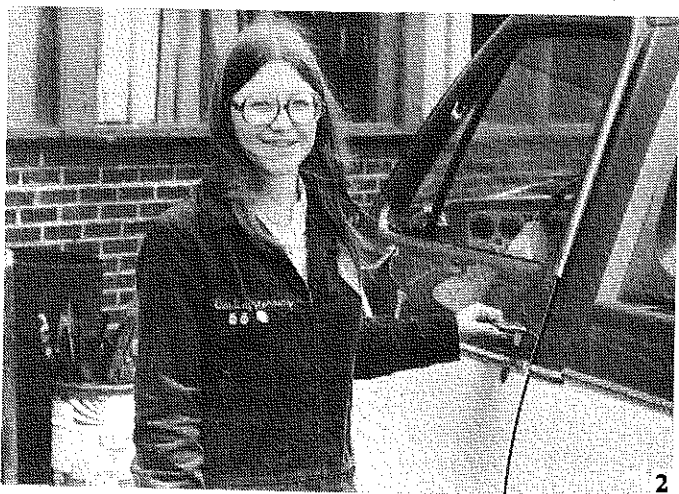
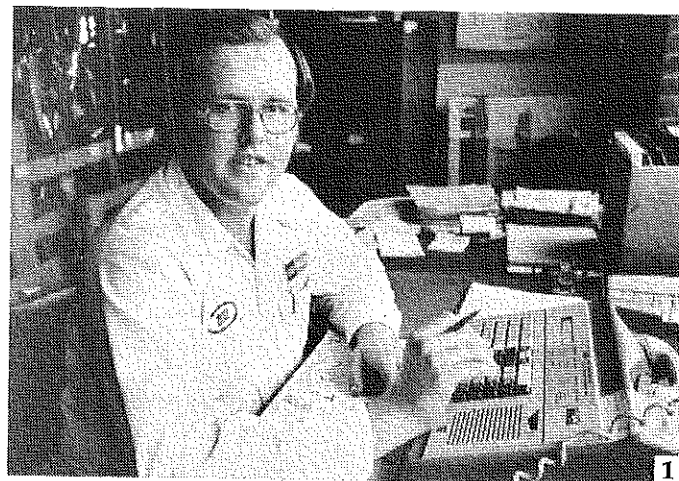


Stories In Pictures: The New Decade

THE NEW DECADE will see changes occur in vocational agriculture/agribusiness. These changes will involve increased demand for technical competence, more female enrollment, and new approaches to adult education. The photographs in "Stories in Pictures" illustrate some of the anticipated changes.



Photograph Descriptions:

1. Agribusiness will require employees who are competent in many aspects of day-to-day business operation. Voc ag programs will need to adjust their curricula accordingly. (Photo courtesy National FFA Center)

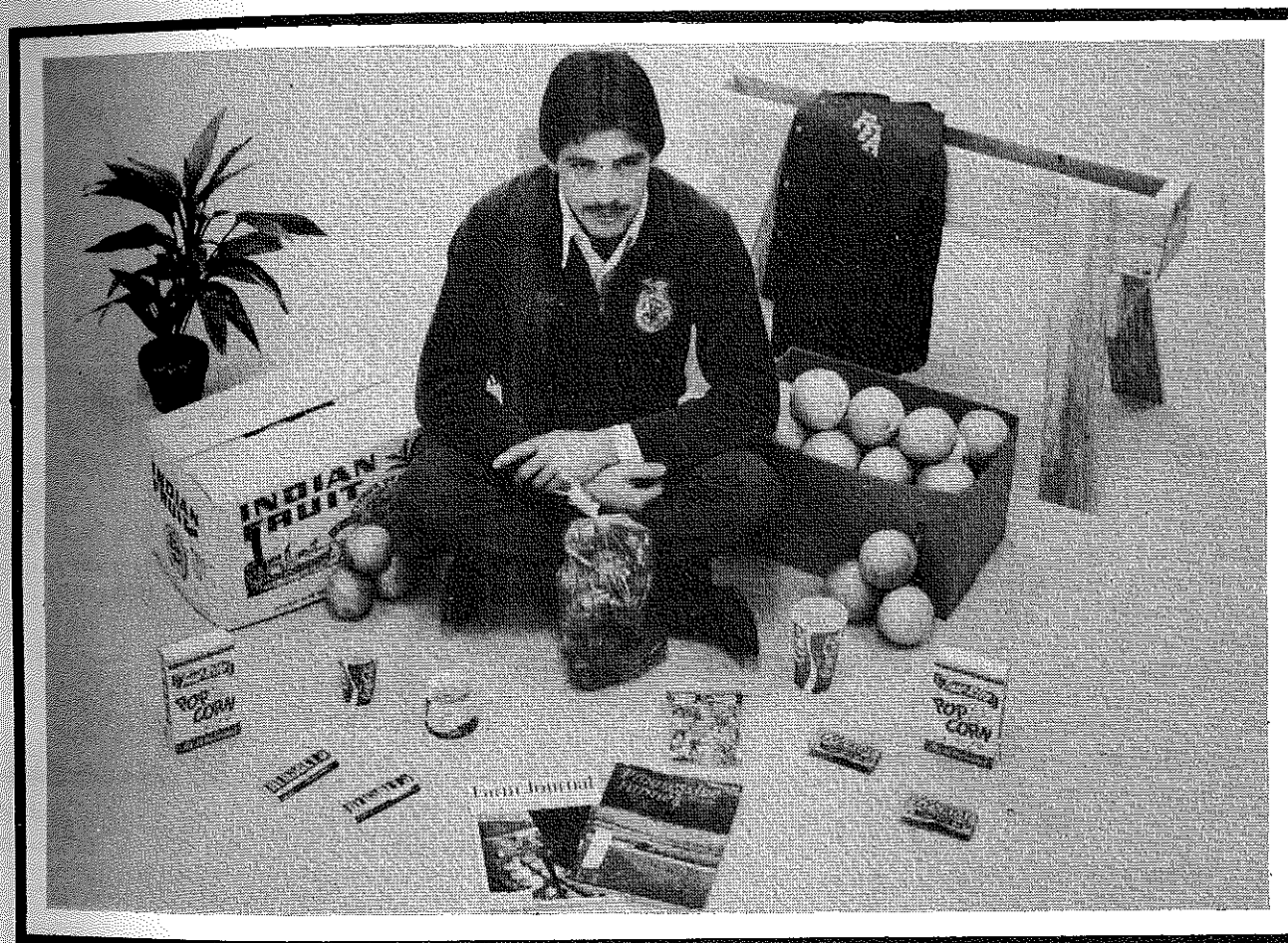
2. Equal opportunity for everyone will continue to be an issue in the 80's. Many people will be entering non-traditional roles. Females have all ready proven their abilities in vocational agriculture/agribusiness and the FFA. (Photo courtesy National FFA Center)

3. Food production will be more important than ever in the 80's. Will there be enough food? Who will produce it? Certainly vocational agriculture/agribusiness and the FFA will assume important roles. (Photo courtesy National FFA Center)

4. Adults will need to be taught new skills. What delivery system will be developed to meet changing educational demands? Reese Ishee, vo-ag instructor at West Jones High School, Laurel, Mississippi, demonstrates the pruning of a young muscadine grape. The production of this grape is an emerging agricultural commodity for the new wine industry of the South. (Photo by Jasper S. Lee, Editor)

The Agricultural Education Magazine

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THEME: Funding the Local Program

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ARTICLE SUBMISSION

Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

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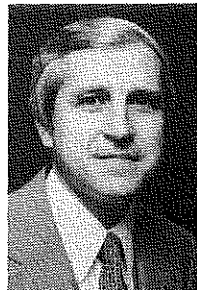
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Funding The
Local Program

JASPER S. LEE, EDITOR

(The Editor also serves as Professor and Head, Department of Agricultural and Extension Education, Mississippi State University.)



Adequate funding is essential to successful programs of vocational education in agriculture/agribusiness. Without sufficient funds, salaries, travel, instructional materials, laboratory equipment and supplies, and other needs for a quality program will not be available. The theme of this issue of the MAGAZINE focuses on funding the local program.

The teachers and administrators of most all programs in the United States will say that they could do a better job if they had more funds. The question becomes, How can we increase our funding? Vocational agriculture/agribusiness receives funding from three levels of government: federal, state, and local. If additional funds are to be obtained, strategies must be developed to gain access to the decision-makers in our government. In some cases, it is not so much a matter of total funds available but it is the priorities that are placed on the expenditure of such funds. A good example is federal funds.

The Context of Funding

There is increasing concern among some vocational educators over the low level of federal funding for our programs relative to the extent of restrictions placed on the use of the funds. In the various states, federal funds account at best for no more than 10-15 percent of the funds expended for vocational agriculture/agribusiness. Many of the restrictions are related to social problems in our Nation. Generally speaking, these social problems are very worthy of concern. However, we must remember that the best way to help the disadvantaged, handicapped, and other oppressed persons move into the mainstream of our society is through good preparation for gainful employment.

One of the problems with recent Federal funding is that the specific needs in vocational agriculture/agribusiness have been ignored. Some federal funds have traditionally been used for research, demonstration programs, and other purposes designed to strengthen our program. There is a great need for this funding to be restored. Without it, the job preparation demands of agricultural industry will change, require new technology, and be greater than vocational agriculture/agribusiness can deliver.

More and more support for vocational agriculture/agribusiness has come from state and local sources. This is not all bad when we take into consideration the fact that authority in education in this nation is to be vested at the local level. But, do local school boards have autonomy? In one sense, yes. In another sense, no. The rules and regulations perpetrated upon the local authorities have largely

stripped them of their power. If the regulations have not been imposed by the legislative and executive branches of our government, then the judicial branch has imposed them.

The notion that the authority for education lies at the local level goes back to the early history of the United States. Every community was relatively self-sufficient and could exist without input from the outside world. Over 90 percent of the people farmed. It was very easy to delegate authority for education to the local communities. Today, over 200 years later, times have changed. Communities are not self-sufficient. People do not grow up and remain in isolated communities.

People today must be prepared to function in the mainstream of American society and, increasingly, international activity. Communication and transportation have brought us closer together. The need for education that will serve people beyond their local communities is essential. This is sufficient justification for increased federal funds for vocational agriculture/agribusiness. And such funds must be specifically allocated to vocational education in agriculture/agribusiness!

Social issues have been very popular in this Nation in recent years. Somehow we must convince the decision-makers of the need for funds in vocational agriculture/agribusiness. We must maintain our agricultural productivity. If we do not, we will have problems far greater than those caused by our social ills.

Funding and Program Quality

The relationship between level of funding and program quality is a constant concern. Has program quality kept pace and how is it related to funding? As funding is increased, does program quality improve? A certain level of funding is needed in order for program maintenance. Increased funding is needed to keep pace with the costs of program inputs. Improved program quality may result when the level of funding is above that needed for program maintenance, but not necessarily.

Program quality is shaped by a number of factors, one of which is funding. The professionalism, competence, and dedication of the teacher are key elements. Increased funding does not necessarily mean that improved programs will be developed. Are the programs of today of higher quality than those of a few years ago? Some are, while others aren't. Should funding be tied to program quality? Yes!

