

THE ATTITUDE CHANGES OF STUDENT TEACHERS IN
AGRICULTURAL EDUCATION AT NEW MEXICO
STATE UNIVERSITY DURING
STUDENT TEACHING

By

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1967

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
For the Degree of
MASTER OF SCIENCE
July, 1971

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ACKNOWLEDGEMENT

The author wishes to express his sincere appreciation to the many who have contributed, inspired, guided, assisted and counseled him in the planning and through the completion of this study. Dr. Robert R. Price, Head, Department of Agricultural Education at Oklahoma State University, for his meaningful advice and guidance during my years in Agricultural Education; Dr. Leon Wagley, Head, Department of Agricultural and Extension Education at New Mexico State University, and Dr. Warren Noland for their cooperation, and assistance in obtaining the data and administering the tests.

Special gratitude is expressed to Dr. James P. Key for the many tireless hours he spent in advising and guidance. Without his help this study would not have been completed.

The cooperating teachers in vocational agriculture and student teachers in New Mexico were very cooperative and prompt in completing the data and their help was very much appreciated.

Acknowledgment is given to Mrs. Sue Lark for the spirit of cooperation and careful manner in which she typed this study.

The author expresses sincere appreciation to his parents, Loitz and Florence Updyke, who have always been a source of encouragement, inspiration and assistance.

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CHAPTER I

PURPOSE AND DESIGN OF THE STUDY

Introduction

The problem of selecting student teaching centers is an important decision that must be reached every spring at New Mexico State University. Teacher trainers and state supervisors are aware that the student teachers need to be exposed to good school situations. In selecting the teacher training centers they consider geographic locations, type of program, physical plant and facilities, and qualification of teachers. The effort is made to match the student teacher with the training center that will enhance his education.

"Consensus is rare in teacher education." Nevertheless, teacher educators, critics, psychologists, state officials, and students agree that student teaching is the most significant aspect of the teacher preparation (e.g., Andrews, 1964; Conant, 1963, p. 142; Sarason, Davidson, and Blatt, 1962; Simpson, 1962; Wroblewski, 1963), and there is consensus that the cooperating teacher is the most relevant variable operating in student teaching (e.g., Milner, 1959; Steeves, 1952). Thus, few disagree that cooperating teachers exert great influence in teacher education.(1)

Hasenbeck (2) points out that:

The attitude of each person in a responsible relationship contact with the trainee during student teaching experience is of utmost importance. Therefore, it is necessary for those, who do so much to help the beginning teacher

gain his experience, to have a favorable and a positive attitude toward youth and to recognize the importance of such a nature and extent as to be of maximum benefit to each individual.

New concepts in the field of vocational agriculture could be incorporated through the influence the cooperating teachers exert on the student teachers during their student teaching experience.

In trying to determine attitude change it seems appropriate to consider the student's flexibility or rigidity towards attitude change. Rokeach's Dogmatism Scale is designed to measure the openness and/or closedness of individuals toward change and was therefore used in this study.

Need For Study

There has not been a research study conducted in New Mexico concerning the effects of the student teaching experience on the student teachers' attitudes about FFA activities.

If the cooperating teachers influence the student teachers' attitude about FFA participation they will influence them in other areas. A knowledge of the amount of influence exerted in the different training centers should be a useful tool in selecting training centers.

This study will hopefully give important information for use in selecting future teacher training centers. This research was closely patterned after Lloyd L. Wiggins' doctoral dissertation. Dr. Wiggins' study dealt with the attitude change of student teachers toward basic FFA activities at Oklahoma State University in July 1968.

Statement of the Problem

This study was to investigate the attitude change of student

teachers in vocational agriculture towards FFA activities during their practice teaching. The second aspect was to determine if the student teachers attitude change, if any, was toward the expressed attitude of their cooperating teachers. The third area of concern was to ascertain if the closed-minded students would change as much as open-minded students.

Purpose of Study

The main purpose of this study was to measure the change in attitude of student teachers of vocational agriculture toward FFA activities during their student teaching experience.

Limitations and Assumptions of Study

The study was limited to the attitude change concerning FFA activities of the 32 student teachers in vocational agriculture who did their practice teaching in the spring of 1971. There was no attempt to determine the reasons for change except for the possible influence of the training centers and cooperating teachers. If the student teachers changed their attitude in the direction of the cooperating teacher's expressed attitude, we assumed the cooperating teacher had some influence.

In the limitations of the study, basic assumptions the author made were:

1. The attitudes expressed by the student teachers and cooperating teachers were honest expressions of their feelings on all the listed statements.

2. The state supervisor and teacher trainers were qualified to rate the activity level of teaching centers on FFA participation.

Definition of Terms

Student Teaching. Student teaching is the culminating professional laboratory in which the college student assumes increasing degrees of responsibility for certain aspects of the program in the role of a teacher at the secondary level but under the supervision of a fully qualified vocational agriculture teacher and college supervisor. (3)

Cooperating Teacher. The cooperating teacher is a fully qualified, regularly employed vocational agriculture teacher who guides and supervises the observation, participation, and teaching activities of a college student as he gains competence in performing the roles of a teacher.

Student Teacher. The student teacher is a college student who is doing student teaching. (3)

College Supervisor or Teacher Trainer. A college faculty member who cooperates in assigning, supervising, and evaluating student teachers.

Student Teaching Center. A student teaching center is a public school which has been approved by New Mexico State University and the State Office of Vocational Agriculture for participation in the student teaching program.

Future Farmers of America or FFA. The Future Farmers of America or "FFA" is the national organization for students enrolled in vocational agriculture under the provisions of the National Vocational Education Act. Organized in November 1928, the FFA is an integral part of the program of vocational education in agriculture in the public school system of America. The FFA has served to strengthen instruction for students in vocational agriculture by providing a laboratory for practical training in agriculture, leadership, cooperation and citizenship. No national organization enjoys greater freedom of self government under

adult counsel than the FFA. (4)

High Participators, Medium Participators, or Low Participators.

Each student teaching center was placed into one of these categories by the state supervisor and college supervisors. This rating was made on the extent of participation in FFA activities as assessed by these individuals.

State Supervisor. The person in charge of the State Department of Vocational Agricultural Education. The state supervisor is also the state FFA advisor.

Pre-Test. The pre-test is the opinionnaire administered at the beginning of the student teaching experience. This opinionnaire was an attitude inventory revised and adapted from Lloyd L. Wiggins doctoral dissertation by the author, to meet the activities conducted by the New Mexico FFA program.

Post-Test. The post-test is the opinionnaire administered at the conclusion of the student teaching experience. This test was the same as the pre-test.

Dogmatism Scale. The Dogmatism Scale refers to the instrument developed by Rokeach to measure open-mindedness and closed-mindedness.

Attitude. Attitude as used in this study refers to the ideas expressed by the student teachers toward participation in FFA activities.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This study involved the attitude change that took place in 32 student teachers in vocational agriculture from New Mexico State University during their student teaching. The change dealt with their expressed attitude about FFA activities.

The review of literature has been covered in five different sections. The five sections are:

1. Attitudes, attitude change, and attitude measurement
2. Student teaching purposes and educational values
3. Cooperating teachers and student teaching centers
4. Future Farmers of America
5. Rokeach Dogmatism Scale

Attitudes, Attitude Measurement and Attitude Change

The author believed that Thurstone (5) and Hutt's (6) definitions of attitude and opinions were most valuable for this study.

Thurstone (5) indicated that an attitude..."is the sum total of a man's inclinations and feelings, prejudices or fears, thought, and convictions about a specific topic." The term opinion is a verbal expression of the attitude.

Hutt (6) says: "By attitudes we mean the beliefs, feelings and ac-

tion tendencies of an individual toward objects, ideas and people.

The opinionnaires that the student teachers and cooperating teachers filled out were designed to measure the individual's opinions, which supposedly reflected their attitudes.

Evidence indicates that individuals do change their attitudes.

Sells and Trites (7) state:

Attitude change is constantly occurring as a result of learning and to achieve some deliberate changes it appears possible to communicate directly with individuals, as by talks, classes, and workshops.

Since it is the cooperating teacher's responsibility to discuss and explain the local program to the student teacher, interactions are a common occurrence in helping him learn and better understand programs of vocational agriculture.

It has been agreed that individuals do have attitudes and they are subject to change. The next step would be to measure the attitude change.

According to Thurstone (5):

...the first restriction on the problem of measuring attitudes is to specify an attitude variable and to limit the measurement to that variable.

The variable to be measured in this study was attitude toward FFA activities. The opinionnaire was designed to measure this change.

Murphy and Likert (8) state:

Attitude measurement is not an end in itself. Its purpose is usually to provide information concerning motives of individuals or groups in situations or assist social planners and controllers to understand behavior dynamics.

This study was to assist the people concerned with selecting future teacher training centers by giving them additional information upon which to base decisions.

Student Teaching - Purposes and Values

The experiences obtained during student teaching are probably the most crucial activities involved in the development of prospective vocational agriculture teachers. During student teaching, attitudes and practices are developed that will remain a part of the young teacher throughout his professional career. (9)

The student teachers of vocational agriculture are expected to do more than just classroom teaching. They are expected to become part of the community and become involved in all problems and activities associated with teaching agriculture.

When this is done, learning how to teach may become more of an art than a science.

Miller (10) states:

The learning of a role cannot be achieved by reading or observation alone, though these should be included. The student must encounter reality in the form of participation in a situation in which he has some degree of responsibility and in which insight and performance can be appraised...Role-awareness is less well developed in teacher preparation than in other occupations. Thus, the student teaching experience provides the teacher trainee with his first extended opportunity to examine the applicability to previously formed attitudes about teaching.

The Student Teaching Manual (11) gives this introduction to the student teachers:

The new undertaking you are beginning is without doubt the most important phase of your preparation for services as a teacher of vocational agriculture. The ability to work well with other people and maintain desirable relationships is one that every beginning teacher should cultivate...This is your opportunity to learn. Observe carefully not only what is done but also how it is done.

