

PLACEMENT OF VOCATIONAL AGRICULTURE
STUDENTS

by

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PLACEMENT OF VOCATIONAL AGRICULTURE STUDENTS

CHAPTER I

INTRODUCTION

There are various meanings of placement in vocational agriculture programs. One meaning is to establish the student in farming following graduation. Another refers to placement for farm experience while a student is in the program. A third is the placing of graduating students for further education. A fourth is placement with the ultimate goal of establishment in one of the various agricultural occupations. This last meaning would include all the others. Regardless of the connotation attached to the word placement, it is a responsibility of the high school vocational agriculture department.

The decreased number of persons going into farming and the increase in agricultural occupations has amplified the need for placement programs in the vocational agriculture departments. The increased number and complexity of agricultural occupations has been especially important in causing the greater need for the use of this guidance tool.

Many teachers of vocational agriculture are not aware of the possibilities of placement in the total program. Its role holds

varying significance and importance to those of the profession. The need for investigation in this area is pointed out by the varying opinions on the meaning of placement, the increased need for guidance in general and placement in particular, and the differing opinions as to the importance of placement.

Statement of the Problem

There is a large demand for people in agricultural occupations and it is the responsibility of the teacher of vocational agriculture to prepare students to fill these needs. The problem of how this can best be done is the subject of this study.

The Smith-Hughes Act of 1917 states, "Schools shall provide for directed or supervised practice in agriculture, either on a farm provided by the school or other farm, for at least six months per year." The traditional supervised farming requirement interpreted in a productive manner is often difficult to meet under present day conditions. The placement thus becomes concerned with how to adapt to limited farming facilities.

If an adequate placement program is a partial answer to these two problems, the attention focuses on the organization and extensiveness of the placement program.

Purposes of the Study

The overall purpose of this study is to investigate, isolate, and report fundamental principles for the establishment and operation of a placement program. A placement program following certain fundamental principles will help to prepare students for life after school. The same program will aid in class room learning through increased motivation. Such a program provides a wide instructional base. This program will also help students to make wise occupational choices.

When students find satisfactory placement in agricultural occupations the industry's need for competent personnel is better satisfied.

Limitations

The questionnaire section of this study will be limited to Oregon. The survey of present placement programs studied are all in the Willamette Valley.

Preliminary investigation found little work in this area, making it necessary to glean principles and applicable information from work in related fields.

Methods

Of primary concern in the development of the study was the selection of a sample and the formulating of a questionnaire. It was decided to question all the vocational agriculture departments in Oregon as to the employment of boys in their departments and whether they conducted a systematic placement program. For this purpose a simple questionnaire (Appendix I) was sent to each vocational agriculture department in Oregon.

People known to have done a good deal of work in the placement field were corresponded with and their help solicited. These letters were written to agricultural education departments across the nation known to be working in this field and to people of the Relocation Office of the Bureau of Indian Affairs.

After the original questionnaires were returned an interview check list was formulated (Appendix II). Appointments were made with those departments in the Willamette Valley who had reported a placement program. All instructors were asked for such things as a definition of placement, their objectives in a placement program, several questions on how they conducted their programs, and what they thought a good placement program should include. The interview check list included some structured questions with multiple

choice answers. Each instructor could choose any or any combination of answers that he felt best fit his program.

The libraries of Oregon State University and Portland State College were searched for literature that might be of benefit in the formulation of guiding principles.

The information gained from the questionnaire, the answers of experts, the interviews with agricultural instructors and related literature plus information gained from courses were formulated into principles for a placement program.

Definition of Terms

Following is a list of terms and definitions particular to this study.

1. Vocational Education as defined by the American Vocational Association (1, p. 8):

Training for occupational competence, that is, education providing those experiences which develop skills, habits, understandings, abilities, and attitudes necessary for any individual to perform effectively and progress in his chosen occupation.

2. Vocational Agriculture was originally defined by Phipps and Cook (25, p. 18) as:

Systematic instruction in agriculture of less than college grade conducted in public schools for those persons fourteen years of age or over who have entered upon or who are

preparing to enter upon the work of the farm or the farm home.

A broader concept which is defined by the Evaluative Criterion

(21, p. 61) has expanded this to mean:

Instruction and practice that increases the competence of those engaged in agriculture and prepares students for agricultural occupations. . . The program in agriculture is based upon careful analysis of the particular agricultural needs of the students and community. The program is a cooperative enterprise using both the facilities of the secondary school and the resources of the community. A desirable balance is maintained between the instructional activities of the classroom and farm mechanics shop and in the non-farming agricultural activities of the community.

3. Agricultural Occupations as defined by Byram (6, p. 64):

Those occupations in which the worker needs to have, or in which he is more effective in his work if he possesses either or both experience in farming, and/or a knowledge of the why and how of farming operations.

4. On-Farm Agricultural Occupations:

Includes jobs and skills formerly performed by the farmer but currently being performed by specialists at the site of livestock or crop activity such as: artificial insemination, soil conservation, irrigation, custom dusting and spraying, etc.

5. Off-Farm Agricultural Occupations:

Includes work of an agricultural nature but performed away from the enterprise area, such as: machinery service, creamery, feed store, cooperative managers, etc.

6. Placement as defined by the Dictionary of Education (10):

"Securing part-time, full-time, temporary, or permanent jobs for young persons. . . an attempt to help individuals

make adjustments and work out their vocational plans."

7. Placement for Experience as defined by the Michigan

Committee on Education (18, p. 4):

"A realistic laboratory type of experience, cooperatively planned and school directed, involving the production of goods or services in agriculture..." May be in on-farm or off-farm occupations.

8. Vocational Placement:

Aiding a student to gain full-time employment that is complementary to his interests and aptitudes. Employment may be in on-farm or off-farm agricultural

9. Educational Placement:

Aiding a student to gain the education needed by him to prepare him for the occupation of his choice, whether this be back in high school, vocational school, junior college, community college or a university.

10. Principle:

A fundamental consideration or basic rule which serves as a means of evaluating present practices or as a guide to future action.

CHAPTER II

REVIEW OF RELATED LITERATURE

The writing discovered by the author in the area of agricultural placement is very limited. The majority of the material reviewed originated in the eastern and mid-western part of the United States. Only two references were noted from Washington. It has therefore been necessary to review applicable information from writings concerning placement in areas other than agriculture.

To facilitate the handling of this information and to present it in an organized fashion, the following categories were devised:

1. Need for placement
2. Occupational information
3. Placement for experience
4. Vocational placement
5. Follow-up and evaluation
6. Coordination

Need for Placement

Before attempting a placement program it is essential that the agricultural instructor determine the value of such a program for his students. In most cases a placement program will be of

great benefit to youth. Placement cannot guarantee jobs, either full or part time, to all students, but will offer opportunities for growth for those boys who apply themselves and wish to take advantage of the opportunities offered.

