

AN ABSTRACT OF THE THESIS OF

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Klamath County faces the responsibility of providing for its young people a sound program of vocational education appropriately integrated with the general education pattern already present in the secondary schools. Numerous patterns of school organization have been suggested to achieve such a purpose. However, a choice of any given pattern must be made on a sound basis.

In order to provide a basis for decisions, the following information is needed.

1. The number and kind of employment opportunities in Klamath County.
2. The status of present vocational education programs and facilities.

3. The number of potential vocational education students in Klamath County.

4. Means of coordinate functioning of educational units to develop vocational education programs.

Employment opportunities were determined by analyzing such secondary sources as the Klamath County Skill Survey, Oregon Employment Trends, and information in the Oregon Business Review. Present vocational education programs and facilities were evaluated by checklist and personal visitation. Determination of student potential for vocational education was made by questionnaire. All students in Klamath County in grades nine through twelve comprised the sample. In addition to indicating their desire for vocational education, students were asked about the type of vocational education and kinds of facilities in which they were interested. Means of coordinate functioning of education units were determined by a study of state laws, rules and regulations and school board policies, rules and regulations.

Results of the study indicated a 25 percent increase in the Klamath County work force by 1970. Net shortages are projected in the technical, managerial and skilled areas. Clerical, sales and service areas are expected to show a surplus.

There is very little vocational education in Klamath County and present facilities are inadequate or lacking.

Guidance programs seemed to involve only the college bound students. Library materials contained only a sampling of vocational and technical information.

Student potential for vocational education was found to be about 64 percent. Even though many students were well aware of their need for vocational education, only about 12 percent were enrolled in vocational courses. Reasons given for this were limited course offerings and class conflicts. A large number of students indicated they would like to attend a vocational center either half-time or full-time.

A study of secondary sources produced no local rules or regulations involving coordinate functioning of educational units. Oregon school laws are very permissive toward school districts cooperating in planning and operating educational programs.

Recommendations of the study include the following:

1. A comprehensive education center should be established to serve the needs of any student in Klamath County who desires vocational education. A broad program of vocational-technical education, including work experience and on-the-job training, should be offered at the center. In addition, a greater emphasis should be put on guidance activities and adequate inventories of vocational-technical materials.

2. An advisory council for vocational-technical

education be established.

3. Coordinate functioning of school districts should be encouraged.

**A Study of the Employment Opportunities,
the Human Resources and Vocational Education Resources
in Klamath County**

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CHAPTER I

NATURE AND PURPOSE OF THE INVESTIGATION

Vocational education in the United States is changing, both in scope and character, at an unprecedented, rapidly accelerating pace. This change has come about through the combination of a number of developments. These include new education materials and methods (50); new education problems being identified (49); integrated educational systems combining interlocking sets of content, material and methods (5,16,10,58,7); and increased funds for education (6).

Three major factors influencing vocational education are evident. One is the rapid obsolescence of materials, tools, machines and processes (49). Another is the decrease of manpower needs in some occupations with virtual elimination in others and a simultaneous need for manpower in skills and occupations practically unknown a few years ago. A third factor is the geographic movement of corporations and their changes in product lines, resulting in the need for persons with basic vocational skills and orientation who can be retrained quickly.

On the national level, there is considerable concern toward providing for changing educational goals and attaining full employment as a means of combating poverty.

Inasmuch as Oregon is affected by many of the educational developments and employment trends of the nation, state and local agencies need to take into consideration these developments and circumstances when planning new programs and/or upgrading present programs. In Klamath County, application of these factors should be focused on the supply-demand relationship of employment needs as well as on those persons leaving the area in search of jobs.

Statement of the Problem

The problem facing the Klamath County School District concerns the basis on which to plan vocational programs and adequate facilities. Two factors strongly influence any such planning. Factor one is the original selection of occupations for those soon to enter the labor force. Factor two is the re-selection for those currently becoming unemployed due to a shifting economy and/or shift in job-skill requirements. Information concerning these two factors must be available to those working in the field of vocational guidance and vocational-technical curriculum planning.

At the present time, a majority of persons entering the labor force lack skills currently in demand. Unfortunately, the acceleration of technical change indicates that this gap may widen rather than close.

Efforts to update vocational programs have pointed out such problem areas as outmoded facilities, personnel lacking recency of training, and outdated curricular programs. Further, the race to meet changing job training demands has caused new curriculums to be fostered without concern for sound articulation of subject matter material or planned educational change. Students eventually suffer unless these mistakes are corrected.

Two major fallacies exist in developing programs on such a basis. The first is that, when the students complete their course work, occupational skills that they have learned may be obsolete. The second is that, if opportunities exist, they may be in a different part of the state. In such cases students may be either physically or psychologically unable to make the geographic shift.

If Klamath County School District is to meet its obligations in vocational education, planning of programs must be based on sound premises which take into account factors of technological change and occupational mobility. Leon P. Minear, State of Oregon Superintendent of Public Instruction, stated succinctly the pressing need to train youth for job entry in March, 1965.

We are becoming increasingly aware that the economic vigor and productive strength of a society depends upon the occupational competence of every person. As skill requirements in all occupations continue to spiral upward, as competition for all jobs becomes keener, as high unemployment rates plague youth, and

as the selection of, preparation for, and entrance upon careers becomes increasingly complicated, we recognize the urgent need for a redefinition of the goals of vocational education in our nation's schools. (32, Introduction)

Purpose

The purpose of this study is to come to grips with the aforementioned problems of vocational education program planning. This study also aims to determine the extent to which educational units can coordinately analyze needs and mutually plan to use training resources and manpower potential to maximize efficiency and effectiveness of vocational education. Specific objectives of the study are:

1. To determine the number and kind of employment opportunities.
2. To determine the aspects of vocational education programs needing modification.
3. To determine the number of potential vocational education students.
4. To determine means of coordinate functioning of educational units to develop vocational education programs.

Assumptions

1. Since the survey of students will be made during the regular school day, it is assumed that the sample will approximate one hundred percent. It is further assumed

that the sample will be sufficient and representative. Therefore, no attempts will be made for follow-up to obtain data from students absent on the day of the survey.

2. It is assumed that the Klamath Falls City School District personnel and the parochial school personnel will be willing to cooperate in the study. It is further assumed that Klamath County School District personnel will be willing to participate in the study.

3. It is assumed that reliable techniques are available for data gathering. The reliability of techniques for data gathering using secondary sources has been documented by prior research. (53, 19)

4. It is assumed that planning for future vocational education programs requires basic data on the extent of existing programs. (22)

5. It is assumed that cooperative analysis of the existing programs including assessment of statutory and regulatory factors is effective to determine ways in which existing programs can be strengthened.

6. It is assumed that training facilities can be developed to train potential labor supply for export to another educational unit. (22)

7. It is assumed that vocational education programs must be planned on the basis of employment needs. (49)

Limitations

The time schedule set up for this study resulted in certain limitations which must be kept in mind when analyzing any results herein. First, primary data for developing an occupational outlook for Klamath County could not be gathered in such a short time. Therefore, secondary data, which had been compiled with other goals in mind, were used. Some of the results of those data were not always applicable to the results sought in this study. A good example was the Oregon State Employment Service Information which contained no categories for self-employed workers or farm workers.

Secondly, all surveys were administered very close to the end of the school year. This caused some conflicts with class schedules, teachers' duties and administrators end-of-the-year procedures. As a result, there may be some variation in procedures used between schools and within schools. Such timing could have affected the student's responses to the questionnaire.

The questionnaires were not without some ambiguity and lack of applicability to a given school or student situation. Further, the large number of teachers administering the student questionnaire made it difficult to guarantee that the same procedures would be used with every group of students. In addition, even though definitions of terms

were given with the questionnaires, each student would have a greater or lesser knowledge concerning the meaning of those terms and vocational education programs. Very likely, a large number of students are not aware of what the future may hold for them and, therefore, cannot decide what curriculum pattern is best for them.

This study is further limited to Klamath County, and specifically, all public and private secondary schools, their administrative districts and the employment trends of Klamath County as given by the Oregon State Employment Service.

Definition of Terms

Vocational Education. A series of controlled and organized experiences designed to develop skills, abilities, understandings, attitudes, work habits and appreciations encompassing knowledge and information needed by persons to enter and make progress in employment on a useful and productive basis. The primary function of vocational education is to develop the individual for socially useful work.

Technical Education. Classes organized and conducted in public schools for pupils desiring technical information and a basic understanding of the laws of science and principles of technology as applied to modern design,

production, distribution and service.

Industrial Education. A group of courses designed to acquaint the student with the various occupations found in industry and to give him instruction in those skills and abilities that he needs in order to participate in those occupational areas.

Area Vocational School. A school designed to provide programs of study in all areas of vocational and technical education in cooperation with the other high schools in the area. Such a school generally includes grades ten, eleven and twelve. Sometimes grade nine is also included as are grades thirteen and fourteen. All vocational-technical courses and those courses related to vocational education such as higher mathematics, physics, chemistry, and others will be included.

Job Cluster Approach. A method of developing vocational education curriculums based on fundamental knowledges, skills, and concepts common to a number of occupations in a closely related occupational cluster rather than establish specific curriculum patterns for each and every occupation.

Work Experience. Employment undertaken as part of a school course and designed to provide planned experiences which are supervised by a teacher-coordinator and the employer.

Apprenticeship Training. This is on-the-job training in which an individual works full time at a particular job. The individual is supervised by an experienced person who is also working at that particular job. This program is carried on for a certain length of time, usually one to five years, before the apprentice is allowed to perform in his own right. Some formal education through night school may be a part of this program.

Vocational Education Student Population. For the purpose of this study, this term is defined as high school and post high school students who are enrolled in, or plan to enroll in a program of education at less than baccalaureate-degree level.

Job Replacement Potential and Employment Opportunity. These two terms will be considered synonymous and will be defined as current and projected manpower needs in the geographic area for occupations in agriculture, business, health, distribution, home economics, trade and industrial work, technical work and any other recognized occupation except those which generally are considered professional or which require a baccalaureate or higher degree.

Coordinate Functioning of School Districts. This term is defined as the harmonious working together of two or more educational units according to statutory and regulatory provisions.

Levels of Employment. This is a classification grouping occupations into eight levels based on the functions performed. They are as follows:

1. Professional. This level includes occupations that require a high degree of mental activity and are concerned with theoretical or practical aspects of complex fields in human endeavor. Such occupations require either extensive and comprehensive academic background or a combination of such education and experience.

2. Technical. Occupations requiring the performance of specific tasks which are functional parts of scientific activities requiring knowledge of fundamental theory and requiring highly developed skills.

3. Proprietors and Managers. Occupations that are involved primarily with responsible policymaking and require planning, supervision, and coordination of the work-activity of others, usually through intermediate supervisors.

