching time devoted by the teacher of vocational agriculture to units on guidance; also the nature of the content of these units.
5. To determine the qualifications of vocational agriculture teachers for guidance work.
6. To determine the interest of vocational agriculture teachers with respect to their professional improvement in guidance.
7. To determine how the teachers of vocational agriculture provides guidance to their students.
8. To determine how teachers of vocational agriculture feel with respect to the success of current programs of guidance in their schools.

## II. IMPORTANCE OF THE STUDY

The study provides school superintendents, principals, teachers, guidance counselors, supervisors, and others with information concerning the present role of the vocational agriculture teacher with students of vocational agriculture in guidance activities. This information will serve as a basis for making changes in the guidance activities of the vocational agriculture teacher. The findings should also help to unify

the guidance activities of the teacher of vocational agriculture with the guidance activities of other teachers in the school.

This study provides information concerning the needs felt by teachers of vocational agriculture for further training in guidance which will help guidance supervisors, county superintendents and others plan programs to meet these needs.

The study reveals the level of training of present teachers for guidance work. It gives information on the kind of instructional units teachers of vocational agriculture include in their courses for guidance purposes. It also reveals the attitude of the teachers of vocational agriculture toward present guidance programs in Tennessee high schools.

### III. DEFINITION OF TERMS

The term "guidance" in this study refers to a systematic process of assisting pupils in making choices, plans, adjustments, undertaking self-direction, and solving problems.

"Vocational agriculture teachers" refers to all white persons currently employed as teachers of vocational agriculture in the State of Tennessee during the year 1961-62.

"Guidance counselors" refers to the person or persons employed to work in a school or school system to direct the guidance activities of the school or system.

"Test" refers to the tests included under Title V testing program as is carried out by schools in Tennessee.

"Vocational agriculture students" refers to these high school

students presently enrolled in courses of vocational agriculture.

"School plan" refers to the arrangement of classes in elementary and secondary schools." For example, the 8-4 plan means eight grades in the elementary department and four grades in high school.

"Guidance Program" refers to the total guidance activity program in the school or school system.

"Career days" refers to a school planned activity in which a review of various careers are outlined to the students. Usually this is held at the local school with representatives of various professions and work areas explaining the opportunities in their respective fields.

"Agricultural businesses" as used in this study means all business dealing directly or indirectly with agricultural products and commodities.

"Other businesses" refers to those businesses that have no relation to the field of agriculture.

"Counselling" is defined as a face to face meeting of two representatives from different generations for the purpose of helping members of the younger generation to help themselves.<sup>2</sup>

"In service training" refers to the time set aside by the school system for teachers to work together for professional improvement in guidance.

"Annual conference" refers to the time scheduled by the Tennessee State supervisory staff of vocational agriculture once each year for all

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<sup>2</sup>Williamson, E. G., and Hohn, M. E., Introduction to High School Counseling (New York, London: McGraw-Hill Book Company, Inc., 1940) preface vi.

teachers of vocational agriculture in the state to meet for a period of four to five days to work on problems in vocational agriculture.

"Small group conferences" refers to meetings called by district supervisors of vocational agriculture for the teachers of vocational agriculture in a specific geographical area. These meetings are usually three to four hours in length.

"Units of Teaching" refer to instructional units on guidance. Usually the instructional unit would deal with career information.

#### IV. SCOPE AND LIMITATIONS OF THE STUDY

The study was to determine present situation in guidance activities as related to the vocational agriculture teachers in the State of Tennessee. The study included ninety-two departments of vocational agriculture that were in operation in Tennessee during the school year 1961-62. The study was directed toward guidance work in vocational agriculture and did not involve other instructional programs or services in the school.

No effort was made in the study to recommend a definite plan of guidance activities for the school or for the program of vocational agriculture.

#### V. METHOD OF RESEARCH

A review was made of selected literature devoted to the guidance activities of teachers of vocational agriculture in Tennessee as well as other states to determine what was being done in guidance with students of vocational agriculture. The review included determining the present

situation in local high schools as to the guidance personnel available, facilities for administering guidance activities, tests given to students, how tests results were used and the effect of the guidance program had on vocational agriculture. From these readings and discussions with teachers of vocational agriculture, teacher educators, guidance personnel and administrators, the investigator developed a list of data to be collected from each individual included in the study.

A list of teachers employed to teach vocational agriculture in Tennessee during the year 1961-62, their addresses, and school was obtained from the Agricultural Education Office at the University of Tennessee. From the total list every third person was selected to be included in a survey. This sample gave ninety-two teachers located in all three divisions of the State. A questionnaire on guidance activities (see Appendix) was sent to each of the teachers. Of the questionnaires on guidance activities mailed, fifty-four or 58.7 per cent were completed and returned in usable form.

## VI. REVIEW OF RELATED LITERATURE

The problems of youth have long been the concern of many agencies of society. The home, the school, the church, the community and society in general have assumed responsibility for shaping the lives of youth, albeit with major emphasis upon "thou shall not" and with scant attention to the multiplicity of needs and potentialities of boys and girls. With the emergence of an understanding of adolescent psychology, however, has come a recognition that the goal of education is to develop the best

potentialities of young people.<sup>3</sup>

To develop the potentialities of each student in a given school has been the responsibility of all school personnel. Recent developments have caused all teachers to realize more fully this need and to cause them to seek the best methods for meeting this need. The two main processes of personnel work to help seek this end are appraisal and adjustment. Appraisal is the process of understanding the individual, of ascertaining his potentialities, interests and needs. Adjustment is the process of developing these abilities by providing conditions favorable for growth, giving information necessary as a basis for making wise choices and helping the individual to acquire special skills.<sup>4</sup> The central task in counseling is to establish a beneficial relation between two persons.<sup>5</sup> The student is benefited by learning to discover and use wisely the educational and vocational abilities and opportunities which he can develop.<sup>6</sup> The teacher benefits by having a greater interest in his students as individuals and by knowing more about them. This will enable him to do a better job teaching.<sup>7</sup>

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<sup>3</sup>E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, (New York, London: McGraw Hill Book Company, Inc.; 1940), p. 1.

<sup>4</sup>Ruth Strange, Counseling Technique in College and Secondary Schools, (New York, London: Harper and Brothers Publishers, 1937), p. 4.

<sup>5</sup>Ibid., p. 124.

<sup>6</sup>Clarence C. Dunsmoor and Leonard M. Miller, Guidance Methods for Teachers, (Scranton, Pennsylvania: International Textbook Company, 1946) p. 3.

<sup>7</sup>Ibid., p. 357.



Teachers of vocational agriculture, no less than other teachers and perhaps more than some, are increasingly recognizing their role in guidance, and particularly in the guidance of farm youth.<sup>8</sup>

Martin<sup>9</sup> found in 1947 that the schools in Connecticut provided significant assistance to less than one-half of the students in making a choice of agriculture. A majority of students from farms attending high school not offering agriculture had received no information about the course and less than 10 per cent were aware of provisions whereby they could get an education in agriculture in high school. During the same year Wood<sup>10</sup> stated that ways of informing prospective students about vocational agriculture should be made more effective. "Friends," according to Wood, are an important source of first-hand information. Each school should have a guidance program to familiarize the prospective student with vocational agriculture. Teachers of agriculture, administrators, and guidance officials should provide more improved guidance in choice of curriculum for pupils already enrolled in high school.

In 1950 Campbell<sup>11</sup> said that the application of a workable guidance

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<sup>8</sup>Harold M. Byram, Guidance in Agricultural Education (Danville, Illinois: The Interstate Press, 1959), p. 3.

