The future of vocational agriculture must include satisfied customers. The pure is set by many career vocational agriculture teachers. Marv Berry (foreground) instructs for 27 years at Dayton, Washington in an excellent example. Satisfied customer, (right) Jay Finner, class of ’61, took first place in an mechanized in State competition. He now farms with his dad and brother. “We call to Marv all the time,” says Jay, who take care of all the machinery on the family wheat farm. (Photo from Alex Grevedon, Coordinating Council for Vocational Education, Olympia, Washington)

Stories in Pictures by Richard Douglass

Part of the farm at FV-Ag in Kentucky is the members of the Agriculture Education Club at Western Kentucky University, McFarlan is President. This picture includes veterans, a brother of a Virginia teacher, son of an Ag teacher, the 1972 FFA Public Speaking winner and others. (Photo from James B. McGee, Teacher Educator)

Theme—PRODUCTION AGRICULTURE: Still In Vogue
When serious consideration is given to the question of desirability of a counterpart to the young farmer association (YFA) in off-farm agriculture, will the deliberations and decisions be similar to those made concerning the FFA? In the case of the FFA, separate organization did not emerge, the same was not changed, but the organization changed — evolving to better serve students with other-than-farming agricultural interests.

**Multi-clinete Organization.** There are factors which do not support beliefs that decisions made concerning the YFA will be the same for the YFA. Factors which support the likelihood of similar decisions for a multi-clinete organization are: 1) a core group of subject matter which is common to both groups, 2) how course enrollments can be increased by branching out, and 3) many young farmers are both farmers and off-farm agriculturists.

If both on-farm and off-farm agriculturists can benefit from studying crop varieties, pesticides, herbicides, truck, farm management, and other technical operations, they should be in the same course. If they are in the same course, they should be in the same organization — the YFA.

Part-time farmers are frequently employed in agricultural occupations off the farm; thus the YFA serves two kinds of clientele in a single person. Your editor recently served as an ex-officio member of the Young Farmers of Virginia officer nominating committee on which two out of six members were both farmers and off-farm agribusinesses. One was a feed dealer and the other was a machine dealer.

A single-clinete Organization. Factors which tend to support the likelihood that off-farm agriculturists would not be a part of the YFA (would differ from the FFA decisions) are: 1) Young farmers view the off-farm agricultural business primarily as a sponsor of contests, educational programs, and activities rather than potential fellow members; and 2) pressure “from the top” to mix the clientele is less. The pressure is less for the following reasons: a) the YFA is not dependent upon a national foundation as is the FFA for its award, b) the YFA is not provided for or controlled by Federal legislation, c) the YFA is not a national organization. d) Young farmer associations are not organized in all of the states, and e) in states that have associations, some local clubs remain unaffiliated.

The organizational superstructure of the FFA, its long traditions, the FFA Foundation, and Public Law 740 made thoughts of a separate club for off-farm agriculture in high school academic. Although the YFA will be less influential than was the FFA, the outcome — a multi-clinete organization — should and will be the same.

In fact, a mixture of farm and self-employed agriculturists, both self-employed and employees are already attending courses (Concluded on next page)

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**Our Teaching—Still in Vogue for Production Agriculture**

Production agriculture is not only still in vogue, but continues to be a vital force not only in the direct production of food for the American family but in its outreach in terms of its economic impact both nationally and internationally. It is a catalyst of major proportions.

It would perhaps be more accurate to say that agricultural production has a new vogue. This new vogue was aptly described in an address by Dr. Faubig, Director of Agricultural Economics, USDA. He remarked that the agricultural production which is up-to-date farmer must master the knowledge of economic and management business with equal investment. The capital needed to operate a modern farm seems monumental to most farm-raised youth. It is becoming increasingly difficult to combine in one man the financial resources, technical knowledge, and the managerial ability needed to operate a modern farm. Nor do we generally find in one man or in one small group of students the capability needed to meet the marketing opportunities provided by modern mass merchandising.

Managerial innovators have developed a far-reaching technique. Instead of simply accepting what the economist call “the factors of production” (land, labor, capital and management) as they happen to be combined in one man — the farm family operator — the new concept is to split up the factors of production and re-combine them in optimum form. There is looking really new about this. Non-farm agriculture (Continued on next page)

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**Editorial**

**Is the YFA for off-farm agriculture?**

**From Your Editor**

**Our Teaching—Still in Vogue for Production Agriculture**
STATE SUPERVISOR'S ROLE IN YOUNG FARMER ASSOCIATIONS

Richard L. Hummel
Area Supervisor and Executive Vice President and Treasurer
Ohio Young Farmers Association
Columbus

Young farmers today are participating in a great movement of our time — the development of an expanding agriculture to serve the needs of a world at peace.

These are times heavy with the air of promise. These are times when the young in spirit must bypass those who say “it can’t be done” and show the world that American ingenuity, American business skills and American enterprise to succeed are still a vital and determining force in world affairs. The young farmers I work with, I believe, are ready in a generation destined to carry out this responsibility.

