A PROGRAM OF SCHOOL LAND USE FOR THE
WOODBURN VOCATIONAL AGRICULTURE DEPARTMENT

by

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Land use by Oregon Vocational Agriculture Departments is increasing. This use and the success with which these programs have been operated vary greatly throughout the state. Individual schools have received considerable value from programs conducted. With the increasing number of vocational agriculture departments using school lands, statewide interest in their operation is becoming apparent. A large portion of the increase seems to be in the area of small demonstration or observational programs. These projects as well as the operation of the larger farming programs must be adequately charted if the best possible use is to be made of this valuable resource. The operational procedures used in different programs can give valuable aid to other instructors for management of their operation.

Statement of the Problem

How to make the most effective and worthwhile use of school owned and/or operated land is a problem of many Oregon Vocational Agriculture Departments. The fact that many of these areas have become available and assigned to the vocational agriculture department for care and
operation without prior planning complicates the situation. Contributing to this problem is the characteristic that many of these lands are marginal or poorly suited to the role assigned.

Another facet of the problem that is affecting departments of vocational agriculture, and subsequently the use of school lands, is the population growth and change. The result of this population increase and change brings more part-time farm and nonfarm students into the vocational agriculture enrollments. Many of these students do not have adequate area for worthwhile farming programs. This trend seems particularly true in areas of concentrated population.

The Smith-Hughes Act of 1917 (12, p. 989), when speaking of the Vocational Agriculture Program stated that "the school shall provide for directed or supervised practice in agriculture either on a farm provided by the school district or other farm for at least six months per year". This supervised farming program requirement of all vocational agriculture department enrollees is difficult to meet under present day situations in many departments. It may be possible that a project area on school owned land may be a partial answer to this growing problem of supervised farming programs for interested but opportunity lacking students.
Purpose of the Study

The primary purpose of this study is to develop a program for effective educational use of available agricultural land at Woodburn High School. Recommended usage of the land area directly involved was charted. Advantages and disadvantages of the possible operations were studied. All facets were studied in light of the basic purpose or purposes to be determined.

A secondary purpose of this study was to complete a detailed survey of the present practices and policies in regard to the use of school lands by Oregon Vocational Agriculture Departments. There is not at present any detailed state-wide program or information covering this subject.

The survey of state-wide information has served as a basis for the personal study of residents in the Woodburn community and their desires in respect to the use of school agricultural land. The two segments have differed in their purpose in that the Oregon survey will be a compilation of present practices and policies while the Woodburn community checklist will chart future policies and practices to be developed.

Limitations of the Study

The conclusions drawn from this study shall be limited locally to the Woodburn High School situation. No attempt
will be made to develop a program of state-wide or area use. Only the survey of present Oregon practices will be compiled for such use as might be made of it by others in this field.

Forty will be the maximum number of community residents randomly sampled in the time available for this study. The opinions of a number of people directly involved in the problem will also be considered but will not enter into the randomly selected compilation.

Background

How to make effective use of school agricultural land has been a vital problem to the author since his initial student teaching experience at Cascade Union High School. Valuable information was gained in farm management practices while working with Harold Dutton, Vocational Agriculture Instructor, who established the forty-acre, crop-livestock program. An additional three years was spent at Cascade Union High School as a regular teacher actively managing the school farm.

The author's present vocational agriculture department operates a sixteen and six-tenths acre area at Woodburn High School, Woodburn, Oregon. The land use has not been successful. Infertile land, lack of equipment and improper management decisions have complicated the situation. At
present there is a small observational grass and legume
nursery operated on the farm. The remainder of the area
is seeded to a permanent cover of Chewings Fescue.

A collective effort is being made by the Woodburn Pub-
lic School Board of Education, Administration, Vocational
Agriculture personnel, Agricultural Advisory Council, and
community residents to improve the land operation. Local
agencies of the Soil Conservation and Extension Service are
also active in an effort to improve the situation.

The ultimate aim of this endeavor is to shape the
Woodburn school land operation into a valuable educational
program. At the same time it is desired to improve com-
munity public relations and beautify the school grounds.

Definitions

A list of words and definitions particular to this
study follows:

Vocational agriculture program: The term used in this
study will refer to the total scope of activity under the
direction of the department of vocational agriculture in a
local high school. As defined in Phipps and Cook (13,
p. 13):

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

**Smith-Hughes Act:** An act of the 68th United States Congress setting forth provisions for vocational education and providing annual appropriations for distribution to states for programs of vocational education in agriculture, trades and industries, and home economics of less than college grade. It also provided for training of teachers in these fields.

**Advisory Council:** A committee of laymen who represent community interests and who have been named by the local board of education to assist with the development of school policies and programs affecting agriculture. The council serves in an advisory capacity only to the local board of education. Woodburn council membership includes eight farmers and one businessman.

**Future Farmers of America:** As defined in Hippi and Cook (13, p. 18-19):

The Future Farmers of America is the national organization of, by, and for farm boys studying vocational agriculture under provisions of the National Vocational Education Act. The Future Farmers of America is an intra-curricular part of vocational education in agriculture of America. It constitutes one of the most effective devices for teaching through participating experiences.

**School Land Use:** In general this refers to land owned or rented for agricultural activities by the school district, Vocational agriculture Department and/or Future Farmers of America chapter. Activities carried out on this
land area are in addition to the vocational agricultural student's individual supervised farming programs and are entered into for the purpose of providing departmental teaching aids, project activities or Future Farmers of America money raising functions. This land has been referred to in previous studies as school farms, laboratory plots or farms, and chapter farms.

**Supervised Farming Program:** The activity required of all vocational agricultural students to carry out on their home farm or other farm, a program consisting of a productive project(s), improvement project(s) and supplementary farm practices. As used in this study the productive project, which continues through one production cycle or six months, whichever is longer, shall be a farming activity entered into for learning and profit.

**Teaching Aid:** In reference to school land use any activity conducted on school land that aids the classroom or shop teaching process will be considered a teaching aid.

**Project Area:** The assigning of a designated area or activity on the school land to an individual student for primary responsibility as a productive project in his supervised farming program.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Throughout the United States the use of school lands is practiced by many departments of vocational agriculture. The variance in purpose, use and success of these different operations is evident from related readings. Most of the writings are reporting successful operations. Even so, almost all writers recognize certain disadvantages as well as the advantages of school farms.

There has not been a great deal of research conducted in this area. Only a small portion of the research conducted seems to apply to the local situation. However, material secured from twelve different states enabled the writer to obtain a nation-wide as well as an Oregon overview of the situation. The writer's personal experience in operating farms at Cascade Union High School and Woodburn High School in Oregon have helped him to better understand the material reviewed.

Size and Scope of School Lands

Lands used effectively by vocational agriculture departments vary from one-half to more than 300 acres. It is generally considered that both the small laboratory
demonstration area and the larger full time farming operation can be made to fit the needs of the community with careful planning and foresight.

Pacific Region data, 1950-51 (3, p. 59), reported by William H. Holloway listed the average size of farms as eighty acres. The range was from five to 480 acres. A majority of the farms were less than forty acres.

Oregon data compiled from questionnaires sent to all departments in the state gave a range in land used from one-half to 160 acres. Two departments operated a farm in excess of one hundred acres while six farms were in the zero to five acre range. A number of departments reported that they used less than one acre in operations for feeding projects, rootstock plantings, and other specialized programs of land use.

It was felt that the land available could be planned so as to make the best use for each department regardless of the acreage involved. Extensive acreage did not prove necessary for useful school land operation.

Purpose of School Land

The primary purposes for developing school land have been many and varied. Many departments have found that the farms, once established, lend themselves to a variety of worthwhile interests.

