

A STUDY OF AN OPINION SURVEY OF THE VETERANS AGRICULTURAL  
TRAINING PROGRAM OF PUBLIC LAW #16 TRAINEES  
IN NORTHEASTERN OKLAHOMA

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DEDICATED TO MY WIFE HELEN, FOR THE PATIENCE,  
UNDERSTANDING, ASSISTANCE, AND INSPIRATION  
TOWARD THIS PRESENTATION

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## Chapter I

### INTRODUCTION

This study is wholly concerned with trainees who are enrolled in or who have completed Institutional On-Farm Training under provisions of the Vocational Rehabilitation Act for disabled veterans. This program contained provisions whereby farm veterans could receive a portion of their instruction in organized classes and receive additional training from the instructor on the farm. This program, providing such training, is under the direct supervision of the Veterans Administration in co-operation with the State Board of Vocational Education.

In May, 1946, the State Board of Vocational Education, after approval by the Accrediting Agency of the state, was designated as a training institution qualified to give this type of training. Immediately organization of classes was begun in local school systems of the state.<sup>1</sup> Seven hundred thirty-nine classes for farm veterans have been organized in 358 schools since the beginning of the training program. Approximately 30,000 individuals have been enrolled.<sup>2</sup> A peak enrollment of 16,000 was reached.<sup>3</sup>

Several studies have been made relative to the program as a whole. These included the veterans in training under the Servicemen's Readjustment Act, Public Law 346, Seventy-eighth Congress, June 22, 1944, which amended Public Law No. 2, Seventy-third Congress, March 20, 1933, to provide education and training for veterans of World War II, and added

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<sup>1</sup>Oklahoma Plan of Operation For the Veterans Agricultural Training Program 1951-52, prepared by the Oklahoma State Board for Vocational Education, Division of Veterans Agricultural Training, Stillwater, Oklahoma.

<sup>2</sup>Unpublished Report, Oklahoma State Board for Vocational Education, 1952.

<sup>3</sup>Ibid., p. 1.

Part VIII to Veterans Regulation 1 (a), as amended. This legislation was amended and further liberalized by the enactment of Public Law 268, Seventy-ninth Congress, December 28, 1945, Public Law 679, Seventy-ninth Congress, August 8, 1946, Public Law 377, Eightieth Congress, August 6, 1947, Public Law 411, Eightieth Congress, February 14, 1948, and Public Law 512, Eightieth Congress, May 4, 1948.<sup>4</sup> Among the reports of studies made, "Some Outcomes of Participation of Veterans in Institutional On-Farm Training in Missouri", George W. Wieggers, Jr., Doctorial Dissertation, University of Missouri, 1949, "Progress Report Institutional On-Farm Training in Arkansas", Arkansas State Department of Education, Division of Vocational Education, Institutional On-Farm Training Program, Little Rock and University of Arkansas, College of Education, Department of Vocational Education, Fayetteville, December, 1950, and "History and Development of Institutional On-Farm Training in Arkansas", by the same department.

In Oklahoma, Mr. Bonnie Nicholson, State Supervisor, Division of Veterans Agricultural Training, compiled a "History of the Veteran's Agricultural Training Program", in 1949, which included all trainees under the provisions of P. L. #346 and P. L. #16. A study was completed in 1952 by Clois E. Huffer, VATP Instructor, Sapulpa, Oklahoma, entitled, "A Study of Opinions Received From Trainees in Eastern Oklahoma Regarding Procedures and Outcomes of Instruction Provided in the Veterans Agriculture Training Program", which also included trainees enrolled under the

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<sup>4</sup>Manual, Explanatory of the Privileges, Rights, and Benefits provided for Persons who served in the Armed Forces of the United States during World War I, World War II, or Peacetime (after April 20, 1898), and those Dependent upon them with Special Reference to those Benefits, Rights, and Privileges administered by the Veterans Administration, October 14, 1948, House Document No. 745.



provisions of both afore-mentioned laws. To the best of the writer's knowledge there have been no reports of this nature which were confined only to P. L. #16 trainees.

The author has served in the capacity of Training Officer, Education and Training Section, Vocational Rehabilitation and Education Division, in the Muskogee, Oklahoma, Veterans Administration Regional Office from July 29, 1946 to June 13, 1952.

#### THE PURPOSE OF VOCATIONAL REHABILITATION

"The purpose of vocational rehabilitation is to restore employability lost by virtue of a handicap due to disability incurred in, or aggravated by, service on or after September 16, 1940, and prior to July 26, 1947.

This program, under the direction of the Administrator of Veterans' Affairs, was authorized by the act of March 24, 1943, Public Law 16, Seventy-eighth Congress, which amended Public No. 2, Seventy-third Congress March 20, 1933, to include vocational training as a benefit for disabled veterans of World War II, and added Part VII to Veterans Regulation 1 (a), as amended. This legislation has since been amended and liberalized by the Servicemen's Readjustment Act of 1944, Public Law 388, Eightieth Congress, August 4, 1947, by Public Law 411, Eightieth Congress, February 14, 1948, and Public Law 512, Eightieth Congress May 4, 1948.

Vocational Rehabilitation under Public Law 16, Seventy-eighth Congress subject to the provisions and limitations of Part VII, Veterans Regulation 1 (a), as amended and often referred to as "part VII benefits" is provided exclusively for disabled veterans of World War II who are suffering from a service-connected disability for which compensation is payable under the laws administered by the Veterans Administration, or would be but for receipt of retirement pay, and who are in need of vocational rehabilitation to overcome the handicap of such disability.

Vocational rehabilitation is to be distinguished from education or training under Public Law 346, Seventy-eighth Congress, subject to the provisions and limitations of Part VIII, Veterans Regulation 1 (a), as amended, and often referred to as "part VIII benefits", available to both disabled and nondisabled veterans of World War II who meet the eligibility requirements on the basis of service.

The Administrator of Veterans' Affairs is authorized to prescribe and provide suitable training for disabled veterans who meet the eligibility requirements for vocational rehabilitation or "part VII benefits", and such training, designed to fit the veteran for employment, may be in an educational institution or in training on the job in a business firm or industrial establishment in or near the veteran's place of residence."

#### BASIC ELIGIBILITY REQUIREMENTS

(a) Active military or naval service in the armed forces of the United States at any time on or after September 16, 1940, and prior

to July 26, 1947, or service as described in (e) below.

(b) Discharge or release from active service under conditions other than dishonorable and under conditions other than those specified in Section 300, Public Law 346, Seventy-eighth Congress, June 22, 1944, set forth in Section 202, or a status as described in (f) below.

(c) Service-connected compensable disability due to World War II service.

(d) Need for vocational rehabilitation to overcome handicap of such disability.

(e) Active military or naval service in the armed forces of any government allied with the United States in World War II in the same manner and to the same extent as those who served in the active military and naval service of the United States, provided: (1) That such person shall have been a citizen of the United States at the time of his entrance into the active service, and (2) that such person is a resident of the United States at the time of filing claim for such benefits and (3) that such person has not applied for and received the same or similar benefits from the government of the nation in whose active military or naval service he served.

(f) A person while on terminal leave or a person hospitalized pending final discharge may be afforded vocational rehabilitation training under this legislation (except that no subsistence allowance shall be paid in such cases) subject to all the statutory provisions pertaining to eligibility except actual discharge or release from active service.

#### VOCATIONAL ADVISEMENT AND GUIDANCE

The disabled veteran is given professional counsel and guidance in the selection of an employment objective and such suitable courses of education or training as will enable him to overcome his handicap and restore employability lost by reason of such handicap.

The selection of an occupation in which rehabilitation will be effected is based upon consideration of the individual veteran's education, vocational experience, abilities, personal desires, and present disability, and contemplates that the vocational training to be provided will supply the necessary occupational information and develop the proper skills to afford the disabled person a well-rounded knowledge of and the ability to perform the skills, job operations, and work tasks which are essential to meeting employment requirements in the chosen occupation.<sup>5</sup>

#### THE STUDY

The study as organized consists of two phases. Phase I concerns those veterans who are still in active training under the above conditions. Phase II concerns those veterans who have already completed the prescribed course of training and have been declared rehabilitated

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<sup>5</sup>Manual op. cit.

by the Veterans Administration. The object of the study is to complete and analyze an opinion survey completed on Veterans Agricultural Training Program (VATP) trainees concerning:

- a. The instructor and the instruction
- b. The school facility
- c. The farm facility

#### DELIMITATION

The area of this problem has been limited to Adair, Cherokee, Craig, Delaware, and Ottawa Counties situated in northeastern Oklahoma. This area was selected because it has been predominately the area in which the author's work has been confined. It was felt that an important factor in the success of the survey was a need for the interviewer to be on somewhat intimate terms with the subjects. Such would tend to contribute toward obtaining frank, unbiased, and honest answers.

The area selected is a general farming country. Major animal enterprises are dairy, beef cattle, and poultry with swine and sheep listed as minor animal enterprises. Pasture and hay crops are common, with corn, oats, grain sorghums, wheat, barley, rye, flax, soy beans, and forage crops grown commercially and for feed. Strawberries are the main truck crop with some limited commercial orchards and a few minor fruit and vegetable crops.