4. Sales. Occupations concerned with the sale of commodities, investments, real estate, products and services, or occupations that are very closely identified with sales transactions even though they do not involve actual participation in such transactions.

5. Clerical. Occupations concerned with preparing, transcribing, transferring, systematizing, or preserving

written communications and records in offices, shops and other places of work where such functions are needed.

6. Skilled. This level includes crafts and manual occupations that require a thorough and comprehensive knowledge of processes involved; the exercise of considerable independent judgment; a high degree of manual dexterity; and, in some cases, extensive responsibility for valuable products or equipment. Workers in these occupations usually become qualified by serving apprenticeships or completing extensive training periods.

7. Semi-skilled. This level includes manual occupations that are characterized by one or a combination of parts of the following requirements: the exercise of manipulative ability of a high order, but limited to a fairly well-defined work routine; major reliance, not so much upon the worker's judgment or dexterity, but upon vigilance and alertness in situations in which a lapse in performance would cause extensive damage to product or equipment; and the exercise of independent judgment to meet variables in the work situation, but a judgment which is not dependent upon a wide knowledge of a work field and which is limited either by the application over a relatively narrow task situation or the decisions of others.

8. Unskilled. This level includes those jobs that require no special training of any kind and can be

performed by almost any person, provided he is physically capable.

Location of the Study

General Description of Klamath County. Klamath County is located in the south central part of Oregon. The western edge of this county coincides with the crest of the Cascade Mountains and borders Jackson, Douglas and Lane Counties. The eastern side borders Lake County and is characterized by various lesser mountains and many valleys. The southern end of the county borders California. Deschutes County is the north boundary. Klamath County is approximately 120 miles long and 70 miles wide and ranks as the fourth largest Oregon county with an area of 6,151 square miles.

The Klamath Basin is located in the Southwestern part of Klamath County and is the center of the county's agricultural production. The county seat of Klamath County is Klamath Falls. Although by highway it is 279 miles to Portland, 373 miles to San Francisco and 247 miles to the Port of Coos Bay, Klamath County is adequately serviced by major roadways. Two major railroads, Great Northern and Southern Pacific, provide freight service for the area. Bus transportation is provided by the Trailways and Greyhound companies. A modern, up-to-date air terminal provides

regular services for those who wish to travel by air.

Population Trends. Population figures for Klamath County are broken down into the three political units of Klamath Falls, the Metropolitan area and Klamath County. The Metropolitan area of Klamath Falls lies within an approximate five mile radius of the center of the downtown area. The largest center of population in Klamath County is situated in Klamath Falls and its suburban area, with the remaining communities ranging from approximately 300 to 2500. Table 1 indicates the change in population over the last 15 years and gives an estimate of the population for 1970.

TABLE 1
KLAMATH COUNTY POPULATION TRENDS, 1950-1970 (46)

Political	April 1950 N	April ^b 1955 N	April 1960 N	April 1965 N	Projected 1970 N
City Limits	15,875	16,410	16,949	17,600	18,800
KF Metro Area ^a	30,000	31,920	33,838	38,350	41,600
County	42,150	44,815	47,475	48,210	53,500

^aThese figures include population statistics of the Klamath Falls city limits.

^bFigures derived by interpolation.

In Klamath Falls, the 15 year increase amounted to 1,725 (10.8%). During the same period, the population in Klamath County grew 6,060 (14.4%), while the Metropolitan area showed the greatest increase with 8,350 (27.8%). The greatest amount of anticipated growth in the next five years will be in the county with 5,290 (11%). Next will be the Metropolitan area with an increase of 3,250 (8.5%), and last, showing a very small amount of growth will be Klamath Falls with 1,200 (6.8%). (46) These figures show that the population of Klamath County will increase at a slow and steady rate.

The 1960 census statistics given in Table 2 indicate the three age groups most likely to be involved in high school and post high school vocational education. It seems reasonable to assume that these individuals would represent potential students for vocational education. Forty-seven percent of the total population of Klamath County falls into these three groups.

TABLE 2
1960 POPULATION STATISTICS OF
THE 5-34 YEAR OLD GROUP FOR KLAMATH COUNTY (47)

Years of Age	Male N	Female N	Total N	Percent of Total %
5-14	4,934	4,774	9,758	20.9
15-24	3,552	3,099	6,651	14.3
25-34	3,056	2,841	5,897	12.6

Notably, about one-fifth of both the county and the state population has the largest number (9,758) in the 5-14 age group. Upon reaching graduation age, these children will contribute the most to the increase in the labor force throughout Oregon. In addition, the size of this group is a further indication of the rising population in the county. More job opportunities must become available if the county is to retain these young persons in the not-too-distant future.

Education Level. Statistics furnished by the United States Bureau of the Census, 1960, concerning those residents of Klamath County who are 25 years and older indicated that the median number of years of education completed was 11.3 for the male and 12.1 for the female population. This county is about the same as the 1960 state median of 11.8 for school years completed.

The county is not unlike the state in that, after an eighth grade education, the greatest dropout rate occurs and continues throughout the high school years. It is assumed that most persons not completing a high school education will eventually need further training to meet new job demands or to maintain their present positions.

Economics of Klamath County. Principal industries of Klamath County are lumbering and agriculture, with tourism and recreation rapidly gaining importance in the economy of the county. (9) Klamath County ranks first in Eastern Oregon counties in timber production. Much of the forested areas are within national forest boundaries. (See Appendix A) Livestock, hay, grain and potatoes, produced in the rich Klamath Basin, are the primary agricultural products. (48)

The economic health of Klamath County is an important consideration in planning any program in education. Some of the indicators which are often used to show such economic conditions are bank deposits, loans and debits, property valuation and retail sales. A comparison of these figures indicates a slow but steady economic growth. (See Appendix F)

Procedures

Data were gathered in relation to each of the objectives of the study. Procedures were as follows:

1. Date to determine job opportunities. Determination of job opportunities was accomplished by utilizing the Oregon State Department of Employment county skill survey for Klamath County. Employment trends and employment distribution were recorded. Forecast needs by occupational groups, industry divisions, supply-demand and specific occupations were recorded. State and national trends were also analyzed.

2. Data to determine present vocational education programs and services. Inventory of vocational programs, personnel and facilities (Appendix E) was presented to the administrators of all schools in Klamath County that offer any program of vocational education. Administrators were encouraged to give serious consideration to the information needed in the survey. This was done by meeting with each administrator and explaining the purpose of the project, procedures to follow and information needed.

3. Date to determine potential enrollment of vocational education. The student survey (Appendix C) was administered to students enrolled in grades 9 through 12 in the seven county high schools, Klamath Union High School and Sacred Heart Academy. Along with the survey forms, each student was given a pamphlet which identified the areas of vocational education and explained the vocational education project. Vocational teachers in each school were

responsible for the administration of this survey questionnaire. If there were no vocational personnel in a given school, a person or persons designated by the administrator of the school gave the survey.

In most cases, the survey was conducted during the home room period of each of the classes. Where this was not possible, a special time was set aside by the administrator.

Certain pre-survey preparations were made. This included acquainting the staff and students with certain aspects of vocational education and with the purpose of the survey. Considerable public relations work was carried out with administrators and staff. Attempts were made to assure that the same procedure was used in each school. All students had ample time to complete the questionnaire.

The post high school survey (Appendix D) was administered to the students enrolled in post high school, non-B.A. programs. The survey form was sent to all graduates of the seven county high schools, Klamath Union High School and the Sacred Heart Academy for the years 1964 and 1965 who were classified in the above category. The survey form was given by mail with a follow-up letter when necessary.

The high school student questionnaire (Appendix C) was revised by research personnel before administering to the students. However, none of the questionnaires were

subjected to pilot testing prior to their use.

4. Data to determine the conditions for coordinate functioning of education units. Secondary data, reported in Oregon statutes, federal laws, State Board of Education policy, rules, regulations, and local school board policy, rules and regulations were used to determine statutory and regulatory factors prescribing conditions for coordinate functioning of educational units.

CHAPTER II

SURVEY OF LITERATURE

A great many studies have been conducted across the nation to determine the need for vocational education, employment opportunities, vocational education students and vocational education program planning and curriculum development. An analysis of research methods and findings from these related studies have proved beneficial in this current study.

The Need

Wealth no longer lies in goods and materials. Today real wealth lies in the minds of creative and imaginative individuals. Research coming soon will prove that every dollar invested in education in our nation will produce from 100 to 400 percent more return than the investment in buildings and capital equipment (55).

The former United States Commissioner of Education, Francis Keppel, recently estimated that seven million young people will enter the work force in the next 10 years without the benefit of high school graduation unless steps are taken to provide programs to meet their needs, interests and motivations.

Some major considerations which demand immediate attention include: the preparation of young people for careers in business, technical occupations, skilled trades, distributive occupations, the

health occupations, the service trades, agriculture and combinations of these." (27, p 10)

The Occupational Outlook Handbook of 1961 delineated some occupational trends that are pertinent to this study. The primary ones are as follows:

1. A continuing rapid growth in white collar occupations especially in the professions.
2. Slower growth in the skilled and semi-skilled areas and little change on the unskilled occupations.
3. Somewhat faster than average growth in service workers (such as waitresses, police, bellboys, janitors, etc.)
4. Further decline in farmers and farm laborers. (51, p 27)

A later edition of The Outlook Handbook gave further explanation of the changing job picture.

As individual incomes rise and the population spends more and more on all kinds of services, the service industries are expected to grow faster than any of the other groups, probably increasing their employment by 61 percent, to 11.9 million workers. (52, p 17)

There are additional facts about the labor force which would point out the need for urgency in improving vocational training for our young students.

The labor force is expected to grow by 1970 to over 87 million, an increase of 13½ million, or close to twenty percent. At the same time, the population will grow only fifteen percent. This 13½ million is only the net increase. The total number of new workers will be about 29 million. (52, p 13)

Of particular significance for vocational education planning and occupational counseling is the fact that a much larger proportion of the labor force will be young people, due largely to sheer numbers of young people reaching work age. Because of a decline in the number of 35-44 year olds (which supplies over half of all the skilled workers), the opportunities in the skilled trades should be bright, indeed, for workers under 25, provided that they plan for and carry through the necessary training. (32)

The pressing need for more alert systems of vocational education has been attested to by the National Association of Secondary School Principals (who, with a few exceptions, are principals of academic high schools) in a bulletin called Planning for American Youth, published in 1944. The editors stated:

The Association has attempted in several ways to encourage American schools to act to meet the Imperative Needs of Youth. It is notable that Imperative Need No. 1 has been "All youth need to develop saleable skills and those understandings and attributes that make the worker an intelligent and productive participant in economic life."
(23, p 64)

Nine other needs are listed, but the vocational need is Number One.

