

THE ESTABLISHMENT AND OPERATION  
OF A TWO-TEACHER DEPARTMENT  
OF VOCATIONAL AGRICULTURE

by

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Q. G. B.

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THE ESTABLISHMENT AND OPERATION OF A  
TWO-TEACHER DEPARTMENT OF VOCATIONAL  
AGRICULTURE

CHAPTER I

INTRODUCTION

Purpose of the Study

The principal purposes for making this study were

1. To evaluate the need for a two-teacher department in the Hood River County Unit School District in relationship to the school and community needs for agricultural education, both for all day classes and adult education.
2. To evaluate the facilities available in terms of their adequacy for a two-teacher department of vocational agriculture.
3. To study various means and methods that may be employed in the establishment and operation, and formulation of policy in two-teacher departments of vocational agriculture.
4. To evaluate, coordinate, and designate departmental administrative and instructional activities that contribute toward providing a good working relationship



between the two teachers.

5. To commit to writing information that may be of use to others in establishing a two-teacher vocational agricultural department.

This study made no attempt to establish a set of "ground rules" for organizing and operating a two-teacher department, but it does point out some adjustments usually necessary and describes one method of establishing and operating a two-teacher department.

#### Need for the Study

There have been noteworthy increases in the number of vocational agricultural departments employing two or more instructors. Thirty-eight per cent of the instructors in the 11 Western states and Hawaii are teaching in multi-teacher departments according to a study made by TenPas (12, p. 54) and others. Yarnall (17, p. 55) and others in a Pennsylvania study show that the number of schools in that state employing more than one teacher of vocational agriculture has increased from 32 to 46 in a recent two-year period. S. S. Sutherland (11, p. 54) presented data showing that in the past 20 years the number of multiple-teacher departments of vocational agriculture in California grew from less than 20 to nearly 75. A similarly large

increase of about 50 per cent was noted between 1949 to 1953 by H. H. Hamlin (5, p. 53) in his report on multiple-teacher departments in the Central Region.

There were three two-teacher departments of vocational agriculture in Oregon when this study was started. Since 1953 six more Oregon schools have established two-teacher departments.

In the school where the writer was employed, the all-day class enrollment almost doubled in five years. This was one factor considered in the establishment of the two-teacher department. Also considered was the school's part in meeting the needs of the total community for agriculture education. This presented a challenge to the school and to the vocational agricultural department.

Agriculture is of basic importance to the area served by the school. With this in mind, consideration was also given to the potential need for new farmers and people trained to serve farmers. In the years that followed World War II, the Veteran Institutional On-the-Farm Training Program had 120 students enrolled in the county, and this program was favorably received in the area.

In view of the trend toward the establishment of a large number of two and multiple-teacher departments of vocational agriculture throughout the nation, the western

region, and the state of Oregon, there appeared to be a need for a detailed study of the procedure one particular department used to establish and operate a two-teacher department. It was also hoped that this study would contribute suggestions to both potential and established two-teacher departments.

### Method of Study

A study of the establishment and operation of a two-teacher department of vocational agriculture was planned in 1953 when the need for another teacher became evident in the Wy'east school. The study outline was prepared in 1955.

An attempt was made to use the most reliable sources of information available in evaluating the present and potential need for vocational agricultural education in the area served by the local school. School records, the U. S. Department of Commerce, Bureau of the Census of Agriculture, and the summarized reports and surveys of the local vocational agricultural department were available and used.

To determine and evaluate the need for adult classes, the author interviewed a random sampling of ten adults in a cooperative survey with the state vocational agricultural

education staff in a follow-up study of the institutional on-farm training program in Oregon.

There were three two-teacher departments in Oregon when the study started. The writer interviewed at least one instructor from all three departments. General department administrative policies and problems were discussed with particular emphasis placed on the decisions as they might apply to the department under consideration.

The writer wrote to the agricultural education departments of 39 states or colleges for information on multiple-teacher departments. He specifically requested available information relative to the establishment of such departments. While 24 responses were received, only eight contained the requested information. Most of the agricultural education departments reported they had no recommendations or policies committed to writing.

A search was made in textbooks and periodicals. Two textbooks were found that dealt with the subject. Six articles on multiple-teacher departments have appeared in the Agriculture Education Magazine. The Agriculture Education Department at Oregon State College provided suggestions and information. These materials are summarized in the section of the review of related literature.

The school administrators, members of the school board and advisory council, and the second teacher worked cooperatively with the writer, who was the original teacher, in putting the available information into policies and operation.

This cooperative study evolved over a period of four years and culminated in the establishment of the two-teacher department. The study was committed to writing.

### Review of the Literature

An investigation of the literature available revealed that at least two textbooks dealt with the problem of establishing a two-teacher department of vocational agriculture. H. H. Hamlin (3, p. 354) indicated that if high school vocational agriculture was taught as an integrated course, two teachers had to share in teaching each class and visiting projects.

Phipps and Cook's handbook (10, p. 524) emphasized that all teachers in a department need experience with adults if they are to do their best with high school pupils. They pointed out that special part-time instructors for teaching one or more courses have been used to develop the program.

Two theses written within the past 10 years were

reviewed by the author. Both studies are now eight years old and dealt with a statistical summary and conclusions based primarily on the result of the questionnaires sent out to schools in the state or region.

One of these studies was made in 1949 by Arthur Earl Williams (16, p. 70) on multiple-teacher departments of vocational agriculture in Virginia. It was noted in the study that most schools were following the plan of having all teachers participating in all phases of the program.

Another study of the establishment and operation of two-teacher departments of vocational agriculture was made by Darrel Edward Way (14, p. 82) in 1949 at Arkansas State College. Way reported that there was no uniformity in the teaching arrangements used by the teachers other than that a student normally had at least one class with each teacher sometime during the four-year period. He emphasized that both teachers and the superintendent should work out a written agreement on the duties and responsibilities each teacher will assume.

Further investigation revealed that six articles on multiple-teacher departments have appeared in issues of the Agriculture Education Magazine. Most of these articles summarize and evaluated general problems. No specific procedures for the establishing of a two-teacher department

were found.

Another source of information was the unpublished material and comments provided to the writer from the 39 state or college departments of vocational agriculture education contacted. Among the useful literature received was the division of instructor's duties from the Fredricksburg High School, Texas, which served as a guide to the writer in the local situation.

The survey conducted in the Central Region by H. M. Hamlin (4, p. 13-14) showed that there was nearly complete agreement that a teacher should supervise the farming programs of his high school students. The survey also pointed out that considerable use of special abilities of teachers was made in these multiple-teacher departments.

The study of multiple-teacher departments in the Pacific region by TenPas (12, p. 11) of Oregon State College indicated that there was a need for more coordination and determination of responsibility. This study is partially summarized in Table 1 with three other studies. It may be of somewhat limited value, because it is unlikely that all questions were asked in the same manner.

TABLE 1

PARTIAL SUMMARY OF OTHER STUDIES RELATING TO THE  
ESTABLISHMENT AND OPERATION OF TWO-TEACHER DEPARTMENTS

Questions That Related to Decisions Made in the Local Department	Percentages and Areas Reported			
	Pacific Region (12, p. 6-9)	Mid-West (4, p. 5-14)	South- Central (14, p. 78-79)	Virginia (16, p. 67-69)
Report only one classroom	32%	44%		25%
Report regular staff meetings	59%	37%		59%
Have written program of work	82%	few		
Conduct young farmer classes	40%	78%	84%	70%
Conduct adult farmer classes	33%	83%	100%	83%
Division of responsibility for home visitations				
According to classes taught	48%	90%	79%	
By teaching load, other methods noted	32%	9%	20%	
Subject matter division of responsibility				
By classes Ag. I, II, III, IV	43%	51%	68%	
By shop, agriculture science matter	26%		4%	
Specialization of subject matter	18%	5%		
Teacher follows one group through	12%	25%	7%	
FFA activities responsibility division				
All teachers cooperate together	41%	70%	66%	



TABLE 1

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Questions That Related to Decisions Made in the Local Department	Percentages and Areas Reported			
	Pacific Region (12, p. 6-9)	Mid-West (4, p. 5-14)	South- Central (14, p. 78-79)	Virginia (16, p. 67-69)
One teacher head, other assist	30%		33%	
Sole responsibility of one man	11%		2%	
Assignment of teaching duties				
Teaching by one class, no alteration	80%	51%		
Specialization and alteration within classes	11%			
Preparing and issuing publicity				
Individual teacher prepares and releases own publicity		56%		
Publicity responsibility shared		14%		
Responsibility of department head				
One teacher appointed or elected head or chairman	66%	50%		
Joint responsibility or no head teacher		50%		

### Definition of Terms

Two-teacher department as used in this study will be considered as any department of vocational agriculture employing two full or part-time vocational agriculture teachers.

Multiple-teacher department will be considered in this study as any department of vocational agriculture employing two or more full or part-time vocational agriculture teachers.

