

A STUDY OF THE TEACHING OF FARMER COOPERATIVES
IN VOCATIONAL AGRICULTURE DEPARTMENTS IN
SELECTED HIGH SCHOOLS OF KANSAS

by

DAVID LEWIS WILLIAMS

B. S., Oklahoma State University, 1959

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

SCHOOL OF EDUCATION

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

Approved by:


Major Professor

LD
2668
R4
1965
W722
C.2

TABLE OF CONTENTS

INTRODUCTION	1
Background for the Study	1
Statement of the Problem	2
Importance of the Study	2
Definitions of Terms Used	3
Procedure	4
REVIEW OF THE SELECTED LITERATURE	5
PRESENTATION OF DATA	16
Time Devoted to the Teaching of Farmer Cooperatives	16
Reference Material	18
Visual Aids	19
Field Trips	19
Teaching Methods	20
Resource People	20
Student Owned and/or Operated Cooperatives	22
Competitive Activities	23
Types of Farmer Cooperatives in Kansas	23
Assistance Received from Local Cooperatives	23
SUMMARY	26
BIBLIOGRAPHY	28
ACKNOWLEDGMENT	30
APPENDIX	31

LIST OF TABLES

TABLE	PAGE
1. Number of Hours Devoted to the Teaching of Farmer Cooperatives	17
2. Reference Material Used by Teachers	18
3. Visual Aids Used in the Teaching of Farmer Cooperatives	19
4. Field Trips Used in the Teaching of Farmer Cooperatives	20
5. Teaching Methods Used by Teachers in the Teaching of Farmer Cooperatives	21
6. Resource People Used in the Teaching of Farmer Cooperatives	21
7. Student Owned and/or Operated Cooperatives . . .	22
8. Types of Farmer Cooperatives in Kansas Communities	24
9. Assistance Received from Local Cooperatives . . .	25

INTRODUCTION

Background for the Study

Economists have reported that the increased complexity of the farm business has brought about many difficulties in the production and marketing of agricultural products. Freeland believed that the change from lonely prairie and buffalo country to phenomenal productive might increased the need for off-the-farm supplies required to produce food and fiber and developed a demand for efficient marketing procedures.¹ As the farmer required more off-the-farm assistance, new leaders had to be trained to fill responsible positions. LeBeau and Heckman wrote that the agricultural industry needed leaders who could cope with the many new problems which confronted farmers and farm families. They further stated that agriculture needs:

. . . leaders who recognize the importance of farmers working together to solve their needs; and leaders who have a concern for achieving these ends through democratic self-help processes.²

¹Roy Freeland, "A Century of Agricultural Highlights," Kansas Agriculture, Centennial Report. (Topeka, Kansas: The State Board for Agriculture, 1960-61), p. 1.

²Oscar R. LeBeau and John H. Heckman, Cooperative Business Training for Farm Youth, Farmer Cooperative Service, United States Department of Agriculture, Circular 1 (Washington: Government Printing Office, January 1954), p.1.

Statement of the Problem

The purpose of this study was (1) to determine the amount of time allotted to the teaching of farmer cooperatives in vocational agriculture classes; (2) to identify the methods which were being used in the teaching of farmer cooperatives; (3) to discover which visual aids were employed in the teaching of farmer cooperatives; (4) to recognize student-centered activities organized in the teaching of farmer cooperatives; and (5) to reveal how local cooperatives aided the school in the teaching of farmer cooperatives.

Importance of the Study

Manuel reported that Kansas farmers marketed over three hundred million dollars worth of commodities through local farmer owned cooperatives during the decade of the nineteen fifties.³ Many educational leaders were aware that the expansion of farmer cooperatives called for increased training for the oncoming generation and were seeking ways to include farmer cooperatives in their program of study. Agan identified one of the main problems

³Milton L. Manuel, A Decade of Farmer Cooperatives in Kansas, Agricultural Experiment Station, Kansas State University of Agriculture and Applied Science, Bulletin 450 (December 1962), p. 8.

of teaching cooperatives as discovering the best way to instill in students an attitude of cooperation and a knowledge of cooperative principles and practices.⁴

It was probable that a number of the existing programs could be strengthened and more new ones developed if the teachers shared their experiences. In this study an attempt was made to identify techniques employed by selected teachers in the teaching of farmer cooperatives.

Definitions of Terms Used

Several terms were selected for special definition because of their uniqueness to this study. The definitions were not necessarily those of common usage and apply to this study only.

Farmer cooperative. A farmer cooperative was defined as an organization set up by a group of persons to perform services for themselves. Their main objective was to acquire better services, in terms of quality and cost, than they could otherwise obtain. "Their chief instrument for achieving this purpose is group integration, which is a source both of bargaining power and of efficiency."⁵

⁴Raymond J. Agan, "Preparing for Citizenship Through Cooperative Activities," The Agricultural Education Magazine, 27 (August 1954), p. 28.

