THEME: Achieving Quality Adult/Young Adult Programs
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 Images

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, 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 be designed to meet the physical facilities of the school who perhaps have never before crossed the thresholds. School districts which have enjoyed continued communique the benefits of sending their teachers. School systems have often been those serving adults with sustained, continual 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 be, by ways 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 secondary agriculture. Bottoms noted that the failure to make adult education an integral part of the local school is due to a lack of 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 (see p. 4). With over seventy-five percent of the people wanting to be learners and involved in some form of education, and over 21.3 million participating in 1981, 13 percent of the population above age 37 (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 fullfledged member of our family.

References


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.

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

Show me a community that has no need for adult or young adult 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 an intrinsic component of 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 agriculturalists 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, one is dependent 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 men vocational agriculture programs, as we now know them, are doomed for extinction? Perhaps, in some communities. But, definitely, in those communities that have quality, community based vocational agriculture departments. It is simply a time for accountability.

By JAY McCracken, Theme Editor

Air by Mr. McCracken is Farm and Ranch Management Coordinator for the State Board for Community College and Vocational Education, Stoneham, Colorado 80754.

Time is Now

It is time to re-emphasize the total "community vocational agriculture programs" 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 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 effort.

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


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 technical enterprises to maximize resource allocation. 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 test would also provide interim 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 33 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 $342.7 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 2.5 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. "Farm-workers" include the farmer and unpaid family members who work on the farm, ¾ 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 has 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:
- $3 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, almost 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 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 $36 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 $10 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 towards solving the problems of greatest concern: management of the total information resources in the field.

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 tools.

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

(Continued from Page 5)

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 programs needed for 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 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 prosperity from a progressive, efficient young and adult farmer program.


turn that educational responsibility over to others.

References


BOOK REVIEW

Fundamentals of Entomology by Richard J. Blaggs, Englewood Cliffs, Specialization, Ecology, Behavior, Classification, and Making an Insect Collection. Excellent reference for anyone interested in insects. A textbook for college courses. Perhaps the most valuable, able chapters for a teacher of agriculture would be the last two. Both are clear, concise, and complete.

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THE AGRICULTURAL EDUCATION MAGAZINE

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. (NYYEA) 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 the voting, consuming urban public in the areas of 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, determines what the group is interested in studying and then establish programming to meet the needs. Outside speakers from local agriculturists, universities, extension services, national agriculturists, financial institutions and related businesses make themselves available as instructors for local meetings of this educational organization.

The National Young Farmer Educational Association, Inc.

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By Ann Millson Schwarm
(Continued on Page 8)

August 1983

Program Development Committee members, Ken Cerra, Ohio; Don Hahn, Nebraska, and Stan Wieland, 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 Rea, Missouri; Pete Santillana, California, and Arnold Stoffman, Nebraska, review the proposed 1983 budget as members of the Financial Committee.
The National Young Farmer Educational Association Can Help To Achieve Quality in Young Farmer Instruction

(Continued from Page 7)

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 is interested in helping by giving up some of the time 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 is assimilated 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.

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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 leadership role. This group organizes the 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.

The National Organization

The National has 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 has grown in 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 growth of the organization. It's 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 too top heavy. The local chapter is the 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 local members 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 list 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 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 USDA 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 1983. 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 Farmers Educational Association, the national leaders channel funds to state associations of agribusiness interested in funding a local or state activity rather than a national project.

Young Farmers throughout the organization have determined 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 picturesque rural areas of the Shenandoah Valley will highlight the meetings. 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 turns hosts the event with those east of the Mississippi River having the responsibility during the odd numbered year and those west of the Mississippi during the even numbered years. Information on the 1983 program and all 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 the development of articulate responses to urban consumers' concerns about agriculture.
The National Young Farmer Educational Association Can Help To Achieve Quality in Young Farmer Instruction

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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 or national Young Farmer Spokesperson for Agriculture contest winner is eligible to compete. Three national spokespersons are chosen from state winners 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 state 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 instructor's 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 Daughtery, Mason, Minnesota 55362)

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 agriculture business.
- To develop a greater appreciation of the opportunities in farming and rural living.

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.

Tour 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 McGuffy 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 McGuiry 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 Ruminit Nutrition Lab, Beltville, Md., in the June 1981 Agricultural Research magazine. The procedure measures ketone levels in pregnant ewe urines as a means of determining adequacy of the nutrition program of the gestating ewes."

"The trials and tribulations of area farmers were illustrated for over 200 Lake County residents 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."
Young Farmer Chapter and State Association Activities Can Help to Achieve Quality in Young Farmer Instruction

(Continued from Page 1)

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

"Wayne County (Georgia) Young Farmers manned rest stops in Sweeney and Odum during the Fourth of July weekend and held a truck pull with proceeds of $275 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 Reifinger. A step-by-step demonstration of how honey is removed from the hives and processed for sale was given by the Redingtons. Refreshments for the evening were made with honey, and a recipe book was given to the ladies."

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

"A major item of business for the Southmont Rural Rooders of Indiana was the finalization of plans for the May 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 grocery was awarded to the person who guessed most accurately the total cost of the food items only. The Fremont YF chapter sponsored the contest 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 committee to increase 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 30th Annual Minnesota Young Farmer Institute at Wascana. 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 software related to the activities of the day. 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 vine winery, 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, microcomputers, positive Young Farmer programs, no-till updates, 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 Troubles."