Student teaching gives the individual a chance to take the theory

he learned in college and put it to practical use. Student teaching is, therefore, an interaction and a learning experience for all concerned.

(3)

Cooperating Teacher and Student

Training Centers

The influence of the cooperating teacher and training center is considered by many as the most important phase in the preparation of future teachers. The Student Teacher Manual (11) makes the following statements regarding cooperating teachers:

Your role as a supervising teacher is one of great responsibility. It is quite likely that you will have more to do with the immediate future performance of the student teacher than any other person. There is no doubt but what you will greatly influence the professional attitudes of the student teacher as well as providing him with the opportunity to increase his professional knowledge and professional skills.

The student teachers change their attitude about certain aspects of FFA participation and vocational agriculture in general, according to Wiggins (3). He continues:

If changes are to be made in teaching vocational agriculture, then student teaching centers should be selected which exemplify the types of programs that need to be expanded. Critical evaluation should be made on all the currently approved student teaching centers in order to determine if they have the types of programs that need to be maintained.

The attitudes of student teachers toward young people generally reflect the predominant influence of their cooperating teachers. Teacher educators should continue their efforts to improve the conditions under which student teachers are influenced by their cooperating teachers. (1)

Despite such unanimity of the influence of the cooperating teacher there is a little disagreement.

Horowitz (12) states that:

...it cannot be said that cooperating teachers are influential in bringing about the change in student teachers expectation and perceptions. It seems clear that there are influences other than the cooperating teacher causing the increase on the nomethetic dimension for student teacher expectations, the increase on the idiographic dimension for student teacher perceptions, and the decrease on transactional dimension for both expectations and perceptions.

The following criteria is used in selecting student teaching centers in New Mexico (11):

1. Supervising teachers should have at least three years experience teaching vocational agriculture.
2. Offer a balanced vocational agriculture program.
3. Be willing to accept and work with student teachers.
4. Have a Master's degree - desirable.
5. Must meet approval of state supervisory staff and teacher education staff.

Future Farmers of America

The official manual (4) gives the following description of the FFA:

The FFA is intra-curricular and originated as part of the high school vocational agriculture curriculum. FFA activities encourage members to learn through active participation, how to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, to solve their own problems, to finance themselves and to assume civic responsibility.

FFA exists today because of a cooperative spirit and a desire on the part of students 14 to 21 years of age to have a national organization in which they can secure practical business experience, act as their own instructors, and good fellowship with others who have a common interest in agribusiness. Members strive for improved agriculture, better local communities, a more satisfying home life and responsible citizenship.

The activities the chapters participate in are left up to the local

schools as long as they meet certain basic requirements. Each chapter is to prepare a program of activities, to serve as a guideline for the chapter's activities. The Official Manual (4) suggests: "When FFA activities are approved by the administration it eliminates the possible duplication of school activities and promotes cooperation between school departments."

Phipps (13) is considered to be an authority on FFA activities and he has made the following remarks:

Contests and awards are a means of motivating FFA members to carry out their chapter's program of work and to develop their individual abilities. There are a number of contests which FFA members may enter. Some of these are national in scope, while others are on the state or district level. When a contest puts too much emphasis on first place, some teachers may put more time than is justified in preparing a team or individual for the contest.

FFA chapters and members should be encouraged by their chapter advisor to evaluate a contest or award carefully. Each contest in which participation is anticipated should be evaluated to determine whether it develops desirable or undesirable attitudes or interests.

All awards and contests should be checked to see whether they have become ends instead of means. Some awards and contests may degenerate until they become ends in themselves. An award or contest is not justified if its only value is creating interest among the participants and capturing the attention of the public. A contest should highlight the winning team or individual to the extent some teachers, administrators, and portions of the public will assume that the winning of the contest is a principal criterion of the success of a vocational agriculture department.

Contests and awards are an integral part of the New Mexico FFA. Many chapters become identified as being strong in certain activities. The different teacher training centers expose the student teachers to different viewpoints and backgrounds. These differences in centers made this study feasible.

Dogmatism Scale

When considering various experiences which have or have not influenced attitude change, open- or closed-mindedness of the individual involved needs to be considered. The Rokeach's Dogmatism Scale was used to measure open-mindedness and closed-mindedness of the student teachers.

Rokeach (14) reported that, "people who score extremely high on the Dogmatism scale are shown to differ consistently from those who score extremely low in their ability to form new belief systems, whether these new systems are conceptual, perceptual, or aesthetic in nature."

The student teaching experience provides an excellent opportunity to develop new beliefs and change attitudes.

The Rokeach Scale is a widely used instrument for measuring the open- or closed-mindedness of individuals. Rokeach (14) made the following statement about his scale:

...each statement in the scale had to be designed to transcend specific ideological positions in order to penetrate to the formal and structural characteristics of all positions.

Persons adhering dogmatically to such diverse viewpoints as capitalism and communism, catholicism and anti-catholicism, should all score together at one end of the continuum and should all score in a direction opposite to others having equally diverse, yet undogmatic viewpoints.

The review of literature revealed that attitudes can change and the change is measureable. The student teaching experience is of great educational value and the cooperating teacher is a great influence on this experience.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The main purpose of this study was to measure the change in attitude of the student teachers in vocational agriculture towards FFA activities during their student teaching experiences.

Design

When the human element is involved in activities there are bound to be differences in interests, involvement and participation. This difference also exists in the amount of participation in FFA activities by local chapters. The differences that exist are evident enough that the college teacher trainers and state supervisor can note the differences. These differences made this study feasible.

A quasi-experimental design consisting of three treatment groups was used for this study. The three treatment groups, High, Medium, and Low Participants, were determined by the degree of participation in FFA activities. The following people rated the chapters' participation

1. Dr. Leon Wagley, Professor and Head of Agricultural and Extension Education, New Mexico State University, Las Cruces.
2. Dr. Warren Noland, Professor of Agricultural and Extension Education, New Mexico State University, Las Cruces.
3. Mr. Charles Morrison, State Supervisor, New Mexico Vocational

Agriculture.

The criteria for ranking the chapters was left entirely up to these men in order to prevent any personal biases on the part of the author. The ranking was in no way to rate the total vocational agriculture program or the teacher's abilities. There are as many different reasons for the amount of participation in FFA activities as there are schools.

These ratings were to be confidential, therefore, they will not appear in the study. They will be referred to as High, Medium, and Low treatment groups.

The student teaching centers were selected in the traditional manner. It should be noted that the chapters were selected to give the best educational experience to that group of student teachers. If randomization would have been used in selecting student teaching centers this would have greatly enhanced the choice of data treatment and analysis of the study.

Description of the Sample

The original subjects in this study were 32 senior agricultural education majors enrolled in Agricultural Education 447, Directed Teaching in Agricultural Education, in the spring of 1971.

There were four students who failed to return any of the tests, six students who failed to complete all three forms. This left a total of 22 subjects who completed all the tests.

The author felt that the lack of returns was due to the fact that the students had little knowledge of research. There is no thesis required at New Mexico State to complete the Master's degree in agricultural and extension education, so they have not been exposed to much

research.

Instruments Used

There were two instruments used in this study. One was an attitude scale which covered participation in FFA activities and the other was Rokeach's Dogmatism Scale.

The attitude scale covered most of the FFA activities in which a local chapter participates. (See Appendix A). The specific areas of participation included: livestock shows, fairs, judging contests, summer trips, community projects, publicity programs, banquets, money raising projects, school farms, membership, awards, academic achievement, and, state and national conventions. The range of activities covered local, district, state and national events whenever applicable. The attitude scale developed by Wiggins was revised and adapted by the author to coincide with activities conducted in New Mexico with Dr. Wiggins' permission.

The attitude scale was administered as a pre-test and post-test to the student teachers and as an attitude inventory to each student's cooperating teacher.

The student teachers and cooperating teachers responded to statements on a five-point continuum of strongly agree, agree, neutral, disagree, or strongly disagree. The pre-test was compared to the post-test by analyzing each statement individually. When the responses were the same, a "no change" score was recorded. When the responses for a particular statement differed, such as a pre-test response of agree and a post-test response of disagree, the cooperating teachers response was checked to see the direction of change. If cooperating teacher respon-

ded with neutral, disagree or strongly disagree, then it was a "plus change." If, however, the cooperating teacher's response was strongly agree or agree, then the student teacher received a "minus change."

The Rokeach Dogmatism Scale, Form E, (See Appendix B) was used in addition to the attitude scale. The student teachers took the Dogmatism Scale after their practice teaching as they did the post-test. The test was administered in accordance with instructions sent to the writer by Mr. Rokeach. The student teachers were instructed to respond by placing values ranging from +3 to -3 in front of each item on the scale. A -3 indicated they disagreed very strongly and +3 indicated they agreed strongly with the statement. In scoring the instrument a +4 was added to each value assigned by student teachers. For example, a +4 added to a -2 would result in a +2 for a particular statement. The lowest possible score obtainable was 40, and the highest possible score was 280.

The attitude scale, both pre-test and post-test, and Dogmatism Scale were administered to the student teachers by Dr. Leon Wagley and Dr. Warren Noland of New Mexico State University. The attitude inventory was administered to cooperating teachers through the mail after the student teachers finished their assignments.

Objectives of the Study

1. To determine if the student teachers' attitude change, if any, was in the direction of the expressed attitude of the cooperating teacher under which the student teacher did his practice teaching.
2. To determine if "high" participating student teaching centers had more or less influence on the student teachers attitudes than "medium" or "low" participating student teaching centers.
3. To determine the effects of dogmatism on attitude change in student teachers.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Data presented in this chapter were obtained from attitude opinionnaires completed by vocational agriculture teachers who served as cooperating teachers and by student teachers of vocational agriculture in New Mexico.

The cooperating teachers' departments were divided into high, medium and low groups according to their participation in FFA activities. It should be noted that the medium group had three more student teachers and the low treatment group had one more student teacher than the high treatment group.

