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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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Year-Round Programs

There has been much talk about year-round programs in recent years. Terms commonly used in discussing the subject include "extended contracts," "12-month employment," and "summer programs." Some states now have laws which require vo-ag teachers to be employed on a 12-month basis.

On the other hand, vo-ag groups tend to talk about how teachers are overworked. Do vo-ag teachers really work that much harder than people in other occupations? If they do work harder, why is the subject of year-round programs such a "hot" topic? Why not cut back to 9 months and use the summer for resting? These questions are raised somewhat in jest, but they are not totally without importance.

Emphasize Instruction

A principle in the conduct of vocational education in agriculture is that instruction should be provided on a year-round basis. The key word is "instruction." Much of the content of many year-round programs is hardly of an instructional nature. Year-round programs should only exist to provide instruction in agriculture to the youth, young adults, and adults who can benefit from it.

To advocate year-round programs to provide income for teachers during the summer is not sound philosophically. Further, it does not make wise use of limited tax resources. As a profession, we should not support year-round income without year-round programs.

Year-round instruction in vocational education in agriculture allows for the establishment of long-term, continuous educational programs. It allows for instruction to make maximum application to the seasonal peaks found in the agricultural industry. It allows for the application of instruction in theory and basic knowledge to real world situations under the direction of a professional agricultural educator.

Emphasis must be on quality, and not quantity. The "overworked" phenomenon is more one of allocating time to those activities of greatest benefit than anything else. Teacher time should go to those activities of greatest pay-off. And the highest priority must be given to instruction! Using time to attend low priority meetings, perform school maintenance and custodial work, and other non instructional activities has little pay-off to the program and does not justify year-round employment.

Program Uniqueness

Vocational education in agriculture is different from other vocational programs. The other vocational programs are largely based in school facilities (classrooms and



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

laboratories). Vo-ag is community-based. Instruction in the school classrooms and laboratories is merely the beginning of the instructional process.

Vocational agricultural educators must guard against the temptations of becoming like other areas of vocational education. The temptation is real! The temptation is to teach from 8:30 a.m. to 2:30 p.m. and go home (or to a second job), as is the practice in some vocational centers.

Year-round programs of vo-ag can be justified only if there is a year-round planned instructional program. Quality instruction must be provided by individuals who are professional agricultural educators.

March, 1982

The theme for this issue of The Magazine is "Year-Round Programs." Dr. William B. Richardson of Purdue University has served as Theme Editor. He has assembled six articles dealing with various aspects of year-round programs.

The Cover

Years of abuse to the protective barrier of the Atlantic Ocean sand dunes left the dunes exposed to the ravages of high tides and ocean storms. Flagler Palm Coast High School students, led by Future Farmers of America advisor Jim Galvin, right, received aid from ITT Community Development Corporation, developers of Palm Coast, to reseed the dunes, using old Christmas trees to hold the seedlings in place. (Photograph courtesy of Jerome K. Full, ITT Community Development Corporation, Palm Coast, Florida 32051)

Year-Round Instructional Programs

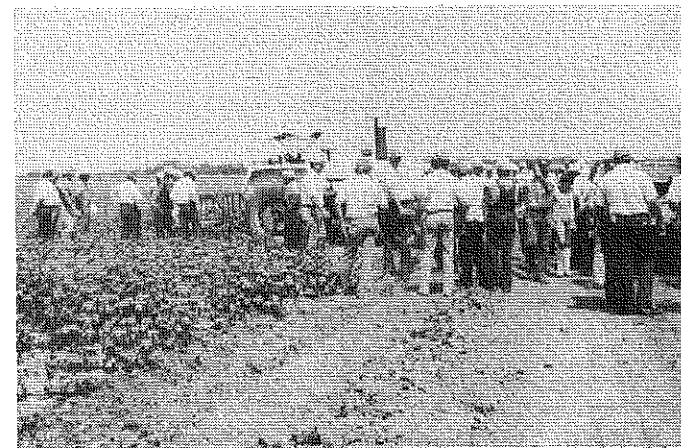
Year-round instructional programs were the topics of many discussions over the past year. Economic conditions of schools, coupled with static or declining enrollments, have forced school leaders to look for ways to economize. One place many of these administrators looked was in their vocational agriculture budget. Most likely the future of year-round programs will continue to be discussed as the financial plight of many schools worsens as the economic slump of the country continues. Teachers in many states have faced or will experience cutbacks in contracts which result in a reduction in the services provided by a school to its agricultural clientele.

Combating the situation of the future of year-round programs requires an examination of the nature of a "total" vo-ag program. A positive programmatic approach is needed. Most vocational agriculture teachers, teacher educators, and supervisors are well aware of the importance of the year-round program and are concerned about efforts, regardless of how noble they might seem, to reduce the effectiveness of such programs.

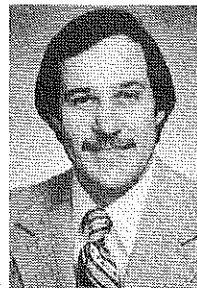
Aspects of Year-Round Programs

The theme articles selected for publication in this issue provide a discussion of many aspects of year-round instructional programs. The authors provide convincing positive arguments predicated on sound educational practice which provide a basis for year-round educational programs. To highlight points made in the articles and to establish a mind set for reading this issue, the following summary points were gleaned from the articles.

First, the agricultural industry to which we align ourselves does not stop and go with public school



Young farmer summer tours are popular in some areas. This photograph shows a group inspecting a wick applicator to control weeds in cotton on the Contese Farm, located in central Texas. (Photograph courtesy of M.J. Ceptica and John Dillingham, Texas Tech University, Lubbock, Texas)



BY WILLIAM B. RICHARDSON,
THEME EDITOR

(Editor's Note: Dr. Richardson serves as Professor and Chairman of Vocational Education, Purdue University, West Lafayette, Indiana 47907.)

semesters. The industry is a year-round enterprise. Many activities of the agricultural industry with which the vocational agriculture instructor must be involved occur during the time of the year when the public schools are not in session. To prepare students for jobs in that industry the teacher of agriculture must be actively involved in the industry, and involvement is a year round job.

Second, vocational agriculture programs are community based. The vocational agriculture instructor is considered and has earned a position as a community agricultural leader. To maintain this position and work toward the strengthening of agriculture in the community, the leader must be visible, involved, and working in the agricultural activities on-going in the community. These activities are year-round, hence the leader must be involved year round.

Third, vocational agriculture is a program. By operational definition, a program is more than just a group of related classes. The total program concept has been a hallmark of the strength of vocational agriculture over the years. Programs must meet the needs of the community. As such, programs must be maintained and fine tuned. Curriculum must be updated. Equipment must be maintained. Records and reports prepared and files organized. Teacher involvement in activities and professional and technical up-dating must be a part of the total program.

Fourth, the needs of young and adult farmers for training and retraining carry on beyond a few class meetings in the winter. Problems of production and records need attention as the events occur. The teacher who is not there year-round cannot keep abreast of the progress of the agriculture in the community.

Program Future

Many other ideas are explored in the theme articles. The future for these programs (in spite of budgetary constraints and other problems) might lie in our ability to state a case for year-round educational programs which have a sound educational base. When the programs veer away from educational principles, then the year-round concept is open for close scrutiny.

The NVATA Position on Year-Round Programs

Vocational education is related to a basic part of American life: earning a living. Students not only learn specific skills needed to enter jobs upon leaving school, but they also learn an understanding of work and its role in the American economy. Vocational education classes make considerable use of individualized instruction in serving schools with a wide variety of ability and age levels.

Because the need was there, federal legislation helped strengthen and enlarge the scope of vocational education. Beginning with the Smith-Hughes Act of 1917, vocational education received the impetus needed to help prepare people for work. Transitions since then have taken place with the passage of the Vocational Education Act of 1963 and the Amendments of 1968, 1972 and 1976. The legislation authorized broadening instructional programs to include training for the farm related agriculture occupations as well as continuing and improving the traditional production agriculture programs. In addition, the legislation established the principle of training for occupations to meet identifiable manpower needs. The philosophy that programs should be extended to persons who could benefit in all communities was emphasized.

The agricultural situation has changed. Currently it is one of public concern about an adequate supply of food, feed, and fiber. To the producer, it is one of abundant production, higher prices, better prospects for profits, and an improving marketing situation in both domestic and international trade. This represents a turn-around when compared to the 1960's. The changes affecting producers have had similar effects upon the agribusiness sector. There is also a public awareness of the need to improve environmental conditions.

However, all segments of the agricultural industry are faced with offsetting and baffling problems such as high production and marketing costs including expensive labor, costly supplies, capital and machinery, and high interest rates. These may lead to loss in efficiency, new challenges in management, and the ability to hold the soil, maintain clean air, provide pure water, keep attractive landscapes, and implement other conservation practices. Vocational agriculture educators became increasingly concerned about the situation in the late 1970's.

An AVA Agricultural Education Division ad hoc Committee on Legislation was appointed in 1979 to develop legislative concepts as priorities for reauthorization of federal vocational education legislation. The concepts developed by the Committee were adopted by the Agricultural Education Division during the 1979 national convention in Anaheim, California. One of those concepts addressed "Year Round Instructional Programs."

BY SAM STENZEL

(Editor's Note: Mr. Stenzel is Executive Director of the National Vocational Agricultural Teachers' Association, Inc., P.O. Box 15051, Alexandria, Virginia 22309.)



