AN ABSTRACT OF THE THESIS OF

JOHN HERYFORD AHLSTROM for the MASTER OF EDUCATION
(Name) (Degree)
in AGRICULTURAL EDUCATION presented on 3/18/67
(Major) (Date)

Title: COORDINATING JUNIOR AND SENIOR HIGH SCHOOL VOCATIONAL AGRICULTURE PROGRAMS

Abstract approved: Redacted for privacy

Philip B. Davis

The purpose of this study was to suggest ways that the Agriculture programs offered by the two school districts in Josephine County, Oregon can be coordinated.

A survey questionnaire was given to all students enrolled in vocational agriculture courses at the senior high school and a personal interview survey was made of twelve staff members employed in the two school districts.

An analysis of the information revealed the following: 1. That a vo-ag teacher-coordinator be jointly hired by the two school districts. 2. That joint meetings of administrators, counselors, and vocational agriculture teachers from both districts and the agricultural advisory council be held to plan, evaluate, and coordinate all aspects of the vocational agriculture programs. 3. That a survey be made to determine the needs of the community relative to the
vocational agriculture program. 4. That the vo-ag program be expanded to include ninth grade programs at two additional junior high schools. 5. That written policies pertaining to the vocational agriculture program be submitted to and approved by the school boards of both districts. 6. That all school personnel in both school districts involved in the vocational agriculture program work together in any way possible to promote mutual understanding and agreement.
Coordinating Junior and Senior High School Vocational Agriculture Programs

by

John Heryford Ahlstrom

A THESIS

submitted to

Oregon State University

in partial fulfillment of the requirements for the degree of

Master of Education

June 1969
APPROVED:

Redacted for privacy
Professor and Head of Department of Agriculture Education
in charge of major

Redacted for privacy
Dean of Graduate School

Date thesis is presented ________________ March 18, 1969

Typed by Donna L. Olson for ________________ John Heryford Ahlstrom
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>3</td>
</tr>
<tr>
<td>Research Procedure</td>
<td>3</td>
</tr>
<tr>
<td>Limitations</td>
<td>6</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>7</td>
</tr>
<tr>
<td>Background</td>
<td>12</td>
</tr>
<tr>
<td>Current Situation</td>
<td>13</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>18</td>
</tr>
<tr>
<td>Importance of Agriculture</td>
<td>18</td>
</tr>
<tr>
<td>Responsibility of Education</td>
<td>21</td>
</tr>
<tr>
<td>Value of Education in Agriculture</td>
<td>24</td>
</tr>
<tr>
<td>Need for Coordinating the Agriculture Program</td>
<td>26</td>
</tr>
<tr>
<td>Subject Matter</td>
<td>27</td>
</tr>
<tr>
<td>Leadership Activities</td>
<td>28</td>
</tr>
<tr>
<td>Facilities</td>
<td>29</td>
</tr>
<tr>
<td>Summer Program</td>
<td>31</td>
</tr>
<tr>
<td>Administration</td>
<td>32</td>
</tr>
<tr>
<td>III. FINDINGS</td>
<td>39</td>
</tr>
<tr>
<td>Student Survey</td>
<td>39</td>
</tr>
<tr>
<td>Where Vo-Ag Students Attended Ninth Grade</td>
<td>41</td>
</tr>
<tr>
<td>Source of Vo-Ag Students by School District Based on Ninth Grade Enrollment</td>
<td>41</td>
</tr>
<tr>
<td>Where Vo-Ag Students Obtained Ag I Instruction</td>
<td>41</td>
</tr>
<tr>
<td>Why Ag I was Not Taken and Would Students Enroll</td>
<td>43</td>
</tr>
<tr>
<td>Student Interest in Vo-Ag Courses</td>
<td>43</td>
</tr>
<tr>
<td>Student Activity Participation</td>
<td>45</td>
</tr>
<tr>
<td>Staff Survey</td>
<td>45</td>
</tr>
<tr>
<td>Staff Familiarity with Vo-Ag Program</td>
<td>48</td>
</tr>
<tr>
<td>Who Should Take Vo-Ag</td>
<td>49</td>
</tr>
<tr>
<td>Need to Coordinate Program</td>
<td>49</td>
</tr>
<tr>
<td>Value in Having Agricultural Advisory Councils</td>
<td>51</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Suggested Council Activities</td>
<td>51</td>
</tr>
<tr>
<td>Suggestions for Determining What Should Be Taught</td>
<td>52</td>
</tr>
<tr>
<td>Vo-Ag Student Participation in FFA Activities</td>
<td>53</td>
</tr>
<tr>
<td>Senior High School FFA Members Help</td>
<td>53</td>
</tr>
<tr>
<td>Junior High School FFA Members</td>
<td>53</td>
</tr>
<tr>
<td>Joint Use of Land Lab and School Forest</td>
<td>54</td>
</tr>
<tr>
<td>Problems in Use of Land Lab and School Forest</td>
<td>55</td>
</tr>
<tr>
<td>Should Facilities, Teaching Materials and Aids, and Equipment be Shared</td>
<td>57</td>
</tr>
<tr>
<td>Problems with Sharing Facilities, Teaching Materials and Aids, and Equipment</td>
<td>57</td>
</tr>
<tr>
<td>The Teacher as a Part in the Counseling Program</td>
<td>59</td>
</tr>
<tr>
<td>The Vo-Ag Instructor's Role in Selecting Students</td>
<td>60</td>
</tr>
<tr>
<td>The Vo-Ag Teacher's Job During the Summer Months</td>
<td>61</td>
</tr>
<tr>
<td>Reciprocal Supervision of Vo-Ag Students by Vo-Ag Instructors During the Summer</td>
<td>62</td>
</tr>
<tr>
<td>Problems Resulting from Reciprocal Supervision of Students</td>
<td>63</td>
</tr>
<tr>
<td>Need for Information about Vo-Ag Programs in Both Districts</td>
<td>64</td>
</tr>
<tr>
<td>Proposal</td>
<td>66</td>
</tr>
<tr>
<td>Subject Matter</td>
<td>66</td>
</tr>
<tr>
<td>Leadership Activities</td>
<td>68</td>
</tr>
<tr>
<td>Facilities</td>
<td>69</td>
</tr>
<tr>
<td>Summer Program</td>
<td>72</td>
</tr>
<tr>
<td>Administration</td>
<td>74</td>
</tr>
<tr>
<td>Superintendents</td>
<td>74</td>
</tr>
<tr>
<td>Principals</td>
<td>76</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>77</td>
</tr>
<tr>
<td>Advisory Council</td>
<td>79</td>
</tr>
</tbody>
</table>

IV. SUMMARY AND RECOMMENDATIONS

Summary
Recommendations

BIBLIOGRAPHY

APPENDIX
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Questionnaire Returns by Class.</td>
<td>39</td>
</tr>
<tr>
<td>II.</td>
<td>Where Vo-Ag Students Attended Ninth Grade.</td>
<td>40</td>
</tr>
<tr>
<td>III.</td>
<td>Source of Vo-Ag Students by School District Based on Ninth Grade Enrollment</td>
<td>41</td>
</tr>
<tr>
<td>IV.</td>
<td>Where Vo-Ag Students Obtained Ag I Instruction</td>
<td>42</td>
</tr>
<tr>
<td>V.</td>
<td>Why Ag I Was Not Taken and Would Students Enroll.</td>
<td>44</td>
</tr>
<tr>
<td>VI.</td>
<td>Student Interest in Vo-Ag Courses</td>
<td>46</td>
</tr>
<tr>
<td>VII.</td>
<td>Student Activity Participation.</td>
<td>47</td>
</tr>
<tr>
<td>VIII.</td>
<td>Staff Familiarity with Vo-Ag Program.</td>
<td>49</td>
</tr>
<tr>
<td>IX.</td>
<td>Joint Use of Land Lab and School Forest.</td>
<td>55</td>
</tr>
<tr>
<td>X.</td>
<td>Problems in Use of Land Lab and School Forest.</td>
<td>57</td>
</tr>
<tr>
<td>XI.</td>
<td>Should Facilities, Teaching Materials and Aids, and Equipment be Shared.</td>
<td>58</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Vocational education in agriculture has for many years been considered an important part of the secondary school program. In his address to Congress in February of 1961, President John F. Kennedy said:

The National Vocational Education Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts, with a view toward their modernization (58, p. V).

As a result of the President's statements, the Secretary of Health, Education, and Welfare appointed the Panel of Consultants on vocational Education in October of 1961. The panel's recommendations were instrumental in the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968. The 1968 Amendments allow Congress to spend more than three billion dollars for the next four years to improve vocational education (54).

In light of the advances in technical knowledge and the need for
more advanced technical skills, the job of vocational education has become increasingly more difficult to accomplish in the amount of time usually allotted to public schools. One of the ways to overcome the time problem is to expand the vocational education program by offering pre-vocational occupation courses in the seventh, eighth, and ninth grades, as well as post-high school instruction in community colleges.

The Oregon State Department of Education in its Secondary Vocational Agriculture Curriculum Guide suggests that exploratory courses in agriculture be provided at the junior high school level (34, p. 16). A study by Bingham advocates appropriate vocational education covering the broad field of agriculture in high schools (7). Skeans points out a definite need for post high school education in agriculture (47).

Statement of the Problem

There are two school districts that feed students into the vocational agriculture department at Grants Pass High School. The students participate in many of the same FFA activities during the school year and in the summer. In addition, the same agriculture advisory council is shared by the three schools. These facts make it imperative that these programs be coordinated so that not only time, manpower, and facilities may be better utilized, but more
important, the students may receive a better education.

**Purpose of the Study**

The purpose of this study is to suggest ways that the agriculture programs can be coordinated.

Specific questions that may be answered are:

1. How can the subject matter covered be determined?
2. What supervision, instruction, and activities can be shared during the summer months as well as during the school year?
3. What instructional materials, equipment, and facilities can be used jointly?
4. How can the advisory council be more effectively utilized?
5. How can the administrations from the two school districts profit from and assist in coordination of the programs?

**Research Procedure**

Part of the data for this study will be obtained through the use of the information-preference questionnaire. From the questionnaire it is hoped that the following information can be obtained:

1. Where the student attended the ninth grade?
2. Where the student received Agriculture I instruction?
3. Why the student did not take Agriculture I in the ninth
grade?

4. Would the student have taken Agriculture I in the ninth grade if it had been offered?

5. Which, if any, of a list of courses would the student take if he had his choice?

6. In what agricultural activities have the students taken part?

7. Is there a need, based upon interest, for an Agriculture I course in the two Grants Pass District Number Seven junior high schools?

8. Does the grade in school in which Agriculture I is taken have any affect on the degree of participation in agricultural activities?

Questionnaires will be given to all vocational agriculture students at Grants Pass High School by the two agriculture instructors. No selection of students will be made as no record has been previously kept of the desired information. Not all of the students enrolled at the start of the year will receive the questionnaire due to withdrawal from the course. It is hoped that all questionnaires will be filled out and returned. A copy is included in the Appendix (p. 94).

