Here an agricultural teacher demonstrates the use of the soil auger for taking soil samples in a work experience class in India. (Photo courtesy D. R. Crowe, Regional College of Education, Almora, India — See related story on page 200)

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

Maddy Nataw, exchange student from Tanzania, exercises his medium wool lamb at the Yaleota FFA School Farm at El Paso, TX. He is the first foreign exchange student member of the chapter. (Photo courtesy Steve Farrar, Yaleota FFA — See related article on p. 197)

Sasha Bekani tests his dressmaking skills as a part of his agricultural experience at Waka Teacher's College, Biu, Nigeria. (Photo courtesy Robert A. Martin, Browns, IN — See related article on p. 202)

Those Young Farmers Club members of Waka Secondary School, Biu, Nigeria, prepare to deliver their cotton crop to the market. (Photo courtesy Robert A. Martin, Browns, IN — See related article on p. 202)
THME—SERVING ADULTS—YOUNG FARMERS, ADULT FARMERS, AGRI-BUSINESSMEN

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GUEST EDITORIAL

J. C. Alberson

REGISTRATION EDITOR

Teacher Education

Louisiana State University

THE GROWTH OF CLASS MEMBERS IS DEPENDENT LARGELY UPON THE PREPARATION THE LEADERS MAKE. TOO OFTEN ONE LETS GOOD WORK GO TO WASTE. THERE IS NECESSITY FOR A FOLLOW-UP WITH THE GROUP TO WHICH THE INSTRUCTOR HAS DEDICATED. IN ORDER TO MAKE THIS EFFECTIVE, TO PROVIDE FOR A CLASS MEETING THE INSTRUCTOR SHOULD HAVE SECURED ADEQUATE INFORMATION SO THAT THE TASK AT HAND MAY BE APPROACHED INTELLIGENTLY. THE AGENDA FOR ACTION SHOULD BE BASED UPON THIS INFORMATION.

DON'T OVERLOOK THE OBVIOUS

IT IS UNFORTUNATE THAT THE OBVIOUS OFTEN ESCAPES THE INSTRUCTOR BECAUSE SOME THINGS ARE THE COMMON OR GENERALLY ACCEPTED PRACTICE. FREQUENTLY THINGS ARE TAKEN FOR GRANTED AND JUSTIFIED AS A RESULT OF THE FACT THAT IT IS THE COMMON PRACTICE. THIS IS A BARRIERS TO THE GROWTH AND THE ENRICHMENT THAT SHOULD HAVE BEEN A PART OF THE ACTIVITY. IT SHOULD BE REPORTED THAT EACH PERSON HAS AN OBVIOUS RESPONSIBILITY TO THE GROUP AND THAT IT IS THE TASK OF EACH PERSON TO REPORT WHOSE TASK IS TO民眾 TO AVOID.


WORKING IN AGRICULTURAL MECHANICS by G. C. Shinn and C. W. West, 1979, 280 pp., $4.95.


If you feel qualified to review one of these books and desire to do so, write the Book Review Editor and he will send you the book for review. Once reviewed, the book becomes the property of the magazine.


NEW OPPORTUNITIES FOR FEATURE CONTENT PAGE—Features, pictures, innovations—
* 2 center pages *

THIS WORKED FOR ME—Methods of free, inexpensive, or hard-to-find letter writing ideas—
* 1 page (3 pages typewritten double spaced) *

COMING ISSUES COMING ISSUES COMING ISSUES

CENTERSPAGES FEATURE—Plants, pictures, innovations—
* 2 center pages *

THE COUNTRY STORE—Free, inexpensive, or hard-to-find letter writing ideas—
* 1 page (3 pages typewritten double spaced) *

COMING ISSUES COMING ISSUES COMING ISSUES

MAY—Post-Secondary Education in Agriculture—An Emerging Partner
JUNE—Cooperative Education in Agriculture—Learning on the Job
JULY—Careers in Agriculture—Summer Employment Opportunities
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The Agricultural Education Magazine

PUTTING A "NEW KICK" INTO THE AGRICULTURAL EDUCATION PROGRAM

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

TRADITIONAL APPROACH

The Adult Agricultural Education program in the central Texas area was initiated in 1957 with the opening of the Vocational Agriculture Department in the Ferris High School. Although perhaps not the best local program to be found, it continued in operation over the years by following some of the usual approaches to the job. Group discussions, speakers, films, etc. were used as the group program. The program was also made of the Texas Education Agency's Adult Education Specialist Program of four-night short courses. All of these attempts brought varying degrees of success to the program, yet it was evident that the overall program was in need of a feature which would bring added interest and enthusiasm to the farmers.