A committee of Maine teachers (19, p. 198) in 1954
studied the purpose and use of school agricultural lands. Twenty-three out of thirty-six departments reporting operated a chapter or group project using school land. The committee grouped the purposes in this way:

**Primary**

1. To provide worthwhile experiences for the students
2. To demonstrate approved practices
3. To provide experience in cooperative activities

**Secondary**

1. Money raising

**Incidental**

1. To provide opportunity for individual Supervised Farming Programs for non-farm boys
2. To conduct experiments
3. To provide foundation stock and breeding service for boys' livestock programs
4. To improve public relations

A feature of the 1917 Smith-Hughes Act (12, p. 989) directed that the school must provide for directed and supervised practice in agriculture on a farm. The increased number of boys taking vocational agriculture today that do not have an opportunity for a supervised farming project on a home farm make it difficult to fulfill the regulation without school project land. As increased suburbanization swells the enrollment with this type of student, we may find that the school lands are a possible answer to this
School Farm Verses Use of Community Farms

Most departments of vocational agriculture use some type of "learning by doing" operation that can be performed only on a farm. The use of a farm owned and operated by a cooperating farmer as opposed to one owned by the school is a debated factor.

The farm owner's operation has an air of reality often found lacking on a school owned farm. The fact that the community farm must support its operator lends enthusiasm to the solution of farm problems.

Noel V. Smith, Head of Smith's Agriculture School (18, p. 65), listed the following advantages of a school farm over using farms of cooperating neighbors:

1. Greater and more extensive use
2. Less traveling risk and time waste
3. More freedom of instruction
4. Better for errors and mistakes to be made on school farm than on farms of cooperators
5. Small jobs of immediate nature can be handled
6. Weather does not cause as many conflicts and cancellations
7. Gives better training for boys with no home farm
8. Fewer classroom discipline problems since discussions are generally germane to all boys
9. Aid in recruiting students
10. Improved public relations

Smith (18, p. 66) also lists these disadvantages of a school farm:

1. Large capital investment required
2. Hard to obtain reliable hired labor
3. Teacher and farm manager both is too big of a job
4. Cuts in on supervised farming visitation time
5. Cuts in on teacher's weekends and vacations

Mr. Smith makes two general statements relative to school farm operation:

"After a certain amount of this routine work has been done by the student the educational value ceases and becomes exploitation."

"A single crop enterprise carried on as a Future Farmers of America Chapter project would not involve as many problems, especially if the students live reasonably near the school."

Elwood M. Jurgenson, Teacher Education, University of California, Berkeley (9, p. 93), in writing on "The Community Is Your School Farm" gave the following advantages of community farms and disadvantages of school farms:

Advantages of Community Farms

1. Practices on actual farm have an air of authority and trueness to life
2. No exploitation of labor
3. Department is not out in "fish bowl"
4. Variety of teaching situations available
5. Variety in facilities
6. Student or farmer demonstration on own farms
7. Public relations value to each farm used

Disadvantages of School Farms (9, p. 88-89)
1. Financial (market) competition for area farmers
2. Financial misunderstanding on loss statements
3. Exploit student labor
4. Student attitude toward school farm situation is poor as farm does not have to make living for family
5. Takes instructor's free time
6. Unfavorable publicity

The consideration as to the use of cooperating farmers' farms as opposed to the school farm can be resolved only in the local situation. Many departments use both resources effectively.

Values Received From School Land Use

Generally all school operated areas can contribute real values to the vocational agriculture program. How well the benefits received meet the original purpose of the operation is largely dependent upon planning and organization. Definite values to receive should be planned and
expected. The benefits gained should be weighed comparatively in evaluation of the program.

In general each article of school agricultural land use reports on some particular value received from its operation. In reporting the compilation of the returns from departments in the Pacific Region, Holloway (8, p. 61-56) indicated the following values received from school land use:

1. Providing an enriched vocational agriculture program
2. Providing a wealth of teaching material
3. Providing an opportunity to teach farm skills
4. Increases Future Farmers of America interest
5. Develops cooperative effort
6. Provides publicity for department
7. Provides practical farm improvement instruction
8. Provides project land for students

Donald Kabler, Vocational Agriculture Instructor, Corvallis High School, Corvallis, Oregon, reported (10, p. 112) that student interest and learning by doing situations were outstanding values of school farms. The Corvallis Future Farmers of America Chapter farmed over one hundred acres in a cooperative effort during 1958.

The Quakertown School Farm, reported by Hagenbuck and Brannaka (7, p. 132-138), is an operation with a yearly gross income in excess of fifteen thousand dollars.
One-half of each boy’s school time in vocational agriculture is spent on the school farm. Learning farm practices is noted as the major value of the Quakertown operation.

The values received from the Wasco, California school lands (20, p. 67) were reported as follows:

1. Permits vocational agriculture students first-hand opportunity to study crops and crop practices
2. Practical and interesting teaching of home gardening
3. Storage of feeds and purchase of livestock
4. Group insurance available with one hundred percent protection
5. Study use of cull feeds
6. Aids farm mechanics skills in building needed projects
7. Permits all boys to handle livestock
8. Permits all boys to learn to operate and care for chapter machinery

Special emphasis was given by several writers as to the importance of demonstration plots. One writer, Gordon Ryder (15, p. 32), stated that the primary value of the demonstration plots was the securing of improved crop practices on the boys’ Supervised Farming Projects. Demonstration plots were also felt to have a definite value for community adult education. At Cascade Union High School, Turner, Oregon, a cooperative observational nursery between the Future Farmers of America and Soil Conservation Service proved to be a useful aid with adult and veterans’ groups.
as well as the day school classes.

Problems In The Use of School Lands

Most writers warn of certain problems that may be encountered in the use of school agricultural land. Holloway (8, p. 34-57) listed these problems in school land operation:

1. Keeping records and safeguarding funds
2. Setting up rules for the operation of the farm equipment and the enforcement of them
3. Getting the work done at the proper time
4. Supervising the work done on the farm
5. Making plans for the farming operation to be done and the management problems involved
6. Insurance
7. Planning and financing for future developments
8. Advisory councils

Public Relations With Community

Successful school agricultural land use can develop good community public relations; by the same token poor public relations can easily develop. People seem very critical of any mistakes that might be made in the farming operation. To the extent that education today is being criticized as having too many "frills", a school farm can be objected to as an unnecessary part of the total program.

The Woodburn, Oregon, Future Farmers of America
Chapter farm has had a history of failure and resulting poor public relations. It seemed as if the community had grown to expect failure and was ever ready to criticize the operation. Even with this feeling some of the most vocal critics of the operation were eager to help in the farm's improvement.

Al Sherman, Vocational Agriculture Instructor, Pomona, California (16, p. 93), in writing on "A School Farm Has Public Relations Value" stated, "Good public relations are one of education's important duties today." It is recognizable that a school farm can have definite good public relation results. It is also recognized that poor public relations can develop under improper management programs.

Labor and Management Considerations

The obtaining of competent supervised labor at the time needed is a major problem in school land use. Summer labor needs and enlarged farming operations magnify this problem. The question of what should be done by the students and what should be the instructor's role is a major problem. When to pay students for work done and when to hire labor are questions causing concern.

Two thoughts are foremost among the thinking of various writers. One is that the duty of the instructor should be chiefly managerial. Labor done by the instructor should be for instructional purposes only.
Student labor is felt justified as long as learning is taking place. Holloway (8, p. 44-54) states that "when a boy is required to do labor that he can do well, it is no longer education but exploitation of labor".

The Maine report of "School Farms and Group Farming Enterprises" (19, p. 198) gave the opinion that the Future Farmers of America members' contribution of labor should not be required by the instructor and that Future Farmers of America labor should be equalized among members.

Unless the situation is such that a farm manager can be hired, the instructor must be able to supervise the work done on the school farm. This is necessary from the standpoint of rapid completion of quality work. Most insurance policies carried also require the direct supervision of the adult in charge. Generally it is impossible to carry on classwork and at the same time supervise work being done on the school land. This leaves the instructor generally with three possibilities:

1. Do the work with volunteer labor out of school time
2. Use his entire class in the farming practices
3. Use periods designated for project supervision; reports for farm work

Records and Accounts of Transactions

Adequate, easy to keep records are a necessity. Complete records of all transactions and income must be kept
to prevent financial misunderstandings with the school district. Holloway (8, p. 38-41) stated the following points in record keeping:

1. Duplicate copies of all transactions are a necessity

2. It is desirable that the boys keep records for learning value but the instructor has primary responsibility

It was generally advised that methods of safeguarding funds should be handled as desired by the district. At Cascade Union High School it was found that a separate account which could be drawn on in the summer was helpful in the smooth and rapid transaction of business. An auditing of the books on a regular basis is recommended. This auditing should be done by someone other than Future Farmers of America members.