Retraining and Re-education

Three factors play an important role in the future of any vocational program. First, the average worker will

change jobs six times during 40 years of working life. (16) Second, twenty percent of the population in the country actually changes their residence every year. (55) Third, workers are willing to take training, but not to relocate. (19) These factors suggest the following conclusions:

1. There must be frequent training on the job and re-education toward a new vocation as occupations change rapidly within themselves and as new occupations develop. (10)

2. Training should be related to national occupational trends to make workers more employable. (16)

3. Training should be based on developing broad skills for job families rather than for specific jobs. (16)

4. There is a need for common courses in all schools due to migration of students.

Curriculum

It has been said that no education serves democracy when it segregates the values of production from the values of consumption, vocation from culture, labor from leisure. The education of the free man requires the uniting of liberal education and vocational education. (21) Clearly, a good general education is an essential part of total job preparation, and the carefully planned curriculum will consist of an articulated and integrated program of vocational and general education. Such a program should provide for

wide areas of interest and contain a great degree of flexibility. (27)

A number of studies indicate the need for more diversity of high school curriculums. High school administrators, counselors, and teachers must organize their resources and ideas to create a realistic program that takes into account the fact that more students in the public schools should be prepared for the world of work than for college. (27) Accordingly, secondary schools need to be organized so as to provide a full range of opportunities for all students (the college-bound as well as the non college-bound) to explore and experiment with major clusters of occupations. (27) Vocational programs can and must be designed to serve the technically gifted as well as the less able. Vocational education must push wide the gateway to opportunity for those who, for various reasons, cannot or will not enter or complete college. (4)

Many prominent educators and numerous studies have testified that occupational education promises to supply the diversity and practicality that the educational system now lacks in its efforts to educate all our young people to their full potential. (54) In Franklin Keller's book, a call was issued to provide secondary education for all youth in all kinds of occupations. (23) Norman C. Harris advocated that the high school should plan most of its

vocational curriculum so that it will be preparatory to advanced study and training. (16) Ohio studies showed that about 75 percent of their students make an occupational choice other than those professional positions requiring college degrees. A statewide survey of enrollment patterns in the public schools showed only 19 percent enrolled in any type of vocational program and 81 percent enrolled in college preparatory or general education programs. (44) Not so typical were the results listed by Grant Venn in Man, Education and Work. He stated that the city with the most extensive program of secondary vocational education (Milwaukee) is one that graduates 94 percent of its students from high school. He also pointed out that the state with the greatest occupational education opportunities beyond high school (California) has been able to induce a great many of its high school graduates to continue their education. (54)

Guidance

Horace Kellen, in his book The Education of a Free Man states, "If the world in which men find themselves is to yield them a good life, they must not only know how it works, but before that, what it is." (21) Several studies have indicated that students generally are uninformed of the training and jobs that are available. A great number of graduates and dropouts reported that they had never been

counseled by anyone concerning job training or the kind of work to look for. (10) Venn expressed a need of young people to get a new understanding of the world of work and made a good case for expanding our occupational guidance programs throughout our schools at all levels. (54) All these and other studies have indicated rather strongly that vocational counseling of all junior and senior high school students should be made a reality. Furthermore, in view of the evidence presented, the vocational counseling service should be designed to do the following:

1. Gather information regarding the effect of automation on availability of jobs - which ones are effected by automation, where they are located, and the basic educational requirements.
2. Hire personnel who are trained in testing and in test interpretation.
3. Make it possible for students to gain work experience.
4. Identify potential dropouts by the ninth grade.
5. Counsel with parents.
6. Follow-up pupils for three to four years. (29)

Methods of Determining Needs

Studies completed in Minnesota and Illinois suggested some ideas applicable to this vocational education study. The Minnesota study included the surveying of all

vocational-technical schools to identify their geographic distribution in relation to population, population needs and student enrollment. This study pointed out where additional schools were needed and which existing schools should be expanded. Lacking in this survey, however, was attention to specific programs for preparing workers for existing and future job possibilities. (53)

The Illinois study focused only on employment. Therefore it has limited applicability to this study. However, it does point out the value and feasibility of gathering information on characteristics of the labor force.

A two-year study of vocational education programs in nine selected communities in the middle Atlantic states indicated the value of knowing the extent to which existing programs are preparing students for the labor force, the ways in which existing programs can be strengthened to reduce dropouts and to minimize unemployment of graduates. The study has limitations deriving from the design of the research as a sampling study. (22)

The Jackson County, Oregon, study was conducted to discover the present status of vocational education in Jackson County schools and to determine what was needed in the way of vocational education for the future. As an effort to remedy the deficiencies that were found in the vocational education programs, the study suggested that a

more equitable and workable balance between vocational education programs, the study suggested that a more equitable and workable balance between vocational education and preparation for college be established in the high schools of Jackson County. Such a suggestion seemed to indicate the need for an area vocational school. In addition, the Jackson County study showed the importance of obtaining accurate information about present and future employment. It also demonstrated the need for narrowing the scope of the initial study. (20)

The Lane County, Oregon, Vocational Education Survey investigated the needs for vocational education in the area served by the Eugene Vocational School. A large amount of information was gathered concerning population and employment trends along with opinions of labor regarding vocational education needs. Limitations in regard to the future needs of employment and follow-up of students were evident. However, these were to be included in a separate study. (14) A later study was concerned with refinement in counseling services, curriculum and public relations. No mention was made relating to employment opportunities outside the area served by the Eugene Vocational School. (13)

The Columbia County, Oregon, study recommended that:

1. A vocational center be established.

2. Exploratory or pre-vocational courses be offered and maintained in the local schools subsequent to vocational training.
3. Attention be given to training for the related occupational clusters.
4. Students be trained for jobs external to Columbia County.
5. More attention be given to library materials for vocational education.
6. The school develop a broader system of guidance and counseling to fit the vocational education program.
7. The school provide a placement program. (2)

Kenneth Shibata, in his paper, "A Program to Determine Needs in the Field of Vocational Education in Local School Districts," suggested a modified outside- and self-survey which includes a study of the community and its occupational picture. His objectives and basic areas of data considered essential to an adequate vocational education survey strongly support the procedures of this and other similar studies. (43)

Involvement of the entire community in its vocational education is not just a nice gesture; it is a matter of life and death to a sound program. Since ultimately the effects of new programs will depend upon the cooperation of all the groups and elements of the community, such as its

school administrators, teachers, business, industry, labor organizations, employment services, parents, students, etc., active community involvement should start before a program is established and continue throughout its existence. To ignore the importance of the community at either time is to chance the organization and operation of a program which will not meet the needs of either the students or the employers. (4, 5, 44)

Arnold indicated that the occupational survey of an area is an integral part of building a balanced program in a school if one accepts the definition of a balanced program as one which is "tailored to the requirement of communities and defined areas, yet does not lose sight of the patterns emerging in the state and national labor market."

(3)

According to Byram, there is a definite need for evaluation both in starting any program and after it is started. Particular attention is given to involving the local staff in the evaluation; to the need for a definite and complete method of follow-up of graduates of a vocational program; and to the need to prepare local personnel in the preparation of forms and questionnaires to evaluate programs, personnel and graduates of the program. (8)

Summary

In summary, related studies proposed the following procedures:

1. Vocational-technical education should be integrated and coordinated as rapidly as possible in grades 7 through 14. Particularly needed are exploratory experiences at the junior high school level.
2. The vast majority of youth and the national interest will best be served by a carefully designed blend of liberal and vocational education.
3. No attempt should be made to force early occupational choices.
4. There should be a greater emphasis on guidance and placement.
5. Adequate library materials are necessary for a vocational-technical program.
6. Vocational education centers must be designed and built with the intent of their becoming an important part of any total program.
7. The job cluster approach should be used in training students and preparing vocational-technical curriculums.

CHAPTER III

DATA ON KLAMATH COUNTY

Employment Needs of Klamath County

Introduction

Since 1900, technological innovations have changed the economy of the United States from predominantly rural to distinctively urban. These factors affecting the rest of the nation will be one of the prime determinants of changes in Oregon's employment in the future.

Total employment in Oregon has shown an almost uninterrupted upward trend since World War II, and it is expected that this pattern will continue. (57) According to the adjusted projections of Oregon employment by major SIC (Standard Industrial Classification) groups, all are predicted to increase numerically with the exception of Agriculture and Textile Mill Products. (See Appendix B)

Changing labor needs and a growing and increasingly mobile population dictate that schools must assume that youth will seek employment outside the geographic area where they receive their education. When planning vocational and technical training, Klamath County educational agencies must be aware of the state trends in occupational opportunities as well as those in their immediate area.

Future Manpower Needs of Klamath County

Projected manpower needs, based on expansion and replacement requirements, were obtained from a published Klamath County Department of Employment survey, and data published in the Oregon Business Review entitled "Oregon Employment Projection to 1975". These data are reflected in Appendix B.

Of notable interest is the fact that, although the lumber and wood products industry for Oregon is predicted to decline in 1970 by 3,000 employees, this same industry in Klamath County is expected to add 565 workers during this same time period. It is forecast that the greatest employment needs in Klamath County will be in manufacturing, trade (wholesale and retail) and service SIC groups, while the greatest numerical growth for the state is noted in manufacturing, service and government. Both Klamath County and the State of Oregon are expected to have less call for construction, finance, insurance and real estate personnel.

Expansion and Replacement Needs by Major Occupational Groups

Occupational skills in major SIC groups range from the college educated professional to the less educated, unskilled laborer. The levels of employment were previously identified in the definition of terms.

Of the total employment in Klamath County in April,

1965, professional and semi-professional (technical) groups numbered 1,442 (11%). In 1970, the total estimated need in these two groups will number 508. The total supply, because of employer and educational requirements, will amount to 293. A net shortage of 215 will be expected, primarily because of college graduation and/or intensive experience stipulations.

Managerial position demands for 1970 number 203, which represents an increase of about 23 percent. This will be about the average percentage increase for the area. The net shortage in this occupation is estimated at 71.

The expansion needs to 1970 of 235 clerical occupations, coupled with 266 replacements, and added to 37 current job openings, will total 538. The primary reason for this large number (in relation to other occupational groups) is the fact that this classification is useful to almost all of the major industrial groups. Also, the great numbers of women that leave local jobs because of marriage, migration to larger population centers for higher wages, and greater diversity of job titles will cause some concern to educators in meeting this demand. Greater apprehension is caused by the predicted surplus of 319 clerical workers in 1970. It is important to note that the majority of the workers in this classification are high school graduates with little or no post high school education.

Sales as a major occupational group is predicted to have a total demand of 375 and a supply of 811. This group will have the largest net surplus of all the groups, creating unemployment for 436 persons interested in sales. The tendency toward a rapid changing of jobs within this occupational group is a common characteristic. Also sales, along with the service group, employs the largest number of persons with less than a high school education.

Although the service occupational group will make up about 14 percent of the Klamath County labor force, it is forecast to have the lowest net surplus (158) in 1970. Further, the expansion needs number 332, and will rank second in occupational growth. The largest portion of this category generally will not have completed more than a minimum high school education. Some job descriptions will include a demand for additional vocational training.