The University of the State of New York (22, p. 11-13) reports 3 main values derived from a work experience program: (1) values to the student such as personality and character development, and vocational growth; (2) values to the school, including helping the school to reevaluate its curriculum; and (3) values to the community through building better citizens. The vocational growth of students is brought out by a study of undergraduates at Washington State University (26, p. 17). This study revealed that more than one-half of the students who had made an occupational choice felt that the most important factor motivating them was personal experience in the selected field. Of those who felt certain about their occupational choice, 72 percent had had experience in that field.

While Super and Ginsberg report that most occupational choices are not made until the later teens, it is believed that a placement program used as a guidance tool will aid students in making wise decisions, and preparing for occupational choices.

The importance of this aid to occupational choice is

emphasized by the prediction of the U. S. Office of Education that in the next decade 70 percent of the entering workers will be high school graduates (34, p. 18). Those students whether they enter an occupation immediately or pursue further education must be guided to a wise occupational choice.

In speaking specifically of work experience placement for agriculture students, Mr. Jesse A. Taft felt, "the training a boy receives under the placement program is far superior to that obtained through small home projects which never have a chance to lead a boy into establishment in farming"(29, p. 7). It is also recognized that a small home project will have limited value to a student for many occupations off the farm.

Mr. Taft found that 90 percent of the Massachusetts students chose placement for a supervised farming activity because (1) Experience obtained on a commercial diversified farm is broad, practical and rewarding; (2) Training is centered around modern approved practices with the use of modern machinery; (3) Future of most boys will be working for others; (4) No capital required; (5) Practice and experience on a full-time farm under the supervision of an efficient farmer offers better training than small enterprises; and, (6) Limited home facilities do not lend themselves to an adequate supervised farming program.

The skills learned through these work experiences proves valuable in many ways. In an attempt to determine the value of vocational agriculture training, the Farm Journal surveyed graduated students of 12 mid-western high schools (28, p. 21-24). They found that of the 62 respondents 12 were farming full or part time, 10 were in agricultural business, 36 in other businesses, and four were not classified. In spite of the fact that only 12 respondents were farming, 54 or 87.1 percent reported that they felt that vocational agriculture had benefitted them in the career they were now pursuing.

In a follow-up study, Dr. P. E. Hemp (12, p. 114) asked 246 past students if they felt their vocational agriculture training to be of value in the occupation they were now engaged in. The results of this study are shown in Table 1.

Dr. R. M. Clark (8, p. 85) of Michigan State University studied 45 communities in Michigan to determine if men in such occupations as farm machinery, elevators, lumber, banks, fertilizer sales and application, insurance, etc. needed farm skills. Dr. Clark first interviewed managers in each industry asking them what specific farm skills they were required to perform and what farm skills the men under them were required to perform. Secondly, he asked at least one man under each manager what farm

Table 1. Percent of persons in 5 groups who responded in each of 3 categories to the question, "Has the instruction you had in vocational agriculture been helpful to you on your present job "

Occupation	Number of students	Yes	No	
			response	
(Percent)				
Full time farming	83	96.4	3.6	----
Part time farming	21	81.0	14.3	4.7
Non-related occupations	103	43.7	45.6	10.7
Related occupations	25	84.0	8.0	8.0
Military and student	14	50.0	42.9	7.1
Total	246	69.1	24.8	6.1

skills were required in his job. He reported that 63 percent of the managers were required to perform farm skills. While the managers reported 53.1 percent of the workers needed farm skills, 51.3 percent of the workers reported a need for farm skills to perform their job.

Among Dr. Clark's conclusions was that training in farm skills is important for initial employment in most of these industries.

The fact that the farm population has decreased to about 10 percent of the national population has led some people to believe

that encouraging students to find jobs in agricultural occupations may be doing them a disservice. Nothing could be farther from the truth. Actually, as the Washington State Board of Vocational Education reports (35, p. 1), approximately 40 percent of the jobs in the United States are in agriculture, 13 percent in actual production and 27 percent in agricultural business, research and services.

The need for young people in farming alone is brought out by Mr. M.D. Mobley (20, p. 33). He predicts, based on United States Census figures, that in 1980 the United States will have a population of 250 million; 5 percent of which will be farm population, or a total farm population of 12,500,000 persons. Assuming, as is true now, that about 1/5 of these people are actual farm operators, there will be approximately 2,500,000 farmers. Using a 35 year service span for these farmers and allowing for continued consolidation of farms, ordinary demands would call for about 40,000 beginning farmers each year. Assuming further, that two graduating seniors will be needed for each farm opening, the United States will need 80,000 seniors graduating in vocational agriculture each year for farm replacement alone. In our agriculture departments today approximately 1/6 of the students are seniors. If this continues to be so, a total vocational agriculture

enrollment of 480,000 students will be needed. There are now 400,000 boys enrolled in Vocational Agriculture. The need is obvious.

Above the need for farm operators, the demand for people in other agricultural fields is tremendous. The Washington State Board of Vocational Education (35, p. 1) predicts that by 1975 our nation will need 10,000,000 men working on the farm. By the same time it will require 15,000,000 workers to supply and service the farmer's business and process raw materials for consumption. Added to this will be the need for a quarter million agriculture scientists to develop new types of plants, farm machinery, insecticides and pesticides and better marketing and processing methods.

It becomes obvious that there is a great need for agriculturally trained people in our society. Placement can serve not only as an instructional aid but also as a guidance tool in aiding students to make wise occupational choices within the field of agriculture.

Occupation Information

Dr. Byram in his book Guidance in Agricultural Education outlines the following purposes of instruction in occupational

information: (1) to develop in students the ability to study and analyze an occupation; (2) to help them find, understand and use occupational information; and, (3) to help them utilize it in making vocational and educational plans.

In an attempt to determine the value that an agricultural instructor could serve in disseminating occupational information, T. R. Buie (7, p. 3-4) asked 2140 students of vocational agriculture, "From whom do you prefer to obtain occupational information in agriculture?" The results showed that 57.1 percent preferred occupational information from people in the field while 38.4 percent wanted it from the agricultural instructor and only 4.6 percent preferred counselor information.

For a student to attempt to gain all his occupational information from people in the field would be both inefficient and time consuming. The teacher of vocational agriculture then offers the best means through which most students may gain occupational information.

Assuming that occupational information is a part of the placement service, the question arises, "How to present the information?" Dr. Byram (7, p. 8) states that occupational information may be used in three ways: (1) an integrated part of the classroom work; (2) a separate unit on occupations; and, (3) in the

library.

