



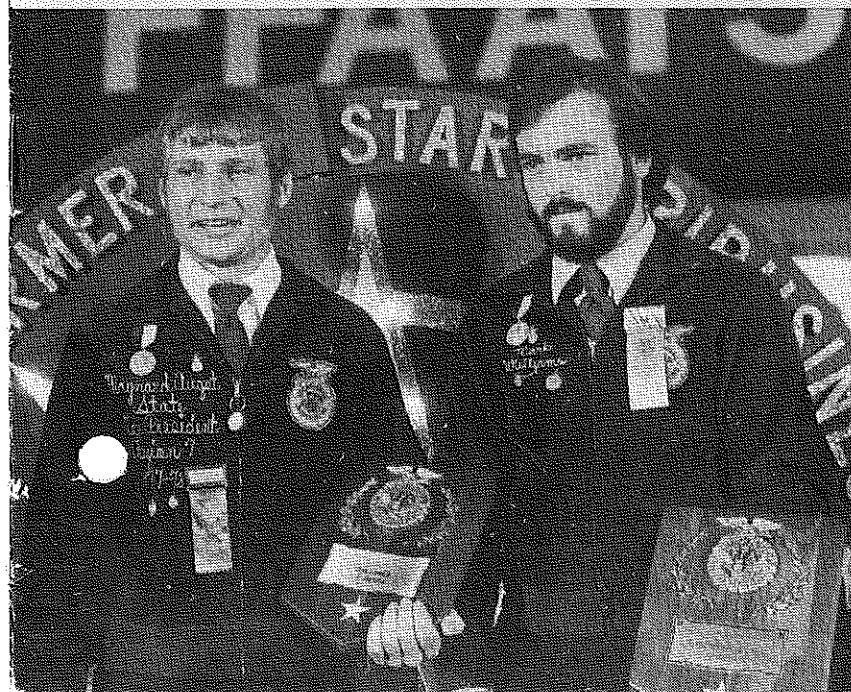
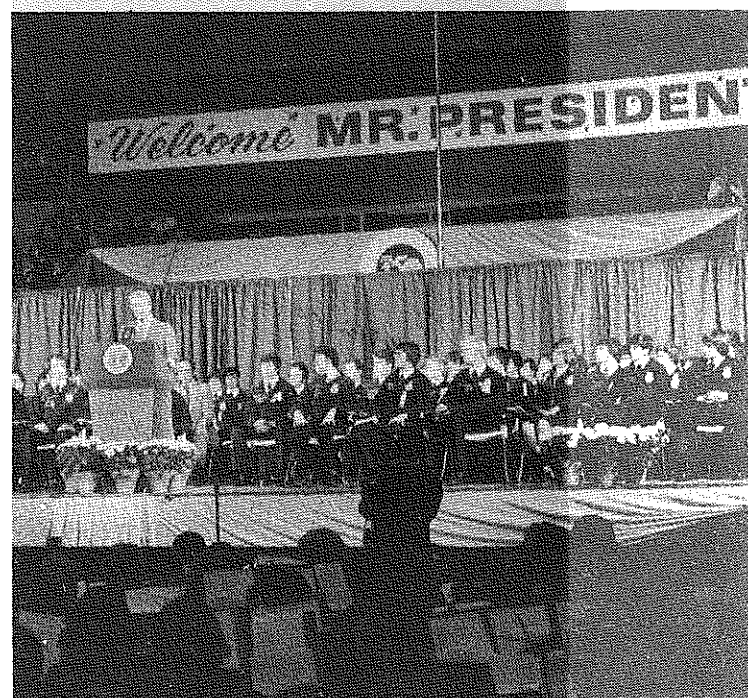
FEATURING —
 THE FFA TOOLS
 WHITHER AG. ED.?
 POST-SECONDARY INTEREST
 TAX TIPS FOR TEACHERS
 1979-80 ASSISTANTSHIPS
 BOOKS FOR REVIEW



AGRICULTURAL EDUCATION


Volume 51 Number 8

February 1979



Theme—
FFA A Valuable
Resource for The
Agriculture Teacher

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AGRICULTURAL EDUCATION

February 1979

Volume 51

Number 8

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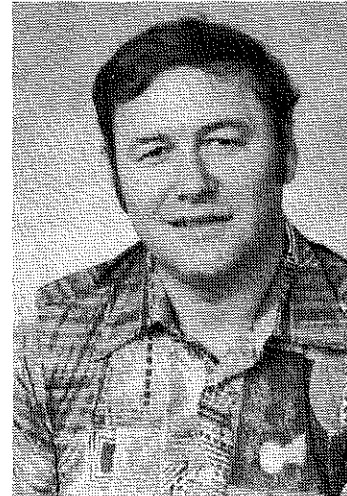
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GUEST EDITORIAL

GUEST EDITORIAL



James W. Bailey

THE FFA—

AN INTEGRAL PART OF VOCATIONAL AGRICULTURE

by
James W. Bailey
Teacher of Agriculture
Barren County High School
Glasgow, KY

tor trouble shooting contest, land judging contest, dairy judging contest, livestock judging contest, and tobacco auctioneering contest. Last year over 150 FFA members were dismissed from school to participate in this event. The reward for winning each contest was an opportunity to participate in the Western Kentucky University FFA field day. Our students exhibited what they had learned in the classroom and shop at this field day. They were also motivated to do their best, because they knew that through the FFA they would receive recognition. This is what it's all about.

HOW CAN FFA MEMBERS IN A LARGE FFA CHAPTER BECOME AWARE OF THEIR OPPORTUNITIES IN THE FFA?

Our chapter is large. We have 265 FFA members. Every vocational agriculture student is a member of the FFA. We have four vo-ag teachers in the high school program. With so many students it could become difficult to devise a way for each student to learn of his or her opportunity in the FFA. One of the best ways we have found to inform the students of their opportunities and to aid them in setting their goals is to make available to each student a FFA awards bulletin on our local chapter. Three years ago I wrote and had published a "Barren County FFA Awards Bulletin." This bulletin consists of 33 pages and includes the rules, dates, standards, eligibility and awards for each local, state, and national FFA contest. This book is made available to every FFA member in the chapter. There is no excuse for a student not realizing his or her opportunities.

(Concluded on page 177)

Many times we are called FFA teachers. We smile, or frown, depending upon our attitude, and sense of humor. None of us want to be FFA teachers in the sense that we teach FFA and exclude the teaching of vocational agriculture. However, I wonder if we can be real effective in teaching vocational agriculture without using the FFA. We must realize that the FFA and vocational agriculture go together hand-in-hand. They are inseparable.

HOW SHOULD THE FFA RELATE TO TEACHING VOCATIONAL AGRICULTURE?

The FFA is the show window of vocational agriculture. It is through the FFA that the learnings of vo-ag are exhibited to the public. The FFA is also the motivational force that we must have in order for students to implement, and carry out good occupational experience programs. What better way could we have of motivating students than to give them recognition at an awards banquet, or other functions, for their accomplishments? Without the FFA, students wouldn't have the necessary incentive for doing their best.

IN WHAT WAYS CAN THE FFA BE A MOTIVATIONAL TOOL FOR VOCATIONAL AGRICULTURE?

We must always strive to make the FFA contribute to the teaching of agriculture. Some of the ways our FFA can motivate students on the local level are as follows:

- (1) FFA proficiency contest
- (2) FFA Chapter Star Farmer Award
- (3) FFA land judging contest
- (4) FFA tractor driving contest
- (5) FFA tractor trouble shooting contest
- (6) FFA welding contest
- (7) FFA seed selection and identification contest
- (8) FFA farm management contest
- (9) FFA demonstration contest
- (10) FFA record book contest
- (11) FFA field days

Each of the above contests serve as a motivational force to students. It becomes necessary for them to do their best in order to excel in each contest. It is human nature for all of us to want recognition. We must recognize all our students who excel. For example, we give a trophy at our Barren County FFA banquet to each FFA member who keeps good records on his or her experience program throughout the year. At our last banquet, over 50 FFA members received a trophy. Some people would call this foolish; but, we know its not foolish because we have experienced its effect. Our vocational agriculture students do a better job of keeping records now than they have in the past. Why? Because they know that if they do their best they can receive recognition.

Also, each April our FFA Alumni Chapter sponsors a local FFA field day at a farm in the county. The activities at our field day include: tractor driving contest, FFA demonstrations, trac-

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COVER PHOTO



Top Photo —
Officers elected to lead the National FFA for 1978-79 were: (Front L-R) Mark Sanborn, East Orwell, OH, National President; Kelly Grant, Bolivar, MO, National Secretary; (Back L-R) B. Dean

Norton, Knoxville, TN, VP for the Southern Region; Jeff Rudd, Yanceyville, NC, VP for the Eastern Region; Kevin Drane, Nineveh, IN, VP of the Central Region; and Elvin L. Caraway, Spur, TX, VP of the Western Region.

Center Photo —

President Jimmy Carter, the first former FFA member to be elected to the nation's highest office, addressed the crowd in the Thursday afternoon session of the National FFA Convention, recalling his experiences in the FFA and relating those to his work as the nation's chief executive.

Bottom Photo —

Maynard Augst of Montgomery, MN was named Star Farmer of America and Mark Williams of Orlando, FL was selected Star Agribusinessman of America. (Photos courtesy National FFA Center)

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DECISIONS! DECISIONS! DECISIONS!

THE FFA — A VALUABLE TOOL?

The National FFA has just completed its 50th year and is entering a new era in agriculture. The FFA organization has seen many changes and yet has remained one of the most viable youth organizations in the world. This speaks well for the far-sighted founders and the insightful teachers who have kept it viable over these years. Through their insight they have kept the FFA tuned to the needs of students in agriculture and kept it one of the most important intra-curricular tools for the agriculture teacher.

This tool is available to all teachers of agriculture. It is up to each to determine how it is used. It can be used to develop the future leaders of tomorrow, to provide a valuable incentive for learning, to teach agricultural skills or to carry out a variety of other valuable functions. Or, it can be left alone, like any other tool, to become rusty or lost. The decision is up to you, the ag teacher. What is your decision?

THE AG-ED MAGAZINE

In like manner, the *Agricultural Education Magazine* has completed 50 years as the voice of the Agricultural Education Division for teachers, supervisors and teacher educators. Also, like the FFA, it is entering a new era of agriculture and service. Attempts were made last year to include new features to make the *Magazine* more useable to you. Your response was gratifying. Teachers, teacher educators and supervisors all increased numbers of articles submitted. This year I will attempt to use the first half of the *Magazine* for the special theme, retain the new features and add some special sections on topics of most interest in the last half. Again I will need your continued, fine support.

(Please submit articles 2½ months in advance of Theme to allow publication time.)

COMING ISSUES COMING ISSUES COMING ISSUES

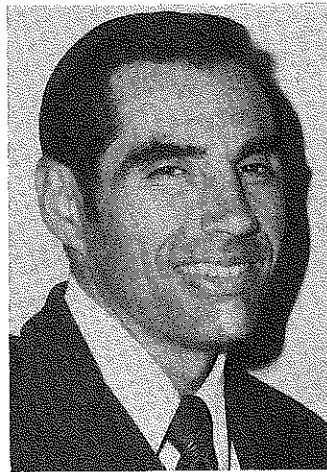
MARCH — Classroom Instruction — Getting the Ideas Across

APRIL — Supervised Experience—Doing to Learn — Learning To Do

MAY — Agricultural Mechanics — Developing Important Skills

JUNE — Summer Opportunities — Supervision, Planning, In-Service Education, Conferences, Repairs, Other Activities?

JULY — International Agricultural Education — Filling the World's Breadbasket



FROM YOUR EDITOR

James P. Key

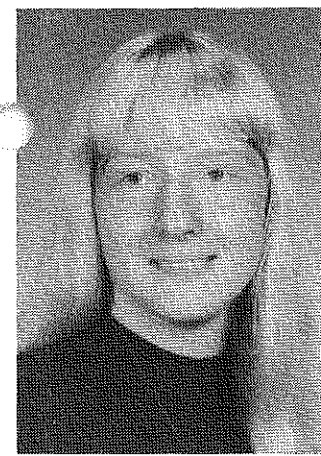
DECISION TIME

This coming year will be a year of decision for the *Agricultural Education Magazine*. As you read in the anniversary issue, the *Magazine* has always been totally financed, written and published by the agricultural education profession. We now have to decide whether we can keep it that way or seek other alternatives.

