



A STUDY OF VETERANS' OPINIONS  
OF INSTITUTIONAL ON-FARM TRAINING  
WITH IMPLICATIONS FOR ADULT  
EDUCATION IN AGRICULTURE

Thesis for the Degree of M. A.  
MICHIGAN STATE COLLEGE  
Russel McNeal Leonardson  
1954



This is to certify that the

thesis entitled

A STUDY OF VETERANS' OPINIONS OF INSTITUTIONAL  
ON-FARM TRAINING WITH IMPLICATIONS FOR  
ADULT EDUCATION IN AGRICULTURE

presented by

Russel McNeal Leonardson

has been accepted towards fulfillment  
of the requirements for

M. A. degree in Education

*H. M. Bryant*  
Major professor

Date February 23, 1954

F-219

A STUDY OF VETERANS' OPINIONS OF  
INSTITUTIONAL ON-FARM TRAINING  
WITH IMPLICATIONS FOR ADULT  
EDUCATION IN AGRICULTURE

Thesis for the Degree of M. A.

MICHIGAN STATE COLLEGE

Russel McNeal Leonardson

1954



the first of these is the fact that the  
 the second is the fact that the  
 the third is the fact that the

the fourth is the fact that the  
 the fifth is the fact that the  
 the sixth is the fact that the

## ACKNOWLEDGMENT

The writer wishes to express his appreciation to Dr. H. M. Byram, his advisor; to Dr. H. P. Sweany, under whose supervision this study was made; and to other members of the examination committee for their helpful suggestions and criticisms.

Credit is also due the teachers of veterans, who conducted the survey on Schedule A in their training classes.

R. M. L.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED . . .	1
THE PROBLEM . . . . .	3
DEFINITION OF TERMS USED . . . . .	5
II. REVIEW OF LITERATURE . . . . .	9
ADMINISTRATION AND CLASS ORGANIZATION . . .	14
PLANNING COURSE CONTENT . . . . .	16
METHODS OF INSTRUCTION . . . . .	18
III. METHOD OF INVESTIGATION . . . . .	20
IV. OPINIONS OF VETERANS REGARDING FUTURE ADULT	
EDUCATION IN AGRICULTURE . . . . .	23
ADMINISTRATION AND CLASS ORGANIZATION . . .	23
PLANNING COURSE CONTENT . . . . .	39
METHODS OF INSTRUCTION . . . . .	41
V. SUMMARY AND CONCLUSIONS . . . . .	50
CITED LITERATURE . . . . .	59
APPENDIX . . . . .	61

## LIST OF TABLES AND FIGURES

TABLE	PAGE
I. Who Should Give the Instruction? . . . . .	24
II. How Often Should Classroom Instruction Be Given? . . . . .	26
III. What Amount of On-Farm Instruction Should Be Offered Per Year? . . . . .	27
IV. How Often Should On-Farm Instruction Be Given? . . . . .	29
V. How Farmers Should Be Grouped into Classes in School Having More Than One Class . . .	30
VI. How Long Should the Farm Mechanics Shop Classes Be? . . . . .	31
VII. How Long Should a Classroom Session Be? . .	32
VIII. Will Veterans Continue in a Farm Training Program Without Subsistence Pay . . . . .	34
IX. What Associations and Organizations Would Be Most Helpful to Adult Classes? . . . .	35
X. What Related Agricultural Agencies Did Veterans Indicate Had Assisted Them in Their Training Program? . . . . .	38
XI. What Units Should Be Stressed in the Course of Study? . . . . .	39
XII. What Type of Instruction Has Been Most Valuable? . . . . .	41



TABLE	PAGE
XIII. How Veterans Rate Methods of Classroom Teaching . . . . .	42
XIV. What is the Importance of Certain Items in Improving Classroom Instruction? . . . .	43
XV. To What Extent Should Certain Factors Be Considered in Choosing Farm Problems and Farm Jobs to Be Taught? . . . . .	44
XVI. What Emphasis Should Be Given Certain Items in On-Farm Instruction? . . . . .	46
XVII. Should the Trainees Know in Advance if the Instructor is Coming to the Trainee's Farm for On-Farm Instruction? . . . . .	47
XVIII. What Is the Value of Certain Reference Materials for Adult Classes? . . . . .	48
XIX. What Type of Audio-Visual Aids Are Most Effective in Instruction? . . . . .	49

## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### Background of Problem

The plan of institutional on-farm training was initiated in Michigan in 1947. The 78th Congress had originally passed Public Law 346, the Servicemen's Readjustment Act of 1944. Later the 80th Congress on August 6, 1947 provided for the application of the original act by Public Law 377. These laws were passed for the specific purpose of providing rehabilitation and education for returning veterans. Since 1947 considerable experience has been gained in the operation of veteran training programs in some 250 centers in Michigan. Furthermore, the institutional on-farm training program, which trained 6,772 veterans in 1949-1950,<sup>1</sup> with classes conducted by over 300 teachers, is the most comprehensive plan of adult education in agriculture ever offered in Michigan. A survey of the opinions of this group of farmers might offer many suggestions for the enlarging and improvement of future adult education programs in agriculture.

---

<sup>1</sup> Figures from releases of Michigan State Department of Public Instruction.



In 1949 the research committee of the agricultural education section of the American Vocational Association appointed a national committee to develop research in the institutional on-farm training program on a regional basis. Studies for research in this program were discussed at a conference of the North Central Region held in 1949 and in 1950. At the 1950 research conference, which was held at Purdue University in August of 1950, the plans for a regional study of the veteran training program were developed. Procedures in regard to sampling and statistical procedures were initiated and the original outline of the schedules to be used was prepared by Mr. Robert L. Hayward, chairman of the committee.

Detailed plans for the study on a regional basis were completed at a meeting at Ames, Iowa, in October of 1950. Following this meeting the schedules were completed and early in 1951 were given to a selected group of fifty classes with full-time instructors in Michigan. At the same time the instructors of these fifty classes were asked for their opinions and these have been analyzed in a study by Lawrence C. Pancost,<sup>2</sup> a Michigan teacher of vocational agriculture.

---

<sup>2</sup>Lawrence C. Pancost, "Techniques and Procedures in Institutional On-Farm Training Programs in Michigan With Implications for Adult Education," Thesis M. A., Michigan State College, East Lansing, Michigan, 1952.

### The Problem

Statement of the problem. It was the plan of this study to secure information which would be a guide in conducting adult education programs for all farmers, including veterans who have completed their institutional on-farm course. This information should be helpful in setting up, administering and in teaching future adult classes in agriculture. To simplify matters the problem is divided into four phases: (1) What do veterans recommend in administering an adult education program? (2) What course content do veterans advise for future classes for themselves and for other farmers? (3) What methods of instruction do veterans recommend? and (4) What are the expressed needs of veterans interested in additional training in agriculture?

Purpose of the study. The purpose of this study is to find out from the veterans what training experiences were most valuable in getting established in farming and also what recommendations they would make for other training programs in adult classes in agriculture.

The institutional on-farm training program of veterans had initiated various new ideas and procedures of its own. Having the full time of the instructor devoted to teaching veterans was practically an untried idea in many areas. The program set up for the veteran requiring two hundred classroom hours yearly, plus one

hundred hours on his own farm, were much higher than any standard applying to adult educational programs for farmers. This experience of a concentrated program on a large scale surely gives considerable evidence as to the amount of hours desirable for adult agricultural education programs. Limiting the size of the training groups was another idea not fully accepted until the advent of the institutional on-farm training program. It is desirable that these practices, in the opinion of the trainees themselves, be evaluated and the most effective of these be considered for use in other instruction offered to farmers. Hamlin<sup>3</sup> feels that we shall never have a better chance to start work on evaluation than we have now. We need to evaluate the present veterans' program in order to determine how much of it we wish to retain as a permanent program for adult farmers, particularly for Young Farmer classes.

Considering the amount of money spent, the facilities used, and the amount of time spent in administration and instruction in the veterans' training program, it is very desirable that we evaluate the Institutional On-Farm Training Program, not only to see what has been done, but, of greater importance, what practices will be of most value in future programs of adult agricultural education.

---

<sup>3</sup>H. M. Hamlin, "What Next in Evaluation?", Agricultural Education Magazine, 20:235, June, 1948.

Institutional on-farm training has introduced an effective and comprehensive program of adult education in agriculture. It is an essential purpose of this study to bring out for consideration the recommendations of the farmers who participated in the on-farm training in order to build a more complete and effective adult agricultural education program.

#### Definition of Terms Used

Institutional On-Farm Training. Organized instruction in agriculture was authorized by Congress<sup>4</sup> in the Servicemen's Readjustment Act, Public Law 346, and amended in Public Law 347 on August 6, 1947. The Act provides an opportunity for veterans of World War II to receive training in the occupational field of their choice. The aim of the farm training program was to provide full-time training that will better enable veterans to make a good living through farming by approved and efficient methods. Veterans are classified as either self-employed or as employed trainees. The requirements for self-employed veterans on the farm training program were 200 hours per year of classroom instruction and 100 hours per year on the farm. Employee trainees were required to have fifty hours of on-farm instruction both by the veteran trainer and by the farmer. Each veteran received free instruction and a

---

<sup>4</sup>Bulletin No. 1017 - Instructions Pertaining to Negotiations of Contracts for Institutional On-Farm Training, State Department of Public Instruction, 1947.

subsistence wage paid by the government through the veterans administration. In this study, Institutional On-Farm Training may be referred to as "veterans' training," "on-farm training," or "on-farm training program," all of which are to be regarded as synonymous.

Veteran. As used in this study refers to a person who has served in the armed forces of the United States and is now engaged in farming.

Entitlement. Amount of training time the veteran is eligible to receive.

Subsistence. Pay received by qualified veterans meeting standards set up in Institutional On-Farm Training Program.

"GI BILL." The bill passed by Congress setting up institutional on-farm training and subsistence payments.

Adult education in agriculture.<sup>5</sup> As stated in Section 10 of the original Smith-Hughes Act, "Such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or are preparing to enter upon the work of the farm or the farm home."

---

<sup>5</sup>Glen C. Cook, A Handbook on Teaching Vocational Agriculture. Danville, Illinois, Interstate Printing Company, 1936. P. 335.

Young farmers.<sup>6</sup> Out-of-school young men mostly of the age from sixteen to twenty-five years, who may or may not be married, many of whom are on farms and are reasonably certain they want to farm.

Adult farmers. Men of any age actively engaged in farming. May include men of young farmer age if they are not otherwise designated or provided for.

Part-time farmers. Persons engaged in farming in addition to some other field of employment.

#### Assumptions

Following are five assumptions on which this study is based:

1. That an educational program should be based on a study of the particular needs of persons enrolled.
2. That adults are capable of assisting in planning the content and operation of educational courses in which they participate and which are designed to help them.
3. That Institutional On-Farm Training has opened the way for subsequent adult education courses in agriculture in the many schools in Michigan where agriculture is taught.