In 1970, the total employment of the skilled should number 2,731, or approximately 18 percent of the Klamath County labor force. Expansion needs (192) are low in comparison with the other groups. However, the skilled group ranks first with the largest number of replacements (271) needed. This is largely caused by the fact that considerably more than half of those now employed are past the age of 45. A net shortage of 257 positions is predicted for the skilled group.

The greatest need caused by expansion is predicted to be in the semi-skilled occupational group which will have 343 new job positions in 1970. A need of 174 replacements along with 25 current job openings creates a total need of 542 workers. A predicted supply will overbalance the demand and show a net surplus of 239. Klamath County demand for the semi-skilled worker will be supplied largely from those persons having less than or, at best, a high school education.

TABLE 3
FORECAST NEEDS BY BROAD INDUSTRIAL GROUPS
IN KLAMATH COUNTY (34) AND THE STATE OF OREGON (57) 1965-1970

Major Industry Group	Current Employment 1965		Expansion Needs 1965-1970		Replacement Needs 1965-1970		Total Expansion and Replacement 1965-1970		Total Estimated Employment 1970	
	Klamath County	State of Oregon	Klamath County	State of Oregon ^b	Klamath County	State of Oregon ^b	Klamath County	State of Oregon ^a	Klamath County	State of Oregon
Construction	530	27,000	24	INA	40	INA	64	1,000	554	28,000
Total Manufacturing	3,200	145,400	358	INA	278	INA	636	5,500	3,588	150,900
Lumber and Wood Products	2,810	68,000	328	INA	237	INA	565	3,000	3,138	65,000
Transportation, Communication, and Utilities	1,460	43,000	41	INA	179	INA	220	2,000	1,501	45,000
Trade (Wholesale and Retail)	3,050	118,300	580	INA	305	INA	885	4,700	3,630	123,000
Finance, Insurance, and Real Estate	510	24,000	35	INA	77	INA	112	3,300	545	27,300
Service (Personal)	1,890	75,000	629	INA	256	INA	885	3,750	2,519	78,750
Government Education, Federal and State	2,340	114,100	203	INA	318	INA	521	8,800	2,543	122,900
	1,058	89,800	54	INA	174	INA	228	7,500	1,112	97,300
Total	12,980	704,600	1,870	INA	1,453	INA	3,323	33,550	14,850	738,150

^a The column labeled "Total Expansion and Replacement" (State of Oregon) was determined by subtracting the Oregon 1965 current employment information from the 1970 State of Oregon projections.

^b Information not available.

In general, unskilled labor positions have experienced a steady decline as mechanization replaces physical labor. These unskilled positions usually do not demand a high school education or an appreciable amount of experience. Although Klamath County is forecast to have an expansion and replacement need of 217 unskilled laborers by 1970, this is also the occupational group that is projected to have the second largest net surplus (407).

No projected figures were available for this county concerning agriculture, but Watson and Bellaine have stated:

The decline in agricultural employment in Oregon has not been as sharp as in the rest of the nation. In Oregon, the decrease between 1947 and 1960 was 10.9 percent, which contrasts with 30.7 percent decrease for the country as a whole.

The less-than-average decline in employment in agriculture in Oregon is probably due to several differences in the state's industry. Not least among these is Oregon's considerably heavier-than-average output of manually harvested crops.
(57, p 1-8)

Klamath County is not unlike the state relative to employment and manually harvested crops. In fact, agricultural employment has increased 2.9 percent from 1964 to 1965.

Vocational Education Programs in Klamath County High Schools

Klamath County principals responded enthusiastically to the questionnaires concerning vocational education course offerings and facilities. Their interest and enthusiasm concerning this project and the possibility of an expanded vocational curriculum was quite evident. Not all information on the questionnaires was applicable to every high school. Therefore, each administrator, within the guidelines set up by the project director, determined the information to be listed that applied to his own school. In this way, the principals themselves experienced some evaluation of their present programs.

Vocational Courses

In the Klamath County schools, the only truly vocational programs that are being offered are the agricultural education programs at Chiloquin and Malin. The program at Malin has been in operation since 1928, during which time enrollment has fluctuated from 10-12 students to as many as 35-40. Course changes in agricultural education have been gradual. More recently, the course content has been based on different objectives in order to keep the course content up to date. Such an approach was due to rapid technological changes in the field of agriculture.

The agricultural education program at Chiloquin has

just finished its first year with an enrollment of approximately 40. Probable enrollment for the full curriculum will be about 65-75. Course work has been designed to meet the demands of the present day world of work.

Other programs in the county schools are considered by some administrators to be industrial education courses. However, these courses are sufficiently advanced and specialized that they could be considered vocational for certain individuals. At Klamath Union High School, the administration and instructors consider their courses, with the exception of distributive education, to be industrial education.

Vocational Counseling Programs

The counseling program in Klamath County is based on the use of teacher counselors. This is a program in which teachers and administrators are totally responsible for counseling students. This system functions well if the teachers and administrators have time set aside for this purpose. However, with an increased number of students in the classroom, along with extra duties and other assigned responsibilities, teachers and administrators are unable to spend a really sufficient amount of time counseling students. Even under these conditions, a basic program of guidance has been developed. Records with basic student information are kept and I.Q. and achievement tests are

given on a regular schedule. However, teachers decline to use these records fully because of the need for qualified interpretation of such materials and because of their own lack of time to discuss them with the students.

The General Aptitude Test Battery has been given to senior students in the high schools over a period of years. This is the only test used in the county that is oriented toward vocational education planning. While it does help to identify particular traits for a given student, the test is given too late in the high school program to be of use in aiding the student to plan his high school program. The Kuder Preference Record has been used within the last 2 years at Malin on an experimental basis and with a given group of students. However, there is no definite plan or program for the use of this test.

Follow-up of Graduates

There has been very little follow-up of high school graduates. Some attempts have been made to contact graduates of a given school to help solve a local problem or to satisfy certain district and state reports. However, teachers do not have time to make these studies and administrators are saddled with extra activities that prevent attention to any problems except the most pressing. Nonetheless, one large scale study has been done at Merrill recently. This follow-up program was quite complete and

successful in gathering information concerning graduates of recent years.

Vocational Materials and Career Information

Klamath County high schools have some vocational-technical materials and/or career information, but it is believed that more materials and information are needed. Due to the limited amount of vocational education materials available and a major curriculum emphasis on college preparation, many students seem to be unaware of the types of jobs found in our complex society and their educational requirements.

Teachers of Vocational Education

There are 16 teachers employed in Klamath County who may be considered vocational education instructors. Klamath County School District employs eight of these. Eight teach in the Klamath Falls School District. Of the total number, one-half teach in the area of industrial education while the remainder specialize in such areas as electricity, mechanical drawing, machine shop, distributive education and agriculture education. In general, most of the teachers have had recent training and have made an effort to upgrade their educational backgrounds. All but one of the instructors hold either a B.S. or B.A. degree, and five have Master's degrees.

Teachers of high school programs in vocational education and industrial arts are required to hold the Basic or Standard Teaching Certificate with the general secondary norm and with the appropriate vocational teaching norm in their respective fields. Standard norms are five year programs requiring no less than 60 hours of major course work in any given area.

Vocational Education Facilities

The facilities of the county high schools are limited as to space and equipment and are used primarily for exploratory experiences. This coupled with an academic philosophy, may be part of the reason that little has been done to increase the space and equipment available for vocational education. Klamath Union High School has expanded facilities and major equipment in a number of technical, industrial and business education areas. Sacred Heart Academy has no facilities of this kind.

Student Survey

The following information is presented in terms of totals rather than as a way of determining how one school compares to another. It is important to note that differences in school philosophy, facilities, enrollment, location, curriculum, etc., preclude any valid comparisons other than those of a general nature. It is not the

purpose of this study to point out specific weaknesses of individual schools but to survey student opinion in relation to potential enrollment in vocational courses.

Further, it is an attempt to assess student interest in a vocational center. A copy of the questionnaire used to gather student data appears in Appendix C.

Demographic Data

The data in Table 4 indicates the total number of students responding to the questionnaire. Of this population it is interesting to note the almost equal distribution of males to females. These figures indicate a very normal population sample.

TABLE 4
NUMBER AND SEX OF RESPONDENTS

	Total		Male		Female	
	N	%	N	%	N	%
Total	2,762 ^a		1,428	51.7	1,328	48.1

^aIncludes six students that did not respond to this question.

Student High School Plans

Of a potential 2,762 Klamath County high school graduates, 2,710 (98.2%) plan to complete their formal public education. Only 24 (.8%) reported that they did not plan

to graduate. The Oregon State Department of Education Guidance section supports this figure. Also, 28 (1%) did not reply to this question.

Student response to Item 5 on the questionnaire indicates that a little over one-third (34.2%) of the students surveyed are taking college preparatory courses and are planning to go on to college. This is further emphasized in Table 5 where 35 percent of the students have indicated that they plan to enroll in college.

The survey reveals a small percentage (11.9%) of students enrolled in vocational education areas. It is reasonable to assume that the remainder of the students graduating from high school may not have acquired saleable skills through the school program. This factor, coupled with the percentage of students desiring vocational education, indicates the necessity for greater emphasis and planning in vocational education to meet student needs.

Post High School Plans

In Table 5, the 966 (35%) students indicating college enrollment closely approximates and substantiates the 943 (34.2%) responses to Item 5 of the questionnaire indicating a college-track program. An additional 746 (27%) students revealed that they would seek some type of post-graduate education. This would leave approximately 1,050 (38%) students that would immediately be available for labor

force demands within a four-year period.

Other categories in Table 5 are self-explanatory.

TABLE 5
POST GRADUATION PLANS OF KLAMATH COUNTY STUDENT
RESPONDENTS^a

Which of the following <u>best</u> describes <u>your</u> plans after graduation from high school?	N	%
1. Enroll in a Four Year College or University	966	35
2. Enroll in a Community College or Junior College	140	5
3. Enroll in a Technical Institute	288	10
4. Enroll in a Private Business College	130	5
5. Enroll in a Trade School	49	2
6. Enroll in a Private Beauty or Barber College	80	3
7. Enter Military Service	241	9
8. Enter an Apprenticeship Training Program	49	2
9. Get Married	71	3
10. Work a Year or So Before Entering School	151	6
11. Get Full-time Employment	49	2
12. Undecided	365	13

^a192 students did not respond to this question.

Student Interest in Vocational Courses

Table 6 (Item 9) reveals that over one-third of the students are aware of and wish to acquire employable skills

to get a job in the field of their choice. Also, 11 percent wanted to supplement their college preparation program and 11 percent wanted to explore a vocational area to help determine their interests. A low response to items 2-7 of Table 6 seems to indicate a serious concern on the part of students for their future education. It is significant to note that student counseling played a very small part in the selection of elective courses. This further emphasizes the need for a stronger counseling program.

