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Title Of Study: A Study Of Opinions Received From Trainees In Eastern  
Oklahoma Regarding Procedures And Outcomes Of Instruction  
Provided In The Veterans Agriculture Training Program.

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Scope of Study: This study attempts to develop the opinions received from trainees in eastern Oklahoma regarding procedures and outcomes of instruction provided in the Veterans Agriculture Training Program. One-thousand and thirty-one veterans agriculture students were surveyed to verify the effectiveness of certain techniques and methods used in the training program.

A questionnaire was submitted to thirty-six schools in eastern Oklahoma with 1,031 students giving their opinions. The cooperating students submitted their own comments, criticisms, and suggestions, which were given consideration in developing the revised criterion and resulting study.

Findings and Conclusions: The average age of the students was found to be thirty-three and six tenths years with average schooling received eight and five tenths years. The students were old enough to profit by definite changes in farming programs. Nine hundred and twenty-four students surveyed were farm raised and had twelve and three tenths years of farm experience after ten years of age. Trainees were shown to have increased the scope of farming programs substantially during the time that they were enrolled. In dairying alone trainees were shown to have increased their programs to an extent of 51.96 P.M.W.U. per trainee engaged in the dairy program.

The type of educational activity most popular was class discussion of individual problems by the group. Eighty-six and nine tenths per cent indicated they were in favor of public schools offering instruction in agriculture for adults. Seventy-nine and four tenths per cent indicated home visitation by the instructor as very important.

The adequacy of the training was shown to have played a big part in developing proper attitudes among the students. The young farmers gave indication of having felt-needs for training experiences in farm management and rural living. The adequacy of such training depended upon the development of proper attitudes, appreciations, knowledge and skills resulting in the individual having the ability to choose and apply improved practices in his particular farming situation. It was indicated from the report that effective training in agriculture for veterans can be expressed largely in the growth of individuals and attainment of vocational competence.

A STUDY OF OPINIONS RECEIVED FROM TRAINEES IN EASTERN  
OKLAHOMA REGARDING PROCEDURES AND OUTCOMES OF  
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AGRICULTURE TRAINING PROGRAM

By

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INSTRUCTION PROVIDED IN THE VETERANS  
AGRICULTURE TRAINING PROGRAM

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He is indebted to the Veterans Agriculture Training Staff, Mr. Bonnie Nicholson, State Supervisor in Charge, Mr. Cecil D. Maynard, Assistant State Supervisor, and Dr. G. J. Dippold, Teacher Trainer, for their interest and assistance.

It would have been impossible to have proceeded far in the study of opinions received from trainees in eastern Oklahoma regarding procedures and outcomes without the aid of the instructors and veterans enrolled or graduated in the Institutional-on-farm Training Program. They gave generously of their time and assistance.

A debt of gratitude is due Mr. C. L. Angerer, Head of the Vocational Agriculture Department, Oklahoma A & M College, for the constructive criticism and direction given to this study.

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DEDICATED TO THE PATIENCE AND UNDERSTANDING  
OF MY WIFE, LAURA

## CHAPTER I

### INTRODUCTION

The Veterans Agriculture Training Program is an educational program conducted by the local high school boards of education and under the supervision of the Oklahoma State Board for Vocational Education and the Veteran's Administration. The program as applicable to eligible veterans is financed by the Veteran's Administration under the provisions of Public Laws 16, 346, and 377.

Public Law 16 is a program of vocational rehabilitation for disabled veterans of World War II. Public Law 346 and Public Law 377 authorize training for veterans of World War II who served ninety days or more and received a discharge under honorable conditions.

The local high school boards of education and the State Board of Vocational Education are responsible for the instructional farm program, the enrollment of veterans in training, supervising the veterans while in training, evaluating the veteran trainee's accomplishments and determining his progress.

Classes for farm veterans in Oklahoma were first organized in May, 1946. The first schools to start classes were Pauls Valley, Ponca City, Poteau, Garber, and Elk City.<sup>1</sup>

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<sup>1</sup>Progress Report on the Veterans Agricultural Training Program-  
May 1, 1949 State Department Bil., p.6.

Even though the program of institutional-on-farm training in agriculture refers especially to the training of veterans, any person may enroll for training providing an hourly tuition fee, equal to that charged the Veterans Administration for veterans, is paid for by the non-veteran.

School officials who desire to start classes make application to the State Board of Vocational Education for approval and employ instructors whose qualifications meet the standards established by the Veterans Agriculture Training Program. Classes may be started or new enrollees accepted into training on the first day of any calendar month. Class size may not exceed twenty-four trainees, except that an additional Public Law 16 veteran may be inducted into training provided the Veterans Administration will assume a portion of the responsibility of on-the-farm visitation and until it comes within the maximum of twenty-four trainees. Classes meet a minimum of twice a week and the length of period is two hours per class meeting.

The instructional program is broken down under the contract into two phases. The off-farm, or class instruction, must be given in the amount of two hundred hours per year, with an average of sixteen hours per calendar month and a minimum of eight hours class instruction in any one month's operation.

The on-farm, or individual instruction, amounts to at least one hundred hours per year with an average of eight hours each calendar month and a minimum of not less than four hours in any one month's operation. The on-farm instruction must be given by the instructor in a minimum of two visits of at least four hours duration each monthly period. Veterans must attend classes regularly and show progress, as indicated by a monthly

progress report, if they are to be retained in training. On January 1, of each year, all veterans must be recertified by the advisor committee for any additional training which they may be entitled to receive.<sup>2</sup>

### Need for the Study

In order to become more thoroughly informed about the actual training needs and to know the opinions which trainees in eastern Oklahoma have regarding procedures and outcomes of instruction provided in the Veterans Agriculture Training Program, the writer, a senior instructor in the program, felt the need of making a study of the opinions of veterans.

There was considerable evidence of a need for a comprehensive survey of the results of the training provided in view of the fact that during the six years the program has been in operation, there has been only minor surveys made in eastern Oklahoma.

There also existed a need for a comprehensive survey of the results achieved in order to make possible a comparison of the program in eastern Oklahoma accomplishments achieved with similar programs in other states.

It was also recognized as desirable to determine the extent to which the average trainee increased the size of his farming operations as a result of the training provided and further to provide a means of evaluation of the progress made by the individual veteran toward the ultimate goal of complete farming establishment.

It was felt desirable that a greater number of people become acquainted with the accomplishments of the Institutional On-Farm Training program. School Superintendents, members of local Boards of Education,

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<sup>2</sup>Ibid., p. 14-15.

Supervisors, Veterans Administrative personnel, and teacher trainers all needed to know specifically what educational value the veterans are receiving from the training program, and to just what extent they are putting it to practice in attempting to become successfully established in farming.

#### Purpose of the Study

The purpose of the study is to evaluate the opinions received from trainees in eastern Oklahoma regarding Procedures and Outcomes of Instruction provided in the Veterans Agriculture Training Program and to determine the extent to which their individual farm training programs have expanded.

Sub-Purposes of the study maybe recognized as follows:

1. To determine areas of instruction in which trainees recognized the more valuable instruction.
2. To determine the instructional methods used which trainees deemed to have been more effective.
3. To determine the opinion of trainees regarding the need for and nature of future programs in Agriculture Education for adults.
4. To determine the extent to which the average trainee has increased the scope of his farming business during the time of enrollment in the Veterans Agriculture Training Program.

The Veterans Agriculture Training Program has been based upon a recognized human want, a craving or desire to be successful in life. These men have attained an age at which they are looking ahead in life. A majority of them have lost the wanderlust and become anxious to settle down for life. In the last four to six years most of these men have seen

much of this country and many other parts of the world. In observing living conditions under a wide range of apparent efficiency, they seem unanimous in their opinions that our country is the best in the world. In this country, however, they wanted to settle down and develop into successful farmers.<sup>3</sup>

Farming is not only a business, but a mode of living. Living values obtained from food, fuel, and rent in normal times in this and many other states are worth approximately as much as the cash net farm income.<sup>4</sup>

Provision is made in the Veterans Agriculture Training Program and training provided for veterans by the secondary school system. In Oklahoma training is administered by Vocational Education with both classroom and farm work experience, with the farm serving as a laboratory.

Since the beginning of the Veterans Agriculture Training Program in May, 1946, there has been a need for a study to determine what the veterans are receiving from the program that is designed to help them become established in farming. Most programs have to be changed after they have been in operation for awhile, so a study was made to show the strong and weak points of the program.

The demand for economic, mechanical, and scientific knowledge in farming accompanied by an intelligent application has become exceedingly great. An applied education can help the young farmer in making his decisions for successful farm management.

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<sup>3</sup>Dr. G. J. Dippold, The Veterans Agricultural Training Program in Efficient Crop Production, Oklahoma Crops and Soils 1947, Expt. Sta. Bul. No. B319 (March 1948) p. 148.

<sup>4</sup>Ibid., p. 149.

### Basic Assumptions Underlying the Study.

The study is undergirded by assumptions as stated in the following:

1. That adults and young farmers have felt needs for training experiences in farm management and rural living.
2. That the adequacy of such training will to a large measure depend upon the development of such proper attitudes, appreciations, knowledge, and skills that will result in the individual having the ability to choose and apply improved practices in whatever farming situations he may find himself.
3. That the development of such proper attitudes, appreciations, knowledge and skills is almost wholly dependent upon the nature of the learning experiences.
4. That the business of farming is of such a complex nature today as to demand that each portion be recognized in its proper relationship to the whole, both as regards farm management and farm family and community living.
5. That an effective training program for adults should concern itself with providing for both the growth of individuals and attainment of vocational competency, and also recognize the forces of inter-action between members of the group and others living in the community.

