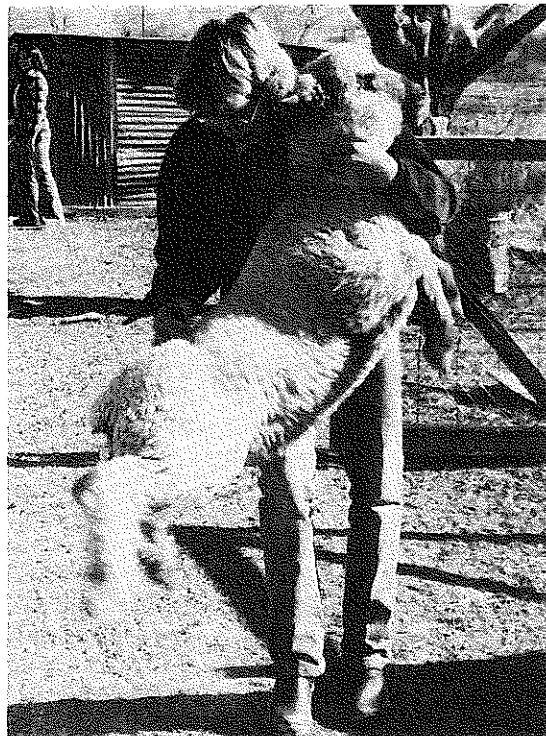


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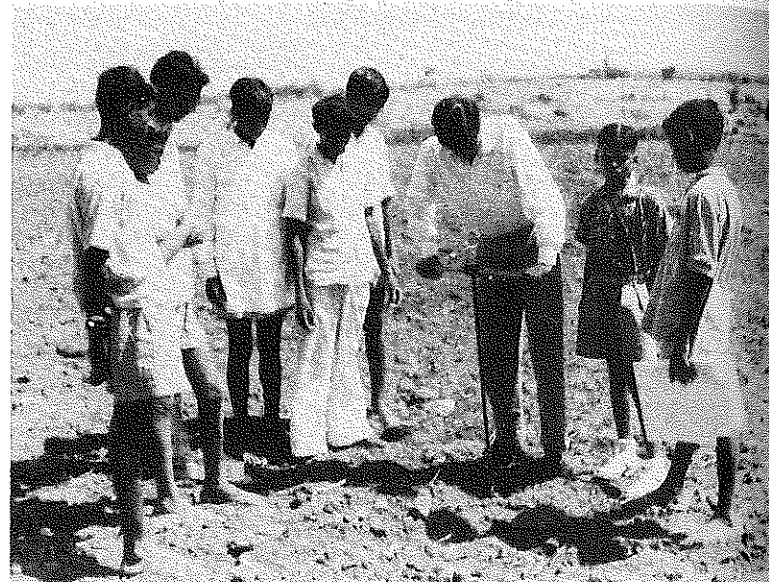
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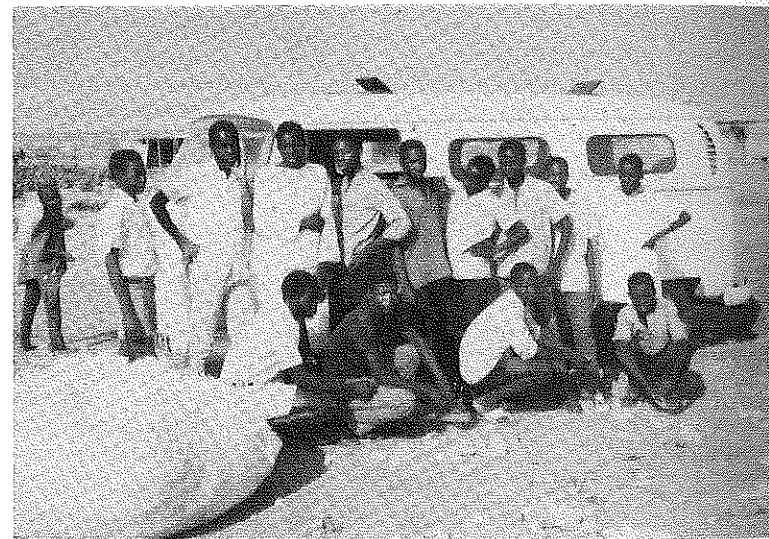
Sajo Balami waters his dry-season garden as a part of his agricultural experience at Waka Teacher's College, Biu Nigeria. (Photo courtesy Robert A. Martin, Bremen, IN — See related article on p. 202)



Mads Nielsen, exchange student from Svenstrup, Denmark exercises his medium wool lamb at the Ysleta FFA School Farm at El Paso, TX. He is the first foreign exchange student member of the chapter. (Photo courtesy Steve Forsythe, Ysleta H.S. — See related article on p. 197)



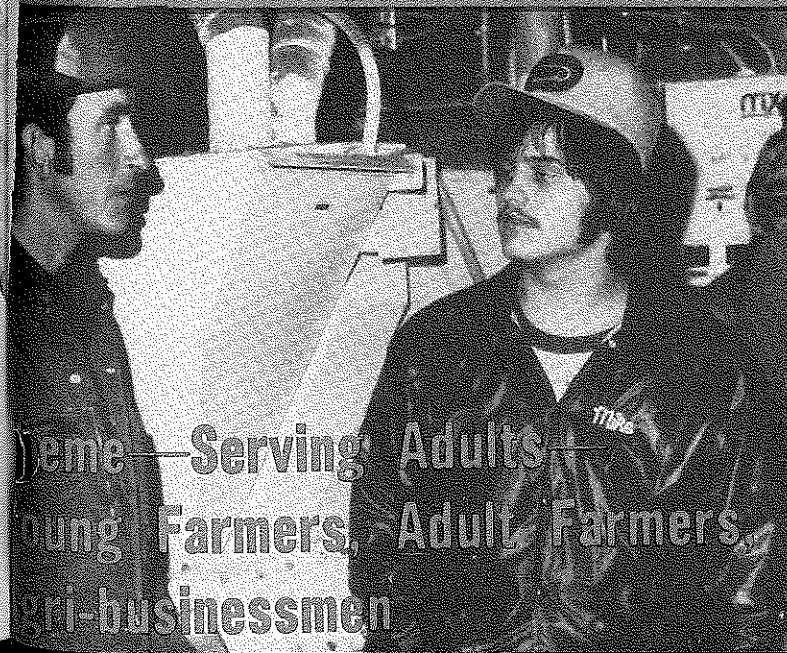
Here an agriculture teacher demonstrates the use of the soil auger for taking soil samples in a work experience class in India. (Photo courtesy D. K. Garg, Regional College of Education, Ajmer, India — See related story on page 208)



These Young Farmer's Club members of Waka Secondary School, Biu, Nigeria, prepare to deliver their cotton crop to the market. (Photo courtesy Robert A. Martin, Bremen, IN — See related article on p. 202)



Young men and women in Kenya, East Africa, preparing experimental trial plots as part of their teacher preparation. Learning by doing experience is perpetuated when they become teachers in the rural schools of Kenya. (Photo courtesy Lee D. Sandager, Forest Lake, MN — See related article p. 200)



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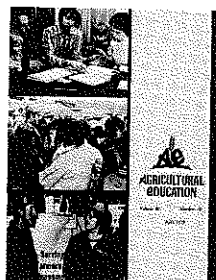
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Top Photo — Ken Wilson, Adult Farm Business Management Instructor, (center) discusses a tax reporting concern with a participating farm family in the Watertown, SD, area farm management program. (Photo courtesy Ken Wilson — see related article on p. 238)

Center Photo — Jerry Strödtman, dairy farmer near Waseca, MN, explains his farm management practices to a young adult class visiting his farm. (Photo courtesy Boyd Fuller, U of M Technical College, Waseca)

Bottom Photo — Ted Deml, swine farmer near Waseca, MN, shows his approach to farm management with a young adult class visitor. (Photo courtesy Boyd Fuller)

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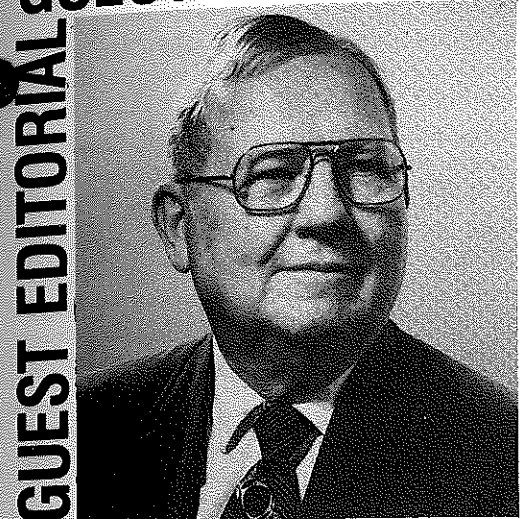
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GUEST EDITORIAL



J. C. Atherton

Most things that a person does constructively in life, civically, socially, or careerwise, require preparation on the part of the individual concerned. In order to keep current, education in various forms is needed throughout the working life of an individual and even beyond. As times change one needs to reexamine habits of thought, methods of operation and concepts, and then make adjustments as dictated by the circumstances.

MAKING CONTACT

There are numerous individuals in most school communities who are getting along fairly well but they are living at a level far below their potential. Once the instructor fully grasps this fact, any hesitancy to reach these persons through organized programs of instruction should disappear. It then is obvious that contacting this group is not an intrusion, but rather it is something that may be very beneficial to them. Arriving at this conclusion will do much toward making the task of the teacher easier and more rewarding as he attempts to serve out-of-school persons.

Getting new members to attend a class meeting is not the entire job even though it may be a worthwhile accomplishment. In fact, it is just the beginning. It is imperative that the individual become involved and truly a part of the class and its educational program. The possibility of bringing them into the social life of the group should not be overlooked.

GROUP INSTRUCTION

There are some definite values to be derived from group instruction. Even though some individuals may feel that they have a minimum of talent, each has some function to perform as a part of the group. Some may fill positions of greater significance, while others serve in slots normally held in less esteem. In fact, some activity apparently may go unnoticed. Regardless of what one's particular talent or function, it is important and should be so recognized by the class and most especially by the instructor. The responsibility of each member is to be faithful in every way and to do the best possible. There should be unity within the class, but a diversity of roles of the membership. It is well that all remain aware of the many opportunities for service and the necessity for being faithful in the fulfillment of any task assigned.

APRIL 1978

**WORKING WITH
ADULTS**

by
J. C. Atherton
Regional Editor
Teacher Education
Louisiana State University

The growth of class members is dependent largely upon the preparation the leaders make. Too often one lets good work fade due to default. There is need for a follow-up with the entire group the instructor has. In order to make this effective, prior to a class session the instructor should have secured adequate information so that the task at hand may be approached intelligently. The agenda for action should be based upon this information.

DON'T OVERLOOK THE OBVIOUS

It is unfortunate that the obvious often escapes the instructor because some things are the common or generally accepted practice. Frequently things are taken for granted and as a result there is a loss of the importance, the excitement and the challenge that should have been a part of the activity. It should be recognized that each person has an obligation to service and that failure to fulfill this leaves society the poorer. The teacher of agricultural occupations has numerous opportunities to meet people daily in school and throughout the community. These contacts assist one in determining the needs and desires of those in the locality.

