

THE CURRENT STATUS AND UTILIZATION
OF FFA SCHOOL FARMS IN
SOUTHWEST OKLAHOMA

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CHAPTER I

INTRODUCTION

The increased emphasis put on education in the last few years has brought about a need for improving our educational methods. A research effort in the area of school utilization has important implications for vocational agriculture to continue its position as a leader in vocational education. Moore and Borne (11) stated,

In 1982, Adler published The Paideia Proposal which was the beginning of more than 25 reports on the status of education in America [Passow, 1984]. These reports generally indicated that American Education was in bad shape and should return to the basics. It was generally recommended that tough new graduation requirements be implemented, standards be increased, and electives be reduced (p. 16).

Since vocational agriculture was considered an elective course, a great deal of effort has been put forth by the State Department of Vocational Agriculture, Agricultural Education Staff, Vocational Agriculture Instructors, other interested individuals, and groups to insure continued growth of the program. An important aspect of the educational concept of "Learning by Doing" has been through Supervised Occupational Experience Programs (SOEP). School farms have been found to be a worthwhile tool, especially for urban students, in keeping a well-rounded educational experience, the opportunity for hands-on experience in agriculture, and providing a facility to carry on required SOE programs.

Problem

Little descriptive information has been discovered concerning the status of Future Farmer of America (FFA) school farms in Oklahoma, and particularly information that pertains to the Southwest district. However, several studies concerning school farms in other states has been conducted revealing the status, financial management, and alternative types of student SOE programs.

School farms should offer opportunities for more in-depth learning experiences that are particularly valuable for students in developing a fuller realization of the world of work and the financial crisis currently facing agriculturists. As a result, many indicators reveal that benefits accrue not only to the student in potential earning power but to society as well as the local community.

A research effort addressing the status and utilization of school farms has the potential for directing attention to increasing student participation, enhancing student opportunities for skill development, possible alternatives in non-traditional agriculture, and agribusiness as well as allowing students to experience a "trial run" in traditional agriculture enterprises.

Purpose

The purpose of this study was to investigate the current status and utilization of FFA school farms in the Southwest district.

Objectives

In order to complete this study it was necessary to achieve the

following objectives:

1. To identify the schools that provide school farms in Southwest Oklahoma.
2. To ascertain demographic information that typifies general characteristics of teachers and school farms.
3. To identify the major problems of providing a school farm.
4. To determine the degree of utilization of the school farm.
5. To determine the benefits to the student by providing a school farm.
6. To determine the need for school farms in Southwest Oklahoma.

Rationale

A need for this study became evident when it was realized that a large percent of FFA members no longer live on the farm. Each student is required to have an SOE program but may or may not have a place to carry on this program. A study conducted by Cogdill and Reneau (2, p. 45) recommends, "Require all FFA members to have a supervised occupational experience program" and "chapter advisors should visit each student's supervised occupational experience program." If these recommendations are to be received, facilities must be available for student use.

Assumptions

The following assumptions were made about this report:

1. There was an extreme difference nation-wide as to what kinds and types of school farms are available for student use to increase their education.
2. Many school farms or laboratories were used chiefly for

educational laboratories, and in these instances, co-op type SOE programs are more prevalent.

3. In the Southwest district of Oklahoma the majority of the school farms were found to serve the purpose of carrying on an SOE program for urban or town students in providing individual ownership.

4. All agreed that the basic purpose of a school farm was for the education of students.

5. Funding is a problem with many school farms.

Definitions

The following are definitions of words or terms used in this report.

Vocational Agriculture - A course of study designed for students in all-day secondary public school programs; hereafter may be referred to in this study as Vo-Ag.

School Farm - Land or horticulture facility that allows the students to carry on a production or agricultural business type program under the supervision of the vocational agriculture instructor.

Supervised Occupational Experience (SOE) - A program where the student works and keeps records on production and/or agricultural business enterprises and is supervised by the local vocational agriculture instructor.

Southwest District - That area of Southwest Oklahoma that consists of the 14 counties in the Altus, Elk City, Chickasha, Lawton, and Anadarko Professional Improvement groups.

Scope

The study was limited to the Vo-Ag chapters in the Southwest district. These chapters had a wide range of production and agricultural business programs as evidenced by past performance on state and national levels of competition in the areas of proficiency awards, judging, contests, and crops and livestock exhibition. Because of their reputation and previous record, it was determined they could present a well-rounded study area.

This study included school farms involving Vo-Ag programs in 79 Southwest Oklahoma school districts.

Alex	Cement	Fletcher	Lookeba-Sickles	Sterling
Altus	Chattonooga	Fort Cobb	Mangum	Sweetwater
Amber-Pocasset	Cheyenne	Frederick	Merritt	Temple
Anadarko	Chickasha	Geronimo	Minco	Thomas
Apache	Clinton	Gotebo	Mountain View	Tipton
Arapaho	Cordell	Gould	Mustang	Tuttle
Arnett	Custer	Grandfield	Navajo	Union City
Big Pasture	Cyril	Granite	Ninnekah	Verden
Binger	Davidson	Harmon	Oney	Walters
Blair	Dill City	Hinton	Piedmont	Washita Heights
Bruxton	Duke	Hobart	Reydon	Weather- ford
Burns Flat	Eakly	Hollis	Roosevelt	
Butler	Eldorado	Hydro	Rush Springs	Yukon
Cache	Elgin	Indianhoma	Sayre	
Canute	Elk City	Lawton	Sentinel	
Carnegie	El Reno	LoneWolf	Snyder	
Carter	Erick		Southside	

The purpose of this study was to gather information from these schools that would be beneficial in giving direction to the use and purpose of school farms

CHAPTER II

REVIEW OF LITERATURE

This chapter was developed to present an overview of literature that relates directly and indirectly to this study.

The review was divided into four major areas to bring clarity and organization to the report. The areas were as follows: (1) Purpose of an SOE Program, (2) Need for School Farms, (3) Benefits of the School Farm to Student and Teacher, and (4) Major Problems Associated with School Farms.

Purpose of an SOE Program

In examining information concerning the value and purpose of SOE programs, one statement did more to cover this than any other. McGrew and Brown (7, p. 20) said, "The overwhelming purpose of SOE is to help prepare students for careers in the agriculture industry." It was recognized that any element that improves or increases the educational opportunities of students is a worthwhile venture. Zurbrick (19) found in a study of Arizona Vocational Agriculture students that, "the largest percent (74.1) identified the desire to gain occupational experience as one of the reasons for conducting an SOE program" (p. 19). Closer study of this report shows that many students are dissatisfied with their present SOE, not because they do not like it, but rather they want to do more. Increasing their level of knowledge seemed to be

their main concern. McGrew and Brown (7) learned that when they questioned students as to the value of SOE, almost ninety percent indicated that they believed that their SOE program would help them in their careers. With this in mind it was observed that a great deal of innovation and imagination has been used in developing SOE programs. Juestrich (6) commented,

A supervised occupational experience program is only as strong as the needs of the students it is designed to serve and the occupational goals it is designed to meet. It is well to keep this in mind when developing a SOE program where trends in agriculture are changing, with emphasis changing in our agriculture industry and with students that exhibit no agricultural background it is not the time to make rash decisions based on unfound information (p. 19).

The increased demands placed upon education have brought Vo-Ag under very close observation, and exceptional programs are needed to pass the test. Osborne and Reed (12, p. 18) noted, "If the agriculture program is closely aligned with the agricultural focus and needs of the community, the opportunities for SOE programs in urban programs may exceed those in rural programs." They further stated, "As in every other phase of the vocational agriculture program, rural or urban, the teacher is the key to effective SOE programs" (p. 18). These thoughts were best summed up by Sutphin and Berkey (16) who wrote:

It has long been recognized that the quality of a vocational program is largely determined by the teacher. Therefore, well-prepared teachers of agriculture, both in philosophy and knowledge, are critical to maintaining quality SOE programs in the agriculture education curriculum (p. 21).

