

Minnesota

Evaluation

by
Gary Thome

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MANAGEMENT



FOREWARD

While agriculture is this nation's biggest and most basic industry, America's farm families have received neither recognition nor appreciation commensurate with their contribution to the well-being of all Americans.

Farming and the needs of farm people are usually taken for granted when social and economic programs are being devised. Therefore, this points out the need for Adult Vocational Ag Education to stem the continuing pattern of declining farm population with resultant vacant stores in rural communities and accompanying urban congestion.

The potential impact of Minnesota's Veterans Coop Farm Management program and Adult Farm Management program on community, state and nation is unmistakable. The steady and almost certain business growth of participating farmers has proven to be one of the most promising stabilizing influences at work in rural communities in our state. The learning-earning curve (U.S.O.E. study 427-65 U of M and S.D.E. and U of M - Vic Richardson study of 1979, "That Ingenuous Investment") which is central to management type programs and assures this success mode. It represents a positive move toward the preservation of strong family farms, and counter to the existing pattern of concentrating the control of food and fiber into fewer and fewer hands.

We are proud to have shared in making the Gary Thome study possible. He has questioned over 400 veteran farmer participants over a 10 year span of time. The study confirms beyond any expectation, that the Veterans Coop Farm Management program is held in the highest regard by those who are in a position to know its strengths and its weaknesses.

The results of this study should be a source of real satisfaction to the teachers, administrators, boards of education, lawmakers and indeed to taxpayers who have shared in making the Veterans Coop Farm Management program a reality.

May it likewise be an inspiration to others in this state and elsewhere to act now, before it's too late, to recognize the true contribution of family farmers to the American way of life and their unfailing capability to spare American consumers from food prices based on either scarcity or monopoly. And may realistic programs and funding for Ag Education be a fundamental part of our goals.

The 80's and beyond hold almost unlimited challenge and opportunity for improving the quality of life for countless numbers of people throughout the world. If these challenges are to become areas of progress and success, the two forces most central to that progress are Agriculture and Education, in concert.

Odell Barduson
State Supervisor
Adult Agriculture Education

Sharon Grossbach
Manager
Adult Vocational Education

AN EVALUATION OF THE
VETERAN'S COOPERATIVE FARM
MANAGEMENT PROGRAM 1974-1979

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FOREWARD

This paper represents the culmination of a project initiated by the Minnesota State Department of Education in 1980. In supporting this evaluation the Department had a three-fold purpose, namely:

1. To evaluate the Veterans' Cooperative Farm Management Program in the area of
 - a. economic growth
 - b. social development
 - c. educational endeavors and attitudes
 - d. current occupational status
2. To serve as an extension and follow-up of past Veterans' Cooperative Farm Management Studies.
3. To provide a report for the Minnesota State Legislature regarding the value of the Veterans' Cooperative Farm Management Program.

Hopefully, this study contributes to a better understanding of the impact the Veterans' Cooperative Farm Management Program has had on Minnesota agriculture.

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CHAPTER I
INTRODUCTION
THE PROBLEM

Following each of the past world conflicts involving the United States since World War II, Congress has made provisions for a program of education for veterans. The decade of the 70's found renewed interest in young people becoming established in farming. As opportunities to begin farming developed, efforts to establish Veterans' Cooperative Farm Management Programs were also increased. As a result, veterans were able to take part in an educational program that was designed to assist them in becoming established in the business of farming. The program was designed to give the veterans an opportunity to receive intensive instruction, guidance and counseling appropriate to their individual needs.

In a program that was so extensive in scope, demanding a considerable investment in time and financial resources, it is reasonable to expect some type of evaluation of the program. After each conflict, studies have been made to evaluate the Veterans' Program. Field and Cochran (1959) conducted an extensive state wide study of the veterans enrolled in the Institutional On-The-Farm-Training Program under Public Law 550 which involved World War II and the Korean conflict.

Novlan (1960) provided an up-date of the developments of

the veterans program and their status after receiving the instructional program. Richardson (1973) reported on how many veterans stayed in farming and their development since receiving the instruction.

In the present study, the problem was to conduct an evaluation centered on the overall effectiveness of the educational program in terms of the occupational, economic, social, educational development of the farmers who had been enrolled in the Veterans Cooperative Farm Management Program from 1971 to 1980.

The Purpose

The central purpose of this study was to examine the overall effectiveness of the Veteran Farm Management Program in Minnesota.

The Objectives

More specifically the study was designed to:

1. Measure the economic progress of the veterans in terms of their . . .
 - A. increases (or decreases) in return to capital and family labor.
 - B. increases (or decreases) in net worth.
 - C. growth (or loss) in farm size.
 - D. increases (or decreases) in ownership.
2. Examine the social involvement of the veterans regarding their . . .

- A. participation in community organizations and events.
 - B. leadership in community organizations and events.
3. Examine the veterans in regard to their . . .
- A. use of the veteran educational benefits available to them.
 - B. attitude toward their families' education.
 - C. attitude toward continuing education.
 - D. involvement in additional Adult Farm Management programs.
4. Determine the veterans' current employment situation and their expectations, one, three and five years after completing the Veterans' Farm Management Program.

CHAPTER II
DESIGN OF THE STUDY
PROCEDURES OF THE STUDY

The schools used in this study were randomly selected, two from each of the Minnesota Adult Farm Management Analysis Centers. In Figure I, an overview is presented of each area and the location of the veterans programs used in the present study. It was felt every area of the state should be represented in the study. The list of programs was provided by the Minnesota State Department of Education.

An advisory committee consisting of Mr. Odell Barduson, State Supervisor of Adult Education, Mr. Victor Richardson, Veterans Instructor and Dr. Howard Kittleson, a farmer, and the investigator initiated the basis for the organization of this study. A sample survey instrument was developed. The survey instrument was critiqued by the staff at the University of Minnesota Agriculture Education Division and the State Department of Education. After several revisions, the instrument was duplicated by the Minnesota State Department of Education.

The schools with veterans programs randomly selected for this study were:

<u>Analysis Area</u>	<u>Schools</u>
1. Thief River Falls	1. Henning 2. Lancaster

VO-AG FARM MANAGEMENT AREAS

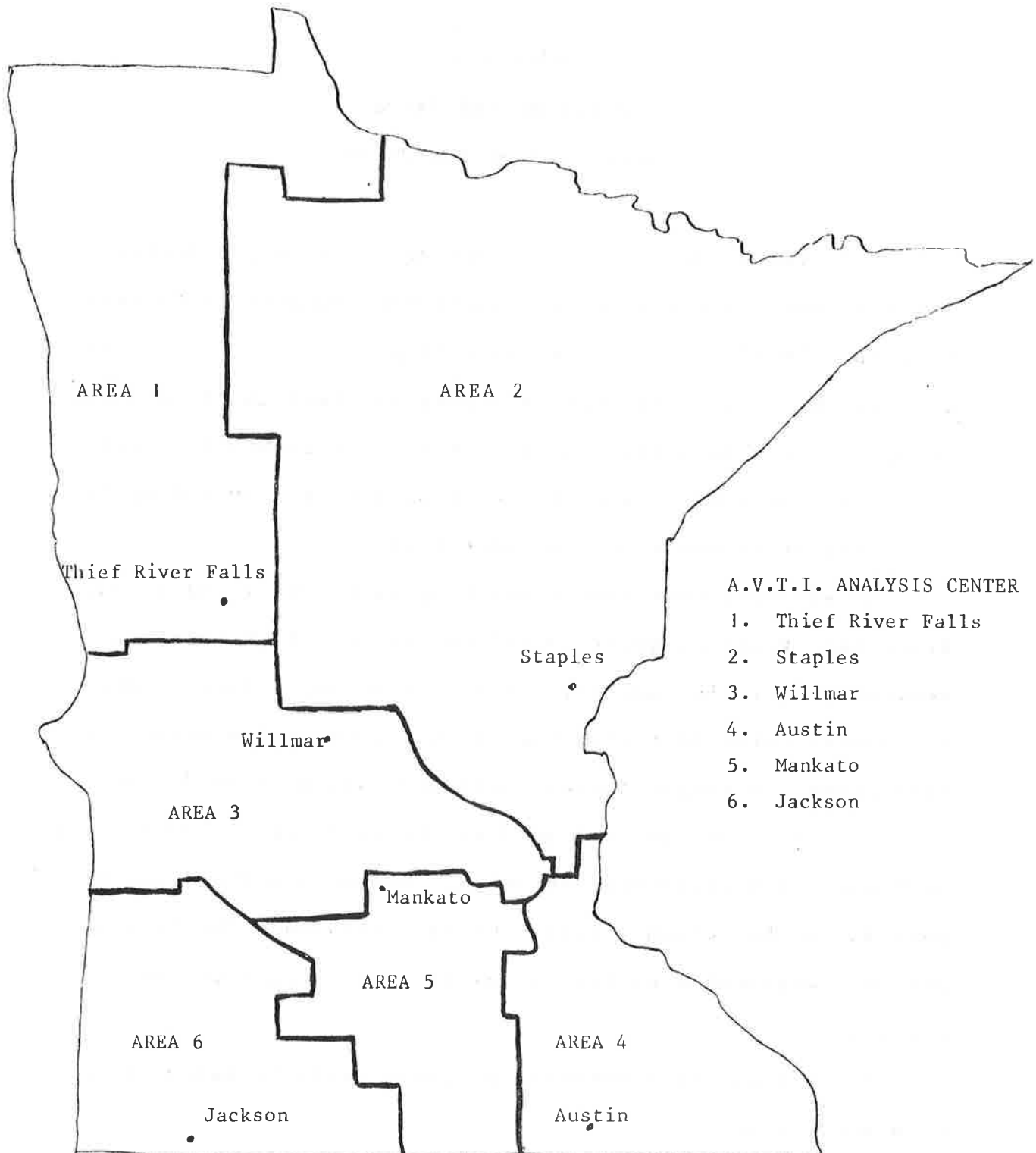


FIGURE 1

- | | |
|------------|-----------------|
| 2. Staples | 3. Bagley |
| | 4. Pine City |
| 3. Willmar | 5. Herman |
| | 6. Melrose |
| 4. Austin | 7. Byron |
| | 8. Lewiston |
| 5. Mankato | 9. Hutchinson |
| | 10. St. James |
| 6. Jackson | 11. Edgerton |
| | 12. Worthington |

After the selection process was completed, the teacher and school administrator in each school was contacted and informed of their selection in the study. All schools selected gave their permission to study the veterans that had completed programs in their schools. Once they had been selected, a sample of the survey form was sent and the teacher was called to answer any questions that had developed. Each teacher was informed that the study was to include only those veterans who started and completed (or would be able to complete) the program in that same school. No transfer veterans were studied.

