

**SELECTION OF VOCATIONAL AGRICULTURAL STUDENTS
IN CERTAIN OREGON SCHOOLS**

by

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SELECTION OF VOCATIONAL AGRICULTURAL STUDENTS IN CERTAIN OREGON SCHOOLS

CHAPTER I INTRODUCTION

The earliest reported course in agriculture to be taught in a school of less-than-college grade was in a private school at Gardiner, Maine, in 1821. Agriculture was taught sporadically in private schools from that time on. It was not taught in the public schools, however, until almost two generations after the beginning of the movement for public secondary education. (10, p. 35-36)

The year 1862 may be considered to be the beginning of the prelude for the teaching of agriculture in community schools, for it was in this year that the Morrill Act was passed. This act donated certain public lands to the several states and territories to provide colleges of agriculture and of mechanical arts. It took the people a long time to realize that one state institution cannot provide all of the agricultural education needed in a state. It was originally expected that students would come to the campuses of these state institutions to receive instruction, but for nearly 50 years after the passage of the Morrill Act the numbers who came for resident instruction were small.

A few public high schools began the teaching of agriculture in the decade from 1890 to 1900. There was no general movement, however, until the turn of the century. From 1900 to 1910

communities in many parts of the country initiated the teaching of agriculture in the schools. The states of Minnesota, Massachusetts, and Michigan provided state aid and state supervision to assist the growth of the movement. Iowa passed a law requiring the teaching of agriculture in every public elementary and secondary school. The federal government studied and reported developments in the field as a result of the movement.

Largely through the National Society for the Promotion of Vocational Education, assisted by representatives of labor, of employers, and of other interested groups, the national program of vocational education of less than college grade became a reality through the passage of the Smith-Hughes Act of 1917. (12, p. 22-23) This act provided federal aid to schools teaching vocational agriculture and federal assistance in studying and promoting the teaching of agriculture in the public school. (1, p. 787-789) It was passed about six weeks before the entrance of the United States into World War I; consequently, few teachers were available to start the new program. However, nearly every state accepted the provisions of the act immediately and by 1925 a fairly extensive program was under way in every state.

The growth of the agriculture education program has been steady over the period of years with a total of 10,188 schools teaching vocational agriculture under federal aid in 1956. The federal, state, and local expenditures for agriculture education reached \$56,658,153.48 in 1956. (11, p. 11, 24)

Since the inception of the vocational agriculture program, the federal government has strived to keep the control of the program vested in the states and local schools. When the program first began, each federal dollar was to be matched by one dollar from the states. In 1956 there were nearly four dollars of state and local funds contributed for every one dollar from the federal government.

In the early years of instruction it was soon learned that, generally, vocational agriculture instruction should be based on these considerations: (1) instruction should be related to current and seasonal happenings on the farm; (2) instruction should be related to the boys' on-the-farm instruction program. Furthermore, each boy should be considered as to his ability to absorb different levels of information. This philosophy proved to be sound and is still prevalent in instruction in vocational agriculture programs today.

In 1928 the Future Farmers of America became an integral part of the vocational agriculture program. It was organized as a national organization of farm boys studying vocational agriculture in public secondary schools which operated under the provisions of the National Education Acts. It was designed to develop agricultural leadership, character, thrift, scholarship, cooperation, citizenship, and patriotism. Its members learn through participating experiences how to conduct and to take part in public meetings, to speak in public, to buy and sell cooperatively, and to assume civic responsibilities.

By 1955 it was the largest organization of its kind in the world with a membership of 383,219 boys.

In Oregon the vocational agriculture first began in 1919. At this time three schools--Gresham, Enterprise, and Hood River--began the program. Since that time the scope of the vocational agriculture program has increased. In the 1955-56 school year there were 3,889 students in 86 departments under the supervision of 94 instructors. Also in Oregon in the 1956 school year, there were 1,003 adults enrolled in agriculture classes under the supervision of the vocational agriculture department. (6)

Adult education has become a generally accepted part of the vocational agriculture program. On a national basis 277,849 adults were enrolled in agriculture classes during the 1956 year. It was shown in the annual report of the Office of Education that the evening adult classes had shown more increase in attendance during 1956 than any of the other types of vocational agriculture classes.

The broadening concept of the vocational agriculture program brought with it more demands upon the instructor. Enrollments were increasing, the Future Farmers of America was becoming more active, and adult education was being added to the program. In addition, the community in which the vocational agriculture instructor lives has placed more demands on his time for community service activities.

Statement of the Problem

In view of increasing enrollments in vocational agriculture on the national, state, and local level, this study was designed to develop a policy for enrollment in vocational agriculture at North Marion Union High School. Special regard was given to the effects of student-teacher load on enrollment policies.

Under the existing enrollment policies at the time of this study, the enrollment in vocational agriculture at North Marion Union High School had risen from 50 in 1950 to 76 in 1956.

The general recommendation for a maximum student-teacher load, according to information mailed to school administrators from the Oregon Office of Vocational Agricultural Education, was 60.

According to a 1952-53 study, the State of Wisconsin requires that a second teacher must be provided, if reimbursement is to be secured, when the number of boys enrolled in high school classes in vocational agriculture exceeds 60. (3, p. 282)

In a Pennsylvania study of multiple teacher vocational agriculture departments, the reason given most frequently for the addition of a second teacher was a "high school enrollment of over 50 boys in vocational agriculture". (14, p. 273)

It was shown in a Western Region study of multiple teacher departments that an enrollment of 60 day school students was considered to be the critical point at which staff additions should be made. (8)

There are numerous written articles in the field of vocational agriculture education which convey the feeling that 50 to 60 students is a maximum enrollment for a one-teacher vocational agriculture department.

With this information in mind, it seemed that the time had arrived, or was fast arriving, when the enrollment in vocational agriculture at North Marion Union High School was too great for one teacher. In Table I is shown the enrollment by years of both the school and the vocational agriculture department. It will be noted that the enrollments of both the school and the vocational agriculture department decreased slightly between 1955 and 1956. This was due to the graduation of a large senior class. The unusually large Agriculture I enrollment in 1955 was caused by an administrative situation in the school whereby seven boys were forced into the class. The relative sizes of the classes were quite uniform during the last five years. During this period approximately 63 to 70 per cent of the boys in school were enrolled in the vocational agriculture program.

TABLE I
YEARLY ENROLLMENT AT NORTH MARION UNION HIGH SCHOOL

Enrollments	Years							Mean*
	1950	1951	1952	1953	1954	1955	1956	
Total school	171	181	189	197	203	238	230	212
Total in Vocational Agriculture	50	65	62	70	75	83	76	74
Agriculture I	27	28	25	26	28	37	28	28
Agriculture II	7	19	21	20	21	20	22	21
Agriculture III	11	8	16	13	14	14	14	14
Agriculture IV	5	10	10	11	12	12	12	11

* Only the last five years were used to arrive at averages because the first two years of the program were not typical since they were organizational years.