Among informed educators SOE programs have been accepted as what makes vocational agriculture "vocational." Therefore, SOE must remain as an integral part of the agricultural instructional program.

Need for the School Farm
to Carry on the SOE

If the SOE is to remain strong it was found that, because of the increasing number of urban and town students and the decreasing number of rural or farm students, the school farm is a must. Ferrell (5) noted,

With guidance from the instructor, the school farm can aid and supplement the students' SOEP and also serve as a meaningful teaching aid. The school farm provides students an opportunity to apply field trip concepts as well as classroom concepts to their own SOE program (p. 9).

This comment is further supported by the statement of Pritchard (13), "There is very little doubt in the minds of those who have taught Vocational Agriculture that the laboratory is a very effective teaching/learning setting for students of vocational agriculture" (p. 4).

One of the main priorities on the national level has been quality SOE programs. However, achieving this takes innovative thinking. Limited school budgets and fewer farm vocational agriculture students give a clear picture that the use of school laboratories needs to be maximized. Sutphin (16) found that,

School based SOE programs are not unanimously accepted as a legitimate form of SOE program by agricultural educators. However, it does offer a cost-efficient alternative, under the teacher's control, which may be a necessary option is SOE programs are to be a part of vocational agriculture for all students (p. 22).

Sutphin (15) also found that 98 percent of the experts felt that all vocational agriculture students should have an SOE program. With this in mind, the need for school farms or laboratories becomes more evident.

Benefits of the School Farm to
the Student and Teacher

The school farm has allowed the student the opportunity to carry on an SOE program even if he or she does not have the land or facilities. It has provided an excellent opportunity for students to gain new insight as to different kinds of SOE programs. Williams and McCarthy (17) identified what they found to be,

The five greatest benefits students receive from school farm activities as perceived by Vocational Agriculture instructors were: (a) Increasing participation in the FFA, (b) Promoting group activities which developed individual leadership abilities, (c) Teaching students to respect the opinions, feelings, and concerns of others, (d) Generating circumstances for students to market agriculture products, and (e) Allowing students to understand the financial requirements of a farm business (p. 21).

According to Ferrell (5) their school farm has provided students with training in the following areas: SOE, Cooperative Activities, Community Service, Earning and Saving, Recreation, Public Relations, Alumni, Safety, and Building Our American Communities (BOAC). The school farm or laboratory is thought of as being an excellent teaching tool.

For the teacher, the school farm can be a rewarding experience. In some instances it provides him the opportunity to view a large number of SOE programs in a short time. One of the main benefits is it will help to justify the summer program according to Ferrell (5). Check and Arrington (2, p. 9) stated, "SOE programs on the land laboratory give increased visibility to the Vocational Agriculture program in the community and to the students." Surface and Holley (14) stated their facility was designed to give as much hands-on experience as

possible. This seemed to be the main idea behind all school farms.

Major Problems Associated with the School Farm

One of the major problems of school farms has been their lack of direction. In a study of Florida land laboratories, Zimmer (18) found that in most instances the vocational agriculture teacher had the responsibility of setting policy, and that over half of the land laboratories had no policy statement or objectives. Makin (8) stated, that, "Some agriculture teachers initiate and supervise poor laboratories projects" (p. 10). Moskwa (9) went on to say, "A poorly managed land laboratory can greatly tarnish the public's image of an agriculture program in light of other outstanding qualities it may have" (p. 17).

Another problem is financing the school farm. Generally there have been two reasons funding was not available.

1. The school cannot afford the cash outlay for a suitable school farm or laboratory.
2. The administration does not see the need for the school farm.

Whatever the reason, it is a problem that must be solved for the good of the program. If there is a shortage of funds, outside help can be obtained. If the administration does not see the need, then teachers must work to change the administration's view of the program, according to Berry (1).

The most critical problem of all could be the instructor. Makin (8, p. 10) stated, "Some agriculture teachers initiate and supervise poor laboratory projects." Moore (10) commented,

Teachers of agriculture who possessed the qualities of merit that were acceptable a decade or so ago when the work was new, when the problems were simple, may be wholly incompetent to meet the exacting demands of the modern, complex and bewildering turmoil incident to the birth of a new rural generation (pp. 4-5).

Well prepared teachers of agriculture are critical to maintaining quality SOE programs. It has been known for some time that quality vocational agriculture programs are largely determined by the teacher.

Summary

In summary, vocational agriculture and FFA were designed for the purpose of providing students with educational opportunities, school farms was one of the tools used in this educational process. Combs (4) quoting an alumnus who is now a medical doctor, of the Fullerton (California) Union High School District, stating,

. . . quite often I talk with people in the county hospital whom I feel are more intelligent than myself. Yet, they are down and not succeeding in this game of life. I had to consider why this was so. When I did, I concluded the difference was my opportunities in vocational agriculture (p. 13)

It was observed that most students felt that the SOE was a definite advantage for vocational agriculture students in helping them in their careers and expanding their knowledge. It was found that practically any type of SOE program can be established, but to be effective programs they should be in alignment with the community needs. Also, because of increased demand placed on education, agriculture will be under closer supervision than ever before.

It was stressed several times that the main cog in a successful program in the vocational agriculture instructor. If he is of the working innovative type, the program will benefit. The teacher should

structure the program with the needs of the students and community in mind.

The school farm has been determined to be a "must" if SOE programs are to be carried on by urban and town students.

CHAPTER III

PROCEDURES

The purpose of this chapter was to describe the procedures and methods used in collecting data for this study. In order to gather information which would provide material relating to the objectives and intent of the study, a population was selected and a survey instrument was developed. Methods were established to help in collection of data, and analysis procedures were formulated. It was decided that data would be collected in the Spring of 1987. Specific objectives used to provide direction for the research were as follows:

1. To identify the schools that provide school farms in Southwest Oklahoma.
2. To ascertain demographic information that typifies general characteristics of teachers and school farms.
3. To identify the major problems of providing a school farm.
4. To determine the degree of utilization of the school farms.
5. To determine the benefits to the student from providing a school farm.
6. To determine the need for school farms in Southwest Oklahoma.

The Population

The population selected was 79 Vo-Ag programs in the Southwest district of Oklahoma which consisted of teacher representatives in the

Altus, Elk City, Chichasha, Lawton, and Anadarko Professional Development groups. The area was selected because of the researcher's interest and familiarity with this area. All schools with vocational agriculture programs in this area were administered a questionnaire, only those with school farms were evaluated. Due to the size of the population it was determined that distribution of the questionnaire could be done more efficiently at Professional Improvement meetings.

A total of 79 questionnaires were distributed during the Spring of 1987. Approximately 70 percent (55) of the teachers participated in this survey.

The population distribution among professional improvement groups was as follows: 21-Altus; 13-Anadarko; 13-Chichasha; 21-Elk City; and 11-Lawton (Figure 1). The 55 teacher respondents represented 40 single teacher and 15 multiple teacher programs.

A follow-up of non-respondents consisted of personal contact and telephone calls during May, 1987.

Twelve (50 percent) of the 24 non-respondents were interviewed by phone during the follow-up. A comparison between respondents and non-respondents on the whole revealed little difference with regard to the teacher's age, teaching experience, tenure, and general characteristics of school farms.

