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. Vo-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 systems will be developed to meet changing education demands? Reese Isabir, vo-ag instructor at West Jones High School, Laurel, Mississippi, demonstrates the pruning of young muscadine grapes. The production of this grape is an emerging agricultural commodity for the new wine industry of the South. (Photo by Jasper S. Lee, Editor)
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Editor's Page: Funding the Local Program

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 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. 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 education have traditionally not been used for research, demonstration programs, and other purposes designed to strengthen our programs. 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 may 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 pace and how it is 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 required if 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.
Funding The Local Program

By Allen G. Blezek, Theme Editor

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 everywhere 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 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 involves being at the local, state, federal levels in keeping our clientele groups informed of accomplishments and achievements. This informing process must be a two way street beginning at the grassroots level with local students, parents, boards of education, 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, as well as how it turns on investment. We must realize that we are in the midst of not only an economic challenge but also an attitude change toward American education with dramatic responsibilities being placed on various educational institutions. As levels of "laid off" have been placed 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 see not only the groups who share the burden but also those groups who are not involved.

The Theme

The theme content for this issue of the magazine has been developed by Allen Blezek of the Department of Cultural Education at the University of Nebraska, who has done an excellent job of securing author articles on topics related to funding. The authors have extensive background of experience in various levels of vocational agriculture/agribusiness.

The Cover

The cover photograph depicts one way of funding the local program — self-supporting operations. All such operations have sold many different kinds of items over the years. Selecting and carrying out fund raising activities requires the cooperation of local groups and approval of local school authorities. Jerry Smith, a college advisor at Montana State University, appears with a variety of items to be sold, and a shop teacher is seen in the background.

EVALUATION

The AGRICULTURAL EDUCATION MAGAZINE

THEME

Federal Funding Affects You, and Vice Versa

By James T. Homer

(Editors' Note: Dr. Homer is Professor in the Agricultural Education Department at the University of Nebraska-Lincoln)

and in service education, and student organizations will continue to require favorable policy/legislation and financial support for survival. Regional Office, recently resigned Executive Director of the National Vocational Education Advisory Council, offers these sage words:

"No longer can individual educators assure 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 closer relationship between educators and on a small group of students 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.

Funding The Local Program

An Overview

By Allen G. Blezek, Theme Editor

(Editors' Note: Dr. Blezek is currently an Assistant Professor in the Agricultural Education Department at the University of Nebraska-Lincoln.)

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As the economic shoe continues to pinch even more, we must continue to see not only the groups who share the burden but also those groups who are not involved.

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. Nevertheless, rather than just one or two 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 requirements. Analyze the quality factors being lost or reduced in vocational agriculture as the funds are withdrawn. Several unique areas of strength such as supervision, experience programs and year-round instruction.
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 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 familiarity with communications 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 educational service areas and agricultural grassroots clientele, such as local agricultural supplies and products franchiser.

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 determinants 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. OU. 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.

For example, to improve agricultural education, the following must be considered:

1. The members of Congress who represent them. Know their voting patterns, “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. Make contact and discuss.

3. The situation and trends regarding legislation/policy affecting the relative position of vocational education. In USOE there is virtually no legislation/policy with 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, Employment, Higher Education, and Lifelong 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.

The efficacy of 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 requires a spirit of cooperation, large or small, to be governed largely by the degree in 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 “bridge” 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 to 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 vocational 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 amount to an empty promise if 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 students, 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 the leadership for all of vocational education.

Federal funding for vocational education has changed its priorities today to include more and more economic emphasis. The states must spend their allocation of federal funds based upon 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 to local schools for instructional programs, special services, etc. The success factors that have proven themselves to be major contributors in developing outstanding vocational programs 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 those 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 above individuals and groups are knowledgeable of the effectiveness of the program. The students who are part of the program, their parents and others, are the best ones to get this job done. The vocational agriculture teacher, as a group in Oklahoma, has had their efforts together by having 100% membership in organizations of OYATA, NVATA, OVA, and so forth. Their leadership has encouraged other vocational teachers in the State to follow in being 100% supporting 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 on a three-member partnership between the federal, state, and local educational agencies. I believe that this is a partnership 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, and of course the community. Each of these three parties should have the opportunity to develop these priorities, but at the same time they should be willing to pay for their priorities. I believe that the federal government, when it develops priorities that are in the best interest of this country, should be willing to appropriate enough funds for state and local educational agencies to carry out their priorities.