Adult class is a group of adult farmers receiving instruction in an organized class sponsored and organized by the department of vocational agriculture, meeting a minimum of ten class periods, each for three hours.

Future Farmers of America, also referred to as the FFA, is the national organization of, by, and for farm boys studying vocational agriculture in public secondary schools under the provisions of the National Vocational Acts of Congress.

Supervised farming projects consists of all the farming activities of educational value conducted by the students enrolled in vocational agriculture and for which systematic instruction and supervision is provided.

(10, p. 229)

Production project is a farming business venture of

the student for both experience and labor income.

Improvement project is a practice carried out by the student for additional experience but for no labor income.

Farm mechanics program includes instruction in farm shop work, farm power and machinery, farm buildings and conveniences, soil and water management, and rural electrification.

Livestock "chain" is an arrangement whereby a student receives an animal or animals from a donor with the agreement that certain offspring of the original animal or animals are to be given the donor for similar placement with another student.

Institutional on-farm training program was defined by Morse (9, p. 3) as a training program for veterans of World War II, established in Public Law 346, 78th Congress. It provided for an approved course of organized instruction in agriculture and related subjects of at least 200 hours per year at an educational or training institution along with supervised work experience on a farm or other agriculture establishment.

## CHAPTER II

### CHARACTERISTICS OF THE WY'EAST DEPARTMENT OF VOCATIONAL AGRICULTURE

#### History of the Wy'east Vocational Agriculture Department

##### The School Background and Department's First Year

Wy'east High School came into being in 1950. The school's physical plant was constructed the same year at a cost of over half a million dollars. Students of the new high school had previously been attending Odell High School and Hood River High School, the latter on a tuition basis. The original enrollment was about 315 students.

The vocational agricultural department was included in the school plant and program. The district furnished about \$3,000 worth of tools and equipment to the department the first year. Fifty-five students were enrolled in vocational agriculture the first year. The writer was the original instructor.

The building was not completed until four months after school opened in the autumn. Agriculture classes were first held in a school bus and in the old Odell High School building.

Students enrolled in agriculture elected to start a FFA chapter early in the school year. The chapter organized a scrap drive to raise funds. An amount in excess of \$1,100 was realized from scrap iron sales the first year and all useable iron was retained for use in the farm mechanics program.

The primary objective of the chapter during the first year was to develop the facilities of the department. The chapter spent \$350 and contributed considerable time and effort in developing the facilities. The chapter also participated in the usual FFA activities.

#### The Department's Second Year

More than 100 students enrolled at Wy'east from Parkdale High School when that school was consolidated with Wy'east by the county school board.

The FFA chapter voted to purchase a new tractor, side-delivery rake and other farming equipment. Four livestock "chains" were started and larger supervised farming programs were developed by the students. The net worth of the chapter by this time was approximately \$2,500. The FFA chapter budget, as contained in the 1951-52 program of work, called for \$2,000 in receipts.

The County Fair Board built a \$37,000 grandstand on

the school athletic field. In addition to its use for the Hood River County Fair, the grandstand is used for school athletics. The covered grandstand was raised to provide twelve feet of barn space. The barn area had cement floors, was painted, well-lighted and adequate facilities were provided. This encouraged FFA members to participate in the first county fair held on the Wy'east campus. Twenty-four cows and calves, in addition to other livestock and equipment, were displayed at this show.

Each year the Union Pacific Railroad provides a college scholarship of \$100 for one FFA member in each county served by their system. As Wy'east was the only chapter in Hood River County one member could receive this award each year providing the qualifications were met.

#### The Department's Third Year

The school year of 1953-54 was the third year for the department, and 73 students were enrolled. The Oregon State College Agriculture Education Department selected Wy'east as a student teacher training center after a cooperative evaluation by the school district, the college, and the state department of vocational agricultural education.

The chapter, in cooperation with the county fair

board, provided two expense-paid trips for FFA members to attend the national FFA convention at Kansas City.

Students have been selected on an activity point basis since this award was inaugurated as part of the chapter's annual program.

Local donors had provided seven beef or dairy livestock "chains" and the Sears Foundation provided two additional "chains". The chapter won the district FFA shop skills contest and received a "Master Chapter" rating from the State FFA Association. The FFA chapter purchased blackout curtains for the classroom to enhance the visual aids program and additional farming equipment. The FFA chapter bought and sold livestock feed and structural iron for shop projects to provide a savings and convenience to FFA members.

#### The Department's Fourth Year

Further consideration of adding another agricultural instructor was taken into account when the department's enrollment increased to 93 and additional building facilities became available. (See wood shop figure 2). The industrial arts wood shop was moved to a new wing of the school plant, making a room 60 by 31 feet available for the agricultural department.

The expanding farm mechanics program was a factor in securing this additional space, and it was utilized immediately. During the school year seven orchard wagons, two large implement trailers, one truck bed with livestock racks, two tractors, several utility trailers and other projects were completed, in addition to farm machinery repair projects.

A new tractor was secured annually by the chapter in exchange for the older model through a local firm. The net worth of the FFA chapter was in excess of \$5000. Two teacher trainees from Oregon State College contributed to the department's activities during the year.

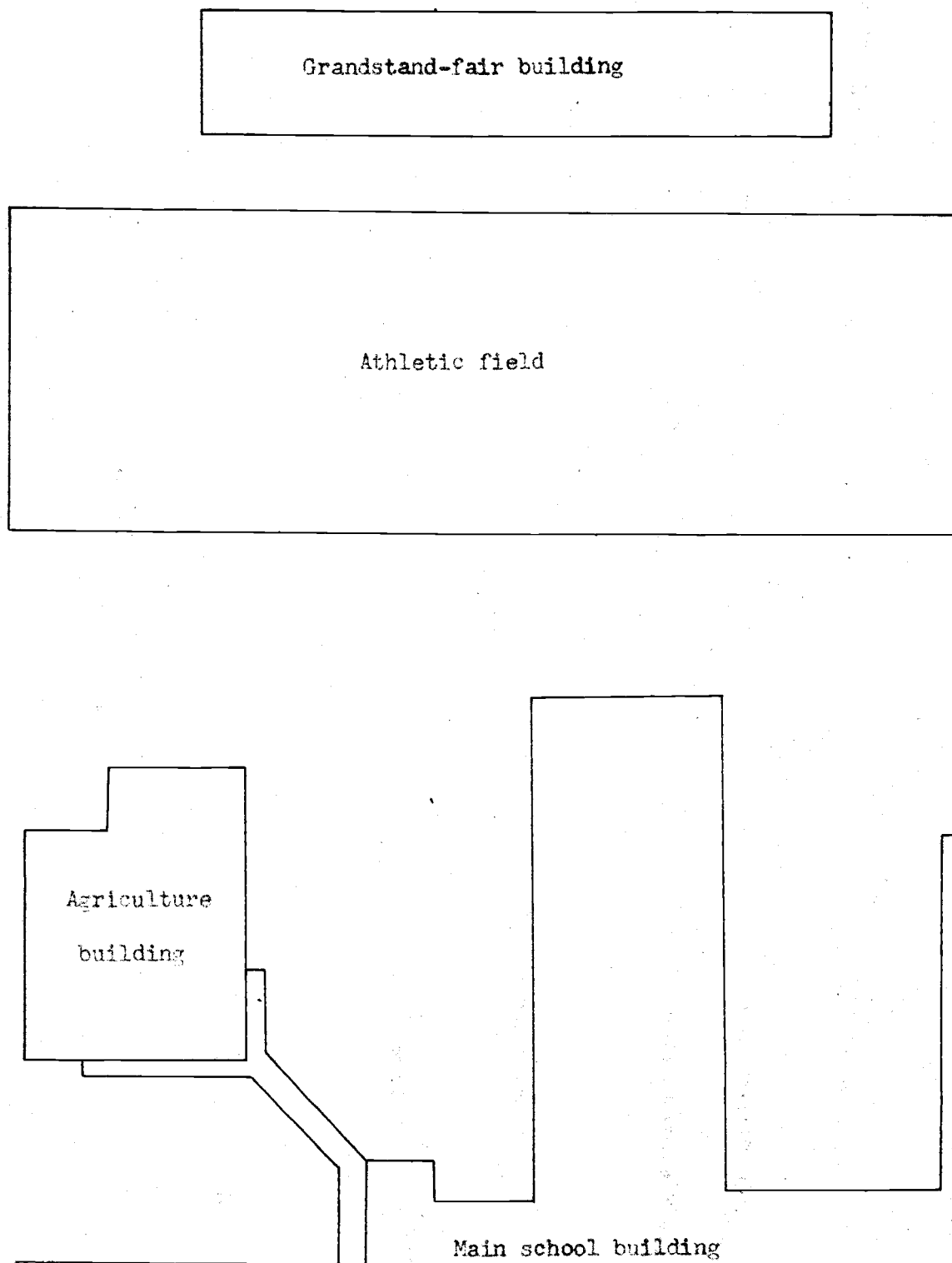
A record of the department's activities lists the following events: The first parent-son banquet at Wy'east was attended by 173 persons. The chapter won the district skills contest again. The department and school was honored by having two graduates voted to be the outstanding freshmen in the school of agriculture at Oregon State College. Thirty-nine cows and calves were shown by members at the county fair. One student won third place in the national Lincoln Foundation wending contest. The chapter farm mechanics exhibit won fifth place at the state fair and the beef herd placed second.

