

AN ABSTRACT OF THE THESIS OF

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The enactment of the Vocational Education Act of 1963, plus the Manpower Development and Training Act of 1962 and the Economic Opportunity Act of 1964 have stimulated renewed vigor into the nation's vocational education programs. As a direct result of these acts, new and revised programs are being developed to meet the special needs of citizens of all economic and educational levels who lack occupational competency.

The purpose of this study was to examine student and employment data and utilize this information in developing an expanded program of vocational education in Hood River County Schools.

Community leaders, educators and agencies were interviewed to obtain information and ascertain the educational and employment needs of the county. Tabulation and analysis of these plus employment and school records provided the findings for this study.

A review of literature indicated that most educators recognize the urgent need for a comprehensive high school that will prepare students for both college and work. It is generally agreed that specialization should not come at the high school level but instead offer broad occupational guidance and exploratory programs in occupational clusters.

Each phase of the proposed program attempts to develop a progression of vocational guidance and occupational preparedness. Phase one emphasizes occupational information and exploration of necessary skills in four vocational areas. Phases two and three consist of deliniation and skill development through vocational guidance, curricular offerings and work experience in agriculture, industrial, business and home economics education. Students have the opportunity to participate in numerous vocational offerings in preparation for job entry or further training and still meet academic requirements.

The findings and information summarized in this study,

indicate that Hood River County is not unlike most areas in its need for more vocational education. It is apparent that continuous efforts in program development and revision, student follow-up, active guidance and community involvement are essential ingredients for an effective vocational education program.

UTILIZING STUDENT AND EMPLOYMENT DATA IN
VOCATIONAL EDUCATION PLANNING

by

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UTILIZING STUDENT AND EMPLOYMENT DATA IN VOCATIONAL EDUCATION PLANNING

CHAPTER I

INTRODUCTION

Recent federal legislation, added to state and federal reorganization gives impetus to local districts to evaluate their present educational offerings. These investigations, it is hoped, will result in improved old programs and new offerings more appropriate to present demands.

Leaders in vocational education have long recognized that all students cannot or do not wish to enter professional fields that require college degrees. Some students would rather receive training in special fields of endeavor requiring less than a four year program. The Smith-Hughes Act of 1917, along with the subsequent acts culminating in the George-Barden Act of 1946, provided far reaching encouragement for federally aided vocational programs. The value rendered by these acts has been unquestionably great, but they were not designed to cope with the nation's population, economic, industrial, and technical growth.

The enactment of the Vocational Education Act of 1963, plus the Manpower Development and Training Act of 1962 (amended

to the Manpower Act of 1965) and the Economic Opportunity Act of 1964, have stimulated renewed vigor into the Nation's vocational education programs. As a direct result of these acts, new and revised programs are being developed to meet the special needs of citizens of all economic and educational levels who lack occupational competency. Because of this, vocational educators from high schools, community colleges and universities are faced with the problem of curriculum development that will supply students with knowledge, skills and attitudes conducive to gainful employment.

Statement of the Problem

The school is a major institution through which our cultural heritage is transmitted and by which members of society are prepared to evaluate and implement social changes. The intellectual development of each member is the primary responsibility of the public school. The schools share, with other institutions and agencies, such as the home and church, the responsibility for the physical, social, emotional, aesthetic, moral and spiritual growth of individuals.

The schools are responsible for assisting each student to develop to the fullest extent of his abilities and interests.

Additional responsibilities lie in the communities need for a local educational center for post-high school and adult education. The administration, program of studies, teaching methods and related services must be organized and utilized toward these responsibilities.

This local adjustment of the educational program requires a careful study of the local resources, industries, community needs and future potentialities with the aim of making the educational program meaningful and improving community life.

There has been growing concern in Hood River County relative to the educational development of its youth. The focal point of this concern is for those students who do not receive adequate vocational training in marketable skills at the secondary level.

Purpose of the Study

The purpose of this study is to examine student and employment data and utilize this information in developing an expanded and integrated program of vocational education in Hood River County Schools.

Vocational education for Hood River County youth is now being offered on a limited basis. Each school operates its

own vocational program independently of one another. In most cases the offerings are limited and determined by tradition, present facilities and teacher judgment. There is no district plan for coordinating the vocational education effort.

Wy'east High School is the only one of the three county schools operating a state reimbursed program, that being in agricultural education. Other vocational offerings available at Wy'east, Hood River and Cascade Locks, in varying degrees, are home economics, business education and industrial arts.

Location of the Study

Hood River County is located in northern Oregon and extends southward from the Columbia River approximately 32 miles, and eastward from the main crest of the Cascade Range 10 to 32 miles. It is an area of 529 square miles consisting of 338,560 acres of land. The topography of the county is generally hilly and mountainous. The Hood River Valley, within which is located most of the farmland of the county, is formed by a spur of the Cascades branching out near the base of Mt. Hood, located in the southwestern part of the county, and terminating at the Columbia River at which point the elevation is 100 feet above sea level. The mountains extend southward through the county

reaching their highest point at the summit of Mt. Hood, 11,245 feet above sea level.

The city of Hood River is located at the junction of the Hood and Columbia Rivers. It is the county seat and major business center of the county. The area of the city is 1.88 square miles. Other population centers include Parkdale, Odell and Cascade Locks. These four incorporated areas contain 4,445 residents or 33 percent of the county's population.

Agricultural products from farms and timber from forest lands are the two basic sources of income and employment for county residents. Agricultural sales total more than 12 million dollars annually of which nearly 94 percent is derived from the sale of pears and apples. Seventy-two percent of the county is in forests of which 23 percent is privately owned. Sale of lumber exceeds ten million dollars annually and employs more than 500 individuals.

Hood River County School District #1-R encompasses the entire county. It consists of three high schools, Wy'east, Hood River, and Cascade Locks, three upper elementary and nine grade schools. The enrollment of the three high schools in 1965 was Wy'east, 593; Hood River, 374; and Cascade Locks, 94. The total school enrollment during 1965 was 3,424.

Prior to 1962, the educational system within the county included two districts, the Hood River City Schools and the County Schools. In 1962, the county residents voted to consolidate these two districts in order to take advantage of size and organization. There is a strong likelihood that the two larger schools, Wy'east and Hood River will be joined in a single building in the near future.

Since the greater number of students within the county reside in the rural sections, transportation is furnished by the district for more than 65 percent of the students.

Most of the buildings within the school district are relatively old. Nine of the present fifteen were constructed from 1910 to 1927. The only other building construction since 1941 has been the schools at Cascade Locks in 1948, Wy'east High School in 1951 and the May Street Elementary School of Hood River in 1957. Present plans call for a major county school building program to include both grade and high schools.

The administrative organization of the County School District consists of the District School Board, County School Superintendent, Assistant Superintendent of Business Affairs and Assistant Superintendent of Instruction. Twelve local school committees, three secondary principals, and thirteen elementary

principals comprise the local school administration.

Assumptions

The following assumptions are made relative to this study.

1. Need exists within most public schools for a comprehensive educational environment including academic, vocational and avocational instruction for all people both youth and adults.
2. Examination and analysis of student and employment data can and will lead to effective community educational programs.
3. Vocational programs can be developed that provide extensive vocational guidance and training that are compatible with academic offerings in a comprehensive high school.

Limitations of the Study

The study is limited to the extent that:

1. The employment information for Hood River County is incomplete and indicates only broad occupational classifications.

2. Student follow-up data was only partially available from each of the county schools and provided information after one year following graduation.
3. The proposed program was developed for Hood River County Schools with present facilities and community in mind; therefore, these data and program may not be applicable to other areas.

Procedure

Community leaders, educators and agencies were interviewed to obtain information and ascertain the educational and employment needs of the county. Tabulation and analysis of these plus employment and school records provided the findings for this study.

The following is a brief enumeration of the procedures used.

1. Review of similar studies, made in other Oregon Counties and obtained from the State Department of Education, provided a base from which to start.
2. Data was gathered from the local State Employment Office concerning employment, unemployment and turnover in Hood River County.

3. School records were utilized in determining graduate follow-up, drop-outs, enrollment and course offerings.
4. Meetings were held with the vocational staff and advisory committees to assist in developing the proposed vocational program.

CHAPTER II

REVIEW OF RELATED LITERATURE

Our nation's educational system is troubled. For generations parents and students have passively accepted traditional "liberal arts" education as the path-way to culture and economic success. Too few people realize as Keller (17, p. 20) so poignantly points out; ". . . ninety percent of American secondary education is traditional, and that tradition is frozen history."

Much new thinking is being done concerning the academic-vocational gap that has existed these many years. Awakenning the American public to the fact that culture and vocation are inseparable is a difficult task. In an attempt to awaken his readers to this Kallen (16, p. 307, 312) emphasizes; ". . . the springs of culture are agriculture, animal culture, the culture of the machines. The root of culture is vocation; the fruit of vocation is culture. Kept apart from vocation, culture is parasitical, cruel and sterile; liberal education is the cultivation of futility."