**Acquiring School Lands**

In general, actual farm ownership is controlled by the school district. The initiative for farm rental is usually the function of the Future Farmers of America Chapter. Of schools reporting from Holloway's Pacific Region report (8, p. 59) twenty-eight farms were owned by the district. Three were owned by the Vocational Agriculture Department. Five school districts leased farms and eighteen Future Farmers of America Chapters held farm operating leases.
A written farm lease is needed for smooth operation. Fifteen of the above twenty-three had written leases. A lease explaining operation between the Future Farmers of America Chapter and the school district when the farm is owned is also recommended.

Holloway (8, p. 36-38) listed the following methods of procuring land:

1. Purchase or lease from school district
2. Purchase or lease from public source
3. Gifts

He also reported the following methods of financing:

1. Sale of bonds
2. Gifts or donations
3. Chapter money raising activities
4. Members' shares
5. Borrowing
6. Contract buying

In both the Woodburn and Cascade Union High School farm situations the land was originally purchased along with the school site. The land was then turned over to the Future Farmers of America Chapter to farm as a cooperative project on a lease basis from the school district. The Cascade Union High School lease arrangement was on a one-third profit share basis. At Woodburn High School the Future Farmers of America Chapter pays ten dollars per acre yearly rental.
Farming equipment should be available for study and use in all vocational agriculture departments. Machinery maintenance and operation is an essential portion of the farm mechanics curriculum. A logical way in which this instruction can take place is through the operation and care of machinery used on the school agricultural land. The actual use in a farming situation provides motivation for the learning process.

"The primary purpose of machinery ownership is education, not service or monetary profit." This statement by Raymond R. Reif in his study of Future Farmers of America machinery cooperatives (14, p. 57), represents the basic philosophy upon which machinery needs and policy should be founded. Reif further holds that machinery selection, purchase, and calibration can be a basis for the study of agricultural arithmetic and farm management.

Seven categories (14, p. 19) of the vocational agriculture teacher's job are involved, at least in part, with the selection, operation, and maintenance of farm machinery. They are as follows:

1. Classroom teaching
2. Future Farmers of America advisorship
3. Farm mechanics specialist
4. Summer program coordinator
5. Curriculum director
6. On-farm instruction
7. Out-of-school direction

Student problems in agricultural finance often begin with planning for a supervised farming program. Since financing is a major problem in a vocational agricultural student's career, a thorough study in this area should take place early in the student's vocational agricultural program.

The increasing cost of equipment on our modern mechanized farms makes the financing of machinery a major concern for young men becoming established in farming. Classroom teaching can be integrated with Future Farmers of America machinery purchase. This can be accomplished in the same manner in which local farmers must face and solve the problem.

Methods of financing equipment for the departments or Future Farmers of America Chapter will vary according to local situations. Reif (14, p. 57) listed the following methods of machinery financing plans:

1. Dealer, "pay as you go", finance
2. Service clubs loans with interest
3. Bank loans with chapter assets as collateral
4. School district purchase

Basic machinery policy must originate with the local board of education. However, all people involved should
have some part in formulation of rules and procedure for operating, financing, and use. Holloway (8, p. 41-44) found three main sources of equipment operating rules:

1. Instructor

2. Instructor, Future Farmers of America Chapter committee and agricultural advisory committee jointly

3. Future Farmers of America Chapter

It is generally understood that to receive fullest cooperation and compliance with the rules their formulation should be a joint effort by all persons or groups involved. The responsibility to see that these rules are then carried out is a duty of the vocational agriculture instructor and Future Farmers of America.

An effective and workable safety program is a necessity when machinery is operated. Adequate instruction in proper operation and a safety conscious Future Farmers of America Chapter can do much to eliminate accidents and serious injury.

Insurance is not a substitute for an effective safety program but is needed for protection of the students, Future Farmers of America Chapter, instructor, and school district. A study of insurance can tie in very closely with the safety program and the needs of insurance on the home farm.

Reif found (14, p. 60) that the following insurance coverage was carried by Future Farmers of America Machinery
TABLE I

Insurance Coverage Carried by Selected Machinery Cooperatives in Oregon Vocational Agriculture Departments

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<th>Type of Coverage</th>
<th>Percent Reporting</th>
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<tr>
<td>All-risk coverage</td>
<td>44%</td>
</tr>
<tr>
<td>Personal liability, property damage and fire coverage</td>
<td>12%</td>
</tr>
<tr>
<td>Personal liability and property damage coverage</td>
<td>44%</td>
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In addition to the above insurance coverage, most students are personally protected by high school student body insurance programs.

Responsibility for insurance and payment of insurance policies was carried by the school district in two-thirds of the cases studied (14, p. 61) in Reif's investigation.

Advisory Committee

The use of an advisory committee at Woodburn High School in school farm planning has proven very beneficial. In problem situations of school land development the advice of well informed lay people of the community is needed. At Woodburn the action of the advisory committee has helped to avoid pitfalls and aided in speedy direction of school farm operations. Their value as a liaison group between the school and community is very helpful. Their stated approval
to the operation lends authority to the action.

At Central High School, Independence, Oregon the advisory council (II, p. 45) has proved helpful in recommending a course of action to follow in various school land use decisions. In addition to managerial advice the councils, both at Woodburn and Central, have given able assistance in securing equipment, seed, fertilizer and other supplies needed in the land operations. The Central Advisory Council supplied seed to plant the fifteen acre farm during the first cropping season. At Woodburn, council members have assisted in harvests, supplied tractors and other equipment and aided in land drainage operations.
CHAPTER III

COLLECTION OF DATA

The collection of data useful in this study started in 1958. Since that time continued effort has been directed toward the solution of problems pertaining to school agricultural use. The position of agriculture instructor at Woodburn High School has strengthened the author's desire to effect valid solutions to this problem.

Oregon School Land Use Questionnaire

To study an accurate picture of school land use in Oregon a questionnaire was sent to all departments of Vocational Agriculture. Information was sought in the questionnaire relative to the numbers and use of school agricultural lands in Oregon. Personal contact and follow-up was used to obtain complete return of this survey. A total of eighty-nine (all departments in Oregon) questionnaires were returned. All returns were usable totally or in part.

Information received from the questionnaire dealt primarily with purpose and use of these areas. Values received as well as advantages and disadvantages of the operation were included. Management practices were listed for each department.

This questionnaire served two purposes: First, it was to give a picture of the school land operation in
Oregon. It pointed out specific numbers, uses, and purposes of Oregon school lands. Secondly, the compilation of the questionnaires returned was used to develop a checklist for school agricultural land operation. This checklist was used in a community sampling program to determine the desires of residents in the Woodburn area as to school agricultural land operation.

The formation of the questionnaire was done with the aid of the Agriculture Education Department at Oregon State College. A preliminary questionnaire was submitted for correction and suggestions. The revised questionnaire was then tested on nearby instructors of vocational agriculture to determine if all instructors would interpret each question in the same manner. Final revision was then made and checked with the Agriculture Education Department.

A copy of this questionnaire is included in the appendix.

Community Sampling

The desires of the Woodburn community residents, as to their school owned land operation, was determined through checklist sampling. The checklist was based upon information gained from the Oregon School Land Use Questionnaire. The questions asked were studied by the advisory council members to determine reliability.
A table of random numbers was used to select community residents from the three primary sources to be interviewed. These numbers were taken from page 142 in "Tables for Statisticians", College Outline Series by Herbert Arkin and Raymond R. Colton. Forty community residents were randomly sampled. It was desired that the checklist reflect the thinking of at least a portion of rural and city residents who presently have students in the vocational agriculture program. These were randomly selected from a list of vocational agriculture students' parents. The portion of rural to city resident students in the program is near a two-to-one ratio. The parents of these students were selected on the same comparative ratio.

The Vocational Agriculture enrollee parents were one-half or twenty of the people randomly selected. The remaining portion of the sample was selected from current rural route lists and city recorders' records.