#### THE PROBLEM

The importance of study relating to the problem lies in the fact that the Veterans Agricultural Training Program has constituted a vast adult education program in agricultural education created and developed throughout the past six years. It has been a program with no known precedent in scope. An additional consideration is that such a study of the problem may adequately serve as a basis for developing expanded adult education programs in the future. A large number of VATP trainees in previous

surveys have indicated their desire to continue some type of voluntary adult education program after they have completed their training. In the Arkansas report, the number of veterans who stated they were interested in further training in vocational agriculture after the termination of the institutional on-farm training program was 11,401. This is 74 per cent of the veterans enrolled. In an earlier study, nearly 60 per cent of the farm veterans in Arkansas declared positively that they would be willing to pay taxes to support a similar farm training program, without subsistence payments, after the termination of the institutional on-farm training program.<sup>6</sup> In the study conducted by Wiegers 75 per cent of the veterans expressed a willingness to support national and state taxes to provide a national farm training program to follow the completion of Institutional On-Farm Training--without subsistence--for men who will be in the process of becoming established in farming.<sup>7</sup> In Oklahoma Huffer reports that 86.9 per cent of veteran trainees that he surveyed reported they believed the public schools should offer broad programs of instruction in agriculture for adults.<sup>8</sup> Huffer also found that 76.4 per cent of trainees surveyed also indicated that they would be willing to pay taxes to support a farm training program after the VATP is discontinued. In addition there is a large segment of both non-veteran farmers and veterans who have not participated in this particular training program, but who may desire to participate in future agricultural adult education

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<sup>6</sup>Arkansas Report op. cit.

<sup>7</sup>George W. Wiegers, Jr., "Some Outcomes of Participation of Veterans in Institutional On-Farm Training in Missouri." Doctorial Dissertation, University of Missouri, 1949.

<sup>8</sup>Clois E. Huffer, "A Study of Opinions Received From Trainees in Eastern Oklahoma Regarding Procedures and Outcomes of Instruction Provided in the Veterans Agricultural Training Program."

programs. The possibilities are almost unlimited. This study will attempt to bring out the opinions of both veterans who are currently enrolled in the present program and those who have already completed programs, regarding their evaluation of training received and desires concerning such proposed future programs.

In this study an attempt was made to give much consideration to the importance of obtaining an unbiased opinion from the trainees as to what they really think about the quality, quantity, and effectiveness of the instruction that they have received.

The adequacy of the local school facilities is another factor given consideration in the survey. The last section deals with the adequacy of the local farm facilities of trainees and some of the more common approved practices that have been introduced and applied on the individual farms during the last year.

#### PURPOSE AND SUB-PURPOSES

The primary purpose of this study is to obtain the opinions of P. L. #16 trainees concerning the Institutional On-Farm Training Program. Some of the sub-purposes to be realized are as follows:

- a. To determine how worthwhile the veterans consider the program has been to them individually.
- b. To find the length of the average period of training individuals have received.
- c. To discover if the tenure of the personnel involved in the program has been sufficiently stable.
- d. To determine to what extent the veteran would be willing to participate in similar programs in the future.
- e. To arrive at a possible conclusion as to whether the program has achieved the goal of rehabilitation for individual trainees.
- f. To obtain an opinion as to how helpful the veteran feels that certain services received from the Veterans Administration representatives have been.
- g. To determine to what degree the veteran has felt satisfied with the quality of instruction he has received.



h. To determine if certain types of instruction rendered have been satisfactory from the veteran's viewpoint.

i. To detect if there are weaknesses in the school facilities, and the effect they may have had upon the training received.

j. To discover what changes have been made in the farm facilities and how such changes have affected the training received.

#### DEFINITIONS:

**Course of Vocational Rehabilitation:** "A course of vocational rehabilitation, for purposes of part VII, Veterans Regulation 1 (a), as amended, is a course of training designed to render a veteran satisfactorily employable in the selected occupation. The course of vocational rehabilitation will not necessarily be confined to vocational training. It may consist of or include education or training designed to correct or remove the handicap of the disability or even the disability itself or a part of it, as for example: training for the correction of speech defects, lip reading for the deafened veteran, etc."<sup>9</sup>

#### TYPES OF COURSES

"In prescribing the type of course for a particular veteran, that type or combination of types of courses will be selected which will render the veteran most satisfactorily employable in the selected occupation. For purposes of part VII, Veterans Regulation 1 (a), as amended, the types of courses of vocational rehabilitation are:

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#### (C) Combination Course

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(3) Institutional On-Farm Course. For purposes of part VII, a course which is primarily training on a farm combined with related group instruction both furnished by an educational institution or other training agency and which has the following constituents:

(a) Organized group instruction in agricultural and related subjects of at least 200 hours per year (not less than eight hours in any one month and sufficiently more in other months to aggregate the required 200 hours per year) at an agricultural school or other educational agency.

(b) Individual instruction on a farm by the agricultural school or other educational agency.

(c) An individual training program designed to restore employability, carefully planned and developed by the Veterans Administration in collaboration with the agricultural school or other educational agency

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<sup>9</sup> Veterans Administration Regulations, Vocational Rehabilitation and Education, Par. 10200.

to suit the needs of the individual veteran and with full consideration to:

1. The size and character of the farm on which the veteran is to receive the on-farm part of his course.

2. The need for making the veteran proficient, in the type of farming for which he is training--in planning, producing, marketing, farm mechanics, conservation of farm resources, conservation of food, farm financing, farm management, and the keeping of farm and home accounts.

(d) The course, in addition, shall satisfy the requirements of either of the following:

1. The course may provide for the veteran to perform the on-farm part of his course on a farm under his own control, in which case:

a. There shall be a plan for training the veteran which shall consist of:

(1) A complete, written survey of the farm on which the veteran is to pursue training made by a VA training officer at the veteran's farm prior to induction of the veteran into training and showing for each of the farming enterprises on the farm and for all other factors thereon all characteristics which stand as favorable and unfavorable indications to the pursuit of satisfactory farming on that farm; and showing as further basis for approval or disapproval of the farm for purposes of training under part VII, an evaluation of the practical potentialities of the farm.

(2) An over-all, long term farm and home plan based upon the survey of the farm showing all farm enterprises which are to be operated and showing for each enterprise the goal in terms of size and/or increased production to which the enterprise must be developed incident to the training and during the training period in order to afford the veteran maximum potential of each enterprise; showing also the projects and improved practices necessary and which are planned to accomplish the goal in each enterprise; and showing the improvements to be made in family living, i. e., food, shelter, etc.

(3) An annual farm and home plan prepared before the beginning of each crop year of the prescribed course based upon the over-all, long term farm and home plan and showing the veteran's assets and liabilities at the beginning of the crop year and, for each enterprise, the portion of the over-all goal that is to be accomplished that crop year and the improvements including projects to be undertaken to accomplish each of the annual goals with the date that each improvement or project is to be started; and the planned expenses and income. The annual farm and home plan also will provide for posting the date that each improvement or project is satisfactorily completed and the actual expenses and income.

(4) A detailed individual training program showing the kind and amount of instruction--classroom and individual--needed and planned for each farm enterprise and/or each assigned project to make the

veteran able to accomplish the projects and improved practices in the farm and home plans and providing under each enterprise the total time spent on those projects and the total time devoted to instruction--classroom and individual--and to related home study assignments.

b. The course shall provide for not less than 100 hours of individual instruction per year, not less than 50 hours of which shall be on such farm (with at least two visits by the instructor to such farm each month).

c. The individual instruction shall be directly concerned with carrying out the over-all and annual farm and home plans and the individual training program based thereon and shall consist of teaching the veteran the specific practices and methods appropriate to his particular farm and which are necessary to carry out the veteran's farm and home plan, including the setting up and maintaining of farm and home accounts. It shall include also assigning home studies directly related to particular assigned jobs or projects the successful accomplishment of which requires the technical information from such related study.

d. The major part of the classroom instruction shall have direct relation to the farming activities on the veteran's farm.

e. The individual instruction on the farm shall be given by the veteran's school instructor.

f. The operation of the farm shall be under the complete control of the veteran by ownership, lease, or other written tenure arrangement affording such control.

g. The farm at the time of induction of the veteran into training shall be of such size and character that, together with the classroom instruction part of the course, it will occupy the full time of the veteran, will permit instruction in planning, management and operation of the major farming enterprises in the veteran's farm and home plan and, at least by the end of the necessary minimum period of training, will assure him a reasonably satisfactory living under normal economic conditions.

h. The farm must be equipped with the necessary buildings and equipment to enable the veteran satisfactorily to commence pursuit of the course of institutional on-farm training and there must be present conditions which give reasonable promise that any additional items required for pursuit of the course, including livestock, will be available as they become necessary.

i. The duration of the prescribed course shall represent a reasonable estimate--subject to lengthening or shortening, as necessary--of how long it will take to accomplish the goals set out in the over-all farm and home plan. The estimate will be arrived at by determining what portions of the over-all goals can be started and completed in the year covered by the first annual farm and home plan; by determining what portions remain uncompleted at the end of the first year; and by determining



in what part of what subsequent year the uncompleted portions of the over-all goals can be completed."<sup>10</sup>

FUNCTION OF THE TRAINING OFFICERS IN SUPERVISION:

(A) "In discharging his responsibility of supervising the trainee, the training officer, from the beginning of the training, shall do all he can to encourage, on the part of the trainee, development of an attitude of confidence and self-reliance which will facilitate the veteran's progress through the course of training to status of satisfactory employability. In his duties as supervisor of the training of the trainee, the training officer, to the extent practicable, shall inform and assist the trainee in all matters affecting his training, be continually on the alert for circumstances preventing proper progress, and exert every effort to remove any disadvantageous factors, thus promoting the rehabilitation and employability of the veteran."<sup>11</sup>

PURPOSE OF SUPERVISION:

"The purpose of supervision is to ascertain whether the training situation of a veteran in training under part VII, Veterans Regulation No 1 (a), as amended, is satisfactory, whether the trainee is maintaining satisfactory conduct with respect to attendance, deportment, and progress in his course, and whether the course of training continues to promise restoration of the veteran's employability."<sup>12</sup>

SUMMARY

An attempt has been made in Chapter I to set forth the grounds for this study concerning the vocational education aspects of the Veterans Agricultural Training Program as related to disabled veterans engaged in the training program in Northeastern Oklahoma. A brief history of the program in Oklahoma as well as the history of the development of the various public laws concerning the program has been presented. An attempt has been made to show the purposes of vocational rehabilitation, vocational advisement and guidance; and eligibility requirements have been listed. The study has been delimited and the problem and purposes

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<sup>10</sup>VA Regulations, Vocational Rehabilitation and Education, Par. 10201

<sup>11</sup>Ibid., Par. 10248.

