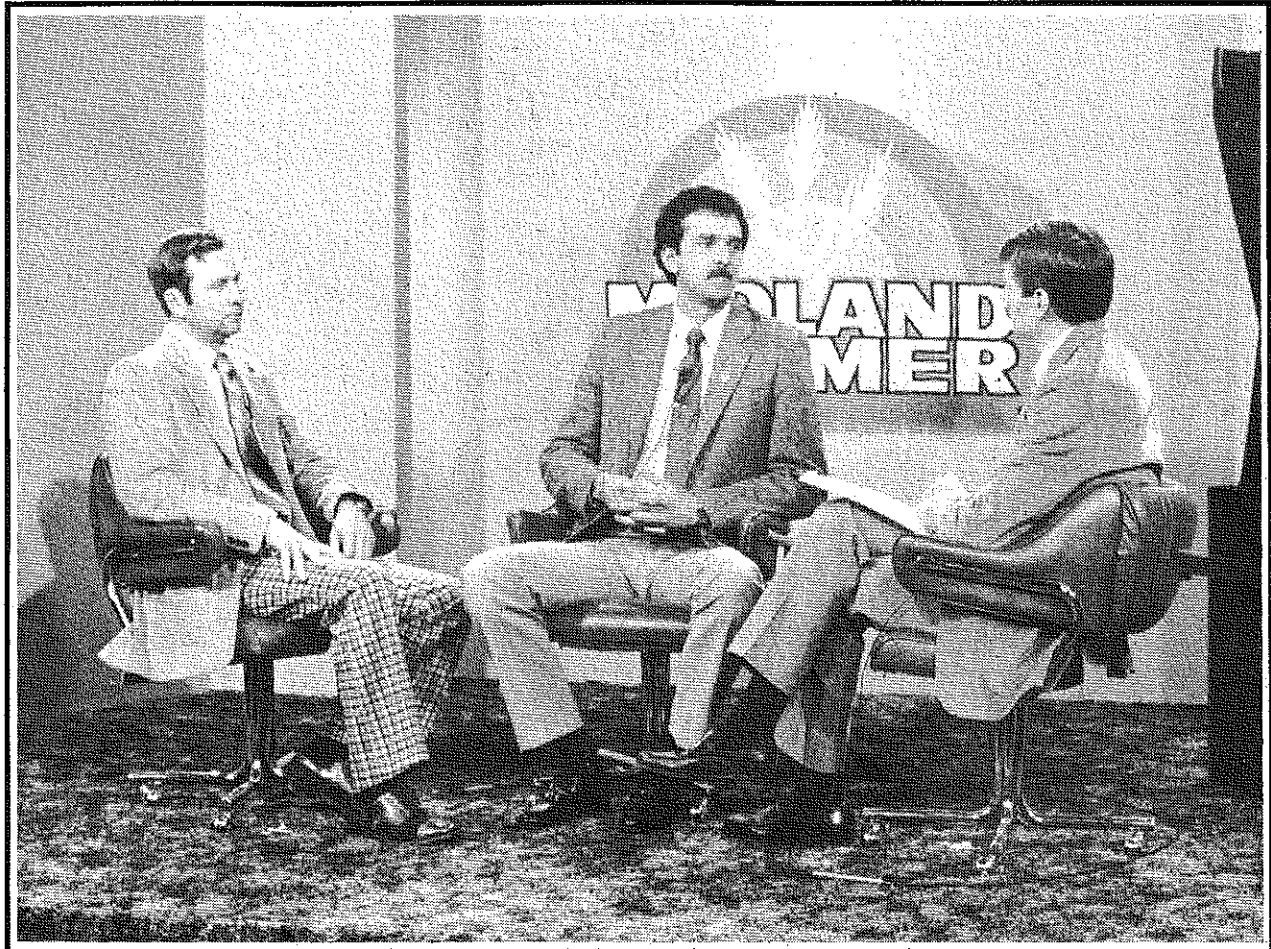


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**THEME: Achieving Quality
Adult/Young Adult Programs**

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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.

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Now Is The Time

Vocational educators in agriculture are going to need the support of local people as never before during the next few years. Federal policies propose a shift in support for education to the local level. The current emphasis upon math and science education is likely to siphon financial support and attention away from vocational education. The trend among colleges and universities to upgrade entrance requirements will affect the thinking of students, parents and guidance personnel about vocational education. One of the best ways to garner local support is through service to the adults in the community.

Granted, the principal purpose of adult education in agriculture is to teach and not generate a political pressure group. Good teaching, however, will contribute to the public awareness of the benefits of vocational agriculture.

Public Image

With rapid turnover of teachers in programs of vocational agriculture, a sustained, positive image of the vocational agriculture program in local communities is hard to maintain. Teachers, who are new to a community, would do well to immediately begin adult programs. They will find it not only improves the image of the program, but contributes to their own self-satisfaction as they grow to feel needed and appreciated by the community.

The local school system also benefits greatly by the work of the vocational agriculture teacher with adults. Programs can bring taxpayers into the physical facilities of the school who perhaps have never before crossed the thresholds. School districts which have enjoyed continued community support during this period of educational retrenchment have often been those serving adults with sustained, continuous effort.

The number of school-age children will continue to diminish through this decade. The number of students available to enroll in secondary vocational agriculture programs will mirror this trend. Your position as a teacher could be at stake. The students served by vocational agriculture, however, surely do not all have to be between the ages of 13 and 18.

Many states currently fund partial units (teachers) for adult education. The time appears to be ripe to emphasize a portion of our program that should always have been emphasized: adult education. Such an editorial would, always before, have called for more funding to support adult education. Numerous adult programs could now be initiated on current funding without additional support and without sacrificing the education of secondary students.

These efforts would only be the beginnings of what would constitute a complete program for adults in agriculture. Bottoms noted that the failure to make adult education an integral part of the local school is due to a lack of



LARRY E. MILLER, EDITOR
 (The Editor is a Professor in the Department of Agricultural Education at The Ohio State University, Columbus, Ohio 43210.)

vision as to the contributions that such programs can make to alleviating the problems and stagnation of communities. Such programs must be planned, financed and staffed to achieve their unique mission (1979, p. 4). With over seventy-five percent of the population wanting to be learners and involved in some form of education, and over 21.3 million participating in 1981, 13 percent of the population over age 17 (*Citizen Journal*); the power of our vision needs to be extended.

Full Attention

The time is here for adult education to receive adequate attention. School administrators and boards of education should be aware of the benefits of extending education to the full community. Teachers of vocational agriculture will find a receptive audience that want high quality education. Adult education should no longer be a satellite to the mother planet, the secondary program, but become a program of equal mass and inertia. The adult program will help improve the public image of the vocational agriculture program and will even aid in improving the technical and pedagogical skill of the teacher for the secondary program.

Serving present agriculturists is a part of the mission of vocational education in agriculture. Now is the time to begin to adopt that stepchild (Miller, 1981) and make it a full-fledged member of our family.

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- Bottoms, G. "Vocational Education Looks to the Future." *Voc Ed 56* (January/February 1981): 10-11.
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The Cover

Young Farmers are active ambassadors for agriculture and the vocational agriculture program. A Missouri Spokesperson for Agriculture and a state officer discuss agricultural issues on a television talk show.

Serving Adults Through Vocational Agriculture Education

Show me a community that has no need for adult or young farmer instruction in vocational agriculture, and I will say that community has no need for the secondary vocational agriculture program. Harsh, you say! I think not. Working with adults is as intrinsic to vocational agriculture in America today as it has been for the past half century. But, a changing agriculture technology makes adult level instruction essential today instead of a "nice thing" for the community.

The Future

"Megatrends" is a popular catch word in today's society to describe ongoing changes in our world. As we continue into a future of information management, education will become increasingly important. Farmers, ranchers and agribusiness persons are crying for assistance. But, information disseminated and classes taught in vocational agriculture at all levels must be top quality. We are experiencing tough economic times, but this is also a major time of opportunity for the vocational agriculture teacher to impact the agriculture community.

Does this trend to an information based society lessen the need for agriculture, mining and other resource based industries? Definitely not! On the contrary, it simply emphasizes a fact we have always known. Agriculture is becoming more and more complex. Changes are occurring faster and faster. Increased emphasis must be placed on vocational agriculture, particularly at the adult level.

Does the challenge that the American educational system is not producing mean vocational agriculture programs, as we now know them, are doomed for extinction? Perhaps, in some communities. But, definitely not in those communities that have quality, community based vocational agriculture departments. It is simply a time for accountability.



By JAY McCracken, THEME EDITOR
(Editor's Note: Mr. McCracken is Farm and Ranch Management Coordinator for the State Board for Community College and Occupational Education, Stoneham, Colorado 80754.)

Time is Now

It is time to re-emphasize the total "community vocational agriculture program" that includes quality secondary, post-secondary, young farmer, adult and agriculture management classes. It is time to emphasize quality at all levels. It is time to further involve the agriculture industry in vocational agriculture. It is time to emphasize quality preservice and inservice training for all vocational agriculture instructors. It is time to recognize the local vocational agriculture teacher for the extra time and effort required to make a total community program successful. It is time to hold to time-tested and proven program standards even if it means a cut back in numbers. It is time to emphasize the fact that vocational agriculture education is more than secondary classes. It is time to tell the world that vocational agriculture is a profession and teachers, administrators, teacher trainers and state and national staff are all a very necessary part of the vocational agriculture family.

To borrow an old phrase, "The time is now." It is up to each of us. We have the need. We have the interest. We have the support. Now, we must not only produce, but also must tell the world about our programs.

BOOK REVIEW

FARM PLANNING AND CONTROL by C.S. Barnard and J.S. Nix, Cambridge: Cambridge University Press, Second ed., 1980, 600 pages, \$19.95.

This text is a revised edition of the 1973 first printing. This book is based on the notion that profitability of farming is more and more dependent upon farm planning as well as technical operation ability. In order to facilitate understanding of current mathematical applications of farm management, the authors have reduced calculations to a minimum.

Part I of the book is devoted to the organization of farm capital — machinery, buildings and land. Part II centers on the organization of farm crop and livestock enterprises. Part III continues with procedures for the combination of farm enterprises. Topics treated here include budgeting, uncertainty and methods of combining enterprises to maximize resource allocations. The book's final part, Part IV, discusses farm management, record keeping and record analysis systems.

One author received his education at

the University of Cambridge and is a Land Economy Specialist, the second studied at the University of London and is a specialist in British Farm Management.