Instrument Development

The information used in the present study had been examined in previous studies. Additional areas for investigation were initiated by the investigator and the advisory committee. The following areas were included in the study:

Part I - Social and Civic Involvement

Farm organizations, church, service organizations, political groups and others. The leadership in-

volvement they had expressed in the above areas. The events attended by the veteran such as shows/fairs, field day/ tours, dealer sponsored day/events and others.

Part II - The Educational Benefits

Current involvement in Adult Farm Management Programs (if it was available to them). Attitudes toward their education, and their families' (children's) education was examined. Attitude toward the Veterans' Farm Management Program was examined. Attitudes toward community involvement and rural versus town urban cooperation were also reviewed. The veterans ranking of the value of setting farm/family business goals was also included.

Part III - The Economic Measures

The number of acres rented and owned was studied. The veterans return to capital and family labor and net worth were also examined.

Part IV - Employment Situation

What the veteran is expected to be doing one, three and five years after completing the Veterans' Farm Management Program was studied. The age of the veteran and number of dependents was also examined.

The instrument was finally developed by the investigator and the advisory committee. The instruments were all coded before they were mailed to the instructors. (see Appendix A

for a copy of the final instrument and accompanying letter). The instructors were asked to obtain the financial information from the files of the veterans. The data for the "return to capital and family labor" for the first year enrolled and the last year enrolled was to be taken from Table 6B, Line 48 of the Farm Management Analysis Report. These data were obtained with the consent of the veterans.

A code sheet was sent to each instructor to record the veteran's name and code number so that future contact could be made by the researcher in the event questions were unanswered. (See Appendix A).

Several meetings were held with the cooperating instructors. A meeting was held during the National Farm Business Management Conference and a second meeting was held at the Minnesota Vocational Agriculture Instructors Workshop. Many questions and problems were resolved at these meetings. One school promised to attend these meetings but the instructor did not appear at any of the sessions.

Once the survey instruments were returned to the investigator, calls were made in an attempt to clarify incomplete survey forms as well as answer questions. The information was then compiled on computer data forms, and the data was processed.

Limits Of The Study

There are several limitations which should be kept in mind while reading this study. The random selection procedure

was made on selected schools and not on individual veterans.

During the study, several schools were in the process of closing their veterans programs. Some schools experienced a high turn-over of instructors throughout the years the program was operating in their schools. This study was not designed to measure the qualifications of the instructor, but of the program and it's results. However, quality of instruction may have an impact on the effectiveness of the program.

CHAPTER III

REVIEW OF RELATED LITERATURE

The intent of this paper was to provide evidence as to the value of the Veteran Farm Management program. Cochran and Field (1959) stated in the first study on the Institutional On-Farm Training Program that veterans gained a favorable impression of the value of an education and became better supporters of education for their children. They also found that the veterans became interested in reading and studying bulletins and other literature in the field of agriculture and rural living.

Minnesota State Representative Carl Johnson (1973) stated in a legislative session that "No agricultural education program has a better record for retaining its graduates in agriculture as career farmers than does the G.I. Farm Training Program."

Persons (1966) studied the farm business records of 529 farmer veteran trainees focusing on the financial benefits that might occur to groups of individuals who have completed various levels of education.

Persons and others (1968) studied the business records of 3,518 farmers who participated in adult farm management programs in Minnesota to determine the relationship between educational inputs and economic outcomes. Among the conclusions

and implications of the study are the following:

1. In a benefit-cost analysis in which all direct and opportunity costs are calculated, and where all future benefits are discounted to present value, a farmer can expect to realize about four dollars of labor earnings for each dollar of investment in the educational programs described in this inquiry. This benefit-cost ratio of 4:1 does not include benefits or returns which are non-monetary.
2. In a benefit-cost analysis in which the benefits to the community are calculated as the aggregate rise in farm labor earnings and where the costs included the aggregate costs borne by the community, the benefit-cost ratio is approximately 2:1. This is an excessively conservative estimate since it does not include as benefits the increase in business activity which derives from expanded farm sales, nor does it include a community benefit which derives from an expanding tax base. A benefit-cost ratio which includes farm sales as a measure of business activity is 9:1. Inclusion of measures of increased tax base or other less tangible monetary benefits result in an even greater benefit-cost ratio.
3. In the first three years of management instruction, there were rapid gains in farm income. Diminishing marginal returns occurred as farmers reached practical ceilings to their capacity to employ technological improvements on existing enterprise combinations. During the fourth and fifth years of instruction, farmers reorganized and reallocated their productive resources to revised enterprise combinations. From the sixth to the eighth year of instruction, farm income increased sharply and dramatically and continued to rise at a steady rate in the remaining two years reported in this study.

The indexed mean of the labor earnings of farmers participating in the Minnesota study is shown in Figure 2. This figure reflects the impact of education on the labor earnings of farmers involved in the adult farm management programs.

Bundy (1968) noted that American agriculture has been changing rapidly in recent years due to technological, economic and social developments. It is estimated that agriculture technology doubles each ten years and that many practices and machines become obsolete in five years. Consequently, management education may not be the only type of education needed by farmers.

Todd (1975) believed that the need for adult education was not limited to any specific discipline or vocational field, but that the need is very urgent in agriculture. He stated that the precariousness of the world's food situation attests to the importance for extending educational opportunities in agriculture to those engaged in farming. Since these persons have means for immediately placing into practice the skills and ideas learned, the results from their involvement in adult education is very effective. The need for adult education in agriculture is further emphasized when considering that a rather minimal number of farmers are expected to produce more food from less acreage than during any other era in American agriculture.

Adams (1966) felt that through a training program, veterans who were not going on to college could be helped to become established in farming. He further felt it would be a real service to the veterans themselves and to the country as a whole.

Lawson (1946) maintained that vocational education in agriculture was concerned with human development in terms of

improved abilities instead of merely increased farm production even though increased production may be an indication of improved ability on the part of the farm operator. He further pointed out that the purpose of Vocational Education in Agriculture for veterans on farm is to help them develop a high degree of proficiency as a farm operator.

Mostrom (1946) stated that for the most part the veterans are desirous of training which will fit them to operate their own farms. Under this program, a longer training period is established that where a veteran is simply training for employment.

Stranley (1946) noted that something new was under the sun in the field of education, it was a rather new and interesting experience to have students in their classes who are paid to go to school. Stranley suggested that their program should show a progressive training procedure of enough scope to cover the time for which the veteran is entitled to training.

This new program was to be administered in the same manner as the regular program in Vocational Agriculture according to Walton (1947). He stated that each program should include classroom, shop, experiment stations and individual on-farm instruction.

Gimble (1947) felt that in the field of vocational agriculture, much has been learned from our experimental stations and colleges throughout the country. Through the organization of the veterans training program this information is

being taught to individuals who need it most, the farmer and ranchers who are now making their livelihood on land which they own or rent.

Crabtree (1947) pointed out that group of young men, with families and who have personal objectives, aims, ambitions and problems in managing their farms provide an ideal teaching basis. Individual on-farm training, instruction in classes, field trips, demonstrations and experimental station visits most certainly fulfill the objectives of Vocational Agriculture. He suggested that these men know what they want in the way of agricultural assistance, they are enthusiastic about the future and thus it becomes a pleasure to help them along and watch them succeed.

Gook (1947) felt that student and teacher participation in organizations, demonstrations and field days were an important part of a vocational agriculture program. He also maintained that there should be a self evaluation of these events for both students and teachers.

Bjoraker (1947) concluded that veterans are very interested in the latest developments and employ all means to learn of them. He noted their eagerness to participate in field trips, demonstrations, farm visits, experimental station tours and invited speakers. He further noted that more than 100 schools attended a special livestock school held at the South St. Paul Stockyards. While there was a growing program of veterans training, evening classes, as well as the regular high school program, all were closely coordinated.

Witt (1968) stated that experimental plots are a key to effective adult education. He listed the following type of experimental plots had been developed over a five-year period:

1. Fertilizer
2. Insecticide
3. Herbicides
4. Starter Fertilizer
5. Dry vs. Liquid Fertilizer
6. Plant Populations

The field and classroom instruction from these plots provided first hand observation.

Carlson (1973) pointed out that farmer test plots can be a very effective and educational tool. They provide farmers with current information on varieties, herbicides, new products or new production practices. Late fall meetings were held for farmers to discuss test plot results. He further stated that field check plots were just another tool that may be used successfully to supplement the total program.

Problem-solving was why Jenkins (1970) believed adults became involved in test plots. He stated that it aids in defining what problems farmers have and how they can work on them. He concluded that plots were a good aid in teaching, but they must be of excellent quality to have real value.

Lawrence and Kihorany (1973) maintained that Vo-Ag, perhaps more than any other type of educational program, required close cooperation with the community. The "Learning By Doing" concept with adults aids in developing this cooperation. They pointed out that the benefits derived by Vo-Ag Departments that have successfully incorporated adult education classes into the total program plan reflect:

- 1) a high level of school-community communications and relationships,
- 2) fuller utilization of school facilities,
- 3) indirect instruction upgrading of the day high school classes,
- 4) a most viable community support base with a built-in public relations program,
- 5) direct articulation with the needs and demands of the industry.

They also stated that adults as well as secondary students are of equal importance in a Vocational Agriculture Program.

Guelker (1959) believed that since public funds were used to support the vocational agriculture program, the teacher is morally obligated to provide training for the farmer who can benefit from it. He further noted that after a period of five years of intensive training, the farmer should have learned the techniques of management and planning well enough to require only occasional help from the teacher.

It is pointed out by Scarborough (1966) that adult education should be a part of a program in Vocational Agriculture. He further stated that no program is complete without adult education.

Frank (1966) pointed out that the adult phase of vocational agriculture can continue to serve an important function in providing education for those engaged in all areas of agriculture, traditional and new.

