THE ESTABLISHMENT OF VETERANS IN HOME AND COMMUNITY LIFE AND THEIR REACTIONS TO THE INSTITUTIONAL ON-FARM TRAINING PROGRAM IN ARIZONA

by

Daniel J. Chavez

Report on a problem

submitted to the faculty of the

Department of Agricultural and Home Economics Education

in partial fulfillment of the requirements for the degree of

MASTER OF AGRICULTURAL EDUCATION

in the Graduate College, University of Arizona

1951

Approved: R. V. Cline
Director of Problem

7/7/51
Date

ACKNOWLEDGEMENTS

The interest and cooperation of Dr. R. W. Cline, Head of the Department of Agricultural and Home Economics Education of the University of Arizona, while directing this study is greatly appreciated by the author.

The author also wishes to express his appreciation to Mr. J. R. Cullison, State Director of Vocational Education; to the vocational agriculture teachers and veterans in Arizona who assisted in making this study; and to his wife, Judy, whose constant encouragement has made this study possible.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES (Continued)

LIST OF ILLUSTRATIONS

PART I

INTRODUCTION

Justification for the Study

The Institutional On-Farm Training Program for Arizona veterans started July 1, 1946. During the period July 1, 1949 to June 1, 1951, seven thousand eight hundred and seventy-three self-employed veterans received instruction in the program. As of June 1, 1951, there were three hundred and forty-five self-employed veterans enrolled. Forty-three regular instructors and eight special instructors were employed at that time. The approximate training cost for self-proprietorship trainees is twenty-five dollars per veteran per month.[1]

An understanding of the extent to which this effort and expense has served the needs of the veterans of the state is desirable and pertinent if improvements and progress are to be forthcoming.

There are many variables which influence the Institutional On-Farm Training Program in Arizona, and because of these factors special problems arise in successfully integrating the On-Farm Training in the vocational agriculture program of the state's secondary schools.

---

[1] Arizona State Department of Vocational Education, Instructor's Handbook for Institutional On-Farm Training, p. 1.

The use of lay people and special instructors, the requirement of certain minimum on-farm and classroom hours of instruction, the student population in terms of proprietorship and non-proprietorship farm operators; these and similar factors present problems of instruction and planning which must be met effectively if the Institutional On-Farm Training Program is to render maximum service to the adults in the communities of the state.

These same variables are conducive to analysis and evaluation that can serve not only in bettering present instruction but in charting future programs of adult education in Arizona.

Objectives of Vocational Agriculture

An understanding of the nature and objectives of vocational agriculture is necessary before the objectives of Institutional On-Farm Training can be clearly defined. In a broad sense, all education is vocational in that it aims to prepare one for some vocation in life.[1] In discussing the meaning of vocational training, Prosser and Quigley[2] state that "Education is the result of experiences whereby we become more or less able to adjust ourselves to the demands of the particular form of society in which we live and work." In defining

---

[1] Ellwood P. Cubberley, The History of Education, p. 805.

[2] Charles A. Prosser, and Thomas H. Quigley, Vocational Education in a Democracy, p. 1.

vocational education, these authors state, "If the conception of education just suggested but not specifically embodied in words be accepted, then vocational education becomes that part of the experiences of an individual whereby he learns successfully to carry on any gainful occupation."[1] In other words, any education designed to make an individual, by precept and practice, a more effective worker than he can become by any other scheme of training.[2]

One of the chief functions of such education is to train all groups of men on the farm for proficiency in farming.[3] The following aims or objectives have been outlined for vocational education in agriculture, and most of the seven cardinal principles are included:[4]

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business.
6. Maintain a favorable environment.

---

[1] Ibid., p. 2.

[2] The Encyclopedia Americana, p. 160.

[3] Glen Charles Cook, Handbook on Teaching Vocational Agriculture, p. 5.

[4] United States Office of Education, Educational Objectives in Vocational Agriculture, Voc. Div. Monograph No. 21, p. 3.

Objectives of Institutional On-Farm Training

The objectives of Institutional On-Farm Training should be in agreement with the objectives in vocational education in agriculture. These, as in other educational endeavors, are new interests, appreciations, ideals, understandings, and abilities which become a lasting part of the student and function in his daily life because they are an integral part of his total personality.[1]

Of utmost importance in developing objectives is the fact that all interests and problems of young farmers are not centered in the area of vocational skills. Most of these men are also concerned with becoming married and establishing a home. They are also interested in being good citizens, socially well adjusted and morally good. Young farmers want and need to be well-balanced individuals, the same as anyone else.[2]

The realization of these objectives should bring about the acquisition of considerable information and skill in farming. They are also aimed at developing the kind of person who will want to be the best possible farmer and who will work with others in becoming one.[3]

---

[1] Herbert M. Hamlin, Agricultural Education in Community Schools, p. 272.

[2] Ralph E. Bender, "Developing a Y.F.A. Program, Needs and Values," The Agricultural Education Magazine, p. 276.

[3] Hamlin, op. cit., p. 273.

With adults, assistance on specific problems is one of the greatest needs. These students are highly motivated to obtain solutions to their problems, since these solutions eventually mean increased income and a more efficiently operated farm business.[1]

Institutional On-Farm Training should be a practical farm course where the veteran becomes proficient in the business of farming through learning by doing.[2] Instructional activities should contribute to the young farmer's progressive establishment in farming, and so designed that they will aid young men in their managerial practices and operative skills and in their individual and cooperative community responsibilities.[3]

Objective of the Study

The objective of this study is to determine the progress the veteran has made in becoming established in home and community life, his attitude toward the training he has received, and his interest in future programs of adult education in Arizona.

---

[1] John E. Eastwood, "Something Special in Adult Education," The Agricultural Education Magazine, p. 104.

[2] Arizona State Department of Vocational Education, op. cit., p. 1.

[3] Gordon I. Swanson, "Criteria for Evaluating Outcomes of Individualized Courses of Instruction in Vocational Agriculture," The Agricultural Education Magazine, p. 207.

Statement of the Problem

The main problem is to determine how well established veterans are in home and community life, which practices and teaching methods are contributing most to the veterans' farming proficiency, and the nature of the training veterans desire in future programs of adult education in Arizona.

Sub-problems are:

1. To determine personal, family, and community factors contributing to or influencing veteran's establishment in home and community life.
2. To determine which educational activities and practices have best served veterans in conducting their farm enterprises and in becoming established in farming.
3. To determine types of activities to include in future adult farmer classes.

Fundamental Assumptions

This study is based upon the following assumptions which are accepted as true:

1. The student we are serving is a reliable source of information for evaluating the program of instruction and obtaining suggestions for its improvement.
2. The expressed opinion of the student may be used as an indication of his progress in becoming

established in farming and in home and community life.

3. Although the students have been enrolled only one year, it is assumed that their opinions are indicative of the extent to which they are satisfied with the Institutional On-Farm Training Program.
4. Student response is an indication of what he would desire in future adult farmer classes.

PART II

RELATED STUDIES AND INVESTIGATIONS

Studies Pertaining to Institutional On-Farm Training

The Research Committee of the Agricultural Education Section, American Vocational Association, has summarized the studies in agricultural education in four publications listing one thousand one hundred and eighty-six studies. In the third supplement to the original volume are thirteen studies pertaining to veterans' education in agriculture, and those closely related to this problem in subject matter or method of procedure include the following:[1]

Gordon, Japhas A. An Adult Program, Sherrill School and Community, Jefferson County, Arkansas. Nonthesis Study, 1948, University of Minnesota. 43 pp. Agricultural Education Department, University of Minnesota, St. Paul.

A survey was made of existing information concerning adult education in agriculture, and this was applied to the Sherrill community. Programs of education in agriculture in public schools can make a unique contribution by aiding in coordinating the efforts of the other agricultural education facilities in the community.

---

[1] United States Office of Education, Summaries of Studies in Agricultural Education, Supplement No. 3. 61 pp.

Lintner, Julius Harold. A Study of Certain Problems Arising From the Conduct of the Institutional On-Farm Training Program Including a Comparison of the Effectiveness of the Four Types of Instruction. Thesis, M. A., 1948, The Ohio State University. 223 pp. Library, The Ohio State University, Columbus, Ohio.

Production problems ranked highest in importance with management problems ranking next and community problems ranking lowest. Problem groups which were ranked as most important were: (1) Increasing efficiency of crops; (2) increasing efficiency of livestock; (3) improving the balance of farming operations; (4) improving the buying and selling operations; and (5) establishing a long-time plan for soil conservation.

Moody, Dwight Campbell. Determining the Need of Adult Education for the Rural Youth of Maine: Based Upon a Study of 178 Veterans. Study, M. S., 1949, Cornell University, 116 pp. Library, Cornell University, Ithaca, N. Y.

The study brought out four important needs of the veterans. The first need was to operate and to manage the farm business efficiently; the second was to improve the home and to maintain a favorable community environment; the third was for recreation; and the fourth need was for better citizenship. In addition to the four needs of the group of veterans as a whole, the problem of individual help and attention was noted.

The responsibility for a program, in the opinion of the veterans, should lie with the local school department. The local school department should be responsible for the leadership for a program and help in securing funds for carrying out the program.

Snowden, Obed Lavelle. The Development of a Training Program to Meet the Needs of Veterans of World War II Who Are Farming in Mississippi. Thesis, Ph.D., 1948, Cornell University. 256 pp. Library, Cornell University, Ithaca, N. Y.

The study revealed that the training program for veterans of World War II who have entered farming in Mississippi should have three major objectives. These major objectives are to develop the ability to : (1) Participate effectively as an intelligent citizen in a democratic society; (2) maintain a favorable home and community environment; and (3) operate and manage a farm business efficiently.

Watkins, Homer Lee. An Evaluation of the Institutional On-Farm Training Program for Negro Veterans of World War II in Jefferson County, Arkansas. Study, M.A., 1949, Michigan State College, 45 pp. Division of Education, Michigan State College, East Lansing, Mich.

In regard to the length of training, it was found that there was an increase in accomplishments of veterans in training from 14 to 19 months over the veterans who had been in training from 1 to 13 months, and the veterans who had been in

training 20 months and over exceeded both groups. The comparison is made between the first and last group.

Wiegers, George William, Jr. Some Outcomes of Participation of Veterans in Institutional On-Farm Training in Missouri. Thesis, Ed.D., 1949, University of Missouri. 183pp. Library, University of Missouri, Columbia.

Institutional On-Farm Training had provided few experiences for veterans to develop rural leadership abilities, to improve recreational life, and to participate in cooperative undertakings. More opportunities had been provided to improve farm family living conditions and to improve social life.

Approximately eighty per cent of the trainees considered learning improved methods of farming as the greatest benefit they had gained from their training.

Several studies of Institutional On-Farm Training have been issued in mimeograph form by the Research Committee, American Vocational Association, and include the following:[1]

Dobbins, Loy Henderson. The Effect of Owning Property Early in Life, and other Factors, Upon the Tenure Status of Young Veteran Farmers in Livingston Parish, Louisiana. Thesis, M.A., 1947, Louisiana State University. 143 pp. Baton Rouge.