During the past three years, we have operated at a loss, eating into valuable reserves. Subscriptions and revenues have been declining slightly, while production costs have been climbing rapidly. Assuming a breakeven year or slight loss even with our recent modest price increase, next December we will have to make some tough decisions. During the year several alternatives will be considered:

1. Changing printers and/or formats to reduce cost
2. Finding a business sponsor interested in assuming part of the costs
3. Including advertizing in the *Magazine*
4. Sending subscription blanks to each member of the teachers, supervisors and teacher educators
5. Engaging professional editorial staff to provide changes in the *Magazine*
6. Finding other alternatives

If you have other suggestions, or ideas about these suggestions, please send them to me or any member of the editing-managing board. Thanks for your input.—Ed



Jill A. Pfister

Do beginning teachers of vocational agriculture see the FFA as a primary teaching tool? Vo-ag programs, including those non-traditional programs developed since the passage of the 1963 vocational amendments, are required to have classroom and laboratory instruction, SOEP and the FFA. Teachers of vocational agriculture should not attempt to separate vo-ag and the FFA.

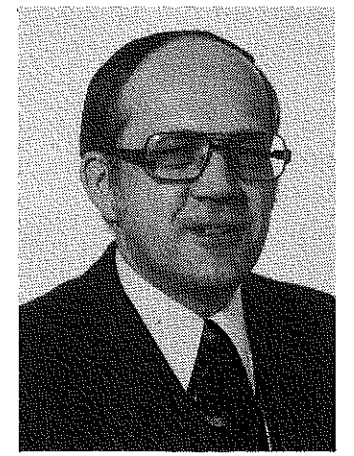
The FFA is an effective teaching technique and should be among the first techniques used by a beginning teacher. Is it?

Many beginning vo-ag teachers have no FFA background. Many of these teachers have no youth development background other than student teaching. Also, they may not hold the concept that FFA is an integral part of the vo-ag program. Lacking this background and understanding may make beginning teachers reluctant to start an FFA chapter. Therefore, FFA may not be available. In the September, 1977 issue of the *Agricultural Education Magazine*, Willet, Nelson and Seefeldt reported that 49% of the teachers offering no FFA had been teaching for less than three years.

In the past six years there has been a trend of an increasing number of vo-ag students but a decreasing percentage of these students joining FFA. It was the feeling of National FFA organization officials that some beginning teachers may have a negative or neutral attitude toward FFA and therefore may not advise an FFA chapter. If these attitudes could be identified, FFA officials and teacher educators could conduct activities to improve poor attitudes and reinforce strong attitudes about the FFA.

THE FFA AND BEGINNING VOCATIONAL AGRICULTURE TEACHERS

by
Jill A. Pfister
Instructor
Institute of Applied Agriculture
University of Maryland
and
Robert Seefeldt
National FFA Program Specialist



Robert Seefeldt

CONCLUSIONS

Upon analysis the following conclusions arose:

1. Ninety-seven percent of the respondents indicated they advised an FFA chapter. (It was hoped that a more representative sample of teachers without FFA could be secured since nationally 5.9% have no FFA. This had some effect on the conclusions.)
2. The teachers of non-traditional areas of vo-ag have a more difficult time accepting FFA and its aims and purposes than the traditional areas.
3. More female than male teachers have a difficult time accepting FFA and its aims and purposes.
4. There were ambivalent attitudes toward whether FFA membership should be voluntary or required of vo-ag students.
5. Only 56% of the respondents felt FFA advisors offer activities which are relevant to the areas included in their agriculture teaching.
6. FFA should not be an extra-curricular activity conducted outside of class according to 86% of the respondents.
7. The FFA is not strictly organized for rural students, but the image of being for rural students exists and needs to be changed.
8. There are not too many contests for student participation.
9. Only 75.2% of the teachers responded that requirements for the FFA Degrees were related to their program in vo-ag.

(Concluded on page 177)

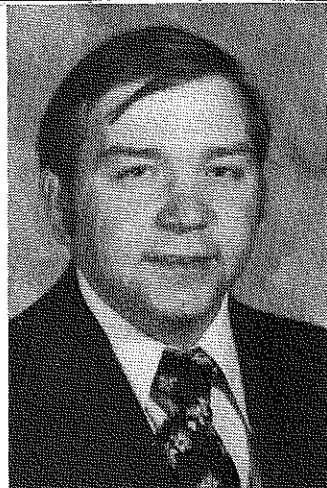
PURPOSE AND OBJECTIVES

A nationwide study was conducted to collect data on the questions above. The primary purpose of the study was to determine the attitudes of first-year vo-ag teachers toward using FFA as an instructional technique. In order to do this, the following sub-objectives were formulated:

1. To determine the attitudes of first-year vo-ag teachers toward changing aspects of the FFA.
2. To determine the attitude of first-year vo-ag teachers toward training received and needed for FFA work.

HOW WAS IT ALL ACCOMPLISHED?

The population consisted of all first-year vo-ag teachers in the 1977-78 school year in the continental 48 states of the United States (1360). Thirteen percent of each state's first-year vo-ag teachers were selected by random sample. At least two teachers were chosen from each state. In some cases a sample larger than 13% was selected to ensure that each state was represented. The stratified random sample included 192 first-year vo-ag teachers or approximately 14% of the total population. Data were collected from 125 first-year vo-ag teachers who returned a mail questionnaire consisting of 24 demographic questions and 29 attitude statements. General frequencies and chi-square test of significance were computed. Findings were reported at one percent, two percent and five percent levels of significance.



H. Leon Snyder

FITTING VO-AG AND FFA TOGETHER BEST FOR STUDENTS AND TEACHERS

by
H. Leon Snyder
Vo-Ag Instructor
Big Walnut High School
Sunbury, OH

Teaching is definitely a challenging profession! Today, with the media explosion, modern life styles, and freedom of travel, it is even more challenging. It seems a teacher must be a wizard to get student interest and to develop motivation in them to want to learn. Most of us are searching for ways to make this task easier. Unfortunately, many of us pass up or fail to make full use of the means already available. I am referring to the use of the FFA as a teaching tool.

MORE THAN LEADERSHIP DEVELOPMENT

Most vocational agriculture teachers will recognize the FFA as being instrumental in developing leadership in their vocational agriculture/agri-business students. This is the extent of usefulness of the FFA, as far as many are concerned. The FFA can be much, much more to the agriculture teacher who learns to use it to the fullest advantage. Like most tools it will take practice to learn how best to make it work. There have been a great number of publications on the advantages of FFA to our students. Yet little has been said about what the FFA can do for you — the agriculture teachers.

INTRA CURRICULAR

At Big Walnut, we accept the FFA as an integral part of the vocational agriculture program. FFA membership and classroom membership are one and the same. The FFA is not an extra-curricular organization like the school's chess club, but intra-curricular.

It is a part of our course of study. You may ask, how can you teach FFA? You cannot teach FFA because it would soon grow boring to most students. The FFA helps give our students the same purpose and a group identity. The

FFA program is the framework in which we operate.

We go a step further, requiring all members to own FFA jackets, FFA notebooks, student handbooks, FFA manuals, and a copy of our chapter's program of activities. All jackets may not be new (we buy and sell used jackets), but all students have one. On special occasions (e.g., FFA week and yearbook pictures) we have official FFA dress days. They develop pride in themselves and their organization.

We have about half of our FFA meetings during school time, so all can participate. We also have nearly three-fourths of our committee meetings during school at a scheduled meeting time monthly. This permits all members to attend and every student is a member of a standing committee of his choice. There are fourteen standing committees including: Alumni, BOAC, Cooperation, Community Service, Conduct of Meetings, Ecology, Earnings and Savings, Leadership, Public Relations, Recreation, Supervised Experience, Scholarship, State and National, and Safety.

Our executive committee (composed of officers, two committee chairpersons per standing committee, and special committee chairpersons) holds meetings at various member's homes on a rotating basis. We are averaging about 90% attendance at these meetings. It means a lot to students to see how other students live.

AWARD MOTIVATION

To overcome the variables of non-school time activities, students are not graded on their after-school-hours participation. Rather, the FFA point system is used as the motivator. Every person in the chapter is eligible for awards by earning a given number of points for his respective grade level.

First year members can receive FFA member signs, second year members get a U.S. Flag lapel pin, third year members earn FFA T-shirts, and fourth year members earn FFA caps. These are presented at our annual Parent-Youth Banquet held in March. Over 90% of our members make minimum qualification points for awards in their respective grade level. Star class members having the most points are also recognized.

FFA AND SUPERVISED EXPERIENCE

Each student has a supervised occupational experience program. Students set goals which are expressed in hours of experience, skills to be learned and established satisfactory efficiency factors. Record keeping is stressed and graded in the classroom. Students are given an FFA calendar to keep track daily of their work activities, including hours, skills used and developed, income, expenses, etc. These are transferred monthly to their record books. Each year a higher number of hours of experience must be obtained. Freshmen are to have a minimum of 200 hours of recorded experience compared to the seniors' 540 hours. Every member also has a State FFA degree and a proficiency award application to correlate to his occupational experience program that he keeps up-to-date. During the four years in the program a student is able to set goals and continually evaluate with advisors and parents progress made. I am not advocating teaching for awards, but merely teaching students to set goals and to work towards them. The FFA gives more immediate meaning to these goals than an abstract "someday it might be useful" statement.

GOAL SETTING AND FFA

The FFA framework (course of study and program activities) helps us to set goals for ourselves and our program.

(Concluded on the next page)

We have more direction and purpose in teaching rather than sometimes aimlessly drifting. We organize our classroom teaching to coincide with county, district, state, and national FFA activities and events as well as planned local situations. Almost everything we teach is related to FFA activities. Shop projects are home and farm improvement projects, fair projects, a supplemental project, and even local art show entries. Likewise a unit on concrete can lead to a BOAC project, like pouring sidewalks, shelterhouse floors, racketball courts, etc., for the community. Safety taught in the classroom and shop, highway, hunting, home and farm safety can be a part of the FFA safety contest; the list can go on and on.

REAL WORLD EXPERIENCE

It is the after-school activities that set vo-ag teachers apart. We take what we are teaching in the classroom and put it into practical experience in the real world. Students will get to know us as a real person and we will get to know them, their parents, and family. Many days we will spend more time with them than will their own parents. This makes us different from other teachers. I know of no other teachers who have the opportunity to work so closely with their students. In turn, students come to understand and appreciate the opportunities we are helping to provide them. This reduces classroom discipline problems. They take a greater interest in what we are teaching; after all, they are involved in what is happening.

IMPORTANT CONTACTS AND PUBLIC RELATIONS

There are many other advantages of the FFA program that we feel are of great importance as vocational agriculture teachers. We have found contacts made working with the FFA can be extremely valuable in teaching agriculture. Meeting and working with the many experts in the diversified fields while working with the FFA program can help keep you up-to-date with the new developments in agriculture to improve your classroom teaching. These people are valuable resources. They can also provide jobs, field trips, judgment help, and financial support.

With a good public relations program, we have built support for the FFA and agriculture program at Big

Walnut. We have four newsletters published by the FFA, three newspapers where articles are submitted weekly, a weekly half hour radio program, other radio programs, and occasionally TV. People will support a program that offers so much, but asks for so little. We have attracted and kept high quality students in our program. The school, including administration, staff, and other students, recognize the accomplishments of the FFA program. This in turn provides a climate for cooperation in many activities. Success in any program is closely tied to others.

TRAVEL

Another advantage to the FFA is providing you with the opportunity to travel and meet other people. This is one of the most rewarding experiences for both your students and you. Besides the opportunities in county, district, and state FFA, there are activities on regional and national levels. The Washington, D.C. Leadership Conference, National FFA Convention in Kansas City, Missouri, and various judging contests on a national or regional level are, in themselves, a fantastic experience. Our chapter also takes trips into other states and visits other chapters in various states. We have visited 24 states on our chapter trips.

Community service projects are also important to us and our community. It gives us a feeling of contributing to the betterment of our community, while teaching our students how to get involved. The BOAC program has inspired many community improvement projects in our school district community. It is a good feeling to know you played an important role in these improvements.