<sup>9</sup>Howard W. Martin, "Preenrollment Guidance for Education in Vocational Agriculture," Summaries of Studies in Agricultural Education, Supplement 2, 1948, p. 17.

<sup>10</sup>Clarke Brayton Wood, "A Survey of Practices in the Selection and Admission of Prospective Pupils of Vocational Agriculture in Connecticut," Summaries of Studies in Agricultural Education, Supplement 3, 1950.

<sup>11</sup>Ord L. Campbell, "A Program of Guidance for High School Pupils of Vocational Agriculture," Summaries of Studies in Agricultural Education, Supplement 5:11, 1952.

program would assure the enrollment of interested, capable agricultural pupils, thus providing for a high level of proficiency of agricultural technology and skills. He stated that the teacher of vocational agriculture has a vital role in the program of guidance which provides services to the individual, the school as a whole and the community.

The qualifications of the teacher of vocational agriculture for guidance activities were pointed out by Burtner<sup>12</sup> in 1951 when he revealed that 75 per cent of the teachers of vocational agriculture in Pennsylvania felt that they were adequately qualified to do counseling work. His study showed that his teachers did not wish to add school wide guidance to their teaching load. Only 30 per cent of the schools in his study had any form of organized guidance program.

In 1953 Sommerville<sup>13</sup> revealed that no organized guidance work was being done in a rather large percentage of the rural high schools of Virginia. He stated there was need for regularly scheduled time for guidance activities by teachers as well as more data on guidance in files and more guidance publications in the libraries. His recommendation was for the state administrators and teachers of vocational agriculture to work together in an effort to strengthen the guidance program in the rural high schools of the state.

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<sup>12</sup>Neal R. Burtner, "Counseling Duties of the Teacher of Agriculture," Summaries of Studies in Agricultural Education, Supplement 6:10-11, 1953.

<sup>13</sup>James Harris Sommerville, "A Survey of the Guidance Practices Followed by Virginia Teachers of Vocational Agriculture," Summaries of Studies in Agricultural Education, Supplement 7:61-62, 1954.

Clancy<sup>14</sup> found that teachers of vocational agriculture in the state of Wisconsin in 1955 devoted 4.2 hours per week in guidance work. The most serious problems brought to the teachers by his students were: deciding between college and work, deciding on kind of work, and settling misunderstandings at home. Seventeen of the twenty teachers surveyed had no definite hours established for counseling high school students and eleven teachers had no guidance courses since graduation.

In 1955 Mostowski<sup>15</sup> found that 80 per cent of the teachers surveyed in Pennsylvania and Maryland had guidance counselors in their schools. Only 50 per cent of the vocational agriculture teachers were satisfied with the guidance program and 25 per cent considered their department as dumping grounds for poor students. From this study he concluded that guidance counselors, principals and other teachers should be better informed about the aims and purposes of vocational agriculture.

Lowery<sup>16</sup> stated that an effective program of vocational education must be preceded, accompanied and followed by vocational and educational

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<sup>14</sup> John William Clancy, "An Exploratory Study Determining the Importance and the Effectiveness of Teachers of Vocational Agriculture in Guidance," Summaries of Studies in Agricultural Education, Supplement 9:12-18, 1956.

<sup>15</sup> John J. Moskowski, "The Guidance of Students in High School with Emphasis on Vocational Agriculture," Summaries of Studies in Agricultural Education, Supplement 10:63, 1957.

<sup>16</sup> Robert Eugene Lowery, "The Guidance Role of Vocational Agriculture Teachers," Summaries of Studies in Agricultural Education, Supplement 11:48, 1958.

guidance and that the teacher of vocational agriculture is in a particularly strategic position to counsel farm youth since he is employed the year around and works both in the classroom and on the farm of his students.

Bluemake<sup>17</sup> found that about 40 per cent of the teachers in Wisconsin felt that the guidance counselors were doing a good job in helping farm boys. Another 40 per cent felt that their departments were "dumping grounds" for low ability students. The average teacher spent 4-1/2-weeks on freshman orientation program. About six weeks were spent on agricultural occupations during the four year period.

Cantrell<sup>18</sup> stated that insufficient guidance was being provided in the areas of choosing an occupation, orienting transfer students, pre-orientation of beginning vocational agriculture students, followup of graduates, counseling those leaving school before graduation, and helping students find ways of meeting financial needs in farming. Only 42 per cent of the teachers had texts or references on guidance in libraries. The teachers indicated a desire to have courses in guidance on the undergraduate level. They also wanted individual instruction from teacher educators and supervisors on guidance techniques.

Gilbert<sup>19</sup> found in his study using the Mooney Problem Check List

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<sup>17</sup>Arnold A. Bluemake, "A Study of High School Guidance Activities Influencing Vocational Agriculture Students," Summaries of Studies in Agricultural Education, Supplement 14:5-6, 1961.

<sup>18</sup>Ronald E. Cantrell, "A Survey of the Guidance Practices of Vocational Agriculture Teachers in Alabama," Summary of Studies in Agricultural Education, Supplement 13:31, 1959.

<sup>19</sup>George B. Gilbert, "A Study of Personal and Psychological Problems of Fifty Students Enrolled in Vocational Agriculture in Stephenville High School," Summaries of Studies in Agricultural Education, Supplement 13:41, 1958.

that students had most problems in Adjustment to School Work, The Future, Vocational and Educational and Curriculum and Teaching Procedure. Town students expressed more problems in every area except social and recreational activities than did rural students.

Woodin<sup>20</sup> found in his study that over 95 per cent of the teachers of vocational agriculture not only taught agricultural college opportunities to their classes, but also counseled with individual students.

Butler<sup>21</sup> found that 73.3 per cent of the graduates from high school not engaged in farming needed agricultural training for their present jobs.

In 1959 Krebs<sup>22</sup> found that 44.4 per cent of the graduates of vocational agriculture planned to farm, 32.2 per cent planned to further their education, 18.4 per cent planned to enter nonagricultural occupations and 1.4 per cent planned to enter agricultural occupations other than farming.

Fisher<sup>23</sup> stated;

Since the advent of expanded guidance services in the secondary educational level, the position of vocational agriculture may be in peril. This is due to the fact that guidance people, in many cases, are counseling young people into the academic fields for college preparation.

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<sup>20</sup>Ralph J. Woodin, "Helping Vo-Ag Students Decide Upon College Entrance." Summary of Studies in Agricultural Education, Supplement 13;86, 1958.

<sup>21</sup>Jimmy Joe Butler, "Some Guidance Concerns in Vocational Agriculture," Summary of Studies in Agricultural Education, Supplement 13;29-30, 1959.

<sup>22</sup>Alfred H. Krebs, "Future Plans of Vocational Agriculture Seniors in Illinois High Schools," Summary of Studies in Agricultural Education, Supplement 14; 30, 1959.

<sup>23</sup>Clifford C. Fisher, "Guidance--It is Our Work," The Agricultural Education Magazine, 34 (June 1962) 285.

The vocational agriculture teacher has an opportunity to contribute to the student in subject matter content and guidance. The attitudes, skills, and interests developed in vocational agriculture classes can be definite assets to the young man planning to enter college as well as those individuals who are planning to enter the field of labor. Occasions for counseling come often as the teacher works with the student in the classroom, on the farm and in F. F. A.

