

MINUTES OF THE Senate COMMITTEE ON Agriculture

The meeting was called to order by Senator Allen at
Chairperson

10:00 a.m./p.m. on April 1, 1985 in room 423-S of the Capitol.

All members were present ~~except~~ ^{XXXX}:

Committee staff present: Raney Gilliland, Research Department
Arden Ensley, Revisor of Statutes Department

Conferees appearing before the committee: Freeman Biery, State Board of Agriculture
Bill R. Fuller, Kansas Farm Bureau
Don Jacka, State Board of Agriculture
Doug Wareham, Jackson Heights High School
Stan Larson, Vo-Ag Teachers' Association
Bettie Williams, Kansas FFA Alumni
Daryl Yarrow, President, Kansas Association of
Future Farmers of America

Senator Allen called the committee to order at 10:00 a.m. Senator Gordon made a motion to approve the minutes of the March 26 meeting. Senator Karr seconded the motion. Motion carried.

Senator Allen called on Freeman Biery to testify on HB 2470.

Freeman Biery stated HB 2470 as amended would require pesticide businesses applying only general use pesticides to agricultural land, crops, or livestock to obtain a license under the Kansas Pesticide Law. The changes in the bill will permit the Secretary of Agriculture to suspend a pesticide business license without a hearing for failure to maintain adequate insurance throughout the licensing period. Mr. Biery requested the committee recommend this bill favorably for passage.

The chairman declared the hearing completed on HB 2470, and called on Bill Fuller the first proponent to testify on SB 366.

Bill Fuller expressed support and encouraged passage of SB 366.
(see attachment A).

Senator Allen called on Don Jacka to testify.

Don Jacka stated he was reporting for the secretary, Harland Priddle, who was unable to be present. Mr. Jacka expressed the State Board of Agriculture's approval and support for this SB 366. (see attachment B).

Senator Allen introduced Doug Wareham a student from Jackson Heights High School to speak to the committee about the importance of vocational education especially in the field of agriculture.

Doug Wareham expressed the need for vocational education classes in agriculture as preparation for majoring in agriculture fields in a college. Mr. Wareham stated more emphasis not less needs to be placed on vocational education and expressed disapproval for plans by the Kansas State Board of Education to place less emphasis on agricultural vocational education.

The chairman called on Stan Larson to testify.

Stan Larson expressed support for SB 366. Mr. Larson stated he favored adding 'in secondary schools' so the bill would read "An Act concerning vocational agriculture education in secondary schools".
(see attachment C).

CONTINUATION SHEET

MINUTES OF THE Senate COMMITTEE ON Agriculture,
room 423-S, Statehouse, at 10:00 a.m./~~p.m.~~ on April 1, 19 85

The chairman called on Bettie Williams to testify.

Bettie Williams expressed support for this legislation both as a parent and as an alumni of the Kansas Association of Future Farmers of America. (see attachment D).

The chairman next called on Daryl Yarrow to testify.

Daryl Yarrow expressed support of SB 366 as a student and as a representative of the members of the Kansas Association of Future Farmers of America. (see attachment E).

The chairman ask if anyone else desired to testify on SB 366.

George Hieger, Wamego, and Rod Stewart, Washington, both expressed support for agricultural vocational classes which provide classes for both agri-business as well as agri-production. Both encouraged passage of SB 366.

Senator Allen declared the hearing completed on SB 366 and called for committee action on the bill.

Senator Doyen made a conceptional motion for the establishment of an appointed ten member advisory council who would receive travel pay and subsistence allowance; one member shall be appointed by each member of the State Board of Education; the person so appointed shall be a resident of the district of the member of the State Board making the appointment. Senator Gannon seconded the motion. Motion carried. Senator Montgomery made a motion to amend line 17 of SB 366 so it would read 'An Act concerning vocational agriculture education in secondary schools'. Senator Doyen seconded the motion. Motion carried. Senator Montgomery made a motion the committee recommend SB 366 favorably for passage as amended. Seconded by Senator Warren. Motion carried.

The chairman called for committee action on HB 2470.

Senator Gannon made a motion the committee recommend HB 2470 favorably for passage. Senator Karr seconded the motion. Motion carried.

The chairman called for committee action on HB 2240.

Senator Montgomery made a motion the committee recommend HB 2240 favorably for passage. Senator Doyen seconded the motion. Motion carried.

