

MINUTES OF THE HOUSE COMMITTEE ON AGRICULTURE AND LIVESTOCK

The meeting was called to order by Rep. Bill Fuller at
Chairperson

9:00 a.m. ~~XXX~~ on March 10, 1983 in room 519-S of the Capitol.

All members were present except: Reps. Arbuthnot, Long, Dempsey, Bussman, Hamm, Shelor, Solbach and Teagarden, excused.

Committee staff present:

Bruce Hurd, Revisor of Statutes' Office
Raney Gilliland, Legislative Research Department
Kathleen Moss, Committee secretary

Conferees appearing before the committee:

Barbara L. Moyer, Chairman of Kansas Task Force for Agriculture
in the Classroom
Jo Ann Pottorff, immediate past president of the Kansas Association
of School Boards and member of Wichita Board of Education
Dr. Steve McClure, Superintendent, Tonganoxie U.S.D. 464
Clay David Woolfolk, Jr., President of Federal Land Bank Association
of Manhattan-Abilene, Manhattan
Jack McKee, Key Milling Company, Inc., Clay Center

The joint meeting of the House Agriculture and Livestock Committee and the Senate Agriculture and Small Business Committee was called to order by Rep. Bill Fuller. Chairman Fuller expressed appreciation to be able to hold this joint meeting as he recognized the importance of informing Kansans about the Kansas agricultural industry.

Sen. Kerr expressed appreciation for the Task Force on Agriculture in the Classroom being here for their presentations.

Chairman Fuller introduced the first conferee, Barbara Moyer, Chairperson of the Task Force. She acted as moderator and introduced the other conferees. Their presentations are as follows:

Barbara Moyer, Attachment No. 1

Jo Ann Pottorff, Attachment No. 2

Dr. Steve McClure, Attachment No. 3

Dave Woolfolk, Attachment No. 4

Jack McKee, Attachment No. 5.

Sen. Don Montgomery, member of the Task Force made a few remarks about what they are attempting to do in the grass roots area. Few understand what the task force is undertaking. They feel they will need about \$60,000 for the first year but may have problems with Ways and Means coming up with it and hopes the private sector can help with part of it. He expressed surprise at the number of dollars spent on education and the amount spent on agriculture, the number one industry of the state. Somewhere we need to strike a balance. He felt we should encourage younger people of the state to become more knowledgeable and John Block has recognized the problem in trying to educate people on the complex society today, not as it was 50 years ago. Agriculture is a very scientific business and he is happy to be a member of this task force.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON AGRICULTURE AND LIVESTOCK,
room 519-S, Statehouse, at 9:00 a.m. ~~p.m.~~ on March 10, 1983.

There were several questions about the work of the task force. One mentioned that they are looking for volunteers to go into classrooms and use the materials available to make people more aware of agriculture. The task force was organized in November so it is just starting out. There is no money so they are looking for grants and the industry to help out. It was brought out that the methods of getting agriculture into the classrooms is to integrate agriculture into math problems, reading and geography.

The meeting was adjourned by Chairman Fuller at 10:06 a.m.

The next meeting will be at 9:00 a.m. on Tuesday, March 15, 1983 in Room 423-S.

STATEMENT TO THE
JOINT MEETING OF THE HOUSE COMMITTEE ON AGRICULTURE AND LIVESTOCK
AND THE SENATE COMMITTEE ON AGRICULTURE
AND SMALL BUSINESS

RE: Agriculture in the Classroom
March 10, 1983
Topeka, Kansas

BY: Barbara L. Moyer, Chairman
Kansas Task Force for
Agriculture in the Classroom

Chairman Fuller, Chairman Kerr, and members of the House and Senate Agriculture Committees:

We appreciate very much the opportunity to share with your two committees the development of a program for Agriculture in the Classroom in Kansas.

Agriculture is important to every Kansan.

Agriculture is important to every American. Agriculture is the foundation of human life. Agriculture is the basis of our economy in this state and, we believe, the basis of the economy of the whole nation. The well-being of agriculture directly affects the well-being of every American citizen. Unfortunately, the importance of agriculture is rarely understood by the public.