In a study of this nature emphasis is placed on partially closing the academic-vocational gap. To serve as a guide one might follow Keller's (17, p. 6) definition; "Genuine vocational education is a comprehensively conceived and fully integrated

preparation of every individual according to his peculiar interests, aptitudes, and abilities, for a full life in all its phases."

The following literature was reviewed in an effort to accumulate information to assist this writer in developing a comprehensive vocational education program.

The Comprehensive High School

Most educators are acutely aware of the short-comings in much of our traditional programs in the secondary schools. In addition they are becoming increasingly aware that a broad program of practical and related activities can be developed without discounting the values of general education. In fact, the generally flexible procedures of vocational programs are often recognized as a desirable approach for all students (7, p. 3).

In many schools students specialize in one of three tracks; college preparatory, general or vocational. In many situations there is little merit in specifying certain subjects as being college preparatory, etc. There are many courses which may lead to college if the proper selection of electives, both vocational and general are made and if effort to achieve is forthcoming (33, p. 13).

Local schools are attempting to answer numerous

questions concerning the quantity and quality of vocational programs in a comprehensive high school. Questions relative to the need, community resources, enrollment, facilities and personnel must be answered. In an attempt to incorporate vocational education with the total comprehensive high school program some states are making an effort to provide a full line of vocational programs in each high school (33, p. 10). Smith (33, p. 15) points out that offering a complete line of vocational courses appears unrealistic in many rural or small high schools. He further states, "No high school can afford to offer a full line of vocational courses without an enrollment of at least 2,000 students. Not even then unless the supporting community is a diversified one of considerable balance" (33, p. 15).

Harris (9, p. 360) advocates that the high school should plan most of its vocational curriculum so that it will be preparatory to advanced study and training. The "middle-man power" occupations, which include managerial jobs, semi-professional and technical occupations plus a good share of the highly skilled will account for almost one-half of the labor force by 1970.

The Detroit Public Schools adopted the following criteria for their vocational program to serve as guidelines.

(1) The required skills should be relatively simple, but the training should qualify individuals for entry occupations. (2) Demand for training and employment opportunities must be prevalent to justify the program. (3) The skills required not be highly specialized yet transferable (33, p. 14).

In the final analysis, the effectiveness of a vocational program, whether highly specialized or of entry level preparation, depends on whether the leadership believes in vocational education, knows how to operate a good program, and gives support and intelligent direction (38, p. 15).

The Changing World of Work

In his book, Man, Education and Work, Venn (42, p. 5), states; "Technology has created a new relationship between man, his education and his work, in which education is placed squarely between man and his work." American education has not yet fully recognized this fact. The dramatic rise in youth unemployment and underemployment, the shortage of needed personnel in technical, semi-professional and skilled occupations and the need for retraining has forced a re-examination of the nation's occupational education. Passage of the Vocational Education Act of 1963 was one outcome of that re-examination (42, p. 5).

The President's Panel of Consultants reported in 1963 that a large amount of vocational training is being offered in the formal school system, business, industry and military but large numbers of people do not know what is available. They encouraged that more of the high school vocational programs be focused toward on-the-job work experience (35, p. 4-11). The panel revealed that approximately one-third of the school population will receive a substantial amount of college preparation, one-third some vocational training and one-third no training (19, p. 12). The panel further recommended that the federal government must continue to work with states and local communities to develop and improve the skills of our citizens (36, p. 17).

Youth Employment Opportunities

The rate of youth unemployment in this country is higher than during the depression. Fully one-fifth of the out of school youth under 21 are unemployed (42, p. 2). It is the responsibility of the schools to implement programs that will alleviate the employment problems expected from the 26 million youngsters entering the labor force in the sixties (36, p. 1).

The Occupational Outlook Handbook, 1961, indicates some interesting facts about the labor force which lend some

urgency to improve vocational training. "The labor force is expected to grow to over 87 million by 1970. This is an increase of 13.5 million or close to 20 percent. At the same time the population will grow only 15 percent" (40, p. 14). The 1964 handbook also reveals that a much larger proportion of the labor force will be young people due largely to the sheer numbers of young people reaching work age. By 1960, the age group 25 to 44 supplied half of all the skilled workers but with this age group growing very little in the present decade and the number of 35 to 44 year olds actually declining, the opportunities in the skill trades should be bright for workers under 25 provided they receive training (41, p. 25).

Venn (42, p. 6) offers four alternatives for solving the youth-employment problem. (1) "We can try to hold young people in school and off the labor market for a longer period of time. (2) We can let them remain idle. (3) We can put them to work raking leaves from the public lawns or; (4) we can equip them in school and in colleges with the skills they need to become competitive in a technological work world."

Reviewing the employment situation for Oregon and especially the Manpower Resource of the Portland Metropolitan Area (27) provided a wealth of information.

The state of Oregon is primarily dependent on the lumber, tourist, agricultural and industrial trade. Employment within these fields and their related services provide jobs for the bulk of the state's labor force. Although concern is justified for the present employment situation, greatest emphasis must be placed on the projected employment needs.

In 1965, 720,000 persons in Oregon were employed. Of this total, 540,000 or 75 percent were wage and salaried workers. The number of wage and salary workers is expected to increase 110,063 or 27 percent by 1969. Total employment within the state is expected to reach 804,000 by 1975 representing an increase of 84,000 or 12 percent for the ten year period 1965 to 1975 (12, p. 25).

Additional projections of Oregon employment needs indicate that the areas of manufacturing, wholesale and retail trade, non-agricultural self-employment and government will continue to dominate the employment picture. Manufacturing, which ranked first in 1965 will remain first in 1975, while government employment will assume the second rank with 139,500 employees in the next ten years. Wholesale and retail trade will drop from second to third, and non-agricultural self-employment will maintain a uniform position of fourth. These four groups

constitute 66 percent of the labor force in 1965 and will remain approximately the same in 1975 (31, p. 48).

Initial employment entry, in the Portland Metropolitan Area, by present high school graduates can be expected in five major occupational groups consisting of: clerical, sales, service, semi-skilled and unskilled. Only in the areas of clerical and skilled is there expected to be a shortage of workers by 1969 (27, p. 22-29). Semi-skilled, unskilled and sales categories can anticipate a net surplus of more than 25,000 workers by 1969 (27, p. 44-45). This indicates difficulty for untrained high school graduates entering the labor force. Potential employment and job changes will come from the following sources: vocational schools, business schools, colleges of less than four years, in-plant promotions, college graduates, and unemployed labor market re-entrants (27, p. 43).

The Portland Metropolitan Area while being a large employment center will not be able to absorb the number of unskilled or semi-skilled potential employees seeking work in the next five years. "Technological developments of the immediate past have increased the need for professional, technical and skilled personnel. The future outlook is for an accentuation of this need" (27, p. 4).

1954 Oregon Graduate Follow-up

Comparisons were made between state averages and Hood River County 1954 graduates, based on the 1957 and 1962 State Follow-up Study. The first follow-up study (23) conducted in 1957 included 84 percent of the 1954 graduates. The 1962 study (26) consisting of a 15 percent sampling of the same graduates, included only 19 Hood River County youth and therefore its validity might be questioned.

Results from the 1954 study show that while Hood River County youth ranked thirty-first in students attending four year colleges, it ranked second in those who had completed three years or more. Seventy-eight percent of the 1954 graduates had jobs in 1957 which placed the county second in the state. Probably the most significant result of the study is in the migration of employed graduates from the county. Employed graduates within the county three years following graduation totaled 33 percent while the state average was 52 percent. This ranked Hood River County thirty-fifth of Oregon's thirty-six counties. Twenty-three percent were employed within an adjoining county compared to the state average of nine percent placing Hood River County third. (26).

It is apparent from these results that the county did not offer many employment opportunities to the 78 percent who entered the labor force.

The Drop-out

One of the major problems facing society today is the "drop-out". Despite the emphasis placed on the importance of staying in school, 35 percent of the nation's high school enrollees leave school without graduating. "Lack of interest" is the most frequent reason given for leaving school (42, p. 2), Jensen (14, p. 48) points out from his drop-out follow-up in Hillsboro, that most drop-outs quit school in their sophomore year. Their main reason being that too many subjects were too far removed from everyday life. These drop-outs indicated that courses in agriculture, home economics and manual training were the subjects they liked best and did them the most good (14, p. 31).

The problem of the early school leaver was recognized by the Panel of Consultants. They relate that for every ten youngsters now in grade school three will not finish high school; seven will earn a diploma. Three will go to work and four will continue their education. Eight out of ten will not complete college; leaving only two who will finish four years of education (36, p. 1-3).

Employment opportunities are extremely limited to high school drop-outs. Potential employers are generally not willing to hire school leavers except for part time, low paying unskilled work. This view if substantiated by Jensen and others

in that the unemployment rate for high school drop-outs is more than twice that of graduates.