⁵Joseph G. Knapp, Farmers in Business, (Washington, D. C.: American Institute of Cooperation, 1963), p. 4.

Vocational agriculture. Vocational agriculture was defined for the purpose of this study, as a systematic program of instruction in public secondary schools for prospective and established farmers, organized for the purpose of improving farm methods and rural living. Some of the objectives were to develop abilities to; produce farm commodities efficiently, market them advantageously, and manage a farm business.

Off-the-farm-supplies. This term referred in the study to supplies required for the production of farm produce that were purchased off the farm.

Off-the-farm business. This term referred to a business that was cooperatively owned and operated by farm patrons for the purpose of producing and marketing their products more efficiently.

Selected teachers. The selected teachers in the population included 32 Kansas teachers whose departments participated in both the 1964 Cooperative Activities and Quiz Contest sponsored by the Kansas Cooperative Council.

Procedure

In this study literature was reviewed to discover teaching methods and aids available for the teaching of farmer cooperatives in Kansas. In addition, data for this study was obtained, through the use of a questionnaire,

to determine the techniques teachers employed in the teaching of farmer cooperatives. A copy of the questionnaire and a list of the schools participating in this study appear in Appendix 1 of this report.

Review of the Selected Literature

In the literature reviewed in this study the writer found various methods which could have been initiated in the teaching of farmer cooperatives. Some of the methods were included in this report.

Milton L. Manuel, Agricultural Economist, Kansas State University Experiment Station, presented an article that stated:

Factual information about cooperatives is needed by members of cooperatives, agricultural leaders and those interested in public policy regarding farmer cooperatives.⁶

LeBeau believed that every rural youth has had a right to a good education. Superior schools have enabled young people to prepare themselves for good citizenship, which is essential in our complex American society.⁷

⁶Manuel, op. cit., p. 3.

⁷Oscar R. LeBeau, The American Private Enterprise System, Farmer Cooperative Service, United States Department of Agriculture, Educational Aid 5 (Washington: Government Printing Office, April 1962), p. 12.

LeBeau and Heckman wrote that:

The need for trained leadership and membership understanding is particularly important in farm business operations. In most rural communities the older farmers and co-op members are familiar with the discouraging marketing situations and other problems that often confronted farmers in the days before they had cooperatives.⁸

Reference material. LeBeau recorded that an up-and-coming business has been ever alert to publicize the services it offered. A substantial number of cooperatives have met this challenge by publishing newsletters, special pamphlets and newspapers. Newsletters and newspapers have been designed to keep the membership informed concerning the work of the local cooperative. Most of the special pamphlets have been published by regional cooperatives for the intention of outlining the history, organization, purpose and operation of the various types of cooperatives.⁹

Your Off The Farm Business, published by the Cooperative League of the United States of America has been recommended by the Kansas Cooperative Council as the basic reference material to be studied in preparation for the Kansas

⁸LeBeau and Heckman, op. cit., p. 1.

⁹Oscar R. LeBeau, Educational Practices of Farmer Cooperatives, Farmer Cooperative Service, United States Department of Agriculture, Miscellaneous Report 140.

Cooperative Quiz Contest. LeBeau wrote that one of the best ways to get a quick grasp of a cooperative's operations and services was to read its literature.¹⁰

A publication titled, Teaching Outline on Cooperatives, published by The Cooperative Foundation of Chicago, Illinois, was designed for the purpose of teaching all years of vocational agriculture. LeBeau believed that an effective approach to holding fruitful discussion meetings was that of supplying subject matter outlines and suggested references to groups interested in discussing selected topics or problems.¹¹

Visual aids. Educational agencies, colleges and other organizations have developed films that can be employed in the teaching of cooperatives. The Farm Credit Administration has issued an annotated list of about 75 cooperative films available for loan, purchase or rental. The list included a wide variety of subjects including credit, electrification, marketing and purchasing.¹²

¹⁰LeBeau and Heckman, op. cit., p. 10.

¹¹Farm Credit Administration, Motion Picture Films on Cooperation, Miscellaneous Report 144. (Washington: United States Department of Agriculture), pp. 1-20.

¹²LeBeau, Educational Practices of Farmer Cooperatives, op. cit., p. 27.