A thorough understanding of the interdependence of American agriculture with the rest of the economy will provide a sound basis for the decisions that must be made on public policy issues that affect agriculture.

It is of paramount importance to those of us associated with the Kansas Task Force for Agriculture in the Classroom that young people have the facts. Young people need to understand where their food comes from and how agriculture affects the total economic system. Such an understanding is essential if they are to deal effectively with agricultural policies and with issues affecting their lives in years to come.

Ag in the Classroom began about two years ago when USDA Secretary John R. Block invited representatives of the major farm organizations, farm women's groups, commodity associations, and educators

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to Washington to discuss agricultural programs already underway throughout the nation and to encourage the development of similar programs and increase activity by states and national organizations.

A national task force drawn from this group developed a national resource guide and a plan for action at the state level which included 7 concepts established for the programs. They are:

1. AGRICULTURE AND HISTORY. Agriculture issues or events as major influences in human history, from making possible the first settled societies, to current world food issues.
2. THE GEOGRAPHY OF AGRICULTURE. What grows where and why.
3. AGRICULTURE AND TECHNOLOGY. How technology and specialization have changed American agriculture in the last 100 years.
4. THE ECONOMICS OF AGRICULTURE. How the agriculture sector works and the relationship of U.S. agriculture to the rest of the economy. Effects of supply and demand, how prices are set, changing interactions of the factors of production, farming as a business, agribusiness.
5. AGRICULTURE AND THE WORLD. World food production and distribution and its relationship to American agriculture.
6. CAREERS. Careers now and in the future.
7. MAJOR POLICY ISSUES. Land use, conservation, chemicals, government interaction with agriculture, world food supplies for the future, other issues.

The USDA and the National Task Force sponsored a regional meeting in Lincoln, Nebraska, on August 4, 1982 to introduce the Agriculture in the Classroom program.

Nineteen Kansans attended that meeting. That group made a commitment to bring Ag in the Classroom to Kansas.

Invitations were sent to about 55 farm group representatives to attend a meeting on this program in Salina on October 6, 1982. Twenty-two representatives attended that meeting. Those representatives

discussed the fact that most of the work they currently do regarding education is product-oriented and does not necessarily speak to the concepts established for the program by the National Task Force. Also, with so many different groups doing separate projects, there is no coordinated statewide effort.

An outgrowth of the Salina meeting was selection of six people whose responsibility it would be to name a state task force for Agriculture in the Classroom.

Six people who served in that capacity were: Barbara L. Moyer, Kansas Farm Bureau, Chairman; Loreen Locke McMillan, State Board of Agriculture; Clayton Stultz, Department of Education; Nancy Spiegel, W.I.F.E.; Helen Bausch, United Farm Wives; and Linda Swiercinsky, owner of a grain elevator and registered cattle herd.

We determined that the size of the task force was important as well as areas of representation. The task force needed to be of sufficient size to include a broad range of interest areas, yet small enough to be effective and to operate efficiently. Of paramount importance in our consideration of the make-up of the task force, we felt it was necessary to reach out to educators, classroom teachers and administrators, and to legislators so that we could have the experience of many and could build from a solid foundation within the educational structure in Kansas.

After much deliberation, a 21 member Kansas Task Force for Agriculture in the Classroom was formed. A list of the membership of our task force is attached to our statement.

The task force seeks input from anyone who is interested in this effort...anyone who recognizes the importance of agriculture, anyone willing to provide an idea on how the importance of agriculture can be presented effectively and well to the young people in the schools of Kansas. We encourage and need assistance from all interested persons across the state.

It is our goal to work closely with all interest groups to coordinate, develop, and implement the seven concepts outlined above into the curriculum K thru 12. We feel it is absolutely essential to honestly and objectively review materials to be used. Ag in the Classroom should be, and will be, a purely educational effort. This task force will carefully guard these ideals.