Potential and real drop-outs find the school situation too rigid and of little immediate value. School leavers are encouraged to stay when the school provides adequate guidance, vocational courses and part-time employment (14, p. 31).

Federal Assistance to Vocational Education

Recent vocational education legislation is having more and more influence on the quantity, quality and organization of vocational programs in the secondary schools. Specifically the three acts having the most profound effects on vocational education program are: the Vocational Education Act of 1963, the Manpower Development and Training Act of 1962 and the Economic Opportunity Act of 1964. These three acts provide funds allocated to states and local public agencies for the improvement of occupational and economic positions of our nation's youth and underprivileged (32, p. 571).

The Vocational Education Act of 1963 has its greatest implications for the vocational education programs in the secondary schools. Its stated purpose is to maintain, extend and improve existing programs of vocational education and to develop new

programs. These funds are allocated to the states for the following specific purposes:

1. Provide vocational education for persons attending high school.
2. Provide vocational education for those who have completed high school or left school and are now available for full-time employment but need training.
3. Provide vocational education for those in the labor market but need training or retraining.
4. Provide vocational education for academic or socioeconomic handicapped persons.
5. Ancillary services and activities to assure quality vocational education programs (32, p. 573).

The Manpower Act of 1965, originally the Manpower Development and Training Act of 1962, provides funds for the purpose of reducing unemployment by training and upgrading workers for vocations in need of qualified personnel. Although this act does not have a significant effect on secondary programs it has far reaching importance to out of school youth, post high schools and adults (32, p. 330).

The most extensive and expensive act of the three is the Economic Opportunity Act of 1964. This act undoubtedly has had the most immediate and universal impact on the nation's

underprivileged. Educational agencies and community action groups are using these funds to combat poverty in economically depressed areas.

Questions have often risen concerning the federal governments role in providing funds for education. This role has now been firmly established; the federal government can, will and has taken an extensive and active role in the nation's schools.

Vocational Education In Oregon Counties

During 1965 various counties in Oregon were recipients of funds from the Vocational Education Act of 1963 for the purpose of studying the vocational situation and needs within their area. Reviewing six of these studies revealed pertinent information relative to vocational program development.

Lincoln County

In Lincoln County the vast bulk of students were enrolled in the college preparatory or general education program. Vocational students represented less than nine percent of the total enrollment (19, p. 49). Yet, 23 percent of the students plan to enroll in a two year post-high school vocational program and eight percent contemplate apprenticeship or other on-the-job training (19,

p. 48). Some of this enrollment discrepancy may be due to the limited scope of vocational education within the county.

One of the most disturbing facts brought out by this study was that 62 percent of the high school students plan on leaving Lincoln County after graduation. The most common reason given was "the lack of employment opportunities" (19, p. 48).

Clackamas County

Clackamas County found by interviewing 82 firms that 91.4 percent favored vocational and technical education programs; yet less than five percent of the firms hired from or had contacts with high schools, trade or business schools. Nearly 50 percent of the firms' employees were hired as walk-ins (8, p. 4). Seventy-five percent of the interviewees favored students spending 50 percent of their third and fourth years in vocational courses (8, p. 5).

It appears that Clackamas County was primarily concerned with large business and industrial firms. No comprehensive analysis was directed towards identifying occupational clusters in agriculture. The main reason given for this was; "Agriculture in many ways has integrated with industry and business in such a manner that it is difficult to pin-point where one starts and the other ends" (8, p. 22).

Malheur Project

McCullum (34, p. 37) reported, in a follow-up of the 1954 and 1962 high school graduates from six participating schools, that 20 percent of them attended vocational or trade schools. Forty-eight percent attended or were presently attending a four year college of which 7.2 percent completed two years. Twenty-two percent were presently enrolled and 7.4 percent completed less than two years. Thirty-one percent of the graduates received no post-high school training on a formal basis.

Considering the type of employment the 1954 and 1962 Malheur county graduates entered McCullum (34, p. 39) reported:

<u>Employment</u>	<u>Percent</u>
Automotive Services	2.5
Beauticians	2.5
Clerical	13.5
Homemakers	30.5
Farming	4.5
Public Services	6.0
Sales	3.0
Others	22.5

Of these employed graduates six percent were classified as unskilled, 13 percent semi-skilled and 23 percent skilled.

Lane County

Lane County's study of technical-vocational education, Job Cluster Curriculum, emphasises the need for greater

articulation or integration between educational agencies from grades seven through fourteen. Although the study recommended expanding vocational programs it discouraged any attempt to force youth into specific occupational choices (18, p. 2).

Generally the study concluded that while the present programs were well staffed and supplied; facilities, opportunity for expansion and articulation were lacking (18, p. 33). The study recommended that the county reject the single area center concept and instead establish sub area centers with specific vocational programs offered in select schools.

Marion and Polk Counties

Recommendations forthcoming from Marion and Polk counties stressed the importance of adequate occupational guidance, work experience, recruitment and retention of qualified teachers and cooperation between the community resources and schools (25, p. 171).

As in other literature reviewed in this chapter, Marion and Polk counties concluded that the degree of specialization in the local high school be limited to broad occupational clusters. Students will then depend on post-high school programs and on-the-job training to prepare them with specific occupational skills (25, p. 174).

Columbia County

Employers interviewed and sampled in Columbia County almost universally preferred employees have experience rather than training. From this the assumption was made that since there was no training programs, experience has become a substitute (31, p. 61).

Hiring practices by firms in the county appear consistent with practices followed by most other areas. Schools are ignored while nearly 60 percent of those hired were walk-in applicants. Most firms surveyed indicated strong interest in more vocational programs but were hesitant when asked if they would be willing to assist in program development (31, p. 80).

Administrators interviewed concerning vocational education for Columbia County recommended: enlargement of subject offerings, more and better guidance, and development of work experience programs (31, p. 91).

Eighty-one percent of the county's students plan to pursue activities that will offer them opportunities for vocational education beyond high school. Further analysis of student plans indicate that they generally are unable and unready to select occupational goals (31, p. 117).

Summary

Most high school students will not attend four year colleges. Educators recognize the urgent need for a comprehensive high school that will prepare students for both college and work. It is generally agreed by most writers that the specialization should not come at the high school level but instead offer broad occupational guidance and exploratory programs in occupational clusters to prepare students for post high school work.

Adequate guidance, vocational courses, and work experience coupled with more and better qualified teachers, additional facilities and program planning are needed by most schools.

CHAPTER III

FINDINGS OF THE STUDY

Chapter III of this study makes an effort to examine the factors within the community and schools which will reflect on the proposed program of vocational education. Those factors to be examined are:

1. Employment in Hood River County.
2. Disadvantaged citizens.
3. Graduate follow-up.
4. School drop-outs.
5. Enrollment in vocational programs.
6. Teachers of vocational education.

Education and community leaders were interviewed concerning vocational education and employment in order to incorporate the thinking of the community into future plans. Information concerning enrollment, program changes and evaluation was gathered through cooperative effort by the author and the staff of the various schools.

Employment

Obtaining employment data for this study revealed numerous problems in both collection and analysis. The local

employment office while being most cooperative has inherent limitations which make data inconsistent and often misleading. For example, total labor force for the county includes all people available for work, but many are not covered by unemployment insurance, therefore labor statistics show discrepancies in numbers, type of work and overall employment possibilities. Because of this, data was not available for individuals working in county and city government, railroads, packing houses and farm work. Limited information was available concerning annual turnover, necessary skills required for occupational entry and number of employed persons in each employment category. The local State Employment Office plans to conduct an analysis of the employment skills and positions in the county within the next year; thus enabling the schools to make a more concise evaluation of the employment opportunities as related to vocational education for Hood River County.

Employment is greatly affected by seasonal trends due to the agricultural harvest, fruit packing and processing, logging operations and construction. As in most employment centers the unskilled and semi-skilled are the most affected individuals but in Hood River County the skilled employees are also grossly involved. Skilled employees in the above mentioned occupational areas while being the last to be laid off are continually being

affected by weather conditions and quantity and quality of the fruit crop. Superficially it would appear that these employees would be the only persons involved with employment stability, however, the far reaching effects of the agricultural industry on the community are reflected in other employment areas. This appears primarily in the retail and wholesale trades and food manufacturing. The influx of migrant workers, housewives in packing and processing plants, employment of retired persons and students furnish additional short term employment. During the month of September through December, the employment nearly doubles from the average of the other months. The bulk of this employment however is classified as unskilled or semi-skilled. Table 1 shows a tabulation of average monthly employment in occupational areas for the years 1958 to 1963. Figure 1, illustrates graphically the extensive employment changes during the year.

Employment Opportunities and Turnover

Sample information was obtained in cooperation with the county's State Employment Service and the Hood River Chamber of Commerce concerning places of employment, average monthly employment and annual turnover. No data was available relative to requirements or skills needed for employment. Assumptions

Table 1. Civilian Labor Force of Hood River County, Monthly Averages, 1958-1963.