<sup>12</sup>Ibid., Par. 10246.

stated. Pertinent definitions of terms and some of the Veterans Administration Regulations pertaining to the program are covered.

Chapter II will explain the method of procedure utilized in conducting and analyzing the survey.

## Chapter II

### METHOD OF PROCEDURE

This study was under consideration since July, 1946. It was recognized, however, that the report would show a much more complete picture provided a considerable portion of the data could be secured from trainees who had already completed the full course of training. The maximum length of a course of training is forty-eight months. The assumption was also made that a comparison of opinions of trainees presently in training contrasted to those of a group who had completed training would be worthwhile.

The questionnaire was designed for the purpose of recording opinions of the trainees. The questionnaire was completed with the view in mind of utilizing only one questionnaire for both groups to be surveyed. Several copies of the questionnaire were typed and a pre-test run made on four individuals. Minor corrections were made and approximately 150 copies were mimeographed. In addition, it was believed that in order to obtain the most reliable data with honest, unbiased answers that a personal acquaintance would be very beneficial. An attempt to obtain the full confidence of the trainee interviewed was very essential.

Giving these matters due consideration, a list of the trainees in the area selected for study who had completed their course of farm training under P. L. #16 and had been declared rehabilitated was compiled. In addition, another list of all the present trainees in the selected area was also compiled. Both lists of total trainees only slightly exceeded the total number desired. Consequently there was no need for any method of selectivity to be used. No attempt was made in this study to sort out the group those considered to be classed as "superior" trainees. Only

one restriction was used--no trainee was selected who had been in training less than eight months. Ninety-six percent of the trainees in Phase I were either under or had been under the author's supervision. Seventy-six percent of the trainees in Phase II had been under the writer's supervision at one time, while a considerable portion had been under such supervision for their total period of training.

Since several personal questions were involved and opinions requested concerning other parties, it was decided the best procedure would be a person-to-person interview. It was felt that a better explanation of the purpose of the report could be made orally. The only suitable locale considered was the veteran's home farm.

The best time of year to complete the interview was given consideration. Various factors such as weather conditions, road conditions, and peak work periods were taken into consideration. The conclusion drawn as to the most opportune time for conducting the study was early spring. The field work for the report was conducted in March and April with the author taking annual leave from his position.

The total number of individuals to be contacted was definitely limited. A goal of fifty trainees that were presently in training and fifty that had completed the prescribed course of training and had been declared rehabilitated was established. Due to the somewhat limited number of individuals involved, it was believed that in order to obtain the best representative opinions no more than six individuals who were receiving, or had received training from any one school should be selected in either phase. Trainees who had been or were currently enrolled in sixteen different schools were available in the area and representatives from each of the schools were used. Most of the schools were conducting or had conducted more than one class.

Due to the type of questions asked and the information sought, it was deemed essential for the validity of the study that as far as possible a state of anonymity be maintained. Neither the trainee's name nor that of his instructor appeared on the reports or survey forms. At the beginning of the interview the veteran was informed that his name would not appear on the report and that he personally would not be identified in the report in any way. Several did state, however, that it would be alright to use their name.

One strongly emphasized point in the beginning of the interview was that the author was conducting the report in an unofficial capacity. It was stated plainly that the report had no relation to the Veterans Administration in any way; that the author was working on his own time; and the purpose for which the study was being conducted.

It was further emphasized that this was not an investigation on either the trainee or the instructor and that information obtained concerning any individual would be strictly confidential. It was pointed out that no individual would be affected in any way.

After the purpose of the report was fully explained the veteran was then asked if he would volunteer to co-operate in proceeding with the interview. None declined.

The medical case history, educational level, results of aptitude tests, and previous military and civilian work experience had been available for the author's study during the period of supervision. If the veteran was considered fully capable of completing the questionnaire satisfactorily, he was given an opportunity to do so. If he declined, the questions were asked orally and the response recorded by the interviewer. If, due to educational limitations or certain physical or emotional conditions, the author felt that a better response could be obtained the

questionnaire was conducted on an interview basis. In those cases where the subject completed the questionnaire, the author kept abreast on another copy and explained some points and any questions asked.

The average time for each interview was one hour. It took approximately three weeks to complete the field work for the study. A total of 1972 miles was driven in securing the data.

After the field work of obtaining the data requested on the questionnaire was completed, the tabulation of the analysis was started. The response to each individual question on the questionnaire was recorded in one group. These groupings were then divided into ranges of statistical data. A computation of either the average, mean, mode or percentage, depending upon which best fitted the situation, was made. This data was compiled into tables. These tables are listed in Chapter III.

A copy of the survey used in this study is found in the Appendix on page 96.

Chart No. 1 on page 17 shows the location of the VATP classes from which the trainees were selected for interview.

#### SUMMARY

The method of selecting the subjects and completing the survey has been discussed in Chapter II. A total of 50 trainees were selected for personal interviews that had already completed the course of vocational rehabilitation on the farm program. Also 50 trainees currently enrolled in the same program were selected and the questionnaire completed during the interview by the author.





### Chapter III

#### PRESENTATION OF DATA

##### PART I THE INSTRUCTOR AND THE INSTRUCTION

Results of the opinions compiled from the survey administered to the 100 trainees are given in the following presentation. The trainees included in Phase I are those who were currently in training at the time of the survey and the results are given in Tables "A". Those trainees included in Phase II have already completed the course of training and the results are given in Tables "B".

TABLE I-A

#### AGE OF TRAINEES AT THE TIME OF THE STUDY

Age Range	Number of trainees	Percent
27-29	10	20
30-32	8	16
33-35	10	20
36-38	10	20
39-41	6	12
42-44	2	4
45-47	1	2
48-50	1	2
51-53	1	2
54-56	1	2

Median age 33.

Mean age 35.32.

Average age 35.26.



TABLE I-B

Age range	Number of trainees	Percent
26-28	5	10
29-31	12	24
32-34	9	18
35-37	8	16
38-40	6	12
41-43	2	4
44-46	6	12
47-49	1	2
50-52	1	2

Median age 34.

Mean age 35.34.

Average age 35.3.

The age range of the trainees listed in Table I-A is from 27 to 54 years of age. The age range of those in Table I-B is from 26 to 53 years of age. There is no significant difference in ages of the two groups.

In a study made by Huffer of 1031 trainees in Oklahoma in training under P. L. #346 and P. L. #16, the average age of all trainees was determined to be 33.6 years.<sup>1</sup> In the study made by Hotz, the median age of the veteran enrollees for 1948-1949 in Arkansas was a little beyond 29 years.<sup>2</sup> Both the Huffer study and the study made by the author were completed in 1952. The latter date of these studies might account for the difference found between the Arkansas studies. An average age difference of two years in this study compared to Huffer's study would seem to indicate that the P. L. #16 trainees are older than the average of

<sup>1</sup>Huffer, op. cit., p. 14.

<sup>2</sup>Hotz, op. cit., p. 50.

all trainees. A logical assumption could be made that the disabled veteran is older than the non-disabled group due to the likelihood of older military personnel becoming casualties of wartime operations. One example is the large number of military personnel that developed service-connected or service-aggravated arthritic conditions.

TABLE II-A  
EDUCATIONAL LEVEL OF TRAINEES

Grade completed	Number of trainees	Percent
Elementary school		
Second grade	1	2
Third grade	1	2
Fourth grade	1	2
Fifth grade	1	2
Sixth grade	2	4
Seventh grade	3	6
Eighth grade	21	42
High school		
First year	3	6
Second year	3	6
Third year	4	8
Fourth year	7	14
College		
Freshman	0	0
Sophomore	1	2
Junior	2	4
Average grade completed 8.88.		

TABLE II-B

Grade completed	Number of trainees	Percent
<b>Elementary school</b>		
Third grade	1	2
Fourth grade	2	4
Fifth grade	2	4
Sixth grade	2	4
Seventh grade	4	8
Eighth grade	17	34
<b>High school</b>		
First year	6	12
Second year	1	2
Third year	1	2
Fourth year	12	24
<b>College</b>		
Freshman	1	2
Sophomore	1	2

Average grade completed 8.86.

There is little significant difference in educational level achieved between these two groups. A comparison of average educational levels attained in the 1031 trainees reported in the Huffer study reveals that the groups are very close in that the average of trainees in the Huffer study was 8.5.<sup>3</sup> Hotz reported the median grade level of 325 trainees in Arkansas for the school year 1949-50 was 8.7. Another study by Hotz of all trainees in Arkansas enrolled for the school year 1948-1949 was also 8.7<sup>4</sup>.

The large range in educational background has presented one of the most challenging problems encountered in this training program.

<sup>3</sup>Huffer, op. cit., p. 15.

<sup>4</sup>Hotz, op. cit., p. 40.