KANSAS TASK FORCE
AG IN THE CLASSROOM

CHAIRMAN

Barbara L. Moyer
Kansas Farm Bureau
Coordinator Women's Programs
2321 Anderson Avenue
Manhattan, Ks 66502
Bus: 913-537-2261 Ext 126

INFORMATION DIRECTOR

Randall D. Tosh
Executive Assistant
Kansas Cooperative Council
700 Kansas Avenue
Topeka, KS 66603
Bus: 913-233-4085

SECRETARY

Loreen Locke McMillan
Assistant Director
Domestic Agriculture Marketing
Kansas State Board of Agriculture
109 SW 9th St.
Topeka, KS 66612-1282
Bus: 913-296-3736

Robert Anderson
President Nat'l Assoc. of Elementary
School Principals
Principal, Marlatt School
Hobbs Drive & Browning Ave.
Manhattan, KS 66502
Bus: 913-539-4341

Helen Bausch
United Farm Wives
RR 2
Mayetta, KS 66509
913-986-6331

Dr. Harold Blackburn
Assistant Commissioner
Educational Services
State Dept. of Education
120 East 10th St.
Topeka, KS 66612
Bus: 913-296-2303

Dale L. Carey
Kansas State Board of Education
501 Locust
Overbrook, KS 66524
Home: 913-665-7314

Dr. Calvin Drake
Professor, Dept. of Animal Science
Weber Hall 222
Kansas State University
Manhattan, KS 66506
Bus: 913-532-6131

Michael L. Goolsby
Member Relations Consultant
Farmland Industries, Inc.
3315 N. Oak Trafficway
Kansas City, MO 64116
Bus: 816-459-6384

Mr. Dee James
Former State President and National
V.P. of FFA
1117 Pioneer, Apt. 226
Manhattan, KS 66502
Home: 913-539-1952

Dr. Gene Kasper
Director of Special Projects
for the Board of Regents
Board of Regents-State of Kansas
Suite 1416
Merchants National Bank Tower
Topeka, KS 66612-1251
Bus: 913-296-3421

Nancy Lindberg
President Kansas National Educ. Assoc.
715 W. 10th
Topeka, KS 66612
Bus: 913-232-8271

Don Montgomery
Senator, Twenty-First District
1218 Main
Sabetha, KS 66534
Home: 913-284-2670

Les Olsen
Education Program Specialist
Agricultural Education
State Department of Education
Kansas State Education Building
120 East 10th St.
Topeka, KS 66612
Bus: 913-296-3956

John C. Oswald
Kansas State Board of Agriculture
4901 N. Lorraine
Hutchinson, KS 67501
Home: 316-662-0862

JoAnn Pottorff
Past President Kansas Assoc. School Boards
144 N. Oliver
Wichita, KS 67208
Bus: 316-682-5581

Nancy Spiegel
W.I.F.E.
Box 22
Formoso, KS 66942
913-794-2361

Clayton Stultz
Education Program Specialist
Economic/Consumer Education
Kansas State Dept. of Education
120 East 10th St.
Topeka, KS 66612
Bus: 913-296-4935

Linda Swiercinsky
(Member-at-Large)
2012 North Street
Belleville, KS 66935
Bus: 913-335-2567

Mildred Walker
Agricultural Economist, Consumer Marketing
Dept. of Agricultural Economics
Kansas Cooperative Extension Service
Waters Hall
Kansas State University
Manhattan, Kansas 66506
Bus: 913-532-5823

Dave Woolfolk
President Federal Land Bank Association
Manhattan-Abilene
3240 Stonehenge Drive
Manhattan, Ks 66502
Bus: 913-776-6931

TESTIMONY TO THE JOINT COMMITTEE
OF THE HOUSE AGRICULTURE COMMITTEE
AND THE SENATE AGRICULTURE COMMITTEE

The Honorable Fred Kerr
Chairman, Senate Agriculture Committee

The Honorable Bill Fuller
Chairman, House Agriculture Committee

Members of the Joint Committee

I am Jo Ann Pottorff, the immediate past president of the Kansas Association of School Boards and a member of the Wichita Board of Education.

One major purpose of education is to improve our understanding of the world in which we live. Agriculture is not a "sometimes thing" in our environment. It is with us daily, through our dependence on food and clothing. In Kansas, agriculture plays a significant role in our state's economic health. Whether you are a Wichita merchant or a Finney County farmer, agriculture is important to you; and if agriculture is important to you, you should be able to learn about it in our public school classrooms.