Month	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Civilian Labor Force	4,968	4,678	4,650	4,598	4,607	5,070	6,062	4,968	7,333	7,750	5,133	5,112
Percent of Labor Force Unemployed	15	16	14	10	9	9	8	8	3	4	6	9
Employed in Agriculture	750	748	805	776	850	1,188	1,728	1,103	2,050	2,406	756	748
Employed in Non-Agriculture	3,470	3,185	3,210	3,381	3,331	3,416	3,588	3,483	5,045	5,010	4,041	3,913

Source: State of Oregon Department of Employment

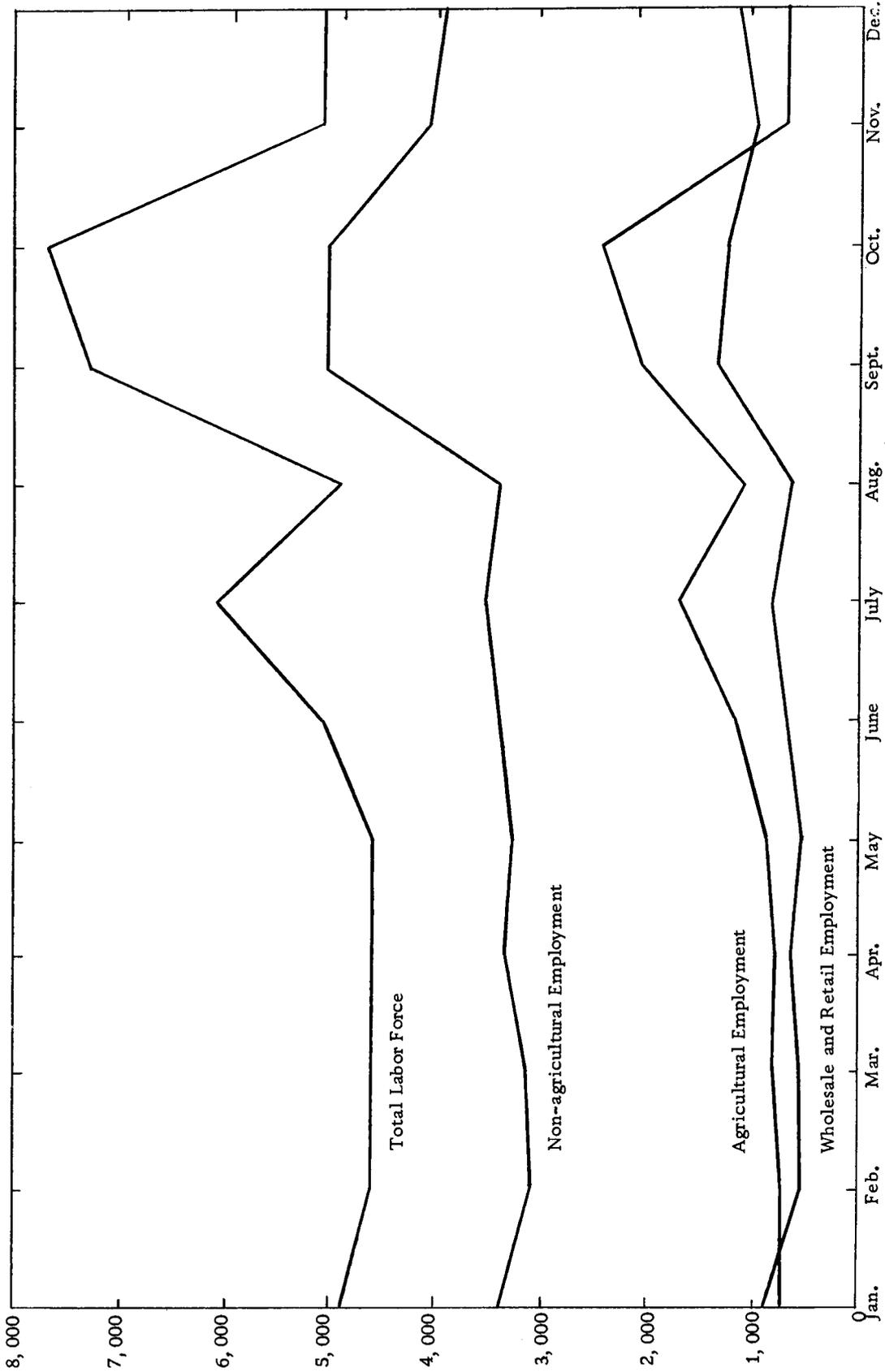


Figure 1. Average Monthly Labor Force in Hood River County, Oregon, 1958 to 1963.

must be made as to the type of work performed and the number employed in each work category. Although this approach appears somewhat vague it can be useful to persons familiar with the local situation in estimating the essential skills required of employees within each establishment.

Tabulation of this data is shown on Table 2 with the employment areas listed by rank order of percent turnover. It is apparent from these figures that there is an unusually high rate of employee turnover. Service areas of sanitation, restaurants, hotels, motels and nursing homes ranked highest in percent turnover. On the whole these service groups do not constitute a large segment of the employment picture with the exception of the restaurant trade having 126 employees and a 57 percent annual turnover. Leading the list in total employment are: sawmills, 470; food manufacturing, 321; construction, 178; other manufacturing, 158; communications, 135; and government, 128. Both average and median computations are used in Table 2 to give a more concise illustration of the employment situation. Additional breakdown of employment figures on Table 3 give another view of the same employment information, showing the totals under manufacturing and non-manufacturing and excluding agricultural employment.

Table 2. 1964 Summary of Employment Positions and Annual Turnover for Areas Covered by Insured Unemployment in Hood River County. Listed by Rank Order of Percent Turnover.

Area of Employment	Average Monthly Employment	Annual Turnover	Percent Turnover
Garbage Services	6	8	136
Restaurants	126	72	57
Hotels and Motels	23	11	50
Nursing Homes	36	12	33
Milk Companies	13	4	30.8
Food Manufacturing	321	90	28
Service Stations	62	12	20
Truck Transporting	75	14	19
Construction	178	32	18
Miscellaneous Manufacturing	158	29	18
Contractors	12	2	17
Retail Trade	50	8	16
Drug Stores	26	4	15
Wholesale Trade	48	6	12.5
Accountants	8	1	12.5
Food Stores	75	9	12
Beauty and Barber Shops	17	2	11.8
Communications	135	14	10
Agriculture	10	1	10
Laundry and Cleaners	31	3	10
Auto Parts	10	1	10
Doctors and Dentists	32	3	9.4
Sawmills	470	32	7
Lawyers	6	1	6.7
Farm Equipment	30	2	6.6
Car Dealers	67	4	6
Government	128	7	5.5
Electric Utilities	50	2	4
Logging	60	2	3.3
Labor Unions	11	0	0
Totals	2,274	388	
Average Number Employed	75.8		
Average Number Turnover	12.8		
Average Percent Turnover	17.1		
Median Number Employed	42		
Median Number Turnover	4		
Median Percent Turnover	12		

Table 3. Summary of 1964 Insured Unemployment Positions and Turnover for Hood River County.

	Average Monthly Employment	Annual Turnover	Percent Turnover
Manufacturing			
Food Products	321	90	28.0
Lumber and Wood Products	530	34	6.4
Other	158	29	18.4
	<hr/>	<hr/>	<hr/>
Total	1,009	153	
Average Percent Turnover			15.2
Non-manufacturing			
Construction	190	34	18.0
Transportation, Communication & Utilities	260	30	11.5
Wholesale and Retail	319	38	11.9
Services and Misc.	486	133	27.4
	<hr/>	<hr/>	<hr/>
Total	1,255	235	
Average Percent Turnover			18.7

Unemployment

High rates of unemployment continually cloud the employment picture in Hood River County. Undoubtedly this will continue to hamper the county until year around industrial growth develops to offset the seasonal employment caused by the agriculturally based economic structure. Average monthly unemployment ranked nearly double that of the state average during the past five years. Hood River County's unemployment averages 9.2 percent compared to the

state average of 4.9 percent. These figures represent the situation for those covered by unemployment insurance only. If the total labor force is to be considered, the unemployment rate ranges from a low of six percent to a high of more than 25 percent. Only during the month of October has the average unemployment been below the state average, while December to March the percent remains far above state norms. Figure 2, graphically presents a monthly comparison of state and county unemployment for a five year average from August, 1960 through July, 1965.

Hood River County's Disadvantaged

Hood River County, while being one of Oregon's smallest in size and population has an overall high rate of disadvantaged citizens. In comparison with other counties the number of cases appears small, but the high percentage ranks it well within the poverty group. Family income, unemployment, school drop-outs, low level of education, admissions to juvenile schools and unsound housing appear to be the significant aspects of the county's disadvantaged (13).