Richardson<sup>24</sup> informed the teachers of vocational agriculture that guidance counselors remind them that guidance worthy of the name must be more than a "shot in the arm" or "hip, hip, hooray" type of program. Vocational guidance must be a part of and not an added appendage of the total guidance program of the school. It is a continuing process and not something that can be turned off and on every thirty minutes or so each day. The teacher of vocational agriculture, by working with the guidance counselor, will find many new opportunities unfold if the guidance programs are carefully planned.

The five following phases are now being considered by leaders in the field of guidance as the framework for the total program of guidance in a school.

1. Individual inventory
2. Occupational and educational information
3. Individual counseling
4. Placement service

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<sup>24</sup>Stanley C. Richardson, "Cast Down Your Buckets Where They Are," The Agricultural Education Magazine, 32 (April 1960), 119-120.

## 5. Follow up

In terms of college completion it can be said that including vocational agriculture in the high school curriculum as preparation for college is equal to and in most cases better than no vocational training. Proper vocational guidance is a very important aspect in the completion of college work.

The vocational agriculture instructor who is generally more closely associated with the family seems to be the logical one to carry out guidance activities with the student.<sup>25</sup>

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<sup>25</sup>"Guidance Through the Vo-Ag. Teacher," (The Agricultural Education Department, Montana State College, Bozeman, Montana, 1961), 83 pp. (Mimeographed) pp. 2-3.

## CHAPTER II

### GENERAL SCHOOL SITUATION AND GUIDANCE ACTIVITIES

#### I. PRESENTATION OF FINDINGS

The purpose of this chapter is to present the data on the school plans, size of schools, personnel in guidance work, tests given and use made of test results and other guidance activities conducted by schools in Tennessee.

#### II. GENERAL SCHOOL PLAN

The school plan followed by schools in Tennessee, as shown in Table I include the 6-3-3 plan, the 9-3, 8-4, 6-6 and 1 through 12 plan. The largest number of schools in any one plan was 35 schools or 64.8 per cent who had the 8-4 plan with eight grades in elementary and four grades in high school. The next largest number was 15 schools or 27.7 per cent on the 6-6 plan. There were two schools or 3.7 per cent operating under the 9-3 plan and one school or 1.9 per cent of the schools with the 6-3-3 and 1-12 plan respectively.

An analysis of the enrollment as shown in Table I reveals that 21 schools or 39.6 per cent had enrollment from 100 to 300 students in grades 9 through 12. There were 15 schools or 28.3 per cent with an enrollment of over 500 students. The next largest number of schools, 14 or 26.4 per cent had enrollment of from 301 to 500 with only three schools or 5.7 per cent with enrollment of less than 100 students in grades 9 through 12.



TABLE I  
 GENERAL SCHOOL SITUATION RELATIVE TO SCHOOL  
 PLAN AND ENROLLMENT FOUND IN  
 TENNESSEE SCHOOLS

| Situation             | Number Schools | Per Cent |
|-----------------------|----------------|----------|
| <u>A. School Plan</u> |                |          |
| 8-4                   | 35             | 64.8     |
| 6-6                   | 15             | 27.7     |
| 9-3                   | 2              | 3.7      |
| 6-3-3                 | 1              | 1.9      |
| 1-12                  | 1              | 1.9      |
| <u>B. Enrollment</u>  |                |          |
| Under 100             | 3              | 5.7      |
| 100-300               | 21             | 39.6     |
| 301-500               | 14             | 26.4     |
| Over 500              | 15             | 28.3     |

### III. GUIDANCE PERSONNEL FOUND IN THE HIGH SCHOOLS

Table II summarizes the guidance personnel found in the 54 schools from which a return was received. The teachers of vocational agriculture were asked to check the type guidance program presently in operation in his respective school. The results revealed that the highest number of schools operated with a part time guidance counselor who taught other classes. This plan of operation was found in 30 schools or 55.6 per cent of the total responding. There were 10 schools or 18.5 per cent who had full time guidance counselors. In 10 schools or 18.5 per cent the vocational agriculture teacher served as a member of the school guidance committee and in three schools or 5.6 per cent he served as the guidance committee chairman. Four schools or 7.4 per cent reported the school operated with a part time guidance counselor who was shared with other schools. Table II also reveals that eleven of the schools or 20.4 per cent provided clerical help for guidance activities.

### IV. TESTS AND FACILITIES FOR GUIDANCE

The tests given to students, facilities used in testing as well as the use of the test results are shown in Table III. Thirty of the schools or 55.6 per cent provided a separate room for guidance activities. Fifty schools or 92.6 per cent of the schools had a testing program in operation. In thirty-one or 57.4 per cent of the schools the vocational agriculture teachers knew the names of the tests given to the students. Table III shows that all high school classes as well as pre-high school classes were tested. The greatest number of schools, 40 or 74.1 per cent gave

TABLE II  
GUIDANCE PERSONNEL FOUND IN HIGH  
SCHOOLS IN TENNESSEE

| Personnel   | Number Schools | Per Cent |
|---|----------------|----------|
| School had part time guidance counselor-teacher classes           | 30             | 55.6     |
| School had full time guidance counselor                           | 10             | 18.5     |
| School had guidance committee                                     | 8              | 14.7     |
| (a) Vocational Agriculture teacher was Chairman                   | 3              | 5.6      |
| (b) Vocational Agriculture teacher was member                     | 10             | 18.5     |
| School had other counselors                                       | 8              | 14.7     |
| School had part time guidance counselor-shared with other schools | 4              | 7.4      |
| School provided clerical help for guidance                        | 11             | 20.4     |

TABLE III  
 TESTS AND FACILITIES USED IN HIGH SCHOOL  
 GUIDANCE PROGRAMS IN TENNESSEE

| Tests and Facilities   | Number Schools | Per Cent |
|--|----------------|----------|
| <u>A. Facilities</u>   |                |          |
| School provided separate room<br>for guidance                  | 30             | 55.6     |
| <u>B. Tests</u>  |                |          |
| 1. School had testing program<br>in operation                  | 50             | 92.6     |
| 2. Vocational Agriculture teacher knew<br>names of tests given | 31             | 57.4     |
| 3. Tests were given to   |                |          |
| Seniors  | 29             | 53.7     |
| Juniors  | 19             | 35.2     |
| Sophomores   | 25             | 46.3     |
| Freshman   | 40             | 74.1     |
| 4. Tests were given by   |                |          |
| Guidance Counselor   | 27             | 50.0     |
| Classroom teacher  | 19             | 35.2     |
| Home Room teacher  | 9              | 16.6     |
| Assistant Principal  | 5              | 9.3      |
| County Supervisor  | 5              | 9.3      |
| Guidance Committee Chairman                                    | 4              | 7.4      |
| Principal  | 4              | 7.4      |

TABLE III (continued)

| Tests and Facilities                                | Number Schools | Per Cent |
|---|----------------|----------|
| All teachers  | 1              | 1.9      |
| Others  | 2              | 3.7      |
| 5. Tests results were                               |                |          |
| filed for teachers use                              | 26             | 48.1     |
| filed without being given to teachers               | 16             | 29.6     |
| made available to all teachers in<br>written report | 11             | 20.4     |
| made available to home room teacher                 | 4              | 7.4      |
| made available to Guidance Committee                | 2              | 3.7      |
| unknown   | 1              | 1.9      |
| 6. Tests given to students included                 |                |          |
| Large-Thorndike Intelligence Test                   | 28             | 51.9     |
| Stanford Achievement                                | 20             | 37.0     |
| Occupational Interest                               | 14             | 26.0     |
| Metropolitan Achievement                            | 12             | 22.2     |
| Kuder Preference Record                             | 8              | 14.7     |
| National Merit Test                                 | 5              | 9.3      |
| Diagnostic Reading Test                             | 4              | 7.4      |
| Differential Test                                   | 2              | 3.7      |
| Development Test                                    | 2              | 3.7      |
| A. C. T.  | 2              | 3.7      |

