

**THE INVOLVEMENT OF KANSAS VOCATIONAL AGRICULTURE  
TEACHERS IN FARMING**

by *580*

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**B.S., Kansas State University, 1948**

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**A MASTER'S REPORT**

**submitted in partial fulfillment of the**

**requirements for the degree**

**MASTER OF SCIENCE**

**College of Education**

**KANSAS STATE UNIVERSITY  
Manhattan, Kansas**

**1969**

**Approved by:**

  
**Major Professor**

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## CHAPTER I

### INTRODUCTION

This study grew out of a concern of the writer over the role of the teacher of vocational agriculture and whether or not they should operate a farm in addition to their duties as a teacher of vocational agriculture. The writer had taught vocational agriculture for eighteen years at the time of the study, all in the same school. During the eighteen years he had also lived on a farm of 160 acres. At the time of the study there was a poultry operation of 6000 layers on the farm. The 160 acres was entirely in grass and woodlands. The majority of the farm chores was completed by members of the family. Three children had beef and swine projects on the farm.

It was the observation of the writer of this report that it was the general belief of educators that vocational agriculture teachers should not be engaged in farming while teaching. It was also observed that educators responsible for the training of vocational agriculture teachers had agreed that a farming background was necessary for success in teaching vocational agriculture. The abilities and knowledge learned on a farm were needed for teaching vocational agriculture.

A study conducted by Lasap cast some doubt on this

belief. Those teachers interviewed rated their experience, prior to college, in farming as to its significance to their success in teaching vocational agriculture. The relationship was quite low ( $r = 0.222$ ). Lasap's study did not provide a basis for supporting the belief that farm experience was necessary for success in teaching vocational agriculture.<sup>1</sup>

### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to survey the teachers of vocational agriculture in Kansas relative to: (1) the percentage of vocational agriculture teachers of Kansas that live or have lived on farms; (2) how much farm experience Kansas vocational agriculture teachers have acquired; (3) the time involved in managing the teacher's farm; and (4) the use vocational agriculture teachers make of their farms for instructional purposes.

Need for the study. Since there were 179 vocational agriculture teachers in Kansas at the time of the study that taught farm boys, it was decided that a study to determine their farm experience would make an interesting problem. It was assumed that the vocational agriculture program was

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<sup>1</sup>Sotero L. Lasap, Jr., "Study Need of Farm Background for Teachers," The Agricultural Education Magazine, 37:165, January, 1965.

needed in the Kansas school system because it was the belief of the writer that approximately 40 per cent of all employees in Kansas were engaged in farming or farm related occupations. The teacher of vocational agriculture has had a large field to cover in his teaching and has had to be well informed in many farm related opportunities. The writer could find only a few articles which had been written about the vocational agriculture teacher's farm experience.

Delimitations. The problem was limited to the 179 vocational agriculture teachers in the state of Kansas. The questionnaire was comprised of fourteen questions applicable to the farming experience of Kansas vocational agriculture teachers. The study was made in 1968 and 1969.

Limitations. Certain limitations were recognized at the beginning of the study and the findings would be limited to the information supplied by the respondents. It was also assumed that the questions would be interpreted differently by each teacher. The study was further limited by the fact that there was no opportunity for vocational agriculture teachers to express their opinions other than those answers in the questionnaire.

## II. DEFINITION OF TERMS

Certain terms were set aside for special definition

as they were related to the study. The definitions were not necessarily those in common usage at the time of the study.

Farm. Farm was interpreted as meaning a tract of land that was devoted to agricultural purposes. This included all enterprises of livestock and crops. The size of farm and enterprise was of no importance.

Farm experience. Throughout the study, the term "farm experience" was interpreted as meaning the actual caring for livestock and crops. Supplementary practices, improvement practices, and production projects were included under farm experience.

Vocational agriculture teacher. Vocational agriculture teacher was interpreted to be those teachers qualified to teach vocational agriculture under the supervision of the State Board for Vocational Education.

Field trips. Field trips referred to in this study were those trips to a farm for instructional purposes. The trips included instruction in proper management of livestock, crops, and soils.

## CHAPTER II

### REVIEW OF THE LITERATURE

A search for literature related to the central theme of this study was made through the private library of the writer; the professional library of an associate, Mr. John Davis, Altoona; the Porter Library of Kansas State College, Pittsburg and the Kansas State University Library. After such search, it was felt by the writer that a limited amount had been written on the involvement of vocational agriculture teachers in farming.

A selection of articles reporting on the problems that dealt closely with the experience of teachers in agriculture was made and presented.

Cook stated that in order to teach vocational agriculture a man should have at least two years of practical farm experience and should have been raised on a farm.<sup>2</sup> He also said, "One of the most important qualifications of the teacher of agriculture is leadership. He must be a leader of men, as well as an organizer and leader of students."<sup>3</sup>

Garris believed that teachers of vocational agriculture

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<sup>2</sup>Glen Charles Cook, A Handbook on Teaching Vocational Agriculture (Illinois: Interstate Printing Company, 1933, p. 25.

<sup>3</sup>Ibid., p. 26.

should have been reared on a farm. If a teacher was to face farm people, the early experience of farming would give a background that would aid teaching. The skills learned at an early age would be invaluable for a vocational teacher.<sup>4</sup>

Garris continued that many beginning teachers seemed to have more trouble because of the lack of basic farm skills rather than a lack of understanding of teaching methods. Many farm reared boys have spent little time on the farm. Some specialized farmers have lived in town and have driven to their farms. Boys from these situations may not have gained enough farm experience and if they enter the teaching profession, problems with farm skills could arise.<sup>5</sup> Garris reported that:

It must be remembered that State Plans for Vocational Education usually require that teachers have a minimum of two years of farm experience. However, what is farm experience? In measuring it for trainees should institutions just take the word of each person? If not, how should his statement of farm experience be tested? Former FFA members should have had farm experience but many of them obtained it on a school farm or in their own backyard. A few states require sworn statements of each trainee that he has had farm experience.<sup>6</sup>

Cardozier had this to say:

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<sup>4</sup>E. W. Garris, Teaching Vocational Agriculture (New York: McGraw-Hill Book Company, Inc., 1954), p. 32.

<sup>5</sup>E. W. Garris, "Farm Experience Requirements For Agricultural Teachers," The Agricultural Educational Magazine, 28:27, August, 1955.

<sup>6</sup>Ibid.

The criteria of having had previous farm experience has been a basis of selection of teachers of vocational agriculture in most institutions for nearly 50 years. While occupational experience should continue to be important as a basis for the selection of vocational teachers, new teaching programs in farm-related businesses may mean that off-farm agricultural experience may be a more desirable selection than farm experience for many agriculture teachers.<sup>7</sup>

Garris reported that the Smith-Hughes Act of 1917, the George-Reed Act of 1926, the George-Deen Act of 1937, the George-Barden Act of 1946 were important early acts for vocational education. These acts supported the concept that training in agriculture and training in farming were the same terms.<sup>8</sup>

Cardozier stated that:

The passage of the Morse-Perkins Act (National Vocational Educational Act of 1963), which brought into focus vocational agriculture's responsibility for the wider spectrum of all agricultural occupations, caused certain adjustments in the "farm experience" prerequisite. In the main, this has resulted in the substitute of "agriculture" for "farming" in order to arrive at a meaningful basis for evaluating occupational experience and background. The principle of requiring demonstrated competence in a prescribed minimum of agricultural subject matter has been, and will continue to be, a basic component of teacher education in vocational agriculture.<sup>9</sup>

The problem of whether an agriculture teacher should

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<sup>7</sup>V. R. Cardozier, Teacher Education in Agriculture (Illinois: The Interstate Printers and Publishers, Inc., 1967), p. 110.

