

SOWER



American
Farm School
Thessaloniki
Greece
Spring 1979
Number 95

ANNUAL REPORT

The Board of Trustees is proud to announce that at its October 19, 1978 annual meeting, it elected Mrs. Robert McCabe as the Chairman of the Board. Mrs. McCabe is the first woman and the first person of Greek descent to hold the position of chairman.

Dear Friends of the Farm School

It is with great pride that we reflect upon the remarkable accomplishments of the American Farm School's first 75 years. Indeed, the fact that the School survived at all in the inhospitable environment of the Turkish occupation, the Balkan Wars, a Civil War, and many other adversities is something of a miracle. But the Farm School has not simply survived. It has flourished, and its role in Greek agricultural education has expanded steadily.

Compared to most other educational institutions in the world today the School is unique; it is not a government school, its endowment is modest, its students pay no tuition. Financial viability, therefore, depends on the annual support of individuals, companies and foundations in the United States and Greece.

This places a burden upon all of us, but that burden is easy to bear if we consider the contribution the School



Dina McCabe

makes to modern Greek agriculture, and the special place it has won in the hearts and minds of the people of both countries. The Farm School represents the best values of the United States and Greece uniting the practical with the idealistic, and always looking ahead while preserving the best from its long tradition.

This report is dedicated to the men and women in Greece and the United States who made the first 75 years of the Farm School's history so successful; its successive directors, teachers and staff, its trustees, volunteers and donors who provided financial support and guidance.

With warmest regards,

Mrs. Robert McCabe
Chairman of the Board

THE MISSION

The primary mission of the American Farm School is to provide vocational training for young Greek men and women, as well as adult farmers and their families, on a highly specialized basis. In essence, the purpose of that training is to equip them to manage agricultural enterprises or otherwise assume positions of leadership in Greek agriculture.

As in the past, the School is committed to playing a constructive role in the furtherance of understanding and friendship between the Greek and American people. The School intends to maintain its traditional identity as a non-profit educational institution with support from the private sector ensuring its independence.

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A Beginning

In its 75 year history the American Farm School has pioneered a succession of innovative programs designed to provide the people of rural Greece with modern agricultural skills and techniques essential to managing agricultural enterprises.

Some of the "firsts" which the School has brought to Greece over the past three quarters of a century include the first pasteurizing plant in 1933, the first combine in 1937, the first cotton picker in 1958 and the first agricultural audio-visual instruction in 1979.

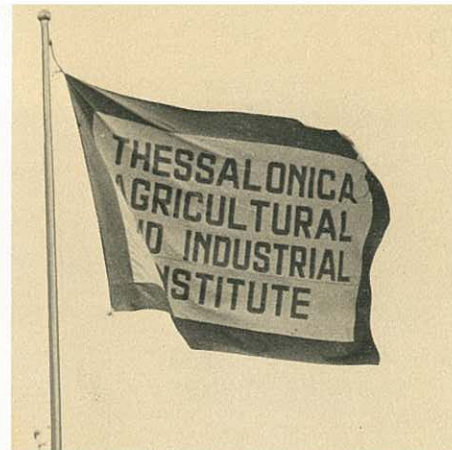
But the School is not resting on past accomplishments. In response to the changing needs of Greece, the School continues today to introduce new and exciting programs.

New Directions

The School has been guided in the introduction of new programs by the recommendations outlined in a study initiated in 1977 by the Board of Trustees and conducted by Dr. Irwin T. Sanders of Boston University.

The Board has adopted and the School is currently implementing Dr. Sander's recommendations in the areas of curriculum development, English instruction, management skills, production-demonstration, graduate follow-up, continuing education and international programs.

Tremendous strides have been made in the last year toward realizing these new goals. As a result, the Farm School remains the most useful and unique agricultural education center in Greece.



Co-Education

Growing out of the Sanders Study and a recent Greek law pertaining to vocational education, the School boasts two new educational programs. The exciting changes have brought a fresh sense of enthusiasm to the students and staff.

One of the new programs is a two-year vocational agricultural trade school ("Scholi") in mechanized agriculture. The second is a three-year vo-ag lyceum program with emphasis on farm machinery or horticulture. The latter is fully accredited by the Ministry of Education so that graduates can move on to college courses if they choose.

The popularity of these new programs is reflected in the new student enrollment which in the fall of 1978 was the largest in the School's history. 30 of the 113 new students are girls making the traditionally all boys agricultural school co-educational for the first time. As a result, student motivation in the classrooms and around the farm has noticeably improved!

A new course in Rural Economics and Management will open in the fall of 1980. Primarily directed at girls, the course will also be open to boys as a part of the new co-educational system. The Senior girls in the traditional Girls School will be returning in the fall of 1979 to complete their program in home economics.