Since the responsibility for education is the responsibility of the state, it is 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 and higher education, and is part of all of these, continuing education. I believe that state has a responsibility to develop an equalization program so that each student in the State of Oklahoma shall be treated equally in terms of providing an opportunity for furthering their education.

That means that the state will develop a basic equalization program that will provide or share the funding for the students then grade 12. The equalization factor means that some will provide more state funds than others. On top of the state, the state has the responsibility to provide a good foundation of additional educational cost of vocational education. Most people recognize that a good vocational program must contain a core of basic education, and I believe that Oklahoma’s program of state funds for core special kinds of education is appropriate; especially the grants of instruction will provide supervised training in agriculture on a farm for those persons who are engaged in or preparing for farming, and practical work on the farm. Teachers shall provide for supervision and practical work experience for those in training for off-farm agricultural occupations.

The effectiveness of the local program is largely dependent upon the opportunity provided for directed farm planning and off-farm work experience. Therefore, a portion of the regular school day shall be allocated to supervision by the instructor of all day students, as well as adults 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 farm students) and must be assigned to more than four regular school periods for one period each in the classroom and in the shop for the entire school year.

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 in addition to the regular classroom responsibility, the vocational agriculture teachers are provided additional money for the following: teachers have the responsibility to provide a good quality educational program by attracting top quality teachers. These teachers have a minimum of two periods each day off the local school students with adult and young farmers in a school district. Their responsibilities also include:

A. Supervise off-farm work experience
B. Submit and submit all vocational reports to the office
C. Record reports of students
D. Supervise 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. Sponsorship of FFA program
1. Collect dues and develop a program of activities for local FFA chapter.

(Continued on Page 10)
The success of vocational agriculture programs in the United States has not gone unnoticed. The cooperative extension service, state members, vocational agriculture teachers, and agricultural educators have been working diligently to improve the agricultural curriculum. This has been a combined effort, with the student's feedback being vital in the decision-making process. The results have been impressive and have 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 Butler Public Schools in Brainerd, Nebraska, and Mr. Green is Superintendent of the School.)

Agricultural education has had a strong influence on educational programs in many states since the inception of vocational agriculture in 1917. Evidence of this has been seen in strong agricultural occupations that have increased over the past several years. In Nebraska, the two summer months for a vocational agriculture program would be in the amount of $935.

**RATIONALE FOR A VOCATIONAL AGRICULTURE TEACHER’S SUMMER PROGRAM**

Each vocational agriculture teacher teaches during the summer and is employed full-time in the school districts. The teacher is responsible for delivering a summer program that is a continuation of the classroom program and fulfills the criteria of the objectives to be accomplished. The teacher is expected to work with students and projects along with working with other agricultural groups in the community and conducting educational field days and tours. In general, the teacher should work closely with the school and agricultural interests throughout the summer except for the time covered by properly approved requests for professional improvement or vacation.

**Sources of Funds at East Butler**

Funding for the summer program is acquired through various sources. Basic sources include: state taxes and funds received from the federal government made possible by the administration, board of education, and advisory council. It is the charge for 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 the program, and teachers must be able to effectively communicate their needs to the administrator. 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 then broken down into eight categories. These include: (a) gas and fuel for the 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 areas for this fiscal year (Continued on Page 15)

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The authors of this article, School Superintendent Rom 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.)

Assistanships and Fellowships in Agricultural Education

By Ernest E. Saso.

University of Maryland
Perhaps (1): 12-month teaching/research assistantships; 8-month teaching assistantships; 4-month research assistantships. Each 8-month position pays $400 per month; tuition waived for graduate teaching assistants; master's degree needed; teaching experience preferred for research assistants; application deadline May 15. Contact Dr. Japer S. Lee, Department of Agricultural and Extension Education, University of Maryland, College Park, MD 20742.

Montana State University
Three (3) 12-month research assistantships. Each position pays $400 per month; tuition waiver for 8 months; master's degree needed; teaching experience preferred; application deadline March 15. Contact Dr. Janet H. Dinsmoor, Department of Agricultural Education, University of Montana, Missoula, MT 59812.