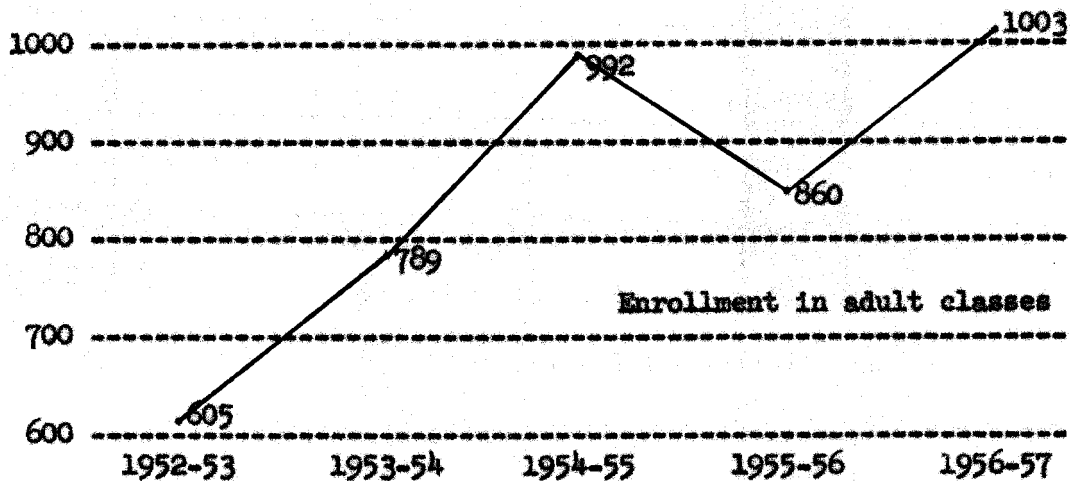
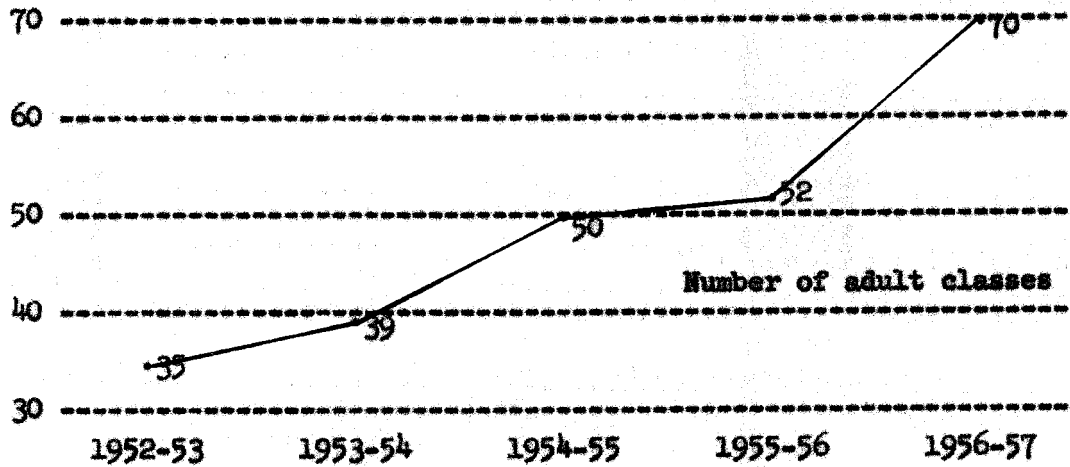
Need for the Study

The enrollment in vocational agriculture at North Marion Union High School has increased by 54 per cent since the inception of the program. A number of factors might well have effected the enrollment in the vocational agriculture program. First, the general increase in school enrollment was being reflected in those asking to enroll in vocational agriculture classes. Enrollment in the high school increased by 35 per cent during this same period. This posed the problem of teacher load which in turn required a new look at enrollment policy.

Second, the increasing number of part-time farmers in the area added a problem to the enrollment of students in vocational agriculture. The area covered in this study was within commuting distance of both Portland and Salem, the two largest cities in Oregon. Consequently, many boys were being enrolled in vocational agriculture who were living on very small residential acreages and who were without previous farm experience. While these boys were able to carry home projects, many of them were not interested in becoming established in farming or related occupations.

A third factor was the increasing community interest in adult education in the vocational agriculture field. This increased interest is illustrated in Figure 1. This added new responsibility to the vocational agriculture program beyond the immediate high school level.

FIGURE 1
PROGRESS REPORT OF THE
ADULT VOCATIONAL AGRICULTURE PROGRAMS IN OREGON (7, p. 10)



Still a fourth factor which might effect enrollment was the fact that the only shop work offered in some rural high schools is in the vocational agriculture program. This situation encourages boys to be enrolled because of an interest in shop work rather than because of an interest in agriculture. This was the case at North Marion Union High School and had effected enrollment in vocational agriculture.

In the light of the factors listed above, which seemed to continually place more responsibility on the vocational agriculture instructor, there seemed to be a need for a study concerning enrollment policies.

Definition of Terms

In order for the reader to better understand this study, the following terms are defined:

Full-time Farmer

In this study a full-time farmer shall be one who derives the major portion of his income from the farm which he operates.

Part-time Farmer

One who derives less than one-half of his income from the farm which he operates will be classed as a part-time farmer in this study.

Adult Student in Vocational Agriculture

This term as used in this study refers to any person not enrolled in regular day school who is enrolled for a minimum of

ten classes totaling twenty or more hours of instruction during a year.

Adult Program in Vocational Agriculture

For the purposes of this study, the adult program in vocational agriculture refers to the conducting of at least one series of ten classes for adult students totaling twenty or more hours of instruction during a year.

Student-Teacher Load

As used in this study, this term shall refer to the number of individual regular day school students that are enrolled for one teacher. Although nearly all teaching loads include a two-period class for one year, only individual students are included for the purpose of this study.

School Day

That portion of the day in which regular classes for high school students are in session will be referred to in this study as the school day.

Vocational Agriculture Program

This term as used in this study will refer to the total scope of activity under the direction of the department of vocational agriculture in the local high school. As defined in Cook (1, p. 4):

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

Home Supervised Farming Program

This term will be used in this study to refer to the farming activities carried on by the student in vocational agriculture under the supervision of the instructor. It is meant to include a productive project, an improvement project, and supplementary farm practices.

Future Farmers of America

As defined in Cook (1, p. 10-11):

"The Future Farmers of America is the national organization of, by, and for farm boys studying vocational agriculture in public secondary schools which operate under the provisions of the National Vocational Education Act. The Future Farmers of America (hereinafter referred to as the FFA in this study) is an intra-curricular part of the vocational education in agriculture of America. It constitutes one of the most effective devices for teaching through participating experiences."

Limitations of the Study

The primary limitations of this study were the geographical location and the enrollments of the schools. All of the schools were located within a radius of 20 miles of North Marion Union High School. This area was arbitrarily set as it seemed to include a sufficient sampling of schools without having to include schools very far distant. The area thus covered included 12 schools that had vocational agriculture programs. Two of the schools were eliminated from the study due to enrollments of over 1000. The enrollments of these two schools placed them in a size that was not typical of the other schools included in this study.

The ten schools selected ranged in enrollment from 80 to 615 with an average enrollment of 340.8.

It was realized that the opinions gathered in the study would be from a limited area. It was assumed that these schools, being located uniformly in the area closely surrounding North Marion Union High School and reflecting similar enrollments, would result in the most similarity of conditions involving vocational agriculture programs.

Another limitation to the study was the fact that the extent of activity of the individual Future Farmer of America program would influence the student-teacher load in terms of numbers. A very active program would require more time from the instructor than a less active program. It was assumed that enough opinions would be gathered to reflect the activity of the "typical" FFA program.

It was further realized that what was done in other schools and opinions of other persons would not necessarily prove valid for the North Marion Union High School. However, this study proceeded on the assumption that the accumulative opinions of persons in similar schools might have reasonable validity for use in any one of the schools.

Sources of Data

The data for this study was primarily gathered from the use of the check-list interview technique. The check list of questions was made covering the desired information, and the administrator of each school and the vocational agriculture instructor were

interviewed personally. Upon the completion of the interviewing, the data was compiled in table form which is presented in another part of this thesis. Views and comments made during the interviews were recorded for use also.

Other material was obtained from articles in various issues of The Agricultural Education Magazine, the professional magazine in the field of vocational agricultural education.

Data was also collected from three other studies of similar purpose conducted for advanced college degrees.