---

[1] Committee on Research in the Education of Farm Veterans, Agricultural Section, American Vocational Association. Proceedings of School on Research in the Education of Farm Veterans. pp. 13.

The study included 83 of the 150 farm veterans in training in the Parish. The study indicated that the net worth of those who had owned property early and those who had married before they were 28 was higher than the net worth of those who had not obtained property and married early.

Peters, James Edward. A Study of Veterans Taking Institutional On-Farm Training in Vocational Agriculture. Thesis, M. A., 1949, Virginia Polytechnic Institute. 60 pp. Blacksburg, Virginia.

Checks were made upon the number of veterans who had acquired farms, autos, trucks; the number of new farm structures erected and the repairs to old structures; and changes in earnings. Of 675 drop-outs, 225 had gone into other lines of work, and 77 had transferred to other schools for farm veterans.

Other studies of Institutional On-Farm Training have been conducted by several states, and those having value in this state study are reviewed here:

In a New Mexico study by Dalton[1] veterans were asked to express their degree of satisfaction for eight areas of instruction and practice, and he found that:

---

[1] L. C. Dalton, Summary of Evaluation of Institutional On-Farm Training in New Mexico, mimeographed summary. p.1.

> The greatest satisfaction was shown for instruction and practice in keeping and analyzing records, with 63.8 per cent indicating that they were very well satisfied with this activity. The second highest ranking area of instruction had to do with producing livestock and crops, with 62.1 per cent checking very well. They were the least satisfied with instruction in family and community living. Only 33.9 per cent were very well satisfied and 49.5 per cent were fairly well satisfied with instruction in family and community living.

In Arkansas, Hotz[1] made a special study based upon 330 responses received from a random sampling of veteran trainees which showed that:

> a. The median grade reached in school was a little beyond the middle of the eighth grade, b. One-half of the farm veterans owned their farms, and c. Eighty-six of the veterans had raised their farming status during their period of training.
>
> Concerning the merits and demerits of the veterans farm training program..., it was shown that: a. A little over 95 per cent of the veterans said they could not have made as much progress in becoming established in farming without the aid of the on-farm training. b. Nearly 85 per cent of the veterans said that they would be able to make a fairly good living on their farms at the end of their training. c. Although the veterans generally regarded both the organized classroom instruction and the individual on-farm training as highly valuable, a small majority thought that the off-farm classroom instruction was more helpful than the individual on-farm training. d. A small majority... said that the individual visits of instructors on their farms were more valuable than the field demonstrations and field practice conducted with small groups, and e. Nearly three-fifths of the veterans

---

[1] H. G. Hotz, History and Development of Institutional On-Farm Training in Arkansas. 62 pp.

> declared positively that they would be willing to pay taxes to support a similar training program without subsistence payments-- after the institutional on-farm program is discontinued.

Rogers,[1] in reporting on the success in farming achieved by veterans in Oklahoma, states that progress must be evaluated in terms of approved practices carried out on the farms, and in farm and home improvements that have resulted from training. Such improvements will result in a more productive and successful farming program and a more desirable farm home and environment.

> Improved methods of handling livestock have become major factors in the successful operation of the Oklahoma Veteran Agricultural Training Program. Over eight thousand veterans who are now in training have purchased pure-bred sires to improve the quality of their livestock. Every effort is being made to raise the livestock efficiency average of each veteran, where need exists, by the establishment of recognized approved practices in livestock production....
>
> In fulfilling the needs of trainees for more and better farm machinery, over 36,000 items of farm machinery have been purchased by men in training. This includes nearly 7,000 tractors. Soil conservation and improvement work is recognized as a need to raise the crop index on many farms. Such practices as terracing, contour farming, fertilizing, and proper land use planning are major programs on a large per cent of the farms represented in the training program.

---

[1] Murl R. Rogers, "Success in Farming Achieved by Veterans," The Agricultural Education Magazine, p. 84.

From a study by Snider[1] it appears that the importance of working with small rural groups to attain action goals cannot be too strongly emphasized. These small groups, if taken within the boundaries of their local communities, and if guided, will within their own group solve their own immediate problems. In turn, the actions of all such groups will help solve local and state problems.

According to a survey made on each of the three thousand applicants for the program during the past five years, the following results were obtained:[2]

1. Veterans are acquiring proficiency in the basic farming skills and managerial duties as a result of instruction.
2. Veterans are becoming established in worthwhile farming programs, and will be better able to make satisfactory incomes under normal conditions as a result of their training.
3. Veterans are realizing more than ever before that farming is a cooperative enterprise between husband and wife.
4. A series of experiences is being provided that not only enables veterans to become better farmers but also enables them to accept and discharge their responsibilities as citizens.
5. Veterans have become acquainted with different farm agencies in the state and are utilizing the services they have to offer.
6. Trainees are assuming responsibilities of leadership in their communities. They are becoming members of their local school boards; are serving as members on county agent committees, county farm bureau committees, farmers' home administration committees, members of township boards; and are delegates to Missouri Farmers Association Conventions.

---

[1] Amos J. Snider, Institutional On-Farm Training for Veterans in Missouri. p. 26.

[2] Ibid., p. 22.

7. The trainees are becoming "joiners" of farm organizations.... Over fifty per cent of all trainees have joined some recognized farm organization.
8. School superintendents, boards of education, county and town residents are beginning to realize, as a result of veterans' classes being held at the school, that school property and facilities can serve a broader purpose than merely making possible education for youth.

The South Carolina State Department of Education has made a progress report[1] in which they state that over two thousand five hundred trainees have improved their farming status, changed from renter or sharecropper to owner, and from sharecropper to renter since entering training. Three-fourths of the trainees have made major repairs and improvements on their homes and major farm buildings. Since entering training, these veterans have paid out of subsistence almost two and one-half million dollars for the improvements on their farms. A total of twenty-five thousand major pieces of farm equipment have been bought since the veterans entered training. Cotton is a major source of income for fifty-two per cent of the trainees.

Swecker reports[2] that in West Virginia a large percentage of the veterans are using the training program to become

---

[1] South Carolina State Department of Education, Progress Report, Institutional On-Farm Training Program for Veterans in South Carolina. pp. 1-14.

[2] John B. Swecker, "West Virginia Veterans Making Progress Toward Establishment in Farming," The Agricultural Education Magazine, p. 226.

established in farming. The veterans have benefited from their subsistence in that they have increased their equity in their farming business. The education program which includes both classroom and on-farm instruction (both group and individual) has been of great value to the veteran in planning and carrying out a balanced farming program.

Kaufmann has made a study which is representative of those done on a department basis rather than a state basis.[1] In Windsor, Illinois, fourteen of fifty-one veterans were able to become self-employed during their training period. Twenty of the twenty-two men entering school as self-employed were able to stay in business for themselves during the past three years. While his age and marital status are large factors in determining when a man will start farming for himself, Kaufmann believes that the veteran's training and his subsistence allowance have been important factors in getting these men established as farmers.

Department case studies made in Montana indicate the manner in which many classes are meeting the needs of the trainees.[2] For example, quite a number of Rural Electrifica-

---

[1] Bernard J. Kaufmann, "An Evaluation of Farm Veterans Training," The Agricultural Education Magazine, p. 226.

[2] Montana Department of Public Instruction, Agricultural Veterans Training News Items, p. 7.

tion Administration lines were constructed in the eastern part of Roosevelt County, and at Bainville an REA inspector conducted classes on regulations and helpful wiring hints. Electrical display boards were constructed and used by the class, because none of the veterans were in a position to do ranch wiring at the time. By the time classes were stopped several veterans had completely wired their farms. After getting electricity, several of the class members purchased home freezers, and classes were then held in meat cutting and food freezing.

At Bridger, Montana,[1] a series of farm management topics were taken up in January, as it was considered an ideal time to review the past year's mistakes and to formulate plans for the next farm year. That arrangement at that time of the year was an aid in making out income tax reports.

Summary

Included in the literature reviewed are eleven state studies of Institutional On-Farm Training. Local department studies from five states were reviewed.

There is general agreement among the veterans that instruction in improved practices, production and management problems is of most value. Greatest service has apparently been in these areas and demand seems to be in that direction.

---

[1] Montana Department of Public Instruction, loc. cit.

Assistance on family and community problems is sought by some, but for the most part these problems are not foremost in the minds of the veterans as far as Institutional On-Farm instruction is concerned. Instruction in this area has been less effective than in production type activities.

By centralizing instruction from other educational agencies, Institutional On-Farm Training is rendering a service that would otherwise be missed. Work through small group activities in classes is liked and sought by the veterans.

In some communities veterans are becoming leaders, but the studies do not indicate that this is true in the majority of the communities.

The veterans agree rather definitely that adult farmer classes should be offered by the public schools and they are willing to pay taxes to support such a program.

These studies were valuable aids in compiling and summarizing data for the study of Institutional On-Farm Training in Arizona.

PART III

ORGANIZATION AND INTERPRETATION

Procedure

Ninety self-employed veterans who had been enrolled in Institutional On-Farm Training at least one year were selected for this study. These represented twenty-six per cent of the enrolled self-proprietors in the State.

The number of veterans surveyed was considered as more than adequate; since by statistical means a two per cent sampling was determined to be reliable on the National study of Institutional On-Farm Training.[1]