A personal interview survey will be taken of 12 staff members in the Josephine County School District and Grants Pass School
District Number Seven. The purpose of the interview will be to determine what knowledge the staff has of the vocational agriculture programs of the area, what problems they feel exist, and what suggestions they would offer to help improve the program. A copy of the interview questions can be found in the Appendix (p. 97).

The following staff members are to be interviewed:

1. Superintendent of the Josephine County School District
2. Superintendent of Grants Pass School District Number Seven
3. Principal of Grants Pass High School
4. Principal of Fleming Junior High School
5. Principal of Lincoln Savage Junior High School
6. Head Guidance Counselor at Grants Pass High School
7. Boys Guidance Counselor at Fleming Junior High School
8. Boys Guidance Counselor at Lincoln Savage Junior High School
9. Agriculture Department Head at Grants Pass High School
10. Land Laboratory Supervisor (teacher aide) at Grants Pass High School
11. Agriculture Instructor at Fleming Junior High School
12. Agriculture Instructor at Lincoln Savage Junior High School
Limitations

This study is designed to apply primarily to Josephine County School District and Grants Pass School District Number Seven. However, it is possible that portions of this study could be of value to other school districts with similar situations. It is further limited to the vocational agriculture programs at Grants Pass High School, Fleming Junior High School, and Lincoln Savage Junior High School. Other vocational areas will not be covered nor will instructional levels below the ninth grade or beyond the 12th grade, as these areas are currently under study by educators and lay committees in the districts.

Another limitation of the study is the use of an information-preference questionnaire. There are several items that affect the reliability of this type of information source that should be taken into consideration. These items affecting reliability are as follows:

1. age and maturity of person questioned
2. knowledge and understanding of the questions asked
3. honesty and thought given to the answers recorded
4. pressures from parents and friends
5. opinions and biases

The questionnaire will be given only to male students enrolled in vocational agriculture courses at Grants Pass High School.
Questionnaires will not be given to students currently enrolled in vocational agriculture at the junior high schools as the questions asked on the questionnaire will not be of particular value to them. Girls will not be questioned as there are currently no girls enrolled in vocational agriculture courses at the school.

Only 12 staff members will be interviewed for this study as these people are either directly involved in the program and/or are instrumental in formulating and carrying out policies that affect the program. No attempt will be made to interview members of either school board as the two superintendents interviewed will be familiar enough with the wishes of their respective school boards. The principals and guidance counselors from the two Grants Pass School District Number Seven junior high schools will not be interviewed as they do not offer a vocational agriculture program.

One of the problems that may be encountered in the use of the interview is the biases that may be interjected by the interviewer. Every effort will be made to allow the person being interviewed to make his comments and suggestions solely on the basis of his own evaluation of the program.

**Definition of Terms**

1. **Vocational Agriculture Program (Vo-Ag Program):** The total program of education in the field of agriculture in the junior
and senior high schools. This includes the traditional courses of Agriculture I, Agriculture II, Agriculture III, and Agriculture IV, as well as Agriculture Mechanics, Forestry, and in 1969 will include Landscape Horticulture. Also included is the student's supervised farming program, agriculture placement program, cooperative work experience program, or home improvement program. Instruction and participation in the Future Farmers of America is considered as an integral part of the total program.

2. **Supervised Farming Program**: Those farming activities carried on by the student on his home farm under the supervision of his parents and his vocational agriculture instructor.

3. **Agricultural Placement Program**: A program whereby a student may gain work experience on a farm other than his own. This takes place under the supervision and training of his vocational agriculture instructor and usually someone other than his parents.

4. **Cooperative Work Experience Program**: A program designed for the student who desires work in an agricultural or related occupation. An agreement is drawn up between the employer, the student, and the school outlining a systematic training and work program prior to employment. The student is supervised by the vocational agriculture instructor and the employer.

5. **Home Improvement Program**: A program designed usually to supplement a supervised farming program, agricultural placement
program or cooperative work experience program, but which can satisfy project requirements on its own. This program should provide the student an opportunity to make a noteworthy improvement on his home place and in the process, receive valuable work experience. The student will receive supervision and training from the vocational agriculture instructor and his parents.

6. **Project**: A requirement for credit in vocational agriculture at Grants Pass High School. This can be a supervised farming program, an agricultural placement program, a cooperative work experience program, and/or a home improvement program. Records must be kept on the program and it must be approved by the instructor. If the student satisfactorily completes his project at the end of the year, he will receive an additional one half credit.

7. **Future Farmers of America (FFA)**: "A national organization of, by, and for boys studying vocational agriculture in public secondary schools under the provisions of the National Vocational Acts" (37, p. 336). The FFA is considered an integral part of vocational agriculture and is an effective means of providing leadership training. Student membership is encouraged.

8. **Agriculture I**: This course is designed as an introduction to the field of agriculture and agri-business. Included in this course is training in leadership skills, record keeping, shop safety, and
beginning shop skills.

9. **Agriculture II**: This course covers basic principles of soil science, crop production, fertilizers, weeds, agriculture chemicals, conservation, and plant propagation. In addition, more advanced skills in leadership, records, and shop will be given.

10. **Agriculture III**: This course covers principles of livestock production. Included will be animal nutrition, animal health, animal breeding, and an introduction to livestock management. Also, more advanced leadership and record keeping skills will be given.

11. **Forestry**: This course is designed to provide practical experiences in forestry. Areas covered will be forest principles, tree identification, uses of wood, multiple use concept, harvesting, reforestation, mensuration, grading, Christmas tree production, and control of forest fires, insects, diseases, and animal destruction. Advanced record keeping and leadership skills will be included. The school forest will be used for actual forestry experiences.

12. **Landscape - Horticulture**: This course includes plant identification, principles of plant propagation, greenhouse management, principles of landscaping, landscape design and construction, and marketing of products. Students will gain actual experience in the greenhouse and on the land laboratory. Leadership skills and record keeping are a part of this course.

13. **Agriculture Mechanics**: This course covers service,
maintenance, and adjustment of farm machinery, small engine repair, advanced shop skills, and project construction. Leadership skills and records are also included.

14. **Agriculture IV:** This course is designed primarily for those students interested in a professional career in agriculture. Areas covered are marketing, government programs, agriculture law, careers, career preparation, leadership, and records.

15. **Advisory Council:** A group of seven adults employed in the field of agriculture or agri-business who advise the vocational agriculture instructors and the school district administration on matters concerning the vocational agriculture department.

16. **Agricultural Activities:** Includes participation in leadership activities (e.g. parliamentary procedure and public speaking) as well as participation in other activities such as soil judging, livestock judging, shop skills contests, conventions, and range camp.

17. **Land Laboratory:** An area of approximately four sprinkler irrigated acres in size owned by Grants Pass School District Number Seven joining the North Junior High School property. Buildings on the land laboratory consist of a two story barn, an outbuilding once used as a dairy washroom, a machinery shed, a garage, and a three bedroom house. A teacher aide is employed by the school district to care for the land, machinery, and buildings.
18. School Forest: This consists of approximately 445 acres of land originally given to Grants Pass School District Number Seven in 1940 by the Josephine County Court. Since the site has been cut over, much of the area is covered by brush with some hardwood and conifer trees. Due to the soil type, slope, and location, erosion is a problem as is reforestation and tree growth rates.

19. Coordination: For the purpose of this study, coordination is defined as those activities of planning, sharing, and doing that will enable understanding, appreciation and efficiency of operation of the vocational agriculture program by those directly and indirectly responsible for the program.

Background

The vocational agriculture program was established at Grants Pass High School in 1929 with Ralph Morgan as instructor. The Grants Pass chapter of Future Farmers of America was officially chartered on January 1, 1930 with W. S. Carpenter as chapter advisor. Thirty-one boys signed the charter as members of the FFA chapter. This was the only school in Josephine County to offer such a program until 1953 when a vocational agriculture department was started at Illinois Valley High School in Cave Junction with Ralph Burns as instructor. In 1962, vocational agriculture programs for ninth graders were started at two junior high schools in Josephine
County. Walter Eichler was the instructor at both schools. These programs have grown to the point that there were 225 boys enrolled in the vo-ag programs at the two junior high schools and Grants Pass High School at the start of the 1968-69 school year.

**Current Situation**

Josephine County is located in the southwestern part of Oregon being bordered on the west by Curry County, on the east by Jackson County, on the north by Douglas County, and on the south by California. Its size ranks twenty second in the state with a total area of 1,625 square miles or 1,040,000 acres (46, p. 6).

Grants Pass, the county seat, has a population of around 13,000. The total population of Josephine County in 1966 was 36,000 (46, p. 42).

Josephine County is in a unique position with the lowest per capita income of any county in Oregon. The state average is $3,100 while the county's is $2,700. On the other hand, Josephine County has the highest per capita retail sales volume of any county in Oregon.

Since 1966, tourism has been the leading industry for the county. The total income from tourism at that time was $18 million. Manufacturing, mining, and timber products amounted to about $16 million (4, p. 1). Agriculture production values for
1968 are estimated at $5,315,000 (25).

Josephine County's agriculture is diversified with the leading source of income of $1,909,000.00 from dairy products. Field crops, cattle and calves, and specialty horticultural crops provide another $2,457,000.00 (25).

There are two school districts in Josephine County: Grants Pass School District Number Seven and the Josephine County School District. Both school districts have two grades seven through nine junior high schools. Illinois Valley High School, in Cave Junction, serves students in grades nine through twelve in the Illinois Valley (Josephine County School District). All other secondary level students in both school districts, including those contracted from the Applegate School District in Jackson County, attend Grants Pass High School (grades ten through twelve, School District Number Seven).

For simplicity, it will suffice to describe School District Number Seven's boundaries as to include the city of Grants Pass and some area adjacent. A full description is included in the Appendix (p. 100).

The boundary for the Josephine County school district includes all land within Josephine County except that land included in School District Number Seven.

Enrollment figures as of September 30, 1968 for the two
school districts are as follows:

<table>
<thead>
<tr>
<th>Josephine County School District</th>
<th>Grants Pass School District #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-6</td>
<td>Grades 1-6</td>
</tr>
<tr>
<td>2,082</td>
<td>2,026</td>
</tr>
<tr>
<td>Grades 7-9</td>
<td>Grades 7-9</td>
</tr>
<tr>
<td>1,090</td>
<td>1,130</td>
</tr>
<tr>
<td>Grades 10-12</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td>183</td>
<td>1,819</td>
</tr>
</tbody>
</table>

The vocational agriculture program at Fleming Junior High School (Josephine County School District) consists of one Agriculture I class for ninth grade students with the vocational agriculture instructor also teaching one math class and four general shop classes. The instructor is employed full time in the summer to work with the vo-ag students.

The vocational agriculture program at Lincoln Savage Junior High School (Josephine County School District) consists of two Agriculture I classes for ninth grade students with the vocational agriculture instructor also teaching four general shop classes. Like Fleming Junior High, the instructor is employed full time in the summer to work with the vo-ag students.