Legislative Concept

The rationale for "Year Round Instructional Programs" states: *A widely accepted foundation of effective vocational education includes supervised individual student occupational experience programs such as work experience, cooperative education, clinical experiences, simulated work experiences, supervised occupational experience programs and placement in business and industry. Such occupational programs are more meaningful and effective when supervised by qualified instructional staff. Program accountability is enhanced as well as the health, safety and welfare of the students. Such supervision can and does necessitate the utilization of instructional personnel on a year-round basis due to the seasonal nature of many industries.*

Member organizations of the Agricultural Education Division (American Association for Teacher Educators in Agriculture, National Association for Supervisors of Agricultural Education, and National Vocational Agricultural Teachers' Association) recommended that federal legislation for vocational education support the development and supervision of occupational experience programs, including provisions for year-round instruction and supervision.

To further embellish the concept, the ad hoc committee identified Tom Jones, NVATA President and vocational agriculture teacher, Marana High School, Marana, Arizona, to prepare a position paper on "Year-Round Instruction Programs." Excerpts of that paper follow:

Given the primary purpose of vocational education in agriculture as "the development of competencies which lead to establishment in an agricultural occupation," the following are among the generally accepted characteristics of the instructional program which relate to the concept of year round instructions:

- 1) *Students must experience the day to day activities performed by workers in that occupation in a setting as close to their occupational objective as possible.*

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The NVATA Position On Year-Round Programs

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- 2) The program must be of sufficient length to allow students time to gain experience and develop skills. Students must remain in the program long enough to develop the needed mental/manipulative skills and the habits/attitudes of a reliable, productive worker.

The development of agricultural competencies for broad occupational clusters is a more detailed process than the development of skills for a specific job. The occupational maturity process which students experience through the program includes specific activities in selection, planning, conducting and evaluating occupational experiences. The basic strength of the program, whether at secondary, postsecondary, or adult level, is the individualized instruction and supervision evolving from the occupational experience program. Year round occupational experience vocational agriculture programs help students gain employment experience, explore career opportunities, learn by doing, develop leadership and economic skills, secure economic independence, develop responsibility, and become employable.

NVATA Position Statement

NVATA delegates attending the National Convention at New Orleans in 1980, affirmed the Agricultural Education Division position by unanimously passing a Policy Resolution addressing the "Year Round Instructional Program in Vocational Agriculture." The resolution stated:

WHEREAS, The effectiveness of agricultural education programs depend on activities that occur during the summer months; and

WHEREAS, Students and the community are denied the benefits of a viable program when activities are curtailed for the summer months; and

WHEREAS, Teacher morale and student interest are curtailed when a program is non-competitive and substandard, therefore be it

RESOLVED: That the NVATA support all efforts to improve the effectiveness of vocational agriculture programs and resist any effort to curtail program effectiveness by decreasing the length of secondary or adult programs to less than twelve months.

The resolution has been widely used. A copy was mailed to every chief state school officer, state director for vocational education and state supervisor for agricultural education. A position statement was developed from it. The statement was approved during the NVATA Board of Directors meeting in July and the delegates attending the national convention in Atlanta in 1981 gave it final approval. The statement was as follows:

Agriculture is a basic industry. The well-being of our society and the economy of the United States require a productive and efficient agriculture. The increasing scientific and technological nature of the total agricultural complex, the continuing and expanding demand for food and fiber, and the mounting pressure on the renewable natural

resources in our environment dictate the need for specifically educated and highly skilled entrepreneurs and employees.

Vocational agricultural education is a program founded upon a sound philosophical base. This base embraces the importance of the relationship of knowledge taught to its effective use and application. With this base upon which to build, the program has relevance, stability, and a sense of direction.

Vocational agricultural education is a part of the career development continuum which includes (a) education for choice of an agricultural occupation through career exploration, career motivation, and career orientation; (b) education for entrepreneurship or employment; and (c) education for upgrading and retraining. Vocational agricultural education programs are available for youth at both the high school and post-high school levels and for adults throughout their working life. To assure quality, vocational agricultural education programs are responsive to the needs of the individual for job-entry skills and compatible skills of communication, citizenship and leadership, decision-making, positive attitude towards learning, and personal and occupational responsibility.

A widely accepted foundation of effective vocational education in agriculture includes supervised individual student occupational experience programs such as (1) work experience, (2) cooperative education, (3) clinical experiences, (4) simulated work experiences, (5) supervised production agriculture programs and (6) placement in business and industry. Such occupational experience programs are more meaningful and effective when supervised by qualified instructional staff. Program accountability is enhanced as well as the health, safety and welfare of the students. Such supervision can and does necessitate the utilization of instructional personnel on a year-round basis due to the seasonable nature of many industries.

The development of agricultural competencies for broad occupational clusters is a more detailed process than the development of skills for a specific job. The occupational maturity process which students experience through the vocational agricultural program includes specific activities in selection, planning, conducting and evaluating occupational experiences. The basic strength of the vocational agriculture program whether at the secondary, postsecondary or adult level, is the individualized instruction and supervision evolving from the occupational experience program.

A founding principle of effective vocational education in agriculture includes supervised individual student occupational experience programs (SOEP). Through SOEP students "learn by doing" by applying agricultural knowledges and skills studied in the classroom to a practical, useful occupational experience.

The SOEP is structured to provide for the development of occupational skills and to provide an opportunity for students to gain experiences in their particular area of occupational interest.

Occupational experience programs provide students the opportunity to become occupationally involved in agriculture under the guidance and supervision of their vocational agriculture teacher, parents, and employers. Due to the

year-round nature of production agriculture and the associated agribusinesses, much of the opportunity for occupational experience must take place during the non-school months. The need for one-on-one instruction and supervision of students in these programs results in the need for year-round instructional programs.

The National Vocational Agricultural Teachers' Association supports the development, implementation and supervision of occupational experience programs, including provisions for year-round instruction and supervision in vocational education programs in agriculture.

A Philosophical Base

Vocational agricultural education is a program founded upon a sound philosophical base. The base embraces the importance of the relationship of knowledge taught to its effective use and application. With this base, the program has relevance, stability, and a sense of direction.

The development of a program of vocational agricultural education requires a series of standard concepts that provide stability and direction and which are compatible with the philosophical foundation. The concepts serve as a unifying force which makes vocational agricultural education a singular program in the educational system of the nation.

• Vocational agricultural education programs are developed and conducted as a part of an educational system and are in harmony with a total philosophy of education.

• Changes within the agricultural sector or our technological society require that major efforts of vocational agricultural education focus upon preparing individuals for work and for entrance into the work force or entrepreneurship.

• Vocational agricultural education programs relate to the productivity of people in terms of competencies in agricultural occupations, attitudes toward the occupations, and a willingness to produce efficiently.

• Vocational agricultural education is a program which combines the skills and technical content of various disciplines with the requirements of the world of work.

• The vocational agricultural education program is unique in its requirements for community resource utilization, facility and equipment needs for instruction, curriculum, instructor qualifications, and student goals.

• Vocational agricultural education programs possess a time commitment of sufficient length and intensity to provide instruction important to the successful entrance of the student into and advancement within the chosen occupation or entrepreneurship.

THEME

Planning a Year-Round Program in Vocational Agriculture

Some vocational agriculture departments have recently had their programs reduced to less than a year-round program. Much of the rationale for the reductions has been brought about by budget cuts. Teachers who experience cutbacks often find themselves defending a tradition. School administrators who are staggered by shrinking budgets may not be as sympathetic to tradition as they once were.

The ideas presented may be of value when talking to economy minded administrators. This article stresses three major points:

1. Why have a year-round program?
2. What activities should be placed in a summer program?
3. How can these activities be placed into a meaningful schedule?

Rationale for Year-Round Program

The most important reason for having a year-round program is that you cannot really meet the needs of students with a part-time program. There are a large number of problems and situations that only happen in the summer. The corn does not stop growing when school is out. The livestock will still need care. The agribusinesses are still open and your students are still employed. In other words,



BY WILLIAM G. McVAY
(Editor's Note: Mr. McVay is Vocational Agriculture Teacher at Whitko High School in South Whitley, Indiana 46787.)

in agriculture, business still goes on and the teacher needs to be present to help meet the student's needs and to try to aid in solving their problems.

A second reason for a year-round program in agriculture is that each farm, each field, and each group of animals is different. The teacher needs to be available for one-on-one individual teaching. The teacher needs to understand and aid the students in their individual problems. Summer is an excellent time for making visits to students.

Year-round programs in agriculture are necessary because of the nature of the subject taught. Unlike other subjects where only one reference is used in a classroom situation, vocational agriculture requires several

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Planning A Year-Round Program In Vocational Agriculture

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references, laboratories and other equipment. The teacher needs time to get caught up on the changes occurring in technical agriculture. Teachers cannot teach the same material year after year. It just takes a lot of time for a competent agriculture teacher to prepare for next year's school program.

