

SOWER

American
Farm School

Thessaloniki
Greece

Summer 1983

Number 112



Graduation and Awards

With the same pride a farmer takes when harvesting his own crops, or the dairyman, when marketing his own fresh milk, the Farm School gathered on May 20 to honour the graduation of 50 lyceum and 15 Scholi students. True to tradition the ceremony included various speeches, songs, and picture-taking and introduced a new audiovisual slide presentation of the AFS featuring this year's graduates.

Student prizes were also awarded to five graduating seniors as recognition of their overall achievement and participation in classroom and practical studies, extra-curricular activities and dormitory life.

Each division of the School was represented in the prize-categories: Farm Machinery, Horticulture and Special Courses for Further Studies represent divisions of the Lyceum and one winner was also chosen from the Scholi program.

Stamatis Kioselakis of the Scholi won the long standing top prize of a female calf, an annual gift of Mr. Robert Folsom. Mr. Folsom also provided a gift of tools for Christos Tsatsaris, one of the top two students in the Horticulture specialization.



Stamatis Kioselakis receiving his award of the Folsom Calf from Farm Machinery instructor Costas Evangelou and Stephanos Lazarides, Inspector of agriculture.

An endowed gift from Mr. Daniel Brewster in memory of his father, Mr. James Briggs Brewster, provided two prizes of tools for the two most

well rounded graduates. In addition the Agricultural Bank of Greece provided gifts of a cash deposit in their bank to the 4 top graduates.

New Greek Summer Coordinator

COVER

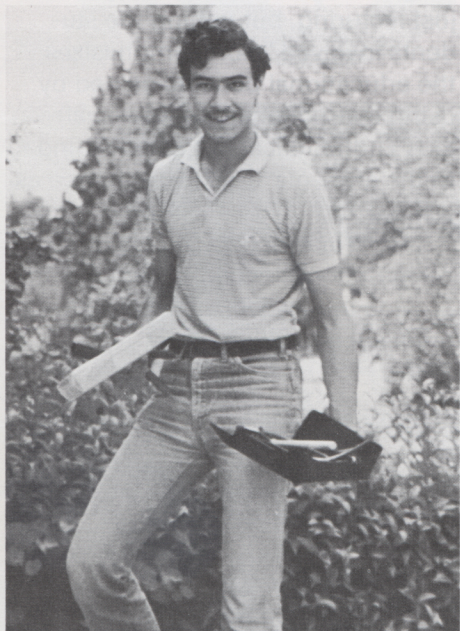
Students practicing for graduation 1983.

Cows grazing — May 1983

Katharine Swibold has joined the Farm School staff in the New York Office of the Trustees as Greek Summer Coordinator and Assistant to the Associate Director. She replaces Anne Gabriel, who will begin the M.B.A. program at the

University of Colorado in September. A 1982 graduate of Smith College, Kate's experience in political campaigns and opera production will be valuable assets in her new position at the Farm School. Welcome Kate!

Past Ideals and Future Prospects



Christos Tsatsaris

The speech given by the 1983 graduating class of the American Farm School begins: "We came to this School . . . each of us for different reasons . . . (but) all of us came with the desire and the hope that we would gain the necessary knowledge and skills for our future life. And we weren't disappointed."

Nor is the Farm School disappointed in this year's 65 graduates. Especially when they live up to the ideals set by the School.

One of the ideals of the American Farm School education is to teach its students the advantages of accepting and using new ideas while developing efficiency in the practical application of agricultural techniques. This is particularly directed towards the students' implementation of these skills when they return to the home village. Today, with many students not immediately returning to work on family farms, students such as Christos Tsatsaris offer an example of combining both past ideals and future prospects with present possibilities.

Christos is a 17½ year old graduate of this year's Lyceum class, and sums up his three years at the School very simply: "There doesn't exist a similar school (here in Greece) where you can learn so many things . . . golden things." It was those "golden things" that enticed Christos to visit and to apply to the Farm School. Three years later he has completed his practical theoretical, agricultural and English classes and is looking forward to spending this summer in Holland studying milk and milk products' production.

Christos' Farm School experience led to his proficiency in English which made his trip to Holland a feasible option. After learning more about milk and other dairy products there, Christos will fulfill his desire to return to his "horio" (village) of Vavados in Halkidiki and add a new and productive perspective to existing milk resources.

Christos' three years at the School have been full ones. The student life at the American Farm School is demanding: Theoretical and practical classes in the morning, practical "student projects" (raising vegetables, chickens, and pigs) in the afternoons, and various recreational programs in the evenings are all part of the daily routine that concludes with a 3-hour study hall before bedtime at 11:00.