It has long been known that farming is more than simply production. Prowell (1971) stated that adult farmer education becomes more important as agriculture becomes more complex. More than one-third of their time is devoted to training in areas other than production agriculture.

Schilling (1970) stressed that developing human resources is a part of adult education. The training to hold offices, form and work on committees as well as learning to deal with cooperatives, publicity and finance are all important. He felt the following accomplishments have been made through adult programs:

- 1) Family working relationships have improved.
- 2) Taking more interest in their small farms.
- 3) Overall general housecleaning about the farmsteads.
- 4) Dads returning from off farm work to full farm employment.
- 5) A new philosophy about saving the small farm.
- 6) Much more and better community relations.
- 7) Increased involvement in community affairs.

Gingery (1973) stated that the management education program should become the core of the school's adult education program, and serve as a base for other continuing education programs of a more specific nature to upgrade farmers operational skills and competencies. The management programs may also serve as a development of the human resources in the rural areas improvement through increased farm income and satisfaction. He felt the Nebraska Vocational Agriculture teachers felt they were making a contribution to rural development through the farm and ranch management program.

Cyr (1972) felt that a successful adult program will have the following characteristics:

- 1) Community support through an advisory committee.
- 2) Designed specifically for the local community.
- 3) Sufficient manpower to properly carry out courses.
- 4) Courses or classes designed to meet specific goals of people.
- 5) Identifiable enrollment and course length.
- 6) Continued evaluation system.

With successful programs Paulus (1968) felt that adult education pays in many ways. He showed that an average of \$50,000 more has been brought into the community from the sale of new crops, plus production has spread into the adjoining communities. The added income has brought about many changes in social, educational and economic life of the community. New churches, stores and houses have been built. His Superintendent says, "There has been an increase in school attendance and the drop-out has decreased. Request for free school lunches has dropped 70 percent. The cooperation with the school has improved". Paulus also reported that local service agencies such as the Soil Conservation Service, A.S.C.S. and F.H.A. have all noticed a wider use from the people in the adult classes.

Hemming (1974) concluded that the veteran's family is an integral part of the farm life, which determines the success of the individual, perhaps with as much or more certainty than the methods of production that are followed. He further noted that from these meetings (classes) the farm veteran, in addition to this learning improved farm management, had a happier and fuller home life as a result of better farm and home management.

Granger (1957) stated that farmers who have increased their rates of returns from their farming resources of land, labor and capital because of farm management training at their local vocational agriculture department were in a stronger position to enjoy a higher standard of living for themselves

and their families. He also noted that these same farmers are then apt to be more civic minded and more cordial towards voting in support of increased budgets for school purposes. He stated that over 30,000 veterans have taken instruction, some 20,000 of these are now farming and constitute an important factor when considering agriculture education during the next decade. They were potential enrollees in future adult classes, added emphasis on a farm management and enterprise analysis course of study. Finally he stated that they will also be demanding vocational agriculture education for their sons.

Branch (1947) pointed out to the veteran that the training program can not be justified on the basis of subsistence, but can only be justified from the point of view of a real training program. The training, together with the subsistence, should aid the veteran to become well established in farming. He also stated that the results will show up years from now by the trainers ability to solve their own problems. He felt that to have a group of intelligent and well established farmers, will make solid citizens for the state as well as throughout the nation.

It seemed that from the very start there were several aspects of the training program which were considered essential. Miller (1948) stated that in the veteran training program the making of farm visits is a major responsibility of the agriculture teacher, along with teaching how to keep an accurate set of records.

Hirsch (1948) also stressed that perhaps the basic consideration in establishing a sound program for training farm veterans in "Institutional On-Farm Training" is the one of keeping accurate, complete and comprehensive farm and home records. He stated that in revising the farm and home plans (goals) the records should be analyzed to determine the practices that are sound and those which are losing money. With these records available the instructor can do a worthwhile job of teaching good farming methods and the veteran will not be in a position of groping about in the dark as far as knowing his farm and home business accomplishments and his future possibilities.

Hemming (1947) suggested that the beginning farmer of the post war period must give careful consideration to the factors of heavy capital investment, up-to-date production techniques and the economics of agriculture. The shift from the more or less self-sufficient farm of a generation ago to the specialized, mechanized farm of today makes it necessary for a successful farmer to be a student of economics embracing the field of finance, production, management and marketing. He further suggested that there were 128 hours of Farm Management in the course of study for the four year training program. He described the program by stating that farm records were kept with the cooperation of the Farm Management Service of the University of Minnesota. Each veteran was required to keep an accurate account of his farming operation. The Minnesota Farm Account Book was used to secure a standardized set of

records which would make possible a comparison of records. The State Department of Education, the Veterans Administration and the Division of Agriculture Economics of the University of Minnesota entered into an agreement whereby the Division of Agricultural Economics would analyze and prepare a summary of these records submitted to them by the veterans enrolled in the Institutional On-Farm Training Program. This project by means of a complete analysis gave the veteran s detailed analysis of his farm business, enterprise by enterprise, and the opportunity to compare his farm and it's enterprise to the average results of other beginning farmers in his area and his school.

Granger (1954) visited more than 100 schools in the state where vocational agriculture training for adult farmers was being offered. he stated, "Management is the key to successful farming". He further stated that farm management training for present and prospective farmers in any community needs to receive high priority. He added that farm records were the life blood of any good farm management teaching program. Carl Rogers (1969) wrote,

"The only man who is educated is the man who has learned how to learn, the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense or a goal for education in the modern world".

Peterson (1961) wrote that people became more aware of the fact that the Smith-Hughes Act clearly reflected that

vocational education is agriculture for adults was not an afterthought. He quoted the act, "Such education shall be of less than college grade and be designed to meet the needs of persons who have entered upon or who are preparing to enter upon the work of the farm".

With these facts in mind it is simple to see why the Minnesota State Senators Berg, Fitzsimmons, and Olson introduced the S.F. N. 1688 in April of 1973 which stated,

The state board of education shall foster and support educational programs for the benefit of veterans to assure that no Minnesotan shall be deprived of his earned Veteran' benefits by virtue of the unavailability to enroll and receive subsistence, tuition and other benefits under federal programs. It shall be the responsibility of the state board to measure the demand for veterans' service educational programs based on the criteria mandated by federal veterans benefit laws and to authorize, promote and make grants within appropriated amounts to assure such program availability".

The many hours of work instructors had put into the Veteran Farm Management Training Program started to gain a great deal of worth as these instructors compiled their work. Teachers enrolled in Agricultural Education 286 in the Winter of 1953, produced a booklet to outline ways and means of starting and conducting an adult education program in agriculture through use of the farm management approach. The booklet contained examples of letters, prospective enrollees, survey forms, crop and livestock system, news releases and management forms.

The results of the veterans' program over the years had aided in the establishment of the Adult Farm Management

Program. Granger (1954) pointed out that the Adult Farm Management program started in 1953 through a grant from the Hill Family Foundation along with the joint forces of local schools, Minnesota State Department of Education and the University of Minnesota. He further stated that the backbone of the new venture was farm records. He noted that farmers had to keep a complete farm account on all phases of the operation. he also pointed out that the Minnesota Experiment Station provided facilities for summarizing and analyzing the records kept by farm operators and the analysis provided a basis for improving farm organization and practices. Finally, he suggested that designing management improvement with farmers is real pay off territory for agriculture teachers not only dollar-wise, but also in terms of good public relations for school throughout the local community.

Persons (1968) explained that the idea of a business management emphasis for adult instruction in agriculture in Minnesota was inspired by the success of the Institutional On-Farm Training Program following World War II. He pointed out that adult education based upon farm business records and a total farm management approach is the basic course prescribed to fulfill the requirements for adult education under the Minnesota State Plan for Vocational Agricultural Education.

According to Phipps (1966) community support for the Vocational Agricultural program is most important. He suggested the best way to achieve community support is through

a total Vocational Agriculture Program which includes adult education. His reasoning was as follows:

"An Adult Education Program sponsored by a public school system will not only improve the teaching in the school system, it will also make the school the educational center of the community. If a school is the educational center of the community, it will probably be more adequately supported financially. People will support their schools if they understand what they are doing, receive some personal educational benefits from them, and become interested in their activities".

Granger (1957) again pointed out that the increased mechanization and the rapid technological advances in agriculture were placing more and more emphasis on the necessity for farmers to have top grade farm management knowledge and skills. He stated that with our larger and more complex farming units, the farm operator now-a-days must be very proficient in farm management if he is to realize a satisfactory living level from his farm. He further noted that this is a great challenge and a real opportunity to serve farm people more effectively through teachings which will help them develop into more capable farm managers.

Bjoraker (1959) reported that in a meeting of Wisconsin Vocational Agriculture Instructors there was a strong feeling that adult education should be continued as an integral part of Vocational Agriculture. He stated that not only should it be continued, but it should be given more emphasis and every effort should be made to improve it. He also felt the program must:

- 1) Really meet the needs of the individual and the community.

- 2) The program must be an up-to-date program fitting the era, geared to meet the continual change in agriculture.
- 3) We must not be bound by shackles of tradition if they stand in the way of developing a program to meet today's needs.

In the early 1970's the most often heard term in education was that of Career Education. Omvig (1973) felt that this offered a unique opportunity to serve returning veterans. He suggested that career education has an important part to play in adult programs in agriculture for many individuals, but since the veterans have been out of the job market and away from recent developments in agriculture and agriculture related occupations for two or more years, career education has a role to play for them. He concluded by saying the components to career education for the veteran would be (1) Individual counseling, (2) occupational awareness, (3) orientation-exploration and (4) individualized instruction.

Woodul (1970) felt that schools have a responsibility for continuing education of adults. He stated that instruction and supervision are necessary to insure good farm records. He further suggested that this can be done by instructional visits, continuous help to keep up with agricultural technology, changes in government programs and tax requirements. He stated that to aid the farmer to achieve family goals and net worth progress accurate records are essential.

Hirsch (1948) concluded that as the veteran learned to keep farm accounts, less class time was devoted to actual record keeping and more time to analysis.

Swanson (1973) emphasized that the planning process should utilize 90 percent of the management time and record keeping only 10 percent.

Francis (1975) also stated that a farm business management program is more than record keeping and to the farm family it means that . . .