"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 work in local, regional and state Young Farmer activities. Production contest winners were recognized during the convention."

"The Missouri Young Farmers 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 Lucisza, moderator, preceded the panel discussion with motivational speech on the import of leadership by local chapter officers. Each panel member made a presentation on the topic: Educational programs: Continued Growth and Membership; Social Activities: Visibility of the Chapter in the Community; Member and Advisor Relationship. Overcoming the Operation 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 volley ball, crafts, ceramics, canoeing and swimming were the main features."

Objective is Education

Recreational activities at state camp or a Young Farmer chili supper are seldom used to convey 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 programs is to provide opportunities to young farmers to develop a better understanding of rural life and their responsibilities.

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 within 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 to 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 teaching 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 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 improve the quality of life for present Young Farmers as well as attract those interested in farming in the future.

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

(Continued on Page 14)
The Critical Role of the Vocational Agriculture Teacher

(Continued from Page 13) 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 instructor 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 program 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 in it.

The primary purpose of young farmer and adult agricultural programs is to help farm families increase the effectiveness of their farm business 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 family members 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 in mind and when the 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 enables the instructor to 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 disbeliever’s 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 half a million dollars. To earn enough money to pay a return on investment at 12%, requires a return on all costs of $6.64 for every single hour. To manage just the cash flow of $15,000 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 one-on-one advice. It is the continuous management that many farmers so desperately need. Classroom instruction must be supplemented by means of their farm business 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. Encourage intelligent choices of agricultural enterprises.
3. Develop a basis for solid decision making in business management.
4. Establish strong individual family and farm business goals.
5. Improve the home and living conditions.
6. Develop an interest in and knowledge of the agriculture business.
7. To provide organized agricultural recreational activities.
8. To provide opportunities for leadership in agriculture.

The objectives of adult education in agriculture are:
1. To develop improved farming abilities and improve family living.
2. To provide information on approved practices and new developments in agriculture.
3. To contribute to a more successful establishment in the educational system.
4. To encourage cooperation among farmers in program planning that is beneficial to farming operations, i.e., artificial breeding units, dairy herd improvement associations, soil conservation, etc.
5. To provide 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 information 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 help farmers satisfy the educational needs of the community.

Of course, the typical vocational agriculture teacher will say that time does not permit involvement with young farmers 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 ineffectiveness of use.

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. Goeth, 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 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 an agriculture educator. 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. Agricultural 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."

References

Nurk, Bruce H., "Training America's Farmers: Who Will Fill the Void?", Agri-Finance, April, 1985, p. 44.
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 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 as a ratio 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 confronted with projected agricultural employment numbers, most of which pointed toward non-production agriculture employment. Concurrently, everyone was confronted with the theory of a 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 forced to be re-evaluated and re-established 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 students who were no longer farm-reared concrete but to plant, grow, and produce 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 the readers of concrete but to plant, grow, and produce ourselves as teachers of animal husbandry and tiller of the soil.


The operation and management of the greenhouse is explained in some detail in the sixteen chapters. The author begins with a discussion of the horticulture of the greenhouse and the problems and the requirements of the future. He then describes the construction of various types of greenhouses and explains in detail all 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 fundamentals of watering, fertilization, including carbon-dioxide fertilization; light intensification; insect and disease control and post-harvest care of cut flowers are all important topics included in this text.

The many aspects of marketing, including packaging, grading, marketing, and marketing, are systematically covered so that the student is being important to the greenhouse manager. The business manager skill required of a greenhouse manager are presented in terms of labor management and production management.

The location of root media in the landscape is covered in detail, as is the high school level, has numerous graphs, illustrations and pictures to provide the reader a concise summary of important concepts and a list of suggested readings is provided at the end of each chapter.

Donald E. Eison, Assistant Professor, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
THEME

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 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 Sauley 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 in-service meetings, and learn about adult farm business management education. The instructor traveled to Ohio, Wisconsin and Minnesota where 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.

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 three-quarters of recorded 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.
- 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.

IFYA PEDAL TRACTOR PULL

The State Pedal Tractor Pull for small children is held each year at the Indiana State Fair. Many chapter 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 agriculture 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 agricultural industries 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 classes. It 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 adequately 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 resources 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 something back 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 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 and be aware of the needs of the various factors 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 at the community level. 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 agricultural care as well as skill in asking questions or paraphrasing remarks that are meaningful to adults.

Many Benefits

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 become 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 the cooperation of the entire faculty 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 agriculture/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 these states that have strong adult programs have also supported 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 philosophically sound program in adult location and maintain a 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 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 concerning philosophy and concepts such as: value of continuing education in agriculture; scheduling options for instructor time during days and
Teacher Educators and Supervisors: A Critical Role in Young/Adult Farmer Education

(Continued from Page 21)

Recruiting, training, and providing instruction in ag education programs is the primary role of the teacher educator who supervises student teacher cooperating teachers in their schools. This type of teacher education support is vital to adult educators. They need the training and help that their school district can provide them.

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. Strong leadership will contribute to the continual expansion of adult farmer education. Strong leadership can be provided in several ways.

In-Service Education

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

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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.

(Diagrams courtesy of Ann Schwarm)

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