Underlying the hard work, though, is the community spirit shared by the students, all 200 of whom live in the dorms on campus. This further and fuller enjoyment and understanding of community living is another of the Farm School's ideals. As Christos points out, "We eat together, work together, live in the same rooms, study together, play together . . . that's the joy."

Christos' "joy" has evolved from his three years here. In the first, he

recalls, he learned the basics of horticulture, with an emphasis on vegetables. His second year was geared more towards farm machinery — tractor maintenance, as well as the uses and upkeep of various other tools and machinery. It was the third year that incorporated these two main themes together and affixed them with a fuller appreciation of community living, in the dormitories and out, at work and at play. This ability to accomplish one's own job while working with and near one's companions is not only important in most situations, but imperative in farming.

Planting the seeds of awareness in the students of the Farm School is only half of the goal of the School. The other half lies within the students themselves: to productively cultivate that knowledge into constructive methods of agriculture. And it is with students such as Christos Tsatsaris that these ideals are still realizing themselves, almost eighty years after the first Farm School seed was sown.

Farm Notes

New electrical and telephone networks have been installed around the Farm School as a gift from A.I.D. The new telephone system will include a fully automatic switchboard, six new exchange lines and an additional 70 intercom lines (presently there are 20 inter-campus lines). The new electrical system will replace the manual power station with a system that turns on automatically during power failures.

Construction has started on the *Biological Treatment Plant*, also a gift from A.I.D., which will control and utilize domestic sewage. Concurrently, plans for the School's "*Biogas*" Project, which will convert livestock manure into usable methane gas, are also continuing.

Farm School Notes, cont.

The *Farm Department's* milkroom and new greenhouse/nursery became "hot stuff" this winter with the addition of heaters. The milkroom uses a "Steam Fancoil System" that recycles excess steam from the existing boilers. The nursery purchased a diesel-powered blower system to complement the already-existing mist-propagation unit that provides seedlings and cuttings with stable watering conditions during their initial period of growth.

A new *audio-visual slide presentation* has been completed and is ready to be shown to interested groups and clubs. The three-projector show gives a broad overview of the School's mission and programs and consists of 250 slides of various Farm School scenes. A video-cassette recording of the show is also available. The show has also been translated into Greek for presentations within Greece.

The School has recently received a large shipment of tools including shovels, scoops, spades, hoes and cultivators, a gift of the Brothers Brother Foundation.

A group of trustees, led by Mrs. Charles F. Lowrey, paid a visit to the School this spring to discuss future plans for a capital fundraising drive. The School needs funds to repair Princeton Hall, construct other facilities, enlarge the School's endowment fund, and other projects.

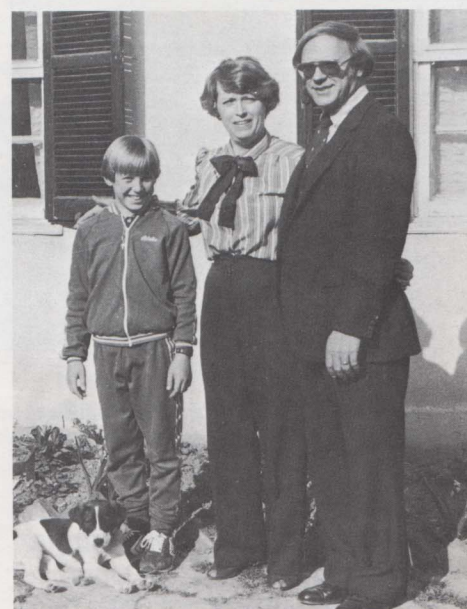
Fulbright Fellow John Crunkilton

"To instill confidence and pride in being a farmer, contribute to the development of the land, and help to build a better, more satisfying life" seems to be not only a very integral part of the Farm School's "Master Farmer," but also the objective of visiting Professor John Crunkilton. A native of Ohio, John brought his wife Sherry and their 10-year old son, Ritchie, to the Farm School under a Fulbright Fellowship and was at the School until June helping the teachers with management and planning of curriculum.

John is a leading professor and "Program Area Leader" in Agricultural Education at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. He brought with him over 400 books, publications, and various pamphlets pertinent to both agriculture and to teaching, and these will remain in the School's library. His syllabus includes a series of seminars on teaching methods, objectives and organization.

John assisted the Farm School teachers in developing "teaching packages" — more thorough and organized teaching plans designed to enhance both the subject matter taught and the manner in which it is

taught. Under his philosophy of "not just lecturing, but getting the students involved," John emphasizes the educational benefits gained by using instructional (audio-visual) aids and practical projects relating to the students' home village area as well as the school environment. His expertise has been a big aid in the Farm School's overall dedication to provide innovative, informative and practical education.



Ritchie, Sherry and John Crunkilton

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