TABLE III-A  
MONTHS OF TRAINING COMPLETED BY TRAINEES

Range in months	Number of trainees	Percent
8-12	4	8
13-17	3	6
18-22	3	6
23-27	6	12
28-32	6	12
33-37	10	20
38-42	6	12
43-47	12	24
Mean 32.60.		
Median 34.		
Average 32.26.		

TABLE III-B

Range in months	Number of trainees	Percent
24-28	1	2
29-33	0	0
34-38	3	6
39-43	0	0
44-48	46	92
Mean 45.50		
Median 48.		
Average 46.74.		

It is evident that the group that has completed the course of training would have been in training a longer period of time. The range of the trainees in Table III-A was from 8 months through 47 months. The range of those reported in Table III-B was from 24 months through 48 months.

Huffer also limited his study to those individuals in the range of 8 through 48 months of training. He found the average months of training completed was 23.4.<sup>5</sup> In the 1950 report by Hotz, of 206 trainees still enrolled in the program the median number of months attended was 35.<sup>6</sup>

It is believed safe to make an assumption that this selected group has been in training long enough and is sufficiently familiar with the program to ably answer all survey questions satisfactorily.

TABLE IV-A  
THE NUMBER OF DIFFERENT INSTRUCTORS TO WHICH  
EACH TRAINEE HAS BEEN ASSIGNED

Number of different instructors	Number of trainees	Percent
One	14	28
Two	20	40
Three	6	12
Four	7	14
Five	2	4
Six	1	2

Average number of different instructors 2.32.

<sup>5</sup>Huffer, op. cit., p. 21

<sup>6</sup>Hotz, op. cit., p. 40.

TABLE IV-B

Number of different instructors	Number of trainees	Percent
One	7	14
Two	20	40
Three	19	38
Four	3	6
Five	0	0
Six	1	2

Average number of different instructors 2.44.

A slight increase in number of different instructors can be noted in Table IV-B. An explanation for this difference might be in the fact that this group of trainees were among the first to enter the program and there were more changes in teaching personnel at that time due to the rapid expansion of classes. It is anticipated that as the present program declines in size there will also be a similar situation develop. It is believed that the program has become more stabilized insofar as teacher personnel is concerned during the recent period. Another factor that must be considered is that the trainees in Phase II were in training for an average period of 14.48 months longer than the group in Phase I. No comparison of this question can be made with any other available studies.

TABLE V-A  
 THE NUMBER OF MONTHS THE TRAINEES HAVE BEEN  
 ASSIGNED TO THEIR LAST INSTRUCTOR

Range in months	Number of trainees	Percent
1-5	11	22
6-10	11	22
11-15	12	24
16-20	3	6
21-25	0	0
26-30	3	6
31-35	3	6
36-40	4	8
41-45	2	4
46-48	1	2

Average number of months 15.78.  
 Mean number of months 16.50.

TABLE V-B

Range in months	Number of trainees	Percent
1-5	8	16
6-10	8	16
11-15	5	10
16-20	1	2
21-25	7	14
26-30	2	4
31-35	3	6
36-40	6	12
41-45	4	8
46-48	6	12

Average number of months 23.58.  
 Mean number of months 24.

Since it was indicated in Table III that the group in Phase II had been in training an average of 14.48 months longer, it could be expected that this group would also have been assigned to the last instructor for a longer period.

TABLE VI-A

THE OPINIONS OF THE TRAINEES CONCERNING THE NUMBER  
OF INSTRUCTORS TO WHICH THEY WERE ASSIGNED

(This is the first opinion question on the survey form. The question was stated, "[Answer only if you have had more than one instructor.] Do you believe that you would have received a better over-all training program if you had been under fewer instructors?").

Answer given	Number of trainees	Percent
"Yes"	9	18
"No"	27	54
No answer	14	28

TABLE VI-B

Answer given	Number of trainees	Percent
"Yes"	9	18
"No"	34	68
No answer	7	14

The large percent of the trainees answering "No" to this question has mildly surprised some of the officials that have worked closely with the program. Some school officials have indicated their concern



over the "turn-over" of instructors. Apparently the large percentage of these groups have been in favor of having several instructors. Several of the trainees explained the situation in this manner: (1) usually if they had three or four different instructors, most of the instructors would have specialized in a different field in college or in their farming experience; (2) they liked to have a specialist in one field teach that particular subject; (3) even though a good program of work has been developed in most schools, the instructors are prone to spend more time on their particular interests; (4) the trainee approved of this if his major enterprise and that of the instructor coincided; if the trainee had some other major enterprise he disagreed with the afore-mentioned policy.

It is believed that an important factor involved in this situation has been the high quality of the instructors employed on the program. The trainees informed me that they did not resent a good instructor being replaced with another good instructor if the changes did not become excessive.

One of the gratifying conditions arising from this question is that a portion of this group has been rated on nervous-type disabilities and it could be expected that they would have a more difficult time adjusting to a change in instructors.

The percentage of the trainees (14-28%) that have been only under one instructor is relatively large. The number of trainees under only one instructor also coincides with the figures given in Table IV.

TABLE VII-A  
 OPINIONS OF THE TRAINEES REGARDING  
 THE SIZE OF THEIR PRESENT FARM

(The question was asked, "Do you believe your present farm will be large enough to provide a satisfactory living for you and your family by the end of your training? If you have completed training, is your farm sufficiently large enough now?").

Answer given	Number of trainees	Percent
"Yes"	36	72
"No"	14	28

TABLE VII-B

Answer given	Number of trainees	Percent
"Yes"	42	84
"No"	8	16

A healthy situation is indicated here in that 84% of those that have already completed training believe they have a sufficiently large farm. It could reasonably be expected that their farm facilities should be further developed than the other group. One trainee added the statement, "Yes, but not enough to make a lot of money".

TABLE VIII-A

OPINIONS OF THE TRAINEES CONCERNING THEIR EXPECTATION OF  
FARMING FULL TIME AFTER THE COMPLETION OF TRAINING

(The question was asked, "Do you expect to farm full time after the completion of your training?" To those that had already completed training, the explanation was given to check as to whether they were now farming full time or not.)

Answer given	Number of trainees	Percent
"yes"	46	92
"No"	4	8

TABLE VIII-B

Answer given	Number of trainees	Percent
"Yes"	43	86
"No"	6	12
Void	1	2

A deduction could be made that the group in training at the present time was more optimistic about their chances of farming full time. All of the group checked in Table VIII-B were living on the farm at the time of the survey, but 12% were following some type of part time work.

The voided question in Table VIII-B was that of a former trainee that had recently been hospitalized and did not know whether he would be physically able to continue farming. He checked the question "Yes"

but added, "If I get able to work".

Huffer reported that 82.34% of the trainees he surveyed reported that they planned to continue farming as a chief means of livelihood and only 13.38% expected to find it necessary to supplement their farm income by the end of their training period.<sup>7</sup>

TABLE IX-A

OPINIONS OF TRAINEES CONCERNING THE NEED

FOR A SIMILAR PROGRAM

(The question was asked, "Do you think there is a need for a similar program on a voluntary basis without subsistence payments in your community after you have completed your period of training?").

Answer given	Number of trainees	Percent
"Yes"	44	88
"No"	6	12

TABLE IX-B

Answer given	Number of trainees	Percent
"Yes"	46	92
"No"	3	6
No answer	1	2

<sup>7</sup>Huffer, op. cit., p. 33.

The affirmative response obtained in this question is the most positive of any other similar reports studied. In the Huffer study, the question was asked, "Should the Public Schools offer broad programs of instruction in agriculture for adults?"<sup>8</sup> The answer obtained from 1031 trainees was "Yes" in 86.9% of the cases. Huffer also asked, "Would you be willing to pay taxes to support a farm training program after the V.A.T.P. is discontinued?" He received an affirmative answer in 76.4% of the cases. In the Arkansas study by Hotz, the question was asked, "Would you be willing to pay taxes to support a training program such as this after the veterans on-farm program is discontinued?" Fifty-nine percent of the veterans answered this question in the affirmative.<sup>9</sup>

It can be noted that the author avoided the controversial subject of taxes as the question was worded and stressed the need for a similar program. The opinions expressed with regard to another approach toward financing the program are presented in Table XIII.

Attention is called to the fact that the group that has already completed training felt the greater need for additional training.

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<sup>8</sup>Huffer, op. cit., p. 42.

<sup>9</sup>Hotz, op. cit., p. 50.

TABLE X-A  
THE OPINIONS OF THE TRAINEES CONCERNING THE SUGGESTED  
NUMBER OF HOURS OF CLASS ROOM INSTRUCTION

Number of suggested hours per month	Number of trainees	Percent
2	7	14
3	4	8
4	18	36
5	1	2
7	1	2
8	11	22
10	1	2
12	1	2
20	1	2

Average number of suggested hours per month 5.33.

TABLE X-B

Number of suggested hours per month	Number of trainees	Percent
2	12	24
3	1	2
4	21	42
8	4	8
10	4	8
12	1	2
16	2	4
No answer	5	10

Average number of suggested hours per month 4.95.

The largest number of individuals in each group suggested four hours per month. From observation, it was detected that the greater number were thinking in terms of two hours for each class period. One trainee

suggested the need for twenty hours per month, which is approximately the same as the present program. No explanation can be given for the smaller number of hours recommended by the group in Table X-B.

TABLE XI-A

THE OPINIONS OF THE TRAINEES CONCERNING THE NEED  
FOR INDIVIDUAL INSTRUCTION ON THE FARM

(The question was asked, "Would you want the instructor to make farm visits and give individual instruction on the farm?")