### Methods Used in the Investigation

In making the study that was proposed for a Study of Opinions Received From Trainees in Eastern Oklahoma Regarding Procedures and Outcomes of Instruction Provided in the Veterans Agriculture Training Program, the writer procured a copy of a survey form that had been

developed for a similar survey of veterans and used in the sister states of Oklahoma. This survey form was carefully studied with the thought in mind of using a similar form for the proposed study in eastern Oklahoma.

The survey form was examined carefully by the Veterans Agriculture Training Program, heads of the Vocational Agriculture Department at Oklahoma A & M College and the writer. Questions were prepared that would give the type of information desired for the study. Several questions were omitted from the original survey form and new ones were added that seemed to give valuable information for the study. Since the completion of the study, there have been other questions that have arisen in the mind of the writer that would have yielded valuable information.

After the survey form was checked, corrected and new material added, the stencils were cut and two thousand copies of the survey form were made.

In January of 1952, a copy of the survey form, An Evaluation of the Training Received by Enrollees in the Veterans Agriculture Training Program, was given to each teacher interested in participating in the survey of veterans under his supervision, and those students who had completed their training. The teachers were given an explanation for the survey and general instructions regarding the study. It was also understood that the information collected would be confidential and only summaries of the total study would be published.

The writer pondered the question of how the survey forms should be completed. Two methods were considered (1) Have the veteran instructor fill them out during an individual conference with the veteran. (2) Have the veterans fill them out at home in their spare time and return

them to their instructor.

Each method presented its advantages and disadvantages. After careful consideration, the second method was used, with the belief that the veteran would be more inclined to give accurate information of his own opinion.

Records in the State Office of Veterans Agricultural Training, April 10, 1950, indicated that a total of 14,565 veterans were enrolled in the program in Oklahoma.<sup>5</sup> The survey that was made included 1,031 trainees of those enrolled.

#### Limitations of the Study

The study will deal with opinions received from 1,031 trainees in eastern Oklahoma regarding procedures and outcomes of instruction provided in the Veterans Agricultural Training Program.

Even though all questions on the questionnaire asked for direct answers and definite information, a few of the veterans failed to give as complete information as they could have.

This study deals only with veterans who are self-employed farm owners, or who have a partnership or are farm renters. It does not take into consideration the ones working as employee trainees.

There was no effort made to compare the progress of the veterans since there has been no previous study of this kind made in eastern Oklahoma. Neither was there an effort made to compare the training of the veterans never enrolled in the Veterans Agriculture Training Program. Some veterans had received four years training while others had received

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<sup>5</sup>Progress Report on the Veterans Agricultural Training Program, April 10, 1950, State Department Bul. p. 31.

as little as eight months training when the survey was made.

No attempt was made at studying opinions of non-veterans in eastern Oklahoma.

In addition reviews of three similar studies was made. Two of these were from West Virginia University and concerned Veterans in Lewis County<sup>6</sup> and Upshur County<sup>7</sup>. The other concerns the history of the on-farm program in Arkansas.<sup>8</sup>

The survey could have been much more extensive and in many cases the veterans could have done a better job in filling out the survey forms. The time factor would not permit the author to have a personal interview with each veteran to fill out the questionnaire.

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<sup>6</sup>James C. Falkenstine, A study of Progress Made by Veterans in the Institutional On-Farm Training in Lewis Co. W. Va. - MS 1950.

<sup>7</sup>John B. Swecker, An Evaluation of the Progress of Veterans Enrolled for Institutional On-Farm Training, Upshur County, W. Va. - MS 1950

<sup>8</sup>H. G. Hotz, Research Specialist in Vocational Teacher Education University of Arkansas, History and Development of Institutional On-Farm Training In Arkansas - December, 1950.

## CHAPTER II

### VETERANS AGRICULTURE TRAINING PROGRAM AS IT HAS OPERATED IN OKLAHOMA

Training in agriculture for World War II veterans was authorized under Public Law 346, better known as the G. I. Bill of Rights.

Later, under Public Law 377 enacted September 1, 1947, agricultural training was made a separate phase of veterans educational training and was specifically designated as "Institutional-On-Farm Training." On August 28, 1947, Instruction No. 9 was issued by the Central Office of the Veterans Administration, Washington, D. C., to prepare for the execution and direction of training programs.

The Oklahoma state Board for Vocational Education was approved by the State Accrediting Agency in April, 1946, as the training institution qualified to provide training for farm veterans. The state board established a separate division, the Veterans Agricultural Training Program, and authorized the organization of classes and enrollment of veterans into training.

The State Board for Vocational Education, as a training institution, established policies, standards, and practices necessary to maintain the highest possible quality of training. By means of a contract with the Veterans Administration through which funds are secured, the State Board for Vocational Education is able to contract with local boards of education throughout the state to provide training for veterans. There is a close, harmonious and working relationship in Oklahoma between the regional offices of the Veterans Administration and the State Board for Vocational Education.

In the beginning veterans largely took advantage as they applied to regularly established educational institutions such as colleges, universities and high schools. It was determined that many veterans did not have the formal school training which would enable them to enroll as students in regular educational institutions. These veterans were interested in obtaining instruction on the job with a view of becoming established in various trades which would enable them to earn a satisfactory income. An attempt was made to set up agricultural training on a similar pattern but it was felt that such training would be of very little benefit to the veterans in farming because of the lack of capable trainers or facilities to carry on an adequate program of instruction. Many farm veterans were farming on their own; thus, they could not avail themselves of the benefits which veterans in industry might obtain.

A modified institutional and on-the-job training program came about as a result of an attempt to develop an instructional program for this type of veteran. Instruction No. 8 of the Veterans' Administration, dated August 27, 1946, ruled that these particular veterans might enroll for training under conditions whereby class instruction was given for a few hours each week and on-the-job or farm instruction was given at the veterans' farms at other times and on the occasion of a planned visit by the instructor, but that the veteran would only be entitled to subsistence payment in the amount of the actual instructional time as determined by the class instruction and teacher's individual instruction.<sup>1</sup>

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<sup>1</sup>Progress Report on the Veterans Agricultural Training Program-  
May 1, 1949, State Department Bul., p. 5.

Public Law 377 became effective August 7, 1947 and provided for a new program known as institutional on-farm training program. The program contained provisions whereby farm veterans might receive a portion of their instruction in class and receive additional training from the instructor on the farm. The farm was considered the students' laboratory.

Local school boards of education, desiring to start classes, make application to the state board for approval and employ instructors with a B. S. Degree in Agriculture. Classes may be started or new enrollees accepted into training on the first day of any calendar month. The class size is limited to twenty-four trainees, except that an additional Public Law 16 veteran may be inducted into training provided the training officer, a Veterans Administration official, will assume a portion of the responsibility of the on-the-farm visitation. Veterans Agriculture classes meet a minimum of twice a week and the length of period is two and one-half hours per class meeting.

The class room instruction must be given in the amount of two hundred hours per year minimum, with seventeen hours per calendar month.

The on-farm, or individual, instruction, amounts to one hundred hours per year minimum, with an average of nine hours each calendar month. The farm instruction is given by the instructor in a minimum of two visits of at least two hours duration each month.

The state board supervisors visit schools regularly to assist instructors with their training problems, to up-grade the quality of instruction and to check compliance with requirements on the kind and quality of training being given.<sup>2</sup>

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<sup>2</sup>Ibid., p. 15.

To help the veteran trainee in becoming rehabilitated at a faster rate he is paid, \$67.50 for a single veteran, or \$93.50 per month for himself and one dependent, or \$97.50 per month for himself and two dependents. The veteran's eligibility for training is determined by the length of time he was in service. Ninety days in service entitles the veteran to one year and three months of training. Two years in service entitles the veteran to three years of training in a field that will most nearly fit the needs of the veteran's capabilities during his life.

The Veterans Agriculture Training Program has been in operation almost five years. Approximately twenty-eight thousand veterans have received training. Enrollment approached sixteen thousand with three hundred and fifty-eight schools conducting seven hundred and thirty-nine classes, during the peak of operations. As of February 28, 1951, there were three hundred and thirty-nine schools operating five hundred and ninety-nine classes, with an enrollment of eleven thousand two hundred and twenty-two. The current enrollment is declining rapidly.<sup>3</sup>

Many of the trainees had very little money to start with and scarcely enough equipment with which to work. Realizing the fact that farming is a good sized business, the trainee may become discouraged and start wondering if he has made a wise decision. Here the instructor can be of great service in the capacity of a friend and counsellor.

The program in Oklahoma is based on objective planning resulting from careful study of each veteran's farming problems. This gives the instructor an insight into the veteran's needs for training. The training

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<sup>3</sup>Bonnie Nicholson, State Supervisor, Training and Record Requirements Circular Letter No. 51-1 (March 6, 1951)

that follows is based on objectives that satisfy those needs. When a veteran enters the farm training program his farm is carefully analyzed according to the six success factors in farming, (1) Size of business, (2) Labor Efficiency, (3) Crop Index, (4) Livestock Efficiency, (5) Farm Family Food Production, (6) Marketing Efficiency.<sup>4</sup>

Many authorities have expressed themselves to the effect that the interest and participation of the students in the veterans' agriculture training classes will exert profound influence upon the progress of agriculture in Oklahoma and the nation.

