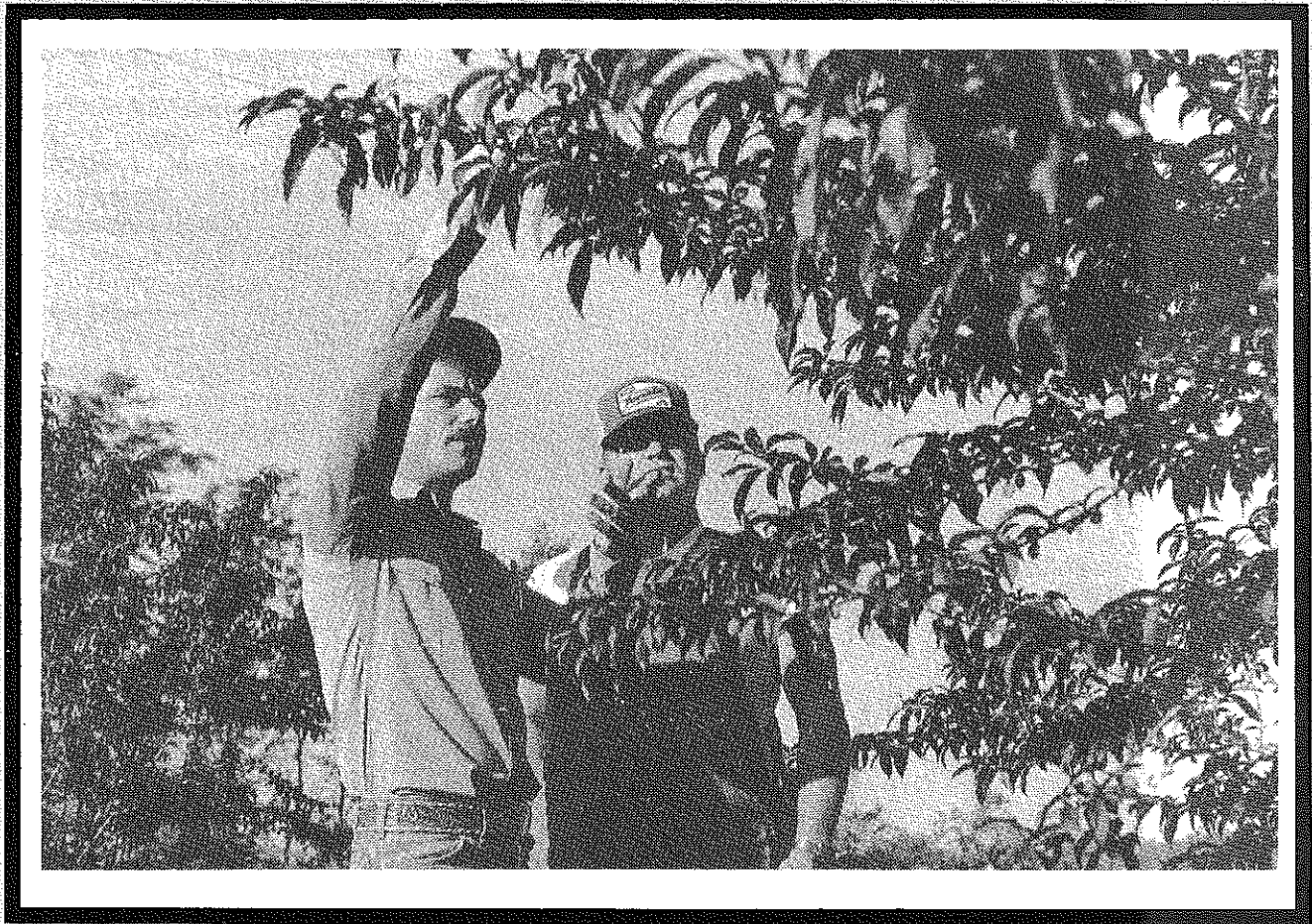


The

Agricultural Education

June, 1981
Volume 53
Number 12

Magazine



THEME: Adult/Young Adult Education

007653 1281
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Keeping Adult/Young Adult Education in Perspective

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ARTICLE SUBMISSION

Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

PUBLICATION INFORMATION

THE AGRICULTURAL EDUCATION MAGAZINE (ISSN 0002-144x) is the monthly professional journal of agricultural education. The journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at M & D Printing Co., 616 Second Street, Henry, IL 61537.

Second-class postage paid at Henry, IL 61537.

POSTMASTERS: Send Form 3579 to Glenn A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, Virginia 23111.

SUBSCRIPTIONS

Subscription prices for THE AGRICULTURAL EDUCATION MAGAZINE are \$7 per year. Foreign subscriptions are \$10 (U.S. Currency) per year for surface mail, and \$20 (U.S. Currency) airmail (except Canada). Student subscriptions in groups (one address) are \$4 for eight issues. Single copies and back issues less than ten years old are available at \$1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. In submitting subscriptions, designate new or renewal and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the Business Manager: Glenn A. Anderson, Business Manager, 1803 Rural Point Road, Mechanicsville, VA 23111.

What is the place of adult/young adult education in today's vocational agriculture programs? There is considerable fear that it does not have the same priority in programs as it did a few years ago. Vocational agriculture teachers no longer have the responsibility of providing adult/young adult education in some states. This is one aspect of vocational agriculture which needs to be given careful study and placed in proper perspective.

Adult/young adult instruction has never had a very prominent place in a majority of local vocational agriculture programs. There has been more lip service to what programs have had than there has been actual systematic instruction. Today's younger teachers need not feel guilty when they hear the old timers talk about programs of yesterday. Much of yesterday's instruction lacked relevance, was not systematic, and did not provide for the development of the competencies needed for success in agricultural industry. Some of the instruction encouraged individuals to stay in farming when in fact the individuals did not have sufficient motivation nor scope to earn a satisfactory income for the needed level of living for their families. In some programs (often unknowingly), the emphasis was not on modern commercial agriculture but rather on perpetuating a self-sufficient (and often substandard) way of life.

Nature of Agriculture

Individuals who have the responsibility of providing adult/young adult education must be aware of the nature of today's agricultural industry. Enrollment of adults in educational programs in production agriculture has declined. This has been because of the number of individuals available to participate has declined. We must realize that the agricultural industry of the 1980s is quite different from that of the previous 25 years. There are approximately 500,000 commercial farms in the United States. These farms are served by millions of individuals who are not farmers but who are in agricultural industry and need specific competencies in order to perform their work efficiently.

The nature of agricultural industry is such that adult/young adult education is needed in all areas: farming and ranching, supplies and services, agricultural mechanics, and agricultural products processing. Further, vocational agriculture is also charged with serving the needs in forestry, natural resources, and horticulture.

The Teacher

More and more responsibilities have been added to vocational agriculture. Very little is ever removed. Instruction has been broadened to include additional areas. FFA activities have been expanded into new areas. Students are



JASPER S. LEE, EDITOR
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enrolled with widely varying backgrounds whereas in the past more have had farm backgrounds. Supervised occupational experience has been broadened. Standards for programs established at the Federal and state levels are merely guidelines with teachers in local schools being allowed to plan their own instructional content. Compliance regulations have increased. With all of these, it is only natural that adult/young adult education will be of less importance in traditional vocational agriculture programs.

New approaches in staffing and curriculum design are needed to insure that adult/young adult education is placed in proper perspective. The responsibility for adult/young adult education should not be added to the responsibilities of teachers who are all ready in full-time teaching. Specific time, staff responsibilities, and funding must be provided for adult/young adult education. Full-time teachers or teachers with released time from other responsibilities are needed if adult/young adult education is to be taken seriously. Teacher education programs must provide for the development of needed adult/young adult teacher competencies.

Quality

The great need in adult/young adult education is quality. Systematic, substantive instruction is essential. It is unfortunate that many of the activities in the past which were provided in the name of adult/young adult education had limited educational value. We must provide instruction that is meaningful in improving agricultural efficiency and the welfare of the individuals who participate. Designing superficial adult/young adult programs will in the end do more harm than good for vocational agriculture.

We must keep adult/young adult education in proper perspective!

June, 1981

The theme for this issue of the MAGAZINE is "Adult/Young Adult Education." The assistance of Dr. Larry Miller of The Ohio State University in serving as Theme Editor is appreciated. He has compiled several articles which address adult/young adult education.