(Continued on Page 4)

Funding The Local Program

(Continued from Page 3)

The big problem is how to do it. Uniform teacher salary schedules and standardized funding to local school districts do not provide incentives to develop improved quality programs.

Increasingly, the local school administration is a key to the quality of programs. Nearly all school systems today have a person who has the specific responsibility of administering and supervising vocational programs. It is this individual who is in the most advantageous position to adjust program quality and funding. We must be absolutely sure that these individuals are well educated for their mission with the vocational agriculture/agribusiness program. If they do not understand quality programming, they will be unable to function effectively.

Regardless of our needs and wants, we must remember that we are competing with other educational programs and agencies for scarce resources. The best way to increase funding is through quality programs. High quality programs will give us a substantive base on which to request increased funding.

The Theme

The theme content for this issue of the MAGAZINE been developed by Allen Blezek of the Department of Agricultural Education at the University of Nebraska. Blezek has done an excellent job of securing authors, organizing article topics on funding. The authors have extensive background of experience in various levels of educational agriculture/agribusiness.

The Cover

The cover photograph depicts one way of funding the FFA portion of a local program — selling! FFA chapters have sold many different kinds of items over the years. Selecting and carrying out fund raising activities requires careful organization and approval of local school authorities. Jerry Smith, a collegiate FFA member at Mississippi State University, appears bewildered by all the combinations of items to sell. (Photograph by the Editor, with assistance from Richard Hylton, Mississippi State University.)

THEME

Funding The Local Program — An Overview



By ALLEN G. BLEZEK, THEME EDITOR
(Editor's Note: Dr. Blezek is currently an Assistant Professor in the Agricultural Education Department at the University of Nebraska - Lincoln.)

Several recent developments in our American societal system have caused us to reassess all of the factors at the local, state, and federal levels related to local vocational agriculture funding. Agricultural educators generally agree that challenges and difficult times with funding have been ever present throughout the history of vocational agriculture programs. However, funding challenges facing local vocational agriculture programs, as with most other educational programs in America today, may be greater than at any other time in our past. This time period runs from the time of the original Smith-Hughes Act, through various legislative amendments, CETA legislation, up to the present time.

We are at a point where every practitioner must become involved. This involvement will be at the local, state and federal levels in keeping our clientele groups informed of accomplishments and achievements. This informing pro-

cess must be a two way street beginning at the grass root level with local students, parents, boards of education, and others, and running up through all ranks to our Congressional Representatives in Washington, D.C.

Groups at all levels are examining tax supported programs to measure cost effectiveness and efficiency, and turns on investment. We must realize that we are in the midst of not only an economic change but also an attitude change toward American education with dramatic restrictions being placed on various educational institutions at all levels. "Lid bills" have been passed in some states and numerous cities at the time of this writing.

As the economic shoe continues to pinch even more, we must continue to reassess not only the groups which serve but also those groups to whom our existence depends. We must not be afraid to change if change is needed, but we must have coordinated change between sectors of our program. We must not be afraid to work with other areas of vocational education. We must work hard to surpass previous achievements and work hard to build a strong program funding base. As one agricultural educator put it, "No one of us is as smart as all of us." Maybe all need to keep this in mind as we face the funding challenges for local programs in the future.

Several articles in this issue of the MAGAZINE address funding. The articles were authored by individuals with considerable experience in supervision, teaching, and teacher education.

THEME

Federal Funding Affects You, And Vice Versa



By JAMES T. HORNER
(Editor's Note: Dr. Horner is Professor in the Agricultural Education Department at the University of Nebraska - Lincoln.)

Since the passage of the Smith-Hughes Act in 1917, which appropriated \$7 million per year for vocational education, federal funding and the accompanying supervision have strengthened local vocational agriculture programs in several important ways. They have contributed to improved standards of quality for instructors, instruction, and facilities. They have assisted in equalizing educational opportunities among economic areas, populations, and states. They have stimulated increased interest in and funding of local vocational agriculture programs by state and local agencies. For example, more than eight state and local matching dollars are now provided for each federal dollar appropriated.

At the time of preparation of this manuscript, the FY '80 Labor-HEW Appropriations Bill had cleared both the Senate and House and had been forwarded to the President. The Bill contains an all-time record high of \$687 million in spite of an Administration recommendation to cut \$200 million from the FY '79 appropriations, and in spite of the "lid-bill" popularity and the prevailing tight budget philosophy in Congress. This fete was due, in large measure, to the efforts of the local vocational teacher and to the influence of their clientele.

On the other hand, in the five years between 1974 and 1979, vocational education lost more than one-third of its purchasing power relative to the Gross National Product and to the total federal budget and educational expenditures.

Salary gaps may increase and some teachers could lose jobs as more and more funds are reallocated locally and programs are cut back. Broken down or outdated equipment may not be repaired or replaced. Support personnel may not be available at local, state and national levels. Should recent funding and administrative trends continue, specialized agricultural education staffing will become nonexistent.

Your Impact on Funding

Based on the premise that federal funds positively affect your local program, the remainder of this article suggests how you can affect federal funding. Not everyone in our profession would agree that you and I should concern ourselves with legislation affecting federal and state funding, thinking rather that if one does a good job the program will speak for itself and gain the necessary public support and financing. To that point, I simply remind you that vocational agriculture did not reach its pinnacle of success without federal funds stimulating state and local matching investments. Analyze the quality factors being lost or reduced in vocational agriculture as funds are withdrawn. Several unique areas of strength such as supervision, experience programs and year-round instruction, continuing

and in service education, and student organizations will continue to require favorable policy/legislation and financial support for survival.

Reginald Petty, recently resigned Executive Director of the National Vocational Education Advisory Council, offers this sage advice:

No longer can vocational educators assume that doing a good job with students in the classroom assures their future. If vocational education is going to have a real impact on the nation's unemployment and training it must establish a power base. Vocational educators depend on a small group of statesmen to fight their battles. Even when there is a national crisis like the cut back for the FY '79 appropriations, there is only a trickle of letters from the grassroots.

The solution is two pronged, **personal** and **professional** or individual and organizational. For too many years the profession has relied upon one association staff person and one member of Congress to carry its flag into the battle on the "Hill." It worked under the old seniority system in Congress, as long as the respected key committee chairman was a strong proponent for vocational education and the AVA Director was the number one lobbyist in Washington. Increasing numbers of effective association staff and congressional advocates as well as member-leaders at local, state, and national levels are now required. It will be increasingly necessary for the membership, individually and collectively, to encourage and support such leaders financially and otherwise.

The Committee on Legislation

In the belief that your professional association should exert organized efforts to gain a voice in legislative policy making, the American Vocational Association, Agricultural Education Division Committee on Legislation through the NVATA, NASAE and AATEA, designed a publication entitled "Strategies for influencing Policy — State and National Legislation in Agricultural Education" (Horner, 1978). Information from that publication is included here.

(Continued on Page 6)

Federal Funding Affects You, And Vice Versa

(Continued from Page 5)

The Committee emphasized that Congress relies heavily upon professional associations for information. Professional associations are in the position to provide effective and useful information for legislation. Thus a prime function of the Agricultural Education Division of AVA, utilizing organizational and individual leadership and expertise, should be to exert strong leadership to effect legislation and policy concerning agricultural education.

The effectiveness of individual effort is proportional to the quality of effort generated by the association. Though face-to-face communication is most effective in influencing decisions, the impact of the personal contact is enhanced when supported and supplemented by the association.

In today's activist climate, agricultural education should look beyond previously accepted parameters of activity. It needs alliances. Alliance implies mutually supportive action. It is logical that alliances can best be achieved with individuals, businesses, or organizations having ties with the same clientele. Criteria might include strong linkage with other vocational service areas and agricultural grassroots clientele, such as local agricultural supplies and products franchises.

It is suggested that state associations should assume the leadership in implementing the identification of potential allies. After identifying potential allies, mutual concerns should be explored and defined. These areas should be the basis for forming the alliances for local, state, regional, and national activities.

With the recent movement of federal monies and responsibilities back to the states, state-level legislation and plans have become increasingly important determinates of state and local programs of vocational agriculture. Impacting state legislation and state plans is imperative.

Influencing Legislation

The Committee outlined steps for influencing national and state legislation and developed patterns for communication/impact within the profession.

The first essential for easing the problem lies at the grassroots level, YOU. The first step is for each member to become **informed** and the second step is to become **involved**. The best way to influence a legislator is through the constituents from his/her own district.

Agricultural educators need to become informed about:

(1) the members of Congress who represent them. Know his/her voting pattern, "pet bills," personal as well as district interests.

(2) the impact of various legislative proposals on that district and the contributions of your vocational agriculture program to the community and to individuals.

(3) the situation and trends regarding legislation/policy affecting the relative position of vocational education funding. For example, there is virtually no resource in USOE to which any vocational education service can go for planning, coordination, and leadership. Many states are following the same pattern.

(4) related legislative proposals such as CETA, Youth Employment, Higher Education, and Lifelong Learning Legislation.

(5) allies and their goals and priorities.

(6) procedures and processes involved.

(7) the million youth who drop out of school each year without job skills.

(8) success factors such as the phenomenal 80 percent completion rate, and 70 percent of our graduates gain employment in agriculture.

(9) needs and requirements to improve agricultural education, and the priorities and goals of the profession as an adequate teacher supply, teacher education, supervisory personnel at all levels, identification of culture, student organizations, and supervised occupational experience programs, and year round instruction.

Just as being **informed** is important, being **involved** is essential. Once you are acquainted with your legislative delegates procedures and program related information, results are close at hand.

Personal contact should be made with the policymakers. All communication should be simple and straightforward, such as in person, by telephone, telegram, letter, or at Congressional breakfasts. The strategy should be to tell them what you are doing in your vocational agriculture program that makes a difference to individuals in the local community. Show them excellent programs in action and include things such as contests and FFA banquets.

Assess your own opportunities to contribute organizationally as well. Legislators need one person whom he recognizes as a source of sound information on selected topics. You are urged to commit yourself now to be that one vocational education source person, so recognized by your district or state legislator. With one recognized vocational agriculture spokesperson per legislator across the Nation, the task of the state and national professional associations would be much more simple — but not eliminated.

To be effective requires coordinated efforts of teachers, teacher educators, and supervisors. The NVATA, AATEA, and NASAE working as a team, and with others must accept responsibility for leadership. The legislative committee should have statewide representation to insure access to all state and national legislators. Continuity can be achieved by appointing members for three years with one-third of the membership rotating off each year.

A standard operating procedure (SOP) for each state must be developed. It should utilize legislative communication/impact activities at both state and national levels. The SOP includes the following steps:

1. The head state supervisor, teacher educator, and president of the state vocational agriculture teachers association, or their designees, serve on a state legislative committee and identify state contact person(s).

2. Identify the state/national legislator in each legislative district by name, address, and telephone number.

3. Identify a teacher of vocational agriculture who knows the legislator personally and whom the legislator respects.

4. When action is needed, the legislative committee

forms and instructs each of the communication/impact members.