---

<sup>6</sup>H. M. Byram, Out-of-school Young Men on Farms. Bulletin No. 274. Lansing, Michigan. State Board of Control for Vocational Education, 1941.



4. That a study of the Institutional On-Farm Training Program might shed some light on many of the problems encountered in administering and conducting present and future adult agricultural education programs.

5. That what has been found desirable in the Institutional On-Farm Training Program is applicable to other adult education classes in agriculture.



## CHAPTER II

### REVIEW OF LITERATURE

Seven studies were completed at Iowa State College concerning the veterans' on-farm training program. These studies were concerned with administration, course content, needs, and audio-visual materials and methods, while two others dealt with methods of instruction. From a survey of the responses of instructors of veterans' classes two other studies were reported, one as a summary of procedures and one of implications for adult education in agriculture.

Several states have made various evaluations of the veterans' training program in agriculture. Kaufmann<sup>7</sup> evaluated the veterans' program in Windsor, Illinois, to determine how well the objectives were being met. Kaufmann concluded that the veterans' training and subsistence allowance have been large factors in getting these men established in farming.

Naugher<sup>8</sup> made a study of the veterans' training program with 5,363 veterans from 25 states taking part in

---

<sup>7</sup>Bernard J. Kaufmann, "An Evaluation of Farm Veterans' Training." Agricultural Education Magazine, 21:226, April, 1949.

<sup>8</sup>R. E. Naugher, "Summary of Veterans' Farm Training Study." Agricultural Education Magazine, 21:56, September, 1948.

1. The first part of the document is a list of names and addresses.

2. The second part of the document is a list of names and addresses.

3. The third part of the document is a list of names and addresses.

4. The fourth part of the document is a list of names and addresses.

5. The fifth part of the document is a list of names and addresses.

6. The sixth part of the document is a list of names and addresses.

7. The seventh part of the document is a list of names and addresses.

8. The eighth part of the document is a list of names and addresses.

9. The ninth part of the document is a list of names and addresses.

10. The tenth part of the document is a list of names and addresses.

11. The eleventh part of the document is a list of names and addresses.

12. The twelfth part of the document is a list of names and addresses.

13. The thirteenth part of the document is a list of names and addresses.

14. The fourteenth part of the document is a list of names and addresses.

15. The fifteenth part of the document is a list of names and addresses.

16. The sixteenth part of the document is a list of names and addresses.

17. The seventeenth part of the document is a list of names and addresses.

18. The eighteenth part of the document is a list of names and addresses.

19. The nineteenth part of the document is a list of names and addresses.

20. The twentieth part of the document is a list of names and addresses.

21. The twenty-first part of the document is a list of names and addresses.

22. The twenty-second part of the document is a list of names and addresses.

23. The twenty-third part of the document is a list of names and addresses.

24. The twenty-fourth part of the document is a list of names and addresses.

25. The twenty-fifth part of the document is a list of names and addresses.

the survey. It was found that approximately one-third of the veterans had received previous training in vocational agriculture in day-school classes. The average age of the veterans was 28.3 years. Seventy-three per cent were married. Sixty-six per cent were either owners, renters, partners, or managers of farms and 17 per cent were listed as wage hands or share croppers. Forty-three per cent had completed the eighth grade or less in school, and only four per cent completed more than 12 grades in school. Around 4,911, or approximately 92 per cent of the veterans stated they wanted further training in agriculture after their entitlement had ended.

The veterans, according to Naugher's survey, indicated that they wished to receive training in livestock, crops, farm mechanics and soils. Seventy-four per cent wanted further training in farm family living, 53 per cent wanted further training in civic orrural leadership, 56 per cent in group recreation, and 21 per cent in social activities.

Forty-three per cent wanted classes to meet each two weeks or oftener throughout the year. Eighty-five per cent thought they should meet both on the farm and in the classroom.

Wiegers<sup>9</sup> made a study of outcomes of Institutional On-Farm training, with the major purpose of bringing together some important facts and opinions relative to veteran training in Missouri. Data were secured through information blanks from 1944 trainees or approximately 14 per cent of the total number enrolled in Missouri.

Wiegers' study showed that over 90 per cent of all the trainees, who had performed the activities, indicated that their training had a part in the performance of those activities. Ninety-five per cent had learned how and where to find information to solve home farm problems. In general, the higher the grade group from the lowest up through non-high school graduate group, the greater the percentage of performance of each activity. Ninety-six per cent of the trainees indicated they had learned the reasons for and time for doing approved practices and had developed a desire to improve their farm practices or ways of farming.

Learning from others was indicated by 97 per cent, while 89 per cent had had the experience of helping work out solutions for problems of common interest with other members of the class. Between 96 and 99 per cent indicated they had realized more fully the need for a sound workable

---

<sup>9</sup>George W. Wiegers, Some Outcomes of Participation of Veterans in Institutional On-Farm Training in Missouri. Unpublished Doctoral Thesis. University of Missouri, Columbia, Missouri, 1949.



farm plan. Approximately 75 per cent of the trainees expressed a willingness to pay taxes to provide further training.

#### Reports of Non-research Materials

Deyoe,<sup>10</sup> in stating the needs and objectives for adult farmers, points out that most adult farmers are established in farming and have managerial as well as operational responsibilities. The needs of adult farmers usually fall within one or more of the following categories: Information on new farm practices resulting from experimental procedures at colleges of agriculture and from experiences of farmers; Information on current and future conditions which affect agriculture and farming practices, such as market demands, national and world affairs; Instruction in performing managerial jobs and operative skills needed for improved proficiency in farming and improved farm living. Deyoe adds that objectives of classes for adult farmers should be based primarily on such needs as have been indicated.

There are no limits on adult education in agriculture.<sup>11</sup> The pressure of our times is sharpening the focus on the need

---

<sup>10</sup>George P. Deyoe, Supervised Farming in Vocational Agriculture. Danville, Illinois, Interstate Printers and Publishers, 1941. pp. 439-440.

<sup>11</sup>\_\_\_\_\_, Editorial. Agricultural Education Magazine, 21:47, January, 1951.

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

which exists for adult education in agriculture. Two factors have influenced our present high regard for education of adults in agriculture as well as adult education in general. These factors are the increased emphasis on individual development and the proof of the ability to learn throughout life.

We now recognize that the capacity of individuals to grow, develop or learn is almost if not actually unlimited. When one compares the incentives, the learning opportunities and other factors of a broad teaching situation, he is forced to conclude that education of adults for proficiency in agriculture may be as socially defensible and efficient as that of training youth for farming.

Further evidence of the important position of adult education is expressed in statements of an article<sup>12</sup> which gives by regions the current thinking along this line. All education cannot be crowded into the first few years of a child's life; it must be continued through life. Changing conditions require continued study. Adults should study the economic life of the community to discover how better economic values may be realized. The public schools should provide a program of adult education adapted to the community needs, where such needs are not met by other agencies. Without

---

12 \_\_\_\_\_, "What Do Farm Leaders Think About Adult Education." Agriculture Education Magazine, 21:148, January, 1951.

such adult education, the schools themselves cannot be properly supported. Educational leaders are needed who can see things to be done and can find ways to do them. There is need for more adult education.

#### Administration and Class Organization

Rhodes<sup>13</sup> studied the need for further training in farming by veterans in the North Central Region study. He found that all age groups, including young farmers, 35 years or under, farmers over 36, farm women and part-time farmers would benefit from further instruction in farming. Rhodes found that the longer the veteran had been in training the more he felt that all age groups had need for further instruction.

Anderson<sup>14</sup> in his study of the administration of on-farm programs found more than 50 per cent of the veterans in six states recommended more than 50, but fewer than 100 hours. He found further that fewer than 50 per cent of the

---

<sup>13</sup> Clarence L. Rhodes, Implications for Adult Education in Agriculture from the Responses of Participants in the Veteran Farm Training Program in the Central Region: IV Needs. Unpublished M. S. Thesis Iowa State College, Ames, Iowa. 1952.

<sup>14</sup> Willard R. Anderson, Implications for Adult Education in Agriculture from the Responses of Participants in the Veterans' Training Program of the Central Region: I Administration. Unpublished M. S. Thesis, Iowa State College, Ames, Iowa. 1952.

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part of the document is a list of names and addresses of the members of the committee.

3. The third part of the document is a list of names and addresses of the members of the committee.

4. The fourth part of the document is a list of names and addresses of the members of the committee.

5. The fifth part of the document is a list of names and addresses of the members of the committee.

6. The sixth part of the document is a list of names and addresses of the members of the committee.

7. The seventh part of the document is a list of names and addresses of the members of the committee.

8. The eighth part of the document is a list of names and addresses of the members of the committee.

9. The ninth part of the document is a list of names and addresses of the members of the committee.

10. The tenth part of the document is a list of names and addresses of the members of the committee.

11. The eleventh part of the document is a list of names and addresses of the members of the committee.

12. The twelfth part of the document is a list of names and addresses of the members of the committee.

13. The thirteenth part of the document is a list of names and addresses of the members of the committee.

14. The fourteenth part of the document is a list of names and addresses of the members of the committee.

15. The fifteenth part of the document is a list of names and addresses of the members of the committee.

16. The sixteenth part of the document is a list of names and addresses of the members of the committee.

17. The seventeenth part of the document is a list of names and addresses of the members of the committee.

18. The eighteenth part of the document is a list of names and addresses of the members of the committee.

19. The nineteenth part of the document is a list of names and addresses of the members of the committee.

20. The twentieth part of the document is a list of names and addresses of the members of the committee.

21. The twenty-first part of the document is a list of names and addresses of the members of the committee.

22. The twenty-second part of the document is a list of names and addresses of the members of the committee.

23. The twenty-third part of the document is a list of names and addresses of the members of the committee.

24. The twenty-fourth part of the document is a list of names and addresses of the members of the committee.

25. The twenty-fifth part of the document is a list of names and addresses of the members of the committee.

26. The twenty-sixth part of the document is a list of names and addresses of the members of the committee.

27. The twenty-seventh part of the document is a list of names and addresses of the members of the committee.

28. The twenty-eighth part of the document is a list of names and addresses of the members of the committee.

29. The twenty-ninth part of the document is a list of names and addresses of the members of the committee.

such adult education, the schools themselves cannot be properly supported. Educational leaders are needed who can see things to be done and can find ways to do them. There is need for more adult education.

#### Administration and Class Organization

Rhodes<sup>13</sup> studied the need for further training in farming by veterans in the North Central Region study. He found that all age groups, including young farmers, 35 years or under, farmers over 36, farm women and part-time farmers would benefit from further instruction in farming. Rhodes found that the longer the veteran had been in training the more he felt that all age groups had need for further instruction.

Anderson<sup>14</sup> in his study of the administration of on-farm programs found more than 50 per cent of the veterans in six states recommended more than 50, but fewer than 100 hours. He found further that fewer than 50 per cent of the

---

<sup>13</sup> Clarence L. Rhodes, Implications for Adult Education in Agriculture from the Responses of Participants in the Veteran Farm Training Program in the Central Region: IV Needs. Unpublished M. S. Thesis Iowa State College, Ames, Iowa. 1952.