<sup>8</sup>Garris, op. cit., pp. 10-12.

<sup>9</sup>Cardozier, op. cit., p. 137.



be farming or not farming was brought out by Christensen. He found that one teacher had twenty-seven years of service as both a successful teacher and farmer.<sup>10</sup> Christensen had this to say concerning the problem:

1. Is this the place you want to live the rest of your life?
2. Do you have the health, ambition and courage to take the risk necessary in successful farming?
3. Does your school administrator and the public look with favor on your farming activities?
4. Do you know enough about farming to develop a place that will gain respect for you and be a credit to your position as a vocational agriculture instructor?
5. Do you have boys of your own who can grow into farming and will assume part of the burden?
6. Most important is your wife willing and able to do the chores when you are at school?
7. Are you willing to go without, to live rather humbly for years before you can improve?
8. Can you make your farm a means of improving agriculture in your area?
9. Are you big enough to not use the school equipment or other facilities unduly on your own farm?<sup>11</sup>

Smith believed that operating a farm made a vocational agriculture teacher become more efficient. Of the fourteen years that he had taught, Smith had farmed for the last three and one-half years. He felt that some of the advantages of living on the farm while teaching were: (1) livestock records available for class use; (2) breeding charts proving the efficiency of artificial insemination; (3) farm inventory

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<sup>10</sup>Howard Christensen, "Should an Agriculture Teacher Go Into Farming?" The Agricultural Education Magazine, 29:106, November, 1956.

<sup>11</sup>Ibid.



book; (4) Dairy Herd Improvement Association records. These records were available for class use and did not have to be obtained from some other farmer in the community. He brought out the fact that teachers must have had the confidence of the students and parents and by owning a farm business this confidence could be developed. The teachers must have been able to practice what he preached.<sup>12</sup> Smith said, "Yes, I believe that operating a farm has made me a better teacher of vocational agriculture."<sup>13</sup>

Crawford considered the fact that teaching vocational agriculture is a full time job and that farming is also a full time job. One person should not try to do both jobs at once. Teaching agriculture can be a rewarding experience in itself because a teacher "has an opportunity to serve mankind and to work with our nation's greatest crop, namely farm reared boys."<sup>14</sup> A teacher's responsibility has been to the youth whom he teaches and to the community and school board that has hired him to teach farm boys. In order to be a more effective teacher, a man should not be engaged in too many occupations. Farming in itself has been a full-time job and teaching may become a side-line.<sup>15</sup> Crawford asked, "Why

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<sup>12</sup>Steve M. Smith, "Can You Farm and Teach?," The Agricultural Education Magazine, 22:254-257, May, 1950.

<sup>13</sup>Ibid., p. 257.

<sup>14</sup>Ibid.

<sup>15</sup>Ibid.

should a teacher of agriculture want to teach and farm?"<sup>16</sup>

He listed three likely answers which could be: (1) It was an additional source of income and a way of building up one's net worth. (2) It kept one close to practical agriculture. (3) It was so relaxing to get out on the farm away from the classroom and office.<sup>17</sup> Considerable travel expenses could have been acquired because a teacher was required to be away from home many evenings. Crawford said, "Any good teacher will recognize that it is of vital importance for the teacher of vocational agriculture to keep abreast of new developments and to keep close to practical agriculture."<sup>18</sup> Crawford stated that farming could be relaxing but that operation and management of a farm can become so big that it outgrows the hobby stage and becomes another burden and worry.<sup>19</sup>

Lasap made a study on the need of a farm background for teachers of vocational agriculture and found that there was some doubt if this farm background was necessary.<sup>20</sup> Lasap said, "This study was conducted to determine the relationship of pre-college experience to success in teaching vocational agriculture."<sup>21</sup> Lasap made his study with a stratified random sampling of vocational agriculture teachers who were

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<sup>16</sup>Ibid.

<sup>19</sup>Ibid.

<sup>17</sup>Ibid.

<sup>20</sup>Ibid.

<sup>18</sup>Ibid.

<sup>21</sup>Ibid.

teaching agriculture at the time of the study and had graduated from colleges in the United States in 1959 and 1960. The data were collected by the use of a rating scale and mail questionnaire. Eight factors were considered by the respondents. The questions listed by Lasap were:

(1) whether they were reared on a farm; (2) farming responsibilities of parents; (3) kinds of farming engaged in by parents; (4) kinds of farming in communities where teachers grew up; (5) kinds of farming where they were teaching; (6) age at which they started working on a farm; (7) number of years of farming experience before high school graduation, and (8) nature of farming experience before conducting supervised farming programs.<sup>22</sup>

Lasap stated, "No significant relationship was found between any of the eight factors constituting general farming background and success in teaching vocational agriculture."<sup>23</sup>

"If a man says that he believes in a particular type of life," wrote Harper, "others will come closer to believing him if this is the type of life he lives."<sup>24</sup> Harper said that the advantages of farming outweigh the disadvantages. Experience was gained in actual farm management. This experience helped the instructor to sort out the more practical ideas and information and to teach those ideas to his students. New ideas and methods could be observed on the

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<sup>22</sup>Ibid., pp. 165-166.

<sup>23</sup>Joe Harper, "Teaching and Farming Can Be Combined," The Agricultural Education Magazine, 36:251, May, 1964.

<sup>24</sup>Ibid.

teacher's farm. Harper considered the advantages of living on a farm as a gain to his family. The children had an opportunity to learn responsibility. Farming provided extra income which helped keep good teachers teaching. Owning a farm would keep the teacher in the community where a longer tenure would be of more benefit. Farming provided relaxation for the agriculture teacher. The dangers to avoid were: (1) a vocational agriculture teacher must not slight his work as a teacher; (2) the attitude of the wife and children were important, and (3) the agriculture teacher should be careful to use his farm in ways that would not invite criticism.<sup>25</sup>

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<sup>25</sup>Ibid.

## CHAPTER III

### RESEARCH DESIGN

A questionnaire was used by the writer to obtain information from vocational teachers in Kansas. The questionnaire was first tested by an associate, Mr. Larry Coltrane, Cherokee. It was approved by Dr. William I. Bray, Kansas State College, Pittsburg and Dr. Raymond J. Agan, Kansas State University, Manhattan. The questionnaire, accompanied by a letter, was mailed to the 179 vocational agriculture teachers in the state of Kansas. This represented the total number of vocational agriculture teachers from all the seven districts in Kansas.