5. Key member(s) contact the legislator(s) and discuss the needs and views of the association.

6. Key member(s) report contacts and results to the legislative committee.

The necessity for effective and efficient communication is obvious. Communication among members of the profession, its allies, and lawmakers supporting its position is vital to the success of any effort to influence legislation for agricultural education. The success of such communication will be governed largely by timeliness and the degree to which each person involved carries out the assignment.

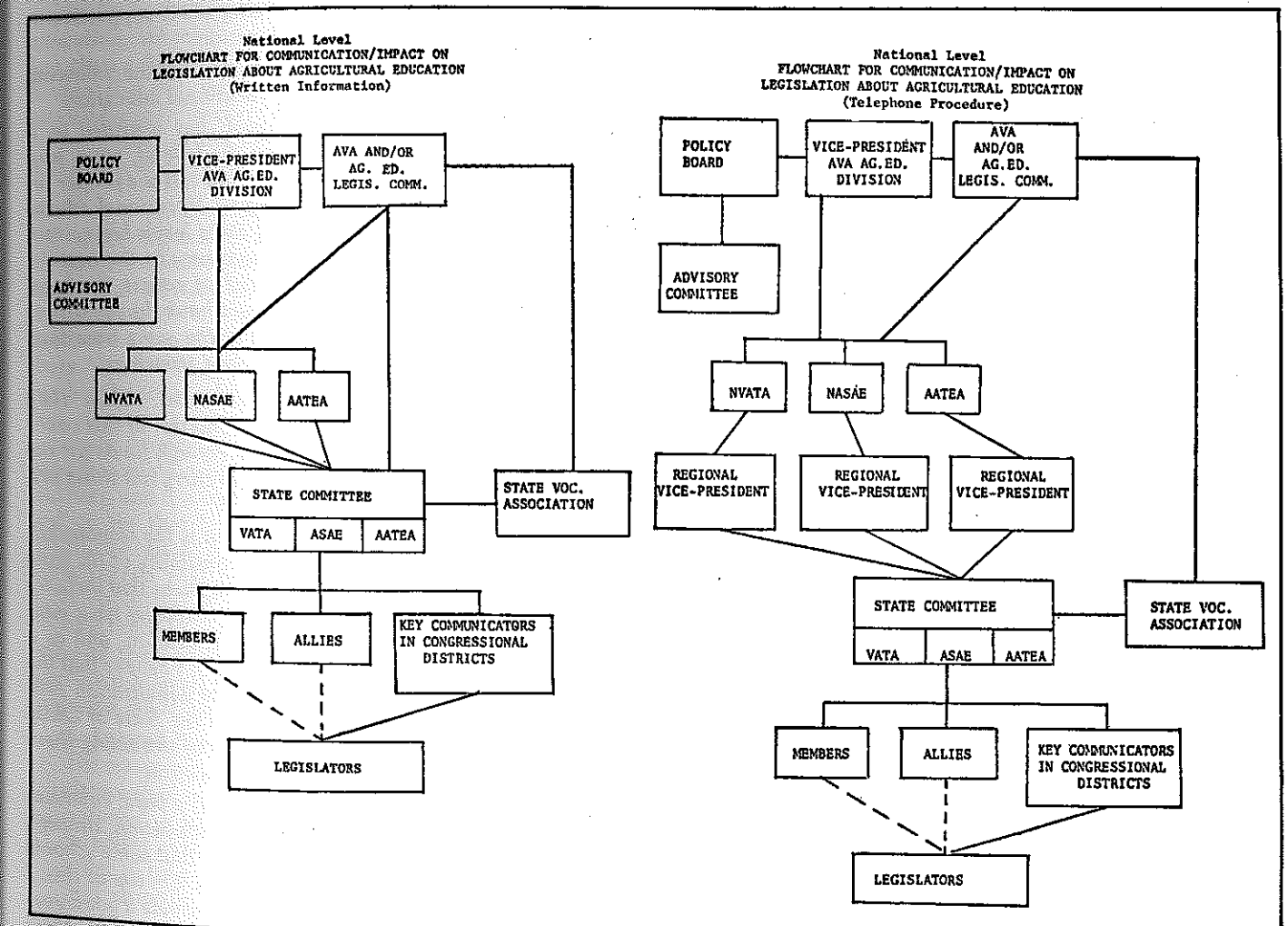
Two procedures are essential — one to provide a base of information via the printed word, and the other to provide a rapid "contact" on critical developments, such as a pending vote. The latter will be by telephone or personal contact. The enclosed flowcharts are presented for national level communications and impact activity. However, they can be adapted for use at the state level.

The flowchart relating to "Written Information" outlines a plan to place information such as newsletters into the hands of each leader of the agricultural education organizations as well as a plan to utilize persons to channel information to allies and to key members of Congress.

The flowchart relating to "Telephone Procedures" involves fewer people and is designed to move immediately to provide information, such as pending votes on critical matters, to key members of Congress. It is designed to ask each person to make four or five telephone calls.

The Network proved itself effective when the "Call for Action" went out on June 6, 1979. Due to many telephone calls and telegrams from the profession and supporters of vocational education, the Administration withdrew its opposition to a multi-million dollar increase in appropriations for vocation education.

Federal funding does affect you. You are urged to affect federal funding through individual and organizational efforts, thereby enhancing the quality of vocational agriculture for the people in your local community.



State Funding for Vocational Agriculture

The idea of sending X number of dollars to local schools in a state, expecting them to assume the responsibilities of conducting an outstanding vocational program, would simplify funding. Unfortunately not all local schools have as their priority a desire to conduct or to develop a strong vocational program. Their administrative background, training, priorities, or lack of total school funding have contributed to the priorities of a local school system. The needs of the students, and the needs of the local community have not always been considered in providing education and training for students, and have contributed to high drop-out rates.

It was through the realization that a great number of our best brains were leaving the farm that the Smith-Hughes Act was developed. The funds appropriated were provided to the states to assure adequate training programs for young men who desired to become farmers and to encourage them to pursue agriculture as a chosen profession. From this humble beginning, vocational agriculture, including the Future Farmers of America, has provided much of the leadership for all of vocational education.

Federal funding for vocational education has changed its priorities today to include more socioeconomic emphasis. The states must spend their allocation of federal funds based on a number of criteria, such as those who are handicapped and disadvantaged, the school district's ability to pay, and the poverty index, while also allocating funds for education equity, civil rights, postsecondary, and so forth. After federal money has been allocated, based on the above criteria, there are not many dollars left to perpetuate many of the success factors that have proven themselves to be major contributors in developing outstanding vocational programs. This must be done by state funds.

Support in Oklahoma

There is a number of individuals and groups in each state that must understand and be committed to the importance of supporting and adequately funding vocational programs. In Oklahoma these include:

- (1) The State Vocational Director and the State Board of Vocational Education
- (2) The State Superintendent of Schools and the State Board of Education
- (3) The Governor of Oklahoma
- (4) The State Senate and its leadership
- (5) The State House of Representatives and its leadership

It is these groups that have the responsibility for appropriating the funds and developing the guidelines for the expenditures of these funds. The vocational agriculture teacher must not only do a good job of teaching vocational agriculture, but he or she must make certain that all of the

BY RALPH DREESSEN

(Editor's Note: Mr. Dreesen is State Supervisor of Vocational Agriculture and State FFA Advisor with the Oklahoma Department of Vocational and Technical Education.)

above individuals and groups are knowledgeable of the effectiveness of the program. The students who are the products of the program, along with their parents and neighbors, are the best ones to get this job done. The vocational agriculture teachers, as a group in Oklahoma, have united their efforts together by having 100% membership in organizations of OVATA, NVATA, OVA, and AVA. Their leadership has encouraged all other vocational teachers in the State to follow in being 100% supportive in telling the story of vocational education.

The State Director, Dr. Francis Tuttle, has the following philosophy in regard to funding vocational education:

Vocational education, in the past, has operated as a three-member partnership between the federal, state, and local educational agencies. I believe that this is a proper relationship in regard to the funding of Vocational education. We all recognize that each of these levels has certain priorities which they believe are necessary to the best interest of the country, the state, and of course the local community. Each of these then should have the opportunity to develop these priorities, but at the same time they should provide funding to pay for their priorities.

I believe that the federal government, when they develop priorities that are in the best interest of this country, should be willing to appropriate enough funds for the state and local educational agencies to carry out those priorities.

Since the responsibility for education is the responsibility of the state, it is therefore the responsibility of the state to do planning for total educational programs that include a delivery system of education that encompasses basic education, vocational education, higher education, and as part of all of these, continuing education. I believe that the state has a responsibility to develop an equalization program so that every child and person in the State of Oklahoma shall be treated equally in terms of providing them an opportunity for furthering their education.

That means that the state will develop a basic equalization program that will provide for education through grade 12. The equalization factor means that some schools will receive more state funds than others. On top of this, I believe it is the state's responsibility to provide a good portion of the additional cost of vocational education. Most everyone recognizes that a good vocational program costs more than a regular educational program. I certainly believe that Oklahoma's program of flat grants for certain special kinds of education is appropriate; especially do

believe that it is appropriate for vocational education. I also believe that the state has a responsibility of providing most of the funds that it takes for adult education since the Constitution provides that local districts shall provide for education, grades K-12, and that this education shall be free. Most local educational agencies do not have the funds to provide the bulk of the cost of adult or continuing education. I also believe that the individual has a responsibility of providing a portion of those costs. Perhaps one-third of the cost of adult education should be borne by the individuals themselves and two-thirds of the cost should be borne by the state.

I believe the state also has a responsibility to make a major contribution in terms of the purchase of equipment for the shops and laboratories of vocational education. In Oklahoma, we estimate that it would cost, as a minimum, \$2,000,000 per year to provide the replacement costs of equipment for the vocational programs within the State and only this will be adequate if the local educational agencies match the amount of dollars available for this purpose. I also believe that the state has a responsibility for providing special funding for in-service education for personnel development of teachers in vocational education, especially in those programs such as trade and industrial education, where the teachers usually have to start with less than a Bachelor's Degree. I also believe that it is important that they provide for personnel development of all adult education teachers and it is highly desirable for them to participate in the personnel development of all vocational education teachers.

State Guidelines

It is the responsibility of the authorized state agency (in Oklahoma it is the State Board for Vocational Education) to see that all state and federal funds provided for vocational education are spent in the manner for which these funds were provided. Our State Vocational Director and State Vocational Board believe in a delivery system of funding to local schools using the state supervisory concept of assisting local schools and local teachers in their adequate training of students. Our state staff has a close working relationship with each local school and local teachers, and it is their responsibility to monitor programs and to see that Standards, as established by the State Board, are carried out. Since the state board has developed some criteria that have proven successful in assuring a good vocational agriculture program, they are willing to allocate funds to assist the local school in carrying out the terms of their guidelines. The State Board of Vocational Education Manual for Vocational Agriculture contains the following guidelines:

1. Limited Enrollment per Teacher

The maximum enrollment in vocational agriculture classes shall not exceed 60 students per teacher; however, a 10 percent enrollment allowance may be added at the beginning of the school term in order to take care of dropouts and students who may move to other schools.