Review of Related Literature

No studies could be located that had been conducted in vocational agricultural education on enrollment policies. Likewise, very few written articles could be found on enrollment policies in vocational agricultural education. However, studies and written articles were available dealing with subjects that might have an effect on enrollment.

Since teaching load was involved in the problem of this study, a review was made of "A Study of Teaching Load Recommendations of Experienced Oklahoma Vocational Agriculture Teachers." (2) This study was made as part of the requirements for the degree of Master of Science at Oklahoma Agricultural and Mechanical College. The study used 100 questionnaires which were obtained for ten former vocational agriculture teachers, 45 teachers with over ten years' experience, and 45 teachers with five to ten years' experience.

When asked to list the number of students considered most desirable in individual vocational agriculture classes, the following results were tabulated: 14.3 in Agriculture I, 13.1 in Agriculture II, 12.0 in Agriculture III, and 11.6 in Agriculture IV. It was shown that 39.5 high school students was considered to be the ideal number for one teacher. Seventy-three students were listed as the most desirable number for a two-teacher department.

In answer to the question "In a school where one teacher has all he can do to teach his high school students, would it be practical to hire another teacher to provide a program for adults and young farmers", 63 said yes, 32 said no, and five did not answer.

In summarizing and drawing conclusions, it was stated in the study that each vocational agriculture teacher should develop a well-balanced agricultural education program to satisfy the vocational needs of the prospective and present farmers of his school and community. The core of this program should be organized class instruction for high school students, young men beginning to farm, and adult farmers. Built around this core should be a comprehensive program of instruction and supervision for the individual members of these organized groups. In addition to this, the vocational agriculture teacher should be a leader of agricultural, civic, educational, and religious affairs in his community.

A full-time vocational agriculture teacher should teach from 30 to 40 high school students and from 15 to 50 out-of-school students.

The more high school students he teaches, the less out-of-school students he has time to teach. When the number of farm boys desiring vocational agriculture in high school passes 60, a second teacher should be hired.

According to Stephen's thesis entitled Duties and Responsibilities of School Administrators and Vocational Agriculture Teachers as Pertaining to Vocational Education in Agriculture in the State of Texas, (9) the Smith-Hughes Act states in part that the training program shall be designed to meet the needs of persons over 14 years of age who have entered or are preparing to enter upon the work of the farm or farm home. Interests, needs, and capabilities of the students help determine whether or not they should be enrolled in agriculture. A student who is not interested should not be enrolled, and one who is interested but has no need or potentialities for a satisfactory supervised farming program does not have a need for the program as it is set up by the federal and state authorities.

The Committee on Local Policies and Programs of the Central Region Conference (5), in a 21-page report covering the school year 1952-53, stated that:

"Second teachers usually were added to care for rising enrollments in high school vocational agriculture rather than to provide for the teaching of young and adult farmers.

"In Wisconsin, a second teacher must be provided, if reimbursement is to be secured, when the number of boys enrolled in high school classes in vocational agriculture exceeds 60.

"Other reasons for adding teachers, given much less frequently, were reorganization and enlargement of

school districts, increase in adult education responsibilities, the influence of the program for farm veterans, and the use of the departments as student-teaching centers.

"It may be significant that these departments were in schools that teach more adults than do most schools. The enrollment of adults in vocational agriculture was only 18 per cent of the total enrollment of adults in these school systems."

Hamlin, (3, p. 282) in his article, indicated the great need for agricultural education for those now engaged in farming. He said:

"Multiple department development has been retarded by the conception that teaching load is measured by the number of high school boys in classes in vocational agriculture, though these constitute only about a tenth of the potential clientele for agricultural education.

"It is easier to defend the employment of two or more teachers where they are needed than to defend the withholding of agricultural education from three-fourths or more of the people who should have it, as we now commonly do."

An article by Hopkins (4, p. 225) set forth an idea that might affect enrollment in vocational agriculture. He wrote that vocational agricultural education should also help supply college-trained agricultural workers. He said:

"If we insist that our only aim is to train for work on the farm, then we can expect parents and students to take us at our word, and leave us no opportunity to guide or start to train the 15,000 agricultural college graduates needed each year. At present time we are graduating only 8,500."

A study was conducted in Pennsylvania of multiple-teacher departments and of thirty-two single-teacher departments selected as departments most needing additional teachers. (14, p. 273)

It was shown in the study that the number of schools in Pennsylvania employing more than one teacher of vocational agriculture increased from 32 to 46 from 1952 through 1954. A majority of the multiple-teacher departments have been effected since 1946. Increased enrollment was the largest factor in the development of the older multiple-teacher departments. The need for expanding the young and adult farmer phases of instruction was the strongest incentive for the more recent multiple-teacher departments.

The mean number of high school boys in vocational agriculture in the multiple-teacher departments was 69, compared to 51 students in the single-teacher departments. There was no significance in the relationship between the total school enrollment and the numbers of boys in the vocational agriculture classes.

Wills, in his thesis on Administrator's Judgments of the Vocational Agriculture Program in Selected Willamette Valley High Schools, (13) wrote that the general feeling in response to the questions on adult education was that work with adults was incidental or secondary to the regular day school program. Generally, the response was favorable to the question of teaching out-of-school groups in the public school. This question had reference to adults and young adults in the community.

Most administrators' opinions were quite strong in favor of stressing training of boys in vocational agriculture for related occupations, to the end that it would do the most good for the most number of students.

While the foregoing reviews of studies and written articles do not deal directly with enrollment of students in vocational agriculture, they do indicate the changes taking place in enrollments in vocational agriculture. These studies point out that schools need to take a new look at enrollment problems and policies.

The increases in vocational agriculture department enrollments, in adult education in agriculture, and in multiple-teacher departments are emphasized by this review.

CHAPTER II

METHODS AND MATERIALS OF THE STUDY

The purpose of this chapter is to present information pertaining to the gathering of data for the study. The methods used for the study are discussed, and comparisons are made between North Marion Union High School and the schools selected for the study.

Research Methods Used

The method used in collecting data for this study was the personal interview technique using an interview check sheet. Those interviewed were the administrators and the vocational agriculture instructors of the schools selected for the study. This technique was selected to insure both 100 per cent response from the schools and uniform interpretation of all questions. This technique also allowed the recording of any or all comments that the person being interviewed wished to make. Because of the relatively small geographic limits of the study these interviews were made without undue inconvenience to the persons concerned.

In order that the interviewing might be done uniformly and as quickly as possible, a check-list of questions was used, leaving space to record comments of the person being interviewed.¹ The check-list was formulated with consideration both for the comparison

¹ See Appendix A.

of school conditions with those of North Marion Union High School and the information necessary for studying the problem as set forth in this study.

In selecting the schools to use in the study, schools were selected as geographically close as possible to get similarity of conditions. There were 12 schools lying within a radius of 20 miles of North Marion Union High School that had vocational agriculture departments. Ten of these schools were selected, after being further investigated, because of relatively similar numbers of students enrolled. The two schools eliminated had enrollments exceeding 1,000 while the North Marion Union High School enrollment was 230.

Both the administrator of the school and the vocational agriculture instructor of the school were interviewed in order to acquire the thinking of each person toward the problem of the study. This gave a total of 20 persons who were interviewed. All questions and answers were given in the light of the particular school situation involved. This was done to keep the answers on a practical level.

Description of the North Marion Union High School

The North Marion Union High School District was formed in 1949 and the school began operating in the fall of 1950.

The vocational agriculture program was born with the opening of the new school in 1950. An instructor was selected by the board

of education and began work in the community July 1, 1950.² There has not been a change in instructors since the inception of the program. The program operated for four complete years using a regular classroom in the main school building and a 30-foot by 50-foot area in the basement for a shop. During the fifth year of the school's operation, a vocational agriculture building was built. This building was 120-foot by 40-foot in size and included a 35-foot by 35-foot classroom, a ten-foot by 20-foot storeroom, lavatory facilities, and a 40-foot by 80-foot shop area.