Development of the Instrument

After examining the size of the population it was determined that the best method of gathering information would be through the use of a self-administered questionnaire. The questionnaire was developed after consulting with the author's adviser, teacher education staff, and

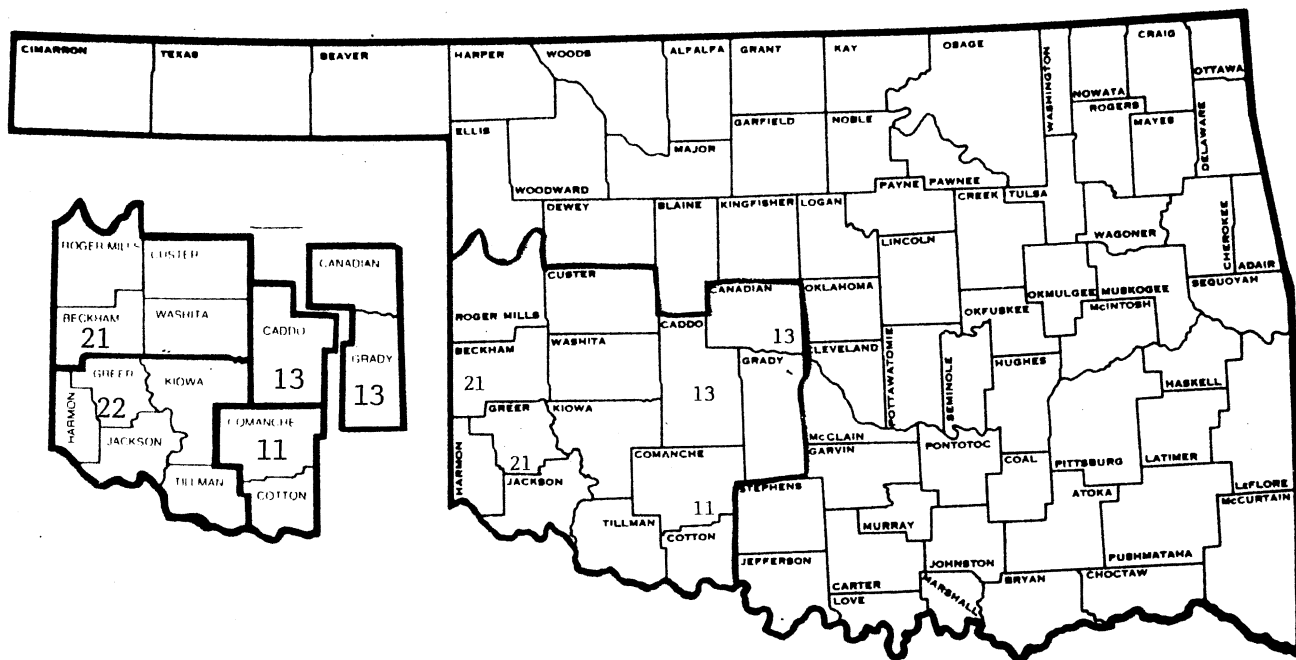


Figure 1. Location and distribution of Vo-Ag Programs in the Southwest District.

reviewing several similar questionnaires. It was then field tested outside the district and revisions were made. The survey instrument consisted of 26 items designed to ascertain data that were of both nominal and ordinal in nature and two open-ended questions. The 26 forced response questions addressed the demographics of teachers and general characteristics of the school farms, parental visits, availability of facilities, level of support, annual budget, and major limitations.

Collection of Data

The questionnaires were distributed during the Spring of 1987. The surveys were personally administered to teachers in all 79 Vo-Ag programs in the five professional improvement groups. Directions explaining how to complete the survey were given by the author.

Follow-up of non-respondents consisted of personal contact and telephone conversations. Forty-five teachers with school farm programs participated in the study.

Analysis of Data

Calculations and data derived from the 28 item survey instrument were computed utilizing a hand calculator.

For each of the statements in the questionnaire, demographic information and status and utilization of school farms were determined. Both nominal and ordinal information were acquired to describe the data collected. Frequency distributions, percentages, and rank order were the descriptive statistics used to treat the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter was to present, describe, and analyze the major emphasis, size, facilities, use, and financial support of school farms in the Southwest district of Oklahoma. This area included 79 vocational agriculture and FFA programs in Beckham, Caddo, Canadian, Comanche, Cotton, Custer, Grady, Greer, Harman, Jackson, Kiowa, Roger Mills, Tillman, and Washita counties. The information was collected by the use of a survey designed to collect both nominal and ordinal data pertaining to school farms in the Southwest district. It was decided not to include schools that declined to complete the survey. Fifty-five schools (69.62 percent) responded to the survey, while 45 conducted school farm programs.

The identifying characteristics of the vocational agriculture department and the instructor were reported in the first section of this chapter. The type of facilities, support, and financial assistance was devoted to the need, limitation, and problems associated with the school farm. The fourth section focused on the need and perceived use of the school farm.

Characteristics of the Vocational Agriculture (Vo-Ag) Programs

The school farms addressed in this survey were found in the Vo-Ag programs that make up the Southwest district. The telephone and postal service were utilized to collect the data. Seventy-nine instructors were sent surveys asking if they had school farms. Fifty-five responded to the survey and 45 (81.81 percent) indicated they had a school farm. Those 45 were the programs used for this study.

The statistical analysis was based upon the information gathered and the frequency of responses given on each statement of a 28 question survey that was administered to each instructor.

Table I indicated that 14 (31.11 percent) of the programs that responded were multiple teacher departments and 31 (68.89 percent) were single teacher departments.

Table II revealed the teaching experience of the instructors that responded to the survey in the 14 county area. The largest group, 16 (35.55 percent), had 11 to 15 years of teaching experience. This was followed by 12 teachers (26.67 percent) having six to 10 years of experience. In addition 12 teachers (26.67 percent) had zero to five years of experience, three teachers (6.67 percent) had taught 16 to 20 years while none had taught 21 to 25 years. Only one teacher (2.22 percent) had been teaching 26 to 30 years leaving one teacher (2.22 percent) that had taught 31 years or more.

Table III revealed the years of tenure of the respondents in the present school. Instructors with zero to five years at the present location included 19 (42.22 percent), while 16 (35.56 percent) had six

TABLE I
A DISTRIBUTION OF TEACHER RESPONDENTS BY THE SIZE OF
THEIR VO-AG DEPARTMENTS

Multiple Teacher Department Size	Frequency (N=45)	Percent %
Multiple Teacher	14	31.11
Single Teacher	31	68.89
Total	45	100.00

TABLE II
A DISTRIBUTION OF TEACHER RESPONDENTS BY
YEARS OF TEACHING EXPERIENCE

Years of Teaching Experience	Frequency (N=45)	Percent %
0 - 5	12	26.67
6 - 10	12	26.67
11 - 15	16	35.55
16 - 20	3	6.67
21 - 25	0	0.00
26 - 30	1	2.22
31 and over	1	2.22
Total	45	100.00

TABLE III
A SUMMARY OF THE TEACHERS' TENURE
IN PRESENT SCHOOL

Tenure	Frequency (N=45)	Percent %
0 - 5	19	42.22
6 - 10	16	35.56
11 - 15	7	15.56
16 - 20	2	4.44
21 - 25	1	2.22
26 - 30	-	----
31 and over	-	----
Total	45	100.00

to 10 years. Seven (15.56 percent) made up the 11 to 15 year group, while two (4.44 percent) had been at their present location for 16 to 20 years. The remainder of this table revealed one (2.22 percent) with 21 to 25 years of tenure. No teachers had 26 or more years of experience.

Table IV examined the years of teaching experience of respondents in the Southwest district. Seventeen (37.78 percent) had zero to five years in the Southwest district, while 11 (24.44 percent) had taught six to 10 years. There were 12 (26.67 percent) with 11 to 15 years and three (6.67 percent) had taught in the surveyed district for 16 to 20 years. One (2.22 percent) had 21 to 25 years, one (2.22 percent), had 26 to 30 years and no respondent had been teaching more than 31 years in the Southwest district.

Table V noted the gender of the Vo-Ag instructor that answered the survey. Only one (2.22 percent) of those answering were female, while 44 (97.78 percent) males answered the survey. However, there was only one female instructor in the Southwest district.

Table VI revealed the age of Vo-Ag instructors that were surveyed. None of the instructors were less than 23 years of age, while five (11.10 percent) were in the 23 to 25 range. The second largest group fell in the 26 to 30 age group with 12 (26.70 percent). Six (13.33 percent) were 31 to 35, and the largest group having 15 (33.33 percent) teachers represented was the 36 to 40 age group. Five (11.10 percent) were 41 to 45, no teachers were represented in the 46 to 50 range, and one (2.22 percent) was 51 to 55, while one (2.22 percent) fell into the 56 to 60 age group. No teacher was 61 or over.