As Dr. Byram points out (6, p. 88-89) many opportunities arise throughout the year for an agricultural instructor to relate material being taught to occupational work. Each enterprise in a course of study could be related to several occupations in which the knowledge gained would be useful. Carrying integration one step further each lesson presents opportunities to show how the application of a skill taught would fit into an occupation.

It must be remembered here, that such integration must not be exaggerated or obtusive but must fit naturally into the discussion.

Besides the integrated information, course units on occupational information should be offered to all students.

Occupational information for the freshman will give them a broad base from which to begin their occupational orientation. Dr. Byram (6, p. 86) suggests that freshman may start by exploring the farm occupations and opportunities for the area and then broaden out to other agricultural occupations.

As students advance they may be asked to study one or more occupations in which they are interested. In cases where interest is strong a student may be asked to make a careful analysis of the occupation. Dr. Byram's outline for occupational analysis may serve as a useful tool (See Table 2).

Table 2. Suggestive outline for student interview to obtain occupational information (From Byram, 6).

The Nature of the Work

Duties and responsibilities of the worker
 How and where work is done
 Physical environment
 Health or accident hazards, if any

Conditions of Employment

Hours of work
 Regularity of employment
 Vacations, sick leave, hospitalization, retirement provisions
 Dues to organizations, unions or professional societies

Initial Employment or Entry into the Occupation

How beginning was made (in farming)
 Capital investment required, how obtained
 Experience required
 Education required: general, specialized
 Age, sex, physical requirements
 Personal qualifications and competencies desired
 Probably annual number of placement opportunities through
 replacements or additions
 Discrimination, if any, to race, religion, sex or other
 characteristics
 Geographical location of employment

Compensations or Rewards

Salary, wages or profits - beginning and advanced
 Satisfactions derived in the occupation
 Opportunities for, and rate of advancement or promotion
 Capital, education, and or experience necessary for
 advancement or establishment
 Related occupations to which the job might lead

As units are presented, field trips, panel discussions, motion pictures, posters, charts, and resource people, as well as printed matter should be used to full advantage.

Besides the information presented through the instructor a file of occupational information should be available to the students.

As Norris, Zeran, and Hatch (24, p. 365) point out, it is essential that a library of occupational information be accurate, up to date, attractive, convenient, and adequately publicized if it is to be used. Evaluating occupational information for the necessary qualities may be aided by the use of the summary of Buie's evaluation score card presented in Table 3.

Placement for Experience

The major portion of an agriculture instructor's placement efforts will be spent in placement of students for experience.

The goals of placement for experience as outlined by Norris, Zeran and Hatch (24, p. 346-347) are: (1) some work experience for all pupils to bring them in contact with business and industry and to introduce them to problems of preparing for a job; (2) extended work experience for some youth to bridge the gap between school and full-time employment; and, (3) work to provide not only experience but also income for youth.

Table 3. Score card for evaluating published information on agricultural occupations (From Buie, 6).

Characteristics	Maximum Points	Score
A. Characteristics of content		
Brief general history	2	_____
Importance to society	4	_____
Duties and responsibilities	8	_____
Number of employees and trends	4	_____
Qualifications	6	_____
Preparation	8	_____
Methods of entering occupation	4	_____
Time required to attain skill	4	_____
Advancement	6	_____
Related occupations	2	_____
Earnings	7	_____
Conditions of work	7	_____
Professional organizations	1	_____
Typical places of employment	3	_____
Advantages and disadvantages	3	_____
Sources of information	2	_____
B. Characteristics of mechanical make-up		
Ease of reading	4	_____
Ease of understanding	6	_____
Information in tables	6	_____
Pictures	7	_____
Writing style	6	_____
Total		100

RATINGS

Superior.....85-100 points	Fair..... 55-69 points
Good..... 70-84 points	Poor..... 40-54 points
Unsatisfactory..... 39 points or less	

In order to accomplish these goals care must be taken in choosing a concern with which to place a student. In considering placing boys on a farm, Taft (29, p. 6) feels that the farm must: "(1) fit the student; (2) be large enough to offer diversity; (3) training facility to be approved by school; and, (4) normally no student for more than two years unless the job may develop to full time." Mr. R. A. Smith (27, p. 37), looking at placement beyond the farm, recommends that a placement station meet the following standards: (1) meet the actual needs and interests of the students; (2) obtain reputable facilities; (3) insure intelligent direction of students on the job; (4) avoid exploitation of students; and, (5) afford comprehensive programs for the students.

Beside the care listed above in choosing placement stations, it must be recognized that the employer has certain responsibilities to the student. Taft (29, p. 7) lists these as: "(1) to provide opportunities for the student to learn; (2) treat the student with good care; (3) coach the student on efficiency of farm work; (4) make an honest appraisal of student work; and, (5) keep a close relationship with the school and keep the instructor posted." Mr. Taft also recommends that the student be given some managerial responsibility.

After stations for placement have been chosen the problem of

filling them arises. Smith (27, p. 37) makes a list of participating employers available to students. The pupils then indicate preferences and the chosen firms are invited to examine the records of persons interested in them. An interview is then set up for each student with his chosen firm. As openings fill, a list of unplaced students is made available to all firms of the area.

As students are placed Taft recommends that a memorandum of understanding be signed by the employer, student, and parents, under the witness of the agricultural instructor. In this way all parties are aware of what is expected of them and misunderstandings are avoided.

As an important sidelight, Norris, Zeran and Hatch (24, p. 346-348) draw attention to the necessity of the placement personnel knowing and understanding the laws for employment of young workers. These laws would include: "hours of work regulation, minimum wages, workers compensation, social security and income tax, compulsory school attendance, age requirements, and work permits."

Vocational Placement

As Thomas (30, p. 25) points out one of the responsibilities of the school is "placement of the product of the schools in a market

for which it was intended." The schools must prepare students for the work world, especially the work world of the community. Even after the preparation of students, if placement is not conducted and adjustments aided the school responsibilities are but half filled.

The specific purpose of a vocational placement program is to place students in positions where they may succeed and benefit the community.

While occupational information is an integral part of any placement program, it takes on added significance in vocational placement. The relatively more permanent nature of this job selection makes it imperative that the student have a thorough understanding of the occupation and his future in it. Zeran (37, p. 7) brings out the importance of determining opportunities for boys before placing them. The same author (37, appendix) has developed forms that may be used in determining the future opportunities for a boy on his home farm and for farms in his community.

In considering these opportunities local conditions will be most important for initial placement. This again indicates the need for the instructor to have a thorough knowledge of the community.

The opportunities available will vary with students. It is

therefore essential that the instructor have a thorough understanding of the boy before attempting placement (37, p. 2 - 36).