The school administration and the agricultural



Figure 1

## RELATIONSHIP OF WY'EAST CAMPUS BUILDINGS



instructor formed an advisory council to assist in formulating departmental policies regarding the establishment of a two-teacher department. This matter is discussed later in this chapter. The school administration and the county unit school board decided to add another vocational agricultural teacher to the staff to be effective the following year.

#### The Department's Fifth Year

Mr. John Leffel, who had been a trainee from Oregon State College at Wy'east the previous year, was added to the department staff. A considerable portion of the two instructors' summer program was utilized in developing and expanding the facilities, instructional materials and departmental policies.

The department's enrollment was now 103. The FFA started a chapter farm of 14 acres near the school campus. Members won the district skills contest for the third time. The farm machinery exhibit placed second at the state fair. The chapter's scrap book and treasurer's book placed first and second on the state level. The student who placed third in the national Lincoln Foundation Welding contest repeated by winning third place again. The chapter members showed three livestock grand champions

at the state fair in addition to winning several awards in fruit exhibits.

The annual school barn dance, held in cooperation with the Future Homemakers of America in the agriculture shop, was attended by 225 parents, students, and friends of the chapter.

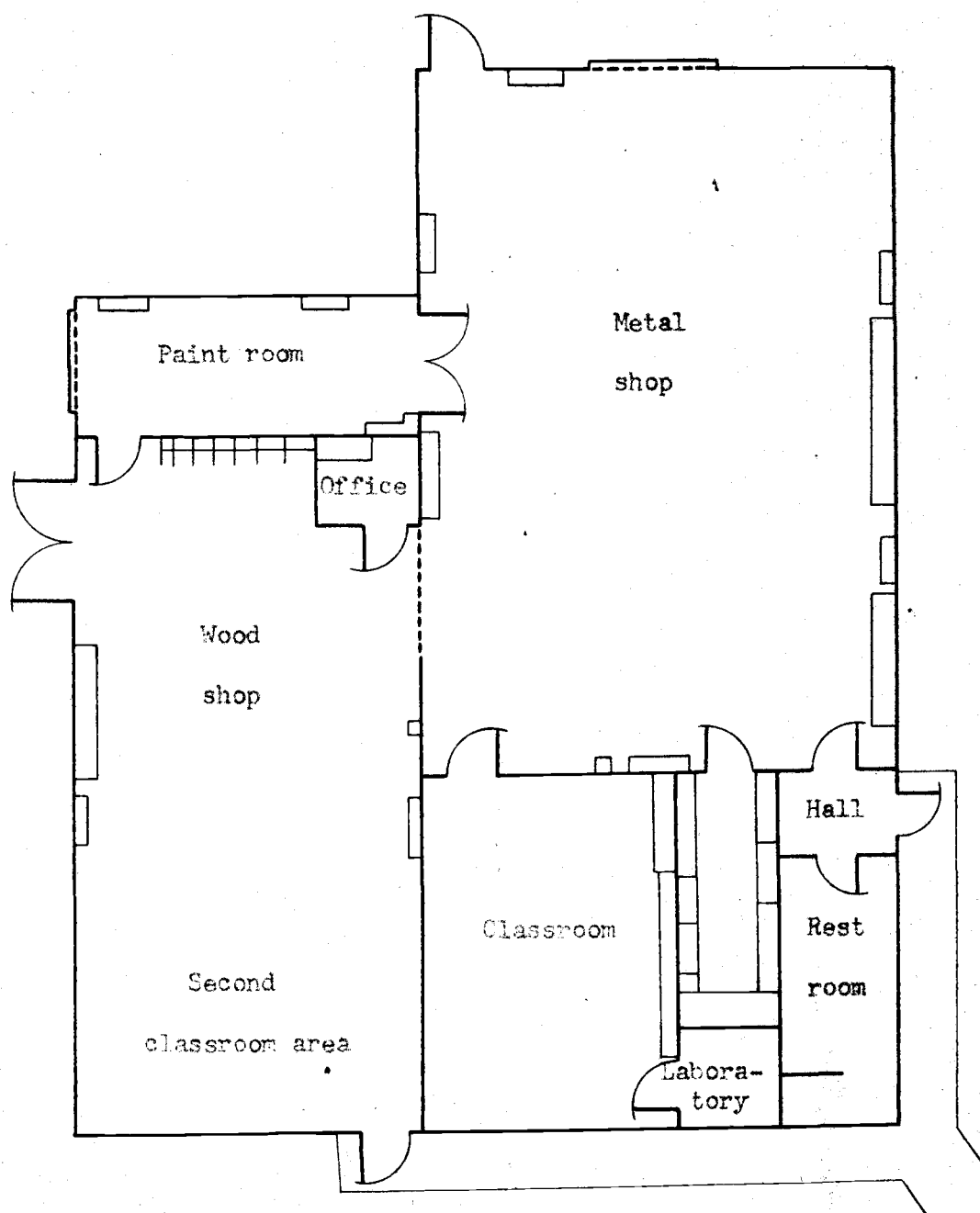
In addition to the all-day classes, an adult class in soils management had a classroom capacity enrollment of 26. The department's advisory council and the writer coordinated the class, which was taught by soils technicians of the local Soil Conservation District.

Considerable credit for the development of the department should be given to Mr. Leffel, the school administration, the individuals and agencies in the community, the teacher trainee program from Oregon State College and the enthusiasm of the students toward FFA activities.

#### Importance of the County Fair to the Chapter

To date, Wy'east was the only vocational agriculture department in the county. The local county fair provided an unusual opportunity to display student achievements. In addition to the livestock and farm mechanics exhibit, a shop skills contest was established the first year and has been continued to the date of the study. The farm

Figure 2



FLOOR PLAN OF THE WY'EAST AGRICULTURE BUILDING

mechanics program was enhanced by the county fair because students were observed to take more pride in their work when they had the opportunity to display their projects and skills.

### Establishment of the Advisory Council

Upon the advice of the State Department of Agricultural Education and the Supervisor of Teacher Training at Oregon State College, the school administrators and the agricultural instructor decided to organize an advisory council for the department. The school administration and county school board asked the instructor to select a group of rural citizens of the community to study the problem of organizing the two-teacher department.

The instructor asked the two farm organizations to select three members each. A farmer on the school board served as the seventh member of the advisory council. The members selected were asked to be willing to study, analyze, and evaluate the vocational agricultural program. The school principal attended the meetings.

The purpose of the advisory council was to provide decisions as to the kind of agricultural education farm people desired from their public high school.

The agenda for the meetings were developed by the

instructors and the principal. The purpose for working through the principal was to avoid making use of the advisory council as a departmental pressure group. The type of agenda developed attempted to provide a challenge to the council and meaningful decisions for the department.

The meetings were scheduled as needed.

Evaluation of the Need for Vocational Agriculture  
Education in the Area Served by the School

The evaluation of the total requirements for agricultural education in the school district has involved a continuing study since the origin of the department. Consideration has been given to the type and extent of the farming in the area, the relationship of the school to the community, and the kind of agricultural education the people in the area want and are willing to finance.

Farming in the Area

The area served by the Wy'east school includes an estimated 90 per cent of the agriculture land and farms in Hood River County. The 1954 census of agriculture (13, p. 261) shows there were 1,002 farms in Hood River County. The average farm size was 38 acres. Four hundred ten farms were from 10 to 29 acres. Only 82 farms were larger than 100 acres. The average value of the land and

buildings was less than \$20,000 per farm.

Cash farm income from fruit production was \$10,984,000 in 1954. Crops, livestock and other agricultural products contributed to the annual cash farm income of \$11,675,000 in 1954 for Hood River County.

TABLE II

THE TYPE AND NUMBER OF FARMS IN HOOD RIVER COUNTY

---

Fruit farms.....	461	Poultry farms.....	35
Dairy farms.....	75	Field crop farms.....	11
General farms.....	15	Unclassified.....	423
Livestock farms.....	25		

---

The school chapter farm, chapter farming equipment and farm mechanics program were provided to give additional experience to the students from these small and part-time farms.

#### Sources of Vocational Agricultural Students

Prior to the establishment of a two-teacher department, a survey conducted by the instructor of agriculture revealed that 25 per cent of the students enrolled in vocational agriculture were from full-time farms and 69 per cent were from part-time farms or students whose

parents were employed on farms. Six per cent were students whose parents were not farmers.

The source of students reflects the high percentage of small and unclassified farms in the area served by the school. The vocational agricultural program with its FFA chapter equipment and chapter farm tends to provide additional farming experience for students from part-time farms.