Local and state associations of young farmers should be right in the front line of the expanding agriculture which will serve the world. (Guest Editorial continued)
Using A School Farm

James L. Hammer
Agriculture Education Teacher
Franklin, Kentucky

Farming has been a part of the curriculum at Franklin County High School for many years. The school has its own farm, which students use to learn about various aspects of agriculture. The farm includes livestock, crops, and a garden, and students are involved in all aspects of farming. The farm provides hands-on experience and prepares students for future careers in agriculture.

In recent years, the school has expanded its agriculture program by purchasing new equipment and increasing the size of the farm. The school also partners with local businesses to provide students with real-world experience.

The farm is open to the public for tours and workshops, and the school offers classes in agriculture to students of all levels. The school is proud of its agriculture program and continues to expand and improve it.
PRODUCTION GOALS PROCESS:
Means And End

Gary W. Lefe
Teacher Education
University of Minnesota

One thing the American Farmer knows is “It takes a mile of effort to make an inch of progress.”

The farmer of the past has known long hours of hard labor and the empty pocket feeling of small earnings. Many times he has sold his product for what appeared to be a good income; but when figured in terms of a fairly wage scale, the time spent in production proved to be a misfortune. Because of the small yields in investment many have left the land to go into some other occupation.

In the years 1971 and 1972, this movement from the land began to slow down and became more stable. In 1979 according to USDA, this movement became completely stable with the same number of farms at the end of the year as started with. Perhaps the problem is on its way back.

While farm were declining in numbers, see by all signs of the increase in the size of farms. With this increase in size, the responsibility of producing for the multitude rests on the shoulders of the few, yet larger and more efficient farms.

The average age of those remaining on the farm increased each year until after 1975 when more and more young people began to establish themselves in a partnership or have taken a charge into the financial and economic facts. They are beginning to see that agriculture cannot be ignored any more.

At the same time when more young people are returning to the land and young farmers are using more efficient means of producing, the world population is increasing at an even more rapid pace. This results in a need for more food, clothing and other commodities. A greater demand is made upon the farmer to produce more efficiently.

In 1979, the future of the farmer suddenly became blurred in a new light appearing over the horizon. Prices on his commodities began to take an upward. He found himself in an encouraging position. However, the light also began to dim as the prices of supplies and services required to produce the farmer’s needs also turned upward.

This causes a stir among the consuming public as well. Housewives boycotted the meat market causing a shortage of meat. Slaughter houses cut back and shut down. A ceiling was placed on various livestock animals and eventually the supply price for the live animal went down.

Grain prices also took an upward reaching prices unheard of before. The large exports made by the United States lowered the level of commodity reserves. Though prices have dropped from these heights they still remain high enough to keep farmers in business. Perhaps the problem is on its way back.

Even with the food crisis which seems to have now passed, there is still hope. Though these shortages will undoubtedly cause a cutback, it will also cause an evaluation of present farming conditions. Better management or our resources and more efficient production methods will need to be developed and implemented. In addition, many of the new products of the world’s products which science and technology have developed to replace the raw materials and labor produced by agriculture will undoubtedly become in short supply. This shock will once again need to be picked up by the American farmer.

Though it appears on the surface that everything is working against the American farmer, I believe he has a bright future and that this can be a blessing in disguise. It will not be a bed of roses nor will it be a bed of roses. It is his history to make progress out of adversity. He has always come through and I believe he will again.

FIGURE 1
PLANNING OF INDIVIDUAL PRODUCTION GOALS

<table>
<thead>
<tr>
<th>Student</th>
<th>Enterprise</th>
<th>Date Started</th>
<th>Scope or Size</th>
</tr>
</thead>
</table>

Efficiency Factors
- Efficiency Standards: Superior, Average, Local, Goal, Achieved

Factors considered in planning the above student goals. Listed proposed management practices, special limitations and so on.

Conclusions, Evaluate practices and circumstances which influence the level of achievement.

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THE MS. FARMERS:
An Adult Class
For Farm Women

Brenda Oldfield
Student Teacher
University of Kentucky

Jack Wise
V-O-Ag Instructor
George Rogers Clark High School
Windsor, Kentucky

FARM MANAGEMENT EDUCATION
IN NORTH DAKOTA

SEED TO SEEDLING

Don Priebre, Chairman
Agricultural Education
North Dakota State U., Fargo

A typical class meeting shows Mrs. Don Stone, Kentucky Fieldsman, discussing bee registration.

Free babysitting service was provided by FFA member, Rose.

Although it is too early to fully evaluate the program, several indicators of success have already become apparent:
1. The ladies all expressed appreciation for the useful information they received;
2. Class members asked that the program continue during the spring semester;
3. Class discussions frequently went beyond class time;
4. Twenty ladies are enrolled for the second semester.