THE NEW APPROACH

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

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

THE FIRST TOUR

The first tour was a bus trip through our county. The area was surveyed before the trip in order to include points of special interest to those who were on the tour. An information sheet about the various stops was prepared and made available to all who wished a copy. Drinks were served at a stop in a shady grove of a beaver dam pasture. Later local community tours were extended to a full day with a free barbecue lunch and programs on a farm home. Entertainment and speeches by well-known agri-

EXPOSITION

From this type of program the event has grown to include trips to farming areas in West Texas, the Mississippi Delta, and the Texas Gulf Coast and Rio Grande Valley. Such trips have been conducted mostly by local community personnel with outside help from persons employed by cer-

TRANSPORTATION

Transportation for the tours and trips has varied. Local farm tours have been made in individual pick-ups and cars or in a school bus while the one-day tours to the neighboring counties were made in charter buses. The long distance trips to farming areas some 400 to 500 miles away, were made by airplane and charter buses. Such was the case of our 1977 trip to the coastal plains of Texas and on the Rio Grande Valley. The persons on the trip were transported from Ferris to the airport, about 30 miles by school bus. There we boarded a commercial plane for Corpus Christi where a chartered bus met us and took us on our three-day trip. Stops included industries, research facilities, ranches, cotton, mills, corn, citrus, and sugar beet farms, as well as some outstanding restaurants along the way. We spent one evening in Mexico for dinner. The return from the Rio Grande Valley to Dallas was by air. Several meals along the trip were provided by the agricultural chemical companies who helped out with the trip.
This is not to imply that there should not be a tentative agenda prior to the meeting. There should be some purpose for each session; however, it is subject to change as the situation dictates.

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

INVOLVEMENT

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

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

The primary task of the instructor is to lead the class members in achieving desired ends. When practical it is beneficial to get the adults to set realistic goals. These lines should be based upon needs of the individuals perceive them. It would be a mistake, however, to assume that the group is aware of all of their needs. Often these will be discovered or uncovered as a result of presentations during a class period. Seldom is a problem, real or imagined, insignificant.

All are involved in the problem of keeping the group progressing. There should be a conscious effort to project the lesson into the future.

MAPPING THE FUTURE

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

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

PLANNING

There is no one best way to organize a young farmer education program. However, regardless of the situation existing, there are a number of essentials to be met if the organization is to be formed and to serve the purpose intended. Much may depend on what has been done to provide a nucleus and interest in the program for young adults and other agricutural workers in the community. Getting publicity and interest in the undertaking. The program should be based on the need and interests of the members enrolled in the program.

ORGANIZING A YOUNG FARMER CHAPTER

In organizing a young farmer chapter, the first step should be to contact the local agricultural education association and the county extension office. The next step should be to contact the local high school agriculture teacher and the county extension agent. The last step should be to contact the local agricultural education association and the county extension office.

1. Discussing with the local agricultural education association and the county extension office.
2. Getting approval and support from the administration.
3. Organizing a group of eligible adult farmers in the community.
4. Setting a date for the organizational meeting.
5. Getting the local newspaper office to publicize the meeting.
6. Sending letters to prospective members.

It should be evident that this is not a special sequence or order through which to form a young farmer association, but it worked for us. Each community has different problems and situations. Needless to say, the key to success is making sure the community is aware of the program. Then proceeds to organize the program that will serve the needs of the young adult farmers in his area. He should determine the steps in the sequence that will best work for him to form a young farmer chapter.
Don't Waste Their Time!

by Lee Zick
Young Farmers Coordinator
Prairie Area
Potawatomi

Young Farmers - Intra, or Extra-Curricular?

In keeping with the theme of this issue of the publication, I would like to share some of my philosophies and techniques that have been successful in teaching adults.