The North Marion Union High School was situated in the Willamette Valley about mid-way between Portland and Salem. The district covered approximately 60 square miles and served five elementary school districts.³ These districts were Hubbard, Aurora, Donald, Butteville, and Broadacres.

A study of the district revealed that it was made up almost entirely of people who earn a part or all of their livelihood through agricultural pursuits. Many people, however, supplemented their income by finding employment in Oregon City, Salem, Woodburn, and Portland.

There was no major industry found within the district. The people were found to be a rural type of people having been raised

² Elvan Pitney, B.S., Oregon State College.

³ See Appendix B for legal description of the district.

for the most part on farms or being directly connected with agriculture at that time. The towns in the district, of which Hubbard was the largest with a population of 491, were directly affected by agriculture and consequently it seemed that the residents should be typed as rural rather than urban.

The agriculture found in the district was very diversified as a result of good soil types, climatic conditions, and market outlets. The topography was undulating with wooded areas dotting the terrain. The soil was predominantly Willamette silt loam with some Amity silt loam and some Amity silty clay loam in evidence. Along most of the creeks and ravines, Wapato silty clay loam was to be found. When tilled for proper drainage, the Amity soils were nearly as valuable as the Willamette soils.

As recently as 1948, the area was predominantly a hop-growing area. However, only a few hop fields remained at the time of this study. A great variety of crops were to be found in the district. Many grass seeds growers made it an important Chewings and Alta Fescue, rye grass, and Merion Bluegrass area. The legume crops were represented primarily by Hairy and Common Vetch; Crimson, Red, and White Clovers; alfalfa; and field peas. The cereal grains in the district included wheat, oats, barley, and corn.

The commercial orchards were predominantly cherry and filbert, but home orchards included apples, pears, prunes, walnuts, and peaches.

Small fruits were found on most farms in the district.

Strawberries were a major crop and acreages were increasing each year. Cane berries were an important income in the district, the principal kinds being Logan, Boysen, and Evergreen Blackberries. Fields of Blackcaps, Red Raspberries, and Gooseberries were to be found also.

A few truck garden farms were operated with the main crops being pole beans, peas, potatoes, cucumbers, sweet corn, asparagus, and broccoli.

All major types of livestock were raised in the area with swine herds being the most numerous, followed by sheep, dairy, and beef. Chickens were by far the most numerous of the poultry, but flocks of turkeys and geese were present. The geese were used primarily to weed berry patches.

The school building itself was located in the open agricultural country. It was situated in approximately the center of the district being two miles from Hubbard, three miles from Aurora, and two and one-half miles from Donald. Busses contracted by the school district furnished transportation from all parts of the district.

Six periods, which constituted the full school day, were scheduled for vocational agriculture classes. Two consecutive periods were scheduled for the Agriculture III class and two sections were scheduled for the Agriculture I class. The policy of enrollment for vocational agriculture being used was that anyone could enroll who could carry a home productive project for at least six months out

of the year as required by the federal Smith-Hughes Act. In view of the increasing enrollment and considering the recommendation of the state vocational agriculture office that a maximum student load for one teacher in vocational agriculture was 60, this study was conducted.

Comparison of Schools Selected with North Marion Union High School

The ten schools selected were all evenly distributed within a radius of 20 miles around North Marion Union High School. They were all located in the northern 40 miles of the Willamette Valley. The location of each school selected for the study is illustrated in Figure 2.

In Table II, a comparison was made of the total enrollments in the schools. It is shown that the extreme enrollments for all schools were from a low of 80 to a high of 615. The mean enrollment was 340.8. This was higher by 48 per cent than the North Marion Union High School enrollment which was 230.

Another comparison was made in Table II of the total vocational agriculture enrollments. The enrollments ranged from a low of 29 to a high of 85 with a mean of 49.8. It was shown that only two schools had an enrollment as high or higher in vocational agriculture than North Marion Union High School, and both of those schools hired a second agriculture teacher for their program.

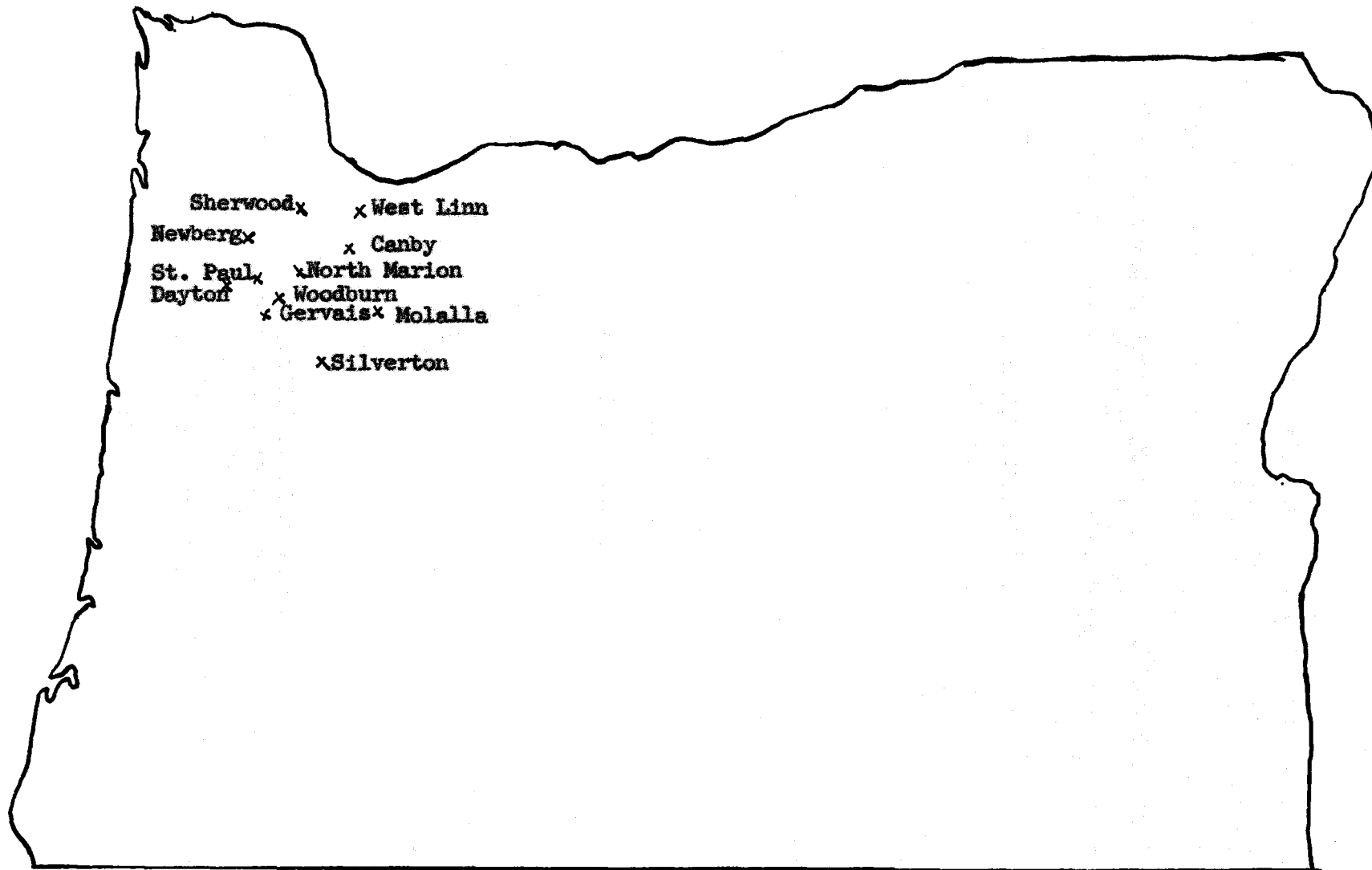


FIGURE 2: Location of Schools Selected for the Study

TABLE II
COMPARISON OF ENROLLMENTS OF THE SCHOOLS
SELECTED WITH NORTH MARION UNION HIGH SCHOOL

Schools	Total High School Enrollment	Vocational Ag. Enrollment
West Linn	615	33
Newberg	520	49
Molalla	500	85*
Silverton	496	59
Canby	390	58
Woodburn	270	35
Sherwood	187	29
Dayton	185	39
Gervais	165	76*
St. Paul	80	35
Mean for Schools	340.8	49.8
North Marion	230	76

* Two vocational agriculture instructors were employed.