More than 18 percent of the county's families earn less than \$3,000 per year. Undoubtedly much of this can be attributed to the nine percent average unemployment and the 13 percent of

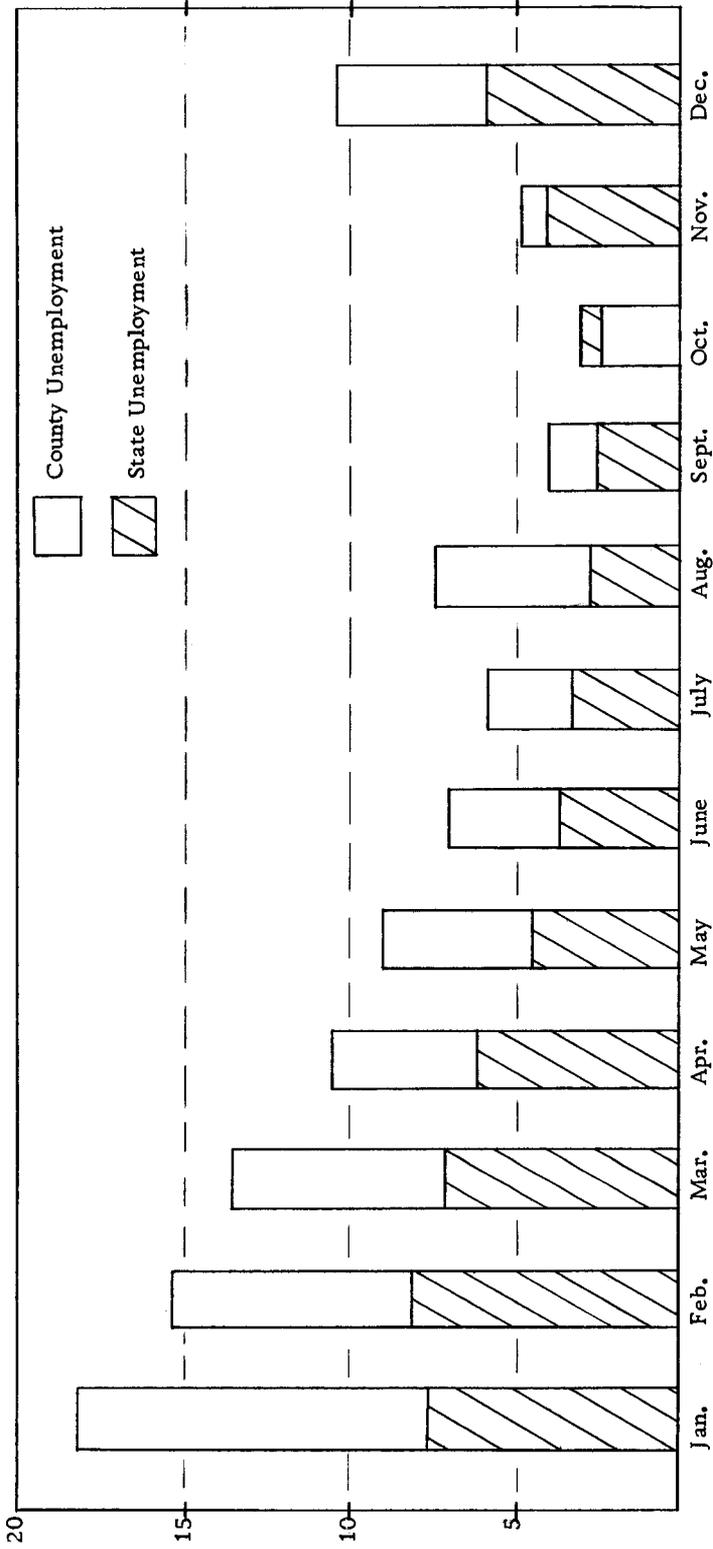


Figure 2. A Monthly Comparison of State of Oregon and Hood River County Insured Unemployment for a Five Year Average from August, 1960, to August, 1965. Percent.

25 year olds and over with less than eight years of education. In these indices the county ranks sixteenth, fifth and eleventh, respectively when compared with other Oregon counties. Influenced by the above factors are the: 4.2 percent high school drop-outs, 1.07 percent admission of boys to juvenile training schools and 47.1 percent of unsound housing units. In these areas the county ranks seventh, fourth, and second respectively when compared to other Oregon counties (13). Table 4 gives poverty indices statistics.

Wy'east High School Graduate Follow-up

Approximately one year after high school graduation, all members of the 1960-1964 graduating classes were asked to complete follow-up questionnaires determining their present activities, work or school, plus their comments on their high school education; good and bad points, suggestions for improvement, etc.

An analysis of these questionnaires reveals that about one-third of all students graduating from Wy'east High School during this period took employment directly after graduation without benefit of any further training. A summary of the employment areas entered by these students is shown in Table 5. The study indicates 45 percent of all students going to work directly after graduation entered the clerical and sales field; 33 percent clerical and 12 percent sales.

Table 4. A Comparison of Hood River County and the State of Oregon Poverty Indices: Percent, Number of County Cases and Rank of Density in Oregon Counties.

Poverty Indices:	County Number	Percent County	Percent State	County* Rank
Families with an income of less than \$3,000/year	671	18.5	17.0	16
Persons unemployed - 1960	482	9.0	6.0	5
Persons unemployed - 1963	380	7.1	4.6	5
Cases of aid to dependent children assistance 1964	20	4.0	10.6	30
High school drop-outs 1963-64	45	4.2	2.9	7
Persons 25 years and older with less than 8 years of education - 1960	996	13.0	12.1	11
Admission of boys to juvenile training schools 1962-63	8	1.07	.59	4
Draft rejections 1965	193	9.3	10.2	28
Unsound housing units - 1960	3,052	47.1	23.4	2

*Population ranking for Hood River County, 1964-25th

Source: A Demographic Analysis of the State of Oregon, Oberdorf, John W.

Table 5. Survey of Job Areas Entered.

Class	1960	1961	1962	1963	1964	Totals	Percent
Total Number Reporting	100	100	77	85	37*	399	
Number Employed	35	30	17	25	6	113	
Girls	21	16	6	13	2	58	
Boys	14	14	11	12	4	55	
Clerical	13	13	5	5	1	37	33%
Sales	3	4	2	2	2	13	12%
Services	4	3	-	3	1	11	10%
Agriculture, Forestry, Fisheries	8	2	4	7	1	22	20%
Industry, Management	1	-	1	-	-	2)	22%
Non-management	6	8	5	8	1	28)	

*Incomplete return

Almost without exception, those entering the clerical field stated they could not have obtained employment without commercial courses taken in high school. At least one-half of those taking general office work mentioned the need for training on business machines. The lack of this training was already keeping several from pay increases and job advancement. Many stated they needed more practical and complete business education courses. The need for a special vocational business education major for those not able to attend business college was recognized by many. Some had

competed with students from schools providing vocational training of this type and found their own education lacking.

Clerical workers found they needed, in addition to business training, good usage of the English language. They also found that speech was very valuable since meeting the public and using the telephone was an essential part of their jobs.

Two students who did have the opportunity to go on to business college indicated on their questionnaires that the commercial courses they received in high school helped them complete their courses in less than the ascribed time. This would indicate that the courses now being offered at Wy'east High School are not lacking in value but only in their extent as vocational training.

Of the 12 percent who entered the sales field after graduation, nearly all mentioned the need for typing, math, English and speech. Several credited a course in practical psychology as a valuable asset in learning to meet the public and work with other people.

Ten percent of those employed found work in the field of services; baby-sitters, bellboys, waiters, waitresses, etc.

Twenty percent went to work in the area of agriculture, fishing and forestry (not including logging or lumber industry). Since this local area is highly agricultural, it is understandable

that about one-half of these worked in the local orchards and packing and processing plants. Most of this work is seasonal and many of these students stated this was the only type of work for which they could qualify. Some were seeking vocational training but found seasonal work the only thing they could do to finance further schooling.

Forestry connected employment was also seasonal and students finding work in this area learned that formal schooling was required for advancement.

The remaining 15 percent of the employed students fell into the various semi-skilled areas, mostly in non-manufacturing. A few (four) were fortunate enough to find places in apprentice programs although not too many are available in this highly agricultural area.

Basic electronics was listed as the course most desired by this 15 percent. They found when applying for jobs they were competing with better qualified students from metropolitan schools. Almost all of these students said they felt the local schools should have more courses designed and programmed especially for the student who must work immediately after high school. They stated that even the courses that were available here (metal shop, woodshop, etc.), did not provide the practical, on-the-job type training that

they needed when seeking employment.

Auto mechanics was mentioned by many as the course they could have used most in their after school employment.

Many thought, considering that one-third of the high school graduates did work directly after school, that a proportionate share of the high school curriculum should be devoted to vocational training. To quote one student, "Wy'east is doing a fine job preparing students for college, but they need programs equally as efficient for the student who knows he must work directly after graduation."