In developing a program to meet the needs of the class, one should be cognizant of their primary concerns. With youth there is usually a yearning for security. For members of all ages many will have a strong desire for acquiring additional income and for good use of it. Being allowed to see firsthand or hear about what others have done and are doing will at times give a big boost to someone who is traveling along a similar route.

DEVELOP COMMUNITY SUPPORT

As an instructor of youth and adults one needs all the assistance available in order to be as effective as possible. Lasting results of the instructional meetings depends largely upon the enthusiasm and support of the members of the class and of the community. One way to enlist support of adults is to express appreciation for their past contributions and also for current efforts. It is easy to overlook the fact that adults are significant individually. They have numerous achievements of various kinds. Their contributions to successful meetings may be innumerable. Recognition of these contributions and accomplishments will be appreciated by these persons and may stimulate others to greater efforts.

(Concluded on page 222)

From the Book Review Editor's Desk . . .

BOOKS TO BE REVIEWED

- APPROVED PRACTICES IN DAIRYING** by E. M. Juergenson and W. P. Mortenson, The Interstate Publishers, 1977, Fourth Edition, 356 pp., \$7.50.
- APPROVED PRACTICES IN FOODS AND FEEDING** by Westley R. Patton, Daniel W. Cassard, and E. M. Juergenson, Interstate Publishers, 1977, 445+ pp., \$7.50.
- ENCYCLOPEDIA OF FOOD, AGRICULTURE AND NUTRITION** by staff of McGraw-Hill, Daniel N. Lapades, ed., 1977, 732 pp., \$24.50.
- FACTS AND FIGURES FOR FARMERS**, Doane Agricultural Service, 1977, Third Edition, \$8.95, 345 pp.
- FARM POLICY: 13 ESSAYS** by Harold F. Breimyer, Iowa State Univ. Press, 1977, 120 pp., \$7.50.
- FOREST CONSERVATION** by David S. Trier, Holcombe House, 1976, Second Edition, 156 pp., \$6.95.
- FOREST CONSERVATION TEACHER'S MANUAL**, 74 pp., \$9.95
- FOREST CONSERVATION WORKBOOK**, 103 pp., \$4.95
- FUNDAMENTALS OF ENTOMOLOGY AND PLANT PATHOLOGY** by Louis L. Pyenson, AVI Publishing Co., 1977, 327 pp., \$16.00.
- FUNDAMENTALS OF SOILS SCIENCE** by Henry D. Foth, John Wiley & Sons Inc., 1978, Sixth Edition, 436 pp., \$16.95.
- HORSES AND HORSEMANSHIP** by M. E. Ensminger, The Interstate Publishers, 1977, Fifth Edition, 537 pp., \$15.95.
- LEADERSHIP FOR AGRICULTURAL INDUSTRY** by Bob R. Stewart, McGraw-Hill Book Co., 1977, 160 pp., \$3.48.
- LEARNING THROUGH EXPERIENCE IN AGRICULTURAL INDUSTRY** by Max L. Amberson and B. Harold Anderson, McGraw-Hill, 1978, 160 pp., \$3.48.
- MARKETING FARM PRODUCTS** by Geoffrey S. Shephard, Gene A. Futrell and J. Robert Strain, Iowa State Univ. Press, 1976, Sixth Edition, 520 pp., \$15.95.
- MASONRY SKILLS** by R. T. Kreh, Sr., Delmar Publishers, 1976, 325 pp., \$8.40.
- THE ACCOUNT BOOK FOR FARM AND RANCH MANAGEMENT** by Delane E. Welsch, Edgar A. Persons, Delbert L. Hodgkins, Donald B. Walker, Paul R. Hasbargen, Erlin J. Weness, Burgess Publishing Co., 1977, 107 pp., \$5.25.
- THE PHYSICAL CHEMISTRY AND MINEROLOGY OF SOILS: SOILS IN PLACE** by C. Edmund Marshall, John Wiley & Sons, Vol. II, 1977, 313 pp., \$25.00.
- WORKING IN AGRICULTURAL INDUSTRY** by Jasper Lee, McGraw-Hill, 1978, 160 pp., \$3.24.
- WORKING IN AGRICULTURAL MECHANICS** by Glen C. Shinn and Curtis R. Weston, 1978, 280 pp., \$4.95.
- WORKING IN ANIMAL SCIENCE** by Paul Peterson, Allen C. Christensen and Edward Nelson, McGraw-Hill Book Co., 1978, 256 pp., \$4.50.
- WORKING IN PLANT SCIENCE** by Douglas D. Bishop, Stephen R. Chapman, and Lark P. Carter, McGraw-Hill Book Co., 1978, 256 pp., \$4.50.

If you feel qualified to review one of these books and desire to do so, write the Book Review Editor and he will send the book for review. Once reviewed, the book becomes the property of the reviewer.—John Hillison, Book Review Editor, Ag. Educ. Program, Virginia Polytechnic Institute and S.U., Blacksburg, Virginia 24061.

NEW OPPORTUNITIES FOR FEATURES

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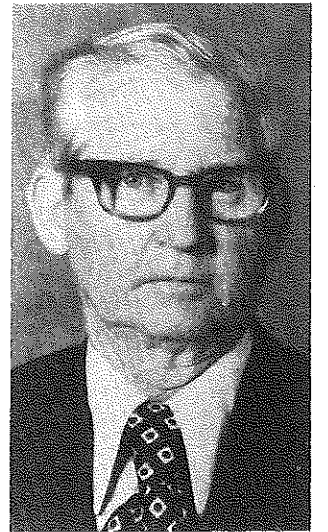
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COMING ISSUES

- MAY** — Post-Secondary Education in Agriculture — An Emerging Partner
- JUNE** — Cooperative Education in Agriculture — Learning on the Job
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- OCTOBER** — Supervisors and Consultants — Important Members of the Team
- NOVEMBER** — Effective Teaching — What's the Basis?
- DECEMBER** — Professionalism—That's The Name of the Game

COMING ISSUES

Putting A "New Kick" Into The Adult Education Program



Merle S. Hammack

by
Merle S. Hammack
Vo-Ag Instructor
Ferris, TX

Are you a vocational agriculture teacher in need of a way to put a new kick into the adult education program in your community? Well if you are, then you might find the program described in this article beneficial.

TRADITIONAL APPROACH

The Adult Agricultural Education program in the community of Ferris, Texas, was initiated in 1937 with the opening of the Vocational Agriculture Department in the Ferris High School. Although perhaps not the best local program to be found, it continued in operation over the years by following some of the usual approaches to the job. Group discussions, speakers, films, etc. were used as the group programs. Use was also made of the Texas Education Agency's Adult Education Specialist Programs of four-night short courses. All of these attempts brought varying degrees of success to our local program, yet it was evident that the over-all program was in need of a feature which would bring added interest and enthusiasm to the farmers.

THE NEW APPROACH

Such a boost came about with the initiation, in 1967, of a program which included field days, tours, and trips ranging from local community tours to three-day airplane-bus trips covering as much as 1500 miles. The tours visited points of interest to cotton, grain, and livestock farmers from the blackland section of Central Texas.

From the beginning the reaction to the new programs was favorable. Participation was good and the comments from the farmers and others attending indicated that the tours would furnish new interest in the Adult Education program at Ferris. The basic purpose for the tours was to furnish those who attended the opportunity to gain technical information, time to visit with others, and some time for relaxation. Care was also taken to provide as much physical comfort to the participants as was practical.

FIRST TOUR

The first tour was a half-day trip through our community. The area was surveyed before the trip in order to include points of special interest to those who were on the tour. An information sheet about the various stops was prepared and made available to all who wished a copy. Drinks were served at a stop in a shady grove of a bermuda grass pasture. Later local community tours were extended to a full day with a free barbecue lunch and program on a farm at noon. Entertainment and speeches by well-known agricultural leaders were included on the programs. In some cases a farm machinery display was set up at the luncheon site.

EXPANSION

From this type of a program the event has grown to include trips to farming areas in West Texas, the Mississippi Delta, and the Texas Gulf Coast and Rio Grande Valley. Such trips have been conducted mostly by local community personnel with outside help from persons employed by certain agricultural chemical companies who are active in our community. It was felt from the beginning that local groups and individuals could also lend much assistance to our expanded adult agricultural program and that they could help make the program work. Local help was received from the school superintendent and his staff, the Ferris Chamber of Commerce, the local bank, and individual farmers, as well as the local Chapter of Young Farmers of Texas. All ideas and efforts were coordinated through the vocational agriculture teachers of the Ferris High School.

TRANSPORTATION

Transportation for the tours and trips has varied. Local farm tours have been made in individual pick-ups and cars or in a school bus while the one day tours to the neighboring counties were made in charter buses. The long distance trips, to farming areas some 400 to 500 miles away, were made by airplane and charter buses. Such was the case of our 1977 trip to the coastal plains of Texas and on into the Rio Grande Valley. The persons on the trip were transported from Ferris to the airport, about 30 miles, by school bus. There we boarded a commercial plane for Corpus Christi where a chartered bus met us and took us on our three-day trip. Stops included industries, research stations, ranches, cotton, milo, corn, citrus, and sugar beet farms, as well as some outstanding restaurants along the way. We spent one evening in Mexico for dinner. The return from the Rio Grande Valley to Dallas was by air. Several meals along the trip were provided by the agricultural chemical companies who helped out with the trip.

(Concluded on page 222)

INDIVIDUALIZING

The life of the students other than activities related to instruction should not be overlooked. It is not practical to attempt to isolate the physical from the psychological as both are part of the life of the individual. The day-to-day occurrences in one's life may be quite small, but they are quite important to the person concerned. The teacher who thinks of the adult class solely in terms of activities and meetings will never fully exploit the potential of the group. It is far more practical to envision the class as individuals, each a unique personality having needs, problems, potentials, and accomplishments.

This is not to imply that class action as a whole should be avoided. Through group cooperation it is possible to do certain things by the combined effort which it would not be possible to attain if each went about the task individually.

PERSONALIZING

A significant aspect of a leader's work with persons is to aid them in growing and developing personally. In fulfillment of this task one should consider genuine commendation, constructive criticism, an ear attuned to comments of others and compassion or care for others.

All persons need recognition for things well done and a feeling of being appreciated whenever this is merited. Commendation is a catalyst that tends to improve the performance of the recipient.

Criticism given constructively is an avenue by which the individual may be made aware of areas of shortcoming without a personal attack upon this one. The personality of the person should be involved minimally in the situation. It should be a search for avenues of improvement — always a searching and building process.

Comments by those concerned when given freely under a variety of circumstances give a good indication of the true feelings of these persons. Ideas, opinions, complaints and wishful thinking all give valuable clues to the personality of the individual.

In personal problem solution, there should be some structure to the face-to-face meeting, yet the atmosphere should be done in an unhurried manner. The structure of the meeting should be sufficiently flexible to care for nearly any contingency that may arise. The response of those involved must set the stage and the general approach to the difficulty.

CONTINUED PUTTING A "NEW KICK" . . .

FINANCING

The financial burden for the tours and trips has been borne by the persons on the trips and by certain sponsoring business firms and organizations. Lunches and refreshments for the local tours were paid for by the local sponsors. Transportation for the long trips, as well as lodging on nights away from home, was paid for by each person on the trip. Participants on the 1977 trip paid \$125.00 to cover all individual costs for the trip, which took three days.