University of Massachusetts
Ten (10) 9-month teaching assistantships. Each position pays $400 per month; 8 months of tuition waiver; master's degree needed; teaching experience preferred; application deadline March 15. Contact Dr. David B. Anderson, Department of Agricultural Education, University of Massachusetts, Amherst, MA 01003.

University of Nebraska
Three (3) 9-month teaching assistantships. Each position pays $400 per month; 8 months of tuition waiver; master's degree needed; teaching experience preferred; application deadline February 15. Contact Dr. Howard S. Leake, Department of Agricultural Education, University of Nebraska, Lincoln, NE 68583.

University of New Mexico
Three (3) 9-month research assistantships; 3-month research assistantships. Each position pays $400 per month; tuition waiver for 8 months; master's degree needed; teaching experience preferred; application deadline December 15. Contact Dr. James E. Hensley, Department of Agricultural Education, University of New Mexico, Albuquerque, NM 87131.

By James E. Saso.

(Corresponding on Page 14)

ASSESSMENTS

FELLOWSHIPS

Colorado State University
Graduate Research Assistantships (3 to 8 months); Graduate Teaching Assistantship (2); nine months; September; ten hours per week; $400 to $600 per month; tuition waiver for graduate teaching assistants; master's and doctoral degree; university, contracts and grants. Application deadline: March 15. Contact Dr. Harold K. Anderson, Ph.D., Department of Vocational Education, Colorado State University, Fort Collins, CO 80523.

Cornell University
Internships (3); 12 months; June or September; 20 hours per week; $3,500 annually; waiver of tuition and fees; master's degree; department of Extension Education, Department of Agricultural Education, Cornell University, Ithaca, NY 14853.

Teaching Assistantships (15); 9 months; June or September; 15 hours per week; $4,200 per month; waiver of tuition and fees; master's degree; state or federal funding. Application deadline: March 15. Contact Dr. Donald W. Deane, Department of Agricultural Economics, Cornell University, Ithaca, NY 14853.

University of Arizona
Research assistantships (1-3); 9 or 12 months; June or August; part-time, full-time; out-of-state tuition waived; master's degree; department of Agricultural Education. Application deadline: March 15. Contact Dr. T. D. Cameron, Department of Agricultural Education, University of Arizona, Tucson, AZ 85721.

Clemson University
Research assistantships (1); 12 months; August; 20 hours per week; $3,500 per year; tuition waiver; master's degree; department of Agricultural Education. Application deadline: March 15. Contact Dr. Philip H. Fox, Department of Agricultural Education, Clemson University, Clemson, SC 29631.

Kean University
Graduate Teaching Assistantships (12); 9 months; academic year; 15 hours per week; $3,500 per year; tuition waiver; master's degree and teaching experience. Application deadline: March 15. Contact Dr. Robert F. Friesen, Department of Agricultural Education, Kansas State University, Manhattan, KS 66506.

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Assistancies and Fellowships in Vocational Agriculture (Continued from Page 13)

The Ohio State University
Teaching Assistancies (3) in Agricultural Engineering; July 1; half-time; $400 per month; three-year appointments. March 15: Dr. Joel Gleen, Department of Agricultural Engineering, 2073 Neil Ave., Columbus, OH 43210.

Teaching Assistances (1-2) Agricultural Education; 12 months; July 1; half-time; $400 per month; three-year appointments. March 15: Dr. J. Robert Wreimoth, Chairman, Department of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyfe Road, Columbus, OH 43210.

Research Assistances (3-4) in Agricultural Education; 9-12 months; July 1; half-time; $300-400 per month; masters or doctorall March 15: Dr. J. Robert Wreimoth, Chairman, Department of Agricultural Education, The Ohio State University, Agricultural Administration Building, 2120 Fyfe Road, Columbus, OH 43210.

Research Assistances (12-15) in Vocational Education; July 1 or later; one-half time; $450 per month; doctorall March 15: Dr. Robert R. 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 Assistances (1); 12 months; September 1; $500 per month plus remission of all fees. November 1; $500 per month plus remission of all fees. February 1; $500 per month plus remission of all fees. March 15: Dr. Gene M. Love, Department Head, 102 Armby Building, University Park, PA 16602.

