

ADMINISTRATORS' JUDGMENTS ON THE VOCATIONAL
AGRICULTURE PROGRAM IN SELECTED WILLAMETTE
VALLEY HIGH SCHOOLS

by

CLAYTON STANLEY WILLS

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APPROVED:

Redacted for Privacy

Professor of Agricultural Education

In Charge of Major

Redacted for Privacy

Head of Department of Agricultural Education

Redacted for Privacy

Chairman of School Graduate Committee

Redacted for Privacy

Dean of Graduate School

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Typed by Irene Reeves

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ADMINISTRATORS' JUDGMENTS ON THE VOCATIONAL AGRICULTURAL
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CHAPTER I

INTRODUCTION

Vocational agriculture was first offered in the public schools of Oregon in 1919. At this time three schools, Enterprise, Gresham and Hood River began the program. Accurate records were not kept on the program until 1925 when there were 955 boys enrolled in vocational agriculture in 29 schools. Since this small beginning the vocational agricultural program has kept abreast of the state's growth until the year of 1955-56 with an enrollment of 3,885 students in 86 schools. An illustration of this growth is given in Figure 1. Each year the State Department of Vocational Education has received requests for the establishment of more vocational agricultural centers. (14)

According to the United States Office of Health, Education and Welfare Monograph Number 21 (17, pp. 2-4) there are four aims of education that relate to the fundamental activities of present day life. In a study of this type it was felt important to list these aims and to further state the major objectives of vocational education in agriculture.

1. To develop the individual as completely as possible. The individual should understand his capacities, limitations, and abilities and his relationship to other individuals, home, and society. He must be concerned about his vocation, business affairs, and

Figure 1

VOCATIONAL AGRICULTURAL ENROLLMENT
IN OREGON HIGH SCHOOLS
1919 TO 1956¹

<u>YEAR</u>	<u>VOCATIONAL AGRICULTURE ENROLLMENT</u>	<u>NO. SCHOOLS OFFERING VOCATIONAL AGRICULTURE</u>	<u>FUTURE FARMERS OF AMERICA MEMBERSHIP</u>
1919 ²			
1920			
1921			
1922			
1923			
1924			
1925	955	29	
1926	1,065	30	
1927	1,141	30	
1928	993	29	745
1929	1,339	33	748
1930	1,309	34	1,084
1931	1,419	35	1,090
1932	1,533	36	1,036
1933	1,462	34	1,207
1934	1,544	36	1,283
1935	1,730	43	1,593
1936	1,857	43	1,689
1937	2,149	48	1,967
1938	2,226	50	1,986
1939	2,226	50	2,120
1940	2,040	53	2,045
1941	2,077	55	2,077
1942	1,670	50	1,670
1943	1,664	48	1,664
1944	1,613	41	1,613
1945	1,920	45	1,920
1946	2,130	49	2,130
1947	2,415	54	2,851
1948	2,851	64	3,151
1949	3,395	70	3,200
1950	3,499	75	3,318
1951	3,576	76	3,460
1952	3,729	81	3,549
1953	3,867	83	3,674
1954	3,981	85	3,756
1955	3,885	86	3,843
1956		86	

¹Morgan, Ralph L., State Supervisor of Agricultural Education, personal interview December, 1956, Salem, Oregon.

²Date when first Vocational Agriculture departments established in Oregon.

personal development. He needs to be aided in acquiring desirable personal qualities and characteristics. In his struggle for successful accomplishment he must cultivate all of his desirable native qualities.

2. To promote personal-group relationships with emphasis upon home and family life as fundamental to the individual's growth and to the public welfare. Individuals and groups living in a society are dependent upon the family for group relationships. The farm family is intimately connected with its means of livelihood; hence the farm home has peculiar significance for success in farming. Certain problems of the farm are frequently problems also of the home, the community, government, and other social institutions.
3. To make individuals and groups responsive to the needs of other individuals and groups, of communities, of governments, and of other desirable social agencies. Individuals in a society must be concerned with the welfare of others in the solution of their own problems. Social life is essential to the development of the individual, of the home, and of life's interests in general. There are many social problems in a constantly changing and progressive society. Individuals and groups have great responsibility in the determination of the direction of that change.
4. To train present and prospective workers for proficiency in their respective fields. The individual must be prepared for proficiency in his occupation in keeping with accepted standards and must also be responsive to the progressive advancement of such standards. This fourth aim implies continuous systematic instruction to develop abilities that are needed by the individual for such proficiency. It makes necessary complete programs of vocational education for youth, in and out of school, and also for adults.

These aims constitute fundamental areas of a well-rounded education. Promotion of these aims is a responsibility of education. Insofar as these aims affect the development of the worker, consideration must be given their realization by workers in their respective fields. The program of vocational education in agriculture recognizes the first three aims as applying to the education of individuals already

engaged in farming occupations and also to those individuals preparing for such occupations, even though the main responsibility for achieving the aims devolves primarily upon all groups of educators. The program of vocational education in agriculture is primarily concerned with the fourth aim as it applies specifically to the development of proficiency in farming.

Specifically applying to the field of vocational education in agriculture and relating to Number 4 of the aims as stated in Monograph Number 21 of the United States Office of Health, Education and Welfare, the major objectives of vocational agriculture are as follows:

1. To make a beginning and advance in farming.
2. To produce farm commodities efficiently.
3. To market farm products advantageously.
4. To conserve soil and other natural resources.
5. To manage a farm business effectively.
6. To maintain a favorable environment.
7. Participate in rural leadership activities.

History of Vocational Agriculture in Oregon and the United States

Vocational Agriculture first began in Oregon in 1919. Since that time the need for the program has increased to the point that during the 1955-56 school year there were 3,850 students in 86 departments under the supervision of 94 instructors.

Earliest beginnings of Vocational Agriculture in America date back to elementary schools of Massachusetts in about the year 1858. However, it wasn't until about 1902 that any attempt was made in a secondary school. Up until 1916 there were 3,181 schools offering programs that

looked similar to today's Vocational Agriculture programs. Some features that were included in these programs were supervised farming programs and year around instruction.

Legislation enabling Vocational Agriculture got its start about 1907 although the present Smith-Hughes Act was not passed until 1917.

Determining whether or not Vocational Agriculture was in the public interest was hotly debated since it was felt by many that the fathers should be responsible for training their sons. Later this argument fell to pieces when the fathers themselves complained that they didn't have enough technical information. Since farmers wouldn't train themselves it was decided after ten years of debate that this Vocational training was in the public interest and so should be supported on a Federal basis.

The Smith-Hughes Act was intended as temporary legislation but it was soon discovered that it takes a lot of time to get something of this magnitude established. Many of our legislators feel that the act is needed now more than ever and from the experiences with the act much favorable sentiment has been built up for federal-state-local cooperation.

Since its inception the Federal government has strived to keep control vested in the states and local schools. If any dictatorship has resulted, it is probably because the states and local districts failed to take the initiative in setting up and maintaining standards for their Vocational Agriculture programs. Federal money was to have been matched by states when the program first began. At present, there

are four dollars of state and local funds contributed for every one from the Federal Government -- indicating that local districts and states are more than willing to finance the program.

Nationally the program has shown a steady increase up until the year 1954-55.

456,964 high school students

272,363 adults

46,811 young farmers

Historically one of the main problems in the 200,000 school units that existed in 1907-1916 was the incidence of drop out. Especially during the first two years of high school was this true. Then Vocational Agriculture classes were first set up, the instruction was geared to reach this group so that they would at least have some instruction before going back to the farm. Generally, these boys were given instruction in livestock and crops. By 1930 quite a bit of Vocational Agriculture was given through grade 12.

One shortcoming of instruction up to this time was the use of college course material given directly to the boys. This system soon proved its shortcomings and so we evolved a philosophy that has gained widespread use and acceptance. Generally our Vocational Agriculture instruction should be based on these considerations.

1. Current and seasonal happenings on nearby farms.
2. Instruction should be related to the boys on-the-farm instruction program.
3. Each boy must be considered as to his ability to absorb different levels of information.

Vocational Agriculture has taken the lead in many phases of American education, but it still faces problems in the area of what should be taught. Vocational Agriculture has endeavored to remove the meaningful material from the mass of information that is available. Also, Vocational Agriculture has used communities to help determine the course to follow. Broadened programs of supervised farming, including continuous type farming programs, have grown up in Vocational Agriculture. Also Future Farmers of America as a part of Vocational Agriculture has introduced a whole new concept of democratic procedure in class and club activities.

The future will probably further substantiate the belief that Vocational Agriculture is contributing a great deal to the purpose for which schools exist over and above the technological information that is given out.

Vocational Agriculture projects were at first limited to a schedule calling for "at least six months of supervised farm instruction". Projects have broadened this concept to become broadened programs of supervised farming as a means of learning while becoming established in farming.

The Future Farmers of America was established in 1928 as an outgrowth of various boys clubs in operation up until this time. One of the first states to instigate this program was Virginia. By 1955 the Future Farmers of America was the largest organization of its kind in the world with a membership of 383,219 boys plus many honorary and associate members.

Perhaps no activity has had more effect on education than has the Future Farmers of America. Some of its attributes are:

1. Stimulate interest in Vocational Agriculture.
2. Provides many experiences of all around value to the boys.
3. Has helped Agricultural Education to become favorably known to the public.

The Future Farmers of America may be undergoing many changes in the years to come as it has in the past. Much time is devoted to this organization by every phase that handles the program and it is felt that undue time may be spent.

The Problem and Need for the Study

With the above information in mind, this study was designed to determine the judgments of administrators concerning the Vocational Agricultural program in selected schools of the Willamette Valley. The purpose of this study was to point out many features of the program and it was intended that the information gathered from school administrators would be used to help make the program more effective. It being assumed that vocational agriculture is a valuable part of secondary and adult education, this study was intended to find out what school administrators were thinking about the vocational agricultural programs in their schools.

Due to the changes which have taken place on the American farm scene, it is assumed in this study that the curriculum in Vocational Agriculture should also change to meet new developments in farming. This study intends to determine what the Vocational Agricultural curriculum

should try to include, in the judgment of administrators, and in general point the direction for the small high school in the state of Oregon, and more specifically, the Willamette Valley.

1. The contribution Vocational Agriculture has made toward in school and out of school students in Oregon.
2. The learning activities included or omitted in the Vocational Agricultural and Future Farmers of America programs which should be changed to make the over-all educational program more effective.
3. The needs of Vocational Agriculture from the curriculum standpoint in the local school through the local school administration and from the State Department administration.
4. The plans which should be made regarding revising the curriculum or goals for Vocational Agriculture in light of the economic changes which have taken place in agriculture.