- 1) Having a sure knowledge of their financial picture.
- 2) Improved earnings that provide better living standards.
- 3) A better understanding of the total workings of the farm business by all members of the family.
- 4) A much better group of how their business is progressing, how it compare with others, where improvements are needed.
- 5) That accurate cost of production estimates can be made for each enterprise.
- 6) That farm partnerships or corporations involving parents or sons or others can be formed within a valuable framework of reliable records of past performance
- 7) The development of a sense of awareness of one's business that creates improved family attitudes, a better self-image and a desire to further improve their abilities and increase their knowledge.
- 8) The development of a questioning attitude by the farm family.
- 9) More intelligent purchasing of equipment, facilities and farm inputs; and a better understanding of marketing.
- 10) An opportunity for more families to remain an economic unit.
- 11) An opportunity with someone who is knowledgeable of their future goals.

To the local community and public schools:

- 1) More business on main street.
- 2) More families in the community, with more consumer dollars to spend.
- 3) A larger tax base to support schools, roads and other public accomodations.
- 4) More farm partnerships with more homes to be built, more kids in school.
- 5) Improved appearance of farmsteads and homes. New buildings, tiled fields and windbreaks.
- 6) An effective public relations program for the local school.

The paying public demands results, Curris and Gingerich (1967) felt that the most logical tool to use was the farmers records and his analysis; goal setting and achievement were also good measures of the learning process.

Cook (1965) contended that the major responsibility of the teacher was instruction in record keeping. From his study, the record needs of his students were identified and evaluated. He then asked how his teaching of farm management could be measured and found that one way was to check the percentage of growth as measured by net worth gains made in one year by his students as compared to the growth of the average farmer for this country.

Adult instruction in management for farmers should be made available to all farm communities. In a study conducted by Cvancara (1965) in which he looked at farmer groups in the farm management program in 1960 and 1961 and a farmer group with no farm management instruction he found that the differential dollar increase was \$1,179 for the group who had received farm management instruction and \$403 for those who had not. An average output difference in earnings of \$776 per farm visit existed between the two groups and Cvancara pointed out that the instructional input cost for the two years was \$217. The input costs were then subtracted from the \$776 average per farm dollar increase between 1960 and 1961 leaving a net increase of \$559. This \$559 represented the increased dollar output minus the input cost.

In Kansas Farm Management summary (1965) the report

revealed that during the years 1960 through 1962 average net farm income gain per year was \$309 for state average and \$772 for the farm management group. The report further showed that in the years 1963 and 1964 the net farm income increased at the rate of \$164 per year for the farm business analysis group and the state average showed a reduction of \$541 per year. The farm management group was found to have a significantly higher net farm income during the first three years when compared to other groups. During the study a general improvement in methods of record keeping was noted. Most of the farmers were using an organized system with metal filing cabinets rather than the shoe box approach which had often been the case before enrolling in the farm business analysis class. The farmers enrolled in the classes seemed to have an increased knowledge of the financial status of their farm business and a favorable and cooperative attitude towards the vocational agriculture program in their school system.

Persons (1968) examined 3,518 farm records of farmers who were enrolled in the farm business management education program from 1959 to 1965 and found the benefit-cost ratio was about 4.2 to 1. He stated that for each dollar invested by the farm operator in the business management program in actual cash expense in terms of (1) hour of classroom, group and individual instruction, the operator received \$4.20 in increased return to labor and management. He further took into account the marginal community benefits and accounting for all opportunity and direct cost for both individual participants

and the school, the benefit-cost ratio for farm business management education was about 9 to 1. Consequently, for every dollar expended in conducting a farm business management education program, the community can expect to generate nine dollars in increased business activity. He concluded schools that offer farm business management education can expect a high return on investment to both individuals who enroll and the sponsoring community.

Callanen and Jackson (1978) stated that the work accountability has become very popular in education circles ; if management education for farmers is important then Farm Management Instructors must be able to demonstrate accountability. He pointed out that there are many ways to measure accountability in farm business management, the analysis offers many possibilities, use of the summary book, income taxes, budgeting and cash flow planning just to point out a few. It is their belief that

"The Ag man who does all the pencil pushing - accounting, tax form preparation, budgeting, cash flow planning - for his client is nothing more than a serviceman. The ag man who teaches farmers how to keep farm accounts, how to use his records and analysis to figure out answers for himself is an educator".

Richardson (1973) reported in a study conducted on Veterans Cooperative Farm Management programs from 1968 - 1973 that 67.1 percent indicated they had a very good feeling as to the value of the veterans' farm training program and 27.8 percent indicated simply good feelings. When asked about their feelings on the need for cooperation between town and

country people in the community 94.2 percent felt it was very necessary. His study also indicated a very high degree of retention of individuals in the farming occupation, 93.3 after one year from the date of enrollment, 98.9 percent after three years and 100 percent five years after date of enrollment. The study further revealed that the economic benefits received by participants in the program through business reorganization and management education average a true gain in net worth of about \$10,000 per year per farm. This figure had average annual rates of inflation removed from it to reflect the true gain made. This increase in individual farm growth resulted in the spending of more dollars for farm inputs. From this, the State of Minnesota realized over \$62 million worth of increased business activity in 1972 - 1973 which was the last year of the study.

Hammond (1950) prepared a graph that showed there is a rapid rise in the ability of an individual to learn until he reaches about the age of 22 - 25. Then it declines very gradually, so gradually that at 45 the individual still has the ability to learn the same as 18 year olds.

Routhe (1951) stated that farmers can and do learn and make demands on every agency connected with agriculture for the latest information so they can do their work more efficiently and profitably. He felt that schools in Minnesota meet this demand through their adult education program in agriculture. The overall objective of this program is to increase the efficiency of farming and attain a higher standard of

Living for the rural population. He concluded that those attending classes have one desire - to learn all the new techniques that will help them achieve a more profitable farm business.

CHAPTER IV

RESULTS OF THE STUDY

Chapter four presents the results gathered from the participants in the veterans cooperative farm management program from 1973 to 1980. The following results are from the veterans at twelve randomly selected schools where such training took place.

The veterans cooperative farm management instructors in each school provided a list of veterans who had been participants in their programs. Table 1 reveals the number of veterans from each of the schools available for study. The table further reveals that the percentage of veterans participating in the study ranged from none to 98.0 per cent. Overall, 68.9 per cent of the 610 available veterans participated in the study.

In Table 2 each veteran's eligibility for training, and the months of veteran cooperative farm management education received is presented. The months of any other training received is also presented in the table. Benefits were given by the government at a rate of 1.875 months of education for each month of military service. With the nine month extension enacted in 1976, the total possible months of eligibility would have been 45 months. The table reveals that there were 33.6 months of participation by the veterans enrolled.

Table 3 shows the changes in return to capital and family

TABLE 1
NUMBER AND PERCENT OF PARTICIPANTS IN THE STUDY

Schools	Total Veterans Available	Total Veterans Participating	Percent Participation
1. Henning	86	72	83.7
2. Lancaster	50	49	98.0
3. Bagley	68	53	77.9
4. Pine City	44	16	36.4
5. Herman	49	40	81.6
6. Melrose	45	21	46.7
7. Byron	47	39	83.0
8. Lewiston	25	13	52.0
9. Hutchinson	55	50	90.9
10. St. James	44	38	86.4
11. Edgerton	62	0	0.0
12. Worthington	35	29	82.9
TOTAL	610	420	68.9

TABLE 2

MONTHS OF ELIGIBILITY AND PARTICIPATION

IN THE VETERANS FARM MANAGEMENT PROGRAM BY SCHOOL

School	Total Number Of Veterans	Average Months Of Eligibility	Average Months of Participation	Average Months Of Other Education
1	72	41.25	32.63	0.33
2	49	35.31	35.31	0.00
3	53	39.09	30.00	1.34
4	16	38.31	36.75	1.31
5	40	38.70	34.95	0.35
6	21	33.62	32.67	0.00
7	39	37.64	35.15	1.10
8	13	47.77	35.54	1.69
9	50	33.58	32.50	1.52
10	38	40.13	38.29	0.71
11	0	0.00	0.00	0.00
12	29	34.55	30.31	1.17
TOTAL	420	37.63	33.65	0.79

TABLE 3

CHANGES IN RETURNS TO CAPITAL AND FAMILY LABOR
FOR PARTICIPANTS IN VETERANS FARM MANAGEMENT PROGRAM

School	Number Re- porting	Changes In Returns To Capital and Family Labor Adjusted For Average 7.76 Inflation Index Per Year (See Appendix C)				
		Returns First Year Enrolled	Returns Last Year Enrolled	Adjusted Final Year Returns	Increase In Return to Capital and Family Labor	Percent Increase in Returns
1	70	\$ 4,282	\$ 9,104	\$ 7,164	\$ 2,882	67.3
2	49	\$11,384	\$17,386	\$13,683	\$ 2,299	20.2
3	49	\$ 2,229	\$ 9,973	\$ 7,848	\$ 5,620	252.1
4	6	\$ 8,750	\$22,551	\$17,743	\$ 8,998	102.8
5	38	\$16,108	\$22,580	\$17,770	\$ 1,662	10.3
6	16	\$ 5,781	\$13,238	\$10,418	\$ 4,637	80.2
7	36	\$11,233	\$14,315	\$11,266	\$ 33	0.0
8	13	\$21,573	\$16,489	\$12,977	\$-8,596	-39.8
9	41	\$10,558	\$15,280	\$12,025	\$ 1,467	13.9
10	16	\$26,640	\$27,559	\$21,689	\$-4,951	-18.6
11	0	\$ 0	\$ 0	\$ 0	\$ 0	0.0
12	23	\$19,125	\$25,230	\$19,856	\$ 731	3.8
Total State Weighted Average	357	\$10,749	\$15,575	\$12,950	* \$ 2,200	20.5

* This figure may be compared with Minnesota Farmers. The average Minnesota farmers reflects a "return to capital and family labor" of \$-730 (-6%)

(See Appendix B for calculations)

labor of the participants while they were enrolled in the veterans cooperative farm management program. The data in this table presents the operator's share only. The factor of return to capital and family labor indicates the amount of money, available for debt service, living expenses and savings. The variation from school to school and different areas of the state can be noted in Table 3. Several farmers were adversely affected by weather, and this is observable in the table. In 1974, there was a very early fall frost. The years 1975 and 1976 were very dry for a large portion of the state. The Red River Valley area experienced a flood which covered and destroyed many thousands of crop acres. Returns were adjusted for an inflation rate of 7.6 per cent per year. After the adjustment for inflation, the increase in return to capital and family labor ranged from a -\$6,970 to a +\$8,986 for the 12 participating schools. After the inflation adjustment, participants averaged an increase in return to capital and family labor of \$2,200.