At the time of this study the United States Department of Agriculture had available 10 films concerning farm cooperation.¹³ The Consumers Cooperative Association listed 84 movies available for loan.¹⁴ LeBeau and Heckman believed that, "Educational films can be used with much success in conveying the concepts of farmers working together to solve their problems."¹⁵ The value of visual aids was enhanced considerably when they were shown in conjunction with appropriate reading material and group discussion.¹⁶

Field trips. LeBeau and Heckman wrote that the average community has several business establishments serving the rural population. Whether operating on a cooperative or a noncooperative basis, many of these firms can be used to impart useful business training to prospective farmers and agricultural leaders. Most

¹³United States Department of Agriculture, Films, Agricultural Handbook No. 14. (Washington: Government Printing Office, 1964), pp. 1-85.

¹⁴Consumers Cooperative Association, Co-op Movies. (Kansas City: Consumers Cooperative Association), pp. 1-20.

¹⁵LeBeau and Heckman, op. cit., p. 12.

¹⁶Ibid.

businessmen, especially farmer cooperative managers, welcomed having an opportunity to associate with young people interested in their services.¹⁷

LeBeau and Heckman further wrote that carefully planned visits to the headquarters and facilities of regional cooperatives served as an effective means of acquainting farm youth with the basic principles of farmer cooperatives. Tours of this type helped students to visualize and make real the important role that cooperatives played in the business life of rural communities. Most cooperative managers were happy to show and explain the operation of their facilities. However, being busy people, the teacher and cooperative personnel should make every effort to plan the tour as educational as possible.¹⁸

LeBeau and Heckman believed that it was helpful if the tour guide gave the visitors a general idea of (1) what they were going to see, (2) what they were seeing as they went through the plant, and finally (3) what they had seen. Following the trip, the teacher should have a class discussion on things that were learned and observed. This

¹⁷Ibid.

¹⁸Ibid., p. 12.

would be a good time to read and discuss literature obtained on the tour.¹⁹

Resource people. LeBeau and Heckman wrote that, "Among the excellent resources available in most communities are the cooperative leaders themselves."²⁰

Most cooperative personnel welcomed the opportunity, wrote LeBeau and Heckman, to tell the story of their business. Since they have daily obligations it is important to invite them as far in advance as possible. Most speakers appreciated receiving some help on the points that the group wanted discussed. Talking these matters over in advance helped the speaker to plan his presentation and tended to encourage advanced outlines that were easier for the class to follow.²¹

Student owned and/or operated cooperatives. LeBeau and Heckman wrote that since vocational agriculture instruction was established in the public schools, the development of group activities has been natural. Cooperative group enterprises have filled an important

¹⁹Ibid, p. 14.

²⁰Ibid, p. 11.

²¹Ibid, p. 4.

instructional need in the study of economic advantages of large-scale purchases and sales. They have supplemented the individual instruction and supervised farming program for each future farmer.²²

LeBeau and Heckman further stated that some vocational agriculture classes have pooled their members' orders for seed, feed and other production supplies, and then shopped around for the lowest price available. These student-centered cooperatives have made some savings and helped cut the expenses of supervised farming programs. In some localities they have made valuable contributions to the local community. Students have learned what it means to cooperate and the value of organized self-help.²³ The Cooperative League of the United States of America believed that, "From such simple projects, students have learned much about farming practices and how to run business ventures."²⁴ The Consumer Cooperative Association reported that it has been generally accepted that student

²²Ibid, p. 4.

²³Ibid, p. 6.

²⁴The Cooperative League of the USA. Your Off-The-Farm Business. Library of Congress Catalog Card Number 61-18786. (Superior, Wisconsin: Central Cooperative, Inc., 1961), p. 7.

owned and operated cooperatives were designed to teach the value of fair play, democracy and freedom.²⁵

Competitive activities. The Kansas Cooperative Council has made available reference material concerning agricultural cooperation and farm business. These references were the study material for students upon which the state quiz was based.²⁶

The Kansas Cooperative Council reported that the cooperative activities competition was sponsored nationally by the American Institute of Cooperation and in the state by the Kansas Cooperative Council. This type of competitive activity encouraged students to carry out group projects cooperatively.²⁷ LeBeau and Heckman wrote that cooperative adventures provided a "learning-by-doing" approach to the teaching of cooperatives. Participating in these activities gave the young members a fuller understanding of how cooperatives functioned and served their members. Thus, when these young people become members of cooperatives in

²⁵Coop Recreation Youth Camp. A Report Prepared by Consumers Cooperative Association. (Kansas City: Consumers Cooperative Association, 1961).

²⁶Kansas FFA Cooperative Activities and Quiz Contest. Topeka, Kansas: Kansas Cooperative Council.

²⁷Ibid.---

later years, they will have a better understanding of the aims and relationships involved.²⁸

LeBeau and Heckman wrote that public speaking contests were valuable tools in the teaching of farmer cooperatives. By selecting a topic and researching the subject matter, a student was bound to absorb a lot of useful information.²⁹ "In addition, he gets valuable experiences in organizing and presenting ideas in a convincing manner."³⁰

Types of farmer cooperatives in Kansas communities.