Adopting The Stepchild

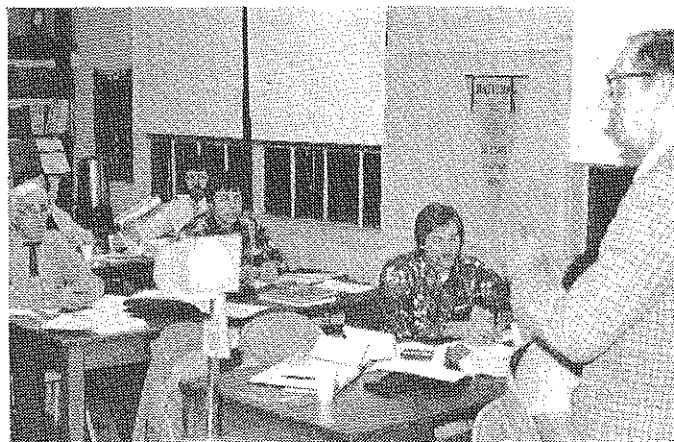
Education is rapidly facing a development that it has never before encountered in its history. That development is a decrease in enrollments. Educators at the elementary, secondary, postsecondary and university levels are growing aware of the ebb of the tide of more and more students each year. School closings, released educators, and re-trenchment are becoming familiar reports in publications throughout the Nation. This development is causing many educators to broaden their concept of education to include the adult segment of the population.

Education for adults is not a new concept. Provisions of the Smith-Hughes Act provided for adult education in vocational education. The growth of the secondary programs, and the expansion of vocational agriculture into elementary grades with career education, has been the main concern over the past 60 years. Postsecondary programs, and the broadened concept of vocational agriculture brought about by the 1963 Act, provided additional expansion and drew appropriate attention and emphasis.

Throughout the time span covered by these developments adult education was the stepchild, the segment of the program that was nice to have if there was time. Teachers, teacher educators, and supervisors continually stated that adult education was an important segment of a total program of vocational agriculture, but seldom provided the actions or support to fulfill these claims.

Enrollment trends for secondary students may necessitate the full adoption of the stepchild. When secondary or postsecondary enrollments reach the point that programs and personnel are to be cut, then attention to adult education may finally be forthcoming.

Schools and programs may conduct educational assess-



Robert Denker of the University of Missouri is shown conducting an inservice workshop for teachers of adults. (Photograph courtesy of Don Claycomb, University of Missouri.)



By LARRY E. MILLER, THEME EDITOR

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ment of the total agri-industry in their service area to determine what services they can provide. Teachers may be designated with part-time or full-time responsibilities for adult education. Small business management, selling, marketing, distribution, and advertising may become familiar topics in the curricula of adult vocational agriculture.

Teacher educators and supervisors should be ready to adequately adapt. Teacher educators need to prepare pre-service teachers to work with adults, and be prepared to meet the inservice needs of a clientele heavily engaged in adult education. Teacher education programs may find an increased need for specialists in agricultural taxonomy areas to keep teachers up-to-date in appropriate technology.

Research into adult education in agriculture should proceed immediately. Teacher educators and supervisors may need to renew their own skills and expertise in the pedagogical and supervisory skills appropriate for adult vocational education in agriculture.

Declines in secondary enrollment may actually allow a renewed emphasis upon a quality total program in vocational agriculture that includes, as intended, adult/young adult education. Education in agriculture can be provided to meet the needs of people throughout their lifetimes. Adult education can then aid in drawing together schools and communities, and doing its part to make education available to all people.

The Cover

Individual instruction is an important part of adult education in agriculture. This photograph shows Disney Reece (left), vo-ag adult teacher at Ripley, Oklahoma, discussing peach tree growth with Bob Bunny, a Ripley farmer. (Photograph courtesy of Steve Forsthe, Oklahoma State University.)

Challenges in Adult/Young Adult Education

Will young/adult education programs be expanded or deleted in your school, community or state? What procedures can be used by leaders in agricultural education to assess the need for young/adult education in the 80s? While the answers to these and other challenging questions concerning adult education are not easy to find, the suggestions which follow may offer some solutions to these challenges.

Local vo-ag instructors, state supervisors, and teacher educators shape the destiny of young/adult education in agriculture. Guidelines for planning and funding programs are developed by state administrators. The procedures used in determining state guidelines, the type of funding for adult education, and the state's model plan for young/adult education are the keys to successful programs.

In a state, the procedures which are adopted determine the priorities on adult education in relation to the other elements of vo-ag programs. The specific technique which has been very successful in Kansas for assessing the priorities in agricultural education might also prove helpful to others. As we started the decade of the 80s, a project was established for the purpose of determining the priorities in secondary, postsecondary, and adult agricultural education. The project has served as a model for other vocational service areas in planning for the 80s.

The Kansas Model

Key resource personnel were selected representing government agencies, production agriculture, farm management, horticulture, agribusiness, agri-industry, postsecondary education, and adult education. The specialists were invited to identify trends, issues, and problems in agriculture. The industry consultants and teachers representing each Kansas Vocational Agriculture Teachers Association (KVATA) district and postsecondary institutions were selected by the KVATA executive committee to assist in prioritizing the issues along with determining the ways and means of achievement and target dates for accomplishment.

A state meeting of the selected resource personnel and instructors followed the National Seminar held in Kansas City in July, 1980. Priorities identified by the task committee were discussed and ranked by secondary, postsecondary, and adult instructors attending state inservice meetings. The final ranking and report of activities will be disseminated at the annual summer conference in July, 1981. Major priority items for adult education focused on increased emphasis on adult education as a part of the vocational agriculture program, increased emphasis on adult education in preservice and inservice education, and providing a state adult coordinator. A similar meeting in the 70's resulted in a core curriculum for production agriculture, agribusiness, and horticulture; revised record books for production and agribusiness students; and an expanded



By LES OLSEN

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adult education program in farm business and analysis.

In planning the strategy for young/adult education programs for the 80's, leaders in agricultural education need to examine the key educational issues in Kansas. Although there may be some differences in the overall educational issues to adult education, there are some striking similarities. To illustrate, the key issues of education in Kansas were identified by the members of the legislative education committees.

Involvement of community in program development. Although PL 94-482 specifically mandates local advisory council involvement in program planning, involvement should also include administration, local boards of education, industry, students being served, community organizations, and local news media. Successful young/adult education programs are not conceived without community involvement but are quickly terminated because of the lack of community support.

Maintain quality programs in both urban and rural communities. The national standards for agricultural education programs have been helpful in establishing a benchmark to measure quality. More refinement and adaptation needs to be done, however, as young/adult education programs change. The evaluation instruments currently being used may not be effective measures of quality of young/adult education programs in the future.

Use existing quality resources and materials. Anyone who has ever participated in a National Young Farmer Institute could attest that states have tremendous resources

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A tour provides an excellent opportunity for young/adult students to observe production techniques first hand.

Challenges in Adult/ Young Adult Education

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to conduct quality Young Farmer programs. The obvious question is why are not more states involved with not only young but also adult education programs?

Prepare the right number of teachers in the right areas. Although the number of secondary instructors in Kansas has not changed dramatically since 1969, the number of postsecondary instructors increased from seven to 59. In 1976, there were two full-time adult farm business analysis instructors. Now there are eight. In order that agricultural education may not only survive but also expand in the 80's, the preservice and inservice education programs must be flexible and address state needs.

Promote excellence of instruction. For too long agricultural educators have stated that to conduct a young farmer program, all the teacher needed to do was to open the door and put on the coffee. There really is no excuse today for poor teaching techniques. The public sentiment is definitely for better utilization of educational funds. Teacher preparation and inservice programs should parallel the technological growth in agriculture.

Provide leadership at state level. Implementing state identified priorities and changes for young/adult education programs takes time, staff, financial resources, and commitment. Of these, often the most important ingredient is commitment. The needs of young/adult farmers keep changing. For the 80's, leadership at the state level must be committed to meet these needs.

Cooperation with other agencies and businesses. In implementing the adult farm business analysis programs in Kansas in 1976, a decision was made to utilize the Extension

farm management specialist to assist in training our agricultural education instructors and to utilize the existing farm account book. That decision has proven fruitful. The cooperation between Extension and agricultural education has been excellent. Extension specialists not only have assisted with inservice for adult instructors, but also have been willing to provide technical assistance. This kind of cooperation may not be unique to Kansas, but it certainly is indicative of the kind of cooperation between agencies which legislators are requesting.