TABLE 6
REASONS GIVEN BY STUDENTS
FOR SELECTING ELECTIVE COURSES IN SPECIFIC AREAS

If your electives have been in Vocational Education subjects, which of the following best indicates your reasons for taking them? (Select only one)			N	%
1. To see if I would like this vocational area.	292	11		
2. For hobby or recreation.	92	3		
3. Needed a credit to graduate.	74	3		
4. Parents insisted.	21	1		
5. Best friends taking the class.	20	1		
6. Advice of school counselor.	79	3		
7. Looking for an easy course.	65	2		
8. Wanted to supplement college preparatory course.	314	11		
9. Obtain knowledge and skills to get a job in the field.	956	35		

In answer to Item 13 of the questionnaire, the primary reason given by students for not taking more courses in the vocational areas was a conflict with other electives. This suggests a problem of scheduling additional sections of a given subject due, probably, to small school size. Secondly, a large number of students (32%) indicated the desired subjects were not given, again, probably, because of the small size of the school. (See Appendix G.)

Table 7 shows students' desires toward additional course work in the vocational areas listed. Students indicated an interest in more technical and business education courses with a somewhat lesser interest in agriculture and homemaking. The strong demand for business education courses may need some careful guidance and possible redirection because of certain labor surpluses which exist for clerical personnel in Klamath County.

TABLE 7

**SPECIFIC AREAS IN WHICH
STUDENTS DESIRE TO TAKE ADDITIONAL COURSE WORK**

In any of the fields listed below, would you have taken more courses had your school offered them?	N	%
Business	542	19.6
Homemaking	207	7.5
Industrial Education	209	7.6
Agriculture	218	7.9
Distributive Education	135	4.9
Technical Education	453	16.4

Student Interest in a Vocational Center

Table 8 shows that a large majority of the students expressed an interest in attending a vocational center on a half-day basis. Further, it indicated that about one-half of the students would attend a vocational center full time.

TABLE 8

**INTEREST EXPRESSED BY RESPONDENTS IN BECOMING PART-TIME OR
FULL TIME VOCATIONAL STUDENTS IN A SEPARATE SCHOOL**

If a separate school were available in Klamath County which offered courses in Grades 10 - 12 on a half-day basis in Vocational Education, would you be interested in attending?		
	N	Total %
Very Interested	610	22
Interested	1,286	47
Not interested	806	29

If a separate school were available in Klamath County which offered courses in Grades 10 - 12 on a full time basis in Vocational Education, would you be interested in attending?		
	N	Total %
Very Interested	420	15
Interested	907	33
Not Interested	1,372	50

When asked to check reasons why they might attend a vocational education center, students were most concerned about acquiring the proper skills for a job (77%). Also, of almost equal importance to the students was the advantage of a sound background in vocational education prior to any post high school education (71%).

Item 18 of the questionnaire asked students to check reasons why they would not attend a vocational center. The largest percentage of students (61%) were concerned about

finishing at the school where they had started. This would seem to suggest that, if students were to attend the vocational center full time, they should start their high school programs at the center. Students do not want to transfer during their high school career, partly because of participation in student activities.

It may be significant to note that parents' emphasis on college preparation (39%) is not as strong as it is often thought to be. Also significant is that students indicated they are interested in vocational education (64%). (See Appendix G.)

Follow-up Studies

Administrators and guidance personnel were asked to list their 1964 and 1965 graduates along with the present status of these former students. (See Table 17, Appendix G.) Those students who were enrolled in a post high school education program (except a four year college) were asked to complete Appendix D indicating what their educational goal was - to complete a vocational program or to qualify for transfer to a four year college or university. The purpose of this part of the study was to determine how many students were interested in vocational programs and might have been potential students for vocational education programs in the high schools.

Results of the post high school survey indicate the following:

1. A significant number of students went directly into full-time employment.
2. A large number of students desiring some post high school education, but not in a four year institution, had enrolled at Oregon Technical Institute.
3. Eighty-five percent of the students were enrolled in vocational courses; twelve percent enrolled in college transfer courses.
4. Sixty-three percent planned to stay in school two years or more as compared to thirty percent who planned to stay one year or less.
5. A large majority of the students indicated they wanted to complete a vocational-technical program to qualify for employment.

Table 9 is evidence that about one-third of the Klamath County high school graduates do enroll in college. It also points out the number of students that drop out of college is fairly constant. It is estimated that close to twenty percent of these dropouts will enter the labor market. Significant is the fact that approximately twelve percent of those graduating from high school complete degree work.

TABLE 9

**KLAMATH COUNTY STUDENTS COMPLETING FOUR YEARS OF
COLLEGE, 1962 - 1966 (34)**

High School Class Year	Total Graduates N	Four Year N	To Colleges %	Completing Four Years	
				N	%
1962	504	171	33.9	59	11.7
1963	537	182	33.9	63	11.7
1964	626	212	33.8	74	11.8
1965	726	263	36.2	92	12.6
1966	697	237	34.0	83	12.0

^aProjections based on continuing studies conducted by the University of Oregon and Oregon State University.

Laws Regulating Coordinate Functioning of School Districts

Oregon school laws pertaining to coordinate functioning of school districts, along with school board policies, rules and regulations - both state and local - were surveyed to determine any evidence which would limit efforts on the part of school districts to plan and operate programs cooperatively. ORS 190.010 and ORS 190.110 give school districts broad authority to cooperate for the performance of functions or duties jointly or for one another. ORS 190.020 and ORS 190.030 outline the requisites and effects of any written agreements entered into between Districts for the purpose of coordinate functioning. ORS

333.220 lists the general powers of the county school board in regard to written contracts with other districts.

A survey of school board policies, rules and regulations yielded no restrictions regarding coordinate functioning of educational units.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Related studies indicate that the secondary schools face responsibilities of a magnitude that has seldom marked those of the past. It has recently been estimated that seven million young people will enter the work force in the next 10 years without the benefit of high school graduation unless steps are taken to provide programs designed to meet their needs, interests and motivations.

The task of providing both general education and vocational education for millions of young people is assuredly an enormous one. Numerous patterns of school organization have been suggested to achieve it. Some writers feel very strongly that the comprehensive high school is the best possible means of meeting the challenge of the future. Other writers feel that the long and successful history of vocational education in many states has shown the separate, area vocational school to be the best possible means.

Klamath County is not unlike the rest of the school systems which are faced with the aforementioned task. A sound basis for determining the type of school needed is to ascertain the following information:

1. The number and kind of employment opportunities.

2. The aspects of present vocational education programs and facilities needing modification.
3. The number of potential vocational education students.
4. Means of coordinate functioning of educational units to develop vocational education programs.

Employment information indicated a need for over 3,000 workers in the five year period, 1966-1970. This represents more than one-fourth the number presently employed in the county. The study indicated that expansion and replacement needs are greatest in the semiskilled, skilled, service and clerical occupations. The skill survey shows a net shortage of workers in the technical, managerial and skilled areas. Net surpluses are shown in clerical, sales, service and semiskilled areas. However, some specific jobs in these areas may show some shortages in the next five years. The difference between the supply and the demand is generally due to educational needs and requirements.

Present programs and facilities were analyzed and found to be inadequate or lacking. A need for more time, better facilities and a comprehensive guidance program seemed to be indicated by the study. Background of teachers, both in theory and practice, appeared to be adequate for present programs. However, in order to broaden present programs of vocational education, more education

and training for present personnel would be needed. In addition, as current programs were enlarged and new programs added, additional personnel would have to be hired.

Student potential for vocational education was found to be about 64 percent. Thirty-five percent of the students indicated that they wanted to go to a four year college. However, 60 percent of the students intend to acquire some post high school education, leaving 40 percent of the students who may enter the world of work without any additional formal training.

The study indicated that many of the students were well aware of the need for vocational education and why they needed it. Even so, only about 12 percent were enrolled in vocational education courses. Reasons given by students for this were conflicts with other electives and the unavailability of courses in the subject areas wanted.

A large number of students said they would like to attend a vocational center either half-time or full-time. When asked why, 77 percent of the students said, "to get necessary skills for a job of my choice." Seventy-one percent said a background in vocational education was important to post high school education. The primary reason (61%) given by students for not attending a vocational center was that they wanted to finish at the school where they started.

The study indicated that educational units can cooperate in planning and carrying out vocational educational programs for the benefit of students in two or more districts.

Conclusions

1. The number of students seeking employment immediately after high school indicates the need for a comprehensive vocational program.
2. Job opportunities are greatest in the technical, managerial and skilled areas.
3. Sales and service employs the largest number of students with less than high school education.
4. Clerical areas employ the largest number of students immediately out of school.
5. Distances between some schools would limit certain types of vocational programs.
6. A greater emphasis on guidance programs is needed throughout the county.
7. The number of students interested in vocational education courses would support a comprehensive vocational program.
8. Size of schools in the county prevents any one school from having a comprehensive vocational program.
9. Size of school causes many conflicts between

elective courses.

10. A large number of students indicate a desire to attend a vocational center.

11. Oregon school laws are very permissive toward school districts cooperating in planning and operating educational programs.

Recommendations

Based on data and findings of the study, the following recommendations are given:

A comprehensive educational center should be established to serve the needs of any student in Klamath County who desires vocational education. The school should be located near Klamath Falls, and students should be allowed to attend either full time or part time as befits their needs.

A broad program of vocational-technical education should be offered at the center. All the necessary general education curricula should be included, still emphasizing specific education courses using the job-cluster concept. Also, program planning should be based on present and future employment needs, locally and on a regional basis.

A broad guidance program should be established to properly evaluate and advise students according to their desires and abilities and to provide continuous evaluation

as a basis for future decisions. Vocational guidance is the responsibility of all teachers and administrators at all levels of education. Therefore, discussion must take place among all school personnel, grades one through fourteen, about their own attitudes toward vocational-technical education. Particular emphasis should be placed on the greater use of occupational information and exploratory courses in grades six, seven and eight.

The district should establish an advisory council for vocational and technical education. The development of a coherent plan defining the nature and extent of participation and cooperation by various community groups and agencies in the vocational education program is needed. The advisory council would provide the necessary, but often missing, public relations between the community and the educational institutions.

The schools should provide for work experience and on-the-job training. The school curriculum can and should be related to cooperative work experience education, advanced placement programs, and apprenticeship programs. With the cooperation of labor, business, industry, the Oregon State Employment Service and the vocational education center, such programs could be developed.

A coordinate functioning of school districts should be established. Klamath Falls School District and Klamath

County School District, along with the various subdistricts, should cooperate in the planning, financing and operation of the vocational education center.

The schools should develop vocational-technical libraries. Although most of the secondary schools have some vocational and technical materials included in their libraries, adequate inventories of library materials, instructional materials and occupational information are lacking and need to be supplemented.