COMPETITION

The competition that is good for our students is also good for us. Each year we have a challenge to train new students to compete in the many activities of our FFA chapter, such as judging contests, public speaking, parliamentary procedure contests, etc. We want their skill development to represent our best effort. If we take pride in our ability to motivate and teach others, we should also take pride in our own motivation to do our best. Yet, we don't teach simply to win awards. After the awards, then what? It is better to use awards

as incentives. Today's students need some gratification that they can hold on to, something immediate. Impress upon them that awards are a reward for their hard work. Every student is different, but all need some pushing once in a while. Push each to achieve what he or she is capable of doing. Many of us are teaching vo-ag and FFA because of the good experiences that we knew as FFA members. We can extend our own special skills and interests in advising FFA activities. The excitement is just as real in helping our students as it was when we did it ourselves.

TIME AND WORK

No, I am not promising a 40 hour week. It takes time and work to be successful. You cannot accomplish everything in a 40 hour school week. But, you can use this time as the foundation on which to build a good teaching situation. How many other professional people are able to limit their activities to just 40 hours? If you want to be the professional teacher who is a successful educator you will have to give of yourself.

A piece of advice to new teachers. You will not be able to do everything at once. It will take time to build a successful program. You should build on it each year. Set goals to accomplish each year. This makes the program a growing one. No matter how successful you may be, each year will see a new challenge. It will keep you fresh and your program vitalized. Keep a balanced program. Remember that every student needs to be involved. You must then see that there are activities that everyone will have a chance in which to participate.

If we stop to think about what the FFA already has done for us, we can see how much more can be accomplished by taking fuller advantage of the opportunity it opens to us. When we started teaching, few of us had the ability to organize, publicize, communicate and motivate that we possess today.

Personally, if it were not for the FFA program in vocational agriculture, teaching would not be as rewarding. Teaching vo-ag is more than a job, it is a challenging profession. It takes a good deal of the drudgery out of teaching and makes it an interesting challenge. It is truly an exciting and rewarding profession. ◆◆◆



Vernon Luft

The Collegiate FFA Chapter— A Tool For Teacher Education

by
Vernon D. Luft
Teacher Education
North Dakota State University
Fargo, ND

A collegiate organization should have many similarities to a local FFA chapter. This can be accomplished in many simple ways to include using the same officer positions as local chapters; developing and carrying out a model program of activities; using the FFA secretary's and treasurer's books; budgeting and financing; and using the appropriate FFA ceremonies.

ACTIVITIES

Social events should certainly be a part of the activities of a collegiate FFA chapter but should not be their primary function. Many collegiate organizations in agricultural education operate primarily as social organizations. Those that do are indeed missing an opportunity to provide students with learning activities meaningful in preparing them for their roles as local chapter advisors. The major activities carried out by the Collegiate Chapter at North Dakota State University are outlined below.

A. During fall quarter we:

1. conduct a membership drive where each major in Agricultural Education is contacted and encouraged to join;
2. conduct model greenhand initiation ceremonies for local FFA chapters in schools near the Fargo area;
3. attend district FFA leadership contests to observe and serve as official contest judges;
4. send a minimum of four delegates to attend the National FFA Convention and the National Student Teachers' Conference. These students also serve as chaperones for the North Dakota delegation.

B. During winter quarter we:

1. decorate the main floor hall of our building for Christmas and provide music appropriate to that season;

2. hold an annual banquet called "The Friends Night Banquet";
3. conduct a chapter parliamentary procedure contest. (Teams are organized by classes.)
4. hold an open house reception for university staff during National FFA Week;
5. exhibit a booth and encourage member participation in the Little International Livestock Show;
6. attend the North Dakota State Winter Show and assist with contests held for local chapter members.

C. During spring quarter we:

1. hold a recreational bowling tournament for members and their guests;
2. conduct the Food for America Program in the fourth grade classes of the Fargo Elementary Schools;
3. develop the program of activities and meeting schedule for the chapter for the following year;
4. elect and install new officers for the following year;
5. judge the applications for district competition in proficiency awards and the record books for state recognition in that contest.

D. During summer quarter we:

1. hold a reception during the State FFA Convention for members of local chapters, advisors and state officers;
2. serve as dormitory proctors during the State FFA Convention;
3. assist with judging contests held during the State FFA Convention.

LEADERSHIP CREDIT

How do we accomplish all this? That's easy! We provide an opportunity each quarter for students to enroll in a one credit class entitled FFA Leadership. Students can enroll in the class several times throughout their college career. The class offers me an opportunity, as the advisor, to meet with a group of students at a common time

(Concluded on the next page)

If we, as agricultural educators, feel that FFA is an integral part of the vocational agriculture/agri-business program, it should also be an integral part of our teacher education program in agricultural education. Under the foresighted leadership of Professor Shubel Owen, the Collegiate FFA Chapter has been and remains today an integral part of the Agricultural Education Program at North Dakota State University.

The Collegiate FFA Chapter, or similar, organization, whatever it may be called, should be a tool used in teacher education to prepare more competent local chapter advisors. The necessity of the organization is easily understood. It provides an FFA exposure to students without that background. Activities similar to those of a local FFA chapter can be conducted. It serves as a teaching tool to acquaint members with new and existing programs, contests, and awards of the FFA.

PURPOSES

The NDSU Collegiate FFA Chapter has four defined purposes. They are:

1. to provide preparation for prospective teachers of vocational agriculture/agri-business in their duties as local advisors of Future Farmers of America Chapters;
2. to provide an opportunity for FFA members to remain active while attending college;
3. to assist with the development and advancement of FFA programs in North Dakota, and
4. to foster the dignity, importance, and usefulness of teaching vocational agriculture/agri-business.

CONTINUED THE COLLEGIATE FFA CHAPTER . . .

each week. Each class session is used to plan and help carry out the aforementioned activities.

Why would students want to enroll in such a class? Because they are concerned about their future role as a local FFA Chapter advisor; and they realize

this is an opportunity to become better prepared for that role. So many students at times have wanted to take the class than an additional section had to be offered to accommodate them.

A Collegiate FFA Chapter or similar organization can and should be used as

a tool for Teacher Education in Agricultural Education. If the activities carried out are useful in preparing students for their future roles as local chapter advisors, the organization will be a useful tool. ♦♦♦

CONTINUED THE FFA AND BEGINNING VO-AG TEACHERS

10. The FFA Proficiency Awards should be expanded.
11. To be an effective FFA advisor it is necessary to have agricultural background and experience as an FFA member.
12. Only 36.8% of the respondents felt undergraduate courses meet the needs of prospective vo-ag teachers.
13. Eighty-four percent responded that formal courses strictly on FFA should be available to prospective vo-ag teachers.
14. Ninety-five percent felt that teachers should have formal training in utilizing FFA.

WHAT DOES IT ALL MEAN?

The following recommendations evolved from this study. All first-year vo-ag teachers should be made aware that FFA is an integral part of the vo-ag program. New strategies and effort should be made in emphasizing the FFA to first-year vo-ag teachers in the non-traditional areas. The National FFA Organization should seriously consider working more closely with first-year vo-ag teachers concerning the FFA and FFA activities. Teacher educators and FFA officials should em-

phasize pre-service and in-service training for beginning vo-ag teachers in the use of FFA. Undergraduate courses on youth groups and FFA should be improved. Within the college curriculum, practical agricultural experience should be made available for those prospective vo-ag teachers lacking such experience. It should be emphasized that vo-ag teachers should develop and/or utilize FFA activities which are relevant to the areas included in agriculture. First-year vo-ag teachers feel that the image of the FFA needs to be changed so that it can be appealing to all students interested in agriculture. ♦♦♦

CONTINUED GUEST EDITORIAL

Summary

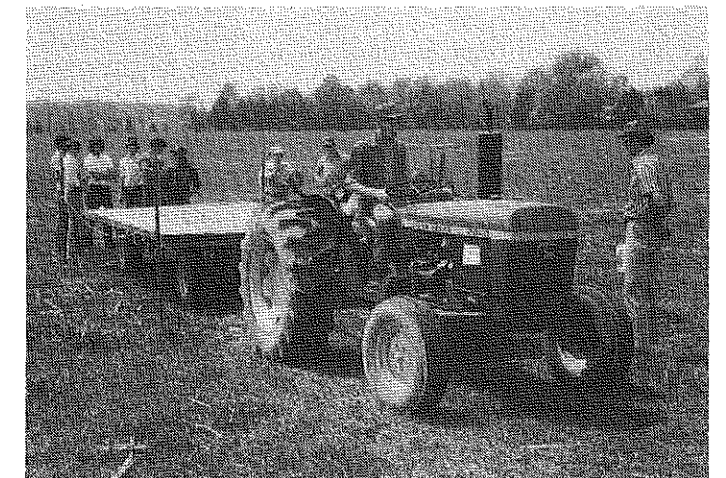
The FFA is an integral part of vocational agriculture. It is the show window of the vo-ag program and the motivational tool that we must have in order for our teaching to be meaningful. Many teachers are unjustly called "FFA teachers" in a scornful manner. What is a "FFA teacher?" In my opinion it is a vo-ag

teacher who sets as his primary objective the winning of FFA contests, and it doesn't really matter so much how he wins, as long as he wins. He lets the "tail wag the dog" so to speak. Many teachers are unjustly called "FFA teachers", who use the FFA as a tool for carrying out a good instructional program. These teachers are more interested in participation than in just win-

ning contests. They make each FFA activity relate to their instructional program. The FFA is great. Let us all continue to use it as a valuable resource for our vocational agriculture programs. However, let's not lose sight of our major objective to train students for occupations in agriculture. ♦♦♦



FFA members are shown receiving trophies for having outstanding record books at the Barren County FFA Banquet held in March of 1978 over 200 members received record book trophies. This helps to motivate students to do a better job of keeping records on their supervised experience programs. This is a good example of how the FFA can motivate students.



FFA members are putting into practice the safety rules and skills they have learned in their vo-ag classes. A tractor driving contest was held at our Barren County FFA field day last April. The FFA field day was sponsored by the Barren County FFA Alumni Chapter.



Charles W. Byers

THE FFA AND THE INSTRUCTIONAL PROGRAM

by
Charles W. Byers
Teacher Educator
University of Kentucky

COURSE OF STUDY AS THE STARTING POINT

A local FFA chapter's program of activities should make a significant contribution to teaching agriculture as set up in the course of study. This requires careful planning and supervision by the teacher in guiding the chapter members in selecting appropriate activities, and in setting up and in carrying out the program of activities.

Making the FFA a part of the instructional program in vocational agriculture should be a challenge for all of us. The significant challenge is how to mesh the two together to motivate students. Perhaps, we in the profession have only scratched the surface as to what can and should be done in causing the FFA to contribute to the teaching of vocational agriculture. If FFA activities are geared to the instructional programs and implemented with the best "know-how" of the profession, extraordinary levels of high quality student learning should be the result.

Most professional workers in agricultural education were taught and believe that the FFA should:

- Be an integral and inseparable part of the program of vocational agriculture
- Be intra-curricular — get its origin and root from the curriculum in vocational agriculture
- Enrich, stimulate, and motivate the instructional program in agriculture

However, without directing criticism at anyone or any group, it appears that the profession may have focused more on the theory and philosophy than on the "doing" or "making" the FFA contribute to the instructional program. Perhaps the aim of the FFA — to develop agricultural leadership, citizenship, and cooperation — has caused us to think too narrowly in terms of the potential. Many individuals believe that a major part of the aim of the FFA should be focused on developing technical skills or competencies in agriculture.

All departments of vocational agriculture should have a carefully prepared, up-to-date course of study. It is the teacher's responsibility to develop the instructional program, and it should be a plan for attaining the objectives of the local program of vocational agriculture. The course of study should serve as the *basic guide* for selecting and planning many of the important activities of the chapter.

The advisor is responsible for *first, deciding* and *second, guiding the chapter members* in selecting, planning, and in carrying out the activities. It is both the advisor's opportunity and responsibility to be sure certain activities get into the program of activities so the FFA will make a significant contribution to the teaching of the vocational agriculture that should be taught. The teacher must decide *what* activities will encourage and promote the learning of agriculture by students (as set up in the course of study) before being able to intelligently guide the members to select and plan the chapter activities.