Net Worth is considered an important factor in reflecting progress in a business. Table 4 reveals growth in net worth over the years veterans were enrolled in the program of \$15,014. Increase in net worth ranged from \$10,641 to \$60,677 for the 12 participating schools. Net worth increased in every school despite some low incomes presented in Table 3. The "return to capital and family labor" and "net worth" factors were all adjusted for inflation. The United States Commerce

TABLE 4
CHANGES IN NET WORTH DOLLARS FOR PARTICIPANTS
ENROLLED IN THE VETERANS FARM MANAGEMENT PROGRAM

School	Number Reporting	Changes In Net Worth Adjusted For Average 7.76 Inflation Index Per Year				
		Net Worth First Yr. Enrolled	Net Worth Final Yr. Enrolled	Net Worth Adjusted Final Yr.	Net Worth Final Adjusted Increase	Net Worth Per Cent Change
1	70	\$39,546	\$66,207	\$52,104	\$12,558	31.8
2	49	\$35,349	\$61,010	\$48,015	\$12,666	35.8
3	49	\$21,515	\$40,885	\$332,177	\$10,662	49.6
4	6	\$107,700	\$214,084	\$168,484	\$60,784	56.4
5	38	\$76,907	\$127,243	\$100,140	\$23,233	30.2
6	16	\$45,629	\$86,497	\$68,073	\$22,444	49.2
7	36	\$55,672	\$89,193	\$70,195	\$14,523	26.1
8	13	\$50,134	\$89,816	\$70,685	\$20,551	41.0
9	41	\$57,982	\$87,778	\$69,081	\$11,099	19.1
10	16	\$119,955	\$190,275	\$149,746	\$29,791	24.8
11	0	\$ 0	\$ 0	\$ 0	\$ 0	0.0
12	23	\$98,361	\$147,115	\$115,780	\$17,419	17.7
Total State Weight. Average	357	\$55,354	\$89,458	\$70,403	\$15,049	27.2

* Similar comparison to State Average Net Worth can not be made due to lack of information

Department provided the increase in consumer price index by which the inflation factor was calculated. Appendix C shows how the inflation factor was calculated and used to convert all values to 1970 dollars. Consequently, true increases in return to capital and family labor and net worth shown in Tables three and four have been adjusted for inflation.

The net worth as reported in Table 4 was taken from each veteran's farm business analysis. Net worth is calculated by totaling all the operator's farm and non-farm assets, all liabilities are subtracted and the result is the operator's net worth. The net worth shows the operator's financial progress. Table 4 reports an average increase in net worth of \$5,460 per year (based on 1970 dollars) or a 27 per cent increase. There was a wide spread between return to capital and family labor among the schools. Table 4 also reveals that every school showed an increase in net worth from 18 to 56 per cent.

Table 5 shows the change in acres of farmland owned by veterans from the first to the final year they were enrolled in the Veterans Cooperative Farm Management Program. In all but one school there was an increase in the acres owned in the final year of enrollment. All schools reporting showed an increase (4 to 25 per cent) in land owners. The average was an increase of 34 more acres owned the final year of enrollment, which was a 16 per cent increase. There were 23 per

TABLE 5

CHANGES IN ACRES OF FARMLAND OWNED BY PARTICIPANTS

ENROLLED IN THE VETERANS FARM MANAGEMENT PROGRAM

School	Total	Year En- rolled	Number Vets Owning Land	Percent Owning Land	Acres Owned	Acres In- crease	Percent Inc. In Acres Owned	Percent Inc. In Land Owners
1	72	First Final	55 68	76.4 94.4	178 190	12	6.7	18.1
2	49	First Final	35 45	71.4 91.8	295 432	137	46.4	20.4
3	53	First Final	46 52	86.8 98.1	245 270	25	10.2	11.3
4	16	First Final	11 13	68.8 81.3	336 406	70	20.8	12.5
5	40	First Final	30 35	75.0 87.5	205 216	11	5.4	12.5
6	21	First Final	18 19	85.7 90.4	200 278	78	39.0	4.8
7	39	First Final	21 30	53.8 76.9	192 189	-3	-1.6	23.1
8	13	First Final	6 9	46.2 69.2	261 278	17	6.5	23.1
9	50	First Final	28 33	56.0 66.0	145 168	23	15.9	10.0
10	38	First Final	24 28	63.2 73.7	133 145	12	9.0	10.5
11	0	First Final	0 0	0.0 0.0	0 0	0	0.0	0.0
12	29	First Final	11 18	37.9 62.1	193 157	-36	-18.6	24.1
TOTAL	420	First Final	285 350	67.8 83.3	210 344	34	16.2	15.5

cent more veterans owning land during their final year of enrollment.

The change in acres of farmland rented by participants is shown in Table 6. The data shows an overall decrease in the acres rented and the percent of acres rented. A very wide range exists in this area among the 12 participating schools from a 32 percent increase to a 54 percent decrease in acres rented at one school. Finally, Table 6 reveals a four percent increase in land renters from their first year of enrollment to their final year of enrollment.

Veterans who owned or rented land is reported in Tables 7 and 8. Table 7 shows an increase in the percentage of acres owned in partnership. This increase parallels the data regarding individual ownership shown in Table 5. In both cases there was a 16 percent increase in the acres owned. No change is reported in the number of veterans who owned land in a partnership.

Table 8 reveals no change in the number of veterans who rented land in partnership. Further, Table 8 shows 12 percent decrease in the number of acres rented in partnership. This data may be compared with a decrease of six percent in acres rented by individuals as reported in Table 6.

The number and percent of the veterans currently participating in the Minnesota Farm Management Education Program is reported in Table 9. There were 185 (44 percent) of the

TABLE 6

CHANGES IN ACRES OF FARMLAND RENTED BY PARTICIPANTS

ENROLLED IN THE VETERANS FARM MANAGEMENT PROGRAM

School	Total Re- sponse	Year En- rolled	No. Vets Rent 'g	Per Cent Rent 'g	Acres Rented	Acres In- crease	Percent In- crease In Acre Rent 'd	Percent Inc- rease In Land Renters
1	72	First Final	24 43	33.3 59.7	172 161	-11	-6.4	26.4
2	49	First Final	43 33	87.8 67.3	337 216	-121	-35.9	-20.4
3	53	First Final	30 32	56.5 60.4	125 156	31	24.8	3.8
4	16	First Final	11 10	68.8 62.5	362 478	116	32.0	-6.3
5	40	First Final	20 23	50.0 57.5	124 117	- 7	-5.6	7.5
6	21	First Final	9 13	42.9 61.9	82 98	16	19.5	19.0
7	39	First Final	20 18	51.2 46.2	146 167	21	14.4	-5.1
8	13	First Final	4 6	30.8 46.2	215 98	-117	-54.4	15.4
9	50	First Final	22 22	44.0 44.0	123 121	- 2	-1.6	0.0
10	38	First Final	30 32	78.9 84.2	182 236	54	29.7	5.3
11	0	First Final	0 0	0.0 0.0	0 0	0	0.0	0.0
12	29	First Final	18 19	62.0 65.5	218 251	33	15.1	3.4
TOTAL	420	First Final	221 238	52.6 56.7	196 184	-12	-6.1	4.0

TABLE 7

CHANGE IN ACRES OF FARMLAND OWNED IN PARTNERSHIP BY PARTICIPANTS

ENROLLED IN THE VETERANS FARM MANAGEMENT PROGRAM

School	Total Re- sponse	Year En- rolled	Number Vets owning Land	Per Cent Owning Land	Acres Owned	Acres In- crease	Per Cent In- Acres Owned	Per Cent In- crease In Land Owned as Partners
1	72	First Final	4 2	5.6 2.8	272 320	48	17.6	-2.8
2	49	First Final	3 5	6.1 10.2	527 580	53	10.0	4.0
3	53	First Final	2 3	3.8 5.7	500 547	47	9.4	1.9
4	16	First Final	0 0	0.0 0.0	0 0	0	0.0	0.0
5	40	First Final	1 1	2.5 2.5	240 240	0	0.0	0.0
6	21	First Final	1 1	4.8 4.8	77 77	0	0.0	0.0
7	39	First Final	6 4	15.4 10.3	218 181	-37	-17.0	-5.1
8	13	First Final	1 2	7.7 15.4	325 295	-30	- 9.2	7.7
9	50	First Final	9 8	18.0 16.0	207 203	- 4	- 1.9	-2.0
10	38	First Final	1 1	2.6 2.6	10 137	127	1270.0	0.0
11	0	First Final	0 0	0.0 0.0	0 0	0	0.0	0.0
12	29	First Final	2 1	6.9 3.4	235 350	115	48.9	-3.4
TOTAL	420	First Final	30 30	7.1 7.1	265 306	41	15.5	0.0

TABLE 8

CHANGES IN ACRES OF FARMLAND RENTED IN PARTNERSHIP BY

PARTICIPANTS ENROLLED IN THE VETERANS FARM MANAGEMENT PROGRAM

School	Total Re- sponse	Year En- rolled	Number Vets Renting Land	Per Cent Renting Land	Acres Rented	Acres In- crease	Per Cent In- crease Acres Rented	Per Cent In- crease In Rentr's Partner- ship
1	72	First Final	2 3	2.7 4.2	100 107	7	7.0	1.4
2	49	First Final	7 7	14.3 14.3	611 426	-185	-30.3	0.0
3	53	First Final	2 4	3.8 7.5	300 265	- 35	-11.6	3.8
4	16	First Final	1 1	6.3 6.3	1500 1500	0	0.0	0.0
5	40	First Final	5 4	12.5 10.0	118 120	2	1.7	-2.5
6	21	First Final	0 0	0.0 0.0	0 0	0	0.0	0.0
7	39	First Final	4 5	10.3 12.8	127 126	- 1	- 0.7	2.6
8	13	First Final	4 2	30.8 15.4	322 392	70	21.7	-15.4
9	50	First Final	9 10	18.0 20.0	331 222	-109	-32.9	2.0
10	38	First Final	3 4	7.9 10.5	320 300	- 20	- 6.3	2.6
11	0	First Final	0 0	0.0 0.0	0 0	0	0.0	0.0
12	29	First Final	6 3	20.7 10.3	323 360	-37	-11.5	-10.3
TOTAL	420	First Final	43 43	10.2 10.2	324 285	- 39	-12.0	0.0

TABLE 9

NUMBER AND PERCENT OF VETERANS CURRENTLY PARTICIPATING

IN THE MINNESOTA FARM MANAGEMENT EDUCATION PROGRAM

School	Number	Number Currently participating	Per Cent Participating	Number not Participating	Per Cent Not Participating
1	72	70	97.2	2	2.7
2	49	34	69.4	15	30.6
3	53	25	47.2	28	52.7
4	16	1	6.3	15	93.7
5	40	9	22.5	31	77.5
6	21	3	14.3	18	85.7
7	39	8	20.5	31	79.5
8	13	2	15.4	11	84.6
9	50	3	6.0	47	94.0
10	38	10	26.3	28	73.7
11	0	0	0.0	0	0.0
12	29	20	69.0	9	31.0
TOTAL	420	185	44.0	235	56.0

420 veterans currently participating in the Minnesota Adult Farm Management Education Program. This level of participation ranged from six to 97 per cent among the 12 participating schools.