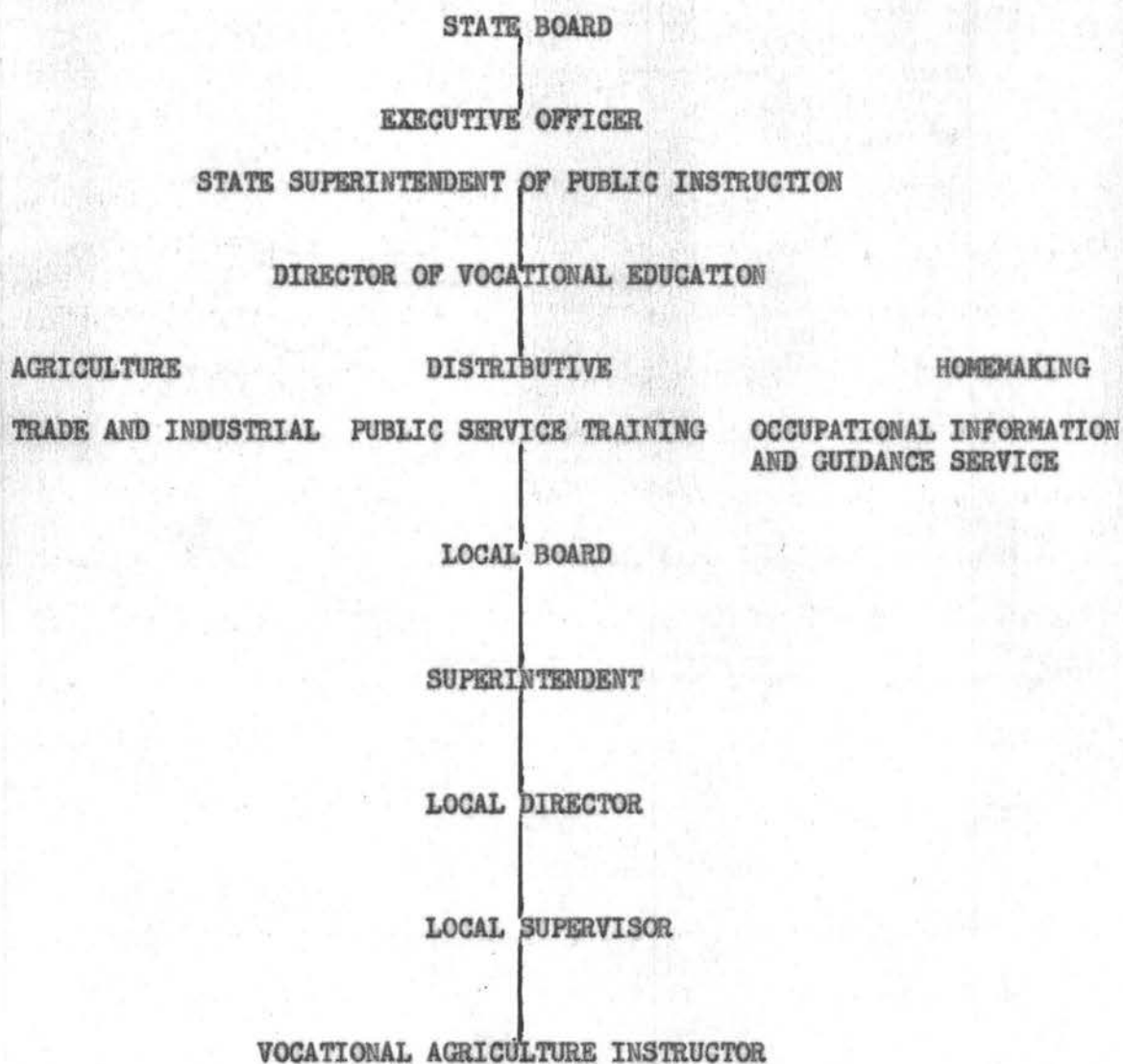
A secondary purpose of this study was to assist in the development of a more complete Vocational Agricultural program for the Jefferson schools.

Plans Under Which Vocational Agriculture Operates in Oregon

It is illustrated in Figure 2 that there is a definite organization of vocational education in the state of Oregon. One of the contributing factors to the success of vocational education is its organization by all segments of the community including federal, state and local governing bodies. Part of the basis for reimbursement of local schools from Smith-Hughes funds is the agreement of local

FIGURE 2

ORGANIZATION OF VOCATIONAL EDUCATION IN OREGON



school board to operate their Vocational Agriculture programs under one of the following plans. Figure 2 illustrates the position of the local school to the state governing bodies.

Any one of the minimum time schedules as shown below and approved under the State Plan is acceptable for reimbursement.

Plan A Two consecutive 60-minute periods of class instruction, five days per week, for one year; and one 60-minute period of instruction, five days per week for the other years.

Plan B Two consecutive 60-minute periods of class instruction, two days per week, and one 60-minute period, three days per week, for each class, each year.

Plan C Two consecutive 45-minute periods of instruction per day, five days per week, for each class, each year.

Plan D Sixty minutes of class instruction per day, five days per week, for each class, each year, provided that there is in operation a program of systematic group instruction for out-of-school young farmers and/or adult farmers for not less than a total of fifty clock-hours during the year.

Plan E Twenty-eight clock-hours of scheduled class instruction in agriculture during each school month for each class, per year.

Plan F Two consecutive periods of class instruction five days per week, for two years and one period of class instruction five days per week for the other year or years.

The above plans require individual instruction and supervision at critical periods without specifying minimum clock hours.

Plan G Two consecutive class periods of class instruction five days per week, for one year and one class period of class instruction five days per week for the other years provided that each Vocational Agriculture student receives at least twelve clock-hours of individual on-farm instruction per year and at least one clock-hour of such supervision and instruction by the teacher during each four month period of the calendar year, such supervision and instruction to be given on the farm where the student is developing his farming program.

Plan H Two hundred and fifty minutes net of class instruction per week for each class for each year of the program provided that each Vocational Agriculture student receives at least twelve clock-hours of individual on-farm instruction per year with at least one clock-hour of such supervision and instruction by the teacher during each four month period of the calendar year, such supervision and instruction to be given on the farm where the student is developing his farming program. In compliance with the Oregon State Plan, school districts with programs of Vocational Agriculture will

1. Require all students enrolled in Vocational Agriculture to conduct a directed or supervised farming program for at least six months per year.
2. Make adequate travel provision for the Vocational Agriculture teacher to visit farming programs of students throughout the year.

3. Provide such direction or supervision by a qualified Vocational Agriculture teacher on a twelve month basis unless the school district can prove to the state board that there is a specific period of time which students have no Vocational Agriculture farming activities to be supervised.

Interview Techniques

Letters of explanation and introduction were mailed to all administrators involved in the study approximately two weeks before the author expected to make the interview. In each case about an hour's time was devoted to the completion of the interview check list. In order to get a valid response, the interview procedure was exactly the same in every case. Each administrator was briefed on the contents of the questionnaire and given a copy to follow during the question period. The interviewer did all the writing and expected only the sincere judgment of each man interviewed.

Data gathered from the interviews was put in tabular form indicating numbers, percentages and the mean of various points of information desired.

Limitations of the Study

Geography and school population were the primary limits of the study. All schools contacted on the study fell in the area of 60 to 230 students. It was assumed that these areas were primarily agricultural communities. More specifically it was assumed that areas

having enrollments in this range and being in the Willamette Valley would be somewhat similar to the Jefferson area.

Geographically the schools studied lie in the Willamette Valley extending from Banks to the north and south to Harrisburg. The farthest eastern area was the Scio community; to the west, the Eddyville school.

Other factors considered in the sampling were the evaluation of districts, teacher numbers and vocational agricultural enrollments.

The study did not intend in any way to form a basis for what the program of Vocational Agricultural education is to be. Its primary aim was to determine what the programs was at the time of the study, what suggestions administrators had as to what it should be, and from these conclusions the various local and state agencies may interpret results and act accordingly.

Definition of Terms

Judgments of Administrators

As used in this study, this term refers to the responses by administrators to questions concerning Vocational Agricultural programs in their schools.

Vocational Agricultural Program

As defined in Cook (6, p. 4) "Vocational education in agriculture is a nation-wide, federally aided program of systematic instruction in agriculture and farm mechanics of less than college grade conducted in public schools or classes for those persons over 14 years of age; who have entered upon or who are preparing to enter upon the work of the farm home".

In-School Program in Vocational Agriculture

This term refers to the organized instruction offered to high school students. The major phases of the in-school program relate to classroom study, farm mechanics instruction and personal instruction with the boy's supervised farming program.

Out of School Program

In this study this term relates to young men and adults enrolled in Young Farmer or Adult Farmer classes of agriculture offered through the local school as a part of the Vocational Agriculture program.

Future Farmers of America

As defined in Cook (6, pp.10-11) "The Future Farmers of America is the national organization of, by and for farm boys studying Vocational Agriculture in public secondary schools which operate under the provisions of the National Vocational Education Acts. It is an educational, non-profit, non-political farm youth organization of voluntary membership, designated to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship, and patriotism. Its members learn through participating experiences how to conduct and take part in public meetings, to assume civic responsibility. The F.F.A. is an intra-curricular part of vocational education in agriculture in the public school system of America. It constitutes one of the most effective devices for teaching through participating experiences."

State Department of Vocational Education Administration

This term as used in this study refers to the program of organization and administration from the State Director of Vocational Education down through the State Supervisor of Agricultural Education and assistants in each of these departments.

Review of Related Literature

Writings on the subject of administrators' judgments on the Vocational Agriculture program appear frequently in many forms. The chief publication for the dispersion of literature relative to the Vocational Agriculture program was found to be the Agricultural Education magazine.

In this review of literature the author attempts to get a varied cross-section of many writers, both administrative and others.

With the objective in mind of finding out the administrative opinions on the subject of vocational Agriculture, it is the intention of this review to point out several points both for and against the status of vocational education in agriculture.

According to Barton (1, pp. 130-131) the current thinking regarding the Vocational Agriculture objectives should not be changed in light of the objectives set up by the original Smith-Hughes Act. He states, "More specifically we don't have the responsibility or the ability to train for related occupations. Our major responsibility in Vocational Agriculture is to train present and prospective farmers."

Further comment on the subject of administrative judgments comes from Mary Condon (5, p.27) in an editorial where she strongly questions the advisability of conducting classes in Vocational Agriculture for so few students. Condon felt that courses in general agriculture should be presented by the Vocational Agriculture instructor.