2. Supervised Training Program

All students enrolled in Vocational Agriculture I, II, III, IV, Farm Mechanics, or an Occupational Training class must have plans for a supervised occupational experience program. Preparatory pro-

grams of instruction will provide for supervised training in agriculture on a farm for those persons who are engaged in or preparing for farming, and practical on-the-job field, laboratory, or cooperative work experience for those in training for off-farm agricultural occupations.

3. Supervision of Students

The effectiveness of the local program is largely dependent upon the opportunity provided for directed farm and off-farm work experiences. Therefore, a portion of the regular school day shall be allocated to supervision by the instructor of all day students, as well as adult and young farmers. Each teacher shall have a minimum of two periods per day for the purpose of supervision and conferences of students (all-day, adult, or young farmers). A teacher should not be assigned to more than four regular school periods for class instruction per day. It is recommended that all teaching assignments be completed by 2:00 p.m. each day. It may be necessary to arrange the schedule to make maximum use of facilities in a multiple-teacher department.

OKLAHOMA 1979-1980 VOCATIONAL AGRICULTURE FINANCIAL INFORMATION

Each local school will receive the following funds for having an approved full-time vocational agriculture program for 12 months.

Vocational Reimbursement — Each vocational agriculture teacher, \$1,500.00

In addition to the regular classroom responsibility, the vocational agriculture teachers are provided additional money for the following:

Vocational reimbursement is provided to the school to assure a top quality vocational program by attracting top quality teachers. These teachers have a responsibility to work with all-day students along with adult and young farmers in a school district. Their responsibilities also include:

- A. Secure local administration's approval of and submit all vocational reports to the state office.
- B. Record follow-up information on students.
- C. Supervision and coordination
 1. Supervise individual projects and make home visits.
 2. Work with employers in placement of students.
 3. Conference and counsel with students and parents.
 4. Assist students in securing loans and investing money.
 5. Assist students in selecting top quality livestock and improved varieties of crops.
 6. Work with students in developing a training situation either at home or in a business or industry.
- D. Sponsor an active FFA chapter
 1. Collect dues and develop a program of activities for local FFA chapter.

(Continued on Page 10)

State Funding for Vocational Agriculture

(Continued from Page 9)

2. Provide opportunities for student recognition by participating in chapter, district and state leadership activities including conferences, meetings, fairs, shows and contests.
- E. Conduct an adult or young farmer program
 1. Assist with young farmer organizations
 2. Work with adult and young farmers in the community.
- F. Should be recognized as the agriculture leader in the community by working with other agencies in introducing and promoting new and improved methods of producing, processing, and marketing agriculture products.
- G. Attend all professional improvement meetings, summer conferences, and in-service training short courses conducted or sponsored by the State Department of Vocational and Technical Education.

In addition to the \$1,500 vocational reimbursement for the local teacher, a local school providing a vocational agriculture program will receive the following flat grant for each vocational agriculture teacher:

- | | |
|---|---------|
| Flat Grants | \$5,935 |
| (a) Four thousand dollars (\$4,000) for each vocational education teacher approved for reimbursement by the Division of Vocational-Technical Education. | |
| (b) A school will receive one-tenth (1/10) of the base state salary schedule for each additional month the teacher is employed. (The two summer months for a vocational agriculture teacher would be in the amount of \$1,935). | |

RATIONALE FOR A VOCATIONAL AGRICULTURE TEACHER'S SUMMER PROGRAM

Each vocational agriculture teacher is employed full-time during the summer and is accountable to local school officials. The teacher is required to formulate a summer program of work listing the objectives to be accomplished along with an allotment of time for these activities. The nature of a vocational agriculture program is such that the teacher is expected to continue with many of the same activities conducted during the school year. Livestock and crop projects need attention and supervision during the summer months the same as they do in the winter. He/she has a responsibility to supervise students and their projects along with working with other agricultural groups in planning and conducting educational field days and tours. In general, he/she should work with the school and agricultural interests throughout the summer except for the time covered by properly approved requests for professional improvement or vacation.

The success of vocational agriculture programs in Oklahoma has not gone unnoticed. The cooperative effort of state staff members, vocational agriculture teachers, and agricultural educators has helped keep key decision makers informed and impressed. It has paid off for vocational agriculture students in Oklahoma!

THEME

Local Funding For Vo-Ag Must Be A Cooperative Effort

By GARY MARICLE AND RON GREEN

(Editor's Note: Mr. Maricle is Vocational Agriculture Instructor at East Butler Public Schools in Brainard, Nebraska, and Mr. Green is Superintendent of the School.)

Agricultural education has had a strong influence on the educational scene at the local, state, and national level since the time of the inception of vocational agriculture in 1917. Evidence of this impact has been seen in an ever stronger feeling toward agriculture as a profession. The skills required of the people in agricultural occupations have increased to the point where high schools, colleges, junior colleges, technical schools, and adult education classes must provide education for modern farming and agribusiness occupations.

East Butler School, located at Brainard, Nebraska, began its program of vocational agriculture in 1968. The vocational agriculture and the Future Farmers of America program have both experienced much success during the eleven year history at East Butler. The awards received at East Butler have been the result of hard work and cooperation from the vocational agriculture instructors, advisory council, administration, board of education, and the students. Additional assistance has been received from the state and national level as well.

An educational endeavor can succeed only as the result of a combination of people working together, planning and coordinating their efforts, and securing finances to implement and carry out the program. All of these factors are important to the overall effectiveness of an educational program. Agricultural education requires these same three factors at East Butler School. This has been shown through the vocational agriculture facility addition which was recently completed.

The focus of this article will be on local financing of the agricultural education program.

Sources of Funds at East Butler

Funding at East Butler School is acquired through two basic sources: local district taxes and funds received as reimbursement from the federal government made possible

through vocational education acts. Each year the federal money received seems to diminish slightly leaving the increasing cost for the local Board of Education to deal with. Who is to decide how the money is to be spent to best meet the needs of those students enrolled in vocational agriculture classes? This has to be a combined effort, beginning with the student feedback. This is best obtained through home farm visits and actually seeing what the student has put to practice from his/her classroom instruction. The parents are a key part of any successful endeavor, and help greatly by sharing ideas which may improve teaching in the classroom.

The advisory council is important in evaluation of how the budget is spent. The council members are appointed to represent a cross-section of the East Butler District. Over the past two years, the advisory council was instrumental in starting wheels turning for an addition to the vocational agriculture laboratory facility. The advisory council also makes suggestions for changes in curriculum and budgeting to better fit the needs of students in the area.

One of the most important aspects of local funding involves the cooperation of the instructor, administration, and board of education to set the annual department budget. Local funding of the agricultural education program at East Butler is based on an evaluation carried out by the Board of Education and administration. In Nebraska, the hands of educators are tied to a certain extent with a 7 percent "lid bill" imposed by the 1978 Legislature. Those fortunate enough to have had a good budget will survive successfully. We were lucky enough to be one of those programs. Our board and administration realize the importance of training today's youth through vocational programs.

Budgeting

There are some Dos and Don'ts that must be followed when planning a budget. It's not an easy task. It takes advance planning and cooperation.

First, you need to assess the needs of the area in which you are teaching. This can be accomplished by making home visits to vocational agriculture students and parents and sending questionnaires to others not in vocational agriculture classes. You need to find out such things as the kinds of crops and livestock raised and farming methods practiced. You need to assess the community needs, and job possibilities in agriculturally related fields near your community. You must also realize that you shouldn't try to take the place of a technical school while training high school students.

The students need to have as many experiences as possible to help them decide the field for which they are best suited. After the needs of the community and students have been diagnosed, you need to set up a curriculum suited to meet as many of those needs as possible. This must be both classroom and laboratory oriented. Hands-on experience is very important in order to be sure the student understands what has been taught. Home projects are also important. Assistance with these may be provided by the parents and advisor. The curriculum should change annually because of the new machinery, larger tractors, and more complex farming methods.

When the curriculum has been established and reviewed

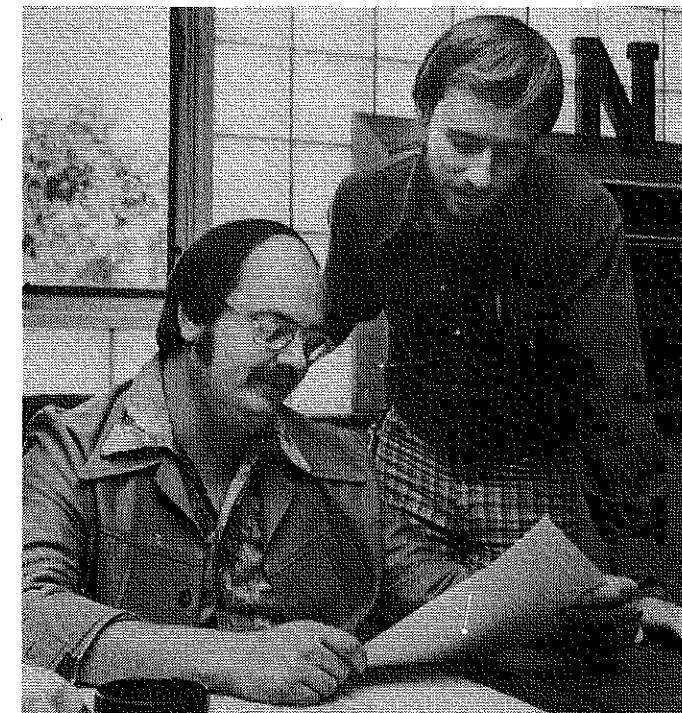
by the administration, board of education, and advisory council, it is time to begin budgeting for textbooks, classroom teaching aids, and shop equipment which will allow the school to accomplish the goals set forth by the curriculum.

Each school has a different system for budgeting. Whatever the system, it is of utmost importance that you work very closely with your administration. Some instructors are afraid of their administration. This causes a lack of communication and usually will lead to problems. Administrators are available to help teachers. Everyone must work together as a unit in order to be successful in budgeting. The administration must understand the needs of a program before money can be allotted to effectively finance the program. Teachers and administrators must communicate with each other in order to operate a meaningful agricultural program.

In budgeting at the East Butler Schools, it is the responsibility of the agricultural instructor to propose the initial budget. This budget is broken down into eight categories. These include: (a) gas and oil for the vo-ag pickup truck, (b) consumable items, (c) textbooks, (d) periodicals, (e) audio visual supplies, (f) furniture and equipment, (g) travel, mileage and professional improvement, and (h) miscellaneous. This categorized budget is then evaluated by the administration and school board. Necessary changes are made by the school board and the responsibility of working within the budget becomes that of the administration and instructor.

The budget for the above eight areas for this fiscal year

(Continued on Page 15)



The authors of this article, School Superintendent Ron Green (seated) and Gary Maricle, teacher of vocational agriculture, are shown discussing the budget for the vocational agriculture program. (Photograph by Bill Ervin Photography, David City, Nebraska.)

1980-81 Report . . .

Assistantships and Fellowships in Agricultural Education

This article reports the results of a survey by the Publications Committee of the American Association of Teacher Educators in Agriculture to identify assistantships and fellowships in agricultural education for 1980-81. A slight decrease in the number of available assistantships and fellowships over 1979-80 was found. Twenty-two institutions reported that financial stipends would be available. The findings are published to help prospective graduate students select institutions for study and obtain financial assistance.