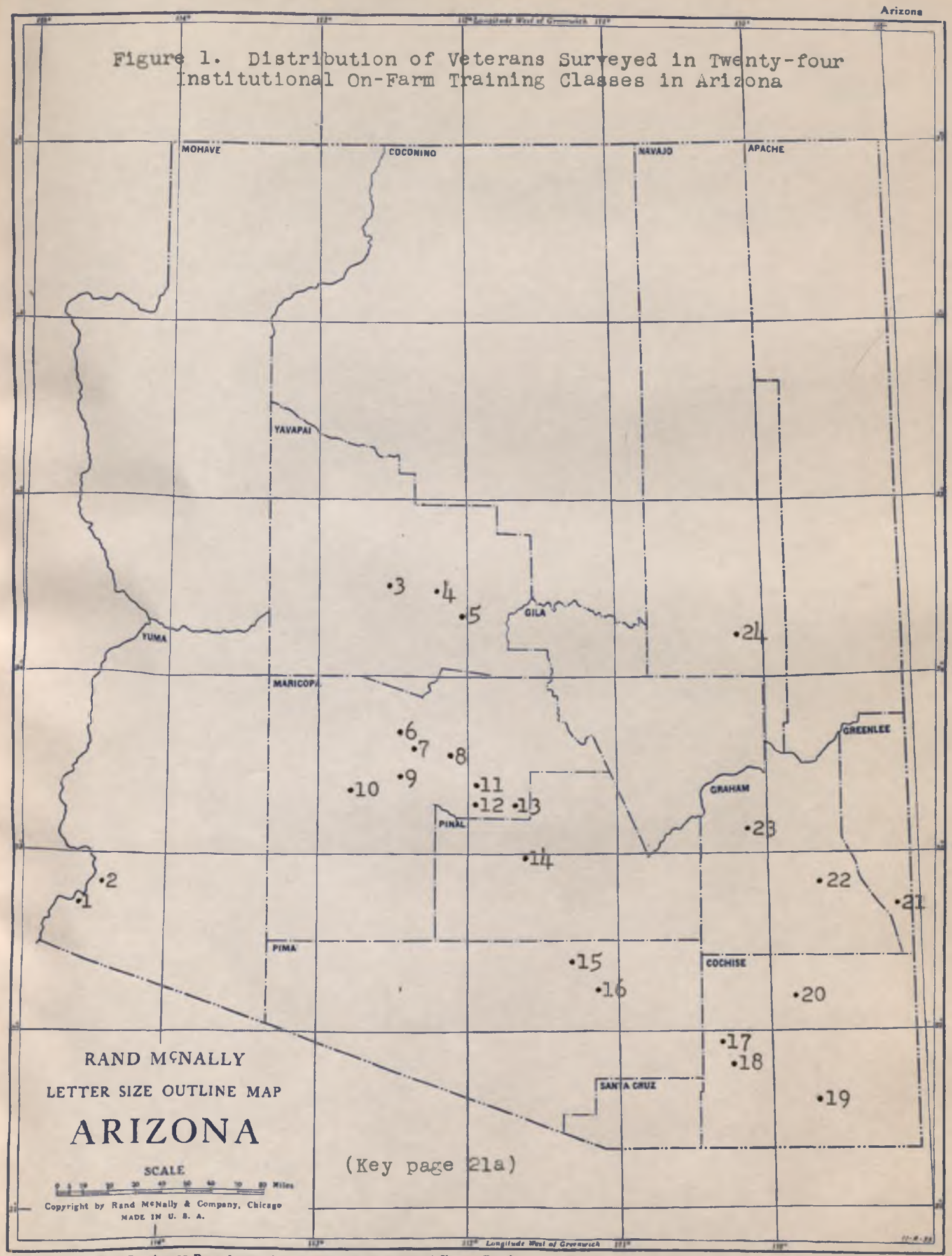
In order to obtain an even distribution of responses from twenty-four training centers throughout the State, veterans surveyed were selected in proportion to the number enrolled in each training class. The distribution of training centers is shown on the map, page 21 of this study.

The questionnaire used consisted of two schedules which were designated as Schedules B and C. These had a total of one hundred and one questions. The schedules were prepared by research consultants in agricultural education and were used in making the national study of Institutional On-Farm

---

[1] E. R. Hoskins, National Committee for Institutional On-Farm Training Study, Method of Sampling Trainees for Institutional On-Farm Training Study. Circular Letter.

Figure 1. Distribution of Veterans Surveyed in Twenty-four Institutional On-Farm Training Classes in Arizona



(Key page 21a)

KEY TO LOCATION OF CLASSES
IN WHICH VETERANS WERE SURVEYED FOR
STUDY OF INSTITUTIONAL ON-FARM TRAINING IN ARIZONA

1. Yuma
2. Yuma Mesa
3. Chino Valley
4. Cornville
5. Camp Verde
6. Peoria
7. Glendale
8. Phoenix Technical
9. Tolleson
10. Buckeye
11. Mesa
12. Chandler
13. Gilbert
14. Coolidge
15. Marana
16. Amphitheater
17. Benson
18. Saint David
19. Elfrida
20. Willcox
21. Duncan
22. Safford
23. Fort Thomas
24. Snowflake

Training. After evaluating the schedules it was found that they were well suited for use in the Arizona state study of Institutional On-Farm Training. Copies of both schedules are included in the Appendix of this study.

Sixty of the men were surveyed with Schedule B to obtain responses to fifty-seven questions indicating the extent to which they feel they have become established in home and community life. These men represented seventeen per cent of the enrolled self-proprietors.

Ninety veterans, including those who answered the questions of Schedule B, were asked to appraise twenty-seven instructional activities in terms of their value in helping them become established in farming. Responses were obtained to seventeen types of activities the veterans would suggest for improving or including in future adult education in Arizona.

Fifty per cent of the men were interviewed personally by the author, using the B and C Schedules, and the other responses were obtained by mail. Forms used were sent to the instructor, who explained the instructions to the veterans.

No student or instructor names were requested. Anonymity was thought to favor more unbiased and truthful answers.

Presentation and Interpretation of Data

The data in the following tables are indicative of the extent to which sixty of the veterans have become established in home and community life.

Here are recorded those factors which have entered into past performance and which will influence the future progress of the veteran.

TABLE I

PERSONAL AND FAMILY FACTORS
INFLUENCING VETERANS ESTABLISHMENT IN HOME AND COMMUNITY LIFE

Factor	Response
Veteran Age	
Range	23 - 51
Median	31
Marital Status	
Married	54
Single	6
Wife Farm Reared	
Yes	29
No	25
Years of Wife's Farm Experience After Age Ten, Prior to Marriage	
None	26
One to Five	8
Six to Ten	16
Eleven to Twenty	4
How Happy is Home Life	
Very	48
Quite	12
Not Very	0
Not at All	0

(continued)

TABLE I (concluded)
PERSONAL AND FAMILY FACTORS INFLUENCING VETERANS ESTABLISHMENT IN HOME AND COMMUNITY LIFE

Factor	Response
Number of Children	
None	14
One	20
Two	14
Three	5
Four	7
Number of Children Over Ten Years of Age	
None	50
One	4
Two	5
Three	1
Four	0

Table I shows that, while the age range of enrolled veterans is twenty-three to fifty-one, their median age is thirty-one. With few exceptions they are married. A small majority of wives are farm reared, but most wives had no farm experience after ten years of age and prior to marriage.

In all but a few cases veterans state that their home life is very happy. Thirty-three per cent have one child, twenty-three per cent have two children, and twenty-three per cent have no children. Eight per cent have three children, and twelve per cent have four children. Eighty-three per cent have no children over ten years of age.

TABLE II
EDUCATIONAL LEVEL ATTAINED
BY SELF-EMPLOYED VETERANS AND THEIR WIVES

Years (Schooling Completed)	Veteran	Wife
Five	1	0
Six	0	0
Seven	0	0
Eight	5	6
Nine	5	1
Ten	4	2
Eleven	7	5
Twelve	26	24
Thirteen	7	5
Fourteen	2	5
Fifteen	0	0
Sixteen	3	6
Median Grade Completed	12	12

The range of schooling completed by both veteran and wife was from the fifth grade to college graduation. The median grade completed was the twelfth. Twenty-nine per cent more wives than veterans completed grades thirteen, fourteen, fifteen and sixteen. Thirty-seven per cent of the veterans did not finish high school.

Figure 2., page 26, further illustrates the varied educational level attained by self-employed veterans and their wives.

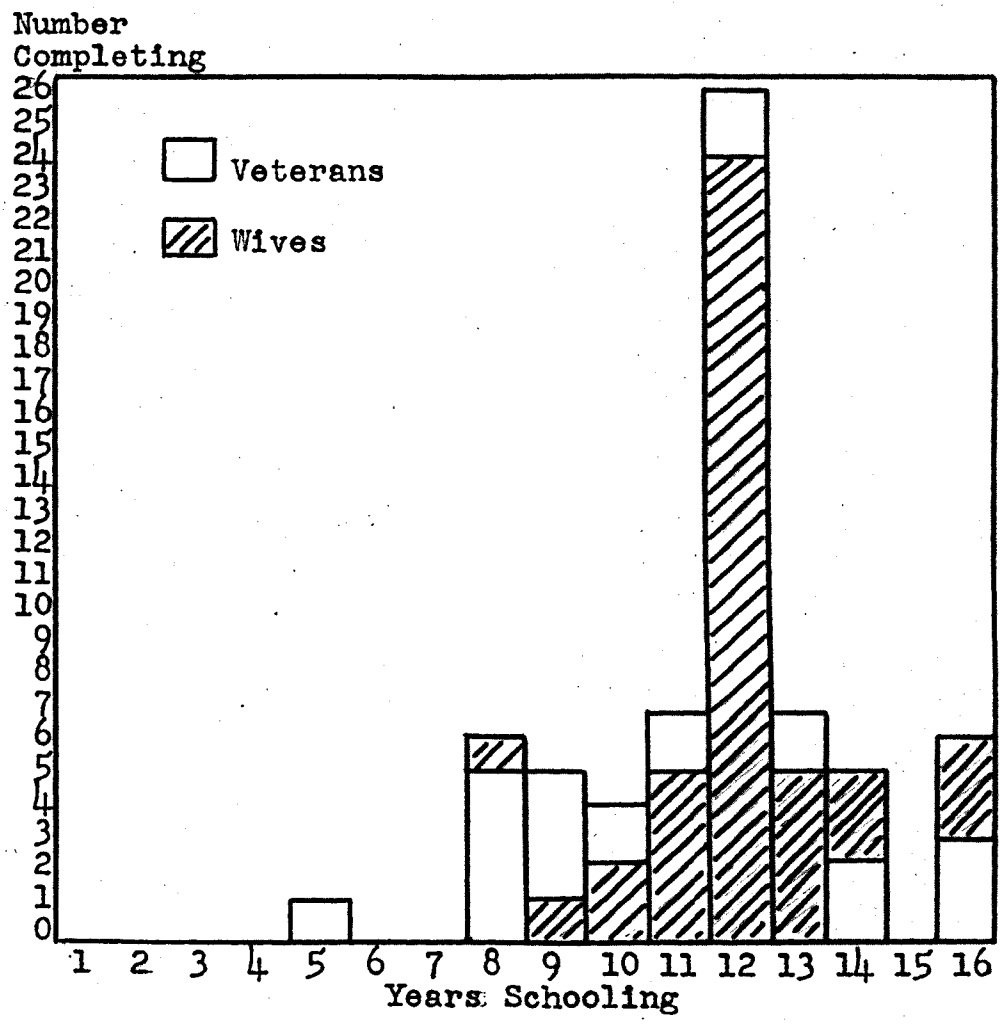


Figure 2. Educational Level Attained by Self-employed Veterans and Their Wives.

The median grade completed by veterans and their wives was twelve. Thirty seven per cent of the veterans did not finish high school. Twenty nine per cent more wives than veterans completed grades beyond the twelfth.

TABLE III

VOCATIONAL AGRICULTURE AND SPECIAL TRAINING COMPLETED BY TRAINEES

Training	Responses
Years in Vocational Agriculture	
None	30
One	8
Two	12
Three	5
Four	5
Months Special Educational Training	
None	44
One to Five	4
Six to Ten	5
Eleven to Twenty	4
Twenty and Over	3

One-half of the trainees had no training in vocational agriculture. Thirteen per cent had one year, and twenty per ent had two years of training. Eight per cent had three and four years of vocational agricultural training respectively. Seventy-three per cent have had no special educational training. The balance have had from one to twenty months of special training.