A major shortcoming of Vocational Agriculture according to Berg (3, pp.171-2) is that history is liable to label our present

thinking as a great blunder. He concluded that, "Specifically this question of training and encouraging some farm families to farm for generations, regardless of their capabilities, may well be one of the greatest weaknesses of Vocational Agriculture".

Berg further felt that since the original legislation many changes have occurred that make all youth of today the same. Perhaps agriculture needs new blood. He commented that, "It is a sad commentary as seen in our country when dads have to bribe their sons to stay on the farm by means of cars and other material offerings. Agriculture in our American society should be for all the people who deserve to take part and not just a select few who are sons of farmers."

Strain (16) in his master's thesis on administrative opinions of the Vocational Agriculture program in Nebraska schools reached the following conclusions:

1. All school administrators should have a graduate course in vocational education objectives.
2. All Vocational Agriculture leaders should have a graduate course in public relations.
3. Courses in adult and young farmer education should be included in under graduate work of all Vocational Agriculture teachers.
4. Every Vocational Agriculture man should take his superintendent with him on tours of farming programs.

In a study conducted by Donald Meaders for the Michigan association of secondary schools (13, p.180) he stated that Vocational Agriculture and Future Farmers of America activities can cause many conflicts in the over-all school operation. He listed the causes for most

conflicts in order of importance as extended field trips, state Future Farmers of America conventions and school farm activities. This study further indicated that Vocational Agriculture teachers miss most time from school but that they also used more evenings, Saturdays and summer time for their activities. All phases of this study indicated a strong need for teachers and administrators of local schools to work with agencies and groups out of school who promote activities involving vocational Agriculture students.

The problem of Vocational Agriculture department and Future Farmers of America ownership of a pick-up truck was discussed in an article by Vollager (17, p.136). After surveying many schools the author emphatically concludes two things are quite evident in regard to pick-ups. First of all, getting a pick-up on a loan basis may be more trouble than it is worth. Secondly, it may be most advisable for the instructor, school or Future Farmers of America chapter to own the vehicle if one is needed.

An article by Martin (12, p.132) gives light on the relation of non-farm jobs to Vocational Agriculture and the handling of this subject by the Vocational Agriculture department. First, the author feels that students should be counseled on the subject of non-farm jobs in the community. Secondly, the Vocational Agriculture instructor should point out the importance of specific agricultural knowledge for selected non-farm jobs. Further, the Vocational Agriculture man should point out requirements for schooling in selected non-farm jobs, and also conduct studies in this general area.

Advancement of Vocational Agriculture from the ranks of Vocational Agriculture instructors themselves was the theme of a study by Bender. (2, pp.123-24). Teachers in Ohio decided that an effort should be made to develop long term programs for each department of Vocational Agriculture in the state to involve enrolled students, citizen committees and school administrations. Purposes behind the plan were four-fold.

1. To develop needed changes in the department, school and community.
2. Should be workable and attainable over a specified number of years.
3. Should be clear and understandable to all.
4. Should contain goals that are measurable, attainable and challenging.

Christensen (4, pp.128-29) states that changes in agriculture are a constant challenge and reminds us that generally the higher the standard of living enjoyed by a nation, the lower will be the percentage of people operating farms. According to Carl Shoemaker, as quoted by Christensen, "out of ten average farm-reared boys, two will enter related occupations and six will enter non-farming occupations." Further remarks by Christensen dealt with the feeling that we in Vocational Agriculture should stop stressing total numbers and concentrate on quality of instruction. He concluded that, "We should recognize that the welfare and education of farm people is our obligation and that farming is an honorable and necessary occupation. As teachers of Vocational Agriculture we must broaden our curriculum to better meet the needs of all students enrolled

in our classes. We should place more emphasis on farm mechanics to help in all fields and give more emphasis on farm training to boys who have acceptable farm programs."

The foregoing, although somewhat unrelated to each other, indicated the timeliness and significance of this study.

Vocational education in agriculture has been in a state of unrest and constant change. Within the frame work of the Smith-Hughes Act of 1917 are found the major purposes of Vocational Agriculture as we see it today.

It is believed that many changes will probably take place before Vocational Agriculture reaches maturity.

This study constituted a small part of a great body of thought regarding the present and future status of Vocational Agriculture.

CHAPTER II

INFORMATION ABOUT SCHOOLS INCLUDED IN THE STUDY

Selection of schools in the study was the result of careful study and consideration by several persons. Dr. Riley J. Clinton of the School of Education was consulted regarding the validity of the sampling. Dr. Ray Agan, thesis advisor, was also instrumental in pointing the direction for the sampling.

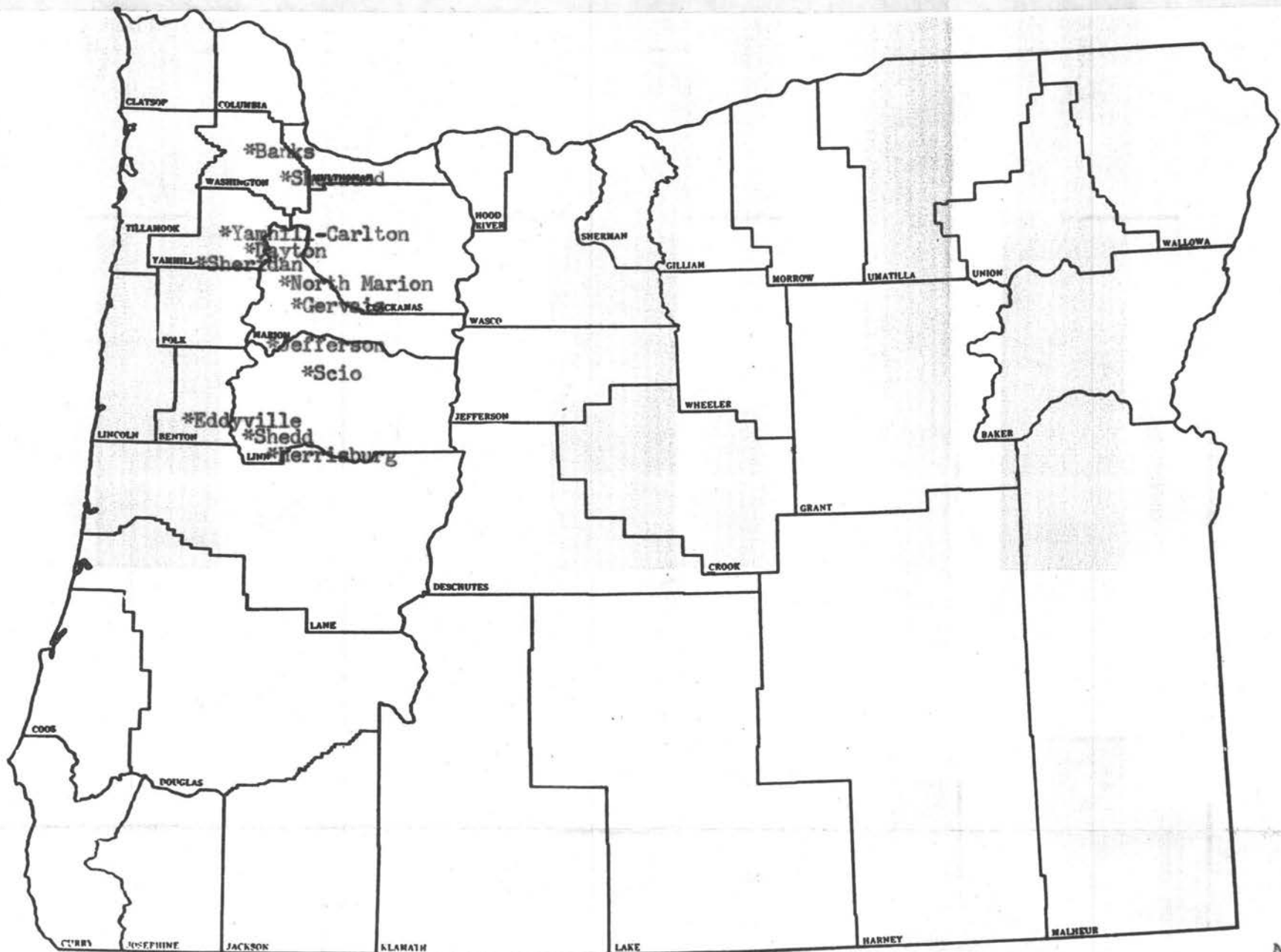
It was the intention of the author to include in the study all schools in the Willamette Valley which were similar to Jefferson in respect to agriculture, general economy, school enrollment, valuation of the district and teacher number.

The following pages in Chapter II point out some of the statistics involved in the schools studied. The author intended to point out all significant features of the various centers that would tend to show similarity of situation.

Location of Schools

A map (Figure 3) showing the location of the schools included in the study follows. Included in this study are 13 schools that are considered small high schools and that have certain characteristics in common. Geographically, the centers studied, lie in the heart of the Willamette Valley and its fringe areas. Economic and agricultural activities of these communities are similar and will be discussed further.

Figure 3. MAP SHOWING SCHOOLS INCLUDED IN THE STUDY



Enrollments

Table I showing characteristics of the districts is divided into four areas. The first of these is total school enrollment. This figure is significant by the mean that develops which is 156. The extremes for all schools were 65 to 230. Since Jefferson has an enrollment of 140, this compares favorably with the mean.

A second consideration of this table is the total Vocational Agriculture enrollment. Extremes of the schools surveyed is 25 to 74 with a mean of 40. This is not too significant to an enrollment of 30 at Jefferson.

Valuation

Valuation of school districts was still another phase of the schools studied. Extremes on this feature were \$1,690,001.00 to a high of \$3,877,455.00 with a mean of \$2,464,372.00. Jefferson has a valuation of \$1,863,579.00 which places it somewhat below the mean.

Number of Teachers

The number of high school teachers was also thought to be significant indicating somewhat the size of the schools. The range was from six to 14 with the mean at 11. This compares favorably with 10 at Jefferson.