TABLE IV
A SUMMARY OF THE TEACHER RESPONDENTS' TEACHING
EXPERIENCE IN THE SOUTHWEST DISTRICT

Experience in District	Frequency (N=45)	Percent %
0 - 5	17	37.78
6 - 10	11	24.44
11 - 15	12	26.67
16 - 20	3	6.67
21 - 25	1	2.22
26 - 30	1	2.22
31 and Over	-	-----
Total	45	100.00

TABLE V
A DISTRIBUTION OF TEACHER RESPONDENTS BY GENDER

Gender	Frequency (N=45)	Percent %
Female	1	2.22
Male	44	97.78
Total	45	100.00

TABLE VI
DISTRIBUTION OF TEACHER RESPONDENTS BY AGE CATEGORY

Age	Frequency (N=45)	Percent %
Less than 23	--	-----
23 - 25	5	11.10
26 - 30	12	26.70
31 - 35	6	13.33
36 - 40	15	33.33
41 - 45	5	11.10
46 - 50	--	-----
51 - 55	1	2.22
56 - 60	1	2.22
61 and Over	--	-----
Total	45	100.00

Table VII focused upon how many years the chapter had operated a school farm. Seven (15.55 percent) have been operating a school farm for five years or less, while eight (17.77 percent) have been in operation six to 10 years. Six (13.33 percent) have operated a farm for 11 to 15 years with the largest number, 10 (22.22 percent), being in the 16 to 20 range. Four (8.90 percent) falls in the 21 to 25 range, six (13.33 percent) has operated for 26 to 30 years and four (8.90 percent) has been operating a school farm for 31 or more years.

Table VIII indicates the number of FFA members in the local chapter. Two (4.44 percent) has less than 20 members, while 12 (26.66 percent) reported 21 to 30 members and seven (15.54 percent) show 31 to 40 FFA members. Four (8.90 percent) stated they had 41 to 50 members, eight (17.80 percent) had 51 to 60, two (4.44 percent) had 61 to 65 and 10 (22.22 percent) had 66 or more FFA members.

The major emphasis of the Vo-Ag FFA programs was observed in Table IX. The area respondents most often ranked first was a total program which received 36 (80.00 percent) first place considerations. SOE was second with six (13.33 percent) and Exhibition third with two (4.44 percent) responses. Agriculture Mechanics received one (2.22 percent) response. The areas of classroom instruction, leadership, horticulture, and judging contests received no first place votes; however, leadership and classroom instruction received several second place votes.

Table X indicated the major emphasis of the school farms was livestock (43 - 95.56 percent), two (4.44 percent) rated field crops first, while other choices were not considered. Since this was a very strong livestock showing district this response was not surprising.

TABLE VII
A DISTRIBUTION OF FFA SCHOOL FARMS BY YEARS OF OPERATION

Years of Operation	Frequency (N=45)	Percent %
0 - 5	7	15.55
6 - 10	8	17.77
11 - 15	6	13.33
16 - 20	10	22.22
21 - 25	4	8.90
26 - 30	6	13.33
31 and Over	4	8.90
Total	45	100.00

TABLE VIII

A DISTRIBUTION OF FFA CHAPTERS IN THE SOUTHWEST
DISTRICT BY NUMERICAL SIZE

Size of FFA Chapter	Frequency (N=45)	Percent %
20 or less	2	4.44
21 - 30	12	26.66
31 - 40	7	15.54
41 - 50	4	8.90
51 - 60	8	17.80
61 - 65	2	4.44
66 or more	10	22.22
Total	45	100.00

TABLE IX

A SUMMARY OF THE CURRENT EMPHASIS OF VO-AG/FFA PROGRAM IN THE
SOUTHWEST DISTRICT BY AREA OF MAJOR EMPHASIS

Major Emphasis	Frequency (N=45)	Percent %	Rank
SOE	6	13.34	2
Exhibition	2	4.44	3
Classroom Instruction	0	-----	--
Agriculture Mechanics	1	2.22	4
Horticulture	0	-----	--
Leadership	0	-----	--
Judging Contest	0	-----	--
A Total Program (Classroom/ SOE/FFA)	36	80.00	1
Total	45	100.00	

TABLE X
A SUMMARY OF THE EMPHASIS FOR SCHOOL FARMS IN THE
SOUTHWEST DISTRICT BY AREA OF MAJOR EMPHASIS

Major Emphasis	Frequency (N=45)	Percent %	Rank
Livestock	43	95.56	1
Field Crop	2	4.44	2
Pasture	--	-----	-
Horticulture	--	-----	-
Demonstration Plot	--	-----	-
Livestock/crops	--	-----	-
Other	--	-----	-
Total	45	100.00	

School farm size was addressed in Table XI. Twenty-five (55.55 percent) teachers indicated the size of the school farm to be zero to five acres, while seven (15.55 percent) quoted six to 10 acres and four (8.90 percent) indicated 11 to 15 acres. No farms were indicated in the 16 to 20 acre size, while three (6.67 percent) had 21 to 30 acres, and six (13.33 percent) had 31 acres or more in their school farm.

Table XII addressed the question of how often does the majority of parents visit the school farm. "Very Often" received 11 (24.44 percent) of the responses, while 13 (28.90 percent) cited "Often" and 16 (35.55 percent) expressed that most parents visit the school farm only "Some of the Time." "Seldom" received five (11.11 percent) of the responses and no chapter checkes "None" as a response.

Table XIII examined the availability of facilities at the school farm. Twenty-nine (64.44 percent) had electricity, water, housing, and feeders, while 14 (31.12 percent) had electricity, water, housing, feeders, tillage, and grounds keeping equipment. In addition one (2.22 percent) indicated the combination of questions eight and nine, which indicated greenhouse, electricity, water, housing, and feeders. One farm (2.22 percent) had only water available and was used mainly for crops.

Table XIV noted the description of facilities. Fifteen (33.30 percent) stated their facilities were excellent, while 19 (42.22 percent) expressed their facilities were in good condition. Fair condition was selected by eight (17.78 percent) of the respondents and three (6.70 percent) noted their school farm facilities were in poor condition.

TABLE XI
A DISTRIBUTION OF SCHOOL FARMS IN THE SOUTHWEST
DISTRICT BY SIZE

Size in Acres	Frequency (N=45)	Percent %
0 - 5	25	55.55
6 - 10	7	15.55
11 - 15	4	8.90
16 - 20	--	----
21 - 30	3	6.67
31 plus acres	6	13.33
Total	45	100.00

TABLE XII
A SUMMARY OF PARENTAL VISITS TYPICAL FOR SCHOOL FARMS IN
THE SOUTHWEST DISTRICT BY FREQUENCY

Frequency of Parental Visits	Frequency (N=45)	Percent %
Very Often	11	24.44
Often	13	28.90
Some	16	35.35
Seldom	5	11.11
None	0	----
Total	45	100.00

TABLE XIII
A DISTRIBUTION OF RESPONDENTS' SCHOOL FARMS BY
FACILITIES AVAILABLE

Facilities Available	Frequency (N=45)	Percent %
Electricity	--	-----
Water	1	22.22
Housing	--	-----
Groundskeeping, Equipment*	--	-----
Tillage Equipment	--	-----
Tractor*	--	-----
Feeders	--	-----
Greenhouse*	--	-----
Electricity, Water, Housing, Feeders*	29	64.44
Electricity, Water, Housing, Feeders, Tillage, Grounds- keeping	14	31.12
Combination*	1	2.22
Total	60	100.00

TABLE XIV
A DISTRIBUTION OF THE RESPONDENTS' SCHOOL FARMS
BY THE CONDITION OF FACILITIES

Condition of Facilities	Frequency (N=45)	Percent %
Excellent	15	33.30
Good	19	42.22
Fair	8	17.78
Poor	3	6.70
Total	45	100.00

General Information Addressing the Support,
Upkeep, and Needs of the School Farm

Table XV examined how the school farm was supported. The majority of responses stated 21 (46.67 percent) were supported by the school and FFA. Nine (20.00 percent) indicated the school supports the farm and another nine (20.00 percent) stated the school, FFA, and students that use the farm provide all of the support. Five (11.11 percent) responded the FFA supported the farm, while one (2.22 percent) cited their young farmers.