REACTIONS

After eleven years of this type of summer adult education program, we at Ferris are well pleased. The young farmers are doing much of the work on organization of the

This is not to imply that there should not be a tentative agenda prior to the meeting. There should be some purpose for every session; however, it is subject to change whenever the situation dictates.

The location of the meeting should be one that is convenient and where detractors may be kept to a minimum. Often this will be in a setting which is of the choosing of the adult member. It may be in the home, on the job, or any other suitable spot.

INVOLVEMENT

It is essential that the instructor does not permit good teaching to come to naught through default. If the class members are not involved the things taught will gradually fade away and become meaningless. At the conclusion of the instruction, and possibly even sooner, there should be a check-up of the participants. This is a time to encourage follow-through on needs discovered during the course and to get action on the practices and procedures taught.

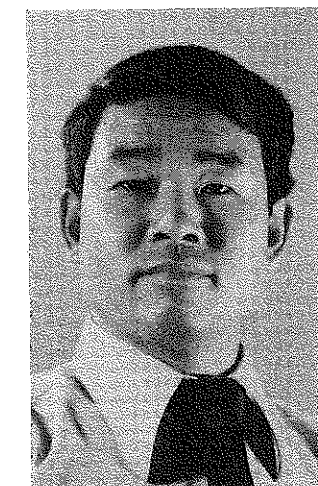
Good teaching includes working with people as they are, wherever they are, in whatever circumstances they happen to be.

The primary task of the instructor is to lead the class members in achieving desired ends. When practical it is beneficial to get the adults to set realistic goals. These aims should be based upon needs as the individuals perceive them. It would be a mistake, however, to assume that the group is aware of all of their needs. Often these will be discovered or uncovered as a result of presentations during a class period. Seldom is a problem, real or imagined, insignificant. All are important to those involved. In every presentation there should be a conscious effort to project the lesson into life.

MAPPING THE FUTURE

There is value in encouraging class members to prepare a road map of life showing where they have traveled up to the present and then projected out into the future. One needs to determine roads to take in the future and what to expect along these roads. Things to be shown might include places, activities, jobs, accomplishments and qualities. This map is a guide only and subject to change, but it can be a valuable aid to the teacher. One must know where the traveler desires to go before he can be of much assistance in aiding one to get there. ◆◆◆

ORGANIZING A YOUNG FARMER CHAPTER



Woo S. Ahn

In grandfather's day, the farmer performed all the farming operations with his own hands. But the times have changed with the invention of power machinery and the discoveries in science. These changes have created a need for development of greater knowledge and skills. As a result, education for young adult farmers is designed to meet the particular agricultural education needs of young men who are engaged in farming or ranching careers.

With the increasing importance of developing new skills, adult education must be recognized as a continuous process throughout an individual's life.

by

Woo S. Ahn

Instructor of Agriculture

Wichita County Community School

Leoti, KS

Young farmer education should serve as a means of assisting young farmers to better understand their problems and to acquire the needed farm information and experience to help them to keep in step with the rapid developments in agriculture.

The importance of young farmer education is emphasized through the words of the first state young farmer president of Kansas as he states, "Any young man who has the ambitions to make a success of farming as a way of life needs to have a wide variety of contacts with other farmers and sources of information. There is no better way to make these contacts than through an organization of fellow young farmers who have similar problems and need similar information."¹

PLANNING

There is no one best way to organize a young farmer association. However, regardless of the situation existing, there are a number of essentials to be met if the organization is to be formed and is to serve the purpose intended. Much may depend on what has been done to provide an instructional program for young adults and other agricultural workers in the community. Getting started is often the biggest job in the undertaking. The program should be based on the needs and interests of the members enrolled in the program.

The instructor of agriculture should take the lead in planning for the organization. The teacher should give careful thought to the kind of farm and agricultural related problems that are important locally. In spite of no definite sequence of steps that must be followed in organizing a young farmer association, the initiator should consider many items. To be considered are the responsibilities for the program, the objectives of the program, the administrator's approval of the program, qualified persons to bring the various types of programs, and the needs and interests of the members involved in the program.

I have had a considerable number of opportunities to meet the young adult farmers and to discuss the needs and interests and the problems of the young farmers while making student summer visitations as part of a supervised agricultural experiment program. After securing information from discussion with young adult farmers, the Leoti Young Adult Farmers Association was formed and is functioning well.

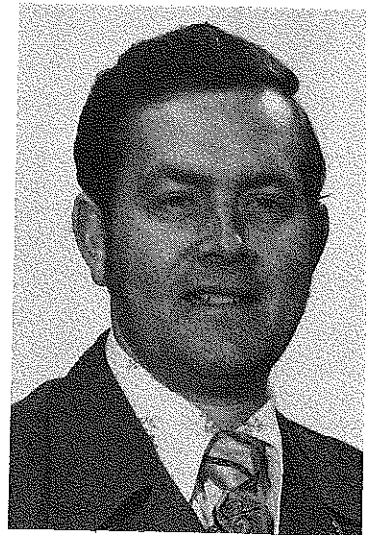
ORGANIZATIONAL STEPS

In order to organize the young adult farmers association, the following steps had to be taken by the vocational agriculture teacher:

1. Discussing with the young adult farmers their needs, interests, and concerns.
2. Obtaining approval and support from the administration.
3. Inviting three key members to plan and organize a chapter.
4. Obtaining materials needed for organizing the group from the state supervisor.
5. Compiling a list of eligible young adult farmers in the community.
6. Setting a date for the organizational meeting.
7. Getting the local newspaper office to publicize the meeting.
8. Sending letters to prospective members.

It should be evident that this is not a special sequence or order through which to form a young adult farmers association, but it worked for me. Each community has different problems and situations. Needless to say, the vo-ag teacher should realize the community situations, then proceed to organize the chapter that provides for the needs of the young adult farmers in his area. He should determine the steps in the sequence that will best work for him to form a young adult farmer chapter. ◆

¹Laron, Jon E., "A Message From Your President," Kansas Young Farmers Association Newsletter, No. 3, November 13, 1962.



Gary Beastron

Don't Waste Their Time!

by
Gary M. Beastron
Production Agriculture Instructor
North Central Technical Institute
Wausau, WI

THE CHALLENGE

In my present capacity as a full-time adult instructor, I have found a unique, at times exhausting, and at times an extremely rewarding challenge. Teaching adults engaged in farming is a unique experience, not only compared to teaching high school students, but also when compared to teaching other adults. These businessmen we call farmers have many more demands on their time than most other businessmen who have a staff of employees to leave things with for a time while they upgrade their knowledge and expertise. In the case of the adult farmer, he must let the "store" remain open and leave if he is to upgrade himself. Fortunately, programming for upgrading the expertise level of the adult farmer recognizes this difference and allows some of the instruction to be carried out on-the-farm.

INDIVIDUAL NEEDS

Meeting individual needs can become an exhausting challenge because of the variety of needs to be met. In one class there may be young farmers who need much help in basic information, and established farmers who need updated information and refinement of their management skills. These differences point again to the need for organized classroom instruction to cover general topics and individualized instruction time to meet the needs of the individual in his home setting.

Watching a young farmer progress from a struggling and sometimes pessimistic to a successful and perpetually optimistic farmer is a reward that is tough to beat. Knowing that you had a hand in that transformation makes the reward even more enjoyable. A word of warning — don't try to measure the success or failure of your program or your teaching techniques too soon. Most businesses take five to seven years to turn the corner or top the hill and farming is no different. I have watched young farmers who, wondering if it was

all worth it, or at times where the next meal was coming from, stick it out and in time begin to see the light at the end of the tunnel and their way out of the darkness of doubt. Again, this takes time. We as instructors must not be too impatient and try to measure successes so early that they look like failures.

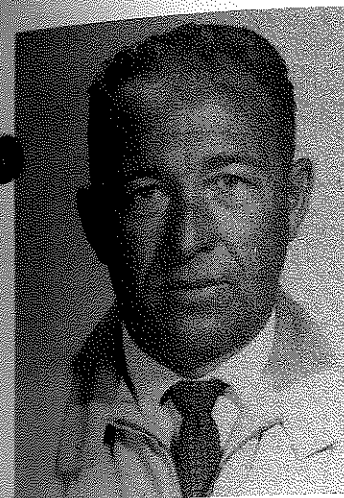
DIVERSITY

Because of the diverse nature of our student clientele, we must offer a diverse range of information in the classroom. I usually try to encourage some class discussion about a current problem to get the class going. This will let you know where their thoughts are today and also help keep you abreast of changes, problems and concerns. Teaching management is a special problem and I feel this technique helps the student think more for himself as he attempts to answer some of the questions that are raised. I have often said that one of the greatest benefits of an organized activity is the getting together of persons with different knowledge and different expertise and letting them pick each other's minds for information on anything from where to buy hay or corn to a solution for a unique and specific problem.

Another technique that follows the line of diversity is to hit a subject from different angles. A sample sequence might be (1) present the concept, (2) review an example which explains the concept, (3) explain the concept relative to the example, (4) discuss the concept, and (5) review the concept as presented originally.

I also feel it is well not to try to dwell on the same subject throughout the entire session. Farmers have many things on their minds and their thoughts will drift to their own thoughts if we try to lay the whole load on them in a relentless pattern of factual presentation. We need to change the pace, change the format, seek out and answer an irrelevant question or seek a student's expertise to answer a question or relate his experience with the subject being discussed.

(Concluded on page 227)



Lee Zuck

—Young Farmers— Intra-, or Extra-Curricular?

by
Lee Zuck
Young Farmer Coordinator
Southeast Area
Poteau, OK

The generally accepted objective of vocational agriculture education is to train present and prospective farmers for proficiency in farming. According to Section 10 of the Smith-Hughes Act, "Such education shall fit for useful employment, be of less than college grade and be designed to meet the needs of persons over 14 years of age who have entered upon, or who are preparing to enter upon the work of the farm or of the farm home."

We cannot secure efficiency in farming in a community by giving vocational training only to the students in the all day classes. Vocational training must reach not only those preparing for an occupation, but also those already engaged in it.

CHANGING AGRICULTURE

The frontier days of life on the farm have passed. No longer does butter come from the home churned cream or eggs from the wife's henhouse.

Farming has changed from a self sufficient life to interdependence. It has changed from a farmer producing enough for his own family and a few others to producing enough for 55 others or more. One farm family now raises a small number of enterprises on a large acreage and all other needs are bought on the retail market.

And the farmer has changed. Today he may be a third generation descendant of an original homesteader. He may be one of a larger group that left the rural areas years ago to go to the big cities and is now moving back to the rural areas and small towns. Many of these returnees have spent their entire lives in urban areas and know little about plants, animals, and soils. Though lacking in knowledge about agriculture, many of these new homesteaders are highly educated and articulate. These newcomers are usually young, raising children, and will enter into the local school politics as soon as their children enter school. They are very interested in agriculture and would fit in with an organized Young Farmers Association connected with a complete program of vocational agriculture.