TABLE I
CHARACTERISTICS OF SCHOOLS INCLUDED IN THIS STUDY

School	Principal	Enrollment	Vocational Agriculture Enrollment	Valuation	Teachers
Shedd	Bill Richardson	69	32	\$2,121,726	6
Scio	Nile Williams	160	29	1,690,001	13
Gervais	Paul Reiling	180	74	2,973,067	11
North Marion	Lawrence Sydon	200	70	3,075,133	12
Jefferson	Irving Miller	140	29	1,863,579	10
Yamhill-Carlton	Edgar Miller	230	45	3,877,455	14
Dayton	Harrison Wilder	195	41	3,221,215	10
Sherwood	John Gibson	184	29	1,847,134	12
Sheridan	Frank Smith	180	37	1,903,710	11
Harrisburg	Loy Barbour	114	29	2,887,923	10
Eddyville	Harry Struss	65	25	County Unit	7
Banks	Thomas Chapman	186	36	2,065,529	11
Amity	John Orr	161	52	2,245,995	10
Range		65-230	25-74	1,690,001 3,877,455	6-14
Mean		156	40	2,464,372	11

Type of Agriculture

Agriculturally the schools studied have problems, crops and livestock which are quite similar. Primary livestock enterprises of the Willamette Valley include dairy, beef, sheep, swine and poultry. In the crop line a wide variation is shown. However, seed production, grains, vegetables and a wide assortment of specialty crops are of major importance.

Economic Situation of Community

The economies of all centers studied are built primarily around agriculture with most of the foregoing crops and livestock enterprises as major sources of income. Many statements by the high school administrators interviewed indicated that these communities are undergoing some radical changes in their economic structure. A notable comment in one community was that of anxiety that the sawmill industry would soon die out, and unless something were substituted to take its place the outlook was not favorable. Along this same line one administrator of a school near Portland indicated that the area was rapidly changing from an agricultural to a residential area.

Tenure of Administrators*, Teachers and Vocational Agriculture Departments

Information requested from each school administrator concerning his teaching and administrative tenure was to determine a basis for his understanding of the Vocational Agriculture program. Average length of Vocational Agriculture teaching, as shown in table II falls in the

TABLE II
TENURE OF ADMINISTRATORS, TEACHERS OF VOCATIONAL
AGRICULTURE AND DEPARTMENTS OF VOCATIONAL AGRICULTURE

Years by Ranges	ADMINISTRATORS						TEACHERS				DEPT. VO-AG			
	Tenure in Teaching		Tenure in Adminis.		Tenure with Vo-Ag in Schools		Tenure Present School		Tenure Present Position		Total Vo-Ag Exp.		Tenure of Vo-Ag Dept.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1- 3	4	30.77	4	30.77	7	53.84	8	61.53	8	61.53	4	30.77		
4- 6	5	38.46	1	7.70	2	15.39	3	23.07	2	15.39	3	23.07	2	15.39
7- 9	1	7.70	3	23.07	4	30.77	1	7.70	3	23.07	6	46.15	6	46.15
10-12	1	7.70	2	15.39			1	7.70					4	30.77
13-15	1	7.70	3	23.07										
Average	6.5		9		5.5		5		5		6.5		9.	

range of 7-9 years while that of administrative experience lies in the area of ten to 15 years. This would tend to indicate a good understanding of vocational as well as total school problems on the part of the administration.

It was difficult to distinguish years spent as an administrator and as a teacher so the data obtained on teaching and administrative tenures may not reveal the desired basis for understanding of the program in Vocational Agriculture. One administrator pointed out that he had over ten years in the public schools, but indicated he had served as an administrator all of this time. All others included in the study had been teachers for several years before going into administration.

According to Table II five of the administrators interviewed or 38.46 percent had been teachers four to six years. Three others of the 13 had taught from seven to 15 years. Five others, including the previously mentioned men, had three or fewer years of teaching experience.

This data would indicate that on the basis of four years or more of teaching experience at least eight administrators or 61.53 percent are well qualified to speak on teaching as well as administrative problems.

Tenure in administration points out the experience that these men have for running their schools. Eight men, or 61.53 percent have tenure in administration of from seven to 15 years, while four or 30.77 percent have from one to three years. The other men fell in the four to six year experience range.

The question on the administrator's tenure with association to Vocational Agriculture by having Vocational Agriculture departments in schools served, points out a significant situation. Seven administrators or 33.84 percent have had Vocational Agriculture in schools served for three years or less. This figure is significant to the study, indicating a possible unfamiliarity with the school and rural community on the administrator's part. Four had Vocational Agriculture in schools seven to nine years. This represents 30.77 percent of the sampling. The other two or 15.39 percent had four to six years experience with Vocational Agriculture in schools served.

Teacher's experience, both as to total experience and tenure in present school reveal some significant features. Tenure in present school coincided with the administrator's tenure in the present school. Eight teachers or 61.53 percent had only 1-3 years in their present school. Two, or 15.39 percent had 4-6 and three or 23.07 percent had 7-9 years in their present position. The mean for this area of teacher's experience in the present school is five years.

Information on the teacher's total Vocational Agriculture teaching experience was taken from a State Department of Vocational Education summary of teachers' addresses, training and experience. From this table the following data was tabulated. Six teachers or 46.15 percent have 7-9 years teaching experience. Three or 23.07 percent have 4-6 years and four or 30.77 percent have three years or less of Vocational Agriculture teaching experience. The mean on teacher's teaching experience is six and a half years.

Information on establishment dates of the various departments is quite significant to this study. One department was established in 1922, indicating a very early recognition in the state for this type of training. The largest group, representing 46.15 percent or six schools were established between seven to nine years ago. All schools included in the study have departments of Vocational Agriculture which are at least four years old. Two schools fall in the range of four to six years and four or 30.77 percent are between ten and 12 years old. The mean on this data is nine years.

Number of Boys Enrolled in School
Farm Boys in School and Vocational Agriculture Enrollment

The range for boys in school presents quite a wide range, thus making it difficult to establish any definite trend on this subject. The interval showing the largest representation is the 81-90 group. In this grouping were three schools representing 23.07 percent of the sampling. In Table II, data gathered concerning the number of boys enrolled in Vocational Agriculture is presented. Further groupings are 71-80 and 91-100 into which range four schools are grouped, or 30.77 percent of the total sampling. Concluding the groupings there were two schools in the 31-40 range for 15.39 percent and one school each in the 51-60 and 61-70 range. The mean for all schools studied is 64.6 boys in school.

The number of farm boys in school was difficult to determine. The definition of farm boys had various meanings, but it was generally understood that it would be boys outside of the towns in which the

TABLE III

NUMBER OF BOYS ENROLLED IN SCHOOL - FARM BOYS IN SCHOOL
AND VOCATIONAL AGRICULTURE ENROLLMENT

	BOYS IN SCHOOL		FARM BOYS IN SCHOOL		VOCATIONAL AGRICULTURE ENROLLMENT	
	No.	%	No.	%	No.	%
10 - 20			2	15.39		
21 - 30			1	7.70	5	38.46
31 - 40	2	15.39	3	23.07	3	23.07
41 - 50					2	15.39
51 - 60	1	7.70	2	15.39	1	7.70
61 - 70	1	7.70	3	23.07	1	7.70
71 - 80	2	15.39			1	7.70
81 - 90	3	23.07				
91 - 100	2	15.39				
81 - 90	3	23.07				
91 - 100	2	15.39				
101 - 110						
111 - 120						

schools were located.

As indicated in Table III there were boys in groupings as follow: The two largest groups 31-40 and 61-70 each had three schools represented or 46.15 percent of the schools sampled. Groups 10-20, 51-60 and 81-90 also had two schools represented, each being 15.39 percent of the total. Grouping 21-30 had one school or 7.7 percent of the total. The mean on this category is 42.3.

Vocational Agriculture enrollment data pointed out a definite similarity in the schools represented in the sampling. Groups 21-30 and 31-40 account for eight schools or 61.53 percent. Close at hand in the 41-50 group there were two schools or 15.39 percent and one school each in 51-60, 61-70 and 71-80. The data in Table III can be summarized by pointing out that 76.92 percent of the schools sampled have Vocational Agriculture enrollments of 21-50 while 21.08 percent have 51-80. The mean Vocational Agriculture enrollment was 40.3.

Enrollment of each school was significant in that the average was 156. Since Jefferson had an enrollment of 140, this tended to indicate that questions relative to the situation in Jefferson would also apply to the other centers.

A wide range of enrollments in Vocational Agriculture with no correlation to total school enrollments was shown.

It was also felt that the similarity of the valuation of each district interviewed had a direct relation to the study. Jefferson falls within the range of what might be called the average valuation for the 13 districts studied.

After a comparison of such variables affecting the program in Vocational Agriculture as enrollment, valuation, teacher numbers, agriculture, economies and administrative tenure, it was assumed for the purposes of this study that all the departments included were not significantly different.

Summary of Chapter II

The material brought out in Chapter II was intended to give a clearer picture of the physical features of the schools included in the study.

Two sections of Chapter II were gathered from personal interview with the administrators involved. This material was in regard to tenure of administrators, teachers and Vocational Agriculture departments. Information relative to numbers of boys in school, farm boys in school and Vocational Agriculture enrollment was also received from the interview.

Other phases of the chapter concerned geography, enrollments, valuation, number of teachers, type of agriculture, and economic situations of the schools interviewed.

Geographically, it was found that all schools lie in the Willamette Valley from Harrisburg in the south to Banks at the north. Rainfall and general climatic features are not substantially different in any community.

Total school enrollments, as shown by Table I, had a range of 65 to 230 with a mean of 156. This mean compared favorably to Jefferson's enrollment of 140.

Valuation of school districts was also considered a part of the study and the range and mean are brought out in Table I.

It was thought that sizes of teaching staffs would point out significant similarity of the schools involved. Teacher numbers ranged from six to 14 with a mean of 11.

Agriculture of area included in the study was quite similar, but since a great variety of crop and livestock enterprises are carried on in the Willamette Valley it would be difficult to determine what the mean agricultural activity would be in the area of the survey. Generally, all classes of livestock including dairy, sheep, beef, and swine are raised extensively. Poultry and specialty livestock such as mink and rabbits are also numbered among the farming enterprises of these communities.

Crops grown show an even wider range of diversity than do the livestock enterprises. Generally, it could be said that grains, pastures, grass seed and cannery crops are the main crop enterprises, with numerous specialty crops also to be considered.

The economic situations of these communities were not discussed at great length. Basically, the communities are agricultural, but many small sawmills and local businesses make up the bulk of the economies of each community. Much concern was voiced in several communities that if some of the small sawmills closed, some other industry would be needed to hold the community together.

CHAPTER III

FINDINGS OF THE STUDY

This study has one rewarding virtue in the fact that a one hundred percent response was received from the 13 schools in the study. Appreciation cannot be expressed too fully for the cooperation of the author's superintendent of schools for his understanding and cooperation during the acquisition and compilation of this study. The time and consideration of the 13 administrators was also unselfishly given for which the author is grateful.