What level (percent) of support was provided by support groups was addressed in Table XVI. Five (11.10 percent) felt that the school provided zero to 20 percent of the support, while two (4.44 percent) noted the school provided 21 to 40 percent and 11 (24.44 percent) quoted 41 to 60 percent. Another 10 (22.22 percent) stated 61 to 80 and 17 (37.78 percent) felt the school provided 81 to 100 percent of the support. In further examination of the tables, 16 (35.55 percent) felt the FFA provided zero to 20 percent. Twelve (26.67 percent) stated 21 to 40 percent as the figure, and 10 (22.20 percent) noted 41 to 60 percent as the amount of support the FFA provided. Four (8.88 percent) stated 60 to 80, while three (6.70 percent) cited 81 to 100 percent. In two (4.44 percent) responses it was cited that students and young farmers provided 21 to 40 percent of the support.

In Table XVII it was observed that 42 (95.56 percent) programs allowed both FFA and 4-H students to use the school farm. Two (4.44 percent) chose the other category and cited FFA, 4-H, and adults. Further study in Table XVIII showed what level of use (percent) is

TABLE XV
A DISTRIBUTION OF THE RESPONDENTS' SCHOOL FARMS BY THE
AREAS FROM WHICH THEY DERIVE SUPPORT

Area of Support	Frequency (N=45)	Percent %
School	9	20.00
FFA	5	11.11
Students that use the farm	--	-----
Young Farmers	1	2.22
School/FFA	21	46.67
School/FFA/Students that use the farm	9	20.00
Total	45	100.00

TABLE XVI

A. SUMMARY OF RESPONDENTS' PERCEIVED SUPPORT LEVELS AS A PERCENTAGE
PROVIDED BY SUPPORT GROUPS FOR SCHOOL FARMS IN THE
SOUTHWEST DISTRICT

Support Group and Level of Support	Frequency (N=45)	Percent %
<u>School</u>		
0 - 20	5	11.10
21 - 40	2	4.44
41 - 60	11	24.44
61 - 80	10	22.22
81 - 100%	17	37.80
<u>FFA</u>		
0 - 20	16	35.55
21 - 40	12	26.67
41 - 60	10	22.20
61 - 80	4	8.88
81 - 100%	3	6.70
<u>Students</u>		
0 - 20	43	95.56
21 - 40	2	4.44
41 - 60	---	----
61 - 80	---	----
81 - 100%	---	----
<u>Young Farmers</u>		
0 - 20	43	95.56
21 - 40	2	4.44
41 - 60	---	----
61 - 80	---	----
81 - 100%	---	----

TABLE XVII

A SUMMARY OF GROUPS UTILIZING SCHOOL FARMS AS REPORTED
BY RESPONDENTS IN THE SOUTHWEST DISTRICT

Groups Utilizing School Farms	Frequency (N=45)	Percent %
FFA	--	-----
4-H	--	-----
Adults	--	-----
FFA/4-H	43	95.56
Other	2	4.44
Total	45	100.00

derived from the school farm by the community groups or organizations. Twelve (26.67 percent) noted 41 to 60 percent was the amount for FFA use, while 18 (40 percent) responded 61 to 80 and 15 (33.33 percent) cited 81 to 100 percent as the use for FFA. Upon observing the 4-H use of the School farm 10 (33.33 percent) stated zero to 20, 18 (40.00 percent) quoted 21 to 40 percent, while 12 (26.67 percent) set 41 to 60 percent as their figure of use by the 4-H. Forty-five (100 percent) noted adults use the school farm zero to 20 percent.

Table XIX revealed the annual budget for the school farm. Nineteen (42.41 percent) ranked the 501 to 1000 dollar range as their first choice, while six (13.33 percent) quoted zero to 250 as the amount spent annually on their school farm. Another six (13.33 percent) cited 251 to 500 dollars, six (13.33 percent) responded 1001 to 2000, four (8.90 percent) used the figure 2001 to 5000 and four (8.90 percent) noted 5001 dollars or more was the correct figure for their school farm budget.

Table XX addressed the question of how many students have an SOE program directly as a result of the school farm. Five (11.11 percent) noted zero to five, 12 (26.67 percent) cited six to 10, seven (15.56 percent) checked 11 to 15, while another 10 (22.22 percent) responded 16 to 20 as having SOE's because of school farms. Further study revealed three (6.67 percent) noted 21 to 25, no one cited 26 to 30, and one (2.22 percent) quoted 31 to 35, two (4.44 percent) responded 36 to 40, and still another one (2.22 percent) revealed 40 to 50, while four (8.89 percent) stated 51 and over as the number of students that had an SOE because of school farm availability.

TABLE XVIII

A SUMMARY CONCERNING THE LEVEL OF USE OF SCHOOL FARMS BY
COMMUNITY GROUPS OR ORGANIZATIONS

Level of Utilization by Group	Frequency (N=45)	Percent %
<u>FFA</u>		
0 - 20	--	----
21 - 40	--	----
41 - 60	12	26.67
61 - 80	18	40.00
81 - 100%	15	33.33
<u>4-H</u>		
0 - 20	15	33.33
21 - 40	18	40.00
41 - 60	12	26.67
61 - 80	--	----
81 - 100%	--	----
<u>Adults</u>		
0 - 20	45	100.00
21 - 40	--	----
41 - 60	--	----
61 - 80	--	----
81 - 100%	--	----

TABLE XIX

A DISTRIBUTION OF RESPONDENTS' SCHOOL FARMS IN THE SOUTHWEST
DISTRICT BY ESTIMATED ANNUAL BUDGET

Budget (Dollars)	Frequency (N=45)	Percent %
\$ 0 - 250	6	13.33
251 - 500	6	13.33
501 - 1000	19	42.21
1001 - 2000	6	13.33
2001 - 5000	4	8.90
Over 5000	4	8.90
Total	45	100.00

TABLE XX

A DISTRIBUTION OF VO-AG DEPARTMENTS IN THE SOUTHWEST DISTRICT
 PROVIDING STUDENTS WITH SOE OPPORTUNITIES AS A RESULT
 OF HAVING SCHOOL FARMS AVAILABLE

SOE Programs	Frequency (N=45)	Percent %
0 - 5	5	11.11
6 - 10	12	26.67
11 - 15	7	15.56
16 - 20	10	22.22
21 - 25	3	6.67
26 - 30	--	-----
31 - 35	--	2.22
36 - 40	2	4.44
41 - 50	--	-----
51 plus	4	8.89
Total	60	100.00

Selected Limitations and Needs
of the School Farm

The major limitations of the school farm were examined in Table XXI. Four (8.90 percent) listed school attitude as a limitation, one (22.22 percent) stated parental attitude, while two (4.44 percent) noted student attitude. Another two (4.44 percent) cited teacher attitude as a limitation. The number one answer, 30 (66.67 percent) viewed financial reasons as the main school farm limitation. Six (13.33 percent) checked other and cited, no tractor, student finances, and rented property as limitations.

Table XXII addressed the major problems associated with the school farm. Predators were labeled by three (6.67 percent) of the respondents as a problem, while eight (17.80 percent) cited birds, seven (15.56 percent) noted waste disposal, and 15 (33.30 percent) listed vandalism as the main concern. Nine (20.00 percent) cited dogs as a problem to school farms and three (6.67 percent) chose other and specific upkeep, distance, and lack of money.