RELATIONSHIP OF SELECTED FFA ACTIVITIES TO CERTAIN CLASSES

The Department of Agricultural Education at the University of Kentucky offers a course in curriculum construction each summer for beginning teachers of agriculture. In this course each

teacher prepares a course of study for the department in which the teacher is employed. The course of study developed by one of the teachers for a freshman class (Agriculture I) is listed below.

MAJOR UNITS IN FRESHMAN COURSE OF STUDY — AGRICULTURE I

Unit	No. of Days
Orientation to agriculture and the FFA	3
Importance of agriculture	3
Careers in agriculture	6
Sterilizing tobacco beds	4
Selecting and planning experience programs	25
FFA organization and operation	10
Keeping records	14
Beginning shop instruction (small wood projects)	22
Seed identification and seed tag placement	8
Livestock breed identification	8
Selecting, growing, and showing livestock	6
Planning to grow tobacco	5
Soils in relation to crops	7
Producing tobacco plants	7
Operating and servicing tractors	10
Growing corn	8
Home gardening	8
Growing tobacco	7
Individual problem days	8
TOTAL	165

What FFA activities does this course of study provide a cue for? Listed below are some of the activities which are possibilities. There are others.

FFA ACTIVITIES BASED UPON THE FRESHMAN COURSE OF STUDY

Quiz on agricultural careers
Green hand award (plans for experience programs)
FFA quiz
Creed speaking
Record book contest
Small wood project construction award
Seed identification and seed tag placement contest
Livestock breed identification contest
Livestock grooming and showmanship awards
Tobacco production contest
Tractor driving contest
Home garden awards
Corn production contest

(Concluded on the next page)

CONTINUED THE FFA AND THE INSTRUCTIONAL PROGRAM

RELATIONSHIP OF SELECTED FFA ACTIVITIES TO A SPECIALIZED CLASS

Now let us take a look at a specialized program at the junior-senior level. Listed below are the actual units, in a course of study developed by a teacher in the area of horticulture.

COURSE OF STUDY FOR HORTICULTURE

(One Year of a Two-Year Program)

Unit	No. of Days
Orientation to horticulture program and the FFA	2
Ornamental plant identification	10
Ornamental plant production	10
Establishment of lawns and turf	15
Summarizing occupational experience programs	5
Selecting and planning occupational experience programs	8
Keeping records	5
FFA and leadership	8
Foliage plant identification	5
Foliage plant production	12
Terrarium culture and care	5
Landscaping	20
Insects and diseases	10
Human relations	10
Floral design	10
Individual problem days	8
Pruning and harvesting	10
Greenhouse management	10
TOTAL	163

What FFA activities can find their origin and foundation and are needed to motivate this course of study. Listed below are some ideas. Without doubt there could be several more.

FFA ACTIVITIES BASED UPON A COURSE OF STUDY IN HORTICULTURE

Ornamental plant identification contest
Ornamental plant production award
Lawn establishment award
Occupational experience program plans award
Record keeping contest
Impromptu speaking in horticulture
FFA quiz
Demonstrations in horticulture
Foliage plant identification contest
Foliage plant production award
Terrarium construction award
Home landscaping award
Landscaping model contest
Identification of insects contest
Identification of diseases contest
Human relations award
Floral design award
Pruning award

The variety of student occupational experience programs developed in the unit: "Selecting and Planning Occupa-

tional Experience Programs" and the resultant individual study by students will give rise to many additional activities "tied" to the course of study in the illustrations listed above.

FFA INTEGRATED INTO THE COURSE OF STUDY

An examination of the two courses of studies presented earlier reveals only a limited number of days allocated to FFA. The FFA (other than some basic philosophy, history, and facts) should be integrated directly into the different instructional units, rather than being taught in isolation.

At the University of Kentucky when dealing with the FFA in the pre-service methods courses, the question is asked: "Can you have a sound and strong FFA program without having a sound and strong program of vocational agriculture?" Perhaps the question is worded so as to invite some confusion and misinterpretation. However, most of us would answer *no*. Some of the student teachers each semester answer *yes*. They defend their response by stating that they came through such a program (a strong FFA chapter and a weak agriculture program). Further discussion reveals they cannot separate the FFA and vocational agriculture. In fact, those same students remark that they never did much in agriculture — they were always working on a FFA livestock judging contest, a seed identification contest, a FFA tobacco grading contest, a FFA land judging contest, and the list goes on. To them the FFA and agriculture were one and the same — an integral and inseparable entity.

EFFECTIVELY IMPLEMENTING THE SELECTED ACTIVITIES

Once appropriate FFA activities have been selected and planned half the battle has been won. The next step is to "pull the activities off" in an excellent manner; in such a manner as to motivate the instructional program. Many of these activities can be implemented effectively as contests or awards. Listed below are seventeen principles which should be helpful to the chapter advisor(s) and members in planning, conducting, and evaluating the activities included in the chapter program.

PRINCIPLES FOR USING FFA CONTESTS AND AWARDS

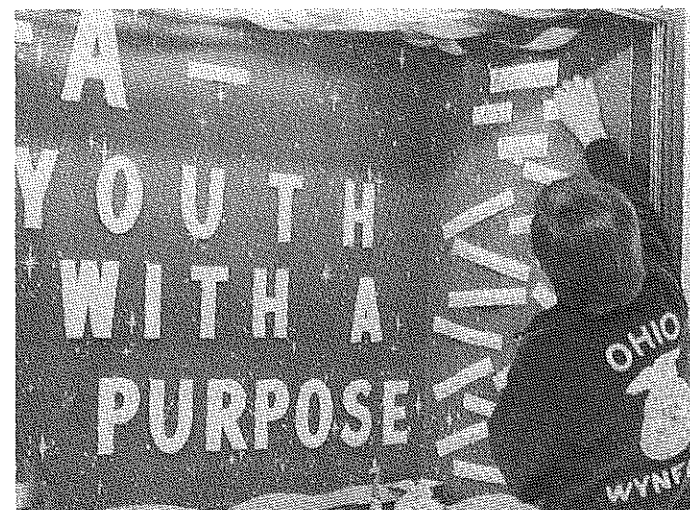
1. Local contests should be held.
2. Contests should grow out of the curriculum.
3. Instruction should precede the contest.
4. Members should know about the contest at the time the instruction begins.
5. Awards should be displayed at the beginning of the contest.
6. Many contests should be limited to specific classes.
7. Members should plan, conduct, and evaluate contests under the supervision of the teacher.
8. Rules and procedures should be based on local needs rather than state or national requirements.
9. Members should earn the right to represent their chapter at advanced levels.
10. Achievement should be measured against a standard rather than between individuals.
11. Judging and selecting winners should involve students, graduated members, alumni members, and outside experts.
12. All who excel should be recognized.
13. Only excellent (high-quality) performance should be recognized.
14. Awards should consist of symbols more than money.
15. Several frequent small awards are superior to fewer larger awards.
16. Awards should be presented in a way and at such a time as to make the recognition meaningful.
17. The goal of contests should be for education rather than "winning."

SUMMARY

The course of study should be used as the "cue" in selecting activities for the FFA chapter to sponsor. Once the activities are selected the above principles should be used in the implementation of the activities. If these steps are followed the FFA can make a maximum contribution to the instructional program. Good teaching-learning will be the result. ◆◆◆

FFA

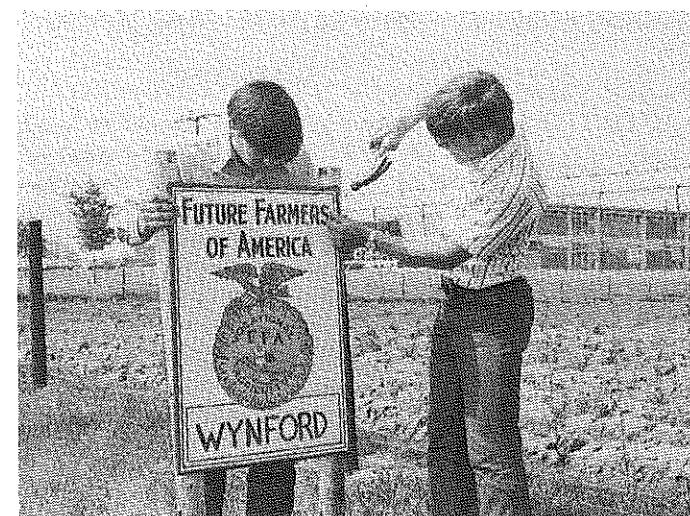
FEATURING: USING THE RIGHT TOOLS



DISPLAYS



TROPHIES



SIGNS

by
Jack Pitzer
Associate Editor
The National FUTURE FARMER

Whatever media or tool is put to use, there will be greater public awareness for vo-ag and FFA.

All agricultural educators can spend a 40-minute session on the importance of using the right tool for the job. And, he or she knows how to determine which tool to use and has it readily available and easy to find. There are many useful tools available to vo-ag instructors and their FFA chapters which are right for the job of *informing the public*. "To have or not to have" is not the question when it comes to public relations for your FFA chapter and the vo-ag department.

NO CHOICE

In fact, there is no choice in the matter. Every group (or individual for that matter) has relationships with the public. Your actions show. Merely making acquaintances is a form of relations. We all know the importance of this when members are wearing the official FFA jacket. *Who* will associate the vo-ag department with what they see — FFA jackets, good officers, successful test plots, a fine banquet, a thorough BOAC project.

EFFECTIVE OR INEFFECTIVE?

So, the only choice you'll have then is between effective or ineffective relationships with the public. The ultimate success of a vocational agriculture department and the local chapter (or for that matter any club, committee, home economics department and the FHA, or school and its student council) depends on whether the leaders decide to have effective or ineffective public relations.

Public relations can be defined as doing good and telling about it. The accomplishments of vocational agricultural education departments and FFA make a long list of "doing good."

WHO?

The next step is deciding who to tell about it. Determine what "publics" need to be reached. Who should know that you are planning a test plot, or who should be informed about the gilt chain? Will you get best results for the plant sale or a fund to get a new greenhouse, if you talk with the garden club ladies?

There are a lot of publics for a chapter to reach. The present members (and past members, too) may need to be convinced, other students in the school and those who are prospective student-members, parents, other teachers, faculty and school administrators, community leaders — city council, agri-businessmen and county officials are examples.

INTERNAL OR EXTERNAL?

Your relationships with these publics will follow two channels then. Internal — to those inside FFA and vo-ag (perhaps this includes inside your school, too). And External — to those outside. Probably it is ineffective to aim all public relations at the general public. Zero in on the publics you want to stimulate into action.

PLAN IT!

To do a really effective PR job, you'll need to organize and plan it. Don't rely on PR just happening on its own and still being effective. Think of everything in terms of possible public relations.

Officers of FFA should incorporate PR in their yearly plan. This means truly incorporate — not just a list of "jobs" for the reporter. Don't be ashamed or afraid to plan an open house, new project or exhibit just to gain publicity. Encourage the leaders to pick a hard worker as PR chairman. It's an important job. Perhaps, include some money in the budget for special projects.

TOOLS

Now, Back to the tools for this job of Public Relations. Most of us would think to use the newspaper, TV, radio, exhibits and displays. There are many guides available on how to prepare items for these media (the Official FFA Manual, many textbooks and other books at the library). Most of us would realize that the chapter banquet and exhibiting at the fairs will also gain public relations.

OTHERS

But, there are other tools you can use which are specifically made available to help you do the PR job. The Official FFA Calendar program is a prime example. Complete details about this tool are in the new Chapter Guide, the Supply Service catalog and the Manual. Also, every chapter is contacted by mail encouraging them to use this official program. Be sure to check into this easy-to-use program which is designed for use by the busy ag teacher.