In addition to determining procedures and techniques for prioritizing adult education and becoming aware of key educational issues, leaders must also be aware of their state's enrollment trends. A recent survey of 306 public school districts in Kansas projected a decline in the number of students ages 5 through 19, during the period 1980 to 1985. After 1985, the number of persons in that age group is expected to increase, although not to the 1980 level. The projected results indicate fewer students will be available for secondary programs.

An Important Role

Young/adult education has an important role in production agriculture. The U.S. farmer has set production records in major commodities. Today, one U.S. farmer produces enough farm goods for 68 other people compared with 26 in 1960. That includes 48 others in the U.S. and 20 people in other nations. To maintain and expand the productive capabilities of the American farmer, technology in the 80's will require that farmers possess higher levels of skill. The role which young/adult education programs should play in other areas of agriculture should also be identified. Leaders in agricultural education have the vehicle through young/adult education programs to mold the country's future agricultural progress. Will we accept the challenge?

THEME

Management Education:

Old MacDonald's Farm Is Gone!

When Old MacDonald had his farm, with a quack-quack here, an oink-oink there and a moo-moo here, he was pretty typical. There aren't many MacDonalds left. In his place are a select cadre of highly specialized, capital-intensive farm businesses that have a ravenous appetite for new technology and an amazing capacity to produce. They are the 588,000 medium-to-large farms that produce 81.6 percent of the country's agricultural goods. They are joined by 898,000 small farmers who produce 16.4 percent of the U.S. agricultural goods.

Agricultural education efforts of the past, and indeed even today, focus primarily on technology transfer. Courses in the husbandry of crops and livestock and mechanical skills predominate. While some attention is directed to young farm families, the thrust of young farmer programs often places a disproportionate emphasis on the

By EDGAR PERSONS

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socio-civic/leadership development goals at the expense of systematic instruction for developing management skills.

For the small farms, the adult education programs of the past eras may still be partially appropriate. There is still a need to place considerable emphasis on the transfer and

adoption of appropriate technology within the context of the whole farm business. While these farms are small, they are not immune from the need for improvements in marketing, use of credit, and a need for technical assistance, but their adoption of practices must, even though their size is small, be carefully managed.

Neither would one argue that young farmer programs should dispense with the attention to socio-civic/leadership activities. There is no other organization that can respond to this need for developing social and leadership competencies. Yet, if the problems of the young farmer are associated with the process of getting established in the farm business, one should ask if the instruction is organized in the best way to address the principle problems. Perhaps the needs of young farmers have not changed over the past 15-20 years — or have they?

The educational needs of the larger farms and of the farms that are just beginning have changed the most. Unlike the 1930's and 1940's, it is no longer an aim "to make two blades of grass grow where one grew before." The aim has shifted to the management of resources. Adult education in agriculture must shift with the aim or it will no longer be a functional contributor to agricultural production or the vast industry that serves it.

What is Management Education?

Some would contend that everything taught to adults who are beginning or already established in farming is management education. In a sense they are right. Few of the ideas, concepts, knowledges, and skills taught to adults would not have a place in the management of a farm. But few would agree that the teacher who patiently taught a child only to print the letter "B" has taught writing or even the alphabet. Management is more than the accumulation of isolated knowledges and skills. It is the putting together of related knowledges, skills, ideas, and concepts in a logical, thoughtful reasoned pattern that will permit the operator to plan, implement, direct, control and evaluate the whole business. Management is a decision process. Management is bigger than the sum of its parts. Management education is directed at the whole business and concentrates on the functions of managers.

Management Education Programs

Although there are several models for management education for adult and young farmers, they all have some elements in common. They are:

Goal Orientation. Good management programs recognize that different farmers have different goals. The primary aim of a management program is to improve the effectiveness of the farming operation so as to assist farm families in reaching their goals. The vo-ag instructor who thinks that making more money is the primary aim of the medium to large businesses simply does not understand the complexity of the goal setting process. In fact, a large group of farm management enrollees studied by Richardson (1) ranked increased earnings third in a long list of benefits. They named "improvement in management skills" and "better knowledge of the capabilities of yourself and your business" as higher priority reasons for participating

in a management program than the mere increase in income.

Establishing a Data Base. Good managers play the facts, not the hunches. To be a good decision maker the manager must have accurate up-to-date information about the business. Good management programs assist farmers in learning how to keep accurate farm records. The record system must be complete enough to provide not only financial planning details, but also the data necessary to point out the possible weaknesses and strengths in each of the sub-units or enterprises in the farm business. Records that provide only cash flow information are not adequate for the discriminating manager.

Analyzing Farm Record Information. To be useful, the management program must provide some form of analysis and summary of the farm record data. While the procedures for analyzing/summarizing farm records vary among major management program models, there are common elements. All analyses provide:

1. Statements of earnings.
2. Statements of financial position.
3. Some form of analysis of individual enterprises.

The more sophisticated systems also provide an aggregate summary of the records of cooperating farmers which serves as benchmark data for judging the efficiency and organization of the individual farm businesses.

A Planned Course of Study. If there is a body of knowledge in farm management, then it is logical that the body of knowledge be formally organized in a course of study. Several models for management instruction organize this material around central themes that relate to: establishing a management data base; analyzing and interpreting the farm business data; and planning the optimum organization of resources of the farm. The course of study should place considerable emphasis on the application of the common economic and business principles. In addition it should lead to building management competence in the functional areas of planning, controlling, and evaluating the component parts of the farm in the context of the whole business. Educating farm managers to view each decision in light of the effects it will have on the "big picture," the whole business, should be one of the goals of the instructional program.

Personalized Instruction. Effective management programs cannot exist unless adequate time and attention are paid to personalized instruction. It is part of the organized teaching plan. It makes management instruction unique. It provides the opportunity to plan the application of management skills to individual business problems and goals. It is unlikely that there are two farm businesses that are exactly alike. They differ in resources, in goals, in the skills of the operator and in the many intricate interrelationships of the resources of land, labor, capital and management. In order for management instruction to have the most impact, the generalized instruction of large groups, small groups, and the data gathered through records and analysis must be applied to the individual farm, not through "individualized" instruction, but through "personalized" individual instruction.

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Old MacDonald's Farm Is Gone!

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The Minnesota Model

Although there are several "models" for management-based instruction for adult and young farmers, more states use the Minnesota Model than any other. Currently the Minnesota Model is used in Alaska, Washington, Oregon, Utah, North Dakota, South Dakota, Nebraska, Minnesota, Pennsylvania and Connecticut. In some of these states all programs of management instruction follow the Minnesota Model; in others only a few schools have adopted the procedure. Programs operate in high schools, community colleges, area vocational technical schools, and in one state in the Cooperative Agricultural Extension Service. There are as many different schemes for providing funds as there are states with programs.

In Minnesota there are about 130 full-time adult farm management instructors. Each instructor services about 50 farm families. Of the approximately 50,000 Minnesota farms previously described as small-to-large in size, about 6,500 are tuition paying members of farm business management education programs. It is important to note that these farmers are only part of the adult population served. Other courses in enterprise technology, agricultural mechanization and beginning farmers enroll an additional 15,000-20,000 persons.

Courses of study are formal. There is a suggested topic for each group session for each of the first three years the farm family is enrolled. The overall aim of the formal course of study is to build competence in the functions of management (i.e., planning, controlling, and evaluating). Families are expected to enroll for at least three consecutive years and a large majority extend their enrollment for several more years.

Of primary importance is the development of a good data base and an objective procedure for summarizing and analyzing the data. All of the states using the Minnesota Model use the same procedures for data analysis so an analysis of a farm business from the Nebraska sandhills has been developed using exactly the same procedures as the analysis of a wheat farm from Washington or a beef ranch from North Dakota. The analysis procedure provides for a selection of over 900 different crop enterprises and 145 livestock enterprises.

Summaries compiled from the individual analyses of cooperating farms by states or areas within states serve as benchmark guides to determining the factors of efficiency and organization to which the farmers attention should be directed. The instructor's job is to teach farmers how to use and interpret the analysis data for the improvement of the business.

Technical Support

Management education programs do not grow and prosper in a vacuum. They need equally as much philosophical, financial, and administrative commitment as do programs at other levels. They need resources to train teachers, to provide materials, to coordinate teacher activities,

to administer and supervise, and to carry the message to the legislative staffs that provide the financial backing. They do not emerge overnight either. Developing a management program thrust requires a long range plan that can put into place each of the support components as they are needed. But planning cannot be done without planners. Someone has to emerge in a position of leadership to make planning happen.

What's Ahead?