Tables 6 and 7 give additional data relative to graduate follow-up for Wy'east and Cascade Locks High Schools. No follow-up studies are kept for Hood River High School graduates. It should be noted that the follow-up studies for the two schools are not compatible or comparable in that Wy'east data was collected from graduates only once, that being approximately one year following graduation. The data from Cascade Locks indicates the present situation of its graduates.

High School Drop-outs

Analysis of the drop-out statistics in Hood River County schools shows a high rate of loss during the high school years.

Table 6. Wy'east High School Graduate Follow-up Report.* Percent.

	1959	1960	1961	1962
Entered College	33.6	36.6	30.3	33.3
Entered Vocational Training	10.8	8.5	10.5	16.5
Took A Job	36.9	39.1	37.6	30.6
Entered Armed Forces	11.9	12.5	14.1	17.6
Unemployed	6.3	3.3	7.5	2.0
Number of Graduates	92	120	106	108
Married	11.9	14.1	16.0	11.1

* 1 year after graduation

Table 7. Cascade Locks High School Graduate Follow-up Report.* Percent.

	1962	1963	1964	1965
Entered College	36.3	54.7	47.6	55.0
Entered Vocational Training	27.3	18.1	14.3	35.0
Took A Job	9.1	18.1	23.8	5.0
Entered Armed Forces	27.3	9.1	4.8	-
Unemployed	-	-	-	-
Number of Graduates	11	11	21	20
Married	-	-	9.5	5.0

* July 1965

Drop-out data available from Hood River and Wy'east, which comprise more than 91 percent of the secondary students, indicates that there is an average drop-out rate of 19.4 percent during the four years. This is a yearly average, for each class, of more than 4.8 percent.

Although there is no significant reason attributed for this rate, 45 students did not graduate with their class during the years 1962 to 1965 due to truancy, expulsion or court action. Fifty-one students married; three boys and forty-eight girls.

Tables 8 and 9 show Wy'east and Hood River High Schools drop-outs and reasons.

Further evaluation of reasons for students dropping out appears necessary in order to take preventive steps within the educational system. The reasons for truancy, expulsion, court action and early marriages must be examined to determine the types of programs which will hold these students who otherwise will not complete their education.

Enrollment in Vocational Education

Student enrollment in Hood River County School District has shown a 28 percent increase since 1951. In 1951, there were 2,486 students compared to 3,424 students in 1965. Enrollment

Table 8. Wy'east High School Drop-out Report.

	1962	1963	1964	1965
Number in Class	138	124	122	130
Number of Drop-outs	29	33	29	22
Percent Drop-outs	21.0	26.6	23.8	16.9
Married				
Girls	13	7	12	3
Boys	-	1	1	-
Truancy, Expelled & Juvenile Court	7	15	11	6
Armed Forces	5	5	4	1
Over 18	4	5	1	1
Other	-	-	-	11

Table 9. Hood River High School Drop-out Report.

	1962	1963	1964	1965
Number in Class	48	62	79	71
Number of Drop-outs	9	8	13	13
Percent of Drop-outs	18.7	12.9	16.5	18.2
Married				
Girls	3	1	4	5
Boys	-	1	-	-
Truancy, Expelled & Juvenile Court	3	2	1	-
Armed Forces	-	1	3	2
Over 18	1	1	2	3
Other	2	2	3	3

in the county's three high schools in 1965 totaled 1,061 or 31 percent of the total enrollment. Wy'east High School contained 593 students, Hood River 374, and Cascade Locks 94.

Although the present rate of increase in enrollment appears small the secondary schools are nearly at capacity or beyond. At the present time Wy'east High School is operating at approximately 105 percent capacity instead of the expected 80 to 85 percent.

During the 1964-1965 school year Hood River County Schools offered the following vocational education courses.

<u>Wy'east</u>	<u>Hood River</u>	<u>Cascade Locks</u>
Woodshop I - IV	Woodshop I - IV	Woodshop I - IV
Typing I, II	Typing I	Typing I
Bookkeeping	Bookkeeping	Bookkeeping
Home Economics I-IV	Home Economics I-IV	
Office Practice	Office Practice	
Shorthand I, II	Shorthand I, II	
Mechanical Drawing	Mechanical Drawing	
Business Law	Record Keeping	
Agriculture I - IV		
Metal Shop		
General Business		
Vocational Seminar		

Wy'east is the only school that has a large enough enrollment to annually offer each course. At Hood River and Cascade Locks some of the courses are offered alternating years or available to students only if the enrollment proves adequate.

Enrollment data collected in the three county high schools indicates students are interested in vocational courses. Complete enrollment data was collected from Wy'east High School while incomplete information was available from the other schools. Tables 10 and 11 show the enrollment in vocational courses for each school and subject. It should be noted that the information in Table 10 includes all students enrolled and the percent of the total school enrollment. This includes all students and duplicates students enrolled in more than one vocational program. Discrepancies in numbers occur due to the time figures were computed and student transfer.

A total of 818 student periods were devoted to vocational classes at Wy'east during the 1964-65 school year in which 470 different students participated. This is 79 percent of the total student enrollment.

Business education has the largest enrollment of the vocational programs. While a majority of these are girls, it is one of the few vocational courses offered that has a substantial number of boys and girls enrolled.

Most of the other vocational courses, under the present situation, limit co-educational participation by policy or content. Few girls indicate an interest in shop programs as do boys for home economics although both desire to participate in portions of each vocational program.

Table 10. Students Enrolled in Vocational Courses in Hood River County High Schools, 1964-1965.

School and Total Enrollment	Hood River High School-374		Cascade Locks High School-96		Wy'east High School-593		Totals 1,063
	No.**	%	No.	%	No.	%	
Home Economics	68	18	-	-	100	17	168
Industrial Arts	95	25	14	15	217	37	326
Agriculture	-	-	-	-	152	26	152
Typing	101	27	18	19	182	31	301
Shorthand	22	6	17	18	44	7	83
Bookkeeping	21	6	34	36	38	6	93
Record Keeping	22	6	-	-	28	5	50
Office Practice	21	6	-	-	14	3	35
Business Law	-*	-	-	-	40	7	40
TOTALS	350		83		815		1,248

*Business Law and Office Practice are offered alternate years at Hood River High.

**Number enrolled represents student periods, duplication appears when student is enrolled in more than one vocational class.

Table 11. Vocational Classes and Enrollment at Wy'east High School, 1964-1965.

Class	No.	Class	No.	Class	No.	Class	No.
Woodworking I	65	Agriculture I	18	Shorthand I	31	Typing I	139
Woodworking II	49	Agriculture II	38	Shorthand II	13	Typing II	43
Mechanical Drawing I	38	Agriculture III	47	Bookkeeping	38	Home Economics I	30
Mechanical Drawing II	8	Agriculture IV	18	Office Practice	14	Home Economics II	45
Crafts	<u>57</u>	Metal Shop	28	Business Law	40	Home Economics III	12
		Vocational Seminar	<u>6</u>	General Business	<u>28</u>	Home Economics IV	<u>13</u>
Total	217	Total	155	Total	164	Total	282
GRAND TOTAL 818							

Total number of individual students enrolled in one or more of the above subjects 470.

At the present time Wy'east High School has seven persons giving full time instruction, and one person giving part time instruction in the above areas. The school has an enrollment of 593 students. It can be seen from the above figures that the vocational departments involve nearly 79% of all the students, or 86% of the boys and 71% of the girls. The figure 470 represents 276 boys and 194 girls.

Teachers of Vocational Education

There are 14 teachers of vocational education employed by the Hood River County School District. Eight are located at Wy'east, four at Hood River, and two at Cascade Locks. Of these, eleven are full-time vocational personnel.

Vocational teachers' contracts range from nine to twelve months duration with eleven having nine month contracts, one for ten months, and two with twelve month contracts. The mean length of teaching experience for the fourteen teachers was 9.7 years.

Data gathered indicates most of these have substantial work experience relative to their teaching field. However, the majority expressed concern that this experience was presently inadequate due to the changing demands and needs of the students.

Concern was apparent that better vocational guidance was needed, smaller classes were needed to allow for more intensified vocationally oriented instruction, work experience should be made an integral part of the program, and additional coordination between schools and departments was essential.

Table 12 gives data relative to the vocational staff's experience, class load and contract length.

Table 12. Vocational Staff, 1964-1965, Hood River County High Schools

School and Department	Years Experience	1964-1965 Class Load	Duties	Contract Length
Wy'east High School				
Vocational Agriculture	6	66	Agriculture I & II	12 months
Vocational Agriculture	6	86	Agriculture III & IV, Metal Shop	12 months
Industrial Arts	10	114	Woodshop I, II, & III	9 months
Industrial Arts	6	103	Mechanical Drawing I & II, Crafts	9 months
Home Economics	7	100	Home Economics I, II, III, & IV	10 months
Business Education	14	113	Business Courses	9 months
Business Education	8 1/2	161	Business Courses	9 months
Business Education	9	72	Business Courses	9 months
Hood River High School				
Industrial Arts	23	95	Shop I, II & III, Mechanical Drawing	9 months
Home Economics	24	68	Home Economics I, II, III & IV	9 months
Business Education	6	154	Business Courses	9 months
Business Education	10	33	Business Courses	9 months
Cascade Locks High School				
Industrial Arts	1	14	Shop	9 months
Business Education	4	69	Business Courses	9 months

Summary

Hood River County's employment situation is unique in comparison to many areas of Oregon. The fruit and lumber industries and their required services form the bulk of the county's employment opportunities. The general lack of year around employment, continuing mechanization and unavailability of extensive vocational training creates a dim employment picture for the county's youth.