The facilities at the two junior high schools are identical consisting of a classroom and adjoining shop. The shop is equipped for instruction in basic wood and metal skills.

There are three people employed full time at Grants Pass High School (Grants Pass School District Number Seven) in the vocational agriculture department. The department head teaches
one two hour period of Agriculture II, one Agriculture IV class, one Agriculture I class, and one Agriculture Mechanics class. The second agriculture teacher teaches two Agriculture II classes, one Agriculture III class, one Agriculture I class, and one Forestry class. The third man teaches two general shop classes and works as an aide on the school land laboratory.

Vocational Agriculture facilities at Grants Pass High School consist of two adjoining shops with a classroom attached to each shop. Shop equipment includes arc and oxy-acetylene welders, a gas powered forge, a metal lathe, and basic sheet metal tools. The school district has a land laboratory of approximately four acres adjoining North Junior High School. Approximately 445 acres of previously logged land is within 20 minutes by bus of the high school and available to the forestry students.

An agriculture advisory council consisting of seven members meets once a month during the school year to provide guidance to the agriculture instructors and the school administrators. These council members are employed in the fields of agriculture and forestry.

Several factors should be brought out in summarizing the current situation:

1. Approximately 40% of the total Grants Pass High School enrollment comes from the Josephine County School
2. Many students continue their instruction in vocational agriculture over a four year period.

3. Many activities connected with the vocational agriculture program are participated in jointly by both school districts.

4. Job opportunities are available in Josephine County in related agricultural occupations as well as production agriculture.
CHAPTER II

REVIEW OF RELATED LITERATURE

Public schools in the United States today enroll nearly all of the school age children of nearly all of the people. As a result, the parents expect the school to teach their child how to get along in society as well as how to make a living. With eight out of ten students not graduating from a four year college or university, the need for vocational education is quite evident (58, p. 3).

There is not a great deal of literature published pertaining specifically to coordinating junior high school and senior high school vocational agriculture programs. However, for this review, all material that is used is presented under four major headings: (1) the Importance of Agriculture; (2) the Responsibility of Education; (3) the Value of Education in Agriculture; and (4) the Need for Coordinating the Agriculture Program.

Importance of Agriculture

While only 5% of our population is actually engaged in farming, eight out of every fifteen people in the total labor force are employed in the field of agriculture. The capital assets of agriculture are more than all other industries combined (52, p. 72 and 73). The production of the agriculture industry accounts for nearly 50%
of the U.S. gross national product. While we have plenty of food and fiber for today's 200 million U.S. citizens, it is estimated that our population will be 300 million by the year 2,000 (10).

Instead of a decline in opportunities, the opposite seems to prevail. One example is that about 25,000 openings a year must be filled just to replace farmers retiring from the nation's top million farms. A recent survey of farm implement dealers indicated that 80% said they would like to immediately hire from one to three trained mechanics, but couldn't find any. A survey of leading agribusiness companies showed that they need from 15,000 to 20,000 trained agricultural college graduates each year to fill jobs in 500 different occupations. Currently, land grant colleges are graduating less than 10,000 per year (52, p. 74).

In Josephine County alone, projected income generated by tourists in 1985 will increase to around 38 million dollars. Income from forestry will increase to 9.5 million dollars with production agriculture staying about the same (4, p. 1). With the increased levels of income will come job opportunities particularly in the areas of conservation, recreation, wildlife management, forestry, and horticulture.

It would be impossible to list all of the various jobs available to a person trained in the field of agriculture, if for no other reason, than the fact that the field is constantly expanding. However, a
partial list of general job areas should help the reader evaluate agriculture's importance (32, p. 17-42).

Agricultural Engineering
Agricultural Extension
Agronomy
Animal Sciences
Banking
Canning Industry
Credit Cooperatives
Farm Advertising and Marketing
Farm and Industrial Equipment Industry
Farm Cooperatives
Farm Electrification
Farm Publications
Farm Radio and Television
Feed Manufacturing
Fisheries Science
Forestry Conservation
Meat Industry
Milling Industry
Nursery Industry
Pedigreed Livestock
Pesticide Chemicals Industry
Responsibility of Education

Education in Oregon has accepted the responsibility of stimulating and nourishing individual development through learning activities that will help:

1. Develop ability to reason, capacity and motivation for self instruction, and effective means for self-evaluation.

2. Develop effective values, ethical and moral integrity, aesthetic discrimination, civic and social conscience, physical, mental, and emotional health, and respect for intellectual achievement.

3. Gain access to the accumulated culture and knowledge of man.

4. Develop necessary skills for vocational, social, and economic competence (35, p. 5-6).

Grants Pass School District Number Seven has indicated acceptance of its educational responsibilities by adopting the following areas of concern (24):

1. Mental Growth
2. Health
3. Individual Difference
4. Social Adjustment
5. Character Growth
6. Learning Tools
7. Citizenship
8. Understanding Environment
9. Earn a Living
10. Aesthetic Development
11. Recreation
12. Community Relations

The entire text of Grants Pass School District Number Seven's objectives are included in the Appendix (p. 92).

As an integral part of the total education program, the Vocational Agriculture Department at Grants Pass High School has adopted the following objectives that are complimentary with those of the State of Oregon and Grants Pass School District Number Seven:

1. To develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture.

2. To develop agricultural competencies needed by individuals engaged in or preparing to engage in off-farm agricultural occupations.

3. To develop an understanding of and an appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations.

4. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.
5. To develop those abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.

6. To develop an understanding of the opportunities available for post-secondary training in agriculture in the vocational-technical divisions of our various community colleges.

7. To develop those abilities in human relations which are essential in agricultural occupations (34, p. 7-8).

For comparison, it is interesting to note that the major objectives, as stated by Phipps, of vocational agriculture for farming are to develop effective ability to:

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business effectively.
6. Maintain a favorable environment.
7. Participate in rural leadership activities (36, p. 13).

Phipps goes on to list the major objectives of vocational agriculture for non-farm occupations requiring knowledge and skill in agriculture as

1. Select intelligently a cluster of agricultural occupations for study.
2. Make a beginning and advance in a non-farm occupation requiring knowledge and skill in agriculture.
3. Understand the relationships between the agricultural abilities and the other abilities necessary for success in the occupation.
4. Participate in leadership activities in the occupation.
5. Adapt to changes in the occupation due to changes in the agricultural disciplines involved.

Value of Education in Agriculture

In his Handbook on Agricultural Education in Public Schools, Lloyd J. Phipps states:

A public school with a comprehensive program of agricultural education would provide, if appropriate, the following:

1. Agriculture as a part of the school's education for citizenship.

2. Agriculture as a part of the school's consumer education program.

3. Agriculture as a part of the school's special education program.

4. Agriculture as a part of the school's applied science program.

5. Agriculture as a part of the school's practical arts program.

6. Agricultural education for the students planning to enter a college of agriculture.

7. Vocational education in agriculture for present and prospective producers of agricultural products.

8. Vocational education in agriculture for persons in occupations other than farming which require knowledges and skills in agriculture (36, p. 4).

From this, the reader might suspect that everyone could profit by taking a course in agriculture. In fact, Phipps advocates just that. He suggests the following areas of instruction:
1. Practical arts agriculture courses at the junior high school level.

2. Agriculture for suburban living for consumers and for citizens at the senior high school and adult levels.

3. Avocational agriculture at the senior high school and adult levels.

4. Agriculture as a preparatory course for a career in agricultural research (36, p. 10).

The President's Panel of Consultants on Vocational Education recommends that all high school students should have access to vocational education programs (58, p. 226). They further recommend that vocational agriculture courses "provide increased emphasis on management, finance, farm mechanization, conservation, transportation, processing, marketing of products of the farm, and similar topics", in addition to production agriculture (58, p. 228).

A brief list of specific values should clarify the recommendations of the President's Panel and those of Phipps.

1. Instruction in skills needed for employment on the farm;

2. Instruction in skills needed for employment in jobs closely related, but off the farm;

3. Instruction in skills needed for employment on jobs related to agriculture;

4. Provides a practical application for other course work;

5. Promotes student interest... may prevent a drop-out;

6. Select and guide students out of or into agriculture as a
result of "getting his feet wet";
7. Provides a way for students to earn as they learn;
8. Provides real work experiences;
9. Helps make the student a more appreciative consumer (2);
10. Provides instruction and experience for future hobbies and retirement activities;
11. Instills an interest in conservation and recreation;
12. Improves health by involving students in outdoor activities;
13. Teaches the value of thrift;
14. Provides training in time allocation and record keeping;
15. Provides experiences in leadership and expression;
16. Teaches cooperation as well as competition.

Need for Coordinating the Agriculture Program

It would be relatively easy for a teacher to operate a vocational agriculture department if he were the only person involved. However, this is far from the case. The teacher has responsibilities toward the school board, the administration, the rest of the faculty, the students, and the community. Since these are all people, human traits of jealousy, pettiness, and selfishness can become a problem (12, p. 8).

Before problems can be solved, they must first be defined. For this study, the problems will be grouped into five general
areas: (1) Subject Matter; (2) Leadership Activities; (3) Facilities; (4) Summer Program; and (5) Administration.

Subject Matter

Education has, in the past, concentrated its attention on the 20% of the students who go through college (35, p. 3). As a result, the majority of students may be taking courses that have little or no relevance to them (27). The Governor's Education Improvement Advisory Commission states that the lag between what is taught in school and what is actually practical in industry is a real problem (35, p. 5). C. C. Scarborough further emphasizes this point in advocating that in lesson planning, the teacher should try to answer the student question of "why should we study this?" (45, p. 56).

Another problem stems from the need to teach skills as well as theory. It is one thing to talk about a skill or practice and another thing to be able to do that skill. Pitney, among others, feels that one of the best ways to teach skills is to learn by having the students actually do the skill or experiment (38).

Students that transfer or graduate from one school to another may have difficulty either catching up or staying interested if they are ahead of the new class in which they enroll. This is particularly a problem with students who take a sequence of courses as they do in vocational agriculture. Even if courses were coordinated daily, the
problem would exist to some degree, for no other reason, than the
difference in students and instructors. However, the problem could
be lessened greatly by coordinating the programs.

The question of what to teach is not as easy to answer as might
be thought. TenPas recommended that instruction should be based
on the needs in the community using the problem solving approach
(55). The Governor's Commission advocates looking beyond the
local area in determining what should be taught (35, p. 14). Deter-
mining what to teach will require constant re-evaluation and re-
search. Such an activity should be jointly worked on and results
coordinated by all of the agriculture teachers in the area.

Leadership Activities

Over a period of four years in a vocational agriculture pro-
gram, a student has the opportunity to spend a great deal of time
working on FFA activities. This includes the time allocated during
the day as well as the time spent after school (13). While the organ-
ization has been criticized at times for not being as willing to change
as some people might like, it still holds the support of a large num-
ber of people in the field of agriculture (40). It is through the FFA
that students gain their cooperative leadership experiences (56).
This program should be available to any student enrolled in agri-
culture (5).
One of the problems that can be encountered is...how do you get all vo-ag students involved in the organization...especially when the vocational agriculture department has over 150 students? What advantages are there for an Agriculture I student when many of the contests and awards are won by the advanced students?