<sup>14</sup> Willard R. Anderson, Implications for Adult Education in Agriculture from the Responses of Participants in the Veterans' Training Program of the Central Region: I Administration. Unpublished M. S. Thesis, Iowa State College, Ames, Iowa. 1952.





veterans in each state indicated a preference for on-farm instruction at one-week or two-week intervals and thus assumed that the veterans administration requirement of on-farm visits every two weeks was excessive. A majority of the veterans recommended that the vocational agriculture instructors should give the instruction, although special instructors were preferred by a large number of veterans.

The recommendations made by the veterans regarding the best methods of financing future programs of adult farmer education showed that federal funds would be the best single source of financial aid. More than 50 per cent of the veterans in each of the states preferred a combination of federal with other funds, either state, local or tuition as the best methods of financing adult farmer programs. It was also indicated in this study that 50 per cent of the veterans in each state would continue to take part in an educational program without subsistence pay.

Lintner<sup>15</sup> reported from his survey in Ohio that the Agricultural Extension Service and the Soil Conservation Service, ranked highest in the veterans' opinions in their ability to provide educational opportunities to farmers. Teachers of vocational agriculture ranked intermediate in

---

<sup>15</sup>Julius H. Lintner, A Study of the Effectiveness of the Institutional On-Farm Training Program in Ohio with Implications for Future Programs in Adult Education. Thesis, Ph. D., Ohio State University, Columbus, Ohio, 1952.



this respect. Veterans in Ohio recommended improving instruction by providing more service for farmers, greater co-ordination of agencies, more educational trips and spending more time considering individual rather than group problems.

#### Planning Course Content

Elliott<sup>16</sup> found significant differences in the responses of veterans among states of the Central Region regarding the emphasis that should be placed on each of 17 units of study. Ranking the units on the basis of mean scores, Elliott found that soil conservation and livestock production units ranked highest, followed by crop production practices, farm planning and management, farm mechanics, farm skills, marketing farm products and farm and home accounts. Identical mean scores were given farm and home improvement and farm health and farm and home accounts. Following these were farming programs, food preservation and storage, community and cooperative activities, leadership, fruit and vegetable production practices, and family relationship. Recreational activities were ranked by veterans as needing the least emphasis of all the 17 units in the course of study.

---

<sup>16</sup>D. A. Elliott, Implications for Adult Education in Agriculture from Responses of Participants in the Veterans' Farm Training Program in the Central Region: II Course Content. Unpublished M. S. Thesis. Iowa State College, Ames, Iowa, 1951.

1. The first part of the document is a list of names and addresses.

2. The second part of the document is a list of names and addresses.

3. The third part of the document is a list of names and addresses.

4. The fourth part of the document is a list of names and addresses.

5. The fifth part of the document is a list of names and addresses.

6. The sixth part of the document is a list of names and addresses.

7. The seventh part of the document is a list of names and addresses.

8. The eighth part of the document is a list of names and addresses.

9. The ninth part of the document is a list of names and addresses.

10. The tenth part of the document is a list of names and addresses.

11. The eleventh part of the document is a list of names and addresses.

12. The twelfth part of the document is a list of names and addresses.

13. The thirteenth part of the document is a list of names and addresses.

14. The fourteenth part of the document is a list of names and addresses.

15. The fifteenth part of the document is a list of names and addresses.

Perdue<sup>17</sup> in a study of course content, similar to Elliott's,<sup>18</sup> ranked the units of study in the order of mean scores in the typical States:

1. Livestock production practices
2. Farm and home accounts
3. Crop production practices
4. Farm planning and management
5. Soil conservation
6. Marketing farm products
7. Farm skills
8. Farming programs
9. Farm health and safety
10. Farm mechanics
11. Community and cooperative activities
12. Food preservation and storage
13. Leadership
14. Fruit and vegetable production practices
15. Family relationships
16. Recreational activities

In a comparison of the mean scores for the present program, with the mean scores for the future programs as also found by Elliott, it was found that all units should receive more emphasis.

---

<sup>17</sup>Charles E. Perdue, *Implications for Adult Education in Agriculture from Responses of Participants in the Veterans' Farm Training Program in the Central Region: VI Course Content of the Present Program*. Unpublished M. S. Thesis, Iowa State College, Ames, Iowa, 1952.

<sup>18</sup>Elliott, *Ibid.*



## Methods of Instruction

Hamilton<sup>19</sup> reported on the methods of instruction used in the on-farm training program. He found that classroom instruction was preferred over individual on-farm or small group on-farm instruction. Veterans who had instructors who rated high tended to rate classroom instruction high. Bulletins and circulars from the home-state college and from the United States Department of Agriculture were the preferred sources of reference materials. He concluded that more emphasis might be given to the effective use of individual and small group instruction as well as demonstration and discussion methods.

Warren<sup>20</sup> made a study to determine the value of audio-visual materials and methods in an instructional program for adult agricultural education. It was found that the material that ranked the highest in value by the veterans surveyed were farm and home records, textbooks, reference books, bulletins and notebooks. Teaching methods which were rated the highest were demonstrations, field trips and motion pictures.

---

<sup>19</sup>J. D. Hamilton, Implications for Adult Education in Agriculture from Responses of Participants in the Veterans On-Farm Training Program in the Central Region: III Methods of Instruction. Unpublished M. S. Thesis, Iowa State College, Ames, Iowa, 1951.

<sup>20</sup>Marshall A. Warren, Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: VII Audio-Visual Methods and Materials. Unpublished M. S. Thesis, Iowa State College, Ames, Iowa, 1952.

### Summary

The literature reviewed has indicated the general effectiveness of the plan of veterans' on-farm training. This idea is supported by the fact that 92 per cent of a total of 5,363 veterans indicated their desire for training after their entitlement had expired. Other evidence is the number of veterans who have made improvements as a result of the training program. All of this points to an increase in the adult-farmer program as a result of the on-farm training for veterans.

A great deal of literature is available on adult education in agriculture. The trend in education seems to be definitely toward greater emphasis on adult programs. Enough experience is available that adult programs need not be considered experimental, but rather when based on the needs of the community, offer great possibilities in the improvement of the status and satisfaction of farm people. Again, the veterans' program has given to the adult education program not only its greatest stimulus but a wealth of information and facilities which otherwise might not have been made available.

## CHAPTER III

### METHOD OF INVESTIGATION

Eleven states in the North Central Region were included in a study of the institutional on-farm training program. These states included Michigan, along with Iowa, Indiana, Kentucky, Kansas, Ohio, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin.

One of the first activities of the regional committee was the development of a questionnaire. Sufficient materials were incorporated into the questionnaire to make several studies possible. This came about from the many ideas contributed and also that it was deemed advisable to get all the information at one time to save expense, time and effort.

Data were collected by a questionnaire, which was entitled "Veterans' Schedule A," which was presented to the veteran trainees. Concurrently with the survey of trainees, the teachers of these classes also filled out a similar form, known as Schedule B, of which seventy-three were returned and have been summarized by Pancost<sup>21</sup> in his study of techniques and procedures as indicated by the veteran teachers. These schedules were developed by the supervisors and teacher trainers of the cooperating states of the central region.

Schedule A consisted of three parts: Part I contained

---

<sup>21</sup>Pancost, Op. Cit.



personal information items; Part II dealt with the institutional on-farm training program as is now provided by Public Law 377; Part III had to do with the participant's recommendations regarding future adult education programs. This thesis is a report of the responses on Schedule A of the random sample of veteran trainees in the institutional on-farm training program with emphasis on their responses in regard to future adult-farmer classes. A study was also made from the same Schedule A by Forrest Strand<sup>22</sup> of Michigan and deals with the veteran evaluation of the current training program.

Not all of the questions in Schedule A were used in this study. Only those with implication for future adult classes were developed.

The system of sampling used was that of dividing the state into four sections in order to make sure that all sections would be represented in the final report. From a list of around 330 teachers of veterans in Michigan, only those with a full-time veteran load were included from which a random sample was made.

At a conference in February, 1951, held at Michigan State College for teachers of veterans, instructions were

---

<sup>22</sup>Forrest O. Strand, An Evaluation of the Institutional On-Farm Training Program. Unpublished M. A. Thesis, Michigan State College, East Lansing, Michigan, 1953.

given for securing data on Schedule A from their trainees in class sessions during the week following the conference. From the fifty classes over 900 questionnaires were collected, making approximately 14 per cent of the total of 6,246 veterans in training at that time in Michigan. A sample of completed schedules were used for the final tabulation. These were recorded on International Business Machine Cards. This work was done at the Iowa State College Statistical Laboratory as part of the regional study.

## CHAPTER IV

### OPINIONS OF VETERANS REGARDING FUTURE ADULT EDUCATION IN AGRICULTURE

These data were from a survey of the opinions of 300 veterans. The recommendations which they made concerning the on-farm training program is considered applicable to future adult classes in agriculture.

#### I. ADMINISTRATION AND CLASS ORGANIZATION

Instructors. Veteran trainees expressed a preference for either special instructors or for an additional vocational agricultural instructor, giving full time to adult work, over the teacher sharing day-school duties as shown in Table I. This might point out a difference of opinion of the present procedure commonly followed over Michigan where the work of two-man departments is divided vertically rather than horizontally.

TABLE I  
WHO SHOULD GIVE THE INSTRUCTION?

Kind of Instructor	Number of Veterans	Per Cent
Special instructors (mechanics, etc.)	121	40.3
An additional Vocational Agriculture instructor for full time adult work	113	37.6
Regular Vocational Agriculture instructor who teaches day school part-time	33	11.0
An additional Vocational Agriculture instructor	29	10.1
No answer	4	1.0
Total	300	100.0

Very few of the veterans indicated the advisability of the regular teacher of Vocational Agriculture, who devoted part of his time to all-day high school instruction, also teaching veteran classes. It is significant that the veterans want an instructor devoting full time to their instructional activities rather than one that must conduct it as one part of an extra-curricular program.

Farmers' responsibility in planning and conducting classes. In their responses, 77 per cent of the veterans felt that the farmers in any adult class should have a definite part in both the planning and conducting of their



educational program. The fact that 18 per cent were uncertain of what responsibility farmers should have in this regard might indicate the need that some farmers feel for the active leadership and guidance of the agricultural instructor.

Place to offer instruction. It was the opinion of 88 per cent of the veterans reporting that instruction should be given in both the classroom and on the farm. From the very small number favoring only on-farm or only classroom instruction, it could well be concluded that any successful program of adult education should be so set up as to include both types of instruction.

Frequency of classroom instruction. It was the opinion of over 50 per cent of the veterans, as shown in Table II, that classroom instruction should be given weekly, at least during the slack season of the year. Another 28 per cent preferred meeting every two weeks, or monthly. These data showed a tendency to favor reduction in the number of classes during the busy season.