A COMPLETE VO-AG PROGRAM

What is a complete program in vocational agriculture? What does it include? Where does it stop? The secondary level day-school program has always been the main issue in vocational agriculture, but serving out-of-school groups must not continue to be neglected. Teachers of vocational agriculture and their school administrators must believe that

they have a responsibility to out-of-school students. The vocational agriculture teacher needs to believe he can work with adults to provide the knowledge that will help these people maintain a competitive position in the economic world of today. He should not be considered an expert in all areas of agriculture but, because of his training, he is a link between those who are preparing to enter an agriculture occupation, those who are trying to become established, and those who are successful in their agricultural endeavor. State education personnel, teacher trainers and the local school administration should believe that the educational system is responsible to all people in every community. Most important, they must believe that education is a continuous process that involves people of all ages and abilities.

CHAPTER ORGANIZATION

The meeting arrangement that seems to be most popular is when they are divided into three parts. First is the business part, where the business of the organization is taken care of. This is usually done in the first ten to twenty minutes of the meeting. Next is the educational part with specialists, experienced farmers, agri-business representatives and others invited to make presentations as well as the teacher. This is followed by the social part of the meeting where everyone who wishes can mingle with the other members, drinking coffee or pop and exchanging experiences or views. Sometimes this part of the meeting takes longest and might be the most important.

Each chapter should make plans for different types of meetings. Top in importance is a dinner meeting with an educational speaker after the meeting. Nothing keeps a group together like eating and working together. Picnics, box dinners, fish or chicken fries are always good.

The chapters should be organized with committees that work. The program planning committee should plan the programs but, just to make sure the job is done, an entertainment committee should be elected or appointed to plan entertainment. A committee to plan participation in contests and awards would ensure that this important part would not be overlooked in the busy work of everyday planning.

ACTIVITIES

One of the usual aims of the Young Farmers is the development of the local farm youth, the Future Farmers of America, and the 4-H club members. A committee on this activity should be developed. In many towns in eastern Oklahoma the Young Farmers take on the responsibility of conducting the local and county livestock shows. They conduct pie-suppers, turkey shoots, implement sales and other community activities to raise money for the livestock shows.

In many schools, the Young Farmers hold contests such as speech, livestock and forestry contests so the students can compete locally before they go on to the district, area and state contests. The Young Farmers serve as judges, drivers and sometimes as substitute agriculture teachers.

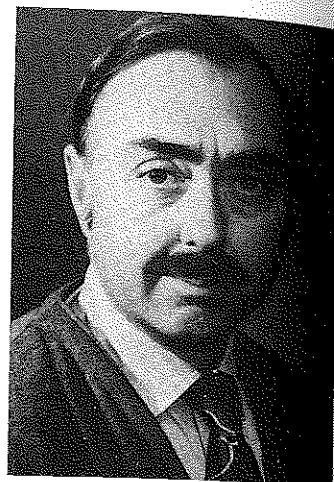
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John T. Starling

John T. Starling
Department of Agricultural Education
The Ohio State University
Columbus, Ohio

"PAY OFF" Through Farm Business Analysis For Young And Adult Farmers



Brooks Ware

Brooks Ware
Farm Business Analysis Teacher
Upper Valley Joint Vocational School
Piqua, Ohio

THE NEED

It would be unreasonable to think that General Motors or any of the other large corporations would attempt to operate their business without a set of records that could be completely summarized and analyzed.

Large capital investments coupled with close margins between costs and returns means that farms are taking on the same characteristics as any other large business operation and should be operated with the same degree of sophistication.

An Ohio publication, "Farm Business Analysis Report of Programs Conducted by Teachers of Vocational Agriculture,"¹ shows a total capital investment per farm of \$181,992 in 1975 and \$209,506 in 1976 — an increase of \$27,514 in one year. Much of this increase was accounted for by an increased investment in land per farm of \$18,773 in this same period of time.

When we consider that an acre of land may cost more than \$2000 and the cost of a new tractor often exceeds \$30,000, it is obvious that most farmers cannot finance their operations by themselves. They have to turn to other sources of capital. The use of outside capital is increasingly a requirement of good farm business management and money lending agencies require a good set of farm records, including net worth statements and cash flow projections.

Most states have computerized programs available to help farmers make decisions, but without realistic input facts relative to their operation this is a rather meaningless activity.

With the complexity of the farm business and the increasing need for financial management the basis of an instructional program for young and adult farmers needs to be a farm business analysis program.

THE PLAN OF ACTION

In order to meet this critical need, Ohio has 31 full-time adult teachers who are responsible for planning and conducting a farm business analysis program for young and

adult farmers. The average enrollment is 43 farm operators per teacher and the farm wives are included in the program because they often keep the records and need to share in the farm and family decision-making process. This program emphasizes the keeping of complete and accurate farm business records which can be analyzed and used as a basis for making farm management decisions.

The Farm Business Analysis Program was originally designed to be a three year course, however, many of the farmers who are enrolled feel that the benefits are so great that they remain in the program after the three year period.

The first year the instructional program is primarily concerned with keeping complete and accurate inventories as well as cash records. This is necessary because at the close of each year the records are summarized and submitted for a computer analysis which provides an overall financial analysis as well as an analysis of individual enterprises.

The second year places the emphasis on interpretations of the computer analysis for the farmer and what it means in terms of his business. It is during the second year that the farmer identifies the strengths and weaknesses of his total business operation and each individual enterprise.

During the third year much of the instruction is focused on the implementation of the changes necessary for the improvement of the farm business as a result of the strengths and weaknesses identified through the farm business analysis.

This instructional program includes classroom, small group and on-farm instruction.

Teachers agree that the most important part of the program is the monthly individual on-farm instructional visits. This is where the instructor, the farmer and his wife can meet around the kitchen table and discuss individual problems. It is during these monthly visits that problems are identified and recommendations are made.

THE PAY OFF

The Farm Business Analysis Program at Upper Valley Joint Vocational School with Brooks Ware as the instructor has been very successful and it has been very economically
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CONTINUED "PAYOFF" . . .

beneficial to the farmers enrolled. Since farmers have been encouraged to keep supplemental records in addition to the records required for income tax purposes, several farmers have found mistakes in elevator records that probably would have otherwise gone undetected. For example, one farmer who had sold all of one soybean crop knew exactly what he had produced from this crop but discovered he was not paid for the entire crop. An investigation revealed that the elevator had credited part of the crop to a previous grain contract which had already been filled. This amounted to 560 bushels of soybeans at \$6.00 per bushel or increased returns of \$3,360.

Another farmer who stored all of his grain at the elevator and kept supplemental feed records found an error in subtraction at the elevator office. Since he had weight tickets for all corn delivered, sold, and ground for feed, he knew exactly what his closing inventory should be. However, his settlement sheet from the elevator showed he was 1785 bushels short. After several hours of adding and double checking weight tickets, it was found that a clerical error of 100,000 pounds had been made at the elevator office.

Other farm business analysis teachers report situations where there has been "pay off" for the farmers enrolled. In western Ohio a group of Farm Business Analysis teachers who worked with several swine producers found, as a result of the record analysis, that the pounds of feed per pound of pork produced was 4.1 pounds. This was obviously too high compared to the standards of efficient swine producers, and in analyzing the situation they determined the main problem was poor feeder adjustment which resulted in a lot of wasted feed. By correcting this situation they reduced the feed required to produce a pound of pork by .5 pound. With an average of 65,000 pounds of pork produced per farm this means a savings of 32,500 pounds of feed saved per farm and with feed at 6¢ per pound, this resulted in a savings of \$1950 per farm.

In northwestern Ohio record analysis showed that some farmers were running about 20 bushels of corn less per acre



Mike and Jayne Knouff, enrolled in the Upper Valley Joint Vocational School Program, meet with their instructor, Brooks Ware. They operate a 765 acre farm near Sidney, Ohio, with a 107 cow dairy herd averaging over 17,000 pounds of milk per cow per year.

than others with the same soil potential in the same area. The contributing factors were: planting date, plant population, evenness of planting and weed control.

For a farmer growing 300 acres of corn and a selling price of \$1.50 per bushel, this increase of 20 bushels per acre would mean \$9,000 in increased returns.

SUMMARY

There is no doubt that all farmers should be involved in a farm business analysis program and teachers of vocational agriculture are in a good position to provide this type of instruction.

Farmers need to be objective when making business decisions and they need to set goals to strive for. There is an old saying that "No wind is favorable if you know not for what port you are bound." Good farm records that are completely summarized and analyzed can help farmers determine their present status and chart the course for the future. ◆◆◆

CONTINUED DON'T WASTE THEIR TIME!

"OUT OF THE BOOK"

We must always be on our guard to present up-to-date and factual information. Students of all ages can spot a phony a mile away. High school students will exploit this weakness. Adults will not waste their time and will stop coming to class. Instructors must also not be too much "out of the book." Farmers have a suspicion about book learning and, even though this is our basic form of teaching, we must not dwell on the book too much. Use of popular press articles which are relevant to the subject are excellent changes of pace. Especially using ar-

ticles from respected and relevant popular press carries much more clout than a book written long ago and by someone far away. Again, our basic knowledge comes from the books, but we must temper our presentation of this knowledge with personal experience and experiences offered by the students. Sometimes experiences have to be interpreted so they are meaningful.

SUMMARY

To summarize, as instructors of vocational agriculture education to adults, the challenge of ever increasing technology and expanding knowledge is at times overwhelming. We must do our

best at all times to meet the needs of our students.

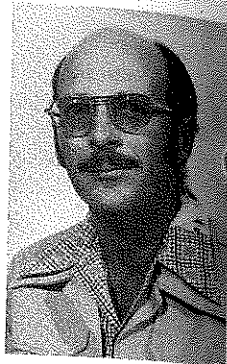
Whether we are in the classroom or on the farm, whether we are presenting general information or hammering out a tough problem on a one-to-one basis we must be knowledgeable and relevant. Sometimes in a class our discussion carries us far afield from the subject at hand. However, one of my major goals is to make sure every student has gotten at least one piece of information that he can use on his farm which he hadn't considered before. If you can accomplish this, you will be successful. If you do this, you will not be wasting their time. ◆◆◆

¹Farm Business Analysis Report of Programs Conducted by Teachers of Vocational Agriculture, by John T. Starling, Department of Agricultural Education, The Ohio State University, 1977.

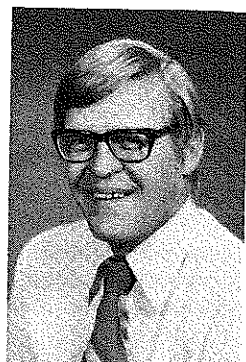


Ellen S. Peffley
Voc. Hort. Student
New Mexico State University

GARDENING FOR FOOD AND FUN WITH SENIOR CITIZENS



Ricardo E. Gomez
Extension Horticulturist
New Mexico State University



Donald J. Cotter
Professor, Horticulture
New Mexico State University

TABLE 1: Senior Citizens' Preferences (consumption frequency, size, substitutability, and acceptance) of locally produced vegetables

Vegetable	Commonly stated consumption frequency Days/Week	% Opting	Desirable	Would another vegetable substitute for this (% yes)	Use in diet Desirable %	Acceptance %
Cantaloupe	3	100	Medium (60%)	0	100	100
Sweet corn	2	50	Short, plump (90%)	70	90	100
Swiss chard	Not Often	60		100		0
Cucumber	1	33	Small (100%)	94	0	59
Egg plant	1	88	Medium (83%)	25	100	100
Summer squash	5	40	Small (100%)	8	100	100
Watermelon	2	50	Large (88%)	17	88	100

Are we missing an important segment of the population by not including Senior Citizens in Vocational Horticulture and Vocational Agriculture? Horticulturists at New Mexico State University (N.M.S.U.) think so.