The first section of this chapter presents each statement with a table showing the average response of the cooperating teachers toward the statement and that of the student teachers on the pre-test and post-test. The responses are shown as mean agreement on a continuum from one through five in the average response section of the table. The average range is 1.00 - 1.50 as strongly agree; 1.51 - 2.50 agree; 2.51 - 3.50 neutral; 3.51 - 4.50 disagree; 4.51 - 5.00 strongly disagree.

The changes by individual student teachers section of the tables indicate the number of individuals that changed their responses and the degree of change is indicated by points. The changes by individual student teachers are indicated as change toward or away from his cooperating teacher's response to that statement and not the average response of

the total cooperating teachers and do not represent average changes of the student teachers. The same response column indicates the number of student teachers that did not change their response from the pre-test to post-test. The change toward cooperating teacher response column indicates the number of student teachers who changed their responses toward the response of their cooperating teacher from pre-test to post-test and total points changed is a combination of the points changed toward and away from the cooperating teacher response.

Findings

Findings as presented in Table I indicate the cooperating teachers in the high treatment group disagreed with FFA radio and television programs being coordinated at the state level. The high treatment group teachers' average post-test response moved toward their cooperating teachers' expressed response which is also evidenced by one individual changing toward his cooperating teacher, one point. The medium treatment level of cooperating teachers were in agreement with the statement and their student teachers changed in the opposite direction. However, they remained in the neutral range. The table indicates that the student teachers changed more points away from the teachers response than the number of changes. The cooperating teachers in the low group were neutral about the statement. Their student teachers started out in the middle of the neutral range and moved slightly towards disagreement, which was in the opposite direction, but remained in the neutral range. The individual changes appear to contradict the above sentence but the student teachers who changed moved toward each of their cooperating teachers attitude, not the average.

TABLE I

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "FFA RADIO AND TELEVISION PROGRAMS SHOULD BE COORDINATED AT THE STATE LEVEL
 IN ORDER TO GIVE ALL CHAPTERS AN EQUAL OPPORTUNITY TO PARTICIPATE."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER	STUDENT TEACHER		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		PRE-TEST	POST-TEST		COOP. TEACHER		COOP. TEACHER			
					RESPONSE		RESPONSE			
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	NUMBER CHANGED	POINTS CHANGED
High	3.66	2.33	2.50	5	1	1	0	0	1	1
Medium	2.33	2.60	3.33	3	2	3	4	5	6	8
Low	.83	3.00	3.28	5	2	4	0	0	2	4

Participants in the study were asked to express their opinions about each FFA chapter being represented at the National FFA Convention every year. The mean response in Table II indicated the high and medium groups of cooperating teachers agreed with the statement. Their student teachers' attitude change was in the opposite direction as evidenced by the individual change section where all the change was away from cooperating teachers' response. The average student teacher response supported this, showing movement in the opposite direction although both groups were in the same range on post-test response. The low treatment group cooperating teachers' average response was neutral. The low treatment group of student teachers showed more individual change toward their cooperating teachers. However, the average post-test response was away from neutral toward agreement, but remaining in the neutral range. This is because the student teachers changed toward their individual cooperating teacher's response and do not reflect the average response in either direction.

As evidenced through findings presented in Table III the high and low groups of cooperating teachers disagreed with using summer trips to broaden the students' knowledge in fields such as art, music, literature and theater. The high treatment group of student teachers changed from 4.00 on pre-test to 3.66 on post-test, both of which are in the disagree range in measurement ranking in average results. This change was toward their cooperating teachers' average response and was supported by the individual changes shown in the change response section of the table. The low treatment group of student teachers scored 2.85 on pre-test and 3.00 on post-test. This change was very slightly in the direction of the cooperating teachers. The amount of change was supported by the individual changes in the change section

TABLE II

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "EACH CHAPTER SHOULD BE REPRESENTED AT THE NATIONAL FFA CONVENTION EVERY
 YEAR."

TREATMENT GROUP	AVERAGE RESPONSE				CHANGES BY INDIVIDUAL STUDENT TEACHERS					
	COOP. TEACHER	STUDENT	STUDENT	SAME RESPONSE	CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		TEACHER	TEACHER		COOP. TEACHER	COOP. TEACHER	COOP. TEACHER	COOP. TEACHER		
		PRE-TEST	POST-TEST		RESPONSE	RESPONSE	RESPONSE	RESPONSE	NUMBER CHANGED	POINTS CHANGED
High	1.66	1.33	2.00	4	0	0	2	2	2	2
Medium	1.66	1.55	1.77	6	0	0	3	4	3	4
Low	3.00	2.57	2.42	4	2	2	1	1	3	3

which showed two students changed in the direction of their teacher by three points and two students changed in the opposite direction by two points.

The medium treatment group of cooperating teachers average response was neutral. On the pre-test the student teachers' average response was in disagreement and on post-test changed slightly toward the neutral range but remained in the disagreement range. Their average change was toward their cooperating teachers' attitude but the table indicates that more individual changes were away from cooperating teachers' attitudes.

Data in Table IV indicate that the medium and low treatment groups of cooperating teachers strongly agreed, and the high treatment group agreed with placing more emphasis on the growth and development of individuals rather than on the monetary size at the time of application for the state farmer degree. The high treatment group student teachers' average pre-test and post-test response remained unchanged at 1.33 although two individuals changed two points toward their cooperating teachers' expressed attitude. This happened when the one student pre-test response was one and post-test response was two. The other student's pre-test response was two and post-test response was one. Both of the students moved in the direction of their cooperating teachers' response.

The medium group of student teachers started with average response of 1.88 and moved in the direction of their cooperating teachers, but remained in the agree range with 1.55. Their change was supported in the individual change column.

The low treatment group of student teachers' average response moved away from their cooperating teachers response with a pre-test

TABLE III

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "FFA SUMMER TRIPS SHOULD BE USED TO HELP BROADEN THE KNOWLEDGE IN SUCH FIELDS
 AS ART, MUSIC, LITERATURE AND THEATER."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS RESPONSE	COOP. TEACHER RESPONSE	POINTS RESPONSE		
									NO. CHNG.	POINTS CHNG.
High	3.66	4.00	3.66	3	3	4	0	0	3	4
Medium	3.00	3.66	3.55	5	1	1	3	3	4	4
Low	4.00	2.85	3.00	3	2	3	2	2	4	5

response of 1.85 and a post-test response of 2.42, although they remained in the agree range. This change was shown very clearly in the individual changes with two students changing four points away from their cooperating teachers and none changing toward them.

Inspection of findings shown in Table V revealed that the high treatment group of cooperating teachers evidently had no objection to being referred to as "FFA Teacher," but the medium treatment teachers strongly objected and the low treatment group was neutral. The high treatment group student teachers' average post-test response was in the direction of their cooperating teachers and was evidenced by individuals that changed toward their cooperating teacher response by one more point than those changing away. The medium treatment group student teachers changed in the direction of their cooperating teachers but remained in the neutral range on the post-test response.

The low treatment group had the most total changes with one toward and three away from the cooperating teacher's response. They also changed opposite direction from their teachers by three points. Their average pre-test response was in the neutral range and the change moved their average post-test response to disagree.

According to the data summarized in Table VI the medium and low level cooperating teachers felt it was better to operate on a modest FFA budget than have many fund raising activities or engage in soliciting donations as compared to the high group who responded with a neutral attitude. Student teachers in the low group who changed, all moved in the direction of their cooperating teachers. Although their average response stayed in the neutral range they moved from 3.42 on pre-test to 2.71 on the post-test.

TABLE IV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "STATE FARMER AWARDS SHOULD BE SCORED WITH MORE EMPHASIS ON THE GROWTH AND
 DEVELOPMENT OF INDIVIDUALS RATHER THAN ON THE MONETARY SIZE
 AT TIME OF APPLICATION."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER	STUDENT TEACHER		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		PRE-TEST	POST-TEST		COOP. TEACHER	COOP. TEACHER	COOP. TEACHER	COOP. TEACHER		
					RESPONSE	RESPONSE	RESPONSE	RESPONSE	NUMBER	POINTS
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	CHANGED	CHANGED
High	1.66	1.33	1.33	4	2	2	0	0	2	2
Medium	1.16	1.88	1.55	7	2	3	0	0	2	2
Low	1.33	1.85	2.42	5	0	0	2	4	2	4

TABLE V

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT
 "THE PRACTICE OF REFERRING TO THE VOCATIONAL AGRICULTURE TEACHER AS THE 'FFA
 TEACHER' IS UNDESIRABLE AND SHOULD BE DISCOURAGED."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	3.66	2.83	3.33	3	2	2	1	1	3	3
Medium	1.03	3.44	3.33	7	1	3	1	1	2	4
Low	2.66	3.14	3.57	3	1	2	3	5	4	7

The medium treatment group student teachers average post-test response moved toward their cooperating teachers' expressed attitude. As evidenced in the individual change section, they only moved one point away from their cooperating teachers while moving four points toward them.

Student teachers comprising the high treatment group's average response moved in the direction of their cooperating teachers' average response. Their average pre-test response was disagree and the post-test response changed to neutral which was their cooperating teacher's average response. The individual change section indicates they moved the same points away from as toward their cooperating teacher's responses, but again the student teachers' individual changes were either toward or away from their individual cooperating teachers' responses resulting in the apparently contradictory average change.

In order to assess the respondents' opinions regarding the urging of FFA members to become members of some judging team, Table VII was developed. The high and low treatment group of cooperating teachers were neutral about the statement and the medium treatment group agreed with it. The student teachers in the high treatment group changed away from their cooperating teachers' average expressed opinion between the pre-test and the post-test. The individual response section indicated three student teachers changed toward their cooperating teacher by three points, while none changed away from the cooperating teacher. The one-way changes in the direction of the cooperating teachers' response changed the mean attitude.

The post-test response of the student teachers in the medium treatment group changed away from their cooperating teachers' average response.

This was substantiated by the individual change section where the students changed one more point away from their cooperating teachers than toward them.

The low treatment group pre-test response was in the neutral range along with their cooperating teachers but the change in post-test response put them in the top part of the agree range. The changes in the individual change section show one student changed two points toward his cooperating teacher and one student changed four points away. These changes were in the direction indicated, but both were in favor of the statement.