This book would make an excellent supplemental text for farm management classes. The text would also provide inservice information for farm management teachers who need to understand modern farm management techniques.

James W. Legacy
Southern Illinois University
Carbondale, Illinois

Importance of Quality Vocational Agriculture Adult/Young Farmer Programs in America Today

American agriculture is the world's largest commercial industry, with assets exceeding \$1 trillion. This industry employs more than 23 million people, 22 percent of America's labor force. The agriculture industry includes farming, transporting, processing, manufacturing, and retailing food and fiber. The combined agricultural industry accounts for \$432.7 billion, 20 percent, of the Nation's Gross National Product (GNP).

Fifty years ago there were 6.5 million farms in the United States; the average size farm was 145 acres; there were 13 million farmers and farm workers, each of whom, on the average, produced enough food and fiber for 11 people. Today there are 2.3 million farms; the average size farm is 450 acres; and there are 3.7 million farmers and farm workers.

One farm worker now provides food and fiber for nearly 80 people, compared with 26 people in 1960. ("Farmworkers" include the farmer and unpaid family members who work on the farm, 3/4 of all farmworkers; plus, full- and part-time paid employees.) Farm output has increased more than 60 percent since 1950, while total input into farming have increased only 2 percent. Today, one hour of farm labor produces 14 times as much food and fiber as it did 60 years ago.

The Farmer as a Consumer

Farmers' annual purchases of production items include: \$13 billion for farm tractors and equipment, which keeps about 150,000 off-farm employees working year round; \$16 billion for fuel and equipment maintenance; \$23 billion for feed and seed; and \$10 billion for fertilizer and lime. Each year they buy products containing 360 million pounds of rubber, enough to put tires on nearly 7 million automobiles. They use 33 billion kilowatt hours of electricity, about 2 percent of the nation's total. Forty thousand people are kept working to produce the 7 million tons of steel farmers need in their farm machinery, trucks, cars, fencing and building materials.

Like everyone else, farmers feel the pinch of inflation. In the last 10 years, wages for hired labor have gone up 130 percent; tractors and self-propelled machinery costs are up 180 percent; and taxes are up 72 percent.

The farmer's pocketbook suffered, in terms of 1967 dollars (dollars adjusted for inflation), with net income per family from farming (farm income minus farm expenses) dropping 20 percent. Farmers pay \$3,600 in taxes per farm



By LES THOMPSON
(Editor's Note: Mr. Thompson is Program Officer, Division of Vocational and Adult Education, U.S. Department of Education, Washington, D.C. 20202. This article was written in his private capacity. No official support or endorsement by the U.S. Department of Education is intended or should be inferred.)

for real estate, personal property, Federal and State income taxes and sales tax.

The Farmer as an Exporter

The United States exported nearly 400 billion dollars worth of farm products in fiscal year 1981, giving us a favorable balance of trade of \$27 billion, which cut in half our \$52 billion deficit in non-farm trade. Farm exports take the production of 1 harvested cropland acre out of 3.

The Farmer and Food Aid: Since 1954, this Nation has provided almost 300 million metric tons of farm products valued at \$30 billion (plus an additional \$10 billion to pay transportation costs) to 164 countries and territories. The United States farmer has provided more food aid than all other countries combined.

Quality Programs

The above statistics illustrate the importance of the American farmer in the United States and the world economy. Teachers across the United States will need to decide if they are going to work on the periphery of the problems of agriculture production and entrepreneurship by addressing only the problems of practices, technology and technology transfer, or if they are to shift focus to deal with the problems of greatest concern: management of the total resources of the farm.

Quality programs will include the latest in technological innovation and adaptation with major emphasis on the problems of management of the total farm business enterprise. Teachers must be concerned with the total agricultural community. They must deal with farmers from all sizes of farms because it is just as important for the small farmer to manage efficiently as it is for the larger farmer. The agribusiness community should be used as a resource by the teacher in providing the latest methods and

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Importance of Quality Vocational Agriculture Adult/Young Farmer Programs in America Today

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technology to the farmer. The teacher must become adept at planning, budgeting, record keeping and analysis, financing, and decision making as it relates to management.

Responses to Change

Teachers of agriculture today must be creative and think in economic terms. They must think in terms of a half-million to one-million dollars or more in investments. Economic literacy should be top priority so the teacher can understand the decision making process a farmer must consider prior to buying or selling. The teacher must consider the educational program needs of farmers that extend beyond the short series of classes, or occasional short courses to which so many teachers have become accustomed.

Classroom instruction must be supplemented by meaningful personalized on-farm instruction supported by data and data analysis that are essential to the decision making process and the development of management skills. The teacher must become a management specialist, must know where to get the latest data and the specialist that can aid them and the farmer in making management decisions.

The computer age is here and teachers must be trained in the use of computers and how they can assist them to become more efficient in the classroom, and how they can be used to assist farmers in management decisions and problem solving.

Most agriculture teachers across the country are finding enrollments in their day classes decreasing due to fewer students in school. Now is the opportune time to expand adult and young farmer programs. A quality program must include adult and young farmers.

The teacher is one of the best trained agriculturalists in the community and must convince the school administration and school board that his/her services are needed in this area for the benefit of the community. Money earned by farmers in the community is generally spent there. The total community prospers from a progressive, efficient young and adult farmer program.

State supervisors of agriculture must promote the concept of year-round programs and make sure inservice programs are available to teachers to make them better qualified to provide technical assistance needed by farmers.

Summary

If adult and young farmer education is important and if the vocational agriculture teacher is to be a driving force in providing quality education for these groups, then we must plan immediately to develop teachers that are capable of providing the leadership needed to work effectively with adult and young farmers. The main emphasis used to be increased production through technology and technology transfer and we should still be concerned with this, but more emphasis should be placed on better managing the production.

If vocational agricultural teachers do not provide quality instruction in management, then adult and young farmers will employ their own management advisors. The private sector is heavily involved in providing management education and service to the above group. A partnership should be developed where we all work together for the betterment of agriculture. We have a system of approximately 8,200 vocational agriculture departments with some departments employing one or more teachers at the secondary level and fifty-one states and five hundred thirty-four instructors at the postsecondary level teaching adults and young farmers to some degree.

The total agricultural system must be organized to provide the technical assistance needed by the adult and young farmers across this country. If we decide to do nothing to strengthen our adult and young farmer education programs to emphasize the economic reality of our times, then the above programs will not be part of agricultural education.

When we realize the importance of the Nation's largest industry (as provided in the first part of the article) on the economic stability of the world, we must realize that there are some important decisions to be made. Now is the time and time is running out. Either we make a commitment to quality programs for adult and young farmer education or we turn that educational responsibility over to others.

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Persons, Edgar A., "Adult Education: A Part of Agricultural Education", Proceedings: National Agricultural Education Seminar, July, 1980.

BOOK REVIEW

FUNDAMENTALS OF ENTOMOLOGY by Richard J. Elzinga, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 2nd edition, 422 pp., \$19.95.

A well illustrated textbook with 11 chapters.

The chapters include: The Anthropod Plan, The Insect Externally, The

Insect Internally, Development & Specialization, Ecology, Behavior, From Solitary to Social, Parasitism by Insects, Insects, Plants, and Humans, Classification, and Making an Insect Collections.

Excellent reference for anyone interested in insects. A textbook for col-

lege courses. Perhaps the most valuable chapters for a teacher of agriculture would be the last two. Both are clear, concise, and complete.

C. Cayce Scarborough
Professor Emeritus
Auburn University
Auburn, Alabama

THEME

The National Young Farmer Educational Association Can Help To Achieve Quality in Young Farmer Instruction

Today's economic climate is enough to discourage anybody just starting out in farming. One organization dedicated to supporting and encouraging America's farmers is the National Young Farmer Educational Association, Inc.

Many agricultural educators throughout the country are familiar with the association and have been involved with it for many years. Others are just now learning about the group and becoming interested in how it can aid them in accomplishing their goals of quality agricultural education for their communities. So, first, some background on the National Young Farmer Educational Association, Inc.

Background

The membership of the group consists of more than 26,000 young farm families. It is an energetic group of individuals, most of whom are between the ages of 18 and 40. Most of these "young tigers" are production agriculturalists. They are committed to farming this year and in the future.

What differentiates the National Young Farmer Educational Association, Inc., (NYFEA) from other farm organizations is that it is a general, non-political, non-profit, educational organization for agriculture. The main purpose of the group is education — education of its members in production and management techniques and educating of the voting, consuming urban public in the areas of



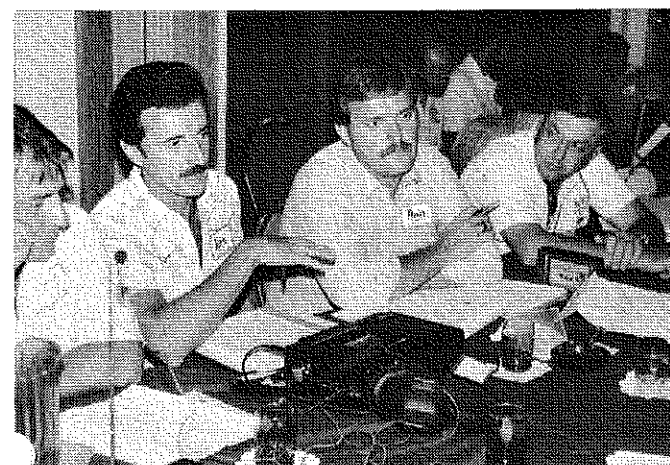
By ANN MILLION SCHWARM
(Editor's Note: Ms. Schwarm is the National Executive Secretary of the National Young Farmers Educational Association, 303 South Seventh Street, P.O. Box 35, Vandalia, Illinois 62471.)

agriculture which affect it. The group is not intended to replace existing farm organizations, but rather to strengthen them.