THE ELDERLY

The elderly (age 65 years or older) number 21.8 million and comprise 10.3% of the U.S. population, according to 1974 census figures. In 1960, this figure was 16.6 million, an increase of 36% over the number of persons in this age group in 1950 (2). The elderly are the fastest-growing minority in the U.S. Their problems are unique, as they are struggling to maintain personal integrity and self-esteem in a culture that largely alienates its aged (1).

DIET, IDENTITY, HEALTH

Aging can result in loss of health, but this problem can be minimized with periodic health examinations, desirable health habits, and a good diet (3). Recent dietary surveys indicate that as people reach the upper age bracket, their diets become progressively poorer, and many people are obese. Ethnic, social, health, and economical factors also influence food intake (5). The poorest diets were found among those with the lowest incomes and among the oldest homemakers, those more than 75 years of age.

Gardening can support the elderly in their struggle to maintain their diet, identity and health. Kaplan (4) identified two psychological benefits from gardening: tangible outcomes (knowledge gain, working outdoors in the soil, watching plants grow); and sustained interest (discussion,

relaxation, aesthetic pleasure, sense of achievement). Such benefits to senior citizens can mean the difference between leading productive lives and merely existing.

Responding to senior citizens' special needs requires sensitivity and collective societal action. Vocational horticulture programs and colleges of agriculture in the American land-grant universities can help. Their teachers are specially trained in plant sciences and education.

GARDENING WORK EXPERIENCE

This report deals with a description of one student engaged in gardening work experience which served as a vehicle to introduce plants into the lives of senior citizens. The enriching effects of plants on people (students and senior citizens) were achieved in addition to student learning. The garden was made possible by a contract between the Community Action Agency of Dona Ana County¹ (CAA), New Mexico, and the Horticulture Department, New Mexico State University, as contributing parties. Financial support was provided by a grant from GAA with supplementary funds by New Mexico State University Department of Horticulture.

VEGETABLES

The vegetables were grown at the Horticulture Farm, New Mexico State University, Las Cruces, New Mexico. The vegetables included sweet corn, bell pepper, chile, tomatoes, black-eyed peas, summer and winter squash, okra, eggplant, Swiss chard, carrots, cucumbers, watermelon, and

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cantaloupe. Thirty-four varieties of the thirteen vegetables were planted on May 13, 1976.

Cultural management practices were performed by the student garden director (E.S.P.). Technical support was obtained from two horticultural resource persons (R.E.G. & D.J.C.).

USE

The produce was harvested as it reached maturity. The produce was used in the CAA Hot Meals Program serving 375 people in nine senior citizen centers. The acceptability of vegetables produced was determined with a questionnaire developed and administered by the student director.

Samples of some of the kinds of vegetables and amounts harvested were sweet corn-2940 ears; summer squash-720 pounds; tomatoes-2500 pounds; watermelon-110 fruit; cantaloupes-270 fruit. Aside from these, others harvested and utilized were Swiss chard, cucumbers, chile (hot peppers), okra, eggplant, black-eyed peas, and carrots.

The two-thirds of an acre produced crops which lowered the cost per meal for the CAA Hot Lunch Program by 22 cents. This was a savings for the CAA of \$2,200 and a net savings of \$1,200.

One of the salient points in this gardening project is the freshness of the produce. After harvest, it went immediately to the centers where it was prepared for immediate consumption, or stored, if in surplus.

As a result of the garden, senior citizens acquired knowledge of the different vegetables and of the different cultivars of each vegetable. They also had the opportunity to exercise and perform productive work. The interaction with the garden manager and others in the community expanded their interest sphere. The garden became a recreational area, a place to have fun.

VEGETABLE POPULARITY

The most popular vegetables were summer squash, eggplant, watermelon, and cantaloupe (Table 1). While preference for the latter two kinds probably relates to seasonal short-term preferences, the acceptance of summer squash is more long-term. Eggplant is rarely a preferred vegetable and most felt that another vegetable would adequately substitute for it.

The least popular vegetables were cucumber and Swiss chard. Cucumber preference was for a smaller sized pickling variety even though it was pale green and generally unattractive. Apparently, the small size was more important probably due to stomach discomfort which occurred after

1. The authors wish to acknowledge their appreciation to Pe'e Garcia, director, and Becky Mesa, program coordinator, CAA, as well as the Senior Citizens.

FEED ENERGY SOURCES FOR LIVESTOCK, by Henry Swan and Dyferd Lewis, Scarborough, Ontario: Butterworth and Co., Inc., 1976, 158 pp., \$4.00.

This is a very comprehensive book written in a clear informative manner and published with the view of giving animal feed manufacturers the idea of the need to look around for alternative sources of animal feed at a time when cereal supplies are relatively inadequate.

The book came into existence as a result

eating. The enthusiastic acceptance of greens, such as lambs quarter (*Chenopodium*) and purselane (*Portulaca oleracea*), both considered as weeds in croplands in this area, indicates that the lack of acceptance of Swiss chard is probably related to unfamiliarity with the plant as a "green."

The preference for smaller sizes of vegetables is quite consistent even when large sizes would not affect eating quality or eye appeal (eggplant, cucumber, sweet corn). This most probably is related to the lower calorie requisite of the elderly; larger units would result in leftovers or require more frequent use in meals than wanted.

RESULTS

One of the results of the gardening project is the training of the student in production agriculture. Classroom work was brought out into the field where theories were put to practice. The reinforcement of theory through practice cannot be minimized in a vocational-based profession drawing students from non-farm backgrounds.

Area persons showing interest in the project and participating to various degrees were horticulturists, pathologists, entomologists, students and technicians involved in the teaching, research and extension areas. Also, significant interest was shown by the senior citizens themselves as well as administrators of CAA. The interaction of elderly and young was clearly evident as was the final acceptance of gardening as part of the social activities of the elderly. In the beginning, very little, if any, interest was shown; however, as the crops grew, senior citizens became more enthused, and aided in the weeding and harvesting. They gained knowledge of the optimum time to harvest for optimum quality. By this time, they were having small picnic type activities near the fields.

SUCCESS FACTORS

The practical and therapeutic benefits of such a project are clear. The factors leading to broad success here were simple: horticultural teachers, an organization of senior citizens, an area to garden, and a responsible student manager.

The increasing needs for plants by people in stress is clear. The horticultural components of high school and university instruction should be sensitive to these needs and to their opportunity to respond to them. Further, the learning of students about horticulture and of senior citizens in our stratified society cannot be minimized. The benefits abound. Let's look for opportunities to serve!

1. Bogart, L. J., G. M. Briggs, and D. H. Calloway, 1966. *Nutrition and Physical Fitness*. W. B. Saunders Company, Philadelphia and London, pp. 440-447.
2. Buttler, R. N., 1968. Why are Older Consumers So Susceptible? *J.A.D.A.* 23:83.
3. Fleck, H., 1971. *Introduction to Nutrition*. The Macmillan Company, New York, pp. 205-314.
4. Kaplan, R., 1973. Some Psychological Benefits of Gardening. *Environment and Behavior* 5:145-162.
5. Lane, N. M., 1967. Stereotyped Ideas About Food. *J.A.D.A.* 16:27.

of the conference proceedings organized by the University of Nottingham, purposely for animal feed manufacturers. This they did because they wanted to beat down the cost of energy inputs. In one of the sections, the first one to be precise, the authors tried to review the future of world grain supplies both in the long term and in the short term. In another chapter, the laboratory methods of evaluating the energy value of feed stuffs was reviewed. Finally, the application of certain elements like phosphorous, vitamins, and the like, to mention a few, in feed rations was also discussed. At the end is a

list of participants who contributed this type of information to the conference.

The book, in my opinion, should be directed to the personal reading of commercial animal farmers, feed manufacturers, and university level students. It is very interesting and I hope all readers, especially those in the field of nutrition or farm livestock, will also find it to be so.

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Department of Animal Husbandry
Bawku-Upper Region
GHANA



Bobby Henry

KEYS TO AN EFFECTIVE YOUNG FARMER PROGRAM

by
Bobby L. Henry
Vo-Ag Teacher
Temple, TX

Since 1917 agriculture teachers have had the responsibility of continuing to educate farm adults. The most popular means of accomplishing this responsibility has been by organizing a Young Farmer Chapter. In most communities where vocational agriculture is taught there is a sufficient number of young men interested in agriculture to justify a Young Farmer program. In many communities there are twice as many young farmers as there are bonafide high school pupils of vocational agriculture. It is just as much the responsibility of the agriculture teacher and the public schools to meet the educational needs of these people as those enrolled in school.

In 1972 two other agriculture teachers and myself organized a Young Farmer Chapter. There were two communities involved in this organization, which consisted of about seven members. Due to this arrangement, the chapter was named Cen-Tex Young Farmer Chapter. Since that time the chapter has grown to involve three communities and forty-six members. The Cen-Tex Chapter has won many awards on the area and state level. Hopefully this year the Cen-Tex Chapter will be the best chapter in the state.

I would like to take this time to explain the organization and function of the Cen-Tex Young Farmer Chapter. In order to accomplish this feat, let's look at some of the keys to an effective program: leadership, cooperation, community service, fund-raising and education.

LEADERSHIP

A good set of officers is a necessity for any organization. Everyone feels the need to be wanted and in this organization, there is enough work for everyone. Officers, committee chairmen, members and advisors must all work together to accomplish their purpose. Chapter President, Richard Cortese, is Area VIII President. Chapter

member Charles Fleming is a state officer. A chapter can better accomplish its purpose and assist other chapters to do the same by displaying good leadership.

COOPERATION

Working together for the end results requires cooperation regardless of the agriculture organizations in a community, whether they be extension service, ASCS, Farm Bureau, Farm and Ranch Club or whatever. Remember, there is enough work for everyone and everyone has the same objectives in mind. That is developing better farmers, ranchers and citizens. The Cen-Tex Chapter has worked with many communities this past year in order for those communities to organize and develop a Young Farmer Chapter. Cen-Tex members have visited Midlothian, Valley Mills and Mart in order to promote the Young Farmer program. The chapter feels that there are many young men who could benefit from this type of organization.

FUND RAISING

Every chapter needs some type of financial assistance. Hopefully, one of these days each chapter will receive a budget from the state or local school district. Until that time, some fund-raising activity should be considered. The Cen-Tex Chapter sponsors an equipment sale each year. New and used equipment is obtained and sold. A commission is charged for each item sold. A concession stand is operated by the Young Farmer members and a lunch is served. This type of venture is hard work but very enjoyable and, hopefully, we will invest our money wisely. A portion of this money is spent on an awards banquet each year. Awards offered are the same types offered on area and state levels: Outstanding Young Farmer, Outstanding Agri-Businessman, Outstanding Officer, Outstanding Associate Member and Advisor Award. The advisor's award is presented by the advisors to a

member representing outstanding service.