Data presented in Table VIII indicated the high and medium treatment groups of cooperating teachers strongly agreed every advisor should feel a strong responsibility for contributing toward continuation of the recognition New Mexico has gained for FFA leadership. The low treatment group of cooperating teachers agreed.

The student teachers in the high and medium treatment groups changed the same number of points away as they did toward their cooperating teachers and there was no change in pre-test and post-test average response.

The low treatment group of student teachers changed slightly from pre-test response to post-test response in the direction of their cooperating teachers and the statement. The individual change section supported the post-test change as the students changed two more points toward, than away from their cooperating teachers.

Table IX contains the summary of the statement, "There is too much emphasis on quality in FFA livestock exhibits at county fairs." The medium treatment group of cooperating teachers disagreed with the state-

TABLE VI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "IT IS BETTER TO OPERATE ON A MODEST FFA BUDGET THAN TO BE INVOLVED IN MANY
 FUND RAISING ACTIVITIES OR TO EXTENSIVELY ENGAGE IN SOLICITING DONATIONS."

TREATMENT GROUP	AVERAGE RESPONSE				CHANGES BY INDIVIDUAL STUDENT TEACHERS					
	COOP. TEACHER	STUDENT	STUDENT	SAME RESPONSE	CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		TEACHER	TEACHER		COOP. TEACHER	COOP. TEACHER	COOP. TEACHER	COOP. TEACHER		
		PRE-TEST	POST-TEST		RESPONSE	RESPONSE	RESPONSE	RESPONSE	NUMBER	POINTS
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	CHANGED	CHANGED
High	3.33	3.66	3.00	2	2	3	2	3	4	6
Medium	1.83	2.88	2.77	6	2	4	1	1	3	5
Low	1.83	3.42	2.17	4	3	5	0	0	3	5

TABLE VII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "EVERY FFA MEMBER SHOULD BE STRONGLY URGED TO BECOME A MEMBER
 OF SOME JUDGING TEAM."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	2.66	2.33	2.16	3	3	3	0	0	3	3
Medium	1.66	2.22	2.33	4	2	2	3	3	5	5
Low	3.00	2.71	1.85	5	1	2	1	4	2	6

TABLE VIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "EVERY LOCAL ADVISOR OUGHT TO FEEL A STRONG RESPONSIBILITY FOR CONTRIBUTING
 TOWARD CONTINUATION OF THE RECOGNITION NEW MEXICO HAS GAINED FOR FFA LEADERSHIP."

TREATMENT GROUP	AVERAGE RESPONSE				CHANGES BY INDIVIDUAL STUDENT TEACHERS					
	COOP. TEACHER	STUDENT	STUDENT	SAME RESPONSE	CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		TEACHER	TEACHER		COOP. TEACHER		COOP. TEACHER			
		PRE-TEST	POST-TEST		RESPONSE	RESPONSE	RESPONSE	RESPONSE		
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	NUMBER CHANGED	POINTS CHANGED
High	1.00	1.50	1.50	4	1	1	1	1	2	2
Medium	1.16	1.66	1.66	6	2	2	1	2	3	4
Low	1.66	2.28	2.00	2	2	5	3	3	5	8

ment and the high and low treatment groups were neutral.

The medium treatment group of student teachers changed from strongly disagree on the pre-test to just agree on the post-test with a response of 3.88. This change was in the opposite direction of their cooperating teachers' average response. The individual change section supported this by showing the students changed away from the cooperating teachers by six more points than they changed toward the cooperating teachers.

The medium treatment group of student teachers also moved away from their cooperating teachers' response. Their change in response from pre-test to post-test was not out of the neutral range. They changed one more point away from their cooperating teachers' responses than they did toward them.

Student teachers in the high treatment group had the same post-test and pre-test response, indicating no change. Contrary to the average indication there were two students who changed one point each toward their cooperating teacher's response. An attempt to at least partially account for this unique situation would be to repeat the explanation previously given with regard to data shown in Table IV.

Inspection of Table X reveals the low treatment group of cooperating teachers strongly agree that "We should discourage taking FFA boys out of the vocational agriculture classes to clean up school buildings or grounds," while the high and medium group of teachers only agree. The low treatment group student teachers' average post-test response moved toward their cooperating teachers' expressed response. This was indicated by the individual change section showing them changing two more points in that direction. The student teachers in the medium treatment level changed from 2.00 on the pre-test to 1.77 on the post-test, both

TABLE IX

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THERE IS TOO MUCH EMPHASIS ON QUALITY IN FFA LIVESTOCK EXHIBITS AT COUNTY FAIRS."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS RESPONSE	COOP. TEACHER RESPONSE	POINTS RESPONSE		
High	3.00	4.50	4.50	4	2	2	0	0	2	2
Medium	4.33	4.55	3.88	3	1	1	5	7	6	8
Low	1.83	3.28	3.42	4	1	2	2	3	3	5

in the agree range, toward their cooperating teachers' average response. The reason the student teacher response changed more toward agreement than the average indicated was because the students who changed four points had cooperating teachers who happened to agree more with the statement than the average.

The student teachers in the high treatment group had an average response that agreed with the statement on the pretest and changed to neutral on the post-test which was in the opposite direction of their cooperating teachers' response. This was substantiated by the individual change section where they changed two more points away from their cooperating teachers' response than toward it.

It is shown in Table XI that cooperating teachers in the high treatment group disagreed that vocational agriculture grades should be determined independently of participation in FFA activities such as shows, contests, and committee work. Their student teachers changed from a neutral response on the pre-test to disagree on the post-test and this was confirmed in the individual change section where 100 percent moved 10 points in the direction of their cooperating teachers.

The cooperating teachers in the medium and low treatment group were neutral to the statement and their student teachers' average change in response from the pre-test to the post-test was in that direction. The medium group of student teachers changed 10 points in the direction of their cooperating teachers and only one away while the student teachers in the low group changed six points toward and one away.

Data revealed in Table XII indicated the cooperating teachers in the medium treatment group strongly disagreed that parents or other adults should care for the FFA member's livestock at fairs and shows to reduce

TABLE X

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "WE SHOULD DISCOURAGE TAKING FFA BOYS OUT OF THE VOCATIONAL AGRICULTURE
 CLASSES TO CLEAN UP SCHOOL BUILDINGS OR GROUNDS."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	1.66	2.16	2.83	2	2	2	2	4	4	6
Medium	2.16	2.00	1.77	6	3	4	0	0	3	4
Low	1.33	2.85	2.57	4	2	3	1	1	3	4

TABLE XI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "GRADES AWARDED VOCATIONAL AGRICULTURE STUDENTS SHOULD BE DETERMINED
 INDEPENDENTLY OF THE STUDENT'S PARTICIPATION IN FFA ACTIVITIES
 SUCH AS SHOWS, CONTESTS, AND COMMITTEE WORK."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS RESPONSE	COOP. TEACHER RESPONSE	POINTS RESPONSE		
High	4.33	2.66	3.66	0	6	10	0	0	6	10
Medium	3.33	2.66	2.77	3	5	10	1	1	6	11
Low	3.50	2.71	2.85	3	3	6	1	1	4	7

amount of time the student misses school. The medium treatment group of student teachers changed their average pre-test response of 4.11 toward their cooperating teachers' average response but still remained in the disagree range with a 4.33. Their individual change column also indicated they changed two points toward their cooperating teacher's response. The high and low group of cooperating teachers disagreed with the statement. The student teachers in the high treatment group changed their average response from a pre-test response of 4.66 to a post-test response of 4.50 toward their cooperating teachers' average response. This was contradicted by the individual changing one point away from his teacher, but his teacher's response was in contrast with the average teachers' response. The low treatment group of student teachers changed toward their cooperating teachers' average response by one more point toward than away from them. The pre-test response was 4.71 and the post-test response was 4.57.

The findings presented in Table XIII indicated the three groups of cooperating teachers disagree with raising the monetary requirement for the FFA degrees to stay in line with today's economic status. The student teachers in the high treatment group indicated in the average response of the pre-test that they were neutral with 3.16 and they changed away from the direction of their cooperating teachers on the post-test but still remained neutral with 2.83. The individual change column contradicted the average response section by indicating the student teachers changed two more points toward their cooperating teachers than away. These points were in the direction of their individual cooperating teacher's responses and not the average.

The medium treatment group of student teachers changed their re-

TABLE XII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "PARENTS OR OTHER ADULTS SHOULD CARE FOR LIVESTOCK OF FFA MEMBERS AT FAIRS AND
 SHOWS THUS REDUCING THE AMOUNT OF TIME THE STUDENT IS AWAY FROM SCHOOL."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER	STUDENT TEACHER		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		PRE-TEST	POST-TEST		COOP. TEACHER		COOP. TEACHER			
		RESPONSE	RESPONSE		RESPONSE	RESPONSE	NUMBER	POINTS		
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	CHANGED	CHANGED
High	3.66	4.66	4.50	5	0	0	1	1	1	1
Medium	4.83	4.11	4.33	7	2	2	0	0	2	2
Low	4.33	4.71	4.57	4	1	1	2	2	3	3

sponse from the pre-test to the post-test away from their cooperating teachers' average response. As in the high treatment group, their individual change section indicated that they changed more points toward their cooperating teachers than away. Again they changed toward their individual cooperating teacher's response and not the average.

The low treatment group changed their pre-test response from neutral to disagree which was in the direction of their cooperating teachers' average response. As with the other groups, their individual change section showed the reverse of the average response section by showing they changed one more point away from than toward their cooperating teachers.

According to data summarized in Table XIV the high treatment group of cooperating teachers disagreed with a mandatory attendance rule that every chapter be represented at the state FFA convention. This statement brought a neutral response from the low treatment group and a strongly agree response from the medium group. The high treatment group of student teachers changed their average response from the pre-test response of agree to the post-test response of neutral which was in the opposite direction from their cooperating teachers' average response. Their individual change section confirmed this change by indicating one more point away from, than toward their cooperating teacher.