The providing of upkeep and maintenance was examined in Table XXIII. The number one response was the other category which listed students and teachers in a joint effort. Seventeen (37.78 percent) cited this response. Only three other responses were noted. Twelve (26.67 percent) cited students, three (6.66 percent) stated hired personnel, while 13 (28.89 percent) felt teachers did the majority of the upkeep and maintenance.

Table XXIV noted the location of the school farm. Twenty-three (51.11 percent) had school farms within the city limits. Another 15

TABLE XXI
A DISTRIBUTION OF MAJOR LIMITATIONS CONCERNING
SCHOOL FARMS AS REPORTED BY RESPONDENTS

Limitations	Frequency (N=45)	Percent %
School Attitude	4	8.90
Community Attitude	0	-----
Parental Attitude	1	2.22
Student Attitude	2	4.44
Teacher Attitude	2	4.44
Financial	30	66.67
Other	6	13.33
Total	45	100.00

TABLE XXII

A SUMMARY OF MAJOR PROBLEMS ASSOCIATED WITH SCHOOL
FARMS AS REPORTED BY RESPONDENTS

Problem Areas	Frequency (N=45)	Percent %
Predators	3	6.67
Birds	8	17.80
Waste Disposal	7	15.56
Vandalism	15	33.30
Dogs	9	20.00
Others	3	6.67
Total	45	100.00

TABLE XXIII

A DISTRIBUTION OF GROUPS WITHIN FFA CHAPTERS PROVIDING THE
 MAJORITY OF UPKEEP AND MAINTENANCE FOR SCHOOL
 FARMS IN THE SOUTHWEST DISTRICT

Group	Frequency (N=45)	Percent %
Students	12	26.67
Parents	--	-----
Alumni	--	-----
Young Farmers	--	-----
Hired Personnel	3	6.66
Teachers	13	28.89
Others (Students/Teachers)	17	37.78
Total	45	100.00

TABLE XXIV
A SUMMARY OF SCHOOL FARMS IN THE SOUTHWEST
DISTRICT BY AREA OF LOCATION

Area of Location	Frequency (N=45)	Percent %
Within City Limits	23	51.11
Adjoining City Limits	15	33.33
0 - 1 Miles	4	8.90
2 Miles	1	2.22
3 Miles	1	2.22
4 Miles	--	----
5 Miles	1	2.22
Over 5 Miles	--	----
Total	60	100.00

(33.33 percent) noted their school farm adjoining the city limits and four (8.90 percent) had school farms zero to one mile from the city. One (2.22 percent) cited two miles as their school farm distance from the city limits, one (2.22 percent) was three miles from town, and another school farm (2.22 percent) was five miles from the city limits.

Table XXV addressed the question, in distance or location a prohibitive factor to student use of the school farm. Forty-three (95.56 percent) stated no, while two (4.44 percent) felt that distance was a prohibitive factor. In addition Table XXVI noted 44 (97.78 percent) felt the school farm was an asset to student's SOE programs, while only one (2.22 percent) shared the opinion that it was not an asset.

Question 27 and 28 on the survey were open-ended questions. Question 27 addressed the ideal use of the school farm in different communities. There were a variety of answers but the ones most often mentioned was a place to keep animal SOE projects with an 86.67 percent response. Other items listed were horticulture facilities and a more intensive use of test projects. Question 28 asked what would be needed to implement this ideal school farm. Nearly all (77.78 percent) listed financial assistance. Equipment, facilities, labor, and land were also mentioned as items that would be needed for an ideal school farm.

TABLE XXV

A SUMMARY OF WHETHER OR NOT DISTANCE OR LOCATION
WAS A PROHIBITIVE FACTOR TO STUDENTS
USING SCHOOL FARM FACILITIES

Prohibitive Factor	Frequency (N=45)	Percent %
Yes	2	4.44
No	43	95.56
Total	45	100.00

TABLE XXVI

A SUMMARY OF RESPONDENTS' OPINIONS WHETHER OR NOT
SCHOOL FARMS WERE PERCEIVED AS AN ASSET
TO THE STUDENTS' SOE PROGRAMS

Asset	Frequency (N=45)	Percent %
Yes	44	97.78
No	1	2.22
Total	45	100.00

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to provide a complete summary of the following areas: Purpose of the Study, Rationale, Design and Procedure, Major Findings of the Research, and Conclusions. Recommendations were outlined based on the analysis of data and major findings.

Purpose of the Study

The purpose of this study was to investigate current status and utilization of the FFA school farms in the Southwest district.

Rationale for the Study

The fact that more students live in the city or urban surroundings than ever before and those students must have a place to carry on an SOE prompted the need for a study of school farms in Southwest Oklahoma. In addition the continued emphasis put upon improving the quality of education has placed a bigger burden upon elective courses such as Vocational Agriculture in improving their worth. It has been recognized that education must be strong in all areas of instruction and SOE is a major area of Vo-Ag programs.

Design of the Study

This study involved 45 Vo-Ag programs with FFA school farms in the 14 counties that make up the Southwest district. There were 79 Vo-Ag programs in the Southwest district with 15 of those being multiple teacher and 64 single teacher departments.

A 28 item survey was developed with the assistance of the Oklahoma State University Agricultural Education staff and approved for data collection. The survey instrument was utilized to ascertain both nominal and ordinal data. The descriptive statistics utilized to treat the data were frequency distributions, percentages, and rank orders.

Major Findings of the Study

The following were selected to cite the major findings of this study.

1. General characteristics of Vo-Ag programs in the Southwest district.
2. Characteristics and major emphasis of school farms.
3. Support and utilization of school farms.
4. Major limitations and problems concerning school farms.

General Characteristics of the Vo-Ag Programs

With reference to general characteristics of the Vo-Ag instructors, 12 (26.67 percent) had 11 to 15 years of teaching experience, while 11 (24.44 percent) had taught six to 10 years in their present school and another 17 (37.78 percent) had taught five years or less.

There were 14 multiple teacher departments and 21 single teacher departments that responded to the survey. Of this group, one instructor was female and 44 were male. Fifteen (33.33 percent) of the instructors were 36 to 40 years of age. In addition it was found that 10 (22.22 percent) of the programs had operated school farms for 16 to 20 years, and 12 (26.66 percent) have only 21 to 30 FFA members enrolled in all-day vocational agriculture classes. In determining emphasis of the programs it was found that 36 (80.00 percent) felt they had a total program (classroom/SOE/FFA), while six (13.33 percent) favored SOE. However, two (4.44 percent) rated exhibition as their number one choice, while one (2.22 percent) indicated Agriculture Mechanics. No other items were listed first, however classroom instruction and leadership were rated high, while horticulture was rated near the bottom on all but two instances.

Characteristics and Major Emphasis of the School Farm

The major emphasis of the school farm in all cases was for livestock use, however, in two instances field crops were rated first. The majority of the school farms were zero to five acres as indicated by 25 (55.55 percent) of the instructors, while seven (15.55 percent) stated their school farms were six to 10 acres in size. Together this group represents over 71 percent of the teacher respondents.

Sixteen instructors (35.55 percent) stated that the majority of the parents only visit the school farm "some of the time", while five (11.11 percent) indicated "seldom". However, 13 (28.90 percent) teachers stated that parents affiliated with their programs visited often and

11 (24.44 percent) felt parents visited the farm very often.

Most respondents stated their school farm facilities were in "good" condition. Nineteen (42.22 percent) checked this category, while 15 (33.30 percent) stated their farms were in excellent condition. Twenty-nine (64.44 percent) cited that their school farms provided electricity, water, housing, and feeders for student use.

Support and Utilization of the School Farm

In addressing this area 21 (46.67 percent) responded that the school and FFA provided most of the support. However, when breaking these support areas down into percentages, 17 (37.80 percent) responded that the school provided 81 to 100 percent of the support, while 16 (35.55 percent) stated the FFA provided 20 percent or less of the support. Nineteen (42.21 percent) teachers cited the annual budget for their school farms was \$501 to \$1,000.