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APPENDIX A

FOREST INDUSTRY STATISTICS

September 12, 1966

Mr. James Lacy
 Klamath County School District
 Court House
 Klamath Falls, Oregon

Dear Mr. Lacy:

The following is the information you requested from our office with a very valuable assist from Mr. Bert Dow, Manager, Oregon State Employment Service.

Timberland - Klamath County

Private	1,044,709 acres
State Forest	27,981 "
State Land Board	7,652 "
State Parks	282 "
State Game Commission	239 "
Federal Gov't Public Domain	34,775 "
Federal Gov't O & C	46,454 "
Federal Gov't USFS	<u>96,199 "</u>
Total	1,258,291 acres

Klamath County - 1965

Acres Cutover - Private Land	68,658 acres
Volume removed - private land	222,062 M.B.F.
Volume removed - State lands	2,892 M.B.F.
Volume removed - B.L.M. lands	7,749 M.B.F.
Volume removed - USFS lands	<u>185,200 M.B.F.</u>

Total volume removed from lands in Klamath County	417,904 M.B.F.
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Klamath County with 417,904,000 Board Feet harvested in 1965 leads all counties east of Cascades in board feet harvested.

Klamath County - 1965 - ranks 6th in entire state in board feet harvested.

Page -2-

Klamath County - 1965 - ranks 6th in entire state in volume cut from private lands.

People in Klamath Basin employed in Lumber Industry: -

Logging	Range	low - 268	high - 508	average - 389
Lumbering	"	" 2009	" 2350	" 2205
Re-manufacturing	"	" 385	" 468	" <u>434</u>

Average employment, Klamath County 3028

Payroll annually from timber resource in Klamath County: -

Logging	\$ 2,503,656.00
Lumbering	14,647,491.00
Re-manufacturing	<u>2,455,390.00</u>

Total \$ 19,606,537.00

If further information is desired, feel free to contact us at any time.

Yours truly,

KLAMATH FOREST PROTECTIVE ASS'N

(s)

George D. Wardell
District Forester

GDW:ml

cc: Mr. George Callison, Chamber of Commerce

TABLE 10

ADJUSTED PROJECTION OF OREGON EMPLOYMENT BY MAJOR SIC GROUPS
1965-1970 (57)

	SIC GROUPS	1965	PERCENT OF TOTAL	1970	PERCENT OF TOTAL
Div. A	Agriculture	72,300	10.11	69,500	9.14
N.C.	Self Employed, Non-Agricultural	99,200	13.78	101,500	13.36
Div. B	Mining	1,200	.16	1,300	.17
Div. C	Construction (heavy)	27,000	3.75	28,000	3.68
Div. D	Manufacturing, Total	(145,400)	(20.20)	(150,900)	(19.85)
SIC 20	Food & Kindred Products	21,400	2.97	22,000	2.89
22	Textile Mill Products	2,500	.35	2,500	.33
23	Apparel	2,800	.39	3,000	.39
24	Lumber and Wood Products	68,000	9.45	65,000	8.56
25	Furniture & Fixtures	2,400	.33	2,500	.33
26	Paper & Allied Products	7,900	1.10	9,000	1.18
27	Printing, Publishing & Allied	5,500	.76	5,800	.76
28	Chemicals & Allied Products	1,600	.22	1,600	.21
29	Petroleum Refining & Related	400	.06	500	.07
30	Rubber & Plastics	400	.06	600	.08
31	Leather & Leather Products	250	.03	300	.04
32	Stone, Clay, & Glass	2,900	.40	3,100	.41
33	Primary Metals	6,000	.83	7,000	.92
34	Fabricated Metals	5,200	.72	5,800	.76
35	Machinery, Except Electrical	5,400	.75	6,000	.79
36	Electrical Machinery	6,300	.88	8,000	1.05
37	Transportation Equipment	4,000	.56	4,500	.59
38	Professional, Scientific Instruments	1,300	.18	1,500	.20
	Non-Classified Manufacture	1,150	.16	2,200	.29
Div. E	Transportation, Communications, Total	43,000	5.97	45,000	5.92
SIC 40-47	Transportation	28,000	(3.89)	29,000	(3.82)
SIC 48-49	Communications & Utilities	15,000	(2.08)	16,000	(2.11)
Div. F	Wholesale & Retail Trade, Total	118,300	16.43	123,000	16.18
SIC 50	Wholesale Trade	32,900	(4.57)	36,000	(4.74)
SIC 52-59	Retail Trade	85,400	(11.86)	87,000	(11.45)
Div. G	Finance, Insurance, Realty	24,000	3.33	27,300	3.59
Div. H	Services & Misc.	75,000	10.42	78,750	10.37
Div. I	Government, Total	114,100	15.85	122,900	16.18
SIC 91	Federal Government	24,300	(3.38)	25,600	(3.37)
SIC 92-93	State & Local Government	89,800	(12.47)	97,300	(12.80)
N.C.	Industry "X"	---	---	11,850	1.56
	Total	720,000	100.00	760,000	100.00

TABLE 11

SUPPLY-DEMAND RELATIONSHIP ARRANGED BY BROAD OCCUPATIONAL GROUPS FOR 1965-1970 PERIOD(34)

	<u>Major Occupational Groups</u>									
	Professional	Technical	Managerial	Clerical	Sales	Service	Skilled	Semiskilled	Unskilled	Total
Total Current Employment April 1965	1,133	309	876	1,888	1,021	1,774	2,491	2,173	1,315	12,980
<u>DEMAND</u>										
Expansion Needs to 1970	274	87	199	235	243	332	192	343	125	1,870
Replacement Needs to 1970	164	32	101	266	112	241	271	174	92	1,453
Current Job Openings	6	5	3	37	20	23	48	25	1	168
Total Need ^a	384	124	203	538	375	596	511	542	218	3,491
<u>SUPPLY</u>										
Less Than High School	0	0	0	0	231	122	0	108	157	410
High School ^b	0	9	0	650	547	355	0	387	311	2,259
Vocational School	0	3	22	2	23	62	85	5	1	203
Business School	0	0	1	59	37	0	0	0	0	97
Less Than Four Years College	0	0	70	48	145	42	8	0	0	313
In-Plant Promotion	0	0	10	18	4	23	79	48	3	147
College Graduate Four Or More Years	232	29	11	5	2	0	1	0	0	280
Unemployed Labor Market Re-Entrants	8	12	18	75	30	150	81	242	153	769
Total Supply	240	53	132	857	811	754	254	781	625	4,507
Net Shortage	144	71	71				257			543
Net Surplus				319	436	158		239	407	1,559

^aIncludes current job openings.^bIncludes first year college dropouts.

APPENDIX B

**EMPLOYMENT STATISTICS
FOR
OREGON AND KLAMATH COUNTY**

TABLE 12
FUTURE NEEDS IN SPECIFIC OCCUPATIONS

Specific Occupation	Total Current Employment	Expansion Need to 1970 ^a	Replacement Need to 1970 ^b	Total Need to 1970	Major Hiring Requirements		
					Training only ^c	Experience only	Training & Experience
PROFESSIONAL -							
College Instructor	92	28	11	39	C-6		
Forester	55	9	2	11	C-4		C-4 & E-2
Registered Nurse	109	117	18	135	C-3 & 4		C-3 & E-2
Social Worker	31	5	3	8	C-5		
Teacher, Elemen. (Incl. Prin.)	343	18	69	87	C-4		C-4 & E-4
Teacher, Sec. (Incl. Prin.)	232	9	30	39	C-5		C-5 & E-4

^aIncludes current vacancies

^bCurrent unemployment deducted

^cC - College

B - Business School

V - Vocational School

A - Apprenticeship

HS - High School

OJT - On-the-job training

Numbers following letters indicate years of training or experience. One year includes less than one.

Table 12, Cont.

Future Needs in Specific Occupations

Specific Occupation	Total Current Employment	Need to 1970	Need to 1970 ^b	Need to 1970	<u>Major Hiring Requirements</u>		
					Training only ^c	Experience only	Training & Experience
TECHNICAL -							
Draftsman	24	27	1	28	C-2 & V-2		
Forestry Technician	39	0	2	2	C-2 & V-2		
Medical Technician	40	7	5	12	C-4 & V-2		V-2 & E-2
Nurse, Licensed Practical	22	36	4	40	V-1		
MANAGERIAL -							
Clerical Supervisor	139	14	21	35	C-4		B-1 & E-4
Foreman, General	93	36	2	38	C-4	E-5	V-2 & E-4
Manager, Retail Trade	77	8	8	16		E-5	C-4 & E-2 B-1 & E-4
Manager, Sales	56	6	5	11			C-4 & E-4

Table 12, Cont.

Future Needs in Specific Occupations

Specific Occupation	Total Current Employment	Expansion Need to 1970 ^a	Replacement Need to 1970 ^b	Total Need to 1970	Major Hiring Requirements		
					Training only ^c	Experience only	Training & Experience
CLERICAL -							
Bank Teller	43	0	6	6	B-1	E-1	
Bookkeeper	269	8	38	46	B-1	E-2	B-1 & E-1
Checker, Grocery	102	17	14	31	GJT-1	E-1	
Clerk, General Office	333	47	55	102	B-1		B-1 & E-1 HS-4 & E-1
Clerk, Postal	27	5	3	8	HS-4		
Railway Clerk	78	0	13	13		E-2	HS-4 & E-2
Dental Ass't	36	12	5	17	V-1	E-1	
Receptionist	82	0	15	15	B-1		HS-4 & E-1
Mail Carrier	50	4	3	7	HS-4		
Secretary	125	1	19	20	B-1	E-3	B-1 & E-2

Table 12, Cont.

Future Needs in Specific Occupations

Specific Occupation	Total Current Employment	Need to 1970	Need to 1970 ^b	Need to 1970	<u>Major Hiring Requirements</u>		
					Training only ^c	Experience only	Training & Experience
Shipping and Receiving Clerk	34	3	3	6	OJT-1	E-1	
Stenographer	76	38	13	51	B-1		HS-4 & E-1
Stock Clerk	80	11	6	17	HS-4	E-1	HS-4 & OJT-1
Telephone Operator	86	14	13	27	HS-4		
Typist	101	11	17	28	HS-4 & B-1	E-1	
SALES -							
Counter Clerk	151	41	16	57	HS-4	E-1	
Salesman, Outside	185	66	9	75	HS-4 & C-3	E-2	
Salesman, Real Estate	107	0	24	24	OJT-1		
Salesman, Wholesale	52	14	5	19	C-2 & C-4		

Table 12, Cont.