COMMUNITY SERVICE

Every citizen has certain obligations to its community. Most everyone gives to something, United Fund, March of Dimes, etc. We as members of the Cen-Tex Young Farmer Chapter feel like we have a bigger responsibility. We began last year by sponsoring a "Read-A-Thon." This was an attempt by the chapter to get elementary and junior high students to improve their skill in reading as well as raising money for the Multiple Sclerosis program. Each student obtains a sponsor for each book read. The money earned by the student was sent to the Multiple Sclerosis Foundation. Prizes were given by the Young Farmer Chapter. We felt this was much better than a "Walk-A-Thon," "Rock-A-Thon" or some of the other types of fund-raising drives because we were developing the students' ability to read.

EDUCATION

Not forgetting one of the main objectives of this program is education, many educational programs can be developed and certainly they should be related to the interest of the chapter's members. The members should decide on the type of program they want, as well as giving the agri-business people in the community a chance to present their materials. Some of the educational programs we have experienced are as follows: refrigeration and air-conditioning, bookkeeping and income tax, entomology, starters and generators, vet. medicine, soil fertility, disease and parasite control, and finances by the Federal Land Bank. A crop tour or a field day is planned each summer.

It has certainly been a privilege for me to work with as fine a group of young farmers as we have in the Cen-Tex Chapter. I would not take anything for the many experiences I have had with our members. Hopefully, there are many other communities such as ours who are enjoying their success. I would encourage every agriculture teacher to take a look at their community and encourage this type of program. ♦♦♦

STARTING A YOUNG FARMER PROGRAM



James A. Woodard

James A. Woodard
Vo-Ag Teacher
Alden, NY

Why don't you start a Young Farmer program in your school district? This same question was asked of me about four years ago at our monthly sub-district ag teachers meeting. As I recall, I responded with "My school district is too urban," as well as "I'm only hired on a ten month basis, and I already have too many FFA activities going on to keep up with." However, as this teacher explained some of the benefits his ag program received from this extra work, the idea of a Young Farmer program seemed worth studying.

WHERE TO START

I teach in a two man department which has distinct advantages when contemplating, organizing and initiating any new program. We spent a year discussing the advantages of this program with our advisory council, local farmers and agricultural businessmen in our community. We were encouraged by the promised cooperation from those we contacted. After this groundwork was laid, we contacted our high school principal and district superintendent of schools. These men not only gave us further suggestions, but also their full support and cooperation.

Next we contacted our State Ag Education Department in Albany, New York, for details as to writing and submitting this program for funding. Lee Traver and Harry Karpiak were extremely helpful in this part of the planning. By this time we were wondering whether we would ever get the program started, but the help and encouragement from these men at the state level gave us a psychological life.

DISCOURAGEMENTS

Because of the vocational education set-up in New York State, we learned that if we were to get our program funded we would have to join with another school district and submit our application through the Board of Cooperative Educational Services (BOCES).

Fortunately, we were able to meet these requirements and finish our application for a Young Farmer program. When working with as many people as we get involved with (numbers of administrators, advisory committees, state education personnel, and three school districts), it is not unique to meet with some time consuming delays. Such delays cost us a year's lag in getting our program under way. However, our problem was not at the state or local level. In actuality, officials at both the state and local levels helped locate the problem area and assisted in correcting it. I mention these problems and delays not to discourage new programs, but to encourage anyone contemplating a Young Farmer program. It is vital to lay a good foundation of local support and then approach each delay as a stepping stone in reaching your ultimate goal.

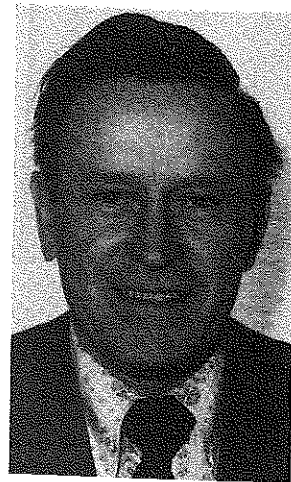
HELPFUL PRACTICES

Two practices that we have followed which seem to promote interest and enthusiasm are: (1) an evaluation meeting with our advisory committee after our last classroom meeting in the spring. Here we discuss the successful meetings as well as the "not so successful." We decide on methods of meeting the needs of the group through the summer, and then draw up a tentative program for the next year. (2) We maintain a mailing list of 40 farmers and agri-businessmen in our school districts. Four letters are sent to these people, between June and December, informing them of plans for the next year's program. We encourage input by each member of the group and endeavor to have each member participate. This is done by utilizing panel discussions and a question-answer time at some time during each of the classroom sessions.

BENEFITS

Looking back on the first year of our Young Farmer program, our confidence in strong local support was veri-

fied. We had an average attendance for 14 classes of 25 with a core of 15 farmers who attended over 85 percent of the meetings. When we consider that two meetings had to be cancelled because of the "Buffalo Blizzard of '77," our recovery and attendance was gratifying. Our personal contact with individual farmers was the actual basis for a Young Farmer program. However, once it was decided to start the program, we received strong support from a very active local Farm Bureau. This close working relationship between ag teachers and Farm Bureau has resulted in area support of FFA activities. Such activities include an increased sponsorship of members at the Governmental Seminar and ready help in judging various county FFA contests. We also noticed this year that selling our FFA calendar ads took only two days instead of the customary two weeks. We decided that the participation of most area agri-businessmen in our program might have been one reason for the quick sale of these ads. Local radio and newspaper coverage of topics and speakers added publicity and increased awareness in the community of our active ag program. Providing educational services for any tax-paying group in your school district will enhance your standing in the community as well as provide a healthy public relations situation between the taxpayers and the school system. Looking back now, it's easy to see that the benefits were worth the delays as well as the extra efforts. ♦♦♦



Heimer Swanson

COMMUNITY INVOLVEMENT AND THE ADULT TEACHER

by
Heimer Swanson
Adult Farm Mgmt. Instr.
Pipestone, MN

OPPORTUNITY FOR CONTACTS

You — as an adult instructor — have the opportunity to continue contact with people that secondary and post-secondary instructors have already graduated. Thus, you provide a continuing education to those people at a time that is crucial to them. They are beginning — or are already established in — a career of their choice, and are faced with the need to apply the many practices and skills they have previously learned. They are doing this under situations that are exacting in demands on them and on you. Success in these applications results in more than a passing grade to them — it results in improved capabilities for expansion and growth of businesses and in greatly enhanced enjoyment of living. As we become more cognizant of this fact, I don't think we can help but become more concerned and dedicated as instructors. The importance of our task to our farmer members gives us a sense of fulfillment and demands increased dedication to the job at hand.

INVALUABLE AID

As you assist your members in obtaining farm records that can be summarized and analyzed by our computers, you are providing them with an educational opportunity that is not available to them elsewhere. There may be other computer services to be had; but I don't think there is a substitute for the aid a trained adult instructor can provide as he helps the farmer evaluate and apply the information that the computer summary holds.

As you plan and present enterprise meetings for your members, a unique educational program is being applied. The business summary of your member — and your personal assistance with the member in the interpretation of his computer summary — has provided you and him with a better awareness of the types of meetings and topics that are needed to properly meet his needs and the needs of the other members.

These are direct educational processes that are being used by adult instructors as they function as a part of the educational team that comprises the Vo-Ag Department.

INVOLVEMENT IN COMMUNITY ACTIVITIES

There is another process that is not so direct. That is the matter of involving yourself in the community's activities. I think this is extremely important. You are, perhaps, in a better position to do this — because of scheduling of activities — than the secondary teachers often are.

How can this be done? Most communities have Crop Shows, Livestock Shows, or various ag promotions that need the expertise that you can provide. Chambers of Commerce like to promote industries in their communities and you are a part of one of the largest industries around. The total community educational endeavor is enhanced when the County Extension Department, Soil Conservation Service, and the school cooperate in a concerted and joint effort along this line. You are able to provide input into some human relations aspects over a very enlarged area by serving on such boards as Environmental Education Councils in your area or state. You can even involve yourself in such things as 4-H and FFA work. Your skills and interests are in demand there.

WHY?

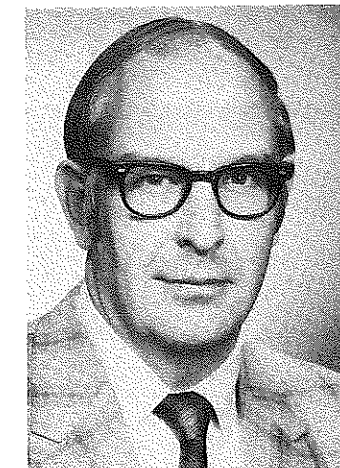
Why take time from your already busy schedule to do these things? Mostly because it helps the total program. Involvement in the community's activities brings the Vo-Ag Department out of the shell it can easily fall into and into the reality of total human relations, and this will benefit many people.

As you do this, you help yourself. You will know the people you work with more personally. If you understand their problems more fully, you are in a better position to help them solve those problems. You will better understand the community as its efforts and actions become a part of your efforts and actions.

(Concluded on page 239)

PREPARING INSTRUCTORS FOR ADULT PROGRAMS

Donald E. Elson
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State University
Blacksburg, VA



Donald E. Elson

Adult education has a particularly critical role to play in our rapidly changing society by providing knowledge and skills that people need in order to cope with changing conditions. A complex variety of factors including the characteristics of the learners, the physical environment, the subject matter and the instructional techniques and strategies affect the learning accomplished by the adult student. Consequently, adult educators must be familiar with the people they serve and the management of the learning activities for adults.

Traditionally, young and adult farmer classes have been a vital and integral part of agricultural education. These programs have been and continue to be a major factor in the increasing productivity of the American farmer. However, the society is changing. The average age of the population is increasing, more people are in the retired category, and people have more leisure time. The agriculture education instructors, especially those planning to teach in the more urban areas, must have a thorough understanding of the concepts of adult education.

PHYSICAL ENVIRONMENT

Adults' personal and social situations have the potential to either hinder or to aid in the learning process. Many adults attending an adult class for the first time have a very poor self-concept, especially in regard to "academic work." The instructor must make the rewards of learning outweigh the anticipated pains of learning. The physical environment must be informal and one which meets the special needs of adults, such as acoustics and lighting.

PSYCHOLOGICAL ENVIRONMENT

The psychological environment is as important in adult education as is the physical environment. The psychological environment "... should be one which causes adults to feel accepted, respected, and supported; in which there exists a spirit of mutuality between teacher and students as joint inquirers; in which there is freedom of expression without fear of punishment or ridicule" (Knowles, 1970:41). The instructor as he learns about each in-

dividual should help the individual to look at himself realistically, to accept limitations and to discover and cultivate his talents. It is very important that the instructor exhibit affection and sympathy for people and develop the ability to listen and hear the real meaning of what his adult students say.

FLEXIBILITY

Dickinson states that, "The instructor must be able to adapt his activities to the particular group he is working with. . . . To develop this flexibility, the instructor should first know about and understand the general nature of instruction and then be able to select and use the most appropriate instructional strategy for a given course." (1973:65) Many teacher education programs place the major emphasis on teaching youth and place only minimal emphasis on teaching adults. The result is an attempt by the products of these programs to teach the adult classes as they teach their day school students. Knowles indicates that "... an adult learning experience should be a process of self-directed inquiry, with the resources of the teacher, fellow students, and materials being available to the learner but not imposed on him." (1970:15)

SELF DIAGNOSIS

Adults are enrolled in adult classes largely in response to a perceived need or problem in their current situation. These needs must be legitimized through a process of self-diagnosis by the adults with the assistance of the instructor. At no time should the adults be told what their needs are by the instructor. The subject matter and learning activities should be directed toward these needs and problems. If either the subject matter or the learning activities are irrelevant or do not have practical application, the adults will not continue to attend. Once this happens, it will be much more difficult in the future to convince those adults to return for another class or program.