All data gathered has been put in table form and is presented in the following pages. Much of the statistical material is such that further elaboration was felt to be necessary. However, several tables are complete within themselves so very little in the form of analysis will be presented concerning them.

State and Federal Requirements and State Supervision Policies
Report on Adequate Long Time Planning

Responses given by the administrators concerning State and Federal requirements for vocational Agriculture causing too much government control did not form a set pattern as to how there was conflict, but three schools or 23.08 percent said they thought there was undue control.

Typical statements on this subject are "Our Vocational Agriculture man is dictated to by the State Department so that we have trouble getting him to help with the rest of the school program." "Too much

TABLE IV

STATE AND FEDERAL REQUIREMENTS AND STATE SUPERVISION POLICIES
REPORT ON ADEQUATE LONG TIME PLANNING

Response	State and Federal Requirements and Government Control		Supervision Policies in Conflict with Vocational Agriculture Department		Long Time Planning in Community	
	No.	%	No.	%	No.	%
Yes	3	23.07	3	23.07	8	61.53
No	10	76.92	10	76.92	5	38.46
Comments	3		6			

emphasis put on Future Farmers of America - why should Vocational Agriculture be supported and not other school subjects?" "I feel that the State is bound too much by rulings from Washington, D.C."

Ten of the schools or 76.92 percent saw no conflict whatsoever between the State, Federal and local administration.

To the question "Are any State supervision policies in conflict with the best interests of your Vocational Agriculture department" the responses were the same as the previous question. However, the "yes" replies did not necessarily come from the same administrators. Typical comments on this subject were:

"The State Department emphasis on adult education is poor. I feel that if the Agriculture man is hired for day school and any adult work is offered, it should be in conjunction with the extension service."

"There seems to me to be a lot of disagreement on the part of the State department staff over policies and regulations."

"I believe the State Department should try to pattern its regulations a little more on the basis of local conditions."

Once again a negative vote of 76.92 percent would indicate a fairly good understanding.

The question on whether or not adequate long time planning had been made was difficult for most administrators to answer, due possibly to the fact that many of them are relatively new to the program. Eight of the administrators felt that adequate long time planning had been made. This represents 61.54 percent while five or 38.46 percent didn't feel adequate planning had been done.

Typical statements from those giving negative answers were:

"Can't make too accurate long time plans because farmers themselves don't know a year ahead what they might do."

"No. This community is fast becoming an urban area."

"No. This is not a farming community."

One of the most significant questions asked in Part I was in regard to administrative judgment on the subject of Federal requirements being a source of too much control. This question was particularly pertinent since this area is much discussed and many opinions are afield on the subject.

In line with, and in addition to, the subject of supervision policies was approached with the question regarding supervision and the best interests of the school. Within the area of the two previous questions lies the answer to several questions posed in the need for this study as pointed out earlier.

In order to help measure the success of the agricultural educational programs in the communities studied, the question of adequate long time planning was asked. The author felt that comparisons could be drawn where the answer to this was "yes".

Teaching Methods and Plans of the Vocational Agriculture Instructor

The general heading of Part II is "The Teaching Program for High School Pupils". All questions asked in this section deal with the day school program and were asked to get further information on the Vocational Agriculture program by which to make comparisons and draw conclusions.

TABLE V

TEACHING METHODS AND PLANS OF VOCATIONAL AGRICULTURE TEACHER

Response	Farm Training Program of Value		Approved Methods Used to Teach		Examined Annual Teaching Plan		Program Sufficiently Well Organized		Class Time Enough		Shop Enough	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	12	92.30	13	100.	13	100.	12	92.30	13	100.	12	92.30
No	1	7.70					1	7.70			1	7.70
Comment									2		3	

The question "Do you think the farm program being given is of practical value?" was asked quite pointedly to get the consensus of opinion on this subject. All but one of the administrators felt emphatically that Vocational Agriculture training is of a very practical nature. This response is significant in light of current comment that exists concerning "frills" being offered by the public schools. A unanimous response on the question of approved teaching methods being used indicates a ready acceptance by administrators of present day Vocational Agriculture instructors.

To add veracity to statements asked regarding the teaching program in the school, the question of examination of the Vocational Agriculture teacher's annual teaching plan was asked. In all cases the affirmative answer was given. This tends to point out an understanding of what the Vocational Agriculture program is on the part of administrators. It would also tend to indicate that all Vocational Agriculture departments discussed in the study are following a plan.

Sometimes criticism is leveled at the Vocational Agriculture department for poor organization. With this in mind, the question on Vocational Agriculture programs being sufficiently well organized was asked. All administrators but one felt that the program being offered was well organized.

All administrators were satisfied that there was adequate and equitable distribution of time to both shop and classroom instructional activities.

Of the administrators interviewed 92.30 percent or 12 felt that the farm training program being offered was definitely of practical

value. One man felt that definitely the farm training program, or at least parts of same, were not of a practical value.

All administrators felt that approved methods of teaching were very satisfactory. All administrators indicated that they had availed themselves of the opportunity to examine the teacher's annual teaching plan. This would indicate a very close understanding between Vocational Agriculture men and administrators.

Only one man stated that he felt the teacher's program was not sufficiently well organized and he gave no reasons why, specifically.

All administrators also felt that there was adequate class room instruction given.

The question of shop time being adequate brought only one dissenting vote - with no comment.

Generally, all phases of teaching methods and plans of the Vocational Agriculture teacher are approved by school administrators.

Time Devoted to Shows, Fairs, etc.
and Teacher Participation at Pupils' Homes

A common criticism of Vocational Agriculture programs and Future Farmers of America activities is that a disproportionate amount of time is devoted to activities in the realm of contests. Table VI points out that administrators in small Oregon high schools do not consider this a problem, since 12 or 92.30 percent answered "no" to the question. Perhaps the strongest response given was by one administrator in regard to a very few boys who attend the national Future Farmers of American convention. He felt that, in this instance, perhaps

TABLE VI

TIME DEVOTED TO SHOWS, FAIRS, ETC., AND
TEACHER PARTICIPATION AT PUPILS' HOMES

Response	Too Much Time on Fairs		Students Have Farming Program		Teacher Spends Enough Time at Home		Is Enough Time Available	
	No.	%	No.	%	No.	%	No.	%
Yes	1	7.70	12	92.30	10	76.92	11	84.61
No	12	92.30	1	7.70	3	23.07	2	15.39
Comment			1				4	

perhaps too much time would be devoted to an Future Farmers of America activity.

One area on which the author felt it important to get some opinion was in the field of supervised farming programs. Responses from administrators on this question was quite vague, although 12 or 92.30 percent felt that farming programs of a type were being carried on. This study seems to indicate that a much better job of explaining farming programs to administrators could be done by the Vocational Agriculture teacher. One administrator felt that farming programs, as carried on in his school, were a farce.

The question of whether the Vocational Agriculture teacher spends enough time at the boys' homes ties in with the previous question on supervised farming programs. It being assumed that the supervised farming program is the heart of the Vocational Agriculture program, it was felt that his area of home visits should be very strong. However, the expected response did not develop. Three administrators or 23.07 percent indicated that adequate time is not being devoted to home visits. This point may be significant to a program of betterment for Vocational Agriculture. If this condition exists in the small high school where student numbers are such that visitation should be quite easy, one can only speculate on how serious the problem is in the larger high school.

Generally, the administrators felt that enough time was available to do a good job both in the shop and class room phases of the program. However, according to Table VI, some comment by administrators indicated that especially for field trips it was very difficult to

schedule time to adequately meet the needs.

All but one administrator felt that time spent on shows, fairs, etc. was reasonable. Comment on this subject was generally favorable. Most administrators felt Saturday was satisfactory for Future Farmers of America fairs, shows, etc. One administrator felt that at certain times perhaps a boy spent an over amount on Future Farmers of America.

Once again, on the subject of all boys carrying on a farming program, there was a majority feeling that farming programs of a type were being carried on. However, several men felt that generally they were a farce.

Ten schools or 76.92 percent feel that adequate time is spent by teachers at boys' home. The three schools reporting not enough supervision represent 23.07 percent of all schools.

The question on there being enough time available to do a good job in classroom shop and field trips brought ten replies or 76.92 percent "yes" answers. The two that replied "no" made two stipulations. One felt that in a very small school, scheduling was difficult; and the other felt that for field trips, the time just wasn't adequate.

Use and Location of Physical Plant

By the nature of the course, Vocational Agriculture differs from regular academic courses of our high schools. Such things as field trips, informality, tours and supervised program tend to separate the Vocational Agriculture program from the rest of the school. A common criticism of this program is that over and above the physical separation, more separation is brought about by attitudes of Vocational Agriculture

TABLE VII

USE AND LOCATION OF PHYSICAL PLANT

Response	Is Vocational Agriculture Department in Main School Building		Is the Shop Used for Other Classes	
	No.	%	No.	%
Yes	3	23.07	7	53.84
No	10	76.92	6	46.15

instructors. The author felt that a contributory factor to this situation is the location of the Vocational Agriculture facilities. Of the 13 schools surveyed, ten or 76.92 percent have their facilities in a separate building. This condition seems to lend itself very much to this condition of isolation directed to the Vocational Agriculture personnel. The author feels that this problem can be met and solved only through the combined efforts of all concerned. Particular attention should be paid, at the teacher training level, to thoroughly indoctrinate each new teacher on the importance of developing good relations between all parts of the school program. Further aid to this end can come from improved relationships between state department staff and local school officials.

The question of whether the Agriculture classroom or shop was located in the main school building indicated that three or 23.07 percent are in the main building, and that ten or 76.92 percent are separate.

Regarding the use to which the shop and classroom are put showed seven or 53.84 percent were used for at least one other class, while six or 46.15 percent had no other use.

Text References - Number for Class Use - When Purchased

A significant revelation of this study is the material gathered from administrators in regard to numbers of textbook references available to Vocational Agriculture departments. The curriculum in Vocational Agriculture is not as inflexible as some other courses in school, it being felt that each community will have specific problems

TABLE VIII

TEXT REFERENCES - NUMBER FOR CLASS USE
AND DATE WHEN PURCHASED

	How Many Text References Available		How Old Are Latest References	
	No.	%	No.	%
1- 3	3	23.07	13	100
4- 7	7	53.84		
8-12	1	7.70		
13-15				

that will not relate to other parts of the state. In lieu of one textbook, a series of text references are made available to each Vocational Agriculture department. As seen in Table VIII, seven schools or 53.84 percent had between four and seven text reference sets. One school listed from eight to 12 sets and three or 23.08 percent indicated one to three sets.