TABLE III (continued)

| Tests and Facilities       | Number Schools | Per Cent |
|----------------------------|----------------|----------|
| Mooney Problem Check Test  | 1              | 1.9      |
| E. H. S. C. B. Achievement | 1              | 1.9      |
| Others                     | 2              | 3.7      |
| 7. Test results were used  |                |          |
| Much                       | 4              | 7.4      |
| Some                       | 29             | 53.7     |
| Little                     | 13             | 24.1     |
| None                       | 1              | 1.9      |
| Unknown                    | 7              | 13.0     |

tests to freshman. The next largest number of schools reported 25 or 46.3 per cent gave tests to sophomores. Seniors were tested in 29 or 53.7 per cent of the schools, juniors were tested in 19 or 35.2 per cent of the schools and 12 schools or 22.2 per cent reported the giving of tests to pre-high school students.

Under the area of administering tests, it is revealed in Table III that 27 or 50.0 per cent of the schools used the guidance counselor to give the tests. Class room teachers were used to give the tests in 19 or 35.2 per cent of the schools. Nine or 16.6 per cent, of the schools used home room teachers to give the tests. Assistant principals and county supervisors were used in 5 schools each. The foregoing represents 9.3 per cent. The next most used was the guidance committee and the principal, each being used in 4 or 7.4 per cent of the schools while only one school or 1.9 per cent used all teachers to give tests. Two or 3.7 per cent listed "others" as having been responsible for giving the tests.

Under the area test results, 26 or 48.1 per cent of the teachers reported the test results were filed for all teachers to use. Sixteen or 29.6 per cent of the teachers said the test results were filed without being given to the teachers. In 11 or 20.4 per cent of the situations the test results were given to all teachers in a written report. Four or 7.4 per cent of the teachers reported that test results were made available to home room teachers and 2 or 3.7 per cent of the teachers said the results of tests were given to the guidance committee. Only one teacher or 1.9 per cent reported that the results of the tests were unknown.

Under the area dealing with the names of tests given to students,

Table III shows that the highest number of schools, 28 or 51.9 per cent had given the Large-Thorndike Intelligence Test. The Stanford Achievement Test was used in the next highest number of schools—20 or 37.0 per cent. Occupational Interest Test was used in 14 or 26.0 per cent of the schools. Metropolitan Achievement Test was used in 12 or 22.2 per cent of the schools. Eight schools or 14.7 per cent used the Kuder Preference Record. The National Merit Test was used in 5 or 9.3 per cent of the schools and The Diagnostic Reading Test was used in 4 or 7.4 per cent of the schools. The A. C. T., Differential Test and Development Test each were reported in 2 or 3.7 per cent of the schools. There was only one or 1.9 per cent of the schools reporting the use of Mooney Problem Check List and E. H. S. C. B. Achievement Test each. Two or 3.7 per cent of the schools reported "other" tests as being given but did not give the names of the tests given.

Table III shows a wide variation in use made of the test results. Twenty-nine or 53.7 per cent of the teachers stated that the test results were used "some." Thirteen or 24.1 per cent of the teachers said that "little" use was made of test results in their schools while 4 or 7.4 per cent of the teachers said that "much" use was made of test results in their schools. Only one or 1.9 per cent said that no use was made of the test results. There were 6 or 1.30 per cent who did not know how much use was made of test results in their respective schools.

#### V. ACTIVITIES OTHER THAN TESTS

Table IV presents a summary of the guidance activities engaged in



TABLE IV  
GUIDANCE ACTIVITIES OTHER THAN TESTS USED IN THE  
HIGH SCHOOL GUIDANCE PROGRAMS IN TENNESSEE

| Activities engaged in<br>by the school      | Number of Schools | Per Cent |
|---|-------------------|----------|
| College visitation                          | 41                | 75.9     |
| Varsity Visit                               | 41                | 75.9     |
| Career Days                                 | 26                | 48.1     |
| Other                                       | 4                 | 7.4      |
| Visits to agricultural businesses           | 38                | 70.4     |
| Movies shown to students on guidance        | 35                | 64.8     |
| Visits to businesses other than Agriculture | 29                | 53.7     |
| Career days at school                       | 22                | 40.8     |
| Film strips shown to students on guidance   | 16                | 29.6     |
| Panel discussions on guidance               | 14                | 26.0     |
| Individual planning with students           | 1                 | 1.9      |

other than tests in the 54 high schools participating in the survey. College visitation and Varsity Visit were reported most often. Each was checked as an activity in 41 or 75.9 per cent of the schools. Visits to agricultural businesses were reported by 38 or 70.4 per cent of the schools. Thirty-five or 64.8 per cent of the schools had shown movies on guidance to students. Twenty-nine or 53.7 per cent of the students visited non agricultural businesses. Twenty-six or 48.1 per cent of the schools took part in college career days at different colleges while 22 or 40.8 per cent of the schools had their own career days at school. Film strips on guidance were shown to students at 16 or 29.6 per cent of the schools. Fourteen or 26.0 per cent of the schools had panel discussions on guidance. "Other" type college visitation and one or 1.9 per cent of the schools provided individual planning as a guidance activity with students.

## VI. MATERIALS AVAILABLE TO STUDENTS

Table V presents the materials on guidance available to students as well as the location of the material in the school.

Under the area "form of material," it is shown that scholarships available to students was provided in 49 or 90.7 per cent of the schools. College catalogues were available in 46 or 85.2 per cent of the schools. Forty-three or 79.6 per cent of the schools provided pamphlets on occupations and 39 or 72.2 per cent of the schools had brochures on occupations. Lists of titles and sources of information on occupations were provided in 28 or 51.9 per cent of the schools. Exactly one-half of the schools, 27, provided exploratory reading on occupations for the

TABLE V  
 MATERIALS ON GUIDANCE AVAILABLE FOR STUDENT  
 USE IN HIGH SCHOOLS IN TENNESSEE

| Material Available   | Number Schools | Per Cent |
|--|----------------|----------|
| <u>A. Form</u>   |                |          |
| Scholarships available                                     | 49             | 90.7     |
| College catalogues   | 46             | 85.2     |
| Phamplets on occupations                                   | 43             | 79.6     |
| Brochures on occupations                                   | 39             | 72.2     |
| Lists of titles and sources of<br>occupational information | 28             | 51.9     |
| Exploratory reading in occupations                         | 27             | 50.0     |
| Chronical career kit                                       | 1              | 1.9      |
| <u>B. Location of Materials</u>                            |                |          |
| Library  | 38             | 70.4     |
| Guidance Room  | 27             | 50.0     |
| Principals Office  | 20             | 37.0     |
| Class room   | 13             | 24.1     |
| Home room  | 11             | 20.4     |
| Vocational Agriculture class room                          | 5              | 9.3      |
| Bulletin board   | 2              | 3.7      |
| Other  | 1              | 1.9      |
| Unknown  | 1              | 1.9      |

students. One school or 1.9 per cent provided a chronical career kit for the students.