TABLE II  
HOW OFTEN SHOULD CLASSROOM INSTRUCTION BE GIVEN?

Frequency of Instruction	Number of Veterans	Per Cent
Weekly	105	35.0
Every week (in slack season) and monthly in other seasons	48	16.0
Every 2 weeks (in slack season) and monthly in other seasons	43	14.3
Monthly	43	14.3
Every 2 weeks	30	10.0
No response	31	10.4
Total	300	100.0

To answer the question of how many classes should there be per year, one could interpret the above table as follows: 35 per cent of the veterans preferred weekly meetings, or a total of 52 meetings per year. Another 16 per cent expressed themselves in favor of the equivalent of 32 meetings yearly, by meeting every week during the slack season and monthly in the other six months. Fourteen per cent favored 19 meetings yearly, while another 14 per cent chose to meet only 12 times a year. Only 10 per cent felt that 26 meetings annually or meeting every two weeks the year around was most desirable.

Amount of On-Farm Instruction. The data in Table III show that the most favored amount of instruction was 35 to 50 hours. However, the totals showed 43 per cent preferred less than 75 hours, while 39 per cent would like more than this amount. It can be noted that the amount of on-farm instruction desired stresses the importance of on-farm instruction by the veterans themselves.

TABLE III  
WHAT AMOUNT OF ON-FARM INSTRUCTION  
SHOULD BE OFFERED PER YEAR?

Hours of Instruction	Number of Veterans	Per Cent
35 to 50 hours	73	24.3
50 to 75 hours	56	18.6
75 to 100 hours	65	21.6
More than 100 hours	52	17.3
No response	54	18.2
Total	300	100.0

It should be noted in these data that 17 per cent of the veterans felt that even more than the present standard of 100 hours per year of on-farm instruction was desirable. It can be noted that the above data show a considerable variance of opinion as regards how many hours of on-farm



instruction should be offered yearly. Another way of interpreting the data would be that 63 on-farm hours annually, or over 5 hours per month, would be the average as expressed by these respondents. One may conclude that frequent on-farm instruction is essential if future young farmer or adult programs are to meet needs of farmers.

Frequency of on-farm instruction. A preference for once a month for on-farm instruction is shown in Table IV by 43 per cent of the veterans surveyed, over more or less frequent supervision. The fact that 28 per cent of the veterans recommended having the instructor's help on the farm for once every two weeks would appear from these data to be a better average. This would call for 23 on-farm visits per year. It is also of interest to note that 18 per cent preferred weekly supervision, or 52 visits per year. Analyzing these data, one might conclude that frequent farm visits are desirable.



TABLE IV  
HOW OFTEN SHOULD ON-FARM INSTRUCTION BE GIVEN?

Frequency of On-Farm Instruction	Number of Veterans	Per Cent
Monthly	130	43.3
Once every 2 weeks	84	28.0
Weekly	54	18.0
Once every other month	14	4.6
Once every three months	12	4.0
None at all	4	1.4
No response	2	.7
Total	300	100.0

Grouping farmers in the class. A combination of factors was favored by 43 per cent of the veterans, as being the best way to group farmers into classes in schools having more than one class. Of the factors listed, only two--namely, farming interests and location of the farm seem to be considered significant by the veterans as means of grouping into separate classes. Farming status and previous training might have a little significance. Age of the farmer was not considered a significant means of separating the classes.

It would be impossible to know what combination of factors was considered most desirable. However, dividing classes on the basis of farming interests alone is rated

high enough to be considered important.

TABLE V  
HOW FARMERS SHOULD BE GROUPED INTO CLASSES  
IN SCHOOLS HAVING MORE THAN ONE CLASS

Factors for Grouping	Number of Veterans	Per Cent
Combination of factors	129	43.0
Farming interests	97	32.3
Location of farm	32	10.6
Farming status	17	5.6
Previous training	16	5.3
Age	3	1.0
No response	6	2.2
Total	300	100.0

Length and time of farm mechanics classes. Over 70 per cent of the veterans indicated that shop classes should be held in the evening. Twenty-seven per cent expressed themselves as in favor of daytime shop classes. Nearly 52 per cent of the veterans favored a three-hour or longer shop session.



TABLE VI  
HOW LONG SHOULD THE FARM MECHANICS SHOP CLASSES BE?

Length of Farm Mechanics Classes	Number of Veterans	Per Cent
Two hours at night	116	38.6
Three hours at night	97	32.3
Three hours during day	30	10.0
A full day	29	9.6
Two hours during day	23	7.6
No response	5	1.9
Total	300	100.0

It might be concluded that the length of time should be adjusted to the work at hand.

Length of classroom sessions. The length of the classroom period should be two hours, according to 48 per cent of the veterans in this study. A significant number, 27 per cent, favored the three-hour class. There is no evidence that many veterans had ever experienced the four-hour class.

TABLE VII  
HOW LONG SHOULD A CLASSROOM SESSION BE?

Hours of Classroom Instruction	Number of Veterans	Per Cent
Two hours	145	48.3
Three hours	81	27.0
Four hours	38	12.6
One and one-half hours	19	6.3
One hour	16	5.3
No response	1	.5
Total	300	100.0

The findings indicated a marked preference for the two-hour classroom session over either longer or shorter periods. It should be noted that the tendency was to favor shorter classes than were commonly experienced. This would suggest that the length of future adult and young-farmer classes should receive careful consideration and that thought should be given to the most effective period of attention in such classes.

Financing. Future adult programs should be financed by federal funds as a single method of financing in the opinion of 27 per cent of the veterans surveyed. No other method or combinations of financing through federal, state and local funds was considered more favorable by the veterans.

This conclusion might be considered natural in this case, because the veterans had experienced instruction under a federally financed program.

Fees. The veterans in this survey were divided as to what fee they would be willing to pay for on-farm instruction after the course they were in was completed. While 16 per cent indicated that they would not be willing to pay a fee, another 48 per cent expressed willingness to pay either \$25, \$10, or \$5 course fee. Another 18 per cent would have been willing to pay \$50 or more.

Continuation of training without pay. The fact is significant that 61 per cent of the veterans (see Table VIII) in Michigan indicated that they would continue in a farm training course without subsistence. These data might indicate that six out of ten veterans, completing the institutional on-farm training program, would willingly attend adult classes if they were made available. Enlarging on Anderson's<sup>23</sup> data previously mentioned, showing that 50 per cent of the veterans indicated that they would continue to take part in an educational program similar to the present one without subsistence pay, it might be concluded that 150,000 of the 300,000 veterans, who have been enrolled in the institutional on-farm training program, would be willing

---

<sup>23</sup>Anderson, Op. Cit.

to attend further adult classes in agriculture. This number of veterans, added to the potential number of farmers eligible or needing training over the United States, shows some of the possibilities that adult education in agriculture has over the country as a whole.

TABLE VIII

WILL VETERANS CONTINUE IN A FARM-TRAINING PROGRAM  
WITHOUT SUBSISTENCE PAY ?

Veterans' Responses	Number of Veterans	Per Cent
Yes	184	61.3
No	24	8.0
Uncertain	89	29.7
No response	3	1.0
Total	300	100.0

Social Activities in the veterans' program. Social activities, as games, dancing, softball, fishing, family outings, or refreshments, were not considered important by the veterans in this survey as being a part of the yearly veterans' programs.. None of these activities was considered of much importance by as many as 23 per cent with the exception of trips or tours, which were favored by 41 per cent of the group.

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

...the ... of ...  
...the ... of ...  
...the ... of ...

Farm service associations and organizations which would be helpful. Dairy Herd Improvement Associations were rated as having the possibility of being the most helpful service organization in this study as shown in Table IX. This could well show the practicability of emphasizing work of this nature in future adult classes and of providing the opportunity for farmers to get similar benefits through the owner-sampler system of milk testing or some similar use of the facilities available in practically every high school offering vocational agriculture.

TABLE IX

WHAT ASSOCIATIONS AND ORGANIZATIONS WOULD  
BE MOST HELPFUL TO ADULT CLASSES?

Kinds of Associations	Responses of Veterans				
	Much	Some	None	Un- Certain	No Answer
D. H. I. A.'s	242	49	1	4	4
Crop Improvement Associations	196	93	2	2	7
Other Livestock Improve- ment Associations	180	103	3	7	7
A. B. A.'s	174	110	5	4	7
Farm Management	127	145	5	14	9
Local and Community Cooperatives	104	172	6	8	10
State Farm Cooperative	87	179	13	14	7

The veterans indicated that both crop and livestock improvement associations, as well as artificial breeding associations, would be helpful to adult classes. To a lesser degree, the veterans indicated that farm management associations, and local, community and state cooperatives might serve a useful purpose in providing help for future adult classes. The rating here might have been due to the fact that few veterans had experience in such organizations. In these data it can be seen that young men see the possibilities of such organizations even though these organizations are not functioning in every training center. These data further suggest a great opportunity for real service by the development of such organizations on a local level as a natural outgrowth of adult classes in agriculture.

Assistance provided by agricultural and educational agencies. It is important that instructors of adult classes be fully aware of the help available in the various related agencies. Apparently, considerable use has been made by veteran classes of the Soil Conservation Service and help through their district organizations, inasmuch as 43 per cent of the veterans (See Table IX) indicated they had received much benefit from the service.

The State College of Agriculture and the Extension Service were thought to be of considerable assistance as indicated by the veterans in this survey.

Other agencies, which contributed to the assistance of the on-farm training program to a lesser degree, according to the veterans, were: The Production and Marketing Administration, The State Board for Vocational Education, The Forestry Service, The Farmers Home Administration, The Rural Electrification Administration, and The Farm Credit Administration.

It is significant that from 39 to 52 per cent of the veterans considered that each of these agencies were of some assistance to them in their establishment in farming. The above rating would indicate that teachers of adult classes should be acquainted with the programs of related agencies, and utilize them, either in group or individual instruction, to best meet the needs of the trainee.



TABLE X

WHAT RELATED AGRICULTURAL AGENCIES DID  
VETERANS INDICATE HAD ASSISTED THEM  
IN THEIR TRAINING PROGRAM?

Related Agricultural Agencies	Responses of Veterans			
	Much	Some	None	No Answer
Soil Conservation Service	128	136	27	9
State College of Agriculture	114	129	37	20
Extension Service	92	130	67	11
Production and Marketing Administration	51	156	77	16
State Board for Vocational Education	51	138	86	25
Forestry Service	49	144	90	17
Farmers Home Administration	28	147	86	19
Rural Electrification Administration	28	117	137	17
Farm Credit Administration (Production Credit Administration and Federal Loan Bank)	23	123	140	14

## PLANNING COURSE CONTENT

Course of study. The data presented in Table XI suggest that the course of study be organized into units of instruction. Ten units have been indicated by the veterans surveyed as being of much importance.

TABLE XI

WHAT UNITS SHOULD BE STRESSED IN THE COURSE OF STUDY?