#### Size and Scope of the Supervised Farming Programs

The size of the student's farming programs was not particularly large but was quite diversified. Eighteen types of production enterprises were represented in the students' supervised farming programs.

Production enterprises included: pears, apples, peaches, dairy production, dairy calf raising, swine breeding, fat swine production, bee keeping, beef breeding, beef production, forage production, field crops, broiler production, egg production, sheep breeding, fat lamb production, rabbit production, and nursery stock production.

All students were required to complete their productive enterprises in order to receive a grade in vocational agriculture. In addition, most students



carried out several improvement practices which were for additional experiences but not monetary gain.

#### Size and Area of the School District

The farming area extends over almost 68 square miles. The most distant project visits involved travel distance of twelve miles each way in one area and nine miles travel each direction in another area.

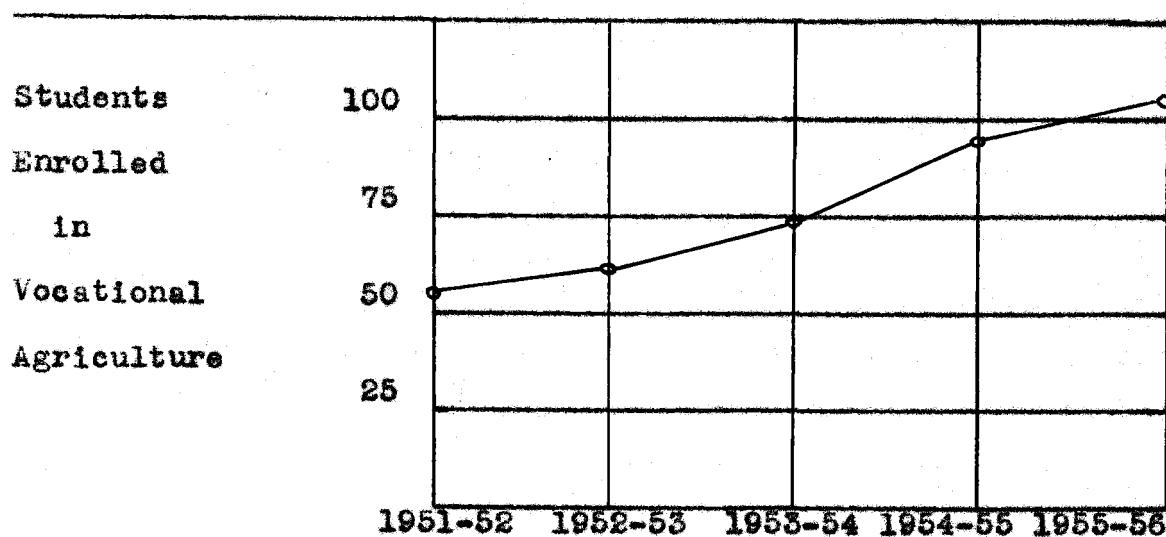
There are many dead-end roads in the area, which add to the mileage and required travel time in visiting the student's supervised farming projects.

#### Past and Potential Enrollment of the All Day Students in Vocational Agriculture

The past enrollment of the all day students is given in figure 3. The increased enrollment as a result of the consolidation of Parkdale High School in 1952-53 was a large factor in the growth of the department. Potential increases in total student enrollment at Wy'east are most likely to come as a result of natural increases in the area served rather than additional consolidations. There are three high schools in Hood River County. Hood River High School serves the city of Hood River. The Hood River County Unit School District includes the rest of the

Figure 3

## ENROLLMENT OF DAY STUDENTS BY YEARS



county and has jurisdiction over the two other high schools, Wy'east and Cascade Locks High School. The latter is nearly 30 miles from Wy'east.

The potential enrollment at Wy'east High School may be correlated somewhat with the students enrolled in the local grade schools. Enrollments are shown in figure 4 by classes and the year these classes will graduate from high school.

The enrollment record in figure 4 was taken from the county school superintendent's files. Notwithstanding the usual drop-outs, the enrollment in the high school should increase somewhat during the next decade.

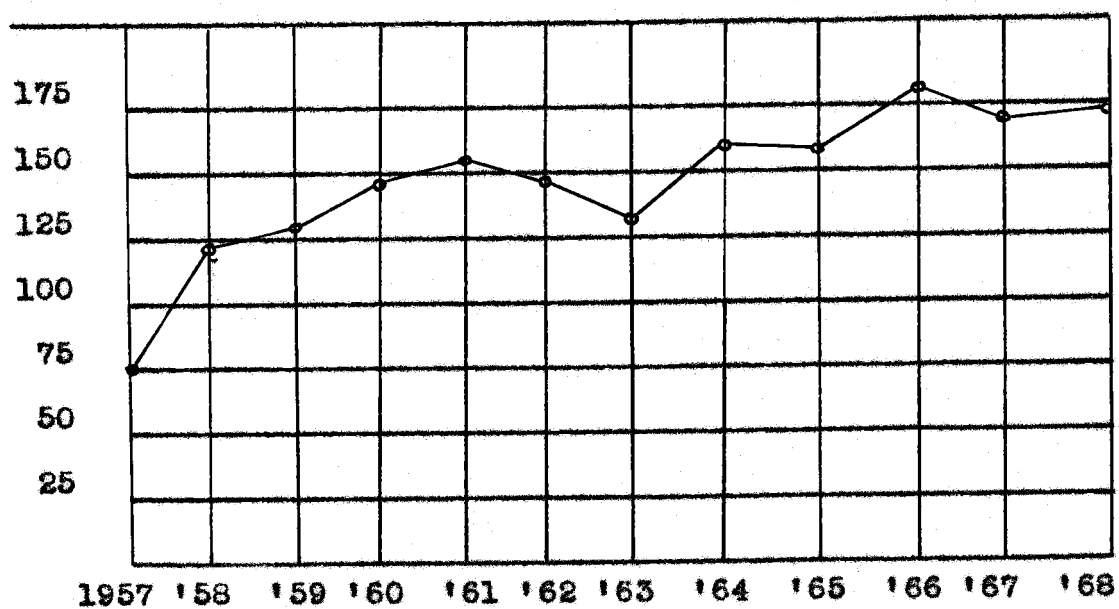
#### Potential Need for Adult and Young Farmer Classes

There were more than 120 veterans enrolled in the Institutional On-Farm Training Program following World War II in the county, according to school records.

The writer participated in the Hood River County phase of a follow-up study by William Morris (9, p. 54) of the Institutional On-Farm Training Program in Oregon. Morris selected ten local veterans at random to be interviewed by the writer. A result of the study showed that the net worth of selected veterans was \$84,448 greater after completion of the program than when these

Figure 4

## TOTAL SCHOOL ENROLLMENT BY YEAR OF GRADUATION



men started in the class. During this same period, averaging about six years, these veterans had an increase in total capital investment of \$123,592.

The result of this study and other observations corroborated the writer's observation that this presently discontinued phase of adult education met with success in the county.

The vocational agriculture advisory committee and department staff sponsored an evening adult class in 1956. The soils scientist of the county Soil Conservation District was the instructor. There was a classroom capacity enrollment of 26 and the average attendance was above 20 for the 10 evening classes offered. The adults enrolled expressed a desire for additional evening classes in orchard management, welding, advanced soils management and other phases of agricultural education.

The 1954 Census of Agriculture (13, p. 261) lists 934 farmers residing on the farms operated in Hood River County and 55 farmers that did not reside on the farm operated. This number of farmers not only represents a large potential enrollment for adult classes but also a need for their replacement as they retire or move away from the community.

The interest of the Institutional On-farm Training

Program and the adult class sponsored by the department in addition to the total number of farms in the area indicates a substantial potential enrollment of adult and young farmer classes. If the total community needs for agriculture education are taken into account and if the adult classes are coordinated with other community agricultural agencies, the out-of-school department enrollment might be expected to exceed the day student enrollment.

Community Responsibility Expected of the Vocational  
Agriculture Instructors

The instructors were expected to assume their duties and responsibilities as citizens of the community and also assume rural leadership positions in relationship to their experience and abilities.

The school administration has recognized the importance of the instructors participating in rural organizations to the extent that the school district paid the cost of organizational dues.

### CHAPTER III

## NATURE AND EXTENT OF THE TWO-TEACHER PROGRAM OF VOCATIONAL AGRICULTURE

### Establishment of a Policy for the Department

A written statement of departmental policies was formulated for the two-teacher department. The vocational agricultural policy at Wy'east was drafted by the first instructor and approved by the administration, advisory council and both instructors after suggested changes. The State Department of Vocational Education and the Department of Agricultural Education at Oregon State College contributed suggestions although their ideas were not necessarily incorporated in the policy, per se.

### How the Policy Was Established

#### Administrative Policies

The instructors at Wy'east were responsible for the local program of vocational agriculture under the supervision of the principal, Mr. Ivan Parker. The next higher administrator was the County Unit Superintendent, Mr. George Corwin, who was responsible to the county

school board. The State Supervisor of Vocational Agriculture, Mr. Ralph Morgan, represents the State Department of Vocational Education. The State Department of Vocational Education is under the State Department of Education which in turn functions under the State Legislature.

