

AN ABSTRACT OF THE THESIS OF

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PROGRAM FOR JEFFERSON COUNTY

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Many communities offer to their people, as an educational program, formal instruction in the six through eighteen year old age groups. Some communities supplement these instructions with a post high school educational program. Jefferson County, which is located in the central portion of Oregon, has provided very limited and fragmented post high school educational opportunities.

The purpose of this study is to determine the importance of agriculture in Jefferson County and to survey the agricultural educational and vocational needs of the community. Keeping in mind, if there is a need for a post high school agricultural educational program in Jefferson County, that a beginning might be made to develop such a program.

A survey of the occupational opportunities of Jefferson County showed that 53 percent of the jobs are agricultural production,

12 percent are agricultural processing, 7 percent are agricultural services, 2 percent are agricultural sales and .7 percent are professional agricultural occupations. A random sampling of students who graduated from the high schools in Jefferson County showed that 45 percent have not continued their education or training in any type of a post high school educational program.

The author concluded from this study that there is a need for a post high school educational program and that agriculture plays a very important role in the economy of the county. From this study eleven principles were developed to be used in the planning of a post high school agricultural educational program for Jefferson County.

A POST HIGH SCHOOL AGRICULTURAL EDUCATION
PROGRAM FOR JEFFERSON COUNTY

by

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Statement of the Problem

The program in Agricultural Education in Jefferson County was designed primarily for farmers. The Vocational Agriculture Departments in Madras High School and Culver High School have worked primarily with farm boys under the assumption that these boys would become farmers. The philosophy that the vocational agriculture departments in the high schools are teaching boys to become farmers is gradually changing. It is now unrealistic to assume that all of these boys can, or will, return to the farm. This is especially true when we see the number of farms and farmers across our nation gradually decreasing.

The broader concept of agriculture includes not only production or farming, but also all of the sales, services and processing that is involved in the production of an agricultural product and moving this product to the final consumer. Therefore, in order to accomplish our goals in agricultural education, we should be revamping our program to train students in all areas of agriculture.

Miller (16, p. 98) points out in an investigation which he made of school administrators that most of those surveyed indicated they "...would like the controlling purpose of vocational agriculture to be training for useful employment in farming or related occupations and not just farming. The majority did not consider the percent entering

farming was important enough to justify the program." Williams (22, p. 73) made a survey of administrators in Oregon and found information similar to Miller's.

The 1960 census for Jefferson County shows 2,073 people in the city and 4,984 in the rural area. The intensification of farming due to the development of the irrigation unit has increased the size and the number of agricultural related occupations. The increase in population and a shift in the kind and number of occupations available to the working force have caused a concern for more and better education and development of skills. This shift of availability of occupations other than farming has made people pause for a longer look at the vocational agricultural training program.

The vocational agricultural program was organized during the time when most of the working force was actively engaged in farming. However, we now see fewer people actually engaged in farming, but more people are working in occupations directly connected with the other areas of agriculture.

The people who were formerly trained in the vocational agricultural program are now in the working force. This group, as well as many more, will need to adapt to a changing working force in agriculture. In order for these people to adapt to the newer agricultural working force, it will become necessary for them to learn more and newer skills.

Purpose of the Study

The purpose of any educational program should be to offer to the people of a community the necessary knowledge and training to its constituents. Many educational programs provide adequate training to the six through eighteen year age group. However, a complete educational program should offer its facilities to all ages. Much of the knowledge and training that is offered to post high school students is in the form of a short course or evening classes in the various vocations of that community. Jefferson County has not provided sufficient training to its post high school students.

A study should be made of the training level of the working force and job opportunities available in Jefferson County. Once this has been done, a proposed plan can be made for post high school students in Jefferson County.

It is the intention of this study to:

1. Determine the number and kind of positions and opportunities in agriculture in Jefferson County.
2. Propose a post high school plan based upon sound principles that will provide the necessary educational training which will enable an employee to obtain and hold a position in the field of agriculture.

Limitations of this Study

This paper is primarily limited to the following:

1. Post high school education in Jefferson County.
2. Agricultural Education in Jefferson County.
3. Agricultural occupations in Jefferson County.
4. The development of principles relative to the establishment of a post high school educational program for Jefferson County.

It should be recognized that part of the population of Jefferson County are Indians and live on the Warm Springs Indian Reservation. Due to a difference in living standards between many of the people who live on the reservation and those that live off the reservation, one proposal might not fit both situations adequately. Therefore, this study will be devoted primarily to people who do not live on the reservation. The Warm Springs Tribe is deeply concerned with their problem and is presently engaged in establishing a plan for efficient utilization of their resources. Oregon State University (18) has aided in the development of the plan.

Background

Jefferson County, a central Oregon county, has been a very sparsely settled area for many years. The very nature of the

county's location, climate and topography has made its primary industry agriculture. Indians roamed the land in search of wild game and fished along its five principle rivers: the Deschutes, John Day, Metolius, Warm Springs and Crooked.

The white man exploited the seemingly endless supply of bunch-grass by the introduction of sheep to the area. Later came the cattle and the plow. By 1948 the production agriculture of Jefferson County was basically dryland grain farming and cow-calf ranching.

The development of the North Unit of the Deschutes Irrigation Project in 1948-1950 comprises 50,000 acres of extremely productive irrigable land. Some of the crops at the start of the project consisted of Ladino Clover seed, Red Clover seed, alfalfa hay and grain. Table I shows the agricultural crops and the importance of each in Jefferson County in 1963.

Jefferson County was established December 21, 1914, from Crook County and was named after Mount Jefferson, which had been so named for Thomas Jefferson. The population of Jefferson County was relatively stable until the development of the North Unit Irrigation Project. This resulted in an immediate surge in the population. The change in population from 1920 to 1960 is indicated in Table II.