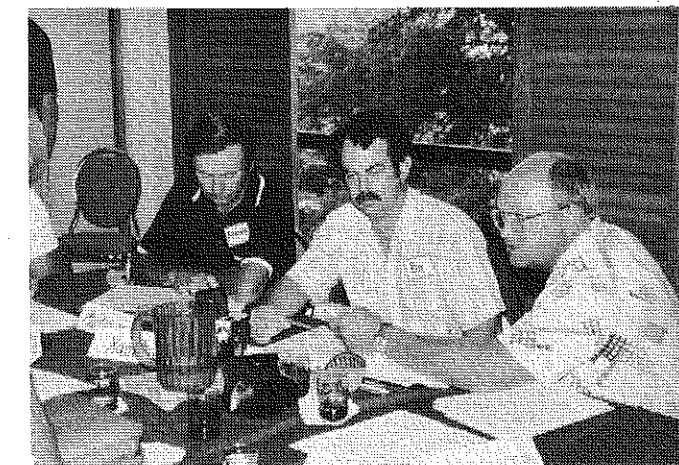
Local Chapters

Typical local Young Farmer chapters hold at least 12 educational meetings annually. Young Farmer chapter members, with the aid of an adult, junior college, area vocational or technical school or high school vocational agriculture instructor, determine what the group is interested in studying and then establish programming to meet the needs. Outside speakers from local agribusinesses, universities, extension services, national agribusinesses, financial institutions and related businesses make themselves available as instructors for local meetings of this educational organization.

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Program Development Committee members, Ken Curns, Ohio; Don Hutchens, Nebraska, and Stan Wolf, Pennsylvania, discuss the program needs of the association with other members during the 1982 National Young Farmer summer business meeting in San Antonio, Texas.



Norman Rasa, Missouri; Pete Xanthus, California, and Arnold Stuthman, Nebraska, review the proposed 1983 budget as members of the Financial Committee.



Ann Hokeness of Elkton, Minnesota, competes in the National Young Farmer Spokesperson Contest.

The National Young Farmer Educational Association Can Help To Achieve Quality in Young Farmer Instruction

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Young Farmer chapters are also active in community service projects which are as varied and creative as the 26,000 members.

Role of Advisors

Individuals who serve as Young Farmer chapter advisors are usually people who are already quite busy. A typical advisor is someone who is an outstanding vocational agriculture teacher and gives a lot of himself or herself to the job of teaching. He or she often has responsibility for the local FFA chapter, FFA Alumni group or an adult farmer class. But, these advisors are willing to take on the additional responsibility of a Young Farmer chapter because they find the benefits of advising a group outweigh the possible disadvantages.

Mark Buell, Waverly, Nebraska, Young Farmer advisor, said, "It often doesn't allow an evening to work with FFA. But, turn it around and the information learned through a Young Farmer meeting can be used as a unit topic in the classroom. You may give up a quantity of time, but the quality of time balances the decision."

Richard Benson, Sulphur Springs, Texas, says the Young Farmers support his FFA chapter in many ways. "Our Young Farmers sponsor an officer training seminar for FFA members, providing leadership training for chapter officers. Last year, they also put on an FFA area livestock judging contest."

Edina, Ohio, Young Farmer advisor, Dennis Pohlman, gets similar support. "The Young Farmers gave our vo ag department \$700 to buy books. They also bought the FFA chapter a 35mm camera. They support fair projects, give a



Dick Helms, Nebraska, talks to a shopper about how to get more from her food dollar.

scholarship to FFA camp and give a \$500 scholarship to a FFA member who is continuing his/her education."

Advisors point out that Young Farmers gain leadership experience through the organization and then become involved as leaders in their communities. These individuals, who understand vocational agricultural education, become the decision makers for important community groups such as school boards, county boards, fair boards, chambers of commerce, etc.

State Associations

Some state associations have been chartered since the mid-1950's. Several local chapters date back to the 1940's. Today, there are state associations in these 23 states: Alabama, California, Colorado, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Virginia, West Virginia, Wisconsin, and Wyoming.

Efforts are underway to increase the number of state associations affiliated with the group. Local and area chapters are already established in states not in the list of 23. The state Young Farmer Educational Associations provide another forum for education and leadership development.

Each state association has elected officers who carry out the desires of the local members. This group organizes its state's convention which is typically held in January and February. This meeting includes business sessions, educational programs, speakers, recognition banquets and entertainment.

The annual state tours, usually held in July and August, provide first-hand information on farming and ranching statewide.

Most states publish a state Young Farmer newsletter, hold leadership training sessions for chapter officers and publish a directory of members annually.

National Organization

State associations have been working together for over 16 years at the National Young Farmer Educational Institute, the association's national education and business meeting, held each November or December. However, the group just added the structure of a national constitution and bylaws in July, 1982. The group then incorporated as a not-for-profit corporation and applied for and was granted federal tax-exempt status under Section 501(c) (3) of the Internal Revenue Code.

The move to establish a formally organized national association signals the group's eagerness to make advancements, gain new members and become a nationally recognized educational organization for young farmers and ranchers.

To aid in the administration of a growing national group, the NYFEA, in January 1982, hired a part-time national executive secretary whose responsibilities are to work with the national organization and be able to serve special needs of state and local groups. The national executive secretary's responsibilities for administering communications, membership development, program development and fund raising programs grew to full-time in 1983.

A national headquarters was opened in January 1983 as a response to the growing need for a central communications point for the organization.

Tie Between The Local and National Organizations

Although a lot of development and expansion are taking place now at the national level of the organization, the main emphasis is still on the local chapter where the specific educational needs of Young Farmers are met. NYFEA is a grass roots organization with a commitment to individualized, localized educational programming. Young Farmer leaders agree that the national structure should be kept lean so as to prevent the organization from becoming top heavy. The local chapter is the most important component of the triad of local, state and national organizations.

As the structure of the organization becomes more mature and complex, the question of how the national structure serves the local members arises. One way the NYFEA serves the local member is by seeking out and obtaining educational materials and information which can be used at the local level. A mandate on educational programming is not handed down from the national to the local level because of the commitment to local programming for local needs. However, general education materials and lists of speakers can be obtained through the national office.

Local Young Farmer leaders expressed the need for a better understanding of how to use communications and public relations tools to promote their local programs. Thus, a handbook, *PR for Young Farmers*, was developed and is available upon request from the national office.

National leaders are working to establish a closer working relationship between the organization and the United States Department of Education, Office of Vocational and Adult Education. A group of Young Farmer leaders met with USDE officials during the Spring of 1983 to explain

the association's purposes and seek an endorsement from the Department.

A new committee for program development was added to the association structure during 1982. National leaders are working to develop promotional, educational and awards programs which can be utilized at all levels.

An ongoing national communications program, coordinated by the national executive secretary, aids in building recognition for the organization. Wide-spread recognition of the group helps local chapters gain new members and raise funds. As funds are raised for the National Young Farmer Educational Institute and for national administration, the national leaders channel leads to state associations of agribusiness interested in funding a local or state activity rather than a national project.

Young Farmers throughout the organization have deemed national membership development as the number one priority for 1983. A national membership increase goal of 10 percent was adopted by the group for the year. The association is anxious for new state associations to be developed and affiliated, thus providing educational opportunities for more Young Farmers.

A group of two voting delegates from each affiliated state association and one delegate from each non-affiliated state group makes up the decision making body of the NYFEA, thus providing another level of leadership opportunities for local members.

The national headquarters serves as a central communications point for all members, potential members, advisors, the media, contributors and potential sponsors. The national executive secretary is an employee to serve all members of the association.

National Association Activities

The National Young Farmer Educational Institute will be held this year November 27 to December 1 in Richmond, Virginia. Tours of historic Williamsburg decorated for Christmas and the beautiful and productive agricultural area of the Shenandoah Valley will highlight the meeting. Educational seminars and an information exchange with European Economic Community Young Farmer Association representatives as well as Richmond agribusiness tours will be part of the program.

The educational institute is held for four and one-half days between Thanksgiving and Christmas. State associations take turns hosting the event with those east of the Mississippi River having the responsibility during the odd number years and those west of the Mississippi during the even numbered years. Potential members as well as active members are encouraged to attend all or part of the institute.

Business sessions of the association are conducted semi-annually — at the institute and at a summer business meeting. The 1983 summer meeting will be held July 15-17 in Kansas City, Missouri, and will be sponsored by Farmland Industries, Inc.

A function of the institute and a vital national program is the National Young Farmer Spokesperson for Agriculture contest and media blitz. The objectives of the program are to encourage Young Farmers to develop articulate responses to urban consumers' concerns about agriculture

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and to provide the opportunity for spokespersons to talk with the news media and consumers in key cities about these concerns. Any active member of an affiliated state association who is not a past state or national Young Farmer Spokesperson for Agriculture contest winner is eligible to compete. Three national spokespersons are chosen from state spokespersons to travel to at least three U.S. cities to talk with consumers and the news media regarding agricultural issues.

National Material Available

THE NATIONAL YOUNG FARMER, the organization's eight page tabloid newsletter, is published three times annually. The newsletter carries reports of Young Farmer activities, accomplishments and new ideas.

THE NATIONAL YOUNG/ADULT FARMER AND RANCHER HANDBOOK is an aid available to anyone serious about forming a local chapter or state association. The handbook is a comprehensive guide, put together exclusively for the development of Young Farmer chapters and associations.

1983 CHAPTER DIRECTORY is a handbook with a complete

listing of the local chapters in each affiliated state association. A review of national programs, meetings, and materials is included along with each state's slate of officers.

Plans For The Future

Membership development is not only the first short-term goal of the organization, but also the most important long-term goal of the group. The group's goal is to eventually have all 50 state associations organized and affiliated. In an effort to help reach that goal, Young Farmers are seeking opportunities to speak at the vocational agriculture instructors' state conferences in the states which do not have formally organized state associations. The Young Farmers will also send a representative to the annual N.W.A.T.A. convention. They are also looking into having a booth at the Ag Careers Show during the National FFA Convention.

Recognizing that agriculture is part of the world economy, Young Farmers are interested in developing foreign exchange programs to learn more about our customers and competitors.

Young Farmers also hope to increase programming to reach the urban consumer. Leadership skills and management skills seminars might also be developed and conducted on a regional basis.

The organization is committed to growth and progress. With the support of agricultural educators throughout the country, the group will continue to excel.

THEME

Young Farmer Chapter and State Activities Can Help To Achieve Quality in Young Farmer Instruction

The cornerstone of the Young Farmer program nationwide is providing adult classes in agriculture. Local chapters set up a schedule of classes on topics which will allow members to acquire the needed information to keep their farming operations up-to-date, efficient and financially successful.

While classroom instruction provides tools critical to adult agricultural education, educators and students alike realize that broadening the scope of the program gives further opportunities for acquiring information and a chance for hands-on experience. Chapter and state association activities build from the classroom education cornerstone developing skills directly or indirectly pertaining to agriculture.

Additional activities to broaden the emphasis from strictly agricultural methodology also increase the potential for a comprehensive educational program which could result in a better quality of life for, not only the farm family, but for the farm community as well.