Confronted with the ever increasing changes in economic and labor needs the schools must play an active role in training youth for skilled and long lasting employment. The high rate of youth migration from the county in search of employment, plus their lack of preparation limits these individuals from achieving their fullest potential.

Hood River County's youth have not received adequate vocational education. Most of the programs have been limited by facilities, personnel, program coordination and tradition. Students have actively participated in the present programs, resisting the constant pressure from home and school to take college preparatory courses. Much effort is needed by the schools and community to expand the vocational program to better prepare the majority of the students who do not enter or finish college.

CHAPTER IV

PROPOSED PROGRAM IN VOCATIONAL EDUCATION

Involvement of the community in the establishment and maintenance of vocational programs is essential. Community understanding, acceptance and support will often determine the programs' success.

Chapter IV proposes a secondary school program of vocational education based on the preceeding data, the author's experience, and recommendations from local advisory committees, administration and staff. This proposal comprises implementation in three phases. (1) Vocational and occupational survey for beginning students. (2) Broad clusters of vocational and occupational opportunities for second year students. (3) Specialized areas of vocational and occupational interests for third and fourth year students.

The program allows for emphasis on guidance and orientation that will familiarize students with occupational information, skills and aptitudes necessary for further training or job entry. A secondary objective is to provide an opportunity for girls to participate in previously "boy" oriented classes such as agriculture and boys in "girl" programs such as business education. In

addition this arrangement provides for team teaching, large group sessions, individual and group guidance and maximum use of resource persons and materials. Figure 3 illustrates the role of vocational programs from early high school through post-high school as visualized by this writer.

Phase One: Vocational and Occupational Survey

The primary objective of phase one will be to provide guidance, examine occupational opportunities and determine long range goals. This program, designed for beginning vocational students, will consist of eight nine-week sections. Students may enroll in any four and will rotate to a different class each nine weeks. This procedure will expose students to four different vocational areas and instructors during the year.

One period per day will be devoted to the class which will serve as a prerequisite for advanced classes. Guidance personnel will be available to assist in a program of testing, counseling, supplying materials and conducting follow-up studies.

The following eight instructional areas were selected to initiate this program: (1) agribusiness and production, (2) agricultural mechanics, (3) mechanical drawing, (4) electricity, (5) wood construction, (6) office and clerical, (7) business and

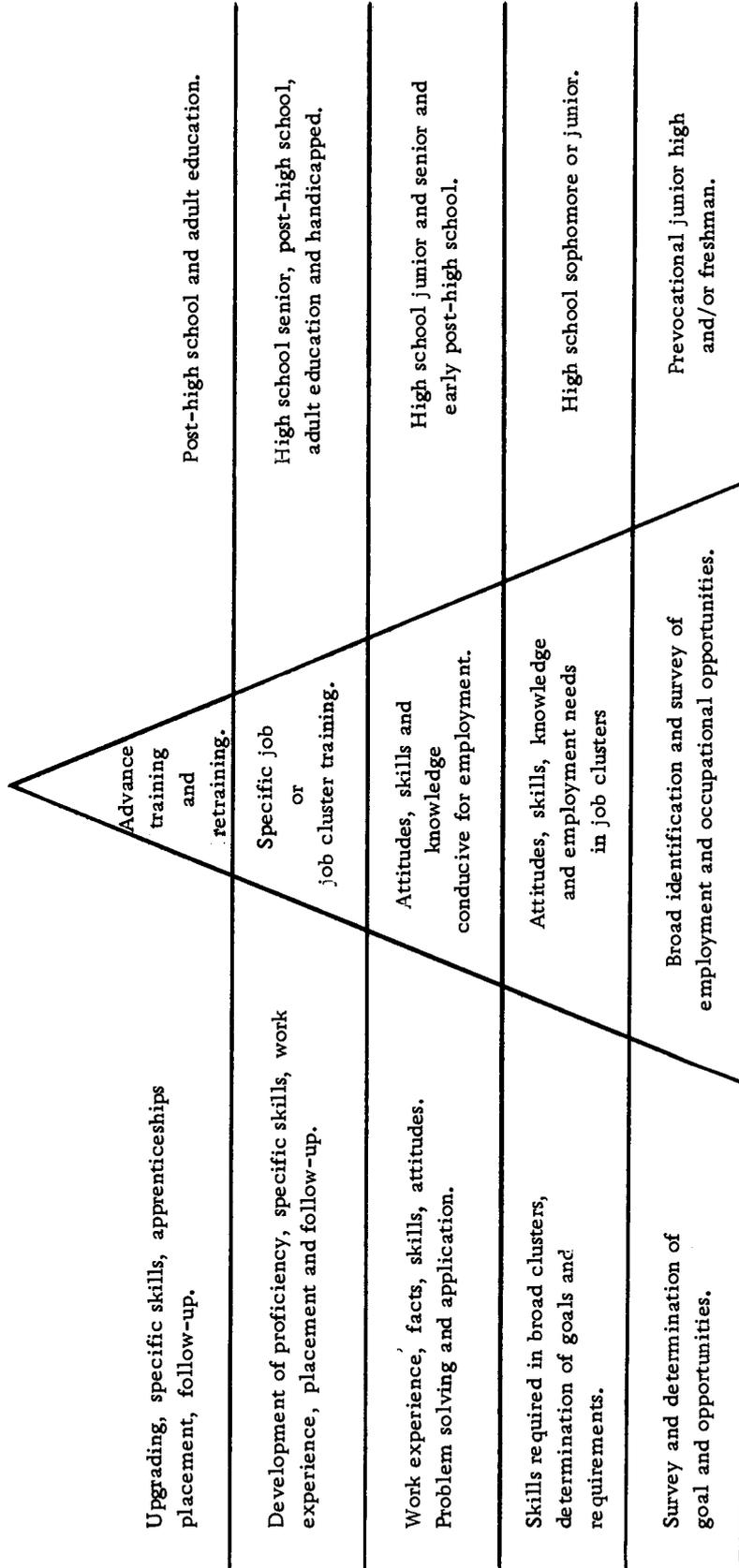


Figure 3. Aims of the Vocational Program.

sales and (8) home economics.

Phase Two: Vocational Clusters

Following one year of familiarization in vocational and occupational survey and through extensive guidance the author assumes that a student is capable of focusing his or her attention on broad areas of vocational specialties. It is understood that students should not be forced to select specific occupational choices at the second year level but rather should be able to indicate distinct abilities and/or interest in occupational clusters such, as agriculture, business, mechanics, etc. Therefore it is the purpose of the second year to more fully develop skills, knowledge and attitudes aimed at broad levels of specialization.

To provide more course selections each class will be one semester in length with the exception of agriculture, which will consist of one-half year each of production and mechanics.

Students who have completed the corresponding survey class may enroll into one or more of the following courses:

(1) agricultural production and mechanics, one year, (2) basic metals and mechanics, (3) basic electricity, (4) basic wood construction, (5) basic mechanical drawing, (6) beginning typing I and II, (7) initial shorthand I and II, (8) general business, (9) basic food

preparation and services, and (10) basic clothing construction.

Phase Three: Vocational Specialization

At the third and fourth year levels of preparation it is assumed that the students through experience, guidance, interest, achievement and maturity, will emphasize specific areas of occupational choice. Although, they are not "tracked" and may emphasis other areas if so desired.

Advanced semester courses in agricultural, industrial, business and home economics education will provide students with ample opportunity to specialize in a variety of occupational preparation. In addition this arrangement facilitates the integration of vocational offerings through student selection and staff cooperation.

Each of the advanced offerings range in length from one to three class periods providing time in laboratory and skill classes to achieve proficiency.

Because of this attempt at integrating the entire vocational program prerequisites must be held to a minimum. No course will have prerequisites unless it appears to the various instructors and guidance personnel that such a requirement is essential for student achievement.

Table 13. Advanced Vocational Course Offerings .