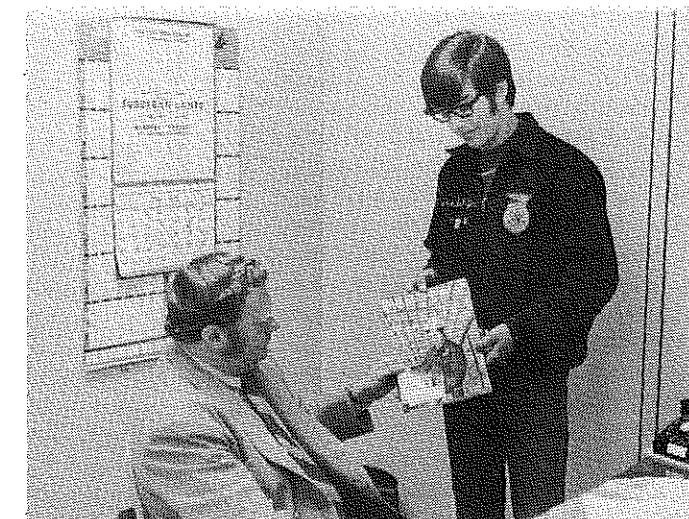
National FFA Week is also coordinated by the organization to help chapters with their PR work. A free idea booklet is mailed to each chapter with ideas, samples and other helps. The organization also sells merchandise (placemats, bumper stickers, litterbags, billboards and several others) for those who wish to distribute them to gain publicity. ♦♦♦



Jack Pitzer



CALENDARS



MAGAZINES



BUMPER STICKERS

Write Jim

WHITHER? AGRICULTURE EDUCATION

The past 60 years have provided us with a rich heritage in Agricultural Education in this country. The pioneers in agricultural education used their foresight and their ability to understand the needs of agriculture to provide a road map for developing and conducting a basic production agriculture program that was accepted to train present and prospective individuals in the vocation of farming and ranching.

THE PAST

These early educators had a firm belief in the vocational agriculture program. They established a practical process for developing a local course of study based on the supervised occupational experience programs of the students and the needs of the community. Teachers were taught the problem method of teaching, how to develop and execute lesson plans, the importance and need for complete and accurate records of the students' occupational experience programs, well kept student notebooks for future reference and effective techniques for supervising the occupational experience program. The pre-service and in-service training of vocational agriculture teachers was focused on teaching the knowledge and skills called for in the course of study. There was a cooperative attitude and financial assistance at the federal, state and local levels. The past has set the pattern for many other successful programs in vocational education.

THE FUTURE

As we look to the future, we could use the motto, "With the ropes of the past we will ring the bell of the future." Agriculture is and will continue to be America's basic industry because our society and the economy require a productive and efficient agriculture. Our agriculture programs have great impact in the area of inflation. Still, the single greatest factor in the cost of producing food and delivering it to the consumer is labor. Our program must continue to increase worker productivity and efficiency.

We have a good record in Agricultural Education because we can produce and deliver to the consumer food of the highest quality at a price that

Re: mail

BUILDING ON OUR RICH HERITAGE IN AGRICULTURE EDUCATION

by
James E. Dougan
State Director
Agricultural Education
Columbus, OH

cannot be matched by any other country. The production of airplanes is the only other industry in the United States that can make this statement.

Vocational Agriculture programs, at the local level, have to be recognized as the leading contributor to the effectiveness and efficiency that we have in this great industry of agriculture, and we must give credit to the local and state agriculture agencies, land grant colleges and experiment stations as well as the United States Department of Agriculture and agricultural businesses for generating, interpreting and distributing the research data so that it can disseminate to individuals who are engaged, or will be engaged in the various areas of the agriculture industry.

SOCIAL AND ECONOMIC CHANGE

Today our vocational agriculture programs represent our best agents for effective social and economic change in agriculture in this country; we need to continue to activate this potential. The two great fears we have in this country today are unemployment and inflation. Our record in agriculture education in these two areas in some of the states is very good today. For example, unemployment among graduates of vocational agriculture programs in Ohio who are four months out of high school and available for employment is 5.6%, compared to a rate of 7.5% for all vocational graduates, 21% for all youth of similar age, and as high as 45% for some minorities. Eighteen months out of school the unemployment rate is reduced to about 2.4% for vo-ag students.

As we look to the future, our vocational agriculture programs must be founded upon a sound philosophical base. This base must embrace the importance of the relationship of knowledge taught to its effective use and application. With this base upon which to build, the program will have relevance, stability and a sense of direction.

CORE CURRICULUM

Vocational education in agriculture

programs must be a core-type curriculum aimed at preparing individuals for entrepreneurship or employment. Agriculture education must continue to be a service effort for the individual and the business and industry of agriculture. Support must be cultivated and nurtured at all program levels so that it will prosper and grow. Very close relationships must be developed and maintained with persons who need our programs and the agencies that employ those people to insure current and relevant program content and skill development.

Programs of agricultural education must continue to be developed and conducted as part of the educational system and in harmony with the concepts of education for the individual and the society. Our programs must relate to the productivity of people in terms of the knowledge and skills essential in the specific occupations, attitudes toward the occupation and the willingness to work efficiently. The number of programs must be dictated by the employment patterns at the local, state and national levels, in that order.

COMMUNITY BASED

Our programs must continue to be unique in their requirements for community resource utilization, facility and equipment needs for instruction, curriculum, instructor qualifications and student goals. Our programs must prove to the student and the public that the FFA is an integral part of the course of study and is responsive to the needs of the individual for job entry skills as well as the skills of communication, citizenship, leadership, decision making, positive attitude toward learning, and personal and occupational responsibility.

Supervisors, teacher educators and vo-ag teachers who are actively involved in agricultural education are going to determine the future role of the total program. After reflecting on my professional experiences with our program, engaging in brief but noteworthy discussions with many individuals in the profession across this nation, and reviewing some of the writings of our leaders, I have come to some re-

(Continued on the next page)

vealing conclusions as to the future role of supervision, teacher education and teaching vocational agriculture.

FUTURE DESTINY

Every supervisor, teacher-educator, and vocational agriculture teacher in this nation is a product of a teacher education program. Therefore, the future destiny of vocational education in agriculture will, to a large extent, be determined by the pre-service and in-service training programs.

TEACHER EDUCATION

The teacher education program of the future must capture and kindle the vision, the spirit and the commitment in the preparation of vocational agriculture teachers. The teacher education program must not become the general education program of the college, the place for students who do not know what they want to do, or the department that can train individuals for all things in agriculture. Teacher education programs must give attention to:

Standard of excellence — preparation of teachers by example rather than precept.

Code of ethics — the profession must be self-policing — truly qualified and competent teachers of teachers.

Commitment — continue to assure the level of quality in the profession that is indicated by those in the profession.

Redesign — need for continuous meeting of the minds to discuss common concerns, arrive at appropriate solutions and directions and put them into practice.

Unity — what to teach and strategies of how to teach must not be cause for confusion and frustration on the part of the learner. It must be a team effort. The biases, the conflicting principles and understandings must be dealt with prior to the teaching of teachers.

Research — must be planned and conducted to give direction for the improvement of instruction. The planning, analysis, dissemination, and implementation require the expertise of highly specialized professionals. This is not a task to be assumed by the graduate student.

The major role of teacher education in the future is to preserve and maintain an adequate supply of competent and committed teachers to serve the needs of students at the secondary, post

secondary and adult levels.

SUPERVISION

The role of supervision is to provide leadership in administration and supervision to maintain present programs at an efficient and effective level, to expand present programs to reach more people and to improve programs through effective leadership at the local level.

To accomplish this role, state supervision will need to develop and implement a *five-year state plan*, updated annually. The state plan must include quantitative objectives for all program areas, a plan for serving the disadvantaged and handicapped, cooperation with CETA and guidance for sex equity compliance. The state plan must indicate what is to be done, for whom, by when and at what cost.

A *manual of operation* should be developed to include standards for high school, post secondary and adult programs. The manual should include a brief description of each instructional program, including major areas of instruction, minimum and maximum student enrollments, classroom and laboratory specifications, equipment and supplies needed, teacher certification requirements, manpower data, state and federal funds available; procedure for approval of programs, and services provided by the state agency.

Supervision must have a *statewide advisory committee* representing all areas of agriculture with input from educational organizations such as school boards, school administrators, teachers, the FFA, and young and adult farmers to provide direction for the state supervisory staff. To obtain this representation, there will be 25 to 30 members on the committee, appointed by the representative groups for a period of at least three years, and approved by the State Board of Education. It is the added responsibility of state supervision to keep the legislators in the state informed of the programs of agricultural education. The support of the legislature is essential in program improvement and expansion.

Supervision is the process of *bringing about improvement in instruction*, a process of stimulating growth and a means of helping teachers to help themselves. It is directly concerned with studying the conditions which surround the learning and growth of pupils and teachers. It is democratic, creative and known by the results it

secures; it is the linkage between the policy-makers and the teacher. It is 90% selling and 10% demand.

State supervision must be a part of the vocational education team encouraging local school districts to join together in order to form a sound base of students and tax dollars to provide a comprehensive vocational educational program. Local supervisory positions in agriculture need to be established in the area vocational school receiving state financial assistance and considered as an extension of the state staff. This is the only way the total agriculture industry can be served.

Supervisors must "get their act together" at the local, state and national levels. The question isn't so much where we are going because this has been determined by local and state advisory committees, legislation at state and federal level and state leadership. The question is how do we get there. We in supervision look to the past to give appreciation. We must look to the future with faith, confidence, and determination.

THE TEACHER

The role of the vocational agriculture teacher is to have the knowledge, understanding and performance ability to develop and conduct a course of study based on a task analysis of the occupation or occupations for which the program is designed. It is also to develop and use lesson plans and employ methods of teaching that will leave no doubt about the student having the knowledge and performance skills so that she or he can enter and succeed in the occupation, or occupations, for which the training was designed. The teacher will need to fulfill the essential requirements of the student in the area of leadership, and in what some have referred to as "survival skills" — basic reading, math, science, communication skills and personal development. Motivation, interest and attitude skills and techniques will need to be used by teachers. Students and the parents will need to know what will be taught, what will be expected from them, and what they will be prepared to do before they enter the program.

Vocational agriculture teachers must understand and impart to students the basic principles of learning, such as:
— *Learning takes place by doing.*
— *We learn best when we are ready to learn.*

(Concluded on page 191)

PARENT'S ORGANIZATION AT A TWO-YEAR COLLEGE

Can a parents' organization be a vital and effective part of a two-year college program? The experience at the University of Minnesota Technical College, Waseca, in its first eight years of operation would indicate YES.

UMW opened in September of 1971 with the single mission of preparing students for semi-professional, mid-management positions in the broad fields related to agriculture, as well as in services to rural homes and communities. One of the strong supporting groups in the development of the college has been the UMW Parents' Association. The college has grown from 131 students in Fall Quarter, 1971, to 1,050 students in Fall Quarter, 1978.

Much study and background went into the organization of the Parents' Association. More than two years prior to the beginning of the college, faculty and staff discussions were held concerning such an organization. These discussions continued with parents in the early orientation-registration sessions of the college and this study has resulted in the Parents' Association being a strong organization.

PARENTS' DAY

Parents' Day on the first Friday of December is one of the highlights of the UMW Parents' Association activities during the college year. Parents typically arrive before the 9:00 a.m. start of day's activities and quickly make their way to classrooms where a son or daughter is studying. They move from class to class and also find time to talk to one or more faculty members.

The Parents' Day schedule usually calls for classroom and instructor visits from 9:30 to 11:30 a.m. Other opportunities to visit with instructors are provided for the guests in the front foyer of the college where refreshments are served throughout the morning.

**POST-SECONDARY
INTEREST AREA**

by
Robert Collins
Assistant Provost for Administration
University of Minnesota
Technical College
Waseca, MN

Another highlight of the morning activities is to move a class from its normal classroom to the auditorium where more parents may view it. Campus tours are also available for the parents.

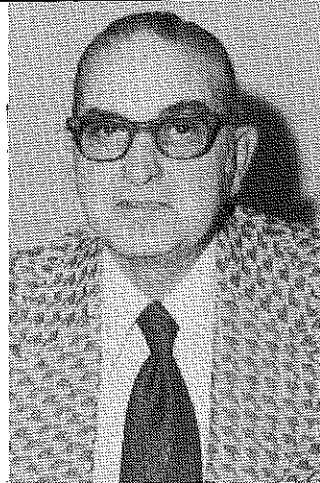
A business meeting is held on the afternoon of Parents' Day. Besides discussing such topics as legislative requests for UMW and various phases of the college program, the parents are usually entertained by the UMW Pep Band and by the Chorus. As a part of the business meeting, representatives are elected for the Parents' Council of the Association.

PARENTS' COUNCIL

The Parents' Council is the executive body of the Parents' Association and is determined by popular vote by zones at a ratio of one council member for each 24 families. This results in a group of approximately 40 which is a size that can discuss various topics of the college in depth. Attendance at Parents' Council meetings approaches 90% even though the parents come from as far as 300 miles for the two meetings. Characteristically both husband and wife attend the meetings.