SHARING EXPERIENCES

It has been said that "experience is the best teacher." Adult educators should never forget this statement. For most adult agricultural education programs, the adults will have many varied experiences which may be shared and, thus, become important resources for learning. Sharing of experiences also provides the opportunity for adults to feel that they have something to contribute. For many, this may be the first time they have had a feeling of worth.

INSTRUCTIONAL MANAGER

Traditionally defined, "to teach" means that the teacher gives and the student receives. This definition is not applicable to most adult classes for in such classes the teacher becomes an instructional manager. His task is to bring together the students with those resources which will assist the students in meeting their needs and/or solving their problem.

The need for properly trained instructors for adult programs in agricultural education, especially in the more urban areas, is upon us. If the instructors are to become instructional managers who provide a learning environment which is informal, where adults feel accepted, and the subject matter and learning activities are relevant to the adults, increased emphasis must be placed at both the undergraduate and graduate levels of teacher education on teaching adults. The challenge seems clear.

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★ ★ ★ **THIS WORKED FOR ME!** ★ ★ ★

FARM MANAGEMENT TOURS



J. V. Raine

If a picture is worth a thousand words, then a well planned farm management tour is worth 100,000 words. East South Central Minnesota is the center for farm management tours for the country to the best knowledge of the writer. How successful are they?

SOCIAL VALUE

First of all they attract large numbers of people from all walks of life. Farm families are there in the largest numbers. Agri-business people are next in numbers with credit people at the front of the agri-business list. Other folks like to attend just to see a farm. In our society it is not easy to visit a farm unless you have an invitation or have relatives on the farm. With a farm management tour, the invitation is built right in.

Farm Management tours have a high social value as far as farm people are concerned. The social pressures of "you come to my house, I go to your house" is strong. Many farm management tours have rather elaborate meals served and on many occasions agri-business people often line up for their turn to serve the event. In many communities where farm management tours are a yearly event, it is the social highlight of the summer season. The tour

NATURAL RESOURCE CONSERVATION: AN ECOLOGICAL APPROACH, By Oliver S. Owen, Eau Claire: MacMillan Publishing Co., Inc., 1975, Second Edition, 700 pgs., \$13.95.

Oliver S. Owen's second edition book reflects an interesting and useful approach to natural resource conservation. By up-dating facts and presenting current information,

by
J. V. Raine
Agriculture Program Coordinator
Austin Area Vo-Tech School
Austin, MN

provides a means for people to get better acquainted. The writer has observed class members a little uneasy on first tours, but welcome each other as good friends as the years go by.

EDUCATIONAL VALUE

Not to be overlooked is the learning that takes place. The tour host is usually a successful operator. Those in attendance know the family personally, learn what makes that farm business tick, see what facilities and management practices are used and quietly go home to look over their own business and make comparisons. Nobody knows how many people have found new ideas on a farm management tour, but we guess that the tour is the easiest and slickest method yet invented for "picking" the neighbor's brains.

ORGANIZATION

How are farm management tours organized? Usually the advisory committee makes the choices along with the adult agriculture instructor. Oftentimes tour committees are formed to handle the meal function and other social parts of the meeting. The adult instructor usually prepares pertinent information on the farm to be visited and checks it carefully with the tour host. The information is usually duplicated and distributed to those in attendance. From there on, pick a nice warm evening, be sure that it won't rain and tell the TV, radio and newspapers about it and they will advertise the tour.

Owen has been able to blend ecology and conservation into a readable and comprehensive text. Most problem areas of conservation have been covered in some detail, but are general enough to avoid complex or tedious reading.

I feel Owen could have devoted more time to the clear cutting problem facing our foresters and to the present controversy involving hunting and trapping as wildlife management tools.

As mentioned previously, lunch or a picnic supper is a highlight of the event. At Southland District 500, the Chamber of Commerce organizations in the towns within the district take turns serving a lunch at a town or park nearby.

Blooming Prairie and Spring Valley groups like to have whole hog or beef barbecues with the rest of the meal catered. Others including Rochester, Faribault and LeRoy have potluck affairs and farm wives are noted for bringing their best to a gathering of this kind.

How many people attend these events? It is not difficult to get 100 people to attend these tours and 2 to 3 hundred people at events of this kind are not uncommon.

ADVANTAGES

What are some of the other advantages? People who attend farm management tours learn firsthand of the practical side of farming. School board members, school administrators, advisory groups, as well as the public in general, learn something about the farm management program and are willing to vote tax dollars to support it. It builds goodwill between farm and city folks. Many communities have appreciation days for farmers in the trade area and this is one method of returning the favor.

The farm management tour is the "dress up" event of farm management instruction. The old saying that "all work and no play makes Jack a dull boy" applies to farm management instruction in East South Central Minnesota.

Everybody likes a farm management tour. ♦♦♦

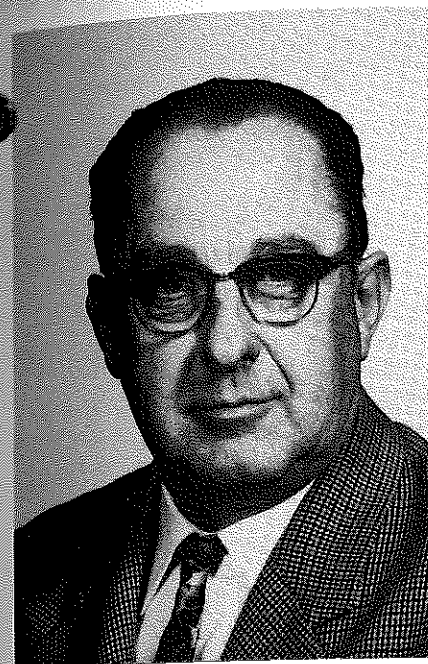
Oliver S. Owen has excellent credentials for writing a standard conservation text. His first edition was quite a success and has been used by this instructor and numerous other instructors throughout the country.

The text is definitely a good book for reference in any library, and could easily serve as the main text in any secondary or post secondary resource program.

Robert M. Daniels
West Muskingum High School
Zanesville, OH

Leader in Agricultural Education:

MILO JAMES PETERSON



No greater champion for agricultural education has come down the pike than Milo J. Peterson. His many contributions have established a reputation known in all of the United States and many foreign countries. While his activities have touched all of education, his primary emphasis has always been in agricultural education and how programs can improve the life of rural people and the agricultural industry.

Milo James Peterson was born in 1910, on a farm about 40 miles west of Minneapolis near the village of Waconia, Minnesota. After high school graduation from Waconia he attended the University of Minnesota and received his B.S. in Agricultural Education in 1934. After two years teaching vocational agriculture in Bertha, Minnesota, Dr. A. M. Field, who was his advisor and head of the Agricultural Education Department suggested that Milo should go to Cornell University and pursue a graduate program. Since Dr. Field was a graduate of Cornell, he had some words of advice for Milo. One suggestion was that Milo should take something from a rural education professor by the name of C. B. Moore. Milo followed this suggestion and not only enrolled in Professor Moore's courses but took his only daughter, Maxine, whom he married in 1938. The marriage produced three sons and a daughter.

Upon completion of the Ph.D. in 1940 Milo Peterson accepted a position at Clemson, South Carolina, until 1943.

by P. Paul Marvin*

During the war years from 1943-46 he worked for the U.S.D.A.

In 1946, Dr. Peterson returned to the University of Minnesota as assistant professor and when Dr. A. M. Field retired in 1948, Milo became head of the Agricultural Education Department, a position he held until 1970 when he stepped down. He remained in the department until September 30, 1977.

Dr. Peterson has been the major advisor to 40 Ph.D. graduates from all sections of the United States and at least 8 foreign countries. In 1956 he was a Fulbright research scholar in Japan and in 1960 a lecturer at the International Center for Agricultural Education in Zurich, Switzerland. After relinquishing the chairmanship of the Agricultural Education Department in 1970, Milo went to Korea for two years as a consultant in Agricultural Education where he was instrumental in establishing the Future Farmers of Korea.



*P. Paul Marvin
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St. Paul, Minnesota

In 1961-62 Dr. Peterson was president of the American Vocational Association and received that organization's Outstanding Service Award in 1965. He holds life membership in NVATA and is an Honorary American Farmer degree holder. He has been a trustee of the Minnesota FFA Foundation since he helped to organize it.

Milo has written extensively and contributed to many publications. He is co-author of *Getting Started in Farming, The Three R's Plus* and *Teacher Education in Agriculture*. He also has served extensively as referee for research writings and was editor for THE VISITOR during the time he was head of the department.

Dr. Peterson has gained national recognition for his efforts in farm management education for adults. His empathy for rural people and particularly the farm family, coupled with his agricultural economics background, led Milo to believe that farm families should be provided with a management education program which could improve the quality of life on the farm. Utilizing his unusual talent for organization, Milo persuaded the Hill Foundation to provide funding to assist in implementing the program. Today the curriculum with the computerized analysis of records serves as the basis for instruction and is being used by thirteen or more states.

In his local community Dr. Peterson has been active in a St. Anthony Park Association, a member and chairman of the Minnesota Citizens Committee for Public Education and served for more than twenty years as Superintendent of the Education Department of the Minnesota State Fair. He introduced a recognition day for educators at the fair which honors representatives

(Concluded on page 238)



Alfred J. Mannebach

AGRICULTURAL EDUCATION RESEARCH IN PROGRESS

by
Alfred J. Mannebach
Teacher Education
University of Connecticut

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TABLE I
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On Microfiche in the ERIC System

Year	Regions			
	Central	North Atlantic	Pacific	Southern
1968-69	ED 036 642	—	ED 036 635	ED 038 543
1969-70	ED 047 107	ED 047 108	ED 047 110	ED 047 109
1970-71	ED 057 252	ED 061 415	ED 061 447	ED 061 446
1971-72	ED 076 800	ED 107 904	ED 078 164	ED 079 472
1972-73	ED 103 694	ED 107 903	ED 109 376	ED 110 745
			(1972-1974)	
1973-74	ED 110 660	ED 110 792		ED 110 746

The 1974-75 year represented the first national compilation. It may be found in the ERIC System as ED 114 635. The ED number for the 1975-76 Summaries is ED 134 707. Documents with ED numbers may be found in any complete ERIC collection of ERIC microfiche or ordered from EDRS, P.O. Box 190, Arlington, Virginia 22210.

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A CLASS FOR WINNERS— ADULT FARM BUSINESS MANAGEMENT

Recently a prominent farm magazine termed the Adult Farm Business Management Program a "class for winners." That's right — a group of progressive young farmers who want to know a little more about their farming operations. They know they could be doing better but need more information! These farmers recognize the need for proper records and reliable enterprise analysis in their management program.