<u>Agricultural Education</u>	(periods)	<u>Business Education</u>	(periods)
<u>Production and Management</u>		<u>Office Occupations</u>	
Crop Production	1	Advanced Typing III	1
Horticulture	2	Advanced Typing IV	1
Agribusiness and Management	1	Advanced Shorthand III	1
Agricultural Leadership	1	Advanced Shorthand IV	1
Forestry	1	Bookkeeping I	1
Livestock Production	1	Bookkeeping II	1
Work Experience	3	Office Machines	1-2
<u>Agricultural Mechanics</u>		Business Communications	1
Farm Power and Mechanics	2	Office Experience	1-2
Small Motors	2	Work Experience	3
Farm Buildings	2	Business Occupations	
Metal Fabrication	2	Business Law	1
Work Experience	3	Record Keeping	1
		Business Mathematics	1
		Merchandising and Salesmanship	1
		Work Experience	3
<u>Industrial Education</u>		<u>Home Economics Education</u>	
<u>Engineering and Electronics</u>		Child Care	1
Engineering Drafting	1	Family Relations	1
Architectural Drawing	1	Clothing Care and Construction	2
Applied Electricity	1	Family Health	1
Electronics	1	Home Management	1
Work Experience	3	Home Planning and Furnishings	1
<u>Building Trades</u>		Food Preparation and Preservation	2
Building Methods and Materials	1	Work Experience	3
Cabinet Construction	2		
Building Construction	2		
Work Experience	3		

Table 13 lists the proposed advanced vocational course offerings and the class length for the four selected areas.

The Integrated Program

One of the foremost problems in developing a comprehensive secondary program is the integration of the vocational program within itself and with academic offerings. No curriculum can become completely integrated unless complete analysis and reformation of the entire high school schedule is undertaken. However the author contends that this study presents one answer and one step in this direction.

To illustrate how this program might function, four hypothetical cases were used as examples of possible course schedules based on present academic offerings, proposed vocational courses, and students vocational goals.

Agricultural Sales and Services

<u>Year</u>	<u>First Semester</u>	<u>Second Semester</u>
1	English I Algebra I General Science Physical Education World Geography Vocational and Occupational Survey Agribusiness and Production Mechanical Drawing	English I Algebra I General Science Physical Education World Geography Vocational and Occupational Survey Agricultural Mechanics Business and Sales

<u>Year</u>	<u>First Semester</u>	<u>Second Semester</u>
2	English II Biology Physical Education Plane Geometry Agricultural Production Beginning Typing I	English II Biology Physical Education Plane Geometry Agricultural Mechanics General Business
3	English III United States History Algebra II Crop Production Agricultural Leadership Business Mathematics	English III United States History Algebra II Horticulture (2) Beginning Typing II
4	English IV Modern Problems Record Keeping Livestock Production Farm Equipment Maintenance (2)	English IV Modern Problems Merchandising and Salesmanship Agribusiness Business Law Forestry

Farm Equipment Maintenance and Repair

1	English I General Math General Science Physical Education Vocational and Occupational Survey Agribusiness and Production Mechanical Drawing Wood Construction Business and Sales	English I General Math General Science Physical Education Vocational and Occupa- tional Survey Agricultural Mechanics Electricity Basic Mechanical Drawing
2	English II Biology Physical Education Algebra I Agricultural Production Basic Wood Construction	English II Biology Physical Education Algebra I Agricultural Mechanics Basic Electricity and Electronics

<u>Year</u>	<u>First Semester</u>	<u>Second Semester</u>
3	English III United States History Plane Geometry Engineering drafting Farm Power and Mechan- ics (2)	English III United States History Plane Geometry Applied Electricity Small Motors (2)
4	English IV Modern Problems Farm Equipment Main- tenance (2) Metal Fabrication (2)	English IV Modern Problems Electronics Work Experience (3)

Building Construction

1	English I General Math General Science Physical Education Vocational and Occupational Survey Wood Construction Mechanical Drawing Agribusiness and Production Business Management	English I General Math General Science Physical Education Vocational and Occupa- tional Survey Agricultural Mechanics Electricity Basic Mechanical Drawing
2	English II Biology Physical Education Algebra I Basic Wood Construction Basic Metals and Mechanics	English II Biology Physical Education Algebra I Basic Electricity Forestry
3	English III United States History Plane Geometry Engineering Drafting Applied Electricity Building Methods and Materials	English III United States History Plane Geometry Architectural Drawing Building Construction(2)

<u>Year</u>	<u>First Semester</u>	<u>Second Semester</u>
4	English IV Modern Problems Cabinet Construction (2) Work Experience (2)	English IV Modern Problems Farm Buildings (2) Work Experience (2)

Secretarial and Clerical

1	English I Algebra I General Science Physical Education World Geography Vocational and Occupational Survey Secretarial and Clerical Home Economics	English I Algebra I General Science Physical Education World Geography Vocational and Occupa- tional Survey Business and Sales Mechanical Drawing
2	English II Biology Physical Education Plane Geometry Beginning Typing I Initial Shorthand I	English II Biology Physical Education Plane Geometry Beginning Typing II Initial Shorthand II
3	English III United States History Algebra II General Business Advanced Typing III Advanced Shorthand III	English III United States History Algebra II Business Communica- tions Advanced Typing IV Advanced Shorthand IV
4	English IV Modern Problems Bookkeeping I Office Machines Office Experience (2)	English IV Modern Problems Bookkeeping II Work Experience (3)

Summary

The ultimate aim of this proposed program is to develop an expanded and integrated vocational education program compatible with academic courses and in relation to student desires and employment potential.

Each phase of the program attempts to develop a progression of vocational guidance and occupational preparedness. Phase one emphasizes occupational information and exploration of necessary skills in four vocational areas. Phases two and three consist of deliniation and skill development through vocational guidance, curricular offerings and work experience in agriculture, industrial, business and home economics education.

Sample schedules for students interested in occupational clusters indicate a high degree of compatability exists between academic and vocational offerings. Students have the opportunity to participate in numerous vocational offerings in preparation for job entry or further training and still meet academic requirements.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This study was initiated to compile and examine employment and student data for developing an expanded and integrated vocational education program in Hood River County schools.

Data was gathered from a variety of sources within the county including the schools, State Employment Office, Chamber of Commerce and numerous community leaders. State and national findings concerning employment and vocational programs were reviewed and analyzed in developing the proposed program.

The findings and information summarized in this study indicate that Hood River County is not unlike most areas in its need for more vocational education. It is apparent that continuous efforts in program development and revision, student follow-up, active guidance and community involvement are essential ingredients for an effective vocational education program.

Summary

The following statements summarize the findings of this study.

1. Hood River County's economic structure is primarily

based on the agricultural and forest industry and the related services necessary for them to function.

2. Approximately 30 percent of the graduates enter the labor force immediately following graduation and 75 percent within three years. Of these graduates less than one-third remain in the county after three years.
3. Seasonal employment in Hood River County affects the total employment situation. The influx of additional employment opportunities during the agricultural harvest influences the number employed primarily in the wholesale and retail trade from a low of 570 in February to a high of 1,400 in September and October.
4. Turnover of Hood River County's employees, covered by unemployment insurance, is greatest in food manufacturing with a 28 percent annual turnover followed closely by service areas with 27.3 percent and construction, 18 percent. The average percent turnover for all covered employment is 17.1 percent and the median turnover is 12 percent.
5. The average rate of unemployment is 9.2 percent compared to the state average of 4.9 percent. The unemployment range for all employment is from 6 percent to over 25 percent.
6. Hood River County has a substantial number of disadvantaged citizens. This is apparent in the county's percentage of population that lack in employment, 9 percent; education, 13 percent; unsound housing, 47.1 percent and family income of less than \$3,000, 18.5 percent. With

these percentages the county ranks fifth, eleventh, second, and sixteenth, respectively, when compared to other Oregon counties.

7. Forty-five percent of the Wy'east High School graduates found employment in the fields of clerical and sales; 33 percent in clerical and 12 percent in sales. Twenty-two percent found employment in industry, 20 percent in agriculture and 10 percent in services.
8. Hood River County high schools have a drop-out rate of 4.8 percent per year or a loss of 19.2 percent of each class.
9. Teachers of vocational education generally have adequate background and interest to actively participate in and qualify for new programs.
10. Available vocational courses are sought by students as evident by the 79 percent of total Wy'east enrollment participating in the various classes.

Recommendations

The following recommendations, relative to the expansion and improvement of vocational education in Hood River County schools, are made in light of the research on the preceding pages and observations made within the community, schools and state.

1. That extensive utilization of an active vocational advisory committee, community leaders, educators and state agencies be made in developing all vocational programs.

2. That continuous study be made of the employment opportunities in the county and state in order that this information may be used to maintain an updated program.
3. That periodical graduate follow-up and drop-out studies be made in light of the community, school, social, employment and vocational situation.
4. Vocational teachers be placed on extended contracts for the purpose of curriculum development, studying employment opportunities, gaining instructional skills and conducting summer classes.
5. Consideration should be given to providing vocational programs and especially occupational information in the upper elementary grades.
6. Extensive guidance including counseling, testing and supervised work experience should be made an integral part of the vocational program.
7. To better serve the educational needs of the non-college bound students integration possibilities of the vocational program with English, math and science departments should be examined.

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