A representative agenda for a Parents' Council meeting is the one for April 1, 1977.

12:15 p.m.—Lunch — Dining Hall
1:00 p.m.—Welcome and Remarks—
Parents' Council President
—Roll Call and Introductions
—Minutes of the February 18, 1977 Meeting — Assistant Provost
—Treasurer's Report — Parents Council — Secretary — Treasurer
—UMW Student Senate Report — President, Student Senate
—Legislative Update on 1977 Request — Provost
—Student Financial Aid — Supervisor of Financial Aids
—United States Technical Colleges for Agriculture — Faculty member



Robert Collins

who visited 21 colleges on a six months leave

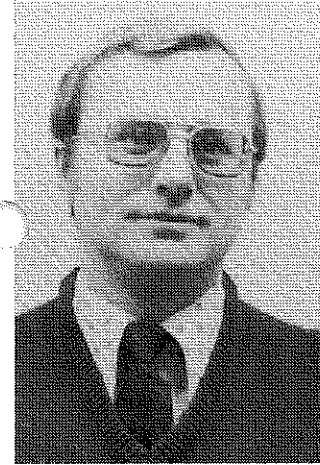
—Parents' Day Format and Program — Assistant Provost
—Commencement Plans for 1977 — Assistant Provost
—Discussion of Questions from the Group — Provost
—Old Business — Parents' Council President
—New Business — Parents' Council President
2:50 p.m.—Coffee and Refreshments
—Adjourn

PURPOSE

The University of Minnesota Technical College, Waseca, has an Overall Advisory Committee and an advisory committee for each of its seven programmatic Divisions. The faculty and administration have found that the Parents' Council and Parents' Association have a different focus than the advisory committees. The parents' groups are primarily interested in student welfare.

The primary purpose of the parents' group is to "provide parents of students an opportunity to know more about the education program of UMW, to be informed of the policies under which it operates, and to have the opportunity to make recommendations to further improve upon the educational services rendered by the college," the Constitution states.

UMW places strong importance upon letting the parents of students know about the education of those students. Parents have a chance to become involved and make recommendations to the faculty and administration. As one parent remarked after a meeting, "I wondered about driving 150 miles to the meetings, but they were worthwhile and I feel my time and effort was well spent."



Paul Freeman

Many times dedicated vocational agriculture teachers incur some expenses that are overlooked at income tax filing time and overpayment of tax is the result.

AUTOMOBILE

School teachers who use their personal automobile for school use can deduct some annual cost and claim some investment credit in the year the auto is purchased. The deductible expense is the portion of the total expenses that is applicable to school related activities. This can be calculated by keeping track of actual expenses of the vehicle or recording mileage and using the Internal Revenue Service allowable rate.

An example and procedure for claiming the deductions and credit is illustrated below.

Facts:

Automobile purchased in January for \$6000.
Car was driven 20,000 miles during the year.
5,000 miles was for school use reimbursed at 13c per mile.

Computation:

By using Form 2106 you can claim a deduction of 4c per mile driven on school business, because the federal government assumes a total cost of 17c per mile; or you could deduct the actual costs incurred (depreciation, fuel, repairs, insurance, etc.) above the 13c per mile for these 5,000 miles driven.

Other automobile use pertaining to your employment that is not reimbursed (social activities of the FFA, out of state field trips, etc.) can also be shown on Form 2106 and the full 17c per mile deducted.

Also, since one fourth of the total use of the auto was for school

TEACHER TAX TIPS

by
Paul Freeman
FBPA Instructor
Penta Co. Vocational Schools
Perrysburg, OH

Educational expense include amounts spent for tuition, books, supplies, laboratory fees, and similar items, and certain travel and transportation costs. Deductible travel expenses include:

- air, rail and bus fares
- operation and maintenance of your automobile (17c per mile)
- meals and lodging when you are away from home overnight
- operation and maintenance of house trailer

OTHER EXPENSES

Expenses are commonly incurred by educators that can be used as an income deduction when you itemized deductions on Form 1040, Schedule A.

- Professional association dues
- Classroom supplies such as paper, marking pens and calculators
- Books and periodicals
- Filing cabinet for educational materials
- Costs incurred to obtain or renew bus driver's license in order to drive on field trips.
- Film and development costs of pictures
- Business liability insurance
- Physical examination required by employer
- Shop coats and other special clothing

Teachers may be accustomed to taking a deduction for the cost of an office in their home. With the "Tax Reduction and Simplification Act of 1976" this deduction may be eliminated. The law states that the office must now be (1) the benefit of the employer and not the employee, (2) maintained as an office year round, and (3) the room or space must be exclusively used for an office. This change has eliminated many office deductions for farmers and teachers as well as others.

The contents of this article are suggestions and the reader is advised to consult with a knowledgeable tax practitioner or read various IRS publications for interpretation and updates on tax law changes that were being considered by Congress at the time of this writing.

**SPECIAL
INTEREST AREA**

business, one fourth of the original cost qualifies for investment credit. The rate of investment credit is 10% of the cost if you plan to keep the car seven years or longer, 6.67% of cost if you plan to keep the car five or six years and 3.33% if you plan to keep the car three to four years. \$6000 x 25% of use equals \$1500 times 10% investment credit (seven year life) equals \$150 subtracted from your income tax liability. Investment credit is a tax credit not just a deduction. Use Form 3468.

If you have purchased a car within the past three years and have missed this opportunity you can use Form 1040X and amend a past years return to claim a refund.

If you take the credit and don't keep the vehicle as long as you intended, you may have to pay back some of the investment credit. Meanwhile you have had use of the money, interest free, since there is no penalty for this. Use Form 2155.

COURSE WORK

Teachers and administrators may have a deductible expense for course work expenses incurred if:

- the course work meets the express requirements of your employer, or requirements of law or regulations, for keeping your salary, status or employment.
 - the course work maintains or improves skills required in performing the duties of your present employment.
- You may not deduct expenses incurred for education that:
- is required of you in order to meet the minimum educational requirements for qualification in your employment.
 - is part of a program of study that will lead to qualifying you in a new trade or business.

CAREER EDUCATION AND FFA

On May 3 and 4, 1978, fifteen individuals representing the FFA, gathered at the Sheraton Hotel in Washington D.C. to participate in a mini-conference sponsored by the U.S. Office of Education under the auspices of Dr. Kenneth Hoyt. The mini-conference, entitled "FFA and Career Education", was one of fifteen such conferences designed to provide a forum for discussing activities of organizations serving the youth of our country. The FFA was the only vocational youth organization chosen to attend these conferences.

The participants in the May meetings represented all parts of the country as well as various levels of involvement in FFA - teacher educators, vocational agriculture teachers, and state personnel. During the two days of meetings, they discussed issues pertinent to both FFA and career education.

In particular, the focus was on determining why the FFA is such a successful vocational youth organization and attempting to discover what activities utilized by FFA might be incorporated by or adapted to career education programs.

Such activities, if experienced by all students, may promote a greater awareness and appreciation of the world of work. Each participant shared his views and experiences and also suggested topics for discussion.

Each of the major topics was discussed in detail by the 15 participants. Dr. Hoyt listened and took notes. Following is a summary paragraph on each of the major four issues taken from the notes of Dr. Hoyt.

1) *How can FFA goals and activities be coordinated with those of career education?*

It was felt by participants that FFA should continue to provide opportunities for real life experiences and afford members the chance to translate what they have learned in the classroom to practical activities outside the classroom. Both cooperative and competitive activities should be

by
Jeffrey A. Owings
Teacher Education
Purdue University

provided. Parents must be involved. An important aspect of a FFA program must be the development of leadership skills as well as vocational agriculture skills. These are the skills that will prove useful to members as they enter the work world.

2) *How can we measure whether a FFA advisor is doing his career education job?*

The FFA advisor should be accountable for job employability. Although the primary goal is employability in agriculture, the employability skills taught must be transferable to many occupations. These skills must include:

- a) good work habits
- b) work values
- c) career decision making skills
- d) economic understandings
- e) job seeking, job getting, job holding skills
- f) reduction of sex stereotyping
- g) productive use of leisure time
- h) educational (occupational opportunities)

It is important for the FFA advisor to work with elementary and junior high school students. They must also encourage cooperation with other teachers in their own school.

3) *How can FFA alumni be used for career education?*

The FFA alumni should be used as a resource in any FFA program. They can help the FFA advisor with judging teams, S.O.E. programs, or field trips. They can serve as volunteers and as a source of money, expertise, or equipment for special occupations. FFA alumni also have a working knowledge of the world of work that they can share with FFA members. They can act as a

bridge between the classroom and the working world.

4) *What kinds of in-service training in career education do vocational agriculture teachers need?*

Vocational Agriculture teachers need to have the training to communicate with potential employers to discover the type of employee that will be needed in the immediate future. FFA activities and experiences must then reflect these employability skills. FFA advisors also need training in methods of dealing with elementary and secondary school teachers. These teachers must be involved in FFA programs.

Summary

It was a general consensus of the participants in this mini-conference that in-service training is not enough. Pre-service training is also needed. Potential FFA advisors need to be prepared to help their future students enter the "world of work."

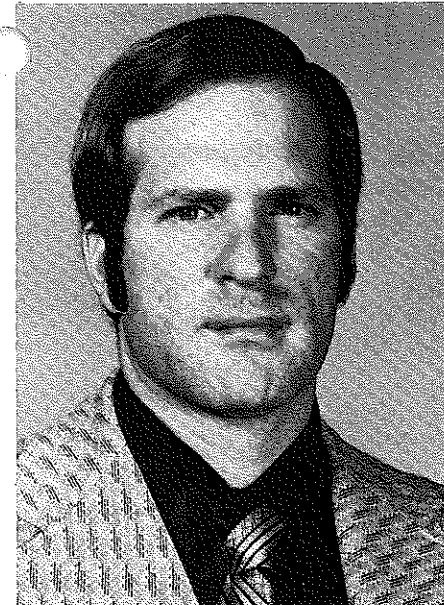
Upon completion of the mini-conference it was generally felt by the participants that Dr. Hoyt now had a better understanding of how FFA prepares its members for the "world of work." He was exposed to many of the activities and experiences that FFA members have traditionally experienced. Since the completion of this mini-conference on FFA and Career Education, Dr. Hoyt, at the suggestion of the participants has visited the National FFA Center in Alexandria, Virginia. He is now aware of the materials and services that are available to every FFA advisor across the nation. He is also aware of the up-dating and revision of FFA materials that the FFA organization does each year.

Besides sharing FFA information with Dr. Hoyt, the participants also learned from Dr. Hoyt. They are now aware that an FFA program cannot be considered a success unless it prepares its members for the "world of work." It takes collaboration from all disciplines, not just agriculture. It is up to the FFA advisor to coordinate this effort. ♦♦♦

Leader in Agricultural Education:

MARION C. "BUD" RIVIERE

by
Walter T. Graham*



It was a mid-afternoon in June, 1973. The sun was shining brightly as the waves continued to wash the sand on Daytona Beach. They were seated around a long table in a room overlooking the ocean. Their eyes were filled with excitement and nervous anticipation. The convention was over. They had just been installed as Florida's new state FFA officers.

Their leader began to talk. He was a stern sounding, man — tall and muscular, with thinning sandy hair. His very appearance commanded attention and respect. "My name is Bud Riviere," he said. "I am the new executive secretary. We're all a new team. One that's going to work together for the benefit of your fellow members. This is the way we're going to do it this year . . . When we work, we're going to work hard! When we play, we're going to play hard! That's the only way to be." He called them, "My sons of the FFA."

A year later, these same young men, traveled and experienced, again sat in a hotel room on Daytona Beach. The convention was over. They had just completed a rewarding year and successful convention as state officers. They were sad . . . some were crying.