Several problems are inherent in a junior high school agriculture program.

1. Who should interview prospective FFA officers?
2. Who should initiate the new Greenhands?
3. Who should install the officers at the junior high school FFA chapters (21)?
4. How can the junior high school chapters compete in the various activities with so little experience?
5. How can public relations programs be conducted by the students so that they receive due recognition?

These questions may be answered by utilizing the assistance of the FFA members from the senior high school chapter. In so doing, the senior high school members can gain additional leadership training (51).

Facilities

Many school districts have as a part of their facilities a school land laboratory and/or a school forest for the purpose of extending
their classroom instruction (33). These areas also provide a place for student projects for those students who have no facilities at home. The land areas are often located close to the school and can be utilized where time is a problem (9). An additional value is that these areas provide an excellent location for various types of demonstration plots that can be used by other groups as well as the students (28).

There are problems, however, that arise as a result of a school district having a school land laboratory or school forest (50). Often times, there is a large capital investment in buildings, equipment, fences, and machinery. If there is livestock on the area, someone has to be responsible for routine care and management each day. Many times during the summer, students are not available to do the required work, thus creating a need to hire additional labor. In addition, supervision is necessary whenever students are working on the area.

These problems oftentimes make it prohibitive for each school to have their own land laboratory and/or school forest. In view of this, facilities that are jointly owned or at least jointly shared may be the answer (60).

The amount of new equipment, supplies, and resource materials available for use in vocational agriculture instruction is continually increasing. For a school with a small vocational
agriculture student enrollment, the cost of purchasing all of the desired items may make it impossible for the school to obtain them. However, if these items could be jointly purchased, purchased by a large school and then leased to the small school, or in some other agreeable manner shared, the students at all schools would benefit. The need for coordination in this matter should not be overlooked.

Summer Program

As is the case in most areas of the United States, the agriculture instructors in the Josephine County School District and Grants Pass School District Number Seven are employed by the districts during the summer months. It is during this time that a variety of activities take place (48). An example of these are:

1. Supervision visits to all students on their home farm or at their place of employment;
2. Initial meeting and orientation of incoming students (15);
3. Agriculture tour supervision (e.g., livestock and dairy showing and judging practice hours, judging at nearby fairs, carcass contests);
4. Preparation of students and their exhibits for the county fair; This also includes frequent weigh-ins and feed intake evaluation of their market animals.
5. Organization and supervision of all FFA activities
occurring during the summer, and especially during the county fair;

6. Selection and transportation of students for the various activities including Range Management Camp;

7. Evaluation and planning of the vocational agriculture program;

8. Ordering, repair, and organization of supplies and equipment;

9. Participation in conferences and other teacher preparation programs;

10. vacation.

As a result of the variety of activities, a problem develops in having enough time to accomplish everything to the degree desired (3). Other problems can develop as well, such as difficulty in locating the instructor due to his flexible time and travel schedule, difficulty of the instructor locating new students, and duplication of jobs done and areas traveled by all instructors (16). All of this points to the need of coordinating the summer program.

Administration

For purposes of discussion, administration has been combined to include superintendents and principals, school boards, advisory councils, and guidance counselors.
Educational groups have felt for a long time, the need for good working relations between the school administrator and the teacher (12, foreward). The administration, as the name implies, is responsible for the effective operation of the school system. If for any reason, one part of the system seems to be out of line, the whole system tends to become unbalanced.

There are a number of conditions which are a part of the vocational agriculture program that might create strained relationships with the administration. Some of these are:

1. The agriculture program may not seem to be an integral part of the school (12, p. 1).
2. The agriculture teacher's training, background, and experience are often different from those of the administrator (12, p. 3).
3. The agriculture teacher may be better known in the community than the administrator (12, p. 4).
4. The agriculture department may get more publicity than does the rest of the school (12, p. 5).
5. The agriculture program is more expensive than most of the other programs (1).
6. The agriculture teacher's activities make it seem that he is unwilling to share the load of duties that other teachers have (23).
7. The agriculture class schedule causes scheduling problems.

8. Many field trips and other activities cause agriculture students to miss other classes (12, p. 10).

9. The agriculture teacher's student load may be lower than that of other teachers (20).

The question should be: "What can be done to rectify the problems?" Hamlin suggests that the agriculture teacher must become a part of the school. He must work under school policy and not try to bypass the school administrators. He also suggests conferences with members of the school board, advisory council, and school administrators to discuss problems of the agriculture department (19). Sasman recommends that the agriculture teacher become a regular participant in faculty meetings, invite the administrator and staff to FFA banquets, and present the program of vocational agriculture to the school staff at least annually (43).

According to Loughry, the agriculture teacher should help the administrator understand the FFA. He also suggests that the teacher should support school policies (29). There are a number of suggestions in addition to those already presented (44). However, the responsibility of coordination is not one sided. McCarty lists thirty ways that administration of local programs can be enhanced by the local administrator. His third recommendation is that the
local administrator "provides educational leadership to coordinate the functions of the local program with other activities of the school program" (31, p. 180).

Most vocational agriculture teachers realize the value of an advisory council but find that they don't always function as well as they could. Some teachers do not have an advisory council because they get little encouragement from their administrators (26). With the idea in mind that advisory councils do have a definite value in a vocational agriculture program, some possible solutions to the problem should be brought out.

Probably the first step in organizing an advisory council is to get permission to have a council from the school administration. By pointing out the advantages of a council and enlisting the help of the administrator and school board in selection of members, the establishment problem is well on the way to being solved (30).

The next step would be to set up a constitution and by-laws as well as objectives for the council. A yearly program of work would let both the council and school administration know what the council was planning to do (53).

The activities that a council becomes involved in are extremely important, as they often determine member participation. They need to have something constructive to do that they feel is of value (6). Some possible activities are:
1. Evaluate the vocational agriculture course of study;

2. Suggest ways to improve sections or all of the program (59);

3. Provide sources for obtaining livestock for student projects;

4. Suggest and even provide places for school field trips;

5. Instruct students in special skills used in the council member's occupation;

6. Set up and run special programs in tractor driving and safety;

7. Act as judges in contests;

8. Assist as chaperones on trips;

9. Help select local agriculture proficiency award winners;

10. Help in getting program information to the public (17).

Once the committee is organized and functioning, it is up to the teacher to coordinate the council with other facets of the total school program. The result should be a more effective vocational agriculture program.

According to Ritchie, "students want and need guidance" (41, p. 224). Hahn reported that students with higher ability do not necessarily make more appropriate vocational education choices than those with lesser ability (41). Smith states that "Guidance is an essential part of the vocational agriculture teacher's job" (49,
p. 220). There is probably little doubt that guidance is essential in education today or that the agriculture teacher should assume a vital role in the guidance of students (11).

How concerned should the agriculture teacher be with the guidance program? Does he have enough time and training to assist in the guidance program? Is it a valid complaint that the vocational agriculture department often ends up being a dumping ground for low ability students (14)? Is it true that college bound students are discouraged from taking vocational agriculture? A statement is made that the agriculture instructor doesn't have an opportunity to provide information and counseling to prospective students (8). These thoughts ought to provide enough incentive for an agriculture teacher to take a good look at his guidance responsibilities.

The vocational agriculture instructor is in an enviable position regarding his students due to his visiting the student at his home. The teacher should share this information with the counselor. The instructor should have a good idea of the local employment opportunities, at least in the field of agriculture, that could be shared with the guidance department.

Robinson suggests that the guidance counselor and the agriculture instructor survey boys in the eighth grade as to their potential agriculture enrollment. He further suggests that the counselor should be invited on agriculture trips and to FFA activities. Another
suggestion is that of working with the agricultural advisory council to show farm establishment possibilities (42).

The agriculture teacher could also assist in the following ways:

1. Keep a file on occupations (39);
2. Spend class time in an occupation unit or bring out occupations throughout the year (22);
3. Keep informed on curriculums, scholarships, and work opportunities at community colleges, colleges, and universities;
4. Help the guidance department conduct a tour of the agriculture department by eighth and ninth grade students (18);
5. Encourage seniors to attend college "ag career days".

All of these activities require coordination, not only with the guidance personnel, but with the administrators and advisory council members. The end result should be more people satisfied with what they are doing.
CHAPTER III

FINDINGS

The data obtained are presented in two parts as determined by the method of collection. The two methods were a student survey and a staff survey.

Student Survey

The information-preference questionnaire was given to all of the vocational agriculture students enrolled at Grants Pass High School in January of 1969. The number of students enrolled and questionnaires returned by class is shown in Table I.

Table I. Questionnaire Returns by Class.

<table>
<thead>
<tr>
<th>Vo-ag Class</th>
<th>No. Enrolled</th>
<th>No. Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag I</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Ag II</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Ag III</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Forestry</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>6*</td>
<td>6</td>
</tr>
<tr>
<td>Ag IV</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>143</strong></td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>

*11 reported in other ag classes.
Table II. Where Vo-Ag Students Attended Ninth Grade.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag I</td>
<td>11</td>
<td>17</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>Ag II</td>
<td>2</td>
<td>6</td>
<td>13</td>
<td>22</td>
<td>4</td>
<td>47</td>
</tr>
<tr>
<td>Ag III</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Forestry</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Ag IV</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Total No. of Students</td>
<td>17</td>
<td>29</td>
<td>32</td>
<td>56</td>
<td>9</td>
<td>143</td>
</tr>
<tr>
<td>Per School % of Total Vo-Ag Enrollment</td>
<td>11.8</td>
<td>20.27</td>
<td>22.37</td>
<td>39.16</td>
<td>6.29</td>
<td></td>
</tr>
</tbody>
</table>
Where Vo-Ag Students Attended Ninth Grade

From the questionnaire, the number of students who attended specific junior high schools in both school districts was determined. Table II shows the location of ninth grade instruction by vo-ag class.

Source of Vo-Ag Students by School District Based on Ninth Grade Enrollment

Most of the land in Josephine County that is used for agriculture is not within Grants Pass School District Number Seven's boundaries. However, Table III shows a sizable portion of Grants Pass High School's vo-ag students come from Grants Pass School District Number Seven. Only 40% of Grants Pass High School's total enrollment comes from the Josephine County School District.

Table III. Source of Vo-Ag Students by School District Based on Ninth Grade Enrollment.

<table>
<thead>
<tr>
<th>Grants Pass School District No. 7</th>
<th>Josephine County School Dist.</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of total vo-ag enrollment</td>
<td>32.1</td>
<td>61.5</td>
</tr>
</tbody>
</table>

Where Vo-Ag Students Obtained Ag I Instruction

Table IV does not include current Ag I students as they are all
Table IV. Where Vo-Ag Students Obtained Ag I Instruction.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag II</td>
<td>16</td>
<td>13</td>
<td>16</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>Ag III</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Forestry</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Ag. Mechanics</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0*</td>
<td>6</td>
</tr>
<tr>
<td>Ag IV</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

Total No. of Students

27 25 40 4 98

Per School % of Vo-Ag Enrollment less Current Ag I

27.55 25.51 40.81 5.1

* 1 student has had no Ag I instruction.
receiving their instruction at Grants Pass High School. There are no students who received Ag I at Grants Pass High School enrolled in Ag IV as there is not enough time in the three years to complete the sequence (Ag I, Ag II, Ag III, and Ag IV).