The Adult Farm Business Management Program is a program in vocational agriculture designed specifically to help young farmers achieve their farm and family goals through improved management and operational efficiency. The purpose of the program is to provide farm families with a complex analysis of their business and its enterprises. A thorough study of this analysis will provide the family with the basic information needed to make the best and most profitable decisions.

FULL THREE YEARS

Students and instructors alike will agree that the full three years of the program must be covered to realize every advantage of the program. The logical beginning is an accurate and realistic source of information on which to base the analysis of the farm. This is a record of the operation of the farm during the year. An accurate record of inventories, a breakdown of expenses and receipts from each farm enterprise, complete feed and production records, a complete depreciation schedule and a cash-flow statement are subjects for the first year. Receiving the analysis of the first year's records marks the beginning of the second year of the program. Interpretation of the analysis information receives attention during the

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second year's instruction. The third year of Farm Business Management is a continuation of the second in that another year's analysis has been received. Classwork centers on enterprise efficiencies and deficiencies to a greater degree. Trends shown in the analysis will begin to develop significance.

ON-FARM VISIT

Time spent by the farmer is minimal with one class meeting per month plus an on-farm visit by the instructor each month. This on-farm instruction gives the instructor the opportunity to become better acquainted with the individual farm situation. It also enables student and instructor to give more personal attention to a problem than would be possible in a large group.

BENEFITS

Already you may begin to see many benefits of the program. Listed are a few of the benefits farmers derive from the Farm Business Management Program.

1. *Tax reporting* is greatly simplified and much time has been saved by having the account book totaled and closed out for analysis well before tax time. A tax estimate was probably made at the end of November to possibly reduce the tax liability and maximize after-tax income.
2. *Your records* are complete and accurate. They will yield a reliable analysis of the farm business and its enterprises. There is no substitute for good records.

3. *Financial information* and standings are readily available to use for credit purposes. Asset to liability ratios combined with cash flow and net worth statements provide information for planning ahead for expansion, etc. Knowledge of family living is also valuable to the farm family.

4. *Increased involvement* is necessary for all family members in the farm business, particularly the wife. In many instances, the wife has little or no knowledge of the workings of the farm business.

5. *A better grasp* of how their farm is progressing and how it compares with others is evident to all family members. The program may give them some ideas where improvements are needed and some ways to make needed changes.

6. *Budgeting* for expansion or reorganizing can be done. Cost estimates can be made for enterprises to eliminate guess work and avoid costly mistakes.

THE CHALLENGE

As a Farm Business Management instructor, I see every visit to a farm as a new experience—a challenge. Because of the individuality of the farms on the program, each lends a new question or problem to be encountered. Being able to work closely with farm families and to help them work toward their goals is rewarding to me. It's those little extra efforts by participating farmers to do a little better job on feed records or keeping entries in the account book that give you that good feeling. In closing, enthusiasm is never in short supply when your working with "a class for winners!"

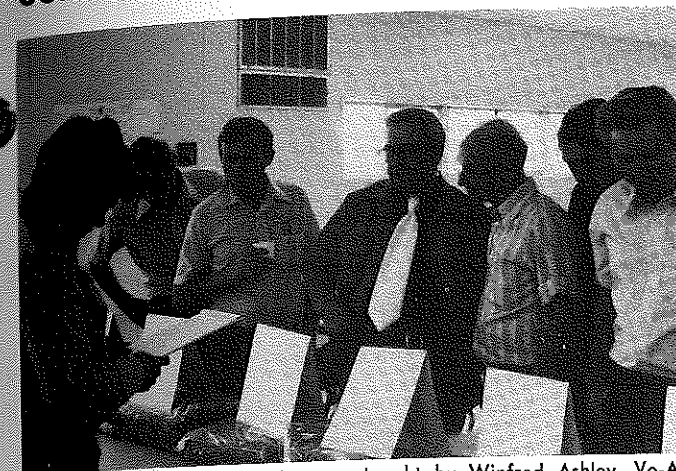
CONTINUED LEADER . . .

from each county. Elementary teachers, secondary teachers, administrators, and school board members are two-day guests of the fair on a yearly rotating basis. Though Milo is no longer superintendent, the tradition continues.

Dr. Peterson, with his wife, Maxine,

reside next to the St. Paul Campus at 1261 N. Cleveland Avenue, St. Paul, Minnesota. When the weather is good you no doubt will find them at their summer home on Lake Rachel where many friends and former students visit them each year.

CONTINUED YOUNG FARMERS — INTRA- OR EXTRA-CURRICULAR?



This adult class on hay testing was taught by Winfred Ashley, Vo-Ag teacher at Bokoshe, OK.

EDUCATIONAL PROGRAMS

In Oklahoma the Young Farmers plan their educational program around the agricultural teacher as their advisor and main educator. Even so, they know that he couldn't teach them everything, even if he had time to study up on many of the things they need. They, therefore, use other personnel such as the extension personnel, businessmen, implement dealers, feed dealers and farmers that are experienced in the work or phase in which they need instruction. For this reason many Young Farmers have become teachers of some of the farming programs in which they are engaged. These farmers make themselves available to other Young Farmer Associations and this practice has become very popular.

CONTINUED COMMUNITY INVOLVEMENT . . .

The youth of today are your potential members of tomorrow. I like to think that some of my Farm Management class members are there because I coached them on the Crop Judging team when they were FFA members in high school. Maybe they were drawn toward our adult program years earlier when I had the opportunity to speak to their high school class about our Farm Management activities or our computer work.

SERVICE OR EDUCATION?

Doesn't this become service as opposed to education? There is great

concern as to whether or not you should become involved with service as such. Isn't your job really education?

The farmer who had your assistance in clipping the flanks and udders of dairy cows, weighing silage wagons, and collecting soil samples is also going to be more receptive to your ideas on how to feed those cows, how to obtain and keep good feed records, and how to evaluate the fertilizer recommendations he receives than if you hadn't involved yourself in those services. The people in your community who had your help when you served as Chairman of the Chamber of Commerce Ag Committee are more likely to cooperate

Personnel in rural and small schools have a unique opportunity to become better informed. A toll-free telephone line is available to educators who can call in requests for career guidance information. Simply by calling 800-848-6560 and in Ohio 800-282-6513, immediate service is provided to individuals residing in the continental United

States. It is a well known fact that instruction in a certain field is most easily learned when it is needed or when interest is highest. This is certainly true when related to Young Farmers. Ideally, the programs or educational classes are planned by the members according to the interest shown by the group. These are classes in which problems of real interest to the farmers are made the basis of instruction and in which the experiences of the group will be pooled. The instructor can contribute material, experimental or factual, to aid in reaching a conclusion on use of improved practices.

SUMMARY

As agriculture production has grown, the number of people actively involved in producing agricultural products has declined, and the importance of effective agricultural leadership has increased. The foundation of leadership, citizenship, scholarship, and cooperation developed through the Future Farmers of America Organization can be further developed through a strong Young Farmers Association. The Young Farmer Chapter is an integral part of the vocational agriculture educational program for adults just as the Future Farmers of America is a definite part of the vocational agriculture secondary curriculum. The association must be centered around educational purposes in the field of agriculture.

Post-secondary and adult education in agriculture is an important and integral part of every complete vocational agriculture program. Setting the purposes and measurable objectives for the Young Farmers program, recognizing the need for such instruction, planning comprehensive programs, and working with the Young Farmer Association and the Future Farmers, all lead to an effective program of instruction for the total community.

CONTINUED RESEARCH WEST VIRGINIA

CULLEN, John William. "Parental Opinions of Vocational Agriculture." M.S. Thesis, West Virginia University, Morgantown.

LIU, Jen-jyh. "Factors Which Agricultural College Students Consider Important in a Job." M.S. Thesis, West Virginia University, Morgantown.

WATSON, Larry W. "The Efficacy of Education Gaming in Teaching Vocational Agriculture." M.S. Thesis, West Virginia University, Morgantown.

— FREE —

CAREER
GUIDANCE
INFORMATION

States.

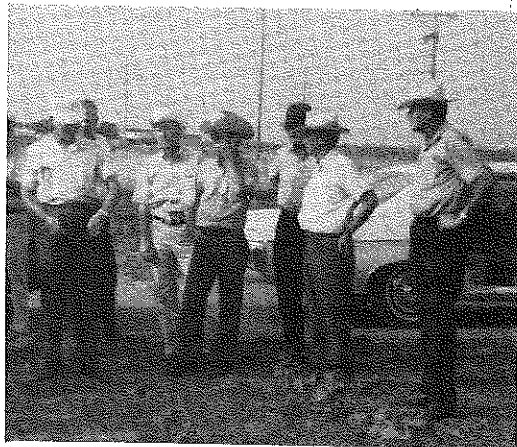
The toll-free telephone consultation service is only one of the benefits that rural and small schools will derive from the project, "National Rural Career Guidance Communication Network." Grants to three cooperating agencies have enabled a breadth of planned services and products.

STORIES IN PICTURES

by
Paul
W.
Newlin



The 1977-78 NVATA Board of Directors. Seated (L-R) Sam Stenzel, Asso. Exec. Dir., Lincoln, NE; Richard Weber, Past Pres., Larose, LA; James Guilinger, Pres., Sycamore, IL; James Wall, Exec. Dir., Lincoln, NE. Standing (L-R) Tom Jones, V.P. — Region I, Tucson, AZ; Albert Timmerman, Jr., V.P. — Region II, Rockdale, TX; Quentin Christman, V.P. — Region III, Rugby, ND; Robert McBride, V.P. — Region IV, Kenton, OH; W. A. McLeod, Jr., V.P. — Region V, Red Springs, NC; David Miller, V.P. — Region VI, Gaithersburg, MD. (Photo courtesy NVATA)



A group of farmers from Ferris, Texas, looking over some cotton research at the Texas Agricultural Research Center at Lubbock, Texas. Tours are an important part of Adult Education. (Photo courtesy M. S. Hammack, Ferris, Texas — See related article on p. 221)



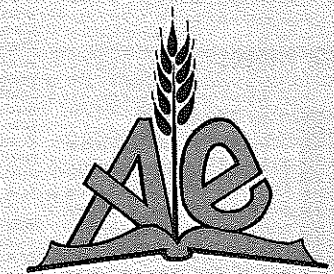
"Sound Off For Agriculture," 1977 winners were presented awards by Max Riggan, Elanco Products Company. (L-R) Louis Horton, Elko, NV; Tom Mowery, Fort Collins, CO; David Gliniecki, Wisconsin Rapids, WI; Larry Lokai, Springfield, OH; J. T. Black, Greenville, SC; Roland Duperron, Ulysses, PA. (Photo courtesy NVATA)



The focus of instruction in business management courses is on making intelligent decisions. (Photo courtesy Cushman and Bail, Cornell University)



"NVATA Outstanding Young Member Awards" were presented by Charles Bourg, U.S. Steel Corporation to: (L-R) Steve Gomes, LeGrand, CA; John Sharber, Sapulpa, OK; David Bisson, Atwater, MN; David Schneider, California, MO; Charles Williams, Davenport, FL; William West, Ripley, WV. (Photo courtesy NVATA)



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★ CENTER PAGES FEATURE ★
16' TANDEM STOCK TRAILER
— PLANS, STEPS, MATERIALS —

Theme — Post-Secondary Education
Agriculture — An Emerging