The student body this year also includes 40 boys in their final year of the middle-level school (SEGE). This program will be phased out at the end of this year.



The American Farm School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students at the School.

Audio-Visual Training

Another outgrowth of the Sanders Study is the School's introduction of the first audio-visual teaching techniques ever used in vocational agricultural education in Greece.

The Audio-Visual program is being developed and put into operation by Dr. Harry Peirce, an experienced American curriculum specialist.

Slides, filmstrips and workshop materials are proven methods in stimulating the interest of students and enhancing the effectiveness of classroom instruction.

The adoption of these techniques at the Farm School not only improves the quality of its academic program, but serves as a model for other schools throughout Greece. In this way, the School retains its tradition of innovative leadership.

Farm School Graduates

After completing their military service, most Farm School graduates begin a career in agriculture using the knowledge they have acquired at the School. Some, however, choose to go for further training.

Some recent graduates of the SEGE program have entered junior college level programs in agriculture. They are performing near the top of their classes, a testimony to the quality training and education provided by the School over the years.

A few graduates have come to the U.S.A. to participate in FFA and 4-H programs, or study at American colleges.

Graduates can also be found right on the Farm School campus serving as fine teachers and farm technicians.



"Hands-On" Training

One of the unique aspects of the academic programs is the combination of practical training with textbook learning. Classes are held around the farm with a third to a half of student time involved in "hands-on" skills training.

And through individual projects modeled after American 4-H concepts, students gain practical knowledge of business and management skills. Students raise their own animals or crops, set up budgets and make management decisions. By estimating cash flow needs and keeping accurate records they gain experience in "private enterprise".

English as a second language remains an essential ingredient in the School's format. This year 65 of the 153 students recognized its value by signing up for more English than required.

Summer work experiences required by the School extend the student's "hands-on" training from the School's farm to the outside world. Students work at home, on neighboring farms, in farm machinery shops or in agribusinesses to supplement their practical training at the School. By overseeing this summer work the Farm School insures continuity in its students development.



Summer Programs

The popular "Greek Summer" is celebrating its 10th anniversary this year. As in past years 40 American high schoolers will go to Greece for 6 weeks to live and work at the Farm School and in a rural village. All of the nearly 400 kids who have participated in this unique experience will testify to the tremendous impact it has had on their lives and the good will it continues to promote between Greece and America.

The Agricultural Development Center (ADC) enters its third summer offering study and practical training in rural development for an international group of young adults. This special two month course is offered to those from both developed and developing nations who come to the Farm School to study international agricultural development.



Healthy competition and extra curricular activities are of vital importance as the Farm School strives to train the "whole" student.

Continuing Education

An important and increasingly exciting part of the Farm School is the short course program for adult farmers. In 1978, over 1,000 practicing farmers participated in one or more of the 32 courses offered. It seems certain that in 1979 the number of adult trainees will more than double.

The special short courses, operating in conjunction with the Ministry of Agriculture in Greece and supported by a grant from the Public Welfare Foundation in the United States, are designed to update the skills of these farm men and women in Greece.

A few of the courses offered last year were "New Methods of Milking," "Environmental Control and Preservation of Traditional Elements" and "Nutrition for the Farm Family."



Currently, the School is creating a "Master Farmer Sequence" that will help Greek farmers re-tool their skills as Greece enters the Common Market.

Evaluation

An evaluation of past and present accomplishments of the School might best be expressed in the words of Greek officials who know and appreciate the School.

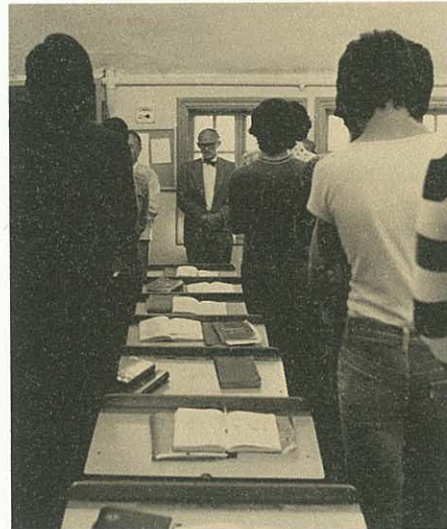
The Minister of Agriculture, Mr. Ioannis Boutos, writes, "I especially appreciate the agricultural and educational work done at the School in collaboration with the Ministry of Agriculture to the benefit of Greek farmers, farm women and members of the agricultural family."