The community sampling would not have been complete without recording the opinions of two groups in the community who have followed the situation for a considerable time and are actively interested in the solution to the land use problems. Five members of District #103C School Board and nine of the Woodburn Vocational Agriculture Department's Advisory Council Members were interviewed. The
school administrators were also interviewed. The opinions of this group will not be compiled in this study.

This sampling was conducted with the approval and assistance of the school administration. A letter to all people who were to be interviewed was sent jointly from the office of Frank P. Doerfler, Superintendent of Public Schools, and the author. A sample of this letter as well as the checklist is included in the appendix.

The proposed program of school land use for the Woodburn High School was then developed from the findings of these interviews.
CHAPTER IV

FINDINGS OF STUDY

The material compiled from the two primary investigations in this study is proving helpful in Woodburn school land use planning. It will be covered in two sections; Oregon School Land Use and Woodburn Community Sampling. Copies of each investigation form are included in the appendix.

Oregon School Land Use

Number and Size of School Lands Used in Oregon

Over one-half of the vocational agriculture departments in the state of Oregon operate school land. Forty-nine or fifty-five percent of the eighty-nine departments indicated that some use was made of land in addition to the students' supervised farming programs.

Areas of land used ranged from less than one acre to 160 acres. Total acreage used by Oregon departments amounted to 1315.5 acres. This was an average of twenty-four and eight tenths acres per department reporting land use.

The frequency of land area size used was greatest in the zero to five acre range. The following table illustrates the range of land areas generally used:
TABLE 2
Size of School Land Areas Used by Oregon Vocational Agriculture Departments

<table>
<thead>
<tr>
<th>Range (acres)</th>
<th>Number of Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>10</td>
</tr>
<tr>
<td>6-10</td>
<td>7</td>
</tr>
<tr>
<td>11-15</td>
<td>7</td>
</tr>
<tr>
<td>16-20</td>
<td>8</td>
</tr>
<tr>
<td>21-30</td>
<td>4</td>
</tr>
<tr>
<td>31-40</td>
<td>6</td>
</tr>
<tr>
<td>41-50</td>
<td>2</td>
</tr>
<tr>
<td>51-75</td>
<td>3</td>
</tr>
<tr>
<td>76-100</td>
<td>0</td>
</tr>
<tr>
<td>101-125</td>
<td>1</td>
</tr>
<tr>
<td>126-150</td>
<td>0</td>
</tr>
<tr>
<td>Above 151</td>
<td>1</td>
</tr>
</tbody>
</table>

Farming Programs Reported

The largest number of farming activities reported were cropping programs only. Forty-two departments raised crops on the school land. Twenty of the departments reported special cropping projects such as demonstration, observation, or experimentation areas.

Programs including livestock were reported by thirteen departments. Nine of these conducted some experimental or
demonstrational activity with livestock. Eight departments reported that both livestock and crop programs were operated. In addition to the thirteen instructors already having livestock programs on their farms, nineteen indicated that the addition of livestock to their program would be desirable, but increased difficulties of labor and management would arise with this addition.

**Purpose of Using School Lands**

The purpose of using school lands checked most often (thirty-three times) was to raise funds for the Future Farmers of America. A teaching aid to supplement classroom work was given almost equal consideration (thirty-two times). Also receiving notable consideration was a project area for non-farm boys. It was checked fourteen times.

**FIGURE 1**

Percentages of the Primary Usage of School Agricultural Lands by Oregon Vocational Agriculture Departments
The indication given was that most instructors did not feel the farm has a singular purpose. A total of eighty-three purposes were checked by forty-eight instructors or slightly less than two per instructor.

Acquisition of Land for School Use

Equal numbers of school lands have been acquired by the school district and Future Farmers of America Chapters. The school district acquired land was generally owned as a result of extra land purchases along with school site. The Future Farmers of America Chapter generally leased land to fill the recognized need.

The Vocational Agriculture department had the responsibility of acquiring the land used in six cases. Seven departments received the land through donation, free use, waste utilization or similar methods. Significant was the fact that cooperation with other county agencies made possible the availability of many of the land areas used.

While written lease agreements were in force in eighteen departments, fourteen departments did not have a written lease. This question was not answered, or the answer was not applicable in seventeen cases.

Advantages and/or Disadvantages of School Land Use

If the number of advantages and disadvantages instructors checked indicate the relative values of school land
use, the advantage would far out-weight any disadvantage of the operation. Instructors were asked to check items they felt were advantages or disadvantages of their school land operation. They were also to indicate others not listed.

Promoting interest in the vocational agriculture program was checked thirty-six times as an advantage of school land use. Providing farm skills training was checked thirty-three times. Money raising for the Future Farmers of America, checked thirty-two times, completes the top three advantages. A complete list of advantages and number of times checked follows in table three.

**TABLE 3**

**Advantages of School Land Use by Oregon Vocational Agriculture Departments**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Times Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes interest in Vocational Agriculture program</td>
<td>36</td>
</tr>
<tr>
<td>Provides farm skill training</td>
<td>33</td>
</tr>
<tr>
<td>Improves classroom motivation with situations germane to all</td>
<td>24</td>
</tr>
<tr>
<td>Project land for non-farm boys</td>
<td>17</td>
</tr>
<tr>
<td>Provides wealth of teaching materials</td>
<td>18</td>
</tr>
<tr>
<td>Money raising for Future Farmers of America</td>
<td>32</td>
</tr>
<tr>
<td>Favorable publicity for department</td>
<td>24</td>
</tr>
</tbody>
</table>
The primary disadvantage listed was the requiring of too much of the instructor's time for farm management when needed for other duties. In the same feeling the problem of taking too much of the student's classroom time was the next most often checked disadvantage. Table four contains a complete list of disadvantages, and the number of times each was indicated.

**Table 4**

Disadvantages of School Land Use by Oregon Vocational Agriculture Departments

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Times Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires too much of instructor's time</td>
<td>24</td>
</tr>
<tr>
<td>Exploitation of student labor</td>
<td>6</td>
</tr>
<tr>
<td>Financial misunderstandings with school district</td>
<td>3</td>
</tr>
<tr>
<td>Takes too much of classroom teaching time</td>
<td>12</td>
</tr>
<tr>
<td>Unfavorable publicity for department</td>
<td>5</td>
</tr>
</tbody>
</table>

A disadvantage mentioned in many writings reviewed by the author was the competition of the school farm with local farmers. Significant was the absence of any checks for the disadvantage among Oregon Vocational Agriculture Instructors.

In addition to the disadvantages listed on the
questionnaire, several instructors noted additional problems.

They were as follows:

1. Lack of available equipment
2. Lack of good land for use
3. No interest in school farm by students
4. Loss of money on operation
5. Requires too much travel to and from farm
6. Requires too large of a capital outlay
7. Lack of adequate supervision

**Land Use Establishment**

The establishment of the school land use had been initiated by twenty-seven reporting instructors during their operation of the vocational agriculture department. Twenty instructors indicated that the land use was established prior to their election to the teaching station. These instructors have continued and/or expanded the land use.

Twenty-eight instructors indicated that they would work toward the establishment of school land use if they did not already have it. Fourteen indicated they would not work toward land use establishment.

Only six instructors felt that a beginning instructor should attempt to initiate school land use during his first
year. The feeling that a first year instructor should not initiate land use was indicated by thirty-five instructors.

Farm Manager and Labor Needs

The question was asked, "Would a farm operated on a commercial basis require the hiring of a farm manager in addition to the Vocational Agriculture Instructor?" Twenty-five instructors indicated that a farm manager would be required. Fifteen instructors did not feel that a manager would be required. However, reports indicated that while the instructor did not feel the manager an absolute requirement his employment would be desirable.

Many instructors recognized the problem dealing with student labor and requirements thereof. Thirty instructors felt that students should be paid for labor done outside of school time. Others felt that this practice was needed but were afraid complications might develop if it were once started. Fifteen instructors felt that students should not be paid for labor.

Advisory Council Use

The helpful assistance of an advisory council was generally noted. Only five instructors felt that an advisory council would not be helpful. Thirty-five instructors felt that the council would be desirable for smooth operation.
Insurance Coverage

The insurance programs of the Oregon Vocational Agriculture Departments operating school lands were reported variable. All schools indicated general coverage of students by school insurance. Many Future Farmers of America Chapters and some school districts carried additional liability insurance to protect the chapter and school district.