In actually placing students Noel (Bureau of Indian Affairs)(23) brings out that it is essential that the instructor have the full confidence of the employer and that he have a thorough knowledge of what will be expected of the student after placement. Often-times it will be advantageous to talk with the foreman as he will be most closely concerned with the placed student.

Mr. Noel indicated that he felt it best, wherever possible, to have all arrangements for placement made by March. In this way the employer and the student can be prepared for each other and a bond built before work actually starts.

Follow-up and Evaluation

The adjustment of the student to employment whether part-time or full time is a critical part of placement. A follow-up of the students is essential for a smooth satisfactory adjustment. Noel (23) recommended that student and employer be visited within 2 weeks after the placement. In this way any gap existing between employer and employee can be recognized and measures taken to aid adjustment. He also pointed out that at this time a healthy placement was easily recognizable and following visits could be

spaced further apart.

While Taft (29, p. 8) is not as rapid in follow-up he recommends that a follow-up visit be made for each student at least once each month. For evaluation he suggests that the student be rated by the school with the assistance of the employer. In this way valuable information may be gained for the evaluation of the total program.

Humburger (13, p. 8) suggests a follow-up information sheet for students after 6 months on the job. He points out that ratings of students at this time is invaluable in the evaluation of the program and aids in making adjustments to better serve the student and community.

Coordination

The complexity and comprehensiveness of a placement program requires close coordination between the placing instructor, the counselor and the employment service.

In emphasizing the importance of coordination between placement personnel and counselors, Wilson and Runge (16, p. 456) state, "The school establishing a work experience program would by all means use the guidance program to insure the proper placement, adjustment and success of students in the work

experience program. If the existing guidance service is inadequate to perform this added work, it must be overhauled, built up, and made to serve more effectively".

This should not be misconstrued to mean that the guidance staff should do all the placement. Tyler(32, p. 22) points out, "Vocational work experience education is best administered through the school vocational departments or divisions, although... close liasion with guidance is highly desirable."

Study of these two statements will reveal that both agree with Hunt (14, p. 16) when he emphasized that in all work experience programs well organized guidance and placement service are essential.

Norris, Zeran and Hatch (24, p. 338) point out that not only must the departments and counselors coordinate but that the school should coordinate with the state employment service. In this emphasis they warn that, "Careless recruitment and assignment to work tasks which are greatly below or above the level of the pupil's abilities will offset many of the educational values to be derived from work experience" (24, p. 335). It must be remembered also that careless vocational placement will quickly undermine the whole program.

Recognizing the need for coordination, the Idaho Vocational

Agricultural Instructors Summer Conference of last year recommended that agricultural instructors take an active interest in the high school testing programs and learn how to evaluate the results (15, p. 3). In speaking of the guidance tests, Byram (5, p. 39) states, "Information about tests and their interpretation provide a depth to a teacher's understanding of pupils that enables him to be more effective in class and individual instruction."

In explaining how teachers of vocational agriculture can cooperate with counselors for the benefit of both, Byram (5, p. 40) lists 6 things for the instructor to do: (1) take a course or two in guidance; (2) become aware of occupational information and offer to give agricultural occupational help to all interested; (3) help work on career days by bringing in agriculture people; (4) report placement of students to counselor and students; (5) report new and expanding opportunities in agriculture to students and counselors; and, (6) share information about students with counselor.

CHAPTER III

FINDINGS

A questionnaire was sent to the 89 departments of vocational agriculture in the state of Oregon to ascertain those who had a placement program in operation. This questionnaire revealed only eight departments with an organized placement program functioning. Of these eight, five were in the Willamette Valley, two in southern Oregon, and one in Eastern Oregon.

To expedite the gathering of specific information through personal interviews, it was decided that the five Willamette Valley schools who had placement programs would be visited. Those schools were: Amity, Corvallis, Estacada, McMinnville, and Sherwood.

The material compiled from the interviews is presented in four divisions: general information, placement for experience, vocational placement, and miscellaneous information.

General Information

All five instructors defined placement, as they practiced it, as: "securing part-time, full-time, temporary, or permanent

jobs for young persons -- an attempt to help individuals make adjustments and work out their vocational plans." One chose to add that placement also helped to make boys proficient in an area that fit their skills.

Boys Placed. The five departments had placed a total of 87 boys last year. Although there were large differences within departments the average of all showed approximately equal numbers of boys in each class, except sophomore, were placed. The total was 22 freshman, 15 sophomores, 25 juniors, and 20 seniors. One instructor pointed out that in his community he usually placed more sophomores than any other group. He explained that this was due to the sophomores feeling too old to pick the fruits and being too young to compete with older, more experienced boys.

Only one school reported placing graduate students.

In considering where the boys were placed it must be remembered that one boy may have had work at two or more jobs during the year.

There were 92 placements made. Agricultural occupations accounted for 81 or 88 percent of the placements. Seventy boys or 76 percent of the placements were made on actual farm operations. Custom farming operations employed two boys, while forestry accounted for the other one.

Table 4. Number of boys, by class, placed in each school.

School	Freshman	Sophomore	Junior	Senior	Grads.
A	2	3	3	4	2
B	20	10	6	4	0
C	20	1	10	3	0
D	0	0	1	3	0
E	<u>3</u>	<u>1</u>	<u>5</u>	<u>6</u>	<u>0</u>
Total	25	15	25	20	2

Of the 12 percent not employed in agriculture, 6.5 percent were placed in schools. Five boys were placed in colleges and one boy who had not received a high school diploma was placed back in high school to finish requirements.

The last 5.5 percent were employed in such jobs as service station attendant, battery factories, and for the city. It might be noted that the boy employed by the city was to care for the lawns. The job, therefore, can be considered of an agricultural nature.

Placement Opportunities. All five instructors reported that the community looked to them for placement of vocational agriculture students. Three stated that their faculty did not expect them to place boys. In fact, one instructor commented that he even doubted that the faculty was aware that he found

jobs for students.

Three instructors solicited employers for job opportunities for students and then waited for the employers to contact them. Two felt that the community was enough aware of the program that solicitation was unnecessary. One instructor reported that he contacted employers when he first started the program several years ago and has found it unnecessary to solicit since that time. One instructor contracted for jobs through the FFA in order to give more boys an opportunity to gain experience and useful employment.

Guidance Programs. All five schools reported at least some kind of guidance program. One instructor pointed out that his school had guidance available only to girls. Another expressed the administration's deep dissatisfaction with the way the program in that school was conducted.

As might be expected the guidance programs varied a great deal. One school had one hour per day scheduled for approximately 75 girls and none for the boys. Another school allowed only two hours each day for 240 students. Two reported a full time counselor for 500 to 700 students.