By SANDY COONS

(Editor's Note: Ms. Coons is Editor of The National Young Farmer Magazine, 317 Daugherty, Macon, Missouri 63552.)

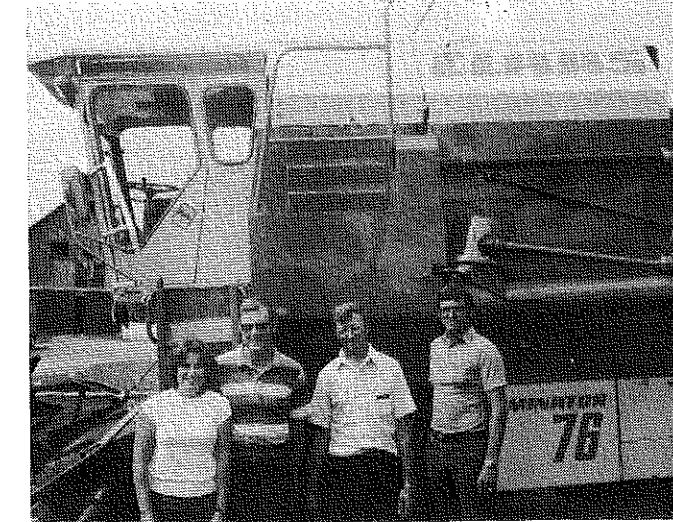
Chapter Purposes

Reflecting this idea is the following list of purposes for chapters of the Indiana Young Farmers' Association:

- To interest and aid out-of-school farm youth in becoming established in farming or closely related agribusiness.
- To develop a greater appreciation of the opportunities in farming and rural living.



Greg Slipper, State President, and Mike Smith, FFA Center Director, look over the Allis-Chalmers (Simplicity) riding lawn mower that was donated to the State FFA Leadership Training Center by the Indiana Young Farmers' Association.



A Claas Dominator 76 combine was delivered to Gayle and Peggy McMinn's farm recently. Gayle won 100 hours free use of the combine as a door prize at the 1982 Indiana YFA State Tour.

- To develop an understanding of the ways to secure and utilize services available to farmers in improving their economic status and social and family relations.
- To cooperate with all agencies and organizations whose objectives include the improvement of the economic, educational and social conditions of the Indiana Young Farmers' Association.
- To further develop leadership abilities needed to participate in desirable activities of rural living.
- To provide wholesome social and recreational activities for the entire Young Farmer family.
- To plan and render worthwhile community services.
- To develop group identity which aids in public relations and in promoting the activities of the group.

Although these purposes may be stated somewhat differently from state to state, this list comprises most of the elements that Young Farmer chapters and state associations strive toward in creating quality educational programs. To accomplish these purposes the program in each state includes a variety of state and chapter activities in addition to classroom instruction.

Activities in the States

Through the pages of THE NATIONAL YOUNG FARMER reports of chapter and state activities are shared, providing a pool of already-tried ideas which chapters and state associations may draw from to improve their programs. In the following paragraphs actual examples will be given of chapter and state activities that have contributed to quality Young Farmer programs.

Tours of member's farms can provide visual and hands-on educational experiences, or in some instances can be used to educate non-farmers. For example:

"The McGuffey Young Farmers of Pennsylvania held a Saturday tour of dairy calf-heifer handling facilities at the farms of four of its members. The group saw individual draft-free pens, group pens (inside and outside), and calves

kept in stanchions in an older barn. Advantages and disadvantages of each system were discussed. Since an earlier meeting had dealt with dairy barn ventilation, systems of ventilation in use were also reviewed."

"In an effort to educate state legislators about agriculture, the Old Fort Young Farmer Chapter of Ohio invited Ohio House Agriculture Committee members to north central Ohio to tour and visit with area farmers."

"Pennsylvania's McGuffey Young Farmer members were recently involved in some on-farm sheep experimentation. Fifty-one pregnant ewes in three flocks were evaluated for urine ketone levels. The objective was to sample the method reported by G. Paul Lynch of the Ruminant Nutrition Lab, Beltsville, Md., in the June 1981 AGRICULTURAL RESEARCH magazine. The procedure measures ketone levels in pregnant ewe urine as a means of determining adequacy of the nutrition program of the gestating ewe."

"The trials and tribulations of area farmers were illustrated for over 200 Lake County Rotarians and their families during the July 9 tour of three Lowell, Indiana, area farms. The tour, hosted by the Lowell Young Farmers, was designed to inform the tour participants about modern farm operations and to promote an understanding of the complex problems challenging today's farmer."

A sampling of other chapter activities is given in the following examples:

"For the past five years Thompson Valley (Colorado) Young Farmers have cooperatively farmed as a money-making project. Over the past five years acreage has increased until today the chapter farms over 50 acres. During these years the chapter has tried various methods of cultivation."

"When the Young Farmers at Liberty High School in Oklahoma organized, they had no trouble finding a suitable community service project. It was evident new facilities were needed for the vo-ag department . . . under the direction of James Clay through the Young Farmers it (a new building) progressed out of the talking stage."

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Young Farmer Chapter and State Association Activities Can Help to Achieve Quality in Young Farmer Instruction

(Continued from Page 11)

"The Nottoway County Young Farmers Soils Judging teams of Virginia took first place in the annual state contest in Appomattox."

"Wayne County (Georgia) Young Farmers manned rest stops in Screven and Odum during the Fourth of July weekend, held a truck pull with proceeds of \$1800 going to the Red Cross and held a barbecue for tractor pull donors."

"The Green-Walnut (Indiana) Young Farmers' Chapter held their October meeting at the home of Mr. and Mrs. Charles Redinger. A step-by-step demonstration of how honey is removed from the hives and processed for sale was given by the Redingers. Refreshments for the evening were made with honey, and a recipe book was given to the ladies."

"Just one reason the Masontown Young Farmers of West Virginia speak highly of their advisors is the fact that with their advisors' help the chapter cooperatively buys several thousands of dollars in agricultural supplies for its members."

"A major item of business for the Southmont Rural Rooters of Indiana was the finalization of plans for the May 1 farm tour sponsored by the chapter for the Union Elementary fifth grade. The class will visit six area farms for a first-hand look at farm operations in milk, beef, poultry and pork production."

"A north central chapter of the Ohio Young Farmers-Young Farm Wives Association has found American Agriculture Day a useful tool for promoting locally produced farm products. The Fremont YFW chapter displayed at each of two local businesses the contents of a large grocery sack containing both food and non-food items. The groceries were awarded to the person who guessed most accurately the total cost of the food items only. The Fremont YF chapter sponsored a trivia quiz in conjunction with the local radio station. Throughout the day callers were awarded locally produced agricultural products for answering such questions as 'What is the largest agricultural enterprise in Sandusky County?'"

Statewide Activities

State activities complement and expand the parameters of chapter programs. Resources which are not available to individual chapters give state activities extra potential for adding quality to the Young Farmer program. For example:

"Marketing and computers will be the focus of study at the 5th Annual Minnesota Young Farmer Institute at Wanamingo. A unique feature of the institute will be that at each farm tour site in the afternoon an Apple II computer, large monitor and printer will be in operation, running all types of programs relating to the particular operation. The operations will include a dairy, hog, beef and grain handling operation. The objectives of the farm site visits will be to show the potential for management

through computer use and to give guidelines for purchasing a computer."

"Pride in Tobacco' was the theme for the 1982 Indiana Young Farmers' Association State Tour near Madison. More than 400 Young Farmers, wives and guests attended. Optional tours offered Friday included the Marble Hill Nuclear Plant and a tour of Madison's historic homes. On Saturday, an all-day tour of the county included stops at swine operations, grain farms, an energy conserving home, garden test plots and a large feed mill. At each farm stop steps in tobacco production, 'Seed to Smoke,' were demonstrated."

"The Iowa Young Farmers Association held its Winter Educational Institute in Ames. Highlights of the institute included a tour of an animal disease lab and workshops on farm stress, microwaves, positive Young Farmer programs, no-till update, microcomputers on the farm, and a breeding program for the commercial pork producer. Dr. Ron Hanson, University of Nebraska, spoke on 'How Family Members Can Farm Together Without Family Trouble.'"

"Outstanding Young Farmer leaders were recognized for their accomplishments at the 24th annual Kentucky Young Farmers Convention held in Lexington. Doyle Wayne George of Hickman was named Member of the Year, and Doug Goodman of Hickman received the Rural Leadership award. The Franklin-Simpson chapter was the chapter contest winner based on its participation in local, regional and state Young Farmer activities. Production contest winners were recognized during the convention."

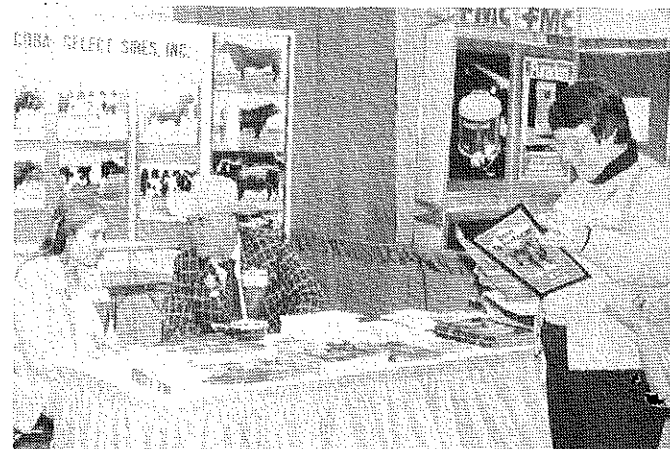
"The Missouri Young Farmers and Young Farm Wives held their annual Presidents Conference at Osage Beach. Over 100 couples, presidents of local young farmers and young farm wives organizations, attended the conference. A general session, in which the Missouri state officers were in charge of the program, followed lunch Monday. Don Lucietta, moderator, preceded the panel discussion with a motivational speech on the importance of leadership by local chapter officers. Each panel member made a presentation on the topics: Educational programs; Continued Growth and Membership; Social Activities; Visability of the Chapter in the Community; Member and Advisor Relationship; and Overcoming the Generation Gap. A question and answer period followed."

"The Ohio Young Farmer and Young Farm Wife Camp was held at Camp Muskingham near Carrollton. Sports events such as baseball, basketball and volleyball; crafts, ceramics, canoeing and swimming were the main features."

Objective Is Education

Recreational activities at state camp or a Young Farmer chili supper and card party may not appear to have direct educational benefits. Yet, whenever Young Farmers gather together for an activity, some time is always spent comparing and discussing each other's farm operations with a chance for ideas to be transmitted.