A year-round program allows the teacher to become a part of the community and to be an excellent public relations arm for the school. The vo-ag teacher should be the agricultural leader for the community. Vo-ag teachers should be available for such problems or activities as:

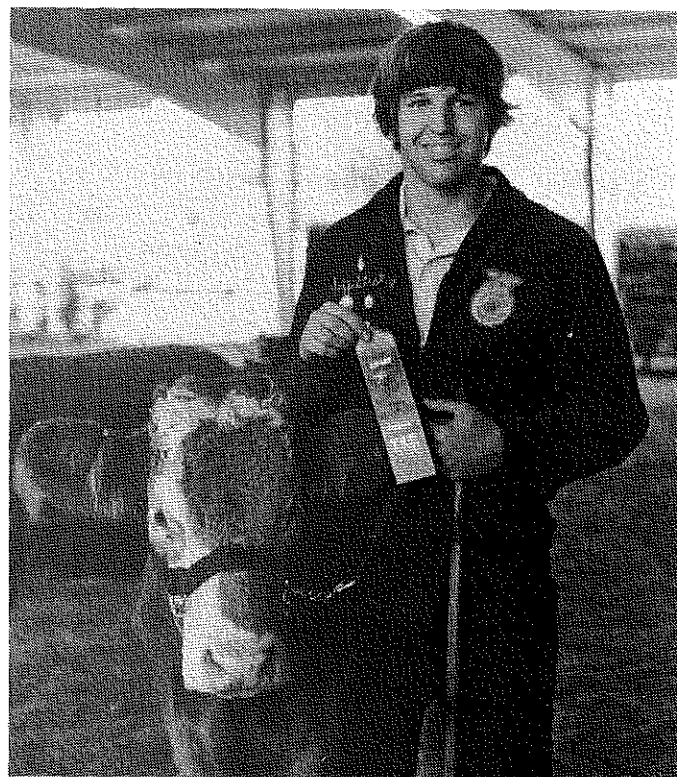
1. What is wrong with Mrs. Jones' roses?
2. Help in obtaining part-time harvest help for Mr. Smith.
3. Aiding in conducting the county fair.

In doing these things the teachers are of real value to the community. If they are to participate in such activities, they need to live in the community and be available year-round.

The list of reasons for a year-round program could go on, but these are the more important ones.

Activities That Should Be Included in a Summer Program

The kind of activities teachers will be involved with will depend upon the community where they teach and the



Helping students participate in summer cattle shows is important in some communities. (Photograph courtesy of Art Nelson, Supervisor, Olympia, Washington)

kind of agriculture that is found there. Some of the activities a typical teacher could be engaged in during the summer months are presented here.

Individual Visits. As alluded to in the previous section, individual contact with students is a very important part of the program. Many vocational agriculture teachers try to see all current high school students at least one time during the summer. Also, a visit is made to all incoming freshmen. These visits are very important in explaining the program and getting new students started in the program. Visits are by appointment. The vocational agriculture teacher has a unique opportunity to help students because of the knowledge of their parents and home situations. Time in the summer is needed to fully capitalize on these opportunities. This is also a good time to make young and adult farmer visits.

FFA and Other Youth Activities. Summer is an ideal time to plan and carry out FFA activities. Conventions, camps, shows, and contests can be scheduled in the summer. Some chapters take summer achievement trips. FFA members can also work on the school farm.

Conferences and Workshops. Teachers need to keep up-to-date in agriculture. They also need to have their "professional batteries" recharged. Summer conferences, workshops, and tours are ideal for this. Vocational agriculture teachers have a special esprit de corps that is found in few, if any, other teacher groups and few other professions. These summer meetings allow teachers the opportunity to get together and enjoy this special closeness vo-ag teachers possess.

Office Work and Planning. Ag teachers need to spend time in the classroom, office, and laboratory preparing for next year. Revising courses of study, making lessons plans, taking inventories, repairing shop equipment, and ordering supplies and films are all necessary summer activities. Teachers need some time to just sit down, think, plan, and organize.

Vacations and Time with the Family. Vacations and family time are activities vo-ag teachers need to put into their summer. Some teachers say that they do not have time for a vacation. Generally, teachers have time for anything they want to do; it is just a matter of priorities. Year-round contracts allow for vacations. They are needed and should be taken. Most spouses and families of ag teachers make sacrifices so the teachers can do their jobs. Therefore, ag teachers owe it to their families to spend some time with them.

Planning a Summer Program

In April or May teachers should start planning the summer schedule. A list of fixed dates such as conventions and fairs is needed. Also, write in the vacation dates at that time. The teacher should meet with the FFA officers and plan the summer program. The summer instructional visits to high school students should be planned. A proposed method might include:

1. Group the students into geographic areas
2. Set up tentative dates and times
3. Check these times with the students
4. Complete the final schedule

It is much more efficient to follow a schedule in making visits. One teacher reported that in the last twenty years when appointments were made 90-95% of the students were at home and ready for the visit. This plan is for the first summer visit. Additional visits are scheduled by phone or at summer FFA meetings.

The complete summer schedule can then be mimeographed and a copy given to each student, to the administration, and school secretaries. A daily service report should be kept and provided to the administration at the end of the month. At the end of the summer these service reports can be used to make a summary of the summer's activities to give to the administration. Making enough copies for all school board members is a good idea.

Summary of Summer Activities for
William McVay, Vocational Agriculture Teacher
Whitko High School, 1976-1980

Activities	Percentage of Time
Individual Contacts:	19
High School, adult and young farmers, pre-vocational students, agri-business	
FFA and Youth Activities	37.8
Professional Conferences and Workshops	12.6
Office Work & Planning	15
Vacation	15

The Clincher

Budget and economic problems are persistent. However, if teachers are to have a complete program and truly meet the needs of students, year-round programs in vocational agriculture are a must.

THEME

The Key to Year-Round Programs is SOE

How could the vocational agriculture program in Marana, Arizona, be effective if it were conducted on anything less than a year-round basis? There could be a series of courses in agriculture. But this would not be a "program." The key words in the first sentence that support the year-round nature of the program are the words "vocational" and "effective."

The Marana Summer Story

The year-round instructional program is a cornerstone of quality vocational education in agriculture. The summer months offer great possibilities for the vo-ag teacher to conduct meaningful activities that are not feasible or suited to "in-school" time. I teach in a two-teacher Department. My co-worker, Jim Armbruster, and I carry out an active summer program. For example, some excerpts from our 1977 and 1980 Summer Programs of Activities Reports of Accomplishments are presented here.

- 126 students were visited with approximately 40% being prospective students and 60% continuing students.
- Mr. Armbruster conducted a tractor safety and operation class for three days with 9 students enrolled.
- Mr. Armbruster attended a one week seminar at the University of Arizona on Long Range Program Planning. As a result a first draft of the new five year program plan for the vo-ag department has been written and presented to the administration and the vocational agriculture advisory committee.
- Leadership training activities involving 21 students were conducted.
- The two vo-ag teachers attended the Summer Vo-Ag Teachers Conference and made plans to implement competency-based instruction and reporting into the vo-ag curriculum.
- Mr. Armbruster worked with two area farmers to upgrade his skills in agricultural production.
- Mr. Jones attended a one week seminar at the Univer-



BY TOM JONES

(Editor's Note: Mr. Jones is Vocational Agriculture Teacher at Marana High School, Marana, Arizona 85238. He is past President of the NVATA.)

sity of Arizona to learn of recent advances in animal science.

- A written plan for incorporating the land-livestock laboratory into the instructional program was developed.
- The shop facilities were open and available for student and adult use 12 days during the summer.
- Three students assisted the instructors in constructing oxyacetylene welding stations, tool cabinets, and painting pieces of shop and land-livestock lab equipment.
- Two days were spent conducting and summarizing a follow-up study of former vo-ag program completers.
- Mr. Armbruster was elected Secretary of the Arizona Vocational Agriculture Teachers Association.

Now, I could go on listing activities that come about because of the year-round instructional program. You could probably add to the list by listing significant accomplishments which result from your year-round program. Most people in our profession are sold on the implications year-round programs have for quality instruction, student recruitment, and retention of teachers. Supervised occupational experience is outstanding among other benefits.

The Profession Makes a Commitment

If we are to retain and regain year-round programs, then all in our profession are going to have to make a renewed

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The Key to Year-Round Programs is SOE

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commitment to supervised occupational experience as the basic component of the instructional program in vocational agriculture.

A position paper developed in 1979 by a subcommittee of the AVA Agricultural Education Division Research Committee stated, in part,

The basic tenet for providing instruction in vocational agriculture during the months when school is not formally in session must rest on instructional activities involving the teacher with students individually or in groups at both the secondary and adult level. These instructional activities will primarily focus on supervision of occupational experience programs and coordination and supervision of FFA activities. The primary role of a teacher is education.

A basic component of the instructional program in vocational agriculture is the supervised occupational experience program. The SOEP of many students will be conducted over a twelve month program. For other students, the major activities for their experience programs will occur during the summer months. Whether the student is in an ownership position or a placement position, the opportunity for learning on the job best presents itself during the summer months.

In both production and placement experience programs, the student is involved in the world of work. During this time, the student is to apply those facts and concepts growing out of classroom instruction in the practical application to the world of work. The teacher is responsible and must be provided time to provide the supervision and guidance to insure the learning activities of the experience program are meaningful and accurate.

What I Told Congress

Last year, I was asked to prepare a draft position paper on Year-Round Instructional Programs for the Agricultural Education Division of the American Vocational Association. It was not an easy task to address this vital subject in a short, concise statement that would be read and used by legislators and others to formulate federal legislation on vocational education. What I finally came down on as the rationale for year-round programs, as revised by Dr. William Richardson of Purdue University and others, really amounts to a renewed commitment to supervised occupational experience. Let me share the position statement with you.