Twenty-two instructors felt that they, their department, and the Future Farmers of America were adequately protected. Twenty-five felt they did not have adequate insurance.

Woodburn Community Sampling

The agricultural land area involved is sixteen and six tenths acres located at the high school. It is Class III land, poorly drained and infertile. A straight grain cropping program has been practiced for the last five years. At present the acreage is seeded to permanent cover of Chewings Fescue. A one acre observational nursery of various grasses and legumes in a forage crop situation has been established.

Questions used in the individual interviews were based upon the results of the Oregon School Land Use Survey and grouped into four areas; Land Operation, Farming Program, Providing Land and Equipment, and Departmental Enrollment.
Forty residents of the Woodburn community were interviewed. The results of these interviews follow.

**Land Operation**

Three possibilities were felt reasonable as to who should operate the school owned land; (1) Continue with vocational agriculture department's operation, (2) Place under the care of the district janitorial staff or (3) Lease to a local farmer for commercial operation. Thirty-seven or ninety-two and five tenths percent of the residents sampled felt that the vocational agriculture department should continue operation. Two felt that the land should become the responsibility of the janitorial staff and one resident felt that the land should be leased to a local farmer. Since the greatest portion (92.5%) of the residents sampled felt that the vocational agriculture department should operate the land, the remaining questions will largely be answered in respect to operation by the vocational agriculture department.

If the vocational agriculture department was to operate the land, thirty or seventy-five percent of those sampled felt that the instructor in charge should be given time from present duties to plan and conduct this program. Ten or twenty-five percent felt that this would not be necessary. Many people replying to this query felt that the magnitude of the program planned should determine this
question.

An attempt was made to determine when the necessary labor needed for the lands operation should be done. This would largely involve "When should the vocational agriculture students do the labor required?" Twenty-eight or seventy percent felt that this should be done during school time. Nine or twenty-two and five tenths percent felt that time should not be taken from class and shop work and that all labor should be performed after school and on weekends. Three residents felt that a combination of the two possibilities was desirable.

A major portion of all questions must be considered in light of the overall purpose desired as the end result of the operation. It was recognized that more than one purpose could be satisfied with the total operation. Based upon the findings of the Oregon School Land Use Survey, the residents sampled were asked to rank in order of importance three basic purposes. They were (1) money raising for the Future Farmers of America Chapter, (2) Project area for non-farm boys and (3) A teaching aid to supplement classroom work. Table five is a ranking of the replies to this question.
TABLE 5
Rankings of Community Residents Desires as to Purpose of Woodburn School Land Use

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Rank of Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Teaching aid to supplement classroom work</td>
<td>30</td>
</tr>
<tr>
<td>Project area for non-farm boys</td>
<td>4</td>
</tr>
<tr>
<td>Money raising for the Future Farmers of America</td>
<td>6</td>
</tr>
</tbody>
</table>

If a three, two, one point order was assigned to the first, second, and third place rankings, respectively it would give the following comparative order. One hundred twenty points would be the maximum possible for any one purpose to receive. A teaching aid would receive one hundred seven points; project area, seventy-four, and money raising, fifty-nine.

Farming Program

The farming program conducted must be rated in respect to the purpose or purposes desired, to the time and finances involved, and to the values to be received. In general the ease of operation for a single cropping enterprise as opposed to the complicated operation of a livestock-crop combination or cultivated cropping program was considered. The values of each program will have to be rated in respect
to the complexity of their operation.

Table six lists the general program types that were named and the times indicated. Many residents sampled indicated more than one type of program as desirable.

**TABLE 6**

Types of Farming Programs Desired by Woodburn Community Residents for School Land Use

<table>
<thead>
<tr>
<th>Farming Program</th>
<th>Times Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination of two or more field crops, i.e. grain and hay</td>
<td>19</td>
</tr>
<tr>
<td>Cultivated crops, i.e. strawberries, broccoli and corn</td>
<td>9</td>
</tr>
<tr>
<td>Tree farming (forestry and Christmas)</td>
<td>10</td>
</tr>
<tr>
<td>Single field crop, i.e. hay or grain</td>
<td>7</td>
</tr>
<tr>
<td>Livestock crop combination, i.e. pasture and grain with sheep</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
</tbody>
</table>

With one exception, all residents interviewed felt that some type of experimental, demonstrative, or observational projects were desirable. Some residents did not care to indicate what special projects they would like to see carried on while others were able to suggest two or three. Table seven gives the times that each project was suggested.
TABLE 7

Special Experimental, Demonstrative or Observational Projects Desired by Woodburn Community Residents

<table>
<thead>
<tr>
<th>Projects</th>
<th>Times Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weed spray trials</td>
<td>11</td>
</tr>
<tr>
<td>Plant variety test plots</td>
<td>10</td>
</tr>
<tr>
<td>Fertilizer trials</td>
<td>9</td>
</tr>
<tr>
<td>Testing of new specialty crops</td>
<td>4</td>
</tr>
<tr>
<td>Disease and Virus control trials</td>
<td>2</td>
</tr>
<tr>
<td>Forestry observational plantings</td>
<td>2</td>
</tr>
<tr>
<td>Orchard plantings</td>
<td>1</td>
</tr>
<tr>
<td>Floriculture plantings</td>
<td>1</td>
</tr>
<tr>
<td>Machinery demonstrations</td>
<td>1</td>
</tr>
</tbody>
</table>

Providing Land and Equipment

Two of the basic considerations in the operation of land by a vocational agriculture department are (1) is there land and (2) is there machinery available? At present both land and equipment are available at Woodburn High School.

It is a possibility that in the future the land now available can be entirely taken up with additional school buildings and intramural or athletic fields. The question was asked, "Should the school district continue to provide land for the vocational agriculture department’s operation
if this land should become unavailable?" Twenty-eight or seventy percent felt that the school district should provide land. Eight or twenty percent felt that the district should not provide land. Four answers were not applicable.

The equipment presently used by the vocational agriculture department is jointly owned by the school district and Future Farmers of America Chapter. Twenty-four or sixty percent felt that the district should provide all needed equipment. Only three residents or seven and one-half percent felt that the Future Farmers of America Chapter should provide the equipment. Seven felt that a joint responsibility of the district and Future Farmers of America Chapter should be carried on. Five felt that the profits from the operation should be used, supplemented as needed by the district. One community resident felt that all equipment should be rented by the district.

Vocational Agriculture Department Enrollment

The current enrollment of the Woodburn Vocational Agriculture Department is not limited to farm boys. City boys who are interested in agriculture and indicate an ability or desire to comply with supervised farming project requirements can also enroll.

The original purpose of the Smith-Hughes Act (13, p. 989) was intended to fit boys for establishment in farming. The advanced technology of agriculture and the
tremendous increase in agricultural business, industry and service has made numerous opportunities available for people experienced in the field of agriculture.

In view of these facts the question was asked, "Should non-farm boys be allowed to take vocational agriculture?" Thirty-seven or ninety-two and five tenths percent of those residents interviewed felt that they should be allowed to enter the vocational agriculture course upon indicating interest in the vocational or general agriculture field. Three residents felt that only farm boys should be enrolled.

Many residents offered possibilities as to the values non-farm boys would be likely to receive from the vocational agriculture course. A number of these were cooperative activities, leadership training and citizenship practice. Also strongly indicated was the experience in agriculture that would be beneficial to boys entering the professional or technical agriculture fields.
CHAPTER V

PROPOSED PROGRAM OF AGRICULTURAL LAND USE
FOR WOODBURN HIGH SCHOOL

In the past, land use at Woodburn High School has not been based upon sound principles. A basic policy for valued use must be established in order to chart future proposals.

Philosophy of Land Use at
Woodburn High School

The use of school owned agricultural lands must contribute educationally to the total vocational agriculture curriculum. This must be accomplished without undue demands upon the regular classroom time of the students or the instructor's supervised farming visitation, classroom preparation, or free time.