The areas covered by the questionnaire (See Appendix) included: (1) farm experience; (2) reasons for farming; (3) acres of land owned, rented or managed; (4) instructional value of the teachers' farms and (5) time used by vocational agriculture teachers on their farms.

Because it was believed by the writer that vocational agriculture instructors should spend time on the farms of their students, the farm experience acquired by the teacher was a question selected to be answered on the questionnaire.

The remaining questions were used because it was felt that teachers should have farm experience and owning a farm or managing one would be a way to keep informed about the

latest, scientific advances in farming knowledge. The questionnaire was sent to vocational agriculture teachers to determine if it were necessary for the teacher to farm for added income or other reasons.

The information from the questionnaire was compiled and expressed in per cent using tables. Some graphs were used for the data.

A brief but concise questionnaire was mailed to all Kansas vocational agriculture instructors because it was felt that teachers would respond more readily to a questionnaire of that type. The addresses of the vocational agriculture teachers were obtained from the State Board for Vocational Education.

Barr, Davis and Johnson stated:

The technique of collecting data by the means of a questionnaire is frequently ineffective for purposes of accurate investigation because of (1) improper formulation of questions; (2) improper sampling; (3) inadequate returns, and (4) failure to select respondents who are capable and willing to cooperate. Effectiveness of the questionnaires may be increased by requiring information which can be supplied with minimum difficulty. If detailed writing or verbal description is required, rapid and objective tabulation of results is difficult. Short answer items often will elicit information in readily useable form.<sup>26</sup>

Mailed questionnaires reached people quickly and were

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<sup>26</sup>Arvil S. Barr, Robert A. Davis and Palmer O. Johnson, Educational Research and Appraisal (Philadelphia: J. B. Lippincott, Co., 1953), p. 66.

less expensive than interviews. They required less skill to administer than interviews.

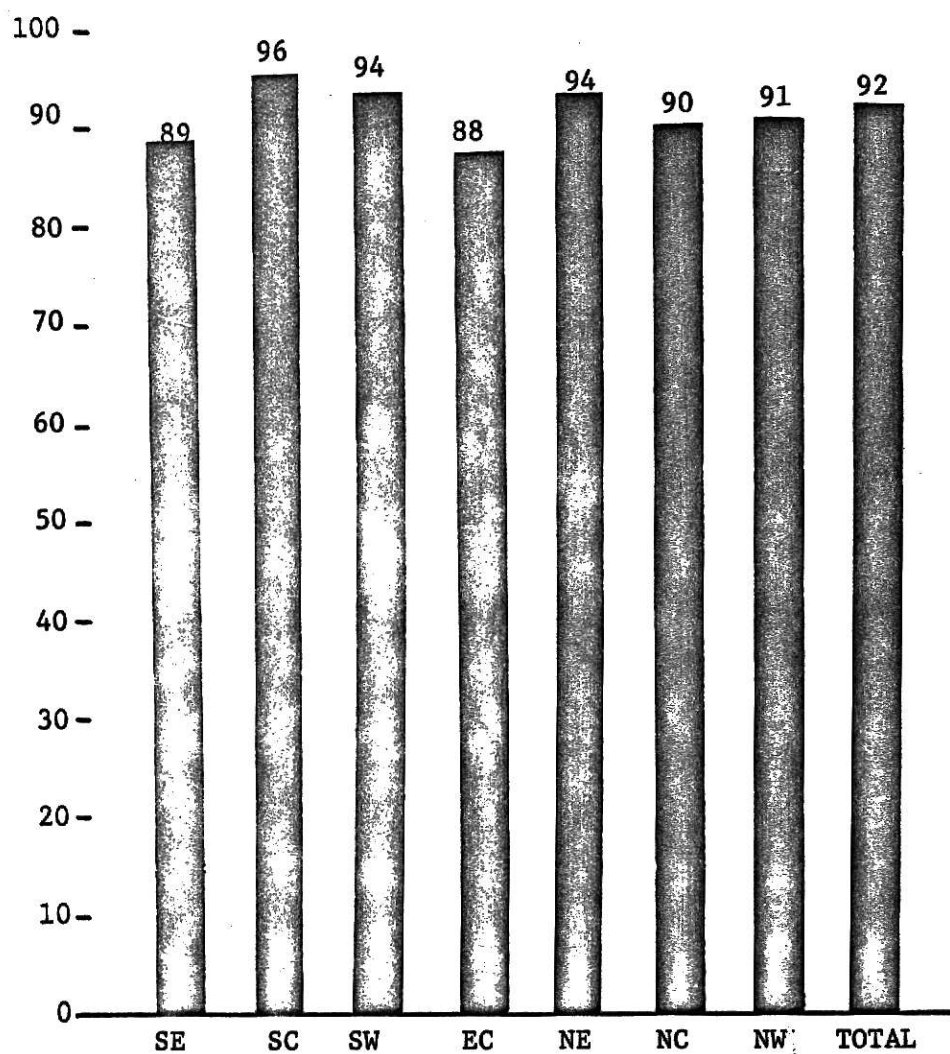


FIGURE 1

PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS IN EACH DISTRICT OF KANSAS THAT RETURNED AND ANSWERED THE QUESTIONNAIRES