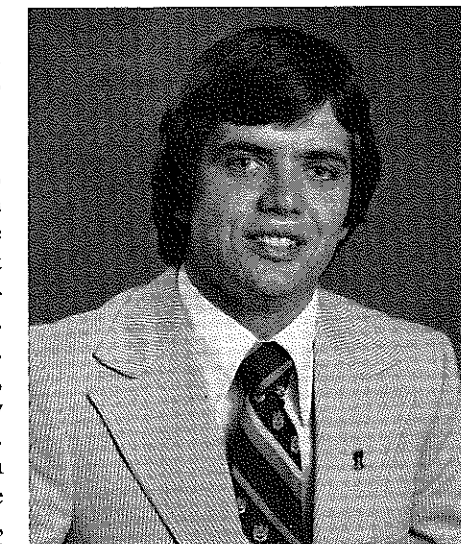
Bud Riviere began to talk, "Boys, the FFA becomes a living part of every single person who gets involved in it. Nobody wants to leave it . . . and you don't have to. When I left my office state president almost 10 years ago, I really hated to give it up. I was sad too. But I realized the only way I could keep from leaving the FFA was to go

to college, get my degree, and get back in as an advisor . . . and that's what I did."

Marion C. "Bud" Riviere got back into the FFA. He first did it as an outstanding advisor; then later as the state executive secretary; and he is still doing it today as principal of the Gainesville Agri-business Center in Gainesville, Florida.

Riviere loves the FFA. To him it is just "a way of life." But what started it for him? Where did it all begin?

"My father was a machinist and construction worker," he said. "He was raised on a farm and my mother also came from an agricultural background. We lived in the city of Alachua (Florida), which is a rural community. So even though I wasn't directly involved with agriculture as a child, the influence was there. My older brother was in agriculture at Santa Fe High School, and I was familiar with the program through him. I remember him learning the creed so he could be initiated as a Greenhand. The aims, purposes, and motto are things I can still remember him practicing at home. I learned the creed too and can still say it today . . . and do from time to time."



*Walter T. Graham is a senior in Agricultural Journalism and Economics at the University of Florida, Gainesville.

Riviere became a member of the Santa Fe Junior Chapter in the ninth grade. He was elected chapter president.

"That's what really got me started. We had judging teams, parliamentary procedure, public speaking, and just about all the things the senior chapter did," he said.

The first real disappointment for Riviere came later in that same year. He said he wanted to go to the state convention, but his parents just would not let him go.

"My parents thought I was too young to go to Daytona Beach and be turned loose with all those FFA boys," he said, "but the next year my advisor, Mr. Richard Kelly, prevailed on them again, and they let me go. I haven't missed a state convention since."

"That's when I decided I wanted to run for a state office one day. I was in awe of the things that went on. I had no idea these state officers that we had heard about could perform in the manner in which they did. I was very impressed with the total atmosphere of the convention and all the FFA members there."

The next year he was elected president of the senior chapter, and continued to be active in public speaking, dairy judging, livestock judging, and parliamentary procedure. The FFA "magic" was working on him . . . the more he did, the more he loved it and wanted to do.

During Riviere's senior year in high school, he began his active campaign for state president.

"We started putting together an organized campaign in September of that year," he said. "I was very poor and didn't have the money to go out and buy a lot of things, so our guidance counselor, Mrs. Loura Galbreath, helped me out financially and the chapter paid to have signs printed and buy little brochures. I sent Christmas cards to all the chapter presidents in the state to get my name in the pot.

(Concluded on Page 190)

AG. ED. ASSISTANTSHIPS AND FELLOWSHIPS 1979 - 80

The 1979-80 survey of the Publications Committee of the American Association of Teacher Educators in Agriculture reveals a substantial increase in the assistantships over last year.

KEY TO UNDERSTANDING

Data provided are in the following order: Nature of assistantships (number available); number of months available during year; beginning month of employment; amount of work expected; monthly remuneration and other considerations such as remission of fees; whether aid is for master's, advanced graduate program, or doctoral students; source of funds; the 1979 deadline for application, and the person to be contacted. Slight variations in this pattern are due to the nature of the data provided by reporting institutions.

THE UNIVERSITY OF ARIZONA

Research assistantships (2); 9 or 12 months; June or August; one-half time, 20 hours per week, \$510 per month; out-of-state tuition waived; Master's; department budget; March 1 or six months prior to enrollment; Dr. Floyd G. McCormick, Professor and Head, Department of Agricultural Education, The University of Arizona, Tucson, Arizona 85721.

ARKANSAS STATE UNIVERSITY

Assistantships (4); nine months at \$2,925.00 also (4) for summer term at \$350.00 for each five week sessions or total, of two sessions for \$700.00. July 1. Ten to 15 hours per week assisting in undergraduate classes and research. For Masters Degrees in Agricultural Education, out-of-state students, out-of-state fees are waived. Student will pay regular in-state fees. Dr. J. A. Hayles, Head, Agricultural Education, College of Agriculture, P.O. Drawer YY, State University, AR 72467.

AUBURN UNIVERSITY

Research and teaching at the master's and doctoral level. (1 Masters and 1 Doctoral); teaching 9 months; research 12 months; September; fifteen quarter hours academic load with 13 hours work per week; \$270 to \$460 per month; State; July 1st; Dr. Gordon Patterson, Coordinator, Agricultural Education, 5028 Haley Center, Auburn University, Auburn, Alabama 36830.

CLEMSON UNIVERSITY

Research Assistantship (1); 12 months; August; 20 hours work; \$281.25 a month; reduction in fees; master's; university funds; April 1 application deadline; Earl T. Carpenter, Head, Agricultural Education, Clemson University, Clemson, South Carolina 29631.

by
Joseph E. Sabol
Teacher Educator
California Polytechnic State University
San Luis Obispo, CA

COLORADO STATE UNIVERSITY

Assistantships (3 to 5) nine to 12 months; August 20th; 15 to 20 hours per week; \$400 to \$600 per month plus tuition waiver; preference given to doctoral students; research grants; April 1; B. Harold Anderson, Ph.D. and Head, Department of Vocational Education, Colorado State University, Fort Collins, CO 80523.

CORNELL UNIVERSITY

Internship (1); 12 months; June or September; 20 hours per week, \$5,300 annually; waiver of tuition and fees; doctoral; state funding; March 15; William E. Drake, 204 Stone Hall, Cornell University, Ithaca, New York 14853.

Teaching Assistantships (2); 9 or 12 months; June or September; 15 hours per week; \$3,400 for nine months; \$4,665 for 12 months; waiver of tuition and fees; master's and doctoral; state line funding; March 15, 1979; William E. Drake, 204 Stone Hall, Cornell University, Ithaca, New York 14853. Research Assistantships (2); 9 or 12 months; June or September; 15 hours per week; \$3,400 for 9 months; \$4,665 for 12 months; waiver of tuition and fees; master's and doctoral; Hatch Act research funds; March 15, 1979; William E. Drake, 204 Stone Hall, Cornell University, Ithaca, New York 14853.

UNIVERSITY OF FLORIDA

Graduate Assistantships (4); 9 to 12 months; September, 1979; one-third time; Approximately \$340 per month, other fringe benefits — waiver of out-of-state tuition; departmental budgets; July, 1979; C. E. Beeman, Agricultural and Extension Education; 305 Rolfs Hall; University of Florida; Gainesville, Florida 32611.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Teaching Assistantship (1); 9 months, one-half time; late August; 20 hours per week; approximately \$500 month and waiver of tuition and most fees; doctoral or advanced certificate level; apply by March 15; Paul E. Hemp, Chairman, Division of Agricultural Education, University of Illinois at Urbana-Champaign, 357 Education Building, Urbana, Illinois 61801.

Research Assistantships (2 or 3) 9 months; one-quarter time; late August; approximately 10 hours per week; approximately \$227 per month and waiver of tuition and some fees; master's level; apply by March 15; Paul E. Hemp, Chairman, Division of Agricultural Education, University of Illinois at Urbana-Champaign, 357 Education Building, Urbana, Illinois 61801.

IOWA STATE UNIVERSITY

Research Assistantships (4); 12 months; 20 hours per week; \$420 per month plus fee reduction; July or September; master's or doctoral; Agricultural Experiment Station and special projects funded by state and federal agencies; March 1, 1979; Dr. David L. Williams, Department of Agricultural Education, Iowa State University, 223 Curtiss Hall, Ames, Iowa 50010.

Teaching Assistantships (2); 12 months; 20 hours per week; \$425 per month plus fee reduction; September; master's or doctoral; Agricultural Experiment Station and special projects funded by state and federal agencies; March 1, 1979; Dr. David L. Williams, Department of Agricultural Education, Iowa State University, 223 Curtiss Hall, Ames, Iowa 50010.

Fellowships (4) 12 months; September; 10 hours per week; \$504 per month plus full fees paid; Funded through USOE for Minorities and Women, Double Major Program — Ag. Ed. - Animal Science or Ag. Ed. - Agronomy; March 1, 1979; Dr. David L. Williams, Department of Agricultural Education, Iowa State University, Ames, Iowa 50010.

KANSAS STATE UNIVERSITY

Teaching or Research Assistantships; half time; \$333 per month with reduced tuition; master's or doctorate; March 1; James Albracht, Agricultural Education, Kansas State University, Manhattan, Kansas 66506.

UNIVERSITY OF MASSACHUSETTS

Teaching Assistantship; nine month; September 1, 1979; 20 hours per week; Approximately \$400 per month plus waiver of tuition; master's degree; three years teaching experience; university; March 1, 1979; Dr. William L. Thuemmel, Head, Agricultural Education, 431 Hills House North, University of Massachusetts, Amherst, MA 01003.

MONTANA STATE UNIVERSITY

Teaching Assistantships (3); 9 months; September 15 through June 15; 12 hours of teaching and/or lab supervision per week; \$4,000 plus payment of one-half of fees. Deadline is anytime; Max L. Amberson, Agricultural & Industrial Education, Montana State University, Bozeman, MT 59717. Research Assistantship (1) Agricultural Experiment Station; \$4,452 per year and waiver of one-half graduate fees; application deadline is open; Max L. Amberson, Agricultural & Industrial Education, Montana State University, Bozeman, MT 59717.

UNIVERSITY OF NEBRASKA - LINCOLN

Teaching and/or Research Assistantships (2); 9 to 12 months; July 1st to August 15th; 20 hours per week; \$400 to \$500 per month; master's or Ph.D. students; state funds; May 15 for July 1st start; July 1 for August 15 start; Dr. O. S. Gilbertson, Head, Agricultural Education Department, University of Nebraska-Lincoln; 302 Agricultural Hall, Lincoln, NE 68583.

UNIVERSITY OF NEW HAMPSHIRE
Executive Secretary New Hampshire FFA and Project Assistantship (2); 12 and 10 months; July 1 and September 1; 20 hours per week; \$340 per month; tuition waived; master's; State Department of Education and University of New Hampshire funds; April 15; Dr. Nicholas L. Paul, Chairman of Occupational Education, Palmer House, University of New Hampshire, Durham, NH 03824.

NEW MEXICO STATE UNIVERSITY

Teaching Assistantship (1); nine months; September 1, 1979; one-half time; \$445 a month; out-of-state tuition waived; master's only; March 15, 1979; send resume and transcripts to Dr. Leon Wagley, Professor and Head, Department of Agriculture and Extension Education, New Mexico State University, Box 3501, Las Cruces, NM 88003.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Assistantships; 9 month; September through May; minimum of one-fourth time up to one-half time; \$200 and up depending on time spent; Master's; university budget; August 1; A. P. Bell, Head, Department of Agricultural Education; North Carolina Agricultural and Technical State University, Greensboro, North Carolina 27411.

THE OHIO STATE UNIVERSITY

Teaching Associateships (2); in Agricultural Engineering; July 1, 1979; half-time; 20 hours per week; \$475 per month and all fees and tuition waived; March 15; Dr. Joe Gliem, Department of Agricultural Engineering, 2073 Neil Avenue, Ohio State University, Columbus, OH 43210.

Teaching Associateships (1-2) in Agricultural Education; 12 months; July 1 or later; one-half time; \$450 per month; in-state and out-of-state fees waived; doctoral students; March 15; Dr. J. Robert Warmbrod, Chairman, Department of Agricultural Education; The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, OH 43210.

Research Associateships (3-4) in Agricultural Education; 9-12 months; July 1 or later; one-half time; \$300-450 per month; masters or doctoral; March 15; Dr. J. Robert Warmbrod, Chairman, Department of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyffe Road, Columbus, OH 43210.