The sixteen and six tenths acres at Woodburn High School should be operated by the vocational agriculture department as a regular feature of the program; not as an additional or extra project to be carried on by the Future Farmers of America Chapter. Community resource people must be actively solicited to aid in demonstrations and management decisions. Policy making should be a joint effort of the board of education, departmental advisory council, vocational agriculture instructor, and Future Farmers of America chapter.
Purpose of School Land Operation

The department of vocational agriculture's use of school land must be an educational tool. The Woodburn program must be so planned as to make the most valuable teaching aid possible with the available resource.

The inclusion of land use activities as a supplemental teaching aid must be integrated into the classroom and shop programs. When this land is used by individual students to meet supervised farming program requirements the educational aspect must be foremost in planning. Money raising activities must necessarily be an incidental value received. Ideally the operation should make an equal return comparative with operating costs. An income above operating expense when controlled by the Future Farmers of America Chapter will help greatly to develop interest and enthusiasm in the Future Farmers of America program. A profitable operation will aid a great deal in developing program interest.

Provision of Facilities and Equipment

It must necessarily be the primary responsibility of the school district to supply needed facilities and equipment for the educational process. The fact remains, however, that incidental benefits will be derived by the Future Farmers of America Chapter through normal use of
the land area and equipment. A practical approach to this facet of the management program seems to be a share arrangement of receipts and expenses between the district and the Future Farmers of America Chapter.

The Future Farmers of America Chapter may receive considerable monetary return from custom work performed with equipment. They should logically expect to pay the cost of equipment in proportion to the extent used. An additional benefit received from the availability of machinery and equipment will be use on the student's supervised farming program. This activity should not be money raising but planned only to provide for normal operating costs and depreciation.

Returns above operating expenses could logically be used to provide a portion of capital needed to purchase new equipment. If the Future Farmers of America Chapter is to receive the profits from the farming operation of school owned lands, some rental payment should be made to the school district.

Managerial Responsibilities

Final authority for all policy making action must rest with the local board of education. The actual management must be a cooperative effort of all those directly involved. In this manner the fuller understanding developed will aid cooperation by all individuals. Figure two is a chart of
management responsibility.

FIGURE 2

Organizational Plan for Woodburn School Land Use Management

<table>
<thead>
<tr>
<th>Board of Education</th>
<th>Advisory Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Administrator</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Future Farmers of America Members</td>
<td></td>
</tr>
<tr>
<td>Chairman of School Farm Committee</td>
<td></td>
</tr>
<tr>
<td>Committeeman in Charge of Specific Area</td>
<td></td>
</tr>
<tr>
<td>Machinery</td>
<td>Special Projects</td>
</tr>
</tbody>
</table>

Labor

Student labor is necessary for the operation of the school land. However, the student must not be allowed or required to perform labor that he can already do skillfully. Only when learning is taking place can the labor be justified. Extra labor required should be done out of class time and the student should receive adequate reimbursement. If a designated amount of labor is required for Future Farmer of America membership standing, it should be well understood by members and equalized among the group.

The instructor's duties should be managerial rather than labor. Any labor performed should be in line with teaching demonstrations and special cooperative projects.
To avoid the necessity of performing labor during the summer and on weekends, a definite program of student work load should be arranged. A possibility in this respect is the assigning of project area for boys lacking acreage for supervised farming programs at home. If this is not practical, definite work schedules should be organized through the Future Farmers of America Chapter.

**Public Relations**

Good public relations is a chief concern of the modern school in this period of high taxes and public scrutinization of education by local communities. The farming operation will naturally have a "fish bowl" effect in respect to the observation of the process by interested community residents.

The community must be adequately informed of the purpose and process of the farming program. Regular articles in local newspapers and radio and television broadcasts should be used to inform the public. Department students can effectively "spread the word" of work being carried on through talks and panel discussions before local agricultural, fraternal, and service groups.

Resource personnel of the soil conservation and extension services, local agriculture business and industry, and state colleges must be used in school land use planning and operation. Not only will these groups aid materially in
the program's development, but they will also help greatly to sell the program in the community.

All operations carried out on the farm must be done in an efficient, orderly appearing manner. The simple function of a neat, well painted sign labeling the project carried on and a straight row of numbered stakes designating special plots will aid greatly in the first impression people receive of the operation.

Farming Program

The fertility and tilth of the Woodburn land area must be improved before an intensive farming program can be carried on. To accomplish this without excessive capital outlay the area will remain seeded to the Chewings Fescue sod crop for approximately four years. During this time the area will be maintained in a turflike appearance with a regular clipping program practiced.

At present there are no plans for the inclusion of livestock in the farming program. If at such time buildings, wells, and fencing can be made available, it would be advisable to add livestock practices to the program. Figure three is a map of the present and proposed land use area.

Project Area

There will be approximately fifteen acres available
Plot of 16.6 acres of School-Owned Land at Woodburn High School Showing Proposed Land Use

*Areas are divided by varied plantings of forest trees

Scale: 1" = 200'

- Project Area 4.0 acres
- Project Area 4.0 acres
- Project Area 4.0 acres
- Grass-Legume Weed & Insect Control 3.0 acres
- Dwarf Fruit Area 1.0 acre
- Greenhouse
- Athletic Fields
- Vo-Ag
- Demonstration Area
- High School

Woodburn High School Showing Proposed Land Use

Plant of 16.6 acres of school-owned land at

FIGURE 2
for general field cropping practices. This area at present is the sodded acreage of Chewings Rescue. Three students will be assigned this area for projects. Their responsibilities will be to manage the fertility program as well as to help with extra labor needed on the special demonstrative projects.

When fertility improvement permits the practical growing of other crops, the project areas may be planted to corn, hays, small grains, or various other field crops. Limited acreages (one to two acre plots) will be suitable for the growing of cannery crops. As this becomes practical, additional students will be able to use this area as part of the supervised farming program requirement.

All land involved will be rented by the Woodburn Future Farmers of America on a non-cash basis from the school district for ten dollars per acre a year. This will be repaid through services furnished the school district by the Future Farmers of America Chapter. Students will, in turn, rent the land for productive projects on a share basis from the Future Farmers of America Chapter.

**Demonstration Area**

Special projects will be primarily demonstrative and observational. The present forage nursery of twenty plots will be maintained and enlarged as new grasses and legumes
become of interest in our community. This area will be used for studies of adaptability, production, and identification. Fertilizer trials will also be conducted on this area with different rates and times of application varied. A detailed listing of the present nursery is included in the appendix.

The study of weed spray application will be conducted on a portion of the Chewings Fescue. Alternate strips of varied materials, application methods, times, and rates will be established. This will be carried out on a narrow strip of sod area lying north of the Newberg-St. Paul highway. This area will also be used for limited studies of insects and their control with insecticides.

Arboretum plantings of various forest trees of interest locally is planned. This would include different varieties of trees suitable for Christmas tree or lumber production in the Willamette Valley. Management practices of thinning, shaping, and insect and disease control will be carried out in this area. Tree identification and use study will be carried on here. It is felt that these plantings should be situated so as to outline different cropping and demonstrative areas.

A greenhouse will be built by vocational agriculture students in the fall of 1960. This will then be used to begin an extensive horticultural and floriculture program. This teaching facility will lend itself to the study of
fertilizers, seed treatment, plant propagation, and plant care. It is also planned to grow vegetable transplants for sale to Future Farmers of America members.

As the development of the program continues changes will naturally occur as the local situation dictates. Continual study to make the program a beneficial educational tool will be made.

The present cropping practice cannot be evaluated as the ultimate in educational farming operations. It has been established as an expedient measure to temporarily serve two purposes. The first was to improve soil fertility and secondly to maintain a pleasing appearance around the high school. These ends had to be served with a minimum of expense, equipment and other resources required.

The sodded fescue area is accomplishing these desires to a satisfactory extent. This study and future planning can gradually replace the present program with one more closely meeting the primary educational objective.
CHAPTER VI

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Summary of Findings

Over one-half of Oregon's eighty-nine Vocational Agriculture Departments operate school land in addition to the students' normal supervised farming programs. The total acreage used by the forty-nine departments amounted to 1215.5 acres or an average of twenty-four and eight tenths acres per school. The size of areas used was greatest under five acres. The land area sizes used varied from less than one acre to 160 acres.

The state-wide farming programs reported were largely cropping enterprises. Forty-two departments raised crops while only thirteen operated livestock and cropping programs. Twenty-nine departments reported experimental, demonstrative, or observational programs.