While states that have already instituted a strong thrust in management education for adult and young farmers will find programs strengthened in the years ahead, those who do nothing in the immediate future to generate a management thrust will lose the opportunity. Farmers in the high production groups previously described can ill afford to wait until the educational agencies decide that they are worthy clients. There is a growing impatience as the structure of agriculture forces more attention to the functions of management. As planning, controlling, and evaluating become increasingly important to the survival of farms in an era of increasing risk and uncertainty, failure to gain skills in these essential functions can only spell disaster. Farmers are not apt to sit idly by when danger looms.

But farmers are not the only ones to notice that the management needs are unmet. Farmers have always relied to some extent on the private sector to provide specialized skills. Management associations and private management firms have grown in a response to this demand. More recently, however, big business has taken an interest in providing for the management needs of farm families. One of the recent additions to management service opportunities was the generation of CENTROL — a business marriage between CENEX and the Control Data Corporation. Their objectives are to eventually provide a complete compendium of management information and services ranging from complete crop management, including irrigation scheduling, to providing a complete system for farm business records and analysis. It is a venture both for service and for profit. It is conceivable that a CENTROL unit can be located wherever farmers have access to cooperative marketing or purchasing agencies.

CENTROL is but one venture into providing management services. There will be others! The question is if the private sector will be the only provider of educational services or if agricultural education will provide an alternative available to all who want and can profit from an investment in adult education.

Agricultural educators do not often have the opportunity to choose. Programs are frequently prescribed by public law. The mechanisms for offering adult management programs already exist; they are permitted by the laws, but not prescribed. It is up to us to decide if we will constitute the body of planners to initiate management education for our beginning and established farm clients or if we will step aside and leave the task to the private sector.

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THEME

Instruction For The Part-Time Farmer

Many adult education programs of vocational agriculture departments are aimed at full-time farmers. In doing this we may be missing a select group of farmers who may need adult education programs just as much as the full-time farmer. I am referring to the part-time farmers who maintain another job which demands most of their time. These people are becoming more common in our communities; yet, many have not been the target for much of our adult work. The number of part-time farmers will increase in the future, therefore, in planning adult programs, the needs of the part-time farmers will have to be considered.

Their Characteristics

Before planning instructional programs for part-time farmers, it is important to recognize some key characteristics of this group. The following characteristics which need to be considered reflect the instructional needs for these individuals: limited financial resources, limited time to spend with the farm operation, limited size of the farm, and limited knowledge of production agriculture and farm management. These four characteristics are not applicable to all part-time farmers but are most important to many of them. Also, these characteristics apply to full-time farmers, but are more limiting factors in part-time farm operations. These four characteristics need to be the major guidelines for developing instructional programs for part-time farmers.

In the planning stages for adult programs for part-time farmers, we need to realize and plan for the individual differences that will exist among these farmers. The clientele will tend to be more heterogenous than full-time farmer groups. These differences stem from the fact that people are part-time farmers for various reasons. Some lack the financial resources needed for full-time farms. Others may operate part-time farms to avoid the responsibilities and headaches of full-time farm operations. This group may include professional workers such as physicians, lawyers, and others who are farming to invest their extra time and/or money. Part-time farmers also include students in postsecondary education who may want to farm full time upon graduation, and the migrating urbanites and hobbyist who are caught up in the "back to the earth" movement. The reasons for part-time farming vary tremendously and so do the goals for the part-time farm. Instructional programs will have to be flexible enough to allow for these differences.

Their Needs

As far as the specific topic areas that need to be offered are concerned, we must remember the distinguishing characteristics of part-time farmers that were previously mentioned and plan programs accordingly. The central theme must be that part-time farmers need instruction that will maximize the use of capital and natural resources, minimize labor demands, and enhance their knowledge of pro-



By MARTIN K. AUVILLE

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duction agriculture and farm business management.

Part-time farmers usually lack the high finances needed to farm full time, and are often limited in their ability to borrow money to improve or expand their operation. Instructional programs on keeping records, using credit, and managing money will be needed. Topics that include justifying machinery purchases and comparisons between owning, leasing and renting livestock, land, and equipment will prove most valuable to the part-time farmer. Hiring custom work will have to be looked at seriously. They will need more guidance and assistance on investments in the farm business.

Programs aimed at labor use and efficiency need to be considered since available labor can be a serious problem on part-time farms. Labor saving equipment and techniques will be welcomed. It may mean that some part-time farm operations need to be more automated to save precious time. This would imply presenting programs on automated feeding systems, automatic waterers, bale throwers, and other topics concerned with labor efficiency. Part-time farmers may need help in locating sources of labor for jobs such as baling hay during the summer, or feeding livestock during the winter. When presenting programs on labor related topics make sure the spouse of the farmer is invited. As a matter of fact, since the spouse may do much of the work on the part-time farm, it will be most critical to involve the spouse in much of the instructional program.

Programs for part-time farmers must be designed with the smaller farm in mind. For farmers who wish to expand their operation on the same acreage, programs on confined livestock and poultry operations will be needed. Other programs that would help in utilizing their acreage to maximize returns would be successful. While presenting these programs emphasis will be needed on soil conservation and care, as well as soil, air, and water pollution. All of these topic areas will be of interest to part-time farmers and need careful consideration when planning instructional programs.

Another area of instruction that needs attention is basic agriculture production and farm business management. For the hobbyist, those that are migrating from urban

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Instruction For The Part-Time Farmer

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areas, and the student who is part-time farming, this area may be most critical. This will especially be true for those with a very limited agricultural background. In these situations it may mean teaching animal science, soil and plant science, and other basic subjects. If only a few part-time farmers have this need, and if the farmer or spouse are willing, they could attend day classes when these topics are taught to high school students. For others who have a knowledge of production agriculture, more instruction needs to be provided along the lines of farm business management. Analysis of farm records, enterprise analysis, and evaluating the financial success of the farm would be beneficial. Taxes and estate planning topics should be taught also.

Their Benefits

The part-time farmer can obviously benefit from our adult instruction program. The needs indicate that the single teacher agriculture department may not be able to provide all the assistance that part-time farmers may require. Vocational agriculture instructors will need to use other resources which are available. The agricultural Extension

Service and local agricultural organizations can help in providing educational programs. Part-time farmers should be encouraged to take advantage of the educational programs and workshops that are offered at two-year, or community colleges. As instructors, we can encourage their membership and participation in local agricultural businesses and suggest references and magazines which will supplement their formal education.

Providing group instruction will have to be reinforced with numerous visits and personal attention. This may prove to be more important for the part-time farmer than the full time farmer. With the more heterogeneous group, instructors will have to be familiar with every part-time farm operation to do an effective job in planning and presenting programs for them.

The job of providing educational programs for part-time farmers will be a very demanding task. Even though they may be part-time farm operators, their success contributes to the overall success of production agriculture. We, as agriculture teachers, are obligated to that cause. Instead of viewing farming as "a way of life", we will also have to recognize it as "a part of many lives". Because of their need for the adult program and their significance to production agriculture, part-time farmers need to be included in our adult instructional program.

mower repair, tree identification, and basic woodworking are just a few of the avocational classes that can be offered by departments of vocational agriculture. In addition to serving the avocational interests of the community, these types of programs can also spark new career interests and opportunities for the enrollees.

Sponsors For Adult Education

Providing effective adult education for the local community can be a time consuming job. Local vo-ag departments usually have one or two instructors who have a wide range of responsibilities and commitments at the secondary level. Their ability to furnish comprehensive avocational adult training is unintentionally limited. Area vocational centers are in a much better position to efficiently serve the avocational interests of the community. A full-time adult supervisor is employed who can coordinate the agricultural interests and needs of the area. The vocational school has a broader population base to draw upon when selecting and filling specific classes. Physical facilities are usually excellent and can be put to optimum use with high school classes during the day and adult courses in the late afternoon or evening. As secondary school enrollments gradually decline during the 1980's, vocational administrators will be challenged to evaluate their involvement in the education of adults.