I once heard an agriculture educator from Kentucky speak about teaching adults and it was from him that the title of this article evolved. As a result I will state that, "Most farmers are very busy and when we get them into the classroom or involve them in individual instruction, 'Don't waste their time.'"

ADULT VS HIGH SCHOOL TEACHING

The past twelve years have brought a variety of experiences my way. As a high school instructor of vocational agriculture/agribusiness, my job was involved mostly with teenagers, some of whom could be called young adults who have unique needs as to teaching and motivation. I also taught evening adult classes so part of my task and found that experience much different from the teenage group. Adults have unique needs and usually don't require a lot of motivational techniques. Teaching adults on a part-time basis, usually in the evening, is more of a problem for the instructor to motivate himself to be at his best after a full day in the classroom meeting the needs of the high school students. If he does not motivate himself fully, he may not be as effective a teacher. Try to relate the needs of the students and may waste their time.

THE CHALLENGE

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

INDIVIDUAL NEEDS

Meeting individual needs can become an exhausting challenge because of the variety of needs to be met. In connection with this, may be young farmers who need help with basic information and established farmers who need updated information and refinement of their management skills. This difference points again to the need for organized classroom instruction to cover general individualized instruction time to meet the needs of the individual in his home setting.

Writing a young farmer program from a struggling and sometimes pessimistic to a successful and perpetually optimistic farmer is a problem for the instructor to motivate himself to be at his best. Together with the hard work and determination needed to make progress, the word of warning — don't try to measure their success or failure of your program or your teaching effectiveness too extensively. Most businesses take five to seven years to turn the corner or top the hill and farming is no different. I have watched young farmers who, wondering if it was all worth it, or at times where the usual meal was coming from, stick it out and in time begin to see the light at the end of the tunnel and the way out of the darkness of doubt. Again, this is not going to happen in a flash. As instructors must not be too quick to judge our program and measure success so early that they feel like failures.

DIVERSITY

Because of the diverse nature of our student clientele, we must offer a diverse range of information in the classroom. I usually try to encourage some people about a correct problem, let the class go. This will help you where their thoughts are today and also help keep you aware of changes, problems, and solutions. Teaching management is a special problem and if I find this technique helps, the student think more for himself as he attempts to answer some of the questions that are raised. I have often said that one of the greatest benefits of an organized activity is the getting together of persons with different knowledge and different expertise and getting them pick each other's minds on anything from where to buy hay or corn to a solution for a unique and specific problem. And although teaching management can be a time of diversity is to hit a subject from different angles. A sample sequence of ideas is: (1) define the concept, (2) review an example which explains the concept, (3) explain the concept relative to the example, (4) discuss the concept, and (5) review the concept as presented originally.

CHANGING AGRICULTURE

The frontier days of life on the farm have passed. No longer does豪re come from the home churned cream or eggs from the wife's henhouse. Farming has changed. The self-sufficient life is no more. It has changed from a farmer producing enough for his own family and a few others to producing enough for 35 others or more. One farm family row now raises a small amount of corn for personal use and all other needs are bought on the retail market.

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

A COMPLETE VO-Ag PROGRAM

What is a complete program in vocational agriculture? Why does it include? Where does it stop? The secondary level vocational agriculture program has always been the main reason in vocational agriculture, but serving out-of-school groups must now be considered to be neglected. Teachers of vocational agriculture and their school administrators must believe that they have a responsibility to out-of-school students. The vocational agriculture teacher needs to believe he can work with adults to provide the knowledge and help these people maintain a competitive position in the economic world of today. He should not be considered an expert in all areas of agriculture but, because of his training, he can make a link between those who are preparing to enter an agriculture occupation, those who are trying to become established, and those who are successfully farming. Moreover, student labor, guidance, and awards would be overlooked in the busy work of everyday planning.

CHAPTER ORGANIZATION

The meeting arrangement that seems to be most popular when they are divided into three parts. First is the business part, where the business of the organization is taken care of. This is usually done in the first ten to twenty minutes of the meeting. Next is the educational part with specialists, experienced farmers, agribusiness representatives and others involved in agriculture as well as the teachers. This is followed by the social part of the meeting where everyone who wishes can mingle with the other members, drink coffee or pop open a beer. Sometimes this part of the meeting takes longest and might be the most important.