A founding principle of effective vocational education in agriculture includes supervised occupational experience programs such as productive entrepreneur enterprises, work experience, laboratory experiences, and cooperative education. Through supervised occupational experience programs (SOEP), students "learn by doing" by applying agricultural knowledges and skills studied in the classroom to a practical, useful occupational experience.

The SOEP must be structured in such a way as to provide for the development of occupational skills. Actual experience coupled with acquired knowledge and skill in technical agriculture is essential for successful employment. Occupational experience programs provide students

the opportunity to become occupationally involved in agriculture under the guidance and supervision of their vocational agriculture teacher, parents, and employers. The best way to prepare students for employment is with SOEP.

Due to the year-round nature of production agriculture and the associated agribusinesses, much of the opportunity for occupational experience takes place during the nonschool months of the summer. The need for individualized instruction and supervision of students in these programs, combined with the regular on-going school year activities, results in the need for year-round instructional programs.

Given the primary purpose of vocational education in agriculture as the development of competencies (knowledges, skills, and attitudes) which lead to establishment in an agricultural occupation, the following are among the generally accepted characteristics of the instructional program which relate to the concept of year-round instruction:

- 1) Students must experience, in a setting as close to their occupational objective as possible, the day to day activities performed by actual workers in that occupation. Pseudo experiences seldom can maintain student interest for the needed length of time to provide a meaningful experience.
- 2) The program must be of sufficient length to allow the students the time to gain experience and develop skills. Students must remain in the supervised experience program long enough to develop the needed mental and manipulative skills and the habits and attitudes of a reliable, productive worker.

From these characteristics, the importance of occupational experience and the need for year-round instructional and supervisory activities is supported. Vocational agriculture helps prepare students for employment and self-employment. Through the use of the teaching tools available in a total, year-round program, students have the opportunity to gain real-life experiences which will assist them in becoming occupationally prepared and productive.

Year-round instructional programs in agricultural education accomplish the following important activities and purposes:

- A. Occupational maturity and preparation through individual student occupational experience programs.
- B. Utilize the many teaching tools available in the vocational agriculture program and the community.
- C. Provide individualized instruction of a timely nature.
- D. Offer experiences in a complete agricultural production cycle which will normally include the summer months.
- E. Provide supervision of occupational experience programs conducted by students on a year-round basis.
- F. Meet the needs of students, both youth and adults, who need the time to develop the necessary skills and experiences which make them occupationally competent.

Keep Commitment or Fold Tents

Obviously, the key to keeping year-round programs is SOE. Teacher educators, state supervisors, professional organizations, and teachers can insure the future of the year-round program by advocating and implementing supervised occupational experience in every vocational agriculture program. There may be exceptions and pro-

grams which do not need year-round instruction. However, lessons of the past tell us that in vocational education too often the exception becomes the rule. If we lose our commitment to SOE then, I maintain, we have lost it all and we can fold our tents and take our show on the road.

THEME

Summer Puzzle — Choosing the Correct Components

Are you puzzled when you begin to plan your summer activities? Do you seek new directions when planning your summer programs? As with any puzzle, workers must carefully plan to produce desired outcomes. Prior to each summer, teachers must consider possible directions to follow, and establish time priorities to develop successful year-round programs for particular communities.

All outstanding summer programs have certain commonalities which are key elements to their success. As you consider directions for your upcoming summer program, try your skill at identifying the "hidden" summer components in the following word puzzle. Twelve phrases or words are included in this puzzle. The words represent components of successful summer programs. Words may be found up, down, across, backwards or diagonally. (The solution is presented on page 21.)



By M.J. CEPICA AND JOHN DILLINGHAM
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The Planning Process

Your summer program should not be hidden in your community. The key component of any successful program is visibility. In order to keep your program in the public spectrum, consider each of the following processes: Step 1. BRAINSTORM. Make a list of all possible activities for your department. Set aside ample time to plan for your summer. In one-teacher departments, this can be accomplished prior to the summer at your discretion. For multiple-teacher departments, schedule a time when all teachers can meet. Consider meeting at a location away from the school office for a highly productive, uninterrupted meeting.

Step 2. SET PRIORITIES. Ask yourself, How important is each activity? The question should exhort how time should be utilized to "custom build" a program applicable to your particular community. It may be necessary to omit some activities completely while delegating additional time to more relevant activities. Remember, those of you who are employed year-round, work with other vocational teachers who have less than 12-month contracts. Emphasize those activities which make your program visible and unique. In one-teacher departments, establishing priorities is necessary in order to include each important activity. Coordination of various events in multiple-

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SEEK-A-WORD SUMMER PUZZLE

F	Y	E	A	R	R	O	U	N	D	I	V	I	E	L	E	Y	M	A	M
H	C	P	R	O	G	R	A	M	S	M	A	E	O	P	O	Q	I	A	S
E	T	V	R	P	O	E	G	L	S	T	N	E	D	U	T	S	R	D	C
S	T	W	T	T	S	D	E	K	J	P	S	S	N	C	U	G	Q	V	I
N	O	C	O	E	T	F	T	I	V	S	R	G	R	X	O	T	L	I	N
O	B	R	I	R	Y	D	E	L	Q	E	F	E	F	R	S	U	Q	S	T
I	F	F	N	O	G	X	B	Z	M	A	R	Q	P	Y	G	Z	K	O	S
T	D	U	I	I	P	L	A	R	R	W	S	L	X	F	W	V	A	R	S
A	A	P	R	O	G	R	A	M	P	L	A	N	N	I	N	G	C	Y	P
L	E	F	M	E	S	F	E	N	I	N	R	L	R	P	H	O	G	C	N
E	R	F	D	E	T	R	U	C	O	P	P	M	Q	E	E	I	U	O	L
R	B	C	A	L	S	W	V	I	S	I	B	I	L	I	T	Y	Z	M	K
C	P	B	U	L	L	V	T	B	Z	Y	S	A	N	C	B	N	I	M	G
I	E	D	K	E	Q	C	O	C	N	X	P	S	J	K	J	G	N	I	H
L	A	R	A	J	U	Z	K	O	M	Q	S	K	E	A	B	C	P	T	B
B	F	E	L	R	A	J	T	S	R	H	G	U	F	F	A	E	I	T	D
U	O	A	T	H	N	U	M	I	P	F	W	V	X	O	O	O	B	E	C
P	T	S	A	H	W	V	K	B	M	A	L	Q	G	S	R	R	G	E	D
C	N	R	E	X	L	B	Y	C	E	K	A	A	Y	W	K	G	P	D	D
I	M	P	R	O	V	I	N	G	F	A	C	I	L	I	T	I	E	S	P

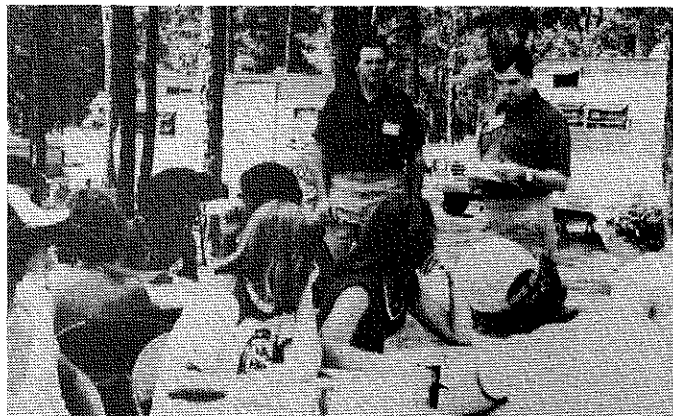
Summer Puzzle — Choosing the Correct Components

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teacher departments is necessary when setting priorities.

Step 3. CONSULT. During this stage, consult with your advisory committee members, administrators, and peers. Be open to suggestions, and most of all, be good listeners. By legislative mandate, each department should have an advisory committee to assist in decision-making. Fortunately, more teachers are utilizing committees to strengthen individual programs. If you have been negligent in this area, make it a point to incorporate the expertise of others in your planning for a more viable year-round program. Studies have echoed administrators' pleas to be informed about summer programs. Consult your administrators at this stage of summer planning and provide them an itinerary during each week of the summer. Your neighboring vocational agriculture teachers may be your best resource people when mapping plans for the coming summer. Capitalize on the experience and ideas of those who have proven themselves as having outstanding summer programs. Remember, your vocational agriculture program is unique. It will be only what you make it.

Step 4. SCHEDULE. Place your summer activities on a calendar. Be alert to possible conflicts that may arise among activities. Be sure to allow sufficient time to conduct and complete each activity. Establish a routine



Year-round programs include leadership and personal development instruction. Billy Conner and Dennis Engelke are shown assisting with FFA officer training at Cypress Springs Lake, located in east Texas. The training school is sponsored by the Sulphur Springs, Texas, Young Farmer Chapter.

whereby you may be contacted by students, farmers, administrators, and other citizens within the community. Regular hours at the vocational agriculture facility can be productively invested in your program, and interested persons can locate you when the need arises. A certain degree of flexibility makes your job enjoyable as well as satisfying. However, following a schedule during the summer months is imperative for a successful and accountable program.

Activate Your Plans

As with any design, the best laid plans are effective only if properly implemented. Recognize those activities which are continuous and those which may be completed in a relatively short period of time. Continually evaluate your progress toward stated goals. Make every single day constructively worthwhile. Seldom are noticeable accomplishments made in leaps and bounds. Strive daily to fulfill your priorities and scheduled activities.