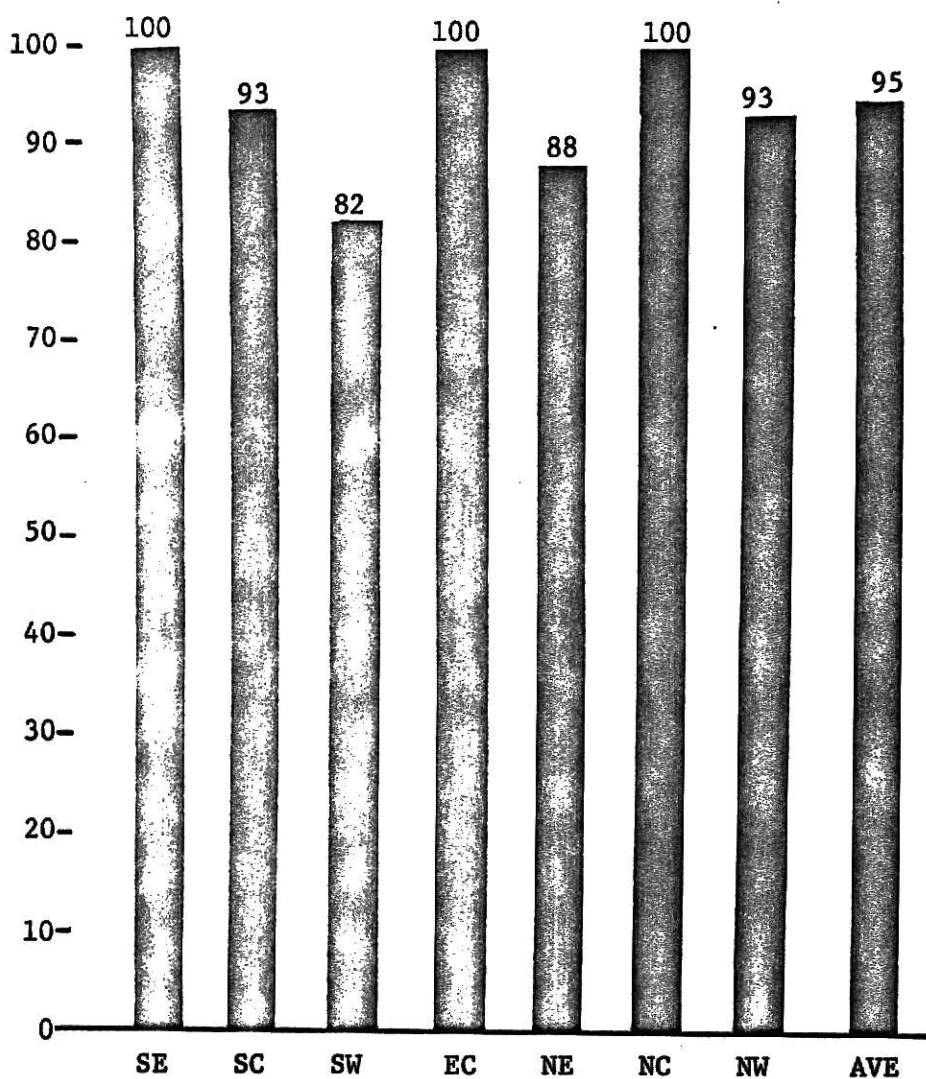


FIGURE 2

PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS IN  
EACH DISTRICT OF KANSAS THAT HAVE LIVED ON A FARM

## CHAPTER IV

### PRESENTATION AND ANALYSIS

Replies were received from 164 vocational agriculture teachers in Kansas. Figure 1 illustrates that 92 per cent of all agriculture teachers in Kansas responded. Twenty-seven of the twenty-eight teachers from southcentral district of Kansas or 96 per cent returned their questionnaires. This represented the highest percentage of replies from any of the districts. The eastcentral district had twenty-three of their twenty-six teachers respond to the questionnaire. This was 88 per cent and represented the smallest percentage of respondents from any of the seven districts.

The percentage of vocational agriculture teachers in Kansas that have lived on a farm is presented in Fig. 2. One hundred and fifty-five teachers who answered the questionnaire, or 95 per cent, have lived on a farm. The teachers that answered the questionnaire from the southeast, eastcentral and northcentral districts have all lived on a farm, or 100 per cent.

The southwest district of Kansas included eighteen vocational agriculture teachers. One teacher did not answer the questionnaire. Of the seventeen that answered, 82 per cent had lived on a farm. This represented the smallest percentage of farm reared teachers from the districts.

Table I illustrates that of the 115 teachers that replied, or 70 per cent, had not lived on a farm while teaching vocational agriculture in Kansas. No agriculture teacher in Kansas had lived on a farm for more than twenty years and taught at the same time.

Seventeen, or 94 per cent, of the agriculture teachers in southwest Kansas answering the questionnaire had not lived on a farm while teaching. Fifteen, or 44 per cent, of the agriculture teachers in southcentral Kansas had lived on a farm while teaching. This represented the two extremes for agriculture teachers from the different districts of Kansas that had lived and had not lived on farms while teaching.

Figure 3 presents the percentage of vocational agriculture teachers in Kansas who managed a farm. Forty-nine, which was 26 per cent of all the teachers returning the questionnaires, managed a farm.

Ten of the twenty-four respondents from southeast Kansas were managing a farm in 1968. This represented the largest number of vocational agriculture teachers managing a farm while teaching. Eight of the twenty-nine teachers from the northwest district managed a farm in 1968. These two examples represented the high and low percentages.

**TABLE I**  
**COMPARISON OF THE LENGTH OF TIME THAT VOCATIONAL**  
**AGRICULTURE TEACHERS IN KANSAS HAVE**  
**LIVED ON A FARM WHILE TEACHING**

<b>Years Lived on Farm while Teaching Vocational Agriculture</b>	<b>Number of Replies</b>	<b>Percentage*</b>
0	115	70
1-5	35	21
6-10	6	4
11-20	8	5
More than 20	0	0

**\*Throughout this study the percentages were rounded off to the nearest whole number.**

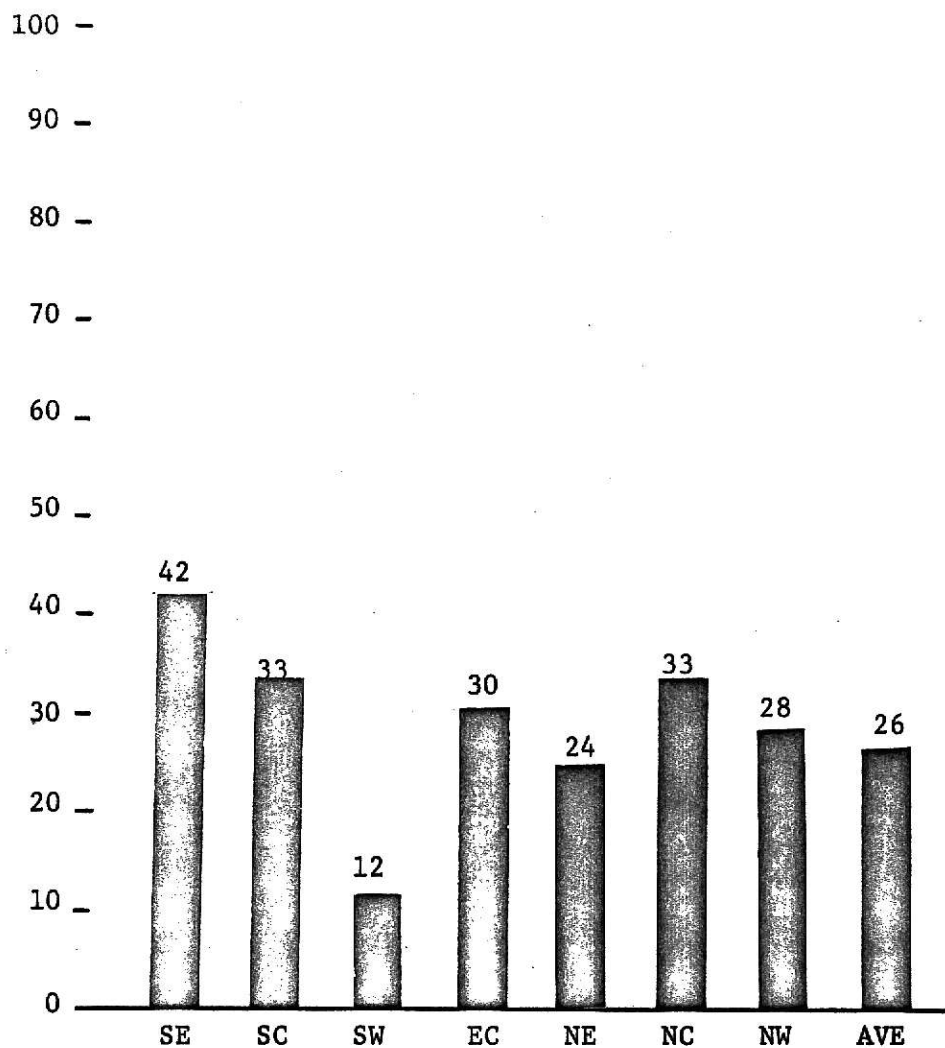


FIGURE 3

PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS IN EACH  
DISTRICT OF KANSAS THAT MANAGED A FARM IN 1968

Table II indicates that of the 164 vocational agriculture teachers in Kansas that answered the questionnaire eighteen, or 11 per cent, had not worked on a farm since high school graduation. More teachers in the eastern districts of Kansas had worked on farms since high school graduation than those from the western districts. The teachers from the western districts that had worked on farms since high school graduation had more years of experience than those from eastern Kansas.