The primary purpose for using school land checked most often was fund raising for the Future Farmers of America Chapter. A teaching aid to supplement classroom instruction was given almost equal consideration. The use of the school owned or controlled land as a project area for non-farm boys was also given notable consideration.

Basic advantages of school land operation were interest promoting in vocational agriculture, providing farm
skills training, and money raising. The chief disadvantage was the requiring of too much of the instructor's and student's time in the farm operation.

The people of the Woodburn community desire the operation of the sixteen plus acres of school owned land to be conducted by the vocational agriculture department. Ninety-two and five tenths percent of all people sampled gave this opinion. The managerial duties of the vocational agriculture instructor were deemed such as to eventually justify the release from present duties to allow time for farm planning and operation. Student labor was felt necessary and should be taken partially from classroom time.

The purposes for the operation of the land at Woodburn High School were indicated in the following order: First, a teaching aid to supplement classroom work. Second, a project area for non-farm boys. Third, money raising for the Future Farmers of America Chapter.

A farming program of field crops coupled with an active endeavor to carry on experimental, demonstrative, and observational projects was indicated by the community residents. Ninety-eight percent of the residents indicated the desire for the special projects to be carried on. Many of the varied farming programs suggested could come under the area of special projects.

Over three quarters of the residents felt that it was the responsibility of the school district to continue the
provision of land for the vocational agriculture department's use. The majority of residents sampled felt the provision of farming equipment and machinery should also be provided by the school district.

Recommendations for Further Study

The major portions of additional study in this area should be done on a local basis. The purpose would be to arrive at the most satisfactory application of the land use for the local situation. State-wide guides could be investigated as to the needs and use of land areas.

The possibility of more extensive use of livestock programs and the addition of more floriculture and horticulture programs as needed in local communities should be investigated.

The use of demonstrative, experimental, and observational projects need to be evaluated and charted for a future increase in this area.

Conclusions

The following conclusions are drawn from this study:

1. Any use of Woodburn school land must be based upon sound educational principles.

2. The vocational agriculture department must integrate the land operation into the total curriculum.

3. The purposes of the Woodburn agricultural land operation should be as a teaching aid, project
area for non-farm boys, and a money raising activity for the Future Farmers of America in that order.

4. All operational policy must be approved by the Woodburn Board of Education and carried out by the vocational agriculture instructor and Future Farmers of America Chapter.

5. The school district should have the primary responsibility for provision of facilities and equipment.

6. The Woodburn Future Farmers of America Chapter should be a cooperating organization in this operation and should receive monetary as well as interest promoting returns.

7. The land area presently involved must be improved in respect to fertility and tilth, before extensive farming operations can be established.

8. An active program of demonstration, observation, and experimental projects must be carried on.

9. The future farming program should be one of special projects (observational, demonstrative, or experimental) and a combination of two or more field crops.

10. If at such time the farming operation warrents it, extra time should be given the vocational agriculture instructor for farm management.

11. The vocational agriculture instructor's duties should be chiefly managerial.

12. Student labor must not be exploited and should be performed only to the extent that useful skills are being learned.

13. Good public relations with the local community must be maintained.

14. Local resource people should be used when applicable.

15. Non-farm students should be allowed to take vocational agriculture upon indicating an interest in agricultural production or agricultural business and industry.
APPENDIX
BIBLIOGRAPHY


Dear

School farms have been both a source of help and trouble for our Vo-Ag Departments. Also our school farms have varied greatly in their scope; from quarter acre demonstration areas to farms of commercial operating size.

I would appreciate your taking a few minutes of your time to answer the enclosed instrument in respect to your present Vo-Ag department situation.

This questionnaire is being used to determine the number of Oregon Vo-Ag departments using land in connection with their Vo-Ag program. The instrument hopes to measure land owned, rented, given for the department's use and any other land used as an aid in the Vo-Ag departments functions. The report should include land or livestock demonstration areas as well as farm operations of commercial size.

If you do not have any land used in connection with your Vo-Ag program please answer below and return the questionnaire before December 15, 1958.

No land used ________________.

Have you ever operated land in connection with your present Vo-Ag program? ________________.

If so why was the operation discontinued? ________________

If any land was used by your department during the past year please check here, complete the enclosed form and return before December 15, 1958.

Land was used ________________.

Compiled forms of this questionnaire will be available at Summer Conference if you desire a copy. Please check here so that I can have sufficient copies available.

Thank you.

Sincerely

Darrell Ward
QUESTIONNAIRE ON USE OF LAND IN CONNECTION WITH OREGON VO-AG DEPARTMENTS

Name of Vo-Ag Dep't

Instructor

Number of students in department

Number of classes other than Vo-Ag taught by instructor(s)

Past year's farming program information:

Acres used by department

Crops harvested during past year:

<table>
<thead>
<tr>
<th>Crop</th>
<th>Acreage</th>
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<tr>
<td></td>
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</tbody>
</table>

Demonstration, observational, or experimental crop projects (may apply to harvested crops)

Livestock raised on the school farm:

<table>
<thead>
<tr>
<th>Kind</th>
<th>No.</th>
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Livestock demonstration or experimental projects

Primary purpose or objective of farm:

- To raise funds for the FFA
- As a teaching aid to supplement classroom work
- Project area for boys without farming opportunity
- Other
Ownership or rental responsibility of school farm:

- [ ] Vo-Ag Dep't
- [ ] FFA
- [ ] School District
- [ ] Other

If leased is the lease a written agreement? ________________

Check advantages and disadvantages of having land available for your department's use. (Check all those that may apply to your situation)

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Promotes interest in Vo-Ag program</td>
<td>[ ] Exploitation of student labor</td>
</tr>
<tr>
<td>[ ] Provides farm skills training</td>
<td>[ ] Requires too much of instructor's time</td>
</tr>
<tr>
<td>[ ] Improves classroom motivation with situations common to all class members</td>
<td>[ ] In market competition with local farmers</td>
</tr>
<tr>
<td>[ ] Project land is available to non-farm boys</td>
<td>[ ] Financial misunderstandings with district</td>
</tr>
<tr>
<td>[ ] Provides wealth of teaching material</td>
<td>[ ] Takes too much of classroom teaching time</td>
</tr>
<tr>
<td>[ ] Money raising for FFA</td>
<td>[ ] Unfavorable publicity department</td>
</tr>
<tr>
<td>[ ] Favorable publicity for department</td>
<td>Other: __________________________</td>
</tr>
</tbody>
</table>

Other: __________________________

Other: __________________________

Other: __________________________

Other: __________________________

Other: __________________________

Please answer briefly:

1. How was land originally acquired? (Example: Land was purchased along with school site.) __________________________

2. Was the land use already established when you took over the department? __________________________.

3. Would a farm operated on a commercial basis require the hiring of a farm manager in addition to the Vo-Ag instructor? __________________________.
4. Should a beginning teacher initiate land for school use his first year?

5. Would the addition of a livestock program increase the value of your school farm?

6. Should students be paid for labor done on the school farm outside of school time?

7. Would you work toward the development of school land for project use if you did not already have it?

8. Would an advisory committee be helpful in operating a school farm?

9. Is insurance carried protecting the instructor, department, and FFA against libel action?

Thank you
Dear Mr.

Woodburn Public Schools, District #103C, has 16½ acres of school owned land. It is the desire of the school board, administration, Vocational Agriculture Department, and Agriculture Advisory Council, that this land use become a greater asset to the total educational program. In line with this an exhaustive study is being made to determine the best use to which this land may be put. A portion of this study will be a sampling of community residents' desires as to the use of school land.

Your name has been suggested by as a person who would probably be willing to give the benefit of your thinking to the school district in this matter. In the near future Mr. Darrell Ward, Vocational Agriculture Instructor at Woodburn High School, will call at your home to visit with you concerning this matter. We thank you in advance for any help you may be able to give us.

The following are some problems that we are concerned about in the area of school land use. These, in a large part, will be the questions you will be asked when interviewed. If you could devote some time for thought on these matters it would help to make the interview more valid and take less of your time.