In short, the program has been so well received that it will be a continuing part of the Windsor V-O-Ag program. We believe this is a useful and needed program in the community. Other V-O-Ag teachers should consider initiating a class to serve the educational needs of ladies involved in farming and agriculture.

(Concluded from previous page)

Soud educational programs, like healthy plants, develop and grow in a manner which at first is partially unseen and seemingly slow. This period of proper nurturing and development is essential in the formation of a vigorous plant from which further growth and development will flow. A seed for an intensive Farm Management program through the school system in North Dakota was sown in June, 1969. The Farm Business Management program as conducted in Minnesota and other states was introduced as part of a Department of Agricultural Education summer training course in Adult Education to stimulate interest in such a program. Beginning in the 1969-1970 school year, a substantial and increasing segment of farm women and their families in Adult Education in the North Dakota Agricultural Education system have been introduced to Farm Management.

Some students who had graduated before the date had little contact or course work with this program. Consequently, they were left to fend for themselves or seek other means of obtaining the necessary information. This has been a source of complaint among the State Supervisor of Vocational Agriculture and North Dakota State Board of Education. A series of three intensive one-week workshops in Farm Management Education were offered at North Dakota State University. In August of 1970, seventeen men completed a session taught by Dr. Edgar Persons of the University of Minnesota. A follow-up session was completed by fourteen teachers in August of 1971 under the direction of Ralph Parker, Agriculture Education Instructor at Faribault, Minnesota. A third workshop session was taught by Dr. Persons in August of 1972. Seventeen teachers participated in this intensive session.

Leonard Landis, at that time Vocational Agriculture Instructor in Stanley, North Dakota, launched the pilot class during the 1971 calendar year. Seven couples who were enrolled in Farm Management I completed the course and had their accounts analyzed. The inclusion of Farm Management Education in North Dakota was beginning to emerge.

At this point the need for a system of record analysis became apparent. On July 1, 1971, a two-year Farm Management Education Research and Development Project proposal by the Department of Agricultural Education was funded by the State Board of Vocational Education. Primary objectives of the project included the design of a record analysis and interpretation system as well as the provision of technical assistance to local teachers. The analysis development was carried out in coordination with the Minnesota Farm Management Education Program with the record computer work done by the Agricultural Records Cooperative at Madison, Wisconsin. The program is now in operation in North Dakota as well as in other participating states, bringing about changes in the entire analysis procedure, especially in the crops analysis program.

During the calendar year of 1972, Adult Farm Management workshops were in operation in six operations with another added later in the year. The 1972 analysis report, completed in May of 1973, included the complete analysis averages for thirty-three farms.

The need for a program of Coordinator for Farm ManagementEducation to manage a record analysis center on a permanent basis and to provide technical assistance to teachers became apparent during the second year of the project. This was established at Bismarck Junior College in the Agriculture Department and on July 1, 1975, Leslie Colifste, who was familiar with the Minnesota program and who started one of the first North Dakota programs, assumed the job of Coordinator. This provided a centrally located analysis and coordination center.

The Farm Management Education Research and Development Project is being completed in the fall of 1973. Several more schools have long range plans to add Farm Management Education to their school programs. This program has developed from the seed to a vigorous seedling in North Dakota.
YOUTH LOANS: A WAY FOR AGRICULTURE STUDENTS TO STAY ON THE FARM

J. C. Simmons

Area Supervisor

Louisiana

Agriculture’s future is in the hands of the young people who are already producing food and fiber. In the next ten years, the majority of many items has been given the focus of the food and fiber problem and all agree that one answer would be to encourage more of our young people to stay on the farm. However, “keeping them down on the farm” is not enough. The future has not been the trend of life work of many of our students of vocational agriculture and the ability to find employment in these metropolitan areas have kept many of them from returning to farming at the time of their graduation. Now, with the incentive of possible better financial returns in the area of production farming, more and more of our young people are indicating a desire to remain on the farm.

Another deterrent faced by those who might otherwise enter production farming has been the prohibitive cost of becoming established in their own individual situations. In some parts of the nation, only those who inherited farming situations or those who had parents or others to assist them in becoming established financially could hope to become successful farmers. Many who aspired to become established had been unable to receive adequate financial backing. A new program through the Farmers Home Administration (FHA) now offers new hope and incentive to younger people who wish to enter the all-important (and increasingly important) field of agriculture. Loans may be made to individual vocational agriculture students for the purpose of establishing or improving an agricultural or income producing farm or farm-related enterprises. The Vocational Agriculture Teacher must have demonstrated in the past, that the project of each student is part of a student’s organized and supervised program of work on the farm. The teacher must play a very important part in that project will produce sufficient returns to provide repayment of the loan and that the vocational agriculture student is provided with practical business management training.