Future Needs in Specific Occupations

Specific Occupation	Total Current Employment	Need to 1970	Need to 1970 ^b	Need to 1970	<u>Major Hiring Requirements</u>		
					Training only ^c	Experience only	Training & Experience
Salesman, Specialty	381	114	37	151		E-1	
SERVICE -							
Bartender	110	3	14	17	A-1	E-1	
Cook, Dinner	160	19	27	46	A-2	E-3	
Cook, Fry	133	22	17	39	A-1	E-1	
Kitchen Worker Entry	158	22	17	39	None		
Nurse Aide	124	36	24	60	OJT-1	E-1	
Janitor	191	25	26	51	None	E-1	
Waitress	336	31	45	76	None	E-1	
SKILLED -							
Auto Mech., General	140	21	11	32	A-4 & V-3	E-4	V-2 & E-1

Table 12, Cont.

Future Needs in Specific Occupations

Specific Occupation	Total Current Employment	Expansion Need to 1970 ^a	Replacement Need to 1970 ^b	Total Need to 1970	Major Hiring Requirements		
					Training only ^c	Experience only	Training & Experience
Carpenter	127	17	17	34	A-4	E-4	
Crane and Shovel Operator	61	7	7	14	OJT-2	E-2	
Electrician	76	11	7	18	A-4	E-4	
Mechanic, Heavy Duty	30	13	2	15	A-4 & V-2	E-4	V-2 & E-2
Lumber Grader	87	3	11	14	OJT-1	E-1	
Machinist	36	5	4	9	A-4 & V-3	E-4	
Maintenance Repairman	102	26	12	38	OJT-2	E-4	
Meat Cutter, Retail	58	14	5	19	A-4		
Millwright	116	4	10	14	OJT-3	E-4	V-2 & E-2
R.R. Car Repairman	99	0	17	17	OJT-2	E-2	

Table 12, Cont.

Future Needs in Specific Occupations

Specific Occupation	Total Current Employment	Need to 1970	Need to 1970 ^b	Need to 1970	<u>Major Hiring Requirements</u>		
					Training only ^c	Experience only	Training & Experience
SEMI-SKILLED -							
Machine Operator (Earth Moving)	69	26	9	35	OJT-2	E-2	
Green Chainman	193	14	17	31	None	E-1	
Heavy Truck Driver	399	82	18	100	None	E-2	
Laundry and Dry Cleaning	51	23	7	30	None	E-1	
Multiple Saw Operator	116	8	9	17	None	E-1	
Power Saw Operator	146	29	15	44	None	E-1	
Route Sales	127	61	4	65	HS-4 & C-2	E-2	
Service Station Attendant	196	26	29	55	HS-4		HS-4 & E-1

Table 12, Cont.

Future Needs in Specific Occupations

Specific Occupation	Total Current Employment	Expansion	Replacement	Total	Major Hiring Requirements		
		Need to 1970 ^a	Need to 1970 ^b	Need to 1970	Training only ^c	Experience only	Training & Experience
UNSKILLED -							
Construction, Entry	174	0	10	10	None	E-1	
Logging, Entry	119	42	5	47	None	E-1	
Sawmill, Entry	78	5	5	10	None	E-1	
Woodworking, Entry	255	27	15	42	None	E-1	

APPENDIX C

HIGH SCHOOL STUDENT SURVEY QUESTIONNAIRE

HIGH SCHOOL STUDENT SURVEY

Introduction:

A vocational education project recently has been established to assist the school districts of Klamath County in determining how they might better serve the high school students in the areas of vocational and technical education. In order to reach the necessary decisions, a certain amount of information must be collected.

You, the high school student, are our best source. We are concerned about your plans, interests and opinions regarding high school education; particularly vocational education.

To assist in the collection of this information, we have developed the following questionnaire. On it we want you to tell us what will help us provide better educational opportunities for you and the students who follow you in school.

Individuals completing the questionnaire will not be identified. All information will be treated in a confidential manner. Thank you for your assistance.

Instructions:

Please answer all questions. Follow the instructions provided for each question. If you need an explanation of a word or a phrase or have any other question, raise your hand and a teacher will come to your desk to assist you.

QUESTIONNAIRE: (Part 1)

1. What is your sex? (Check one)

_____ Male _____ Female

2. What is your age? (Circle one number)

11 12 13 14 15 16 17 18 19

3. Which high school are you now attending? (Circle one)

Bly	Gilchrist	Malin	Sacred Heart
Bonanza	Henley	Mazama	

Chiloquin Klamath Union Merrill

4. What is your grade in school? (Circle one)

9 10 11 12

5. The subjects you have taken so far in high school have been mainly? (Check one)

_____ College Preparatory.

_____ Vocational (Including Commercial and Business)

_____ General Education

6. Do you plan to finish high school? (Check one)

_____ Yes _____ No

7. Which of the following best describes your plans after graduation from high school?

(a) _____ Enroll in a four year college or university.

(b) _____ Enroll in a community college or junior college. (Two-year college.)

(c) _____ Enroll in a technical institute.
(i.e., O.T.I.)

(d) _____ Enroll in a private business college.

(e) _____ Enroll in a trade school. (Example: Eugene Vocational-Technical School)

(f) _____ Enroll in a private barber or beauty College.

(g) _____ Enter the military service.

(h) _____ Enter an apprenticeship training program.
(Example: Cabinet Maker, Auto Mechanic, Telephone Operator, Service Station Attendant, Practical Nurse)

(i) _____ Get married. (Do not intend to get a job or take additional training.)

(j) _____ Plan to work for a year or so before going to school.

(k) _____ Get full-time employment. (You do not plan to obtain any further training except that which you will receive through experience on the job. Example: truck driver, fork lift operator.)

(l) _____ Undecided.

8. In the remainder of your high school education, do you wish to take work in vocational education? (Check one)

(1) _____ Yes (2) _____ No.

9. In the remainder of your high school education, do you wish to take college preparation and vocational education? (Check one)

(1) _____ Yes (2) _____ No

10. In the remainder of your high school education, do you wish to take college preparation? (Check one)

(1) _____ Yes (2) _____ No

Questionnaire: Part II

11. In which of the following areas have you taken the most of your electives? (Check one)

_____ Agriculture	_____ College Preparatory
_____ Business (Commercial)	_____ Distributive Education
_____ Homemaking	_____ Technical Education
_____ Industrial Education	

12. If your electives have been in Agriculture, Business, Homemaking, Industrial Education, Distributive Education, or Technical Education, which of the following best indicates your reason for taking them? (Select only one)

- (a) _____ To see if I would like this vocational area.
- (b) _____ For a hobby or recreation.
- (c) _____ I needed a credit to graduate.

- (d) _____ My parents insisted.
- (e) _____ My best friends were taking the class.
- (f) _____ Advice of the school counselor.
- (g) _____ I was looking for an easy course.
- (h) _____ I wanted to supplement my college preparatory program.
- (i) _____ To obtain knowledge and skills to get a job in the field.

13. The following reasons are often given by students for not taking more courses in Agriculture, Business, Home-making, Industrial Education, Distributive Education and Technical Education. Write "T" in the space provided if the statement is true for you; write "F" if the statement is false. Answer each statement.

- (a) _____ The school does not give courses in the subject areas I want.
- (b) _____ I had a conflict with required courses for graduation.
- (c) _____ My parents insisted that I take college preparatory courses.
- (d) _____ The advanced courses I wanted were not offered.
- (e) _____ I had a conflict with other electives that I wanted to take.
- (f) _____ My school counselor encouraged me to take college preparatory courses.
- (g) _____ I have no interest in these subjects.
- (h) _____ There was a personality conflict with the teacher.
- (i) _____ Other students who had taken the courses discouraged me from taking them.
- (j) _____ None of my friends took the courses, so I did not take them, either.

14. In any of the fields listed below would you have taken more courses had your school offered them? If so, check the appropriate one.

(a) _____ Business (Commercial)	(d) _____ Agriculture
(b) _____ Homemaking	(e) _____ Distributive Education
(c) _____ Industrial Education	(f) _____ Technical Education

15. If a separate school (such as a Vocational Education Center) were available in Klamath County which offered courses in grades 10, 11 and 12 on a half-day basis in Business, Homemaking, Agriculture, Industrial Education, Distributive Education and Technical Education, would you be interested in attending? (A student would attend his present high school for required subjects, activities and graduation.)

(a) _____ Very interested.
 (b) _____ Interested.
 (c) _____ Not interested.

16. If a separate school (such as a Vocational Education Center) were available in Klamath County which offered courses in grades 10, 11 and 12 on a full-time basis in Business, Homemaking, Agriculture, Industrial Education, Distributive Education and Technical Education, would you be interested in attending? (A student would take all of his subject matter, vocational and general, coordinated to fit his particular program, at the center. A student would participate in activities and graduate from center.)

(a) _____ Very interested.
 (b) _____ Interested.
 (c) _____ Not Interested.

17. Some of the reasons students frequently give for attending a Vocational Education Center or Comprehensive High School are listed below. Please indicate what reasons, if any, would apply to you if a Vocational Education Center or a Comprehensive High School were in operation for grades 10, 11 and 12 in Klamath County. Mark "T"

for true or "F" for false in the space provided for each statement.

- (a) _____ To secure the necessary skills and knowledge to get a job in a vocation of my choice.
- (b) _____ I would prefer to get as much of my training as possible in Klamath County.
- (c) _____ I am not interested in a vocation that requires a four year college degree.
- (d) _____ I prefer jobs which involve physical labor, outdoor activities, working with machinery, etc.
- (e) _____ I prefer the kind of job which does not require any further training past high school.
- (f) _____ I feel that a background in vocational education in high school would be important to any type of post high school education or training.
- (g) _____ I feel that I do not have the ability to do the level of work required for a college education.
- (h) _____ My parents insist that I take vocational training in high school rather than go on to college.
- (i) _____ My counselor has encouraged me to take vocational training in high school rather than to go on to college.
- (j) _____ Other reasons. (Please list)

18. Some of the reasons students frequently give for not attending, either on a half-time basis or full time basis a Vocational Education Center or Comprehensive High School are listed below. Please indicate if any of these reasons would apply to you if such facilities were in operation at grades 10, 11 and 12 in Klamath County. Record a "T" for true or a "F" for false in the space provided for each statement.

- (a) _____ I do not want to be separated from my close friends.

- (b) _____ I am afraid I might be considered different from other students.
- (c) _____ I am not interested in vocational education.
- (d) _____ My parents want me to take college preparatory courses.
- (e) _____ My school counselor encouraged me to take college preparatory courses.
- (f) _____ I feel that I would not be able to take enough of the general education courses.
- (g) _____ I feel that I do not want to travel to another school. (In the case of half-day attendance at the center.)
- (h) _____ I prefer to finish at the high school where I started. (In the case of full-time attendance at the comprehensive high school.)
- (i) _____ I feel that this might interfere with my activities (such as clubs, athletics, drama, speech, etc.)
- (j) _____ My parents do not want me to go to a different school.
- (k) _____ Other reasons. (Please list)

APPENDIX D

**POST HIGH SCHOOL
STUDENT SURVEY QUESTIONNAIRE**

POST HIGH SCHOOL STUDENT SURVEY

School

Location

Date

Name**DIRECTIONS:**

Write your name in the space provided. The purpose of this inventory is to find out information about students enrolled in post high school educational programs. The information will be used to determine instructional programs and counseling services that students want and need. Answer every question honestly. The answer you give will help in setting up the kinds of instruction and provide the counseling services that meet your particular needs.