Senator Doyen commended the FFA members in attendance for their support for this legislation and wished them good luck in the future.

Senator Allen thanked all FFA members and representatives of FFA for their attendance and participation in todays committee meeting. The chairman announced the committee would meet at 8:00 a.m. tomorrow; then declared the committee adjourned at 11:00 a.m.

GUEST LIST

COMMITTEE: SENATE AGRICULTURE

DATE: April 1, 1985

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Don Jacka	TOPEKA	ST. BOARD OF AGRICULTURE
Freeman Biery	Topoka	St. Bd of Agri
Darrell Williams	Osage City	FFA Advisor
Doug Wareham	Whiting	FFA member
Ron Grossnickle	Corning	Va. Ag Board USD380
M. C. Chmoltz	Topoka	KCCU
Jim Reason	Rt 1 Osage City	FFA Dist. Officer
Tom Miller	Rt 2 Garnett	FFA Dist. Officer
Fred Miller	Rt 1 Greeley	FFA Dist. Officer
Jerry Hubener	8148 NW Rochester Topeka	FFA Dist officer
Gwendolyn Harra	Rt 5 Paola	E.C. District FFA
Erlie Williams	P.O. Box 191 Osage City	E.C.D. FFA officer
Ronald Wiley	Andover, KS	KS Ass of Wheat Growers
Jay E. Lane	DODGE CITY	KS. FARM BUREAU
Michael W. Machul	Concordia	Va Ag Instr
Lloyd E. Barnett	Hiawatha	Kansas Vocational Association
J Allen Rowicek	PO Box 175 Rossville KS	Kansas Vocational Ag Teacher President
Alan Myers	RR3 Abilene, KS	FFA Dist. officer
Melanie Mainguis	Courtland	N.C. Dist. Officer
Ronald Shoop	Topoka	FFA
Rich McKee	Topoka	K. L. A.
Marsha Hutchison	Hutchinson	KG 7DA/K7CA
Rod Stewart	Washington	KS FFA Alumni President
Kenneth Krause	Washington	FFA Alumni Member
Bess R. Fuller	Manhattan	KFB



Kansas Farm Bureau, Inc.

2321 Anderson Avenue, Manhattan, Kansas 66502 / (913) 537-2261

STATEMENT
of
KANSAS FARM BUREAU
to

SENATE AGRICULTURE COMMITTEE
Senator Jim Allen, Chairman

RE: S.B. 366--Vocational Agriculture Education--
establishing an advisory council and a
section within the State Department of Education

by
Bill R. Fuller, Assistant Director
Public Affairs Division
Kansas Farm Bureau

April 1, 1985

Mr. Chairman and members of the Committee:

We are pleased to have this opportunity to express the strong support for vocational education, especially vocational agriculture by the farmers and ranchers who are members of the largest general farm organization in Kansas, the Kansas Farm Bureau. We base this statement of support of S.B. 366 on a resolution adopted by the voting delegates at our most recent annual meeting:

**Kansas
Farm Bureau**

**Resolutions
1985**

Adopted by the Voting Delegates Representing 105 County Farm Bureaus at the 66th Annual Meeting of Kansas Farm Bureau in Wichita, December 4, 1984.

Vocational Education

We will continue to give our strong support to vocational education programs which meet demonstrated needs and which lead to some employable skill. We believe it is the responsibility of the state, through assurance of course offerings and non-property tax financial support, to provide quality vocational education programs. We recommend the state provide additional financial support for vocational programs at the secondary level.

Agriculture is the firm foundation for the Kansas economy. We believe there continues to be a need for vocational training in agriculture, agri-business, and farm mechanics. We urge adequate vocational training programs to meet these needs.

4/1/85 attachment A

We believe section 2 of the bill which establishes an advisory council on agricultural education is crucially needed. The agriculture industry has changed dramatically since vocational agriculture was created by the Smith-Hughes Act in 1917. In about 1963, vocational agriculture in Kansas expanded its role and began providing vocation educational in agri-business, in addition to production agriculture. In the late 1960's, the State Board for Vocational Education was disbanded and the program was absorbed into the Department of Education. As a result, many feel vocational agriculture has been de-emphasized with a reduction in both support and personnel.

We believe the "advisory council" could tap some of the state's resources from production agriculture, agri-business and industry to build a program that would more adequately meet agriculture's needs today.