Determining Adult Interests

An accurate assessment of local agricultural interests is an initial concern to successful implementation of specific program offerings. Adult interests are highly personal and



A survey of community interests can indicate the types of classes adults would like to have. The individuals shown here are participating in a class at Upper Valley Joint Vocational School, Piqua, Ohio.

vary widely. Therefore, the avocational needs of a community cannot be adequately estimated by a single teacher or administrator. Relying upon a small group of persons for adult interest evaluation, who are assuming what people are interested in, can result in poorly attended courses and dissatisfaction with the sponsoring organization. Several methods are available to determine adult interests in the agricultural fields. Reviewing successful adult education programs in surrounding areas can provide a general indication of popular, well-attended classes. County Ex-

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THEME

Providing Adults Opportunities for Personal Growth and Enjoyment

Diversity is a key word when discussing adult education; diversity in the kinds of programs offered, in the training of instructors, in the teaching methods employed, in the interests of the local population, and in the sponsoring organizations. The following examples demonstrate the assorted educational opportunities available in the field of agriculture for adult students: an 8-week small engines class taught by the local vo-ag instructor, a one day lawn care workshop sponsored by the area garden center, a once-a-week seminar on attracting birds to your home administered by the county Extension Service, and a two-evening program on beekeeping offered by the district apiary society.

Although these programs are varied in composition and intent, they do have some similar characteristics. A primary objective of each is to provide specific agricultural skills and knowledge for a group of interested adults. The programs are also designed to satisfy the avocational interests of the adult learner. The classes are taken for enjoyment in addition to an individual's regular work or profession.

Need For Avocational Education

With an increase in life expectancy, an earlier retirement age, and an expanding awareness of maximizing individual



BY JAN HENDERSON

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potential, adult education is experiencing unparalleled growth. The adult population has begun to recognize that education is broader than the K-12 setting. There has been a dramatic change in the schooling of adults during the past several years. In 1980, there were approximately 1 million students over the age of 35 enrolled in various educational programs. While some of these adults were upgrading their job skills or receiving initial career training, many of the students were enrolled in classes for personal satisfaction or enjoyment. Adults are discovering that avocational learning can be a stimulating and gratifying experience. Vocational agriculture can provide many meaningful activities for personal growth and enjoyment throughout a lifetime. Flower arranging, home landscaping, lawn

COMMUNITY AGRICULTURAL INTEREST QUESTIONNAIRE

Place a check by the programs you would be interested in taking if offered in the area:

Sample Programs:

Horticulture

- Floral Design
- Foliage Plant Care
- Landscaping
- Silk Flower Making
- Lawn Maintenance
- Building a Hobby Greenhouse
- Home Vegetable Gardening
- Flower Gardening
- Other _____

Ag. Shop Skills

- Woodworking
- Plumbing
- Welding
- Masonry/Concrete
- Other _____

Agricultural Mechanics

- Power Lawn Mower Safety and Repair
- Chain Saw Safety and Maintenance
- Selecting and Maintaining a Garden Tractor
- Other _____

Small Animal Care

- Beekeeping for Beginners
- Breeding and Caring for Tropical Fish
- Dog Grooming
- Other _____

Natural Resources

- Identifying Native Wildlife
- Nature Photography
- Conserving Natural Areas
- Other _____

General Information:

What would be the best time of the day for a program for you?

What would be the best day of the week for a program for you?

Please give your name and address if you desire further information.

EVALUATION FORM

Please complete the following form in detail. It will serve as a means of evaluating this instructional program and as a guide for planning future classes.

I. Class Organization and Scheduling

For this subject, do you think the number of sessions was:

- Sufficient _____ Too few _____
Too many _____
Would you prefer:
Daily sessions _____ Weekly sessions _____
Morning _____ Evening _____

Comments _____

II. Course Content

Indicate the most important things you gained from this course:

Was the course as informative and helpful as you had expected?

- Yes _____ No _____
If not, how did it differ from your expectations? _____

III. Instruction

Was the instruction: Well organized _____

Satisfactory _____

In need of improvement _____

Was the presentation: Interesting _____

In need of improvement _____

Boring _____

What changes would you suggest? _____

Did you feel the instructor was well qualified _____

Sufficiently qualified _____ Needs more background experience _____

Comments _____

IV. Future Classes

Are you interested in attending future classes?

Yes _____ No _____

If your answer is yes, please describe the instructional program you would like to attend: _____

Providing Adults Opportunities for Personal Growth and Enjoyment

(Continued from Page 11)

tension agents, Soil Conservation Service employees, agribusiness people, and other civic leaders can provide their personal insight on the types of agricultural interests they perceive as being relevant. When time and money are not limiting factors, a community survey can be an invaluable method of discovering the agricultural needs and interests of the local adult population. (A sample community agricultural interest questionnaire accompanies this article.)

Coordinating Programs With State and Local Personnel

With public schools, museums, libraries, agribusinesses, government agencies, and voluntary organizations as some of the possible sponsors for adult education, the idea of coordination quickly becomes overwhelming. Lack of program coordination among diverse sponsors is a perennial problem confronting adult educators. When the courses are offered through an established organization, such as the public school system, the adult program can conform to the present administrative structure. Education of adults becomes one of the functions of the system and communication between state and local personnel can follow existing avenues. Vocational agriculture departments offering adult education can assist state and local staff by reporting the types of courses taught, the number of adults served, and the nature of the programs. State and local planning and budgeting can be formulated utilizing this type of data. An adult supervisor, employed by the school system, can enhance the coordination between specific local program objectives and overall adult education goals of the state department of education.

Organizing and Conducting Programs

Program organization is a responsibility of both the adult supervisor and the adult instructor. Administrative tasks necessary for efficient program delivery include the following: recruiting and training qualified adult leaders and teachers, providing adequate physical facilities for productive instruction, promoting specific class offerings by a variety of media (i.e., newspaper ads, radio announcements, printed brochures), conducting systematic registration, and keeping accurate financial records for budgeting purposes. These supervisory responsibilities are essential for effective adult instruction. However, the specific program planning arranged by the adult instructor is also imperative for quality instruction.

Prior to the beginning of a course, the teacher or leader must decide on the units of instruction that will be discussed. Defining measurable teaching objectives and listing specific questions to be answered by the unit can be additional aids to program organization. The adult instructor is also responsible for selecting the appropriate teaching methods and identifying the materials and references needed for instruction.

Understanding the adult learner is another essential component in program organization. Secondary school instructors must realize that the adult student differs greatly from the high school students they may be used to teaching.

Adult learners have several unique characteristics:

Most of the members of the class are there because they want to be.

They attend the class as a part-time activity.

The students are no longer children. They've had experiences, developed opinions, and acquired know-how.

They have more prejudices.

They are more fixed in their ways.

They like to talk more in class — and they do.

Adult classes also have some unique features:

The class is likely to be less formal.

Paper and pencil examinations aren't likely to be as important.

The students will learn a lot from each other.

The instructor will have less authority over the adult learner than over secondary students.

The class will involve more group interaction.

Acknowledging these characteristics of the adult learner can aid instructors in effectively meeting the needs of their students.

Evaluating Program Effectiveness

To improve program organization and content some means of evaluation will be necessary. Informal evaluation is a process conducted throughout the course as the instructor and adult director encounter successful or questionable practices. At the termination of the program a written evaluation may be completed by the adult students. This type of evaluation can indicate enrollee satisfaction or dissatisfaction with class organization, content, or delivery. Student comments should be continually sought to assist with program reorganization and development. Program evaluation of avocational courses ultimately seeks to answer two questions: What procedures have proven effective for meeting the agricultural interests of the enrollees? To what extent has the teacher followed the guidelines for conducting avocational courses for adults? (A sample form for adults to use in evaluating education accompanies this article.)

With an established commitment at the secondary level, vocational agriculture can have a similar impact in the area of adult education. Vocational agriculture can provide constructive alternatives for adults seeking meaningful use of their leisure time. The challenge for the vo-ag teacher is to begin to consider his or her role in serving the avocational interests of the adults in their community.

Reference

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THEME

Getting Technical Information to Adults

How do we get good technical agricultural information into the hands of commercial farmers? Most of you will agree that millions and millions of dollars are spent each year trying to get technical information out to farmers. It is likely that the amount of money spent on one chemical commercial on national television would be more than the adult agriculture education budget in the State of Missouri or any other state for that matter. Today's farmers have more and more technical information with which to work. We must make sure that people in our adult program have the opportunity to get the best technical information available, in the simplest, most direct method possible.

What then is the place for the typical vocational agriculture teacher in the area of adult education? First of all, a teacher cannot at any time be a master of all technical information. The vocational agriculture teacher is an educator and as such must use that ability to teach. Too often we, as teachers, think we have to have the answer. In fact, in most cases, all we need to know is how to find the answer and transfer the answer from the people who know to the people who need to know.

This all seems as easy as $2+2=4$, but we all know it is not. Many times the people who know the answer are very poor at giving the best answer, and just as often the person who does not have the best answer is best at expressing it. Our adults end up on the short end in both cases.