**Why Ag I Was Not Taken and Would Students Enroll**

Of the 143 students currently enrolled in all vo-ag courses, 72 (including current Ag I students) received their Ag I instruction at Grants Pass High School. Two of the questions were asked of these 72 students in hopes of determining why they did not take Ag I in the ninth grade, and how many North and South Junior High students would have taken the course if it had been offered. Counseling and lack of information about the agriculture program are grouped together, as eighth grade students often receive information about courses from their counselors. (See Table V.)

**Student Interest in Vo-Ag Courses**

Students were asked to indicate courses they would take if they were planning a program for four years. A maximum of eight courses would be selected. No attempt was made to tabulate the specific year a student would take the course due to student confusion on pre-requisites and sequence requirements. Student interest in the second year of a course (e.g., Forestry I and Forestry
Table V. Why Ag I Was Not Taken and Would Students Enroll.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students affected</td>
<td>17</td>
<td>28</td>
<td>6</td>
<td>15</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>Ag I not taken-- was not offered</td>
<td>17</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>51</td>
</tr>
<tr>
<td>Did not take Ag I due to lack of information or counseling</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Did not take Ag I due to scheduling or other problems</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Would take Ag I if offered in 9th grade*</td>
<td>17</td>
<td>28</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>45</td>
</tr>
</tbody>
</table>

*North and South Junior High Students Only
II or Farm Machinery and Ag Mechanics) was tabulated once as an interest in one subject area. All of the course areas tabulated will be offered in the 1969-70 school year, except the subject matter described in Ag II will be covered in Ag III and vice versa. Students were not aware of this when the questionnaire was given to them. As a result, Ag II and Ag III interest should be interpreted as interest in the course as described in the questionnaire (See Table VI).

Student Activity Participation

In an attempt to determine if the place where Ag I was taken has any effect on participation, students were asked to check the activities they had been involved in. Current Ag I students were not tabulated as they had been in the program only four months. Blank spaces indicate no students in the class received Ag I instruction from the school (see Table VII).

Staff Survey

Twelve staff members employed by either Grants Pass School District Number Seven or the Josephine County School District were interviewed by the author during the month of February, 1969. The interview time required ranged from 35 minutes to an hour and a half. Not until the interview was completed were the people told
Table VI. Student Interest in Vo-Ag Courses.

<table>
<thead>
<tr>
<th>Current Vo-Ag Class</th>
<th>Number Enrolled</th>
<th>Ag I</th>
<th>Ag II</th>
<th>Ag III</th>
<th>Ag IV</th>
<th>Forestry</th>
<th>Landscape Horticulture</th>
<th>Ag Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag I</td>
<td>45</td>
<td>44</td>
<td>35</td>
<td>21</td>
<td>18</td>
<td>29</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Ag II</td>
<td>47</td>
<td>41</td>
<td>37</td>
<td>31</td>
<td>25</td>
<td>26</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Ag III</td>
<td>17</td>
<td>13</td>
<td>16</td>
<td>11</td>
<td>16</td>
<td>8</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Forestry</td>
<td>15</td>
<td>14</td>
<td>15</td>
<td>10</td>
<td>11</td>
<td>15</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Ag. Mech.</td>
<td>6*</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Ag IV</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>143</td>
<td>129</td>
<td>119</td>
<td>85</td>
<td>80</td>
<td>85</td>
<td>33</td>
<td>102</td>
</tr>
</tbody>
</table>

*11 additional students reported in other vo-ag classes
Table VII. Student Activity Participation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Ag I at Grants Pass High School</th>
<th>Ag I at Fleming Jr. High School</th>
<th>Ag I at Lincoln Savage Jr. High School</th>
<th>At I at Other Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag II Student</td>
<td>4.1</td>
<td>11.1</td>
<td>10.1</td>
<td>5.0</td>
</tr>
<tr>
<td>Average Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag III Student</td>
<td>7.0</td>
<td>9.5</td>
<td>12.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Average Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forestry Student</td>
<td>3.5</td>
<td>6.0</td>
<td>14.2</td>
<td>3.0</td>
</tr>
<tr>
<td>Average Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Mech. Student</td>
<td>3.0</td>
<td>20.0</td>
<td>8.5</td>
<td>---</td>
</tr>
<tr>
<td>Average Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag IV Student</td>
<td>---</td>
<td>12.0</td>
<td>18.4</td>
<td>---</td>
</tr>
</tbody>
</table>
why they were being interviewed other than that the author desired their opinions on the vocational agriculture program. The interview questions were read by the author. The answers given by the person being interviewed were recorded on the interview sheet by the author. Every effort was made to assist the people interviewed in understanding the question without the author expressing his own opinion.

Staff Familiarity with Vo-Ag Program

In response to the questions of their being familiar with the vo-ag programs in the two school districts, all 12 staff members felt they were familiar with the program offered in their own district. However, nine were either partly familiar or not familiar with the program offered in the other school district. The guidance counselors were not too familiar with the agriculture advisory council nor were they aware that the vocational agriculture instructor was employed for 12 months.

For tabulation purposes, the superintendents and principals will be put in one group entitled administrators (see Table VIII).
Table VIII. Staff Familiarity with Vo-Ag Program.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Administrators</th>
<th>Counselors</th>
<th>Vo-Ag Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior High School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 1</td>
<td>yes</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>partly</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Grants Pass High School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 2</td>
<td>yes</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>partly</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Who Should Take Vo-Ag

On this question, all 12 staff members were in agreement that the primary criterion would be a student's genuine interest in agriculture. One administrator felt that there should be no project restrictions while a counselor felt there should be. Two agriculture teachers indicated that the program should be open to girls as well as boys.

Need to Coordinate Program

All of the staff members indicated a need to coordinate the two programs. Areas in need of coordination listed by the staff were:

1. All areas;
2. Curriculum;
3. FFA activities;
4. Sharing of facilities, resources, and teaching aids;
5. Demonstration field trips;
6. Summer program;
7. Informing counselors;
8. Evaluation of students to determine minimum performance;
9. Teaching objectives;

A number of suggestions were given on how to coordinate the two programs.

1. Use of a coordination council composed of ag instructors, principals of schools, curriculum directors, and other advisory personnel available;
2. Regular meetings of the junior and senior high school agriculture teachers;
3. Use of the advisory council;
4. Meeting of administrators, agriculture teachers, and counselors;
5. Written policies and course of study for both districts;
6. Someone hired by both districts with authority to coordinate agriculture programs of both districts;
7. Visits to schools;
8. Attendance at FFA meetings by staff members.
Value in Having Agricultural Advisory Councils

All of the staff members felt that having an agriculture advisory council was of value. One administrator felt that the council should represent all aspects of agriculture. Another administrator felt that all subject areas should have an advisory council.

Some of the values listed by the staff are:

1. Help evaluate and plan the program;
2. Give advice to the school districts;
3. Involves local citizens;
4. Express needs and desires of community to the school districts;
5. Disseminate information to the community;
6. Help gain community understanding and support of school program and changes desired;
7. Assist in providing field trips and special instruction.

Suggested Council Activities

Quite a number of activities were suggested by the staff, with the most often suggested activity being to advise. One administrator pointed out that a council should have no authority, but should advise as their name implies. Other activities suggested by the staff are as follows:
1. Evaluate curriculum and make proposals;
2. Present needs of community to the school districts;
3. Act as resource people for field trips, special activities, and on the job instruction;
4. Help inform the community about the program and its needs;
5. Assist in preparing ag department budget;
6. Suggest ways of spending money more wisely;
7. Support and assist in financing special projects;
8. Attend classes and FFA activities on local and state level;
9. Help locate student projects and work experience centers;
10. Meet with school personnel as requested in advisory capacity.

Suggestions for Determining What Should be Taught

All of the staff members suggested that the subject matter taught should be based upon the local agricultural occupations and the skills required for these occupations. A majority of the staff felt that state and even national needs should be considered.

Methods suggested for determining the needs are as follows:
1. Survey the community to determine agricultural occupations, trends, and skills needed;
2. Meet with local ag resource people;
3. Meet with the agriculture advisory council;
4. Utilize recommendations of state and national agriculture directors and national agriculture organizations;
5. Survey former vo-ag students;
6. Fulfill agriculture department goals based on the education philosophy of the school district;
7. Meetings of agriculture teachers, counselors, administrators, and curriculum directors.

Vo-Ag Student Participation in FFA Activities

All of the staff members interviewed indicated that they thought vo-ag students should participate in FFA activities. Eleven felt that all activities should be participated in and the other staff member suggested the specific area of public speaking. One administrator stressed that the FFA was important, but not the most important part of the agriculture program.

Senior High School FFA Members Help
Junior High School FFA Members

All 12 of the staff members felt that the senior high school FFA members should help the junior high school FFA members. The activities they suggested are:

1. Help in studying;
3. Soil judging;
4. Tree identification;
5. Grass and legume identification;
6. Crop and animal skill practice;
7. Use of agricultural equipment (e.g. scales);
8. Livestock judging and showing.

Table IX. Joint Use of Land Lab and School Forest.

<table>
<thead>
<tr>
<th>Question 10</th>
<th>Answer</th>
<th>Administrators</th>
<th>Counselors</th>
<th>Vo-Ag Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of land lab &amp; school forest</td>
<td>yes</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>limited use</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Problems in Use of Land Lab and School Forest

The opinions of the staff as to whether or not problems would arise as a result of both school districts using the two facilities are shown in Table X.

The problems suggested are as follows:

1. Cost for use of the facilities;
2. Transportation;
3. Enough time to travel and use facilities during the school day;
4. Responsibility for breakage or loss;
5. Working relations with staff;
6. Need for rules regarding use, etc.;
7. Size of group in relation to the facilities;
8. Supervision of students;
9. Scheduling of use of facilities;
10. Possible insurance problems;
11. Understanding and coordination between the two districts.

A number of suggestions were offered that might solve the use problems.

1. Have a common ag program;
2. Have someone in charge of the program;
3. Establish set policies determined by the instructors and administrators with advice from the advisory council;
4. Meeting of ag instructors in coordinate use;
5. Involve students in coordination;
6. Limit the size of groups using the facilities at one time;
7. Schedule longer class periods for those using the facilities;
8. Expand the land lab area;
9. Schedule use with the Grants Pass vo-ag instructors;
10. Contact the insurance companies and arrange for coverage.
Table X. Problems in Use of Land Lab and School Forest.

