

Re-Learning Our ABC's

Challenges and Solutions

“Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be the A, B, and C of the education given in our schools. This is the very first work that should be entered upon.” 6T 179

1. We really don't believe the inspired counsel and/or We are making decisions based on circumstances and not principle and/or We don't know how to implement the counsel.

2. Parents and students don't value an agricultural education.

3. Teachers and administrators are often not leading by example.

4. School farms are viewed as a money-making industry rather than a foundational part of true education.

5. The lack of “educated farmers.”

6. Institutional farmers do not have “skin in the game.”

7. Farmers are handicapped (or handcuffed) by changing administration, budget constraints, and other challenges out of their control.

8. Lack of continuity in a garden/farm plan.

9. The school calendar and traditional agricultural calendar do not mesh well.

10. Vacations, mission trips, and other school activities interfere with the consistency needed in a garden/farm.

11. The school day is already filled with other classes and activities. How can you add anything more?

12. The decision makers do not fully understand the difference between cheap food and “real food.”

13. Cafeteria cooks do not have time and/or knowledge in how to prepare garden-fresh food.

14. OSHA and other
government regulations.

15. Lack of funding.

Philosophy/Ideology/Paradigm Challenges & Solutions

- * We really don't believe the inspired counsel and/or we are making decisions based on circumstances and not principle and/or we don't know how to implement the counsel.
- * Parents and students don't value an agricultural education.
- * We need to study the counsels as schools & families and move forward based on faith, not circumstances.

Philosophy/Ideology/Paradigm Challenges & Solutions (cont.)

- * Teachers and administrators are often not leading by example.
- * “Let the teachers in our schools take their students with them into the gardens and fields, and teach them how to work the soil in the very best manner... Both teachers and students would have much more healthful experience in spiritual things, and much stronger minds and purer hearts to interpret eternal mysteries, than they can have while studying books so constantly, and working the brain without taxing the muscles.” [Ms8b-1894](#)

Philosophy/Ideology/Paradigm Challenges & Solutions (cont.)

- * School farms are viewed as a money-making industry rather than an integral part of true education.
- * “I urge that our other schools be given encouragement in their efforts to develop plans for the training of the youth in agricultural and other lines of industrial work. When, in ordinary business, pioneer work is done, and preparation is made for future development, there is frequently a financial loss. And as our schools introduce manual training, they, too, may at first incur loss. But let us remember the blessing that physical exercise brings to the students.... We must not be narrow in our plans. **In industrial training there are unseen advantages, which cannot be measured or estimated.** Let no one begrudge the effort necessary to carry forward successfully the plan that for years has been urged upon us as of primary importance.” **PHI64 37**

Farmer-centric Challenges & Solutions

- * The lack of educated farmers.
- * “There is a great want of intelligent men to till the soil, who will be thorough. This knowledge will not be a hindrance to the education essential for business or for usefulness in any line. To develop the capacity of the soil requires thought and intelligence. Not only will it develop muscle, but capability for study, because the taxation of brain and muscle is equalized. We should so train the youth that they will love to work upon the land, and delight in improving it.”
- * “Men are wanted to educate others how to plow, and how to use the implements of agriculture. Who will be missionaries to do this work, to teach proper methods to the youth, and to all who feel willing and humble enough to learn?” Ms8b-1894

Farmer-centric Challenges & Solutions (cont.)

- * Institutional farmers do not have “skin in the game.” They get a paycheck whether the farm is succeeding or not.
- * Farmers are handicapped (sometimes handcuffed) by changing administration, budget constraints, and other challenges out of their control.
- * Lack of continuity in a garden/farm plan (layout, methods, tools & techniques, etc.). Each farmer comes in with their own ideas and plans.
- * Farmers could arrange a lease agreement with the school (possibly payable in produce) and be semi-autonomous and self-supporting.
- * Standardize on a basic set of proven methods — for continuity between farmers.

Calendar/Schedule Challenges & Solutions

- * The school calendar and traditional agricultural calendar do not mesh well.
- * **Grow a fall/winter/spring garden!**
- * Vacations, mission trips, and other school activities interfere with the consistency needed in a garden/farm.
- * **You need a full-time farmer who is not involved with other school activities.**
- * The school day is already filled with other classes and activities. How can you add anything more?
- * “There should be less study of books, and greater painstaking effort made to obtain that knowledge which is essential for practical life. The youth are to learn how to work interestedly and intelligently, that, wherever they are, they may be respected because they have a knowledge of those arts which are so essential for practical life. In the place of being day laborers, under an overseer, they are to strive to be masters of their trades, to place themselves where they can command wages as good carpenters, printers, or as educators in agricultural work.” **MS105-1898**
- * **With creativity, most subjects can at least be partially taught in the garden.**

Miscellaneous Challenges & Solutions

- * The decision makers do not fully understand the difference between cheap food and “real food.”
- * Cafeteria cooks do not have time and/or knowledge in how to prepare garden-fresh food.
- * **Education. Torgerson from Portland Adventist Academy**
- * OSHA and other government regulations.
- * **No power equipment needed. Simple hand tools.**
- * Lack of funding.
- * **Other than initial infrastructure, the farm/garden should be able to fund itself.**

Is it an option to have schools
that don't teach the ABC's?

We **HAVE** to figure out how
to make it work!