In closing we believe the challenges of agriculture today calls for a more progressive vocational agriculture program than every before. We support S.B. 366. Thank you!

1000
2000
3000
4000
5000
6000
7000
8000
9000
10000

SENATE BILL 366

TESTIMONY BEFORE

THE

SENATE AGRICULTURE COMMITTEE

PRESENTED BY

HARLAND E. PRIDDLE

SECRETARY OF AGRICULTURE

1 April 1985

attachment B
4/1/85

TESTIMONY FOR SENATE BILL 366

Development of future leadership in all fields of agriculture is essential. We have seen agriculture transition during the past decades from an industry of basic technology to a highly industrialized and capital intensive business. No longer is agriculture just 2.7 percent of the people that live on farms, but an industry of some twenty-three million people interwoven with the producers and agribusiness as partnerships. Senate Bill 366 lends support to the development of agricultural education programs in both basic agriculture and agribusiness areas. We would be happy to give our full support in participating on advisory councils or any other function and assistance that we can provide to further agricultural education programs.

TESTIMONY IN SUPPORT OF SENATE BILL NO. 366

Stan
Lisson
4-1-85

On behalf of the Kansas Vocational Agriculture Teachers, I would like to thank you for the opportunity to speak in support of Senate Bill No. 366.

It seems a little ridiculous to me that in Kansas where agriculture and our youth are so important that we have to have a legislative bill to cause our State Department of Education to carry out their responsibilities for Vocational Education in Agriculture.

The support provided Vocational Agriculture by the State Department of Education has been declining, especially in the last several years. In the area of staffing (program specialists), in the early 1960's Vocational Agriculture had a staff of five specialists in Topeka: C. C. Eustace, Director; Frank Carpenter, FFA Executive Secretary; and Marvin Castle, John Lacey, and Harold Shoaf, Program Specialists. Today we have two full-time and one part-time specialists: Les Olsen, Program Specialist in Topeka; Greg Schafer, Executive Secretary for the FFA and Kansas Young Farmers and Young Farm Wives; and Marvin Hackmeister in Manhattan who works part-time with beginning Vocational Agriculture teachers.

It is ironic that as agriculture becomes more technical and requires more knowledge and sophisticated skills in computers, electronics, genetics, embryo transfer, chemicals, mechanics, and management ; and as the teacher of Vocational Agriculture needs to keep current with these developments we are getting less and less technical and curriculum support from the State Department of Education.

We have decreasing enrollments in rural areas and fewer farm families. The response we get from many, including our State Department of Education,

attachment C
4/1/85

is that we don't need Vocational Agriculture to educate so many farmers. This approach to evaluation is short-sighted. Our agriculture leaders, agri-businessmen, and farmers need to be educated better than even if we are to feed this world. Critics should look beyond occupational titles and forecasts, and focus on the program's content, philosophy, and results. Vocational Agriculture was never intended to meet just one occupational demand, it was meant to improve productivity of all agriculture, not to increase the numbers of farmers. Vocational Agriculture prepares young men and women to adapt to changing demands, to be entrepreneurs in agriculture and agriculturally related businesses, and most importantly, to develop to their fullest, their leadership potential. We need the support of the State Department of Education to help develop strong local programs that are changing to meet the Ag-related occupation demands.

Certainly, the State Department of Education and the State Board of Education could be helping us instead of attempting to force us to conform to the structure of more specialized vocational programs under the guise of "occupational specific". Vocational Agriculture and the FFA has the attention of students, we have their interest, and we educate and serve our students.

Vocational Agriculture will have to change, just as it has been since its beginning in 1917, just as agriculture is changing. We can adjust to these changing times if the State Department of Education does not make us ineffective first. We should be using the good, local Vocational Agriculture Programs we have to meet the changing needs of our Kansas high school youth, not trying to put in something different or taking them out of their local high school.

There is reduced support on the part of the State Department for ³all Vocational Education in the secondary schools. The State Department

has been developing policy that would place Vocational Education in the Area Vocational Schools and community Colleges and make it impossible to have a sound four-year Vocational Agriculture/FFA Program at the secondary level.