The largest school, 1082 students, reported 2 full time and

3 half-time counselors. This arrangement allowed for 21 hours of counseling time each day.

Table 5. Counseling time available to students of various high schools in the Willamette Valley.

School	Student body	Counseling time per day
A	150	1 hour*
B	500	6 hours
C	240	2 hours
D	700	6 hours
E	1082	21 hours

* girls only

Cooperation with Counselor. None of the instructors indicated much coordination with the school guidance personnel. One stated that he worked with the counselor "very little." The instructor at School A indicated that he would have liked to coordinate with a counselor had there been one for the boys.

The reason for this lack of coordination may be explained by the limited formal training of the vocational agricultural instructors in the area of guidance. Three teachers answered that they had never received any formal guidance training. One instructor reported 3 term hours many years ago, while another listed 6 term hours of guidance training.

Only two instructors reported any use of guidance tools in

their placement programs. As might be expected the instructor with the most formal guidance training used them a good deal and felt them valuable in teaching as well as placement. The second teacher reported that he used test results only occasionally.

Occupational Information Unit. Most of the instructors pointed out that they taught occupational information on an integrated basis. Only 3 reported actual units on occupational information. Each of the units taught was unique to the others.

One instructor reported a formal unit with the freshman and an informal survey of occupational and educational opportunities with the seniors. The freshman unit was mostly lecture centered on the theme of "What do you want to do after high school and how can you finance it? Both units were about one week long and were supplemented continually by information integrated with the other class work.

A second instructor taught a two or three week unit to his juniors and seniors. Each boy was asked to choose four or five occupations and write a report comparing them. Based upon the report, each boy chooses one occupation, makes an oral report, and leads a group discussion on it. The instructor takes the area of college training. This instructor also spent the last week of school

each year in class discussion with the students about employment opportunities.

The instructor, using an occupational unit, taught it to the seniors and occasionally to the juniors. He reported spending four to six weeks each year on occupational information. A wide diversity of methods was used such as: assigning from texts, lectures, visitations, and resource people.

Placement for Experience

Only one of the departments felt that placement for experience was unnecessary in the placement program. In fact most felt that this was one of the more important parts of the program. Of the four who placed for experience two did not attempt to maintain a list of potential employers. The two that did keep a list maintained it by informal contact with employers and memory.

Selection of Jobs. Three instructors felt that the primary factor in the selection of jobs for experience placement was that the job provide good training or experience for the student. Because he didn't do any solicitation for jobs one instructor added "any job that is reported to you" to the above provision. Another added that occasionally he placed a boy in a job to obtain a good home

for the boy.

Only one instructor attempted to fill every job that was reported to him but he qualified his statements by adding that there were exceptions.

Placing Students in Jobs. Only one instructor indicated that he felt an obligation to both student and employer. This instructor stated that he placed the boy in a job that in his judgement, based on records, was best for the boy and that he could fill adequately. Another instructor indicated that he placed a boy solely because he felt the boy could best fill the job. The other two instructors felt that the needs and expressed interests of the students were of primary importance.

Follow-up. All instructors followed-up placed students, but with varying degrees of effort and differing methods. Most felt that informality in follow-up was beneficial.

It was agreed by all instructors that personal visits with the students and on the job observation are integral parts of placement. Each felt that on the job instruction should take place whenever necessary.

Personal visits with the employer were a part of the follow-up of each instructor. Two instructors felt that visits should be made to the employer before placement to help prepare for the student.

One instructor felt that visits with the boy and employer together was beneficial if done properly. He emphasized that the instructor should never criticize either boy or employer while they are together. Any criticism should be expressed only to the person involved. Another teacher felt that he should never talk to boy and employer together.

Several instructors expressed a great aversion to ever attempting to "cover-up" for a student. They felt that they should be objective and fair to both sides.

Boys Placed. Fifty three of the 92 placements were for experience. Of these 48 or 91 percent were placed in agricultural jobs. Thirty five were placed on farms, two on custom farming operations, and nine worked in forestry. The five remaining boys worked in service stations, grocery stores, and a battery factory.

Benefits of Program. All instructors felt that placing for experience has been a good public relations tool. One instructor reported that in four years of placement his enrollment had doubled.

Three instructors felt that placement for experience had served as an excellent motivational force. Two reported it also

aided classroom learning by giving students a wider foundation on which to base teaching, as well as providing actual instruction for students while they were on the job.

One instructor pointed out that this program gives a chance to boys lacking opportunities for a supervised farming program. Another mentioned that this gave a boy an opportunity to make some money of his own.

Vocational Placement

Only two instructors indicated that they attempted to place boys in vocations after graduation. One instructor stated that all seniors found jobs without help.

Of the two who attempted vocational placement, one attempted to keep a list of potential employers. He reported that he contacted potential employers once each year for possible job openings.

Selection of Jobs. One instructor reported that he accepted any job that was reported to him. The other selected those jobs that would fit the needs of a student and offered promise for the future.

Placing Boys in Jobs. One teacher placed boys in jobs that he felt best met the needs of the boy and for which the boy had expressed

an interest.

The other expressed a responsibility to both employer and student. He attempted to place each boy on the job that could be filled best by him and that met his interests. This instructor reported that he chose two or three students by the above criteria and then let the employer make the final selection.

Follow-up. Both reported a follow-up of their students on an informal nature. They felt that they could tell where each boy was but did not have records of them.

Benefits of Program. One of the instructors who placed for vocations felt that placement served as an aid in the classroom by furnishing examples of success. He often asked old students to talk to the class, feeling that this carried more weight than his lectures. He also felt that the program helped to show the need for people in agricultural occupations.

The other instructor felt that his main benefit was the publicity that it brought to the department, secondarily helping to build a respect for progress among the citizens.

Jobs Students Go To. Being near Portland, two of the schools have seen a good many of their students obtain jobs in industry. Fields most often mentioned for past students were agriculture, forestry and lumber, military service, and college. One

department reported 63 percent of its graduates in agriculture and 50 percent of them in college.

Miscellaneous

Educational Placement. All five instructors stated that they attempted to place graduates in educational institutions. Several stressed the importance of further education in their classroom activities. One stressed Oregon Technical Institute to his boys.

Objective of Placement. All instructors expressed in various ways that their primary objective in placement was to help their students. Such things as: give boys experience, give boy personal satisfaction in a place where he can succeed, and finding an occupation for a boy that is worthwhile and fits his interests were stated as primary objectives.

One instructor added that the student making money was a secondary objective. Another felt that placement of students was part of his job and that he would not be fulfilling his obligations as an agricultural instructor if he did not accept this responsibility. A third felt that placement was necessary for some boys in order to comply with national regulations.