The area has favorable transportation facilities. The Dalles-California Highway, U. S. 97, crosses the county north and south near the center and junctions with the Warm Springs Highway,

TABLE I

Jefferson County Agricultural Industry

Crop	Acres	Income
Irrigated Land:		
Potatoes	7,700	\$3,200,000
Peppermint	5,500	1,788,000
Kentucky Bluegrass	5,000	1,260,000
Hay	15,000	750,000
Merion Bluegrass	1,000	225,000
Barley	7,500	222,000
Red Clover	550	94,000
Ladino Clover	350	58,000
Corn Silage	400	50,000
Timothy	200	32,000
Oats	450	15,000
Misc.	250	54,000
Non-Irrigated Land:		
Wheat	11,000	1,100,000
Livestock Income:		
Beef		2,826,000
Dairy		304,000
Sheep		235,000
Hogs		67,000
Poultry		26,000

TABLE II
Population Growth of Jefferson County

Year	Population	Number of Growth	Percent of Growth
1920	3211		
1930	2291	- 920	-27
1940	2043	- 249	-1.2
1950	5536	+3493	171
1960	7057	+1521	27

U. S. 26, to the west. The junction of the Prineville Highway, U. S. 26, one mile south of Madras, the county seat, opens travel to the east. The area is serviced by several commercial carriers. Railroad facilities are available. An airport, which formerly was an Air Force base, provides excellent opportunities for air transportation.

Jefferson County has as its boundaries the Cascade Mountain Range on the west and the Ochoco Mountains on the east. The Warm Springs Indian Reservation is located on the western end of Jefferson County with a small portion of its land in the southwestern part of Wasco County, which is a northern boundary for Jefferson County. Jefferson and the two counties to the south, Deschutes and Crook Counties, make up what is commonly known as the Tri-County Area, or Central Oregon. The year 1958 saw the completion of Pelton Dam,

one of a series of hydroelectric dams to be constructed on the Deschutes River. The Round Butte Dam is now under construction and is to be completed in 1965.

Table III will indicate the importance of different industries in Jefferson County in 1963.

TABLE III
Jefferson County Industries

Industry	County Income *
Agriculture	\$13,406,000
Lumber and forest products	1,000,000
Recreation and tourists	4,000,000

* These are estimated figures based upon interviews with people that are involved in each of the industries.

Jefferson County has made a steady growth over the past fifteen years. The favorable climate, scenic views, excellent big and small game hunting, upland bird hunting, fishing, agate hunting, camping and boating opportunities coupled with a bowling alley, theater, golf course, enjoyable television reception, an adequate shopping center and nearness to excellent markets all indicate that the county will probably continue to grow.

Definition of Terms

Adult Farmer Program. An educational or training program in agriculture for people that are not attending high school and are becoming or are presently established as a farmer. The adult program usually includes the young farmer and adult farmer groups.

Agri-business. The businesses or job opportunities that are involved in the sales, services and processing that are necessary in moving a product from the farmer to the consumer. See Agricultural Occupations.

Agricultural Education. The systematic teaching of principles and fundamentals of soil, plants and animals and their interrelationships.

Agricultural Occupations. All of the jobs that are involved in producing an agricultural product, moving, processing and selling of that product to a consumer, which involves or requires a basic knowledge of agriculture to perform the various tasks. Agricultural occupations are usually grouped into five categories--agricultural production, agricultural processing, agricultural sales, agricultural services, and professional agricultural occupations.

Agricultural Processing. The jobs or steps that are required to convert a raw agricultural product to a finished product which the consumer wants to buy.

Agricultural Related Occupations. See Agricultural Occupations. Agricultural related, agricultural occupations, and agribusiness are used synonymously.

Agricultural Sales. The jobs that are involved in transferring or exchanging an agricultural product from one person to another. Agricultural sales will be involved in the exchanging of an agricultural product from the producer to the consumer in many degrees. Usually the more refined the agricultural product becomes, the more exchanging is required to move the finished product to the consumer.

Agricultural Services. The numerous groups of occupations that are necessarily performed by the processor, producer and sales people, which they will perform by hiring agricultural service people. Fertilizer applicators and farm machinery repairmen are examples of agricultural service occupations.

Continuing Education. Those classes which are offered to people in a local school community and provide training in various subjects below the college level. These classes are offered through the local school system and are usually referred to as adult classes.

Dryland Farming. The producing agriculturist who grows crops or farms land that is not within the irrigation district of Jefferson County. The dryland farmers of Jefferson County produce primarily wheat and barley on land that receives from eight to twelve inches of rainfall annually. They will usually have a cow and calf beef operation in conjunction with their field crops.

Farmers. Those people that own or rent land for the purpose of tilling, cultivating or subjecting it to agricultural processes for the purpose of producing food and/or fiber. There are 385 farmers in Jefferson County. Their main products are beef cattle, wheat, barley, peppermint, grass seed, potatoes and hay.

High School. A local secondary educational plant that provides educational training for the ninth through twelfth grades. Many high schools have changed their enrollment to include the tenth through twelfth grades. Jefferson County has two high schools, Culver High School and Madras High School. These schools have the ninth through twelfth grades. Madras is to change to the ten through twelve plan in 1965.

Irrigation Farmers. The farmers that produce agricultural products that are within the North Unit of The Deschutes Irrigation District. There are 325 irrigated farms in Jefferson County.

Labor Force. The group of workers that are between eighteen and sixty-five years of age and are not regularly enrolled in school or an inmate in an institution. This group of people is controlled by the Oregon Department of Employment Law.

Migratory Workers. Those people which enter and leave an area seasonally, finding employment usually due to crop harvesting demands. Most of the migratory workers find employment during July, August and September in Jefferson County. Peppermint hoeing and harvesting, potato harvesting and grass seed production provide large numbers of job opportunities for a period of one to six weeks.

Non Agricultural Occupations. Those occupations that do not require a basic knowledge of agricultural principles in order to hold or perform that job or task.

Non Farm Occupations. This usually refers to all of the jobs in agriculture other than farming. Some people use the term to refer to non agricultural occupations. The author uses the term to refer to agricultural occupations other than farming.