One of the main objectives of the Young Farmer program is to educate farmers so that they will have successful farming operations. However, part of the success of a vocation is related to the quality of living it provides for the family. That quality of life is affected by the rural com-



Trade shows at Young Farmer conventions give Young Farmers and Young Farm Wives a chance to get acquainted with new products and methods to improve their farm operations.



Many states recognize leadership and farming expertise through an awards program. Awards for Outstanding Young Farmer, Rural Leadership, etc., are presented at the state Young Farmer convention.

munity, which Young Farmer community service projects help to improve. The quality of life is affected by consumers, whom the Young Farmers seek to educate. The quality of life is affected by the meeting of the farm family's social needs.

All of these elements are intermingled in the success of

the young rural family and their farming operation. Therefore, a variety of chapter and state Young Farmer activities provides the quality programs to meet Young Farmer families' needs and insure the quality of life for present Young Farmers as well as attract those interested in farming in the future.

THEME

The Critical Role of the Vocational Agriculture Teacher

The successful teaching of vocational agriculture mandates that the needs of the community be assessed and met. In most instances, this is being done with our high school programs. But what, if any, thought is given to meeting the needs of the young and established farmers in our representative communities? We cannot limit our thinking to serving just a portion of the population. Needs also exist in our out-of-school population.

Meeting Needs

Most good educational programs are designed to solve a particular problem or satisfy a need. Today, young and established farmers have a need for educational programs that will help them manage their businesses more successfully. Although there are fewer farmers and ranchers than a decade ago, the need for sound educational programs has not diminished. In fact, it has increased.

To meet these needs, the effective vocational agriculture teacher should be conducting a complete agriculture education program within the community. This complete program involves the offering of young farmer/adult classes on vocational agriculture. The Smith-Hughes Act, which established agriculture education for farm youth, also established education for adults. The significance of the



BY VIC RICHARDSON

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Smith-Hughes Act to young farmer/adult classes is illustrated by the express purpose of the act to provide education for "present and prospective farmers."

The Benefits

The failure to follow the total vocational agriculture program concept does not relieve us of our responsibility. Young farmer/adult classes add an extra dimension to the vocational agriculture program that yields many benefits. But it is the vocational agriculture teacher who holds the critical role in determining whether a total program is offered or merely lip service given to it. We must determine if

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The Critical Role of the Vocational Agriculture Teacher

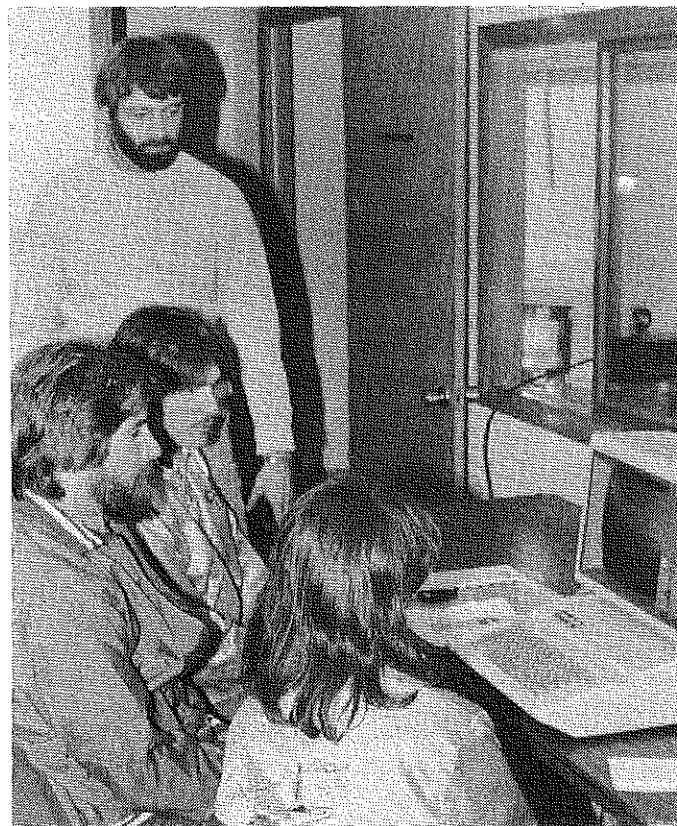
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our actions follow our philosophy in serving the needs of rural America.

The value of agriculture programs for established and beginning farmers has been well documented. Participants in these programs keep and use more accurate records, establish goals, have an improved attitude toward risk-taking and improving their earnings. They plan their future instead of just being a victim of circumstances.

However, the local program is only as effective as the instructor makes it. Many people enroll in the program because of the instructor they have. Determination on the part of the instructor and a feeling of desire to be of service to the community and the program participants are necessary for program growth. The effective instructor must be easily self-motivated and willing to accept the feeling of accomplishment and knowledge that the community has been served well as the chief reward.

The effective instructor of high school vocational agriculture will find the program for young farmers and adults to be easily accomplished. These people know the kind of instructor they have and will be more willing to cooperate. Likewise, the offering of a quality young farmer/adult pro-



Larry Propp, Farm & Ranch Management Instructor, Northeastern Junior College, Sterling, Colorado, works with a young couple engaged in farming, with his brother also shown, on utilizing the computer to make management decisions.

gram will promote interest in the high school program. More people are aware of the merits of the total program, so it is natural to see increased involvement.

The primary purpose of young farmer and adult agriculture programs is to help farm families increase the effectiveness of their farm business operation and achieve their family goals. Therefore, the chief mission of the instructor is to help individuals satisfy their needs and achieve their goals. This involves the ability of the instructor to not only communicate effectively but also to listen carefully to the program participants.

Methodology

The most common and important method of instruction used is the individual on-the-farm visit. Here the instructor is required to adequately relate to the needs of the participant. The majority of farm families rate on-the-farm instruction as the most valuable part of the instruction program. This is the opportunity to personalize instruction and to motivate the family to take action.

To make the best use of the time involved with these individual contacts, the visits should be scheduled with a specific goal or objective known by the young farmer or farm family. The duration of the visit should be based on the purpose and availability of time. Visits should be made as frequently as needed, but at least four per year could be profitable. The frequency of on-farm visits varies with the individual enrolled. Every student has different needs.

The individual on-the-farm visit allows the instructor to know the program participants and their farm business very well. Likewise, the participants know the instructor well. A bond of friendship is established which exhibits care and concern for each other. As a result, the instructor becomes a very effective public relations person for the local school system. School administrators generally recognize this fact and look upon the effective young farmer/adult instructor as an ambassador for the educational system.

To be prepared for working with adults involved in farm and ranch management, we must become adept at planning, budgeting, record keeping and analysis, financing, and the other facets associated with management. We must learn how to relate to entrepreneurs and how to assist them with their management decisions.

Inventory Your Skills

How well are you prepared for the task? It is a task that requires a different mentality and a different focus. It requires the ability to examine an agricultural business with a fish-eye lens so that we see the whole of each farm business. It requires the ability to think in economic terms.

It is not easy for those of us who deal in small amounts of money that come through fixed, regular salaries to even think in the same plane as those who farm or ranch. For example, the records of farmers in my area show an average farm investment of over a half million dollars. To earn enough money to pay a return on investment at 12%, requires a return over all costs of \$164 a day or \$6.84 for every single hour. To manage just the cash flow of \$150,000 per year, or \$411 per day, suggests that economic literacy is of primary importance.

Educational programs to meet the needs of farmers such as these extend beyond the short series of classes, or occasional short courses to provide the in-depth instruction in management that many farmers so desperately need. Classroom instruction must be supplemented by meaningful personalized instruction and supported by a system of data collection, analysis and decision aids that will help the farmer learn the essential skills of management.

Program Objectives

To further appreciate the critical role the vocational agriculture teacher plays in providing quality young farmer/adult classes on vocational agriculture, it may do us well to look at the objectives of these programs.

The specific objectives ascribed to the young farmer education program are:

1. Develop competent, aggressive agricultural leadership.
2. Strength confidence of young people in themselves and their work.
3. Encourage intelligent choices of agricultural enterprises.
4. Establish strong individual family and farm business goals.
5. Improve the home and living conditions.
6. Participate in cooperative activities.
7. Provide organized agricultural recreational activities.
8. Provide a basis for solid decision making in business management.
9. Encourage establishment in agriculture.

The objectives of adult education in agriculture are:

1. To develop improved farming abilities and improved family living.
2. To provide information on approved practices and new developments in agriculture.
3. To contribute to more successful establishment in farming.
4. To encourage cooperation among farmers in programs which are beneficial to farming operations, i.e., artificial breeding units, dairy herd improvement associations, soil conservation, etc.
5. To enable the school to serve as a central place where ideas can be presented and groundwork laid for projects, tours, classes and meetings.
6. To provide instruction in farm mechanics.
7. To develop an appreciation of the need for training in farm management practices.
8. To develop rural leaders.
9. To develop abilities which result in making the farm a better place to live.
10. To further satisfy the educational needs of the community.

Of course, the typical vocational agriculture teacher will say that time does not permit involvement with young farmer and adult classes. However, rather than being short on time, such an individual simply has not established the priority to serve the total rural population. The problem could well be the ineffective use of time.

Summary

Everyone in vocational agriculture knows the implications of the Smith-Hughes Act and our responsibility for conducting a quality program. But there is a big gap between knowing and doing. Goethe, an 18th Century German critic of life, said, "Knowing is not enough; we must apply. Willing is not enough; we must do."

The responsibility of the vocational agriculture teacher to "present and prospective farmers" is great. Secretary of Agriculture John Block said:

"The success of today's farmers will depend on their ability to be business people. That means keeping good records, controlling costs, and making sound cash flow projections. They must know how to manage their production, and they must know how and when to market their product. More than ever before, today's farmers must structure their financial future so they are better able to handle the growing complexity of operating a farm in the 1980's."

It is getting to be a familiar message whether spoken by the Secretary of Agriculture, an extension economist or agriculture educators. The need for improved financial management, a greater understanding of the farm as a business and knowledge of the latest technology are all essential for the survival of today's farm.

But while the importance of farmers to reach these goals is preached again and again, seldom do we recognize where we fit into this monumental task. Agriculture education for young farmers and adults holds the key to meeting the increasing challenges agriculture is heaping upon these entrepreneurs daily. We cannot ignore our responsibility.