Just as words and phrases were used to solve the seek-a-word exercise, consideration of the components will help you solve your own summer puzzle.

To eliminate the possibility of your summer program becoming an impossible puzzle to solve, put the following components in their proper perspective for your program: public relations, professional growth, program planning, FFA, SOEP, young and adult farmer education, instructional program, improving facilities and equipment, and prospective and in-school students. These nine components are vital to your summer program. The challenge is to put them in proper perspective for your department and community.

Each of the components has several activities which you should incorporate into your summer plans. Remember, begin your summer planning process with an earnest brainstorming session. Next, the nine major components addressed in this article and the individual activities selected by you which relate to each component should be arranged in order of priority. After completion of Step 2, you are ready to consult the appropriate personnel and begin scheduling all of your summer activities (Steps 3 and 4).

If appropriate consideration and evaluation have been accomplished during the planning process, you will undoubtedly be ready to activate your plans for a satisfying and accountable summer. Isn't it time to solve the mysterious puzzle that awaits your 1982 summer program?

J. Dale Oliver

BOOK REVIEW

AGRICULTURAL FINANCE, by W.F. Lee, Michael D. Boehlje, Aaron G. Nelson, and William G. Murray. Ames, Iowa: The Iowa State University Press, 1980, Seventh Edition, 438 pp. \$16.50.

The seventh edition of AGRICULTURAL FINANCE contains 24 chapters which are divided into three parts. These parts are: "Principles of Agricultural Finance"; "Financial Management

of the Farm Business"; and "Financial Markets and Agricultural Credit Institutions."

The book has been substantially revised from the last edition to reflect current developments in the field. It includes new material on: (1) decision making; (2) the time value of money; (3) leverage; (4) funds; (5) credit analysis and income statement; (6) issues in a credit institution; (7) legal

aspects of credit and finance; (8) risk management strategies; (9) estate planning; (10) agricultural lenders.

It was designed for use as a textbook for college undergraduate courses and has been a prime text in the field of agricultural finance for nearly 40 years. It would be very useful as a reference in teaching agricultural finance to high school students.

THEME

Year-Round Programs in Vocational Agriculture — A Necessity

Vocational agriculture programs were intended to be year-round programs since their formal beginning with the Smith-Hughes Act in 1917. The agricultural industry has changed dramatically since that time. However, the concept of a year-round program should not change. The need today for a year-round program in vocational agriculture is more imperative than ever before.

As we consider year-round programs, our immediate attention tends to focus on the summer phase of the program. The activities of the local vocational agriculture teacher need not change much during the summer months. The major emphasis of change during the summer will be supervising occupational experience programs rather than formal classroom teaching. These and other activities (such as professional development activities, updating and maintenance of the department, curriculum development, carrying out FFA activities, and attending to adult instruction) should be carried on throughout the entire year.

Agriculture is a year-round industry. If we are meeting the needs of the industry and preparing students for occupations within agriculture, we must support and carry out a year-round program of vocational agriculture.

The value and need of the vocational agriculture program conducted during the school year is seldom in question. The summer program, or extended program, often tends to be questioned by school and community members. The summer program has been and will continue to be vital to the total preparation of students in meeting the objectives of vocational agriculture. Every student enrolled in vocational agriculture should have a supervised occupational experience program. The students will be most involved in their occupational experience programs during the summer months.

Students with productive enterprises increase their activities during the summer. Farm placement increases when farmers and ranchers need additional employees. There is also an increase of activity in agribusiness resulting in a need for more employees when production agriculture is in full swing. Time must be allowed for vocational agriculture teachers to supervise students involved in supervised occupational experience programs during the summer.

The major activities of the local vocational agriculture instructor during the summer should be similar to those carried out during the regular school year. Those activities should center around students within the local community. Teachers are hired to teach. One cannot be teaching if he or she does not have contact with students. A majority of the vocational agriculture teacher's time should be spent teaching and supervising students and carrying out related activities. Time spent outside the community or used to



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carry out activities unrelated to student contact will tend to draw criticism.

The Findings of Research

Research has been conducted to determine the value of a year-round program and, more specifically, the value of the extended contract. Lantis (1976) conducted a study in Montana to determine the contributions a summer program makes to the success of the total program of vocational agriculture at the high school level. He found that when varying lengths of summer employment were compared, teachers employed over a longer period of time in the summer benefited the program by making more visitations; more awards were received by the school's FFA members; and more time was spent by the teachers supervising occupational experience projects.

Arrington and McCracken (1981) conducted a study to determine if the extent to which vocational agriculture teachers in central Florida employed on a twelve-month basis was related to both FFA Chapter activity level and supervised occupational experience programs scope. It was concluded that:

1) the dependence of supervised occupational experience programs on length of teaching contract indicates that schools desiring more effective supervised occupational experience programs should employ teachers on a twelve-month contract;

2) twelve-month teachers provide more personalized instruction as indicated by a high degree of participation with fairs and more supervisory home visits; and

3) students in twelve-month programs are more active in the supervised occupational experience program and are receiving more of an opportunity to develop skills in an occupational setting.

Other studies have been conducted to determine the activities in which vocational agriculture teachers are engaged in the summer, the amount of time they spend carrying out those activities in relationship to the total program. Some studies compared the perception of vocational agri-

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Year-Round Programs in Vocational Agriculture — A Necessity

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culture teachers and superintendents towards the summer program.

Lantis (1976) found that the vocational agriculture teachers in Montana reported spending almost 35 percent of their time during the summer on activities related to supervising occupational experience programs. They spent almost 16.5 percent of the time on program planning activities and just over 16 percent of the summer time on professional improvement.

Hilton (1981) conducted a study in Iowa which, in part, was to determine if differences existed between vocational agriculture teachers and superintendents in their perceptions of the importance of selected summer program activities. The summer program activities were grouped into eight categories. Teachers of vocational agriculture ranked professional growth activities as the most important, followed by FFA program activities, and supervised occupational experience program activities. Superintendents ranked supervised occupational experience program activities as the most important category of activities, while FFA program activities and resource improvement activities tied for the number two ranking.

A study is currently being conducted by a graduate student in Agricultural Education at North Dakota State University to determine the perceptions of North Dakota school superintendents and vocational agriculture teachers towards summer programs in vocational agricultural. A preliminary analysis of the data reveals that teachers of vocational agriculture ranked attending the state FFA convention as the most important summer activity. This was followed by supervised occupational experience program visits, shop improvements and maintenance, and curriculum development at the local level. Superintendents ranked curriculum development at the local level as being the most important activity teachers of vocational agriculture can carry out in the summer. This was followed by shop improvements and maintenance, supervised occupational experience visits, and public relations with local business firms in the community.

These students indicate a slight difference in opinion regarding the activities that should be carried out by vocational agriculture teachers during the summer months. This raises several questions. What activities are the most important? Whose direction should we follow? Do these activities make a difference in the preparation of our students?

Four Categories

Articles authored by me previously have indicated that I feel the duties of a vocational agriculture teacher in the summer can be grouped into four general categories. These categories include supervising and teaching, professional

development, FFA activities, and updating and maintenance of the department.

Supervising and teaching included teaching short-term summer classes, surveying employment opportunities in agriculture, securing job stations for supervised occupational experience programs, supervising students on their occupational experience programs and assisting them with their records, working with students to get their projects ready for exhibiting at fairs, and visiting prospective class members and their parents.

Professional development includes activities such as attending professional meetings of the vocational agriculture teachers association, attending workshops, attending summer school sessions, practicing teaching skills, and doing professional reading.

FFA activities include such things as conducting regular summer FFA meetings, supervising and assisting with the preparation of fair booths and exhibits, supervising FFA project activities that might be carried on during the summer months, and participating in other chapter leadership activities such as camps and trips.

Updating and maintenance of the department includes ordering supplies, references, tools and equipment; improving facilities; maintaining and repairing equipment; updating the course of study and other teaching instructional materials; and collecting or developing instructional aids.

Most of these activities might be going on throughout the entire year. The summer months, however, will provide an opportunity for some activities to be carried out more extensively, especially the supervision of students in their experience programs.

Year-Round Not Questioned

A year-round program in vocational agriculture appears necessary in order to provide students with the preparation and experiences necessary to gain the level of competence required for employment in the agricultural industry. Agriculture teachers must be convinced that they are hired into an industry for the entire year and must spend their time teaching and supervising the year-round. If all agricultural educators were convinced of that, the necessity of year-round programs need not be questioned.

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ARTICLE

Responsibilities in Year-Round Programs

By J.C. SIMMONS
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"And another thing you and your staff need to look at closer is the summer program for vocational agriculture teachers." This is an exact quotation directed at me during a conference with a local education agency school superintendent. The initial purpose of our discussion was relative to a financing problem pertaining to equipment and supplies needed by the vocational agriculture/agribusiness teachers in this particular system. The question on the extended program was saved as a final point of discussion and was not well received by the writer.

In Louisiana, when teachers of vocational agriculture are doing an excellent job with their extended program, the local education agencies refer to the individual as "our vo-ag teacher." Those not doing what they should do are referred to as "your vo-ag teachers" (meaning the state department's).

It has become apparent to everyone involved in the profession of vocational agriculture education over the years that the summer program "problem" at sometimes will arise in just about all local education agencies. If all vocational agriculture teachers would carry out their responsibilities relative to their extended programs, the complaints we hear would be at a very minimum.