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

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

ACTIVITIES

One of the small states, Oklahoma, Young Farmers is the development of the home of youth, the Future Farmers of America, and the 4-H club members. A committee on this activity should be developed. In many towns in eastern Oklahoma the Young Farmers take on the responsibility of conducting the local and county livestock shows. They conduct pep-scores, turkey shows, sheep, and other community activities to raise money for the livestock shows.

In many schools, the Young Farmers hold contests such as speech, livestock and forestry contests. In some schools we have a completely local by them to the district, area and state contests. The Young Farmers serve as judges, drivers and sometimes as substitute agriculture teachers.

(Concluded on page 239)
"PAY OFF" Through Farm Business Analysis For Young And Adult Farmers

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

adult farmers. The average enrollment is 45 farm operators per teacher and the farm wives are included in the program because they often keep the records and need to share in the farm and family decision-making process. This program emphasizes the keeping of complete and accurate farm business records which can be analyzed and used as a basis for making farm management decisions.

The Farm Business Analysis Program was originally designed to be a three year course, however, many of the farmers who are enrolled feel that the benefits are so great that they remain in the program after the three year period. The first year the instructional program is primarily concerned with keeping complete and accurate inventories as well as cash records. This is necessary because at the close of each year the records are summarized and submitted for a computer analysis which provides an overall financial analysis as well as an analysis of individual enterprises.

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

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

This instructional program includes classroom, small group and farm inspections.

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

THE PAY OFF

The Farm Business Analysis Program at Upper Valley Joint Vocational School with Brooks Ware as the instructor, has been very successful and it has been both economically and educationally (Concluded on next page)

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AUGUST 1978

CONTINUED "PAYOFF"...
GARDENING FOR FOOD AND FUN WITH SENIOR CITIZENS

Ellen S. Pelfrey
Voc. Hist. Student
New Mexico State University

Richard E. Gomez
Extension Horticulturist
New Mexico State University

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

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Community garden consumption</th>
<th>Weekly market consumption</th>
<th>Acceptance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collards</td>
<td>3</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Sweet corn</td>
<td>2</td>
<td>50</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Beets</td>
<td>Not Often</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cucumber</td>
<td>1</td>
<td>33</td>
<td>Small (50%)</td>
<td>94</td>
</tr>
<tr>
<td>Eggplant</td>
<td>1</td>
<td>9</td>
<td>Medium (5%)</td>
<td>25</td>
</tr>
<tr>
<td>Summer squash</td>
<td>5</td>
<td>50</td>
<td>Small (100%)</td>
<td>0</td>
</tr>
<tr>
<td>Watermelon</td>
<td>2</td>
<td>50</td>
<td>Large (85%)</td>
<td>17</td>
</tr>
</tbody>
</table>

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

VEGETABLE POPULARITY

The most popular vegetables were summer squash, eggplant, watermelon, and collards. While preferences for eggplant and watermelon are consistent with those of the general population, the popularity of summer squash and collards may be due to their being non-traditional vegetables in this community.

SUCCESS FACTORS

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

FEED ENERGY SOURCES FOR LIVESTOCK


This book is very comprehensive and well written. It is a clear and informative material and probably the best book on the subject. The editors have cut out unnecessary jargon and jargon and jargon to direct the reader to the most relevant information. The book will be an asset to anyone involved in the feeding of livestock. It is well organized and easy to read. It is a valuable resource for anyone involved in the feeding of livestock.

A list of participants who contributed this type of information to the conference is not available. Your opinion, should be directed to the personal reading of commercial and university level students. It is very important to keep in mind that all readers, and especially those in the field of nutrition or farming, will benefit from this book.
KEYS TO AN EFFECTIVE YOUNG FARMER PROGRAM

by Bobby J. Henry
Vice-Principal
Temple, TX

COMMUNITY SERVICE
Every farmer has certain obligations to its community. Most everyone gives something to society. The United Fund, March of Dimes, the Red Cross, as members of the Gen-Tex Young Farmer Chapter feel like we have a bigger responsibility. We begin early by sponsoring "Read-A-Thon." This was an attempt at the chapter to start early reading in the schools. Each member was expected to read for five hours. This project was sponsored by the Mullica School System. The prizes were given by the Young Farmers Chapter.