Units of Study	Responses of Veterans				
	Much	Some	None	Un- Certain	No Answer
Soil Conservation	250	45	0	2	3
Livestock production practices	241	51	0	0	8
Crop production practices	229	54	0	0	17
Farm planning and management	227	65	0	2	6
Farm mechanics	214	79	1	0	6
Farm health and safety	185	102	2	1	10
Marketing farm products	178	110	0	1	11
Farm and home accounts	172	115	1	4	8
Farm and home improvement	170	121	0	2	7
Farm skills (dehorning, etc.)	168	123	1	2	6
Farming programs	139	141	3	0	17
Food preservation	102	176	4	7	11
Fruit and vegetable production practices	69	198	8	14	11
Family relationships	66	174	20	24	16
Leadership	61	196	10	17	16
Community and cooperative activities	55	199	8	20	17
Recreational activities	27	206	24	28	15

The ten units in order, which need the most emphasis (according to the veterans), are soil conservation; live-stock and crop production; farm planning; farm mechanics; farm health and safety; marketing farm products; farm accounts; farm and home improvement; and farm skills. Other subjects dealing with food preservation, fruit and vegetable production, family relationships, and community and recreational activities were considered of less importance, but were indicated by the majority as of some importance in a course of study. The listing of subjects in this table could well point out the possibilities in arranging a long-time sequence of subjects for adult or young farmer classes.

## METHODS OF INSTRUCTION

Type of instruction. Data in Table XII show that 77 per cent of the veterans favored classroom instruction as having been most valuable to them. Seventy per cent also rated individual on-farm instruction as of much value. These figures further emphasize data discussed earlier in this study that classroom and on-farm instruction need to be given in proportionate amounts.

TABLE XII

WHAT TYPE OF INSTRUCTION HAS BEEN MOST VALUABLE?

Type of Instruction	Responses of Veterans			
	Much	Some	None	No Answer
Classroom	231	49	2	18
Individual on-farm	209	76	4	11
Small groups	112	146	11	31

The lower rating for small-group instruction by 37 per cent of the veterans might suggest that little use had been made of such groups or that considerable improvement could be made in such instruction.

Methods of classroom teaching. The findings in Table XIII verify the high regard that educators have held for the demonstrational procedure in effective teaching. Seventy per cent of the men in this study favor discussion by class members, showing the value they put on the exchange of ideas in farming. The question and answer method, laboratory work by the veteran and the lecture method also were rated good by over 50 per cent of the group surveyed.

The low rating for debates and for group or individual reports may show their lack of use generally in the classes surveyed, or it may suggest that such reports need to be worked into the teaching plan more effectively.

TABLE XIII

## HOW VETERANS RATE METHODS OF CLASSROOM TEACHING

Method of Teaching	Responses of Veterans				
	Good	Fair	Poor	Un- Certain	Answer
Demonstration	226	58	0	4	12
Discussion by class members	210	74	5	0	11
Question and answer	163	109	16	2	10
Laboratory (actual performance by veteran)	158	103	15	12	12
Lecture	146	122	21	2	9
Debates	117	118	38	14	13
Group or individual reports	90	159	24	13	14

Teaching practices used in classroom instruction.

Data in Table XIV show how important it is to have qualified instructors. Especially is this so when compared to the instructors' rating for themselves,<sup>24</sup> in which qualified instructors were also rated high. A high regard is also expressed for recent farming literature in all forms. The use of visual aids and the utilization of specialists with the group on occasions are given emphasis by their rank here. The first eight items are all shown to be of considerable importance, in that over 52 per cent of all the veterans scored these highest. Those items, such as using local information, and setting up goals, which were ranked lower on the list, could still be considered of value when used effectively by a good instructor. On the other hand, it might suggest that no teacher should neglect any of the items regarded as of much importance in his use of teaching procedures.

---

<sup>24</sup>Pancost, Op. Cit.

TABLE XIV

WHAT IS THE IMPORTANCE OF CERTAIN ITEMS  
IN IMPROVING CLASSROOM INSTRUCTION?

Items of Instruction	Responses of Veterans				
	Much	Some	None	Un- Certain	No Answer
Secure qualified instructors	228	55	2	5	10
Secure recent books, bulletins, farm magazines	210	81	0	0	9
Use movies, slides, other visual aids	203	88	1	2	6
Bring in specialists	199	84	1	2	14
Connect problems to student farming situation	185	96	2	7	10
Farm visits by the instructor	175	112	4	2	7
Give time to individual farm problems of veteran	172	119	0	2	7
Have active participation of all students	161	109	7	15	8
Use local information	139	145	1	2	13
Supervised study in the classroom	108	159	22	10	11
Setting up goals for each practice	76	166	26	21	11
Changing teaching method	74	148	33	30	15
Use notebooks	72	187	18	12	11
Home study	40	206	35	7	12

Choosing farm problems to be taught. Meeting the interests of members of the group, as shown in Table XV, and yet staying within the range of the instructor's ability, has a significance in the careful planning of future adult classes. Fifty per cent of those in this survey indicate the need of

choosing problems taken from the leading enterprises of the community. "Information obtained from local surveys" was considered of much value by some 36 per cent. Changes in farming and advisory committee suggestions were not considered as too important by the veterans in this study.

TABLE XV

TO WHAT EXTENT SHOULD CERTAIN FACTORS BE CONSIDERED IN CHOOSING FARM PROBLEMS AND FARM JOBS TO BE TAUGHT?

Factors for Choice of Problems	Responses of Veterans				
	Much	Some	None	Un- Certain	No Answer
Experiences, interests and opinions of the majority of farmers in class	181	100	1	6	12
Ability of the instructor	176	93	8	6	17
Leading farm enterprises of the community	151	117	4	11	17
Information obtained from local surveys	110	159	4	11	16
Subject matter information available	109	152	10	13	16
Anticipated changes in farming	89	166	5	28	12
Suggestions of advisory committee	50	188	20	25	17

Improving on-farm instruction. The primary purpose of on-farm visits, as indicated by the veterans and shown in Table XVI is one of demonstrating practices.



This might well indicate the need for planning farm supervision and taking care to arrange them with the veteran in order that there be adequate time and materials on hand to achieve the purpose of the demonstration. The veterans surveyed indicated that they wish to have supervision in not only keeping farm records, but in analyzing their farm business on the basis of these records. This is a commendable situation and should help instructors to realize the need of using records as a guide to systematic improvement of the veterans' farming business. It is also significant that the veteran probably felt his problems could be better understood when the instructor is familiar with the veteran's home farm.

The fact that the follow-up of class instruction was not ranked of greater importance might well show the need that instructors of veterans have in relating the on-farm instruction to the classroom or visa versa. Although social visits and supervising home study were shown as having some value by many, it is significant that a number of veterans considered them as of no value or were uncertain of any value they might have.

TABLE XVI  
WHAT EMPHASIS SHOULD BE GIVEN CERTAIN ITEMS IN  
ON-FARM INSTRUCTION?

Items in On-Farm Instruction	Responses of Veterans				
	Much	Some	None	Un- Certain	No Answer
Demonstrating practices	175	110	2	6	7
Supervising record keeping and analysis	163	122	5	2	8
Getting acquainted with the farm situation	153	132	1	5	9
Follow-up of class instruction	119	164	3	4	10
Social visit	45	194	24	25	12
Supervising home study	40	191	35	23	11

Notice of on-farm visits. Data in Table XVII indicates that an advance notice of an on-farm visit should be given by the instructor. Of importance is the fact that notice of visits was considered mandatory by 28 per cent of the veterans. This shows the need of careful planning and scheduling of on-farm instruction by the teacher.

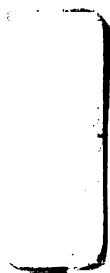


TABLE XVII

SHOULD THE TRAINEES KNOW IN ADVANCE IF THE INSTRUCTOR  
IS COMING TO THE TRAINEE'S FARM FOR ON-FARM INSTRUCTION?

Notice of Supervision	Number of Veterans	Per Cent
Usually	103	33
Always	81	28
Occasionally	57	18
Never	28	9

Reference materials for adult classes. The findings in Table XVIII show a high regard for bulletins and circulars from Michigan State College. These materials deal with situations in Michigan and give the kind of information most likely to be adapted to a farmer's needs. Bulletins and circulars from the United States Department of Agriculture, along with farm magazines and papers, were rated of considerable value by the veterans. These publications deal with a variety of subjects, and are much more general in nature.

Textbooks were considered of much value by 48 per cent of the veterans. This might indicate the need for a study of the effective use of textbooks for use in adult classes. Bulletins and circulars from other state colleges were considered of least importance by the veterans. There is nothing to show how many of the classes surveyed had access to such material.

TABLE XVIII

WHAT IS THE VALUE OF CERTAIN REFERENCE MATERIALS  
FOR ADULT CLASSES?

Type of Reference Material	Responses of Veterans				
	Much	Some	None	Un- Certain	No Answer
Bulletins and circulars from Michigan State College	221	67	1	7	4
Bulletins and circulars from U. S. Dept. of Agri.	166	123	1	4	6
Farm magazines and papers	162	126	1	2	9
Farm texts or reference books	143	143	1	4	9
Bulletins and circulars from other state colleges	87	161	12	13	7

Using audio-visual aids in classroom instruction.

According to the opinions of the veterans, the most effective audio-visual aids were demonstrations, motion pictures, field trips, specimens and models, and film strips and slides. These data would indicate that student interest is higher where action, or the opportunity to see things done, is provided in the instruction. This type of material may help to clarify the lesson and shows by actual use how the idea or material may be used in situations similar to those on the home farms.

TABLE XIX

WHAT TYPE OF AUDIO-VISUAL AIDS ARE MOST  
EFFECTIVE IN INSTRUCTION?

Type of Audio-Visual Aid	Responses of Veterans				
	Much	Some	None	Un- Certain	No Answer
Demonstrations	192	95	3	2	8
Motion pictures	180	112	1	2	5
Field trips	180	111	1	3	5
Specimens and models	145	132	3	7	13
Film strips and slides	141	146	2	3	8
Photographs, pictures, etc.	108	169	4	4	15
Blackboard	102	177	4	5	12
Bulletin board	75	188	9	16	12
Maps	64	199	11	12	14
Wire or tape recordings	45	161	32	47	15

Photographs, pictures, blackboard, bulletin board, maps and recordings were considered by the veterans of some value in effective instruction.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

This study is one of a series of three investigations by graduate students in Michigan made in connection with the cooperative study of institutional on-farm training in the Central Region. Two schedules were prepared: Schedule A, for use in interviewing veterans, and Schedule B, for use in interviewing instructors. Data from Schedule A were summarized in this study.

A list of full-time instructors of veterans' classes, which had been in operation for at least six months, was secured from the State Supervisor of Agricultural Education. From this list 50 veterans' training classes were selected as the sample from the state. The schedules were completed at the time of a regular class meeting and mailed directly to Iowa State College, where 300 of the Michigan schedules were randomly selected, coded, and tabulated on I. B. M. cards.