The medium treatment group of student teachers changed their average pre-test response of 2.44 to the post-test response of 2.77 which was away from their cooperating teachers. Their individual changes substantiated their average response change by denoting the most points changed were away from their cooperating teacher.

The student teachers in the low treatment group changed their post-

TABLE XIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE MONETARY REQUIREMENT FOR THE FFA DEGREES SHOULD BE RAISED TO STAY IN LINE
 WITH TODAY'S ECONOMIC STATUS."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	3.66	3.16	2.83	2	2	4	2	2	4	6
Medium	3.66	3.44	3.00	2	5	7	2	3	7	10
Low	3.83	3.14	3.57	2	3	3	2	4	5	7

test response toward agreement with the statement which indicated they were changing away from their cooperating teachers. The individual change section revealed that all points changed were toward their cooperating teachers. This seems to be a contradiction but again these changes were toward individual cooperating teacher responses, not the average.

Data in Table XV indicated the cooperating teachers in the high and medium treatment groups disagree that some production agriculture teaching units should be changed to units that develop leadership since the typical boy enrolled in vocational agriculture and FFA does not return to the farm. The cooperating teachers in the low treatment group agreed with the statement.

The student teachers in the high treatment group changed their pre-test response from 3.00 to 2.33 which was in the opposite direction of the expressed views of their cooperating teachers. The individual change section indicated they changed two points in that direction.

The medium treatment group of student teachers changed their pre-test response from 2.77 to a post-test response of 3.44 which was in the direction of their cooperating teachers' average response. This change was supported in the individual change section where there were six more points changed in the direction of their cooperating teachers.

The student teachers in the low treatment group changed their pre-test response of 3.28 to a post-test response of 2.71 which was in the direction of their cooperating teachers' average response. As evidenced by the individual change section, there were more points changed away from their cooperating teachers' average response. Again this was because the students changed away from individual cooperating teacher

TABLE XIV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "IT SHOULD BE MANDATORY THAT EVERY CHAPTER IN NEW MEXICO IS REPRESENTED BY FOUR
 DELEGATES AT THE STATE FFA CONVENTION IN ALBUQUERQUE."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	4.00	2.50	2.33	3	1	1	2	2	3	3
Medium	1.50	2.44	2.77	3	2	2	4	5	6	7
Low	3.16	2.85	2.57	4	3	4	0	0	3	4

TABLE XV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "MANY TEACHING UNITS ON PRODUCTION AGRICULTURE SHOULD BE CHANGED TO UNITS THAT
 TEND TO 'DEVELOP LEADERSHIP' SINCE THE TYPICAL BOY IN VOCATIONAL AGRICULTURE
 AND FFA DOES NOT RETURN TO THE FARM."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER	STUDENT TEACHER		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		PRE-TEST	POST-TEST		COOP. TEACHER		COOP. TEACHER			
		RESPONSE	RESPONSE		RESPONSE	RESPONSE	NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.
High	4.33	3.00	2.33	2	1	1	3	3	4	4
Medium	4.00	2.77	3.44	2	5	8	2	2	7	10
Low	2.50	3.28	2.71	4	1	2	2	4	3	6

responses, not the average response.

Participants in the study were asked if they thought some advisors "push the pencil" to make up FFA activities in which their chapter did not participate when reporting. The response reported in Table XVI indicated the low treatment group of teachers strongly agreed and the high and medium group agreed. The student teachers in the high treatment group changed their pre-test response from 3.00 to a post-test response of 2.83 which was in the direction of their cooperating teachers' average response. The individual changes of three points toward their cooperating teachers and two away from them affirmed the average response change.

The student teachers in the low treatment group changed their response on the post-test indicating more disagreement with the statement and this was in the opposite direction of cooperating teachers. They also changed one more point away from their individual cooperating teachers than toward them.

Table XVII contains the summary of responses to "training potential winning FFA judging teams is a justifiable use of vocational agriculture class period on a more or less regular basis." The low treatment group of cooperating teachers disagreed with the statement and their student teachers changed from a pre-test response of 3.85 to a post-test response of 4.14. Although they stayed in the disagree range their direction on change was away from their cooperating teachers' average response. The individual change section appears to contradict the average response, showing two more points away from the cooperating teachers than points toward them. Again the student teachers who changed moved toward each of their cooperating teachers' attitude and not the average.

TABLE XVI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "IN REPORTING FFA ACTIVITIES TO THE STATE DEPARTMENT, SOME ADVISORS WILL
 'PUSH THE PENCIL' TO MAKE UP FOR SOME ACTIVITIES THEIR CHAPTER DIDN'T
 PARTICIPATE IN."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	2.66	3.00	2.83	3	2	3	1	2	3	5
Medium	2.50	2.77	2.33	6	2	3	1	1	3	4
Low	1.50	3.71	3.85	4	1	3	2	4	3	7

The high treatment group of cooperating teachers had a neutral average about the statement. Their student teachers changed their pre-test response of 2.66, which was the same as cooperating teacher, to 2.83 on post-test response. This indicates they moved away from their cooperating teachers and this is corroborated by the individual change section showing three more points change in that direction.

The medium treatment group of cooperating teachers agreed with the statement on the average. Their students changed in the opposite direction from the pre-test to the post-test response. Their average response change was supported in the individual change section where only one student changed toward his cooperating teacher and four students changed away from theirs.

As evidenced in Table XVIII all three groups of cooperating teachers strongly agreed it is the FFA advisor's responsibility to help keep the high image of the FFA by influencing the students to abide by the FFA Code of Ethics when on field trips or at shows, fairs, and contests. The high treatment group of student teachers remained unchanged from their average pre-test response to their post-test response. There were two students who changed their attitude, but one student changed toward his cooperating teacher by one point and the other student changed one point away from his cooperating teacher, keeping the average the same. The medium treatment group of student teachers changed from strongly agree on the pre-test to agree on the post-test which was in the opposite direction of their cooperating teachers. This change is strongly supported by the individual change section showing all changes away from the cooperating teacher.

The low treatment group of student teachers changed slightly away

TABLE XVII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "TRAINING POTENTIAL WINNING FFA JUDGING TEAMS IS A JUSTIFIABLE USE OF
 VOCATIONAL AGRICULTURE CLASS PERIOD ON A MORE OR LESS REGULAR BASIS."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	2.66	2.66	2.83	2	1	1	3	4	4	5
Medium	2.50	3.33	3.44	4	1	1	4	6	5	7
Low	3.66	3.85	4.14	3	2	2	2	4	4	6

from their cooperating teacher as indicated with a pre-test response of 1.42 and a post-test response of 1.57. The average response change is confirmed in the individual change section where one more point was changed away from the cooperating teachers' response than toward it.

It is shown in Table XIX that cooperating teachers in the medium treatment level disagree with limiting the extent of participation in FFA activities to avoid adverse effect on grades in other courses. The high treatment group of cooperating teachers were neutral but the low treatment group agreed with the statement.

The student teachers in medium treatment level changed their pre-test response of 2.66 to 2.77 on the post-test which was in the direction of their cooperating teachers' average response. The individual change section confirmed the direction of change by five points being changed toward the teachers and two away from them. The low treatment group of student teachers changed from a neutral response on their pre-test to agreement on the post-test which was in the direction of their cooperating teachers. This change was substantiated by two more points being toward the cooperating teachers in the individual change section.

The student teachers in the high treatment group changed their pre-test response of 3.00 to the post-test response of 2.66 indicating a change toward the cooperating teachers. The individual change section shows that two points were changed toward their cooperating teacher and two points away from their cooperating teacher. The student teachers again changed toward their individual teachers and not the average.

Data revealed in Table XX indicate the high treatment group of cooperating teachers strongly disagree with changing the name of the FFA to be more inclusive and properly encompass programs in areas other than

TABLE XVIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "IT IS THE ADVISORS RESPONSIBILITY TO HELP KEEP THE IMAGE OF THE FFA HIGH BY
 INFLUENCING THE STUDENTS TO ABIDE BY THE FFA CODE OF ETHICS WHEN THEY ARE
 ON FIELD TRIPS OR AT SHOWS, FAIRS, AND CONTESTS."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	1.00	1.16	1.16	4	1	1	1	1	2	2
Medium	1.00	1.11	1.66	5	0	0	4	5	4	5
Low	1.33	1.42	1.57	5	1	1	1	2	2	3

TABLE XIX

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE EXTENT OF PARTICIPATION IN FFA ACTIVITIES SHOULD BE LIMITED IN ORDER TO
 AVOID AN ADVERSE AFFECT UPON GRADES IN OTHER COURSES."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS RESPONSE	COOP. TEACHER RESPONSE	POINTS RESPONSE		
High	2.66	3.00	2.66	2	2	2	2	2	4	4
Medium	3.83	2.66	2.77	3	4	5	2	2	6	7
Low	1.83	2.71	2.42	2	3	4	2	2	4	6

agricultural production. The medium and low treatment level of cooperating teachers disagreed with the statement.

The student teachers in the high treatment group did not change their response from the pre-test to post-test remaining in the disagree range with 3.66. The individual change section showed there was equal change in points toward and away from the cooperating teachers by two individuals.

The medium treatment group of student teachers changed their average response from the pre-test 3.66 to a response of 4.11 on the post-test. This change was in the direction of their cooperating teachers' average response and is upheld in the individual change section where four more points were changed toward the cooperating teachers than away from.

The student teachers in the low treatment group changed their pre-test response of disagree to a post-test response of neutral. This change was away from their cooperating teachers and is supported by the individual change section showing two points changed toward their teacher and four points changed away from their cooperating teachers.

Inspection of Table XXI reveals the medium group of cooperating teachers strongly disagreed that money, family-influence and social position are essential for succeeding and becoming recognized in the FFA organization. Their student teachers' average response did not change from the pre-test to the post-test, remaining at 4.22. The individual change column indicated that three students changed five points toward their cooperating teachers and one student changed three points away from his cooperating teacher. Again, this was because the student teachers changed toward their individual cooperating teachers and not the average response.