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Luther Wayne Martin, seated center, and Donnie Brown, standing second from the right, are students at Paris High School (Washington Parish) in the FHA Loan program. Robert Jones, left, FHA County Supervisor and Fred J. Blakely, standing left, FHA Loan Appraiser, make the loan to the students to enable them to expand their cow farming. The FHA Loans have made it possible for the students to enter the farm business and are expected to enable the students to become established in farming and farm-related activities.

Problems that have faced the students of the program are: the necessity to purchase more farm equipment, the necessity for additional funds to purchase feed for the animals, and the necessity for funds to purchase marketable farm supplies.

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POST-SECONDARY PROGRAM IN PRODUCTION AGRICULTURE AT MICHIGAN STATE

James L. Gibson
Wayne A. Knoblauch

General interest in farming occupations, up until the last couple of years, has been on a definite decline. The image of the farmer and his work has had relatively low status, even among farmers. Enrollment in the agricultural technology program for young farmers at Michigan State University has also been on a decline. However, recent upswings in farm prices combined with increased public interest in food production, in light of threatened food shortages have contributed to both a reversal in the status of the farmer and in program enrollments. (See graph.) In 1973-74 there was a twenty percent increase in student numbers over the preceding year. Applications for 1974-75 look even stronger.

Post-secondary technical education in production agriculture is not new in Michigan. The existing programs at Michigan State University have grown from a “winter short course” in farm drafting, first offered in 1894, to a program with over one hundred seventy students studying all phases of production agriculture, during the current year. Since 1984, over 20,000 students have received or eight weeks of technical training in agriculture at MSU — more than half of these in agricultural production. In fact, until 1946, all technical programs at MSU were designed for young farmers and young farm homemakers. Today, programs are available in nine agricultural business and industry related fields. Approximately 30 percent of the five hundred plus technical students enrolled at Michigan State University are studying for careers in production agriculture.

We think there are several significant indicators that agricultural production is still in vogue in Michigan. Public interest is one measure; enrollments in production agriculture programs is another; a third indicator is employment demand; and, of course, the actual opportunity for students to farm. To use the measure of public interest found significant was the tremendously successful of an information program called “Young Farmer’s Day.” This event was held in Feb.

A second measure of increased public interest is the increased demand for vocational agriculture instructors. Career Education Planning District studies revealed active local interest in agricultural instructors and high school students.

On a national level, technical programs in production agriculture have been increasing in numbers as a result increases in federal funding and local interest. A directory of post-secondary educational institutions classified agricultural extension agents selected top high school juniors and seniors who planned to from each rural school in their respective counties expected two hundred students (Interested Persons) five hundred forty-two attended.

4. Larger, more specialized farms today require better management.

The third indicator of the viability of production agriculture at Michigan State University is the increased demand for graduates. Each year for the past three years, there have been three to five times as many graduates as students who were available. Salaries offered to graduates to become herdsmen or assistant farm managers during this period ranged from $8,000 to $10,000 per year. Many openings have also included the opportunity for graduates to buy into existing farm businesses.

In Michigan, as in most other parts of the country, the number of separate farm business entities is declining. The numbers of farms classified as Class I and Class II farms has declined from 40,000 and above and $20,000 and above gross sales, respectively, we have been increasing. In those larger farm business entities that young farmers have the greatest opportunity for successful entry into full-time farming careers.

One of the challenges to those of us in technical agricultural education is to motivate young people who may not have an opportunity to farm in an existing family business, or who have a desire for more concentrated technical training in agriculture. A recent census in Michigan showed that only approximately twelve percent of those farmers in the under-thirty-five age group had received any formal education beyond high school. Leaders in education and labor today are saying that three-fifths of all persons could benefit from limited-elementary degree education beyond high school. If this applies to farming careers as well, then probably in Michigan there is room for expanded enrollments in technical programs in farming careers. Several times as many young farmers should be served as is currently the case. Agricultural Production is still in vogue!

BOOK REVIEWS


The author points out in this book that every farmer could add to their net income or raise dairy. He then proceeds to discuss practices and management points that would improve the performance of the material. The author does not make any statements that would be obtained by virtually all dairy farmers. This could be because the material that is experienced dairy farmer. The book is a good practical guide to the reader, it discusses all the main points of a dairy farm: feeding, handling, feeding, making milk, feeding, breeding, and illness and disease.


The book is a compendium of a series of short stories. These short stories appear to be collections from the collection of the author. They include the typical stories of events that could still be found as a part of the folklore of many American communities. The many stories are interesting and events and humor are part of the story of those that are part of the lives of the people of the West. Elmer E. Johnson has a familiar name to those who have read his stories on the West, the West is a familiar name to the reader.

The book is best suited for personal reading by those who can closely associate with events and people living in the West. Others may enjoy the stories through descriptions of the lives and events of the people of the West.