The number of acres owned by teachers of vocational agriculture in Kansas is presented in Table III. Forty-four, or 27 per cent, of all vocational agriculture teachers in Kansas answering the questionnaire owned ten acres or more of land in 1968. More teachers from the eastcentral district owned land than from any other district in Kansas. The vocational agriculture teachers from southwest and northeast districts in Kansas owned less acres than from the other districts. It was interesting to note that those teachers from northwest and eastcentral districts owned the largest farms.

Table IV shows the number of acres rented by vocational agriculture teachers. Forty-three, or 26 per cent, of all vocational agriculture teacher respondents in Kansas rented ten or more acres in 1968. Only one teacher from the southwest district rented land and it was at least 160 acres.

**TABLE II**  
**COMPARISON OF THE YEARS OF FARM WORK EXPERIENCE OF**  
**VOCATIONAL AGRICULTURE TEACHERS IN KANSAS**  
**SINCE HIGH SCHOOL GRADUATION**

<b>Years of Farm Work Experience Since High School Graduation</b>	<b>Number of Replies</b>	<b>Percentage</b>
0	18	11
1-5	90	55
6-10	26	16
11-20	24	15
More than 20	6	3

**TABLE III**  
**NUMBER OF ACRES OWNED BY TEACHERS OF VOCATIONAL**  
**AGRICULTURE IN KANSAS IN 1968**

<b>Number of Acres Owned</b>	<b>Number of Replies</b>	<b>Percentage</b>
0	114	70
10	8	5
11-40	10	6
41-80	6	3
81-160	16	10
More than 160	10	6



TABLE IV  
NUMBER OF ACRES RENTED BY TEACHERS  
OF VOCATIONAL AGRICULTURE  
IN KANSAS IN 1968

Number of Acres Rented	Number of Replies	Percentage
0	121	74
10	4	2
11-40	6	3
41-80	6	3
81-160	14	9
More than 160	13	9

Three vocational agriculture teachers in the southwest district rented small acreages of ten acres or less. This was the only district where teachers rented small acreages. It was again noted that the Kansas vocational agriculture teachers from the northwest district rented the largest farms.

Figure 4 illustrates the percentage of vocational agriculture teachers in each district of Kansas that lived on a farm in 1968. Thirty-two, or 20 per cent, that returned the questionnaire lived on a farm. The eastcentral district with twenty-three teachers returning the questionnaire had seven, or 30 per cent, that lived on a farm. Of the teachers from the southwest district that replied, zero per cent lived on a farm in 1968. More of the vocational agriculture teachers from the eastern districts of Kansas lived on farms than those from the western districts.

Figure 5 shows the percentage of vocational agriculture teachers in each district of Kansas that thought teachers should teach and farm at the same time. Eighty-two, or 50 per cent, of the 164 replies favored undertaking the two jobs at the same time. The agriculture teachers from the eastcentral district where twenty-three responded answered seventeen, or 74 per cent, in favor of teaching and farming at the same time. The teachers from the northwest district where twenty-nine responded, replied with sixteen, or