Over the past several years, the State Department conducted a series of studies of Vocational Education known as Phases I, II, and III. From these studies have come directives and recommendations for Vocational Education in Kansas. Each of these Phases, when studied by themselves, looks innocent enough, but, when you tie all the recommendations together it would have meant the end to most four-year vocational programs at the secondary level. The Vocational Home Economics and Agriculture teachers were able to get many of these policies corrected. But this issue is not dead as the final draft has not been presented to the State Board of Education.

Because of the negative policies of the State Department of Education toward a four-year program of Vocational Agriculture for the high school student, I would like inserted into Senate Bill No. 366 the words in secondary schools. So that the Bill would Read: AN ACT concerning vocational agriculture education in secondary schools.

Vocational Agriculture and the FFA is the most cost efficient educational program in Kansas in motivating high school students in personal development in the areas of agricultural leadership, entrepreneurship, mechanics, and in classroom instruction. We can not afford to lose this local instructional program for our future high school students.

I urge you to act favorably on this bill. Thank you.


Stanley Larson

Vocational Agriculture Instructor

Lawrence, Kansas

ia's
E.
e-
g-
of

Vocational Agriculture as a Model for Educational Reform

Continued from Page 24

cation today is charged first and foremost with being responsive to labor-market demands. Thus vocational agriculture is criticized for training farmers when the demand for farmers is unquestionably declining. The federally mandated evaluation criterion, which is based on numbers of students employed in occupations for which they were trained, has become the accepted indicator of success. But this approach to evaluation is shortsighted. Critics should look beyond occupational titles and focus on the program's content, philosophy, and results. Vocational agriculture was never intended to meet occupational demand; it was meant to improve productivity, not to increase the numbers of farmers. It also prepares youths to adapt to demand and to be generally productive.

The danger vocational-agriculture programs face, aside from drastic cutbacks, is

that policymakers, instead of adapting their strengths for use in other vocational programs, will force them to conform to the structure of those more specialized vocational programs under the guise of "modernizing." An "agricultural-mechanics" program I observed that was offered in an area vocational center away from the comprehensive high school was simply "auto mechanics" with tractors instead of autos. It had lost the traditional strengths of vocational agriculture.

It would be wrong to look back only with nostalgia at past vocational-agriculture programs. In fact, there have been weak programs and until the 1960's, blacks and women were excluded from the F.F.A. and some other high-quality programs. Minorities and women are still underrepresented in both—but a great deal of progress has been made.

Despite the decline in demand for farmers, between 1972 and 1980 the proportion

of all high-school students enrolled in vocational-agriculture programs doubled. This suggests that students recognize the strengths of the program. As a matter of fact, when I visited a vocational-agriculture class in West Virginia recently, all but one of the 18 students said they enrolled in the course to prepare for nonagricultural occupations—even though their school offered a traditional business program.

As educators and policymakers head down the road to the future, they should glance in their rear-view mirrors at the fields and farm animals of an agricultural sector that has recorded an astounding growth in productivity. This growth has been due, in part, to the success of vocational agriculture. With a little imagination on the part of educators, this model could produce not only productive, well-educated employees but also future employers and owners in the industrial and service sectors.

**HESSTON
CORPORATION**

NELSON D. GALLE
VICE PRESIDENT
ADMINISTRATION

March 29, 1985

**Kansas Legislative Committee
on Vocational Education**

I know you are in the process of conducting a hearing regarding additional emphasis on vocational education in agriculture in Kansas. Since I am unable to be at this meeting in person, please let me use this letter to convey some of my feelings about vocational education in agriculture and the relationship it has for the agribusiness community of Kansas.

In the past 20 years Kansas has grown very strong economically as a result of all of the agricultural related businesses and industries. Even though we are temporarily in a recession in agribusiness, nevertheless, Kansas does have the potential of producing food and especially grain more efficiently than any other country in the world. Even today the demand for graduates from our agricultural colleges remains very strong, especially with companies primarily located between the farmer and the consumer, i.e., processing companies.

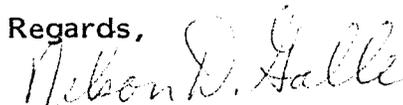
The need for technicians and managers with a strong background of educational experiences like young people receive in vocational agriculture and through the FFA program is vital to the future of these industries. These young people will be able to receive this important training only if the proper emphasis and training and guidance is given at the State level, through the local administration, and the specific teacher who works on a daily basis with them.