Administrative policies for the school and vocational agricultural department were developed by the county school board and school administrators over a period of years. Some administrative policies that relate to the agricultural program are listed:

Teachers' Salaries      The teachers' salaries were determined by a county-wide salary schedule. Two-year continuing contracts could be offered after the instructor was in the system for two years. All other contracts were for one year.

Budget      In the period covered in this study each agriculture instructor made out his budget. The departmental budget was reviewed by the principal. Approval of capital outlay was made on specific items and recommended for inclusion in the county budget. After budgetary items were approved, a requisition through the principal's office was required for purchases.



Travel and Expense Account      Travel expenses for instructors were reimbursed on the basis of seven cents per mile plus actual expenses for meals and miscellaneous items. Arrangements for school bus transportation for field trips were made by each instructor with the principal's office.

Assignments      Assignments regarding each instructor's participation in school activities were made by the principal. All instructors served as class advisors and counselors of assigned students.

#### Intradepartmental policy

As previously noted the agriculture department had a written statement of policy. The purpose of this policy was to clarify the authority and responsibility of each instructor. It was intended to provide a framework of intradepartmental functions yet allow cognizance of the need for additional decisions by the teachers responsible for particular phases of work.

All matters of policy not covered in the policy statement were discussed and agreed upon by the advisory council, principal, and instructors. It was decided that in case of disagreement, both instructors should present their views to the principal for his decision. Review sessions were

deemed necessary to evaluate and bring the policy up-to-date. In addition, reviews kept the principal and advisory council informed on the activities of the department.

The policy established at Wy'east seemed to meet the department's needs. A copy of the intradepartmental policy appears in appendix B.

#### Policy Established for the Selection of Students

The school administrators established the policy that the school would provide vocational agricultural training to all deserving students who could and would carry productive supervised farming programs to completion. Students and parents were notified through school publications that grades would be withheld from vocational agriculture students who did not carry productive enterprises to satisfactory completion.

Students at Wy'east High School had a wide choice of elective courses, of which vocational agriculture was one. Together with their parents, students made the selection of desired electives. It would be misleading to say or infer that the instructors selected the students.

The agriculture instructors attempted to visit all eighth grade graduates who were farm boys or who pre-registered in vocational agriculture. The purpose of these

visits was to explain the vocational agriculture program, project requirements and answer questions. Girls were not encouraged to take vocational agriculture, a result of a school and departmental policy.

### How the Policy Was Carried Out

The instructors were responsible for carrying out the established policy. Through joint planning, instructors worked for a democratic sharing of responsibilities.

Conferences to plan the week's activities were held regularly on Monday mornings. The form used to assist in arranging the weekly schedule appears in appendix A. Additional informal conferences were held as needed.

The principal and advisory council assisted in the re-evaluation of the department's activities. The students, through their FFA organization helped carry out activities through their own program of work.

### Specifically Assigned Responsibility

The original teacher was designated head of the department and made responsible to the administration for the complete program of vocational agriculture in the school.

An hour each school day was allowed for supervising

and coordinating the department's activities. The original instructor was designated to coordinate the department's activities with the total school program and with other agricultural agencies in the area. In addition, he served as spokesman for the department to the school administration, to other departments of the school, and to non-school groups.

#### Areas of Responsibility Designated

A division of responsibilities and operating agreement was made by the instructors. A copy of this appears in appendix A.

Some of the considerations for the assignment of teaching duties were as follows:

1. An attempt was made to provide a reasonable and equal work load.
2. Special abilities and interests of the teachers were utilized whenever possible in making out the yearly schedule.
3. Prior to the beginning of the school year, the courses of study for all agriculture subjects were developed jointly by both instructors.
4. An attempt was made to provide both instructors with an opportunity to exercise individual initiative.

5. Classes were alternated frequently between instructors to provide contacts with all students and teachers. Special teacher abilities were utilized by this class exchange practice.

6. Provision was made for exchanging teaching duties when needed to allow for field trips, project tours, and other events.

Rather than develop extreme specialization of teaching duties, the instructors preferred to use local resource people for teaching numerous specialized skills. The local County Extension Service, Soil Conservation Service, Hood River Experiment Station and other agency staff members, individual farmers and others made valuable contributions to the agricultural curriculum.

#### Care of the Facilities

The arrangement used in the care of the facilities was as follows:

1. Each instructor was responsible for his own classroom and laboratory equipment.
2. Each instructor was responsible to see that the established policies regarding operation, maintenance, safety and housekeeping were followed.
3. Equipment owned by the PFA was cared for by the

members as part of their training. Both instructors shared the responsibility of supervision, maintenance and instruction related to the FFA equipment.

### Other Activities

Each instructor was entitled to two weeks vacation in the summer. These were planned in advance with equal consideration given to the wishes of the instructors and the needs of the summer program.

Both instructors taught farm mechanics subject matter. Provision was made, however, for the exchange of classes in utilizing special abilities. On occasions, classes were consolidated while one teacher utilized his time giving individual welding instruction to students in rotation.

### Guidance and Counseling

The first instructor, because of his experience and special training, devoted part of his out-of-class time for guidance and counseling. Much of the individual counseling work was done on project visits and other times when there was a close student-teacher relationship. The school guidance program provided a person who devoted half of each school day to counseling. The agriculture

department utilized and benefited from this person's experience and training.

### Reports and Publicity

Both teachers shared in making out the numerous written reports required of vocational agriculture instructors. They alternated in consolidating reports and in making out the agriculture teachers monthly report.

Both submitted their ideas and reviewed the contents of publicity issued by the department. This was a responsibility of the first teacher and publicity was released through the principal's office.

### Departmental Goals

Goals were established through a departmental program of work. This program of work was based on a similar program developed in another Oregon school and modified to fit the local situation by both instructors. It was approved by the school principal.

A copy of the established departmental program of work is included in the appendix B.

### Assignment of Responsibility to Teachers for FFA Activities

The division of the instructors' responsibility for

FFA activities was arrived at cooperatively by both teachers. The written division of duties established is included in appendix A.

Both vocational agriculture teachers served as co-advisers to the FFA chapter and attended all regular meetings of the executive committee and FFA chapter. The instructors alternated in the adviser's station in the ritual used for opening and closing the meetings and other FFA ceremonies.

This procedure was adopted to provide recognition to both teachers, to create a harmonious atmosphere in dealing with chapter members and to provide students with wider experiences by utilizing both teachers.

The division of the responsibility of preparing chapter members for awards and contests was worked out cooperatively, utilizing each teacher's interests and abilities. The instructors alternated supervision of such time-consuming duties as recreational activities and concession sales conducted to finance chapter activities.

Each agriculture period's students were organized in a manner similar to an FFA chapter. This was done to provide additional leadership training and opportunities for meetings. The agenda for class meetings was prepared by the FFA executive committee. Underclassmen participated



more freely in the absence of the upper classmen. The writer is of the opinion that class FFA organization was of considerable merit in the local chapter.

### Survey for Adequate Facilities

The year prior to the establishment of the two-teacher department, the industrial arts shop was moved to a new wing of the school plant. This made available 1860 square feet of floor space adjacent to the agriculture classroom and shop. (See fig. 1).

A description of the other facilities provided and developed is described in the following paragraphs:

#### Conference-Office Room

This space, eight by ten, had been the industrial arts tool room. Farm mechanics students and instructors sealed the room with a fiber board, placed asphalt tile on the floor, and painted the walls. The cabinet space was adapted to store teaching materials.

The school provided a typewriter, two desks, folding chairs and wastebasket. In addition, duplicating equipment, camera, and part-time secretarial service from the commercial department were available from the school.

## Classrooms

A temporary classroom was developed in one end of the area that had been the industrial arts shop room. Window shades, chalk board, bulletin board, and storage space were added. Tables, chairs, and a portable student record cabinet were moved aside when classes used this space for farm mechanics activities.

The original classroom, twenty by thirty one feet, had an asphalt tile floor, acoustic tile ceiling, sound resistant walls abutting the shop area and was painted according to a color-dynamics plan. The built-in facilities included blackout curtains and shades for the windows, bookcase, magazine rack, show case, storage space, chalk board, bulletin board, bulletin file, and individual student record files.

Other equipment and facilities for this classroom were as follows: FFA owned motion picture projector and stand, tables and sufficient chairs for the largest class, teacher's desk and swivel chair, rostrum, chart rack and projector screen. An opaque projector, combination strip film-slide projector, and tape recorder for public speaking exercises were available from the visual aids office.

The department had its own film-strip library.

Educational films were ordered through the school visual-aids office.

### Laboratory

This ten by ten foot room was provided in the original building plan. It had a sink, hot and cold water, and storage cabinets. Other equipment and facilities included were: milk and soil testing equipment, soil samples, surveying equipment, orchard tools, livestock fitting and showing equipment, demonstrational materials, and portable chalk board.