Vocational agriculture teachers must make a commitment, a major commitment of time and energy, to conduct a total vocational agriculture program. We play a critical role in providing quality young farmer/adult classes on vocational agriculture. Because as Henry Brooks Adams once said: "A teacher affects eternity; he can never tell where his influence stops."

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The Role Of The Young Farmer In Vocational Agriculture Programs Of The Eighties

Beginning with the Smith-Hughes Act of 1917 and continuing through the post World War II years, vocational agriculture experienced constant growth and much respect for its program of building citizens through courses in production agriculture. Local teachers were regarded with much the same respect reserved for the rural minister because they were concerned about the problems and welfare of people.

In administering the FFA programs as an integral part of the curriculum, teachers were teaching a philosophy for life integrated within a way of making a living. Teachers were looked to for advice about local problems in agriculture because they were a "Smith-Hughes" person educated at the state university. Not only were teachers considered expert agriculturists, they were the motivators of countless youth and many struggling young and adult farmers who looked to them for direction and counsel.

Programs Changed

As established farmers became more educated and productive and the opportunities for youth to farm decreased at a rate equal to the increase in non-farming occupations, the program of training all youth in production agriculture was deemphasized. This is understandable as the state's staff and local teachers were bombarded with projected agricultural employment numbers, most of which pointed toward non-production agriculture employment. Concurrently, everyone was deluged with the economists' philosophy that there were too many farmers and those who would exist and prosper must expand their operations and absorb the holdings of their neighbors. The thought that "big is better" swept agriculture as it did the rest of the nation. The current energy situation has brought some realization that "big is not always best."

It is little wonder that as the number of producing farmers dwindled and their mean age increased, the number of farm reared students of vocational agriculture who had played an active part in the success of those programs also decreased. With the decrease in numbers of farm youth and in the opportunity to enter farming, the traditional programs in production agriculture were expanded to fit the perceived needs of more and more non-farm rural and non-rural youth. Believing that we could experience the same success with all students, we began to build programs on employment goals rather than the interest and needs of the student such as the development of character, leadership, confidence, and self-worth previously achieved

By JIM JOHNDROW

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with traditional production programs built around rural youth.

Respecting the knowledge and talent of dedicated teachers, we have as professionals too long given the majority of credit for success of the programs to our own efforts, with little or no credit given to the moral and informal education provided by rural minded parents and the environment of production agriculture.

A Response

Riding the tide of success and blinded by our own light, coupled with increased vocational awareness and federal dollars, we as a profession have lulled ourselves into believing that success could be achieved with every student and those programs developed with production supervised farming could be replaced with work experience or on-the-job training. Now as we stand in our fading light pondering the talk of budget cuts, of reduction of programs from 12 months to whatever administrators deem appropriate, and of FFA becoming a club rather than an integral part of the curriculum, we who deceived ourselves into believing that we could be all things to all people are faced with decision.

Shall we continue to drift further over the horizon to be lost forever among the areas of Trade and Industrial Education, Industrial Arts or Distributive Education or shall we up the sails and take rudder in hand and steer a course back toward an emphasis on production agriculture as a vehicle for developing youth. If we choose the former and drift along, there is no call for alarm in the Titanic, but if we select the latter we must heave-to and re-establish ourselves as teachers of animal husbandry and tiller of the soil.

To accomplish this objective, we must now more than ever direct an equal amount of our attention and effort toward the young adult farmer program which has been forced in most states to survive on the leftovers from traditional secondary programs. Those few hardy souls who have in the face of adversity chosen as their vocation not to be treaders of concrete but to plow, plant and produce the food and fiber needed by this nation and the world are in dire need. We should find small satisfaction, as a professional group, in the fact that some progressive states do

have active viable Young Farmer Programs when the vast majority of local programs have young or adult farmer programs only on paper or choose to ignore them entirely leaving the program to other organizations or agricultural commodity special interest groups.

Charge To Teacher Educators

We would hope that the majority of young farmers are former students of vocational agriculture and if that is so, vocational agriculture teachers have more than just an obligation to education. Teacher educators are obligated to assist teachers of these young people in whatever way we can. Teacher educators should recognize that teachers of vocational agriculture market a total program. Teacher educators are under the same obligation as a minister to converts and baptizes, to continue to be cognizant, and to serve the needs of our teachers. No church could survive for long if its total program was devoted to the uncommitted youth and had no concern for the adult membership who furnish stability and finances.

Teacher educators must instill in our future teachers that a dedicated former student, who feels a part of a life-long fraternity where there is someone who cares, is not likely to forsake the program. Instead, such students will probably be a lifelong supporter of the program and will exert influence and power to protect and preserve that program. In those communities where an active young farmer program exists, the vocational agriculture teacher can depend on this group for assistance with and support of the all day program and the FFA. Those who came up through a good vocational agriculture and FFA program will have a sense of duty and commitment to this program if they can continue to play an active part. What better group to comprise a home guard could a teacher have than a cadre of interested and involved former students of the vocational agriculture program.

It is in the interest of national security that we educate, encourage and assist young people to enter into production agriculture. The young farmers are the voting citizens of today and the parents of tomorrow's vocational agriculture students. The young farmers are to vocational agriculture what the cow herd is to the successful rancher. Ranchers learn quickly that they must retain some of their best produce for replacement or expansion.

If this simple procedure is not followed, the herd gradually diminishes and the calf crop gets smaller each year until all is vanished. Not only is our herd dwindling, it is many times left to find its own nourishment in the storm and is faced with almost certain disaster unless those who can be of assistance come quickly with the feed.

We in vocational agriculture teacher education are not only obligated morally and professionally to provide continuous relevant teacher education and advice in the development of young adult programs. Concurrently, it is our responsibility to conduct program research and seminars and promote other activities which develop the means by which qualified young people may enter into production agriculture with some degree of hope for success without being forced to marry or bury someone. Inasmuch as the educational leaders have the opportunity to be aware of new and changing legislation affecting agriculture, it is their professional obligation to make their voices heard across the distant waters of the Potomac.

Clients Are There

At a time when all education is projecting declining enrollment and vocational agriculture could be faced with reduced funding, we must look more and more toward those part-time program participants, namely the young and adult farmers. In each community there are many full-time and part-time farmers and others who have an interest in production agriculture who are willing to participate in and support a total vocational agriculture program.

If vocational agriculture education does its part now in providing our people and communities with a total program, those same people can conceivably be the salvation in the future for both the consumer and agriculture education. Before we can expect help and support from agriculture, we must fulfill our obligation and commitment to serve the educational needs of all agriculture.

I would like to close with a quote from the late President, John F. Kennedy who once said, "It is our task in our time and in our generation to hand down undiminished to those who come after us, as was handed down to us by those who went before, the natural wealth and beauty which is ours." In my opinion, a vital teacher education program in agriculture is a means to the end.

BOOK REVIEW

GREENHOUSE OPERATION AND MANAGEMENT by Paul V. Nelson, Reston, Virginia: Reston Publishing Company, Inc., 1978, 518 pp., \$16.95.

The operation and management of the greenhouse are explained in some detail in the sixteen chapters. The author begins with a discussion of the horticulture industry and the prospects for the future. He then describes the construction of various types of greenhouses followed by an explanation of the important aspects of heating and cooling the greenhouse.

Properties of good root media, both

soil-based and soilless, are described. In addition, one chapter is devoted to the pasteurization of root media. The fundamentals of watering; fertilization, including carbon-dioxide fertilization; light intensity and duration; insect and disease control and post-harvest handling of cut flowers are all important topics included in this text.

The many aspects of marketing, including packaging, grading, marketing systems and advertising are stressed as being important to the greenhouse manager. The business management skill required of a greenhouse manager

are presented in terms of labor management and production management.

This book, useful as a text at the high school level, has numerous graphs, illustrations and pictures to provide visual aids to the reader. A concise summary of important concepts and a list of suggested readings are provided at the end of each chapter.

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Adult Farm Business Management — The Virginia Trial

This is a story of how we tried adult farm business management in Virginia and what we learned. We convinced the State Department of Education to fully fund a three-year project which paid everything at a school site and provided funds for supervision of the project, workshops and development of curriculum materials at the University (Virginia Tech).

Valley Vocational-Technical Center at Fishersville was chosen as the pilot school. The Center serves four rural high schools in the county plus schools in the cities of Staunton and Waynesboro. The county is in one of the best agricultural areas of Virginia.

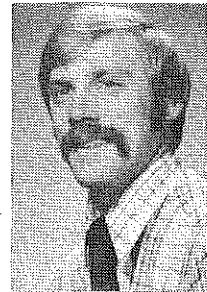
Certain conditions had to be met for the school to get the contract. The major one was that a suitable instructor could be hired. Several candidates were interviewed by the school staff, the project director, and a member of the state supervisory staff. Sam Saufley was chosen as the instructor. He was a native of the county. He had taught high school agriculture in the county and was at that time a machinery salesman in the area. He had the advantage of already knowing most of the farmers in the county.

Part-time farmers were excluded from the group to be served during the three-year trial period in which the project was fully funded. Because the farmers were getting an educational program with free record analysis, free record books and individual on-farm consultation for 25 hours per year and free classroom instruction for an equal amount of time, the farmers were asked and were willing to sign an agreement to get into the program. Attendance at meetings and record keeping were the two most important things they agreed to do. Spouses were enrolled also and were expected to attend at least 60 percent of the meetings. The program was patterned after Minnesota Farm Management, including the same recordbook and analysis.

We moved into the program gradually, giving the instructor sufficient time to study, go to inservice meetings, and learn about adult farm business management education. The instructor traveled to Ohio, Wisconsin and Minnesota when he was first hired to meet with other full-time instructors of adults and with the staff at Specialized Data Systems in Madison, Wisconsin.

Program Management

The first year, a class of 15 couples was enrolled; the second year, a new class of 15 couples was enrolled. At the end of three years, a full load of 45 farm families had been enrolled. The idea was to start a new group each year and "graduate" one group per year after the third year. The graduates would still be served but in a less intensive way.