Under the area "location of materials" 38 or 70.4 per cent of the schools reported the guidance materials for students were located in the library. Fifty per cent of the schools, 27, kept the guidance material in the guidance room. Twenty or 37.0 per cent of the schools listed the principals office as the location of guidance material. Thirteen or 24.1 per cent of the schools stated that guidance materials were kept in the classroom while 11 or 20.4 of the schools kept the guidance materials in the home room. The vocational agriculture classroom was listed by 5 or 9.3 per cent of the teachers as the location of guidance materials. Two or 3.7 per cent of the schools used the bulletin board for the location of guidance materials. One or 1.9 per cent of the teachers listed "other" and "unknown" respectively as the location of guidance material in their school.

## CHAPTER III

### THE ROLE OF THE VOCATIONAL AGRICULTURE TEACHER IN THE GUIDANCE PROGRAM

The purpose of this chapter is to present the training of the vocational agriculture teacher for guidance activities, how that training was obtained, needs felt by the teacher for further training in guidance, how he would like to acquire that training, the guidance program presently carried out with the students of vocational agriculture and the effect of the school guidance program on the vocational agriculture program.

#### I. METHOD OF OBTAINING TRAINING

An analysis of Table VI shows different method of obtaining guidance work training by vocational agriculture teachers. The largest number, 37 or 68.5 per cent of the teachers received training in faculty meetings. The next largest number, 33 or 61.1 per cent of the teachers received training in county or school system in-service training. Thirteen or 24.1 per cent of the teachers received training in county or school system workshops. There were 10 or 18.5 per cent of the teachers who had been enrolled in college guidance courses and 8 or 14.7 per cent who had attended college workshops on guidance. One teacher or 1.9 per cent reported as having obtained training by personal reading and talking with guidance personnel respectively.

Under the area of needs, Table VI shows that 37 teachers or 68.5

TABLE VI

TRAINING OF VOCATIONAL AGRICULTURE TEACHERS FOR GUIDANCE  
 WORK OTHER THAN THAT PROVIDED FOR  
 AGRICULTURE EDUCATION MAJORS

| Training                                       | Number Teachers | Per Cent |
|--|-----------------|----------|
| <u>A. How Obtained</u>                         |                 |          |
| Faculty meetings                               | 37              | 68.5     |
| In-service training county or school system    | 33              | 61.1     |
| County or school system workshops              | 13              | 24.1     |
| Regular enrollment in college guidance courses | 10              | 18.5     |
| College workshops in guidance                  | 8               | 14.7     |
| Talking with guidance personnel                | 1               | 1.9      |
| Personal reading                               | 1               | 1.9      |
| <u>B. Needs</u>                                |                 |          |
| More information on counselling techniques     | 37              | 68.5     |
| More information concerning occupations        | 36              | 66.6     |
| More information on using test results         | 32              | 59.2     |
| More unity in total school guidance program    | 32              | 59.2     |
| More time in daily schedule for guidance       | 29              | 53.7     |
| More information on tests to be given          | 23              | 42.6     |
| Information on scoring test                    | 18              | 33.3     |
| Assistance in testing                          | 9               | 16.6     |
| Pay for guidance work                          | 1               | 1.9      |

per cent felt a need for more information on counselling techniques. Thirty-six or 66.6 per cent felt a need for more information on occupations. More information on using test results was listed by 32 or 59.2 per cent of the teachers. Thirty-two or 59.2 per cent of the teachers felt a need for more unity in the total school guidance program. Twenty-nine, 53.7 per cent of the teachers said they needed more time in the daily schedule for guidance activities. There were 23 or 42.6 per cent who said more information on tests to be given was needed and 18 or 33.3 listed a need for information on scoring tests. Nine or 16.6 per cent of the teachers said they needed assistance in testing. One or 1.9 per cent listed pay for guidance work as a need.

## II. ATTITUDES OF VOCATIONAL AGRICULTURE TEACHERS

Table VII summarizes the attitude of vocational agriculture teachers toward additional training in guidance work. Under the area of additional training it is shown that 48 or 88.8 per cent of the teachers of vocational agriculture would like additional work in guidance. Only 4 or 7.4 per cent did not desire additional training. Two teachers or 3.7 per cent did not indicate a preference.

## III. ADDITIONAL TRAINING

Under the area of obtaining additional training, Table VII shows that the greatest number of teachers, 33 or 61.1 per cent preferred training in guidance work in small group conferences for vocational agriculture teachers. Thirty-one or 57.5 per cent listed guidance work

TABLE VII

VOCATIONAL AGRICULTURE TEACHERS INTEREST IN ACQUIRING  
ADDITIONAL TRAINING FOR GUIDANCE WORK

| Interest  | Number | Per Cent |
|---|--------|----------|
| <b>A. Additional Training</b>                               |        |          |
| Would like to acquire more help<br>in guidance              | 48     | 88.8     |
| Would not like to acquire more help<br>in guidance          | 4      | 7.4      |
| <b>B. Method of Obtaining Additional Training</b>           |        |          |
| Guidance work in small group conferences<br>for agriculture | 33     | 61.1     |
| Guidance work in annual conference<br>for agriculture       | 31     | 57.4     |
| In-service training in county or<br>local school system     | 21     | 38.8     |
| College workshops for credit                                | 15     | 27.7     |
| In-service training in local school                         | 12     | 22.2     |
| Regular enrollment in guidance for<br>college credit        | 11     | 21.1     |
| College workshops without credit                            | 3      | 5.6      |



in the annual conference for vocational agriculture teachers as their choice for obtaining additional training. Twenty-one or 38.8 per cent indicated in-service training in county or school system. There were 15 or 27.7 per cent of the teachers who desired college workshops on guidance for college credit. In-service training in local schools was indicated as the preference of 12 or 22.2 per cent of the teachers. There were 11 or 21.1 per cent of the teachers who indicated a preference for regular enrollment in guidance for college credit. The least number of teachers, 3 or 5.6 per cent, indicated a preference for college workshops without credit as a means of obtaining additional training in guidance work.

#### IV. GUIDANCE ACTIVITIES

Table VIII summarizes the guidance activities of the teachers of vocational agriculture. Each teacher was asked to check the area that most nearly fitted his guidance activities with vocational agriculture students. Table VIII shows that 47 or 87 per cent of the teachers carried out guidance activities as a part of their daily help on problems in agriculture. Forty-three or 79.6 per cent of the teachers checked the area of farm visitation and supervision of farming programs as the method of carrying out guidance activities. Thirteen or 24.1 per cent of the teachers had regularly scheduled periods for conferences on agriculture. Nine teachers or 6.6 per cent included units of teaching on guidance and 6 or 11.1 per cent of the teachers had regularly scheduled periods for guidance with students of vocational agriculture.

TABLE VIII

PRESENT PROGRAM IN GUIDANCE WORK WITH STUDENTS OF VOCATIONAL  
 AGRICULTURE BY TEACHERS OF VOCATIONAL AGRICULTURE  
 IN TENNESSEE HIGH SCHOOLS

| Method  | Number Schools | Per Cent |
|---|----------------|----------|
| A part of daily help on problems<br>in agriculture            | 47             | 87.0     |
| A part of farm visitation and<br>supervision of S. F. P.      | 43             | 79.6     |
| Regularly scheduled periods for<br>conferences on agriculture | 13             | 24.1     |
| Units of teaching on guidance                                 | 9              | 16.6     |
| Regularly scheduled periods on<br>guidance                    | 6              | 11.1     |

## V. CLASS PERIODS DEVOTED TO GUIDANCE

Table IX shows that the class periods devoted to guidance varied from none to more than ten. The number of periods "1 to 3" were used most often. This range was checked 69 times in all four classes of vocational agriculture. Three to five class periods were checked 33 times. Five to ten class periods were used 17 times and only 3 checked more than ten class periods. There were 15 instances where "none" was checked as the number of class periods devoted to guidance in all four classes of vocational agriculture. The classes in which one or more periods was used for guidance gave little difference. Agriculture IV was checked 32 times. Agriculture III was checked 31 times, Agriculture I was checked 30 times and Agriculture II was checked 29 times.