TABLE XX

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE FFA SHOULD CHANGE ITS NAME TO ONE THAT WOULD BE MORE INCLUSIVE AND
 WOULD PROPERLY ENCOMPASS NEW PROGRAMS IN AREAS OTHER THAN AGRICULTURAL PRODUCTION."

TREATMENT GROUP	AVERAGE RESPONSE				CHANGES BY INDIVIDUAL STUDENT TEACHERS					
	COOP. TEACHER	STUDENT	STUDENT	SAME RESPONSE	CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		TEACHER	TEACHER		COOP. TEACHER		COOP. TEACHER			
		PRE-TEST	POST-TEST		RESPONSE		RESPONSE			
					NO.	POINTS	NO.	POINTS	NUMBER	POINTS
					CHNG.	CHNG.	CHNG.	CHNG.	CHANGED	CHANGED
High	4.66	3.66	3.66	4	1	1	1	1	2	2
Medium	4.33	3.66	4.11	5	2	6	2	2	4	8
Low	3.83	3.71	3.14	3	2	2	2	4	4	6

The high treatment group of cooperating teachers disagreed with the statement. On the pre-test their student teachers strongly disagreed and changed toward the cooperating teachers on the post-test by disagreeing. The individual change section indicates one student changed one point toward his cooperating teacher and two students changed two points away from their teacher. Again the student teachers changed toward or away from their individual cooperating teacher and not the average teacher response.

The cooperating teachers in the low treatment group had an average response of 3.50 concerning the statement. Their student teachers responded with a 3.42 on the pre-test and a 4.14 on the post-test indicating a change in the direction of and past their cooperating teachers' average response. The individual change section showed that more points were changed toward, than away from, the cooperating teachers.

In order to assess the respondents' overall opinions regarding "FFA activities in New Mexico are becoming so competitive they are presenting a 'win at all cost image,'" Table XXII was developed. The high treatment group of cooperating teachers disagreed with the statement. Their student teachers disagreed on the pre-test response and changed their attitude away from the cooperating teachers' average response to neutral on post-test. In the individual changes column the student teachers again moved toward their individual cooperating teachers' response, not the average, by indicating two more points were changed toward, than away from their cooperating teachers.

The low treatment group of cooperating teachers averaged 2.66 on responses concerning the statement and their student teachers pre-test response, also in neutral range, was 2.57. The student teachers changed

TABLE XXI

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "MONEY, FAMILY-INFLUENCE, AND SOCIAL POSITION ARE MOST ESSENTIAL FOR SUCCEEDING
 AND BECOMING RECOGNIZED IN THE FFA ORGANIZATION."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER	STUDENT TEACHER		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		PRE-TEST	POST-TEST		COOP. TEACHER	COOP. TEACHER	COOP. TEACHER	COOP. TEACHER		
					RESPONSE	RESPONSE	RESPONSE	RESPONSE	NUMBER	POINTS
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	CHANGED	CHANGED
High	4.00	4.83	4.33	3	1	1	2	2	3	3
Medium	4.66	4.22	4.22	5	3	5	1	3	4	8
Low	3.50	3.42	4.14	2	3	4	2	3	5	7

away from their cooperating teachers on the post-test by agreeing with the statement. The individual change section also points out a change in the direction of cooperating teachers agreeing with the average response.

Data presented in Table XXIII indicated the cooperating teachers in the low treatment group agreed that the school should provide a school farm to ensure all FFA members the opportunity to have a production project. Their student teachers changed attitude in this direction by responding with a 2.71 on the post-test compared to a pre-test response of 3.71. As indicated in the individual change section, 100 percent of the students that changed were in the direction of their cooperating teacher.

The medium group of cooperating teachers disagreed with the statement. Their student teachers changed from a pre-test response of 2.77 to a post-test response of 2.66 indicating the change away from the average cooperating teachers' response. The individual change section contradicted the average response in the direction of change indicating five points more change toward the expressed attitudes of individual cooperating teachers.

The high treatment group of cooperating teachers responded with an average response of neutral. Their student teachers changed their average response of neutral on the pre-test to agree on the post-test response. This change was away from their cooperating teachers. The change away from the cooperating teachers was supported in the individual change section where six points were changed away from and only one changed toward the cooperating teacher.

The findings as presented in Table XXIV indicated the medium treatment group of cooperating teachers agreed that school administrators have

TABLE XXII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "FFA ACTIVITIES IN NEW MEXICO ARE BECOMING SO COMPETITIVE THAT THE ORGANIZATION
 IS TENDING TO PRESENT A 'WIN AT ALL COSTS' IMAGE."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	3.66	3.66	3.00	2	3	4	1	2	4	6
Medium	3.50	3.22	3.11	4	3	3	2	2	5	5
Low	2.66	2.57	2.00	3	1	1	3	3	4	4

TABLE XXIII

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THE SCHOOL SHOULD PROVIDE A SCHOOL FARM TO ENSURE ALL FFA MEMBERS
 THE OPPORTUNITY TO HAVE A PRODUCTION PROJECT."

TREATMENT GROUP	AVERAGE RESPONSE				CHANGES BY INDIVIDUAL STUDENT TEACHERS					
	COOP. TEACHER	STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TEST	SAME RESPONSE	CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER		COOP. TEACHER			
					RESPONSE	RESPONSE	RESPONSE	RESPONSE		
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	NUMBER CHANGED	POINTS CHANGED
High	3.00	2.66	2.50	2	1	1	3	6	4	7
Medium	3.66	2.77	2.66	4	4	6	1	1	5	7
Low	1.66	3.71	2.71	3	4	7	0	0	4	4

little appreciation for the educational values gained when students miss school to participate in FFA fairs, shows, and contests. Their student teachers agreed with the statement on the pre-test (2.44) and changed to stronger agreement on the post-test (2.00) while remaining in the agree range. The change in average response was in the direction of the cooperating teachers and was supported by the individual change section showing more points changed toward the cooperating teachers.

The high treatment group of cooperating teachers' average response was neutral. The student teachers in the high group changed from agree on the pre-test to strongly agree on the post-test, making their direction of change away from the average teacher response. The individual change section indicates one student changed one point toward his cooperating teacher. Again this makes it appear that no change should have occurred but the student teachers changed toward their individual cooperating teacher's response and not the average.

The cooperating teachers in the low treatment group also had a neutral response about the statement. Their student teachers changed from a pre-test response of neutral, 2.57, to a post-test response of 2.28, making their change in the opposite direction from the groups average cooperating teachers' response. The individual change section showed more points changed toward cooperating teachers than away.

Data in Table XXV indicated the high and medium treatment groups agreed that school teachers have little appreciation for the educational values gained when students miss school to participate in FFA fairs, shows and contests. The low treatment group of cooperating teachers had a neutral average response to the statement.

Student teachers in the high treatment group changed their average

TABLE XXIV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THERE IS TOO LITTLE APPRECIATION AMONG SCHOOL ADMINISTRATORS FOR THE EDUCATIONAL
 VALUES GAINED WHEN STUDENTS MISS SCHOOL TO PARTICIPATE IN FFA FAIRS, SHOWS,
 AND CONTESTS."

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER PRE-TEST	STUDENT TEACHER POST-TESTS		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
					COOP. TEACHER RESPONSE	POINTS CHNG.	COOP. TEACHER RESPONSE	POINTS CHNG.		
High	3.33	1.83	1.50	4	1	1	1	1	2	2
Medium	2.33	2.44	2.00	4	4	8	1	1	5	9
Low	3.00	2.57	2.28	3	3	4	1	1	4	5

response from agree on the pretest to strongly agree on the post-test. The change was in stronger agreement than their cooperating teachers. The individual change section showed an equal number of points changed toward their cooperating teachers than changed away. This again indicated the students changed toward their individual cooperating teacher and not toward the average.

The student teachers in the medium treatment group changed their response from a pre-test response of 2.33 to a post-test response of 1.77. This change was in the opposite direction of their cooperating teachers' response. The individual change section showed the opposite change as all points changed were in the direction of the cooperating teacher. It was interesting to note that six of the points changed were in favor of the statement and no one opposed. The individual change section did not consider the average, only the direction the individual student changed as compared to his individual cooperating teacher.

The student teachers in the low treatment group changed their pre-test response from 2.00 to 2.42 on the post-test which was in the direction of their cooperating teachers' average response. The average response change was supported by the individual change section where more points were changed toward their cooperating teacher than away from him.

Data in Table XVI indicate the number of student teacher response changes and the percent of response changes in each category. The low treatment group had the lowest percent of same response which gives them the highest percent of change with 50.3 percent change. In their change they changed more toward their cooperating teachers' responses with 27.4 percent. However, this percent change toward the cooperating teachers was the lowest of the three groups. The change away from their coopera-

TABLE XXV

AVERAGE RESPONSE AND CHANGE IN STUDENT TEACHER RESPONSE REGARDING THE STATEMENT:
 "THERE IS TOO LITTLE APPRECIATION AMONG SCHOOL TEACHERS FOR THE EDUCATIONAL
 VALUES GAINED WHEN STUDENTS MISS SCHOOL TO PARTICIPATE IN FFA FAIRS, SHOWS,
 AND CONTESTS

TREATMENT GROUP	COOP. TEACHER	AVERAGE RESPONSE		SAME RESPONSE	CHANGES BY INDIVIDUAL STUDENT TEACHERS					
		STUDENT TEACHER	STUDENT TEACHER		CHANGE TOWARD		CHANGE AWAY FROM		TOTAL CHANGE	
		PRE-TEST	POST-TEST		COOP. TEACHER		COOP. TEACHER			
					RESPONSE	RESPONSE	RESPONSE	RESPONSE		
					NO. CHNG.	POINTS CHNG.	NO. CHNG.	POINTS CHNG.	NUMBER CHANGED	POINTS CHANGED
High	2.33	1.83	1.50	4	1	1	1	1	2	2
Medium	2.50	2.33	1.77	5	4	7	0	0	4	7
Low	2.66	2.00	2.42	3	3	4	1	1	4	5

ting teachers' was the highest percent of all three groups with a 22.9 percent.