TABLE IV
EDUCATION PLANNED FOR CHILDREN

Highest Level	Responses
Grade school	0
High school	11
Technical institution or college (junior)	4
Four years of college	32
Don't know	13

An analysis of Table IV shows that fifty-three per cent of the men plan on four years of college for their children. Twenty-two per cent are uncertain, and of the balance high school graduation is planned for all but four, who indicated junior college or technical school.

TABLE V

VETERAN'S SATISFACTION WITH HOME, COMMUNITY, FARMING AND TRAINING SITUATION

Situation	Very well	Fairly well	Not so well	Not well At all
Like farming	54	6	0	0
Wife like farming	38	13	3	0
Like community	47	11	1	1
Wife like community	39	12	2	1
How are things working out	18	41	0	1
Do neighbors cooperate	25	31	3	1
Satisfied with way home is fixed up	17	25	16	2
How well established is farm and home	16	34	8	2
How well established are you in the community	21	35	4	0
How well satisfied with veterans' training	30	28	1	1

Table V shows that ninety per cent of the veterans like farming very well, and seventy-eight per cent like the community very well. Seventy-four per cent of their wives like farming very well, and seventy-two per cent of the wives like the community very well.

Thirty per cent of the veterans indicated that things are working out very well, and sixty-eight per cent indicated things are working out only fairly well.

Forty-two per cent state that neighbors cooperate very well, and fifty-two per cent indicate neighbors cooperate fairly well. Twenty-eight per cent of the men are very well satisfied with the way the home is fixed up. Twenty-seven per cent also indicate they are not so well satisfied and forty-two per cent are only fairly well satisfied with the way the home is fixed up.

Twenty-seven per cent say they are very well established in farm and home life, fifty-seven per cent are fairly well established. Thirty-five per cent indicate they are very well established in the community, fifty-eight per cent say only fairly well. Fifty per cent are very well satisfied with veterans training, and forty-six per cent are fairly well satisfied.

TABLE VI
MEMBERSHIP IN NATIONAL FARM ORGANIZATIONS

Organization	Membership
None	27
Farm Bureau	31
Grange	1
Grange and Farm Bureau	1

Fifty-two per cent of the veterans are members of the Farm Bureau. Forty-five per cent belong to no national farm organization.

TABLE VII
ASSISTANCE RECEIVED FROM UNITED STATES DEPARTMENT OF AGRICULTURE AGENCIES

Agency	Veterans served
None	14
Soil Conservation Service	29
Rural Electrification Administration	9
Farm Credit Administration	9
Extension Service	11
Production and Marketing Administration	26
Forestry Service	2

Of the various United States Department of Agriculture agencies, the Soil Conservation Service, Production Marketing Administration, Extension Service, Rural Electrification and Farm Credit Administration, in that order, have given the most assistance to veterans. Twenty-three per cent of the men have had no assistance from United States Department of Agriculture agencies.

TABLE VIII
PARTICIPATION IN BUSINESS AND SOCIAL ORGANIZATIONS

Participation	Cooperatives	Veterans	Civic Fraternal
Do not belong	36	42	50
Belong	24	18	10
Inactive member	13	5	
Fairly Active member	11	10	
Very active member	0	2	
Inactive officer or committeeman	0	0	
Fairly active officer or committeeman	0	1	

According to Table VIII, sixty per cent of the veterans do not belong to cooperative organizations. Forty per cent do belong to cooperatives, and of these, twenty-two per cent are inactive, eighteen per cent are fairly active. Seventy per cent do not belong to veterans' organizations, thirty per cent belong to veterans' organizations, and of these, eight per cent are inactive, seventeen per cent are fairly active. Eighty-three per cent do not belong to social or civic organizations.

TABLE IX
PARTICIPATION IN COMMUNITY SERVICE
AND RELIGIOUS ORGANIZATIONS

Participation	Community Improvements	Community Offices	Community Committees	Church Attendance
Do not take part	53	56	57	18
Projects worked on	7			
Committee activity			3	
Regular				13
Irregular				15
Seldom				14

Table IX shows that eighty-eight per cent of the veterans hold no community offices, while twelve per cent do. Ninety-five per cent do not serve on community committees. Twenty-two per cent attend church regularly, twenty-five per cent attend irregularly, twenty-three per cent seldom attend, and thirty per cent do not attend church.

Analysis of Table X shows that thirty-three per cent of the veterans are unqualified to vote and are inactive in school affairs. Twenty-three per cent are qualified to vote but do not vote and also are inactive in school affairs. Eighteen per cent do vote in annual school elections but are inactive in local school affairs. Only thirteen per cent vote in annual school elections and are active in attending local school affairs.

Forty-two per cent of the wives are unqualified to vote and are inactive in school affairs. Twenty-two per cent are

qualified to vote but do not vote and are inactive in school affairs. Thirteen per cent of the wives vote in annual elections but are inactive in other local school affairs. Of the wives, only seven per cent vote in annual school elections and are active in local school affairs.

TABLE X
PARTICIPATION IN LOCAL SCHOOL AFFAIRS
BY VETERAN AND WIFE

Participation	Veteran	Wife
Unqualified to vote, inactive in school affairs	20	23
Unqualified to vote, active in school affairs	3	4
Qualified to vote, do not vote, inactive in school affairs	14	12
Qualified to vote, do not vote, active in school affairs	3	2
A voter in annual school meeting or election but inactive in other local school affairs	11	7
A voter in annual school meeting or election and active in attending local school affairs	8	4
A voter in annual school meeting or election, have accepted a school office or is serving on a local school committee	1	2

TABLE XI
PARTICIPATION IN POLITICAL AND PUBLIC AFFAIRS

State or Local Government	Number of Responses
Offices held	
0	58
1	0
2	2
3	0
Chances to vote on public issues or elections	
0	11
1	19
2	25
3	5
Times voted	
0	11
1	28
2	16
3	5
Extent of activity in local and state government	
Very active	3
Fairly active	12
Not active	45

Ninety-seven per cent of the veterans do not hold offices in local community government, according to the figures of Table XI. Only five per cent are very active in local or state government, twenty per cent are fairly active, and seventy-five per cent are not active in local or state government.

Eighteen per cent had no opportunity to vote and did not vote. Thirty-two per cent had opportunity to vote once,

forty-two per cent had opportunity to vote twice. Forty-seven per cent voted once and twenty-seven per cent voted twice.

TABLE XII
KEEPING UP WITH CURRENT EVENTS

Source	Number Responses
Newspaper in home	
None	5
Daily	25
Weekly	8
Daily and weekly	1
Daily and Sunday	11
Daily, Sunday, weekly	8
Sunday only	2
Magazines in home	
None	1
Farm	15
General interest	0
Farm and general interest	44
Listen to radio farm news, market reports	
Almost every day	29
About half the time	25
Seldom or never	6

Using the figures of Table XII, forty-two per cent of the veterans receive the daily newspaper and eighteen per cent receive daily and weekly newspapers. Seventy-three per cent receive both farm and general interest magazines, twenty-five per cent receive farm magazines only. A slight majority listen to the radio for farm news every day.

TABLE XIII
BOOKS, BULLETINS PROCURED AND READ

Publication	Number						
	0	1-10	11-20	21-30	31-40	41-50	51-100
Books read	22	31	3	3	1	0	0
Bulletins procured	18	28	11	1	0	1	1
Bulletins read	18	28	11	1	0	1	1

Fifty-two per cent of the men read from one to ten books a year, and thirty-seven per cent read no books during the year. Thirty-seven per cent did not procure or read any bulletins during the year. Forty-seven per cent procured and read from one to ten bulletins during the year.

TABLE XIV
HOME FACILITIES AND CONVENIENCES

Facilities and Conveniences	Number Responses
Communication	
None	2
Telephone	1
Radio	22
Television	0
Telephone and radio	29
Telephone and television	1
Radio and television	2
All three types	3
Transportation	
None	0
Car	15
Truck	20
Car and truck	25
Airplane	0
Truck and airplane	0
Car and airplane	0
All three types	0
Sanitary Conveniences	
No running water in house	2
Cold running water in house	11
Hot and cold running water, no bath or toilet	5
No running water, sanitary or chemical toilet	2
Hot and cold water, partial bath	4
Hot and cold water, bath, toilet, and tub or shower	36
Food Storage Facilities	
None	2
Spring house	2
Cellar	6
Ice box	8
Mechanical refrigerator	53
Curing house for sweet potatoes	1
Smoke house	0
Other	6

(continued)

TABLE XIV (Concluded)
HOME FACILITIES AND CONVENIENCES

Facilities and Conveniences	Number Responses
Facilities for Freezing food	
None	20
Locker plant rental	19
Home freezing unit	20
Locker and home freezer	1
Electricity in Home	
None	2
Power line	58
Home power plant	0
Laundry Facilities in Home	
None	3
Tub and scrubbing board	1
Hand washer	1
Power washer	48
Automatic washer	8
Housing Arrangement	
Not married or living with wife	7
Living with other farm family	1
Living with other family in rural area away from farm	0
Living with other family in town	0
Separate quarters in house on operated farm	2
Separate quarters in house away from farm, rural area	2
Individual house on operated farm	37
Separate quarter, house in town	2
Individual house away from farm, rural area	6
Individual house in town	3
Days Family and Hired Labor Spent in Improving Appearance, Conveniences of Farm Home and Yard in past year	
None	2
1-4 days	31
5-9 days	27
10-14 days	0
15-19 days	0
20-24 days and over	0

Table XIV shows that telephone and radio are possessed by forty-nine per cent of the veterans and thirty-seven per cent have radio only. Forty-two per cent own both car and truck, thirty-three per cent own a truck only, and twenty-five per cent have a car only.

Sixty per cent have hot and cold water, bath, toilet, tub or shower. Eighteen per cent have cold running water only in the house.

Eighty-eight per cent have mechanical refrigerators. Thirty-three per cent have no food freezing facilities, and an equal number have home freezing units. Thirty-two per cent have locker plant rentals.

Ninety-seven per cent of the veterans have electrical power lines on the ranch, and forty-eight per cent have power washing machines. Sixty-two per cent of the veterans live in an individual house on the operated farm. One to four days were spent in improving the farm home by fifty per cent of the men, and forty-five per cent spent five to nine days improving the home.

TABLE XV
FOOD PRODUCED AND PRESERVED BY FAMILY, PAST YEAR

Amount	Number Veterans
Per cent Food Produced	
0	13
1-25	36
26-50	9
51-75	2
76-100	0
Quarts Family Preserved	
0	20
1-49	22
50-99	6
100-149	3
150-199	6
200-299	1
300-399	0
400-499	2
500-599	0
600-over	0

From the information in Table XV, sixty per cent of the veterans produce up to twenty-five per cent of the family food on the home farm. Twenty-two per cent produce no food for family use on the farm. One to forty-nine quarts of food are preserved yearly by thirty-seven per cent of the veterans, while thirty-three per cent preserve no food for family use.