Graduate Teaching Assistances (2); 12 months; September 1; variable; $500 per month plus remission of all fees. March 15: Dr. Gene M. Love, Department Head, 102 Armby Building, University Park, PA 16602.

Texas A & M University
Fellowships (2); no work required; three teaching and three research positions. January 1; $300-400 per month; masterall Dr. Robert J. Taylor, Executive Director, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

University of Wisconsin-River Falls
Graduate Assistances (4); Academic Year; September 1; $400 per month; $1,000 academic year plus remission of all out-of-state fees. February 1; $400 per month; $1,000 academic year plus remission of all out-of-state fees. March 15: Dr. Donald P. Thompson, Chairman, Department of Vocational Education, University of Wisconsin, River Falls, WI 54022.

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 funds. The percentage of reimbursement is determined by the U.S. Department of Agriculture. For example, 75% is the maximum percentage of reimbursement. The percentage must be agreed upon by the State Department of Education and the State Department of Vocational Agriculture for reimbursement to be possible.

After the budget has been set, the instructor must strive to meet or exceed the set amount. Barry any unforeseen major problems and these would be discussed with the administrator. The budget should be followed. It is the instructor’s job to be aware of the budget and be familiar with the budget policies and procedures. The instructor is also responsible for the proper use of the funds. The budget should be monitored 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 160 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 the teachers who help the students make up work when gone, and coaches who will let a practice be missed because of the state fair. $800-$1,000 can be added to the budget if the teacher 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 result will be successful.

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.

Using CETA Funds in Vocational Agriculture

For a number of years, I’ve heard the lament of vocational agriculture instructors about the misdeeds and ineffectiveness of the Comprehensive Employment and Training Act (CETA) in helping people in their local communities. Each teacher can cite at least one or two reasons why CETA is not effective and in many cases actually encourages people to become more inefficient and ineffective.

We must remember, however, that CETA was developed and legislated through Congress by the U.S. Labor Department. The labor department was faced with the high unemployment problems of the country during the Nixon and later administrations. Both political parties supported the legislation. It told us that our programs were not considered by Congress and the administration to be as effective as we believed. The programs are very diverse, and each teacher can cite a local problem that is not being addressed by the legislation. Many programs work well in the inner cities, and some work well in rural communities. Vocational education is a state program, and programs are regulated at the state level. This makes it difficult to address each program at the state level.

Vocational education in the United States is without a doubt the single most effective delivery system in this nation in the education, skills training, and occupational preparation of youth and adults. The effectiveness of the program is evident to those of us in agriculture. We see our students through our programs becoming actively engaged in an occupation which is in a very high degree, is related to the courses we offer.

We must not shun the CETA programs, but rather develop effective programs in our local vocational agriculture departments which will permit us to provide services 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. Ask people for CETA funds and programs. In rural areas it could be a local county or multi-county

THEME

Using CETA Funds In Vocational Agriculture

By Jim Gulinger
(Editors Note: Mr. Gulinger is Vocational Agriculture Instructor at South High School, Sycamore, Illinois. He is also past-President of the National Vocational Agriculture Teachers Association.)

February 1, 1980

FUNDING VACATIONAL AGRICULTURE
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In Vocational Agriculture

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county group, a farm organization such as Farmers Union, or an independent group.
2. Visit with the personnel responsible for the administra-
tion of these programs to get a better understanding of how they function in your area. Hopefully, your joint dialog will bring about a com-
mon goal which you both have for some of the disadvan-
taged and handicapped students and adults in your school district.
3. Develop a local training program under your voca-
tional agriculture program and direct your attention which will assist those groups of people who can benefit from your vocational agriculture program to develop or im-
prove 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 Title I is the most logical if you need 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 disadvan-
taged, including limited English-speaking people, older people, and public assistance recipients. It enables you to use funds to pay half the salaries of students enrolled in your program.
   - 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 impor-
tant 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 disadvantaged to work on our school farm during the summer, and several involved in the operation, live-
stock feeding and care, and other production agriculture skill development areas. They were paid from CETA funds at the same rate, kept up their academic grade in school, 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 programs. They were placed in regular jobs, some working fifteen hours a week with one-half of their salary going to CETA and the balance by the employer. Others were paid by the employer.

The cooperation of CETA-vocational agriculture programs allowed the vocational education students to be classified as disadvantaged to become fully employable through our summer and continuing programs.