Answer given	Number of trainees	Percent
"Yes"	39	78
"No"	6	12
No answer	5	10

TABLE XI-B

Answer given	Number of trainees	Percent
"Yes"	46	92
"No"	1	2
No answer	3	6

Three trainees indicated by added notes that they would want the instructor to make farm visits either at their request or on "an available to call" basis.

These figures would indicate a rather positive endorsement of individual instruction on the farm. A comparison of the trainees preference



of individual instruction on the farm with the other types of instruction will be made in Table XX.

Huffer asked the opinions of the trainees regarding home farm visitation as an item of importance in planning future agricultural training programs. Of the trainees surveyed on this question, 79.4% indicated the phase of instruction was very important; 16.2% indicated it of some importance; and 4.4% indicated farm instruction was not really important.<sup>10</sup>

TABLE XII-A  
THE OPINIONS OF THE TRAINEES CONCERNING THE  
SUGGESTED NUMBER OF HOURS OF INDIVIDUAL  
ON FARM INSTRUCTION PER MONTH

Number of suggested hours per month	Number of trainees	Percent
1	2	4
2	26	52
4	8	16
5	1	2
6	1	2
8	1	2
4 hours per quarter	1	2
No answer	10	20
Average number of suggested hours per month 2.65.		

<sup>10</sup>Huffer, op. cit., p. 44.

TABLE XII-B

Number of suggested hours per month	Number of trainees	Percent
1	1	2
2	25	50
4	15	30
8	2	4
14	1	2
No	4	8
On request only	1	2
Once per quarter	1	2

Average number of suggested hours per month 3.15.

Again, the group that had already completed training indicated a greater need for this type of instruction. This tends to follow the results of Table XII where this same group was more positive in their need for this type of instruction.

TABLE XIII-A

THE OPINIONS OF THE TRAINEES CONCERNING THE AMOUNT PER MONTH

THAT THEY WOULD BE WILLING TO PAY FOR THIS TYPE PROGRAM

(The question was asked in the group of questions concerning a future proposed program, "Would you be willing to pay as much as \$10.00 per month for this type program? If not, would you pay as much as \$5.00 per month?")

Answer given	Number of trainees	Percent
\$10.00 per month Yes	9	18
\$5.00 per month Yes	28	56
\$5.00 per month No	9	18
No answer	4	8

TABLE XIII-B

Answer given	Number of trainees	Percent
\$10.00 per month Yes	9	18
\$5.00 per month Yes	26	52
\$5.00 per month No	12	24
No answer	3	6

The opinions of individuals of the two groups were very similar. A few of the trainees added the following additional remarks:

"With limitations"

"Pay on attendance and services received"

"Would like to but don't have the money"

"Yes, when I have a farm of my own"

Over 70% indicated that they would be willing to support a similar program by paying \$5.00 or more per month.

TABLE XIV-A

THE OPINIONS OF THE TRAINEES CONCERNING THE VALUE  
OF THE VA ADVISEMENT AND GUIDANCE PROCEDURE  
BEFORE ENTERING TRAINING

(The question was asked, "How helpful was your advisement and guidance conference, tests, and examinations given by the Veterans Administration before you entered training? Very helpful, slightly helpful, or not helpful at all.")

Answer given	Number of trainees	Percent
Very helpful	29	58
Slightly helpful	15	30
Not helpful at all	6	12

TABLE XIV-B

Answer given	Number of trainees	Percent
Very helpful	22	44
Slightly helpful	22	44
Not helpful at all	4	8
No answer	2	4

It was indicated that there was a relationship between the answer to this question and the next question appearing in Table XV. A cross

reference was completed on those individuals answering "Not helpful at all". In Table XIV-A, of the six answering not helpful at all, four answered the question in Table XIV-A yes and two answered no. In Table XIV-B, of the four answering not helpful at all, three answered the question in Table XV-B yes and one answered no.

The advisement and guidance procedure was explained in Chapter I.

TABLE XV-A

THE REPLY OF THE TRAINEES AS TO WHETHER THEY HAD DEFINITELY  
DECIDED ON FARMING AS THEIR OCCUPATION  
BEFORE VA ADVISEMENT

(The question was asked, "Had you definitely decided on farming as your occupation before you were advised by the Veterans Administration?")

Answer given	Number of trainees	Percent
"Yes"	42	84
"No"	8	16

TABLE XV-B

Answer given	Number of trainees	Percent
"yes"	42	84
"No"	7	14
No answer	1	2

The high percent of the individuals that indicated they had already decided on farming as their occupation before they were advised would further explain the opinions concerning the helpfulness of the advisement and guidance. Several explained that due to their past education, experience, aptitude, interest, financial position, and physical disability that they considered farming their best opportunity for training. The individuals that had not decided on the best occupation for training indicated that the advisement and guidance procedure was quite helpful.

TABLE XVI-A

PARTICIPATION OF THE TRAINEES IN OTHER  
PREVIOUS VA TRAINING PROGRAMS

(The question was asked, "Have you been in any other type on-the-job or institutional training programs under the Veterans Administration before you entered the institutional on-farm training?")

Answer given	Number of trainees	Percent
"Yes"	9	18
"No"	41	82

TABLE XVI-B

Answer given	Number of trainees	Percent
"Yes"	3	6
"No"	47	94

The number of individuals that had been in other type training programs before entering farm training was quite small. The type of previous training in which the individuals had participated was varied in institutional, trade school, and on-the-job levels.

The attitude of some personnel involved in the program that if a trainee does not succeed at some other trade or profession the last resort is to make a farmer out of him does not seem to be borne out in this study.

TABLE XVII-A

THE OPINIONS OF THE TRAINEES CONCERNING THE HELPFULNESS OF  
THE TRAINING OFFICER IN RENDERING ASSISTANCE  
IN FARM PLANNING

(The question was asked, "In general, how helpful has the training officer been in assisting you in planning your farm program? Very helpful, slightly helpful, or not helpful at all.")

Answer given	Number of trainees	Percent
Very helpful	43	86
Slightly helpful	7	14
Not helpful at all	0	0



TABLE XVII-B

Answer given	Number of trainees	Percent
Very helpful	45	90
Slightly helpful	4	8
Not helpful at all	1	2

The duties of the VA Training Officer were listed in Chapter I. Several training officers other than the author were involved in this study. It would appear that the training officers have done a fairly commendable job in respect to rendering assistance in planning the farm program insofar as only one trainee out of one hundred indicated that the service was of no help at all.

TABLE XVIII-A

THE OPINIONS OF THE TRAINEES REGARDING THE HELPFULNESS OF THE  
TRAINING OFFICER IN RENDERING ASSISTANCE WITH PROBLEMS  
CONCERNING THEIR DISABILITIES

(The question was asked, "How helpful has the training officer been in assisting you with problems concerning your disability? Very helpful, slightly helpful, or not helpful at all.")

Answer given	Number of trainees	Percent
Very helpful	46	92
Slightly helpful	4	8
Not helpful at all	0	0

TABLE XVIII-B

Answer given	Number of trainees	Percent
Very helpful	40	80
Slightly helpful	5	10
Not helpful at all	0	0
No answer	5	10

Improvement can be noted in this service in the present group compared to the group in training at the start of the program. Most of those declining to answer indicated that they had not felt a need of this particular service. The service included assistance in securing out-patient dental and medical treatment, physical examinations, hospitalization, advice concerning work limitations, and physical and environmental conditions that should be avoided.

TABLE XIX-A

THE OPINIONS OF THE TRAINEES CONCERNING THEIR  
CHOICE IN THE SELECTION OF LAWS FOR TRAINING

(The question was asked, "If you had your choice to make again would you select training under P. L. #16?")

Answer given	Number of trainees	Percent
"Yes"	48	96
"No"	2	4

TABLE XIX-B

Answer given	Number of trainees	Percent
"Yes"	49	98
"No"	1	2

Of the two trainees in Table XIX-A that checked "no", one checked the sub-section "b", too much records and paper work, and the other checked "c", other reasons, but did not state the specific reason.

In Table XIX-B, the one trainee that checked "no" also checked sub-section "c", and stated that he would have received training longer under the other law.

At the start of training, the trainee has a choice of selecting training under either P. L. #16 or P. L. #346, provided that he is found

in need of vocational rehabilitation and qualifies for training under P. L. #16. There are several advantages that the disabled veteran has under P. L. #16. He does receive closer supervision under the direction of the training officer. The veteran in training under P. L. #16 is required to keep additional reports that veterans in training under the other law do not keep.

The high positive reaction to this question would tend to show that the trainee has been well satisfied with the selection of the law under which he has been in training.

TABLE XX-A

THE OPINIONS OF THE TRAINEES AS TO THE TYPE OF INSTRUCTION THAT HAS PROVEN MOST BENEFICIAL

(The question was asked, "Please rate in numerical order [1-2-3] the type of instruction that has proven most beneficial to you: a. classroom instruction; b. individual instruction on the farm; c. field trips.")

Item	Number of trainees		
	1st	2nd	3rd
a. Classroom instruction	33	7	3
b. Individual instruction	5	16	22
c. Field trips	6	19	18
No answer	1	1	1

TABLE XX-B

Item	Number of trainees		
	1st	2nd	3rd
a. Classroom instruction	21	18	7
b. Individual instruction	11	13	22
c. Field trips	14	15	17

In Table XX-A, there were six individuals that either misinterpreted the question or checked one choice only. Of those, 4 checked "a" and 2 checked "b". In Table XX-B, there were 4 individuals in the same category; three checked "a" and one "c".