Research Associateships (12-15) in Vocational Education; July 1 or later; one-half time; \$530 per month doctoral; \$360 per month master's; in-state and out-of-state fees waived; February 1; contact Dr. Robert E. Taylor, Executive Director, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

OKLAHOMA STATE UNIVERSITY

Teaching Assistantships (2); ten months; September 1, 1979; 20 hours per week; \$420-490 per month; out-of-state fees waived; possibility of partial fee waiver scholarships in addition for doctoral stu-

dents; August 1, 1979; Dr. Robert Terry, 235 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074. Research Assistantship (1); ten months; September 1, 1979; 20 hours per week; \$420-490 per month; out-of-state fees waived; possibility of partial fee waiver scholarships in addition for doctoral students; August 1, 1979; Dr. Robert Terry, 235 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

Teaching Assistantship (1) in Agricultural Mechanics; ten months; September 1, 1979; 20 hours per week; \$420-490 per month; out-of-state fees waived; possibility of partial fee waiver scholarships in addition for doctoral students; August 1, 1979; Professor George Cook, Department of Agricultural Engineering, 113 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

THE PENNSYLVANIA STATE UNIVERSITY

Graduate Research Assistantships (1); 12 months; September 1; variable; \$475 per month plus remission of all fees; master's or doctorate; Pennsylvania Experiment Station; February 28; Dr. Gene M. Love, Department Head, 102 Armsby Building, University Park, PA 16802.

Graduate Teaching Assistantships (2); 12 months; September 1; variable; \$475 per month plus remission of all fees; master's or doctorate; Department of Agricultural Education; February 28; Dr. Gene M. Love, Department Head, 102 Armsby Building, University Park, PA 16802.

PURDUE UNIVERSITY

Graduate Instructor (1); 12 months; available summer 1979; half-time; \$390 per month plus waiver of fees except for \$70; prefer Ph.D. candidates; April 1, 1979; Dr. Gary E. Moore, G-10 South Campus Courts, Purdue University, West Lafayette, IN 47907.

Graduate Research Assistant (1); 12 months; available summer 1979; half time; \$390 per month plus waiver of fees except for \$70; prefer Ph.D. candidates; April 1, 1979; Dr. Gary E. Moore, G-10 South Campus Courts, Purdue University, West Lafayette, IN 47907.

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Fellowships; 11 months; June, August; January; one-half time; no service required; tuition waived; doctoral - \$330 per month; masters - \$305 per month; Dr. Thomas R. Stitt, Department of Agricultural Education and Mechanization, Southern Illinois University, Carbondale, IL 62901.

Assistantships (2-4) 9-12 months; June, August, January; one-half time; 20 hours per week; doctoral - \$362 per month; masters - \$341 per month; tuition waived; Dr. Thomas R. Stitt, Department of Agricultural Education and Mechanization, Southern Illinois University, Carbondale, IL 62901.

TEXAS A&M UNIVERSITY

Assistantships (7) 9 month; September 1; one-half time; \$400 per month and up, may increase with number of semester hours completed for doctoral students; tuition

waived for out-of-state students; master's or doctoral; Graduate College and Texas Agricultural Experiment Station; April 15; Dr. Earl H. Knebel, Head, Department of Agricultural Education, Texas A&M University, College Station, TX 77843.

Fellowships (1); 9 month; September 1; one-half time; \$400 per month and up, may increase with number of semester hours completed for doctoral students; tuition waived for out-of-state students; master's or doctoral; Graduate College and Texas Agricultural Experiment Station funds; April 15; Dr. Earl H. Knebel, Head, Department of Agricultural Education, Texas A&M University, College Station, TX 77843.

Research Assistantships (1); 12 months; September 1; one-half time; \$400 per month and up, may increase with number of semester hours completed for doctoral students; tuition waived for out-of-state students; master's or doctoral; Graduate College and Texas Agricultural Experiment Station funds; April 15; Dr. Earl H. Knebel, Head, Department of Agricultural Education, Texas A&M University, College Station, TX 77843.

UTAH STATE UNIVERSITY

Assistantship (1); 9 months; September; 20 hours per week; \$500 per month; out-of-state fee waiver available; Master of Science in Agricultural Education; March 10; Dr. Gilbert A. Long, Head, Department of Agricultural Education, Utah State University, Logan, UT 84322.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Instructors (2) 12 month; July 1 or September 1, 1979; 20 hours per week; \$583-666 per month; doctoral students; must have three years of experience of which two are agriculture teaching; university funds; March 1; Dr. John R. Crunkilton, Associate Professor and Program Area Leader, Agricultural Education, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.

Graduate Assistant (1); 9 month; half time; September 1; 20 hours per week; \$490-505 per month; Master's or advanced graduate students; university funds; March 1; Dr. John R. Crunkilton, Associate Professor and Program Area Leader, Agricultural Education, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.

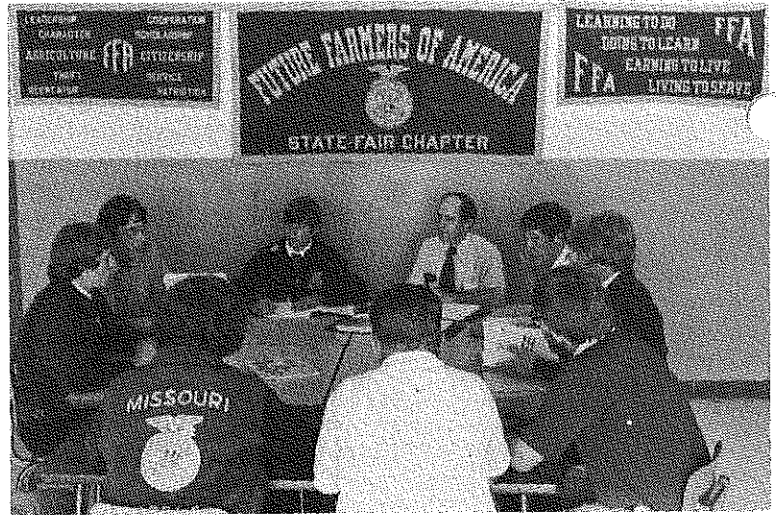
Graduate Research Assistant (1); 12 month; half time; June 1, 1979; 20 hours per week; \$490-505 per month; prefer doctoral student with expertise in working with handicapped; BEH grant funds; February 1; Dr. John R. Crunkilton, Agricultural Education, Room 106 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.

UNIVERSITY OF WISCONSIN

Graduate Assistantships (4); September-May; September 1979; 12-15 hours per week; \$300 per month plus remission of out-of-state fees; master's degree; February 1; Dr. Marvin D. Thompson, Chairman, Department of Agricultural Education, University of Wisconsin, River Falls, WI 54022.

STORIES IN PICTURES

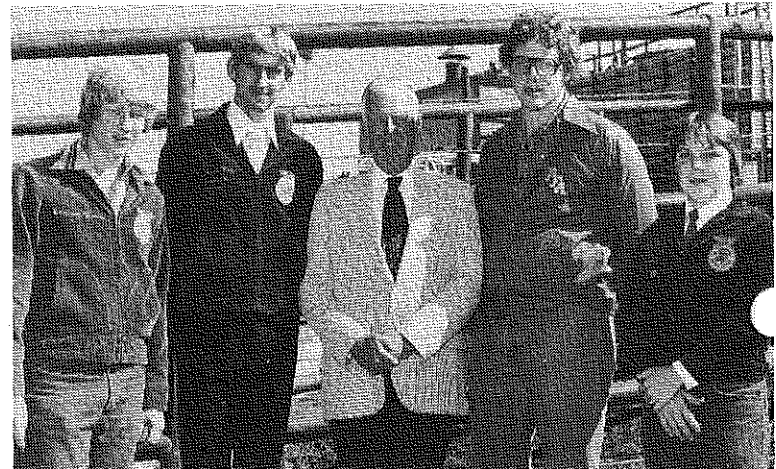
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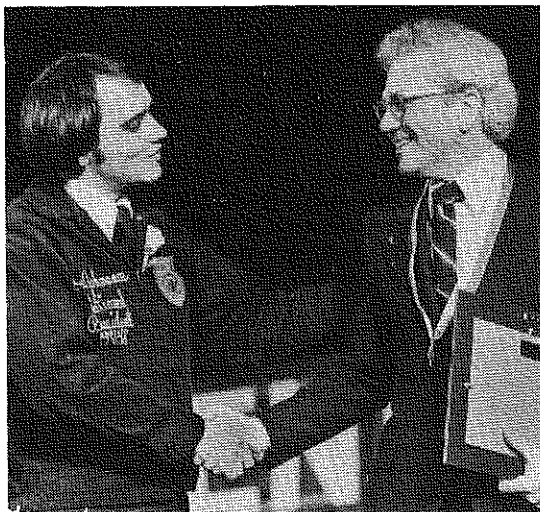
Future Farmers plan leadership training sessions for officers in their area under the leadership of District Supervisor, Raymond D. Hagan (wearing tie). This valuable resource helps all vo-ag teachers in Missouri. (Photo courtesy of Larry Miller, University of Missouri)



Egg quality is the subject matter and the high student interest is maintained through incentives of the FFA judging contest. Pennsylvania teachers capitalize on this FFA activities week as they create a healthy learning environment. (Photo courtesy of the photography committee and Dr. James Mortensen, Penn State.)



W. T. Bishop (center) of Hot Springs, Vice President and General Manager of the Oaklawn Jockey Club, recently presented four \$425 Oaklawn scholarships to outstanding Future Farmers of America members from Arkansas. The awards were presented at the conclusion of the Arkansas State Fair and Livestock Show and were based on the youngsters' performances in livestock shows this year in Arkansas. Winners were (left to right) Gammye Moore of Taylor, Dawaine Nix of Sparkman, Phillip Prater of Paragould and Garg Key of Hope. All are 17-years-old, members of their local FFA chapter and plan to attend an Arkansas university next fall. (Photo courtesy Marion Fletcher, State Dept., Little Rock, AR)



U.S. Commissioner of Education, Ernest L. Boyer is presented the Honorary American Farmer Degree at the 50th Annual FFA Convention. (Photo courtesy National FFA Center)



Each state submitted items to be sealed in the time capsule until the year 2003. (Photo courtesy National FFA Center)



FEATURING —

COMPETENCY BASED INSTRUCTION
ADMINISTRATORS' VIEWS
RADIO BROADCASTING
AG. ED. RESEARCH IN PROGRESS
POST-SEC STUDENT CONVENTION

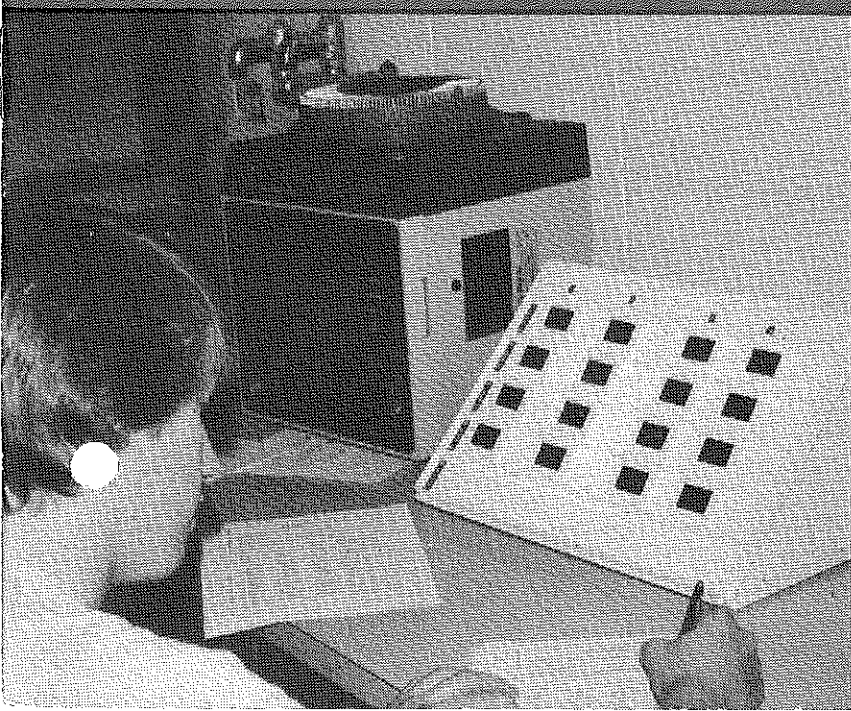


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**Theme—Classroom
Instruction—Getting
The Ideas Across**