What are some means of getting the technical information from the people who know to the farmer who needs it to produce? Teachers often get the best technical information directly from adults. Most good farmers are willing to try anything (sometimes we wish they would be a little less eager). They are often one of our best sources of information. We just have to know how to get the information from them. Use your own students on panels. You ask the lead questions and they will supply the answers. The role of the teacher is to act as a moderator and summarize.

One way we can get good technical information to farmers is to use an outside speaker or expert. Many adult agriculture education programs have been crucified because they used this method. This method is sometimes referred to as being used by the "open the door, make the coffee, introduce the speaker and close-up" teacher. I feel the good teacher can effectively use resource persons. Again, we have to remember they have the answer and we as teachers are going to have to see that their answers are transferred to our adult farmers. A good teacher will lead the discussion, make sure a few key questions are asked, and see that adults have the opportunity to ask other questions. Again, I feel this is a good way to get technical information to farmers, but I must agree it has to be handled very carefully.

Another way of providing technical information is for teachers in a given area of a state to work together. Five to



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ten good teachers can come up with a lot of good information, and with a little cooperation get it into a form they can take back to the home community. The best thing that often comes from this method is the variety of teaching methods. There will always be more good slides, transparencies, and other teaching aids from a group than from one individual. We have used this method with a soils unit in the area where I teach. I feel it was successful and should be included as another teaching tool.

Another method is for each teacher to work on one technical area and develop strong expertise. Teachers would then make the rounds to other schools to teach that area. With this approach we are doing two things: we are using people with good technical information and people who have sound teaching backgrounds.

These are a few ideas on delivering technical information to adults. Try them and see for yourself if they will work.

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The Role of Teacher Education in Adult/Young Adult Education

The case for adult/young adult education in vocational agriculture has been made. Therefore, this article will concentrate on the role of teacher educators with regard to adult/young adult education. Teacher educators have a responsibility and an obligation to do their part in improving and expanding adult/young adult education in vocational agriculture. This article will concentrate on the areas of preservice and inservice education and pose questions regarding postsecondary and off-farm agriculture.

Preservice

Ideally, individuals who have completed a teacher education program should have the desire to work with adults/young adults and possess entry level skills in the field of adult education. At the bare minimum upon completion of a teacher training program, they should believe that the education of adults in the field of agriculture is just as important as the education of secondary students, if not more so.

It has been the author's experience as a teacher educator to find that most university undergraduate students upon entering student teaching have not thought about adult/young adult education, are quite apprehensive at the thought of teaching adults/young adults, or believe that adult/young adult education in agriculture is less important than teaching secondary students. However, some enter believing adult/young adult education is important and that they should become involved with adult/young adult education in vocational agriculture; yet, they lack confidence in their abilities at this point.

With these concerns and attitudes in mind, what is the charge to teacher education at the preservice level? Teacher educators have three responsibilities: to provide experiences that will increase the desire of prospective teachers to want to teach adults/young adults, to provide entry level skills needed to establish and conduct adult/young adult education programs in vocational agriculture, and to provide experiences that will boost the confidence level of prospective vocational agriculture teachers in the area of adult/young adult education.

How can this be accomplished? Teacher education has three vehicles to accomplish the objectives. Available vehicles are classroom instruction, field experiences, and student teaching.

When considering course instruction, teacher educators have the responsibility to see that prospective teachers develop the technical agriculture skills needed by teachers of adult/young adults as well as the pedagogical skills. An increasing number of agricultural education majors come into the program without having had adequate "hands on" experience in agriculture. For example, a teacher that has never given iron shots, clipped needle teeth, or castrated

BY DON CLAYCOMB

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baby pigs may feel less than qualified to work with adults/young adults in a class on feeder pig production. Teacher educators have an obligation to make known to their colleges of agriculture those types of "hands on" experiences that are important to the success of a teacher of adults/young adults.

If we truly believe that adult education is important, a methods class in adult/young adult education in vocational agriculture will be required as a part of the professional training. A teacher training institution that fails to place as much emphasis on a methods class in adult/young adult education as is placed on a methods class in secondary education is, in fact, saying we don't believe the education of adults/young adults is as important as is the education of secondary students. As a part of such a class, prospective teachers should not only be taught methodology, but should also have the opportunity to practice that methodology through "mini-teaching" experiences in front of their peers.

Prospective teachers should also be encouraged to gain a variety of supplemental experiences relating to adult/young adult education. They should have the opportunity to visit successful adult classes. They should be exposed to activities such as young farmer tours and conventions when possible. Teacher educators have traditionally involved prospective teachers in student leadership activities at the secondary level such as FFA contests with the purpose of acquainting the prospective teachers with the activity and motivating them to want to involve their students when they become teachers. The complete teacher training program will provide their students just as much of an opportunity to participate in adult/young adult activities as the prospective teachers have to participate in secondary activities.

Another important aspect of a student's professional development is the influence of the student teaching center. Supervising teachers are quite important to the professional development of a prospective teacher. A student teaching center that does not have an active adult/young adult education program in vocational agriculture is not an adequate student teaching center and should not be used.

A student teaching center that does not have adult/young adult education is saying adult/young adult education in vocational agriculture is not important. Regardless of what happens on campus in a course in adult/young adult education in vocational agriculture or through outside field experiences, the student teaching experience is of utmost importance and may have the most influence on the attitude the prospective teacher develops toward adult/young adult education.

Inservice and Support Services

A teacher education program without inservice activities is just like a vocational agriculture program without adult education: only doing a portion of the job. Probably no group of teachers has a greater need for inservice and support activities than do adult teachers. Two characteristics of adult/young adult education create a paradox. Progressive, up-to-date teachers are demanded by their clientele to expand their programs and services. Expansion takes time and effort. Keeping up-to-date in agriculture also takes time and effort. If the adult/young adult teacher is to remain progressive and up-to-date, he/she must receive progressive, up-to-date training and support services.



Teacher educators have the responsibility to see that teachers develop the skills needed to teach adult/young adult students. In this photograph, Robert Denker of the University of Missouri is shown teaching a group of teachers how to use a portable computer terminal.

Teacher educators must conduct studies that will determine the needs adult/young adult teachers have for instructional materials and inservice development. Studies should look at the skills progressive agriculture managers and employees are presently utilizing as well as those skills progressive individuals will need to perform in the course of future employment. Results of these studies should then determine areas for potential development of instructional materials and inservice programs. The use of advisory committees to assist in the development of instructional materials and inservice programs should be employed.

Effective inservice is a must. Some of the most effective inservice training for adult teachers is the type that teaches the teachers the way the teacher will teach the adult. In other words, a teacher educator teaching an inservice class to adult/young adult teachers on small gasoline engine overhaul should teach the class using the same method the adult/young adult instructors will use with their students. An inservice class for adult/young adult instructors should contain a desirable balance between technical agriculture and "how to teach it."

Another possible means to help adult teachers help themselves is encouraging adult teachers to do preliminary curriculum development. The adult teachers in one district of Missouri felt the need for an adult curriculum in soils. This particular group of teachers developed a course for their own use.

Two other areas to be considered by teacher educators are postsecondary and off-farm agriculture. Do we have an obligation to provide training to teachers for off-farm adult/young adult education? In many states we can say that we do not have teachers teaching adult/young adult classes to those employed in off-farm agriculture; therefore, we may feel there is not a need for the development of instructional materials and inservice training relating to off-farm adult/young adult classes. Maybe the reason adult/young adult classes in off-farm agriculture are not being taught is because instructional materials and inservice materials and inservice programs have not been provided.

In many states teacher educators have done very little to serve postsecondary instructors of agriculture. In our respective states we must determine what our responsibilities to the postsecondary field are. If postsecondary instructors feel teacher educators have something to offer in the areas of preservice, inservice and/or curriculum development then we have an obligation to the postsecondary field.

In summary, the complete teacher education program has a responsibility and an obligation to more than just serving the secondary portion of vocational agriculture. Prospective teachers must leave the teacher training program with the skills and confidence to conduct a viable adult/young adult program. Vocational agriculture instructors working with adult/young adult programs have a high level need for inservice training and instructional material development. Teacher education programs must assess their role in preservice and inservice activities needed by postsecondary instructors. As teacher educators, we have an existing challenge and opportunity to make a professional contribution to postsecondary and adult/young adult education.