I am sure that all state department staff members have experienced problems with situations where one teacher in a local system neglects these responsibilities resulting in all vocational agriculture teachers being scrutinized more closely in regard to what they are accomplishing, vocational agriculture education wise, during the summer months. Resulting criticism over the years has certainly not helped our total program.

Some responsibilities expected of vocational agriculture teachers during the extended program period are presented here.

Conference With Local Superintendent and Principal
Conferences with administrators

Attendance At Annual State FFA Convention

Without question, attending the FFA convention is the highlight of the year for students, FFA members, and vocational agriculture teacher. During the convention, honors are bestowed upon individual FFA members and FFA chapters. It seems improbable that this event should even be mentioned in this article. However, there are occurrences where teachers have not attended conventions. Absence from the event is certainly detrimental to the total program on the local level. It is a wonderful leadership training program for those FFA members in attendance. Upon returning to the community, publicity of the activity should be given to the local newspapers and radio stations.

In-Service Workshops

State staff members put a great amount of effort and work into planning needed and effective in-service workshops. These workshops are planned for the purpose of assisting teachers to improve instruction in the many phases of vocational agriculture education. In most situations, teachers are surveyed relative to their subject matter training needs and the state staff then determines the most pressing instruction areas that will assist the majority of the teachers. The workshops are then organized.

Along with this training for vocational agriculture teachers, leadership training conferences for vocational agriculture students are also provided in most states. This is also instruction that will serve to enhance the total program. Local FFA chapter officers from throughout the state attend and participate in this very valuable activity.

Attend State Vocational Agriculture Teachers Conference

Professionalism within the ranks of vocational agriculture teachers has always been a very important characteristic. This professionalism manifests

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are, of course, and hopefully, held periodically throughout the year. However, it is strongly suggested that a great deal of emphasis be placed on conferring with local administrators relative to a teacher's duties and responsibilities during the summer months. The teacher should be well-prepared so as to adequately explain his or her plans for the summer months and to also present this information so that the presentation will take a minimal amount of the administrator's time. The appointments should be made just prior to the closing of the school for the summer months. In many instances, the local superintendent refers the teacher to the system's vocational supervisor for conferences of this type.

Submit A Report During Each Week of the Summer Months

The type of report prepared to be submitted matters very little and can vary in format in the different systems. A specific and brief report relative to each working week of the summer months should be made readily available to local administrators.

It has been the experience of many vocational agriculture teachers to receive unenthusiastic comments from their principals and superintendents when these reports are submitted. However, occasions have occurred where this matter has been referred to for the purpose of supplying justification pertaining to aspects of the extended program. Therefore, these reports being present in the files of the teacher, principal, and local superintendent is important.

Responsibilities in Year-Round Programs

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itself at this important annual meeting as teachers from throughout the state have the opportunity to meet as a group and renew their interest in the field of work they have chosen as an occupation.

Participation in Special Courses

This endeavor by teachers of vocational agriculture teachers is always important relative to continued improvement of an individual's program. Teachers should always consult with their principal and superintendent regarding scheduling their extended program of work in such a manner that will permit them to enroll in courses offered by teacher training institutions during the summer months. Many teachers agree to maintain their program by working after hours and on Saturdays. It is important that everyone involved be in full agreement pertaining to any arrangements that might be reached.

All vocational agriculture teachers should strive toward professional improvement by taking courses beyond those required toward obtaining a bachelor's. Achievement of a master's degree and beyond on the part of teachers should be encouraged by the local administration.

Supervised Occupational Experience

Supervised occupational experience program (SOE) is recognized by all vocational agriculture teachers as the one most important phase of teaching vocational agriculture education. SOE is, of course, a continuous part of the total program throughout the year. However, teachers have the opportunity to place added emphasis on projects during the summer months. This includes not only supervising the production agriculture projects, but also the agriculture related or agribusiness projects.

All students should be supervised during the summer months. Those not having supervised occupational experience programs should be assisted by the teacher in initiating this activity.

Prospective work stations should be sought for students who will be in-

involved in the cooperative agriculture education program the following school year. This is an ideal time for teachers to determine those work stations in the agribusiness field as well as production agriculture. These on-the-job training situations should be carefully selected and in-depth conferences with prospective employes should be conducted if this phase of the total program is to be successful and viable.

School-Site Duties

The many school-site responsibilities of the vocational agriculture/agribusiness teacher do not cease on the basis of formal school attendance being discontinued for the three summer months. These responsibilities include supervision and maintenance of the agriculture shop, the greenhouse, the food preservation center, the school farm, the school forestry plot, etc. Some departments do not have all these facilities. However, where they do exist, it is very important that adequate time be scheduled for their proper place in the summer schedule of the program. These facilities should be made available to students and citizens in the community during the summer on the basis of their need and up-keep requirements.

Field Days

The summer months in many instances provide local field days which selected students should attempt accompanied by their teacher. Valuable educational information is included in many of these field days and students

have the opportunity to observe at "first hand" many facts they have discussed in the classroom.

Conferences With Students and Parents

Adequate time should be included in the extended program schedule which would give the teacher opportunities to hold conferences with prospective students and their parents. These individuals should be made aware of what the total program of vocational agriculture/agribusiness/FFA includes and what is expected of prospective students if they are to achieve the training offered them. Parents should certainly be aware of the type program in which their children will be participants. Special attention should be emphasized relative to the supervised occupational experience phases of vocational agriculture/agribusiness/FFA.

Program Assessment

Time is available also to re-evaluate and improve the annual teaching program. This should include preparing new lesson plans, preparation of the annual program of work and course of study, and all those endeavors that will enhance the instructional program of the teacher. Many teachers revise a majority of their lesson plans as a result of closely studying their accomplishments during the preceding school year. Taking time to concentrate on what to do in the classroom during the next school year is very important at this time.



Fair displays and other means of education may be used in year-round programs. An exhibit at the Western Washington Fair is shown here. (Photograph courtesy of Art Nelson, Supervisor, Olympia, Washington)

Other Duties

Other duties and responsibilities expected of the vocational agriculture department include requisition of new material for the department, hold scheduled FFA chapter meetings, and to attend faculty meetings and/or pre-school workshops just prior to the opening of school.

Program Variation

The extent of the extended program responsibilities of the various duties listed in this article varies from teacher to teacher and department to department. The first priority of the teacher during this time is to determine priori-

ties. This determination will of necessity (if the teacher is to be successful) not be based on experiences over a short term period of time but should be an on-going accomplishment.

Without question many individuals in the community are aware of the 12-month employment of the local vocational agriculture teacher and are very observant of what he or she is doing to justify the employment. It is of much importance to the total program that all vocational agriculture teachers continue to accomplish those responsibilities that will serve as justification for all teachers involved in vocational agriculture/agribusiness.

In Louisiana, all programs are on an annual (12-month) basis. This is supported by the State Legislature and the State Board. There have been occasions when this type of program was questioned. Through the efforts of a strong relationship of the teachers with members of the State Board and State Legislature and by the existence of many viable programs in the state, these moves have been successfully met and defeated.

It is of the utmost importance to our profession that all teachers have a well planned extended program that will meet the needs of his or her community.

ARTICLE

Teacher Time Management — Key To Year-Round Programs

Agriculture teachers frequently talk about being overworked. In recent years "overworked" discussions have apparently intensified. An increasing number of agriculture teachers who have quit teaching for other kinds of employment cite the long working hours as a major cause for leaving the profession. Some teachers who have given up teaching as well as some who are still teaching regard being a teacher of vocational agriculture as an impossible job, with too many expectations placed on them.

The job of vo-ag teachers has indeed expanded during the past 15 years. New programs and courses have been added for the non-farm agricultural occupations and, in most cases, the traditional agricultural production programs have gone on as before. New FFA contests, awards, and activities have been added, and not many of the original FFA programs and activities have been discontinued. Some agriculture teachers are now required to teach school-wide industrial education-related courses as a part of their agricultural mechanics program.

In some cases additional staff has been provided to cope with this additional workload, but generally not in proportion to the additional workload.

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The net result of this aggravated "overwork" situation is that the agriculture teaching profession is faced with an increasing number of good teachers who are becoming discouraged because of the overwhelming demands of their job. These people usually do not want to leave teaching; they are committed to their jobs and students. A major challenge to the profession is to find a way to solve problems of the overworked agriculture teacher.

Becoming More Efficient

If you are going to survive working at the most challenging and most satisfying job in the world, you will need to keep your morale high and you will need to be super-efficient in everything you do. Consider the following suggestions for building and maintaining morale and for maximizing efficiency as a teacher of agriculture occupations.

Have a positive attitude. Be a positive thinker as a person and as a professional educator. See the good in yourself and in other people. Give yourself credit for what you have done right. Give others credit for what they do right. Have high ideals, but be tolerant of your own imperfections and of the imperfections of others.

Be a constructive problem-solver. Don't curse the darkness, light a candle. Instead of emphasizing all of the reasons why something cannot be done, use your talent and energy to do something difficult, but worthwhile, in spite of some problems which must be solved. Be creative and innovative. If something new doesn't work when you try it, try something else. Keep trying until you find a solution to the problems. The satisfaction you get from solving a difficult problem will boost your morale and give you confidence in yourself, making the next problem easier to solve. Tell yourself that vocational agriculture teachers are the best problem-solvers in all the world! Don't complain about your problem. Do something constructive to solve the problems.