Bailey wrote that in most rural communities there were at the teacher's very fingertips practically unlimited teaching resources. In most cases, these resources were free to him simply for the asking.³¹

LeBeau and Heckman believed that a very practical way for farm youths to gain "down-to-earth" knowledge and understanding regarding a cooperative was to explore the business by establishing active membership in a local

²⁸LeBeau and Heckman, op. cit., p. 34.

²⁹Ibid.

³⁰Ibid., p. 18.

³¹Zeno E. Bailey, "Nonschool agencies -- A Gold Mine of Teaching Resources," The Agricultural Education Magazine, 32 (March 1960), p. 201.

cooperative.³² Randell recorded that, "Joining a cooperative, like joining any organization, carries with it certain responsibilities which all members should assume."³³ Many of these responsibilities were educational in nature to a young farmer. The vocational agriculture student, as a member of a farmer cooperative, had a natural avenue to gain valuable information regarding the organization and operation of a farmer owned business.³⁴ Randell wrote that junior patrons may help run a cooperative by attending meetings, hearing reports and observing operating techniques.³⁵ LeBeau and Heckman recorded that, "Such grass-root contacts with the day-to-day services of a cooperative lead to a better understanding and appreciation of its place in the community."³⁶ Stephens wrote that in addition to developing leadership through cooperative membership, a member received assistance "in marketing his products, in purchasing his supplies and/or in obtaining

³²C. G. Randell, Using Your Livestock Co-op, Circular E-7, (Washington: United States Department of Agriculture, 1952), p. 10.

³³LeBeau and Heckman, op. cit., p. 9.

³⁴Ibid.

³⁵Randell, op. cit., p. 12.

³⁶LeBeau and Heckman, op. cit., p. 9.

service, in partnership with other members 'at cost'.³⁷ LeBeau and Heckman wrote that students discovered that cooperatives were one of the most effective means of self-help available to farmers.³⁸

Assistance received from local cooperatives. Farley wrote that cooperative education became the joint responsibility of educators and members of farmer cooperatives to provide an adequate program of instruction. Members of most farmer cooperatives were ready to supplement the experiences offered in the basic school curriculum. Members of farmer cooperatives may assist the public school by providing funds for securing appropriate instructional materials dealing with cooperative enterprises.³⁹

³⁷Harry C. Stephens, Once Upon A Co-op Time, (Topeka, Kansas: Kansas Cooperative Council, June 1957), p. 32.

³⁸LeBeau and Heckman, op. cit., p. 3.

³⁹Rosalie W. Farley, "Schools Need Help in Cooperative Teaching," Cooperative Digest, 23 (September, 1963), p. 15.

PRESENTATION OF DATA

This report included a study of the time devoted to the teaching of farmer cooperatives in selected Kansas vocational agriculture departments, teaching aids and methods employed and assistance received from local cooperatives.

Time devoted to the teaching of farmer cooperatives.

The data with regard to the amount of time devoted to the teaching of farmer cooperatives in vocational agriculture were presented in Table 1. There was a general tendency for the number of hours allotted to the teaching of cooperatives to increase from the freshman year to the senior year. The 32 schools in this study devoted a maximum of 250 hours in the senior year, 225 hours in the junior year, 205 hours in the sophomore year and 95 hours in the freshman year to the teaching of farmer cooperatives.

On the average there was approximately one-third more time devoted in the senior and junior years combined (14.5 hours) than there was in the sophomore and freshman years combined (9.4 hours).

Table 1 Number of hours devoted to the
teaching of farmer cooperatives

Number of Hours	Number of Schools				Percent of Schools			
	Senior Year	Junior Year	Soph. Year	Fresh. Year	Senior Year	Junior Year	Soph. Year	Fresh. Year
0	2	2	5	15	6	6	15	47
1 - 5	16	19	17	15	50	60	53	47
6 -10	9	8	6	2	28	25	19	6
11-15	4	2	4	0	13	6	13	0
16-20	1	1	0	0	3	3	0	0
Totals	32	32	32	32	100	100	100	100

Reference material. The data concerning the type of reference material used by teachers in the teaching of farmer cooperatives were presented in Table 2. A majority of the schools made effective use of the literature published by farmer cooperatives. In addition, one-fourth of the schools relied on agricultural periodicals as a teaching aid.

Table 2 Reference material used by teachers in the teaching of farmer cooperatives

Reference Material Used	Number of Schools	Percent of Schools
Textbooks	5	13
Pamphlets published by cooperatives	31	97
Agricultural periodicals	8	25
Old cooperative quiz contest tests	1	3

Some teachers used more than one type of reference.