Larry R. Miller
Assistant Professor of Education
Virginia Polytechnic Institute and State University


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EXPLORATORY AGRICULTURE IN VIRGINIA

Larry Miller and Dennis Hinkle
Teacher Education
VPI & SU

The advent of the career education concept has prompted educators to reassess the relationship of their programs to their students. The career education concept involves elements that provide for familiarization with the world of work, career orientation, and career exploration before students become involved and enrolled in vocational education programs. Thus, many teachers in Vocational Education and Agricultural Education have turned to the forefront in providing leadership for the career education model. Such is true for the element of career exploration. Exploratory agricultural programs have evolved and are now commonly found in the middle, intermediate, or junior high schools.

Virginia currently (1973-74) has thirty-two teachers of Exploratory Agriculture teaching in twenty-seven schools with a total enrollment of 1425 students. It is projected that the additional schools will add Exploratory Agriculture to their curriculum during the 1974-75 school year.

The lack of clear-cut definitions of the elements of career education at the national level has resulted in considerable uncertainty and confusion at the state and local level. In many instances local school districts have instituted programs before definite guidelines have been provided. A study was conducted in Virginia to determine the nature of existing instructional programs in Exploratory Agriculture and to survey the opinions of the teachers and the state staff relative to existing programs as well as proposed programs. A 100-item questionnaire was used to survey the teachers and state staff. The descriptive data were also collected from the twenty programs operating during 1972-73.

The results of the study, the following were some findings describing the programs in Virginia:

1. The average program has been in operation four years.
2. Programs are dispersed throughout the state geographically.
3. Sixty-three percent of the programs are at the seventh grade level.
4. The majority of the students enrolled in the programs are boys, however, fifty-five of the programs have girls enrolled.
5. A relatively small percentage of the class time was spent dealing with occupations.

6. Most teachers describe the nature of their program as career oriented rather than school centered.

7. The geography of Virginia Economics was the other item most frequently offered in the schools.

8. The length of the program, that the students were in the program varied considerably:
   a) 1 year—25%
   b) 1 semester—10%
   c) 12 weeks—5%
   d) 9 weeks—20%
   e) 8 weeks—20%
   f) 6 weeks—5%

9. Teachers in the programs had the following aged qualifications:
   a) Collegiate professional certificate—2%
   b) Postgraduate professional certificate—2%
   c) Teaching experience (total) 25
   d) Teaching experience (Ag. Ed.) 16
   e) Teaching experience (Exp. Ed.) 2

With regard to the opinions of the respondents regarding curricular matters, it was determined that teachers believed that curriculum development should be the responsibility of the local school.

Questionnaire items were classified into those related to curricular administration, supervision, guidance, economy, and curricular methods. Regarding curriculum matters, teachers supervising agreed that the local school should develop curriculum at the local level; both groups similarly agreed that a textbook was not needed for Exploratory Agriculture. Disagreement was found among the respondents concerning skill training being a major factor of the program. Whether or not content should be an integral part of the offering. They did agree that the areas studied dealt more than it had the field of agriculture. Leadership training was limited by both teachers and supervisors. They indicated that public speaking, and conducting meetings and parliamentary procedure should be present in the instructional programs. All agreed that teachers needed more curriculum materials to aid instruction.

Under administrative items, the respondents felt that all administrators and teachers should understand the importance of the Exploratory Agriculture program. They agreed that as programs expanded, additional financial aid would be needed.

The program items revealed that students showed an acquaintance with a wide representation of the social world; 2) to be exposed to a variety of occupational possibilities, 3) evaluate their own interests and abilities.

(Collected on page 233)

The AGRICULTURAL EDUCATION Magazine

A P R I L 1 9 7 4

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Students Attitudes Toward Farm Employment

Larry Roper, Myron Wink, and Terry Fraim*+1

Students indicated they would strongly consider farm employment if starting salaries within at least $50 per month of that of other manufacturing industries. In addition, farmers will likely find it a useful recruiting and employee retention strategy to move qualified workers quickly into positions of decision-making responsibility. This will make the job more attractive and also raise the image of farm employees at a group. In addition, farmers will likely find it a useful recruiting and employee retention strategy to move qualified workers quickly into positions of decision-making responsibility. This will make the job more attractive and also raise the image of farm employees at a group.

Worker recruitment should capitalize on two factors: working in a rural area where students are likely to be more positive about the job; those students studied favorable. Students expressed the attitude that farm employment provides more independence for more independence in the work environment and less supervision. Students expressed the attitude that farm employment provides more independence for more independence in the work environment and less supervision. Students expressed the attitude that farm employment provides more independence for more independence in the work environment and less supervision. Students expressed the attitude that farm employment provides more independence for more independence in the work environment and less supervision. Students expressed the attitude that farm employment provides more independence for more independence in the work environment and less supervision. Students expressed the attitude that farm employment provides more independence for more independence in the work environment and less supervision.
ASSISTANSHIPS AND FELLOWSHIPS IN AGRICULTURAL EDUCATION, 1974-75

Paul Peterson
Coordinator, Agricultural Education California State Polytechnic University, Pomona

The 1974-75 survey of the Publications Committee of the American Association of Teacher Educators in Agriculture reveals a continuing avail-
ability of assistantships.