TABLE XVI
WORK DAYS LOST DUE TO SICKNESS OR ILLNESS PAST YEAR

	Days Lost					
Member	0	1-10	11-20	21-30	31-60	60-over
Veteran	26	27	5	2	0	0
Wife	23	25	4	2	0	0

An analysis of Table XVI shows that illness caused loss of from one to ten days of work for forty-five per cent of the veterans. Forty-three per cent lost no work days to illness. Forty-eight per cent of the veterans' wives lost one to ten days of work due to illness, and forty-two per cent of the wives lost no days of work.

TABLE XVII
DAYS WIFE WORKED IN FIELD ON PRODUCTIVE ENTERPRISES LAST YEAR

	Days					
	0	1-10	11-20	21-30	31-60	60-over
Wife's Work	28	9	4	2	4	7

According to the figures of Table XVII, fifty-two per cent of the wives did no field work on productive enterprises last year. Sixteen per cent worked from one to ten days on productive enterprises.

TABLE XVIII
PERSONAL AND FAMILY INSURANCE CARRIED

Type Insurance	Veterans Carrying
None	11
Hospital	2
Accident	0
Life	20
Life and accident	7
Life and hospital	8
Hospital and accident	2
Life, accident, hospital	9
Burial only	1
Burial, other types	0

Life insurance is owned by thirty-three per cent of the veterans. Eighteen per cent own no life insurance. However, eighty-one per cent of the men carry some sort of insurance.

The following tables indicate the veteran's reactions to Institutional On-Farm Training and his suggestions for improving and his interest in future adult farmer classes.

TABLE XIX
NEW PRACTICES AND IMPROVEMENTS THAT HAVE BEEN ADOPTED DURING THE FISCAL YEAR 1950-51 BECAUSE OF INSTITUTIONAL ON-FARM TRAINING

Practices and Improvements	Number	Average per man
Crop	1,414	15.6
Livestock and poultry	1,555	17.2
Marketing	196	2.1
Conservation	236	2.6
Machinery and Equipment	275	3.0
Home and farm buildings	149	1.6
Labor saving devices	145	1.6
Total	3,970	

New practices in crops, livestock and poultry have been adopted by most veterans during the past fiscal year. An average of fifteen new crop practices and an average of seventeen new livestock and poultry practices were indicated.

Some new practices and improvements were adopted in marketing, conservation, machinery and equipment, home and farm buildings and labor saving devices. New practices in these areas were relatively few. Figure 3., page 43, further illustrates the number of new practices and improvements adopted because of Institutional On-Farm Training.

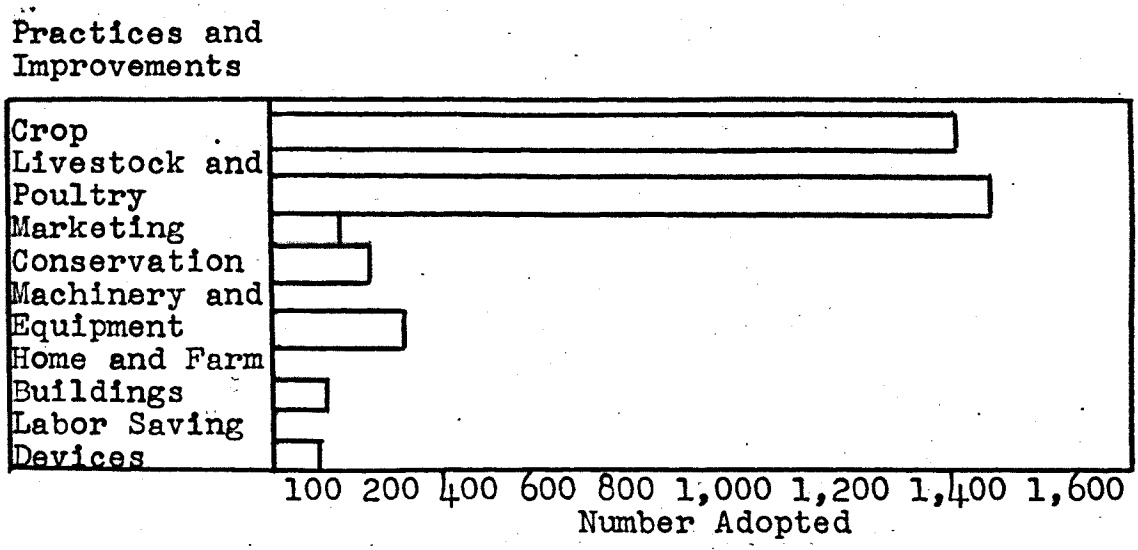


Figure 3. New Practices and Improvements Adopted During the Fiscal Year 1950-51 Because of Institutional On-Farm Training.

The greatest number of new practices and improvements occured in crops, livestock and poultry enterprises.

TABLE XX
VETERAN'S SATISFACTION WITH EDUCATIONAL ACTIVITIES AND PRACTICES IN WHICH HE HAS PARTICIPATED

Educational Activity, Practice	Number Responses: Very well	Fairly well	Not so well	Not well at all
Class discussion of individual problems by regular instructor	55	28	5	2
Instruction by specialists	49	35	4	2
Moving pictures, films, slides	49	34	5	2
Individual instruction on farms	42	33	7	8
Group instruction on farms	33	25	14	18
Demonstrations by regular instructor	37	33	12	8
Demonstrations by specialists	38	30	8	14
Demonstrations by members of class	21	37	8	24
Practice in farm mechanics jobs	38	25	8	19
Practice in agricultural jobs	27	39	6	18
Supervised study of books, bulletins, etc.	23	31	17	19
Formal class lecture by regular instructor	36	36	8	10
Making a farm and home training plan	25	34	16	15
Developing contracts, leases and business agreements	20	35	10	25
Keeping and analyzing records	35	36	11	8
Farm mechanics	37	26	10	17
Producing livestock and crops	48	32	4	6
Farm management and marketing	26	43	11	10
Conservation of soil, water, etc	39	38	5	8
Family and community living	20	35	10	25

Using the figures of Table XX, sixty-one per cent of the veterans were very well satisfied with class discussion of individual problems by regular instructors, and thirty-one per cent were fairly well satisfied with that activity. Fifty-four per cent of the veterans were very well satisfied with instruction by specialists, and thirty-nine per cent were fairly well satisfied.

Fifty-four per cent were very well satisfied with moving pictures and slides, thirty-eight per cent were fairly well satisfied. Forty-seven per cent are very well satisfied with individual instruction on the farm, and thirty-seven per cent are fairly well satisfied.

Thirty-seven per cent are very well satisfied with group instruction on farms, and twenty-eight per cent are fairly well satisfied. Twenty per cent are not at all satisfied with group instruction on farms.

Forty-one per cent are very well satisfied with demonstrations by the regular instructor, and thirty-seven per cent are fairly well satisfied. Thirteen per cent were not too well satisfied.

Forty-two per cent are very well satisfied with demonstrations by specialists, thirty-three per cent are fairly well satisfied, and fifteen per cent are not at all satisfied with such demonstrations.

Twenty-three per cent are very well satisfied with demonstrations by class members, forty-one per cent are fairly

well satisfied, and twenty-seven per cent are not at all satisfied.

Forty-two per cent are very well satisfied with practice in farm mechanics jobs, twenty-eight per cent fairly well satisfied, and twenty-one per cent not at all satisfied.

Forty-three per cent are fairly well satisfied with practice in agricultural jobs, thirty per cent are very well satisfied, and twenty per cent are not at all satisfied.

Thirty-four per cent are fairly well satisfied with supervised study of books and bulletins, twenty-five per cent are very well satisfied, and twenty-one per cent are not at all satisfied. Nineteen per cent are not so well satisfied.

Forty per cent are very well, and forty per cent are fairly well satisfied with formal class lecture by regular instructors.

Thirty-eight per cent are fairly satisfied with instruction and practice in making a farm and home training plan. Twenty-eight per cent are very well satisfied with such instruction, eighteen per cent not so well satisfied, and seventeen per cent are not at all satisfied.

Thirty-nine per cent are fairly well satisfied with instruction in developing business agreements, twenty-two per cent are very well satisfied, eleven per cent not so well, and twenty-eight per cent not at all satisfied.

Forty per cent are fairly well satisfied with instruction in keeping and analyzing records. Thirty-nine per cent are

very well satisfied with such instruction.

Forty-one per cent are very well satisfied with farm mechanics instruction, twenty-nine per cent are fairly well satisfied, and nineteen per cent are not at all satisfied.

Fifty-three per cent are very well satisfied with instruction in producing livestock and crops. Thirty-four per cent are fairly well satisfied with such instruction.

Forty-eight per cent are fairly well satisfied with farm management and marketing practices. Twenty-nine per cent are very well satisfied, and twenty-three per cent are either not so well or not at all satisfied with this instruction.

Forty-three per cent are very well satisfied with soil and water conservation instruction. Forty-two per cent are fairly well satisfied with such instruction.

Thirty-nine per cent are fairly well satisfied with instruction in family and community living. Twenty-two per cent are very well satisfied with such instruction, but twenty-eight per cent are not at all satisfied, and eleven per cent not so well satisfied with such instruction.

TABLE XXI
CHANGES OR ADJUSTMENTS TO INCLUDE IN FUTURE PROGRAMS OF ADULT EDUCATION IN AGRICULTURE

Changes or Adjustments	Veteran Responses
Hours classroom instruction per year	
1-25	2
26-50	7
51-100	18
101-150	16
151-200	35
200-over	12
Number classroom meetings per year	
Twice a week	45
Weekly	33
Every two weeks	4
Monthly	1
Every two weeks in fall and winter, monthly in spring and summer	2
Every week in fall and winter, monthly in spring and summer	5
Hours of on-farm instruction per year	
1-12	16
13-36	12
37-60	31
61-84	14
85-100	17
Wives' Participation in future programs	
Not at all	21
Attend special meetings	52
Attend all meetings with husband	6
Attend separate meetings	11

Table XXI shows that, while thirty-nine per cent of the men prefer one hundred and fifty to two hundred hours of classroom instruction per year, an equal number want only fifty to one hundred and fifty hours of training.

One half the men favor classroom meetings twice a week, and one third prefer that meetings be held once a week. As to hours of on-farm instruction per year, thirty-four per cent favor thirty-seven to sixty hours, nineteen per cent say eighty-five to one hundred hours, and eighteen per cent say one to twelve hours.

A majority, fifty-eight per cent, of the men suggest that wives should attend special meetings, and twenty-three per cent say wives should not attend at all.

TABLE XXII
VALUE OF CERTAIN TYPES OF ACTIVITIES FOR FUTURE ADULT FARMER CLASSES

Activity	How Valued			
	Very Well	Fairly Well	Not so Well	Not Well at All
Discussion of the place of farm organizations and services in community life	37	41	7	5
Discussion of public, civic and political problems	24	40	17	9
Instruction in conducting a meeting	18	37	16	19
Instruction in selecting an insurance program for farm and family	33	33	11	13
Organized athletic events	17	22	23	28
Outdoor sports (hunting, fishing, etc.)	23	22	22	23
Organized trips and tours to study local problems	54	24	4	8
Health and safety programs	44	31	8	7
Study your local schools and local opportunities for the education of your children	45	25	8	12
Social and family activities (dancing, cards, music, plays, etc.)	22	24	16	28

According to Table XXII, one-half the men indicate that discussing the place of farm organizations and community services would be fairly valuable in future adult farmer classes. Forty-one per cent say such discussions would be very valuable.