Read each item carefully. Be sure to answer every question. Write the number corresponding to your number on the line to the left of each question. If any question asks for information which you do not have, write 0 on the line.

Example: In question 1, if you are less than 17 years of age, you would write the number 1 on the line in front of question 1.

Part I IDENTIFICATION

- _____ 1. My age to my nearest birthday is -
- (1) less than 17
 - (2) 17
 - (3) 18
 - (4) 19
 - (5) 20
 - (6) 21
 - (7) over 21

- _____ 2. My sex is -
 (1) male
 (2) female
- _____ 3. My year in school is -
 (1) high school senior
 (2) college freshman
 (3) college sophomore
 (4) special student (including MDTA)
- _____ 4. My marital status is -
 (1) single
 (2) divorced
 (3) married
 (4) widowed

PART II EDUCATIONAL AND VOCATIONAL INFORMATION

- _____ 5. The courses which I am taking are mainly -
 (1) college transfer
 (2) vocational
 (3) business
 (4) homemaking
- _____ 6. I plan to remain in this school -
 (1) less than one year
 (2) one year
 (3) two years
- _____ 7. I am enrolled in post high school courses now because -
 (1) I have to make up grade points for a four-year institution.
 (2) I want to complete a vocational-technical program.
 (3) I want to complete the first two years of college and then transfer.
- _____ 8. My immediate educational goal is to -
 (1) qualify for transfer to college or university
 (2) complete vocational-technical program to qualify for employment.

APPENDIX E

**VOCATIONAL PROGRAMS, PERSONNEL,
AND
FACILITIES INVENTORY**

VOCATIONAL PROGRAMS, PERSONNEL, AND FACILITIES INVENTORY

Vocational education is defined as that part of the total program of education that deals specifically, and in an organized manner, with the acquisition of skills, understandings, attitudes and abilities that are necessary for entry into, and successful progress within, an occupation or occupational group. This includes useful and gainful employment in homemaking, gainful employment in agriculture education, business education, distributive education, trade and industrial education.

PART I - VOCATIONAL PROGRAMS, CURRICULUMS, COURSES

Part I of this survey form is intended to identify the vocational education programs, curriculum patterns and courses being offered in the schools in the geographic area included in the study. The programs and facilities enumerated will be only those that contribute directly to the objectives of vocational education stated above. This information is needed to make an assessment of the total vocational education effort.

Total School Enrollment

<u>Grade or Special Section Classification</u>	<u>Male</u>	<u>Female</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

School _____

Location _____

1. A vocational program is a generic term used to identify an area of occupational instruction: agriculture program, business education program, trade and industrial education program.

Please list the vocational programs offered at your school.

Type of Vocational Programs Offered

1.

2.

3.

4.

5.

2. A vocational curriculum pattern is a term used to identify a structured arrangement of inter-related courses or subjects, activities or experiences designed to advance the student toward a pre-determined occupational goal. Examples of curriculum patterns would be vocational machine shop, vocational auto mechanics, vocational production agriculture, building construction, vocational business - secretarial or business - bookkeeping.

Please list the vocational curriculum patterns offered at your school. List only those that provide a progressive structured sequence of courses or subjects. Show the total number of students enrolled in the curriculum pattern.

Structured Vocational Curriculum Patterns Offered

[illegible]

3. Vocational courses are defined as those units of learning, including the activities and experiences, leading to established course objectives which are specifically oriented toward the occupational goals of the student - internal combustion engines, mechanical drawing, blue-print reading and sketching, typing II and bookkeeping III.

Please list all the vocational courses offered at your school. (Do not include adult education courses.)

Vocational Courses
Offered in Regular School Program

<u>Course</u>	<u>Enrolled</u>	<u>Course</u>	<u>Number Enrolled</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

This form was completed by:

Name

Position

School and Location

Date

**PART II - VOCATIONAL INSTRUCTION -
SUPERVISORY PERSONNEL AND FACILITIES
(To be completed by school administrator)**

Vocational education is defined as that part of the total program of education that deals specifically, and in an organized manner, with the acquisition of skills, understandings, attitudes and abilities that are necessary for entry into, and successful progress within, an occupation or occupational group. This includes useful and gainful employment in homemaking, and gainful employment in agriculture education and business education, distributive education, trade and industrial education.

Part 2 of this form is intended to be used to identify the vocational education personnel and facilities presently available in the local district. This information is needed to make an assessment of the total vocational education effort.

1. Vocational instructional personnel are those persons who are teaching vocational education courses. A vocational program is a generic term used to identify an area of occupational instruction; agriculture program, business education program, trade and industrial education program. Regardless of the number of periods taught, please list the vocational teachers and the vocational courses taught as well as the type of directors, supervisors, coordinators, etc. Do not list the adult education teachers.

Vocational Teachers and Supervisory Personnel

<u>Vocational Personnel</u>	<u>Courses Taught or Supervisory Function</u>	<u>Certificates Held*</u>

*Indicate: Secondary, Vocational Instructor,
Supervisor, Director, etc.

2. Vocational facilities are defined as the specialized instructional areas utilized for teaching vocational courses. These include the shops, laboratories, including land field, and other special areas provided for instruction. Please list the types of shops or laboratories provided by your school or institution. Do not list the regular classrooms used for vocational agriculture.

Type of Laboratory	Number Student Stations	Major Types of Equipment*

*Indicate only the major types of equipment: typewriters and office machines, auto mechanics equipment, metal-working equipment, electronics equipment, etc.

This form was completed by:

Name

Position

School and Location

Date

APPENDIX F

ECONOMIC DATA COMPARISONS

KLAMATH FALLS

TABLE 13
10-YEAR COMPARISONS ECONOMIC DATA
KLAMATH FALLS, OREGON

	1955	1965	Increase	% Increase
Bank Debits	\$317,463.436	\$432,546,699	\$115,083,263	36.2%
Commercial Bank Deposits	39,000,000	56,300,000	17,300,000	44.4
Savings and Loan Deposits	11,000,000	31,700,000	20,700,000	188.0
Agricultural Income	27,536,881	44,808,308	17,271,427	62.7
Electrical Customers	14,541	18,362	3,848	26.5
Gas Customers*	1,852	2,559	707	28.2
Water Connections**	8,413	9,677	1,264	15.0
Telephones	12,241	18,500	6,259	51.1

Note: Data provided by the utilities, banks, etc. involved compiled by the Klamath County Chamber of Commerce.

* These figures represent connections inside the city limits of Klamath Falls on city mains.

** There are numerous small, independent water companies and individual wells in the metropolitan area.

APPENDIX G

STUDENT SURVEY DATA

TABLE 14

REASONS INDICATED BY STUDENTS
FOR NOT SELECTING ADDITIONAL VOCATIONAL EDUCATION COURSES

The following Reasons are Often Given By Students for not Taking More Courses in Vocational Education					<u>Yes^a</u>		<u>No^b</u>	
					N	%	N	%
1.	School does not give courses in subject areas wanted.				895	32	1721	62
2.	Conflict with required courses for graduation.				562	21	2038	74
3.	Parents insisted on college pre- paratory courses.				318	12	2290	83
4.	Advanced courses not offered.				583	21	2018	73
5.	Conflict with other electives.				1399	51	1217	44
6.	School counselor encouraged college preparatory courses.				739	27	1854	67
7.	No interest in vocational subjects.				762	28	1848	67
8.	Personality conflict with teacher.				402	15	2192	79
9.	Other students discouraged me.				411	15	2184	79
10.	My friends did not take the course.				152	6	2444	88

^aCorresponds to the word "True" on the student questionnaire.

^bCorresponds to word "False" on the student questionnaire.

TABLE 15
REASONS MOST FREQUENTLY GIVEN BY STUDENTS
FOR ATTENDING
A VOCATIONAL EDUCATION CENTER OR COMPREHENSIVE HIGH SCHOOL

Some of the reasons students frequently give for attending a Vocational Education Center, or Comprehensive High School are listed below. Indicate which reasons would apply to you.

	Yes ^a		No ^b	
	N	%	N	%
1. Get necessary skills for job of my choice.	2139	77	468	17
2. Prefer to get most of my training in Klamath County.	1058	38	1523	55
3. Not interested in a vocation requiring a B. A. degree.	884	32	1700	62
4. Prefer jobs of physical labor, outdoor activities, working with machinery, etc.	987	36	1590	58
5. Prefer job requiring no training past high school.	397	14	2176	79
6. Background in vocational education important to post high school education.	1957	71	612	22
7. Do not have ability for college level work.	699	25	1879	68
8. Parents insist that I take vocational education.	100	4	2454	89
9. Counselor encouraged me to take vocational education.	145	5	2403	87

^aCorresponds to word "True" on questionnaire.

^bCorresponds to word "False" on questionnaire.

TABLE 16

REASONS MOST FREQUENTLY GIVEN BY STUDENTS
FOR NOT ATTENDING
A VOCATIONAL EDUCATION CENTER OR COMPREHENSIVE HIGH SCHOOL

Some of the reasons students frequently give for not attending a Vocational Education Center or Comprehensive High School are listed below. Indicate which reasons would apply to you.

	Yes ^a		No ^b	
	N	%	N	%
1. Separation from close friends.	650	24	1974	72
2. Considered different from other students.	276	10	2344	85
3. No interest in vocational education.	863	31	1761	64
4. Parents insist on college preparatory.	1068	39	1533	56
5. Counselor encouraged college preparatory.	759	28	1852	67
6. Not able to take enough general education.	979	36	1624	59
7. Travel to another school.	919	33	1695	61
8. Finish at school started.	1683	61	931	34
9. Interfere with activities.	1006	36	1605	58
10. Parents object to different school.	500	18	2063	75

^aCorresponds to word "True" on student questionnaire.

^bCorresponds to word "False" on student questionnaire.

TABLE 17
FOLLOW-UP OF KLAMATH COUNTY HIGH SCHOOL GRADUATES
1964 and 1965

Present Status of Students	Total in Each Field ^a	
	N	%
Military Service	131	10
Full Time Employment	252	20
Apprenticeship Program	-	-
Private Business College	10	1
Beauty or Barber College	5	.5
Trade School	40	3
Four Year College	484	38
Technical Institute	162	13
Community or Junior College	8	1
Married - Housewife	135	10
Unemployment	51	4
Total Graduates	1278	-

^aBonanza and Sacred Heart did not return a follow-up form.