LEADERSHIP
A good set of officers is necessary for any organization. Everyone feels the need for leadership. In today's organization, there is enough work for everyone. Officers, committee chairmen, members of the executive board all work together to accomplish their purpose. Chapter President, Richard Corbin, is Area VIII President. Chapter member Charles Fleming is a state officer. A chapter can best accomplish its purpose and assist other chapters to achieve the same by displaying good leadership. 

FUND RAISING
Every chapter needs some type of financial assistance. Hopefully, one of these days each chapter will receive a budget from the state or local school district. Until that time, some fund-raising activity should be considered. The Gen-Tex Chapter sponsors an equipment sale each year. New and used equipment is obtained and sold. A commission is charged for each item sold. A commission is charged for each item sold. A commission is charged for each item sold. A commission is charged for each item sold. A commission is charged for each item sold.

WHERE TO START
I teach in a two man department which has greatly increased our ability to plan, organizing, and initiating any new program. We have a year planning the advantages of this program with our advisory council, local farmers and agricultural business in our community. We were encouraged by the proposed cooperation from these men. After this groundwork was laid, we contacted our high school principal and district superintendent. These men not only gave us their support, but also their full support and cooperation.

We then contacted our State Ag Education Department in Albany, New York, for details as to writing and submitting this program for funding. Lee Taylor, our local state agent, was extremely helpful in this part of the planning. By this time we were wondering whether we could accomplish a program which was going to start, but the help and encouragement from these men at the state level gave us a psychological lift.

DISCOURAGEMENTS
Because of the vocational education set-up in New York State, we learned that our program was not only going to have to build a community support, but also had to be carefully planned. From the outset, our program was funded by the local Co-operative Educational Services (CESC) of our school district.

BENEFITS
Looking back on the first year of our Young Farmer Program, our confidence in strong local support was verified. We had an average attendance for 16 classes of 25 with a case of 15 farmers who attended over 85 percent of the meetings. When we consider that two meetings had to be cancelled because of the Buffalo Blizzard of ’77, our recovery and attendance was gratifying. Our personal contact with individual farmers was the actual basis for a Young Farmer Program. However, once it was decided to start the program, we received strong support from a very active local Farm Bureau. This close working relationship between teachers and Farm Bureau has resulted in area support of FFA activities. Such activities include an increased sponsorship of members at the Governmental Seminar and help in judging various county FFA contests. We also noticed this year that selling our FFA calendar ads helped offset our expenses. Two weeks later, the participation of most area ag-businessmen in our program has had more than one reason for the quick sale of these ads. Local radio and newspaper coverage of our program added to the increased awareness in the community as well as providing a healthy public relations relationship between the taxpayer and the school system. Looking back now, it’s easy to see that the benefits we worked for were the rewards of the extra effort.
COMMUNITY INVOLVEMENT AND THE ADULT TEACHER

by
Heiner Svennson
Adult Farm Mgmt. Inst.,
Pipestone, MN

OPPORTUNITY FOR CONTACTS
You — as an adult instructor — have the opportunity to continue contact with people that accelerate and support themselves and students in that, as they proceed. You are, in a very real sense, a teacher, a textbook, and a part of the educational process. What more can you do to make teaching and learning as enjoyable as possible?

INVOLVEMENT IN COMMUNITY ACTIVITIES
Involve yourself in other community activities that are not educational in nature. Such an involvement will help you to meet other people and to learn from their experiences.

PREPARING INSTRUCTORS FOR ADULT PROGRAMS
Adult education has a particular role to play in our rapidly changing world. The skills that people need in order to cope with changing conditions. A complex web of the characteristics of the learners, the environment, the subject matter and the instructional techniques and strategies affect the learning accommodations made by the adult student. Consequently, adult educators must be familiar with the people they serve and the management of the learning activities as a whole.

FLEXIBILITY
Dickinson states that, "The instructor must be able to adapt himself to the particular group he is working with. . . . To develop this flexibility, the instructor should first know how and understand the general nature of instruction and then be able to select and use the most appropriate instructional strategy for a given course."