## VI. CONTENT OF COURSES IN GUIDANCE

Table X shows that 47 teachers or 87 per cent included occupations in agriculture as a part of the content of their units of teaching in guidance. The next most reported content was occupations related to agriculture reported by 43 or 79.6 per cent of the teachers. Thirty-seven or 68.5 per cent of the teachers included college requirements as a part of the content of units taught in guidance. Fifteen or 27.7 per cent of the teachers used non-agricultural occupations as a part of the course content on guidance.

## VII. KNOWLEDGE OF OCCUPATIONAL PLANS OF SENIOR STUDENTS

Table XI shows that 25 or 46.3 per cent of the teachers knew the

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TABLE IX

CLASS PERIODS DEVOTED TO TEACHING  
 GUIDANCE IN TENNESSEE VOCATIONAL  
 AGRICULTURE DEPARTMENTS

|         |   | <u>Number of departments by periods</u> |     |      |      |
|---------|---|---|-----|------|------|
|         |   | Class periods devoted                   |     |      |      |
|         |   | 1-3                                     | 3-5 | 5-10 | 10 + |
|         |   | 19                                      | 9   | 2    | -    |
|         |   | 22                                      | 6   | 1    | -    |
| Ag. III | 4 | 17                                      | 11  | 3    | -    |
| Ag. IV  | 3 | 11                                      | 7   | 11   | 3    |

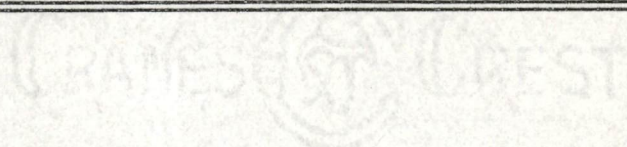




TABLE X  
CONTENT OF COURSES IN GUIDANCE TAUGHT IN DEPARTMENTS  
OF VOCATIONAL AGRICULTURE IN TENNESSEE

| Content                            | Number Departments | Per Cent |
|------------------------------------|--------------------|----------|
| Occupations in agriculture         | 47                 | 87.0     |
| Occupations related to agriculture | 43                 | 79.6     |
| College requirements               | 37                 | 68.5     |
| Nonagricultural occupations        | 15                 | 27.7     |

TABLE XI

TEACHERS KNOWLEDGE OF OCCUPATIONAL PLANS OF SENIORS  
IN VOCATIONAL AGRICULTURE IN TENNESSEE HIGH SCHOOLS

| <u>Knowledge of occupational plans</u> |                           |                 |
|--|---------------------------|-----------------|
| <u>% of students</u>                   | <u>Number of Teachers</u> | <u>Per Cent</u> |
| 100                                    | 6                         | 11.1            |
| 75-99                                  | 25                        | 46.3            |
| 50-74                                  | 15                        | 27.7            |
| 25-49                                  | 3                         | 5.6             |
| less than 25                           | 3                         | 5.6             |

CRANES & CREST

occupational plans of from 75 to 99 per cent of their senior students in vocational agriculture. Fifteen teachers or 27.7 per cent knew the occupational plans of from 50-74 per cent of their students. Six or 11.1 per cent of the teachers knew the occupational plans of all senior students in vocational agriculture. There were 3 or 5.6 per cent of the teachers reporting a knowledge of from 25 to 49 per cent and less than 25 per cent respectively of the occupational plans of their senior students in vocational agriculture.

#### VIII. OCCUPATIONAL PLANS OF SENIORS STUDYING VOCATIONAL AGRICULTURE

Table XII summarizes the plans of 481 seniors included in the departments of agriculture responding to the survey. One-hundred-fifty or 31.2 per cent of the students planned to enter farming. There were 77 or 16.0 per cent who planned to enter occupations in other areas of agriculture. Seventy-seven or 16 per cent planned to enter college. Seventy or 14.6 per cent planned to enter non-agricultural occupations. Sixty-two or 12.9 per cent planned to enter related agricultural occupations. There were 36 or 7.5 per cent who planned to enter military service and 9 or 1.8 per cent listed "other" forms of occupations as their plans.

#### IX. OPINIONS TOWARD PRESENT GUIDANCE PROGRAMS

In Table XIII the opinions of the 54 teachers of vocational agriculture toward the guidance program as it existed in their respective high schools is summarized. Twenty-five or 46.3 per cent of the teachers thought it was primarily for the selection of occupations. There were 23

TABLE XII  
OCCUPATIONAL PLANS OF 481 SENIORS STUDYING  
VOCATIONAL AGRICULTURE IN TENNESSEE

| Occupation                       | Number of Students | Per Cent |
|----------------------------------|--------------------|----------|
| Farming                          | 150                | 31.2     |
| Other agricultural occupations   | 77                 | 16.0     |
| College                          | 77                 | 16.0     |
| Non agricultural occupations     | 70                 | 14.6     |
| Related agricultural occupations | 62                 | 12.9     |
| Military                         | 36                 | 7.5      |
| Other                            | 9                  | 1.8      |

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TABLE XIII  
 OPINIONS OF TEACHERS OF VOCATIONAL AGRICULTURE TOWARD  
 PRESENT GUIDANCE PROGRAMS IN OPERATION IN  
 TENNESSEE HIGH SCHOOLS

| Situation                                       | Number of Teachers | Per Cent |
|---|--------------------|----------|
| For selection of occupations                    | 25                 | 46.3     |
| Determining aptitudes and abilities             | 23                 | 42.6     |
| For college preparation                         | 21                 | 38.8     |
| For placement in classes                        | 17                 | 31.5     |
| For curriculum development in<br>high school    | 15                 | 27.7     |
| For the benefit of the gifted<br>student        | 11                 | 20.4     |
| Serving the needs of the<br>student effectively | 9                  | 16.6     |
| For social adjustment                           | 9                  | 16.6     |
| For benefit of slow learner                     | 4                  | 7.4      |
| Unknown   | 8                  | 14.7     |

or 42.6 per cent who said it was for determining aptitudes and abilities. Twenty-one or 38.8 per cent checked the area of college preparation as the use of the guidance program. Seventeen or 31.5 checked placement in classes and 15 or 27.7 felt it was for curriculum development in the high schools. Eleven teachers or 20.4 per cent felt the program was for the benefit of the gifted student. Nine of the teachers or 16.6 per cent felt that the present guidance program in their school was meeting the needs of the student effectively. Nine others or 16.6 per cent felt it was for social adjustment. Four teachers or 7.9 per cent checked that it was for the benefit of the slow learner. Eight or 17.7 per cent of the teachers did not know what the purpose of the guidance program was in their school.

#### X. EFFECT OF GUIDANCE PROGRAMS ON PROGRAMS OF VOCATIONAL AGRICULTURE

In Table XIV one finds that 21 or 38.8 per cent of the teachers of vocational agriculture felt that the present guidance program in their school had no effect on the vocational agriculture program. A similar number, 20 or 37.0 per cent, felt the guidance program in their school was helpful to the vocational agriculture program. Nine teachers or 16.6 per cent felt the guidance program made a "dumping ground for slow learners" of the vocational agriculture program. The same number, 9 or 16.6 per cent, felt that the guidance program directed good students to areas other than vocational agriculture. Only 4 or 7.4 per cent checked "unknown" as the effect of the guidance program on their programs of vocational agriculture.