The purpose of this study was to determine the opinions of veterans of the institutional on-farm training program in order to determine what procedures and techniques might be applied to future programs of adult education in agriculture.

It was felt that in addition to the data from the regional study that it was desirable to summarize the study here in Michigan to see what pertinent data may have been brought to light by the survey. It was further felt that an analysis of the available data might answer a variety of questions, both in regard to future classes for veterans, but more important to assist the planning and operation of both young farmer and adult farmer classes. Questions which needed to be answered were: Who should teach adult classes? How should such classes be financed? Should social activities be a definite part of these classes? How could the existing farm service and related farm organizations be useful in teaching? Of primary importance was: What should be included in the course of study for young and adult farmers and what methods of teaching, in the opinion of the trainee, would be most effective?

Instruction. Since 77 per cent of the veterans indicated the choice of either full-time instructors or for special instructors, in preference to the regular instructor of vocational agriculture who teaches day school part-time, it can be concluded that veterans want an instructor devoting full-time to their instructional activities.

It is significant that 77 per cent of the veterans surveyed felt that the farmers in any adult class should have much to do in both the planning and conducting of their educational program. There was an indication shown in the data of



the need for the active leadership and guidance of the agricultural instructor, who can organize classes in such a way as to bring out the active participation of the members.

Instruction for adult-farmer classes should be given in both the class room and on the farm in the opinion of 88 per cent of the veterans. The opinion was very divided in regard to how many classes there should be per year. Over one-third of the veterans expressed a preference for weekly meetings or 52 meetings per year. It may be concluded that an adult program should carry on throughout the year with some variation in meetings to suit the various conditions which must be met locally. The respondents in this survey were also not unanimous in regard to setting how many hours of on-farm instruction should prevail. Twenty-three on-farm visits yearly, with a total of around 63 hours, seemed to be the average of the choices made by the veterans. The importance of frequent on-farm instruction is brought out.

Nearly 50 per cent of the respondents in this survey favored two hours as the optimum length of classroom periods. It was the opinion that farm mechanics shop classes be held at night and be between two to three hours in length.

Financing. The veterans generally favored federal financing of adult programs. This might be explained because of the nature of their own federally financed plan. However, other methods of financing were recommended in the fact that 48 per cent indicated their willingness to pay a

course fee ranging from 5 to 25 dollars. These findings are significant in view of the fact that many adult classes are now being conducted with either very small fees or none at all. These data further suggest the possibility that the school might well consider class fees or tuition as a means of financing an expanding adult education program.

Sixty-one per cent of the veterans in Michigan indicated that they would continue in a farm training course without subsistence. This would indicate that six out of ten veterans completing their training would willingly attend adult education classes. Applying this to the Michigan veterans, who have been enrolled in the veterans' training program under Public Law 346, would suggest that over 60 per cent of these would be possible members of continuing adult programs.

Social Activities. These activities as a part of the veterans' program were not considered important by the respondents of this survey. Educational tours, which hardly classify as social events, were however favored by 41 per cent of the men.

Farm Service Organizations. Dairy Herd Improvement Associations were found to be the most helpful to veterans. The data suggest that this and other service type organizations for farmers may well be made a part of, or a natural outgrowth of organized adult classes in agriculture. Classes organized with such a purpose in mind could be made to help

meet the needs of the members. The outgrowth of such organizations suggests real purpose to the instruction. It would show that the group was able to recognize its problems and would undoubtedly be continuing evidence of the value of the instruction.

Related Agricultural Agencies. The Soil Conservation and the Extension Service were rated by the trainees as having been the most helpful to them. It is important that members of adult classes be made fully aware of the services available through all the related agricultural agencies. Data indicated that some veterans were unaware of the help possible through some sources.

Course of Study. Ten units were indicated by the respondents as being of major importance as follows: Soil conservation, livestock production, crop production, farm planning, farm mechanics, farm health and safety, marketing farm products, farm and home accounts, farm and home improvement and farm skills. Seven other units were rated by the veterans as of some value.

Methods of Teaching. Demonstration and class discussion were rated as being the most desirable instructional procedures in the experience of the veterans. All other methods were rated as being either good or fair methods of classroom teaching. Other methods included question and answer, laboratory work, lecture, debates and individual reports. These data would suggest that effective teaching

will include varied procedures, with the emphasis on demonstration and class participation. Qualified teachers were considered essential by the trainees. Respondents also rated the use of recent farm literature and the use of visual aids as being of much importance in classroom instruction. Using specialists, connecting classroom problems to the farming situation, and using data from farm visits were rated as of much importance in good classroom procedure. The rating of the various teaching techniques suggests that effective use of many devices could well be made a part of much of the teaching of future adult classes.

On-farm instruction has a primary purpose as is shown in this survey, that of demonstrating farming practices. The veterans surveyed indicated that they wished to have help in not only keeping farm records, but in analyzing them as well. This could be a guide to instructors of future classes to use farm records as a guide to systematic improvement of trainees' farming business.

Participation of class members should be recognized as essential. It could be concluded from the data shown in this study that the successful adult agricultural classes of the future must rely on the active participation of the members of the group it is to serve.

## Conclusions

The present study was limited to the opinions of veterans who were receiving instruction on a federally financed program. If applications of findings are made to apply to other situations involving class attendance on a voluntary or unpaid basis, these limitations should be considered. In spite of about three years of experience on the veterans' training program at the time this survey was made, data would indicate there was still much to be desired in the way of most effective training procedures.

These conclusions, which apply to general rather than specific procedures are based on the findings of this study.

1. Farmers prefer full time or special instructors, who have sufficient time and who conduct the adult program as a primary interest, in preference to the regular instructor of vocational agriculture, who might do it in addition to a full-time day school load.

2. Not all veterans are sold on the idea of attending classes without pay. However, the fact that nearly 50 per cent indicated they would pay a course fee shows the possibility of at least partial financing of adult programs by use of such a plan. It may be further concluded from this that the training equivalent to that which the veterans received definitely has a dollar and cents value.

3. Social activities have a small place in adult education in agriculture. Educational tours, which can have a very definite training value could well be included as such an activity.

4. The veterans' reaction to the course of study is important. They established ten major and seven minor units of study for adult classes in agriculture. The list of units when considered from a local viewpoint, might suggest some long time planning to arrange a suitable sequence of subjects for future adult classes.

5. An accurate evaluation of the most effective methods of teaching would have been limited to the experience of a particular veteran. However, teachers might well remember the high regard veterans had for demonstration and well organized class discussion. From the data it may be concluded that successful teaching of adult classes in agriculture lies in the effective use of a variety of teaching procedures. These procedures should be such that will maintain interest, be geared to the educational level of the group being taught and give an opportunity for active participation of members of the group.

6. The most adequate use of farm service and related farm organizations is not apparent in the veterans' training program. This was perhaps due to a reluctance on the part of

the veteran to want close comparison with established farmers. From the desires for help indicated by the veterans a need is expressed by the veteran for effective use of the help of farm organizations in furthering their progress and establishment in farming.

## CITED LITERATURE

- Anderson, Willard Raymond, "Implications for Adult Education in Agriculture from Responses of Participants in the Veterans' Farm Training Program in the Central Region, I Administration," Thesis, M. S., 1952, Iowa State College, Ames, pp. 93.
- Byram, "Out-of-School Young Men on Farms" Bulletin No. 274, Lansing, Michigan, 1941, pp. 47.
- Cook, Glen C., "A Handbook on Teaching Vocational Agriculture," The Interstate Printers and Publishers, Danville, Illinois, pp. 452.
- Deyoe, George P., "Supervised Farming in Vocational Agriculture," The Interstate Printers and Publishers, Danville, Illinois, pp. 502.
- Elliott, Dean Alexander, "Implications for Adult Education in Agriculture from Responses of Participants in the Veterans' Farm Training Program in the Central Region, II Course Content," (Original not seen) Thesis, M. S., 1951, Iowa State College, Ames, Iowa, pp. 164.
- Hamilton, James E., "Implications for Adult Education from Responses of Participants in the Veterans' Farm Training Program in the Central Region, III Methods of Instruction," Thesis, M. S., 1951, Iowa State College, Ames, pp. 124.
- Hamlin, H. M., "What Next in Evaluation?" Agricultural Education Magazine, 20:235, June, 1948.
- Kaufmann, Bernard J., "An Evaluation of Farm Veterans' Training," Agricultural Education Magazine, 21:226, April, 1949.
- Lintner, Julius H., "A Study of the Effectiveness of the Institutional On-Farm Training Program in Ohio with Implications for Future Programs in Adult Education," (Original not seen) Thesis, Ph. D., 1952, Ohio State University, Columbus, Ohio, pp. 394.
- Naugher, R. E., "Summary of Veterans' Farm Training Study," Agricultural Education Magazine, 21:56, September, 1948.
- Pancost, Lawrence C., "Techniques and Procedures in Institutional On-Farm Training Programs in Michigan with Implications for Adult Education," Thesis, M. A., 1952, Michigan State College, East Lansing, Michigan, pp. 65.





- Perdue, Charles, "Implications for Adult Education in Agriculture from Responses of Participants in the Veterans' Farm Training Program in the Central Region, VI Course Content of Present Program," Thesis, M. S., 1952, Iowa State College, Ames, Iowa, pp. 112.
- Rhodes, Clarence L., "Implications for Adult Education in Agriculture from the Responses of the Participants in the Veterans' Farm Training Program in the Central Region, IV Needs," Thesis, M. S., 1952, Iowa State College, Ames, Iowa, pp. 117.
- Strand, Forrest O., "An Evaluation of the Institutional On-Farm Training Program." Unpublished M. A. Thesis, Michigan State College, East Lansing, Michigan, 1953.
- Warren, Marshall A., "Implications for Adult Education in Agriculture from Responses of Participants in the Veterans' Farm Training Program in the Central Region: VII Audio-Visual Methods and Materials," Thesis, M. S., 1952, Iowa State College, Ames, Iowa, pp. 192.
- Wieggers, George W., "Some Outcomes of Participation of Veterans in Institutional On-Farm Training in Missouri," (Original not seen) Thesis, Ed. D., University of Missouri, Columbia, Missouri, 1949.

## INSTITUTIONAL-ON-FARM TRAINING IN THE CENTRAL REGION

Completed forms to be sealed in  
presence of class and mailed  
first class or expressed prepaid  
to:  
Department of Vocational Education  
Iowa State College, Ames, Iowa

## Part I

**DIRECTIONS:** Please read each question carefully. Pick out the correct answer, or answers, and place an X in the answer space following it. Do not skip any questions.

1. What is your present marital status?  
  
Single ( ); Married, no children ( ); Married, with children ( ); Divorced or Separated ( ).
2. What is your present age?  
  
25 years or under ( ); 26 to 30 years ( ); 31 to 35 years ( ); 36 years or older ( ).
3. How many months of eligibility and entitlement for training or education did you have when you enrolled in Institutional On-Farm Training?  
  