Evaluation. Participants in these interviews felt that

evaluation was a very difficult part of their programs. Three instructors were making no attempt to formally evaluate their program. One of these stated that his program was still growing and therefore assumed that errors had been kept to a minimum.

One instructor used the criteria of: the number of boys in good jobs or vocations: vs: the number of boys in poor jobs or vocations and how much is the boy making a success of his job.

One teacher reported that he used State Department evaluation procedure but that his main method of evaluation was to compare with agriculture instructors from other states.

Other Points. It was pointed out by several instructors that placement was a part of their job, and that teachers should make a point of finding jobs and placing students. One instructor felt that placement should be carried on in addition to supervised farming programs.

It was emphasized that the agricultural instructor must know the community and the employers for a placement program to be successful. It was further brought out that a placement program emphasizes the need of the department to fit the community.

For further educational values one instructor suggested that the boys make contracts with their employers.

It is also advantageous if boys feel an alliance to the vocational agriculture department so that they feel they must perform to the top of their abilities for the department.

The avoidance of excessive paper work was also brought out as an aid to successful programs.

CHAPTER IV

PRINCIPLES FOR A PLACEMENT PROGRAM

Principles are guiding statements. They are derived from logic, empirical evidence, opinions of experts, experience, and so forth. The principles stated herein are guiding statements derived from the study of practicing placement programs, related literature and courses taken at Oregon State University. They will be useful as guide lines in the establishment, operation and evaluation of a placement program.

For clarity and ease of understanding the principles have been divided into two main sections. Those that will serve as principles of policy for a placement program constitute the first section, and the second section is composed of those principles that will be used in the actual operation of a placement program.

Policy

- I. The placement program serves as an articulator between instruction and industry.

Functionally, this means adaptation to the community.

Norris, Zeran and Hatch (24, p. 324) reflect this in their statement, "local needs and conditions determine whether a school operates

employment service and work experience programs, how extensive the programs are, and if they are operated as distinct but coordinated programs."

II. A thorough knowledge of the community is basic to a good placement program.

This understanding will be greatly aided by a community occupational survey. In fact, it is recommended that all placement programs be based on a community survey. Further than occupational information, it is advisable for the instructor to know the potential employer.

Obviously a first year teacher of vocational agriculture will not have the information necessary to start a program.

III. A well conducted program will greatly benefit the boy placed, the agricultural department and the community.

The most obvious and easily recognized benefit of a placement program is the growth of the boys involved. As pointed out earlier, placement can bring about educational, vocational, personality and character development in participating boys. Agricultural instructors pointed out that proper placement provided more learning than a small project, thus giving a boy with few opportunities the chance to grow and succeed.

Of a more subtle nature is the benefit to the department and

the school. Instructors listed increased motivational influence, and instructional aids and good public relations as main benefits to the total program.

Instructors found that students who had been placed on jobs were greatly motivated in class. Besides the increased motivation, instruction can be aided by the broader foundation of student experience.

The production of better citizens is an easily overlooked benefit. It was also reported that an increased appreciation of workers may be noticed in communities that have a placement program.

IV. Simplicity should be a key word in organizing a placement program.

The demands upon the time of a teacher of vocational agriculture do not allow for a very complex and time consuming program. One way of maintaining simplicity is to avoid excessive paper work.

V. Occupational information must be an integral part of a placement program.

Occupational information may be presented as an integrated part of other course work, as a separate instructional unit, and in an occupational library.

As an enterprise is taught, the occupations that relate to it

may be brought out. Further, as jobs in an enterprise are discussed the instructor may wish to relate these jobs to off-farm occupations.

It is recommended that at least the freshmen and the seniors participate in an instructional unit on occupational information. The freshman unit could well be part of their orientation and should be designed to be relatively broad, pointing up opportunities in agriculture. If units are taught in successive years they may become more specific. Eventually a boy who has a strong interest in an occupation can make an intensive study of it, using the outline shown in Table 2.

An attractive, available, usable occupational information file can prove invaluable in occupational instruction. In most schools the guidance personnel maintain an occupational information file. The agriculture departments should also maintain a file on agricultural occupations. It is to be recommended that the teacher of vocational agriculture aid the guidance personnel in gathering information on agricultural occupations for their file. This may even be carried to the extent of supplying them with pertinent information. In an attempt to make his file more attractive and versatile the author has added educational information and a small personal-social section. This contains such boy attractors as

boy-girl relations, money, and narcotics and smoking.

VI. The agriculture instructor should coordinate his efforts with the high school counselor.

There is probably no one in the school who knows the community as well as the agricultural instructor yet the counselor has available information about the student that can be of great benefit to the teacher of vocational agriculture. It is further pointed out that, "Information about tests and their interpretation provide a depth to a teacher's understanding of pupils that enables him to be more effective in class and individual instruction" (9. p. 39).

Program Operation

I. Set definite concrete objectives before starting a program.

Objectives will vary between communities, but a few will remain fairly constant. Some general objectives might include: (1) provide some work experience for pupils to bring them in contact with business and industry; (2) introduce students to problems of preparing for a job; (3) help students to gain personal satisfaction in a place where he can succeed; (4) help graduating students to locate in an occupation that will fill his needs; (5) provide not only experience but also an income for the youth.

II. A good placement program is dependent upon adequate employers.

Publicity is the main key in gaining employers. Let them know what you plan to do and explain the program to them. Addresses to agricultural groups will serve to publicize and inform the community of the program.

III. The program should be started on a limited scale and then developed as the demand increases.

It is advisable to start with farm skills and as the program progresses farm partnerships may well be requested. Those who have programs say that they started with small "piddling" jobs and as the program proved itself, the jobs grew until the department was even asked for farm managers. Let the program prove itself as it progresses, don't attempt to push too fast.

IV. The boy should be placed on a job that fits his personal interests, abilities and needs.

It must be remembered that the instructor in placing a boy has a certain responsibility to the employer to supply him with a boy that can do the work required. It is wise wherever possible to select two or three boys for the employer and let him make the final selection.

It is also recommended that classtime not be taken for

placement. The job opening may be announced in class with the responsibility resting on the boy to contact the instructor out of class if he is interested in the type of work announced.

V. Careful selection should be used in choosing placement positions for boys.

Any job selected for placement for experience should:

(1) meet the actual needs and interests of the students; (2) have reputable facilities; (3) insure intelligent direction of students on the job; (4) avoid exploitation of student; (5) afford a comprehensive program for students.

Jobs selected for vocational placement should: (1) meet the actual needs and interests of the students; (2) have reputable facilities; (3) offer opportunities for the future; (4) offer opportunities for advancement.