TABLE XIV  
 OPINIONS OF TEACHERS OF VOCATIONAL AGRICULTURE  
 AS TO THE EFFECT OF THE PRESENT GUIDANCE  
 PROGRAMS ON VOCATIONAL AGRICULTURE

| Effect   | Number Teachers | Per Cent |
|--|-----------------|----------|
| No effect on vocational<br>agriculture program   | 21              | 38.8     |
| Helpful to the vocational<br>agriculture program | 20              | 37.0     |
| Dumping ground for slow learners                 | 9               | 16.6     |
| Directs good students to<br>other areas          | 9               | 16.6     |
| Unknown  | 4               | 7.4      |

## CHAPTER IV

### SUMMARY AND IMPLICATIONS

#### I. SUMMARY OF RELATED LITERATURE

The writer found in the review of related literature that teachers of vocational agriculture in other states were engaged in guidance activities with their students of vocational agriculture. These activities included helping students make choices in agriculture, deciding on occupations and helping with personal problems. These activities were carried out both in the classroom and in connection with on the farm supervision.

It was further found in the review of related literature that a wide variation in the number of hours spent in guidance activities occurred. There was also a difference in opinion as to the benefits received from guidance programs as they were carried out in the different states.

Teachers of vocational agriculture felt a need for more unity in the guidance programs in the high schools. Many teachers felt that the departments of vocational agriculture were being used as a dumping ground for students of limited abilities while better students were being directed to other areas.

#### II. SUMMARY OF THE STUDY

The purposes of this study were (1) to reveal the situation that existed in the guidance work for vocational agriculture students by

teachers of vocational agriculture in Tennessee, (2) to determine the type of materials available for guidance purposes in the schools, (3) to determine the kinds of tests being administered to students and the use made of test results, (4) to determine the guidance activities engaged in by the schools other than tests, (5) to determine the amount of time devoted to teaching units on guidance by teachers of vocational agriculture and to determine the content of these units, (6) to determine the training of vocational agriculture teachers for guidance work and determine their interest in further training and (7) to determine how teachers of vocational agriculture feel with respect to the success of current programs of guidance in their schools.

The data for this study were collected through information blanks, review of related literature and other references on high school guidance activities. The blanks were completed by 54 of the 92 teachers included in the survey list.

The study showed that 55.6 per cent of the schools had part time guidance counselors who taught classes. Fifty or 92.6 per cent of the schools had testing programs in operation. Thirty of the schools or 55.6 per cent had separate guidance rooms.

It was found that one-half of the schools used the guidance counselor to administer tests to students and that tests were given to all four high school classes as well as to pre-high school students. The test results were filed for all teachers use in 26 or 48.1 per cent of the schools. The only test reported as having been used by more than one-half of the schools was the Large-Thorndike Intelligence Test. Others

used in more than 25 per cent of the schools were Stanford Achievement Test and Occupational Interest Test. Test results were reported as used "some" by 53.7 per cent of the schools, "little" by 24.1 per cent of the schools, "much" by 7.4 per cent of the schools and "none" by 1.9 per cent of the schools.

It was found that activities other than tests were used often. Activities reported by more than 50 per cent of the teachers were college visitation, Varsity Visit, visits to agricultural businesses, and movies and film strips on guidance shown to students.

The study showed that most of the teachers of vocational agriculture, 37 or 68.5 per cent, had received training in guidance activities in faculty meetings. Ten teachers or 18.5 per cent had been enrolled in college guidance courses. Five areas were indicated by more than 50 per cent of the teachers as needs for more effective guidance work. They were (1) more information on counselling techniques, (2) more information concerning occupations, (3) more information on using test results, (4) more unity in the total school guidance program and (5) more time in daily schedule for guidance.

It was found that 88.8 per cent of the teachers of vocational agriculture would like to acquire more help in guidance. Thirty-three teachers or 61.1 per cent requested guidance work in small group conferences for teachers of vocational agriculture and 31 or 57.4 per cent of the teachers requested guidance work in the annual conference for teachers of vocational agriculture.

The study revealed that 47 or 87 per cent of the teachers did

guidance work as a part of the daily help on problems in agriculture. Nine or 16.6 per cent of the teachers had teaching units on guidance for their students and 6 or 11.1 per cent of the teachers had regularly scheduled periods on guidance.

Another finding of the study was that 31.2 per cent of the senior students of vocational agriculture planned to enter farming with another 16.0 per cent planning to enter other agricultural occupations. There was 16.0 per cent who planned to continue their education.

The study showed a wide variation of thinking as to what the guidance program was for in the different schools. Purposes of the program mentioned most often were (1) for the selection of occupations, (2) determining aptitudes and abilities, (3) for college preparation, (4) for placement in classes and (5) for curriculum development in high schools.

It was found that teachers of vocational agriculture viewed the guidance programs in operation in high schools in Tennessee from two extremes. Twenty of the teachers or 37.0 per cent felt the guidance program was a help to programs of vocational agriculture while 9 or 16.6 per cent felt the guidance program made a dumping ground for slow learners of the vocational agriculture department.

### III. IMPLICATIONS

Some implications of the study are as follow:

(1) There should be more unity in the total program of guidance in Tennessee high schools.

(2) Teachers of vocational agriculture in Tennessee desire help in guidance activities.

(3) There is need for information on guidance from teacher trainers, supervisors, school administrators and guidance personnel.

(4) Teachers of vocational agriculture in Tennessee desire guidance activity information in group conferences and annual conferences for teachers of vocational agriculture.

(5) A lack of understanding and cooperation among school administrators, guidance personnel and teachers of vocational agriculture has caused the guidance program in Tennessee high schools to fail to do the type of service needed by high school students in some schools.

(6) Teachers of vocational agriculture should prepare themselves, through training in guidance activities, to work more effectively with students of vocational agriculture because they are the only persons trained in agricultural science and technology.



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CRANESESTQUEST

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APPENDIX

THE UNIVERSITY OF TENNESSEE  
KNOXVILLE  
College of Education

Department  
Agricultural Education

Date: July 7, 1961

To: Selected Teachers of Vocational Agriculture in Tennessee

From: R. W. Beamer

Enclosed is a questionnaire on Guidance in Agricultural Education prepared by William H. Coley, teacher of vocational agriculture from Mt. Juliet, Tennessee. Mr. Coley has prepared this questionnaire as a means for collecting data needed in the development of his M. S. degree thesis.

I am sure that all of us in agricultural education in the State are quite aware of the tremendous emphasis currently being placed on guidance programs in our schools. I am also sure that most of us are aware of the many problems we have in vocational agriculture in the area of guidance and counselling for which we do not have solutions. I believe that Mr. Coley's thesis, when completed, will help us in finding solutions to some of our guidance-centered problems.

It will take only a few minutes of your time to complete the questionnaire. Your efforts will indeed be appreciated by both Mr. Coley and the Department of Agricultural Education. A self-addressed envelope has been enclosed for your convenience for returning the completed questionnaire.

RWB/db

Enclosure

QUESTIONNAIRE

Guidance in Agricultural Education

Please return the completed questionnaire in the self-addressed envelope provided.