Visual aids. Visual aids were employed by 87 percent of the schools in the teaching of farmer cooperatives. A comparison of the types of visual aids used was presented by the data in Table 3. Motionless visual aids were used by 69 percent of the teachers compared to 63 percent who used motion visual aids.

Table 3 Visual aids used in the teaching of farmer cooperatives

Visual Aids Used	Number of Schools	Percent of Schools
Motion pictures	20	63
Slides and film strips	9	28
Flannelgraphs	1	3
Charts	12	36
Did not use visual aids	4	13

Some teachers used more than one type of visual aid.

Field trips. The data concerning the field trips taken in the teaching of farmer cooperatives were presented in Table 4. Three-fourths of the schools visited local farmer cooperatives as a teaching method compared to one-fourth that visited regional cooperatives. Thirteen percent of the schools did not take field trips.

Table 4 Field trips used in the teaching of farmer cooperatives

Field Trips Used	Number of Schools	Percent of Schools
Visited local farmer cooperative	23	74
Visited regional farmer cooperatives	8	25
Visited student owned and/or operated cooperatives	9	28
Did not take field trips	4	13

Some teachers used more than one type of field trip.

Teaching methods. The teaching methods used by selected teachers in the teaching of farmer cooperatives was presented by the data in Table 5. Supervised study and class discussion was the most used method.

Resource people. The data presented in Table 6 revealed the resource people used by teachers in the teaching of farmer cooperatives. Seventy-five percent of the schools used resource people and a majority of them were employees of local farmer cooperatives.

Table 5 Teaching methods used by teachers in the teaching of farmer cooperatives

Teaching Methods Used	Number of Schools	Percent of Schools
Lecture	6	19
Supervised study and class discussion	28	88
Field trips	6	19
Student research	4	13
Chapter cooperative activities	2	6
Tests	2	6
Resource people	1	3

Some teachers used more than one method.

Table 6 Resource people used in the teaching of farmer cooperatives

Resource People Used	Number of Schools	Percent of Schools
Local farmer cooperative employees	23	72
Regional farmer cooperative employees	9	28
Employees of Kansas Cooperative Council	2	6
Did not use resource people	8	25

Some teachers used more than one group of resource people.

Student owned and/or operated cooperatives. The data in Table 7 showed the types of student owned and/or operated cooperatives used in the teaching of farmer cooperatives. Eighty-seven percent of the population included student owned and/or operated cooperatives in their teaching program. Livestock chain cooperatives were the most popular.

Table 7 Student owned and/or operated cooperatives used in the teaching of farmer cooperatives

Student Owned and/or Operated Cooperative	Number of Schools	Percent of Schools
Vocational agriculture farm	6	19
Livestock chain	16	50
Purchasing cooperative	12	38
Marketing cooperative	6	19
Farm equipment service cooperative	5	16
Portable roller-mixer mill	1	3
Feeder pig cooperative	2	6
Scholarship	1	3
Did not use student owned and/or operated cooperatives	4	13

Some teachers used more than one type.

Competitive activities. All vocational agriculture departments in this survey participated in both the Cooperative Quiz Contest and the Cooperative Activity Contest sponsored by the Kansas Cooperative Council. It was discovered that 53 percent of the departments in the survey participated, also, in the Kansas Cooperative Speech Contest.

Types of farmer cooperatives in Kansas communities. As farmers joined forces in organizing new off-the-farm businesses, many types of cooperatives were established. Data pertaining to the types of cooperatives located in Kansas communities were presented in Table 8. There were two different types of marketing cooperatives, two types of service cooperatives and six types of supply cooperatives. Ninety-eight percent of the population had at least one cooperative in their community.

Assistance received from local farmer cooperatives. The data in Table 9 showed how local farmer cooperatives assisted the school in the teaching of farmer cooperatives. Four areas of assistance that were the most common included: assisted in administering the cooperative quiz, sponsored tour of local cooperative facilities, supplied teaching aids and invited students to attend annual meetings.

Table 8 Types of farmer cooperatives
in Kansas communities

Type of Cooperative	Number of Schools	Percent of Schools
Grain elevator	27	84
Feed mill	17	53
Fertilizer plant	11	34
Grocery store	2	6
Hardware store	3	9
Gasoline service station	22	69
Petroleum delivery service	20	63
Milk processing plant	1	3
Electric cooperative	3	9
Credit union	1	3
No cooperative in community	2	6

Some communities had more than one cooperative.

Table 9 Assistance received from local cooperatives
in the teaching of farmer cooperatives

Area of Assistance	Number of Schools	Percent of Schools
Sponsored tour of local cooperative facilities	16	50
Sponsored tour of regional cooperative facilities	7	22
Helped administer cooperative quiz	19	59
Established junior board of directors	2	6
Supplied teaching aids	13	44
Invited students to annual meeting	12	38
Sent student representative to state cooperative council annual meeting	5	16
Helped organize student owned and/or operated cooperatives	8	25
Sponsored student(s) to co-op youth recreation camp	10	31
Provided part time jobs for students	3	9
Transportation to activities	1	3
Provided supplies at discount	1	3
Did not give any assistance	2	6

Some cooperatives gave more than one type of assistance.