Illinois Young Farmers Conduct Development Program

Adult education in agriculture through the local Young Farm Chapter is an important part of an effective and total vocational agriculture program. At the local level, the agriculture teacher serves as the advisor to the Young Farmer Chapter. By being directly involved with the program, the educational sessions serve as in-service to the advisor, as well as being of direct benefit to the person engaged in agriculture.

Beginning in 1978, the Illinois State Board of Education, Department of Adult, Vocational and Technical Education (DAVTE), provided financial support for the development and implementation of a public supported program designed to assist and encourage the organization of additional Young Farmer Chapters. Until that time, there were only 15 Young Farmer Chapters in the state.

The program, supported by DAVTE, was conducted in 4 phases — each phase being 1 year in length. For each phase, a proposal was written and submitted to DAVTE for funding.

PHASE I: An advisory council was formed to study the needs of the Young Farmer Program in Illinois. The council found that, 1) a greater knowledge among agriculture teachers was needed on how to organize, develop and conduct a Young Farmer Chapter, and 2) an increased, understanding was needed on the importance and purposes of the Young Farmer Chapter. The council developed a list of 22 recommendations that would result in additional chapters and a stronger Young Farmer Program. The recommendations were achieved through other phases.

PHASE II: To develop a basis for the future promotion of the Young Farmer Program, a kit of educational materials was developed which included:

1. A brochure was developed to create interest in the program by displaying pictures of young farmer activities, describing the aims and purpose, etc.

2. A booklet entitled "Organizing and Conducting Young Farmer Chap-

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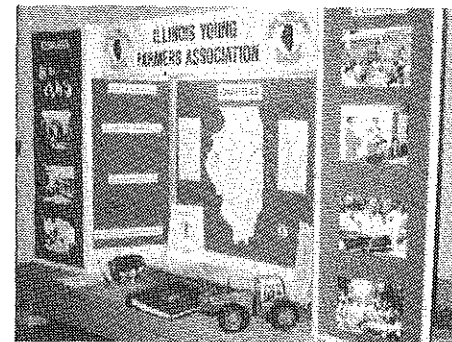
ters in Illinois", was written to assist vocational agriculture teachers and other interested persons in organizing a chapter.

3. A booklet entitled, "Directory of Resource Persons for Young Farmer Chapters in Illinois" was developed to assist in identifying and locating resource persons to assist in conducting the educational programs.

4. A slide-tape set was developed to assist in describing the program through pictures and sound.

5. A display was constructed to describe the Young Farmer Program and the activities involved. The display has been used at the State FFA Convention, Illinois Agriculture Teachers Summer Conference, Illinois Young Farmer Institute and Summer Tour, and National Young Farmer Institute.

PHASE III: During the third year, a series of 14 workshops was conducted throughout Illinois for vocational agriculture teachers, administrators, and other interested persons. The workshops were designed to provide information about the Young Farmer Pro-



Display used to promote Illinois Young Farmer work.

gram, and its importance for adult education in agriculture.

The Young Farmer State Officers assisted in discussion at the dinner meetings. The materials developed in Phase II of the program served as resources and provided a guide to the benefits of the program, and how a chapter can be organized and effectively conducted.

A key element in the future success of the Young Farmer program was the increasing in funding by DAVTE from 9 cents to 30 cents per contact hour for non-credit adult education. The local school district was encouraged to provide matching funds to that received from DAVTE.

PHASE IV: Phase IV of the program includes giving assistance to vocational agriculture teachers who have expressed interest in the Young Farmer Program. In addition to tips on how to determine interest by local young people engaged in agriculture, assistance is provided the teachers in conducting the organizational meeting and the establishment of a new Young Farmer Chapter.

Outcomes

The 14 workshops conducted during Phase II of the project resulted in a total of 101 persons attending. A total of 35 schools were represented in the workshops.

Five new Young Farmer Chapters have been organized, with several more in the forming stage.

As a result of the "shot in the arm" from DAVTE, it is anticipated that the Young Farmer Program in Illinois will continue to expand in the number of chapters conducting adult education at the local level.

Young men and women in agriculture are realizing that education is a life-long process. The Young Farmer Programs throughout the Nation have clearly been effective in meeting the educational needs of adults in agriculture, and especially valuable in keeping the agriculture teacher, up to date.

Ripley, Oklahoma A Small Community — BIG on Adult/Young Adult Education

BY STEVE FORSYTHE AND DISNEY REECE
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Some kind of adult agricultural education program has been in existence at Ripley since 1949. The present state director of all Oklahoma Young Farmer chapters was the ag teacher and YF advisor at Ripley for many years. The local agriculture teacher has been the key to providing some kind of adult education in agriculture at Ripley. Can this hold true across the other small agriculture communities of the United States?

Agriculturalists make up almost the total membership of the Ripley group and the community's agriculture enterprises are mainly dairy, wheat, and beef. The membership roster includes the local tractor dealer, a school board member or two, as well as the local law enforcement official who also farms and serves as the YF chapter president. The group meets the third Thursday of each month at 7:30 p.m. at the agriculture building.

Areas of Work

The four areas of work for the local group are education, community service, recreation, and leadership development. The primary aim of the young farmer association is adult agricultural education although all areas are used to benefit the community. Educational programs vary with the time of year for the farmer. In January, an accountant may talk on farm taxes and returns. Other programs have included pregnancy testing of cattle, combine maintenance, welding techniques, and farm road laws. Special emphasis is on increasing fuel efficiency. Often the local advisor may act as instructor.

The public has grown accustomed to the call for increased educational opportunities for adults in the local community. The emphasis in today's educational legislation seems to be geared toward funding and finding more ways for the local school to educate adults. However, since "way back," the adults of the farming community of Ripley, Oklahoma, have had the benefits of an existing agricultural adult education program — the local Young Farmer Chapter. It is fitting that this program is successful and popular because indeed the backbone of this tiny community has been the farmer and, therefore, agriculture. Can your local program boast of a proud past, of a beneficial adult/young adult education?

Proud Past

The Ripley Young Farmer Chapter has existed for many years and is a part of a statewide effort to provide adult education in agriculture through the vocational agriculture programs in the local school. Ripley's adult agricultural education program (Young Farmers) is one of 181 Young Farmers groups that have been organized in Oklahoma since 1969.

The fifteen paid members of the Ripley Young Farmer Chapter are part of a statewide enrollment of over 3500 members in communities across Oklahoma that offer vocational agriculture in the local high school. The local vo-ag department and the local agriculture teacher serve as a base for the local adult education program in agriculture. Part of the local ag teacher's responsibility is to provide at least 20 hours of adult farmer instruction each year. The local YF program is a means to meet that responsibility. It also allows for interested adults to come together and learn.

A local adult/young adult program is a tradition in this small community.

Summertime usually brings an increase in attendance. Recreational activities such as an annual "fish fry" and at least one "pork roasting" will bring friends and neighbors together. The Chapter treasurer, a dairyman, believes in the Young Farmers and adult education in agriculture. He runs a Holstein operation and milks over 50 cows a day. At a recent meeting, he expressed a concern for even more of the community to take advantage of the opportunities. His concern and that of other local people is to make educational opportunities available to all age groups.

A real commitment has been made by the Ripley YF's to the local vocational agriculture program. The local YF's is a means of bringing agriculturalists together for education and community support of the local vo-ag program. As part of its efforts in the area of community service, over \$1500 in livestock pens and materials have been purchased for the local FFA members to use in their project program. The local adult agricultural education group saw the need for more adequate lighting for the agriculture shop. They responded with over \$500 worth of new lights and helped with installation. Many members of the group prefer to remain anonymous when they hand the local advisor \$20-\$30 out of their own pocket to help sponsor trophies for the agriculture students at their local spring stock show.

Leadership is evident in many ways. In addition to serving as leaders in the Ripley Young Farmer group, many members exert leadership in other capacities. One member also serves on the Payne County Fair Board in addition to his duties of law enforcement, YF president, father, and farmer. Some of the YF members serve on the local board of education whose decisions affect young and old alike in the com-

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munity. Other members serve and contribute in their local churches.

Key to Success?

The agriculture teacher plays a vital role in the success of a local Young Farmer group. Local YF advisors should enjoy their work and believe in the Young Farmer program and its role

in the community. A good YF adult education program can benefit the local farmer and strengthen the local FFA program. Believe in it and what it does. Ripley patrons are bettering agriculture by bettering themselves. **Education, leadership development, recreation, and community service are provided to all who want it, young and old alike.**

Agricultural education for adults and young adults alike is available in Ripley, Oklahoma. Through the local Young Farmer program, farm-related education, leadership training, and recreation are provided. Are there other towns similar to this one who can be helped by adult/young adult education programs?