<table>
<thead>
<tr>
<th>Question 11</th>
<th>Answer</th>
<th>Administrators</th>
<th>Counselors</th>
<th>Vo-Ag Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems in land lab &amp; school forest use</td>
<td>Yes</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Problems in land lab &amp; school forest use</td>
<td>No</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Should Facilities, Teaching Materials and Aids, and Equipment be Shared

There was no complete agreement by tabulation group on whether or not facilities, teaching materials and aids, and equipment should be shared by the two school districts. The responses are shown in Table XI. Land lab and school forest use has been shown in Table IX.

Problems with Sharing Facilities, Teaching Materials and Aids, and Equipment

All but two of the staff felt there would be problems caused by sharing facilities, materials and aids, and equipment. The problems listed are:

1. Financing;
2. Responsibility for damage or loss;
3. Scheduling the use of all items;
4. Transportation;
Table XI. Should Facilities, Teaching Materials and Aids, and Equipment be Shared.

<table>
<thead>
<tr>
<th>Question 12 Item</th>
<th>Answer</th>
<th>Administrators</th>
<th>Counselors</th>
<th>Vo-Ag Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>other school facilities</td>
<td>yes</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>limited use</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teaching materials and aids</td>
<td>yes</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>limited use</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>yes</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>limited use</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
5. Number of students using facilities;
6. Security of and access to items;
7. Administration approval;
8. Knowledge of location of items;
9. Insurance coverage.

The staff suggested solutions to these problems as follows:
1. Each school district provide own facilities;
2. Written policy on use of items;
3. Financing should be proportionately shared and included in school budget;
4. Coordination meeting of instructors and administrators from both districts;
5. Centrally located items;
6. Expand the land laboratory;
7. Have one person act as coordinator;
8. Have keys available to those using facilities;
9. Frequent meeting of ag instructors to plan and coordinate.

The Teacher as a Part in the Counseling Program

All staff members interviewed felt that the vo-ag instructor should assume a part in the counseling program. Their suggestions are:

1. Visit with students;
2. Orient counselors on ag program;
3. Have a vo-ag teacher on the counseling staff;
4. Meet with counselors on a scheduled basis;
5. Inform students on ag program and occupational opportunities;
6. Counsel those students teacher has rapport with;
7. Act as resource person for students and teachers;
8. Determine interests, background, and goals of students;
9. Set and expect standards of behavior;
10. Refer students to counselor;
11. Provide career guidance as part of curriculum;
12. Assist student in selecting courses, projects, and work experience.

The Vo-Ag Instructor's Role in Selecting Students

Of the 12 staff members, only one counselor felt that the vo-ag instructor should not help in selecting vo-ag students. There was a difference of opinion as to whether or not the instructor should do the actual selecting of students. Ten of those interviewed stated that they felt the vo-ag instructor should try to determine the student's interests and needs and recommend a different course to that student if he were not genuinely interested in agriculture.

The staff's suggestions as to what the instructor should do are:
1. Discuss with students the opportunities in agriculture and what the course covers;
2. Inform students by setting up an orientation program for eighth and ninth graders;
3. Hold interviews with prospective students;
4. Visit with prospective students and their parents at home;
5. Work with counselor in explaining the ag program.

The Vo-Ag Teacher's Job During the Summer Months

As the vo-ag instructors in both districts are employed during the summer months, the question of what he should be doing was presented to the staff for suggestions. The staff was quite uniform in their idea of what his summer job should be. Their suggestions are as follows:

1. Visit current and incoming students and their parents;
2. Supervise and assist students with projects and work experience programs;
3. Survey agriculture in the community;
4. Work on curriculum for the next year;
5. Supervise the maintenance of facilities and equipment;
6. Work on FFA activities (e.g. fairs, judging);
7. Assist in public relations activities for the school district;
8. Attend planning meetings for summer and next school year;
9. Order supplies and equipment;
10. Reorganize lesson plans and materials;
11. Attend conferences, short courses, and other preparation programs;
12. Instruct short courses and engage in other activities there was not enough time for during the school year.

Reciprocal Supervision of Vo-Ag Students by Vo-Ag Instructors During the Summer

All of the staff, except one vo-ag instructor, felt that there should be reciprocal supervision of students during the summer months. They felt that such supervision would aid in the transfer of students from the junior high to the senior high by allowing the student and instructor to become better acquainted. They also indicated that a team teaching situation could be established whereby the strengths and abilities of one instructor would complement the strength and abilities of another instructor. The ways suggested where such supervision could take place are as follows:

1. Make joint visits to students and parents;
2. At joint FFA activities;
3. When training judging teams;
4. Preparation for and during the fair;
5. Transportation of students to activities.

Problems Resulting from Reciprocal Supervision of Students

Nine of the twelve surveyed felt that problems would develop as a result of reciprocal supervision of students. These problems suggested are:

1. Working relationships between instructors;
2. Disagreement on how and what to do when advising students;
3. Jealousy between instructors over students and their accomplishments;
4. Disciplining students;
5. Willingness of instructors to fulfill responsibilities;
6. Administration not aware of joint activities;
7. Time to supervise everyone.

Possible solutions to these problems were suggested by the staff.

1. Strong administrations in both districts;
2. Superintendents of both districts should work together more closely;
3. Instructors meet to discuss possible problems and establish priority on time;
4. Hire more instructors;

5. Instructors plan and organize summer program and get approval of administrators;

6. Designate one person with authority to coordinate program;

7. Use advisory council to help in planning and supervision.

Need for Information About Vo-Ag Programs in Both Districts

Question 19, which asked if enough was known about the vo-ag programs, turned out to be a poor question in that the staff member could not answer yes without giving the impression that he knew all there was to know about the program. However, all staff members interviewed sincerely felt there were things they needed and wanted to know. The following information was desired:

1. What is being done in the junior high ag program?

2. How do they orient students to the ag program at the junior high schools?

3. What is being done in the Grants Pass High School ag program?

4. What FFA activities are taking place?

5. What facilities, references, materials, and teaching aids are available?

6. What follow-up is done on vo-ag students' use of their
7. What do the ag teachers and students do during the summer?

8. What is the philosophy of the vo-ag program?

9. What methods of teaching are used by the ag teachers?

10. What is a typical day for the ag teacher?

11. What are the future plans for the ag program at Grants Pass High School?

The staff members offered suggestions as to how they could obtain the desired information. Their suggestions are as follows:

1. Be kept informed by people involved in the program;

2. Have administrators visit departments and report back;

3. Invite administrators, counselors, and students to Grants Pass High School's ag department for a scheduled visitation day;

4. Have administrators and teachers meet periodically;

5. Have administrators spend time with the ag teacher during the summer;

6. Read follow-up studies of vo-ag graduates;

7. Obtain written information about the agriculture program from both junior and senior high school vo-ag departments;

8. Have administrators, counselors, and vo-ag instructors attend junior and senior high FFA meetings;
9. Have member of either junior or senior high vo-ag department serve on guidance committee;

10. Reciprocal visitation of ag teacher's classes;

11. Have a catalog made of all materials available for joint use;

12. Work with the advisory council.

Proposal

Based upon the review of selected literature, the student survey, and the staff survey, the following is proposed for the vocational agriculture programs at Grants Pass High School, Fleming Junior High School, and Lincoln Savage Junior High School. The proposal will be presented in five major areas: (1) Subject Matter; (2) Leadership Activities; (3) Facilities; (4) Summer Program; and (5) Administration.

Subject Matter

In view of the fact that three schools will be affected, determining what should be taught must be a coordinated effort. The material presented should provide the student with skills he can use in making a living, and that he feels are of value. As a result, the vocational agriculture instructors jointly should:

1. Survey the community to determine job opportunities and
67

skills needed;

2. Consult resource people employed in agriculture and related agriculture businesses;

3. Review plans and proposals made by state and national education departments and agricultural organizations;

4. Review follow-up studies of vo-ag graduates to determine previous training suitability;

5. Survey currently enrolled students to determine their interests, needs, and goals;

6. Enlist the help of administrators, curriculum directors, and counselors from both school districts as well as the agricultural advisory council in evaluating, writing, and approving the curriculum;

7. Request that the administrators, curriculum directors, counselors, and agriculture teachers from both school districts meet at least once a year with the agricultural advisory council to evaluate the curriculum and make revisions;

8. Request, through their administrators, for school boards to approve visitations to other vo-ag departments in the area and state to observe teaching methods and acquire program ideas;

9. Meet at least once a month to coordinate teaching activities.
Leadership Activities

The FFA is an integral part of a vocational agriculture program. Each school has an FFA chapter which provides opportunities for chapter members to compete and work together on many activities during the year. Add to this the fact that many of the students continue on in the vo-ag and FFA program through the 12th grade, and you have the need and opportunity to coordinate the program.

The FFA program should be coordinated in the following ways:

1. Allowing and encouraging senior high FFA members to advise and help organize the junior high FFA chapters by interviewing, training, and installing chapter officers, initiating Greenhands, helping to put on joint FFA meetings and programs, and helping to train the chapter members in leadership skills;

2. Allowing and encouraging senior high FFA members to organize a "Big Brother" program to assist junior high FFA members to develop character, set goals, and learn to study;

3. Allowing and encouraging senior high FFA members to act as resource people in giving demonstrations and advice on project selection and management, and fitting and
showing skills;

4. Allowing and encouraging senior high FFA members to talk to junior high school students about the opportunities in agriculture and the value of the vo-ag program;

5. Encourage the observation of and participation in the various FFA activities by the agricultural advisory council and members of both school districts' education staff;

6. Schedule joint meetings of chapter officers and advisors for the purpose of planning and coordinating FFA activities for a given period of time;

7. Allow and encourage reciprocal supervision of FFA members by the vo-ag instructors.

Facilities

The facilities and equipment needed make a vocational agriculture program more expensive than many other education programs, especially when special areas such as land laboratories, greenhouses, and school forests are provided. Add to this the desired references and teaching aids and the costs make many of these items prohibitive for smaller vo-ag programs.

Grants Pass School District Number Seven already has a land laboratory, school forest, and some agricultural equipment. The Josephine County School District has a fairly good assortment of
small agricultural equipment but does not have a land laboratory or school forest. Each school district has various references and teaching aids that are not duplicated by the other district.

The staff members interviewed agreed that at least some joint use should be made of the land laboratory and school forest. One half of each group felt that at least limited use should be made of other facilities, teaching materials and aids, and equipment. The lack of unanimous agreement points out a definite need to coordinate planning for and use of these items. This can be accomplished by:

1. Both school districts jointly hire a vocational agriculture teacher to be employed one half time for coordinating and one half time for teaching; This person would be given authority over all three vo-ag programs and would report to all three school principals.

2. Schedule meetings to be attended by administrators and vo-ag teachers from both school districts and the agricultural advisory council, for the purpose of drawing up policies, procedures, regulations, and a list of items approved for joint use for school board approval;

3. Schedule meetings attended by administrators and vo-ag teachers from both school districts and the agricultural advisory council to evaluate needs and recommend for
board approval those items that should be purchased or rented jointly;

4. Have the vo-ag coordinator prepare a catalog listing all equipment, references, and teaching aids that are to be shared;

5. Centrally locate as many jointly used items as possible; The proportion of use should be considered in determining the storage site.