Therefore, I fully support the bill you are considering which will provide for improved supervision of these programs in order that we may maintain the high quality vocational agriculture programs which we have had in the past in the State of Kansas.

Again, I would very much like to be at the meeting. If you have any questions that you feel I could be helpful with, please feel free to call me at (316)-327-6316.

Thank you again for your consideration.

Regards,



NDG/dg

Senate Agriculture Committee

TO: Legislators
FROM: A Parent

I wish to support the Senate Bill #366 as a concerned citizen and parent.

The importance of the Bill is to support the Agriculture Economy for the State of Kansas.

My main objective is for the importance of training youth for the Agriculture Careers and the Agri-Business Careers. The belief that Vo-Ag or Agri-Business studies are not beneficial is a misconception. So many fields in our area alone stems from the knowledge which comes from the Vo-Ag and Agri-Business Instruction through FFA.

One related field where my own son excelled was Soil Conservation. Today thanks to the Ag Program he is with the Soil Conservation Service in Cimmaron. Record keeping, Science, Biology, Reading, Arithmetic, and Spelling was an important part of the FFA Program. These areas are instituted in the Vocational Agriculture Program. They are stressed for accuracy and knowledge to further a Career in all areas.

Quality and Pride are other areas when the welding class is included. To have a product you produced with an appearance to win in a Judged Event gives confidence and pride in the Program.

I have two sons who have excelled in Leadership, Public Speaking, all phases of the Vo-Ag Program. It goes to show what a program such as this can make of a child. The oldest has been able to cope with problems in Business Administration Area. He is twenty-three and has filled in for gentlemen who are going to retire in several counties. He also has his American Farmers Degree in Agri-Business. Several awards in Record-keeping was won by having learned this in the Agri-Business Area in FFA. The confidence he displays he wouldn't have or the goals which were set would have not been reached without the Vo-Ag Program.

The younger son will graduate this May. The four years of FFA has taught him the same things as the older son but others also. Leadership and Public Speaking to fight for Conservation so you and your children will have food and live to have water to drink was one of his goals. Speeches at State and National Levels in FFA and 4-H was his tool. Without the Vo-Ag Instructors to teach this and help him he could not have accomplished this. Judging Livestock, giving reasons, and being able to say why you chose an animal is a Science and study in this area. This comes back to poise, confidence, and believing what you have learned.

The program has combined a learning experience in maintenance, wiring, soil management, and budgeting your money. The care of livestock to give shots and determine what ration to feed and believe because they have been taught correctly to use their own judgement is a step in growing up.

In our area alone 65% of all students who come from the program have been successful in other areas related to Agriculture. These are not considered "JUST A FARMER" but are in an AGRI-related Business. The fields are many Doctors, Lawyers, Vets. and Bankers. These are just a few. Lets keep the Vocational Agriculture and Agri-Business Programs in our Schools.

Bettie Williams

Bettie Williams
Parent

FFA Alumni

attachment D
4/1/95



Associate Dean of Agriculture
and Director of Resident Instruction

Waters Hall
Manhattan, Kansas 66506
913-532-6151

TO: Senate Agriculture Committee

FROM: David J. Mugler, Associate Dean and
Director of Resident Instruction

DATE: April 1, 1985

RE: Senate Bill #366

David J. Mugler

I am pleased to respond to a request by the Kansas FFA Alumni Association to provide information about the need for programs in vocational agriculture and agricultural education at all levels and the shortage of agriculture graduates.

The heartbeat of Agriculture is its people and in fact a human capital shortage is threatening a reliable and competitive American Agriculture. A recent study by the U.S. Department of Agriculture showed that the food and agricultural industry continues to be the mainstay of the U.S. economy, accounting for 20 percent of the gross national product, 23 percent of all jobs in this country and 19 percent of export earnings.

The nation's agricultural system is increasingly based upon high technology and on a high capital investment structure. Concurrently, there is growing evidence of deficits of college educated agricultural scientists, technical representatives, educators; administrators, managers, financial advisers and other professionals in both the public and private sectors.

A 1980 U.S. Department of Agriculture study projects the overall average annual demand for college graduates with expertise in food and agricultural sciences to exceed the available supply by 13 percent through the 1980's. With the number of high school graduates declining, it is quite conceivable that the shortage may even be greater than 13 percent in the near future.