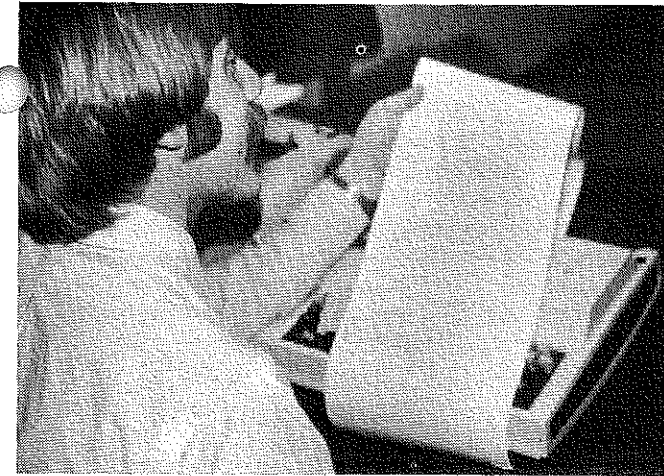
By MARTIN McMILLION AND SAM SAUFLEY
(Editor's Note: Dr. McMillion is with the Agricultural Education Program at Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061; and Mr. Saufley is Farm Management Instructor at Valley Vocational-Technical School, Fishersville, Virginia 22939.)

The program we conducted had the following characteristics:

- The instructor taught only adults.
- Farm records were kept and analyzed.
- Enrollment was by families.
- Only full-time farmers were enrolled.
- Twenty-five hours of group instruction were given yearly.
- The course content was two-thirds or more on records and business management.
- Farmers and spouses agreed to attend a specified percent of meetings.
- Twenty-five hours of individual consultation were given.
- The program was three years in length.
- The objective of the program was to reach family financial and other goals.
- Clerical assistance and an adequate travel budget were provided for the instructor.
- Mailings were regularly sent to clients.

What we learned from the program:

- The school liked the program well enough to continue it with regular funding.
- Farmers were aware of their need for the program.
- The farmers varied so much in their knowledge of record keeping and management that after the first four classes on the record book they probably should be ability grouped.
- The farm visit is important for individualization — review group instruction for the ones who were "snowed" (or absent) and challenge those who were bored.



Sam Saufley, adult farm management instructor, studying printout of feeder cattle cost analysis obtained from Computer Management Network

— Class attendance was more difficult to get than expected.

— Most farmers kept records up-to-date while some put it off until the instructor came to visit.

— Being a student in an adult farm management program is demanding in terms of record keeping and instructional time. Those who enroll must really desire the program. (Financial trouble increases desire.)

— A newsletter was useful to announce class meetings, recap class information and disseminate timely management information.

— The Minnesota *Farm Account Book* is complete and has directions which are easy to follow. (Its use will be continued.)

— Specialized Data Systems analysis involves too much hand work and summary before the computer takes over. (A local analysis is becoming more feasible because of the capacity of microcomputers.)

— Young Farmer Association advisors in the county were not openly concerned about the competition of the program. (Dual enrollment was common.)

— The farm management instructor has spoken upon request at several Young Farmer meetings in the county and beyond the county.

— Some accountants and tax preparers were concerned at first. (Tax return preparation is not part of the program.)

— Personnel of the Cooperative Extension Service on campus actively opposed the program in the beginning. After it was established, they have been helpful in several ways. After finding that a program of this type complemented the county extension effort, several enrollees were sent to the program by extension personnel.

— The project showed that agricultural instructors do not have to rely on resource persons to do their teachings. Adults will come and learn from the farm management instructor.

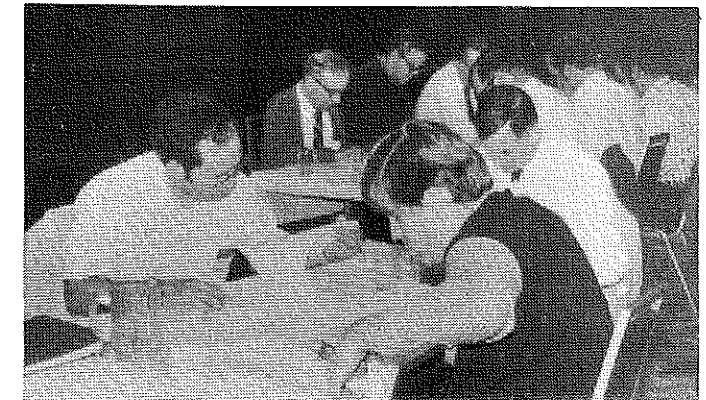
— Agricultural teachers in Virginia, except for a very few, will not get involved in farmers' records and cannot imagine that farmers would trust them to do so.

We recommend this program to other schools. In states

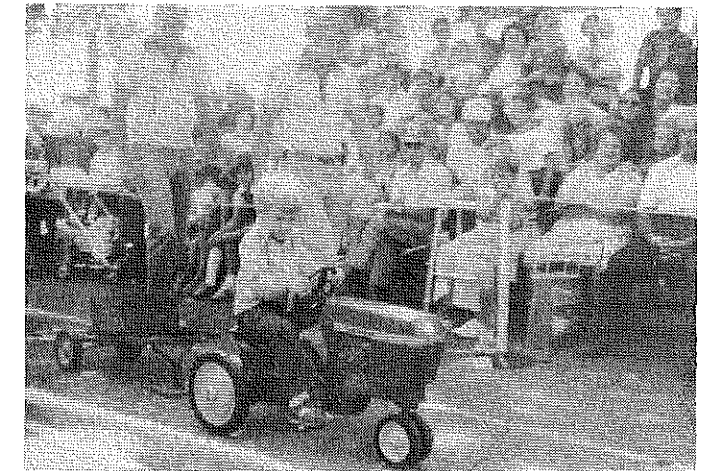


Sam Saufley, adult farm management instructor at Fishersville, Virginia and clients getting some after class information.

that have never had an adult farm management program of the type described, full funding of an example program from outside the school district is very necessary in the beginning.



Virginia teachers; Rod Pierce, Dan Swafford, Matt Robinson, C.M. Hall and others; learning to use *Farm Account Book* at a workshop.



IFYA PEDAL TRACTOR PULL

The State Pedal Tractor Pull for small children is held each year at the Indiana State Fair. Many chapters conduct similar pulls at local community activities and county fairs. Equipment includes a stock pedal tractor and small weight transfer sled. Classes are 30-40 lbs., 40-50 lbs., 50-60 lbs., and 60-75 lbs.

Teachers Benefit from Teaching Adults

Much has been written concerning tricks and tactics for providing successful quality young farmer and adult classes in vocational agriculture. However, all the tricks and tactics combined cannot succeed unless the instructor is committed to providing a successful, quality program. Yes, the key is the local vocational agriculture instructor. Instructors must believe in the importance of a quality young farmer or adult program, and more importantly, they must believe in their own ability to conduct such a program. The often stated adage says "if you believe you can, you can!"

Many instructors put off beginning a young farmer/adult program for fear of not being able to teach adults. Successful vocational agricultural instructors need to believe in their ability to conduct, not necessarily teach, young farmer/adult classes.

If one lacks the confidence to teach adults, there are several tactics that can be used. The utilization of resource persons is one of the most common methods used by successful vocational agriculture teachers. These experts from agriculture, business, industry and extension service normally have extensive experience in teaching adults. When utilizing resource persons, it is strongly recommended that the instructor participate in each session and then begin teaching as soon as there is an area in which they feel comfortable. Most beginning teachers are surprised to find they achieve instant credibility when teaching selected areas to young farmers and adults.

Another important question to ask is, how can an instructor develop commitment to the importance of young farmer/adult education? It helps if the instructor perceives young farmer/adult education as an integral part of the total vocational agricultural program. This means that it has the same importance as FFA, or agriculture mechanics or any other part of the program. It is equally important to recognize vocational agriculture as a part of the total community.

It is very difficult for teachers to assess the true needs of the community if they hide in the classroom all the time. However, the classroom instructor that takes high school classes to the field soon begins to identify areas in which producers and agribusinesspersons see a need for help. The more an instructor is involved with the agricultural affairs of the community, the easier it is to identify possible young farmer/adult needs. That is not to say that the instructor determines community needs based solely upon his observation. By discussing these observations with an advisory council (committee), the instructor will probably find additional areas of concern and also receive input prioritizing the importance of these areas previously identified.

Relevant Instruction

A very common reason expressed for not providing quality young farmer/adult programs is a lack of time. Many teachers feel they do not have sufficient time to ade-



By MIKE CAVEY

(Editor's Note: Mr. Cavey is a Vocational Agriculture Instructor from Missoula, Montana 59801.)

quately conduct a secondary program, let alone participate in community affairs and conduct a young farmer/adult program. However, the writer has found that community involvement and conducting a young farmer/adult program actually makes the secondary program more effective and easier to teach.

If the instructors are involved in the community, their teaching will then reflect the community problems and situations. More often than not, the problems addressed by the young farmer/adult classes are real community problems that should be incorporated into the secondary curriculum. Young farmer/adult classes can and should trickle down into the secondary classes, thereby improving their relevance. This allows the use of community resource people in the secondary classes, again tying the classes to the community. Thus, good young farmer/adult programs can apply community situations to the secondary classes. The writer has never attended an adult program in agriculture that he did not bring back something to use in teaching his secondary students.

Again, it should be stressed that young farmer/adult programs must be a part of the total vocational agriculture program and the vocational agriculture program must be a part of the community.

Skills of the Teacher

If instructors still feel threatened by a lack of time, they can utilize their advisory committee to help with the community needs assessment and the identification of resource persons. The advisory committee should be in on the planning of young farmer/adult activities. If they are involved they tend to also be very effective in improving the public relations for the young farmer/adult program and the entire vocational agriculture program.

In terms of time, there is one area in which young farmer/adult programs do place demands on the instructor. In order to be effective in the community, the vocational agriculture instructor must remain current in the profession. This requires time spent in workshops, conferences and courses to update skills. This is a necessity of instructors of young farmer/adult programs and of course it also benefits the total vocational agriculture program.

Instructors will often serve as a moderator or interpreter in explaining programs taught by resource people. They may also interpret research which is difficult for some adult students to understand. Again, the instructor must

be knowledgeable enough to apply the information to the community. This requires current knowledge of agriculture as well as skill in asking questions or paraphrasing remarks that are meaningful to the adults.

Many Benefit

Young farmer/adult programs have additional benefits that help the instructor, the vocational agriculture program and the school in general. First of all, they tend to keep the instructor in touch with the real needs and problems of the local agricultural community. Secondly, through ongoing young farmer/adult instruction, the instructor can build a current listing of resource people that can be utilized in the total program.

Better utilization of school facilities is another definite benefit. Every additional hour the school facility is used helps improve the cost of effectiveness of the school. The use of the school facilities by the young farmer/adult classes will enable the instructor to receive informal input on the appropriateness of the facility and its equipment. Adults may often gain information to help solve problems by utilizing books and magazines located in the vocational agriculture department.