SUMMARY

The change from small family farms to the large scientific farm businesses have brought about an increase in the number of farmer owned cooperatives. As cooperatives grew, new individuals had to be trained to fill responsible positions as leaders and members. High school vocational agriculture teachers have accepted the task of teaching this subject to prospective agricultural leaders.

It was discovered that many teachers were including the teaching of farmer cooperation in each year of the vocational agriculture curriculum, with a definite increase in the amount of time devoted from the freshman through the senior year. In teaching this subject, teachers were depending on the farmer cooperative organizations to provide basic reference material and visual aids which could be used for classroom instructions. Pamphlets published by farmer cooperatives were the reference used by most teachers. Motion pictures were employed in the teaching of farmer cooperatives by 63 percent of the teachers.

Cooperatives allowed groups of students to visit their facilities as an educational venture. It was found that field trips to local and regional cooperatives were used in conjunction with other teaching methods in educating students. Supervised study and classroom discussion was

the teaching method most widely employed. Local farmer cooperative employees were the resource people used most to teach students concerning the off-the-farm business.

In an effort to give the students a realistic picture of cooperation in action, schools have developed many types of student owned and operated cooperatives. Most of these were small, however they were designed to impart the basic idea of self-help and democracy. The most popular of these student cooperatives was the livestock chain.

Quiz, activity and speech contests were being used as motivation tools by a majority of the teachers.

As farmer cooperatives became more numerous, teachers had a larger source of assistance upon which to draw. A majority of the cooperatives were willing to cooperate in every way possible in educating young people concerning their organization.

BIBLIOGRAPHY

- Agan, Raymond J. "Preparing for Citizenship Through Cooperative Activities," The Agricultural Education Magazine, 27, (August 1954), p. 28.
- Bailey, Zeno E. "Non School Agencies -- A Gold Mine of Teaching Resources," The Agricultural Education Magazine, 32, (March 1960), p. 201.
- Co-op Movies, Kansas City: Consumers Cooperative Association, n. d.
- Coop Recreation Youth Camp. A Report Prepared by Consumers Cooperative Association. Kansas City: Consumers Cooperative Association, 1961.
- Farley, Rosalie W. "Schools Need Help in Cooperative Teaching," Cooperative Digest, 23, (September 1963), p. 15.
- Films, United States Department of Agriculture, Agricultural Handbook No. 14. Washington, D. C.: Government Printing Office, 1964.
- Freeland, Roy. "A Century of Agricultural Highlights," Kansas Agriculture, Centennial Report. Topeka, Kansas: The State Board for Agriculture, 1960-61, pp. 10-20.
- Kansas FFA Cooperative Activities and Quiz Contest. Topeka, Kansas: Kansas Cooperative Council.
- LeBeau, Oscar R. Educational Practices of Farmer Cooperatives. Farmer Cooperative Service, United States Department of Agriculture, Miscellaneous Report 140. Washington: Government Printing Office, January 1951.
- LeBeau, Oscar R. The American Private Enterprise System. Farmer Cooperative Service, United States Department of Agriculture, Educational Aid 5. Washington: Government Printing Office, April 1962.
- LeBeau, Oscar R. and John H. Heckman. Cooperative Business Training for Farm Youth. Farmers Cooperative Service, United States Department of Agriculture, Circular 1. Washington: Government Printing Office, January 1954.

Manuel, Milton L. A Decade of Farmer Cooperatives in Kansas. Agricultural Experiment Station, Kansas State University of Agriculture and Applied Science, Bulletin 450, December 1962.

Motion Picture Films on Cooperatives. The Farm Credit Administration, Miscellaneous Report 144. Washington, D. C.: United States Department of Agriculture, n. d.

Randell, C. G. Using Your Livestock Co-op. Circular E-7. Washington: United States Department of Agriculture, 1952.

Stephens, Harry C. Once Upon a Co-op Time. Topeka, Kansas: Kansas Cooperative Council, June 1957.

Your Off-The-Farm Business. The Cooperative League of the USA, Library of Congress Catalog Card Number 61-18786, Superior, Wisconsin: Central Cooperative, Inc., 1961.

ACKNOWLEDGMENT

The author is grateful to each of the teachers of vocational agriculture in Kansas who cooperated in making this study possible and hopes that this report may be used to further the teaching of farmer cooperatives.