### Shop Facilities

The two shop rooms were connected by a ten foot opening. The larger shop was forty by sixty feet and had a twelve-foot outside door to accommodate large equipment. This shop and the equipment was painted with a color-dynamics plan by the students as an FFA demonstration project in farm safety. It was decided to arrange this shop for metal working projects because the electrical wiring was available for electric welders and other heavy duty equipment.

The smaller shop, which had been the industrial arts shop, was thirty one by sixty feet. It contained a

vertical lumber rack and a temporary second classroom. It was decided to arrange this space for woodworking projects.

Most tools were kept in wall cabinets adjacent to the area of maximum use. The cabinets were provided with matched locks. Each cabinet was painted a different color and the tools silhouetted in the cabinets. This system proved to be most convenient, and very few tools were lost during school years.

The larger shop had a shop library, drafting table, and two metal covered tables. Table areas were kept to a minimum because they reduced the floor space for shop projects.

Major shop equipment and facilities provided by the school included: three electric welders, air-compressor, power hack saw, table saw, two grinders, one oxyacetylene welder, portable hoist, three portable tables, several power hand tools and demonstration equipment.

FFA-owned equipment included: wheel tractor, mower, side delivery rake, plow, two discs, steam cleaner and orchard sprayer combination, stock trailer, utility trailer, equipment trailer, orchard wagon, motion picture projector, and chicken picker and scalding.

Tool Room

A twelve by twenty foot tool room adjoined the metal shop. Cabinets were provided for equipment and tools that were used less frequently than those stored in the shop wall cabinets. Space was provided for shop supplies and demonstration equipment.

#### Storage-Paint Room

This fourteen by thirty one foot room provided storage space for wood, iron, hardboard and miscellaneous supplies. Paint cabinets were recessed into the walls to conserve space. Racks were built for small project storage. Considerable free material was given to the department by interested citizens and, while this was greatly appreciated, finding storage space was a problem.

#### Outside Storage

An iron rack was built to provide scrap iron storage and a fence was erected to enclose this and other needed but rather unsightly materials.

#### Grandstand Storage

The county Fair Board owned the football grandstand. Space was provided beneath the grandstand for livestock stalls. During the winter this space is used to store

certain supplies and equipment. The location of the grandstand can be seen in figure 1 in relationship to the agriculture building.

#### Lavatory, Locker Room

This room, eight by twenty four feet, contained a toilet stool, urinal, washbasin and several lockers. However, it was inadequate for the larger classes.

#### Arrangement and Schedule for Using the Facilities

The instructors completed the yearly schedule under the supervision of the principal. It was impossible or impractical to have all facilities duplicated for the second teacher. As a result, coordination of activities was essential. A copy of the schedule of the classes is included in appendix B.

The program of class instruction was planned with a desire of achieving maximum utilization of the teachers' time and the facilities provided. The shop and original classroom were scheduled as fully as possible.

Schedule coordination was achieved through regular Monday morning planning meetings. The guide that was used is located in appendix A.

#### Housekeeping Arrangements

Each instructor and class were responsible for the housekeeping and tool care. At the beginning of each period a student foreman unlocked the tool cabinets. This foreman also checked and locked the cabinets at the end of the period. Farm shop students were assigned specific housekeeping duties on a rotational basis. Their housekeeping duties were assigned from a chart that was large enough to be read from any part of the shop. It was agreed that proper tool care and storage were an essential part of the students' instruction. The arrangement that was used enabled the following class to use the same tools and know exactly where to find them.

#### Agreement for Maintaining Facilities

As much as possible, needed tool repair and maintenance were done by students in class time to provide training in tool care. It was the responsibility of the instructor to see that broken tools and equipment were properly repaired.

Tools were conditioned by students as a learning experience whenever possible. Jobs that involved repairs or maintenance from the school maintenance staff were arranged through the principal.

### Ordering and Filing Materials

Each instructor filed and classified his individual instructional materials. Procurement of shop and other supplies that were used by both instructors was a joint undertaking with final responsibility resting with the first instructor.

To provide flexibility in ordering, not all authorized supply monies were committed at the beginning of the school year. The first instructor made the requisition to the principal after both instructors agreed upon the supplies needed. The instructors divided the responsibility of keeping the necessary inventory of supplies.

### Selection of the Second Instructor

The principal of the school was responsible for hiring the staff of the high school. He consulted the first vocational agriculture teacher regarding the hiring of the second teacher. The second teacher selected was agreed upon by both the principal and the first teacher. The man selected had completed his three months of supervised teaching at the Wy'east school the previous year.



## CHAPTER IV

## SUMMARY AND CONCLUSIONS

Summary

In the study of the establishment and operation of a two-teacher department of vocational agriculture the writer was handicapped by the limited amount of literature that could be specifically applied to the school in the study. A few general recommendations for multiple-teacher departments were available and these were studied. Still, a step-by-step procedure of how one department could undertake this task remained a challenging problem.

The principal problems of the study were as follows:

1. Study the part that the local high school should contribute to the total agricultural education program in the community.
2. Evaluate the present and potential need for a two-teacher vocational agriculture department.
3. Establish a policy for the department.
4. Review the recommendations of other people who had studied the problem in question.
5. Survey the present facilities, plan and effect the necessary changes in the facilities in cooperation and harmony with the total school resources.

6. Plan and commit to writing the operational agreements and division of duties of the two teachers.

7. Establish goals for the department that were congruent with the school policy.

8. Carry out the joint plan of operation in line with the policy established by the advisory council, principal and agriculture teachers.

The department enrollment of all day students had increased from 55 to 93 in four years before the second teacher was added. The discontinued Institutional On-farm Training Program conducted for farm veterans had been attended by 120 young farmers and was favorably received in the community. There were about 1000 farms and farmers in the area served by the school.

The area was served by several public and private agencies that conducted agricultural informational programs. The vocational agriculture department has been the only agency that offered supervised agricultural instruction in classes in a specific field over a period of time since the veteran training program was discontinued. If the total potential community needs for agriculture education were to be considered, there would likely be a larger attendance of adults than of secondary school students.

The vocational agriculture department policy established was a cooperative undertaking by the advisory council, school administration and agriculture teachers. It was intended to provide the framework in which the department could perform the necessary functions within the limits established.

The writer failed to locate any set of "ground rules" for establishing a two-teacher department. In fact, the studies reviewed failed to show that any definite type of organization for instruction in two-teacher departments was being followed. Both teachers participated in all phases of the program in most schools having two or more teachers. Many departments had informal and unwritten operational agreements. State supervisors of vocational agriculture in few states, including Oregon, made definite recommendations.

To expedite the establishment of the two-teacher department, a survey of the facilities was undertaken to reveal the necessary changes to meet the new requirements. After the survey, a classroom area was developed that could also be used for farm shop when the tables were stored. A long-range plan for adapting the facilities was necessary as it was impractical for the school to perfect the facilities in a short time without impairing the total

school program.

The year's schedule was planned prior to the time school started. In addition, the instructors made out a weekly schedule on each Monday morning to coordinate the use of the facilities and keep themselves informed of what the other teacher planned to do. A minimum sharing of the same facilities was attempted to expedite harmony within the staff.

The operational agreement and division of duties was planned by both instructors to divide the teaching load as evenly as possible and utilize the teacher's interest and abilities. It was agreed to use local voluntary instructors in certain areas rather than develop extreme specialization within the staff.

Departmental goals were established and approved by the principal. The teachers adhered to the principle that any intradepartmental problems should be taken care of within the staff. If no decision could be reached, it would be submitted to the principal for his decision.

In addition to the regular Monday morning conferences, the teachers spent considerable additional time coordinating the department's activities. In cooperation with the advisory council an adult evening class of ten sessions was held and other new departmental policies were carried out.

These policies affected such areas as the chapter, farm, enhancing the facilities, adult classes, advisory council functions and other problem areas.

### Conclusions

The policies and practices that appeared to have merit in the establishment and operation of the two-teacher department at the Wy'east High School are as follows:

1. The policies within which the department functions were formed as a joint undertaking by the administration, advisory council and teachers.

2. There was a definite need for a plan to provide adequate facilities both for immediate and long-range needs.

3. One teacher was designated to be in charge of administering the department's program inasmuch as both teachers did not have the same degree of experience or training.

4. The responsibility of carrying out the department's program and policy was a joint undertaking developed cooperatively by the instructors.

5. Clear-cut lines of authority and responsibility were given official sanction in writing to avoid duplications

and conflicts and to let the teachers know specifically what their responsibilities were.

6. Departmental goals and plans were established in harmony with the total school program and with a high degree of ethics.

7. An attempt was made to establish a good organization in the traditional sense and it was put in writing in a systematic fashion. It was felt that relying on "human relations" was not enough.

8. Regular weekly conferences were scheduled each Monday morning to make arrangements for the use of the facilities and to keep both teachers well informed. A guide was made and used to summarize these weekly conferences.