One of the greatest benefits to the school is the public relations benefit it receives in the community when conducting adult classes. Adult classes provide an opportunity for many people to be informed and involved with the activities of the school who otherwise have no contact with school affairs. There is no doubt that in these times of limited resources, the schools in which the community feels the school are meeting the needs of the community will be treated best by local taxpayers.

In conclusion, successful, quality programs require time as well as courage on the part of the instructor to initiate the program. In the final analysis, however, they provide many benefits to the instructor, program, school and community for the amount of effort expended. A successful, quality young farmer/adult program depends directly upon the attitude, willingness to commit the necessary time and dedication of the local vocational agriculture instructor. If vocational agriculture instructors believe that it is important to their community that they conduct a successful quality young farmer/adult program, and if they make a sincere effort, they most likely will succeed.

Teacher Educators and Supervisors: A Critical Role In Young/Adult Farmer Education

In this issue of the AGRICULTURAL EDUCATION MAGAZINE other writers have examined the important place of young/adult farmer education in today's agricultural education programs. I shall attempt to detail the key role that teacher educators and supervisors must play if young/adult farmer education is to grow and remain strong.

As a young farmer instructor, I was aware of the importance of the support universities and state supervisors provided. Upon careful examination, one will find that those states that have strong adult programs have also had supportive universities and state supervisors. What are the quality indicators that teacher educators and supervisors should follow?

Teacher educators have two prime responsibilities in the development and maintaining of high quality continuing education programs in agriculture. Those responsible for teacher education and supervision must provide a philosophical sound preservice and graduate program in adult education and maintain a real leadership presence.

Basic Education: A Teacher Educator's Role

Beginning teachers who plan new young/adult farmer programs, or assume existing ones, must have sufficient



By LEVERAGE BARRETT

(Editor's Note: Dr. Barrett is an Assistant Professor in the Agricultural Education Department at the University of Nebraska, Lincoln, Nebraska 68583.)

basic competencies. First, they need to understand the important role of continuing education in a total program. This understanding should be as clear as it is for the role of FFA. This notion is especially important today because secondary school enrollments are declining, teachers are being assigned non-agriculture duties, and some programs are being closed.

I am not suggesting that they need an endless barrage of information on such topics as how adults learn, but they do need basic information in program philosophy and concepts such as: value of continuing education in agriculture; scheduling options for instructor time during days and

(Continued on Page 22)

Teacher Educators and Supervisors: A Critical Role In Young/Adult Farmer Education

(Continued from Page 21)

evenings; a primer on conducting on-farm instruction; use of resource persons; working with adult planning groups; planning typical adult programs; basic adult instructional methods; and appropriate resource materials. This instruction could be provided in a course titled "advising", where 50 percent of the class time is devoted to young/adult farmer education and the other 50 percent to FFA. Such a commitment would give more than lip service to adult education.

Opponents may say that there is too much subject matter to cover already in the preservice program or that students are not ready to learn about adult education. This may be true for some students, but not all. Many preservice students just need the concepts of adult education to be planted and the seeds will sprout in their own time. If the ideas are not "planted", they cannot grow!

Other ways of providing preservice teachers with some adult education competence is to make sure that they get student teaching in a cooperating center that offers continuing agricultural education. If this is not possible, certainly a minimum requirement should be for the student to spend several days in a program that does provide quality young/adult farmer education. These experiences should be carefully planned and documented to provide indepth experience rather than just observation. Another possibility is to encourage undergraduate seniors to enroll in a graduate course on young/adult farmer education. This could be for the entire course of study or for the basic components only.

Upon the completion of the preservice program in agricultural education, a graduate should have enough basic competency in young/adult farmer education to answer school administrator's questions such as: 1) What are you going to do with scheduled day school time for adults? 2) Why should we have a young/adult farmer program? 3) How much will it cost? 4) What would be the program content? If a beginning teacher can have sound answers for these questions, they will be well on their way with young/adult farmer education.

In-Service Education

Teacher educators have an obligation to provide the kind of post-baccalaureate education that teachers need to sustain and develop adult agricultural education programs. This kind of support can be provided in several ways.

The most obvious support should be a graduate course or courses that provide essentials beyond the minimum

competencies needed by preservice students. These courses may be the traditional in-depth graduate courses or they can be seminars where young/adult farmer instructors can share ideas and learn new concepts. This type of teacher education support is vital to adult instructors. They often find traditional area-wide teacher meetings centering around FFA activities with little or no time spent on continuing education programs. Thus, teacher education can provide a forum where adult instructors can share ideas with persons of similar interests. The other obvious need is for teacher education to provide a coordinate technical agriculture in-service program for adult instructors.

Leadership

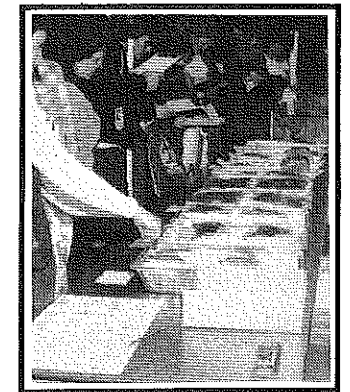
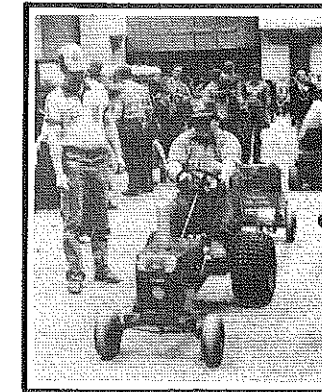
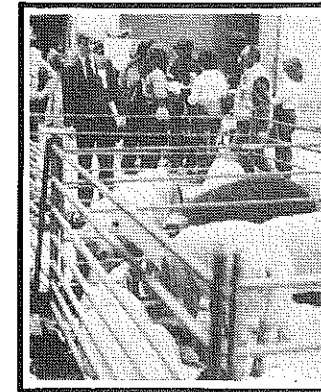
Leadership is the key to sound statewide continuing education programs in agriculture. During this time of economic crises, many states are experiencing declines in their adult education programs while other states, like Nebraska, are experiencing an expansion. Certainly, the time is now for increased leadership by teacher educators and supervisors to bolster young/adult farmer education.

Leadership can be passive or strong. Passive leadership will contribute to the continual erosion of adult farmer education. Strong leadership can be provided in several ways. Teacher educators and supervisors must agree to place a high priority on adult education. One approach is to have a person in teacher education and one or more in supervision whose prime responsibility is coordination of adult education. Active promotion of adult programs by both teacher educators and supervisors can provide a significant boost to teachers and programs.

Statewide support should emphasize the development of a strong state young/adult farmer organization officer team. Such a team will be able to maintain an existing organization and provide forward looking leadership. The results of a highly educated officer team can bring much improvement. For example, a team of Nebraska state officers assisted by state young/adult farmer executive secretary, Gary Bergman, spent several days visiting departments and farmers who did not have adult programs. As a result of their effort, five new chapters were added with the possibility of several others in the near future.

Summary

Teacher educators and state supervisors have a significant role to play in strengthening and developing continuing agricultural programs. These combined efforts can provide a ray of hope to many teachers whose programs face a threat in this time of economic decline. The time is now to increase emphasis on adult education when more and more of the adult population is expressing a desire to continue their education. If teacher educators and supervisors will not take the "reins of leadership", who will?



Indiana Young Farmers Association

- A. **Bolt & Nut Contest:** Threads must be showing after taking nuts off and putting back on. Best time is winner.
- B. **Livestock Judging:** 2 classes of beef cattle, 2 classes of hogs, 2 classes of sheep, and 1 class of dairy is used for the contest.
- C. **Adult Pedal Pull:** Converted grade tractors to pedal power with weight transfer slide. Must pull 60 feet in 3 minutes time limit.
- D. **Meat Judging:** 10 identification of meat cuts and 3 judging classes.

Other Activities: Photo Contest, Volleyball, Welding, Baking, Farming Game, Corn Shelling, Bumper Sticker, Exhibits, Awards Meal, Educational Program, Speakers, and Entertainment.

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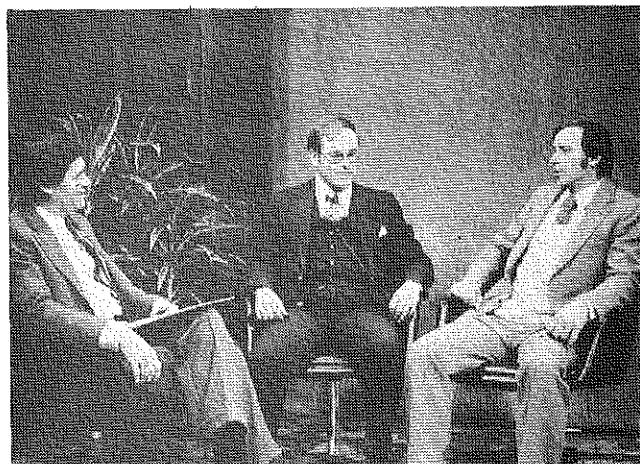
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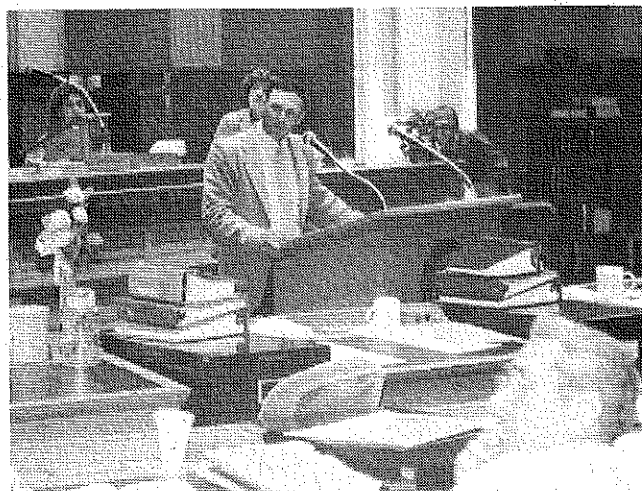
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Stories in Pictures



Carey Davis, Indiana, and Gerald Garber, Virginia, make a television appearance as National Spokespersons for Agriculture.



Randy Dunning, President of the Colorado Young Farmer Association, addresses the Colorado Legislature.



A chicken ferris wheel attracts attention from thousands of Indiana fair-goers at the Indiana Young Farmers' Association tent.

(Photographs courtesy of Ann Schwarm)



Dick Helms, Nebraska, talks with a consumer about why her food is safe.