If a numerical rating of three points for first choice, two points for second choice, and one point for third choice were given to each answer, the results would be as follows:

Table XX-A

Classroom instruction	116
Field trips	74
Individual instruction	69

Table XX-B

Classroom instruction	106
Field trips	89
Individual instruction	81

The above assigned numerical ratings for comparison purposes seems to bear out the theory that the trainee who has already completed his training has a deeper appreciation of the individual instruction and field trips.

One common criticism that several of the trainees made to the author in comments was that more field trips should be conducted on smaller farms more comparable to their own than on the "show-place" farms. Two trainees stated that field trips should be more practical.

Several trainees informed the author that they considered classroom instruction had been most beneficial to them due to the fact that more allotted time was devoted to that particular phase of instruction. A considerable number commented that each type of instruction was important and that each phase had its own place in the over-all program.

TABLE XXI-A

THE OPINIONS OF THE TRAINEES CONCERNING  
THE ALLOTTED HOURS OF INSTRUCTION

(The question was asked, "On the present program, do you believe that the allotted number of hours of training time for each type of instruction is too high, about right, or too low? a. classroom instruction; b. Individual instruction; c. Field trips.")

Item	<u>Number of trainees</u>		
	<u>Too high</u>	<u>Too low</u>	<u>About right</u>
a. Classroom instruction	4	0	46
b. Individual instruction	1	6	43
c. Field trips	4	15	31

TABLE XXI-B

Item	<u>Number of trainees</u>			
	<u>Too high</u>	<u>Too low</u>	<u>About right</u>	<u>No answer</u>
a. Classroom instruction	12	1	37	0
b. Individual instruction	2	10	35	3
c. Field trips	4	15	28	3

It is interesting to note that a considerably higher number indicated that insufficient training time was given rather than too much. The group that has already completed training was again consistent in stressing the need for additional time on field trips and individual instruction.

The time of the year seems to be a factor of some importance concerning field trips. Three additional specific comments were made on this question: one trainee suggested more field trips in summer; one suggested more field trips in winter; and another stated that field trips should be conducted in more seasonable time.

In the general comments reference was made to the length of class period in several instances. Five trainees commented that they preferred one four-hour period per week. Another trainee suggested a two and one-half hour class period. One trainee commented that attendance at class should be optional according to enterprise interest, while another stated that individual farm visits should be made on request. One trainee suggested that better transportation was needed on field trips.



TABLE XXII-A

THE OPINIONS OF THE TRAINEES COMPARING THE VALUE  
OF COMPENSATION AND TRAINING RECEIVED

(The question was asked, "Do you believe that over a long period of time your training received will be of greater value than the compensation received on this training program?")

Answer given	Number of trainees	Percent
"Yes"	41	82
"No"	3	6
"Equally important"	2	4
No answer	3	6

TABLE XXII-B

Answer given	Number of trainees	Percent
"Yes"	41	82
"No"	7	14
"Equally important"	1	2
No answer	1	2

This was a thought provoking question submitted for the purpose of obtaining the reaction of the trainee. An average of 83% of the trainees surveyed believe their training received is of greater importance than the money received. This figure tends to destroy the criticism sometimes heard that the trainees are in the program only for the money they receive.

TABLE XXIII-A

THE OPINIONS OF THE TRAINEES CONCERNING THE PROPER  
ALLOTMENT OF TIME FOR VARIOUS ENTERPRISES

(The question was asked, "Please check the following units of instruction in which you think too much instruction time, the right amount, or insufficient time has been allotted to each enterprise: Dairy, beef cattle, swine, poultry, other animal enterprises, crops, pastures, farm management, farm shop, farm records.")

Enterprise	Number of trainees			
	<u>Too much</u>	<u>About right</u>	<u>Not enough</u>	<u>No answer</u>
Dairy	4	37	9	0
Beef	7	39	4	0
Swine	4	43	3	0
Poultry	7	37	6	0
Other animal enterprises	3	40	6	1
Crops	1	43	6	0
Pastures	0	38	12	0
Farm management	0	41	9	0
Farm shop	0	28	22	0
Farm records	1	47	2	0

TABLE XXIII-B

Enterprise	<u>Number of trainees</u>			
	<u>Too much</u>	<u>About right</u>	<u>Not enough</u>	<u>No answer</u>
Dairy	6	33	11	0
Beef cattle	7	32	10	1
Swine	6	38	5	1
Poultry	13	30	6	1
Other animal enterprises	1	37	10	2
Crops	0	37	11	2
Pastures	1	33	15	1
Farm management	1	35	13	1
Farm shop	1	25	21	3
Farm records	2	42	4	2

An explanation was given to the trainees that other animal enterprises included horses, sheep, goats, and rabbits.

In order to show the thought and consideration of every trainee toward each enterprise, of those in Table XXIII-A, none checked all of the enterprises all the way through as either too much or not enough and only 13 checked all of the enterprises as about right. In Table XXIII-B, none checked all the enterprises as too much; seven as about right; and one as not enough.

The most noticeable weakness that the question brings out is the need for more farm shop work. Pastures and farm management are the other outstanding subjects in which not enough time has been given. Poultry seemed to be about the most controversial subject.

The pattern was again repeated in that the trainees that had already completed training realized the greater need for additional training insofar as 106 enterprise-units were checked as not enough compared to seventy-nine enterprise-units of the other group.

Some written comments obtained on this question are as follows:

"The class groups should be divided into major enterprise interests such as dairy, beef, etc."

"I would like to have more welding and shop work."

"I need more detailed information and deeper study primarily in care and prevention of diseases of livestock."

"I want more detailed information on care and treatment of livestock diseases."

#### TABLE XXIV-A

##### THE RESULTS OF THE RATING OF THE INSTRUCTOR BY THE TRAINEES

(The question was asked, "Please rate your present instructor [last instructor if you have completed training] on each of the following factors as either excellent, good, fair, poor or no opinion. [Use only one.]")

The following factors were presented:

- a. What kind of job does your instructor do in giving individual instruction on the farm?
- b. What kind of job does he do in conducting a class demonstration?
- c. What kind of job does he do in planning and conducting a field trip?
- d. What kind of job does he do in assisting you plan your farm program?
- e. What kind of job does he do in leading a class discussion?
- f. In your opinion how does your instructor rate in handling discipline in the class?
- g. Rate him as to his knowledge of agricultural enterprises found in the community.

- h. Rate him as to his practical knowledge of farming.  
 i. Rate him as to his teaching ability.  
 j. Rate him as to over-all effectiveness as a teacher.

Item	<u>Number of trainees</u>				
	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>No answer</u>
a.	18	26	4	2	0
b.	18	27	5	0	0
c.	16	28	5	0	1
d.	15	30	5	0	0
e.	19	24	7	0	0
f.	17	25	6	1	1
g.	21	24	5	0	0
h.	13	28	8	1	0
i.	15	27	5	2	1
j.	20	28	4	0	0

TABLE XXIV-B

Item	<u>Number of trainees</u>				
	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>No answer</u>
a.	21	23	6	0	0
b.	22	27	1	0	0
c.	21	20	8	1	0
d.	20	23	7	0	0
e.	26	21	3	0	0
f.	23	23	2	1	1
g.	23	23	4	0	0
h.	16	21	12	1	0
i.	25	24	1	0	0
j.	24	21	5	0	0

The number of trainees that checked the same rating for each of the various items are as follows:

Table XXIV-A

Excellent	7
Good	4

Table XXIV-B

Excellent	7
Good	4

If a numerical rating of four were to be assigned to each answer of excellent, three for good, two for fair, and one for poor, the total score for each item would be as follows:

Table XXIV-A

a.	160
b.	163
c.	158
d.	160
e.	162
f.	156
g.	166
h.	153
i.	153
j.	166

Average score 159.7

Table XXIV-B

a.	169
b.	171
c.	161
d.	163
e.	173
f.	168
g.	169
h.	152
i.	174
j.	169

Average score 166.9

Using the above method of comparison, it is shown that the trainees that have already completed their course of training tend to rate their instructors higher than those currently in training.

The trainees are consistent in that one of the lowest ranking items in each group is practical knowledge of farming. The most obvious difference of opinion of the two groups is in teaching ability—the group in Table XXIV-A ranked that factor among the lowest while the group in Table XXIV-B ranked that factor as the highest.

The high percentage that rated the instructor as either good or excellent tends to support the statement previously made that the quality of the instructors employed has been very good.

Attention is directed to the fact that only one instructor was rated (either the present or last) rather than a composite average of all instructors.



Part II SCHOOL FACILITIES

A. Classroom

TABLE XXV-A

THE NUMBER OF TRAINEES THAT ARE ASSIGNED  
TO ONE PERMANENT CLASSROOM

(The question was asked, "Do you have one permanent classroom?")

Answer given	Number of trainees	Percent
"Yes"	37	74
"No"	13	26

TABLE XXV-B

Answer given	Number of trainees	Percent
"Yes"	38	76
"No"	12	24

It is believed that the primary reason for the schools having been able to provide one permanent classroom in so many cases is due to the fact the majority of classes have been held at night.

TABLE XXVI-A

## THE NUMBER OF TRAINEES THAT SHARE THEIR CLASSROOM

(The question was asked, "Does any other class or group use your room?")

Answer given	Number of trainees	Percent
"Yes"	39	78
"No"	11	22

TABLE XXVI-B

Answer given	Number of trainees	Percent
"Yes"	38	76
"No"	12	24

An average of only 23% of the trainees have a separate classroom.

This factor is of importance from the convenience and privacy standpoints. The room can be better utilized to display pictures, charts, bulletin racks, and other teaching aids if it is used by only one group. More pride is ordinarily shown in caring for the room if it is used exclusively by one group.