The trend is toward fewer and larger farms, and at the same an expansion in demands for people in the agribusiness. As farms become larger, the farmer relies more on agribusiness men and women who provide services and products for the producers use. They also work in marketing, processing, packaging and distributing the products to the consumer. (See Exhibit A)

This trend is reflected in the placement of Kansas State University's agriculture graduates for the calendar year 1984. Only 20 percent of those graduates entered farming, ranching, or horticultural production careers. The other 80 percent went to agricultural related positions in education, government and agribusinesses or continued their education in graduate school. (See Exhibit B)

Senate Agriculture Committee
April 1, 1985
Page 2

The placement of KSU agricultural graduates in occupations and professions has been excellent. Three factors have contributed to this situation.

- 1) While the number of farms have decreased, agribusinesses have expanded.
- 2) Many World War II veterans and faculty agriculture are at or nearing retirement age leaving openings in teaching, research and extension at universities and in industry.
- 3) Undergraduate enrollment at the 70 land grant universities has dropped due to the smaller high school graduating classes. (See Exhibit C)

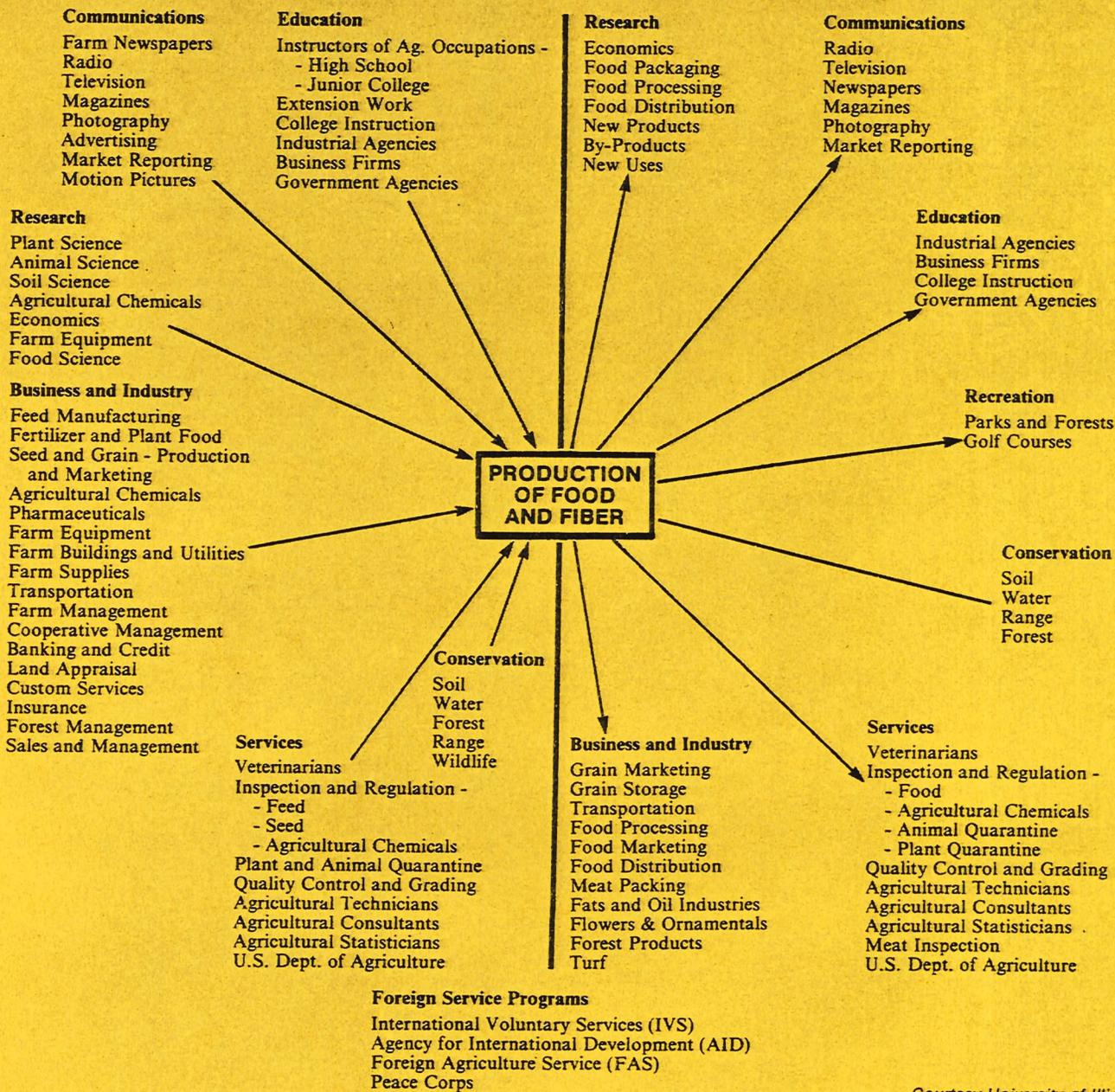
These factors, coupled with the projection that 8.3 billion people will inhabit our planet in 2025 compared with 4.75 billion people today, indicate a continuing strong demand for graduates with agricultural expertise.