In many instances, the necessity for instruction in agriculture is obvious. For persons who plan to farm or raise livestock, for example, the value of vocational agriculture programs is apparent. I'd like to skip those obvious examples and deal with the educational advantages of the Agriculture in the Classroom Program for the "average" student in our public schools -- the student who will enter some occupation other than farming.

I see the Agriculture in the Classroom Program, very simply, as expanding and improving the instructional resources which are available to our classroom teachers. The intention is not to establish a new, separate curriculum. The intention is to provide materials and information to teachers so that the current curriculum is enriched -- so that teachers can better relate science and social studies teaching to the students' immediate environment.

Atch. 2

For example, two standard units of study in the elementary science curriculum are the food chain and plant growth. Ag in the Classroom materials could help the teacher explain the concepts through examples which are close to the student.

Our fourth grade science curriculum in Wichita includes study of seed development, plant growth, types of soil, and effects of fertilizers. To make that information come alive for students, the teachers turn to agencies such as the Soil Conservation District, which helps them develop study units and provides local examples of what is being studied. It is this type of assistance which we need to improve instruction -- to make textbook lessons more meaningful and interesting to our students.

Information about Kansas agriculture could help expand students' horizons. It's easier for fourth graders to fully understand the idea of a food chain if their experience with food products is somewhat broader than a trip to the dairy case at Safeway. We need to remember that many students in this state do not have the opportunity to look out the window of their home, their school, or even their school bus and see a wheat field or a dairy farm. That is perhaps most obvious in Wichita or Kansas City, but I suspect it is also true in many other Kansas communities.

A school administrator who grew up in a small town in a nearby state recently told me that despite the fact that many soybeans were grown around that town, he had no idea what a soybean was, who purchased them, or what they were used for until he watched an educational film on cable television earlier this year. How many Kansans are leaving our schools with similar ignorance of Kansas agricultural products?

As our world becomes more complex and inter-related, it will undoubtedly become more important and helpful to understand local industries. Grain embargoes over the past several years have clearly demonstrated the role of agriculture in America's foreign policy. No matter where our junior and senior high school

students live and study, their understanding of world politics and economics requires an awareness of the Kansas wheat industry.

Elementary school or junior and senior high school -- "city" kids or "farm" kids -- our youngsters could benefit from an effective Agriculture in the Classroom Program.

Thank you for giving me the opportunity to appear before this joint committee.

"IMPROVING AGRICULTURAL EDUCATION TO BETTER SERVE THE NEEDS OF AGRICULTURE"

Presented to

SENATE AGRICULTURE AND SMALL BUSINESS COMMITTEE

and

HOUSE AGRICULTURE AND LIVESTOCK COMMITTEE

Presented by

Dr. Steve McClure
Superintendent
Tonganoxie U.S.D. No. 464

(913) 845-2153

Briefly, I've divided my remarks into two areas:

- I. Changes that are and will take place in agriculture.
 - A. According to the Midwest Agribusiness published July 1, 1980, the Midwest Association written by the Midwest Association of State Departments of Agriculture in the 12-state midwest area, there are 1,536,000 people employed on the farm and 2,119,000 people employed in what they call Agribusiness-related occupations. As a result, one could see that approximately one-third more people are working in the Agribusiness area now than are working in on-the-farm production.
 - B. A second important fact is that during the past 5 years, off-the-farm income has increased steadily and now exceeds farm income on the average U.S. farm.
 - C. The third fact is that there has been a continual trend toward the larger more specialized animal production and crop farming operations. This trend continues today. It is estimated that by 1990, 2% of the farmers will produce 50% of the food.

- D. Fourthly, the continued advances of science and technology.
(Example: embryo transplants, hormonal regulation, chemical regulators for plants, computer, etc.)

II. Changes that should take place at the local school and program level.

- A. I think there are three things we can do in every high school in the nation to help foster this.
1. The high school should be well disciplined. We should demand discipline and respect from every student.
 2. We must demand regular attendance from every student. Attendance is a primary concern of employers.
 3. Educators must police our own profession. If we have a colleague who is complaining then we need to look at that colleague and try to look through legitimate complaints but if they're just "belly-achin'", we need to go to them and tell them that they're highly trained, highly educated people who can work in a lot of fields and they ought to get out of education because they're not modeling a work ethic that is appropriate for agriculture or any other vocation.
- B. Second is an area I feel you are doing a good job in and I want to encourage you to continue to work on and that has to do with marketing and teaching people to understand marketing and hedging on the futures markets, etc.
- C. The third area is also an area I feel you're doing an exceptional job in through your FFA Chapters and that has to do with developing leadership and work attitudes on the part of our young people enrolled in our Vocational Ag. Program.