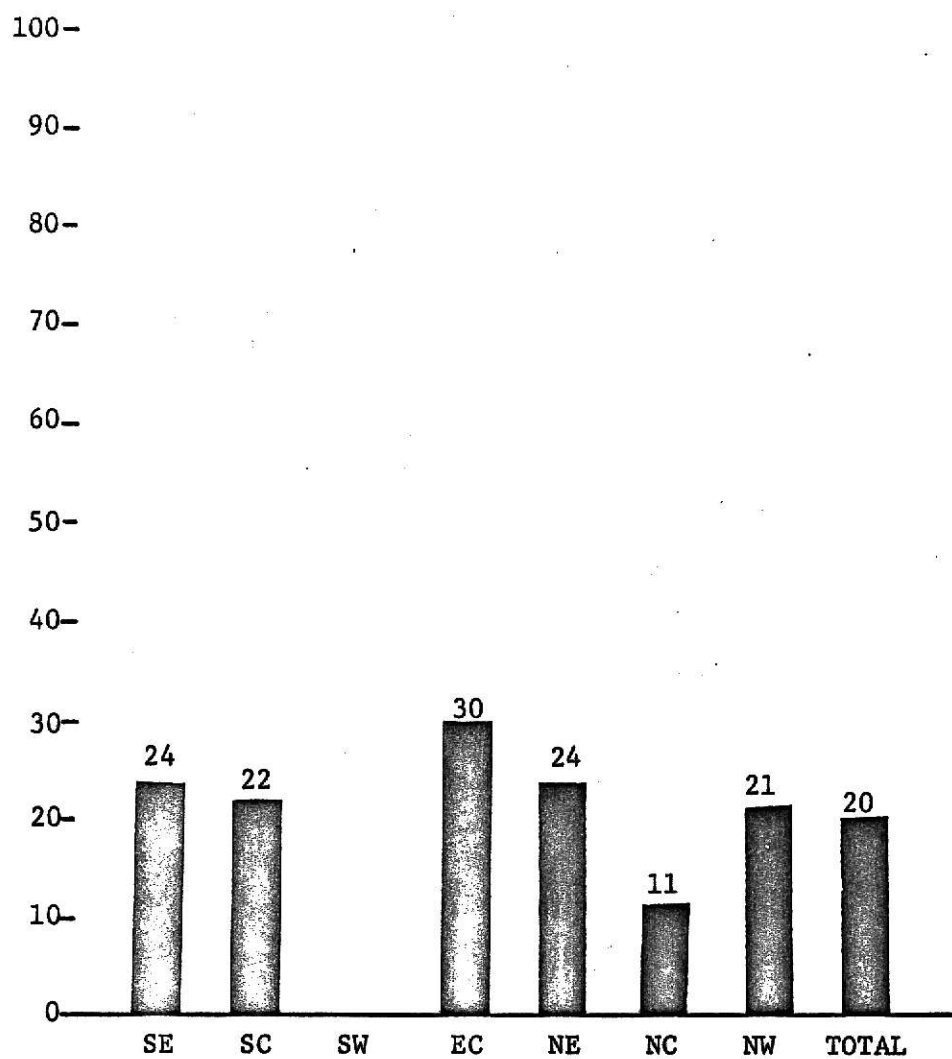


FIGURE 4

PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS IN EACH  
DISTRICT OF KANSAS THAT LIVED ON A FARM DURING 1968

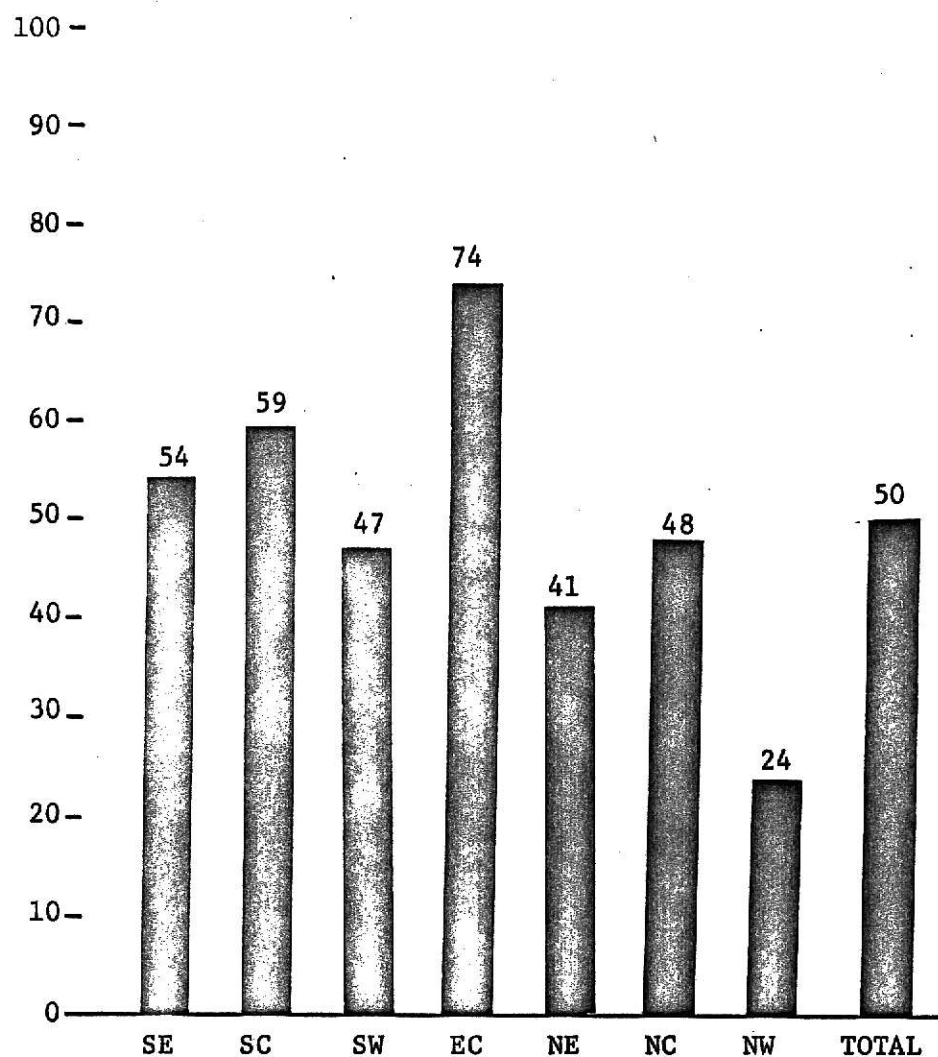


FIGURE 5

PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS IN EACH DISTRICT OF KANSAS THAT WERE OF THE OPINION THAT TEACHERS SHOULD TEACH AND FARM

55 per cent, against undertaking both jobs at the same time. The other five districts of vocational agriculture teachers in Kansas varied from 41 per cent to 59 per cent in favor of teaching and farming at the same time.

The results shown in Fig. 6 indicate that the teachers of vocational agriculture in Kansas that lived on a farm believed that farming made them more effective in their teaching. Of the forty-two replies from the teachers that lived on farms, thirty-eight, or 93 per cent, answered that farming made them more effective in teaching. The teachers that replied from the southeast district, northeast district, and northcentral district indicated 100 per cent that farming made them more effective teachers. Since none of the vocational agriculture teachers from the southwest district lived on a farm, they did not reply to the question illustrated by Fig. 6. The teachers from the southcentral district, east-central district, and northcentral district varied from 80 per cent to 89 per cent in favor of the question that farming made them a more effective teacher.

Figure 7 shows the percentage of teachers of vocational agriculture in Kansas that use their farms for student field trips. Of the forty-one teachers that lived on farms, seventeen, or 41 per cent, used their farms for field trips. In the southeast district where twenty-four replies were received, seven teachers lived on farms and six, or 86 per