15 months or less ( ); 16 to 24 months ( ); 25 to 36 months ( ); More than 36 months ( ).
4. How long have you been attending classes in Institutional On-Farm Training?  
  
6 months or less ( ), 7 to 12 months ( ); 13 to 24 months ( ); 25 to 36 months ( ); More than 36 months ( ).
5. How many years did you spend on a farm after the age of 10, while in or out of school, and prior to the time you enrolled in Institutional On-Farm Training?  
  
None ( ); 1 to 3 years ( ); 4 to 6 years ( ); 7 to 9 years ( ); 10 or more years ( ).
6. How many years did you spend as a full-time partner, sharecropper, renter, owner-operator, or manager, prior to the time you enrolled in Institutional On-Farm Training?  
  
None ( ); 1 to 3 years ( ); 4 to 6 years ( ); 7 to 9 years ( ); 10 years or more ( ).
7. What is your present farming status? (Check One)  
  
(a) Hired hand ( )      (c) Renter ( )      (e) Owner-Operator ( )  
(b) Partner or sharecropper ( )      (d) Owner and Renter ( )      (f) Manager ( )
8. What was your farming status at time of enrollment in Institutional On-Farm Training?  
  
(a) Hired hand ( )      (c) Renter ( )      (e) Owner-Operator ( )  
(b) Partner or sharecropper ( )      (d) Owner and Renter ( )      (f) Manager ( )
9. What is the highest school grade you have completed? (Circle one)

Elementary  
1 2 3 4 5 6 7 8

High School  
9 10 11 12

College  
1 2 3 4

10. How many years of Vocational Agriculture did you have in high school?

(a) None ( ); (b) 1 year ( ); (c) 2 years ( ); (d) 3 years ( ); (e) 4 years ( ).

11. Prior to enrolling in Institutional On-Farm Training how many years of Young Farmer and/or Adult Farmer training did you have? (At least 10 meetings per year)

None ( ); 1 to 3 years ( ); 4 to 6 years ( ); 7 to 9 years ( ); 10 or more years ( ).

## Part II

This part of the information blank deals with the Institutional On-Farm Training program for farm veterans of World War II as provided by Public Law 377.

12. Of what value has the following type of instruction been to you?

	<u>Much</u>	<u>Some</u>	<u>None</u>
(a) Individual on farm. . . . .	( )	( )	( )
(b) Small groups on farm. . . . .	( )	( )	( )
(c) Classroom (off farm) . . . . .	( )	( )	( )

13. Have you used new farm practices as a result of your training?

Much ( )      Some ( )      None ( )

14. Have the following been of value in your Institutional On-Farm Training?

	<u>Much</u>	<u>Some</u>	<u>None</u>
(a) Farm and home records. . . . .	( )	( )	( )
(b) Notebooks. . . . .	( )	( )	( )
(c) Annual farm and home plan. . . . .	( )	( )	( )
(d) Textbooks, reference books, and bulletins. . . . .	( )	( )	( )
(e) Field trips to experiment station and state colleges of agriculture and to county field days. . . . .	( )	( )	( )
(f) Field trips to fairs, shows, and sales. . . . .	( )	( )	( )
(g) Field trips to farms in the community. . . . .	( )	( )	( )
(h) Field trips to commercial firms such as stockyards, fertilizer plants, demonstration farms, machinery companies. . . . .	( )	( )	( )

15. Have you received training in the following?

	<u>Much</u>	<u>Some</u>	<u>None</u>
(a) Farm mechanics. . . . .	( )	( )	( )
(b) Farm skills, such as castration, dehorning, laying out terraces . . . . .	( )	( )	( )
(c) Soil conservation. . . . .	( )	( )	( )
(d) Farm and home accounts. . . . .	( )	( )	( )
(e) Farm planning and management. . . . .	( )	( )	( )
(f) Livestock production practices. . . . .	( )	( )	( )
(g) Crop production practices. . . . .	( )	( )	( )
(h) Fruit and vegetable production practices. . . . .	( )	( )	( )
(i) Family relationships. . . . .	( )	( )	( )
(j) Marketing farm products. . . . .	( )	( )	( )
(k) Farming programs. . . . .	( )	( )	( )
(l) Leadership. . . . .	( )	( )	( )
(m) Recreational activities. . . . .	( )	( )	( )
(n) Community and cooperative activities. . . . .	( )	( )	( )
(o) Farm health and safety. . . . .	( )	( )	( )
(p) Farm preservation and storage. . . . .	( )	( )	( )
(q) Food preservation and storage. . . . .	( )	( )	( )

16. Have persons from the following agencies assisted in your training program?

	Much	Some	None
(a) Rural Electrification Administration. . . . .	( )	( )	( )
(b) Farm Credit Administration (Production Credit Association and Federal Land Bank). . . . .	( )	( )	( )
(c) Extension Service. . . . .	( )	( )	( )
(d) Farm and Home Administration. . . . .	( )	( )	( )
(e) Soil Conservation Service. . . . .	( )	( )	( )
(f) Forestry Service. . . . .	( )	( )	( )
(g) Production and Marketing Administration. . . . .	( )	( )	( )
(h) State College of Agriculture. . . . .	( )	( )	( )
(i) State Board for Vocational Education, Vocational Agriculture Section. . . . .	( )	( )	( )

17. Should the progress of the student be measured by the number of new and improved farm practices carried out on the farm? Yes ( ) No ( ) Uncertain ( )

18. Should Institutional On-Farm Training be limited to: (Check one)

- (a) Those who live on the farm and are employed full time on the farm ( )
- (b) Those who live on the farm and are employed part time on the farm ( )
- (c) Those who live in town and are employed full time on the farm ( )
- (d) Those who live in town and are employed part time on the farm ( )
- (e) Those who live in town or country and spend no time on the farm ( )

19. Are you better established in farming as a result of the Institutional On-Farm Training Program? Yes ( ) No ( ) Uncertain ( )

20. Does the Institutional On-Farm Training program help the people in your community who are not enrolled in the program?

	Much	Some	None
(a) Improved farming practices. . . . .	( )	( )	( )
(b) Better rural leadership. . . . .	( )	( )	( )
(c) Improved social and cooperative activities. . . . .	( )	( )	( )
(d) Better rural recreation. . . . .	( )	( )	( )
(e) Increased use of all educational agencies. . . . .	( )	( )	( )
(f) Soil conservation. . . . .	( )	( )	( )

21. Could you have made just as much progress in getting started in farming if you had received your subsistence allowance without Institutional On-Farm Training? Yes ( ) No ( ) Uncertain ( )

22. To what extent would you like to continue to use the advice and counsel of your Institutional On-Farm Training instructor after completion of training? Much ( ) Some ( ) None ( )

23. Would you continue to take part in an educational farm program similar to the present one without subsistence pay? Yes ( ) No ( ) Uncertain ( )

24. Should there be another Institutional On-Farm Training program for those in the armed forces at present? Yes ( ) No ( ) Uncertain ( )

25. What should be the maximum length of a future program for veterans? 1 year ( ) ; 2 years ( ) ; 3 years ( ) ; 4 years ( ) ; More than 4 years ( )

26. Should qualified trainees in a future program receive subsistence pay as in the present plan? Yes ( ) No ( ) Uncertain ( )

27. In case of another Institutional On-Farm Training program, who should be responsible for giving the instruction? (Check one)

- (a) State college of agriculture. . . . . ( )
- (b) The Veterans Administration. . . . . ( )
- (c) Public schools with or without vocational agriculture. . . . . ( )
- (d) The public schools through the Vocational Agriculture Department. . . . . ( )
- (e) The Extension Service. . . . . ( )
- (f) The Soil Conservation Service. . . . . ( )
- (g) Other agencies, public or private. . . . . ( )

### Part III

This part of the information blank is to get your opinion as to the nature of a future educational program for farmers after the Institutional On-Farm Training program ends. This future program would be planned for all farmers with fewer requirements and no subsistence pay. Your experience in Institutional On-Farm Training will be of value in planning a more permanent program.

28. Where should instruction be given? (Check one) On the farm ( ) ; In the classroom ( ) ; Both ( )

29. How much instruction should be offered per year on the farm? (Check one)

- (a) None ( ) (d) 10 to 20 hours ( ) (g) 50 to 75 hours ( )
- (b) Less than 5 hours ( ) (e) 20 to 35 hours ( ) (h) 75 to 100 hours ( )
- (c) 5 to 10 hours ( ) (f) 35 to 50 hours ( ) (i) More than 100 hours ( )

30. How often would farmers want on-farm instruction? (A farm visit by the instructor.) (Check one)

- (a) Weekly ( ) (c) Monthly ( ) (e) Once every 3 months ( )
- (b) Once every two weeks ( ) (d) Once every other month ( ) (f) None at all ( )

31. How often should instruction be given at the school or central meeting place? (Check one)

- (a) Weekly ( ) (d) Every two weeks in slack season of farm work and monthly in other months. . . . . ( )
- (b) Every two weeks ( ) (e) Every week in slack season of farm work and monthly in other months. . . . . ( )
- (c) Monthly ( ) (f) None at all ( )

32. What length should nonshop class sessions be? (Check one)

- (a) One hour ( ) (c) Two hours ( ) (e) Four hours ( )
- (b) One and one-half hours ( ) (d) Three hours ( )

33. For what length of time and when should farm mechanic classes be held? (Check one)

- (a) Two hours during the day ( ) (d) Three hours at night ( )
- (b) Two hours at night ( ) (e) Three hours during the day plus three hours at night ( )
- (c) Three hours during the day ( ) (f) A full day ( )

34. Who should give the instruction? (Check one)

- (a) The regular vocational agriculture instructor who devotes part of his time to high school teaching. . . . . ( )
- (b) An additional vocational agriculture instructor who would give full time to adult farm education. . . . . ( )
- (c) An additional vocational agriculture instructor so that more time is available for adult work by both instructors. . . . . ( )
- (d) Special instructors - local farmers, machinery dealers, mechanics, etc. . . . . ( )

35. Should farmers in the class form their own organization to assume some responsibility in planning and conducting their educational program? Yes ( ) No ( ) Uncertain ( )

36. How should farmers be grouped into classes in schools having more than one class? (Check one)

Grouped according to: (a) age ( )  
 (b) farming status ( )  
 (c) farming interests ( )  
 (d) previous training ( )  
 (e) location of farm ( )  
 (f) a combination of the above factors ( )

37. To what extent would the following groups profit from instruction in farming?

	Much	Some	None	Uncertain
(a) Young farmers (ages 16-25). . . . .	( )	( )	( )	( )
(b) Adult farmers (ages 26-35). . . . .	( )	( )	( )	( )
(c) Adult farmers (ages 36 or older). . . . .	( )	( )	( )	( )
(d) Rural non-farmers. . . . .	( )	( )	( )	( )
(e) Farm women . . . . .	( )	( )	( )	( )
(f) Part-time farmers. . . . .	( )	( )	( )	( )