Don E. Elsen
Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, VA

SHARING EXPERIENCES
It has been said that "experience is the best teacher." Adult educators should never forget this statement. When adult educators share their experiences with each other, they provide opportunities for adults to feel that they have something to contribute. For many, this may be the first time that they have had a feeling of worth.

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

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NATIONAL RESOURCE CONSERVATION
AN ECOLOGICAL APPROACH, By Oliver S. Owen, East Claire: MacMillan Publishing Co., Inc., 1975, Second Edition, 700 pp., $12.95. Oliver S. Owen's second edition book re-echoes his interesting and useful approach to natural resource conservation. By eloquently fusing facts and presenting current information, Owen has been able to blend ecology and conservation into a readable and comprehensive text. Most problem areas of concern have been covered in some detail, but are general enough to avoid complexity. I believe Owen could have devoted even more time to the value of wildlife in forests and to the present controversy involving hunting and trapping as wildlife management tools.

This WORKED FOR ME!
FARM MANAGEMENT TOURS
by J. V. Reine
Agriculture Program Coordinator, Austin Area Fe-Tech Schools, Austin, MN

If a picture is worth a thousand words, then a well planned farm management tour is worth 100,000 words. East South Central Minnesota is the center for farm management tours for the country to the best knowledge of the writer, how long has this been the case?

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

Farm Management tours have a high social value as far as farm people are concerned. The social pressures of "you come to my house, I go to your house" is strong. Many farm management tours have rather elaborate meals served and on many occasions agri-business people often line up for their turn to serve the event. In small communities where farm management tours are a yearly event, it is the social high-light of the summer season. The tours provide a means for people to get better acquainted. The writer has observed class members a little uneasy on first tours, but welcome each other as good friends as the years go by.

EDUCATIONAL VALUE
Not only is the tour educational, but it is also a great learning task that takes place. The tour host is usually a successful operator. Those in attendance know the family personally, learn what makes that farm business tick, see what facilities and management practices are used and quickly have a home to look over their own business and make comparisons. Nobody knows how many people have found new ideas on a farm management tour, but we guess that the tour is the easiest and cheapest method yet invented for "pick- ing" the neighbor's brains.

ORGANIZATION
How are farm management tours organized? Usually the advisory committee makes the choices along with the adult agriculture instructor. Often times tour committees are formed to handle the meal function and other social parts of the meeting. The adult instructor usually prepares pertinent information on the farm to be visited and checks carefully with the tour host. The information is usually duplicated and distributed to those in attendance.

From there on, pick a nice comfortable evening, be sure to raiain and tell the TV, radio and newspaper about it and they will advertise the tour.

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

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

How many people attend these events? It is not difficult to get 200 people to attend these tours and 2 to 3 hundred attended one tour this kind this year.

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

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

Everybody likes a farm management tour.

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

In 1946, Dr. Peterson returned to the University of Minnesota as assistant professor and when Dr. A. M. Field retired in 1948, Milo became head of the Agricultural Education Department, a position he held until 1970 when he stepped down. He remained in the department until September 30, 1972.

Dr. Peterson has been the major advisor to 40 Ph.D. graduates from all sections of the United States and at least 8 foreign countries. In 1956 he was a Fulbright research scholar in Japan and in 1960 a lecturer at the International Center for Agricultural Education in Zurich, Switzerland. After relinquishing the chairmanship of the Agricultural Education Department in 1976, Milo went to Korea for two years as a consultant in Agricultural Education, where he was instrumental in establishing the Future Farmers of Korea.

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

Milo has written extensively and contributed to many publications. He is co-author of "AgriBusiness Starter in Farming, The Three Rs' Plus and Teacher Education in Agriculture. He has also served extensively as referee for research writings and was editor for THIS VISITOR during the time he was head of the department.

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

In his local community Dr. Peterson has been active in a St. Anthony Park Association, a member and chairman of the Minnesota Citrus Committee for Public Education and served for more than twenty years as Superintendent of the Education Department of the Minnesota State Fair. He introduced a recognition day for educators at the fair which honors representatives (Concluded on page 238)
A CLASS FOR WINNERS—ADULT FARM BUSINESS MANAGEMENT

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

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

FULL THREE YEARS

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

CONTINUED RESEARCH

WEST VIRGINIA


DEECEMBER 1978


CONTINUED LEADER

from each county, Elementary teachers, secondary teachers, administrators, and school board members are two-day training sessions for state leaders, will be held on the Lake Rachel where many friends and former students visit them each year.