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<sup>4</sup>Murl Rogers, Success In Farming Achieved By Veterans., Agricultural Education Magazine, Vol. 19 (October, 1949) p. 34.

## CHAPTER III

### PRESENTATION OF DATA

The following material is the data gathered and summarized from 1,031 students attending thirty-six schools in eastern Oklahoma. The opinions were collected from November 1, 1951 to April 1, 1952.

TABLE I

#### AGE OF VETERANS WHEN STUDY WAS MADE

Age	Number of Veterans	Per cent of Veterans
20--25	58	5.3
25--30	341	33.2
30--35	317	30.7
35 over	315	30.8
	1,031	100.0

Average Age of All Veterans 33.6 Years

#### Age Of Veterans

The average age of the 1,031 veterans in this study was thirty-three and six tenths years. All veterans reported their ages. Table I indicates that 341 trainees or thirty-three and two tenths per cent are between the ages of twenty-five to thirty; thirty and seven tenths per cent or 317 veterans are between the ages of thirty to thirty-five years. The men in training are old enough to be interested in making a good living and training themselves to do a better job in the vocation that they have chosen.

TABLE II  
SCHOOLING RECEIVED BY TRAINEES

	Number	Years
Surveyed	1031	
Reporting	1031	
Range		0-16
Average		8.5

The schooling received by trainees ranged from no schooling to sixteen years. The average was eight and one-half years of school. Eight trainees that were surveyed completed their college education in some other field than agriculture and have trained to be more successful in the business of farming.

The writer interviewed many of the students reporting no training in school and found that all of them could write and figure simple problems that deal with the farm. Record books are prepared by the students reporting no training, and it was reported from their instructors that the trainees are able to keep the records in a very satisfactory manner.

The trainee expects superior results in harmony with his abilities, possibilities and opportunities. Successful farmers achieve desired results by creating a powerful means of attaining the desired goal. When students have a feeling of need they work more effectively in training for the objective that will prepare them for the responsibilities of successful farmers.

TABLE III  
FORMER PARTICIPATION IN F. F. A. BY TRAINEES

	Number	Years
Surveyed	1031	
Reporting	110	
Range		1-4
Average		2.6

The participation of the trainees in F. F. A. was smaller than expected. Only one hundred and ten reported receiving any of the training. The average over the entire report was two and six tenths per cent. This is a good average over eastern Oklahoma, as many of the schools surveyed do not include Vocational Agriculture in their curricula.

The author had conferences with many of the Veteran Teachers regarding F. F. A.; and it was found that many of the students had, in the past, expressed a desire for Young Farmer Classes to be organized in the communities. No community will progress in a satisfactory manner without the organization of building programs for the community.

The students that have had F. F. A. during their school years have certainly been alert to the changing age in Agriculture. Many new approved practices are added to the farming program when past experience is in the background. Trainees with F. F. A. experience do not hesitate to grow into the proper size of farming business.

TABLE IV  
FORMER PARTICIPATION IN 4-H BY TRAINEES

	Number	Years
Surveyed	1031	
Reporting	154	
Range		1-8
Average		4.2

Table IV indicates that only one hundred and fifty-four students reported previous participation in 4-H work. This is a larger figure than reported in F. F. A. by Table III as forty-four more students indicated taking 4-H club work. The average number of years of activity reported in 4-H was four and two tenths years. This is a good average because the average schooling as reported in Table II was eight and one-half years. This would place the 4-H club work in the last four years of grade school and possibly one year in High school.

The 4-H club work has been a building of straight thinking for young boys and girls in their teen ages in Oklahoma and other states. The students learn to do for themselves and responsibility is placed upon each individual.

Education in 4-H club conditions the student to the constantly changes in agriculture. It has placed the responsibility on the student of selecting worthwhile objectives necessary in becoming successful in the business of farming. In order to be successful, a student needs special attention to enable him to develop patterns to follow.

TABLE V  
FARM RAISED

	Number	Yes	No
Surveyed Reporting	1031	924	107

The high figure of nine hundred and twenty-four students reporting that they were farm raised was somewhat higher than anticipated, as it was the belief of many people that the figure would only be slightly more than half the students. Only one hundred and seven students reported they were not farm raised. This certainly seems a suitable criterion for any educational farm program and would tend to substantiate the fact that the students enrolled are interested in farming as their means of making a living in the future. A good job has been done by those who were in charge of enrolling new trainees in that they made sure that training facilities were adequate and desirable before the Veteran began his training.

Sometimes many trainees are over anxious to succeed without realizing that nature imposes some limitations. The factor of being farm raised tends to stimulate the spark in observing the rules that deal with the factors of success and is associated with the development of actual conditions.

TABLE VI  
PREVIOUS FARM EXPERIENCE WHICH TRAINEES HAD  
RECEIVED AFTER TEN YEARS OF AGE

	Number	Years
Surveyed	1031	
Reporting	972	
Range		1-36
Average		12.3

In Table VI twelve and three tenths years was reported for the average of the 972 veterans after ten years of age. Many of the students entered armed services at a young age; and as indicated in Table I, the average age of the students now is thirty-three and six tenths years old. The report indicated the range in years was from one year to thirty-six years of experience after ten years of age.

The trainees in eastern Oklahoma are considered by the writer to have farm experience sufficient to learn and make correct decisions. Making sound decisions has paid off in productive enterprises for the experienced Veterans Agriculture Trainees.

Experience in the farming business requires trained workers, skilled in the operations and techniques necessary for the mass production of goods and the performance of services required in society. Farmers must be constantly alert to the impacts of new inventions, of new techniques and of new materials on their farms.

It is doubtful if the farmer can realize his fullest capacity unless

he appreciates the social effect of his efforts as a farmer.<sup>1</sup>

TABLE VII  
MONTHS OF TRAINING COMPLETED BY TRAINEES

	Number	Months
Surveyed	1031	
Reporting	1031	
Range		8-48
Average		23.4

The range in months completed by veterans enrolled in the program ranges from eight months to forty-eight months. Table VII indicates that 1,031 trainees were surveyed with an average of twenty-three and four tenths months completed by trainees. This can be considered a good average, as the report includes training from eight months up to and including the termination of training.

Many times a student becomes involved in single aspects of farming without seeing the relationships of the all-over-important factors. Small units are singularly dealt with, when such units should be recognized as integral parts of a whole. A large per cent of farmers' attention must be given to several farm enterprises in order to attain the best possible results.

Trainees vary greatly in their educational training and experience. The difficulties of adjustment to life's problems have become increasingly

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<sup>1</sup>Raymond M. Clark, Vocational Education and The Individual., Agricultural Education Magazine, Vol. 24 (January 1952) p. 157.

complex. The war has upset the patterns of living and seem to have encouraged a spirit of individualism.

The development of the ability of the individual to function intelligently as a member of the group with which he is working is a contribution which Veterans Agriculture training, properly experienced, makes to the individual.

The earlier one can realize his own responsibilities to his fellow associates and set about repaying them, the earlier in life will he become aware of the true values and satisfactions in life.<sup>2</sup>

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<sup>2</sup>Alden C. Ballard, Influence Home Life To Improve the Rural Community., Agricultural Education Magazine, Vol. 24 (March 1952) p. 199.

TABLE VIII  
SURVEY OF FARMING OPERATIONS

	Before Entering Training	While an Enrolled Trainee	Since Enrollment Terminated
<hr/>			
1. Acres of farm land Operated (Both rented and owned)	121,659	207,321	42,159
Range	5-2100	12-5550	15-8000
Average	153.2	205.4	276.7
<hr/>			
2. Acres of farm land Owned	61,743	83,424	17,370
Range	2-720	2-2200	10-950
Average	171.5	189.1	175.3
<hr/>			
3. Years of operating this farm			
a. As a hired hand			
Range	1-20	1-4	1-20
Average	4.7	2.1	3.8
b. As a farm manager			
Range	1-25	1-4	1-6
Average	3.8	2.4	2.5
<hr/>			

The rented and owned farm land in Table VIII ranges from five to twenty-one hundred acres, with an average of 153.2 acres per veteran before entering training.

The number of acres operated as owned and rented while enrolled in training ranges from twelve to fifty-five hundred and fifty acres, with an average of 205.4 acres per veteran. This is an increase of 86,562 acres while enrolled in training over the amount of the figure before entering training. Since the enrollment terminated, the veterans surveyed indicated 42,159 acres of land were rented and owned that ranged from thirteen to eight thousand acres, with an average of 276.7 acres per man. The average figure indicates a seventy-one and three tenths per cent increase in land owned and rented per man since their entitlement expired. The students have indicated that this training has given them a sound basis for present and future farming.

The acres of land owned before entering training was 61,748 acres, with 813,424 acres while enrolled in training. This was an increase of seventeen and six tenths acres owned by the students.

In Table VIII the survey indicated that the average number of years of operation as a farm manager was three and eight tenths before entering training, two and four tenths while enrolled in training and two and five tenths since enrollment terminated. The students have strived to become worthwhile farm managers.

It is the opinion of the writer that the Veterans Agriculture Training has provided class room instruction and individual-on-farm instruction sufficient to increase the farming operations over the entire area with satisfactory results.