It should be noted that 235 veterans, (56 percent) who were not presently participating in the Minnesota Adult Farm Management Education Program were asked additional questions. Table 10 reports that of the 235 who were not currently participating in an Adult Farm Management Program, 85(36 per cent) reported not having a program available to them.

The table also shows that 71 per cent of the veterans would participate in an adult farm management education program if one were available.

The number of veterans involved in various community organizations is presented in Table 11. Farm and church organizations received top priority respectively by the veteran participants. All areas examined reflected an increase in involvement in community organizations the final year of enrollment as compared to the first year of enrollment. Service organizations were ranked third as to the per cent of the veterans involved.

During the final year of enrollment 11 per cent of the veterans were involved in some other type of organization. Veterans reported participation in the following organizations in the "other group" category: Township Board, Sportsmen Club, Zoning Board, 4-H Club, Elevator Board, Agriculture Stabilization

TABLE 10
NUMBER AND PERCENTAGE OF VETERANS NOT PARTICIPATING
IN ADDITIONAL ADULT FARM MANAGEMENT EDUCATION

N=235

School	Respondents Not Participating In Add'l Farm Management	Availability Of Farm Management Education			
		Is Program Available In A Local School?		If Available, Would Veteran Participate?	
		Yes	No	Yes	No
		N %	N %	N %	N %
1	2	1 (50)	1 (50)	1 (100)	0 (0)
2	15	14 (93)	1 (7)	1 (100)	0 (0)
3	28	16 (57)	12 (43)	11 (92)	1 (8)
4	15	2 (13)	13 (87)	10 (62)	3 (38)
5	31	22 (71)	9 (29)	5 (56)	4 (44)
6	18	10 (56)	8 (44)	4 (50)	4 (50)
7	31	17 (55)	14 (45)	12 (86)	2 (14)
8	11	6 (55)	5 (45)	4 (80)	1 (20)
9	47	37 (79)	10 (21)	7 (70)	3 (30)
10	28	17 (61)	11 (39)	5 (45)	6 (55)
11	0	0 (0)	0 (0)	0 (0)	0 (0)
12	9	8 (89)	1 (11)	0 (0)	1 (100)
TOTALS	235	150 (63.8)	85 (36.2)	60 (70.6)	25 (29.4)

TABLE 11
NUMBER AND PERCENTAGE OF VETERANS WITH MEMBERSHIP
IN COMMUNITY ORGANIZATIONS

N=420

Type of Organization	First Year Enrolled	Final Year Enrolled	Percentage Change In Membership Between First And Final Year Enrolled
	Number (Percent)	Number (Percent)	
Farm	216 (51.4)	272 (64.8)	13.4
Church	270 (64.3)	296 (70.5)	6.2
Service	142 (33.8)	161 (38.3)	4.5
Political	55 (13.0)	74 (17.6)	4.6
Other	24 (5.7)	44 (10.5)	4.8

and Conservation County Committee, Booster Club Member, and American Dairy Association Board.

Table 12 reveals the veterans who were officers in community organizations. The veterans indicated that 35.9 per cent had been church officers, 21.5 per cent farm organization officers, 18.3 per cent service organization officers, 7.9 per cent were officers in a political organization and 11.9 per cent were officers in one of the "other" organizations.

The degree of leadership, as measured by the number of offices held, is reported in Table 13. The 420 veterans indicated that 167 (39.8 per cent) held no office. However, 153 (36.4 per cent) veterans had held one office. The number of veterans holding more than one office dropped rapidly, with 15.4 per cent holding two offices, 6.4 per cent had held three offices, 2.0 per cent had held four offices and only one participant (0.3 per cent) held five offices.

Table 14 reflects opinions the veterans' held regarding selected educational and social values. Each veteran was asked to respond to questions on a Likert type scale in which a numerical value of five reflected a strong agreement and a one indicated they strongly disagreed with the statement. The data reflected very strong feelings for each question. The responses reflected a mean rating of 4.5 to 4.9 for each of the items. The importance of education for children received the highest rating.

TABLE 12

NUMBER AND PERCENTAGE OF OFFICES HELD IN COMMUNITY ORGANIZATIONS

BY PARTICIPANTS ENROLLED IN

THE VETERANS ADULT FARM MANAGEMENT PROGRAM

N=420

Type Of Organization	Offices Held By Veterans	
	Number	Percent
Farm	90	21.4
Church	151	36.0
Service	77	18.3
Political	33	7.9
Other	50	11.9

TABLE 13

NUMBER OF OFFICES HELD BY EACH OF THE PARTICIPANTS

N=420

Offices Held	Distribution of Offices Held Among Participants	
	Number	Percent
0	167	39.8
1	153	36.4
2	64	15.2
3	27	6.4
4	8	1.9
5	1	0.3

TABLE 14

MEAN AND PERCENTAGE RATINGS OF THE IMPORTANCE OF EDUCATION AND CITIZEN INVOLVEMENT IN THE COMMUNITY

N=420

Education and Citizen Involvement Factors	Mean Rating	Number and Percentage Rating											
		Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
1. I think education is important for children.	4.9	377	(89.9)	38	(9.0)	0	(0.0)	1	(0.2)	0	(0.0)	4	(0.9)
2. I think it is important for town and country to cooperate.	4.6	285	(67.9)	125	(29.8)	6	(1.4)	0	(0.0)	0	(0.0)	4	(0.9)
3. I think the Vets Ag Program was valuable.	4.6	284	(67.6)	124	(29.5)	5	(1.1)	2	(0.5)	1	(0.2)	4	(0.9)
4. I think setting farm-family goals is important.	4.6	275	(65.5)	133	(31.8)	7	(1.6)	1	(0.2)	0	(0.0)	4	(0.9)
5. I think education is important for adults.	4.5	248	(59.0)	263	(39.0)	5	(1.1)	0	(0.0)	0	(0.0)	4	(0.9)
6. I think it is important for Veterans to be involved in the community.	4.5	226	(53.9)	179	(42.6)	9	(2.1)	2	(0.5)	0	(0.0)	4	(0.9)

N=420

Many of the veterans farm management programs used field days, tours, shows, fairs and dealer-sponsored events as part of their required class time. The number of these events attended by veterans for the first and final year of enrollment is reported in Table 15. In each case there was an increase in the number of events attended by the veterans during their final year enrolled as compared to their first year. During the final year of enrollment the veterans attended an average of three field day tours, 2.6 shows/fairs and 2.5 dealer-sponsored events.

Table 16 reveals employment of the veterans in various occupational categories, one, three and five years after completion of the veteran farm management program. Considering all five years, over 91 per cent of the veterans were farming. The agribusiness category reflected an employment of 4.0 to 6.4 per cent of the veterans and non-agriculture occupations employed 3.1 to 4.5 per cent. The totals in each area reflect more than 420 veterans and more than 100 per cent because veterans indicated they were involved in more than one occupational category.

The average age and number of dependents per participant is shown in Table 17. The range in age of the veterans when they started the program was from 22 to 49 years of age. The average age of veterans starting in the program was 32 and their age in the final year was 35. The veterans have an average of 2.9 dependents the first year and 3.5 dependents the last year enrolled.

TABLE 15

AVERAGE NUMBER OF AGRICULTURAL EVENTS ATTENDED BY
VETERANS FARM MANAGEMENT PROGRAM PARTICIPANTS

Events	Events Attended Per Enrollee	
	First Year Enrolled	Final Year Enrolled
Shows/Fairs	1.9	2.6
Field Day/Tours	2.2	3.0
Dealer Sponsored Events	1.8	2.5
Others	0.1	0.2

TABLE 16

NUMBER AND PERCENTAGE OF PARTICIPANTS EMPLOYED IN
VARIOUS OCCUPATIONAL CATEGORIES ONE, THREE, AND FIVE YEARS AFTER
COMPLETION OF THE PROGRAM

N=420

Occupational Category	Years After Completion					
	One Year		Three Years		Five Years	
	Number	Percent	Number	Percent	Number	Percent
Farming	397	95.0	380	91.0	385	92.0
Agribusiness	17	4.0	23	5.5	27	6.4
Non- Agriculture	19	4.5	17	4.0	13	3.1
Unemployed	0	0.0	1	0.0	1	0.0
Hospitalized	2	0.0	1	0.0	1	0.0
Unknown	0	0.0	3	0.0	5	0.0
TOTALS	435*	103.5*	425*	100.5*	431*	101.5*

* The totals per column reflect more than 420 and 100 percent because veterans indicated they were involved in more than one occupational category.

TABLE 17

AVERAGE AGE AND NUMBER OF DEPENDENTS PER PARTICIPANT

Factors	Age and Number of Dependents/Veteran	
	First Year	Final Year
1. Age	32	35
2. Dependents	2.9	3.5

CHAPTER V

SUMMARY AND CONCLUSIONS

The Congress of the United States has made provisions for a program of education for veterans after each of the past military conflicts in which young people had served their country in war conditions. With these young people holding a high interest in agriculture in the decade of the 70's, many educational programs were established to serve their needs. The veterans cooperative farm management program was designed to give the veterans, who were interested in farming, an opportunity to receive intensive instruction, guidance and counseling appropriate to their individual needs.