When the enrollments were broken down into groups according to the farming status of their parents, as shown in Table III, the comparisons reflected a difference. North Marion Union High School had only 20 per cent of its enrollment from full-time farm backgrounds as compared to a 45 per cent average of the ten schools studied. The North Marion Union High School had a high 65.7 per cent of students from part-time farm backgrounds in comparison with an average of 34.9 per cent from the ten schools.

A comparison can be made in Table IV of the evaluations of the school districts studied. It will be noted that all evaluations were rounded off to the nearest ten thousand. The lowest school district evaluation was \$2,100,000 while the highest was \$9,910,000, with a mean of \$5,108,000. North Marion Union High School has a district evaluation of \$2,990,000, which places it somewhat below the mean.

Another comparison can be made in Table IV relating to the types of school districts represented in the study. Seven of the ten schools were union high school districts with the remaining school districts being unified first class districts. The North Marion Union High School is a union high school district.

It is shown in Table V that the tenure of the vocational agriculture instructors was a little longer than that of the administrators. The instructors ranged from one year to 12 years in their current positions with a mean of 5.1 years. The administrators ranged from one year to ten years in their positions with a mean of

TABLE III
FARMING STATUS OF PARENTS WHOSE SONS ENROLL IN VOCATIONAL AGRICULTURE

	Ten School Average	Ten School %	North Marion Enrollment	North Marion %
Total Enrollment	49.8		70	
Students whose parents are full-time farmers	22.8	45.8	14	20.0
Students whose parents are part-time farmers	17.4	34.9	46	65.7
Students whose parents are non-farmers	9.6	19.3	10	14.3

TABLE IV
COMPARISON OF EVALUATIONS AND TYPES
OF SCHOOL DISTRICTS INCLUDED IN THE STUDY

Schools	District Evaluation*	District Type
West Linn	\$9,910,000	Unified
Newberg	4,500,000	Unified
Molalla	7,500,000	Union
Silverton	9,130,000	Union
Canby	6,500,000	Union
Woodburn	3,600,000	Unified
Sherwood	2,100,000	Union
Dayton	3,500,000	Union
Gervais	3,170,000	Union
St. Paul	2,170,000	Union
Mean for Schools	\$5,108,000	
North Marion	2,990,000	Union

* All evaluations rounded off to the nearest ten thousand.

TABLE V
COMPARISON OF TENURE
OF PERSONS INCLUDED IN THE STUDY

Schools	Administrator	Vocational Ag. Instructor
West Linn	2	10
Newberg	1	12
Molalla	3	1
Silverton	1	1
Canby	6	5
Woodburn	2	1
Sherwood	6	10
Dayton	3	2
Gervais	9	8
St. Paul	10	1
Mean for Schools	4.3	5.1
North Marion	1	7

4.3 years. It was the first year that the administrator had been in that position at North Marion Union High School while the instructor had held that position for seven years. It was noted that five of the instructors and also five of the administrators had been in their current positions two years or less.

CHAPTER III FINDINGS OF THE STUDY

The purpose of this chapter is to present the information, as gathered and recorded, relating to the study. All data gathered was put into table form and simple statistical treatment was made. Because of the personal comments made at the time of collecting data, it was necessary to make further elaboration on most of the tables.

Criteria Used to Enroll Students in Vocational Agriculture

In Table VI is presented the information concerning criteria used by the ten schools.

In general terms most schools required a supervised farming program. Students were enrolled on the basis of apparent interest on the part of the prospective student. Apparent interest was generally determined by the instructor in consultation with the administrator. Comments indicated that this should be a joint responsibility of both the administrator and the instructor. Comments further indicated that failure on the part of the student to carry a home farming program should be interpreted as failure to demonstrate sufficient interest in vocational agriculture.

Five, or 50 per cent, of the schools indicated that they enrolled all who asked to enroll providing that they agreed to carry supervised farming programs. Two, or 20 per cent, of the schools stated that a maximum enrollment of 20 students closed the class to further enrollments.

TABLE VI

CRITERIA USED BY SCHOOLS TO ENROLL STUDENTS IN VOCATIONAL AGRICULTURE

Criteria	Schools	
	Number	Per Cent
A supervised farming program required	10	100
Selection made on apparent interest	10	100
Selection made at discretion of both administrator & instructor	5	50
Accept all who ask to enroll	5	50
Selection made at discretion of instructor	3	30
Maximum enrollment in class closes enrollment	2	20
Enroll all for orientation purposes	1	10
All allowed a trial period in program	1	10
Selection made on recommendation from Guidance Counselor	1	10
Selection made at discretion of administrator	1	10

Additional Criteria Needed for Enrollment

As is shown in Table VII, there was not much response to the question of what additional criteria was needed for enrolling students in vocational agriculture.

Two, or 20 percent, of the administrators listed a need for setting a maximum class enrollment, while one administrator indicated a need for selection on apparent interest.

Two, or 20 per cent, of the instructors indicated a need for requiring farm residency. Instructors singly listed a need for setting a maximum figure for class enrollment, for enrolling anyone for orientation purposes, and for requiring a minimum acreage for the home farm.

Duties of the Vocational Agriculture Instructor

It seemed necessary to establish what was required of the instructor beyond his classroom teaching in order that a common ground could be secured. Consequently, a list of 14 possible duties was presented to each person interviewed, with room left to list others. Columns were placed in the check-list to check which duties were considered present duties and which duties were not considered educationally justifiable. A criticism had been heard from various administrators that the instructors loaded themselves up with jobs that were neither expected of them nor justifiable educationally.

TABLE VII
ADDITIONAL CRITERIA NEEDED FOR ENROLLMENT

Criteria	Administrators		Instructors	
	Number	Per cent	Number	Per cent
Farm residency required	0	0	2	20
Maximum enrollment in class closes enrollment	2	20	1	10
Selection made on apparent interest	1	10	0	0
Minimum acreage on home farm required	0	0	1	10
Enroll all for orientation purposes	0	0	1	10

The results of the study concerning the duties of the instructor are summarized in Table VIII. All items listed in the table were generally accepted as present duties of the vocational agriculture instructor with the exception of items C, K, and N. When asked if the duties were justifiable, the same items were generally deemed justifiable. More items were deemed not justifiable by administrators than by the instructors. Two administrators expressed the opinion that vocational agriculture should not be held any more responsible to their students than any other teacher in the school and both listed items B, E, F, G, L, and M as not being necessary. The other administrators listed all present duties as justifiable.

The majority of instructors considered all items, except the duty of being a coach for FFA athletic contests, as being justifiable. Two instructors who had school farms did not mark them as justifiable.

The opinion was expressed by two instructors and four administrators that adult education is good but that it should not be considered the duty of an instructor who is carrying a full-time day school load.