TABLE IX

## LIVESTOCK PROGRAM OF TRAINEES

Livestock	Before Entering Training				While Enrolled Trainee			
	No. Raising	No. Head	PMWU	Ave. PMWU Per Man	No. Raising	No. Head	PMWU	Ave. PMWU* Per Man
<b>a. <u>Beef Cattle</u></b>								
Farm Herd Cows, and								
Bulls	417	5316	10632	25.74	581	9640	19280	33.18
Feed lot	22	256	512	23.27	38	596	1192	31.36
Range	52	1484	2968	57.07	62	1540	3080	49.67
Stocker	87	794	1588	18.25	149	1702	3404	22.84
<b>b. <u>Dairy Cattle</u></b>								
Milk Cows	567	2481	32253	56.88	739	6246	81198	109.87
Heifers	237	811	1622	6.84	452	2311	4622	10.22
Calves	201	678	1077	5.05	295	1884	2826	9.57
<b>c. <u>Poultry</u></b>								
Broilers	119	36975	1109.25	93.21	178	124176	3725.28	20.92
Laying Hens	555	30490	4573.5	8.24	722	50752	7612.80	10.54
Pullets Raised	167	1454	43.62	.26	320	35659	1069.77	3.34
Turkeys	18	3194	1117.9	62.10	35	9706	3397.10	97.06
<b>d. <u>Sheep and Goats</u></b>								
Farm Flock Ewes and Rams	18	824	535.6	29.75	28	1033	671.45	23.98
Lambs in feed lot	2	46	13.8	6.90	2	140	3397.10	21.00
Stockers bought and run on grass or in stock fields	2	27	6.75	3.37	2	45	11.25	5.62
<b>e. <u>Hogs</u></b>								
No. Sows and Boars (Ave. per Yr.)	475	1402	4206	8.85	735	5226	15678	21.33
No. Litters raised	419	1351	945.7	2.25	681	3524	24668	36.22
Feeder Pigs bought and raised	280	4553	3187.1	11.38	518	14712	10298.4	19.88

\*Productive Man Work Units

TABLE IX Cont'd.

## LIVESTOCK PROGRAM OF TRAINEES

Livestock	Since Enrollment Terminated			Ave. PMWU* Per Man
	No. Raising	No. Head	PMWU	
<b>a. <u>Beef Cattle</u></b>				
Farm Herd Cows, and				
Bulls	99	4024	8048	81.29
Feed lot	10	113	226	22.60
Range	14	296	592	35.14
Stocker	23	241	482	20.95
<b>b. <u>Dairy Cattle</u></b>				
Milk Cows	110	921	11973	108.84
Heifers	54	544	1088	21.14
Calves	48	527	790.5	16.26
<b>c. <u>Poultry</u></b>				
Broilers	16	9160	274.80	16.55
Laying Hens	116	8731	261.93	22.57
Pullets Raised	44	7498	1124.70	22.56
Turkeys	0	0	0	0
<b>d. <u>Sheep and Goats</u></b>				
Farm Flock Ewes and Rams	9	196	127.40	14.15
Lambs in feed lot	0	0	0	0
Stockers bought and run on grass or in stock field	1	25	6.25	6.25
<b>e. <u>Hogs</u></b>				
No. sows and boars (Ave. Yr. )	105	576	1728	15.13
No. litters raised	79	433	3031	38.31
Feeder pigs bought and raised	68	2266	1586.2	23.32

\*Productive Man Work Units

In Table IX the livestock program of trainees was interesting to observe. Beef cattle with the herd cows, feed lot, range and stocker cattle showed good results with increases while enrolled in training. Herd cows increased 4,334 head while enrolled. Feed lot cattle increased one hundred and forty head and range cattle increased fifty-six in number. The stocker cattle showed an increase in number to 908 head over those listed at the beginning of training. The beef cattle possibilities as presented have created a desired goal in the majority of students which had been partially fulfilled during the students training.

Dairy cattle has been another very important factor in the progress of the veterans. The number increased 3,705 head from before entering training to and including while enrolled. The 452 students reporting ownership of heifers while in training increased fifteen hundred head since the beginning of training. In the poultry section a substantial increase was reported with 20,262 more laying hens than were owned when training began. Sheep and goats in eastern Oklahoma were minor items as the predators keep numbers down due to the prepondence of timbered land. Hogs have been the nucleus for steady incomes on the farm in the eastern part of the state. Three thousand eight hundred and twenty-four sows and boars were shown as a most substantial increase gained by trainees while enrolled in training. Feeder pigs likewise were increased by 10,159 head.

Proficiency of trainees in the ability to manage the livestock business efficiently has been a outstanding accomplishment attained by many young farmers enrolled in the Veterans Agriculture Training Program. Many of the students interviewed by the writer expressed their worthwhile accomplishments while in training and desired future training in young farmer organizations. Many livestock problems have been solved as a result of the training as indicated in foregoing Table IX.

TABLE X

## FIELD CROP PROGRAM OF TRAINEES

Field Crops	Before Entering Training				While Enrolled Trainee			
	No. Raising	No. Acres	PMWU	Ave. PMWU Per Man	No. Raising	No. Acres	PMWU	Ave. PMWU*
a. Corn	586	13850	41550	70.90	816	25718	77154	94.55
b. Broom Corn	22	393	1179	53.59	43	798	2394	55.67
c. Grain Sorghums	309	3817	4198.7	135.88	427	11217	12338.7	28.89
d. Alfalfa	227	2110	4220	18.59	312	9183	18366	58.86
e. Other Legumes	289	5262	10524	36.41	876	31209	62418	71.25
f. Barley, Oats or Rye	183	3372	2360.4	12.89	562	19872	13910.4	24.75
g. Wheat	20	746	522.2	26.11	178	5264	3684.8	20.70
h. Wild or Native Hay	38	923	1107.6	29.14	830	14279	171134.8	20.64
i. Tame Hay	72	2123	2547.6	35.38	723	17874	21448.8	29.66
j. Peanuts	14	315	1575	112.50	533	4280	21400	40.15
k. Irish and Sweet Potatoes	79	39	273	3.45	1012	368	2576	2.54
l. Soybeans and Mungbeans	39	428	2568	65.84	523	6822	40932	78.26
m. Cotton	12	117	702	58.50	326	4285	25710	78.86
n. Castor Beans	6	12	72	12.00	53	317	1902	35.88
o. Pasture, native	623	26283	26283	42.18	1024	52876	52876	51.63
p. Pasture, tame	74	1823	3646	49.27	872	26160	52320	60.00
<u>Fruits and Vegetables</u>								
a. Bearing Orchard	31	12	240	7.74	516	218	4360	8.44
b. Small Fruits and Berries	27	11	220	8.14	828	217	4340	5.24
c. Vegetables for fresh consumption and processing	376	182	5460	14.52	1031	328	9840	9.54

\*Productive Man Work Units

TABLE X Cont'd.

## FIELD CROP PROGRAM OF TRAINEES

Field Crops	Since Enrollment Terminated			Ave. PMWU* Per Man
	No. Raising	No. Acres	PMWU	
a. Corn	94	2758	8274	88.02
b. Broom corn	1	35	105	105.00
c. Grain Sorghums	91	3211	3531.1	38.80
d. Alfalfa	38	1014	2028	53.36
e. Other Legumes	93	3264	6528	70.19
f. Barley, Oats or Rye	103	1883	1318.1	12.79
g. Wheat	15	831	581.7	38.78
h. Wild or Native hay	51	1289	1546.8	30.32
i. Tame hay	117	2654	3184.8	27.22
j. Peanuts	23	789	3945	171.52
k. Irish and Sweet Potatoes	31	17	119	3.83
l. Soybeans and Mungbeans	42	517	3102	73.85
m. Cotton	15	141	846	56.40
n. Castor beans	10	31	186	18.60
o. Pasture, native	214	8264	8264	38.61
p. Pasture, tame	20	701	1402	70.10
<u>Fruits and Vegetables</u>				
a. Bearing Orchard	21	14	280	13.33
b. Small fruits and berries	31	17	340	10.96
c. Vegetables for fresh consumption and processing	93	59	1770	19.03

\*Productive Man Work Units

Table X listed information regarding field crops which indicates worthwhile training has resulted in substantial accomplishments in this area of farming. Full time farming on each farm has contributed toward these results shown as increased efficiency obtained by the students. More progress is shown from the enterprises of corn, grain sorghums, soybeans, native pastures and tame pastures than any of the other crop enterprises. Eastern Oklahoma is well adapted for such enterprises. Trainees are making a remarkable start in the growing of alfalfa, as the applied approved practices of testing the soil and the application of commercial fertilizers contributed toward making it a sure crop.

The educational program stressing the use of certified seed has been well understood and accomplished as a necessity by the students for obtaining higher yield in crop production. Many new approved practices were applied by growing legumes and establishing green manure crops. These practices have added to the value of the program. The growing of farm family foods has tended to increase the total crop production program. The standard of living has been raised. The students have had more funds to place into their farming business as the result of growing and preserving food. Vegetables for fresh consumption and processing were increased from one hundred and eighty-two to three hundred and twenty-eight acres or an increase of two hundred and forty-six acres.

It can be readily recognized that the application of such training in agriculture is providing remarkable results for improving farming programs in eastern Oklahoma.