The problem considered in this investigation was designed to conduct a follow-up study of the Veterans' Cooperative Farm Management Programs in the State of Minnesota. The study centered on the overall effectiveness of the educational programs in the economic, social and educational areas of the Veterans' Cooperative Farm Management Program from 1971 to 1980.

The objectives of the study were to:

1. Measure the economic progress of the Veterans in each of the following ways
 - A. Determine increases (or decreases) in return to capital and family labor.
 - B. Determine increases (or decreases) in net worth

- C. Determine farm size.
- D. Determine ownership status.
- 2. Examine the social involvement of the Veterans as to their
 - A. Participation in community organizations and events.
 - B. Leadership in community organizations and events.
- 3. Examine the Veterans in regard to their educational
 - A. Use of the Veteran Benefits.
 - B. Attitude toward their childrens education.
 - C. Attitude toward continuing education.
 - D. Involvement in Adult Farm Management Program.
- 4. Determine the Veterans' current employment situation and their expectations one, three and five years after completing the Veterans' Farm Management Program.

Twelve schools who offered the Veterans Farm Management Program were randomly selected, two from each of the six Minnesota Adult Farm Management program areas. The Veterans Farm Management Instructor was contacted, survey forms were mailed to each school and the instructors forwarded them to their present and former veteran farm management students.

Forms were returned and the results compiled.

SUMMARY

Based on the data presented in the preceding tables, the following results were indicated:

1. The Minnesota Veterans Cooperative Farm Management Program has received excellent support from the state and federal governments, along with many local schools. This support provided hundreds of veterans with an opportunity to obtain an education in the field of agriculture. The veterans programs studied had excellent overall response rate from the farmer veteran trainees. Of the twelve schools randomly selected only one school failed to cooperate with the study.

2. On the average, the veterans who took advantage of this program used over 89 percent of their eligibility. As previously pointed out, there were possibly many reasons why the participants did not use 100 per cent of their eligibility. Some of the key reasons for not using the eligibility were (1) many of the first participants had left the program before the 1976 extension was granted, (2) many of the older veterans may not have had a program available for many years. It is of interest also to note that the only educational program the veterans utilized was the veterans cooperative farm management program in local schools.

(3) The financial progress made by the veterans involved may be viewed as "very good" when one looks at total

dollars and inflation-adjusted dollar increases. Return to capital and family labor was raised an average of \$2,201 from the first year enrolled to the final year of enrollment, which represents a 20.5 per cent increase. The measures were all made with non-inflated dollars.

4. Net worth showed an increase of \$15,049 when adjusted for inflation from first to final year in the veteran cooperative farm management program. This is an inflation corrected increase of \$15049 per year*. While the programs in every school studied did not show an average increase in "return to capital and family labor", they did show an increase in "net worth". The average increase in net worth was 27.0 per cent, for the years enrolled.

5. Land ownership seemed to be a common goal for many veterans. There was a 23.0 per cent increase in those who own land their final year on enrollment, with an overall 16 per cent increase in the number of acres owned. In the final year of enrollment, 83 per cent of the veterans owned land with an average size of 244 acres.

6. In most cases, land rental is only a part of the total operation. No change was noted in either the number of veterans who rented land or the number of acres rented. In the final year of enrollment, 57 per cent of the veterans rented an average of 184 acres.

7. In terms of the number of veterans who farmed in a

* The \$15049 is based on 33 months average

partnership, no changes occurred regarding the number of acres rented.

8. Forty-four per cent of the veterans continued in the adult farm management program. No program was available to 36 per cent of the veterans who are presently not involved in further adult farm management programs. About 71 per cent of those not presently involved in a program indicated they would participate if one was available.

9. Veterans were most active in farm and church organizations. They also showed the largest increase in membership from first to final year of enrollment. All areas showed an increase in membership with more of an increase in farm organization participation than any other organization.

10. Farm and church organizations also showed the highest involvement and leadership participation by the veterans. Service organizations followed very closely with regard to leadership involvement. About 36.4 per cent of the veterans had held at least one office in a local community organization.

11. Veterans were very much in agreement as to how they felt about education and being involved in community activities. It was shown that 97 to 99 per cent of the veterans agree or strongly agree that education is important for children and adults and community participation.

12. There was an increase in the average number of agricultural events attended by veterans. They attended 5.8 events the first year enrolled and 8.3 events the final year enrolled.

13. The degree of retention in farming and agribusiness careers was nearly 100 per cent. There were 95 per cent farming one year after completion of the veterans cooperative farm management program. Ninety-one and ninety-two per cent were farming three and five years after completion respectively.

14. The veterans who were involved in the program were about 34 years of age on the average with an average of about 3 dependents.

CONCLUSIONS

From an analysis of the present study, certain conclusions may be made which may be of value in future planning of veterans adult farm management programs.

1. Money spent by local, state and federal governments to support the veterans cooperative adult farm management program resulted in raising the "return to capital and family labor" by an average of \$2,409 for the veteran participants as compared to a \$-780 for the average Minnesota farmer over the same period of time. Also, the average veteran experienced an increase in net worth of \$15,014. These figures were the results after adjustments of 7.76 per cent per year were made for inflation.

2. Money spent on the veterans cooperative adult farm management program reached farmers who are making farming their

permanent occupation. It was shown that over 90 per cent of the veterans at one, three and five years after completing the program were still engaged in farming. This seems to indicate that the financial support given these veterans reached those to whom the education was intended because along with the 90 plus per cent in farming an additional four to six per cent had entered agribusiness occupations after completing the programs.

3. There were extremes in income within schools and among schools involved in the study. The financial benefits provided the veterans were needed in most cases because returns to capital and family labor when adjusted for inflation were modest.

4. The instructional program for veterans had an enhancing influence on their values and attitudes toward education for their children and participation in community affairs. Considering the fact that 357 veterans participated in the study and only five or six expressed any disagreement with the value of the veterans program, education for their children, setting goals for their families and involvement in the community reflects the fact that the program did not have a detrimental effect on attitudes and values.

5. It may be concluded that the veterans developed a sense of keeping up-to-date and abreast of developments in agriculture by their willingness to attend fairs, shows, field days, tours and dealer sponsored events.

6. Considering the fact that the veteran participants were in their early thirties and were busy establishing themselves in farming, attending veterans adult farm management classes eight hours per week, they still found time to participate in agriculture and church organizations and 60 per cent of them held one or more offices in these community organizations. Hopefully, the educational program had some influence on developing the sense of leadership in these veteran participants.

RECOMMENDATIONS

The following recommendations were drawn from the conclusions drawn in this study:

1. Should a program such as the veterans cooperative farm management program ever be needed again, it should be established.

2. Programs should be available to eligible veterans within a reasonable distance of their homes.

3. Since the success of the program is highly dependent upon the teacher, only highly qualified instructors should be employed to deliver the program.

4. The farm management basis for the program should be continued as the central theme of the program.

5. Upon completion of the program, every veteran participant should have an adult farm management program available

to them to continue their instructional experience.

6. Leadership training and participation in community activities should continue to be a part of the instructional program.

7. Participation in shows, fairs, field days and other agricultural events is important for veterans to remain informed of new agricultural development.

8. Research should be conducted on the program to determine its usefulness and effectiveness. The impact of the returns for the investment in the program should be examined.

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Appendix A
Survey Instrument

VETS AG PROGRAM EVALUATION

Code _____

Year Started 19 _____

DIRECTIONS: Please read each item and write your answer in the space provided. Please answer every item which applies to you.

PART I

DIRECTIONS: In the space provided, please write in the number of organizations in which you had held membership and your status the last year enrolled.

- | <u>1. Types of Organizations</u> | <u>Your 1st Year Enrolled</u> | <u>Your Last Year Enrolled</u> |
|----------------------------------|-------------------------------|--------------------------------|
| Farm | _____ | _____ |
| Church | _____ | _____ |
| Service | _____ | _____ |
| Political | _____ | _____ |
| Other(please Indicate) | _____ | _____ |
| _____ | _____ | _____ |
-
- | | |
|--|---|
| 2. I have been an officer
in the following
organizations(check
whatever ones apply) | _____ Farm
_____ Church
_____ Service
_____ Political
_____ Other _____ |
|--|---|

In the space provided, please write in the number of events you have attended in your first year as a Vets Ag student and the last year you were enrolled.

- | <u>3. Events You Have Attended</u> | <u>Your 1st Yr. Enrolled</u> | <u>Your Last Yr. Enrolled</u> |
|------------------------------------|------------------------------|-------------------------------|
| Shows/Fairs | _____ | _____ |
| Field Days/Tours | _____ | _____ |
| Dealer sponsored
days/events | _____ | _____ |
| Other | _____ | _____ |

PART II

DIRECTIONS: In the space provided, please write in the number of months that most accurately reflects your status...

- | | MONTHS |
|--|--------|
| 1. How many months of eligibility were you granted | _____ |
| 2. How many months of education in Veterans Agriculture did you actually receive? | _____ |
| 3. If you left the vets ag program, have you been enrolled in other schools or colleges? | _____ |
| If yes, please indicate the number of months enrolled in the organization: | _____ |

<u>Schools</u>	<u>MONTHS ENROLLED</u>
Public Area Vocational Technical Institute	_____
Private Vocational/Trade School	_____
Community College(2 years)	_____
State College(4 years)	_____
University of Minnesots Technical College(2 years)	_____
Waseca	_____
Crookston	_____
State College(4 years)	_____
University of Minnesota Twin Cities(4 years)	_____
St. Paul	_____
Minneapolis	_____
Correspondence Courses	_____

- | | |
|---|---------------------------|
| 4. Are you currently participating in an adult farm management education program offered from a local school? | _____ (Yes)
_____ (No) |
| 5. If you are not presently enrolled, is a program available for you? | _____ (Yes)
_____ (No) |
| 6. If you answered "No" to question 5, answer this question:
If a program is available to you, would you enroll? | _____ (Yes)
_____ (No) |

DIRECTIONS: Please mark the square which best shows your opinion about the questions:

- | | |
|---|---|
| a) I think education is important for adults | Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly Disagree ___ |
| b) I think education is important for children | Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly Disagree ___ |
| c) I think it's important for town & country people to cooperate | Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly Disagree ___ |
| d) I think it's important for vets to be involved in the community. | Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly Disagree ___ |
| e) I think the vets ag program was (is) valuable | Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly Disagree ___ |
| f) I think setting Family/Farm Business Goals is important. | Strongly Agree ___ Agree ___ Undecided ___ Disagree ___ Strongly Disagree ___ |

PART III

DIRECTIONS: Please indicate the number of acres you owned and rented in your farming experience when you began in a Vet Ag Program and your last year enrolled.