Permanent Agricultural Occupations. A job in agriculture that provides employment twelve months of the year.

Post High School Students. Those persons that are not attending a regular daytime high school. This group includes people that have graduated from high school or have dropped out of school.

Principle. Principle is defined for the purpose of this study as a fundamental or general truth which may guide thinking or action.

Production Agriculture. That group of agricultural occupations that cultivates, nurtures, or grows an agricultural product. Most of the people that are within this group are farmers. However, such occupations as florists and ground keepers are grouped into this class by the author.

Professional Agricultural Occupations. Those people that are highly specialized in agriculture and provide their assistance to people as an aid or service. A fee is usually not charged for their service, since this is considered part of their job. A college degree is usually required for these occupations.

Seasonal Agricultural Occupations. That group of agricultural occupations that are not permanent in tenure. The duration of these seasonal agricultural occupations may be from a day to less than twelve months.

Vocational Agricultural Education. Vocational agriculture began in the United States in the early 1900's for the purpose of providing present and future farmers such knowledge and skills that are common to farming. The vocational agricultural program provides systematic instruction below the college level in public schools for persons fourteen years and older who plan to work on a farm.

The Smith-Hughes Act of 1917 and later the George Barden Act of 1946, both passed by the United States Congress, make available to the schools public money to help finance the program.

Vocational Training. The provision of instructions for a trade or handicraft for a specific occupation. Sometimes referred to as a trade school.

Work Force. See Labor force.

CHAPTER II

SURVEY OF RELATED LITERATURE

For thousands of years it has been an avowed, or tacit, assumption of human education that learning belongs primarily to infancy and childhood. People did and should learn then most of the facts, principles, habits, and skills which they used in later years. The young were supposed to amass a store of information and ability, the income from which was to support them through life.

This assumption, though questioned occasionally by thinkers, persisted as an accepted and acceptable basis of orthodox theory and practice until recently. It is now seriously challenged for two reasons--that it would be unfortunate under present conditions if it were true, and that it is false. (19, p. 1)

These opening statements by Thorndike probably best illustrate the importance of adult education today. As we see the various social and technological changes that have taken place within each lifetime, we should suddenly become aware that the working person today cannot prepare himself for the future with all the skills and knowledge that will be required of him in the future. Therefore, in order for the worker of today and of tomorrow to cope with these added demands placed upon him, he will have to continue his education throughout his life. This can be enhanced through continuing education.

Continuing education is certainly nothing new. Many workers have related their experiences in adult education. We also find

considerable information on adult farmer programs. However, when we extend our field of training people to agricultural occupations, we find little work has been reported in this area. It can probably be assumed that those principles which are basic for continuing education and adult farmer classes should be fundamental for continuing education in agriculture.

Weyant (20) points out that there are many agricultural related occupations and "...at the present time, there is little systematic instruction available that can assist a person in preparing for these farm related careers."

Graff and Edwards (4) state:

A review of adult education literature presented evidence of widespread interest in adult education. The public schools were reported as the major instrument in promotion of adult education. The evening school was the predominant force organized to effectively promote adult educational activities in the majority of communities which have attempted to serve the needs of adults.

Principles of Adult Education

Before any study should begin, some goals or guide lines should be established. Many authors went to lengthy detail to explain goals of adult education. Good (8) does an excellent job of describing the goals of continued education:

1. Build interest into a program,
2. Development of skills for the preparation for vocational placement,

3. Understanding human relationships in the problem of a person making the transition from high school to world life,
4. Develop constructive interest to be used during leisure time,
5. The building of values, ethics, philosophy of life leads to a "growing up" of the individual.

Need for Adult Education

Adult education is important to the community and to the nation as indicated by Benson (1, p. 16) "Vocational training and guidance represents part of the investment that our society makes in the education of youth and adult citizens. Trained manpower is also fundamental to the strength and security of our nation." Due to the structure of our public schools, some communities will certainly progress faster in the area of continuing education than will other communities. The well-being of each community will be dependent upon its educational and vocational training programs.

McClusky (15) indicates the "community development may be described as the development of the people by the development of the community."

The demand upon the worker is constantly increasing. The changes which take place within the world, more leisure time due to shorter work week and a longer life expectancy, will all definitely increase the demand upon the continuing education programs.

The technological demands upon our working force increases, and we find that the employee must either increase his skills in some areas or learn completely new skills when positions he previously held were replaced by machinery. Engelman (5) relates:

Industry today needs manpower on a much higher technical and educational plane than twenty-five years ago. The unskilled man simply cannot compete with a bulldozer, a computer machine, or the highly automatic plant. Nor can he leave the plow and be sought after by General Dynamics or Bell Telephone Company. The wonders of technology are produced by educated men. They must be controlled, repaired, and operated by educated men and their products processed and distributed by educated men.

Not only is today's worker concerned about increasing his knowledge and skills, but he is also concerned about the place in which he raises his family. Many of the people are working in the city but are raising their families in the suburban area. Koehler (13) describes a program in California which seems to be very similar to programs of many parts of the United States. In his article he states, "Urbanization is definitely upon us." As more people move to the outlying areas of the city, they usually build on fertile farm ground, thus requiring the farmer to move to other ground. This ground is usually less productive; thus, urbanization creates some problems to the producing agriculturist.

With urbanization comes workers that need to develop more

skills and find things to do in their leisure time. Some of this time can be put to use as outlined in the fourth goal by Good (8).

Employment Opportunities in Agriculture

The shift to technological development and urbanization of the nation is a boon to agriculture. As stated by Halton (9):

Agricultural occupational opportunities are made available in: production farming, agriculture technology, farm service, agriculture science, sales work, agriculture communications, agriculture business and agriculture professions. Agriculture is a science, a business, a profession, and an industry. The field of agriculture promotes more jobs in cities than on the farms.