Key to Listings:
Data provided are in the following order: Nature of assistantship (num-
ber available); number of months available; stipend; maximum possible age of employment; amount of work ex-
pected; monthly remuneration and other considerations such as remission of fees; whether aid is for master's, ad-
vanced graduate study or doctoral study; graduate assistant: master's; assistant professor: doctoral; dean: administra-
tive assistantship. The listing is alphabetical by institution.

Clemson University
Research assistantship (1); 12 mos.; Au-
1974; $1,050.; reduction in fees; master's; university funds; March 1; application deadline: April 7; Chair: W. B. Carver, Head, Department of Agricultural Educa-
tion.

Cornell University
Graduate assistantship for the academic year 1974-75; starting salaries approxi-
mate $3,000 or $3,500 for two or three-
year positions beginning July 1 or Sep-
ember 1; with one month of vacation; Payment of $350.00 per month is available for an equal length of time, monthly until the assistant's work is completed; applications must be received by March 31 or by a later date, William E. Drake, Professor and Chairman, Agricultural and Occu-
pational Education Division.

University of Florida
Research assistantship (2), 12 mos.; Sep-
tember 1; with once-monthly stipend, $300.; master's; agricultural education, chair-
man, J. C. Simonds; Dr. R. E. McDaniel, Dean and Head, Faculty of Educa-
tion.

Southern Illinois University
Three assistantships available; $290.00-
1974-1975; 12 mos.; 8 or 12 mos.; with spe-
cial emphasis in agriculture education as appoint-
tment decisions; applications available: Dr. A. L. Mansfield, Chairman, Agricultural Industries Depart-
ment, Southern Illinois University, Cumber-
dale, Illinois 62901; no deadline date listed.

University of Illinois at Urbana
Teaching assistantship 11/2; 12 mos.; 1974-
1975; 12 mos.; with stipend $240.00.

Auburn University
Electoral assistantships leading to degrees of vocational or adult education. One-half of the stipend $400.00; 12 mos.; Application to Dr. C. Gayle Scarborough. No deadline date for application listed.

Arkansas State University
Four assistantships available, salary $1,000.

This list of assistantships and fellowships in Agricultural Educa-
tion is prepared annually by the Publications Committee of the American Association of Teacher Educators in Agri-
culture. Nos. (1974-1975) have been listed in the January, 1975 issue of the Agriculture Education Magazine.

 BOOK REVIEW
NOVELLE FARMING, by S. H. Arna-
ly, T. E. Young, Jr., Reiman Publish-

The authors have done an outstanding job in writing this book. They have en-
listed many different individuals including former students, teachers, and farm operators to contribute to the volume.

Margaret Grams, Department of Agricultural Education, Utah State University, Logan, Utah 84321.

BOOK REVIEW
NOVELLE FARMING, by S. H. Arna-
ly, T. E. Young, Jr., Reiman Publish-

The authors have done an outstanding job in writing this book. They have en-
listed many different individuals including former students, teachers, and farm operators to contribute to the volume.

Margaret Grams, Department of Agricultural Education, Utah State University, Logan, Utah 84321.
CONTENT PRIORITIES FOR FARM MECHANICS

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What should be taught in courses that will be of the most value to my students? This question has perplexed teachers for many years and is growing in magnitude as the phrase "relevance in education" is being shouted louder and louder with more and more frequency. To answer this question about agricultural teaching, a research project was developed in the Department of Agricultural Education at Texas A&M University which utilized the age-old procedure of asking people in the occupation what they used to know and be able to do to be successful. It was believed that if successful farmers would evaluate skills in terms of their importance then teachers would be able to establish relevant course content. Once the most important skills were identified, teachers could make certain that these were taught and learned before teaching content of lesser importance.

The purpose of the research, therefore, was to determine the knowledge and skills that should be included in courses designed for students enrolled in production vocational agriculture and to establish priorities (levels of importance) for teaching course content. To accomplish this purpose, responses were requested from 50 farmers throughout Texas who had been recognized by the State Association of Young Farmers of Texas for outstanding farming programs during one of the five years, 1964 through 1968.

Portraits of the 50 respondents to a questionnaire which consisted of 65 items describing skills, and included questions pertaining to age, education, size of business, and type of farming or ranching enterprise. Skills were identified as within the five mechanical areas of farm power and machinery, farm shop, farm electricity, buildings and conveniences, and farm water management. Young farmers were asked to indicate on a scale of 1 through 6 the level of importance they believed each skill to be. The mean for each skill was determined. Skills which received a mean rating of 4.50 or above were placed in Priority Level I (most important). These that received a rating of 4.00 to 4.50 were placed in Priority Level II (second most important). Skills receiving a mean rating of 4.00 or below were placed in Priority Level III (least important). Only two of the 65 skills listed on the questionnaires were rated 4.00 or below.