D. My major concern has to do with the lack of Vocational Agribusiness programs at the secondary level and the lack of Vocational Agribusiness units in Ag. Production programs at the secondary level.

1. My reasoning for that is that as I stated earlier, more people are employed in Agribusiness than are employed in Ag. Production. A Midwest Research Institute study showed that one out of every six people employed in the metropolitan Kansas City area is employed in Agribusiness.
2. Off-the-farm income now surpasses on-the-farm income on the average U.S. farm, and it is my opinion that a couple that runs the family farm would enjoy their off-the-farm work activities more if they were in an Ag-related business field.
3. My final reason for encouraging Agribusiness deals with survival of the Vocational Ag. Program. Vocational Ag. enrollments have been declining and Vocational Ag. is an expensive program to operate. It takes a lot of space, the instructor is normally on an extended contract, and when that Program goes down to the point where it is serving so few students that it is no longer defensible from a cost-efficient standpoint, then I as a Superintendent have to look at cutting out that Program. By adding Agribusiness to the Program, we now make that Program a viable Program not only for the farm kid but also for the town kid. Also, it is my belief that that also makes the Program more attractive to young women. It helps to break down the sex barrier which also increases enrollment and makes the

program more cost-efficient.

- E. The fifth area is that I feel that computers and computer operations are becoming a very important part in the future of Agribusiness and Ag. Production and that we must make our students computer-literate. In the area of production, the farmer needs to know how that computer will benefit his operation so he can justify investing the \$2,000 to \$20,000 it would take to buy the type of computer he needs for his operation. Also, steps need to be taken to provide a standard software package to Ag. Programs in the areas of record keeping Ag. Production and Agbusiness so as to provide uniformity and leadership in computer usage throughout Ag. Education.
- F. The sixth area I am recommending is that we push Ag. students to also enroll in foreign languages and realize the importance of that in marketing our farm products. Right now the average American farmer feeds himself, 50 Americans and 19 foreigners. We would not have the low grain prices we have today if that figure were himself, 50 Americans and 50 foreigners. Foreigners didn't mind having to speak English when they were selling us their products, but when we're asking them to buy our products, in order to be more effective we're going to have to speak their language.

In closing, I would like to end with a quote from Dr. Black of Texas A & M:

" The future of agriculture depends not upon what farmers do on the farm but what they do off the farm; not on what they do as tillers of the soil, but what they do as businessmen; not on their knowledge of production technology and practices, but their knowledge of markets, marketing and public policy. "

STATEMENT TO
JOINT MEETING OF
SENATE AGRICULTURE AND SMALL BUSINESS COMMITTEE AND
HOUSE AGRICULTURE AND LIVESTOCK COMMITTEE

March 10, 1983

by Clay David Woolfolk, Jr.

Mr. Chairman, and members of our State Agriculture legislative committees. I appreciate the opportunity to appear before you as a part of the review of the concerns of the Kansas Task Force for Agriculture in the Classroom.

As a brief background, my name is Clay David (Dave) Woolfolk, Jr. and I am the President of the Federal Land Bank Association of Manhattan-Abilene with headquarters in Manhattan. My agricultural involvement began as a boy on a farm in Pratt County. I obtained a degree in Agricultural Economics from Kansas State University and since that time have been serving farmers and ranchers in a number of ways during my now nearly 21 years in the Farm Credit System. This includes 7 1/2 years with the Farm Credit Administration in Washington, D.C. My wife, from a Geary County farm, is also a KSU graduate and is a 5th grade teacher in Manhattan. We have two sons, a sophomore at Baylor University and a senior at Manhattan High.