No longer is agriculture synonymous to farming. Farming is one of a group of jobs in the field of agriculture. Kootman (14) groups agricultural occupational opportunities into the following areas: "1. Production farming; 2. processing; 3. agricultural services and sales; 4. retail sales of agricultural products; 5. wholesaling agriculture products; 6. professional and technological."

In a recent non-farm agricultural occupation and curriculum planning meeting, Courtney and Carter (3) relate:

President Kennedy reported the identification of seven hundred eighty six occupations associated with farming, or with agriculture, but immediately suggested these occupations may be ranked on a continuum in terms of knowledge of farming required or desired for these occupations.

It might be well to note that President Kennedy mentioned the degree of knowledge or skill, as do many other people, when talking about vocational placement. The quantity and quality of skill or knowledge will certainly have a marked effect upon the kind or type of occupation the worker will hold.

A recent report by the United States Office of Education (17, p. 8) lists the agricultural occupations as to the degree of skill and knowledge: "1. Professional; 2. technical; 3. agricultural services; 4. proprietors and managers; 5. clerical; 6. sales; 7. skilled labor; 8. semi-skilled labor."

The word phrases--agri-business, farm-related occupations, and agricultural industry--have been tossed around by many authors. Few, however, attempted to define these as such. Hoover (11, p. 4-6) probably does the best job of pinpointing what agricultural occupations are in his excellent book on agricultural occupations by grouping them into the following categories:

1. Agricultural occupations in agricultural production . . . include the actual on-farm production of food and fiber.
2. Agricultural occupations in agri-business and industry . . . include occupations that do not require a college degree. Some of these jobs are in the area of sales and services to farmers such as farm machinery, feed, and other supplies; some are in marketing and processing farm products; and, others are in specialized phases of agriculture such as ornamental plants and garden centers.

3. Agriculture professions . . . unless you are especially gifted and exceptionally fortunate, you will need a college degree. Persons in this group are foresters, teachers of agriculture, county agents, veterinarians, agriculture engineers, and soils conservationists.

Hoover (10) later compiled a leaflet which followed his book with a partial listing of agricultural occupations. This listing has a total of one hundred eighty-five different employment opportunities which he believes require a knowledge of basic agricultural principles to be held by an employee.

The Role of Adult Education

There does not appear to be any question in the minds of various writers that continuing education is here to stay. The continual demand of people for development of skills due to technological advancement and new job opportunities due to urbanization has caused people to realize the necessity of continuing their education and vocational training.

Gabriele (7) relates:

The prospective employee today more than ever before must possess basic learnings in order to be eligible for employment. Data available indicates that the occupational groups that are growing the fastest are those requiring at least a high school education; in fact, they may require even more.

Most people will agree that if our nation is to grow and prosper, we will definitely need more trained and skilled workers. The only place the workers can obtain these skills is through private companies or through our public schools. Industry is prepared to train a few of the people who will be working for a particular organization. Therefore, the bulk of the continuing educational programs will have to be set up within the community and probably in connection with the public school system.

The role which adult education plays in the public schools is important. Too often educators grasp at a trend and consider it the answer to all problems. Knowles (12) points out the ways in which adult education can serve the cause of public education:

1. It can serve the needs of individual adults for certain kinds of continuing learning.
2. It can serve the needs of school for better public understanding and involvement,
3. It can serve the needs of the community for general community development.
4. It can serve the needs of children and youth for more educationally supported home environment.

Organizing an Adult Program

Many communities in the past have tried to set up a continuing education program and failed. Many of the failures can be attributed to the lack of a coordinator or a person qualified to run a continuing

educational program. Funson (4) states, "The early developmental stages of numerous adult school programs were lacking in coordinated plans."

Once the community has decided that it wants an adult program and a coordinator has been appointed, what are the mechanics in setting up a program? A résumé by Bergwin (2, p. 40) on factors to consider when selecting adult education procedures is as follows:

1. Identify the learner;
2. Select appropriate physical facilities;
3. Have qualified leadership and guidance;
4. Identify what is to be taught, why and by whom and to whom;
5. Develop procedures;
6. Coordinate the program.

Factors and guide lines are discussed quite extensively in several reports. Wigger (21) appears to be a man of action. He points out, "Some guide lines for adult education are to develop a purpose, select a preferred method, do something, avoid prejudices and extend your horizons."

Certainly if any program, regardless of whether it is continuing education or raising sheep, is to succeed, someone is going to have to manage or be in charge of the operation. Too many times we find people wishing and wanting to do something, but their ideas get side-tracked due to lack of organization and leadership.

McClusky (15) lists the steps that are necessary for a successful adult education program as:

1. Size up the problem and state it clearly;
2. Gather information about the problem by getting facts;
3. Locate and use the resources which are available;
4. View the problem for the good of the whole community;
5. Understand conflicts and keep them within reasonable bounds.

Koehler (13) uses McClusky's suggestions in setting up an adult educational program in agriculture in the Sacramento area in California. Koehler's problems and circumstances sound very familiar to the problems of Jefferson County in Oregon. An area that was basically farming and is gradually being infringed upon by urbanization is comparable in both areas. The workers are finding the occupational opportunities to be different from those which they are trained for and have worked at in the past. The answer seems to be to train and re-train through continuing education.

Of the work reviewed, that which seems closest to the situation of Jefferson County was that by Etzel (6, p. 74-75) in a study of how to set up an adult farmer group for Eagle Point, Oregon. He developed the following basic principles:

1. Adults of thirty-five to forty years of age are able to learn as rapidly as young people from twelve to fifteen, and should be encouraged to do so.
2. The public school has a responsibility to the adults in the community offering a program that will include desirable change and growth.
3. Adult education in agriculture should be an integral part of the total education of public schools.

4. The formation of an advisory council is the first step in establishing a successful adult farmer program.
5. Community surveys, with the aid of advisory council, are necessary to fit specific needs of adult education.
6. Success of adult classes depend upon proper scheduling as to the day of the week, time of day, and season of the year.
7. Careful selection of resource personnel to work with local instructors is necessary to give effective instruction.
8. Centers for classes should be selected so as to be conveniently near all the students to be served.
9. Good publicity is needed to secure satisfactory enrollment.