TABLE XI  
 TRAINEES PLANNING TO COMPLETE TRAINING PROGRAM

	Number	Per cent
Surveyed	1031	
Completing	889	86
Not Completing	61	6
No Answer	81	8

The trainees planning to complete the training program are revealed in Table XI as 889 students with sixty-one indicating they did not plan to complete eligibility. There were eighty-one students in the survey giving no answer. A few reasons given for not completing training were (1) moving out of the state (2) lack of finances to operate on a sound basis (3) illness in the family (4) jobs found away from the farm and decision to change from farming to some other occupation. Eighty-six per cent can certainly be considered an encouragement figure for veterans completing training. A much smaller number was anticipated.

Training has a stimulating effect on students; once they feel the immediate need for training, they strive all the more to attain their objectives through practical worthwhile learning. Training has taught the students that for each one per cent increase in efficiency there will be an increase in their productive earning power of three times as much. The training has encouraged the use of sound farming methods and higher standards of living.

TABLE XII  
 TRAINEES DISCONTINUING PROGRAM

	Number	Per cent
Surveyed	1031	
Eligibility Expired	282	27
Other Reasons	0	73

In Table XII it is shown that two hundred and eighty-two students replied they discontinued the training program. There were no other reasons given.

The students are eager to learn and develop the effective ability to make a beginning and advance steadily in farming. The students are continually faced with new problems as they become established in farming. They enjoy the social contacts made in the young-farmer class, and their wives enjoy participating in special-planned events.

As indicated in Table I the average age of the veterans was thirty-three and six tenths years, and this is the age most students are married and have families to support. Training in this stage of life is very helpful to young couples in becoming well established. Training is all business with them, and outside activities do not usually enter in at this age of life.

Trainees have expressed their appreciation for supervision in farming and it is concluded by the writer that the refresher of applied principles in farming along with the helpful supervision on the farm has been the key for young farmers desiring to continue community farm classes.

TABLE XIII  
 TRAINEES PLANNING TO CONTINUE FARMING AS  
 A CHIEF MEANS OF LIVELIHOOD

	Number	Yes	No
Surveyed	1031		
Replies	1031		
Reporting		849	182

In Table XIII eight hundred and forty-nine trainees indicated that farming was their chief means of making a living. One hundred and eighty-two students surveyed indicated that farming would not be the chief means of their livelihood. This can be considered a very satisfactory percentage of the students inasmuch as the survey included an equal "spot" checking from schools in all of eastern Oklahoma.

The school officials and selected committees of the schools have put a very worthwhile program into effect by selecting students that desired to make farming their chief means of occupation.

Every step possible is taken to maintain contact with the farmers and the writer has found that supervised farming is the chief secret in encouraging students to select and enjoy farming as a business. It is a "bitter pill" to see outstanding programs dropped due to loss of interest or to a minor set-back.

The success of the trainees in present and future farming will depend upon how well the individual teachers have instructed the students in how to become good farmers.

TABLE XIV  
 TRAINEES FINDING IT NECESSARY TO SUPPLEMENT INCOME

	Number	Yes	No
Surveyed	1031		
Replies	1031		
Reporting		138	893

A total of 893 trainees indicated that it would not be necessary to supplement their income, as their farming program was sufficient to provide a sound income. In Table XIV one hundred and thirty-eight students reported it necessary to supplement income, and this was accomplished by the wives' working away from the farm in some enterprise other than farming. Many of the wives are working in factories as secretaries or doing general work that has helped the young farmers get established in the business during times of inflation.

The long-term planning enables the veteran to make decisions with his family; and he can also, with the aid of his instructor, settle down to solve problems before they occur. Many problems have occurred during the establishment of Veterans Agriculture Training. By having good logical insight, progress with the trainee has been solved by securing credit to enlarge the productive work units on the farm. The writer has found during the survey that students were forced to seek other means of income if the farm unit was not large enough to support the family on a full-time basis.

TABLE XV

## EVALUATION OF TYPES OF EDUCATIONAL ACTIVITIES USED IN TRAINING PROGRAM

Type of Educational Activity	Number Reporting	Reporting Very Valuable		Reporting Fairly Valuable		Reporting Not So Valuable		Reporting Of Little Or No Value	
		No.	%	No.	%	No.	%	No.	%
Class discussion of individual problems by class group	1031	769	74.6	247	23.9	11	1.1	4	.4
Instruction by outside speakers	1031	450	43.6	497	48.2	74	8.1	10	.1
Moving pictures	1031	505	49.0	445	43.2	62	6.0	19	1.8
Film strips, slides, etc.	1031	434	42.1	450	43.6	98	9.5	49	4.8
Instructors visit on farms	1031	753	73.1	234	22.7	31	3.0	13	1.2
Group instruction on farms; field trips	1031	743	72.1	248	24.1	34	4.2	6	.6
Demonstrations by regular instructor	1031	712	69.1	258	25.0	42	4.1	19	1.8
Demonstrations by specialists	1031	610	59.2	347	33.7	59	5.7	14	1.4
Demonstrations by members of class	1031	431	41.8	486	47.1	88	8.6	26	2.5
Practice in farm shop jobs	1031	556	53.9	256	24.9	165	16.0	54	5.2
Supervised study of books, bulletins, etc.	1026	558	54.4	356	34.7	89	8.7	23	2.2
Formal class lecture by regular instructor	1031	478	46.3	333	32.2	186	18.1	34	3.3

In Table XV the type of educational activity reported is shown as, very valuable, fairly valuable, not so valuable and of little or no value. Class discussion of individual problems by class groups was the most popular with seventy-four and six tenths reporting very valuable, twenty-three and nine-tenths reporting fairly valuable, one and one tenth not so valuable and four tenths of little or no value. The instructor visits on the farm was the second most popular, as 753 reported very valuable, or seventy-three and one tenth per cent of the group. The writer was convinced that individual farm instruction along with class discussion of individual problems has been the cause for success of Veterans Agriculture Training. Group instruction on farms reported seventy-two and one tenth per cent as very valuable. This was interesting as the laboratory was on the farm; and the most perfect setting for teaching students is on the farm. Demonstrations by members of the class reported forty-one and eight tenths per cent, very valuable, and was the lowest per cent shown on the table in the very valuable group. The students average education as indicated in Table II was eight and five tenths years, and the writer had reason to believe that the figure was high as the students had a lapse of a few years since they were in school and were a bit backward about giving demonstrations before a class group.

One tenth per cent of the group reported instruction by outside speakers of little or no value. This is true unless the outside speaker knows the problems of the students. In the majority of instances outside speakers are engaged to fill in the time. The writer was convinced that a worthwhile job was being done over the eastern part of Oklahoma for such high percentages to be reported by the 1,031 students in the very valuable column.

A teacher in any community with the right attitude toward himself and a desire to be successful in promoting educational activity can stimulate worthwhile effort by using good methods of teaching. Higher standards of living will be attained, and the community will thrive on the productive activity.

TABLE XVI

## VALUATION OF TRAINING RECEIVED BY ENROLLEES IN V.A.T.P.

Valuation of Instruction and Practices	Number Reporting	Reporting Very Valuable		Reporting Fairly Valuable		Reporting Not So Valuable		Reporting Of Little Or No Value	
		No.	%	No.	%	No.	%	No.	%
Making a Farm Home Plan	1031	776	75.2	219	21.3	27	2.6	9	.9
Developing Contracts, Leases, and Business Agreements	1031	631	61.2	322	31.2	51	4.9	27	2.7
Keeping and Analyzing Records	1031	826	80.1	180	17.5	19	1.8	6	.6
Maintaining Livestock Health and Sanitation	1031	889	88.0	112	11.1	8	.8	1	.1
Selection of Quality Livestock	1031	946	91.7	71	6.9	12	1.2	2	.2
Producing Livestock and Crops	1031	867	84.1	118	11.4	31	3.0	15	1.5
Conservation of Soil, Water, etc.	1031	843	81.7	170	16.5	11	1.1	7	.7
Farm Management and Marketing	1031	868	84.2	121	11.7	31	3.0	11	1.1
Family and Community Living	1031	873	84.6	82	7.9	56	6.4	20	1.9
Making use of Agricultural Publications Farm Magazine, Bulletins, etc.	1031	881	85.5	85	8.2	53	5.1	12	1.2
Obtaining Assistance and Services from other Agencies, (PMA, SCS, etc.)	1031	638	61.9	310	30.1	51	4.9	32	3.1

Table XVI shows that the valuation of instruction and practices has been remarkable in carrying out the success factors that are necessary for successful farming. Selection of quality livestock had the highest percentage showing, with ninety-one and seven tenths per cent selecting the item, and 946 students reporting very valuable.

Maintaining livestock health and sanitation ranked second with eighty-eight per cent or 889 students reporting as very valuable. Making use of publications, bulletins, magazines, etc., ranked third with 881 students reporting as very valuable or eighty-five and five tenths per cent. Farm management and farm family living ranked third with two tenths per cent separating them. Eighty-four and six tenths per cent selected Farm Family food as being very valuable with eighty-four and two tenths per cent selecting Farm Management. Developing contracts, leases and business agreements was the lowest selected in the very valuable group as 631 reported with sixty-one and two tenths per cent choosing the item.

The instruction and practices were higher than expected in the very valuable group. In many instances the teacher has students below a fifth grade education, and it has required some long term planning and many long hours for the instructor to get the training placed on the high plane that Veterans Agriculture Training has reached.

The training not only shows past accomplishments but will still be returning worthwhile results in the future years. With the promotion of young farmers organizations in most of the schools for students with expired eligibility the training will continue indefinitely.