TABLE VIII

DUTIES OF VOCATIONAL AGRICULTURE INSTRUCTORS

Duties	Schools		Administrators		Instructors	
	Duty	%	Justified	%	Justified	%
A. Adviser for Future Farmers of America	10	100	10	100	10	100
B. Coach for FFA Agricultural Contests	10	100	8	80	10	100
C. Coach for FFA Athletic Contests	2	20	1	10	1	10
D. Director of Leadership Training in FFA	10	100	9	90	10	100
E. Director of Recreation for FFA	10	100	8	80	10	100
F. Sponsor of Parent-Son Banquet	9	90	8	80	9	90
G. Promotor of Public Relations	10	100	8	80	10	100
H. Chaperon for FFA Parties	10	100	10	100	10	100
I. Sponsor for Other School Activities	8	80	8	80	6	60
J. Supervisor of On-Farm Activities in FFA	10	100	10	100	10	100
K. Coordinator for Community Project Tours	4	40	2	20	6	60
L. Director of School Farm	9	90	8	80	7	70
M. Director of Adult Educ. in Agriculture	7	70	5	50	7	70
N. Member of Community Organization	1	10	5	50	5	50

Adult Programs Conducted in Vocational Agriculture Departments

In studying the adult programs, a check was made on the adult classes conducted during a three-year period. The findings as shown in Table IX indicated both an increase in the number of vocational agriculture departments that offered classes in agriculture for adults and in the number of classes being offered.

Nearly all departments set up the classes to meet the requirements for reimbursement set up by the vocational department of the State of Oregon. The typical program of classes was set up to meet three hours one evening each week for ten weeks.

Both the administrator and the instructor in schools that conducted adult classes expressed satisfaction and a feeling of accomplishment with the adult program. Even in instances where the administrator questioned the responsibility of the high school and the high school teacher to adult education, there was no questioning of the value of adult education classes.

Responsibility of the Vocational Agriculture Instructor For the Conducting of Adult Evening Classes in Agriculture

The data presented in Table X indicated that the responsibility of the vocational agriculture instructor in all classes for adults was to organize the classes and to take care of the administration of them. In addition some instructors also taught the classes. Where teaching was done the instructor was paid a salary for the instruction. The standard salary rate was four dollars per hour of instruction. The

TABLE IX

ADULT CLASSES CONDUCTED BY THE TEN VOCATIONAL AGRICULTURE DEPARTMENTS

	1953-54	1954-55	1955-56
Number of departments conducting classes	5	5	7
Average number of classes	1.2	1	1.6
Average length of classes in hours	29	30	30
Average enrollment of classes	20.8	22.2	19.1

TABLE X

RESPONSIBILITY OF THE VOCATIONAL AGRICULTURE
INSTRUCTOR FOR ADULT EVENING CLASSES IN AGRICULTURE

	1953-54	1954-55	1955-56
Number of departments conducting classes	5	5	7
Organized only	0	0	0
Organized and administrated	3	4	5
Organized, administrated, and taught	2	1	2
No responsibility	0	0	0

general feeling gathered from the instructors was that the instructor should not teach the classes.

Consideration Given the Adult Classes
In Determining the Instructor's Student Load

One school of the ten gave consideration to the duties required with adult classes in determining the vocational agriculture instructor's teaching load. It was the opinion of 50 per cent of the administrators and 100 per cent of the instructors (see Table XI) that consideration should be given to adult classes when determining teacher load. However, two of the administrators stipulated that a full year's program of adult education should be carried to merit consideration while one administrator stipulated that the conducting of adult classes should be required in the teacher's contract.

Three of the administrators voiced the opinion that consideration should not be given for the conducting of adult evening classes. Two of them had specific circumstances in their school situation which brought about their responses. In one school, the instructor was teaching the class and getting paid a special salary for doing so. In the other school, only thirty students were enrolled in the day-time program and the administrator felt that under the circumstances consideration for adult classes was not necessary.

TABLE XI

CONSIDERATION GIVEN THE ADULT CLASS IN DETERMINING THE INSTRUCTOR'S STUDENT LOAD

	Schools		Administrators		Instructors	
	Number	Percent	Number	Percent	Number	Percent
Now give consideration	1	10				
Opinions favoring consideration			5	50	10	100
Opinions not favoring consideration			3	30	0	0

School Time Given to Instructor for Supervision
Of Home Farming Projects and Administration of the Program

All schools were found to be giving some school time to the instructor for home project supervision and general planning and administration of the program. Nine of the schools allowed one hour for such purposes while one school allowed two hours.

It was the unanimous opinion of the administrators and the instructors that the time given should be for both supervision of home projects and administration of the program. All opinions also agreed that at least one hour should be given and that it should be the last period of the day if possible.

The data presented in Table XII substantiates the above observations as recorded in the study.

One comment by an instructor indicated a need for one hour for every 30 to 35 students enrolled. Another instructor made the comment that if other teachers in the school had a free period, the vocational agriculture instructor should have a free period and another period for supervision of home projects.

Maximum Student Load for One Instructor in Vocational Agriculture

Having investigated enrollment policies and the duties of the instructor, opinions were gathered on how many students can satisfactorily be enrolled under one instructor.

The findings of this question may be found in Table XIII.

TABLE XII

SCHOOL TIME GIVEN TO INSTRUCTOR FOR SUPERVISION
OF HOME PROJECTS AND THE ADMINISTRATION OF THE PROGRAM

	Number	Per Cent	Average Length In Hours
Schools giving time	10	100	1.1
Opinions of administrators favoring giving time	10	100	1.0
Opinions of administrators not favoring giving time	0	0	0.0
Opinions of instructors favoring giving time	10	100	1.1
Opinions of instructors not favoring giving time	0	0	0.0

TABLE XIII

MAXIMUM STUDENT LOAD FOR ONE INSTRUCTOR IN VOCATIONAL AGRICULTURE

Schools	Administrators		Instructors	
	High School	Ten-Week Adult Class	High School	Ten-Week Adult Class
Sherwood	50	1	50	0
Gervais	60	1	45	1
Silverton	100	0	45	0
Woodburn	60	0	50	0
Newberg	100	0	50	0
Dayton	80	0	60	1
Canby	60	0	60	0
St. Paul	60	0	60	0
West Linn	80	0	45	0
Molalla	75	0	45	1
Average	72.5	0.2	51	0.3
Most Listed Number	60	0	45	0

The administrators' opinions ranged more widely than those of the instructors. The administrators also favored a higher maximum enrollment than did the instructors. The administrators favored enrollment ranging from 45 to 60. The average student-teacher load listed by the administrators was 72.5, with 60 being listed the most frequently. In comparison, the average number listed by the instructors was 51, with 45 being listed the greatest number of times.

Under present school conditions, adult students were considered as a part of the maximum student load by only three instructors and two administrators, and then only to the extent of the conducting of one ten-week class.

It may be significant that the administrators from the schools with the largest total enrollments listed the highest figures for the maximum enrollments for an instructor in vocational agriculture.

Approach of the School when Enrollment Becomes Greater
Than the Maximum Student-Teacher Load

A problem which schools must face and which might affect their enrollment policy is what to do when the enrollment in vocational agriculture exceeds the maximum student-teacher load figure.

When asked what course of action the school should take when faced with this problem, 50 per cent of those interviewed gave the hiring of additional instructors as their first choice. If that was not possible, the administrators were evenly divided between

limiting more closely those who enroll and abolishing all work with adults as their next step. The vocational agriculture instructors were definite in listing limiting more closely those who enroll as their second choice and leaving as their third choice the abolishing of work with adults.

All answers obtained in terms of first, second, and third choices are shown in Table XIV.