Key to Understanding

The information is provided 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 1980 deadline for application; and the person to be contacted. Slight variations in this pattern are due to the nature of the data provided by the reporting institutions.

The University of Arizona

Research assistantships (2); 9 or 12 months; June or August; one-half time, 20 hours per week, \$540 per month; out-of-state tuition waived; master's; department budget; March 1 or 6 months prior to enrollment; Dr. Floyd G. McCormick, Professor and Head, Department of Agricultural Education, The University of Arizona, Tucson, AZ 85721.

Clemson University

Research assistantship (1); 12 months; August; 20 hours work; \$285.62 a month; reduction in fees; master's; university funds; April 1 application deadline; Earl T. Carpenter, Head, Agricultural Education, Clemson University, Clemson, SC 29631.

By JOSEPH E. SABOL

(Editor's Note: Dr. Sabol is Associate Professor of Agricultural Education at California Polytechnic State University. This article is based on a survey he carried out for the Publications Committee of the American Association of Teacher Educators in Agriculture.)



Colorado State University

Graduate Research Assistantships (3 to 8); Graduate Teaching Assistantship (2); nine months; September; twenty hours per week; \$400 to \$600 per month; tuition waived for graduate teaching assistantships; master's and doctoral degree; university, contracts and grants; April 15 deadline; B. Harold Anderson, Ph.D. and Head, Department of Vocational Education, Colorado State University, Fort Collins, CO 80523.

Cornell University

Internships (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, Coordinator, Agricultural and Occupational Education; Department of Education, 204 Stone Hall, Cornell University, Ithaca, NY 14853.

Teaching Assistantships (2); 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; state line funding; March 15; William E. Drake, Coordinator, Agricultural and Occupational Education; Department of Education, 204 Stone Hall, Cornell University, Ithaca, NY 14853.

Research Assistantships (3); 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; William E. Drake, Coordinator, Agricultural and Occupational Education; Department

of Education, 204 Stone Hall, Cornell University, Ithaca, NY 14853.

Iowa State University

Three-quarter time Instructorship; 12 months; July or September; 30 hours per week; \$850 per month; masters or doctoral students; March 1; Dr. Harold R. Crawford, Head, Department of Agricultural Education, Iowa State University, Ames, Iowa 50011.

Half-Time Research Assistantships (4); 12 months; July or September; 20 hours per week; \$500 plus fee reduction; masters or doctoral; Agricultural Experiment Stations and special projects funded by state and federal agencies; March 1 deadline; Dr. Harold R. Crawford, Head, Department of Agricultural Education, Iowa State University, Ames, Iowa 50011.

Fellowships (4); 12 months; September; 20 hours per week; \$504 a month and full fees paid; master's or doctoral; funded through USOE for Minorities and Women, Double Major or Major/Minor Program — Ag. Ed. and a selected technical agriculture area; Deadline is March 1; Dr. Harold R. Crawford, Head, Department of Agricultural Education, Iowa State University, Ames, Iowa 50011.

Kansas State University

Graduate Teaching Assistantships (1); 9 month, academic year; August 25; 16 hours per week, \$350 per month; waiver of out-of-state fees, reduced in state for both master's and doctoral program; March 15; Dr. Ralph Field, Chairperson, Department of Adult and Occupational Education, Kansas State University, Manhattan, KS 66506.

University of Maryland

Perhaps 1 (2); 12 month teaching/research assistantships beginning either July 1 or August 15; 20 hours per week; monthly salaries (1979-80) higher are expected in 1980-81; beginning graduate student \$4,400 per year; graduate student holding masters, \$4,600 per year for 10 month appointments; remission of fees for 10 credits each semester; Masters students and above; preference given to qualified doctoral students with teaching experience; April 20 deadline; Dr. Clifford L. Nelson, Professor and Chairman; Department of Agricultural and Extension Education, 1109 Symons Hall, University of Maryland, College Park, MD 20742.

University of Massachusetts

Assistantship (1); teaching; nine months; September 1, 20 hours per week; approximately \$400 per month plus waiver of tuition; master's degree needed; teaching certificate; minimum of three years successful experience as a teacher of vocational agriculture; desire to enter an advanced graduate or doctoral program in occupational (vocational) education with emphasis in agricultural education; meet the qualifications for admission to the Graduate School; funds from University of Massachusetts; March 1 deadline; Dr. William L. Thuemmel, Head, Agricultural Education, 431 Hills House North, University of Massachusetts, Amherst, MA 01003.

University of Minnesota

Project Assistant Positions (4-6) Half time; 12 months; \$5,000; start January 1, 1980; Funded from development project and Control Data Corporation; all advanced degree candidates considered; Edgar Persons, Agricultural Education Advisor, 130 Classroom Office Building; University of Minnesota, St. Paul, MN 55108.

Mississippi State University

Research Assistantships (3); 10 or 12 months; August 15; half time; \$500 minimum per month; master's educa-

tional specialist or doctoral students; out-of-state fees waived; apply by March 1; Jasper S. Lee, Department of Agricultural and Extension Education, Mississippi State University, P.O. Drawer AV, Mississippi State, MS 39762.

Teaching Assistantship (1); 9 months; August 15; half time; \$500 minimum per month; doctoral student; out-of-state fees waived; Apply by March 1; Jasper S. Lee, Department of Agricultural and Extension Education, Mississippi State University, P.O. Drawer AV, Mississippi State, MS 39762.

Montana State University

Graduate Teaching Assistantships (3); ten months; September-June; 12 hours per week; \$400 per month; fee waiver of out-of-state fees; pay one-half of in-state fees; MS in Agricultural Education or Industrial Arts; funds from state, federal and private sources; applications accepted any time; Dr. Max Amberson, Head; Department of Agricultural and Industrial Education; College of Agriculture, Montana State University, Bozeman, MT 59717.

University of Nebraska

Half-Time Graduate Teaching and/or Research Assistantships (2); 9-12 months; beginning July 1 or no later than August 15; \$425 per month approximately; master's or doctoral students; Department monies; applications received any time with latest date being May 1; Dr. O.S. Gilbertson, Head, Agricultural Education Department, 302 Ag Hall, East Campus, University of Nebraska, Lincoln, NB 68583.

University of New Hampshire

Executive Secretary New Hampshire FFA; 12 months; July 1; 20 hours per week; \$340 per month; tuition waived; master's; State Department of Education funds; April 15; William H. Annis, Chairperson of Occupational Education, Palmer House, University of New Hampshire, Durham, NH 03824.

New Mexico State University
Teaching Assistantship (1); nine months; September 1; one-half time; \$445 a month; out-of-state tuition waived; master's only; March 15; 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 Dakota State University
Graduate Research Assistantship (1); 12 months; July 1, one-half time; \$420 per month; tuition waived, master's student; Experiment Station funds; apply before March 1; Dr. Donald Priebe, Professor and Chairman, Agricultural Education, North Dakota State University, Fargo, ND 58105.

Oklahoma State University

Teaching Assistantships (2); 10 months each; starting September 1; 20 hours per week; \$490-525 per month; out-of-state fees waived, possibility of partial fee waiver scholarships in addition for doctoral students; application deadline August 1; Dr. Robert Terry, 235 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

Research Assistantship (1); 10 months; starting September 1; 20 hours per week; \$490-525 per month; out-of-state fees waived, possibility of partial fee waiver scholarship in addition for doctoral students; application deadline August 1; Dr. Robert Terry, 235 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

Teaching Assistantship — Agricultural Mechanics (1); 10 months; starting September 1; 20 hours per week; \$490-525 per month; out-of-state fees waived, possibility of partial fee waiver scholarship in addition for doctoral students; application deadline August 1; Professor George Cook, Department of Agricultural Engineering, 113 Agriculture Hall, Oklahoma State University, Stillwater, OK 74074.

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Assistantships and Fellowships in Agricultural Education

(Continued from Page 13)

The Ohio State University

Teaching Associateships (3) in Agricultural Engineering; July 1; half-time; 20 hours per week; \$450-500 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) Agricultural Education; 12 months; July 1 or later; one-half time; \$480 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; \$330-480 per month; master's 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; \$560 per month; doctoral; \$390 per month, masters; in-state and out-of-state fees waived; February 1 (will accept applications year round); Dr. Robert E. Taylor, Executive Director, National Center for Research in

Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

The Pennsylvania State University

Graduate Research Assistantship (1); 12 months; September 1; variable; \$508 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; \$508 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.

Texas A & M University

Fellowships (2); no work required; three teaching and three non-teaching Assistantships; 9 months beginning September 1; one-half time; \$400 master's; \$500 doctoral; out-of-state tuition waived; departmental funds; deadline June 1; Dr. Earl H. Knebel, Head, Department of Agricultural Education, Texas A&M University, College Station, TX 77843.

Utah State University

Teaching Assistantship; 9 months; beginning September; 16 hours per week approximately; \$500 a month; out-of-state waivers for out-of-state students;

February 15 deadline for applications; master's degree only; Dr. Gil Head, Agricultural Education, State University, UMC 48, Logan, UT 84322.

Virginia Polytechnic Institute and State University

Half-time instructor (1); two months; July 1, 20 hours per week; \$800 per month; doctoral students; applications have been made to the State Department of Vocational Agricultural Education for federal reimbursement. The instructor is responsible for being sure the correct applications have been made to the State Department of Vocational Agricultural Education for federal reimbursement. After the budget has been set, the instructor must strive not to exceed the set amount. Barring any unforeseen major problems (and these should be discussed with the administration in advance), the budget should be followed. As instructor, it is your job to be aware of the balance in each category of the budget. This means speaking with the school bookkeeper periodically to keep up with expenditures and balances.

Graduate Assistant (1); half-time; month appointment; September 1; hours per week; \$470-520 per month; master's or advanced graduate student; university funded; deadline March 1; Dr. John Crunkilton, Agricultural Education, Room 106 Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.

University of Wisconsin-River Falls

Graduate Assistantships (4); Academic Year — September-May; beginning September; 12-15 hours per week; \$3,200 per academic year plus remission of out-of-state fees; master's degree; apply by February 1; Dr. Marvin D. Thompson, Chairman, Department of Agricultural Education, University of Wisconsin, River Falls, WI 54022.

BOOK REVIEW

SOILS AND SOIL MANAGEMENT
by Charles D. Sopher and Jack V. Baird
Reston, VA: Reston Publishing Co.
1978, 234 pp., \$11.95

This easily read beginning textbook on soil science is a thorough overview of the area. Although not excessively illustrated, the book includes many tables and charts to get across much pertinent information. The text enables a student with virtually no background to undertake the study of Soils and Soil Management. The authors supply background information where it might be needed. Basic chemical definitions as well as soil terminology are covered. The body of the work ex-

plains calculations for liming, soil chemistry, soil classification, colloids and soil permeability, as well as soil parent material sources, soil nutrients, and fertilization of soils. One particularly interesting chapter covers facts and fallacies of organic farming techniques. Another area of special interest is a chapter on plant growth processes and essential plant nutrients. The book closes with a chapter on soil conservation and control measures as well as some regulations which must be met.