TABLE XXVII-A

THE OPINIONS OF THE TRAINEES CONCERNING THE  
ADEQUATE SIZE OF THE CLASSROOM

(The question was asked, "Is your classroom large enough?")

Answer given	Number of trainees	Percent
"Yes"	48	96
"No"	2	4

TABLE XXVII-B

Answer given	Number of trainees	Percent
"Yes"	49	98
"No"	1	2

There seems to be very little problem involved in this question.

TABLE XXVIII-A

THE NUMBER OF TRAINEES THAT ARE PROVIDED WITH DESK SPACE

(The question was asked, "Do you have desk space for writing?")

Answer given	Number of trainees	Percent
"Yes"	45	90
"No"	5	10

TABLE XXVIII-B

Answer given	Number of trainees	Percent
"Yes"	42	84
"No"	8	16

A slight improvement can be noted in the present group of trainees compared to those that have completed training.

TABLE XXIX-A

THE NUMBER OF TRAINEES THAT ARE PROVIDED WITH  
ADEQUATE LIGHTING IN THE CLASSROOM

(The question was asked, "Is the lighting satisfactory?")

Answer given	Number of trainees	Percent
"Yes"	49	98
"No"	1	2

TABLE XXIX-B

Answer given	Number of trainees	Percent
"Yes"	49	98
"No"	1	2

A consistent answer is given by each of the two groups.

TABLE XXX-A

THE NUMBER OF TRAINEES THAT ARE PROVIDED  
WITH ADEQUATE HEATING FACILITIES

(The question was asked, "Does the room have sufficient and satisfactory heating facilities?")

Answer given	Number of trainees	Percent
"Yes"	39	78
"No"	11	22

TABLE XXX-B

Answer given	Number of trainees	Percent
"Yes"	34	68
"No"	16	32

A slight weakness in the school facility is indicated here. Some improvement has been shown in the present group of trainees compared to the group that has completed training.

According to the trainees, the unsatisfactory condition in respect to heating facilities largely existed in school systems that had a central heating unit and was not properly maintained for night classes.

TABLE XXXI-A

THE NUMBER OF TRAINEES THAT ARE PROVIDED  
WITH A PRIVATE CONFERENCE ROOM

(The question was asked, "Is there a conference room or office available where you can discuss problems in private with your instructor?")

Answer given	Number of trainees	Percent
"Yes"	38	76
"No"	12	24

TABLE XXXI-B

Answer given	Number of trainees	Percent
"Yes"	34	68
"No"	16	32

A slight improvement is again noted here in the group that is still in training.

B. School Farm Shop

TABLE XXXII-A

THE NUMBER OF TRAINEES THAT ARE PROVIDED

WITH A SEPARATE VATP FARM SHOP

(The question was asked, "Does your school have a separate VATP farm shop?")

Answer given	Number of trainees	Percent
"Yes"	7	14
"No"	43	86

TABLE XXXII-B

Answer given	Number of trainees	Percent
"Yes"	1	2
"No"	49	98

The inadequacy of this item is quite evident. This condition answers the reason for the weakness indicated in Table XXIII. A gradual improvement can be noticed in the trainee group which is in training at present compared to those that have completed training.

TABLE XXXIII-A  
 THE NUMBER OF TRAINEES THAT SHARE A FARM  
 SHOP WITH SOME OTHER DEPARTMENT

(The question was asked, "Do you share a farm shop with some other department?")

Answer given	Number of trainees	Percent
"Yes"	22	44
"No"	28	56

TABLE XXXIII-B

Answer given	Number of trainees	Percent
"Yes"	30	60
"No"	20	40

Since only 14% of the trainees in Table XXXII-A had a separate farm shop, it can be concluded that only 58% of all the trainees in this group had access to any type of farm shop and only 62% of the trainees that have completed training had access to any farm shop.



TABLE XXXIV-A  
THE OPINIONS OF THE TRAINEES CONCERNING  
THE ADEQUATE SIZE OF THE FARM SHOP

(The question was asked, "Is your farm shop large enough?")

Answer given	Number of trainees	Percent
"Yes"	20	40
"No"	10	20
No answer	20	40

TABLE XXXIV-B

Answer given	Number of trainees	Percent
"Yes"	21	42
"No"	13	26
No answer	16	32

From previous figures, it can be assumed that the large percent of those not answering did not have a farm shop available. The adequacy of the size of the farm shops available does not appear to be very satisfactory.

TABLE XXXV-A  
 THE OPINIONS OF THE TRAINEES CONCERNING  
 THE ADEQUATE EQUIPMENT PROVIDED  
 IN THE FARM SHOP

(The question was asked, "Is it properly equipped?")

Answer given	Number of trainees	Percent
"Yes"	22	44
"No"	7	14
No answer	21	42

TABLE XXXV-B

Answer given	Number of trainees	Percent
"Yes"	13	26
"No"	20	40
No answer	17	34

A very good improvement is noted in respect to a properly equipped shop in the group presently in training as compared to the group that has completed training. The inadequacy of properly equipped shops is very evident.

TABLE XXXVI-A  
 THE AVAILABILITY OF THE FARM SHOP FOR  
 USE OTHER THAN AT CLASS TIME

(The question was asked, "Is it available for use other than at class time?")

Answer given	Number of trainees	Percent
"Yes"	19	38
"No"	5	10
"Don't know"	4	8
No answer	22	44

TABLE XXXVI-B

Answer given	Number of trainees	Percent
"Yes"	17	34
"No"	17	34
No answer	16	32

It is indicated that this question might have been given consideration and an improvement made in the group that is presently in training compared to the group that has completed training. Some schools have worked out a satisfactory schedule with an instructor on duty at the school shop at various designated periods.

TABLE XXXVII-A  
 THE AVAILABILITY OF THE SCHOOL FARM  
 SHOP AFTER COMPLETION OF TRAINING

(The question was asked, "Will you be allowed to use the farm shop at the school after the completion of your training?")

Answer given	Number of trainees	Percent
"Yes"	18	36
"No"	5	10
"Don't know"	5	10
No answer	22	44

TABLE XXXVII-B

Answer given	Number of trainees	Percent
"Yes"	16	32
"No"	12	24
"Don't know"	2	4
No answer	20	40

This service seems to be fairly well developed in those schools in which farm shops are available.

C. Visual and Teaching Aids

TABLE XXXVIII-A

THE NUMBER OF TRAINEES THAT REPORT ADEQUATE MOVIE  
SOUND PROJECTORS AND SCREENS AVAILABLE

(The question was asked, "Does your school have a movie sound projector  
and screen available?")

Answer given	Number of trainees	Percent
"Yes"	47	94
"No"	3	6

TABLE XXXVIII-B

Answer given	Number of trainees	Percent
"Yes"	47	94
"No"	2	4
No answer	1	2

This teaching aid appears to be adequately supplied to the trainees.  
There is little significant difference shown between the two groups.

TABLE XXXIX-A

THE NUMBER OF TRAINEES THAT REPORT ADEQUATE  
SLIDE PROJECTORS AVAILABLE

(The question was asked, "Does your school have a slide projector available?")

Answer given	Number of trainees	Percent
"Yes"	46	92
"No"	4	8

TABLE XXXIX-B

Answer given	Number of trainees	Percent
"Yes"	46	92
"No"	3	6
No answer	1	2

The pattern in Table XXXIX was quite similar to the one found in Table XXXVIII. No significant difference between the two groups is indicated.

TABLE XL-A

THE NUMBER OF TRAINEES THAT REPORT THEY HAVE  
ILLUSTRATED CHARTS AVAILABLE

(The question was asked, "Does your school have illustrated charts for teaching aids?")

Answer given	Number of trainees	Percent
"Yes"	47	94
"No"	3	6

TABLE XL-B

Answer given	Number of trainees	Percent
"Yes"	48	96
"No"	1	2
No answer	1	2

The same pattern as the three previous tables is again followed.

TABLE XLI-A

THE NUMBER OF TRAINEES THAT REPORT AN ADEQUATE  
REFERENCE LIBRARY AVAILABLE

(The question was asked, "Does your school have a satisfactory reference library of agricultural books?")

Answer given	Number of trainees	Percent
"Yes"	23	46
"No"	22	44
"Don't know"	2	4
No answer	3	6

TABLE XLI-B

Answer given	Number of trainees	Percent
"Yes"	25	50
"No"	23	46
No answer	2	4

The difference of opinion pertaining to this question is almost evenly divided. Little difference is shown in the two groups. This table sets forth the most noticeable weakness studied pertaining to training aids.



TABLE XLII-A

THE NUMBER OF TRAINEES THAT REPORT ADEQUATE  
BLACKBOARDS AVAILABLE IN CLASSROOMS

(The question was asked, "Does your classroom have a blackboard?")

Answer given	Number of trainees	Percent
"Yes"	50	100
"No"	0	0

TABLE XLII-B

Answer given	Number of trainees	Percent
"Yes"	49	98
"No"	0	0
No answer	1	2

The response to this question was the most decisive of any question asked.

Part III Farm Facility

TABLE XLIII-A

A COMPARISON OF SIZE OF FARMS AT DIFFERENT STAGES  
OF TRAINING

(A table was prepared requesting the size of farm and listing cropland, pasture and meadow, and other land with a sub-heading of rented and owned under each. The following categories were listed: a. At start of training; b. Present if in training ; c. At completion of training; d. At present if rehabilitated.)