1. <u>Farm Situation</u>	<u>Your 1st Year Enrolled</u>	<u>Your Last Year Enrolled</u>
Acres Owned	_____	_____
Acres rented	_____	_____
Acres in partnership	_____	_____
owned	_____	_____
rented	_____	_____

Please indicate your employment situation, what it is or what you expect it to be 1, 3, and 5 years after completing the Vet Ag program...

2. <u>Category</u>	<u>Years After Completing Vet Ag Program</u>		
	<u>1 Year</u>	<u>3 Years</u>	<u>5 Years</u>
Farming	_____	_____	_____
Ag Related business	_____	_____	_____
Non-ag related business	_____	_____	_____
Unemployed	_____	_____	_____
Unknown	_____	_____	_____
Has participant been			
hospitalized	_____	_____	_____
deceased	_____	_____	_____

PART IV

Please indicate your situation as regards to your.....

	<u>Your 1st Year Enrolled</u>	<u>Your Last Year Enrolled</u>
Age	_____	_____
Number of dependents	_____	_____
* Return to capital and family labor	_____	_____
** Net Worth	_____	_____

.....
 Thanks for helping with this survey. Results of this study could help provide future veterans with training.

* Refer to table 6B Line 48 of Farm Management Analysis
 ** Table 5 Line 15 of Farm Management Analysis.

VETERANS FARM TRAINING PROGRAM SURVEY

SCHOOL _____

DATE PROGRAM STARTED

INSTRUCTOR _____

Part I - Survey of Veterans Who Completed or Otherwise Terminated Training

[illegible]

Appendix B

Average Minnesota Farmer Income Comparison

The comparison made is for a three year period for the veterans income and the average Minnesota farmer income. Information was provided by the United States and Minnesota Agricultural Statistics Service.

If each year is used as a base year for the income that follows in the next two, then, by adding the first year earnings weighted by the number of farmers, an average first year income is obtained.

By adding the base year plus two earnings adjusted for inflation, an end of the program earnings for the average farmer is obtained. By adding the end of the program earnings and comparing to the beginning of the program earnings, it is possible to find a gain (or loss) that average farmers experienced during the time period. It is then simple to compare the gain (or loss) made by veterans and the average Minnesota farmer.

The average farmer had an average gain of -\$780 during the three year period while the veterans had an average gain of +\$2409. This shows a real gain from instruction of \$3403.

The average farmer in Minnesota experienced an income of 94.06 per cent two years after his base year as compared to their base year's income. The veterans experienced an income of 122.41 per cent their final year of instruction as compared to their income their first year of instruction. The time periods compared are of equal length.

Average Minnesota Farmer Income Comparison

Year	IN	Average Farmer Income	Number	Income If Veteran Had Been Average Farmer	
1971		6143	26	(^{'71}) 6143	(^{'72}) 7517 (^{'73}) 18041
1972		7798	60	(^{'72}) 7798	(^{'73}) 18737 (^{'74}) 12057
1973		19337	96	(^{'73}) 19337	(^{'74}) 12468 (^{'75}) 8765
1974		13264	29	(^{'74}) 13264	(^{'75}) 9402 (^{'76}) 4317
1975		10624	68	(^{'75}) 10624	(^{'76}) 4937 (^{'77}) 12444
1976		5396	63	(^{'76}) 5396	(^{'77}) 13684 (^{'78}) 11969
1977		14588	23	(^{'77}) 14588	(^{'78}) 12974 (^{'79}) 11382
1978		13966	18	(^{'78}) 13966	(^{'79}) 12348 (^{'80})
1979		13599	8	(^{'79}) 13599	
1980			5	(no records from 1980 available)	

* Total Income of Farmers - First Year - \$4,626,690 - Based on average income of farms; weighted by number of cooperators

* Total Income of Farms - First Year - \$4,352,200 - First Year + 2 adjusted for accumulated inflation
Based on average income of farms 2 years. Later (first year +2) adjusted for inflation with base year equal to year of start in Vets Management Program.

If each farmer enrolled in the Vets Ag Program had earned income equal to the state average during the first year of enrollment, the combined first year incomes of all farmers would have been \$4,626,690.

If each farmer enrolled in the Vets Program averages three years instruction, and if his income at the end of that period was equal to the state average, after adjusting the income for inflation, using his first year of instructions as the base year, the combined last year incomes of all farmers would have been \$4,352,200 or 94.06% of the earnings of the base first year when calculated in the base year dollars.

Appendix C

Inflation Adjustment Factor Calculation

Year Started	Enrollees	Column A Total By Year	Column B Rate of Inflation By Year	(A)x(B) Rate Times Number Involved
1971	26	26	3.6	93.6
1972	26 60	86	3.1	266.6
1973	26 60 96	182	6.0	1092.0
1974	60 96 29	185	11.5	2127.5
1975	96 29 68	193	8.5	1640.5
1976	29 68 63	160	6.2	992.0
1977	68 63 23	154	7.1	1093.4
1978	63 23 18	104	9.2	956.8
1979	23 18 8	49	11.9	583.1
1980	18 8 5	31	0.0	0.0

TOTAL

1139

0.0

8845.5

$8845 \div 1139 = 7.76$ Average Weighted Increase In
Consumer Price Index

$7.76 \div 12 \text{ months} \times 33 \text{ months (Average Length of Enrollment)}$
= .7865 Adjustment

VOCATIONAL AGRICULTURE DEPARTMENT



Southland Senior High School - District 500

Adams, Minnesota 55909

Telephone (507)582-3568

STAFF

High School
Vo-Ag



Dale A. Drees
(507)437-4616

LeRoy F. Swanson
(507)582-3416

Adult Farm
Management
and Young Farmers



Gary A. Thome
(507)582-3649

Dwain N. Vangsness
(507)582-3194

ADMINISTRATION

Larry Tompkins
Superintendent

L.E. Croker
Principal

Dear Mr. Anderson:

Enclosed are the Vets Evaluation Forms, along with Listing Sheet of the Vet and his code number. Your school's code is 04 and each Vet will have a number from 001 on up.

Also enclosed is some correspondence I have previously sent to Greg.

Many thanks for your aid in this matter. This is a very important State Wide Study, and we would like it to be as complete as possible. If you have any questions, please feel free to call.

Sincerely,

Gary A. Thome
Adult Farm Management Instructor

GAT/cjd
Enc.



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Larry Tompkins
Superintendent

L.E. Croker
Principal

Dear

The summer is about over! Fall harvest is getting very close, as we all know that is a very busy time for our farmers. It is with that thought that we would very much like to complete the Evaluation Forms for the Vets you have had in your program.

As I am sure you know by now, there are only 12 schools being asked to complete these. It is for that reason that we need a very high per cent completion from each school. We want this study to be accurate and accountable in every way.

We feel it would be an excellent time for a visit with some of these former students and possibly recruit them for Adult Farm Management Program.

It is our hope that you can explain to your Vets the importance of the study. The impact that the 60 million dollars that the vets received over the years is hard for us to comprehend.

Please get the missing evaluation forms completed by phone calls, personal visits or any other way you are able. We would like these mailed back to me by September 26, 1980. If you have any questions, please write or call.

Many thanks for your help.

Sincerely,

Gary A. Thome

GAT/cjd



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Superintendent

L.E. Croker
Principal

Several Notes:

This study is to include the class members your school has had since the start of the vets program, which in most cases started in the early 1970's. It should include only those men who started and completed or will complete the program. No transfers should be included.

If you have any questions, please feel free to call.

The forms will be coming in several days.

Many Thanks in advance.

Gary A. Thome



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Larry Tompkins
Superintendent

L.E. Croker
Principal

Dear

Enclosed are 80 copies of the Evaluation form for the Vets Program.

These should be coded in the upper corner of the form. Please fill out items that you were to and get them to the farmers and back to me. If you have any questions, please give me a call. I hope you realize the importance of this study. Your school is one of six I am working with and one of only twelve in the state. So you can see the need for a complete cooperation with each school when so few are involved.

Many Thanks in advance for all your cooperation.

Sincerely,

Gary A. Thome

GAT/cjd
Enc.

P.S. - If you are in need of more forms, please let me know.



Minnesota State Department of Education
Capitol Square □ 550 Cedar Street □ St. Paul, Minnesota 55101

May 28, 1980

Mr. Wayne Flynn
Worthington High School
Worthington, MN 56187

Dear Mr. Flynn:

We need your help in evaluating the Veterans Coop. Ag. Management Program. We think this study will demonstrate the value of the program and possibly help in establishing programs in the future.

Would you please fill out the enclosed coding sheet and enter the "return to capital" and "Net worth" figures on each survey form (with the Vet's permission), and see that each Vet completes a survey form? Students don't need to sign their names; information will only be used for statistical purposes.

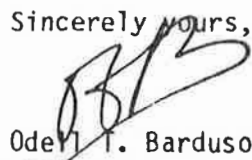
Please make sure each survey form is coded in the upper right hand corner to match the code number on the coding sheet. Please survey only the veterans who enrolled in your school and finished in your school. If you have any questions, please contact:

Mr. Gary Thome
Route 1
Adams, MN 55909
507-582-3649


Mr. Howard Kittleson
Route 1
Blooming Prairie, MN 55917
507-583-7158

When the surveys are completed please mail them to the individual listed above. Thanks for your help.

Sincerely yours,


Odey T. Barduson
State Supervisor
612-296-6516


Howard Kittleson
Chairman
Veterans Evaluation


Gary Thome
Chairman
Veterans Evaluation

Vic Richardson
President
Minnesota Veterans

81

OB:GT:HK:VR:edn

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