Don't feel sorry for yourself because you are overworked. You are no dif-

(Continued on Page 18)

Teacher Time Management — Key to Year-Round Programs

(Continued from Page 17)

ferent than other agriculture teachers. Good agriculture teachers are often overworked. Every challenging job is difficult, but a challenging job is always satisfying. Would you be bored doing a routine easy job? Your job is developing people. It is the most important and the most interesting work in the world.

Know your job and know where you are going. Carefully study the needs of your clientele, and then use your expertise to plan a good long-term program to meet those needs. Don't allow yourself to be overwhelmed by the work involved to develop and carry out the program. Phase the work, if necessary, but find a way to get the job done.

Establish priorities for the program and for your time. Give priority to vocational programs, but become involved in pre-vocational and general agriculture courses if they will facilitate recruitment, improve articulation, and contribute to homogeneity of your classes. All of the competencies required in a given occupational area can't be taught at the high school. Some can be taught at the adult level. Make effective use of the FFA as a means for carrying out unique and important aspects of your total program. Make the FFA work for you, but control how much time you allocate to the FFA or you will not have time for some of the other important things you must do. Streamline other aspects of your program, if necessary, so that you can allocate some time to out-of-school programs such as FFA Alumni, young farmers, and adult education. Try to make supervised occupational experience visits and hold FFA meetings during school hours, but do not compromise on the importance of these activities. Contribute some service to the school and to the local community, but draw the line on what kind and how much. Be professional about letting people know about the nature and extent of your program and responsibilities. Save some time for yourself and for your family.

Marshall additional resources. Plan a good total program, but don't feel that you have to do everything

yourself. If the program needed by the local community is more than a one-teacher job, use your professional expertise to make the case for a multiple-teacher department. Identify, train, and learn how to effectively use part-time teachers, resource persons, and teacher aides for day students and for adults. Use students to teach other students and regard parents as educational partners.

Make good use of summer and other school vacation periods. Schedule and systematically carry out supervised occupational experience visits during the summer. Conduct summer meetings of the FFA, FFA Alumni, and young farmer and adult education classes. Some young farmer and adult education classes can also be scheduled as all-day meetings during Christmas vacation, and on Saturdays during the winter, thereby eliminating a part of your night meetings. Make repairs and improvements and order materials for the shop and classroom during the summer months. The major portion of land laboratory work can be accomplished in summer. Summer is a good time for an orientation meeting for freshmen students and their parents.

Develop and keep good records. Develop files for recurring FFA activities such as the banquet, program

of work, radio programs, and safety campaigns. Involve students in evaluating each activity, and make notes on what went well and on problems that arose. File these notes with other records of the activity, and make sure that you don't repeat mistakes or duplicate planning, such as speech writing. Good records can also help facilitate the writing of an annual report, or other school reports and be the justification of a request for additional programs or resources.

Streamline lesson planning. If you use the problem-solving method, use the short form. Develop a file or notebook for lesson plans that can be used more than once. Be sure to make notes if something didn't go well on the lesson plan.

Make study halls work for you. If you supervise a study hall, get discipline organized so that you can utilize the time to get some of your work done, such as grading papers. Arrange to have students released from study hall for FFA meetings, committee meetings, individualized instruction or project work, and supervised occupational experience visits.

Teaching vo-ag is a demanding job, but it is also the most challenging and the most satisfying job in the world. You can organize your job so that you can do the job well and survive while doing it. If you have positive attitudes you can keep your morale high at the same time.

LETTERS

"Letters to the Editor" is a feature to encourage dialogue among readers of the Magazine. Selected letters will be printed without comment or editing. Your letter will be welcomed! (Send letters to: Editor, The Agricultural Education Magazine, P.O. Drawer AV, Mississippi State, MS 39762.)

Editor:

This letter is in reference to the Stories in Pictures feature, page 24, of the February, 1982, issue of the Magazine.

I do agree with Dr. Gliem's statement that good housekeeping builds a positive image, but the photo screams of obsolescence. Tools like the jack plane, hand brace, automatic hand drill, wood auger bits, coping saw, keyhold saw, and to a lesser extent, the curved claw hammer are obsolete! Programs that are "teaching" with these tools are not preparing workers for tomorrow in agricultural structures. They will be using power hand tools and pneumatic nailers.

Sincerely,
Glen C. Shinn, Professor
Agricultural and Extension Education
Mississippi State University
P.O. Drawer AV
Mississippi State, MS 39762

ARTICLE

First Year Agricultural Teachers' Expectations of Their Department Heads

By
JOHN CRUNKILTON
(Editor's Note: Dr. Crunkilton is Professor and Program Area Leader, Agricultural Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.)



promoted a close working relationship between the local agricultural education program and the community.

The accompanying table summarizes the study and offers suggestions as to what department heads might do if they happen to have a first year teacher within the program.

A final implication of these findings clearly indicates that beginning teachers need assistance, encouragement, and praise as they embark on their professional career. First year teaching can be a pleasant experience and more teachers might be retained in the field if teacher educators, supervisors, and department heads would take time to help meet expectations of first year teachers.

Do you remember your first teaching job? If you are honest, you would admit that you were scared and unsure of yourself. However, you were also wanting to prove to your colleagues and especially to the chairperson or head of the department that you were the right person for the job.

For the past several years, I have worked with first year teachers prior to the opening of their schools in August and September. I have also worked with department heads in special interest workshops during the summer agricultural teacher conferences. It has become evident that the concerns and problems facing department heads and the expectations that first year teachers have of their department chairpersons are quite different and could lead to a lack of cohesiveness in a local program.

To help identify possible ways of assisting beginning teachers and at the same time help department heads maintain or improve programs in local schools, first year teachers were asked to list their expectations of the head of a local agricultural education department on an open-ended type of questionnaire. Data from 26 individuals were collected during two first year teacher summer workshops. The results have been summarized in Table 1 and several findings are evident.

It is clear that beginning teachers of agricultural education are looking for guidance and assistance from the head in the department. It is evident that they need assistance in helping to complete reports. They also see the department head taking the initiative in setting up and conducting departmental meetings. It is also interesting to note that they expect the department head to explain or describe the total program in the local school. This finding has important implications to department heads since it may be taken for granted that beginning teachers know the system and know the program. Frustration and confusion can soon

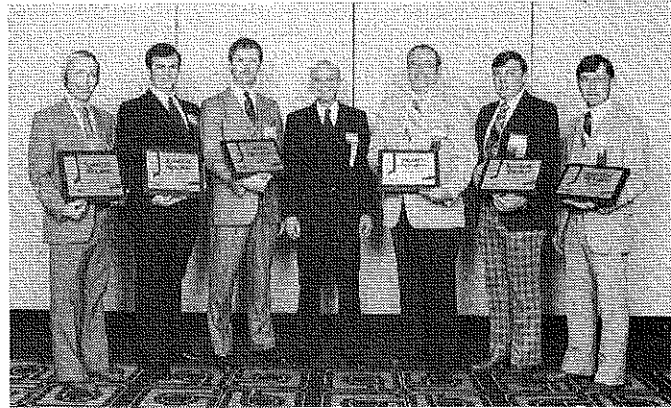
develop within first year teachers if this assumption is made by a department head.

Beginning teachers would like to be introduced to community leaders and they would like to be shown about the community. This is a logical expectation of first year teachers since agricultural educators have always

Statement	First Year Teachers' Expectations of Department Heads	Response N=26
Help guide me in completing all reports and assure that all reports are submitted on time		17
Help me when I need it — troubleshoot		17
Chair all department meetings, set up lines for communications within school and outside of school		15
Introduce me to community leaders — take me on a tour of the community — help me understand the community		15
Explain the total program (activities, events, scope, policies, plans or objectives)		14
Assign or indicate my specific duties and share the responsibilities of all teachers with me, what work they expect		14
Share with me how the department is financed and how much money per student that I have, how to request items and what to order		12
Keep order in the department and enforce department policy, be an authority		9
Provide pointers on how to work with the administration, what does the administration expect		8
Help me inventory the facilities, the equipment, and the tools the first time		5
Represent the total agricultural department at all department heads' meetings with principals, vocational directors		4
Be sure that expendable supplies are available when needed		4
Allow me flexibility		4
Introduce me to the faculty, administrators		3
Give me praise when deserved and take interest in what I am doing		3
Be a friend, cooperate, be responsible, patient, on time, understanding, fair; do not take for granted that I know everything		3
Help in organizing the teaching calendar or course of study		2
Advise teachers on how to improve the total program		2
Support all other agriculture teachers		1
Order major purchases		1
Involve all faculty in decision-making		1
Help in organization of files		1
Share ways I can help the department		1
Keep me abreast of activities coming up		1
Attend FFA meetings		1
Invite me to supper to meet his/her family		1

NVATA AWARDS

NVATA-Elanco Products Sound Off for Agriculture Awards



The "Sound Off For Agriculture" award recognizes vocational agriculture teachers who promote agriculture to the non-farm community through public relations activities throughout the year and in conjunction with American Agriculture Day. The awards are sponsored by Elanco Products Company, Indianapolis, Indiana in cooperation with the National Vocational Agricultural Teachers' Association (NVATA), Alexandria, Virginia. Pictured are the 1981 award recipients recognized during the 33rd NVATA National Convention in Atlanta, Georgia, December 4-8, 1981.