Summary
1. The average age of the respondents was 35.6 years with a range from 24 to 49 years.

FARM POWER AND MACHINERY

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The following skills were assigned a Priority Level II

FARM POWER AND MACHINERY

1. Be able to operate the farm tractor and equipment safely
2. Be able to service machinery and equipment according to manufacturer's manual
3. Be able to determine cause of trouble of machinery or equipment
4. Be able to select the size and type of machinery for a particular farming operation
5. Be able to adjust farm implements under field conditions
6. Be able to maintain records of maintenance and equipment operation

BUILDINGS AND CONVENIENCES

1. Be able to perform mechanical wiring jobs on farm machinery and implements
2. Be able to install farm electrical equipment
3. Be able to make working drawings (line sketch or detail sheet)
4. Be able to install farm gas systems
5. Be able to maintain a blueprint

FARM SLEEP

1. Be able to select the proper size and type of electric wire
2. Be able to install electric wiring systems to determine the cost of labor and materials
3. Be able to install electric meters
4. Be able to install circuits for major appliances and equipment (air conditioning, water heater, and the like)
5. Be able to repair gas burners

FARM ELECTRICITY

1. Be able to install and maintain a marine electrical system (crane, winch, power winch, and the like)
2. Be able to repair and maintain electrical motors (and any other equipment)
3. Be able to select the proper size and type of motor
4. Be able to maintain and repair electrical motors (crane, winch, power winch, and the like)

FARM SHOP

1. Be able to use power tools (drills, saws, saws, and the like)
2. Be able to use hand tools (hammers, UTI, swaging, shears, and the like)
3. Be able to weld with arc welder
4. Be able to use oxyacetylene torches

FARM WATER MANAGEMENT

1. Be able to maintain a farm water system
2. Be able to maintain farm water systems
3. Be able to maintain plumbing fixtures (relying on valves and faucets, and the like)
4. Be able to maintain farm buildings
5. Be able to install farm water systems

Other Services

1. Be able to do small repairs (drill, bench, tools)
2. Be able to do heavy metal work (drill, bend, rivet, thread, file)
3. Be able to install farm water systems
4. Be able to weld with oxyacetylene gas
5. Be able to use hand tools (saws, hammers, power tools, and the like)
6. Be able to use wood preservatives (other than paint)
7. Be able to solder
8. Be able to install a water well
9. Be able to do work

Recommendations

1. Teachers should examine courses of study in agricultural education to see if suitable content is included and if appropriate priorities are assigned to subject matter content. Findings show that the most important area is farm power and machinery. It is evident that for a vast majority of farmers, it is far more important to be able to service machinery and equipment according to the operator's service manual than to be able to overhaul an engine. Likewise, it is much more important for them to be able to maintain electric motors than to repair them. It may be observed that farmers place more importance on fence construction than on the construction of buildings.

2. Teachers should determine the knowledge and skills needed by farmers in their school communities and develop instructional content to meet these needs.

3. In diversified farming areas, consideration should be given to individualized instruction in agricultural mechanics in accordance with the type of farming a student plans to enter or the type of farming in which he is engaged.

4. Teacher education programs should be designed to enable present and prospective teachers to develop the skills they will require to teach. It is doubtful if many farmers are concerned about how to make a mail box.

(Miller—from page 232)

should be encouraged to continue their education. Congruence was observed between teachers and supervisors on a basic tenet of vocational education, i.e., preparation for earning a living. They supported the hypothesis that this was not the purpose of Exploratory Agriculture. Both groups believed that guidance counselors are supportive of the Exploratory Agriculture programs, but they also indicated that there was a need for constant re-organization of the counselors.

The descriptive data analysis can be generalized into some broad recommendations: 1) There is a need for substantial curriculum development efforts in Exploratory Agriculture; 2) Exploratory Agriculture should maintain a careful evaluation process, and 3) Teachers need to be placed in-service and pre-service teacher training by appropriate institutions.
BOOK REVIEWS


This book contains fourteen chapters and begins at the beginning—with the decision-making process in farm management. The book is divided into five sections, each a link in the chain of decision-making processes in farm management. One chapter is devoted to household financial planning, another to the marketing of products, and the third to the planning of which crops to grow and how to grow them. This book also covers the financial management of livestock and dairy enterprises.

The book is written in a clear and concise manner and is well-suited for students and professionals in the field of farm management.

A C. J. H. Herbert, a professor at the University of Illinois, is the author of this book.


The third edition of this book was entitled FARM TRACTOR MAINTENANCE, but the fourth edition added a new chapter on small engine maintenance accounts for the title change. The book is broken into four parts, each of which is an introduction to a different subject. This introduction to farm mechanics and small engines is used as a text in courses. A description of each chapter in the new edition is found in the following: Part I, Torque and Power, Part II, Force, Part III, Fuel and Water, and Part IV, Gasoline Engines. The book is used in a variety of courses to provide an introduction to farm mechanics and small engines.