In the opinions of both administrators and instructors, the hiring of additional instructors was listed ten times as the first consideration to be taken by a school. Limiting more closely those who enroll was listed eight times as the first consideration for a school to take. This would indicate that in the opinions expressed these two courses of action to be taken by a school were very closely considered for the first choice. The abolishing of work with adults was quite firmly established as the third choice as a course of action.

One administrator who listed abolishing work with adults as his first step explained his choice by indicating that eliminating work with adults would determine the ultimate course of action for the school to take. If the adults wanted their classes in the school curriculum, they would come to the school administration and the administration would then work for the hiring of additional instructional help.

TABLE XIV

RATED PREFERENCES OF ACTION TO BE TAKEN BY A SCHOOL
WHEN ENROLLMENT BECOMES GREATER THAN THE MAXIMUM STUDENT-TEACHER LOAD

Schools	Administrators' Rated Choices			Instructors' Rated Choices		
	Hire Additional Instructor	Limit Enrollment	Abolish Adult Work	Hire Additional Instructor	Limit Enrollment	Abolish Adult Work
Sherwood	1	3	2	1	2	3
Gervais	2	1	3	1	2	3
Silverton	3	2	1	1	2	3
Woodburn	1	3	2	2	1	3
Newberg	1	3	2	3	1	2
Dayton	2	1	3	3	1	2
Canby	1	3	2	1	2	3
St. Paul	1	2	3	3	1	2
West Linn	2	3	1	2	1	3
Molalla	2	1	3	1	3	2
Mean	1.6	2.2	2.2	1.8	1.6	2.6
Mode	1	3	2 and 3	1	1	3

CHAPTER IV SUMMARY AND RECOMMENDATIONS

Summary

This study was designed for the purpose of establishing a policy of enrollment of students in vocational agriculture at North Marion Union High School. Since it was felt that the problem basically was found in the enrolling of too many students for one instructor, special regard was given in the study to teacher-student load balance.

Certain schools were selected, and, using a check-list, the administrators and the vocational agriculture instructors were interviewed. The check-list interview technique was selected to insure the same interpretation of the questions, to insure 100 per cent response, and to gain the benefit of any and all comments those persons being interviewed wished to make. Many of the comments made were felt to be fully as significant as some of the direct answers. The schools selected were as close as possible to the North Marion Union High School to get similarity of conditions and were selected for similar enrollments.

There were 12 schools lying within a radius of 20 miles of North Marion Union High School that had vocational agriculture departments. Upon further investigation, two of the schools were eliminated from the study because it was felt that too much difference existed in the comparison of school enrollments. Both schools had enrollments of well over 1,000 students. The remaining schools'

enrollments ranged from 80 to 615. The enrollment at North Marion Union High School was 230.

Seven of the ten schools were union high schools and the average valuation was \$5,208,106 compared to a valuation of \$2,992,170 for North Marion Union High School.

In comparing the students enrolled in vocational agriculture it was found that the enrollment at North Marion Union High School was higher than all other one-teacher departments. Two schools had up to nine more students enrolled, but in both cases two instructors were employed.

It was further found that more students from part-time farms were enrolled at North Marion Union High School than at most other schools. This was found to be due to fewer students from full-time farms rather than to a difference in enrollment policy.

In general terms the enrollment policies did not differ greatly among any of the schools. Basically the schools required that the students carry a supervised home farming program and then enrolled students on the basis of apparent interest on the part of the prospective student. The opinions expressed supported this basic philosophy of enrollment.

The duties of instructors were generally the same in all schools. Two of the administrators questioned the justification of such an extensive program of contests in light of the instructor having a full class teaching load. More duties were listed as not necessary by the administrators than by the instructor.

It was shown in the study that adult education classes in agriculture were increasing. Adult education in agriculture was regarded favorably by both the administrators and the instructors. Most persons considered that the instructors' responsibility was to the day school program and to the adult program only secondarily. Only one school gave any consideration to adult classes in determining the instructors' teaching load. It was the opinion of 50 per cent of the administrators and 100 per cent of the instructors that such consideration should be given. The need was expressed for more definite planning by schools for adult education. Two schools were contemplating the employment of a director of adult education.

It was the unanimous opinion that school time should be given the instructor for use in supervising the home farming programs and for administration of the program. This time should not be less than one hour per day. It was agreed that supervision of home farming programs was important and would require more than school time on the part of the instructor.

In view of the expected duties of the vocational agriculture instructor, the study attempted to determine the maximum number of students that could be enrolled satisfactorily under one instructor. The administrators' opinions were generally higher and had a wider range than those of the instructors. The administrators' opinions ranged from 50 to 100 students, while the opinions of the instructors ranged from 45 to 60. The average student-teacher load listed by

the administrators was 72.5, with 60 being listed the most times. In comparison, the average student-teacher load listed by the instructors was 51, with 45 being listed most frequently. The administrators in schools where the total enrollment was the highest tended to list a higher number of students that one instructor should be able to carry.

When asked to rate by importance the steps that should be taken by a school when enrollment exceeds the maximum figure that they felt one instructor could handle, 50 per cent of those interviewed gave the hiring of an additional instructor as their first choice. If that was not possible, the administrators were evenly divided between limiting more closely those who enroll and abolishing all work with adults as their next choice. The instructors were definite in listing limiting more closely those who enroll for their second choice and leaving as their last choice the abolishing of work with adults.

In the twenty interviews the order of action for a school to take was: first, to hire an additional instructor; second, to limit more closely those who enroll; and third, to abolish work with adults.

Recommendations

In light of this study, the following recommendations are made to serve as a guide for the enrolling of students in vocational agriculture at North Marion Union High School:

- (1) All students must be able to have a supervised home farming program.
- (2) All students should be enrolled who show definite interest in vocational agriculture. Determining the interest of a prospective student should be the responsibility of both the instructor and the administrator. Failure to carry a home-supervised farming program should be interpreted as failure to demonstrate sufficient interest in vocational agriculture.
- (3) Sixty high school students should be considered a maximum enrollment figure for one instructor. This is in consideration of the duties, as carried out by the instructor, which were judged to be justifiable by both administrators and instructors.
- (4) Adults should be enrolled in some form of adult education in agriculture each year. As long as the high school enrollment exceeds fifty students, the school rather than the instructor should assume the responsibility for making this education possible.
- (5) To keep the enrollment of students in balance with the instructor's teaching load, one hour during the school day should be allowed the instructor for supervision of home farming programs and administration of the program. When possible this hour should be

the last hour of the school day.

- (6) To keep the enrollment of students in balance with the instructor's teaching load, another instructor should be employed when the enrollment passes sixty students. If this is not possible, enrollment should be more closely limited on the basis of interest in the vocational agriculture program in order to keep the total enrollment in balance for one instructor.

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APPENDIX A

School _____

Date _____

**A POLICY FOR ENROLLING STUDENTS IN VOCATIONAL AGRICULTURE
AT NORTH MARION UNION HIGH SCHOOL, AURORA, OREGON**

This study is being conducted toward establishing a policy for enrollment of students in Vocational Agriculture with special regard to teacher-student load balance.

This check list will be used for personal interviewing of the administrator and the Vocational Agriculture Instructor in those high schools that are within a radius of twenty miles of the North Marion Union High School.

It is the purpose of this check list interview to (1) establish similarities and differences between the North Marion Union High School and the school situation being interviewed, (2) determine policies of enrollment that now exist, (3) determine activities and responsibilities deemed important for the Vocational Agriculture program and the instructor, (4) determine opinions concerning the maximum student-teacher load, (5) determine opinions concerning the course that should be taken by a school when enrollment exceeds the maximum student-teacher load.

- I. Number of students in department of vocational agriculture
 _____
- II. Number of students whose parents are full-time farmers
 _____
- III. Number of students whose parents are part-time farmers
 _____
- IV. Number of students whose parents do not derive any part
 of their income directly from farming _____
- V. Check in column 1 below the policies you are now using to
 select students for classes in vocational agriculture.
 In column 2 check those which you believe should be the
 present criteria for such selection. Then evaluate the
 three most important items in each column by numbering
 1, 2, and 3.