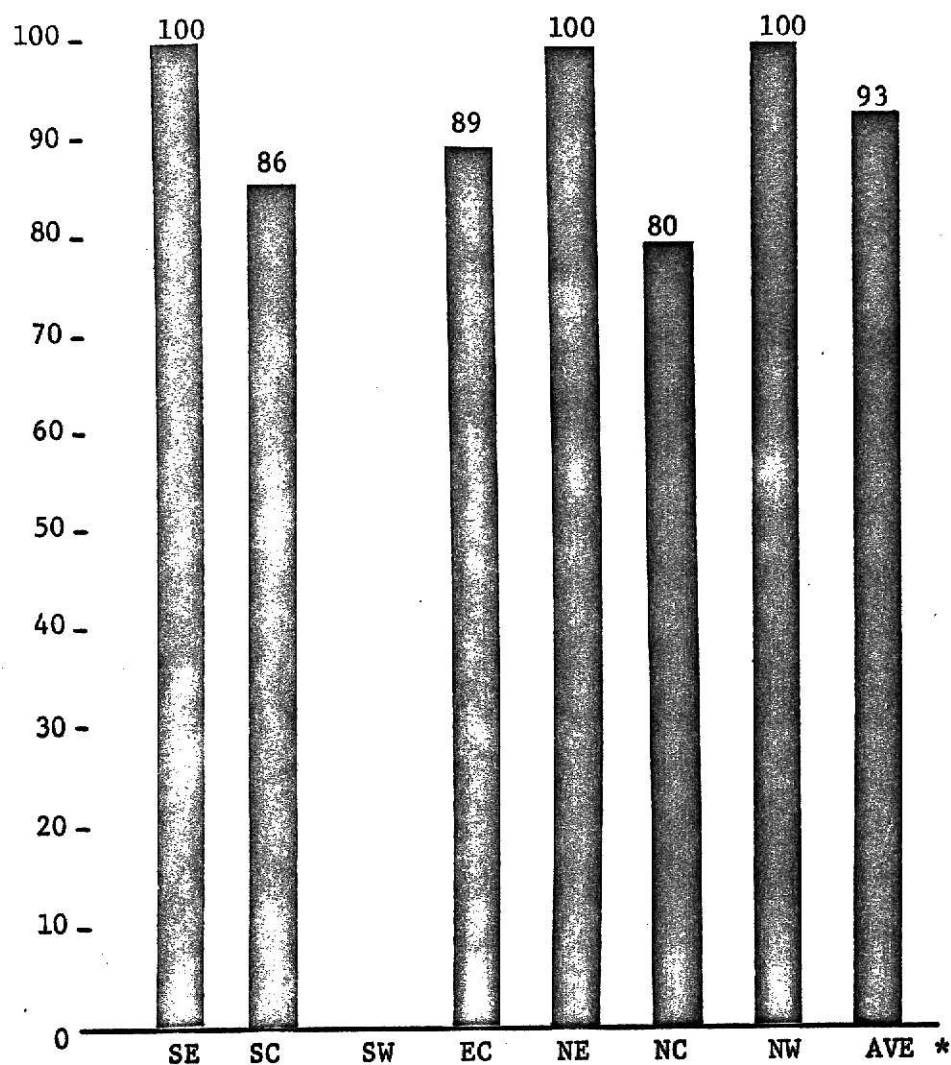


FIGURE 6

PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS FARMING  
IN EACH DISTRICT OF KANSAS THAT BELIEVED FARMING MADE  
THEM A MORE EFFECTIVE TEACHER

\* This average did not include the SW district where  
no teachers were farming

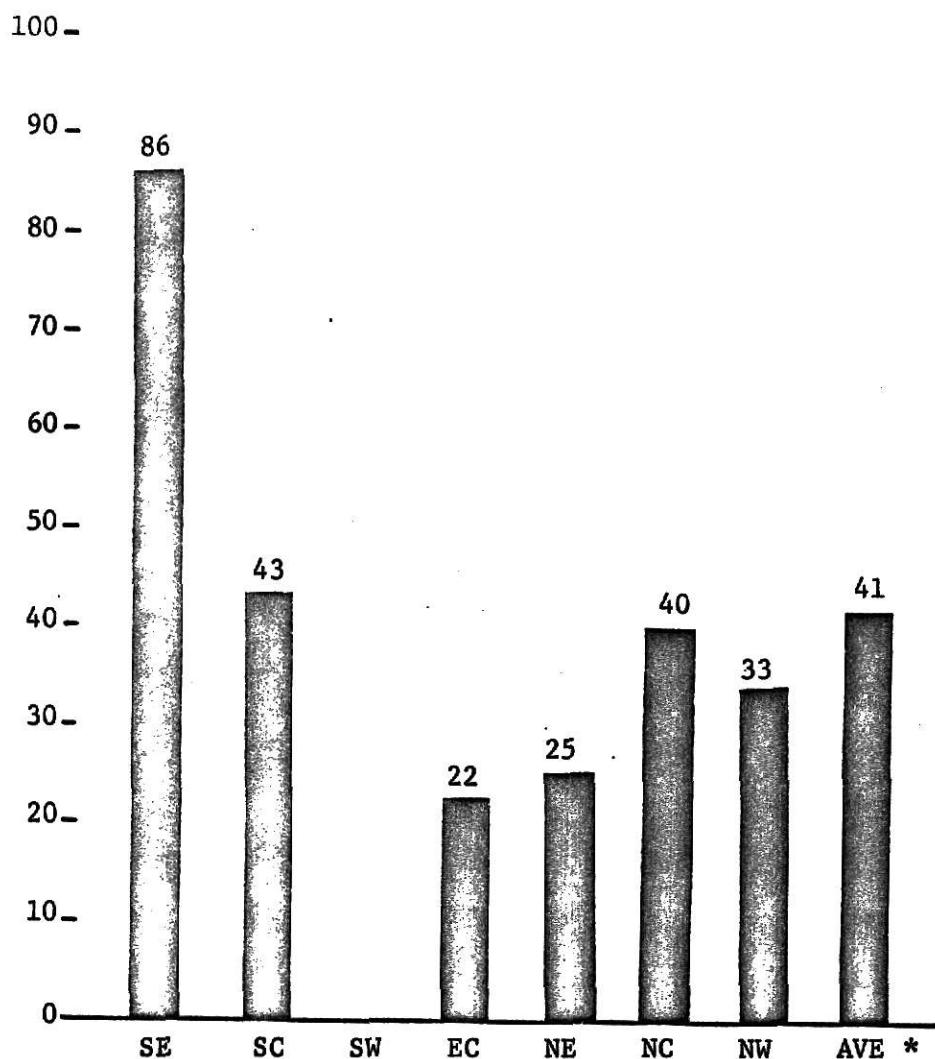


FIGURE 7

PERCENTAGE OF VOCATIONAL AGRICULTURE TEACHERS IN EACH DISTRICT OF KANSAS LIVING ON A FARM THAT USED THEIR FARMS FOR FIELD TRIPS

\* This average did not include the SW district where no teachers were farming

cent, used these farms for field trips. The southwest district reported zero per cent lived on farms. Therefore, no farms in this area were used for field trips. Vocational agriculture teachers from the other five districts reported from 22 per cent to 43 per cent made use of their farms for field trips.

Table V gives a comparison of the amount of time that the Kansas teachers used their farms for field trips. Forty-three, or 26 per cent, of all respondents used their farms for field trips. Thirty-three, or 77 per cent, of those replying used their farms for less than five hours of field trip instruction per year. More of the teachers that had the larger farms in the northwest district and those from the eastcentral district used their farms for field trips. The teachers in the eastern part of Kansas used their farms more for field trips than those in the western part of the state.

Table VI shows a comparison of the amount of time used by vocational agriculture teachers to manage or operate their farms each week. Most of the teachers spent less than twenty hours working on their farms each week. The teachers that owned and rented the larger farms from the northwest district did not spend more hours per week working on their farms. Only two vocational agriculture teachers in Kansas spent more than thirty hours per week working on their farms. They were from the eastcentral and northwest districts.



**TABLE V**  
**COMPARISON OF THE AMOUNT OF TIME FOR FIELD TRIPS SPENT**  
**ON THE VOCATIONAL AGRICULTURE TEACHERS' FARMS**  
**WITH THEIR STUDENTS DURING A SCHOOL TERM**

<b>Time Spent for Field Trips</b>	<b>Number of Replies</b>	<b>Percentage</b>
Less than 5 hours	33	77
5-10 hours	6	14
11-20 hours	4	9
More than 20 hours	0	0

TABLE VI  
COMPARISON OF THE AMOUNT OF TIME USED WORKING  
BY THE VOCATIONAL AGRICULTURE TEACHERS IN  
KANSAS ON THEIR OWN FARMS EACH WEEK

Hours spent Working on Teachers' Farm Each Week	Number of Replies	Percentage
Less than 10 hours	19	46
10-20 hours	16	39
21-30 hours	4	10
More than 30 hours	2	5

A comparison of the reasons why vocational agriculture teachers lived on a farm is shown in Table VII. The majority of the teachers that farm believed that this was an added income for them. None of the teachers in the western districts farmed for a hobby. More of the teachers in the central districts of Kansas considered farming to be a hobby. Only two teachers in the eastern districts of Kansas farmed because it was a hobby for them.