38. To what extent should the following persons or groups take part in planning the farm problems to be studied?

	Much	Some	None	Uncertain
(a) Instructors of the class. . . . .	( )	( )	( )	( )
(b) Students of the class. . . . .	( )	( )	( )	( )
(c) Local advisory committee. . . . .	( )	( )	( )	( )
(d) School superintendent. . . . .	( )	( )	( )	( )

39. To what extent should the following factors be considered in choosing farm problems and farm jobs to be taught?

	Much	Some	None	Uncertain
(a) Leading farm enterprises of the community. . . . .	( )	( )	( )	( )
(b) Experiences, interests, and opinions of the majority of the farmers in the class. . . . .	( )	( )	( )	( )
(c) Ability of the instructor. . . . .	( )	( )	( )	( )
(d) Subject matter information available. . . . .	( )	( )	( )	( )
(e) Information obtained from local surveys. . . . .	( )	( )	( )	( )
(f) Suggestions of advisory committees. . . . .	( )	( )	( )	( )
(g) Anticipated changes in farming. . . . .	( )	( )	( )	( )

40. How much should the following units be stressed in the course of study?

	Much	Some	None	Uncertain
(a) Farm mechanics. . . . .	( )	( )	( )	( )
(b) Farm skills, such as castration, dehorning, laying out terraces, etc. . . . .	( )	( )	( )	( )
(c) Soil conservation. . . . .	( )	( )	( )	( )
(d) Farm and home accounts. . . . .	( )	( )	( )	( )
(e) Farm planning and management. . . . .	( )	( )	( )	( )
(f) Livestock production practices. . . . .	( )	( )	( )	( )
(g) Crop production practices. . . . .	( )	( )	( )	( )
(h) Fruit and vegetable production practices. . . . .	( )	( )	( )	( )
(i) Family relationships. . . . .	( )	( )	( )	( )
(j) Marketing farm products. . . . .	( )	( )	( )	( )
(k) Farming programs. . . . .	( )	( )	( )	( )
(l) Leadership. . . . .	( )	( )	( )	( )
(m) Recreational activities. . . . .	( )	( )	( )	( )
(n) Community and cooperative activities. . . . .	( )	( )	( )	( )
(o) Farm health and safety. . . . .	( )	( )	( )	( )
(p) Farm and home improvement. . . . .	( )	( )	( )	( )
(q) Food preservation and storage. . . . .	( )	( )	( )	( )

41. How would you rate the following methods of classroom teaching?

	Good	Fair	Poor	Uncertain
(a) Lecture. . . . .	( )	( )	( )	( )
(b) Question and answer. . . . .	( )	( )	( )	( )
(c) Discussion by class members. . . . .	( )	( )	( )	( )
(d) Demonstration. . . . .	( )	( )	( )	( )
(e) Laboratory - actual performance by students. . . . .	( )	( )	( )	( )
(f) Group or individual reports. . . . .	( )	( )	( )	( )
(g) Debates. . . . .	( )	( )	( )	( )

42. How much of the instructors' time should be devoted to individual, including small group, on-farm instruction? (Check one)

- (a) None ( )                      (c) 25% ( )                      (e) 75% ( )  
 (b) 10% ( )                      (d) 50% ( )                      (f) 100% ( )

43. How much time should be set aside in each class session for discussion of emergency farm problems as they arise? (Check one)

- (a) None ( )                      (c) Not more than 20 minutes ( )                      (e) No time limit ( )  
 (b) Not more than 10 minutes ( )                      (d) Not more than 30 minutes ( )

44. From your experiences with the Institutional On-Farm Training program, of what importance are these items in improving classroom instruction?

	Much	Some	None	Uncertain
(a) Supervised study in the classroom. . . . .	( )	( )	( )	( )
(b) Home study. . . . .	( )	( )	( )	( )
(c) Secure qualified instructors. . . . .	( )	( )	( )	( )
(d) Secure recent books, bulletins and farm magazines. . . . .	( )	( )	( )	( )
(e) Give time to individual farm problems of students. . . . .	( )	( )	( )	( )
(f) Use movies, slides and other visual aids. . . . .	( )	( )	( )	( )
(g) Bring in specialists. . . . .	( )	( )	( )	( )
(h) Connect problems to actual farming situations of students. . . . .	( )	( )	( )	( )
(i) Use local information. . . . .	( )	( )	( )	( )
(j) Farm visits by the instructor. . . . .	( )	( )	( )	( )
(k) Use notebooks. . . . .	( )	( )	( )	( )
(l) Set up goals for each practice. . . . .	( )	( )	( )	( )
(m) Change teaching methods from time to time. . . . .	( )	( )	( )	( )
(n) Have active participation by <u>all</u> students. . . . .	( )	( )	( )	( )

45. Should the trainees know in advance if the instructor is coming to the trainees' farm for on-farm instruction? (Check one)

- Always ( )    Usually ( )    Occasionally ( )    Never ( )    Uncertain ( )

46. What emphasis should be given the following in on-farm instruction?

	Much	Some	None	Uncertain
(a) Supervising record keeping and analysis. . . . .	( )	( )	( )	( )
(b) Follow-up of class instruction. . . . .	( )	( )	( )	( )
(c) Social visit. . . . .	( )	( )	( )	( )
(d) Getting acquainted with farm situation. . . . .	( )	( )	( )	( )
(e) Demonstrating practices. . . . .	( )	( )	( )	( )
(f) Supervising home study. . . . .	( )	( )	( )	( )

47. Of what value is the following reference material for adult classes?

	Much	Some	None	Uncertain
(a) Bulletins and circulars from your home state colleges	( )	( )	( )	( )
(b) Bulletins and circulars from other state colleges. . . . .	( )	( )	( )	( )
(c) Bulletins and circulars from the U.S. Department of Agriculture. . . . .	( )	( )	( )	( )
(d) Farm magazines and papers. . . . .	( )	( )	( )	( )
(e) Farm texts or reference books. . . . .	( )	( )	( )	( )



8. To what extent should the following be used in an effective instructional program?

	<u>Much</u>	<u>Some</u>	<u>None</u>	<u>Uncertain</u>
(a) Motion pictures. . . . .	( )	( )	( )	( )
(b) Filmstrips and slides. . . . .	( )	( )	( )	( )
(c) Photographs, pictures, charts, tables, and graphs. . . . .	( )	( )	( )	( )
(d) Specimens (grains, insects) and models (livestock, buildings). . . . .	( )	( )	( )	( )
(e) Maps. . . . .	( )	( )	( )	( )
(f) Blackboard. . . . .	( )	( )	( )	( )
(g) Bulletin board. . . . .	( )	( )	( )	( )
(h) Field trips. . . . .	( )	( )	( )	( )
(i) Wire or tape recordings. . . . .	( )	( )	( )	( )
(j) Demonstrations. . . . .	( )	( )	( )	( )

9. Of what value are the following recreational activities in a complete yearly program?

	<u>Much</u>	<u>Some</u>	<u>None</u>	<u>Uncertain</u>
(a) Variety of games. . . . .	( )	( )	( )	( )
(b) Dances. . . . .	( )	( )	( )	( )
(c) Refreshments. . . . .	( )	( )	( )	( )
(d) Occasional programs for families. . . . .	( )	( )	( )	( )
(e) Basketball, baseball, and softball teams. . . . .	( )	( )	( )	( )
(f) Trips and tours. . . . .	( )	( )	( )	( )
(g) Fishing and camping trips. . . . .	( )	( )	( )	( )
(h) Annual banquet. . . . .	( )	( )	( )	( )

10. To what extent could the following agricultural agencies be of assistance to the educational program?

	<u>Much</u>	<u>Some</u>	<u>None</u>	<u>Uncertain</u>
(a) Rural Electrification Administration . . . . .	( )	( )	( )	( )
(b) Farm Credit Administration (Production Credit Association and Federal Land Bank). . . . .	( )	( )	( )	( )
(c) Extension Service. . . . .	( )	( )	( )	( )
(d) Farm and Home Administration. . . . .	( )	( )	( )	( )
(e) Soil Conservation Service. . . . .	( )	( )	( )	( )
(f) Forestry Service. . . . .	( )	( )	( )	( )
(g) Production and Marketing Administration. . . . .	( )	( )	( )	( )
(h) State College of Agriculture. . . . .	( )	( )	( )	( )
(i) State Board for Vocational Education, Vocational Agriculture Section. . . . .	( )	( )	( )	( )

11. To what extent would the following associations and organizations be helpful to the educational program?

	<u>Much</u>	<u>Some</u>	<u>None</u>	<u>Uncertain</u>
(a) Dairy herd improvement associations. . . . .	( )	( )	( )	( )
(b) Other livestock and poultry improvement associations. . . . .	( )	( )	( )	( )
(c) Artificial insemination associations. . . . .	( )	( )	( )	( )
(d) Crop improvement associations. . . . .	( )	( )	( )	( )
(e) Local and community cooperatives. . . . .	( )	( )	( )	( )
(f) State farm cooperatives . . . . .	( )	( )	( )	( )
(g) Farm management associations. . . . .	( )	( )	( )	( )

12. Would farmers who have completed Institutional On-Farm Training need further farm training?  
Yes ( ) No ( ) Uncertain ( )

13. Would farmers who have completed Vocational Agriculture in high school need further farm training?  
Yes ( ) No ( ) Uncertain ( )

14. Would farmers who have attended a college of agriculture need further farm training?  
Yes ( ) No ( ) Uncertain ( )

55. Which of the following methods do you consider the best for financing adult farmer programs?  
(Check one)
- (a) Federal funds. . . . . ( )
  - (b) State funds. . . . . ( )
  - (c) Federal and state funds. . . . . ( )
  - (d) Local school funds. . . . . ( )
  - (e) Federal and local funds. . . . . ( )
  - (f) State and local funds. . . . . ( )
  - (g) Federal, state, and local funds. . . . . ( )
  - (h) Tuition charge for students taking the training. . . . . ( )
  - (i) Tuition plus financial aid from federal, state, and  
local funds. . . . . ( )
56. Would you be willing to pay taxes for an adult education program in local schools?  
Yes ( )      No ( )      ( Uncertain ( ) )
57. What annual fee would you be willing to pay for a course including on-farm instruction after the present course is completed?
- (a) None ( )      (d) \$10.00 ( )      (g) \$35.00 ( )
  - (b) \$1.00 ( )      (e) \$15.00 ( )      (h) \$50.00 ( )
  - (c) \$5.00 ( )      (f) \$25.00 ( )      (i) More than \$50.00 ( )
58. Should government officials be urged to provide tax money for adult education programs in the public schools?    Yes ( )      No ( )      Uncertain ( )
59. Should all farmers have an opportunity to enroll in courses in farming offered by the public schools?  
Yes ( )      No ( )      Uncertain ( )

ROOM USE ONLY

May 20 '58

Jun 18 '58

ROOM USE ONLY.



MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03145 3834