TABLE XVII

## OPINION REGARDING VALUE OF V.A.T.P. TO RURAL COMMUNITY

Opinion As To Value	Number Reporting	Indicating "Yes"		Indicating "No"		Indicating "Partially"		Indicating "Undecided"	
		Number	%	Number	%	Number	%	Number	%
a. Promoting cooperative projects	1031	648	62.9	227	22.0	105	10.2	51	4.9
b. Planning social and recreational activities	1031	439	42.6	233	22.6	195	18.9	164	15.9
c. Improving farm family living	1031	773	75.0	34	3.3	131	12.7	93	9.0
d. Making better use of farm agencies	1031	681	66.1	31	3.0	216	20.9	103	10.0

The opinions regarding the value of Veterans Agriculture Training to the rural community have improved the farm family living indicated in Table XVII. Seventy-five per cent indicated "yes" with 773 students reporting. Thirty-four students reported that the training was of no value toward improving the living conditions. The writer does not agree with this statement as training has been of such a worthwhile scope that other forces of ill feeling or backward attitudes must have existed in these individuals. The instructors in many instances could have caused the misunderstanding. Only three and three tenths per cent reported no value; and this is a low per cent, taking the value into consideration. Promoting Cooperative projects was second in rank or sixty-two and nine tenths per cent reporting "yes" and twenty-two per cent reporting "no". Students have read so much about communism that the first thing entering their minds was cooperative projects as a part of communism. Cooperative projects have been very worthwhile in many instances during the teaching of Veterans Agriculture Training; without it students in a community could not have owned a registered animal or machinery without having to sacrifice much needed finances all at once.

In the survey the writer interviewed many of the students and teachers. It was concluded that opinions as to the value of V.A.T.P. to the community was answered only as to the kind of experiences received during training.

TABLE XVIII

OPINION REGARDING FURTHER PROGRAMS OF  
AGRICULTURAL TRAINING FOR ADULTS

Opinion	Number Reporting	Indicating "Yes"		Indicating "No"	
		Number	%	Number	%
1. Should the Public schools offer broad programs of instruction in agriculture for adults?	1031	896	86.9	135	13.1
2. Would you be willing to pay taxes to support a farm training program after the V.A.T.P. is discontinued?	1031	789	76.4	244	23.6

The opinions in Table XVIII were considered very outstanding as the majority indicated "yes" for programs of agriculture for adults, and also paying taxes to support such a program after V.A.T.P. was discontinued. Eight hundred and ninety-six students marked in favor of public schools offering Agriculture Programs or eighty-six and nine tenths per cent of the 1,031 surveyed. Only 135 trainees selected negative or thirteen and one tenth per cent. The solution to this problem was possibly answered in Table XX as the need would be met by present groups for the students indicating negative as their answer.

The students that had training in agriculture are entitled to a place in the public schools as adults. Problems have been solved in past training and the majority have a need for it in the future. The students realize the worthwhile experiences of Veterans Agriculture Training, and

they have been willing to pay taxes and elect to pay taxes for future agriculture programs. The results represent a stronger endorsement in Oklahoma than was obtained in Arkansas in the study conducted by Hotz in which fifty-nine per cent of the veterans expressed a willingness to pay taxes to support a farm training program.<sup>3</sup>

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<sup>3</sup>H. G. Hotz, History and Development of Institutional On-Farm Training In Arkansas (December 1950) p. 50.

TABLE XIX

OPINION REGARDING HOME FARM VISITATION BY INSTRUCTOR  
AS AN ITEM OF IMPORTANCE IN PLANNING FUTURE  
AGRICULTURAL TRAINING PROGRAMS

Opinion as to Value	Number Reporting	Indicating Very Important		Indicating of Some Importance		Indicating not Really Important	
		Number	%	Number	%	Number	%
Farm Training Visits Are							
Of Importance	1031	819	79.4	167	16.2	45	4.4

The opinions regarding home farm visitation by instructor as an item of importance in planning future agricultural training programs have been indicated in Table XIX. Eight-hundred and nineteen students, or seventy-nine and four tenths per cent, indicated it as very important.

The farm training on the individual student's farm has been the aid that has caused the trainees to be successful. The farm has served as a laboratory for the student and teacher to solve problems. Many farmers attending the adult farm classes would not have succeeded if the individual farm supervision were not a part of the training. One hundred and sixty-seven students, or sixteen and two tenths per cent, indicated farm supervision of some importance. Forty-five students, or four and four tenths per cent, indicated farm individual visitation was not really important. This was a low percentage for the students in the opinion survey, but the lack of enough education in the background of these students has caused students to evaluate the farm visitations as not being very valuable. The students interested in making farming a business have requested farm supervision as a part of the program.

TABLE XX  
 OPINIONS REGARDING DESIRE FOR PARTICIPATION  
 IN ORGANIZED ADULT AGRICULTURAL TRAINING GROUPS

Opinions	Number Reporting	Number Checking Item	Per Cent Checking
a. There is a need in the community	1031	673	66.2
b. Would like opportunity to participate	1031	523	50.8
c. Do not believe there would be enough interest	1031	396	38.4
d. Need met by present groups	1031	139	13.5

In Table XX opinions regarding desire for participation in organized adult agricultural training groups was outstanding as sixty-six and two tenths per cent checked a need for agricultural training. Fifty and eight tenths per cent indicated that they would like an opportunity to participate. Thirty-eight and four tenths per cent of the students believed there would not be enough interest. The need met by present groups was small as 139 trainees, or thirteen and five tenths per cent, indicated satisfactory meetings of farm groups.

The writer concludes that in communities in eastern Oklahoma there is a definite need for young farmer organizations. Many veteran trainees have completed their farm training and would, if given an opportunity, participate in organized farm class groups. The veteran teachers have encouraged young organization meetings with the regular vocational agriculture teacher acting as the leader.

TABLE XXI  
 GROUPS REPORTING AS NOW MEETING  
 EDUCATIONAL, SOCIAL AND RECREATIONAL NEEDS

Groups or Organization	Number Reporting
Young Farmers Organization	72
Soil Conservation Groups	15
Farm Bureau	12
P. M. A. Groups	26
Square Dance Club	14

The groups reporting as now meeting educational, social, and recreational needs were small as only seventy-two trainees reported young farmer organizations in the community. The writer believes this need will be met in future programs as the students indicated in Table IX there was a definite need for adult farm programs in eastern Oklahoma. Fifteen trainees indicated the need was being met by Soil Conservation groups. Twelve indicated Farm Bureau meetings were meeting the need. In P. M. A. groups, twenty-six students reported regular monthly meetings that were helping out in planned educational, social, and recreation needs. Fourteen students reported square dance clubs were particularly helping out in recreational needs. The organization of farm group meetings has been in progress and will increase as a result of the veteran agriculture training program as students are desiring more organized meetings.

TABLE XXII

OPINIONS REGARDING CERTAIN PRACTICES WHICH MIGHT BE FOLLOWED IN PLANNING  
FOR YOUNG FARMER AND ADULT EDUCATION GROUPS

Item Or Practice	Number Reporting	Indicating "In Favor Of"		Indicating "To a Limited Extent"		Indicating "Not in Favor Of"	
		Number	%	Number	%	Number	%
a. Organized group having members serving as officers	1031	598	58.0	426	41.3	7	.7
b. Wives participate in all meetings	1031	421	40.9	396	38.4	214	20.7
c. Wives participate in some specially planned meetings	1031	723	70.1	212	20.6	96	9.3
d. Meetings planned throughout the year (once or twice monthly)	1031	878	85.2	136	13.2	17	1.6
e. Consideration to be given plans for neighborhood and community improvements	1031	751	72.8	172	16.7	108	10.5
f. Subjects for discussion chosen by group	1031	823	79.8	96	9.3	112	10.9
g. Social and recreational activities planned as a part of program	1031	856	83.1	87	8.4	88	8.5
h. Cooperative activities planned by group	1031	436	42.3	486	47.2	109	10.5
i. Attendance at agricultural tours and field days planned as a group activity	1031	672	65.2	282	27.3	77	7.5
j. Services of other agencies (Soil Conservation, PMA, etc.) to be secured by group	1031	654	63.4	228	22.1	149	14.5

The opinions regarding certain practices which might be followed in planning for young farmer and adult education groups in Table XXII was very outstanding to the writer as this was the goal that agricultural educators have desired to place into effect.

The meetings planned throughout the year (once or twice monthly) were indicated by 878 students, or eighty-five and two tenths per cent of the group. Only seventeen students, or one and six tenths per cent elected not in favor of such meetings. Eight hundred and fifty-six students, or eighty-three and one tenth per cent were in favor of social and recreational activities planned as a part of the program; and eighty-seven trainees, or eight and four tenths per cent to a limited extent. Eight and five tenths per cent or eighty-eight students chose the negative feeling. The next highest practice was subjects for discussion chosen by the group. Eight hundred and twenty-three farmers, or seventy-nine and eight tenths per cent, indicated in favor of groups selecting the subject for discussion. This has been a very favorable subject in the veterans agriculture training program in eastern Oklahoma. Classes have accomplished a high scope of training as a result of all students taking part in the activities. The practice that astounded the writer was that the response to the question concerning wives participating in all meetings. Only 421 students, or forty and nine tenths per cent chose in favor of the practice. Three hundred and ninety-six, or twenty and six tenths per cent indicated to a limited extent. Those indicating not in favor of the wives participation in all meetings were 214 students or twenty and seven tenths per cent.