**TABLE VII**  
**COMPARISON OF THE REASONS WHY VOCATIONAL AGRICULTURE**  
**TEACHERS IN KANSAS LIVE ON A FARM**

Reasons for Teachers Living on a Farm	Number of Replies	Percentage
Hobby	5	13
Supplementary Income	22	58
Other	4	10
Both Hobby and Supplementary Income	6	16
All Three Reasons	1	3

## CHAPTER V

### SUMMARY AND IMPLICATIONS

Of the 179 questionnaires which were sent to the teachers of vocational agriculture, 164, or 92 per cent, were returned. One hundred and fifty-five, or 95 per cent, of all agriculture teachers in Kansas have lived on a farm. One hundred and fifteen teachers of vocational agriculture, or 70 per cent, have never lived on or managed a farm while teaching. Fifty-five per cent of the Kansas teachers have had from one to five years of farm experience since high school graduation. One hundred and twenty-one or 70 per cent, did not own a farm. Twenty-six per cent of the teachers rented land. Thirty-two of the respondents, or 20 per cent, lived on a farm in 1968. One-half, or 50 per cent, of the teachers of vocational agriculture were of the opinion that a teacher should teach and farm at the same time. Thirty-eight teachers that responded to the questionnaire, or 93 per cent, believed that living on a farm made them more effective teachers. Seventeen teachers, or 41 per cent, used their farms for student field trips. Seventy-seven per cent of the respondents spent less than five hours each year on their own farms with their students. Forty-six per cent of the teachers answering the questionnaire that lived on a farm spent less than ten hours each week working at

home. Twenty-two, or 58 per cent, of the vocational agriculture teachers in Kansas that lived on a farm listed supplementary income as their reason for living on the farm. Some other reasons mentioned were that they liked living on a farm, the farm was used as a hobby, and it was a good place to raise a family.

It was the writer's belief that since the vocational agriculture teacher's primary source of income was obtained from teaching, he should not spend time farming that could be used teaching. A teacher should not try to farm on a large scale because teaching might become a side line. All teachers should do as much for the students as possible; therefore, a teacher must have the time to do an efficient job. The board of education and the school administration should approve of the teacher living on a farm.

If a teacher of agriculture chooses to live on a farm, he must have a nice home and perform an effective job of farming to win the respect of farmers, students, and the people of the community.

The teacher's farm could be used as an experimental project and show place. Some records and management tips could be used for class instruction.

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## APPENDIX

Neodesha, Kansas

Dear Fellow Teacher,

I am working on my masters report which is entitled, "The Involvement of Vocational Agriculture Teachers in Farming."

Please fill out the enclosed questionnaire and return within two weeks. This information will be kept strictly confidential and will be used only in a form that summarizes the answers of vocational agriculture teachers in Kansas.

A stamped and addressed envelope is enclosed for your convenience in returning the questionnaire.

Thank you.

Sincerely,

Wayne Coltrain  
Vo Ag Instructor

# QUESTIONNAIRE

Please answer the following questions. Circle the answer that is the nearest correct.

1. In which district do you teach? SW, NW, EC, NC,  
SC, SE, NE
2. Have you lived on a farm? Yes No
3. How many years have you lived on a farm while teaching vocational agriculture? 0, 1-5, 6-10,  
11-20, more  
than 20 yrs.
4. Do you manage a farm? Yes No
5. How many years of experience have you had working on a farm since high school graduation? 0, 1-5, 6-10,  
11-20, more  
than 20 yrs.
6. How many acres do you own? 0, 10, 11-40,  
41-80, 81-160,  
more than 160
7. How many acres do you rent? 0, 10, 11-40,  
41-80, 81-160,  
more than 160
8. Do you live on a farm at the present time? Yes No
9. Do you think that a vocational agriculture teacher should teach and farm? Yes No

Answer the following questions if you live on a farm.

1. Do you think that living on a farm helps to make you a more effective teacher? Yes No
2. Do you use your farm for vocational agriculture field trips? Yes No
3. During a year, how much time do you spend with your students on your farm? Less than 5 hrs.,  
5-10 hrs.,  
11-20 hrs.,  
more than 20 hrs.

4. Approximately how much time do you  
spend working on your farm each week?

Less than 10 hrs.,  
10-20 hrs.,  
21-30 hrs.,  
more than 30 hrs.

5. Circle the reason you live on a farm.

Hobby  
Supplementary  
Income  
Other

**THE INVOLVEMENT OF KANSAS VOCATIONAL AGRICULTURE  
TEACHERS IN FARMING**

by

**WAYNE O. COLTRAIN**

**B.S., Kansas State University, 1948**

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**AN ABSTRACT OF A MASTER'S REPORT**

**submitted in partial fulfillment of the**

**requirements for the degree**

**MASTER OF SCIENCE**

**College of Education**

**KANSAS STATE UNIVERSITY  
Manhattan, Kansas**

**1969**

The purpose of the study was to survey the teachers of vocational agriculture in Kansas relative to: (1) the percentage of vocational agriculture teachers of Kansas that live or have lived on farms; (2) how much farm experience Kansas vocational agriculture teachers have acquired; (3) the time involved in managing the teacher's farm; and (4) the use vocational agriculture teachers made of their farms for instructional purposes.

A questionnaire, accompanied by a letter, was mailed to the 179 vocational agriculture teachers in the state of Kansas. This represented the total number of vocational agriculture teachers from the seven districts in Kansas. The questionnaire covered fourteen items and included the following: (1) farm experience; (2) reasons for farming; (3) acres of land owned, rented, or managed; (4) instructional value of the teachers' farms and (5) time used by vocational agriculture teachers on their farms.

The information from the questionnaire was compiled and expressed in per cent using tables. Some graphs were used for the data. Comparisons were made among the seven districts from questions that were answered.

Of the 179 questionnaires which were sent to the teachers of vocational agriculture, 164, or 92 per cent, were returned. One hundred and fifty-five, or 95 per cent, of all agriculture teachers in Kansas have lived on a farm.

One hundred and fifteen teachers of vocational agriculture, or 70 per cent, have never lived on or managed a farm while teaching. Fifty-five per cent of the Kansas teachers have had from one to five years of farm experience since high school graduation. One hundred and twenty-one, or 70 per cent, do not own a farm. Twenty-six per cent of the teachers rented land. Thirty-two of the respondents, or 20 per cent, lived on a farm in 1968. One-half, or 50 per cent, of the teachers of vocational agriculture were of the opinion that a teacher should teach and farm at the same time. Thirty-eight teachers that responded to the questionnaire, or 93 per cent, believed that living on a farm made them a more effective teacher. Seventeen teachers, or 41 per cent, used their farms for student field trips. Seventy-seven per cent of the respondents spent less than five hours each year on their own farms with their students. Forty-six per cent of the teachers answering the questionnaire that lived on a farm spent less than ten hours each week working at home. Twenty-two, or 58 per cent, of the vocational agriculture teachers in Kansas that lived on a farm listed supplementary income as their reason for living on the farm. Some other reasons mentioned were that they liked living on a farm, the farm was used as a hobby, and it was a good place to raise a family.