VI. An understanding of their respective roles in the placement picture by the boy, his parents, and the employer is essential for a smoothly functioning program.

The instructor should prepare the prospective employer for the employment of a high school youth. This is especially true of experience for placement, for here the employer is expected to do some teaching. The amount of preparation needed will vary with each new employer, dependent upon his past experiences with

student employees.

It is also essential that the boy understand what is expected of him. He must be prepared for the new environment that he will enter and the new responsibilities that will be his.

It is recommended that a memorandum of understanding, outlining the responsibility of each party be drawn up and signed by the employer, the boy, and his parents. This should be witnessed by the instructor. Such a memorandum will facilitate agreement by all and prevent misunderstandings, as well as provide further education for the boy. The student should fully understand that this is a statement of his minimum responsibilities and not the maximum.

VII. Follow-up is an integral part of placement.

It is recommended that each boy placed for experience receive a follow-up visit at least once a month. This follow-up will include visits with the boy and instruction as necessary as well as conferences with the employer.

VIII. Continuous evaluation involving the student, the employer, and the instructor is essential.

The employer and instructor should sit down periodically and evaluate the work of the student. This should provide a very good

means of showing skill areas needing increased instructional emphasis.

Asking the participating employers to evaluate and make recommendations is a good evaluation tool. Follow-up of past students will also provide excellent information for evaluation.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The need for investigation in the area of placement is pointed out by the differing meanings attached to the word, the increased need for guidance in general and placement in particular, and the differing opinions as to the importance of placement.

The problems of the extensiveness and organization of a placement program were investigated in this study; the purpose being to investigate, isolate, and report fundamental principles for the establishment and operation of a placement program.

These principles were investigated and isolated by first sending a questionnaire to each department in Oregon to determine which departments had placement programs. An interview schedule was then developed to use with the five departments in the Willamette Valley which had placement programs.

The information gathered from these interviews, the little previous work discovered in literature, and courses taken at Oregon State University were then formulated into the principles reported.

The investigation found that eight of Oregon's vocational agriculture departments had functioning, organized placement programs.

All instructors interviewed agreed that placement is "securing part-time, full-time, temporary, or permanent jobs for young persons...an attempt to help individuals make adjustments and work out their vocational plans. They also emphasized that a placement program should be adapted to fit the needs of the community.

The five departments interviewed had made 92 placements with 87 boys. Eighty-eight percent of those placements were in agricultural occupations. Placement for experience accounted for 57.6 percent of the total placements made.

While the instructors recognized the three areas of placement, there was a difference of emphasis placed on each in the various departments.

The student's interests, needs, and abilities were primary considerations in the placement of each boy.

Follow-up and evaluation were found to be difficult phases of the program. Most follow-up was informal and sporadic. Evaluation procedures varied with each school.

Although only 60 percent of the instructors taught a course unit on occupational information, all felt that occupational information was an important part of the program. Those who did not teach such a unit presented occupational information on an integrated basis.

All instructors interviewed reported benefits from their placement programs. Two of the benefits most often mentioned were increased motivation and increased learning. It was also found that placement served as an excellent public relations aid.

Although stated in different ways, the primary purposes of each program was to aid students.

The principles reported were divided into two main areas, principles of policy and principles for operation. These principles are:

Policy

- I. The placement program serves as an articulator between instruction and industry.
- II. A thorough knowledge of the community is basic to a good placement program.
- III. A well conducted program will greatly benefit the boy placed, the agricultural department and the community.
- IV. Simplicity should be a key word in organizing a placement program.
- V. Occupational information must be an integral part of a placement program.
- VI. The agricultural instructor should coordinate his efforts with the high school counselor.

Operation

- I. Set definite concrete objectives before starting a program.
- II. A good placement program is dependent upon adequate employers.

- III. The program should be started on a limited scale and then developed as the demand increases.
- IV. The boy should be placed on a job that fits his personal interests, abilities and needs.
- V. Careful selection should be used in choosing placement positions for boys.
- VI. An understanding of their respective roles in the placement picture by the boy, his parents, and the employer is essential for a smoothly functioning program.
- VII. Follow-up is an integral part of placement.
- VIII. Continuous evaluation involving the student, the employer, and the instructor is essential.

Conclusions

Although there has been little previous work on agricultural placement and the sample of this investigation was very small, the following conclusions were reached:

1. There is a need for more placement programs in vocational agriculture departments.
2. It is the duty of the agricultural instructor to prepare students for agricultural occupations.
3. Placement is one way that a teacher of vocational agriculture can aid his students in occupational adjustment.
4. Occupational information is an integral part of a placement program.
5. Evaluation and follow-up are primary sources of problems to instructors.

6. Follow-up is essential to a good placement program.

Recommendations

On the basis of this investigation and the findings of the interview schedule, the following recommendations are suggested:

1. Methods of placement need further investigation. The major portions of any additional study in this area should be done on a local basis. The purpose would be to arrive at the most satisfactory application of a program for the local situation.
2. Agricultural occupational information is needed. Investigation may be pursued to determine sources, evaluation, and uses of occupational information.
3. Methods of evaluation and follow-up should be investigated in order to maximize the benefits of a placement program.
4. State-wide guides could be investigated as to the needs and use of placement programs.

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APPENDIX

Dear _____ :

Information is being gathered to formulate a guide for agricultural instructors to use in helping students to secure employment. Will you share your knowledge and experience relative to the employment of students enrolled in vocational agriculture between Sept. 1, 1960 and Aug. 31, 1961?

Please indicate below the number of students, by class, employed in each area listed. This will include 1960-61 seniors and past graduates, but not 1961-62 freshmen.

When completed please return in the enclosed, self-addressed, stamped envelope. We appreciate your cooperation.

Sincerely yours,

Wright Noel Henry TenPas

	BOYS EMPLOYED IN 1960-61					
	Fresh.	Soph.	Jr.	Sr.	Grad. students	Total
No. boys in dept.						
Farm (other than own)						
Farm (own)						
Custom farming						
Feed and Seed stores						
Farm implements and machinery dealers						
Horticulture						
Forestry and related						
Military service						
Other						

Does the Vo-Ag. department carry on a systematic placement program? _____ Yes _____ No.

For all students? _____ Yes _____ No

For graduated students? _____ Yes _____ No.

For seniors only? _____ Yes _____ No.

INTERVIEW CHECK LIST

1. Would you like a copy of the results of this study?
Yes _____ No _____
2. Which do you feel is the best definition of placement?
 1. Helping students obtain work for experience or a career that fits their needs and abilities.
 2. The process of helping a person find employment.
 3. Process whereby a person is employed in an occupation commensurate with his interests and abilities.
 4. The group of activities which provides the guiding to the pupil's realistic planning.
 5. A service which helps pupils carry out their plans and act upon their choices.
 6. Securing part-time, full-time, temporary, or permanent jobs for young persons -- an attempt to help individuals make adjustments and work out their vocational plans.