The author interviewed many instructors and trainees on the wives

participating in group meetings. It was concluded that certain problems in farming are discussed in agriculture group meetings that husbands had rather their wives would not participate in. It was indicated by 723 students, or seventy and one tenth per cent, that the wives participate in some specially planned meetings.

## CHAPTER IV

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this study was to evaluate the opinions received from trainees in eastern Oklahoma regarding procedures and outcomes of instruction provided in the Veterans Agriculture Training Program.

Ten hundred and thirty-one veterans were surveyed by the use of an objective type questionnaire, completed under the supervision of instructors. Conferences were held with many individual veterans to clarify problems relative to the study.

#### Summary of Findings

The summary of the survey revealed that the average age of the veterans was thirty-three and six tenths years. They are mature enough to profit by making changes which will lead to successful establishment in farming.

The average schooling received by the trainees was eight and five tenths years. The range was from zero to sixteen years with eight college graduates enrolled who had a degree other than agriculture. All reporting no previous schooling were able to keep records.

Former participation in F.F.A. ranged from one to four years with an average of two and six tenths years. Only one hundred and ten reported having F.F.A. in school from the 1,031 students surveyed. This was a high average for the ones reporting.

The experience in 4-H Club averaged four and two tenths years and ranged from one to eight years, only 154 students reported. This would have placed the 4-H work in the last four years of grade school or possibly the first year in high school.

Table V indicated 924 students farm-raised with one hundred and seven reporting not raised on the farm. This certainly was proof that selection has been handled in a businesslike manner for those really desiring to make farming a business.

Farming experience reported after ten years of age averaged twelve and three tenths years and ranged from one to thirty-six years experience for the 932 students reporting.

The number of months training completed by trainees averaged twenty-three and four tenths months and ranged from eight to forty-eight months.

Veterans have increased the size of their farm business by increasing the number and quality of livestock on their farms. The increase in number of livestock averaged approximately five and one half animal units per farm, with the largest increase being beef, dairy stock and poultry. Field crop acreage per farm increased, indicating a trend towards feed and legume pastures. The total acreage of truck crops and small fruit increased.

The majority of the students planned to complete training, or 889 of the number surveyed. Two hundred and eighty-two of the students discontinued training as their eligibility expired.

Eight hundred and forty-nine trainees planned to continue farming as a means of livelihood with 132 students indicating a change to some other enterprise.

In Table XIV one hundred and thirty-eight trainees indicated it necessary to supplement their income with 893 finding it not necessary.

The type of educational activity most popular was class discussion of individual problems by class groups and the second was instructors visits on the farm.

In the valuation of instruction practices it was noted the selection of quality livestock was the desire of the majority, with ninety-one and seven tenths per cent indicating this as the most important. Maintaining livestock health and sanitation ranked second.

In Table XVII, opinion regarding value of V.A.T.P. to rural community, improving farm family living was indicated the most important.

Eighty-six and nine tenths per cent indicated they were in favor of public schools offering instruction in agriculture for adults. Seventy-six and four tenths per cent were in favor of paying taxes to support a farm training program after V.A.T.P. was discontinued.

Seventy-nine and four tenths per cent indicated home farm visitation by the instructor was very important. Sixteen and two tenths per cent of some importance, and four and four tenths per cent favoring not really important.

Sixty-six and two tenths per cent checked there was a need for organized agricultural training groups. Fifty and eight tenths per cent stated they would like an opportunity to participate.

Groups reporting as now meeting educational, social, and recreational needs were favored with the majority for Young Farmer Organizations. There were and will be immediate needs for the organization of more Young Farmer Organizations.

Eighty-five and two tenths per cent indicated meetings planned throughout the year (once or twice monthly) would be worthwhile in planning for young farmer and adult education groups.

## CONCLUSIONS

The major conclusions growing out of this Study of Opinions Received From Trainees In Eastern Oklahoma Regarding Procedures and Outcomes Of Instruction Provided In The Veterans Agriculture Training Program indicate that it was adequate. The adult farmers felt the need for training experiences in farm management and rural living and this was a part of the findings in Chapter III, Presentation of Data. The adequacy of the training had a big part in developing proper attitudes among the students. The learning experiences were developed through proper attitudes in the class room and the farm serving as the laboratory. The instructors had a large part in helping cause the increased production of crops and livestock. Many new approved practices were part of the procedures carried out to receive the increased production.

The Veterans Agriculture Training Program was adequate enough to select farmers who planned to make farming their business, and the farmers were old enough to really settle down and apply the methods necessary to be successful. Twelve and three tenths years of farming experience for the average trainee placed the farming program on a sound basis.

The writer concluded that during the effective training in agriculture for veterans the program provided for both the growth of individuals and attainment of vocational competency. The factors of family living and the desire to accomplish a desired goal were stimulated through individual on-farm instruction.

The report indicated a definite need for young farmer organizations to be organized in the majority of the communities to satisfy the need.

It is the opinion of the writer that the Veterans Agriculture

Training has provided class room instruction and individual-on-farm instruction sufficient to increase the farming operations over the entire area with satisfactory results. This was evidenced by the fact that the survey showed that those trainees engaged in dairy programs had increased their average total P.M.W.U. in dairy from fifty-six and eighty-eight hundredths to a figure of 108.84 since enrollment terminated. The beef cattle enterprise increased from twenty-five and seventy-four hundredths to eighty-one and twenty-nine hundredths P.M.W.U. per man. In the hog program the average P.M.W.U. was eight and eighty-five hundredths at the beginning of the program and increased to fifteen and thirteen hundredths per man since the training terminated.

The field crop enterprise of corn gained in the average P.M.W.U. from seventy and ninety hundredths to eighty-eight and two hundredths since enrollment terminated. In alfalfa, before entering training the students reported an average of eighteen and fifty-nine hundredths P.M.W.U. per man, and since enrollment terminated the crop increased to fifty-three and thirty-six hundredths per man. A very substantial increase indicated for alfalfa as many farmers are realizing that alfalfa will grow on upland if treated with commercial fertilizers. Tame pasture in eastern Oklahoma made a substantial increase of forty-nine and twenty-seven hundredths P.M.W.U. to seventy and ten hundredths average P.M.W.U. per man since enrollment terminated.

Trainees have expressed their appreciation for supervision in farming and it is concluded by the writer that the refresher of applied principles in farming along with the supervision on the farms has been the key for young farmers desiring to continue community farm classes.

It was indicated that the trainees success in present and future

farming may depend upon how well the individual teachers have instructed the students in how to become grown and develop complete farming programs.

It was concluded that a teacher in any community with desirable attitudes, skills, and appreciations can be successful in promoting educational activity which will stimulate worthwhile effort on the part of trainees. This is enhanced by his wise selection and use of the more effective teaching methods.

The survey indicated that opinions as to the value of Veterans Agriculture Training to the community were influenced to a very considerable extent by kinds of experiences received during the training period.

In eastern Oklahoma seventy-nine and four tenths per cent of the students surveyed indicated home farm visitation by the instructor as an item of importance.

A definite conclusion can be drawn from this study that farm visitation by the instructor is an item of first importance in planning future agricultural training programs.

A willingness expressed on the part of trainees to pay taxes for future agricultural programs represent a stronger endorsement in Oklahoma than was obtained in several similar studies in other states and can be considered in a very favorable light in view of present reactions toward public spending in general.

It was also of interest to note that trainees were quite definite in feeling that certain problems in farming are discussed in group meetings that husbands would prefer their wives not participate in. In fact it was indicated by seventy and one tenth per cent, of those reporting they preferred the wives participate only in specially planned meetings.

## RECOMMENDATIONS

The writer feels that sufficient information has been derived from this study to make some definite recommendations with regard to the future of the Institutional-On-Farm Training as an adult education program in agriculture.

The farming programs should provide better farming methods, more efficient operation, and better living conditions throughout rural communities in eastern Oklahoma. If a veteran is not making progress toward these goals he should not be permitted to stay in the program. Teachers and supervisors should see that a veteran is interrupted if he is not doing the kind of job that is desired. More farm ownership should be encouraged and the student's instructor is in the position to help in securing credit.

In the advancement of students it is recommended by the writer that more use be made of farm agencies, and that planned social and recreational activities be a part of the program. Promoting cooperative projects should be a part of the students program as sixty-two and nine tenths per cent of the students indicated "yes" in the survey. The author recommends Improving Farm Family Living as being important as seventy-five per cent of the students indicated the method being important in their farming business.

The public schools should offer adults broad programs of instruction in agriculture to be financed as part of their regular curricula.

The writer also recommends that Young Farmer Organizations be formed in most schools, and an instructor hired to teach adult education in the public school system. The wives should have a part, especially in planned meetings.

The students increased their farm business by increasing the number and quality of livestock on their farms. The use of better sires is recommended by the majority of the instructors for the further development of better livestock in eastern Oklahoma.

The writer recommends that educational emphasis be placed on the use of more and better improved practices to upgrade the conditions on many farms.

It is also recommended that educational leaders give much time to planning in order to be constantly alert to the impacts of new inventions, new techniques and of new materials applicable to their farms.

Additional research should be conducted to determine means for better teaching of adult farmers. The author recommends long time teaching plans for the instructors and planned procedures for the entire year.

A selling program for adult education should be the profitable means for establishing Young Farmer Organizations in every Public School in eastern Oklahoma and the nation.