Summary

It is concluded from this survey of literature that those who have had experience with post high school education programs agree that continuing education is necessary. The kind of jobs and occupational requirements are constantly changing. One of the important ways in which the employee can cope with the problem of keeping himself trained as new jobs develop and old jobs change is to further his training through post high school educational programs. These educational programs are usually offered through the local school districts in those areas of instruction desired by the people.

CHAPTER III

PROCEDURES OF THIS STUDY

This study was developed in two basic areas:

1. The need for a continuing educational program in agriculture in Jefferson County was determined.
 - a. This need was determined by finding the number and kind of agricultural occupations that were available.
 - b. The percent of students leaving high school that enter agricultural occupations was tabulated.
 - c. The level of training or preparation they have had for their present jobs was listed.
2. Principles of a plan to be offered for a continuing educational program in agriculture in Jefferson County was developed.

Determination of the Need

Jefferson County was surveyed as to the job opportunities that are available in the field of agriculture. This survey was a personal interview of the various businesses in Jefferson County by the author. If a business had a half-time job that required an agricultural man, his job was recorded as a half-time job. If several businesses were found to have half- or third-time jobs, these were lumped together.

An outline of the general areas covered in the personal interviews is found in the appendices of this study.

The graduating classes from the high schools in Jefferson County (Culver High School and Madras Union High School) during the years 1959 to 1963 involve four hundred sixty-five people. A random sampling of 125 graduated students from this group had questionnaires sent to them and were asked to complete and return the questionnaires. A copy of this questionnaire is found in the appendices.

Development of the Plan

Once the questionnaires had been tabulated and the listing of the various job opportunities completed, a suggested list of principles was compiled for continuing education in Jefferson County.

In order to enhance the development of a plan, letters were written to Treasure Valley Community College, Ontario, Oregon, and Yakima Community College, Yakima, Washington, to determine procedures and plans which they have developed. Copies of their replies are found in the appendices of this study.

The reason that these two colleges were selected is they have just recently performed a similar study in setting up their programs. Their areas are somewhat similar to Jefferson County as to agricultural opportunities.

CHAPTER IV
FINDINGS RELATED TO POST HIGH SCHOOL EDUCATION
IN AGRICULTURE IN JEFFERSON COUNTY

Employment Opportunities

The employers in Jefferson County were personally interviewed by the author to determine the number of agricultural employees of each business. The managers were extremely cooperative and offered their time freely. They indicated they were most happy that a survey such as this was being conducted. All of the people hoped that from this study an educational program could be developed which would better the community.

The greatest difficulty of the survey, encountered by the author, was in categorizing some of the jobs. The reader might question the author's reasoning as to the listing of lumber sales as an agricultural occupation and the omission of such occupations as tire and fuel sales. The author and the managers of the local lumber yards felt that their business was greatly enhanced by an agricultural background or training. This is particularly true in an agricultural setting such as Jefferson County. The tire and fuel sales people in Jefferson County have a large number of accounts that are agricultural people, but the performance of their jobs does not require training in agriculture.

Once the actual survey of agricultural employment

TABLE IV

Agricultural Occupations in Jefferson County

Type of Occupation	Permanent	Seasonal
Agricultural Production:		
Alfalfa growing and harvesting		190
Dryland farmers	60	
Egg producers	2	
Farm managers	9	
Florist	4	
Grain growing and harvesting		100
Grass seed growing and harvesting		75
Grounds keepers	4	
Irrigated farmers	325	
Kennel operators	1	
Livestock feeders	5	
Peppermint growing and harvesting		395
Potato growing and harvesting		245
	<u>410</u>	<u>1,005</u>
Agricultural Processing:		
Feed and grain dealer, formen	4	
Feed and grain dealer, laborers	8	
Feed and grain dealer, laborers		25
Feed and grain dealers, managers	4	
Grass seed plant managers	3	
Grass seed plant laborers		15
Potato packers and shippers		255
Potato warehouse formen	11	
Slaughters and packers	8	
	<u>38</u>	<u>295</u>
Agricultural Services:		
Accountants and bookkeepers	4	
Air sprayers and fertilizers and dusters	3	
Appraisers	2	
Attorneys	4	
Bank field men	3	

(Continued)

TABLE IV (Cont.)

Type of Occupation	Permanent	Seasonal
Agricultural Services (continued):		
Bank managers	2	
Escrow	1	
Fertilizer preparation		14
Farm equipment manufacturers	16	
Farm equipment services	7	
Freighters	11	
Insurance	9	
Irrigation district maintenance personnel	38	
Irrigation district manager	1	
Machine shop managers	3	
Journalists	2	
Potato graders		13
Real estate salesmen	8	
Secretaries and clerical personnel	43	
Weed control personnel	5	
Pharmacist	1	
	<u>163</u>	<u>27</u>
Agricultural Sales:		
Auctioneer	2	
Dairy products	3	
Farm equipment and sales	14	
Feed and grain dealers, sales	4	
Fertilizer	2	
Grocery, produce, meat and managers	10	
Irrigation equipment sales	2	
Livestock sales and managers	3	
Lumber sales	2	
Meat retailers	1	
Potato broker	5	
	<u>48</u>	<u>0</u>
Professional Agricultural Occupations:		
Agricultural education	2	
Experimental	1	
Extension agents	5	
Federal employment	6	
Food technologist	1	
Range management	2	
Veterinary	1	
	<u>18</u>	<u>0</u>
Total Workers in Agriculture	<u>677</u>	<u>1,327</u>
Total Different Agricultural Jobs	51	10

hayng season, help in the peppermint harvest and later help in the potato harvest. Thus, many of the seasonal occupations are filled by high school and college students. However, an estimated five hundred migratory workers are employed in Jefferson County annually.