6. Locate a small bus at each school and allow the vo-ag instructor to drive his class to the desired facility on short notice when the weather permits;

7. Schedule vo-ag classes so that enough time will be available to use the facilities and equipment to advantage;

8. Schedule a day at the beginning of the school year when administrators, counselors, and teachers from both school districts and advisory council members can visit all vo-ag facilities;

9. Hold regularly scheduled meetings to allow the vo-ag teachers and FFA chapter officers from both school districts to coordinate the use of facilities for FFA activities;

10. Have the vo-ag coordinator schedule monthly meetings with all vo-ag teachers to coordinate use of facilities,
teaching materials and aids, and equipment;

11. Schedule meetings where the administrators and vo-ag instructors from both school districts, with the help of the agricultural advisory council, can suggest and evaluate ways to jointly use the facilities, equipment, and teaching aids to the advantage of all programs.

Summer Program

Since there are no formal classes to teach during the summer, time is available for the instructor to do many of the things that cannot be accomplished during the school year. However, there are usually more things to do than time available. In order that all desired activities may be completed, the summer program should be coordinated in the following ways:

1. Schedule a meeting of administrators and vo-ag teachers from both school districts and the advisory council, to plan the entire summer program; the outcome of this meeting should be a written calendar of activities mutually agreed upon by the people involved.

2. Distribute the calendar of activities to all persons directly involved in the vo-ag program;

3. Hold joint meetings of vo-ag teachers and FFA officers to coordinate the summer FFA activities;
4. Schedule meetings of vo-ag instructors to coordinate joint supervision of students on all FFA activities, on project visits, and at training sessions;

5. Have the vo-ag instructors jointly plan, evaluate, and reorganize the curriculum with assistance from the administration, counselors, and advisory council;

6. Have the vo-ag instructors jointly visit students currently enrolled in the vo-ag programs as well as incoming students whenever possible;

7. Have the vo-ag instructors jointly conduct training sessions for students interested in specific areas.

8. Have the vo-ag instructors coordinate fair preparation activities such as checking animal weights, and fitting and showing demonstrations;

9. Have the vo-ag instructors meet with the advisory council to enlist their help in carrying on the summer activities;

10. Have the vo-ag instructors coordinate their travel arrangements to FFA activities and summer conference;

11. Have the vo-ag instructors jointly order approved items that are to be shared;

12. Have the vo-ag instructors coordinate their participation in various public relations activities in order that more groups may be served;
13. Have the vo-ag instructors coordinate their vacation and participation in formal preparation activities so that at least one instructor will be available to the students at all times during the summer.

Administration

As a result of there being two school districts, the number of people involved in administration is increased. This increase in people can foster misunderstanding or improve a program depending on the degree of coordination. For this proposal, administration will be divided into the following areas: (1) Superintendents; (2) Principals; (3) Guidance Counselors; and (4) Advisory Council.

Superintendents. The superintendent is the key person in a school district. The success or failure of the education system depends to a large extent on his ability to provide leadership, guidance, and inspiration for all of those employed by the district.

The vocational agriculture programs involved in this study could, by their very existence, increase the superintendent's problems. However, it is hoped that, by coordination, any problems that arise may be solved. The following suggestions are made as ways to coordinate the program:

1. The superintendents should jointly select and hire a vocational agriculture instructor to work half time as
coordinator and half time as a vo-ag instructor. This person would be given the authority to coordinate the vocational agriculture programs in both districts and would report to the three school principals involved.

2. The superintendents should work together as much as time will allow in promoting mutual understanding between the two school districts.

3. The superintendents should encourage joint staff meetings as well as joint school board meetings involving the agricultural advisory council and other interested lay people as much as possible.

4. The superintendents should encourage the establishment of mutually agreed upon policies covering the vo-ag programs of both districts.

5. The superintendents should attend as many vocational agriculture activities as time will permit and insist upon being kept informed about the program.

6. The superintendents should encourage planning and evaluation of the vo-ag program based on the needs of the community and area.

7. The superintendents should encourage the sharing of any person, idea, or item that will enable the vo-ag program to do a better job of fulfilling the goals of the school
8. The superintendents should encourage expansion of the
vo-ag program by offering vocational agriculture at North
and South Junior High Schools based upon student interest
and need.

9. The superintendents should involve administrators, cur-
riculum directors, counselors, and instructors from both
school districts as well as the agriculture advisory coun-
cil in planning and implementing the expanded program.

**Principals.** As the principal's office is usually located fairly
close to the vo-ag classroom, the opportunities for him to become
involved in the program are much greater than those of the superin-
tendent. The principal is often the first person the vo-ag teacher
turns to when a question comes up concerning the program, thus
making him a vital link in the success of that program. It is hoped
that the principals will assist in coordination of the vo-ag program
by:

1. Working closely with the vo-ag coordinator enabling him
to follow the schools' policies, procedures, and plans;
2. Observe and participate in as much of the vo-ag program
as time will allow;
3. Encourage and assist in expanding the vo-ag program by
offering ninth grade vocational agriculture at North and
South Junior High Schools based upon student interest and need;

4. Encourage the joint meetings of administrators, counselors, and instructors from both school districts and the agricultural advisory council to plan, evaluate, and coordinate all aspects of the vo-ag program;

5. Encourage the establishment of written policies pertaining to the vo-ag programs of both districts;

6. Encourage and assist in the dissemination of information that will keep the school personnel and community informed about the vo-ag programs;

7. Encourage student participation in joint meetings wherever their ideas and suggestions will help improve the program.

**Guidance Counselor.** The guidance counselor is in an interesting position in that by virtue of his contact with and orientation of all of the students, his direction of student scheduling, and in some cases the actual arrangement of classes, he many times determines who enrolls in the vo-ag program. If the counselor sees little or no value in the vo-ag program because he is not fully informed, it is almost impossible for him to guide students in making course selections or career choices. The vocational agriculture instructor and guidance counselor should help each other by coordinating their
activities as follows:

1. Have the vo-ag instructor act as a resource person by informing the students, the counselor, and other teachers about the job opportunities in the field of agriculture and agri-business;
2. Have the vo-ag instructor orient his instruction around career opportunities;
3. Have the vo-ag instructor keep a current file in the classroom on career opportunities and post high school training opportunities;
4. The vo-ag instructor should counsel those students with which he has rapport.
5. The vo-ag instructors should refer students to the counselors.
6. The vo-ag instructor should interview students to determine their interest in agriculture and encourage those not interested to take other courses.
7. The vo-ag instructors should help the counselors in informing incoming students about the vo-ag program;
8. The counselors should include a vo-ag teacher on the guidance council;
9. The counselors should attend meetings to help plan, evaluate, and coordinate all aspects of the vo-ag program;
10. The counselors should schedule and help coordinate orientation days where students, administrators, teachers and interested lay persons could tour the vo-ag facilities.

11. The counselors should observe and participate in as many vo-ag activities as possible.

12. The counselors should assist the vo-ag instructors in doing follow-up studies on vo-ag graduates.

13. The counselors should request and consider the vo-ag instructor's evaluation of a student's interest in agriculture as determined by the instructor's interview of the student.

14. The counselors and vo-ag instructors should work together to determine the students' interests and needs in agriculture at North and South Junior High Schools.

Advisory Council. The advisory council should serve as a liaison between the community and the school district. Their primary role in coordinating the vo-ag program is to act in an advisory capacity in expressing the wishes of the community. Specific ways that the agricultural advisory council should aid in coordinating the vo-ag program are:

1. Assist in planning and evaluating all aspects of the vo-ag program;

2. Assist in getting information about the program back to the community;
3. Assist in locating supervised farming projects, supervised placement projects, and work experience centers for the vo-ag students;

4. Help in locating, arranging, and conducting field trips;

5. Assist in putting on demonstrations in specialty areas;

6. Counsel students interested in a council member's occupation area or specialty;

7. Assist in supervising and transporting students to FFA activities;

8. Judge and assist in running FFA contests;

9. Enlist financial support for the vo-ag program, including special FFA projects;

10. Enlist the support and participation of other organizations in the vo-ag program;

11. Attend joint meetings of administrators, counselors, and vo-ag instructors from both school districts as requested;

12. Visit the vo-ag departments during scheduled visitation days or any other time convenient to the member;

13. Plan a yearly program of work and make copies available to the superintendents of both school districts;

14. Have replacement council members come from as many different areas of both school districts as possible;

15. Select council members employed in as many different
agricultural occupation areas as possible;

16. Obtain joint school board approval of advisory council members;

17. Request that advisory council meetings be regularly scheduled and that a program agenda be followed;

18. Hold regular meetings at least once a month during the school year with special meetings called when needed.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Summary

There are three schools in Josephine County that offer vocational agriculture programs. Two of these programs are available to ninth grade students enrolled in the two junior high schools administered by the Josephine County School District. The third program is available to 10th, 11th, and 12th grade students who attend a three year senior high school that is administered by Grants Pass School District Number Seven. In addition to those junior high schools previously mentioned, there are two junior high schools that do not offer vocational agriculture programs. These schools are administered by Grants Pass School District Number Seven. All four of these junior high schools feed students into the three year senior high school.

The Future Farmers of America is considered an integral part of vocational agriculture. Each of the three schools has an FFA chapter. All three of these chapters compete and cooperate in most of the FFA activities carried on in the area. The junior high FFA chapter acts as a training ground for the senior high chapter as many junior high vo-ag students continue with the
program in the senior high school.

All three vocational agriculture programs have a common agricultural advisory council that makes recommendations to the two school superintendents and school boards.

The facilities at all three vocational agriculture departments are somewhat similar with the exception that Grants Pass School District Number Seven has a land laboratory and school forest and the Josephine County School District does not.

The purpose of the study has been to suggest ways that the agriculture programs can be coordinated. It is hoped that through coordination, all of the vocational agriculture programs will be able to more fully utilize time, manpower, and facilities with the end result being a better education for the students.

The review of related materials points out that the responsibility of education is to provide educational activities that will develop an individual's skills, thus enabling him to earn a living. With the opportunities in agriculture continuing to expand, the value of education in agriculture becomes increasingly more apparent.

Even though problems may develop as a result of a school district offering a vocational agriculture program, there are a number of suggestions offered to help solve the problems. Most of the suggestions made show a need for and involve coordination.

A survey was taken of all students currently enrolled in the
senior high vocational agriculture program. The student survey revealed that 3.1% of the vo-ag students lived in Grants Pass School District Number Seven and were not able to take Ag I in the ninth grade. All of these students indicated that they would have taken Ag I in the ninth grade if it had been offered. Student selection of suggested courses over a four year period indicate that at least seven agriculture courses should be offered next year at the senior high school. Students that received Ag I instruction at the senior high school participated in fewer agricultural activities than did those students who received Ag I instruction in the junior high schools.