For the past four years the school land use has followed a straight small grain and corn cropping program. The land is currently being summer fallowed for weed control. A small observational nursery of varied grasses and legumes has been seeded. The major acreage will be seeded to Chewings or Tall Fescue in the fall as a soil improving practice. This practice is hoped to bridge the gap until a practical program for the operation can be developed.

The land in question is located at Woodburn High School. Do you feel that the care or farm operation of this land should be the responsibility of Vocational Agriculture Department and Future Farmer of America Chapter or some other group, such as the janitorial staff?

If you feel the Vo-Ag Department and FFA should operate this land, should the school district continue to provide land for their use if this land should become unavailable due to school building and athletic field expansion?
If the Vo-Ag Department and FFA operate the land, equipment would be needed. Do you feel that the school district should provide this equipment? If you do not should it be provided by a private source such as the FFA or private individuals? Would you care to suggest a method of financing the equipment?

In a survey conducted in Oregon Vocational Agriculture Departments which operate school lands, three major purposes of the land use were named. They were: (1) As a teaching aid to provide demonstrations and practical experience to supplement classroom work. (2) As a project area for non-farm boys needing farming experience. (3) As a money raising endeavor of the Future Farmers of America Chapter. Do you feel that one of these purposes should be the major use of school land at Woodburn? If not, do you have another purpose for the operation?

If a farming operation is indicated as the desire of the community the type of program developed will depend upon equipment available, water and fencing economic conditions, etc. A straight cropping program would probably be less complicated to operate than a program involving livestock. Field cropping would be easier than cultivated cropping. However the value received from a more intense farming program might be great. In view of the problems involved what type of program do you feel should be conducted? (1) Single field crop such as small grains, hay or grass seed (2) A combination of two or more field crops (3) A livestock-crop combination such as hay and pasture with sheep or beef (4) Cultivated crops such as corn (5) Tree farming (6) Other.

The time required to manage the operation will vary with the type of program followed. Do you feel that someone should be given time from other duties to manage the farm operation? If so, who do you feel should have this responsibility?

Do you feel that students should take time from classroom studies to operate the farm? Could this possibly take too much of the time that should be spent in the classroom?

Should any of the land area be used to conduct special experimental, demonstrative, or observational projects? If so, what projects would you like to see carried on?

The teaching in Vocational Agriculture is designed to
train prospective farmers. However leadership activities are also a large part of the teaching program along with other activities. Many boys currently taking the Vo-Ag program go into related agriculture work rather than farming. Do you feel that non-farm boys should be allowed to take Vocational Agriculture?

We again thank you for your help in this matter.

Yours very truly

Darrell L. Ward
Vocational Agriculture Inst.

Frank P. Doerfler
Superintendent
Community Checklist
Woodburn School Land Use

Name _____________________________
Address _____________________________

Land Operation:

Who should be given the responsibility of operating the school owned land at Woodburn High School?

Should someone be released from present duties and given time to manage the farm operation?

If the Vo-Ag students should continue to operate the farm should this be done during class time or after school and on weekends?

Purpose of land operation:

What do you feel should be the one major purpose of operating the school owned land?

1st.

Would you rank in order other purposes you feel should be made of the land?

2nd.

3rd.

4th.

5th.

Farming program:

What type of farming program do you feel should be conducted?

a. Single field crop
b. Combination of two or more field crops

c. Livestock-crop combination

d. Cultivated crops

e. Tree farming

f. Other

Should any of the land be used to conduct special experimental, demonstrative, or observational projects?

If so what projects would you like to see carried on?

Providing facilities:

If you feel that the Vo-Ag Department should operate this land, should the school district provide land for the department's use if the present land should become unavailable?

Who should provide equipment for the operation of the school land?

Vo-Ag enrollment:

Should non-farm boys be allowed to take Vocational Agriculture?
List of Random Sample Residents

City-Vocational Agriculture

Raymond Farmen 1059 Bryan St. Woodburn, Oregon
Bruce Murphy 694 No. Pacific Highway Woodburn, Oregon
C. L. Lisby 691 Harrison St. Woodburn, Oregon
Bernard Powell 778 E. Lincoln St. Woodburn, Oregon
Kirby Cook 920 No. Settlemair Ave. Woodburn, Oregon
Clarence Hagenauer 713 No. 1st. St. Woodburn, Oregon
Everett Twitty 990 Corby St. Woodburn, Oregon
Rotha Young 109 Gatch St. Woodburn, Oregon
DeWayne Sullivan 899 So. Front St. Woodburn, Oregon
E. L. Prickett Rt. 1, Box 1 Woodburn, Oregon
Walter Edgell 1206 Boones Ferry Rd. Woodburn, Oregon

Rural Vocational Agriculture

E. C. Beutwell Rt. 1, Box 313 Woodburn, Oregon
Iver Butler Rt. 1, Box 518 Woodburn, Oregon
William Sprauer Rt. 1, Box 468 Woodburn, Oregon
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawrence VanVolkenberg</td>
<td>Rt. 1, Box 8</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Elmer Esslinger</td>
<td>Rt. 1, Box 300</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Syl Gayken</td>
<td>2380 Molalla Rd.</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>A. L. Parker</td>
<td>Rt. 1</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>C. P. Veldhuisen Sr.</td>
<td>1200 Belle Pass Rd.</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>A. J. Kowash</td>
<td>Rt. 2, Box 22</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Albert E. Borton</td>
<td>Molalla Rd.</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Bob Miller</td>
<td>Rt. 1, Box 217</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Royce Batoloph</td>
<td>Rt. 1, Box 324</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>John Bothum</td>
<td>Rt. 1, Box 270</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>U. L. Livingston</td>
<td>1690 E. Lincoln Rd.</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td><strong>Rural Non-Agriculture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. M. Simmons</td>
<td>Rt. 2, Box 15B</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Hans Christianson</td>
<td>Rt. 2, Box 17</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Glenn Grassman</td>
<td>Rt. 2, Box 42</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Glenn Newton</td>
<td>Rt. 2, Box 50A</td>
<td>Woodburn, Oregon</td>
</tr>
<tr>
<td>Mildred Snyder</td>
<td>Rt. 2, Box 129B</td>
<td>Woodburn, Oregon</td>
</tr>
</tbody>
</table>
Herbert Hawley
R. J. Pulver
Carl Magnusen
P. J. Bering
Andy DeConnick
John Weiz Sr.

City Non-Agriculture
James L. Bright
C. H. Ahrens
Alacoque Bartlett
J. E. Walker Sr.
Marion B. Myers
Edith Sell

Rt. 1, Box 235
Woodburn, Oregon
Rt. 1, Box 277
Woodburn, Oregon
Rt. 1, Box 325
Woodburn, Oregon
Rt. 1, Box 335
Woodburn, Oregon
Rt. 1, Box 460
Woodburn, Oregon
Rt. 1, Box 321
Gervais, Oregon

875 W. Lincoln
Woodburn, Oregon
1110 W. Hayes St.
Woodburn, Oregon
322 Hardcastle St.
Woodburn, Oregon
771 Blaine St.
Woodburn, Oregon
1041 No. Pacific Highway
Woodburn, Oregon
509 No. 3rd St.
Woodburn, Oregon
Woodburn Vo-Ag Grass-Legume Nursery

Planted May 26, 1959

1. DuPuits alfalfa and Akaroa in alternate rows
2. DuPuits alfalfa and Akaroa - mixed
3. DuPuits alfalfa and Latar orchardgrass in alternate rows
4. DuPuits alfalfa and Latar orchardgrass - mixed
5. Rambler alfalfa alone
6. DuPuits alfalfa alone
7. Cascade lotus alone
8. Cascade lotus and Latar orchardgrass in alternate rows
9. Cascade lotus and Latar orchardgrass - mixed
10. New Zealand and Alta fescue in alternate rows
11. New Zealand and Alta fescue - mixed
12. New Zealand and Potomac orchardgrass in alternate rows
13. New Zealand and S-23 ryegrass - mixed
14. New Zealand and Perennial ryegrass - mixed
15. Mt. Barker and Alta fescue - mixed
16. Tallarook and S-143 - mixed
17. Tallarook and S-143 in alternate rows
18. Montgomery red clover and Drummond timothy - mixed
19. Kenland red clover and ryegrass - mixed
20. Kenland red clover alone