Part I. - General Information

1. How many boys did you place last year?
Fr _____ So _____ Jr _____ Sr _____ Grads _____
2. How many did you place on:
 - Farms _____
 - Custom farming operations _____
 - Feed and Seed Stores _____
 - Farm implement dealers _____
 - Forestry or related _____
 - Horticulture _____
 - Military Science _____
 - Other _____
(Specify)

5. Is time made available for the guidance of students?
 Yes _____ No _____ How many hours? _____
6. Have you had any formal training in guidance?
 Yes _____ No _____ How many credit hours? _____
7. Do you make use of the test results of the high school
 counselor? (i. e. interest and aptitude)
 Yes _____ No _____
8. How do you work with the high school counselor in your
 program?
 Use accumulative folders _____
 Consult on special problems _____
 Coordinate very closely _____
9. Do you teach a unit on occupational information?
 Yes _____ No _____
 What year or years? _____
 How long is the unit? _____
 How is the unit conducted? _____
 (Specify)

Part II. - Placement for experience

1. Do you attempt to place for experience?
 Yes _____ No _____
2. Do you maintain a list of jobs that are available or will be
 available?
 Yes _____ No _____
3. Does your faculty and community look to you for the placing
 of agriculture students?
 Yes _____ No _____
4. How do you learn about placement opportunities?
 They call you _____
 You solicit employers _____
 Both _____
 How do you keep this list current?

5. On what basis do you select jobs for possible student placement?
- Any job that is reported to you
 - Any job reported to you that is agriculture related
 - Any job that will give farm experience
 - Any job that a student has expressed an interest in
 - Any job that you feel will teach a valuable skill or skills
 - Any job that you feel might provide good training or experience for a student.
 - Other
6. How do you match students with jobs?
- The job is open and he is the first to be available
 - You feel that he can best fill the job as you understand it to be
 - The boy has indicated an interest in this type of work
 - You feel that this type of job will best meet the needs of the student
 - The student has indicated a desire for this kind of work and you feel that the job will best fit the needs of the student
 - Your judgement that this job is best for the boy based on records and his expressed interest
 - Other
7. Do you follow-up the students placed?
- Yes _____ No _____
- By phone? _____
- Personal visit with student _____
- Personal visits with employer _____
- Personal visits with employer and student _____
- On the job observation _____
8. How many boys did you place for experience on:
- Farms _____
- Custom farming operations _____
- Feed and Seed Stores _____
- Farm:Implement dealers _____
- Forestry or related _____
- Horticulture _____
- Military Science _____
- Other _____
- (Specify)

9. How has the placement for experience helped your program?

Part III - Vocational Placement

1. Do you attempt to place each graduating senior?
 Yes _____ No _____
 Only those seeking a vocation?
 Yes _____ No _____
2. Do you maintain a list of job openings or possible job openings?
 Yes _____ No _____
3. How do you keep this list current?
4. On what basis do you select jobs for possible placement?
 - a. Any job you hear of
 - b. Any job that you hear of related to agriculture.
 - c. Any job that is farm oriented
 - d. Any job that will fit the needs of a student and offers opportunities for the future
 - e. Any job that will fit the needs of a student
 - f. Other _____
 (Specify)
5. How do you match boys and jobs?
 - a. First come first served
 - b. The boy has indicated an interest in this type of job
 - c. You feel that the boy can best fill the needs of this job
 - d. The job best meets the needs of the boy
 - e. Other
6. Do you follow-up the graduates you have placed?
 Yes _____ No _____
 How?
 - a. Annually for summary report
 - b. Try to keep track of progress
 - c. Closely until you feel that they are well placed and adjusted
 - d. Other
7. What kind of jobs do your seniors drop-outs go to?

8. How has this helped your total program?

Miscellaneous

1. Do you attempt to place boys in educational institutions?

Yes _____ No _____

2. What are your main objectives in a placement program?

3. How do you evaluate your placement program?

4. What points that we have not brought out do you feel should be a part of a good placement program?

Excerpt from personal correspondence of Wright H. Noel,
Relocation Office, Bureau of Indian Affairs

"First, we know what type of individuals we had to train and to what extent we could train him with the facilities we had available. We investigated the background of each individual regarding work history, dependability, general attitudes, resourcefulness, etc.

"With this knowledge we made a survey of Oregon's farmers and ranchers in December. We went to many establishments and explained to them what the program was, and as nearly as possible the type of students in school. Then we explained that some would soon graduate and need permanent employment, while undergraduates would desire only summer work.

"We then asked the rancher or farmer for a commitment. If he felt unprepared to make such a decision at this time, we left our address, inviting him to write for further information if more questions arose. We also explained that a return visit would be made in February, when they could finalize any plans and make a commitment one way or the other.

"Those who committed themselves in December, of course, gave us a better chance to prepare the student for him. While February rushed us some we still had time to help him.

"These trips brought more requests than we had boys.

"The next big job was to place the right boy with the right man, as well as, the right job. In doing this we considered such things as: desires of the boy; skills necessary, tractor driving, teamster, farm equipment operation, horsemanship, cattlemanship; type of living, home or bunk house; physical effort needed; responsibility he must carry; supervision available; possible language handicap; and most important of all, the temperament of the boy and farmer.

"By April we had all the boys designated for certain jobs. We told the student as much as possible about the future employer. We also wrote to each employer and gave him all the information possible about the boy. This had a tendency to develop a bond between the two before they ever met.

"It was recognized that there was a large gap between the employer and the students and an effort was made to prepare both for each other. In the large percent of the cases the bridging was made but the failures had to be prepared for.

"After placing the boys in late May, we made a follow-up visit within two weeks. At this time we could recognize potential

problems and move to alleviate them. Sometimes the family would take the student in as one of them and the boy would be taking advantage of them. This did not lead to healthy placement and steps had to be taken. Not being able to understand orders would sometimes cause difficulty which we could often help.

"A healthy placement could easily be seen and follow-up visits adjusted accordingly."

Mr. Noel was a placement officer for the Chemawa Indian School for several years. He has since received several promotions and is working in the Los Angeles Relocation Office.

The program that Mr. Noel explains in this excerpt was a part of the relocation efforts of the Bureau of Indian Affairs.

It must be remembered that some of the problems described are unique in that he was working with Indian boys, usually of the Navajo tribe, who spoke little or very poor English and were not used to or entirely acquainted with all of the white man's ways (author).