Vocational Agriculture Department Use of Truck or Pick-Up
Janitor Service to Shop and Class Room
Value of Soil, Milk and Other Testing Equipment

Availability or ownership of a truck or pick-up for department use was indicated affirmatively by six or 46.15 percent of schools. Seven schools or 53.84 percent indicated the opposite. This would indicate that opinion is evenly divided as to need for a truck for the school or Vocational Agriculture department.

The question of janitor service being equal to other parts of the school was answered affirmatively by ten schools as far as classrooms are concerned. It seems quite universally accepted that the Vocational Agriculture boys clean up the shop in every respect, and the janitor services the classroom. Three administrators or 23.07 percent felt that service to Vocational Agriculture was not equal to the rest of the school.

All but one administrator felt that laboratory was worth the investment - most of them felt that the investment was negligible and, therefore, any investment was justified.

TABLE IX

VOCATIONAL AGRICULTURE DEPARTMENT USE OF TRUCK OR PICK-UP
 JANITOR SERVICE TO SHOP AND CLASSROOM
 VALUE OF SOIL, MILK AND OTHER TESTING EQUIPMENT

Response	Use of Pick-up		Janitor Service Equal		Laboratory Equipment Worth Investment	
	No.	%	No.	%	No.	%
Yes	6	46.15	10	76.92	12	92.30
No.	7	53.84	3	23.07	1	7.70
Comment					1	

Care of Shop Facilities and Use of Facilities by Adult and Young Farmers

Eleven administrators or 84.61 percent felt that all shop equipment was properly cared for. Two felt that a much better job could be done.

All administrators stated that adults use the shop and classroom facilities.

Twelve men felt that adult farmers should be encouraged to use the Vocational Agriculture facilities to a greater degree. Almost all administrators had comments on this subject. Following are samples:

"Should be encouraged up to the point that it doesn't interfere with day program."

"Yes, if it doesn't conflict with local business interest."

"Yes, in a planned way."

"Definitely yes, should be more return on the investment in building and equipment."

"Yes, but sometimes not enough farmers to set up."

"No, all farmers want to do is repair farm machinery."

The Future Farmers of America Chapter and It's Relation to Leadership, Community and School

One of the strongest parts of the Vocational Agricultural programs in the school is the Future Farmers of America. As mentioned previously in the study, the Future Farmers of America has as its main purpose the development of agricultural leadership, cooperation, citizenship and patriotism.

TABLE X
CARE OF SHOP FACILITIES AND USE OF
FACILITIES BY ADULT AND YOUNG FARMERS

Response	Is Shop Equipment Properly Cared For		Do Adults Use Shop and Classroom		Should Adult Farmers be Encouraged to Use Facilities More	
	No.	%	No.	%	No.	%
Yes	11	84.61	13	100.	12	92.30
No	2	15.39			1	7.70
Comment					8	

TABLE XI
THE FUTURE FARMERS OF AMERICA CHAPTER
AND ITS RELATIONSHIP TO LEADERSHIP, COMMUNITY AND SCHOOL

Response	Leadership		Community		School Program	
	No.	%	No.	%	No.	%
Yes	13	100.	12	92.30	13	100.
No			1	7.70		
Comment	1		1			

Many varied comments were received on the question of whether the local chapter of Future Farmers of America was offering leadership. Although some administrators felt that there was little carry over from chapter leadership activities to the overall school program, it was generally agreed that leadership training was being given. A point brought up by several administrators was that perhaps there was confusion among instructors as to the difference between leadership and parliamentary procedure. One criticism heard in regard to leadership in student body affairs was that unless good advice was given, the Future Farmers of America tended to dominate the proceedings.

Generally, the local chapters included in the study were well thought of in their communities. Due to publicity programs and the participation of Future Farmers of America members in contests, shows, etc., the community is kept well informed of Future Farmers of America activities. In one situation the community is evenly split in favor of and against the local chapter.

The answers to the question of whether the Future Farmers of America was an asset to the school program brought a unanimous "yes".

Fund Raising and Spending Activities of the Future Farmers of America

The question of the Future Farmers of America having certain areas for fund raising was misinterpreted by many of those questioned. However, 12 administrators felt that the Future Farmers of America should

TABLE XII

FUND RAISING AND SPENDING ACTIVITIES
OF THE FUTURE FARMERS OF AMERICA

Response	Should Future Farmers of America Have Certain Fund Raising Activities		Activities to Raise Chapter Funds		Expenditures For Funds
	No.	%	No.	%	No.
Yes	12	92.30			
No	1	7.70			
Comment					
Miscellaneous			3		
School Farm			10		
Custom Work			3		
Concessions			7		
Christmas Cards			3		
Equipment					8
Dues					3
Banquet					6
Conventions					6
Miscellaneous					3

have certain fund raising activities. Most administrators said that this is usually handled by the student council and faculty at the beginning of the year. It was generally felt that if a choice had to be made between a regular service club of the school and the Future Farmers of America getting a concession, the service club should have first choice. It was also generally felt that the Future Farmers of America could rely on outside sources.

The question was asked how the local chapters raised funds and the response was very interesting. According to number of times mentioned the chief fund raising activities are:

Chapter farms, concessions, custom work, sale of Christmas cards and miscellaneous.

Information on chapter expenditures was not as plentiful, although these items were most frequently mentioned:

Farm and chapter equipment, parent and son banquet, conventions, dues and miscellaneous activities.

Chapter Farm and Tractor

The reason for questioning administrators in regard to chapter farms was to help the author better determine if, and to what extent, this type of activity is a part of the school program. Many cases have been cited where much discontent and poor relations have developed over school farms.

According to Table XIII, ten of the schools operate "farms" to the extent that they are not a major part of the program. Nearly all administrators volunteered information that leads one to believe

TABLE XIII
CHAPTER FARM AND TRACTOR

Response	Does Chapter Have a Farm		Does Chapter Own a Tractor	
	No.	%	No.	%
Yes	10	76.92	9	68.23
No	3	23.07	4	30.77

that school farms, over and above the experimental stage, do not necessarily reflect favorably on either the Vocational Agriculture or over-all school program.

Several administrators felt that the ground operated by the chapters need not necessarily be income property, but they would rather see them run as crop and fertilizer trial plots.

Depending on the local situation, tractors owned and operated by the chapter of Future Farmers of America were generally thought to be agreeable with school administrators. Table XIII shows that nine schools or 68.23 percent own or operate tractors under various agreements.

The Adult and Young Farmer Program

Ten schools of the sampling of 76.92 percent indicated that adult education courses have been held or are going to be held during this year.

None of the schools contacted had any knowledge of the young farmer program. The question regarding the teacher's work with farmers in the community brought a positive answer in all but two cases. All positive answers were qualified by the term "incidental to day school program."

The question on amount of time spent with adults referred back to the previous question and all answers indicated that no special effort is put forth specifically for adults. All administrators were emphatic in voicing that time spent in this manner was very beneficial to the entire school program.

TABLE XIV
THE ADULT AND YOUNG FARMER PROGRAM

	Yes	%	No	%
<u>Are adult classes for farmers offered?</u>	10	76.92	3	23.07
<u>Does school have young farmer organization?</u>			13	100.
<u>Does teacher work with farmers on farm problems?</u>	(Incidental) 11	84.61	2	15.39
<u>Is very much time spent with adult and young farmers?</u>			13	100.
<u>Is time thus spent worthwhile?</u>			13	100.
<u>Is Vocational Agriculture man used too much as service agent?</u>			13	100.
<u>Is out of school program so extensive that day program suffers?</u>			13	100.

All administrators felt that their Agriculture men were not unduly used as service agents in their communities.

None of the administrators interviewed felt that adult programs were so extensive that the day program suffers.

What Effect Will the Decreasing Farm Population Have in Vocational Agriculture

All of the administrators interviewed had comment on this subject. All of them felt strongly on the subject as evidenced by the comments. In four cases, it was definitely felt that the need would be lessened. Four others were emphatic in stating that it would mean an expanded program.

The most common remark made was that probably there will be fewer students enrolled in light of our decreasing farm population, but for those that remain, the program will become bigger due to the intensive training that tomorrow's farmers will need to have. Two men felt that agriculture would become less vocational and more exploratory. The thought was also brought out that a general agriculture program would serve to acquaint everyone to agriculture's needs, which may ultimately be more important than training farmers.

Should Establishment in Farming be the Primary Goal of Vocational Agriculture

This question brought once again an even split as to whether or not this is a fact. As the program is now, most administrators felt that this should continue to be the major objective of the course.

TABLE XV

WHAT EFFECT WILL THE DECREASING FARM POPULATION
HAVE ON VOCATIONAL AGRICULTURE

	Number
No Effect	
Lessen the need	4
Expanded program	4
Will change to a general agriculture program to acquaint everyone to agriculture needs	1
Due to airport development will lessen the need	1
May be fewer numbers but more intensive instruction	5
As the program is now the need will be lessened	1
Fewer students but program may expand due to need for more highly skilled technicians	1
Need will not be lessened - may mean more intensification	2
May make agriculture more exploratory to bring good kids that can't handle a home project	1

TABLE XVI

SHOULD ESTABLISHMENT IN FARMING BE THE
PRIMARY GOAL OF VOCATIONAL AGRICULTURE

	Number
Should this be revised?	1
Yes - should be major objective	5
No - not major objective	4
Not if general agriculture is taught	1
Should allow for exploration by students who have no farm background	2
Appreciation of farming may be as important as farming itself	1
Should be major objective - fact that some don't make it, should not hurt program	1
Side effects of establishment may be as valuable as establishment	1
If trend continues will be fewer in farming all the time	1
Depends on community - may see more part time farmers	1
There is more to agriculture than establishment in farming	1
More Vocational Agriculture boys in class that aren't going to be farming than are	1

Several administrators felt strongly that the side affects to the program are fully as important and meaningful.

The point was also brought out that we may see a more extensive swing to farming as a part time vocation. It was also mentioned that there are probably more students enrolled in Vocational Agriculture that won't be farmers than are.

Do You Think Training for Related Occupations to Farming
Should Be Stressed?

The questions and responses given in section six of the interview check list relating to economic and social aspects of the Vocational Agriculture program are the most significant to this study. Since much change is taking place on the American farm scene it was a primary intention of the study to get current judgment as to the direction we should go.