Advantages of Using CETA
The following advantages can be cited for the coopera-
tion of a vocational agriculture program at Sycamore High School:
1. An effective program in vocational agriculture is established for handicapped and disadvantaged youth.
   - This is mandated by the 1978 CETA vocational education legislation.
   - An effective summer program for the full em-
ployement of vocational agriculture instructors on a nationwide basis was established, while at the same time they continue their present on-going vocational agriculture programs.
   - The summer program also permits the vocational agriculture instructor a greater opportunity to counsel and assist those students who may wish to enter the agricultural related courses during the regular school term.
   - An effective, well operated program can greatly enhance the views held by the community about the the and agriculture department in helping people become self-sufficient and employable.
   - In cooperation with a local community agency, the possibility of a highly effective FFA Building Our Amer-
ican Communities (BOAC) project was a part of this program.

We must open our curriculum to include all areas of agricultural education and we must move ahead from 1960's with effective agriculture/FFA programs designed to develop the youth and adults in our communities. This will never happen as a change. We must be ready to change as the effective use of existing and every educational programs.

1980 Themes For
The Agricultural Education Magazine
Making Yo Ag Relevant to the Needs of Agricultural industry
Basic Competency Programs April
Experimental Programs May
Simulated Programs
Technology in Agricultural Industry
Using Route Automation July
Safety Education August
Programs to Meet Social Ag September
Programs for Exceptional Students October
Exhibits November
December
NOTE: Authors should submit two copies of proposed articles.
Theme articles should be submitted 21 months prior to the date of the theme issue.

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 96 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 item is higher than its local store. Not many individuals will pay $2.00 for a can of peanuts which they can purchase at the local store for 90c. Make sure the price to be charged is realistic.
4. What is the percent profit?

Questions to be Considered
There are many types of fund raising activities. The most common are those activities which involve the sale of either goods or services. When one attends the State FFA Convention, he/she will usually find several fund raising ex-
hibits which involve the sale of various items, ranging from agriculture and grocery items. Before one takes advantage of any of the sale items, there are several things of which he/she should be aware in order to maximize the benefit.

1. What rules does the local educa-
tional 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 laws which require beginning any fund raising cam-
paign, a student group should have a good deal of time and trouble.
2. Are the items to be sold offered on a consignment basis?
   If the item is not offered, 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
   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.
3. What are the delivery and return dates?
   Set the dates to your advantage. 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:
1. Work Days — In work days students are hired by local individuals at a vari-
ty 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
2. Sale of Shop-Constructed Items — There are many possibilities in raising funds with shop projects. Items as sim-
ple as boot cleaners and as complex as gooseneck trailers have been made and sold. Such activities serve as good public relations devices in that it

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ARTICLES

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 prevention is often 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 the full potential is never reached. Progress is the result of taking a positive approach to the situation and leaders, not toward an ascetic or apologetic one. Accentuation 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 Hannibal. But the methods of application are in a 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 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

The unplanned fail to produce a bountiful harvest. Likewise, the 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.

By J.C. Atkinson
(Editor/Note: Dr. Atkinson is Professor of Cultural Education at Louisiana University.)

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 appearance for a fund raiser to a farm carnival with milking contests, hay hauling contests, and tractor drive- ins. An excellent source of ideas are carnivals in the local fair. Many of the game booths and other activities can be adapted for use in school activities. Carnivals is almost unlimited. Community involve- ment can often be obtained with car- nivals. Area merchants will occasionally donate raffle items, thus increasing profits. In some areas raffles are not legal or accepted by the public. Be sure and check area and state regulations before having this type of activity.

Gardens — The sale of produce, garden plants, and ornamental plants from school-owned greenhouses affords an excellent method of raising se- condary 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 instructions presented in this article will hopefully help you to be a better advisor of fund raising activities.

Many worthy projects are using someone with initiative to try and set the wheels of progress in motion.

There are many who are willing and to a part of financial cost them nothing in time, the finances. Instead of being on bring about progress, these are are being dragged by others who are actually trying to make a contribution to society, world is full of joiners, but are shortage of innovators.