Name of School \_\_\_\_\_

I. Check each of the following items as it applies to your general school situation.

A. School plan

6-3-3 ( ); 6-3 ( ); 8-4 ( ); 9-3 ( ); Other \_\_\_\_\_

B. Enrollment (grades 9 through 12)

Under 100 ( ); 100-300 ( ); 301-500 ( ); Over 500 ( )

C. Guidance program in your school

1. Personnel

- a. School has fulltime guidance counselor
- b. School has part time guidance counselor-shared with other schools
- c. School has part time guidance counselor-teaches classes
- d. School has guidance committee
  - (1) Vocational agriculture teacher is chairman
  - (2) Vocational agriculture teacher is member
- e. Other
- f. School provides clerical help for guidance

2. Tests and facilities

- a. School provides separate room for guidance
- b. School has testing program in operation
- c. Do you know the names of test given? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, check tests given in (b)
  - (1) Large-Thorndike Intelligence test
  - (2) Differential test

- (3) Stanford achievement
  - (4) Metropolitan achievement
  - (5) E. H. S. C. B. achievement
  - (6) Cooperative general achievement
  - (7) Cooperative test series
  - (8) Diagnostic reading survey
  - (9) Occupational interest
  - (10) Kuder Preference Record
  - (11) Mooney Problem Check test
  - Others (List) \_\_\_\_\_
- 

- d. Tests are given to: Seniors ( ); Juniors ( ); Sophomores ( ); Freshmen ( ); Pre-high school ( )
- e. Tests are given by: Guidance counselor ( ); Assistant principal ( ); Classroom teacher ( ); Home room teacher ( ); Guidance committee chairman ( ); Other (List) \_\_\_\_\_
- f. Test results are: Made available through written report to all faculty members ( ); Home room teachers ( ); Guidance committee ( ); Filed without being given to teachers ( ); Filed in a central file for all members of the faculty to use ( ); Unknown ( ); Others (List) \_\_\_\_\_
- g. Teachers use results of test: (much ( ); Some ( ); Little ( ); None ( )

### 3. Activities other than tests

#### a. Activities engaged in at school

- (1) Career days at school
- (2) College visitation
  - (a) Varsity Visit
  - (b) Career days (away from home school)
  - (c) Other
- (3) Visits to agricultural businesses
- (4) Visits to other businesses
- (5) Movies shown to students on guidance
- (6) Film strips shown to students on guidance
- (7) Panel discussions on guidance
- (8) Others (List) \_\_\_\_\_

#### b. Materials available to students

- (1) Brochures
- (2) Pamphlets
- (3) Scholarships available
- (4) Exploratory reading in occupations
- (5) Lists of titles and sources of occupational information
- (6) College catalogues
- (7) Others (List) \_\_\_\_\_

- c. Guidance materials for students are located in: Library ( ); Home room ( ); Classroom ( ); Guidance room ( ); Principal's office ( ); Other (List) \_\_\_\_\_

II. Please check the following items related to the role of the vocational agriculture teacher.

A. Training of vocational agriculture in guidance other than courses in regular undergraduate program for Agricultural Education majors.

1. How obtained:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | a. Regular enrollment in college guidance courses |
| <input type="checkbox"/> | b. College workshops in guidance                  |
| <input type="checkbox"/> | c. County or school system workshops              |
| <input type="checkbox"/> | d. In-service training county or school system    |
| <input type="checkbox"/> | e. Faculty meetings                               |
| <input type="checkbox"/> | f. Others (List) _____                            |

B. Needs of vocational agriculture teachers in guidance

1. As a teacher of vocational agriculture do you feel a need for:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | a. Information on counselling techniques?       |
| <input type="checkbox"/> | b. Information concerning occupations?          |
| <input type="checkbox"/> | c. Information on tests to be given?            |
| <input type="checkbox"/> | d. Information on scoring tests?                |
| <input type="checkbox"/> | e. Information on using test results?           |
| <input type="checkbox"/> | f. More time in daily schedule for guidance?    |
| <input type="checkbox"/> | g. More unity in total school guidance program? |
| <input type="checkbox"/> | h. Assistance in testing?                       |
| <input type="checkbox"/> | i. Others (List) _____                          |

C. Interests

1. Would you as a teacher of vocational agriculture like to acquire more help in guidance? Yes \_\_\_ No \_\_\_

If yes, would you desire:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | a. Regular enrollment in guidance for college credit? |
| <input type="checkbox"/> | b. College workshop for credit?                       |
| <input type="checkbox"/> | c. College workshop without credit?                   |
| <input type="checkbox"/> | d. In-service training                                |
| <input type="checkbox"/> | (1) County or local school system?                    |
| <input type="checkbox"/> | (2) Local school?                                     |
| <input type="checkbox"/> | e. Guidance work in annual conference for Vo-Ag?      |



- f. Guidance work in small group conferences for Agriculture?  
 g. Others (List) \_\_\_\_\_

#### D. Present program

1. Is your guidance work with students of vocational agriculture:

- a. A part of daily help on problems in agriculture?  
 b. A part of farm visitation-supervision of S. F. P.?  
 c. Regularly scheduled periods for conferences on Agriculture?  
 d. Regularly scheduled periods for guidance?  
 e. Units of teaching on guidance?

If (e)

(1) Number of class periods devoted to:

|        | None | 1-3 | 3-5 | 5-10 | 10 |
|--------|------|-----|-----|------|----|
| Ag I   |      |     |     |      |    |
| Ag II  |      |     |     |      |    |
| Ag III |      |     |     |      |    |
| Ag IV  |      |     |     |      |    |

(2) Content of course in guidance

- (a) Occupations in agriculture  
 (b) Other occupations related to agriculture  
 (c) Nonagricultural occupations  
 (d) College requirements  
 (e) Others (List) \_\_\_\_\_

(3) Knowledge of occupational plans of seniors in Vo-Ag

- (a) Do you know the occupational plans of 100% of your seniors ( )? 75%-99% ( )? 50%-74% ( )? 25%-49% ( )? Less than 25% ( )?  
 (b) Total number seniors in vocational agriculture ( )  
 (c) Number of seniors planning careers in: Farming ( ); Other agricultural occupations ( ); Related agricultural occupations ( ); Nonagricultural occupations ( ); College ( ); Military ( ); Others ( ) (List) \_\_\_\_\_

## E. Success of guidance in school

1. As the present program is carried out in your school, do you feel it is:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | a. Serving the needs of the students effectively? |
| <input type="checkbox"/> | b. For the benefit of the gifted student?         |
| <input type="checkbox"/> | c. For the benefit of the slow learner?           |
| <input type="checkbox"/> | d. For curriculum development in high school?     |
| <input type="checkbox"/> | e. For social adjustment?                         |
| <input type="checkbox"/> | f. For selection of occupations?                  |
| <input type="checkbox"/> | g. Determining aptitudes and abilities?           |
| <input type="checkbox"/> | h. For placement in classes?                      |
| <input type="checkbox"/> | i. For college preparation?                       |
| <input type="checkbox"/> | j. Unknown?                                       |

2. What effect does the present program have on Vo-Ag?

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | a. Directs good students to other areas          |
| <input type="checkbox"/> | b. Helpful to the vocational agriculture program |
| <input type="checkbox"/> | c. No effect on vocational agriculture program   |
| <input type="checkbox"/> | d. Dumping ground for slow learners              |
| <input type="checkbox"/> | e. Others (List) _____                           |

3. List the two major problems in guidance in Vo-Ag as you perceive them in your school.

1. \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_

4. Comments.