ARTICLE

Adult Farmer Education Or Adult Farmer Service

When does an adult farmer teacher stop educating and begin providing a service to farmer clients? Are you educating your clients or servicing their various farm business needs? This perplexing problem is hard to define and even more difficult to practice. The purpose of this article is to raise the question, "Are you educating or servicing your adult farmer class?" It is hoped that more adult farmer teachers will realize that education is a far more valuable function than any service they may render.

Perhaps the introductory questions are a matter of semantics. When viewed by strict definition, we educate when we bring about a desired behavioral change. We service when we provide some specific labor, use or benefit. Do the two areas overlap? This writer believes they do. Education and service are one and the same in many cases.

Our employers (local boards of education) hire us to educate. We develop educational programs based on community needs, set objectives, and initiate teaching methods to bring about desired changes. This works well with secondary students of vocational agriculture. With young-adult farmers the process is the same. Regular on-farm instruction alters this process with the out-of-school client by a small degree however. The educational process becomes a "service" of the school system to farmers. Keeping the service educational seems to be the crux of the



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situation.

On-farm instruction is perfect for applying practices discussed in the classroom. A discussion on balancing dairy rations must be carried to the "doing" stage. Your farmer-students may accept the lesson wholeheartedly, but may never secure the necessary forage analysis kits to commence the doing stage. If you provide the test kit, are you educating or providing a service? If the test kit is used to determine forage quality, and the ration is balanced accordingly, then both education and service have taken place. A careful watch on the benefit provided can keep our service activities educational in nature.

Perhaps a few guidelines can provide direction. Consider the following:

1. *Can what you are providing be secured from some other local source?* Dehorning a calf for a farmer versus a dehorning demonstration is an example. Providing the service is not a part of our responsibility. A demonstration of a different dehorning technique than

that which is currently being used is educational however.

2. *Are you carrying out the labor or activity for the client?* If the farmer is off doing chores when the teacher is going over a cash flow projection, little education can occur. Some prior information gathering is necessary on our part, but should still occur in the presence of the farmer-student.

3. *Some activities may begin as services with the idea of changing a behavior pattern.* Carrying a soil test kit for an on-farm instructional visit may provide the stimulus for a farmer to conduct a soil testing program. Emphasis on the service being a one time occurrence usually provides the only message needed that you are there to educate. A true measurement of behavioral change can be noted the following year. Does the farmer carry out the procedure of securing the soil test kits?

To serve and to educate may be one and the same. The manner in which both are carried out will determine the long-range effectiveness of the young-adult farmer education program. A program based upon service will soon become stagnant. A sound educational offering based on community needs will flourish. All young-adult farmer advisors should determine if they are educating or merely servicing farmers. Some critical self-analysis may help. If a little service is needed for education, then we must realize the two concepts are complementary.

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Recruiting Vo/Ag Students

By ROBERT A. SEEFELDT
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Vocational agriculture teachers are just like all other busy and involved people. They become so involved and dedicated that they forget to share what they are doing with anyone else. They unthinkingly assume that everyone else must surely understand what they are doing and appreciate their efforts. Because of this, the community that is served by a vocational agriculture department soon loses personal contact with the program and becomes unaware of what the program has to offer. As a result, those activities and experiences that can help encourage young people decide to enroll in the vocational agriculture program soon become the community's best kept secret.

Even the busy vocational agriculture instructor must not lose sight of the fact that vocational agriculture may not be the answer for all students. Allowing the community being served by the vocational agriculture/FFA program to know what the program has to offer will go a long way toward encouraging students to make an informed choice when deciding to explore a challenging agricultural career by enrolling in the program. In some cases this may result in fewer students enrolling — which in turn will allow the instructor to devote more time to each student. The following ideas have been developed and used by many busy but successful teachers over the past several years. Maybe the implementation of one or more of these ideas can enhance your recruitment effort.

1. Tell eighth grade students about vocational agriculture and the FFA.

— Have a group of FFA officers in official dress talk to students about the experiences they have had in their vocational agriculture classes and the FFA.

— Use slides of the supervised occupational experience programs of students, fair exhibits, FFA and class activities to tell the story of the local vocational agriculture/FFA program.

— Have a recent graduate tell about his/her experiences.

— Provide each prospective student

— As a teacher, visit all prospective students and their parents to discuss the vocational agriculture/FFA program.

— When your are visiting SOE programs of high school students, arrange to take 2 or 3 eighth grade students with you.

6. Write a personal letter to each graduating eighth grader telling them about vocational agriculture and the FFA. Enclose an illustrated brochure that tells the story of the agriculture program.

7. Participate in "open houses" and "back to school nights" for parents by having well planned programs, attractive displays, and planned tours of the agricultural department with examples of work by students on display.

8. Provide bulletin board displays about agriculture and the FFA in the schools the eighth graders are attending.

9. Have regular articles in the newspapers describing the activities conducted through the vocational agriculture/FFA program.

10. Provide a subscription of THE NATIONAL FUTURE FARMER magazine for the library in each grade school.

11. Distribute the FFA Calendar to parents of all eighth grade students.

12. Have a ready reserve of students who are capable of putting on a demonstration for grade school classes. Appropriate subjects include budding, grafting, sheep shearing, and parliamentary procedures.

13. Invite grade school teachers and their administrators to FFA activities such as parent/member banquets and contests.

14. Select an outstanding elementary teacher to receive the Honorary Chapter Farmer Degree.

15. Use elementary teachers as judges for public speaking and other similar contests.

16. Use the "Food for America" program with grade school students. Follow up with a tour of a farm in the community.

with a short printed description of what each student can expect to get from each course offered. Encourage students to take this home and discuss it with their parents.

2. Provide a special day for eighth grade students to visit the vocational agriculture department and FFA chapter.

— Have each student visit one or more agriculture classes. Assign an FFA member to serve as host to each prospective new student.

— Plan a general assembly special presentation on vocational agriculture and the FFA.

— Hold a special model FFA meeting with a short program and refreshments.

3. Conduct a supervised occupational experience program tour for eighth grade students and their parents. Plan for refreshments at the last stop.

4. Throughout the year invite eighth grade students and their parents to FFA activities such as Chapter Farmer initiation, public speaking contests and chapter banquets.

5. Make summer visits to prospective students.

— Arrange to have one or two FFA members with good SOE programs visit prospective students to discuss how they initiated their SOE programs.

— Have a committee of former students work with incoming students to help them get their SOE programs started.

— Organize a loan fund.

— Provide a ready and reasonably priced source of livestock for students to purchase.

— Provide work experience opportunities for those who do not have the opportunity at home by using school facilities.

Stories in Pictures

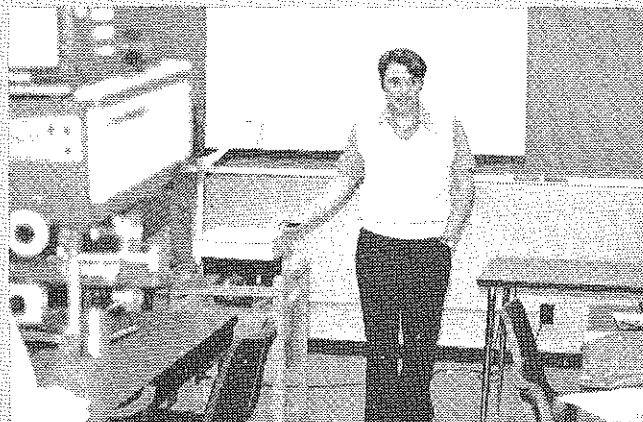


Don Claycomb of the University of Missouri is shown speaking to the Missouri Young Farmer and Young Farm Wives President's Conference. All members of the vo-ag family have responsibilities in improving and expanding adult/young adult education. (Photograph courtesy of Don Claycomb, University of Missouri.)

Individual instruction is important when adults are learning new skills. (Photograph courtesy of Jan Henderson, Piqua, Ohio.)



Bob Stewart of the University of Missouri is shown reporting to an advisory committee on farm management. Such committees are very important in the conduct of relevant instructional programs. (Photograph courtesy of Don Claycomb, University of Missouri.)



Prospective teachers should have the opportunity to practice the methodology they are taught, as this University of Missouri student is doing. (Photograph courtesy of Don Claycomb, University of Missouri.)