The medium treatment group of student teachers had the highest percentage of the same response. Of their change they changed toward their cooperating teachers' response with 27.6 percent. Their change away from their cooperating teachers' response was the lowest of the three groups with 21.3 percent.

The high treatment group of student teachers' percent of same response and change away from their cooperating teachers were between the other two groups. They had the highest percentage of change toward their cooperating teachers' with 28 percent.

These results indicate the low treatment group changed more than the other groups. It shows they changed more toward their cooperating teachers than away; however, they also changed more away from their cooperating teachers than the other student teachers. These results also indicate the high treatment group of student teachers were less likely to change their attitude than the low treatment group, but when they did change, it was in the direction of the cooperating teacher. The medium treatment group changed least of the three groups, but again changed predominantly toward their cooperating teachers' attitudes. All three treatment groups changed more toward their cooperating teachers' attitudes than away from them.

Data revealed in Table XXVII indicates the average amount of change in response of the student teachers from the pre-test to the post-test and the points these averages were derived from. The low treatment group had the highest average total change of the three groups. They averaged changing 19.3 points per student as compared to 17.3 for the

medium group and 15.5 for the high group. Their average change toward the cooperating teachers was 10.1 points and 9.1 points away from the cooperating teachers. This indicates they changed more towards their cooperating teachers; however, they changed more away from their cooperating teacher than the other two groups. Their change toward the cooperating teacher was between the other two groups.

The high treatment group averaged changing 15.5 points from the pre-test to the post-test which was the lowest of the three groups. They averaged changing 8.7 points towards their cooperating teacher and 6.8 points away from the cooperating teacher. They changed more toward their cooperating teachers' attitudes than away from them, but they changed toward the cooperating teacher by less points than the other two groups. Their change away from the cooperating teachers was only one-tenth of a point more than the low treatment group who had the smallest change with 6.7 points.

The low treatment group was in the middle of the average total change as compared to the other groups. They had the highest average point change toward their cooperating teachers of all three groups by averaging 10.7 points in that direction.

The data in Table XXVII confirms the findings in Table XXVI, that when students change the trend is toward their cooperating teachers' attitude even though there is quite a bit of change in the opposite direction. This reveals the cooperating teachers' influence on the student teachers' attitudes. In analyzing the two tables the only difference appears to be caused by the high treatment group. Their change toward the cooperating teachers' attitude was the highest

percent of all three groups but their average point change in that direction was the lowest of all three groups. This indicates that their number of changes toward their cooperating teachers' attitude was greatest, but the amount they changed in that direction was the least of the groups.

TABLE XXVI
NUMBER AND PERCENT OF CHANGES IN STUDENT TEACHER RESPONSE
CONCERNING FFA ACTIVITIES

TREATMENT GROUP	SAME RESPONSE		CHANGE TOWARD COOPERATING TEACHER RESP.		CHNG. AWAY FROM COOPERATING TEACHER RESP.		TOTAL CHANGE		TOTAL RESPONSE	
	No.	%	No.	%	No.	%	No.	%	No.	%
High	76	50.6	42	28.0	32	21.4	74	49.4	150	100.0
Medium	115	51.1	62	27.6	48	21.3	110	48.9	225	100.0
Low	87	49.7	48	27.4	40	22.9	88	50.3	175	100.0

TABLE XXVII
AMOUNT OF CHANGE IN STUDENT TEACHER RESPONSE CONCERNING FFA ACTIVITIES

TREATMENT GROUP	CHANGE TOWARD COOPERATING TEACHER RESPONSE		CHANGE AWAY FROM COOPERATING TEACHER RESPONSE		TOTAL CHANGE	
	TOTAL POINTS	AVERAGE POINTS	TOTAL POINTS	AVERAGE POINTS	TOTAL POINTS	AVERAGE POINTS
High (6)	52	8.7	41	6.8	93	15.5
Medium(9)	96	10.7	60	6.7	156	17.3
Low (7)	71	10.1	64	9.1	135	19.3

The Dogmatism scale was developed by Rokeach to measure the open-mindedness and closed-mindedness of individuals. Lower dogmatism scores indicate open-mindedness, therefore those students with lower scores should exhibit more change than those with higher scores, which indicates more closed-mindedness. The scores for the student teachers ranged from 109 to 201 with a mean score of 153 as Table XXVIII indicates. The individuals who scored 109 to 153 should have changed more than those who scored 153 to 201. As indicated in Table XXVIII the students with higher dogmatism scores have as high a number of changes as the students with lower scores. The average number of changes per student below the mean was 12.36 and the average number of changes above the mean was 12.27. This indicates the group below the mean changed slightly more. However, the average points changed per student below the mean was 17.27 and the average points changed per student above the mean was 17.63 which indicated the group above the mean changed slightly more. Therefore this data indicates there was no relationship between the dogmatism scores and change in attitude.

TABLE XXVIII
COMPARISON OF RESPONSE CHANGE TO DOGMATISM SCORES

STUDENT NO.	DOGMATISM SCORES	SAME RESP.	CHNG. TOWARD COOP.		CHNG. AWAY FROM COOP.		TOTAL CHANGE	
			TEACHER NO.	RESP. POINTS	TEACHER NO.	RESP. POINTS	NO.	POINTS
1	201	15	6	8	4	6	10	14
2	190	7	9	15	9	18	18	33
3	189	12	6	9	7	10	13	19

TABLE XXVIII (Continued)

STUDENT NO.	DOGMATISM SCORES	SAME RESP.	CHNG. TOWARD COOP.		CHNG. AWAY FROM COOP.		TOTAL CHANGE	
			TEACHER NO.	RESP. POINTS	TEACHER NO.	RESP. POINTS	NO.	POINTS
4	185	11	9	11	5	8	14	19
5	175	9	11	20	5	5	15	25
6	173	14	6	11	5	6	11	16
7	171	14	6	7	5	6	11	13
8	165	15	5	9	5	6	10	15
9	164	17	5	7	3	3	8	10
10	159	10	6	8	9	11	15	19
11	158	15	4	5	6	6	10	11
12	148	15	5	7	5	5	10	12
13	147	8	6	8	11	15	17	23
14	139	16	7	10	2	3	9	13
15	139	13	5	6	7	9	12	15
16	135	11	6	9	8	16	14	25
17	135	13	9	13	3	3	12	16
18	134	14	7	10	4	4	11	14
19	122	11	8	9	6	10	14	19
20	120	16	5	6	4	8	9	14
21	116	13	8	15	4	5	12	20
22	109	9	13	16	3	3	16	19

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

The main purpose of this study was to measure the change in attitude of the 32 student teachers of vocational agriculture in New Mexico toward FFA activities during their student teaching experience.

Summary

The student teachers were administered a 25 statement attitude scale at the beginning of their student teaching as a pre-test. The 25 statement scale was designed to cover all activities in which FFA chapters participate. After the student teachers returned to campus they were administered the same attitude scale as a post-test. Their change in response from pre-test to post-test was considered their attitude change. The cooperating teachers were sent the same attitude scale after the student teachers had completed their student teaching experience.

A chart was set up where the change in student teacher responses could be compared to their cooperating teachers' responses. From this chart the amount and direction of change was derived.

The teaching centers were categorized into three activity levels, high, medium, and low, by the teacher trainers at New Mexico State University and the New Mexico State Supervisor of Vocational Agriculture. The individuals in these centers were categorized on the chart.

At the same time the student teachers filled out the post-test they were given the Rokeach Dogmatism Scale. The dogmatism scores were compared to the number of changes in attitude to ascertain if there was any correlation.

The individual statements were presented and discussed in Chapter IV to give the readers an overall view of each group's opinion toward each statement and the amount, number and direction of the student teacher change.

Conclusions

Based upon an analysis of data collated, analyzed and presented in this study, certain conclusions can be suggested about the attitude change that took place during the student teaching experience. The major conclusions obtained in this study are presented as follows:

1. There was definitely a change in attitude during the student teaching experience and the cooperating teachers definitely did exert an influence on the student teachers.

2. Attitude changes that occurred were more toward than away from the cooperating teachers attitude patterns. This indicates the student teachers were influenced by their cooperating teachers enough to change their attitude toward them.

3. The student teachers in the low treatment group changed their attitude more than the other two groups. This change was indicated by both percent and amount of change. Although they changed their attitude more toward the cooperating teacher, their attitude change away from the cooperating teacher was the greatest of the three groups. The connotation of this could mean the student teachers were given more chances to

do things on their own and they saw ways to improve.

4. The student teachers in the high treatment group changed more times toward their cooperating teachers but they also changed the least points toward them. It could mean the cooperating teachers had such strong opinions the student teachers did not have the opportunity to experiment and make up their own minds.

5. The medium treatment group changed their total attitude the least of all three groups in terms of percent of change and ranked between the other two groups in amount of change. However, they changed the greatest amount of the three groups toward their cooperating teachers' attitudes. This could suggest the student teachers were given more opportunities to try out their own ideas but were more receptive to their cooperating teacher's opinions.

6. It is evident that there was a difference in the overall attitude change patterns between the treatment groups; however, as can be seen in Tables XXVI and XXVII, there were only minute differences between the high, medium and low treatment groups in their percent of attitude changes toward the cooperating teachers. This supports the conclusions that the attitudes of student teachers change toward their cooperating teachers' attitudes. This also indicates that no treatment group of cooperating teachers influenced their student teachers more than any other to change toward their attitude.

7. Further analysis of Tables XXVI and XXVII indicate the medium and low treatment groups' amounts of attitude change were also very close. The high and medium groups' percent of changes and amount of change both away from the cooperating teachers' attitudes were very

close. These findings both support the similarity of the changes of the different treatment groups. There really appeared to be no patterning which could be attributed to the treatment levels of FFA activities of the different student teaching centers.

8. There was no difference in attitude change between the student teachers who had low dogmatism scores and the students that had high dogmatism scores which indicated that, in this case at least, there was no relationship between dogmatism and change.