The Oregon Employment Service indicates that in 1960 there were 1,969 men and 715 women employed in Jefferson County. These were people fourteen years and older who were engaged in permanent and seasonal occupations.

We find, by using the figures from Table IV, that 75 percent of the jobs in Jefferson County are in the area of agriculture. If these occupations in agriculture were listed by categories of job opportunities, we would find 53 percent are agricultural production, 12 percent are agricultural processing, 7 percent are agricultural services, 2 percent are agricultural sales and 0.7 percent are professional agricultural occupations.

Factors such as the development and construction of the Round Butte Hydroelectric Project, the laying of a natural gas line from Canada to California that crossed Jefferson County and several large highway building jobs are examples of some temporary jobs that will cause these figures to change. Whatever the circumstances might be, it is certain that agriculture has a very important part in the economy of Jefferson County.

The Post High School Student

A questionnaire was mailed to each of the 125 random sampled graduates from the high schools in Jefferson County from 1959 to 1963. There were eighty five, or 68 percent, of the questionnaires returned. Fifty eight percent of the returns were from men and 42 percent, from women. These people had been employed in an average of 2.13 different occupations. Table V shows the present occupations of the people who returned questionnaires.

TABLE V

Occupations of the Post High School Student

Occupation	Percent
Student	38
Non agricultural	27
Agricultural related (not including secretary or farming)	16
Farming	8
Agricultural secretary	5
Military service	5
Housewife (not working)	4

We find that 29 percent of the students that graduated in the last five years from high school in Jefferson County have found a job in agriculture. However, there was not sufficient information on the questionnaire to determine what percent of the students that are still

in school are studying in the field of agriculture.

The work experience background of the graduates was relatively limited. However, this is to be expected since these people have been out of high school from one to five years. Table VI indicates the areas in which the graduates have had experience.

TABLE VI
Areas of Previous Employment

Occupation	Percent
Students with seasonal agriculture experience	65
No experience	11
Military service	9
Farming	8
Students with seasonal non-agriculture experience	7

Much of the employment background of the graduates can be attributed to seasonal agricultural occupations. It is probably during seasonal work periods that these students develop experience and work patterns that will follow through to their future vocation. There was no evidence on the questionnaire to prove this statement. However, in the many visits with employers this inference was drawn. If this is true, another study might be made as to the establishment of a training program in the day school to help place these workers in

areas of their preference and thus better prepare them for a future vocation.

The lack of training by many of the workers in Jefferson County became quite apparent in this study. The questionnaires that were returned indicated 38 percent of the high school graduates are presently enrolled in schools of further training. There are 12 percent that have one year of training above their high school diploma, and 5 percent are in the military service. However, 45 percent of those that graduated from high school have not had further education or training. There were 20 percent of the graduates that indicated they were not in a field or vocation they liked, and 70 percent of these stated they felt they needed more training in order to try another vocation.

There were 75 percent of the people that indicated an interest in participating in adult classes. The areas of interest that they indicated on the questionnaire are listed in Table VII.

If this survey can be considered valid, an adult program in Jefferson County should offer training in the following areas: shop skills, commercial, home economics, psychology, agricultural science and foreign languages. This does not mean that adult classes would not be successful in the other subject fields or areas. The probability of substantial enrollment in shop skills, commercial and home economics could be assured.

TABLE VII

Areas of Interest in Adult Education

Area	Percent	Area	Percent
Shop skills	30	Photography	3
Commercial	20	Social Studies	3
Home economics	15	Mathematics	2
Psychology	10	Art	0
Agricultural science	7	Literature	0
Foreign language	5	Other	2
Grammar	3		

The reader should keep in mind two very important factors in this assumption. First, this questionnaire is based upon the feelings and opinions of relatively inexperienced people to the problem of making a living for themselves and for a family. Only 9 percent were married; therefore, many of the graduates remarks were probably based upon opinions rather than actual experiences which they might have encountered. Second, the group which this questionnaire covers is relatively close to the average educational level of the people of Jefferson County. The 1960 United States Census indicates that the average number of years of schooling completed by people twenty-five years and older in Jefferson County is eleven years for males and twelve years for females.

It is conceivable that the interests of these people may change to some degree, and it is also possible that many of their elders will

have interest changes. The author will work with the evidence from the questionnaire that 29 percent of the graduates are working in the field of agriculture. There are 45 percent of the graduates not receiving further training after leaving high school, and 72 percent of them have interests in shop skills, commercial subjects, home economics and agricultural science.

Proposed Plan

The intention of the author is to propose some post high school educational principles that can be drawn from this study. It is not the intention to establish or propose a list of subjects. To propose subjects, specific course content and procedures will require further research and study. The following lists are principles which the author has drawn from this study. The author feels these principles are necessary in the establishment of a concrete listing of educational materials to be presented in a post high school program in agriculture for Jefferson County.

Principle 1. Post high school courses in agricultural education should be based upon actual employment possibilities as revealed in an occupational survey.

Principle 2. Community programs beyond high school should be a part rather than apart from the present public school system.

Principle 3. Post high school educational programs should work with the assumption that adults have the needs and desire to learn, and their rate of learning is equal to high school students.

Principle 4. The post high school student needs to further his knowledge and skill, particularly in the area of his work experience.

Principle 5. The size of a post high school district should be large enough to enable the offering of courses needed by specialized occupations.

Principle 6. Post high school educational programs should satisfy the needs as to the development of knowledge and skills for the approximately one half of the students leaving high school that do not enroll in colleges, technical schools or trade schools.

Principle 7. The success of a post high school educational program will be dependent on the degree of coordinator orientation to the community and its needs.

Principle 8. Post high school educational classes should be organized and scheduled as to time and location so that as many of the people who want and need these classes can participate.

Principle 9. When post high school courses have been selected and organized by the administrator and coordinator, these offerings

should be publicized through radio, television, newspapers, posters, handbills, advisory committees and employment agencies.

Principle 10. The post high school educational program for Jefferson County should work with the assumption that basic principles pertaining to learning and subject matter is common to all areas including agriculture.