Regarding the question of whether training for related occupations to farming should be stressed, the response was very strong that yes, this type of training should be offered. Eight administrators felt that this part of the program would grow and it should definitely be stressed. Nearly all the administrators felt that a broad program as this would help the boys make later choices other than farming.

The other extreme was offered by two administrators who felt that the Vocational Agriculture program should stick to establishment in farming as the major objective, and the side affects would be adequate for any related occupations.

Other comments voiced on this question were:

"The program should be half and half."

TABLE XVII

DO YOU THINK TRAINING FOR RELATED OCCUPATIONS
TO FARMING SHOULD BE STRESSED

	Number
<u>Yes - should be major part of course</u>	8
<u>No - stick to establishment in farming</u>	2
<u>Half and half</u>	1
<u>Can't spread program too thin - stick to basic course</u>	1
<u>O.K. - prepare for later choices</u>	1
<u>Yes - but make sure vocational agriculture program isn't watered down</u>	1
<u>Stick to establishment with benefits that will accrue</u>	1

"We can't make the program too thin. We should stick to the basic course."

"Training for related occupations is alright because it will help students make later choices."

"This additional training will be fine if the present course isn't made too general."

Should the Vocational Agriculture Objective of
Productive Enterprise Programs be Modified to
Recognize Other Types of Training?

A question similar to that posed in Table XVIII is presented in this situation where the question asked is - "Should the Vocational Agriculture objective of productive enterprises be modified to recognize other types of training?" The reason for asking this question was that the author felt that in recent years more and more is being written and heard about improvement projects and supplementary farm practices counting the same as a productive enterprise program. Once again the comment by administrators tends to indicate a general feeling more liberal interpretations of the Smith-Hughes Act. Of the 13 administrators interviewed, nine or 69.23 percent felt that project credit should be given on an improvement project, farm placement or supplementary practice type program. On the other hand, four or 30.77 percent of the administrators felt that we must stick to the productive enterprise type of program.

Some typical comments given on the subject were:

"You don't have a program that is just supplementary practices."

"The Vocational Agriculture program shouldn't be limited to productive enterprises."

TABLE XVIII

SHOULD THE VOCATIONAL AGRICULTURE OBJECTIVE OF PRODUCTIVE ENTERPRISE
PROGRAMS BE MODIFIED TO RECOGNIZE OTHER TYPES OF TRAINING

	Number	%
No - should recognize only productive enterprises	4	30.77
Yes - should recognize improvements, practice or placement program	9	69.23
Shouldn't have a project of any sort		
Not too good for farming program with only skills	1	
Shouldn't be limited to productive enterprises	1	
Shouldn't miss the advantages of vocational agriculture just because of this requirement		

Should We in Vocational Agriculture Spend the Major
Part of our Time with Established Farmers as the
Smith-Hughes Act Enables Us

A further phase of this study was to get current thinking on the subject of training adult farmers under the framework of the Smith-Hughes Act. The opinions were quite divided on this subject. The reason for including this question in the study was to see if some pattern exists that perhaps those of us in the field are too close to recognize.

The main conclusion that can be drawn from Table XIX and the accompanying statements of administrators is that if the Vocational Agriculture instructor is doing a full job, he should be used in a very limited way with the adult program.

Statistically no percentages were arrived at due to the varied responses given by administrators. Following are typical statements given in regard to this question:

"No - Vocational Agriculture teachers should devote full time to the day school."

"Extra teachers should be hired for adults."

"We should devote more than half our time to the day program."

"No - don't devote full time to adults with the present set-up - maybe around 25 percent."

"We should devote the major part of our time to the day school program. Let the adults go to extension."

"The present teacher should be paid extra for adults."

"Man hired for the day school shouldn't have an adult program."

TABLE XIX

SHOULD WE IN VOCATIONAL AGRICULTURE SPEND THE MAJOR
PART OF OUR TIME WITH ESTABLISHED FARMERS AS THE
SMITH-HUGHES ACT ENABLES US

	Number
No - devote full time to day school	4
Yes - devote more than half to adults	
Hire extra teachers for adults	4
Yes - devote more than half to day school	1
No - don't devote full time to adults with present set-up - somewhere around 25%	1
Devote major part of time to day school program - let out of school group go to extension	1
Present teacher should be paid extra for adults	1
Farmers interested in specific areas - specialists	1
Man hired for day school shouldn't have adult program	1
Major part of time should be with day school - maybe work in with 1/2 schedule	2

What is Your Opinion of Training Out of
School Groups in the Public Schools

To further bring out and clarify the position of the public school in regard to adult education, the question on administrative judgment on educating out of school groups was asked.

Perhaps in no other field has there been more activity in adult education than in the field of agriculture. With this in mind, each administrator expressed himself on this subject. Twelve of those interviewed felt that education of out of school groups is a right and proper function of the public school. Typical comment on the subject was:

"It is right and proper if the personnel is available."

"It should be in addition to the day school program."

Should We Try to Perpetuate the "Family Unit"
Type of Farm to Maintain the "Way of Life"
We Used to Know

The most theoretical of all the questions put to the administrators during the interview was this one dealing with the family size farm and its relation to the way of life we often hear about.

This question was asked to determine present thinking about the situation on the American scene which finds farms and farmers getting fewer every year. Knowing that a great change is taking place in all segments of our economy this question was raised to see what opinions existed.

The strongest expression voiced by the largest number of administrators was to the effect that if the small farm with its associated

TABLE XX

WHAT IS YOUR OPINION OF TRAINING OUT OF
SCHOOL GROUPS IN THE PUBLIC SCHOOLS

	Number
<u>I believe it is right and proper</u>	12
<u>It is not the school's function</u>	
<u>It should be discouraged</u>	
<u>It should be encouraged</u>	8
<u>Right - if the personnel are available</u>	1
<u>It should be in addition to the day program</u>	1

TABLE XXI

SHOULD WE TRY TO PERPETUATE THE "FAMILY UNIT" TYPE
OF FARM TO MAINTAIN THE "WAY OF LIFE" WE USED TO KNOW

	Number
No - it isn't efficient	5
Yes - our society depends on it	3
Doesn't make any difference	1
Nature will take its course	1
Feel that the family unit doesn't exist as such - we can't do anything about it	1
It is good but doesn't exist - if everything stays same so could "way"	2
Good idea to maintain if it is productive	1
Yes - if it were possible	1
We can't stop change	1

- "way of life" is not efficient, it should not be perpetuated.

Another group of three administrators felt strongly that our society depends on the family unit and, therefore, we should do everything possible to maintain this way of life.

Other typical comments voiced were:

"It doesn't make any difference one way or the other."

"Nature will take its course."

"I feel that the family unit doesn't exist as such and we can't do anything about it anyway."

"It is a good idea and if everything else stayed the same so could the family farm."

"A good idea to maintain if productive."

"We can't stop change."

CHAPTER IV

GENERALIZATIONS AND RECOMMENDATIONS

GENERALIZATIONS

This study was designed to determine the judgments of administrators concerning the Vocational Agriculture program in selected schools of the Willamette Valley. There was an apparent need to find out, from first hand contact what the general feeling toward Vocational Agriculture was on the part of small high school administrators. Schools in the enrollment range of 60 to 230 students were included in the study because it was the author's intention to contact agricultural communities primarily. The author further felt that the small high school would more typify the situation as it now exists on the American Vocational Agriculture scene. Knowing that Vocational Agriculture has many desirable features it was the intent of the study to get personal opinions, both complimentary and critical from the men who are in a position to see Vocational Agriculture as a part of the over-all educational picture.

Further reasons for carrying on this study were to determine the areas of the program in which we in Vocational Agriculture can improve or change present philosophy to better relations with the over-all school picture. Another purpose of the study was to get the feeling in regard to relationships between local schools and the State Department of Vocational Education as regards the administration and supervision of the program. Further in this chapter will be found the recommendations thought advisable as a result of the findings of this study.

Deciding how to conduct this study involved several decisions. One idea kept presenting itself to send a questionnaire to administrators

of every high school in Oregon offering Vocational Agriculture. This had merit from the standpoint of getting a wide representation of answers to the questions to be asked. This idea had further merit from the standpoint of time and expense.

After weighing the above idea, decision was made on the program and method of gathering information. The reasoning regarding the gathering of data by the check list interview technique for this study was simply that a one hundred percent response would be better than something less than one hundred percent, as expected through the questionnaire technique. This plan was further outlined by including schools similar in enrollment, agriculture, teacher numbers and valuation. An additional requirement to be met was that they must lie in the Willamette Valley. After establishing the 13 schools to be included in the study, letters were sent to each school administrator explaining the study, and soliciting his cooperation on gathering the data requested on the check list. Personal interviews were made during December, 1956.

Administrators included in the study had an average of 6.5 years teaching experience, had been an administrator for an average of nine years, and had been administrators in schools offering Vocational Agriculture for an average of 5.5 years. These figures would indicate that judgments of these men on the Vocational Agriculture program could be very valuable.

The tenure of the Vocational Agriculture teacher in present school indicated an average of five years. The total Vocational Agriculture teaching experience of the teachers involved averaged 6.5 years. Both of these figures seem significant in that adequate knowledge and

experience are indicated.

Enrollment in Vocational Agriculture classes ranged from 20 to 70 with the mean being 40.

Much discussion and criticism was based on State and Federal requirements for operation of the Vocational Agriculture program. A total of 23.07 percent indicated that State and Federal requirements caused too much government control and the same percentage felt that supervision policies were in conflict with the operation of their schools. On the question of adequate long time planning being done in the community, five or 38.46 percent felt that adequate long time planning had not been done in their communities.

Generally the farm training program being offered was thought to be satisfactory, with mild criticism on several points. On the subject of annual teaching plans the author feels that much is not being done that could benefit the program. All administrators answered affirmatively the question on having examined the annual teaching plan, but in many cases the responses were quite vague as to what all this included. It is further felt by the author that one of the outcomes of this study will be the recommendation that closer relationships be developed between Vocational Agriculture instructors and their administrators.

Answers to the questions of organization of classes and enough shop and class room time were favorable from all administrators.

Only one of 7.70 percent of the administrators felt that too much time was spent on shows, fairs, etc. This should indicate that there is general satisfaction with this phase of the program.

There did not seem to be a clear pattern of opinion on the need for, or use, of, a pick-up or truck of some type for the Vocational Agriculture department. Of the 13 schools studied, seven, or 53.84 percent had no vehicle available. This sampling would tend to indicate that considerable study needs to be done by a school or Future Farmers of America chapter before they enter on the ownership of such vehicles.