Forty-four per cent say discussion of public, civic and political problems would be fairly valuable, twenty-seven per cent say very valuable, twenty-nine per cent indicate not so valuable or of no value.

Table XXII further shows that forty-one per cent indicate that instruction in conduction of meetings would be fairly valuable, twenty per cent say very valuable, but thirty-seven per cent say not so valuable or of no value.

Seventy-four per cent indicated instruction in selecting farm and family insurance would be fairly to very valuable. Twelve per cent say not so valuable, and fourteen per cent say not al all valuable.

Thirty-one per cent suggest that organized athletic events would be of no value in adult farmer classes, twenty-five per cent say they would be of some value, twenty-four per cent say fairly valuable, and only nineteen per cent say very valuable.

Twenty-five per cent of the men say such activities as out door sports would be very valuable in adult farmer classes, but an equal number say they would be of no value. Twenty-four per cent say such activities would be fairly valuable, and the same number say not so valuable.

Health and safety programs are regarded as very valuable for future programs by forty-nine per cent of the men, and thirty-four per cent of the men say such programs would be fairly valuable.

One-half the veterans state that the study of local schools and of local school opportunities for their children would be very valuable, and twenty-eight per cent say fairly valuable. A total of twenty-two per cent regard such studies as not so valuable and not at all valuable.

Twenty-seven per cent say social and family activities in connection with future adult farmer classes would be fairly valuable, and twenty-four per cent say very valuable. However, thirty-one per cent regard such activities as of no value and eighteen per cent say they would be of some value only.

TABLE XXIII
AMOUNT OF SUPPORT THAT WOULD BE GIVEN
FUTURE ADULT FARMER CLASSES

Support	Amount
Public schools offer adult agriculture classes	
Yes	73
No	17
Tuition willing to pay to support adult farmer training per year	
None	15
$ 5.00	16
$10.00	17
$15.00	5
$20.00	15
$25.00	15
$50.00 or over	7
Per cent taxes willing to have used to support adult agricultural classes	
None	22
One	15
Two	20
Three	8
Four	5
Five	20

A study of Table XXIII shows that a great majority of the veterans believe the public schools should offer adult eduation in agriculture. Eighty-one per cent gave a positive response, and only nineteen per cent said no.

The men are rather evenly divided in the amount of tuition they would be willing to pay for future adult farmer training. Nineteen per cent say they would pay ten dollars, eighteen per cent say fifteen dollars, seventeen per cent say twenty and twenty-five dollars respectively. Seventeen per cent say they would pay no tuition for adult farmer instruction.

A rather even distribution occurs in the amount of taxes veterans would be willing to pay for adult farmer classes. Twenty-four per cent say they would pay none. Twenty-two per cent say they would pay two per cent and five per cent respectively. Seventeen per cent say they would pay one per cent taxes for adult farmer classes.

PART IV

SUMMARY

Findings

The veterans are very mature in years, considering the fact that they are just becoming established in home and community life. Their median age is thirty-one. The families of the veterans are young and their establishment has come rather late in life for the veteran. Most of the men have two children under ten years of age.

A small majority of the wives are farm reared, but they have had little farm experience. Most veterans and their wives completed high school, but over one-fourth more wives than veterans were educated beyond the twelfth grade. More than one-third of the veterans did not finish high school. Twice as many wives as veterans completed four years of college.

As to training in vocational agriculture, one-half of the veterans had none. Nearly three-fourths of the men have had no special training, such as in trade schools. Over half the men plan on four years of college for their children, but one-fourth are uncertain as to the education they will provide for their children. Eighteen per cent plan on high school graduation only for the children.

The great majority like farming and the community in which they live, but their wives are a bit less satisfied. On the

whole, the men are satisfied with their environmental surroundings. Things are working out only fairly well for over two-thirds of the trainees and very well for nearly one-third the men. A small majority say neighbors cooperate fairly well, and a minority say neighbors cooperate very well. They are about equally divided between being very well and not so well satisfied with the way the home is fixed up. Most say they are fairly well established in farm and home life, and the majority say they are only fairly well established in the community.

The great majority are satisfied with the Institutional On-Farm Training Program.

Of the national farm organizations, a small majority belong to the Farm Bureau, but the minority group belongs to no national farm organization. Most of the men have been served by agencies of the United States Department of Agriculture, but many have had no such assistance. The Soil Conservation Service, Production Marketing Administration and Extension Service, in that order, are the three United States Department of Agriculture agencies that have given most service to the veterans. Nearly one-fourth the men have had no assistance from the United States Department of Agriculture.

As a group, the veterans do not take part in local business, social, community and religious organizations. Most of the men do not belong to cooperative farm organizations, and few of those who do belong are active. Nearly three-fourths of the

men do not belong to veterans' organizations, and of those who do belong, only seventeen per cent are fairly active. The men belong to few social or civic organizations; and most of them hold no community offices and serve on no community committees. Nearly one-half attend church regularly and irregularly. A slight majority seldom attend or do not attend church.

For the most part, veterans and their wives take little part in local school affairs. The men are also very inactive in political and public affairs. Few hold offices in local community government, and three-fourths are not active at all in local or state government.

In keeping up with current events, not quite half of the men receive the daily newspaper, and nearly three-fourths the men receive both farm and general interest magazines. A slight majority listen to the radio for farm news every day.

The veterans are about equally divided in the number of books and bulletins they read during the year. One-half the men read from one to ten books a year, but over one-third read none. Nearly one-half procured and read from one to ten bulletins during the year, but over one-third read no bulletins.

One-half the men have telephone and radio, but one-third have radio only in their homes. A majority have hot and cold water, bath, toilet, and tub or shower in the home, but many have cold running water only in the house.

For storing and preserving food, most veterans have mechanical refrigerators. One third the men have home freezing units, and an equal number have locker plant rentals.

Electrical power is no problem on the farms of Arizona veterans. The great majority of the men have such power on the farm.

Most of the men have their own home on their farm and spend considerable time in improving it. One-half the men spent one to four days in improving the farm home during the year, and an equal number spent five to nine days on such improvements.

Most of the veterans produce some family food on the farm. Two-thirds produce up to twenty-five per cent of the family food, but one-third produce none.

Veterans and their wives are about equal in the number of work days lost due to illness: most lost one to ten days of work during the past year. Most wives do no field work on productive enterprises.

A total of three thousand nine hundred and seventy new practices and improvements were adopted during the past year because of Institutional On-Farm Training. The great majority of these were in crop, livestock and poultry areas. There were few new practices adopted in marketing, conservation, machinery and equipment, home and farm buildings and labor-saving devices.

As a group, the veterans are well satisfied with the instruction they have received in Institutional On-Farm Training. The following instructional activities are listed in the order in which veterans indicated instruction has been satisfactory, and those activities listed first were the most satisfactory:

1. Class instruction by specialists.
2. Class discussion of individual problems by the regular instructor.
3. Moving pictures and slides.
4. Instruction in producing crops and livestock.
5. Instruction in soil and water conservation.
6. Individual instruction on the farm.
7. Formal class lecture by regular instructor.
8. Instruction in keeping and analyzing records.
9. Demonstrations by regular instructors.
10. Instruction in farm management and marketing practices.
11. Demonstrations by specialist instructors.
12. Practice in agricultural jobs.
13. Practice in farm mechanics.
14. Instruction in farm mechanics.
15. Instruction and practice in making a home and farm training program.
16. Group instruction on the farm.
17. Demonstration by class members.
18. Instruction in family and community living.
19. Instruction in developing business agreements.
20. Supervised study of books.

For future programs of adult education in agriculture, two-thirds of the men suggest one hundred and fifty to two hundred hours of classroom instruction per year. However, an equal number want only fifty to one hundred and fifty hours of training. One-half the men favor classroom meetings twice a week, and one-third prefer once a week meetings. One-third the men favor thirty-seven to sixty hours of on-farm instruction, one-fifth say eighty-five to one hundred hours, and one fifth

say one to twelve hours. A majority of the men indicate that wives should attend special meetings.

The veterans suggest that the following activities included in future adult farmer classes would be of value, and these are listed in the order in which the men indicated they would be valuable: Organized tours to study local problems; discussions on the place of farm organizations and community services; and instruction in health and safety programs are considered to be of most value for future classes.

Studying local schools and local school opportunities for their children, instruction in selecting farm and family insurance, and discussion of public, civic, and political problems would be of value. Instruction in conducting meetings, social and family activities in connection with class room activities, outdoor sports and organized athletics would be of least value in future adult farm classes.

An overwhelming majority of the veterans believe the public schools should offer adult instruction in agriculture.

The men are rather evenly divided in the amount of tuition they would be willing to pay for future adult farmer classes. Most would pay from five to twenty-five dollars per year for instruction, but many would pay no tuition for adult farmer instruction. The average amount that would be paid would be approximately ten to fifteen dollars per year.

On taxes, too, the men are evenly divided as to the amount they would be willing to pay for adult farmer classes. The

majority would agree on from one to five per cent of their tax money for adult farmer education, but one-fourth say they would pay no tax money for such education.

Conclusions

1. The fact that the veterans take very little part in community affairs is very significant. The men are not active in business, social, political or church organizations. They are not leaders in their communities.

There could be many reasons for this. Distances to town are often long in Arizona. The farm work day is a full one. There may not be enough leadership available to assist them in becoming more active in affairs. Moreover, the men may not have been on the farm or in the community long enough to become well established.

When one considers that they are most interested in production practices and in assistance in solving specific farm problems, it may well be that the men are too busy earning a livelihood to be interested in off-farm activities.

The implications for education are many. Self-proprietors should be in a more favorable position to assume leadership responsibility than the other veterans taking Institutional On-Farm Training, yet these men are not leaders.

Should they be given more broad leadership-type training? They have indicated much interest in studying farm problems,

but they also consider discussions on the place of farm organizations and community services to be of great value. Discussions on public, civic, and political problems were also ranked high by the veteran.

This would indicate that the men are interested in becoming better acquainted with community affairs, and it is the opinion of the author that more emphasis should be placed on such instruction in future adult farmer classes. The program of adult education in agriculture should provide participation in leadership activities under the supervision of the instructor. While increased emphasis on such instruction would be desirable, production problems should still receive most consideration in the instructional program.

2. The fact that the families of the veterans are young may have contributed to the veteran's interest in instruction in health and safety programs and in studying local schools and local school opportunities for their children. The selection of farm and family insurance was indicated as having value in the instructional program, and this interest, too, may have been influenced by the youthfulness of the families of the veterans.