Agricultural mind-power is a basic Kansas and national resource and is essential to the well being of our great state and nation. A strong program of vocational agriculture in our secondary schools is crucial to the success of the overall educational program in agriculture and to the future of agriculture in Kansas.

Areas of Career Opportunities In American Agriculture

*Careers Involved In Serving
And Producing For Farmers*

*Careers In Marketing, Processing,
Packaging And Distributing
Agricultural Products - Serving The Consumer*



Courtesy University of Illinois

April 1985
COLLEGE OF AGRICULTURE
Kansas State University

Jobs and Salaries of Agriculture Graduates

1. Placement of B.S. Graduates for the year 1984

<u>Occupation</u>	<u>Percentage</u>
Graduate Study	19
Education	7
Farm, Ranch, Greenhouse	20
Business and Industry	45
Government	9

2. Approximate average salaries for Ag Graduates of 1984

B.S. Graduates	\$16,700
M.S. Graduates	\$21,300
Ph.D. Graduates	\$28,500

3. Areas of strongest demand for B.S. Graduates

- a. Agricultural Industries and Sales
- b. Feed, Milling, and Bakery Science and Management
- c. Agronomy
- d. Food Science
- e. Horticultural Therapy

4. The College of Agriculture, with 12% of the KSU enrollment, attracts about 23% of the companies that recruit employees on the KSU campus.

CAREER OPPORTUNITIES ABOUND FOR KANSAS STATE AGRICULTURAL GRADUATES

There are three primary reasons why there are more opportunities than graduates trained in agriculture now and in the foreseeable future.

1. The agricultural industry is continually expanding, and the strengthening economy makes the future look even brighter. The world population is expected to be 8 billion in 2015, up from 4.5 billion today, so demand for food will continue to increase.
2. Many of the post-WWII graduates are nearing retirement age which is leading to an even greater need for agriculture graduates, especially those with advanced degrees for teaching, research and extension at universities and in industry.
3. Undergraduate enrollment in agriculture at the 70 land-grant colleges dropped from 98,030 students in 1978 to 86,710 in 1982. At K-State undergraduate ag enrollment dropped from 2,344 in 1977 to 1,822 in the fall of 1983. The number of ag students is declining along with the number of traditional college-age students.

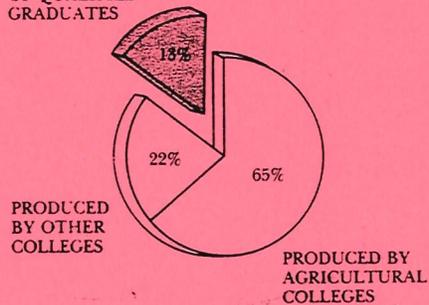
According to a Michigan State University study, agribusiness job prospects will jump 15.2 percent in the coming year, being surpassed only by opportunities in hotel and motel work. This study also predicted that the average starting salary in agriculture will be \$17,586 this year.

A USDA report says that the need for college graduates in the food and ag sciences through 1985 will be 13 percent greater than the number of people graduated each year. That means a shortage of 8,000 qualified graduates per year nationwide. Here in Kansas where Agriculture is King, the need for Agriculture graduates is even stronger. One out of six people in Kansas are in Agriculture.