Principle 11. A post high school educational program for Jefferson County should correlate its classes to the occupational survey of the area which reveals that approximately two-thirds of the available jobs are in the area of agriculture.

The author feels that with these principles a qualified coordinator could establish a very effective post high school program for the people of Jefferson County in agricultural education. Therefore, if the people of Jefferson County want a post high school educational program, the author recommends the following steps be executed.

1. Appoint a coordinator to conduct the program.
2. Utilize the direction and principles of this study, keeping in mind that these could change between the time of the study and when a program is enacted.
3. Make an accurate study as to course content, resource people for instruction, educational facilities, and location

of the classes.

4. Evaluate the principles and procedures that are set forth as to the degree of their adequacy to the post high school educational program.
5. Select those principles and procedures that are good and use these in conjunction with any new principles that might be developed for future programs.

CHAPTER V

SUMMARY

The educational program of Jefferson County has provided reasonably adequate provisions for the first grade through the twelfth grade. The post high school educational program has been very limited as to adequate needs of the community. A survey was conducted as to the degree of agricultural employment opportunities available in Jefferson County. Once the agricultural job opportunities were determined, an analysis of the working force was performed. It is from this research and study that a list of the necessary principles for post high school agricultural education were developed.

After a survey of related work in adult education was completed, the following steps are necessary in developing a post high school educational program:

1. Appointment of a coordinator to conduct the program.
2. Determine the need and direction of the program.
3. Select principles and procedures to be used in the program.
4. Select courses, instructors, facilities and other educational items that will be necessary for the program.
5. Put the plan into action.
6. Select those principles and procedures that are good and

use these in conjunction with any new principles that might be developed for future programs.

An interview of each of the business, industries and farms shows the major portion of the economy of Jefferson County is based on agriculture. The survey of job opportunities of Jefferson County shows approximately 75 percent of the working force is engaged in agricultural occupations. These agricultural occupations were grouped into the following categories: agricultural production, agricultural processing, agricultural services, agricultural sales and professional agricultural occupations.

A questionnaire, sent to a random sampling of high school graduates, shows that 45 percent of the graduates have not had further training. Five percent of the graduates are in the military service. There are 12 percent of these students that have one year of training above their high school diploma, and 38 percent are presently enrolled in school for further training. The average educational level of the people of Jefferson County twenty-five years and older is eleventh grade for males and twelfth grade for females.

The author feels that this study has performed two of the necessary steps in developing a post high school agricultural educational program:

1. The study has indicated that a need does exist for post

high school education and that a large portion of the instruction should be in agriculture.

2. The development of eleven principles were performed and should be used as the framework of the post high school educational program. These principles are:
 - a. Post high school courses in agricultural education should be based upon actual employment possibilities as revealed in an occupational survey.
 - b. Community programs beyond high school should be a part rather than apart from the present public school system.
 - c. Post high school educational programs should work with the assumption that adults have the needs and desire to learn, and their rate of learning is equal to high school students.
 - d. The post high school student needs to further his knowledge and skill, particularly in the area of his work experience.
 - e. The size of a post high school district should be large enough to enable the offering of courses needed by specialized occupations.
 - f. Post high school educational programs should satisfy the needs as to the development of knowledge and skills

- for the approximately one half of the students leaving high school that do not enroll in colleges, technical schools or trade schools.
- g. The success of a post high school educational program will be dependent on the degree of coordinator orientation to the community and its needs.
 - h. Post high school educational classes should be organized and scheduled as to time and location so that as many of the people who want and need these classes can participate.
 - i. When post high school courses have been selected and organized by the administrator and coordinator, these offerings should be publicized through radio, television, newspapers, posters, handbills, advisory committees and employment agencies.
 - j. The post high school educational program for Jefferson County should work with the assumption that basic principles pertaining to learning and subject matter is common to all areas including agriculture.
 - k. A post high school educational program for Jefferson County should correlate its classes to the occupational survey of the area which reveals that approximately

two-thirds of the available jobs are in the area of agriculture.

If the people of Jefferson County want a post high school educational program, the author recommends they appoint a coordinator to develop the program. The coordinator should keep in mind some of the principles and facts may vary due to changes and time. It is further recommended that another study be performed for the development of subject matter, procedures, instructors, facilities and the location of the various classes which might be held.

Recommendations

The recommendations that are offered by the author and based upon this research and study are:

1. The people of Jefferson County encourage the school district board to develop a post high school educational program for its people.
2. The school district board appoint a coordinator for the post high school educational program and provide this person with sufficient time, help, money and facilities to develop a continuing educational program.
3. Before a program is proposed, it is recommended that another study be conducted for the purpose of evaluating the

principles that are suggested in this study and apply these plus any new principles that may be established towards a post high school educational program. It is also suggested that a study be made of the area to determine specific class content and availability of resource people for instructions.

4. Provisions should be made annually to include sufficient funds in the school district operating budget to finance a post high school educational program.
5. Further study should be made to develop a complete post high school educational program encompassing all work experience areas of Jefferson County.

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APPENDICES

APPENDIX A

TREASURE VALLEY COMMUNITY COLLEGE

464 S. W. 2nd Ave. - Phone 889-6493

Ontario, Oregon 97914

12 February 1964

Mr. Charles Skeans
Vo. Ag. Instructor
Madras High School
1301 Buff Street
Madras, Oregon 97741

Dear Chuck:

In answer to your letter of February 4, 1964, I would like to say that I feel like the old Negro that said, "The hurrier I go, the behinder I get," especially in an agricultural curriculum. To explain that remark I would like to say that I have been studying a post-high school curriculum in agriculture here at Treasure Valley College and have made but very little progress.

I do have a curriculum worked out on paper but we do know that it is going to take a great deal of revision and replanning to really come up with a workable curriculum that will benefit our community.