3. Much of the family instruction should be presented in special meetings where wives could attend. The men suggested wives should attend special meetings, and instructional activities could be organized to serve family needs at these meetings.

4. Veteran and wife group instruction would also aid in

better acquainting the wives with the farm program of the veterans. Over one-half the wives do no field work and so are somewhat removed from any knowledge of many of the specific farm problems.

5. The age range and lack of vocational agriculture and other vocational training indicate that the veterans have a varied educational background. While most of them have completed high school, many have not. Individual assistance on specific problems would seem to meet their needs best.

6. It is significant to note that the veterans are well satisfied with the instruction they have received in Institutional On-Farm Training. An overwhelming majority believe the public schools should offer instruction in agriculture for adults, and most veterans would pay from one to five per cent of their tax money for such education.

7. The majority of the veterans plan on four years of college for their children. As a group, veterans recognize the value of education; they appreciate and want education when good service is rendered.

8. The Institutional On-Farm Training Program has rendered a valuable service to the veterans. While the instructional program has been well received, there are many ways in which it can be improved. Possibilities for greatest improvement lie in more effective planning and presentation in those areas that are now included in the instructional program.

9. While the program should be expanded to include more

instruction in business, citizenship and community life activities, assistance on specific farm problems and production type instruction should continue to receive major emphasis.

10. There is evidence that a good program of instruction in adult farmer classes will receive a desirable response. The men are interested in instruction that will serve their needs and that is well presented.

APPENDIX

SCHEDULE B

TO STUDY THE PROGRESSIVE ESTABLISHMENT OF VETERANS, ENROLLED IN THE INSTITUTIONAL-ON-FARM TRAINING PROGRAM IN HOME AND COMMUNITY LIFE

Confidential Report

Items 1-19 (same as Schedule A).

20. Age_____ 20. ____

21. Marital Status— 21. ____
    1. Single____ 3. Separated____ 5. Widowed____
    2. Married____ 4. Divorced____

22. Wife's Farm experience—Farm reared: Yes____; No____. 22. ____

23. Wife's years of farm experience after ten years of age and prior to marriage_____ 23. ____

24. Number of children_____ 24. ____

25. Number of children at home over ten years of age_____ 25. ____

26. What was the highest grade in school that you completed_____ 26. ____

27. What was the highest grade in school that your wife completed_____ 27. ____

28. Number of years of instruction in high school vocational agriculture_____ 28. ____

29. How many months of special educational training have you had (other than regular schooling, college and Institutional-on-Farm Training) in special agricultural schools, trade schools, business and commercial schools?_____ 29. ____

Check the following items to show how well you are getting along.	1 Very well	2 Fairly well	3 Not so well	4 Not well at all	
	(Check in only one column)				
30. How do you like farming?	____	____	____	____	30. ____
31. How does your wife like farming?	____	____	____	____	31. ____
32. How do you like this community as a place to live?	____	____	____	____	32. ____
33. How does your wife like this community as a place to live?	____	____	____	____	33. ____
34. In general, how do you think things are working out for you?	____	____	____	____	34. ____
35. In general, how do you think your neighbors cooperate?	____	____	____	____	35. ____
36. How satisfied do you feel with the way your home is fixed up?	____	____	____	____	36. ____
37. How established do you think you have your farm and home at the present time?	____	____	____	____	37. ____
38. How do you think you are established as a part of this community?	____	____	____	____	38. ____
39. How satisfied do you feel with the Veterans' training program?	____	____	____	____	39. ____

40. In general, how happy is your home life? (check one) 40. ____
    1. Very happy____ 3. Not very happy____
    2. Quite happy____ 4. Not happy at all____

41. Membership in National Farm organizations—(Check one) 41. ____
    0. None____ 5. Grange and Farmers' Union____
    1. Grange____ 6. Farm Bureau and Farmers' Union____
    2. Farm Bureau____ 7. All three____
    3. Farmers' Union____ 8. Farm Labor Union____
    4. Grange and Farm Bureau____ 9. Farm Labor Union and others____

42. From which U.S.D.A. agencies have you had assistance or services during the past year? (Check all that apply) 42. ____
    0. None____
    1. Soil Conservation Service____
    2. Rural Electrification Administration____
    3. Farm Credit Administration____
    4. Extension Service____
    5. Farm and Home Administration____
    6. Forestry Service____
    7. Production and Marketing Administration____
    8. Other agencies—Which_____

43. List the cooperative organizations (buying and selling services) in which you hold a membership_____ 43. ____

How active are you in the cooperative organization to which you belong, attend most, or use most (check one item below).

0. Do not belong to any cooperative organization____
1. Inactive member____
2. Fairly active member____
3. Very active member____
4. Inactive officer or committeeman____
5. Fairly active officer or committeeman____
6. Very active officer or committeeman____

44. To which Veterans' organizations do you belong?_____ 44. ____

How active are you in the Veterans' organization to which you belong and attend most (check one item below).

0. Do not belong to any Veterans' organization____
1. Inactive member____
2. Fairly active member____
3. Very active member____
4. Inactive officer or committeeman____
5. Fairly active officer or committeeman____
6. Very active officer or committeeman____

45. Church attendance last year—(check one) 45. ____
1. Regular____ 2. Irregular____ 3. Seldom____ 4. Not at all____

46. List fraternal, social, civic and professional organizations to which you belong. (Do not include organizations already recorded.)_____ 46. ____

47. List the projects for community improvement you have worked on during the past year. 47. ____

48. List the different offices in community organizations (other than class or school) that you have held during the past year._____ 48. ____

49. List the different committees of community organizations that you have been a member of during the past year. (Do not include class or school committees.)_____ 49. ____

50. How active have you been in political affairs, including local, state and national government? (Check one) 50. ____
1. Very active____ 2. Fairly active____ 3. Not active____

51. List the offices, if any, that you held in local or state government during the past year 51. ____

52. How many times has there been a chance for you to vote on public issues or elections other than school elections during the past year?____ 52. ____

53. How many times did you vote?____ 53. ____

54. What newspaper do you have in your home? (Check one) 54. ____
0. None____
1. Daily only____
2. Weekly only____
3. Daily and weekly____
4. Daily and Sunday____
5. Daily, Sunday, and weekly____

55. What magazines do you have in your home? (Check only one) 55. ____
0. None____
1. Farm magazines____
2. Magazines of general interest____
3. Farm magazines and magazines of of general interest____

56. How many books have you read during the past year, other than those used in the Veterans' class?____ 56. ____

57. How many farm and home bulletins have you procured during the past year, other than those used in the Veterans' class?____ 57. ____

58. How many of these bulletins have you read?____ 58. ____

59. How often do you purposefully listen to the radio farm news and market reports? (Check only one) 59. ____
1. Almost every day____ 2. About half of the time____ 3. Seldom or never____

60. What conveniences for communication do you have in your home? (Check only one) 60. ____
0. None____
1. Telephone____
2. Radio____
3. Television____
4. Telephone and radio____
5. Telephone and television____
6. Radio and television____
7. All three types____

61. What modern facilities do you have for transportation? (Check only one) 61. ____
0. None____
1. Car____
2. Truck____
3. Airplane____
4. Car and truck____
5. Truck and airplane____
6. Car and airplane____
7. All three types____

62. What sanitary conveniences do you have in your home? (Check one) 62. ____
0. No running water in house____
1. Running water in house (cold only)____
2. Hot and Cold running water—no bath or toilet____
3. No running water—sanitary or chemical toilet____
4. Hot and cold water—partial bath____
5. Hot and cold water and bath with toilet and tub or shower____

63. How many facilities do you have for food storage? (Check all that apply) 63. ____
0. None____
1. Spring House____
2. Cellar____
3. Ice box____
4. Mechanical refrigerator____
5. Curing house for sweet potatoes____
6. Smoke house____
7. Other____

64. What facilities do you have for preserving food by freezing? (Check only one) 64. ____
0. None____
1. Rented space in freezer locker plant____
2. Home freezing unit____
3. Both____

65. How many quarts of food did your family can or preserve last year? (Check only one) 65. ____
0. None____
1. 1-49 quarts____
2. 50-99 quarts____
3. 100-149 quarts____
4. 150-199 quarts____
5. 200-299 quarts____
6. 300-399 quarts____
7. 400-499 quarts____
8. 500-599 quarts____
9. 600 and over____

66. What proportion of the value of the family food supply was produced on the farm last year? (Check only one) 66. ____
0. None____
2. 1-25%____
2. 26-50%____
3. 51-75%____
4. 76-100%____

67. If married, what is your present housing arrangement and location? (Check one) 67. ____
0. Not married or not living with wife____
1. Living in with another family on operated farm____
2. Living in with another family in house away from farm but in rural area____
3. Living in with another family in house in town____
4. Have separate quarters in house on operated farm____
5. Have separate quarters in house away from farm but in rural area____
6. Have separate quarters in house in town____
7. Have individual house on operated farm____
8. Have individual house away from farm but in rural area____
9. Have individual house in town____

68. How many days of labor (family and hired) were spent in improving the appearance and conveniences of the farm home and yard during the past year? (Check one) 68. ____
0. None____
1. 1-4 days____
2. 5-9 days____
3. 10-14 days____
4. 15-19 days____
5. 20-24 days____
6. 25 days and over____

69. Do you have electricity in your home? (Check one) 69. ____
   0. None____ 2. Yes, from home plant____
   1. Yes, from power line____

70. What kind of laundry facilities do you have in your home? (Check one) 70. ____
   0. None____ 3. Power washing machine____
   1. Tub and scrubbing board____ 4. Automatic washer____
   2. Hand washer____

71. How many days did you lose last year as a result of sickness or accident? (Check one) 71. ____
   0. None____ 2. 11-20 days____
   1. 1-10 days____ 3. 21 or more____

72. How many days did your wife lose last year as a result of sickness or accident (excluding maternity cases)? (Check one) 72. ____
   0. None____ 2. 11-20 days____
   1. 1-10 days____ 3. 21 or more____

73. How many days of field work and work on other productive farm enterprises did your wife do last year? (Check one) 73. ____
   0. None____ 3. 21-30 days____
   1. 1-10 days____ 4. 31-60 days____
   2. 11-20 days____ 5. Over 60 days____

74. What kind of personal or family insurance do you have? (Check only one) 74. ____
   0. None____ 5. Life and hospital insurance____
   1. Hospital insurance____ 6. Hospital and accident insurance____
   2. Accident insurance____ 7. Have all three types____
   3. Life insurance____ 8. Burial insurance only____
   4. Life and accident insurance____ 9. Burial insurance and other types____

75. What is the highest level of education you plan for your children? (Check one) 75. ____
   1. Grade school____ 4. Four-year College____
   2. High School____ 5. Don't know____
   3. Technical Institute or Junior College____

76. How active have you been in local school affairs other than the Institutional-on-Farm Training program? (Check one) 76. ____
   0. Unqualified to vote and inactive in all school affairs____
   1. Unqualified to vote but rather active in attending local school affairs____
   2. Qualified to vote (though not voting) and inactive in all school affairs____
   3. Qualified to vote (though not voting) but rather active in attending other local school affairs____
   4. A voter in the annual school meeting or election but inactive in other local school affairs____
   5. A voter in the annual school meeting or election and rather active in attending other local school affairs____
   6. A voter in the annual school meeting or election who has accepted a school office or is serving on a local school committee____

77. How active has your wife been in local school affairs? (Check one) 77. ____
   0. Unqualified to vote and inactive in all school affairs____
   1. Unqualified to vote but rather active in attending local school affairs____
   2. Qualified to vote (though not voting) and inactive in all school affairs____
   3. Qualified to vote (though not voting) but rather active in attending other local school affairs____
   4. A voter in the annual school meeting or election but inactive in other local school affairs____
   5. A voter in the annual school meeting or election and rather active in attending other local school affairs____
   6. A voter in the annual school meeting or election who has accepted a school office or is serving on a local school committee____

Name of Veterans' instructor _____

SCHEDULE C

Veteran's name _____

TO STUDY THE REACTIONS OF VETERANS TOWARD PROCEDURES, PRACTICES, AND OUTCOMES OF INSTRUCTION OF THE INSTITUTIONAL-ON-FARM TRAINING PROGRAM AS RELATED TO FUTURE PROGRAMS IN AGRICULTURAL EDUCATION.