3. Financial information and stockings are readily available to use for credit purposes. Must to liability-estimation analysis, capital flow and net worth statements provide information for planning ahead for expansion, etc. The edge of family living is also valuable to the farm family.
4. Increased involvement is necessary for all family members in the farm business, particularly the wife. In many instances, the wife has little or no knowledge of the workings of the farm business.
5. A farm family should know their farm is progressing and how it compares with others to evidence to all family members. The program may provide new ideas on how to improve their farm, to reduce waste or program so that the changes can be made needed.
6. Budgeting for expansion or reorganizing can be done. Cost estimates can be made for enterprises to eliminate guesswork and achieve economy.

THE CHALLENGE

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

EDUCATIONAL PROGRAMS

In Oklahoma the Young Farmers plan educational programs around the agricultural teacher as their advisor and main teacher. Even so, they know that they couldn't teach them everything, even if he had time to study up on it. The instruction to these students is given by himself, the advisor, and the teacher's main teacher. The instruction then is given to the students available to the teachers. These students make themselves available to the teachers.

CONTINUED COMMUNITY

IN VolVEMENT . . .

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

SERVICE OR EDUCATION?

Doesn't this become service as opposed to education? There is great concern as to whether or not your job education. The farmer who had your assistance in clipping the flanks and selecting the dairy cows, weighing sage wagons, and collecting soil samples is also going to be more receptive to your ideas on how to feed those cows, how to obtain and keep good feed records, and how to evaluate the entire operation. They receive the service involved in those services. The people in your community will not say "you're no substitute for me to your help as chairman of the Chamber of Commerce Ag Committee act more likely to cooperate with you on your Crop or Livestock Bowl Aurora's!"

involvement.

CAREER GUIDANCE INFORMATION

The free telephone consultation service is only one of the benefits that rural and small schools will derive from the "Rural Career Guidance Communication Network." Grants to three cooperative agencies have enabled a breadth of planned services and products.
A group of farmers from Faison, Texas, looking over some coffee research at the Texas Agricultural Research Center at Lubbock, Texas. Texas is an important part of adult education. (Photo courtesy M. S. Hammack, Faison, Texas) — See related article on p. 221

The 1977-78 NVATA Board of Directors. Seated [L-R]: Sam Strong, Asst. Exec. Dir., Lincoln, NE; Richard Walker, East Pres., Kansas City, MO; James Goff, Pres., Lebanon, PA. Standing: Bill Hines, Exec. Dir., Lincoln, NE; P.G. Sterling, Pres., Lebanon, PA; Ted Jones, V.P. — Region I, Texas, AZ; Albert Timmerman, Jr., V.P. — Region II, Kansas City, MO; Don R. Rollins, V.P. — Region IV, Kansas, OK; W. A. McDaniel, Jr., V.P. — Region V, Red Springs, NC; David Miller, V.P. — Region VI, Greenville, SC. (Photo courtesy NVATA)

"Sound Off For Agriculture," 1977 winners were presented awards by Max Higginbotham Products Company. (L-R): Louis Helms, Ellis, NE; Tom Mornings, Fort Collins, CO; David Gilchrist, Wisconsin Rapids, WI; Larry Look, Spring, PA; Don C. J. T. Black, Greenville, SC; Roland Davenport, Ulysses, PA. (Photo courtesy NVATA)

"NVATA Outstanding Young Member Award" were presented by Charles Bong, L.S. Starrett Company Inc. (L-R): Steve Jones, Lubbock, CA; John Shackle, Soledad, CA; David Bland, Abilene, TX; David Schnieder, California, MO; Charlie Williams, Davenport, FL; William West, Ripley, WV. (Photo courtesy NVATA)

Agricultural Education

Volume 50

Number 11

May 1978

Theme: Post-Secondary Education

By Richard J. Bandy, Ed.D.

-- Center Pages Feature --

16' TANDEM STOCK TRAILER

Plans, Steps, Materials