A survey was made of twelve staff members employed by either Grants Pass School District Number Seven or the Josephine County School District to determine what knowledge they have of the vocational agriculture programs, what problems they feel exist, and what suggestions they would offer to help improve the programs. The survey revealed that many of the staff members employed by one school district were not too familiar with the other district's vo-ag program. A number of problems were pointed out and suggestions for improvement were offered. All staff members felt that the junior and senior high school vocational agriculture programs should be coordinated. All staff members desired more information about either one or both programs.
The following recommendations based on this study are:

1. That the superintendents jointly select and hire a vocational agriculture instructor to work half time as program coordinator and half time as a vo-ag instructor;

2. That the coordinator be given the authority to coordinate the vo-ag programs of both school districts;

3. That joint meetings of administrators, counselors, and vocational agriculture instructors from both school districts and the agricultural advisory council be held to plan, evaluate, and coordinate all aspects of the vocational agriculture programs;

4. That the vocational agriculture program be expanded to include ninth grade programs at North and South Junior High Schools;

5. That written policies pertaining to the vocational agriculture program be submitted to and approved by the school boards of both districts;

6. That a survey be made to determine the needs of the community relative to the vocational agriculture program;

7. That all school personnel in both districts involved in the vocational agriculture program work together in any way possible to promote mutual understanding and agreement.


20. Hash, John Alex. An acceptable teaching load in vocational agriculture as viewed by school administrators and


APPENDIX
We believe that the democratic way of life contributes the most benefit and happiness to members of society generally. The school, as an agency of society, should then be dedicated to the development, improvement, and preservation of all democratic ideals. All individuals should be given an equal opportunity to develop to the greatest possible extent their capacities for happy, useful and successful lives. This would imply that all individuals, regardless of their abilities, past experiences, race, social or economic status have the right:

- To enjoy the widest share of freedom compatible with the equal freedom of other people.
- To share the skills, values, and knowledge of the human race.
- To develop initiative, to develop the ability to weigh facts, make judgments, and act cooperatively.
- To attain a reasonable standard of living.

In keeping with this general philosophy of the educational program, the board of education of the Grants Pass Public Schools has further adopted the following objectives in the various areas of activity affecting the individual school child:

**MENTAL GROWTH** - To encourage and stimulate the continuous growth in the pupil of his ability to think clearly, logically, and independently, and to know and master his own powers and potentialities and to exercise those powers with due regard to the rights of others.

**HEALTH** - To protect the right of the child to a healthy body through provision of physical education, health education, and necessary preventive health services.

**INDIVIDUAL DIFFERENCES** - To provide such modifications in the educational program for each pupil as are required by his particular capacities.

**SOCIAL ADJUSTMENT** - To prepare the pupil psychologically for a well-balanced and happy individual, social, and family life.

**CHARACTER GROWTH** - To develop a moral and ethical sense in each pupil, so that he will manifest toward others fairness, justice, tolerance, courtesy, and kindness, and for himself achieve an appreciation of his personal growth.
LEARNING TOOLS - To give each pupil, in-so-far as his ability permits, a mastery of the tools of learning and communication, such as reading, writing, arithmetic, and the use of written and spoken language.

CITIZENSHIP - To develop in each student an understanding and appreciation of the forces and ideals of democracy and to foster a sense of his personal opportunities and responsibilities as a citizen of his community, his state, his nation, and the world.

UNDERSTANDING ENVIRONMENT - To develop in each pupil, commensurate with his maturity, and understanding of the physical, economic, social, and spiritual world in which he lives, and to help him to adjust effectively to his surroundings.

EARNING A LIVING - To help the pupil find his most productive role in life and to develop, through work experience, good work habits.

AESTHETIC DEVELOPMENT - To provide for each pupil a comprehensive understanding of the cultural subjects.

RECREATION - To encourage wholesome and creative forms of recreation and play.

COMMUNITY RELATIONS - To make the Grants Pass Public Schools an essential part of community life, serving all of the people in various ways according to their needs.

The board of directors of the Grants Pass Public Schools will proceed continuously in accord with this philosophy as its guide for action.
VO-AG QUESTIONNAIRE

NAME ___________________________ AGE _______ GRADE _______

MAILING ADDRESS ____________________________________________________________

Ag class you are now taking ____________________________________________________

Where did you go to junior high school? _________________________________________

Where did you take Ag I? _______________________________________________________

If you did not take Ag I in junior high, why didn't you? _____________________________

(North & South Junior High students only answer the following question:) Would you have taken Ag I if it had been offered in junior high? ____________

If not, why? ________________________________________________________________

Check the ag classes you have taken before this year. (X)

______ Ag I _______ Ag IV

______ Ag II _______ Ag Mechanics

______ Ag III _______ Other (Please name)

Indicate which ag class you would take if it were offered. Indicate by grade (9, 10, 11, 12) which year you would take the course.

______ Ag I (introduction, occupations, 14 weeks shop)

______ Ag II (primarily livestock production & 4-8 weeks shop)

______ Ag III (primarily soils & crop production & 16 weeks shop)

______ Ag IV (marketing, farm management, & shop)

______ Forestry I (introduction & basic forestry skills)

______ Forestry II (advanced skills & work experience)

______ Landscape-Horticulture I (introduction & basic skills)

______ Landscape-Horticulture II (advanced skills & work experience)

______ Farm Machinery (maintenance, adjustment & repair farm machinery)

______ Ag Mechanics (shop skills & projects)
Please check the FFA activities you have participated in:

- Received Green Hand Degree
- Received Chapter Farmer Degree
- Received State Farmer Degree
- Attended Soils Judging contest on district level
- Attended Leadership Conference where state FFA officers presided
- Participated in Chapter Public Speaking contest
- Participated in sub-district Public Speaking contest
- Participated in sub-district Creed Speaking contest
- Participated in Chapter Creed Speaking contest
- Participated in sub-district Parliamentary Procedure contest
- Participated in the state Parliamentary Procedure contest
- Participated in sub-district Shop Skills contest
- Participated in Livestock Judging contests in the summer on local and district level
- Participated in Dairy Judging contests in the summer on local and district level
- Judged livestock at the State Fair (or attended as a holder or alternate)
- Judged dairy at the State Fair (or attended as a Holder or alternate)
- Judged at the Pacific International in Portland (or attended as a holder or alternate)
- Exhibited at the Josephine County Fair in the FFA division
- Attended Range Camp in Eastern Oregon
- Attended the State FFA Convention
- Attended the National FFA Convention
- Attended local parent and son banquet
- Attended parent & son banquet at another chapter
- Received an FFA Foundation Award (e.g.: Crop Farming, Farm Mechanics, Livestock Farming, etc.)
- Received the Star Greenhand Award
- Received the Star Chapter Farmer Award
- Received a local FFA award at the County Fair or at a parent and son banquet.
- Held or hold a district FFA office
- Participated in an ag class fund raising project
- Participated in a chapter fund raising project
- Held or hold an ag class office
- Held or hold a chapter office
- Have been or are a chairman of a chapter committee
- Had or now have a chapter chain as your project
Attended an FFA sponsored dance
Attended an FFA Christmas swag party
Participated on an FFA athletic team
PERSONAL INTERVIEW QUESTIONS

1. Are you familiar with the vo-ag program in the Josephine County School District junior high schools? ________

This program can be described as follows:
Ag I. Introduction to agriculture, occupation oriented units, beginning leadership, shop, and record keeping skills.

2. Are you familiar with the vo-ag program offered at Grants Pass High School (Grants Pass School District No. 7)? ________

This program can be described as follows:
Ag I. Very similar to the junior high Ag I program.
Ag II. Basic principles of crop and soil science, fertilizers, ag chemicals, weeds, conservation, records, leadership skills, and shop skills.
Ag III. Principles of livestock production, animal nutrition, animal health, animal breeding, introduction to livestock management, records, and leadership skills.
Forestry... Practical experiences in tree identification, conservation, harvesting, reforestation, mensuration, grading, Christmas tree production, control of tree destruction, leadership skills, and record keeping.
Landscape-Horticulture... Practical experiences in plant identification, propagation, greenhouse management, landscape principles, design and construction, marketing, leadership skills, and record keeping.
Agriculture Mechanics... Practical experiences in service, maintenance, and adjustment of farm machinery, small engine repair, advanced shop skills, leadership skills, and record keeping.
Ag IV. Marketing, government programs, agriculture law, careers and career preparation, leadership, and record keeping.

3. Who do you think should take a vocational agriculture course?

4. Is there a need to coordinate the junior high and senior high vocational agriculture programs? ________ If yes, in what areas?
What suggestions do you have to help solve the coordination problems? (If answered yes to No. 4)

5. Do you feel that there is value in having an agricultural advisory council for the two school districts? ______ If yes, what value?

6. What activities do you feel an advisory council (agriculture) can and should be involved in?

7. What suggestions do you have for determining what should be taught in the vocational agriculture programs?

8. Do you think that vo-ag students should participate in FFA activities? ______ If yes, what activities?

9. Do you think that the senior high school FFA members should help the junior high FFA members? ______ If yes, in what ways?

10. Do you think that both junior high and senior high vo-ag departments should use the District No. Seven land laboratory (school farm) and school forest? ______ If yes, in what ways?

11. Would any problems develop from Josephine County vo-ag students using District No. Seven's land laboratory and school forest? ______ If yes, what problems?

What ways would you suggest for solving the problems? (If answered yes to No. 11)

12. Do you think that vo-ag facilities, teaching materials and aids, and equipment should be shared between the two districts? ______ If yes, what items?

13. If you think that facilities, etc. should be shared, would there be any problems as a result of this sharing? ______ If yes, what problems?

What suggestions would you have to help solve the problems? (If answered yes to No. 13)
14. Do you think the vo-ag teacher should have a part in the counseling program? _____ If yes, what would you suggest he do?

15. Should the vo-ag instructor help in selecting prospective vo-ag students? _____ If yes, what should he do?

16. What should the vo-ag instructor's job be during the summer months?

17. Should the senior high vo-ag instructor work with junior high vo-ag students and junior high vo-ag instructors work with senior high vo-ag students during the summer? _____ If yes, in what ways?

18. If you answered yes to question 17, would any problems develop as a result of the reciprocal supervision of students? _____ If yes, what problems?

What suggestions would you have for solving the problems stated in question No. 18?

19. Do you know as much about the vo-ag programs in both school districts as you would like to know? _____ If not, what would you like to know?

If you answered no, what suggestions do you have to enable yourself to find the desired information?
BOUNDARIES OF SCHOOL DISTRICT NUMBER SEVEN

School District Number Seven's boundaries extend to the east, on the north side of the Rogue River, to Ament Road; to the east, south of the Rogue River, on a north-south line with the Pacific Auction building; on the south, out Murphy Road (Williams Hwy) past the golf course to the Grants Pass Provision Company; to the west, south of the Rogue River, to Boundry Lane, except on Leonard Road, where it extends to Jenkins Avenue. North of the Rogue River, the west boundary coincides with the city limits. The northern boundary is in line with Merlin Hill which is approximately three miles north of the city.