Appreciation is extended to Dr. R. J. Agan, Major Professor, School of Education, Kansas State University, Manhattan, Kansas, for his patience, guidance and help in the preparation of this report.

Finally, appreciation is extended to the author's wife for her assistance in the typing of this report.

APPENDIX

Kansas vocational agriculture departments
used in this study.

1. Greeley County
Community High School
2. Jewell High School
3. Seaman Rural High School
4. Caney High School
5. Lebo High School
6. Plains High School
7. Atchison County
Community High School
8. Trego County
Community High School
9. Stockton High School
10. Phillipsburg High School
11. Fort Scott High School
12. Buhler High School
13. Dickinson County
Community High School
14. Colby High School
15. Ellsworth High School
16. Ford High School
17. Haddam High School
18. Lebanon High School
19. Leoti High School
20. Mullinville High School
21. Norton High School
22. Frankfort High School
23. Garnett High School
24. Peabody High School
25. Powhattan High School
26. Russell High School
27. St. Mary's High School
28. Smith Center High School
29. Troy High School
30. Udall High School
31. Waterville High School
32. Williamsburg High School

Box 291
Cheney, Kansas
January 30, 1965

Dear Fellow Teacher:

As farmer cooperatives continue to play an increasing role in America's agricultural industry, the vocational agriculture teachers have inherited the task of teaching this subject. Faced with this new teaching task, instructors have shown concern to identify teaching methods, instructional aids, student-centered activities, and non-school organizations which aid in the teaching of farmer cooperatives.

Because of the recognition your department has obtained for outstanding work in farmer cooperatives, I am enclosing a questionnaire for your completion. The survey group consists of all teachers whose departments participated in both the Cooperative Quiz and Activity Contests sponsored by the Kansas Cooperative Council during the 1963-64 school year. From the collection and analysis of this data an important contribution will be made to the vocational agriculture teaching profession. I am undertaking this study as a basis for a master's report in agriculture education at Kansas State University.

The information you contribute will be kept strictly confidential. An abstract of the results of this study will be sent to you upon request.

May I respectfully ask that you complete the questionnaire and return it to me in the enclosed, stamped, self-addressed envelope as soon as possible.

Sincerely yours,

Enclosure

DAVID L. WILLIAMS
Vocational Agriculture
Teacher
Cheney, Kansas

QUESTIONNAIRE ON THE TEACHING OF FARMER COOPERATIVES IN
VOCATIONAL AGRICULTURE

Instructions: Please check the answer that most nearly represents the number of hours you devoted to the teaching of farmer cooperatives in each year of vocational agriculture.

1. Senior year.

- | | |
|---|--|
| <input type="checkbox"/> a. 0 hours | <input type="checkbox"/> d. 11 to 15 hours |
| <input type="checkbox"/> b. 1 to 5 hours | <input type="checkbox"/> e. 16 to 20 hours |
| <input type="checkbox"/> c. 6 to 10 hours | <input type="checkbox"/> f. 21 or more hours |

2. Junior year.

- | | |
|---|--|
| <input type="checkbox"/> a. 0 hours | <input type="checkbox"/> d. 11 to 15 hours |
| <input type="checkbox"/> b. 1 to 5 hours | <input type="checkbox"/> e. 16 to 20 hours |
| <input type="checkbox"/> c. 6 to 10 hours | <input type="checkbox"/> f. 21 or more hours |

3. Sophomore year.

- | | |
|---|--|
| <input type="checkbox"/> a. 0 hours | <input type="checkbox"/> d. 11 to 15 hours |
| <input type="checkbox"/> b. 1 to 5 hours | <input type="checkbox"/> e. 16 to 20 hours |
| <input type="checkbox"/> c. 6 to 10 hours | <input type="checkbox"/> f. 21 or more hours |

4. Freshman year.

- | | |
|---|--|
| <input type="checkbox"/> a. 0 hours | <input type="checkbox"/> d. 11 to 15 hours |
| <input type="checkbox"/> b. 1 to 5 hours | <input type="checkbox"/> e. 16 to 20 hours |
| <input type="checkbox"/> c. 6 to 10 hours | <input type="checkbox"/> f. 21 or more hours |

Instructions: Please check each item which you used in the teaching of farmer cooperatives. If an item you used is not listed, check "others" and list the item(s). Indicate in the appropriate space if you did not use any items connected with the question.