To give you some idea of some of the problems I have run into, I do note that many of the California Junior Colleges do have good technical agricultural curriculums but they have a different set of circumstances to work under here in Oregon. I spent nearly a week visiting Community Colleges and Junior Colleges in the State of Washington and found the same thing existed there. In fact, of four Community Colleges that I visited in Washington, I found only one had any sort of post high school agricultural training program and that was the one at Yakima which did offer some courses but primarily patterned for transfer work to Washington state University. At the present time we are launched into attempting to get some research

money to study this matter further so that we can be ready to go by Fall with a complete agricultural curriculum and give the Fall Freshman course offerings.

The biggest single problem involved in attempting to set up an agricultural curriculum is the objectives for this agricultural program. The question is: Should it be strictly a transfer program or should it be designed to better meet the needs of the local area on a technical basis rather than on a professional agricultural basis? At the present time, my committee in agriculture, most of the Vo-Ag instructors and myself agree that this curriculum should be designed primarily for those persons going into the technical agriculture fields and not for those that are planning to transfer on to Oregon State or some other four year institution. The reason for this is that most of the basic Ag courses that any entering Freshman would take could be patterned after those at Oregon State and even though transfer clearance was not given to an institution, the individual student could go on to Oregon State and challenge those courses satisfactorily.

Secondly, most of our agricultural problems are area special problems and do not coincide well with the technical problems that are found in the Willamette Valley of which most of the Oregon State instruction pertains. Therefore, the teaching should be done on a local basis. At the same time many of the related courses such as English, Math, Science, etc could be given in the transfer area of the Junior or Community College so that these courses could be more easily transferred on to the four year institute.

By this time, I should have you thoroughly confused and would only add that I plan to be coming through your area at the end of this month, probably on the 29th of February. If I could be of some help in meeting with you, I would do my best to arrange such a meeting.

Yours truly,

/s/ Carl G. Devin

Carl G. Devin, Director
Vocational-Technical Division

CGD:pg
Enclosures

APPENDIX B

STATE OF WASHINGTON
STATE BOARD FOR VOCATIONAL EDUCATION
Division of Vocational Education
P.O. Box 250 Olympia, Wash.

February 24, 1964

Mr. Charles Skeans
Vo-Ag Instructor
Madras High School
655 4th Street
Madras, Oregon 97741

Dear Mr. Skeans:

I am sending you a copy of Forms 1, 2 and 3, which were used as the instrument for making a survey of the off-farm agricultural occupations in the Yakima Valley. Actually, the areas studied were the communities of Yakima, the Lower Yakima Valley (Union Gap, Harrah, Wapato, Toppenish, Grandview, Sunnyside, Prosser), the Tri-City Area of Kennewick, Pasco and Richland, and a few surveys at Othello and a few at Moses Lake. We used the telephone directory to make a complete listing of the off-farm agricultural occupations and then made approximately an 8 percent sampling from this list.

Then we stratified these business concerns into six stratifications:

- Farm equipment, machinery and implements
- Farm processing
- Farm marketing
- Farm supply
- Farm service
- Miscellaneous

Actually, if we had it to do over again, we would use the instrument we used in our 1957 survey, for it gave us a better breakdown upon which to base course content. However, we plan to remake our survey and we probably will proceed to get as near 100 percent

coverage of the agricultural occupations in our entire state as possible. This will, of course, be dependent upon if and when new monies become available under the Vocational Education Act of 1963.

We will remake the instrument, particularly Forms 2 and 3, so we get a better basis for determining course content. Our present plans include the vocational agriculture teachers interviewing the off-farm agricultural occupations within their own school districts. Then we will hire special interviewers to do Spokane, Seattle and Tacoma. This will mean that we will get a pretty fair coverage of the agricultural occupations in the state.

Sincerely yours,

/s/ Bert L. Brown

BERT L. BROWN
Director
Agricultural Education

BLB:vh

APPENDIX C

Agricultural Occupations Survey

Name of firm _____

Address of firm _____

Name of Owner _____ Name of manager _____

Principal product and/or service _____

Number of employees that are working _____

Duties of each employee:

Name	Duty
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Number of agricultural employees:

Agriculture production _____ Agriculture services _____

Agriculture processing _____ Agriculture services _____

Agriculture sales _____ (secretarial) _____

Professional agriculture _____

Number of non-agricultural employees _____

Remarks:

APPENDIX D

Madras, Oregon
March 2, 1964

Dear Graduate:

We are asking that you take a few minutes of your time to complete the enclosed questionnaire. The purpose of this questionnaire is to determine what the students that graduated from high schools in Jefferson County have done and are doing.

Particular emphasis is being placed upon the job you have held and the job interest you might have as well as any special training that you might have had since leaving high school.

We hope from this survey to be able to offer to the high school student and the post high school student better vocational training in the future in Jefferson County. Thereby providing better job opportunities to the people of Jefferson County.

Your cooperation is urged in filling out this questionnaire carefully and accurately in order that our survey will be valid.

Sincerely,

Charles Skeans
Vocational Department Head
District 509J

Post High School Education Questionnaire, page 2

4. List the kind of jobs you would like to work at or hold.

_____	_____
_____	_____
_____	_____

5. Why are you not presently working in any of these areas?

_____ I am.

_____ I do not have sufficient training.

_____ I have not had the opportunity.

_____ Others. Please describe _____

6. If an adult educational program was offered in your community, would you be interested in attending any of the classes? (check as many statements that may apply to your feelings).

_____ I am not interested.

_____ Yes, if the classes offered provided training for my present job.

_____ Yes, if the class pertained to a hobby I was interested in.

_____ Yes, if the class offered general information but did not necessarily apply to my present job.

_____ I might be interested.

7. If adult educational classes were offered, I would be interested in the following areas:

_____ Commercial	_____ Literature
_____ Mathematics	_____ Grammar
_____ Social Studies	_____ Shop Skills
_____ Psychology	_____ Photography
_____ Foreign Language	_____ Home Economics
_____ Agricultural Science	_____ Art
_____ Others (please list)	
_____	_____
_____	_____