One problem existing in three schools, or 23.07 percent is lack of adequate janitor service. Several administrators were quick to admit that in their schools very little janitorial service is available to either shop or classroom facilities. This would seem to me an area where better understanding between Vocational Agriculture and administrator could help to draw the program closer to the total school program.

To the question of proper care for shop equipment, 11 or 84.61 percent stated that this equipment is properly cared for, while two felt that it was not.

All administrators stated that adults use the Vocational Agriculture facilities and furthermore adults should be encouraged to do this. However, several comments were voiced that the shop couldn't be a place to use instead of the local businesses in the community.

Generally the Future Farmers of America program was considered valuable to all administrators. Some comment was made that in certain cases attempts are made by local chapters to dominate the over-all school program.

The section dealing with chapter fund raising and spending activities brought out some significant points. First of these is that local chapters should have certain areas of fund raising just as other

organizations in the school. Areas of chapter earnings in order of importance are: school farms, concessions, Christmas cards, custom work and miscellaneous activities. Expenditures of these earnings are for: equipments, conventions, banquets, dues and miscellaneous.

Over 75 percent of the schools had chapter farms of one type or another. These ranged in size from three to ten acres and were used both for experimentation and income. A general feeling voiced by the administrators was that they did not feel large commercial ventures by Vocational Agriculture departments were wise. In connection with the chapter farm, nine schools indicated that they had tractors available for chapter use.

Amount of time spent with adults in the community were negligible in all centers concerned. Most administrators felt that time spent with adults was incidental to home visits to projects of day students.

All of the questions in the section of the check list dealing with socio-economic aspects of the Vocational Agriculture program bear further discussion and will be brought out in the recommendations of this study.

RECOMMENDATIONS

Where problems exist in the school concerning understanding of Vocational Agriculture, it is recommended that the instructor and the school administrator meet and thoroughly discuss the situation. Matters such as Vocational Agriculture teachers assuming their fair share of school duties and scheduling should be strictly adhered to by all Vocational Agriculture teachers.

In answer to the question on farming programs being carried on, once again all but one administrator answered affirmatively the question. Some question and criticism was raised that these projects existed in name only and were not truly farming programs. One weakness that developed on the question of teachers spending adequate time at homes seems that in at least three cases, or 23.07 percent, administrators are not satisfied with project visitation programs. A further recommendation that will develop as a result of this study will be better planning and scheduling of Vocational Agriculture teacher's time to permit adequate supervision during the school day.

Comment regarding enough time being available for classroom and field trip activities was generally to the extent that there was enough time with the exception of some field trips. All administrators indicated text purchases within the past year.

Ten, or 76.92 percent of the schools have separate facilities for their Vocational Agriculture programs and in seven or 53.84 percent of the schools studied the facilities are used for other classes.

The question on text references available for class use brought some very significant answers. By definition a text reference was that publication that was available in sufficient quantity to supply at least one copy for each two pupils in a class. The responses showed a great deal of range, from a low of one to a high of 15. The mean for all schools was five. On the basis of these figures it would seem that no clear cut policy exists on numbers of these texts to purchase, but it would seem that some schools are not taking advantage of these materials as well as others.

Problems relating to supervision policies and how they might conflict with local school situations should be carefully studied by persons involved. Every effort should be made to the end that state department, teacher training and local school staffs have good working relationships.

In regard to any State or Federal regulations governing the Vocational Agriculture program, every effort should be made to clarify or modify so as to meet local conditions.

The problem of inadequate supervision of boys' projects at home could be over come by more adequate scheduling of the teacher's time to allow partially for this supervision on school time.

In light of the opinions voiced by administrators regarding the place of Vocational Agriculture in our present economy, it is recommended that further studies on a broader scale be undertaken. There seems to be a great deal more interest in intensifying the program than had been expected. The feeling is very strong that even though we may have fewer numbers in agriculture, we should none the less continue the program for fewer people on a more intensive scale.

It is finally recommended that the program of Vocational Agriculture be upheld by all parties concerned, including teachers, administrators, state staffs and teacher trainers, to the end that the best possible education may be given to present and prospective farmers.

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APPENDIX

SCHOOLS WHICH WERE INCLUDED IN THIS STUDY

Address	School	County
1. Amity	Amity	Yamhill
2. Banks	Banks	Washington
3. Dayton	Dayton	Yamhill
4. Eddyville	Eddyville	Lincoln
5. Gervais	Gervais	Marion
6. Harrisburg	Harrisburg	Linn
7. Jefferson	Jefferson	Marion
8. Hubbard	North Marion	Marion
9. Scio	Scio	Linn
10. Shedd	Shedd	Linn
11. Sheridan	Sheridan	Yamhill
12. Sherwood	Sherwood	Washington
13. Yamhill-Carlton	Yamhill	Yamhill

Several situations are presented by the schools listed above.

Of importance to results in regard to valuation is the fact that the Eddyville school is a part of the County Unit type of school organization, so no figures on valuation are available. North Marion Union high school is located about three miles west of Hubbard, Oregon.

December 3, 1956

Mr. Irving E. Miller, Supt.
Jefferson Public Schools
Jefferson, Oregon

Dear Mr. Miller:

I am undertaking a study of administrative judgments concerning the vocational agricultural program in certain Willamette valley schools. Your school was selected on the basis of several characteristics. Among these considerations, were school census, district assessed valuation, number of high school teachers and vocational agriculture enrollment, and as mentioned your location in the Willamette valley.

Some of the purposes of this study are to determine:

- (a) How can vocational agriculture instructors do a better job of teaching?
- (b) How can administration and vocational agriculture personnel cooperate to improve vocational agriculture instruction and education in general?
- (c) How can the State Department of Vocational Education best serve the local school district?

This study has the approval of the State Department of Vocational Education and the teacher training department at Oregon State College.

I would like to make an appointment to meet with you for about an hour at 4:00 P.M. December 5th, if this can be arranged. Please notify me if this time is not satisfactory.

Thank you in advance for your consideration of this matter.

Very truly yours,

Clayton S. Wills

INTERVIEW CHECK LIST OF ADMINISTRATOR'S JUDGMENTS
ON VOCATIONAL AGRICULTURE IN SELECTED
WILLAMETTE VALLEY SCHOOLS

Part I - General

1. How long have you been associated with the public schools as a teacher or administrator?
2. How long have you been an administrator?
3. How many years have you had a Vocational Agriculture department in schools served?
4. When did you come to this school as an administrator?
5. When was Vocational Agriculture first offered in this school?
6. How long has the present Vocational Agriculture teacher been employed in this school?
7. How many boys are enrolled in school?
8. How many farm boys are in school?
9. How many boys are enrolled in Vocational Agriculture?
10. Do you think State and Federal requirements for Vocational Agriculture cause too much Government control?
11. Are any State supervision policies in conflict with the best interests of your Vocational Agriculture department?
12. Has there been adequate long time planning for agricultural improvement in your community?

Part II - The Teaching Program
for High School Pupils

1. Do you think the farm training program being given is of practical value?
2. Are approved methods of teaching used?
3. Have you examined the annual teaching plan which the Vocational Agriculture teacher has in use?
4. Is the teaching program sufficiently well organized?
5. Is enough class room instruction given?

6. Is enough time devoted to shop instruction?
7. Is too much of the pupil's time taken up with activities such as shows, fairs and contests?
8. Are all vocational agriculture students carrying on a farming program at home?
9. Does the teacher spend enough time at his students homes?
10. Do you feel that enough time is available to do a good job in class room, shop and field trip activities?

Part III - Physical Plant and Teaching Facilities

1. Is the vocational agriculture department in the main school building?
2. Is the vocational agriculture shop used for other classes?
3. About how many text references are available in sufficient quantity for class use?
4. When were the latest texts purchased?
5. Does the department have the use of a truck or pick-up?
6. Is janitor service to vocational agriculture classroom and shop areas equal to the rest of the school?
7. Do you think milk testing, soil testing and other laboratory equipment is used enough to be worth the investment?
8. Is the shop equipment properly cared for?
9. Do adult farmers use the shop and classroom?
10. Do you think young farmers and adult farmers should be encouraged to use the vocational agriculture facilities to a greater degree?

Part IV - The Future Farmer Chapter

1. Is the FFA doing a good job of giving leadership training in the school?
2. Do you feel that the FFA is well thought of in the community?
3. Is the FFA working as an asset to your school program?

4. Should the FFA have definite fund raising areas of activity?
5. What activities does the local Chapter use to raise funds?
6. How is the Chapter money spent?
7. Does the Chapter have a farm?
8. Is a tractor owned by the FFA?

Part V - The Adult and Young Farmer Program

1. Are classes in adult education for farmers offered?
2. Does your school have the young farmer organization?
3. Does the teacher work with adult farmers in the community on their problems?
4. What part of the teacher's time is spent with young and adult farmers?
5. Is time spent in this manner worthwhile to the school program?
6. Do you feel the vocational agriculture teacher is used too much as a service agent in the community?
7. Is the program for adult education and out of school work of the teacher so extensive that the day program for high school students suffers?

Economic and Social Aspects of the Present Vocational Agriculture Program

VI

1. What effect will the decreasing farm population have on Vocational Agriculture?
 - (a) No effect
 - (b) Lessen the need
 - (c) Expanded program
 - (d)
2. Should establishment in farming be the primary goal of Vocational Agriculture?
 - (a) Should this be revised?
 - (b) Yes, should be major objective.
 - (c) No, not major objective.
 - (d)

3. Do you think training for related occupations to farming should be stressed?
 - (a) Yes, should be major part of course.
 - (b) No, stick to establishment in farming.
 - (c) Half and half.
 - (d)
4. Should the Vocational Agriculture objective of productive enterprise programs be modified to recognize other types of training?
 - (a) No, should recognize only productive enterprise.
 - (b) Yes, should recognize improvements, practice program, or placement.
 - (c) Shouldn't have a project of any sort.
 - (d)
5. Should we in Vocational Agriculture spend the major part of our time with established farmers as the Smith-Hughes Act enables us?
 - (a) No, should devote full time to day school.
 - (b) Yes, devote more than half to adults.
 - (c) Hire extra teachers for adults.
 - (d)
6. What is your opinion of training out of school groups in the public schools.
 - (a) I believe it is right and proper.
 - (b) It is not the school's function.
 - (c) It should be discouraged.
 - (d) It should be encouraged.
 - (e)
7. Should we try to perpetuate the "family unit" type of farm to maintain the "way of life" we used to know?
 - (a) No, it isn't efficient.
 - (b) Yes, our society depends on it.
 - (c) Doesn't make any difference.