During the past five years in Manhattan, I have become very well acquainted with the problems of many of the approximately 2300 borrowers of the Federal Land Bank Association of Manhattan-Abilene which serves the seven counties of Clay, Dickinson, Geary, Marion, Morris, Pottawatomie, and Riley. The outstanding loans to these farmers and ranchers amount to just over \$123,000,000. For a better future, farmers and ranchers need the understanding of all Americans.

Task Force Needed

It is a pleasure to be a member of the Task Force represented here and to be involved in an activity that will assist the people of our country to better understand that the well being of American agriculture is the well being of America.

Atch. 4

Agriculture is the foundation of human life. While only about two percent of the American people are involved on farms and ranches, over 22 percent have jobs that are related to the industry of agriculture - and everyone uses the products of agriculture. The issue of agriculture to our country and the world will directly impact on all Americans in the future - whether agriculture is supported by heavy government programs, paid for by taxpayers, or by a substantial increase in commodity prices resulting in higher retail costs to Americans as required to provide a profit to individual agricultural producers.

Agriculture in the Classroom

While discussing this Task Force project several weeks ago with my wife, she expressed an interest in some of the material I had brought home from one of our meetings. She took this to school and utilized a chart and four worksheets from "The Great American Farm" - a unit developed in the USDA as an example for use with grades 4-5-6. The emphasis of this unit is on the role of a farmer in America. In the unit, each class member selected a personal farm project, its location, did a simple economic analysis, and wrote a summary. Pages 4, 5, and 6 of this statement provide some quotes and examples of their responses.

It is apparent that most class members had been given little attention to agriculture before taking the unit, but gained an appreciation for those involved in agriculture and need to be exposed more in the years ahead.

Budget Needs

As stated by other members of the Task Force, the potential for strengthening our communities through increased cooperation between agriculture and education is real. A carefully developed program of curriculum enhancement, with agriculture included, will add to all students' understanding of agriculture. Such a program will require teacher training, development of resource material, administrative encouragement, and solid support from the agricultural community.

Although it is early in the life of the program of this Task Force, we believe that, based on experiences of other special

education projects through the Department of Education, it will take approximately \$50,000 a year for the next ten years to implement such a curriculum. Approximately 40 percent of this \$50,000 would be used for multi-district teacher training such as providing classroom credit for teachers taking additional classes relating the importance, and providing the techniques for introducing agriculture into the classroom. An additional 40 percent would be required for resource materials and the balance for special teacher and administrative seminars and for expenses related to involving those outside the field of education in this effort. The first year of the program would be mostly used for curriculum guide development and a pilot project to test such a guide.

In addition to the \$50,000 budget for 1982-83, an additional \$10,000 is needed for Kansas to participate at the national level in the development of a core curriculum. This would not only help assure Kansans a proper recognition of Kansas agriculture, it would substantially reduce our costs of curriculum development.

A Partnership

A partnership between the interests of those in agriculture and those with the techniques and the communications within the educational community will be required to successfully carry out this important task of placing a carefully developed and implemented curriculum of agriculture in Kansas classrooms, K-12. This partnership will require both time and money.

Mr. Chairman, we appreciate this joint committee interest today and would be pleased to provide additional information upon your request. As one American dedicated to helping people in agriculture and interested in building a foundation for a better world, I am excited about this challenge. I am proud to serve on this Task Force and proud to appear before you today. Thank you.

Excerpts From Summary Page
on "The Great American Farm"
5th Grade - Manhattan, Kansas - March, 1983

From Ami--

"I had a fun time learning what a farmer does. I learned that being a farmer isn't all fun and games. I lived in Alabama to raise chickens. I think school kids should learn about farms."

From Sara--

"-- it sounds sort of fun to raise crops and sell them and you feel good because you're helping someone live from the food you grow."

From Argie--

"I never thought of how much it cost to feed the animals and get machinery fixed."

From Justin--

"I like how much a farmer can feed the people."

From Nerissa--

"I know now a lot more about farming. I know it costs a lot of money to keep it going. Farmers must really be something putting up with the weather and stuff."

From Bryan--

"I didn't know that you had to pay so much and get so little for one hole year."

From Melissa--

"I did not know it cost so much to be a farmer. I thought farmers just made food. I didn't think they had all of those unexpected and risk bills. I did not know farmers had to pay for building a house."