**APPENDICES**

AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES  
IN THE VETERANS AGRICULTURE TRAINING PROGRAM

A. GENERAL INFORMATION

1. Age to nearest birthday\_\_\_\_\_
2. Highest grade completed in school\_\_\_\_\_ Number of years in FFA\_\_\_\_\_
- Number of years in 4-H Clubs\_\_\_\_\_
3. Farm Experience
  - a. Farm Reared-- Yes\_\_\_\_\_ No\_\_\_\_\_
  - b. Years of farm experience after ten years of age and prior to enrollment in VAPP\_\_\_\_\_
4. Number of months training completed in Veterans Farm Training Program\_\_\_\_\_

B. SURVEY OF FARMING OPERATIONS

	<u>Before</u> <u>Entering</u> <u>Training</u>	<u>While an</u> <u>Enrolled</u> <u>Trainee</u>	<u>Since</u> <u>Enrollment</u> <u>Terminated</u>
1. Acres of farm land operated (Both rented and owned)	_____	_____	_____
2. Acres of farm land owned	_____	_____	_____
3. Years of operating this farm			
a. Years operating only as a hired hand	_____	_____	_____
b. Operating only as a farm manager	_____	_____	_____
4. Livestock (List head)			
a. <u>Beef Cattle</u>			
Farm herd, cows and bulls	_____	_____	_____
Feedlot	_____	_____	_____
Range	_____	_____	_____
Stocker	_____	_____	_____
b. <u>Dairy Cattle</u>			
Milk cows	_____	_____	_____
Heifers	_____	_____	_____
Calves	_____	_____	_____

## AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES IN WATP

	<u>Before</u> <u>Entering</u> <u>Training</u>	<u>While an</u> <u>Enrolled</u> <u>Trainee</u>	<u>Since</u> <u>Enrollment</u> <u>Terminated</u>
c. <u>Poultry</u>			
Broilers	_____	_____	_____
Laying Hens	_____	_____	_____
Pullets raised	_____	_____	_____
Turkeys	_____	_____	_____
d. <u>Sheep and Goats</u>			
Farm Flock, Ewes, and Rams	_____	_____	_____
Lambs in Feedlot	_____	_____	_____
Stockers (bought and run on grass or in stock fields)	_____	_____	_____
e. <u>Hogs</u>			
Number sows and boars (average per year)	_____	_____	_____
Number litters raised (average per year)	_____	_____	_____
Feeder pigs (bought and raised)	_____	_____	_____
5. <u>Field Crops (List Acres)</u>			
a. Corn	_____	_____	_____
b. Broom corn	_____	_____	_____
c. Grain Sorghums	_____	_____	_____
d. Alfalfa (seed or hay)	_____	_____	_____
e. Other legumes (clover, lespedeza etc.)	_____	_____	_____
f. Barley, Oats or Rye (Total)	_____	_____	_____
g. Wheat	_____	_____	_____
h. Wild or Native Hay	_____	_____	_____
i. Tame Hay (Sudan, sorghums, etc.)	_____	_____	_____

## AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES IN VATP

	<u>Before Entering Training</u>	<u>While an Enrolled Trainee</u>	<u>Since Enrollment Terminated</u>
j. Peanuts	_____	_____	_____
k. Irish and Sweet Potatoes	_____	_____	_____
l. Soy beans, Mungbeans	_____	_____	_____
m. Cotton	_____	_____	_____
n. Castor Beans	_____	_____	_____
o. Pasture, tame (Sudan, etc.)	_____	_____	_____
p. Pasture, native	_____	_____	_____
6. Fruits and Vegetables			
a. Bearing Orchard (trees)	_____	_____	_____
b. Small Fruits and Berries	_____	_____	_____
c. Vegetables for fresh consumption and processing	_____	_____	_____

## C. EVALUATION OF TRAINING RECEIVED

1. If now enrolled do you plan to complete your farm training program? \_\_\_\_\_
2. If not now enrolled, why did you discontinue program?
  - a. Period of eligibility expired \_\_\_\_\_
  - b. Other reasons (list) \_\_\_\_\_
3. Do you plan to continue farming as your chief means of livelihood? \_\_\_\_\_  
If not, why? \_\_\_\_\_

## AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES IN VAPP

4. Will you find it necessary at the end of training period to supplement your income with employment other than farming?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. How valuable to your training do you consider the following types of educational activities in which you engaged? (Check in only one column)

	<u>Very Valuable</u>	<u>Fairly Valuable</u>	<u>Not so Valuable</u>	<u>Of Little or no Value</u>
a. Class discussion of individual problems by class group	_____	_____	_____	_____
b. Instruction by outside speakers	_____	_____	_____	_____
c. Moving pictures	_____	_____	_____	_____
d. Film strips, slides, etc.	_____	_____	_____	_____
e. Instructors visit on farms	_____	_____	_____	_____
f. Group instruction on farms; field trips	_____	_____	_____	_____
g. Demonstrations by regular instructor	_____	_____	_____	_____
h. Demonstration by specialists	_____	_____	_____	_____
i. Demonstrations by members of class	_____	_____	_____	_____
j. Practice in farm shop jobs	_____	_____	_____	_____

## AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES IN VATP

	<u>Very Valuable</u>	<u>Fairly Valuable</u>	<u>Not so Valuable</u>	<u>Of Little or no Value</u>
k. Supervised study of books, bulletins, etc.	_____	_____	_____	_____
l. Formal class lecture by regular instructor	_____	_____	_____	_____
6. How valuable do you consider the instruction and practice received in the following areas?				
	<u>Very Valuable</u>	<u>Fairly Valuable</u>	<u>Not so Valuable</u>	<u>Of Little or no Value</u>
a. Making a farm and home plan	_____	_____	_____	_____
b. Developing contracts, leases, and business agreements	_____	_____	_____	_____
c. Keeping and analyzing records	_____	_____	_____	_____
d. Maintaining Livestock health and sanitation	_____	_____	_____	_____
e. Selection of quality livestock	_____	_____	_____	_____
f. Producing livestock and crops	_____	_____	_____	_____
g. Conservation of soil, water, etc.	_____	_____	_____	_____
h. Farm management and marketing	_____	_____	_____	_____

## AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES IN VATP

	<u>Very Valuable</u>	<u>Fairly Valuable</u>	<u>Not so Valuable</u>	<u>Of Little or no Value</u>
i. Family and community living	_____	_____	_____	_____
j. Making use of agricultural publications, farm magazines, bulletins, etc.	_____	_____	_____	_____
k. Obtaining assistance and services from other agricultural agencies (PMA, SCS, FHA, etc.)	_____	_____	_____	_____
7. Do you think the veterans farm training program has aided your rural community in:				
	<u>Yes</u>	<u>No</u>	<u>Partially</u>	<u>Undecided</u>
a. Promoting cooperative projects? (Example: buying equipment as a class group)	_____	_____	_____	_____
b. Planning social and recreational activities?	_____	_____	_____	_____
c. Improving farm family living	_____	_____	_____	_____
d. Making better use of farm agencies	_____	_____	_____	_____

## D. OPINION REGARDING FURTHER AGRICULTURAL TRAINING

1. Should the public schools offer broad programs of instruction in agriculture for adults? (Check one) Yes \_\_\_\_\_ No \_\_\_\_\_

AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES IN VATP

2. Would you be willing to pay taxes to support a farm training program after the V.A.T.P. is discontinued? (Subsistence payments would not be a part of the program. Participation would be on a voluntary basis.) Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do you think that any adult or young farmer training program in agriculture should be planned as to provide for home farm visitation by the teacher? (Check one) Very Important \_\_\_\_\_ Of Some Importance \_\_\_\_\_ Not Really Important \_\_\_\_\_.
4. Do you believe it would be valuable for the adults and young farmers of your community to form an organized group for receiving educational, social and recreational benefit? (Check one or more as they apply)
- a. There is a need in my community \_\_\_\_\_
- b. I would like an opportunity to participate \_\_\_\_\_
- c. I do not believe there would be enough interest \_\_\_\_\_
- d. This need is taken care of by present organized groups \_\_\_\_\_
5. In future instructional programs in agriculture for adults and young farmers I believe the following organization and types of activities would be advisable. (Check in column you consider best answer)

In Favor Of	To Limited Extent	Not in Favor Of
-------------	-------------------	-----------------

- |   |       |       |       |
|---|-------|-------|-------|
| a. Organized group having members serving as officers   | _____ | _____ | _____ |
| b. Wives participate in all meetings                    | _____ | _____ | _____ |
| c. Wives participate in some specially planned meetings | _____ | _____ | _____ |

## AN EVALUATION OF THE TRAINING RECEIVED BY ENROLLEES IN VAP

	<u>In Favor Of</u>	<u>To Limited Extent</u>	<u>Not in Favor Of</u>
d. Meetings planned throughout the year (once or twice monthly)	_____	_____	_____
e. Consideration to be given plans for neighborhood and community improvement	_____	_____	_____
f. Subjects for discussion chosen by group	_____	_____	_____
g. Social and recreational activities planned as a part of program	_____	_____	_____
h. Cooperative activities planned by group	_____	_____	_____
i. Attendance at agricultural tours and field days planned as a group activity	_____	_____	_____
j. Services of other agencies (Soil Conservation, PMA, etc.) to be secured for group	_____	_____	_____

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## VITA

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**Thesis:** A STUDY OF OPINIONS RECEIVED FROM TRAINEES IN EASTERN OKLAHOMA  
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THESIS TITLE: A Study Of Opinions Received From  
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Training Program

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