Forty-three (95.56 percent) stated the FFA and 4-H use the school farm in a joint effort. Upon further examination 18 (40.00 percent) instructors stated the FFA used the farm 61 to 80 percent of the time, while 15 (33.33 percent) cited over 80 percent of the time. Eighteen (40.00 percent) teachers responded that the 4-H used the school farm from 21 to 40 percent of the time, while 12 (26.67 percent) indicated 4-Her's utilized their facilities from 41 to 60 percent of the time. However, 15 (33.33 percent) teachers felt the 4-H used their school farms less than 21 percent of the time.

TABLE XXVII

A COMPARISON OF GENERAL CHARACTERISTICS PERTAINING TO TEACHER
RESPONDENTS AND SCHOOL FARMS IN SOUTHWEST OKLAHOMA

Characteristics	<u>Frequency Distribution of Teacher Responses</u>	
	Total-N=45 N	%
<u>Department Status</u>		
Single Teacher	31	68.89
Multiple Teacher	14	31.11
<u>Teaching Experience</u>		
0 - 15	40	88.90
16 and Over	5	11.10
<u>Teacher's Age</u>		
23 - 35	23	51.12
36 - 45	20	44.44
46 and Over	2	4.44
<u>FFA Chapter Membership</u>		
0 - 20	2	4.44
21 - 30	12	26.67
31 - 50	11	24.43
51 - 60	8	17.77
61 and Over	12	26.67
<u>Major Emphasis of Program</u>		
"Total Program"	36	80.00
SOE	6	13.33
Exhibition	2	4.44
Agriculture Mechanics	1	2.23
<u>Major Emphasis of School Farms</u>		
Livestock	43	95.56
Field Crops	2	2.44
<u>Size of School Farms</u>		
0 - 5	25	55.55
6 - 10	7	15.55
11 - 15	4	8.90
21 - 30	3	6.67
31 or more acres	6	13.33
<u>Sources of School Farm Support</u>		
Local School	9	20.00
FFA Chapter	5	11.11
School/FFA	21	46.67
Young Farmers	1	2.22
School/FFA/Students	9	20.00

TABLE XXVII (Continued)

Characteristics	<u>Frequency Distribuiton of Teacher Responses</u>	
	Total N	-N=45 %
<u>Groups Using School Farm</u>		
FFA/4-H	43	95.56
FFA/F-H/Adults	2	4.44
<u>Major Limitations</u>		
School's Attitude	4	8.90
Parental Attitudes	1	2.22
Student Attitudes	2	4.44
Teacher Attitudes	2	4.44
Financial	30	66.67
Other	6	13.33
<u>Major Problems</u>		
Predators	3	6.67
Birds	8	17.80
Waste Disposal	7	15.56
Vandalism	15	33.30
Dogs	9	20.00
Other	3	6.67
<u>Sources of Upkeep and Maintenance</u>		
Students	12	26.67
Hired Personnel	3	6.67
Vo-Ag Teacher	13	28.89
Students/Teachers	17	37.78

Major Limitations and Problems

Six factors were cited as major limitations of school farms; however, financing received 20 (66.67 percent) responses. Other areas receiving attention were school attitude, student attitudes, and teacher attitude.

Fifteen (33.30 percent) teachers indicated that vandalism was a major problem at their school farms, while nine (20 percent) stated that dogs were a major area of concern for them. In addition, eight (17.80 percent) of the teachers considered birds a major difficulty and seven (15.56 percent) stated that waste disposal was a major problem for their program.

A majority of the upkeep and maintenance was provided by students and teachers. Seventeen (37.78 percent) of the respondents indicated that the teachers and students were involved in the majority of the maintenance that took place at their school farms, while 13 (28.89 percent) teachers stated that they provided most of the upkeep and maintenance. However, 12 (26.67 percent) of the teachers indicated that the students conducting SOE programs at the school farms were responsible for maintenance and upkeep.

While distance and location were not prohibitive factors for all Vo-Ag programs with school farms, some limitations were cited. Twenty-three (51.11 percent) of the teacher respondents stated that their school farms were located within the city limits, while 15 (33.33 percent) indicated that their school farms bordered the city limits. However, four (8.90 percent) teachers revealed that their school farms were within one mile of the city limits. Regardless of distance or

location 43 (95.56 percent) teachers pointed out that distance was not a prohibitive factor in students conducting SOE programs. The overwhelming majority (44-97.78 percent) indicated that the school farm was a definite asset to student SOE programs. SOE was listed by over 86 percent of the teacher respondents as the ideal use for school farms in the Southwest district, while finances were mentioned by over 77 percent of the respondents as a major need for school farms.

Conclusions

The following conclusions were based on the analysis of the data and subsequent findings.

1. It was readily apparent that the major emphasis for school farms in the Southwest district was for livestock.
2. The Vo-Ag teachers participating in this study strive to offer a total program that is balanced with regard to classroom instruction, SOE, and FFA.
3. It was concluded that finances were a major limitation of school farms in the Southwest district.
4. It was apparent that the condition of school farms and facilities were in good operating condition.
5. Based on the findings FFA members and others using the school farm work together in developing support for the school farm program.
6. A rather definite conclusion was drawn that Vo-Ag teachers participating in this study work with 4-H members in assisting them to utilize FFA school farms and facilities.
7. There was an apparent lack of visitation by parents to school farms on a regular basis.

8. Since a large majority of the school farms were located relatively close to those using the facilities the writer concluded that location and distance were not prohibited factors for efficient use by students.

9. It was readily concluded that school farms were a definite asset to the students' SOE programs.

10. It was concluded that the operation of school farms offer students unique occupational and skill development opportunities.

11. Since over 77 percent of the respondents indicated that more financial assistance was needed to manage their school farms, it was concluded that current financing of school farms was inadequate.

12. Based on the writer's experience and findings of this study, it was concluded that school farms in the Southwest district were designed for students' SOE programs relating to livestock exhibition.

13. Based on the findings of this study, school farms have been in operation for over 30 years in the Southwest district.

14. It was concluded that the availability of facilities at most school farms locations in the Southwest district consisted of electricity, housing, water, and feeders.

15. It was further concluded that local schools and FFA chapters provide the greatest level of financial support for school farms and facilities.

16. It was apparent from the findings that vandalism is becoming more of a problem at school farms.

17. It was concluded that the local Vo-Ag teachers were responsible for the majority of the upkeep and maintenance conducted at school farms in the Southwest Oklahoma.

18. The size of a majority of the school farms in Southwest Oklahoma were five acres or less.

Recommendations and Implications

The following recommendations were made as a result of the conclusions drawn from analysis and interpretation of the data.

1. Other opportunities with regard to school farm use and emphasis should be considered.

2. Teachers, supervisors, and teacher educators should be encouraged to promote the concept of total balanced Vo-Ag programs.

3. Local school administrations should be encouraged to address financial need of school farms, especially since the primary purpose was to reinforce practical application of classroom instruction.

4. Vo-Ag instructors should be encouraged to continue their work with 4-H members, Young Farmers, and other community groups, since practical application and demonstrations may encourage those involved to adopt practical application and new technology.

5. Parents should take a more active role in supervising their children's supervised occupational experience (SOE) programs. Parental guidance and direction are important aspects of student progress in any career area.

6. Teachers should work closely with law enforcement authorities, school administration, parents, and students to control vandalism at school farm locations.

7. State Vo-Ag staff, teachers, and school administrators should be encouraged to study the purpose of school farms and offer recommendations as to direction, planning, and implementing school farm operations.

8. Students and their parents should be responsible for providing a larger share of the labor, maintenance, and upkeep of school farms.

9. School farms should be located as close to other Vo-Ag facilities as possible to encourage student use and facilitate supervision.

10. Local schools and FFA chapters are encouraged to continue operation of school farms.

Recommendations for Further Research

1. Persons designing similar research efforts should conduct a case study of those recognized as successful school farms.

2. A more comprehensive study of the entire state should be taken to provide a more complete overview of school farms.

3. An extensive study should be conducted to determine the feasibility of new and innovative SOE programs suitable for school farms.