From Nofa--

"-- it isn't really easy being a farmer."

From Crystal--

"It was very interesting to learn how much a farmer spent on repairs and unexpected expenses for the year."

From Robyn--

"I think this was a good lesson for kids to know, and it was a good lesson for me."

Review Summary March 7, 1983

My farm - was an apple farm.
I learned a lot about soy beans, although
I was growing apples.

I learned a lot about farming in
general, I did not know that
there was any risk or problems in
farming.

Here is my summary in expenses
and profit, i.

\$6,800 - Ordinary expenses

\$2,100 - Unexpected expense

\$6,895 - Risk

Total expenses - \$76,985

Income - 78,000

Profit - 1,015

In conclusion, I learned that
apples are a very risky crop.
Besides, I don't think the average
family could live on \$1,015!

Shari

My product was cattle.
The ~~so~~ name of my cattle
ranch is the "The greatest cattle
Ranch in the south of
Texas." My expenses of the
whole year are 17,785 dollars.
I get 20,000 dollars for my
products.

I learned from these
studies that just one farm
worker could feed 58 people.
Back in about the early 70's
a farmer could only feed 39
people. That's what was the
most interesting thing in these
studies.

The End

By: Shari

Date: March 7th 1983



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I feel that combating ignorance about agricultural procedures is probably as an important project as you can undertake.

Only those people who like to eat have a vested interest in modern agricultural techniques.

Lets consider two trends: First, the continuing decline of the Agri-production population. When fewer and fewer people are involved in any field it comes under increasing attack by the more numerous populations. ie "Farmers vs Consumers".

Does this mean that Farmers are not Consumers or that Consumers are not Farmers. Neither; it helps to demonstrate that there is a lack of communication and understanding between those Consumers who are not Farmers and Farmers. Bridging this gap between the Farmer who wants; 1) higher commodity prices, 2) who is consuming tax dollars in the maintance of surpluses and 3) who is financially forced to take government assistance programs ie; PIK: and the Consumer who wants 1) cheap, high quality, and full season selections of all the foods, 2) who wishes that the surplus, which they don't understand, would just go away, 3) and also that all the government programs that pay the "rich farmers" would quit taking more of their already burdensome tax dollars; I repeat, to bridge this gap will require a long term commitment to an educational program that is aimed at informing not only the future consumer but also the future farmer. This declining Agri-production population trend is now almost 60 years old. True there are the "back to Nature" either suburban or wilderness producers, who only produce for themselves. The modern agri-production person is the one who must produce enough food and fiber for 39 Americans. Consequently



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Atch. 5



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a family of four, regardless of their ages, must feed and cloth 156 people. If this trend continues the need for understanding between the non-farming consumer and the farmer will grow by quantum leaps. As the capital intensive Agri-producer is forced into a position of fiscal responsibility he will not only demand more for his produce but need it to survive - to insure the survival of the Agri-producer we must all be not only able, but willing, to pay more for our food and fiber, when this becomes fact, this program will be justified:

The second disturbing trend is the increasing cyclical speed and the amplified hi's and low's of the commodity markets. This trend is partially the result of the dramatically reduced production reaction time of the Agri-production sector. An example: given an egg shortage today of 10%. The producers received price per dozen would go up probably 25%, which would increase the store price between 35% and 50%. In 35 weeks; we as egg producers have the unused production facility to increase total egg production in the United States by 25%. If we do, we are now over produced by 15%, and probably 20% because of consumer price resistance. So the producers received price per dozen is once again below the cost of production and all in less than 10 months. This idle production facility is not unique to the poultry and egg sector of the Agri-economy, but is in fact also present in swine, beef and crop production sectors. It took this country 125 + years to achieve annual egg production equal to just the increase in production that we are able to effect in 10 months. The future legislators, not only at the state, but also at the national and international levels will have, as you do today, some



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difficult if not seemingly impossible judgements to make. Their job will be made easier when they are pressured by informed constituents - rather than individuals that are ignorant of any of the facts about modern food production. As your jobs would have been made easier if the Senate and House Agricultural Committees of 1950 would have undertaken the education of our states most valuable possession, our children; about our states most valuable industry - Agriculture.

Thank You



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