Both authors are well qualified to write about soil management. Charles Sopher received a Ph.D. from North Carolina State University and is

presently a Research Agronomist with the R.J. Reynolds Tobacco Company. Jack Baird earned a Ph.D. at Washington State University and is at present Professor of Soil Science at North Carolina State University.

The special quality of this textbook is that it takes the reader step by step through the processes of calculating soil needs. Any terms which are used are explained to the extent that the student need look no further for meanings. Both senior high school students and beginning college students should be able to get a genuine feel for the science of soils with this easily read and understood textbook.

Stephen Roush

Local Funding For Vo-Ag Must Be A Cooperative Effort

(Continued from Page 11)

East Butler is just over \$11,000. Of that total, we are able to receive a percentage reimbursement from federal money on \$5,058.57. The percentage of reimbursement is set each year by the Nebraska State Department of Education. The instructor is responsible for being sure the correct applications have been made to the State Department of Vocational Agricultural Education for federal reimbursement.

After the budget has been set, the instructor must strive not to exceed the set amount. Barring any unforeseen major problems (and these should be discussed with the administration in advance), the budget should be followed. As instructor, it is your job to be aware of the balance in each category of the budget. This means speaking with the school bookkeeper periodically to keep up with expenditures and balances.

How to Increase the Budget

Some of you probably have budgets that are higher and facilities that are newer and fancier than those at East

Butler. There are probably some of you who can't believe that a one-man department has 106 students, such a large budget, and new facilities. How does a teacher get so much from the school? It's more than just asking! It is a proven program with students who are willing to go that extra step. It is a competitive spirit each time a judging contest is attended, never giving up if losing or gloating if winning. It is the parents who never stop backing the students and program. It is teachers who help the students make up work when gone, and coaches who will let a practice be missed because of the state fair.

In the eleven years that East Butler has had vocational agriculture, there have been many awards and rewards realized by the students and instructors. Through a cooperative effort from all sources, funding has been available to follow this success. It is difficult to argue with success, even though your board of education may be tightening the budget. Cooperation is still the key. If everyone is working toward a common goal, the results will be meaningful.

Good things don't just happen. They are a result of cooperative planning. If you are striving for the best, using the school's finances wisely and for the betterment of students, you will profit in the long run if local funding is a cooperative effort.

THEME

Using CETA Funds In Vocational Agriculture

By JIM GUILINGER

(Editor's Note: Mr. Guilinger is Vocational Agriculture Instructor at Sycamore High School, Sycamore, Illinois. He is also past-President of the National Vocational Agriculture Teachers Association.)



in an occupation which in a very high degree, is related to the courses we offered.

We must not shun the CETA programs, but rather develop effective programs in our local vocational agriculture departments which will permit our usage of the funds to better our youth and adults through the best delivery system, that being vocational agriculture.

How To Get Funds

How can you get CETA funds for your vocational agriculture department? Here are a few suggestions.

1. Identify the area contractor for CETA funds and programs. In rural areas it could be a local county or multi-

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Using CETA Funds In Vocational Agriculture

(Continued from Page 15)

county group, a farm organization such as Farmers Union, or an independent group.

2. Visit with the personnel responsible for the administration of these programs to get a better understanding of how they function and why they were formed in your area. Hopefully, your joint dialog will bring about a common goal which you both have for some of the disadvantaged and handicapped students and adults in your school district.

3. Develop a local training program under your vocational agriculture program and under your direction which will assist those groups of people who can benefit from your vocational agriculture program to develop or improve their employability.

4. You may only wish to administer the program and hire others to serve as instructors who may be better qualified than yourself to be the instructors. Be flexible in the continuing effort to help people in your community grow and achieve through your activities. It will enhance your vocational agriculture program in the community if you conduct an effective program.

5. Local vocational agriculture departments can use a number of titles under the 1978 CETA Amendments which tie CETA and vocational education more closely together. Some of these are:

Title I of the new amendments mandates the placement of vocational education people on the planning councils.

Title II is the major area of instruction and training assistance that a local vocational agriculture department can use for programs.

Title III is designed for the handicapped and disadvantaged, including limited English-speaking people, older people, and public assistance individuals. It enables you to use funds to pay half the salaries of students enrolled in your programs.

Title IV is targeted at youth groups, the development of youth through summer programs, and the counseling and placement of youth in occupational sites.

There are other titles to the 1978 CETA Amendments which might be of assistance. However, the most important have been listed for your information.

What We Did at Sycamore

Our experiences at Sycamore (Illinois) High School with CETA students in all areas of vocational education have been more than satisfactory.

I have had vocational agriculture students who qualified as being disadvantaged to work on our school farm during the summer, becoming involved in tractor operation, live-stock feeding and care, and other production agriculture skill development areas. They were paid from CETA funds at the minimum wage rate, kept agriculture department on-the-job record books, and were directly under the supervision of the agriculture instructor.

In the fall, these students would enroll in our vocational agriculture department's cooperative education related programs. They were placed in regular jobs, some working fifteen hours per week with one-half of their salary paid by CETA and the balance by the employer. Others were paid by the employer.

The combination of CETA-vocational agriculture program allowed these vocational agriculture students who were classified as disadvantaged to become fully employable through our summer and continuing programs. The students are mainstreamed with the other agricultural cooperative students in the program.

Advantages of Using CETA

The following advantages can be cited for the combination CETA-vocational agriculture program at Sycamore High School:

1. An effective program in vocational agriculture was established for disadvantaged and handicapped students. This is mandated in all vocational education legislation.

2. An effective summer program for the full employment of vocational agriculture instructors on a year-around basis was established, while at the same time they continue their present on-going vocational agriculture programs.

3. The summer program also permits the vocational agriculture instructor a greater opportunity to counsel and assist those students who may wish to enter the agriculture related courses during the regular school term.

4. An effective, well operated program can greatly enhance the views held by the community about the school and the agriculture department in helping people become self-sufficient and employable.

5. In cooperation with a local community agency, the possibility of a highly effective FFA Building Our American Communities (BOAC) project was a part of this program.

We must open up our curriculum to include all areas of agriculture/agribusiness if we are to move ahead into the 1980's with effective agriculture/FFA programs designed to develop the youth and adults in our communities. There is nothing so constant as change. We must be ready for change through the effective use of existing and emerging educational programs.

1980 Themes For The Agricultural Education Magazine

Making Voc Ag Relevant to the Needs of

Agricultural Industry
Basic Competency Programs
Experiential Programs
Summer Programs
Technology in Agricultural Industry
Using Realia in Instruction
Safety Education
Programs in Animal Agriculture
Programs for Exceptional Students
Facilities

March
April
May
June
July
August
September
October
November
December

NOTE: Authors should submit two copies of proposed articles. Theme articles should be submitted 2½ months prior to the date of the theme issue.

ARTICLES

What You Should Know About FFA Fund Raising

By LARRY ALLEN

(Editor's Note: Dr. Allen is teacher educator at Louisiana Tech University.)



Hotdogs! Popcorn! Peanuts! It reminds one of the concession vendor at a sports event. To others it may have the sound of the local vocational agriculture department/FFA chapter raising needed operating funds. Fund raising is one of the necessary evils with which almost every teacher/advisor must be concerned. It may also be a problem which most beginning teachers have difficulty in organizing and administering.

It is not uncommon for a vocational agriculture department to need more funds than are available from local, state, and federal monies to operate the department effectively. How to secure the needed funds is a concern of many local vocational agriculture teachers. It would be to the advantage of a beginning teacher to ask about the types of fund raising activities which have been used by the department in the past and to what degree they were successful.

Questions to be Considered

There are many types of fund raising activities. The most commonly used activities involve the sale of either goods or services. When one attends the state FFA convention, he/she will usually find several fund raising exhibits which involve the sale of various items, ranging from apples to zotzs. Before one takes advantage of any of the sale items, there are several things of which he/she should be aware:

1. What rules does the local educational agency have concerning fund raising activities?

It is not uncommon that all fund raising activities have to be approved by the local educational agency before the activity can take place. There are rules which do not allow for duplicate or overlapping fund raising activities by organizations. Be aware of the rules before beginning any fund raising campaign. It could save a great deal of time and trouble.

2. Are the items to be sold offered on a consignment basis?

Consignment sale items are recommended, since the unsold goods can be returned for full credit. Items sold on consignment usually yield a smaller profit, but one will not end up with 50 cases of unsold candy.

3. What are the items going to cost?

This is very important. Many fund raising activities are not successful, often because the price charged for the article is higher than in local stores. Not many individuals will pay \$2.00 for a can of peanuts which they can purchase at the local store for 98c. Make sure the price to be charged is realistic.

4. What is the percent profit?

Percent of profit should definitely be an area of concern, since it has a direct influence on the amount of money made. One should expect the profit range to be between 40-50 percent. If it is much lower than 40 percent, the volume needed to make a desired amount of money increases dramatically. If the profit is much higher than 50 percent, the item will usually be overpriced and not accepted by the public.

5. Who pays shipping charges?

Before any item is ordered, make sure the responsibility for shipping costs is in writing. Shipping costs, if paid by the agriculture department, can in some instances turn a profitable fund raising activity into a losing one. Make sure it is known who pays the return shipping charges on consignment items.

6. Does the sale item require special storage?

Sale items such as fruits and candies

sometimes require special storage and handling. It is important that one be aware of any special requirements before placing an order. Individuals will not purchase melted chocolate candy or bad fruit nor will the vendor accept such items for consignment credit.

7. What are the delivery and return dates?

Set up the dates to your advantage. Since some items are seasonal, make sure they are delivered in season. It does very little good to attempt to sell chocolate candy in hot weather. Be aware of the return date on consignment items. If they aren't returned on time, you may be required to pay for the unsold items.

Fund Raising Methods

There are many excellent fund raising methods other than the sale of items. Some of them are:

Work Days — In work days students are hired by local individuals at a variety of jobs such as pruning shrubs or trees, hauling hay, repairing fences, and general maintenance of both farm and home. The income from the labor of students goes to the local department or FFA chapter. These are excellent methods of raising funds, as well as good public relations devices.

Sale of Shop-Constructed Items — There are many possibilities in raising funds with shop projects. Items as simple as boot cleaners and as complex as gooseneck trailers have been made and sold. This type of activity serves as a good public relations function in that it

(Continued on Page 18)

Leadership and You

Many aspiring leaders recognize the validity of the old adage — an ounce of prevention is worth a pound of cure. The problem is that this recognition is not sufficient. Putting it into practice is where the difficulty arises. Successful leadership is enhanced in various ways and it is the prerogative of the individual to use them.

Accentuate the Positive

It takes but little imagination and effort to be against everything. Some people relish in assuming a negative attitude. Their lives are stunted as a result and their full potential is never reached. Progress is the result of taking a positive approach to the situation and leading out toward accomplishment. Enthusiasm for the project carries over to others and their efforts are strengthened or renewed so that the combined efforts of the group are enhanced. The difference between success and defeat can frequently be traced to a positive attitude or one of negativism.