A former dean of a college in the nation's major universities will speak at a seminar for graduating seniors. In the seniors that in life they would in numerous decisions and that one commitment was made to carry it even if it meant having a bit of effort moved from one's own. The main reason was that accepting responsibility meant 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 grandstand was installed into the family a few months ago. At an early age he was helpless, cooing or squealing (depending upon his mood and need) to precious plastic living materials visit with him at nine months of was quite revealing. Now he has a lively upright, constantly on the move when awake exploring everything; he is also discovering everything about himself. The main reason was that accepting responsibility meant much more than just saying yes.

Use Time Effectively

Someone has said that most individ- uals would be amazed if they could compare the things they are actually doing with a list of what they should be doing. Priorities would be drastically reduced. From this there should be derived a practical list of what one now intends to do. One here may be identifi- cation as to what one is doing or, realistic, impossible.

Many persons have felt a deep con- cern for a lack of personal effectiveness in the area of human relations. It 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 them.

Time is too limited to be frittered away just guarding one's inadequacies. One should believe in the possibility of making progress and then plan accordingly.

Energy should be expended upon a clear understanding of the situation.

Knowing facts and utilizing them positively are two different things. To be effective, one must use the keys that are available. One should act as a person, not as a child, one in a problem, not as a child in the presence of personal involve- ment. Failure to lead often results in one failing to maintain one's role. Someone will replace him and a personal opportunity is lost, often irre- versibly. One should remember that a leader should act as a leader.

Effective Teaching — What's the Basis?

Effective results in any trade, obvi- ously necessitate a high degree of com- petence in it if the individual is to be successful. The same is true with teach- ing. However, just as important and not quite so obvious, is the application of certain other ingredients that may be used or 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 imperative in the teaching-learning process. Encompassing these tools are an entire realm of other specifics that form the core of effective instruc- tion.

Self-Discipline

A teacher must have the self-disci- pline needed to prepare himself or herself in the subject matter areas being taught. This begins with the teacher. If effective teaching is to be accomplish- ed. A teacher must have enough enthusiasm to stimulate and interest the student to learn. A good teacher is never satis- fied 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 the many changes that take place in an up-to-date vocational agriculture pro- gram. This requires discipline of self, or the teaching and professional im- provement, and not being satisfied with mediocrity. There is no failure 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 re- sponsibility 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-
A Teacher of Teachers and Professional Leaders

Howard E. Jones

By Kenneth Kolak

Kolak is a professor in agricultural education at Minnesota State University, Mankato.

A Teacher of Teachers With His Teachers - Howard Jones (second from the right) is shown with three of the teachers who were in his vocational agriculture classes. From the left, these are Dan Nanket, Ken Kolak, and Richard Aide, as well as many others from the Muscoda Community. This influence inspired these individuals to work in their respective communities, as leaders and professional educators, just as their former teacher of vocational agriculture had done in Muscoda.

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Silver Solder Your Own Band Saw Blade

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If you are interested in receiving free of charge one of these books, write to the Book in View Editor and indicate which title of interest to you. The book to be mailed.

Richard M. Hylton
Book Review Editor
The Agricultural Education Magazine
P.O. Drawer 106
Mississippi State, MS 39762

FEBRUARY 1985

Silver Solder Your Own Band Saw Blade

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 area to be soldered with emery cloth or grind them to remove rust and scale.

3. Loop the blade along 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 e-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 oxyacetylene torch to a neutral flame.

6. Pre-heat joint until flux is watery in appearance.

7. Move torch away from the flux and apply solder quickly. Solder should flow through the pores of the base metal. Note: only a small amount of solder is required. After welding, the area will need to be ground off.

8. If solder fails to flow, reheat the blade to a higher temperature.

9. Allow the blade to cool in the water. If re-heated, 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 bands.
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 Region Student Officers for the FFA. Their leadership is important to the continuing success of the organization.

The officers for 1979-80 are:
Front Row (left to right): DOUGLAS C. ROSS, 20, of Winchester, Virginia, National President, and PHILIP B. BENSCH, 20, of Werner, California, National Secretary.

Back Row (left to right): ELIN T. DICKENWORTH, 20, of Mesa, Arizona, Western Region Vice President; DONALD L. TEMMERS, JR., 20, of Woodburn, Maryland, Eastern Region Vice President; DAVE WILLIAM JAMES, 20, of Clay Center, Kansas, Central Region Vice President, and JERRY F. KIRBY, 20, of Gainesville, 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