	<u>Policy Used</u>	<u>Policy Needed</u>
A. Accept all who ask to enroll	_____	_____
B. Enroll all for orientation purposes.	_____	_____
C. A supervised farming program required	_____	_____
D. Selection made at discretion of administrator of school	_____	_____
E. Selection made at discretion of instructor	_____	_____
F. Selection made on recommendations of guidance counselor	_____	_____
G. All allowed trial period in program.	_____	_____
H. Farm residency required	_____	_____
I. Minimum acreage on home farm required	_____	_____
J. Maximum enrollment in class closes enrollment	_____	_____
K. Selection made on apparent interest.	_____	_____
L. Other _____.	_____	_____
M. Other _____.	_____	_____

VI. Check in column 1 if the following activities are an important part of the duties of the present instructor of vocational agriculture and check in column 2 those activities you feel are justifiable.

	<u>Are Present Duties</u>	<u>Are Justi- fiable</u>
A. Advisor for Future Farmers of America	_____	_____
B. Coach for FFA agricultural contests	_____	_____
C. Coach for FFA athletic contests . .	_____	_____

- D. Director of leadership training in
Future Farmers _____
- E. Director of recreational activities
of Future Farmers _____
- F. Sponsor of Parent-Son Banquets _____
- G. Promoter of public relations for
the school and department _____
- H. Chaperon for FFA parties _____
- I. Sponsor and chaperon of other all
school activities. _____
- J. Supervisor of on-farm agricultural
activities in vocational agriculture _____
- K. Coordinator for project tours where
people of community may visit farms
of students in vocational agricul-
ture _____
- L. Director of school farm _____
- M. Director of adult education in
agriculture _____
- N. Member of community organization _____
- O. Other _____

VII. Does your Vocational Agriculture Department conduct adult
classes? _____

A. How many classes are conducted each year? _____

1. 1953-54 _____ Length of classes _____
Average enrollment _____
2. 1954-55 . _____ Length of classes _____
Average enrollment _____
3. 1955-56 _____ Length of classes _____
Average enrollment _____

B. What is the instructor's responsibility for the classes?

1. Organize only _____
2. Organize and administrate _____
3. Organize, teach, and administrate _____
4. No responsibility _____
5. Other _____

VIII. Does your school consider the adult program in determining the student load for the instructor? _____

A. At what rate is credit given for adult classes in determining the vocational agriculture instructor's student load?

B. Do you believe credit should be given? _____

C. At what rate do you believe credit should be given?

D. Comments:

IX. Is any school time given to the instructor for the supervision of home farming projects of the students in vocational agriculture? _____

A. How much time is given _____

B. Comments:

X. Do you believe school time should be given to the instructor for the supervision of student's home farming projects? _____

A. How much time? _____

B. Comments:

- XI. Is any time given to the instructor for the "administration" of the program in Vocational Agricultural Education? _____
- A. How much time is given? _____
- B. Comments: _____
- XII. Do you believe school time should be given to the instructor for the "administration" of the program? _____
- A. How much time? _____
- B. Comments: _____
- XIII. In view of your answers about the Vocational Agriculture Program, how many students do you feel is the maximum number one instructor can satisfactorily enroll for an ideal and balanced program of instruction in agriculture for the community? _____
- A. High School students _____
- B. Adult students _____
- C. Comments: _____
- XIV. When the demands of the community become greater enrollment-wise than outlined in question XIII, what should be the proper approach of the school?
- Rank in order of preference:
- A. Hire additional instructors _____
- B. Limit more closely those who enroll _____
- C. Abolish all work with adult farmers _____
- D. Other _____
- E. Comments: _____

INFORMATION SHEET
(Not included as part of check list)

1. Tenure:

Administrator _____ years

Instructor _____ years

2. District evaluation \$ _____

3. School enrollment _____

4. District class _____

5. District type (union, etc.) _____

APPENDIX B**BOUNDARIES OF NORTH MARION UNION HIGH SCHOOL
DISTRICT NO. 6**

Beginning at the northwest corner of Section 2 in Township 4 South, Range 1 West of the Willamette Meridian in Marion County, Oregon; thence north to the northeast corner of Section 34 in Township 3 South, Range 1 West; thence west to the Willamette River; thence up said river to its intersection with the west line of the Donation Land Claim of D. Weston in Township 4 South, Range 2 West; thence South $0^{\circ} 15'$ east 19.16 chains; thence east 1.52 chains to the northeast corner of the property of C. E. Johnson; thence south 18.81 chains to the center of the Butteville-Champoeg county road; thence south 80° east 2.09 chains to the center of the Donald-Newberg county road; thence southeasterly on said road to the south line of the Donation Land Claim of D. Weston; thence east to the township line; thence south to the Donald-Yergen county road; thence east along the county road to the east line of the Robert Childers Donation Land Claim in Township 4 South, Range 1 West; thence south along the east line of said Donation Land Claim to the north line of the William Case Donation Land Claim; thence easterly along the north line thereof to the northeast corner thereof; thence southerly along the east line to the southeast corner thereof; thence westerly along the south line to the southwest corner thereof in Township 4 South, Range 2 West; thence north to the most northerly northwest corner of the Peter Gauthier Donation Land Claim; thence south $15^{\circ} 15'$ west to where the same is intersected by the middle of the main channel of the east fork of Champoeg Creek, sometimes known as Case Creek; thence following up the middle of the main channel of said east fork of Champoeg Creek to a point north $71^{\circ} 45'$ west from the southwest corner of the Eli Gigers claim; thence south $71^{\circ} 45'$ east along the southern boundary of said claim to the northwest corner of the Donation Land Claim of John Whitney; thence south on the west boundary of said claim to the most westerly southwest corner thereof; thence east to a re-entrant corner in said claim; thence south along the west boundary of said Whitney Claim to where it intersects the middle of the main channel of Senechal Creek in Township 5 South, Range 2 West; thence down said creek to where it intersects the south line of the Donation Land Claim of Thomas Hunt in Township 4 South, Range 1 West; thence south $78^{\circ} 30'$ east along the south boundary of said Hunt claim to the southeast corner thereof; thence north to the southwest corner of the Joseph Churchill Donation Land Claim; thence south $58^{\circ} 45'$ east along the south boundary of said claim to the northeast corner of the Oliver Brisboit Donation Land Claim in Township 5 South; Range 1 West;

thence southwesterly to the southeast corner of said Oliver Brisboit Donation Land Claim; thence easterly to the northeast corner of the Donation Land Claim of P. M. Gleason; thence south to the southeast corner of said claim; thence east to the middle of the Pacific Highway; thence southwesterly along the middle of said road to the north line of the Donation Land Claim of C. C. Cooley; thence east along the said north line to a point 1.57 chains west of the northeast corner of said claim; thence north $0^{\circ} 15'$ west 3.38 chains to the northwest corner of land described in deed recorded in Volume 152, Page 499, Marion County Deed Records; thence south $89^{\circ} 45'$ east 9.47 chains to the northeast corner of said land; thence south $0^{\circ} 15'$ east 20.15 chains to the southeast corner of said land; thence south $89^{\circ} 30'$ west 15.59 chains to the southwest corner thereof and the east line of the C. C. Cooley claim; thence southwesterly to the Pudding River; thence down Pudding River to the north line of Township 4 South, Range 1 East; thence west to the place of beginning.

Dated at Salem, Oregon, this 30th day of June, 1956.

/S/ Agnes C. Booth

Agnes C. Booth, Secretary
Marion County District Boundary
Board