New approaches are needed to solve old problems. Possibly one can draw an analogy from the military. It is said that the principles of war have not changed since the time of Hannibal but the methods of application are in a

What You Should Know About FFA Fund Raising

(Continued from Page 17)

gives the public an idea of the skills students are learning in school.

Carnivals — Carnival activities range from a Halloween carnival to a farm carnival with milking contests, hay hauling contests, and tractor driving contests. The possibilities here are almost unlimited. Community involvement can often be obtained with carnivals. An excellent source of ideas for carnivals is the local fair. Many of the game booths and other activities can be adapted for use by the FFA chapter.

Raffles — Raffles are sometimes for fund raising, depending on the com-

constant state of change and modification. Because it was in vogue a few years ago does not mean automatically that it should be the same today and that change is not in order. However, change should be purposeful.

One should realize that a good policy for making the most of opportunities is seldom reached by pure chance. It is usually the outcome of careful thinking.

Accept the Responsibility

Seed unplanted fail to produce a bountiful harvest. Likewise, leadership potential unused fails to accomplish anything worthwhile.

The public is in need of and has a desire for strong leaders who accept their responsibilities and take a positive approach toward the tasks at hand.

munity and area. Area merchants will occasionally donate raffle items, thus increasing profits. In some areas raffles are not legal or not accepted by the public. Be sure and check area and state regulations before having this type of activity.

Greenhouses — The sale of produce, garden plants, and ornamental plants from school-owned greenhouses affords an excellent method of raising additional funds. Not only does the student receive good practical experience, but it also provides the community with a service.

Fund raising at the local level is often necessary and can be successful if it is well planned and organized. The suggestions presented in this article will hopefully help you to be a better advisor of fund raising activities.



By J.C. ATHERTON

(Editor's Note: Dr. Atherton is Professor of Cultural Education at Louisiana University.)

Many worthy projects are waiting someone with initiative to step forward and set the wheels of progress into motion.

There are many who are willing to join and to be a part of as long as it costs them nothing in time, effort, or finances. Instead of being one who brings about progress, these are only drag upon others who are attempting to make a contribution to society. The world is full of joiners, but has a severe shortage of innovators.

A former dean of a college in one of the nation's major universities had a piece of advice he gave annually in a seminar for graduating seniors. He told the seniors that in life they would make numerous decisions and that once a commitment was made to carry it out, even if it meant having a bit of skin removed from one's back. The emphasis was that accepting responsibilities was much more than just saying yes.

Keep Current With the Times

Life is made up of constant change. Not only does the individual change but so does the world in which we live. The author was made acutely aware of this recently. A new grandson made his appearance into the family a few months ago. At an early age he was helpless, cooing or squealing (depending upon his mood and needs) bit precious plastic living materials. A visit with him at nine months of age was quite revealing. Now he was a lively urchin, constantly on the move when awake exploring everything within reach and testing the durability of most things within his reach. His universe had expanded immensely and he had his activities and interests. Things

were being learned and this was change. Maturity itself is change. Now the youngster looked like a boy.

Stagnation is not desirable. It is self-demonstrating in that it is obvious to one's associates. Most persons have heard someone described as not having had a new thought or idea in years. It's like driving an Edsel or Kaiser automobile down today's highways. The car and its driver will not be overlooked. The individual who has "gone to seed" is soon recognized by those who come into contact with him.

The world continues to move on and so must anyone who would become a leader. This does not imply making modifications simply for the sake of change as this is unwise. There should be a purpose for any changes that are made. Materials and methods of the educator should be centered around contemporary life and not as it once was in the historic past. The good old days are fine for dreaming about, but they are history and only memories.

In keeping current one finds it important to know the desires of people and then make them available in an acceptable way. One's constituency is not captive by any means. Unless something of interest to it is provided it may desert the individual and attach itself to someone who provides for the needs and wants of the group.

See Each Individual as a Person

Sensitivity to the desires and needs of others is a quality to be sought and nourished. One should be able to see individuals as they may become and to assist them in the process of becoming.

The key to winning and keeping friends and followers is to work with them when asked, actively, spontaneously, and eagerly. Passive service does not generate much enthusiasm. Friendliness is a common goal of most persons. The individual who is shown a genuine friendly interest usually reciprocates. Being "you-minded" toward others causes many to be "you-minded" toward that person.

Considering the other fellow is a key to lasting worthwhile personal relationships. One realizes satisfaction as he is able to relate positively to associates. It is a means of giving incentive to others. This brings about a greater assurance of accomplishing one's goals.

Use Time Effectively

Someone has said that most individuals would be amazed if they were to compare the things they are actually doing with a list of what they should be doing. Priorities would be drastically readjusted. From this there should be derived a practical list of what one now intends to do. Here one may be idealistic but, nevertheless, realistic.

Many persons have felt a deep concern for a lack of personal effectiveness in the area of human relations. This may lead to a sense of frustration and defeat. Such an attitude of depression lessens the possibility of one making positive contributions. One should not continually focus upon liabilities but rather utilize assets. Having deter-

mined the areas where one is strong the individual should concentrate upon these strengths. Time is too limited to be frittered away just guarding against one's inadequacies.

Believe in the possibility of making progress and then plan accordingly. Energy should be expended upon a positive approach to each situation.

Knowing facts and utilizing them positively are two different things. To be effective, one must use the keys that unlock the doors to personal involvement. Failure to lead often results in one failing to maintain his leadership role. Someone will replace him and a personal opportunity is lost, often irretrievably. One should remember that a leader should act like a leader!

Effective Teaching — What's The Basis?

Effective results in any trade, obviously necessitate a high degree of competence in it if the individual is to be successful. The same is true with teaching. However, just as important and not quite so obvious, is the application of certain other ingredients that must be utilized if the desired outcome is to be reached. A sincere desire to perform a job well, and a determined spirit to succeed are basic tools of any trade, and imperatives in the teaching-learning process. Encompassing these tools are an entire realm of other specifics that form the core of effective instruction.

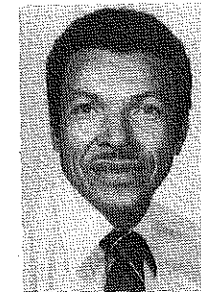
Self-Discipline

A teacher must have the self-discipline needed to prepare himself or herself in the subject matter areas being taught. This begins with the teacher, if effective teaching is to be accomplished. A teacher must have enough enthusiasm to stimulate and inspire students to learn. A good teacher is never satisfied with routine and constantly strives to improve instructional techniques and knowledge of the subject.

It is our responsibility as instructors to teach and lead students and adjust to

By FRONCELL REECE

(Editor's Note: Mr. Reece is Vocational Agriculture Teacher at Conroe High School, Conroe, Texas.)



the many changes that take place in an up-to-date vocational agriculture program. This requires discipline of self, ambition, growth in professional improvement, and not being satisfied with mediocrity. There is no finality in teaching. The ability to react to all teaching situations so that teaching is most beneficial to students is a good sign of maturity in teaching. It is the responsibility of each teacher to see that students receive the proper training needed in order to become productive leaders in our society.

Student-Teacher Relationships

Good student-teacher relationship is one of the first ingredients for effective teaching. The student must feel com-

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Effective Teaching — What's The Basis?

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fortable in the program and understand that the program exists for a reason. To explain this to a student in words is fine, but unless practical application of this principle is carried out, the teacher hasn't accomplished anything worthwhile.

It is important for a teacher to take the time to get acquainted with the students, to see them as individuals, to observe them in the group, and to recognize and appreciate individual differences. A teacher must realize that the approach with students must be as varied as the personalities in the class if the desired results are to be obtained. Conferences with students are valuable and may result in better participation as well as closer teacher-student relationship. Keeping in mind that the privacy of students should be protected, it is important that classmates do not know what has been said in private conferences if the teacher is to maintain the respect and confidence of the students.

The wise teacher welcomes suggestions from students, responds to the suggestions, and is firm and positive in approach. Each student should know that the contribution that he or she makes, in whatever form, is important to the teacher.

Motivation

Motivation, like student-teacher relationship, must be approached from varied angles, and always with the individual student in mind. No one likes to feel manipulated. People don't like to feel that they have no control over the decisions in their lives. Students are no different from adults. If students are made to feel that they have no control over their actions or destiny, then motivation is low and very little growth will be taking place. Students should and must be allowed to express themselves, help make decisions, and explore possible options.

Students should not be locked into one method of studying. Rather, they should be allowed to discover what works best for them. Helping students discover how they learn could very well be one of the most valuable lessons they learn.

The pace in the classroom is con-

trolled by the teacher. On days when the teacher is bursting with energy, the pace is fast and much appears to have been accomplished. What about the students? They also experience changes in energy levels. Teachers need to be aware of how moods and energy levels affect the tone and pace of instruction. Allowances in instructional strategy should be made when the moods of students change.

A good teacher knows about the human need for attention. It is a basic human need that must be met, and it will be met in negative ways if the positive is nonexistent. If a student is ignored when he or she asks for attention in some way, anything is possible as an alternate. That is why positive thinking is the healthiest road for a teacher to take, remembering that our choice to withhold a positive response sets up a negative attraction.

Organization

A well organized program of vocational agriculture should contribute toward the accomplishment of the overall goals and objectives of the instructional program. Good organization based on needs of the program is very important. Without it you have no program to administer. Programs should be adapted to meet the needs of the local and surrounding communities utilizing current and technical information that exist in these communities. In the organization process, there should be student and parent involvement in all facets of the program to the extent possible. This is an effective way of obtaining goals, objectives, and administering the program with maximum community involvement. Organize the program to involve the students and parents from the very beginning. A thorough understanding of what the teacher is attempting to do guarantees cooperation of the parents, and why the effective teacher cannot leave it up to the students to develop parent understanding is necessary.

Included in your organization should be the evaluation of teaching procedures and techniques. Consideration should be given to alternative procedures and new ways of handling instruction. The program of activities should provide an opportunity for each student enrolled to participate and excel in one or more areas of the program.

Keeping Abreast

A teacher must keep current knowledge of changes in the agricultural industry. Effective teaching demands being up-to-date. This can be done in several ways, such as enrolling in university classes, attending service workshops and conferences, participating in professional organizations, reading current literature, visiting specialized agribusinesses doing these on a regular basis, they are able to keep abreast of the trends in the agricultural industry as well as to keep instructional programs of vocational agriculture current. Through first-hand observation, the teacher is better able to relate these changes to students. We expect growth and development from students, it is imperative that we keep abreast of trends.

Learning is an evolving process rather than a sudden event. It is an ongoing process that is like a chain where one link hooks into another. It is an endless life exercise that should be growing and growing. In keeping abreast with the changes in vocational agriculture, we must see to it that students receive the proper training needed to become productive. That is why it is important for us to improve ourselves through a process of learning. We know that not everything tried in teaching will work even if we have approached it using extreme care.