Confidential Report

How many new and accepted practices and improvements were adopted during the fiscal year because of Institutional-on-Farm Training?

30. Number crop practices _____
31. Number livestock and poultry practices _____
32. Number marketing practices _____
33. Number conservation practices _____
34. Number practices in the use, care and maintenance of machinery and equipment _____
35. Number important improvements on home and farm buildings _____
36. Number devices for labor saving on the farm _____

Reactions to Institutional-On-Farm Training Program

How well satisfied (not how interested) were you with the following types of educational activities in which you engaged?

	1 Very well	2 Fairly well	3 Not so well	4 Not well at all
	(Check in only one column)			
27. Class discussion of individual problems by regular instructor				
28. Instruction by specialists				
29. Moving pictures, films, slides, etc.				
30. Individual instruction on farms				
31. Group instruction on farms				
32. Demonstrations by regular instructor				
33. Demonstration by specialists				
34. Demonstrations by members of class				
35. Practice in farm mechanics jobs				
36. Practice in agricultural jobs				
37. Supervised study of books, bulletins, etc.				
38. Formal class lecture by regular instructor				

How well satisfied were you with the instruction and practice in the following areas?

39. Making a farm and home training plan				
40. Developing contracts, leases, and business agreements				
41. Keeping and analyzing records				
42. Farm Mechanics				
43. Producing livestock and crops				

	1 Very well	2 Fairly well	3 Not so well	4 Not well at all
	(Check in only one column)			
44 Farm management and marketing	____	____	____	____
45 Conservation of soil, water, etc	____	____	____	____
46 Family and community living	____	____	____	____

If you continue in or enroll for instruction in a training program similar to the one you have been in, what changes or adjustments would you suggest for its improvement?

47 How many hours would you want in class instruction per year? (check one)

1. 1 - 25 hours____ 3. 51 - 100 hours____ 5. 151 - 200 hours____
2. 26 - 50 hours____ 4. 101 - 150 hours____ 6. Over 200 hours____

48 How often do you think class meetings should be held for this type of program in the future? (check one)

1. Twice a week____
2. Weekly____
3. Every two weeks____
4. Monthly____
5. Every two weeks in fall and winter and monthly in spring and summer____
6. Every week in fall and winter and monthly in spring and summer____

49 How many hours of on-farm instruction would you want per year? (check one)

1. 1 to 12 hours____
2. 13 to 36 hours____
3. 37 to 60 hours____
4. 61 to 84 hours____
5. 85 to 100 hours and more____

50 To what extent should the wives participate in future programs in agriculture that you are enrolled in? (check one)

0. Not at all____
1. Attend special meetings____
2. Attend all meetings with husbands____
3. Attend separate meetings____

51 Should the public schools offer broad programs of instruction in agriculture for adults? (check one)

1. Yes____
2. No____

How well do you think the following types of activities might fit into (or supplement) future instructional programs in agriculture for adult farmer classes?

	1 Very well	2 Fairly well	3 Not so well	4 Not well at all
	(Check in only one column)			
52 Discussion of the place of farm organizations and services in community life	____	____	____	____
53 Discussion of public, civic and political problems	____	____	____	____
54 Instruction in conducting a meeting	____	____	____	____
55 Instruction in selecting an insurance program for farm and family	____	____	____	____
56 Organized athletic events	____	____	____	____
57 Outdoor sports (hunting, fishing, camping, etc)	____	____	____	____

	Very well	Fairly well	So so well	Not well at all
(Check in only one column)				
58. Organized trips and tours to study local problems	____	____	____	____
59. Health and safety programs	____	____	____	____
60. Study your local schools and local opportunities for the education of your children	____	____	____	____
61. Social and family activities (dancing, cards, music, plays, etc.)	____	____	____	____

62. How much would you be willing to pay in tuition per year to support an instructional program in agriculture for adult farmer classes? (check one)

0. None____
1. $5.00____
2. $10.00____
3. $15.00____
4. $20.00____
5. $25.00____
6 $50.00 or over____

63. What percent of the taxes that you now pay would you be willing to have used to support school adult programs, including agriculture? (check one)

0. None____
1. One percent____
2. Two percent____
3. Three percent____
4 Four percent____
5. Five percent____

BIBLIOGRAPHY

I. Books

Cook, Glen Charles, Handbook on Teaching Vocational Agriculture. Danville, Ill.: The Interstate, 1938. 670 pp.

Cubberley, Ellwood P., The History of Education. New York: Houghton Mifflin Company, 1948. 849 pp.

Cubberley, Ellwood P., Readings in the History of Education. New York: Houghton Mifflin Company, 1920. 684 pp.

Eaton, Theodore H., Education and Vocations. New York: John Wiley and Sons, 1926. 300 pp.

Eby, Frederick, and Arrowood, Charles Flinn, The Development of Modern Education. New York: Prentice-Hall, Inc. 1946. 922 pp.

Gwynn, J. Minor, Curriculum Principles and Social Trends. New York: The Macmillan Company, 1950. 768 pp.

Hamlin, Herbert M., Agricultural Education in Community Schools. Danville, Ill.: The Interstate, 1950. 488 pp.

Prosser, Charles A., and Quigley, Thomas H., Vocational Education in a Democracy. Chicago: The American Technical Society, 1949. 575 pp.

The Encyclopedia Americana, 1948 Ed. New York: Americana Corporation, 1948. 30 vols. Index vol. 30.

Yearbook of Agriculture, Farmers in a Changing World. Washington: U.S. Department of Agriculture, 1940. 1215 pp.

II. BULLETINS

Arizona State Department of Vocational Education, Instructor's Handbook for Institutional On-Farm Training. Phoenix: State Department of Vocational Education, 1951. 12 pp.

Committee on Research in the Education of Farm Veterans, Agricultural Section, American Vocational Association, Proceedings of School on Research in the Education of Farm Veterans. Urbana: Univeristy of Illinois, 1950. 8 pp.

Dalton, L. C., Summary of Evaluation of Institutional On-Farm Training in New Mexico. Mimeographed Summary, State College, New Mexico. 1951. 1 p.

Dobbins, Loy Henderson, The Effect of Owning Property Early in Life and other Factors Upon the Tenure Status of Young Veteran Farmers in Livingston Parish, Louisiana. Master's Thesis, Louisiana State University, 1947. 143 pp.

Hoskins, E. R., National Committee for Institutional On-Farm Training Study, Method of Sampling Trainees for Institutional On-Farm Training Study. Circular Letter, 1950.

Hotz, H. G., History and Development of Institutional On-Farm Training in Arkansas. Arkansas State Department of Education and the University of Arkansas. Fayetteville: 1950. 62 pp.

Montana Department of Public Instruction, Agricultural Veterans Training News Items. No. 4. Bozeman: State Department of Public Instruction, 1951. 32 pp.

Snider, Amos J., Institutional On-Farm Training for Veterans in Missouri. Columbia: University of Missouri, Number 14. 1951. 26 pp.

South Carolina State Department of Education, Progress Report Institutional On-Farm Training Program for Veterans, South Carolina. Columbia: South Carolina State Department of Education, 1950. 24 pp.

Knight, Ewart B., Handbook for Students of Vocational Agriculture. Education Series No. 34. Columbia: the University of Missouri, 1938. 56 pp.

United States Office of Education, Educational Objectives in Vocational Agriculture. Voc. Div. Monograph No. 21. Washington: Government Printing Office, 1940. 13 pp.

II. BULLETINS (Continued)

United States Office of Education, Summaries of Studies in Agricultural Education. Voc. Div. Bull. No. 180. Washington: U.S. Government Printing Office. 1935. 196 pp.

United States Office of Education, Summaries of Studies in Agricultural Education, Supplement No. 1 to Vocational Education Bulletin No. 180. Danville: The Interstate, 1943. 199 pp.

United States Office of Education, Summaries of Studies in Agricultural Education, Supplement No. 2 to Vocational Division Bulletin No. 180. Voc. Div. Bulletin No. 237. Washington: Government Printing Office, 1948. 120 pp.

United States Office of Education, Summaries of Studies in Agricultural Education, Supplement No. 3. Vocational Division Bulletin No. 242. Washington: Government Printing Office, 1950. 61 pp.

III. MAGAZINES

Austin, E. L., "Adjusting Agricultural Education to the Times," The Agricultural Education Magazine. 19:7-8, July, 1946.

Bender, Ralph E., "Developing a Y.F.A. Program, Needs and Values," The Agricultural Education Magazine, 21:276-277, June, 1949.

Eastwood, John E., "Something Special in Adult Education," The Agricultural Education Magazine, 22:104, November, 1949.

Garrison, J. Gorham, "The Need for Further Development of Vocational Education," American Vocational Journal. 23:5-6, December, 1948.

Hunt, Harold C., "Towards the Second Half-Century," Phi Delta Kappan, 31:433-436, May, 1950.

Kaufmann, Bernard J., "An Evaluation of Farm Veterans Training," The Agricultural Education Magazine, 21:226, April, 1949.

Rogers, Murl R., "Success in Farming Achieved by Veterans," The Agricultural Education Magazine, 22:84, October, 1949.

III. MAGAZINES (Continued)

Rose, Ella J., "Values in Vocational Education," American Vocational Journal, 25:2, May, 1950.

Scates, Douglas E., "Recent Research and Currents in Education," The Phi Delta Kappan, 30:238-243, March, 1949.

Swanson, Gordon I., "Criteria for Evaluating Outcomes of Individualized Courses of Instruction in Vocational Agriculture," The Agricultural Education Magazine, 21:199, March, 1949.

Swecker, John B., "West Virginia Veterans Making Progress Toward Establishment in Farming," The Agricultural Education Magazine, 23:226 and 228, April, 1951.