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Name of school, FFA Chapter or Organization that sponsors
and/or operates your "School Farm". _____

1. Is this a multiple teacher Dept?
 - (1) 01. _____ Yes
 02. _____ No
2. Number of years teaching experience?
 - (2) 01. _____ 0-5
 02. _____ 6-10
 03. _____ 11-15
 04. _____ 16-20
 05. _____ 21-25
 06. _____ 26-30
 07. _____ 31 or over
3. Number of years tenure in present school?
 - (3) 01. _____ 0-5
 02. _____ 6-10
 03. _____ 11-15
 04. _____ 16-20
 05. _____ 21-25
 06. _____ 26-30
 07. _____ 31 or over
4. Number of years teaching experience in SW District?
 - (4) 01. _____ 0-5
 02. _____ 6-10
 03. _____ 11-15
 04. _____ 16-20
 05. _____ 21-25
 06. _____ 26-30
 07. _____ 31 or over
5. Gender of Vo. Ag. instructor?
 - (5) 01. _____ Female
 02. _____ Male
6. Age of Vo. Ag. instructor?
 - (6-7) 01. _____ less than 23
 02. _____ 23-25
 03. _____ 26-30
 04. _____ 31-35
 05. _____ 36-40
 06. _____ 41-45
 07. _____ 46-50
 08. _____ 51-55
 09. _____ 56-60
 10. _____ 61 or over

7. Number of years your chapter has operated a school farm and/or land laboratory?
- (8) 01. 0-5
02. 6-10
03. 11-15
04. 16-20
05. 21-25
06. 26-30
07. 31 or over
8. Number of FFA members in local chapter.
- (9) 01. 20 or less
02. 21-30
03. 31-40
04. 41-50
05. 51-60
06. 61-65
07. 66 or more
9. What is the major emphasis of your Vo. Ag./FFA program?
(Please rank 1 through 7)
- (10) 01. SOE (Supervised Occupational Experience)
02. Exhibition
03. Classroom Instruction
04. Ag. Mechanics
05. Horticulture
06. Leadership
07. Judging Contest
08. A total program (Classroom/SOE/FFA)
10. What is the major emphasis of your school farm?
(Please rank 1 through 7)
- (11) 01. Livestock
02. Field Crops
03. Pasture
04. Horticulture
05. Demonstration plot
06. Livestock/crops
07. Other (Specify)
11. What is the size of your school farm?
- (12) 01. 0-5 acres
02. 6-10 acres
03. 11-15 acres
04. 16-20 acres
05. 21-30 acres
06. 31 + acres
12. How often does the "majority" of parents visit the school farm?
- (13) 01. Very often
02. Often
03. Some
04. Seldom
05. None

13. Availability of facilities at your school farm.
- (14-15) 01. ☐ Electricity
 02. ☐ Water
 03. ☐ Housing (Barns-pens-fencing, etc.)
 04. ☐ Grounds keeping equipment
 05. ☐ Tillage equipment
 06. ☐ Tractor
 07. ☐ Feeders
 08. ☐ Greenhouse
 09. ☐ Electricity, water, housing, feeders
 10. ☐ Electricity, water, housing, feeders, tillage, grounds keeping
 11. ☐ Combination of the above (Specify) _____
14. Condition of the facilities.
- (16) 01. ☐ Excellent
 02. ☐ Good
 03. ☐ Fair
 04. ☐ Poor
15. How is your school farm supported?
- (17) 01. ☐ School
 02. ☐ FFA
 03. ☐ Students that use the farm
 04. ☐ Young Farmers
 05. ☐ School/FFA
 06. ☐ School/FFA/Students that use the farm
 07. ☐ Other (specify) _____
16. What level (percent) of support is provided by supports groups?
- | | |
|--------------------------------------|--------------------------------------|
| (18) <u>School</u> | (19) <u>FFA</u> |
| 01. <input type="checkbox"/> 0-20% | 01. <input type="checkbox"/> 0-20% |
| 02. <input type="checkbox"/> 21-40% | 02. <input type="checkbox"/> 21-40% |
| 03. <input type="checkbox"/> 41-60% | 03. <input type="checkbox"/> 41-60% |
| 04. <input type="checkbox"/> 61-80% | 04. <input type="checkbox"/> 61-80% |
| 05. <input type="checkbox"/> 81-100% | 05. <input type="checkbox"/> 81-100% |
-
- | | |
|--------------------------------------|--------------------------------------|
| (20) <u>Students</u> | (21) <u>Young Farmers</u> |
| 01. <input type="checkbox"/> 0-20% | 01. <input type="checkbox"/> 0-20% |
| 02. <input type="checkbox"/> 21-40% | 02. <input type="checkbox"/> 21-40% |
| 03. <input type="checkbox"/> 41-60% | 03. <input type="checkbox"/> 41-60% |
| 04. <input type="checkbox"/> 61-80% | 04. <input type="checkbox"/> 61-80% |
| 05. <input type="checkbox"/> 81-100% | 05. <input type="checkbox"/> 81-100% |
17. Who may use the school farms?
- (22) 01. ☐ FFA
 02. ☐ 4-H
 03. ☐ Adults
 04. ☐ FFA/4-H
 05. ☐ Other (Specify) _____

18. What level of use (percent) is derived from the "School Farm" by the community groups/organizations?

(23) <u>FFA</u>	<u>4-H</u>
01. _____ 0-20%	01. _____ 0-20%
02. _____ 21-40%	02. _____ 21-40%
03. _____ 41-60%	03. _____ 41-60%
04. _____ 61-80%	04. _____ 61-80%
05. _____ 81-100%	05. _____ 81-100%

(24) Adults

01. _____ 0-20%

02. _____ 21-40%

03. _____ 41-60%

04. _____ 61-80%

05. _____ 81-100%

19. Estimate the annual budget for the school farm. (Upkeep, utilities, etc.)

(25) 01. _____ 0-\$250

02. _____ 251-500

03. _____ 501-1000

04. _____ 1001-2000

05. _____ 2001-5000

06. _____ \$5001-over

20. How many students have an SOE program directly as a result of a school farm being available?

(26-27) 01. _____ 0-5

02. _____ 6-10

03. _____ 11-15

04. _____ 16-20

05. _____ 21-25

06. _____ 26-30

07. _____ 31-35

08. _____ 36-40

09. _____ 41-50

10. _____ 51 +

21. What is the major limitation of the school farm?

(28) 01. _____ School attitude

02. _____ Community attitude

03. _____ Parental attitude

04. _____ Student attitude

05. _____ Teacher attitude

06. _____ Financial

07. _____ Other (specify) _____

22. What is the major problem associated with the school farm?

(29) 01. _____ Predators

02. _____ Birds

03. _____ Waste disposal

04. _____ Vandalism

05. _____ Dogs

06. _____ Other (specify) _____

23. Who provides the majority of the upkeep and maintenance at the school farm?

- (30) 01. ☐ Students
 02. ☐ Parents
 03. ☐ Alumni
 04. ☐ Young farmers
 05. ☐ Hired personnel
 06. ☐ Teachers
 07. ☐ Other _____

24. What is the location of the school farm?

- (31) 01. ☐ Within city limits
 02. ☐ Adjoining city limits
 03. ☐ 0-1 miles
 04. ☐ 2
 05. ☐ 3
 06. ☐ 4
 07. ☐ 5
 08. ☐ over 5 miles

25. Is distance or location a prohibitive factor to student use of the school farm?

- (32) 01. ☐ Yes
 02. ☐ No

26. In your opinion is the school farm an asset to your students' SOE programs?

- (33) 01. ☐ Yes
 02. ☐ No

27. What do you feel would be the ideal use of the school farm in your community? _____

28. What would you need (financial assistance, labor, equipment, facilities, etc.) to implement this ideal school farm? _____

VITA 2

Jerry Gene Dennis

Candidate for the Degree of

Master of Science

Thesis: THE CURRENT STATUS AND UTILIZATION OF FFA SCHOOL FARMS IN
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