Mr. Nicolaos Martis, Minister of Northern Greece writes, "It is a great pleasure for me to speak about the American Farm School. Whenever we discuss matters relative to agricultural education or development, I always bring up the School as an outstanding example which needs to be followed all over Greece. The School has made a very important contribution to the development of Greek agriculture through its educational methods, its demonstrations and its assistance to thousands of farmers."

The Farm School remains dedicated to a variety of goals which have local, national and international meaning. Its future is in the hands of highly skilled and motivated people, both Greek and American, who seek to keep the Farm School a truly unique institution.



Teachers — Students



Morning Assembly



Finances

Always faced with financial challenges, the School has witnessed significant changes this year which promise a sounder financial condition in the coming years.

Better financial management and review are being conducted at the School by an experienced business expert. This will mean a reduction in the 1978-79 budget, projected at \$2,156,000, down from \$2,600,000 in 1977-78.

Increased participation by both private Greek donors and by the Greek Government scholarships reflect the special place the School has in the hearts of the Greek people.

A step taken in 1978 toward better financial management of the School was the Board's decision to change the fiscal year to September 1 to August 31. This coordinates the operation of the academic institution with its financial needs. The decision, however, necessitated the creation of one 14-month transitional year.

The 1977-78 financial statement reflects the addition of July and August — two months which traditionally generate little income yet demand continued expenditures.

CURRENT FUNDS BALANCE SHEET AUGUST 31, 1978

W. J. not Capital?

ASSETS

• Unrestricted:		
Cash	\$	63,860
Receivables, prepaid expenses and other assets		166,331
Inventories		297,909
Due from restricted funds		133,213
Total unrestricted assets		661,313
• Restricted		
Grants receivable		743,118
Total current fund assets		\$1,404,431

LIABILITIES AND FUND BALANCES

• Unrestricted:		
Accounts payable and accrued expenses	\$	183,531
Bank loans		87,083
Reserve for severance indemnity		56,720
Loan from plant funds		75,387
Total unrestricted liabilities		402,721
Fund balance (deficit):		
Appropriated for inventories	\$	297,909
Unappropriated (deficit)	(39,317)	258,592
Total unrestricted liabilities and fund balances		661,313
• Restricted:		
Accounts payable		4,070
Due to unrestricted funds		133,213
Fund balances		605,835
Total restricted liabilities and fund balances		743,118
Total current fund liabilities and fund balances		\$1,404,431

CURRENT FUNDS AND EXPENDITURES FOURTEEN MONTHS ENDED AUGUST 31, 1978

REVENUES AND SUPPORT

• Governmental Grants		
Greece	\$232,193	
United States	139,236	371,429
• Private Gifts and Grants		
Greece	173,030	
United States	379,584	552,614
• Bequests		128,070
• Endowment and other income		54,305
• Auxiliary Enterprises:		
Farm, handicraft and related activities		1,319,622
Boarding and other programs		235,722
Total revenue and support		\$2,661,762

deficit

EXPENDITURES

• Instruction		\$446,133
• Operation and Maintenance of plant		169,112
• General Administration:		
Greece	\$262,859	
New York	76,399	339,258
• Development:		
Greece	21,697	
New York	57,250	78,947
• General Institutional (including \$13,781 program support services in New York)		203,244
• Student Aid		151,135
• Auxiliary Enterprises:		
Farm, handicraft and related activities	1,348,090	
Other	121,093	1,469,183
• Appropriation for additions to plant and other		28,354
Total Expenditures		\$2,885,366

NOTE: Factors contributing to the operating deficit include fourteen months of operations reflecting the change of the fiscal year, and start up costs of new program implementation.

The Farm

The School's beautiful farm and campus serve as a model not only for its students but for the more than 10,000 visitors who come to see it each year.

Improvements are constantly sought to keep the farm a model operation. Each production unit has been evaluated and a system for ongoing evaluation has been implemented.

Following a review of each unit, major emphasis has been placed on one-man production units including the one-man operations in dairying, dairy herd improvement, turkey raising, greenhouses, village poultry, irrigation and seed production.

The Crafts Center as a separate unit has been eliminated, but traditional crafts instruction will continue as a part of the new School for Rural Economics and Management.

This year's output of the Farm has been varied and, for the most part, profitable. Milk production rose to 2,000 liters per day. 8,000 turkeys were again raised and sold for Thanksgiving and Christmas.

One unfortunate note is that severe frosts ruined much of the oat vetch and wheat crop. Nonetheless, the farm operations remain self-supporting. In the near future the Farm will greet 40 new cattle imported from the U.S.A. in an effort to significantly improve the already high quality dairy herd.



SOWER

AMERICAN FARM SCHOOL
OFFICE OF THE TRUSTEES
380 MADISON AVENUE
NEW YORK, N.Y. 10017
(212 490-8745)
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