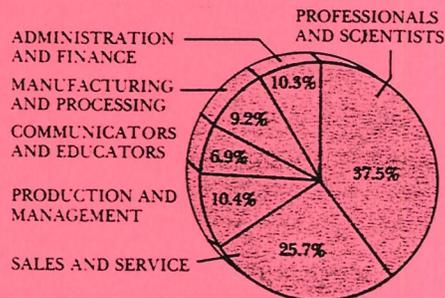
Food and Ag Science College Graduates

59,000 needed annually
8,000 short annually

ANNUAL SHORTFALL
OF QUALIFIED
GRADUATES



Employment Areas



At KSU College of Agriculture department heads reported a good demand for December 1983 graduates. Demand is especially strong in ag sales and management trainee positions; ag education; food science; ag journalism; milling, feed and bakery science and management; and crop protection. For example:

*All three women who received the B.S. in milling in December had their choices of jobs and started with salaries between \$22,000 and \$25,000.

*There still are not enough KSU ag education graduates entering teaching to fill all the vocational agriculture positions in the state. In the last eight years an average of 37 positions became available. Thirty-one Ag graduates were certified to teach while only 18 actually started teaching each year.

*All 12 of the December agronomy graduates had taken or been offered jobs such as in research and development with Monsanto, in parent seed production with Garst Seed, consulting for Servi-Tech or with the Soil Conservation Service.

*The Farm Credit Bank system will need 60 to 70 entry level people in the four-state area, and commercial banks will be competing for those same graduates.

To: Agriculture Committee of the Kansas Senate
From: Daryl Yarrow, President
Kansas Association of Future Farmers of America
Re: Committee hearing on Senate Bill #366

This morning, I come before the Senate Agriculture Committee filling a dual role. The first is as a representative of the members of the Kansas Association of Future Farmers of America, the organization for students enrolled in vocational agriculture. I'm also giving you the point of view of a student who has been actively involved in vocational agriculture and the FFA for the past five years.

I tell you quite honestly and on my own initiative that vocational agriculture and the FFA was the most important part of my secondary education and has been one of the most rewarding experiences in my life. I think it would be safe to say that there are literally millions of current and former members that would make the same claim. With agriculture playing such a vital role in the economy and way of life here in Kansas, it is a logical progression to recognize the importance of vocational agriculture instruction in our secondary schools.

It is important to realize that vocational agriculture is not just a program to train students how to farm. It offers opportunities for education and growth in many, many more areas than production agriculture. Because we are vocational, our students have training to enter the job market upon graduation, but our program also gives a great boost to those students who pursue further education. We recognize that continual improvement is necessary to assure that vocational agriculture remains a productive and effective experience. As a student, I see lifelong benefits from my

*attachment E
4/1/85*

involvement in vocational agriculture.

There are three areas that are equally important in making up the total vocational agriculture program. I want to touch briefly on each of these areas and tell you some of the benefits that I and other students have gained and can expect from vocational agriculture and the FFA.

Classroom instruction is of obvious importance in giving students a solid informational background about the many facets of agriculture. Instruction is useful both for students preparing for careers in agriculture and those who will be more remotely associated but will still enjoy the products of American agriculture.

The activities of the Future Farmers of America compose the second area of the total program. We consider the programs of the FFA to be intracurricular because they are an extension of the classroom instruction. The chance to compete for awards and recognition serves as an incentive for our members to become proficient in the skills that are taught in the classroom. Leadership, communication, and cooperation skills are just a few of the qualities that members can acquire through individual and chapter activities.

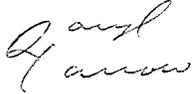
The third area we stress is the student's Supervised Occupational Experience program. This is an income-generating experience that gives the student an opportunity to have "hands-on" application of the skills that have been acquired in the classroom and honed in FFA activities. The importance of entrepreneurship, independence, financial management, and a problem-solving approach to making sound decisions are stressed through this experience.

Classroom instruction, Future Farmers of America activities, and Supervised Occupational Experience go together to make up an educational

program that instills in students qualities and skills that will be of great worth no matter what career field they enter. Stuart Rosenfeld, a former opponent who now strongly supports the program, says, "... vocational agriculture comes closer than any other educational program to meeting America's need for a revived entrepreneurial spirit and increased productivity." ("Vocational Agriculture: A Model for Education Reform", Education Week, September 26, 1984, p. 24.)

I am grateful for the benefits that I have gained through participation in vocational agriculture and the Future Farmers of America. It is my hope that this program will remain strong in the state of Kansas and across our nation.

Respectfully submitted on April 1, 1985,



Daryl Yarrow, President
Kansas Association of Future Farmers of America