9. Both instructors recognized the importance of having similar ideals and policies in managing the problems of discipline and housekeeping.

10. Publicity for the department was released on a departmental basis through the principal's office. Careful consideration was attempted to see that both instructors received due credit and read all publicity issued.

11. A satisfactory second classroom was developed in the farm wood shop area. The tables and chairs were stored to provide joint usage of the space.

12. Extreme specialization was deemed to be undesirable. However, allowances were made to utilize special interests and abilities.

13. The advisorship of the FFA was a joint undertaking of the teachers to provide better counseling for the students.

14. The work load was made as equal as possible with both teachers participating in all phases of the program to a greater or lesser extent.

15. To provide close personal pupil-teacher relationship, the teachers supervised the farming programs of their own students as much as possible. A joint record was kept of student visitation to avoid duplication and slighting the visiting of students.

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**APPENDIX****A**

# WY'EAST VO-AG WEEKLY SCHEDULE

Day	Freshmen	Sophomore	Junior	Senior
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

## JOBS TO DO THIS WEEK

## BILLS TO PAY

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

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

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## BOYS TO VISIT

## NIGHT ACTIVITIES MEETINGS TO ATTEND

## NEWS TO WRITE

## WY'EAST HIGH SCHOOL

## DEPARTMENT OF VOCATIONAL AGRICULTURE

Operation Agreement and Division of Responsibilities

1955-56

The head teacher, Quentin Bowman, will have the leading responsibility for the following parts of the total program of the department:

1. Serve as head of the department.
2. Assume responsibility to the school administration for carrying out the vocational agriculture program.
3. Plan the total vocational agriculture program in cooperation with the administration and second teacher.
4. Make the budget for the operation of the department in cooperation with the second teacher.
5. Organize the adult class sponsored by the department in conjunction with the advisory council.
6. Teach vocational agriculture classes III and IV. Alternate occasionally with the second teacher in the classes of all day instruction in order that both may become acquainted with the students and their farming programs.
7. Public relations activities to be carried out by program of the department.

8. Supervise half of the farming programs of the students enrolled.
9. Cooperate with farm and civic organizations in carrying out the department's program of work.
10. Cooperate with the County Fair Board and Extension Staff in planning and carrying out the County Fair held on the Wy'east Campus.
11. Become a member of a farm organization.
12. Assist the second teacher in carrying out all phases of his work and responsibilities.
13. Teach the second teacher's all day classes when possible and when it is necessary for him to be away from school.
14. Be in charge of the work involved in maintaining and improving the farm shop and other facilities of the department.
15. Assist the second teacher in orientation of the eighth grade farm boys to stimulate interest in the vocational agriculture program.
16. Be in charge of ordering all shop and other departmental supplies in cooperation with the second teacher.
17. Discuss and make known to the second teacher any problems and information that may have been of interest

to the department or to either teacher of the vocational agriculture department.

18. Prepare an annual program of work for the department and schedule of major activities in cooperation with the second teacher and the school administrator.

19. Supervise the farming records of all day students in classes III and IV and summarize them for the necessary state reports.

20. Supervise the preparation of the Union Pacific scholarship forms.

The second teacher, John Leffel, will have the leading responsibility for the following parts of the total program of the department:

1. Teach the all day classes in vocational agriculture I and II. Alternate occasionally with the first teacher in the classes of all day instruction in order that both instructors may become acquainted with the students and their farming programs.

2. Assist in the work involved in maintaining and improving the farm shop and other facilities of the department.

3. Assist in preparing the necessary reports, the specific report forms to be designated later.

4. Assist the first teacher in planning the total

program in vocational agriculture.

5. Be in charge of the work involved in the establishment, maintenance, and improving of the grass demonstration plot.

6. Teach the all day classes of the head teacher, when possible, and it is necessary for him to be away from the school in the line of duty.

7. Assist the first teacher in carrying on all phases of his work and responsibilities.

8. Assist with the orientation of eighth grade farm boys to stimulate interest in the vocational agricultural program.

9. Discuss and make known to the first teacher any problems that may be of interest to the department or either teacher of vocational agriculture in the department.

10. Suggest active membership in a farm organization.

11. Participate in public relations activities necessary for carrying out the program of the department.

12. Assist with preparing the budget for the department and ordering the equipment and supplies.

13. Supervise and summarize farming records of all day students in vocational agriculture I and II.

The head teacher, Quentin Bowman, will have the leading responsibility for the following parts of the FFA

program of the department:

1. Serve as adviser in alternate FFA meetings and attend all regular meetings and all executive FFA meetings.
2. Schedule trips to major shows, contests, and demonstrations.
3. Make entries of livestock to major shows and local fairs.
4. Prepare half of the publicity of FFA activities and review all publicity that is submitted from the department.
5. Train demonstration teams and assist with training livestock judging teams. Alternate with second teacher in attending judging events.
6. Complete state farmer degree applications.
7. Attend the State Fair and The Dalles Livestock Show. Be in charge of the shop enteries at the State Fair.
8. Prepare programs for the county fair, Farm Bureau, Grange, Soil Conservation District and civic organizations.
9. Be in charge of the skills contests at the county fair and district FFA skills contest.
10. Serve as coach of the parliamentary team.



11. Act as adviser to the chapter on the FFA scrap book.
12. Alternate with the second adviser in supervising the recreational activities.
13. Be in charge of the annual barn dance in cooperation with the FHA advisors.
14. Alternate with the second adviser in being in charge of selling concessions at school events.
15. Assume the principal responsibility for the chapter farm.
16. Assume the principal responsibility for the care and maintenance of the chapter owned farming equipment.

The second teacher, John Leffel, will have the principal responsibility for the following parts of the FFA program of the department:

1. Serve as adviser in alternating FFA meetings and attend all regular meetings and all executive FFA meetings.
2. Train judging teams in dairy and assist with training livestock judging teams. Alternate with first instructor in attending judging events.
3. Complete the American Farmer degree application.
4. Attend the State Fair and The Dalles Livestock Show. Take charge of the livestock show entries at the State Fair.

5. Act as adviser to the chapter on the secretary and treasurer book.

6. Serve as coach of the chapter's entry to the public speaking contest.

7. Prepare half of the publicity of FFA activities and review all publicity that is submitted from the department.

8. Assist with the training of skills and planning for the skills contests.

9. Be in charge of the livestock enteries at the county fair. Plan the parade of livestock at the night show at the county fair.

10. Alternate with the first adviser in being in charge of selling concessions at school events.

11. Alternate with the first adviser in supervising the FFA recreational activities.

12. Be in charge of the annual parent-son banquet.

13. Assist with the activities of the chapter farm.

14. See that all registrations and records are properly kept on the chapter's ten livestock chains.

15. Assist the first adviser with FFA reports not hereinabove mentioned.

## APPENDIX

## B

WY'EAST HIGH SCHOOL  
 VOCATIONAL AGRICULTURE DEPARTMENT  
 PROGRAM OF WORK  
 1955-56

<u>ITEM</u>	<u>GOAL</u>	<u>WAYS AND MEANS</u>
Coop- eration	Work in complete harmony with ad- ministrators.	Keep informed of all assign- ments, school policies, etc., by regularly attending all teacher's meetings.  Work through the principal.  Be familiar with the teacher's hand book and use systems, etc., as suggested.  Keep administration informed on work and development of agriculture department.
	Work in harmony with all other teachers	Be a member of the County Teachers association and attend meetings.  Work with other teachers in problems of discipline, counseling, cooperating in student assignments, etc.  Pre-arrange absences when

<u>ITEM</u>	<u>GOAL</u>	<u>WAYS AND MEANS</u>
		<p>agriculture students are to miss other class work for agriculture work. Have an understanding among both teachers and agriculture students that an excuse from another teacher's class is NOT an excuse from work missed. Encourage agriculture class members to make passing grades in all subjects at all times.</p>
Profes- sional	Maintain a high professional standard	<p>Never criticize another teacher.</p> <p>Defend other teachers of criticism.</p> <p>Never criticize a student to other students.</p> <p>Say something good about all at proper opportunities.</p> <p>Always praise when praise is due. "A student attempts to be as good as he thinks you think he is."</p>

<u>ITEM</u>	<u>GOAL</u>	<u>WAYS AND MEANS</u>
		Attend professional improvement courses. Receive credit when possible.
		Demand professional qualities of all student teachers.
Budget	Plan and execute a long-time budget for the agriculture department	<p>Keep a reasonable cost in over-all yearly budget.</p> <p>Plan budget of classroom and shop books, supplies, and equipment to improve the department over a period of years.</p> <p>Follow administration's system in securing and executing yearly budget.</p> <p>Purchase supplies and equipment locally where the price is reasonably close.</p> <p>Keep an accurate inventory.</p> <p>Keep inventory up-to-date.</p>
Public Relations	Maintain and build community interest and good	Vote and encourage all others to vote on all school elections and measures.