Categories	Class of land	Number of trainees	Average number of acres
a. At start of training	Cropland		
	Rented	29	42.44
	Owned	17	72.88
	Pasture and meadow		
	Rented	25	82.04
	Owned	22	46.81
	Other		
	Rented	13	90.84
	Owned	18	52.94
b. At present	Cropland		
	Rented	27	56.55
	Owned	23	41.78

Categories	Class of land	Number of trainees	Average number of acres
	Pasture and meadow		
	Rented	24	66.25
	Owned	34	62.15
	Other		
	Rented	12	95.25
	Owned	19	64.63

TABLE XLIII-B

Categories	Class of land	Number of trainees	Average number of acres
a. At start of training	Cropland		
	Rented	28	53.84
	Owned	25	41.08
	Pasture and meadow		
	Rented	24	90.20
	Owned	25	42.16

Categories	Class of land	Number of trainees	Average number of acres
	Other		
	Rented	8	75.25
	Owned	13	47.23
b. At completion of training	Cropland		
	Rented	21	78.00
	Owned	33	60.97
	Pasture and meadow		
	Rented	21	85.66
	Owned	37	75.62
	Other		
	Rented	4	66.25
	Owned	19	88.79
c. At present (if re-habilitated)	Cropland		
	Rented	17	94.92
	Owned	30	53.26
	Pasture and meadow		
	Rented	19	102.10
	Owned	42	81.35
	Other		
	Rented	3	61.66
	Owned	21	85.28

An explanation was made that "other" included woodland and waste.

In Table XLIII-A, the following observations are made:

1. The number of trainees renting all classes of land decreased from the start of training to the present.
2. The number of trainees owning all classes of land increased from the start of training to the present.
3. Of those trainees purchasing land, the largest number bought pasture and meadow land, with the next largest group buying cropland.
4. The average size of cropland and acres of pasture and meadow land rented decreased from the start of training to the present.
5. The average size of cropland owned decreased whereas the average size of pasture and meadow owned increased.
6. A general trend would seem to be that additional cropland was rented and additional pasture and meadow land was purchased. There seems to be a difficulty in renting suitable improved pasture in the area surveyed.

Observations made from Table XLIII-B are as follows:

1. The number of trainees renting all classes of land decreased during the time in training.
2. The number of trainees renting all classes of land decreased from the completion of training to the present.
3. The number of trainees owning all classes of land increased during the time in training.
4. The number of trainees owning pasture and meadow and other land increased after the completion of training whereas the number owning cropland decreased.
5. Of the trainees purchasing land, the largest number purchased additional pasture land while in training.
6. Of the trainees purchasing land after the completion of training the largest number purchased pasture and meadow land.
7. The average size of cropland rented also was increased at each stage.

g. The average size of pasture and meadow land owned was increased at each stage.

A comparison of both tables gives the following observations:

1. The amount of rented crop land farmed is larger in the group that has completed training.
2. The amount of rented pasture and meadow is larger in the group that has completed training.
3. A larger number of trainees has purchased all classes of land in the group that has completed training.
4. A decrease in the number of trainees renting other land is found in both groups, whereas an increase is found in the number purchasing this class of land in both groups.

#### Number of Approved Practices Completed

TABLE XLIV-A

THE NUMBER AND EXTENT OF TRAINEES USING PUREBRED  
SIRE OF CATTLE VERSUS GRADE SIRE

(The question was asked, "How many cows did you breed last year to a purebred bull? How many to a grade bull?")

Item	Number of trainees	Scope of participation
Trainees using only purebred bulls	33	
Trainees using only grade bulls	5	
Trainees using both purebred and grade bulls	11	
Trainees not reporting any cattle bred	1	
Cattle bred to purebred bulls		389
Cattle bred to grade bulls		99

TABLE XLIV-B

Item	Number of trainees	Scope of participation
Trainees using only purebred bull	37	
Trainees using only grade bull	3	
Trainees using both purebred and grade bulls	10	
Cattle bred to purebred bull		661
Cattle bred to grade bull		91

The trainees that have completed training showed an increase over the group still in training status in participation in the purebred sire program both as to the number of trainees participating and the amount of cattle involved.

TABLE XLV-A

## THE NUMBER AND EXTENT OF TRAINEES USING PUREBRED

## SIREs FOR SWINE VERSUS GRADE SIREs

(The question was asked, "How many sows did you breed last year to a purebred boar? How many to a grade boar?")

Item	Number of trainees	Scope of participation
Trainees using only purebred boars	29	
Trainees using only grade boars	8	
Trainees using both purebred and grade boars	1	
Trainees not participating in swine program	12	
Sows bred to purebred boar		83
Sows bred to grade boar		15



TABLE XLV-B

Item	Number of trainees	Scope of participation
Trainees using only purebred boars	21	
Trainees using only grade boars	8	
Trainees using both purebred and grade boars	1	
Trainees not participating in swine program	20	
Sows bred to purebred boars		54
Sows bred to grade boar		17

The results of this table tend to indicate that the trainees currently in training are carrying on a better breeding program with swine and are participating in the hog business to a greater extent than those who have completed training. A significant observation might be that at the time of the survey hog prices were lower in this area than at any time in the past five years.

TABLE XLVI-A  
 THE REPORT OF THE TRAINEES CONCERNING  
 THE PERCENT CALF CROP RAISED

(The question was asked, "What percent calf crop did you raise out of cows that you had the full year during the last year?")

Item	Number of trainees	Percent calf crop
Trainees reporting calves raised	47	
Average percent of calf crop raised		86.84

TABLE XLVI-B

Item	Number of trainees	Percent calf crop
Trainees reporting calves raised	49	
Average percent of calf crop raised		91.96

An increase of 5.12% of calves raised indicated in the group of trainees that has completed training over the group that is still in training. This would seem to indicate an application of approved livestock practices learned while in the training program.

TABLE XLVII-A  
 THE REPORT OF THE TRAINEES CONCERNING  
 THE AVERAGE NUMBER OF PIGS RAISED

(The question was asked, "How many pigs per litter did you average last year? Number sows farrowed? Number of pigs?")

Item	Number of trainees	Number pigs per litter	Number sows farrowed
Trainees reporting pigs raised	37		
Average number pigs raised per litter		6.7	
Average number sows farrowed			3.09

TABLE XLVII-B

Item	Number of trainees	Number pigs per litter	Number sows farrowed
Trainees reporting pigs raised	31		
Average number pigs raised per litter		7.7	
Average number of sows farrowed			3.25

Although fewer trainees that have completed training participated in a swine program, the ones that did participate averaged one pig per litter more and maintained a larger number of sows. A higher efficiency in production of hogs is indicated by the group of trainees that has completed training.

TABLE XLVIII-A  
 THE REPORT OF THE NUMBER OF TRAINEES AND  
 THE EXTENT OF LEGUME CROP PLANTINGS

(The question was asked, "How many acres of legumes did you plant last year?")

Item	Number of trainees	Scope of participation
Trainees reporting legume crops planted	40	
Average number of acres of legume crops planted		31

TABLE XLVIII-B

Item	Number of trainees	Scope of participation
Trainees reporting legume crops planted	44	
Average number of acres of legume crops planted		31.5

A slight increase was noticed in the number of trainees that have completed training that participated in growing legume crops as well as a larger acreage grown.

TABLE XLIX--A  
THE PARTICIPATION OF THE TRAINEES IN  
SPREADING LIME ON THEIR FARMS

(The question was asked, "On how many acres did you spread lime last year?")

Item	Number of trainees	Scope of participation
Trainees reporting use of lime	9	
Average number of acres limed		23.3

TABLE XLIX-B

Item	Number of trainees	Scope of participation
Trainees reporting use of lime	6	
Average number of acres limed		66.6

The spreading of lime is ordinarily a practice that is not participated in every year and not all of the farms surveyed in the area are in need of lime. The above tables seem to indicate that fewer trainees that have completed training used this practice last year but those that did participate in the program used lime on a larger acreage.

TABLE L-A  
 THE PARTICIPATION OF THE TRAINEES IN SPREADING  
 PHOSPHATE ON THEIR FARMS

(The question was asked, "On how many acres did you spread phosphate last year?")

Item	Number of trainees	Scope of participation
Trainees reporting the use of phosphate	16	
Average number of acres phosphated		25.12

TABLE L-B

Item	Number of trainees	Scope of participation
Trainees reporting the use of phosphate	20	
Average number of acres		33.85

In a comparison of these tables, it can be seen that the group of trainees that have already completed training participated to a greater extent in this practice than the group presently in training.

An explanation was given on this question that only raw rock or super phosphate should be considered rather than the phosphorus element in a mixed fertilizer.

TABLE LI-A

THE PARTICIPATION OF THE TRAINEES IN THE  
USE OF COMMERCIAL FERTILIZER

(The question was asked, "On how many acres of crop land did you use commercial fertilizer last year? On how many acres of crop land did you not use commercial fertilizer last year?")

Item	Number of trainees	Percent	Average acres per trainee
Trainees using commercial fertilizer on all crops	16	32	
Trainees using commercial fertilizer on some crops	10	20	
Trainees not using commercial fertilizer on any crops	10	20	
Trainees not raising any crops	14	28	
Average number of acres of crops fertilized			51.03
Average number of acres of crops not fertilized			37.90

TABLE LI-B

Item	Number of trainees	Percent	Average acres per trainee
Trainees using commercial fertilizer on all crops	18	36	
Trainees using commercial fertilizer on some crops	21	42	
Trainees not using commercial fertilizer on any crops	5	10	
Trainees not raising any crops	6	12	
Average number of acres of crops fertilized			50.12
Average number of acres of crops not fertilized			35.80

A larger number of trainees that have completed training indicated the use of commercial fertilizer as compared to the group still in training. The average acreage of crop land on which commercial fertilizer is used remains about the same.