A. D. Brown, an associate professor at Purdue University, is the author of this book.

BOOK REVIEWS

GREENHOUSE MANAGEMENT FOR FLORICULTURE AND PLANT PRODUCTION by Kenneth S. Nelson, Iowa State University, 1975, 188 pages plus reference list. $7.50.


K. S. Nelson, a professor at Iowa State University, is the author of this book.


Chapter titles provide a good idea of what the book contains. The book is a self-contained guide with all the necessary information for starting and managing a commercial catfish farm. It is intended for farmers, aquaculturists, and anyone interested in the commercial production of catfish.

J. S. Lee, a professor at the Louisiana Agricultural Experiment Station, is the author of this book.

Phyllis Teske

A Remembrance, A Tribute

Public education, vocational education and, in particular, agricultural education suffered a grievous lose when Dr. Philip R. Teske passed away on January 2, 1974. Certainly Phil will be sorely missed, not only by those who knew him but also by the thousands of students who were touched by his work.

Dr. Teske was born and raised on a farm near Rochester, Minnesota. His background was typical of many farm boys of his time. Helping on the home farm, attending “country schools,” moving on to the Rochester secondary school where he was enrolled in vocational agriculture, and then to the University of Minnesota where he majored in agricultural education.

There is, however, a chapter in his life that adds support to the concept of Phil Teske as a caring professional educator and truly all-American Teacher. That is his military record. This record speaks eloquently of Dr. Teske’s ability as an all-weather fighter pilot of World War II, the Korean conflict and, being emphasized in the new two-year program as reflected in the literature presented, and as an aid for checking to see how well their libraries reflect the needs of students at the beginning levels of higher education.

Garland Reed, the editor of the introduction to this section (a useful summary of the basic period of American history), has made an excellent job of this. His work is a fairly quick overview of the items listed, and he is able to trace the development of the concept. The title is misleading; we must read the whole work of American history to understand the bibliographic bibliography. Also a good number of the entries are for other levels of education than the level at which the publication is aimed. Postulates and materials are for a different level for the complete set.

In general, it would be a good idea for the student to place specific titles of the most important A.V. materials, of which many may be important in the future, into one of the book's lists. The list is organized into a subject index and a title index. The index is not comprehensive, but it is a good place to start. The list is not comprehensive, but it is a good place to start.

An A. T. N. American Your library will find this bibliography useful because it is a general guide to the subject.

Robert J. Myers, Head of the Curriculum and Instruction Library, Ohio State University, Columbus


Let it be said at the outset that Dr. Teske never measured success by monetary or any other visible ones of reward and recognition, according to the author he could prove to his fellow-man, especially the man at his level. In this respect he lived up fully to the philosophy he inherited from his training and education. No better tribute can be made to this man. He held fast to his ideals; he lived by his beliefs.

Some people have marvellous minds, some have bronze snout, Phil Teske will have monuments no one will see that they will be living testaments to the service of this man. His dedication to his life and work is all-American.

Milo J. Peterson, Assistant Professor of Education, University of Minnesota
A successful crop of soybeans is measured by FFA Cowden-Herrick, Illinois, chapter members. (from left) Stan Callais, Tim Summers and Jim Shaffer. Shaping the crop was planted using an Allis-Chalmers 300 No. 1111 planter. Finding meaningful summer employment for young people has become a traditional problem in many areas. The Cowden-Herrick FFA chapter recognized the problem. They decided to gain experience by custom planting minimum tillage crops on a nearby farm for the chapter. They reasoned that if farmers were running late, they would want to get into the fields quickly when good weather came. For this reason, farmers might be willing to try minimum tillage farming and double cropping without actually investing in a planter. By season's end, the chapter custom planted 1,700 acres. The result was so successful that the group plans an expanded operation for 1974. (Photos from Dick Stock, Allis Chalmers)

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**Stories in Pictures**

by Richard Douglass

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**Ve-Ag, Connecticut's state, includes production horticulture. Shown above are L to R: Gregg LeBlanc, Denis Racus, Lynn Belk and instructor James Dick, The E. O. Smith Regional High School is a laboratory school for the University of Connecticut. Photo by Paul Rehak and submitted by Dr. A. W. Mankowski, University of Connecticut.**

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**Members of the Canal Winchester (Ohio) YFA Farmers Association participate in farm and field trips to supplement the classroom education in grains. These events are many times one of the year's highlights. (Photo courtesy of Canal Winchester, Ohio Young Farmer Chapter.)**

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**SHOP TIP—Mr. Dennis Kohl, Wood Store Manager, browses, recommends household over doors. He suggests using the garage as a good place to store the garage doors. He also recommends getting the garage door up before additional use. (Photo by Richard Douglass)"