<u>ITEM</u>	<u>GOAL</u>	<u>WAYS AND MEANS</u>
	will toward the school.	<p>Keep well informed of all school problems and properly inform others of such.</p> <p>Be professional in all contacts.</p> <p>Have an outstanding vocational agriculture department and FFA chapter and keep community informed of activities.</p>
Teaching	Maintain a high standard of teaching and demand a high standard of classroom and shop work.	<p>Have a written course of study. Improve course constantly.</p> <p>Procure equipment and teaching aids for best possible teaching.</p> <p>Demand and receive respect and attention of all students during classroom and shop work.</p> <p>Use every opportunity offered in supervised farming programs to do effective teaching.</p> <p>Use the FFA organization for</p>

<u>ITEM</u>	<u>GOAL</u>	<u>WAYS AND MEANS</u>
		teaching and development. As outlined in vocational agriculture course of study, teach more than agriculture.
Organiza- tions	Work with other organizations, school, government, and otherwise.	Work with the county agent and county 4-H club leader and with community 4-H club leaders.  Teach students about the farm organizations and encourage students to take an active part in those organizations they can help and receive advantages from.
Out-Of- School Classes	Conduct at least one adult and one young farmer class during the year, if the advisory council help organize and feels it necessary.	Use present contacts in the organization of an adult evening classes at Wy'east High School.  Develop within the school administration, the community, and student teachers the feeling of the importance of adult education in agricul-



ITEMGOALWAYS AND MEANS

ture in the community.

Develop with the graduating class the need for reviewing and keeping up with agricultural problems.

Retain active membership in county agricultural organizations.

Work with all organizations for community betterment.

POLICIES OF THE WY'EST VOCATIONAL AGRICULTURE DEPARTMENT  
as adopted April 11, 1955 by an advisory group composed of:  
Ivan Parker, Principal                      P. J. Mohr, Pres. Farm Bureau  
Wm. Haseltine, Board Member              Walter Wells, Master Grange  
Quentin Bowman, Teacher                  Harris Higgins, St. Farm Bur.  
John Leffel, Student Teacher              W. Furrow, Farm Bur., Parent  
Harold Dinsmoor, Grange, Parent

#### CLASSROOM ACTIVITIES

The course of study should be built around the enterprises represented in the supervised farming programs and in the community. Surveys shall be made to help establish the emphasis to be given each enterprise.

Course units should be taught just before they are needed for planning the various phases of the student's enterprise or on the home farm.

Instruction on major enterprises extend over two years or more.

Field trips are taken, with the teachers, to the supervised farming programs of students or to local farms to secure a basis for study of local problems.

The activities of the FFA chapter should be used to utilize opportunities for teaching.

## SUPERVISED FARMING PROGRAM

All students will be required to have a productive home supervised farming program and keep adequate records on it as part of the work in vocational agriculture. Failure to carry out a productive project will result in a failing grade.

The project should be of a large enough scope to be a challenge to the student and provide suitable learning experiences to him. It should be large enough to stimulate and encourage him to do satisfactory work. He should develop student responsibility, enthusiasm and abilities essential to success in farming.

Students can not carry the same productive projects in two organizations (state policy). Students who belong to other rural organizations should have as large a supervised farming program in their vocational agriculture project as in the other organization.

## TYPES OF PROJECTS

Production projects: This is a business venture for experience and profit involving a series of farm jobs usually following a production cycle in a farm enterprise.

Improvement projects: This is an undertaking involving a series of related jobs designed to improve the appearance

and real estate value of the farm and the efficiency of the farm business and which contribute to the comfort or convenience of the farm family.

Supplementary farm practices: This is a small farm job for additional experiences, skill and efficiency, such as culling poultry, grafting trees, etc.

For proper initiation and supervision of supervised farming programs, the following procedures should take place:

1. Conference of students, teachers, and parents are held as early as possible to arrange for supervised farming programs.

2. Surveys of enterprises on each farm are made by teacher and students.

3. Teacher explains the characteristics and purposes of supervised farming programs to parents of first year students.

4. Parents, teacher and students business agreements on supervised farming programs are made.

5. As many visits as possible are made by the instructors to supervise and inspect the home projects in the time allocated.

#### FUTURE FARMERS OF AMERICA (FFA)

AIM: To develop agriculture leadership, cooperation and

citizenship.

#### PURPOSES:

The purposes and policies shall be in cooperation with and usually parallel to the policies established by the national, state and district FFA. They will be in harmony with the school philosophy of education.

#### ORGANIZATION:

1. The FFA shall be an integral part of the 'Vo-Ag' program.
2. The FFA shall be an integral part of the Associated Body and operate within its constitution and by-laws.
3. The local FFA operates under the rules and regulations set forth in the national, state and district and local constitution and by-laws of the FFA.
4. Local programs of work are developed and carried out by the students with the approval of the instructors and administration. Due consideration shall be given to National, State and District programs of work. However, emphasis shall be placed on local problems and needs.
5. School time allotted for FFA meetings and activities shall be commensurable to school

time allotted for other school activities.

6. FFA contests shall be used as devices to promote learning and not necessarily to win for the sake of winning at the expense of the overall vocational agriculture program.

### FARM MECHANICS PROGRAM

#### AREAS:

Farm mechanics instruction should include the following areas:

1. Farm shop work
2. Farm power and machinery
3. Farm buildings and conveniences
4. Soil and water management
5. Rural electrification
6. Shop safety

#### OBJECTIVES

1. To provide opportunities to develop skills, ideals, habits, abilities, understanding, and appreciations.
2. To give an opportunity to develop a program which will lead toward establishment in farming, part-time farming or related occupations.
3. To provide a desirable, student-centered,

learning situation.

4. To provide cooperative projects.
5. To provide an opportunity to improve the home farm shop.
6. To provide an opportunity to make some money.

OTHER POLICIES:

1. Tools and equipment should be available to do the jobs which should be taught.
2. There should be enough tools and items of equipment and space to serve the groups requiring farm shop instruction.
3. Supplies for most repair and construction jobs should be available.
  - a. Shop tickets: Vo-Ag shop tickets shall be sold from the school business office. School purchases supplies and shall be sold on shop tickets only. Students will use the fund in the following way:
    - (1) Pay for equipment or supplies broken due to their own carelessness.
    - (2) Purchase small items (bolts, nuts, screws, rope for rope halters, handles, hinges, etc.).
    - (3) Pay for some expendable supplies where

- the student is doing the job for pay.
- b. The FFA chapter will also provide members with free or reasonably priced supplies when possible.
4. An efficient system of tool servicing, checking, and storing should be used.
  5. Funds for replacing and maintaining and for purchasing new tools and equipment should be adequate.
  6. Automobile repair shall not be part of the farm mechanics curriculum, as such.
  7. The farm mechanics program shall be enhanced by FFA and county fair shop skills contests and exhibits.

#### STUDENT SELECTION

1. Students must show that they can meet supervised farming requirements. (See "Supervised Farming Programs).
2. The teacher approves registrants in vocational agriculture.
  - a. The teachers of vocational agriculture are extended the privilege of approving registrants in Vocational agriculture based upon their ability to maintain supervised farming programs.



b. The vocational intention of students for work related to agriculture is to be observed.

3. Girls may take vocational agriculture, but they can not belong to the FFA (national policy).

#### TWO-TEACHER DEPARTMENT

1. The school shall plan to have the two-teacher department for at least three years.
2. One man shall be designated as responsible for the complete program. Allowance of additional time during the day for administration, supervision of the department, and coordination with other school and agricultural agencies shall be made.
3. Teaching duties shall be assigned to instructors by classes in vocational agriculture instead of specialized units within classes.
4. Instructors shall be assigned to the regular supervision of the farming programs of the students he has in class.
5. Equal responsibility shall be assigned to instructors for FFA activities.
6. Select teachers who have demonstrated that they can cooperate, coordinate, designate and carry out assigned responsibilities. They must be able to get

along personally and professionally.

7. Responsibility shall be designated as to provide each teacher opportunity to demonstrate individual initiative and receive due recognition.
8. Hold regular staff meetings for planning and coordination of program once a week.
9. Make careful arrangements and schedules for using the facilities to provide for maximum use and avoid misunderstandings.
10. Use any secretarial service provided by the school for the department as a means to lighten the routine and non-technical duties.
11. For the extra instructor, survey the possibility for adequate additional office, classroom, and shop facilities.
12. Both instructors jointly prepare a departmental program of work for the department which will serve to designate the responsibility of each instructor.
13. Provide for the shifting of teaching duties upon occasion to allow for field trips, attendance to professional meetings, vacation time, sick leave.

## SCHEDULE FOR TWO-TEACHER DEPARTMENT

Periods needed

Agriculture I - Three

Agriculture II- Two

Agriculture III-Two of two hours each

Agriculture IV- One

Period	First teacher	Second teacher
1	Agriculture IV	Agriculture I
2	Agriculture III	Agriculture II
3	same	Agriculture I
4	Agriculture III	Agriculture II
5	same	Project visitations
6	Administration and project visitation	Agriculture I