1. What is the main source of reference material you used?

- a. Textbooks
- b. Bulletins published by farmer cooperatives
- c. Agriculture periodicals
- d. Others, please list. _____
- e. Did not use references

2. What visual aids did you use?

- a. Motion pictures
- b. Slides and film strips
- c. Charts
- d. Others, please list. _____
- e. Did not use visual aids

3. What field trips did you take?

- a. Visited local farmer cooperatives
- b. Visited regional farmer cooperatives
- c. Visited student-owned and/or operated cooperatives
- d. Did not take field trips

4. What teaching method did you feel was the most effective?
- a. Lecture
 - b. Supervised study and class discussion
 - c. Field trips
 - d. Student research
 - e. Others, please list. _____
5. What resource people did you use?
- a. Local farmer cooperative employees
 - b. Regional farmer cooperative employees
 - c. Employees of state farmer cooperative council
 - d. Others, please list. _____
 - e. Did not use resource people
6. What state and/or district competitive activities did you use?
- a. Cooperative Quiz Contest
 - b. Cooperative Activity Contest
 - c. Cooperative Speech Contest
 - d. Others, please list. _____
 - e. Did not use state and/or district competitive activities

7. What assistance did you receive from your local cooperative?
- a. Sponsored tour of local farmers cooperative facilities
 - b. Sponsored tour of regional farmer cooperatives
 - c. Helped in administering cooperative quiz
 - d. Established junior board of directors made up of vocational agriculture students
 - e. Supplied you with teaching aids
 - f. Invited students to annual meeting
 - g. Sent student representatives to state cooperative council annual meeting
 - h. Helped organize student-owned and/or operated cooperatives
 - i. Sponsored student(s) to Cooperative Youth Recreation Camp
 - j. Provided part time jobs for students
 - k. Others, please list. _____
 - l. Did not give any assistance.
 - m. No local cooperative in our community.
8. What type of student-owned and/or operated cooperatives did you use?
- a. Vocational agriculture farm
 - b. Livestock chain
 - c. Purchasing cooperative
 - d. Marketing cooperative
 - e. Farm equipment service cooperative

- _____ f. Others, please list. _____
- _____ g. Did not use student-owned and/or
operated cooperatives
9. What type of farmer cooperatives were located in
your community?
- _____ a. Grain elevator
- _____ b. Feed mill
- _____ c. Fertilizer plant
- _____ d. Grocery store
- _____ e. Hardware store
- _____ f. Gasoline service station
- _____ g. Petroleum delivery service
- _____ h. Milk processing plant
- _____ i. Others, please list. _____
- _____ j. No local farmer cooperatives in our
community

A STUDY OF THE TEACHING OF FARMER COOPERATIVES
IN VOCATIONAL AGRICULTURE DEPARTMENTS IN
SELECTED HIGH SCHOOLS IN KANSAS

by

DAVID LEWIS WILLIAMS

B. S., Oklahoma State University, 1959

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

SCHOOL OF EDUCATION

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

The purpose of this study was to determine the teaching methods and techniques employed by teachers in the teaching of farmer cooperatives in vocational agriculture.

The information for this study was obtained through a review of selected literature and a questionnaire of thirty-two vocational agriculture teachers in Kansas.

The objectives of this study were (1) to determine the amount of time allotted to the teaching of farmer cooperatives in vocational agriculture classes; (2) to identify the methods which were being used in the teaching of farmer cooperatives; (3) to discover which visual aids were employed in the teaching of farmer cooperatives; (4) to recognize student-centered activities organized in the teaching of farmer cooperatives; and (5) to reveal how local cooperatives aided the school in the teaching of farmer cooperatives.

The average amount of time devoted to the teaching of farmer cooperatives in vocational agriculture was eight hours in the senior year, seven hours in the junior year, six hours in the sophomore year and three hours in the freshman year.

Pamphlets published by farmer cooperatives were used by ninety-seven percent of the teachers as the basic reference material in the teaching of farmer cooperatives.

Motion pictures were the most used visual aid, being employed by sixty-three percent of the teachers.

Field trips were employed by eighty-seven percent of the population to impart useful business training to future farmers and agricultural leaders. Visits to local farmer cooperatives were used as a teaching method by seventy-five percent of the teachers.

Supervised study and class discussion was used by eighty-eight percent of the teachers in the teaching of farmer cooperatives. When resource people were used, seventy-two percent of them came from local farmer cooperatives.

Competitive activities sponsored by the Kansas Cooperative Council were used as a motivation tool in the teaching of farmer cooperatives. One hundred percent of the population of this study participated in both the Cooperative Quiz Contest and the Cooperative Activity Contest. Fifty-three percent of the population participated in the Cooperative Speech Contest.

Student owned and/or operated cooperatives have supplemented the individual instruction and supervised farming program of each future farmer by teaching the value of organized self-help. Eighty-seven percent of the teachers used student owned and/or operated

cooperatives. The livestock chain cooperative was used by fifty percent of the teachers in the survey.

Eighty-four percent of the population of this study had at least one farmer cooperative organization in their community. Fifty percent of the cooperatives sponsored tours of local cooperative facilities while fifty-nine percent aided the school in administering the cooperative quiz.