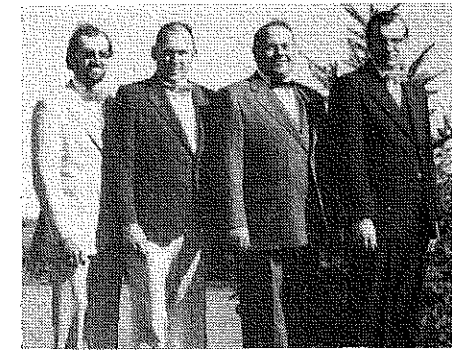
It should be realized that there is risk in all changes, and we should not step aside from that risk. When a teacher runs into a new situation, he or she should take time to figure out what has happened and why. Teachers cannot avoid making the same mistake over and over unless they learn what the mistakes were and how they came about. By keeping abreast, dedicated teachers will find ways to solve the problems they encounter.

Experience and Imagination

The art of teaching is a combination of both personal experience and gathered learning. We do most of our teaching by placing students in the position of learning by listening, seeing, hearing, and doing. So it is with the adage that says, "Experience is the best teacher." Unfortunately, experience may prove to be either a positive or negative teacher. Only when we understand the value of experience ourselves can we help our students understand it.

ARTICLES

A Teacher of Teachers and Professional Leaders — Wisconsin's Howard Jones



What does Howard E. Jones do to inspire young people to enter teaching and become leaders in the profession? Jones, a teacher of vocational agriculture at Muscoda, Wisconsin, has three of his former high school vo-ag students now serving as officers of the Wisconsin Association of Vocational Agriculture Instructors (WAVAI). Nestled between the hills of the Wisconsin River Valley in northern Grant County, the little school of some 300 enrollment at Muscoda, has produced three Wisconsin vocational agriculture instructors under the leadership and guidance of Mr. Jones. They are Ken Kolar (teaching at Pulaski), Richard Aide (teaching at Waupun), and Dan Nankee (teaching at Highland). This is the only time in Wisconsin history that three instructors who graduated from the same high school have served as officers of the WAVAI at the same time.

The story goes back to 1952, when Howard Jones, then a new agriculture instructor, came to Muscoda Public High School. Little was it known at that time that the inspiration of this man would have a lasting influence on the lives of the three young men, as

A TEACHER OF TEACHERS WITH HIS TEACHERS — Howard Jones (second from the right) is shown with three of the teachers who were in his vo-ag classes. From the left, these are Dan Nankee, Ken Kolar, and Richard Aide.

well as many others from the Muscoda Community. This influence inspired these three individuals to develop in their respective communities, as leaders and professional educators, just as their former teacher of vocational agriculture had done in Muscoda.

Another interesting fact is that two of the men taught each other during their student teaching period under the

Effective Teaching — What's The Basis?

value. We should teach our students that the way to live life is to experience it each day, and learn by its events.

As teachers we must be consistent and remember that using imagination does not destroy consistency. Actually, imagination is the ingredient that heightens the appetite for learning. Teaching without imagination is a flat experience for both the one doing it and those having to sit through it. Being imaginative and consistent in a substantive way takes intelligence, skill, and experience. As vocational agriculture teachers, it is a technique we must develop and use in order to be effective. It is important to mean what we say. Also, it is equally important to say

what we mean. Our words are important and cannot be left to chance. We need to make sure they clarify rather than confuse and that they paint a vivid picture rather than distort. It is the responsibility of teachers to make clear what they are saying to students. This is a responsibility that we cannot take lightly.

Effective teaching — what is the basis? It is capitalizing on your weaknesses with a determined effort toward mastery. It is a desire and the ability to work with students rather than against them. The ability to relate to students is one of the most desirable characteristics of effective teaching.

By KENNETH KOLAR

(Editor's Note: Mr. Kolar is Vocational Agriculture Instructor at Pulaski High School, Pulaski, Wisconsin.)

direction of Jones at Muscoda Public High School. Kolar taught Aides, and Aide taught Nankee.

Presently, Jones is a Farm Training Instructor with Southwest Wisconsin Technical Institute, a position he has held for nine years. He was vocational agriculture instructor at Cobb, Wisconsin, from 1949-1952, and at Muscoda, Wisconsin from 1952-1970. He served four years with the U.S. Marine Corps, 1943-46.

Jones has devoted thirty years to the WAVAI and highlighted his career when he was elected President of the Wisconsin Association of Vocational Agriculture Instructors in 1967. One of the awards he cherishes most is the Honorary Wisconsin Farmer Degree.

Being a member of and officer in community and religious organizations in Muscoda, Jones is without doubt known best as Muscoda's "Municipal Judge" for 25 years. In addition to this, he has been President and Director in many of these organizations as well as Commander of the American Legion in Muscoda. He is a worshipable master of the Masonic Lodge, and Associate Patron of the Eastern Star. Being the father of five children and four grandchildren, Muscoda and the WAVAI should be proud of a man with such leadership, devotion to duty, and esprit de corps.

Silver Solder Your Own Band Saw Blade

Are broken bandsaw blades a problem? Most teachers find broken blades annoying. Broken blades also mean lost work time, costly repair bills, and mileage spent carrying blades for repair.

Perhaps you have one of the small machines to weld your own blades. If your department owns one and it works, consider yourself lucky. I have tried one of these machines with very limited success, and I have talked with several other teachers who have had similar difficulties.

I have found one method of repairing bandsaw blades that really works. In fact, it works so well that I now buy bandsaw blades in 100-foot rolls and make my own blades. If you do not have a successful method of repairing your own bandsaw blades, try silver brazing or silver soldering. I first submitted this idea for the "Ideas Unlimited" contest for NVATA members and for the benefit of vocational agriculture teachers throughout the Nation.

The steps to follow when welding new blades and/or repairing broken blades are:

1. Cut the new blade to desired length and grind both ends square, or square both ends of a broken blade.
2. Rub the areas to be soldered with emery cloth or grind them to remove rust and scale.
3. Loop the blade around a flat piece of sheet metal having a straight edge. Position the back edge of the blade along the straight edge of the metal for proper alignment. Leave a clearance about the thickness of a thin piece of paper between the ends. Clamp the blade with c-clamps.
4. Apply a thin coating of silver soldering flux on the area to be soldered.
5. Using a Victor O Type-4 welding tip or its equivalent, adjust the oxy-acetylene torch to a neutral flame.
6. Pre-heat joint until flux is watery in appearance.

By ROSS SMITH

(Editor's Note: Mr. Smith is Vocational Agriculture Teacher at Lauderdale County High School in Rogersville, Alabama. The article is based on his entry in the Ideas Unlimited Contest sponsored by the National Vocational Agriculture Teachers Association.)

7. Move torch away from the weld and apply solder quickly. Solder should flow through the joint due to the heat of the base metal. (Note: Only a small amount of solder as excessive solder will make a knot which must be ground off.)
 8. If solder fails to flow, reheat blade to a higher temperature.
 9. Allow the blade to cool, then wash it with water.
 10. The result is a flexible blade with high tensile strength.
- With a little practice in following these steps, you should soon be able to eliminate the expense and reduce the inconvenience of broken bandsaw blades.

BOOKS

Books to be Reviewed

The following books are available for review:

PRACTICAL FARM BUILDINGS by James S. Boyd.

HOW TO WIN FFA LEADERSHIP CONTESTS by Norman K. Quarles and Thomas A. Quarles.

APPROVED PRACTICES IN SWINE PRODUCTION by James K. Baker and E.M. Juergenson.

THE BLACK RURAL LANDOWNER - ENDANGERED SPECIES: Social, Political, and Economic Implications, Edited by Leo McGee and Robert Boone.

INSECT PESTS OF FARM, GARDEN, AND ORCHARD by Ralph H. Davidson and William F. Lyon.

PROFITABLE SOIL MANAGEMENT by Leo L. Knuti, David L. Williams,

J.C. Hide, 3rd Edition.

THE SCIENCE OF ANIMAL HUSBANDRY by James Blakely and David H. Bade.

AGRICULTURAL BUILDINGS AND STRUCTURES by James H. Whitaker. MODERN FARM POWER, Third Edition by William J. Promersberger, Donald W. Priebe, Frank E. Bishop.

BEEF PRODUCTION AND MANAGEMENT by Gary L. Minish and Danny G. Fox.

FEEDS AND FEEDING by Arthur E. Cullison.

TREE GROWTH AND ENVIRONMENTAL STRESSES by Theodore T. Kozlowski.

YEAR BOOK OF AGRICULTURAL CO-OPERATION 1978 by Plunkett Foundation.

DICTIONARY OF AGRICULTURAL AND FOOD ENGINEERING, Second Edition, Arthur W. Farrall, Editor-in-Chief.

APPROVED PRACTICES IN BEAUTIFYING THE HOME GROUNDS by Norman K. Hoover.

AGRICULTURE AND ENERGY, edited by Donald Marier.

If you are interested in reviewing one of these books, write to the Book Review Editor and indicate which title is of interest to you. The person to contact is:

Richard M. Hylton
Book Review Editor
The Agricultural Education Magazine
P.O. Drawer AV
Mississippi State, MS 39762

National Parliamentary Contest — A Real Possibility

By JERRY CROWNOVER

(Editor's Note: Mr. Crownover is Graduate Assistant in the Department of Agricultural and Extension Education, Mississippi State University, and former Vocational Agriculture Teacher at Carthage, Missouri.)

leadership abilities is common to all FFA programs.

The study and practice of parliamentary procedure is another way that leadership abilities can be developed. The Carthage FFA Chapter in Southwest Missouri has started something that may give rise to a new area of national-level participation — an Invitational National Parliamentary Procedure Contest.

Parliamentary procedure teams from nine states were present. The quality of the teams was excellent. The results of this year's contest are as follows:

- First Gold — Colton, Washington
- Second Gold — Mansfield, Missouri

Third Gold — Waverly, Nebraska

The format of the contest is different from other FFA events. Visiting team members stay as guests in the homes of Carthage FFA members and all participants are treated to an excellent banquet and program courtesy of Midcontinent Farmers Association. Members of the team take a 25 question exam on parliamentary law and are scored up to 75 points on a 10 minute demonstration. All teams are presented an engraved plaque, with all participants being presented a certificate.

If your team was the state winner and you did not receive an invitation, last year, check with your State Executive Secretary or Director of the FFA. Information was sent out on the contest in July, with instructions to forward it to the winning chapter. And for those of you who win in 1980, don't miss the opportunity to participate in the next National contest.

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Stories in Pictures: New FFA Officers

Six new National FFA Officers were elected at the National FFA Convention in November, 1979. Selected because of their knowledge, membership achievements, and leadership, these

young people will serve as the National Board Student Officers for the FFA. Their leadership is important to the continuing success of the FFA.



The officers for 1979-80 are:

Front Row (left to right):

DOUGLAS C. RINKER, 20, of Winchester, Virginia, National President, and PHILIP B. BENSON, 20, of Winters, California, National Secretary.

Back Row (left to right):

ELIN T. DUCKWORTH, 20, of Mesa, Arizona, Western Region Vice President; DONALD L. TRIMMER, JR., 20, of Woodsboro, Maryland, Eastern Region Vice President; DEE WILLIAM JAMES, 20, of Clay Center, Kansas, Central Region Vice President, and JEFFRIE C. KIRBY, 20, of Gassville, Arkansas, Southern Region Vice President. (Photograph courtesy of the National FFA Center, Alexandria, Virginia.)

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**THEME: Making Vo-Ag Relevant to the
Needs of Agricultural Industry**

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