Recommendations

The author feels that more studies need to be made concerning the attitude change of student teachers. These studies need to cover the total vocational agriculture program before conclusions are drawn about the selection of student teaching centers. The author believes that no one phase of the program is indicative of the total program. This study has shown that the students do change their attitude about participation in FFA activities toward their cooperating teachers' attitude, but it does not reveal the influence the total program had on these changes.

Future studies need to utilize larger samples and it would be beneficial if follow-up studies could be made after the student teachers had taught a few years to determine if their programs support the attitude changes found after student teaching.

The author suggests the following recommendations based on the results of the study:

1. To continue the present method of selecting the student teacher centers realizing the cooperating teachers do influence student teachers' attitudes concerning participation in FFA activities.

2. To continue the present method of assigning the student teachers to the training centers again realizing the cooperating teachers do influence the student teachers' attitudes concerning participation in FFA activities.

3. Any future studies of this nature cover at least a two year period and the attitude scale be devised with positive and negative statements.

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APPENDIX A

Mr. (Cooperating Teacher)
Vocational Agriculture Instructor
_____, New Mexico

Dear _____:

The problems in selecting student teaching centers for the Agricultural Education Department is a very important decision that must be reached each year at New Mexico State. The more information obtained, hopefully, the easier it will be to make this decision. The decision to do my Master's research over the attitudinal change of student teachers was to give the Agricultural Education Department some of this information to help in making their selections. Dr. Wagley and Dr. Noland have given their support and they are helping administer the test to the student teachers.

This research is dealing with attitude change of student teachers concerning FFA activities. The object is to see if the student teachers change their attitude toward the views of their cooperating teachers after they have done their student teaching.

The opinionnaire enclosed is to get your opinion on some of the activities in order that we can compare your opinion with that of the student teachers. Your answers will be confidential and I will be the only one to see your opinionnaire. The only reason for the names is to connect your attitude with that of your student teachers. Numbers will be used in the study to identify teachers and student teachers.

Please fill out the opinionnaire and return it as soon as possible. Your cooperation in this matter will be greatly appreciated.

Sincerely,

Gary W. Updyke
Graduate Student

GWU:sl

Enclosure

March 9, 1971

TO: STUDENT TEACHERS

FROM: Dr. Leon A. Wagley
Professor and Head
Agricultural & Extension Education
New Mexico State University
Las Cruces, New Mexico 88001

SUBJECT: Research Study on Attitude Changes of Student Teachers
in Agricultural Education

A research study is being conducted dealing with the attitude changes of student teachers in agricultural education. This study would be beneficial in selecting future student teaching centers. The study is being conducted by Gary W. Updyke, the former vocational agriculture teacher at Floyd and assistant state supervisor. This research is being done at Oklahoma State University in the agricultural education department.

The study has the approval of the Departments of Agricultural Education at Oklahoma State University and New Mexico State University.

Answer these statements exactly the way you feel about them. Your complete honesty is very important in the validity of the study. The directions for answering the statements are at the top of the opinionnaire. It would be greatly appreciated if you would complete the enclosed opinionnaire and return it to me as quickly as possible.

Your assistance is greatly appreciated.

OPINIONNAIRE

NATURE AND SCOPE OF APPROPRIATE FFA ACTIVITIES

NAME _____

Please respond to each of the following statements by circling the response that most nearly expresses your feelings on each individual statement.

SA-Strongly Agree
 A-Agree
 N-Neutral
 D-Disagree
 SD-Strongly Disagree

1. FFA radio and television programs should be coordinated at the state level in order to give all chapters an equal opportunity to participate. SA A N D SD
2. Each chapter should be represented at the National FFA Convention every year. SA A N D SD
3. FFA summer trips should be used to help broaden the knowledge in such fields as art, music literature and theater. SA A N D SD
4. State Farmer awards should be scored with more emphasis on the growth and development of individuals rather than on the monetary size at time of application. SA A N D SD
5. The practice of referring to the vocational agriculture teacher as the "FFA teacher" is undesirable and should be discouraged. SA A N D SD
6. It is better to operate on a modest FFA budget than to be involved in many fund raising activities or to extensively engage in soliciting donations. SA A N D SD
7. Every FFA member should be strongly urged to become a member of some judging team. SA A N D SD
8. Every local advisor ought to feel a strong responsibility for contributing toward continuation of the recognition New Mexico has gained for FFA leadership. SA A N D SD
9. There is too much emphasis on quality in FFA livestock exhibits at county fairs. SA A N D SD

10. We should discourage taking FFA boys out of the vocational agriculture classes to clean up school buildings or grounds. SA A N D SD
11. Grades awarded vocational agriculture students should be determined independently of the student's participation in FFA activities such as shows, contests, and committee work. SA A N D SD
12. Parents or other adults should care for livestock of FFA members at fairs and shows thus reducing the amount of time the student is away from school. SA A N D SD
13. The monetary requirement for the FFA degrees should be raised to stay in line with today's economic status. SA A N D SD
14. It should be mandatory that every chapter in New Mexico is represented by four delegates at the State FFA Convention in Albuquerque. SA A N D SD
15. Many teaching units on production agriculture should be changed to units that tend to "develop leadership" since the typical boy in vocational agriculture and FFA does not return to the farm. SA A N D SD
16. In reporting FFA activities to the State Department, some advisors will "push the pencil" to make up for some activities their chapter didn't participate in. SA A N D SD
17. Training potential winning FFA judging teams is a justifiable use of vocational agriculture class periods on a more or less regular basis. SA A N D SD
18. It is the advisors responsibility to help keep the image of the FFA high by influencing the students to abide by the FFA Code of Ethics when they are on field trips or at shows, fairs, and contests. SA A N D SD
19. The extent of participation in FFA activities should be limited in order to avoid an adverse affect upon grades in other courses. SA A N D SD
20. The FFA should change its name to one that would be more inclusive and would properly encompass new programs in areas other than agricultural production. SA A N D SD

21. Money, family-influence, and social position are most essential for succeeding and becoming recognized in the FFA organization. SA A N D SD
22. FFA activities in New Mexico are becoming so competitive that the organization is tending to present a "win at all costs" image. SA A N D SD
23. The school should provide a school farm to ensure all FFA members the opportunity to have a production project. SA A N D SD
24. There is too little appreciation among school administrators for the educational values gained when students miss school to participate in FFA fairs, shows, and contests. SA A N D SD
25. There is too little appreciation among school teachers for the educational values gained when students miss school to participate in FFA fairs, shows, and contests. SA A N D SD

APPENDIX B

OPINION POLL

Birth Date _____

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others: whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I Agree a Little

-1: I Disagree a Little

+2: I Agree on the Whole

-2: I Disagree on the Whole

+3: I Agree Very Much

-3: I Disagree Very Much

- _____ 1. The United States and Russia have just about nothing in common.
- _____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
- _____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
- _____ 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

- ___ 5. Man on his own is a helpless and miserable creature.
- ___ 6. Fundamentally, the world we live in is a pretty lonesome place.
- ___ 7. Most people just don't give a "damn" for others.
- ___ 8. I'd like it if I could find someone who would tell me how to solve my personal problems.
- ___ 9. It is only natural for a person to be rather fearful of the future.
- ___ 10. There is so much to be done and so little time to do it in.
- ___ 11. Once I get wound up in a heated discussion I just can't stop.
- ___ 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
- ___ 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
- ___ 14. It is better to be a dead hero than to be a live coward.
- ___ 15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespear.
- ___ 16. The main thing in life is for a person to want to do something important.
- ___ 27. If given the chance I would do something of great benefit to the world.
- ___ 18. In the history of mankind there have probably been just a handful of really great thinkers.
- ___ 19. There are a number of people I have come to hate because of the things they stand for.
- ___ 20. A man who does not believe in some great cause has not really lived.

- ___ 21. It is only when a person devotes himself to an idea or cause that life becomes meaningful.
- ___ 22. Of all the different philosophies which exist in this world there is probably only one which is correct.
- ___ 23. A person who gets enthusiastic about too many causes is likely to be a "wishy-washy" sort of person.
- ___ 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
- ___ 25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
- ___ 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
- ___ 27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
- ___ 28. In times like these, it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
- ___ 29. A group which tolerates too much difference of opinion among its own members cannot exist for long.
- ___ 30. There are two kinds of people in this world: those who care for the truth and those who are against the truth.
- ___ 31. My blood boils whenever a person stubbornly refuses to admit he's wrong.
- ___ 32. A person who thinks primarily of his own happiness is beneath contempt.

- ___ 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
- ___ 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
- ___ 35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinion of those one respects.
- ___ 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
- ___ 37. The present is all too often full of unhappiness. It is only the future that counts.
- ___ 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."
- ___ 39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
- ___ 40. Most people just don't know what's good for them.

VITA

Gary Wade Updyke

Candidate for the Degree of

Master of Science

Thesis: THE ATTITUDE CHANGES OF STUDENT TEACHERS IN AGRICULTURAL
EDUCATION AT NEW MEXICO STATE UNIVERSITY DURING STUDENT
TEACHING

Major Field: Agricultural Education

Biographical:

Personal Data: Born at Vici, Oklahoma, December 1, 1938, the last
of two sons of Loitz G. and Florence E. Updyke.

Education: Graduated from Vici High School, Vici, Oklahoma, in
May 1956; attended Southwest State College, Weatherford, Okla-
homa from August 1956 to January 1957; attended Oklahoma State
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April 1958; received Associate of Science Degree from Northern
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Bachelor of Science degree from Oklahoma State University,
with a major in Animal Science, in January 1967; completing
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1971.

Professional Experience: Vocational Agriculture Instructor at Floyd
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Assistant State Supervisor of Vocational Agricultural Educa-
tion, Santa Fe, New Mexico.

Organizations: Member of New Mexico Vocational Agriculture Teachers
Association, National Vocational Agriculture Teachers Associa-
tion, American Vocational Association, National Association
Supervisors of Agricultural Education, Phi Delta Kappa.