Left to Right: Larry Siegfried, Ft. Collins, Colorado; Monte Ladner, Carthage, Mississippi; Keith Walker, Wilmington, Delaware; Max E. Rigin, Advisor Agricultural Communications, Elanco Products Company, Indianapolis, Indiana; Joe Peplinski, Edgerton, Wisconsin; Corbett Phipps, West Union, Ohio; Eldon H. Betz, Meridian, Idaho.

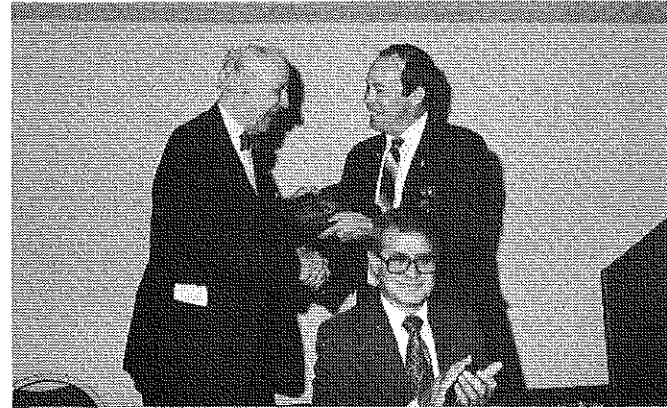
NVATA-Sperry New Holland Agribusiness Career Exploration Awards



Sperry New Holland sponsors the "Agribusiness Career Exploration Award" annually for vocational agriculture teachers. It is designed to encourage local teachers to put a continuing emphasis on informing students about the opportunities in agriculture and agribusiness occupations. Pictured are the 1981 award recipients recognized during the 33rd NVATA National Convention held in Atlanta, Georgia, December 4-8, 1981.

Left to Right: Duane Watkins, Thermopolis, Wyoming; Doug Butler, Gilcrest, Colorado; Connie Harrison, Sedalia, Missouri; Gary Hooks, Sales Representative, Sperry New Holland, Carrollton, Georgia; J.D. Melton, Creswell, North Carolina; Harry N. Boone, Jr., Frankford, West Virginia.

NVATA Outstanding Service and Cooperation Award



The 1981 NVATA Outstanding Service and Cooperation Award was presented to the Interstate Printers and Publishers, Danville, Illinois, during the 33rd annual NVATA Convention in Atlanta, Georgia, December 4-8, 1981. The award is made to organizations, agri-business industries, and others who support NVATA activities and promote vocational education in agriculture. Interstate Printers and Publishers has given strong, continuous support and cooperation to vocational agriculture and the FFA at the local, state and national levels.

Mr. Tom Jones (right), NVATA National President presented the award to Russell Guin, Interstate Printers and Publishers (left).

NVATA Honorary Life Membership Award



Persons who have made outstanding contributions to the NVATA and the vocational program in agricultural education are, upon the approval of the Board of Directors, awarded "Honorary Life Membership" in the National organization. Pictured are the recipients receiving the Honorary Life Membership award during the 33rd National NVATA Convention in Atlanta, Georgia, December 4-8, 1981.

Left to Right: J.C. Hollis, State Supervisor Agricultural Education (Retired), Jacksonville, Alabama; Gerald F. Barton, State Consultant Agricultural Education, Des Moines, Iowa; Tom Jones, President, NVATA, Marana, Arizona; Guy Finstad, Staff, State Senate Subcommittee on Agriculture, Austin, Texas; Arthur Mitchell, Manager Special Services, National Rural Electric Cooperative Association, Washington, D.C.

NVATA Special Citation Awards



Persons who in the opinion of the NVATA Board of Directors have made significant contributions to vocational education in agriculture on a national level are awarded a special citation by the National Organization. Pictured are those receiving the award at the 33rd NVATA National Convention in Atlanta, Georgia, December 4-8, 1981.

Left to Right: Dean M. Prochaska, Director, Vocational Education, Topeka Kansas; Ray E. Powell, Assistant State Supervisor Agricultural Education (Retired), Commerce, Georgia; Tom Jones, President, NVATA, Marana, Arizona; Fay A. Thompson, Vocational Agriculture Teacher (Retired), Powell, Wyoming; S. Archie Holdridge, Farm Editor, The Hartford Courant, Madison, Connecticut; Arnold B. Cordes, State FFA Executive Secretary, Agricultural Education, Madison, Wisconsin.

(Photographs courtesy of Sam Stenzel, NVATA Executive Director, Alexandria, Virginia)

NVATA-John Deere Outstanding Young Member Awards



John Deere sponsors the "Outstanding Young Member Award" annually. It is designed to recognize a members' participation in the professional activities of the NVATA. Limited to one member from each NVATA Region, it is open only to vocational agriculture teachers who have taught at least three years but not more than five years. Pictured are the 1981 award recipients recognized during the 33rd NVATA National Convention held in Atlanta, Georgia, December 4-8 1981.

Left to Right: Tom Parker, Torrington, Wyoming; Larry A. Meeks, Skiatook, Oklahoma; Al Brudie, Truman, Minnesota; Earl E. Lindsey, Bismarck, Illinois; Marvin Flatt, Martin, Tennessee; Phil Colebank, Morgantown, West Virginia; Thomas Bishop, Vice President & General Manager, John Deere of Atlanta.

answers to seek-a-word summer puzzle

F	Y	E	A	R	R	O	U	N	D	I	V	I	E	L	E	Y	W	A	M	
H	C	P	R	O	G	R	A	M	S	M	A	E	O	P	O	Q	I	A	S	
E	T	V	R	P	O	E	G	L	S	T	N	E	D	U	T	S	R	D	C	
S	T	W	T	T	S	D	E	K	J	P	S	S	N	C	U	G	Q	V	I	
N	O	C	O	E	T	F	T	I	V	S	R	G	R	X	O	T	L	I	N	
O	B	R	I	R	Y	D	E	L	O	E	F	E	I	R	S	U	Q	S	T	
I	F	F	N	O	G	X	B	Z	M	A	R	O	P	P	Y	G	Z	K	O	S
T	D	U	I	I	P	L	A	R	R	M	S	L	X	F	W	V	A	R	S	
A	A	P	R	O	G	R	A	M	P	L	A	N	N	I	N	G	C	Y	P	
L	E	F	M	E	S	F	E	N	I	N	R	L	R	P	H	O	G	C	N	
E	R	F	D	E	T	R	U	C	O	P	P	M	Q	E	E	T	U	O	L	
R	B	C	A	L	S	W	V	I	S	I	B	I	L	I	T	Y	Z	M	K	
C	P	B	U	L	L	V	T	B	Z	Y	S	A	N	C	B	N	I	M	G	
I	E	D	K	E	Q	C	O	C	N	X	P	S	J	K	J	G	N	I	H	
L	A	R	A	J	U	Z	K	O	M	Q	S	K	E	A	B	C	P	T	B	
B	F	E	L	R	A	J	T	S	R	H	G	U	F	F	A	E	I	T	D	
U	O	A	T	H	N	U	M	I	P	F	W	V	X	O	O	D	B	E	C	
P	T	S	A	H	W	V	K	B	M	A	L	Q	G	S	R	R	G	E	D	
C	N	R	E	X	L	B	Y	C	E	K	A	A	Y	W	K	G	P	D	O	
I	M	P	R	O	V	I	N	G	F	A	C	I	L	I	T	I	E	S	P	

Answers to seek-a-word summer puzzle: program planning, visibility, students, adult farmers, young farmers, FFA, SOEP, advisory committee, improving facilities, public relations, professional growth, instructional program, and YEAR-ROUND PROGRAMS.

Photographs for the Magazine

THE AGRICULTURAL EDUCATION MAGAZINE needs quality photographs depicting the activities of agricultural educators, their students, and their programs. These photographs will be considered for use on the front cover, Stories in Pictures section, and to enrich articles.

Clear, well composed, 5 x 7 black and white photographs should be sent to the Editor. A complete statement of explanation should be attached to each photograph. (No photographs will be returned without a specific request.)

Themes

THE AGRICULTURAL EDUCATION MAGAZINE
1982

Using Laboratories	June
Urban Programs	July
Horticulture Programs	August
Economic Literacy Through Agricultural Education	September
Secondary-Postsecondary Articulation	October
Student Organizations	November
Student, Teacher and Program Evaluation	December

The National Agricultural Mechanics Contest

From the State of Alaska to Puerto Rico and from Maine to Hawaii there are many differences in soils, crops, livestock and careers, but there is one area of instruction which is common to all: agricultural mechanics. In 1981, students from 43 states came to demonstrate their knowledge and skill at the National FFA Agricultural Mechanics Contest at Fort Osage Vocational School near Kansas City, Missouri. This is an exciting educational event for team members and coaches from across the United States.

How It Got Started

The 1981 event was the 10th year of the National Agricultural Mechanics Contest. According to those who were active in the organization and planning phase, it began about 1966 when a written contest was suggested. The idea was rejected because almost everyone recognized the difficulty of demonstrating a mechanical skill with a pencil and paper. The idea was to have a practical contest involving skill activities, problem solving, and a written examination.

Two years later a group met in Kansas City to inspect possible locations for the contest. The first site visited was Fort Osage Vocational School at Independence, Missouri, just outside of Kansas City. The administrators of the school were very supportive and the facilities appropriate, so the location was established. The school has continued as the location for the past 10 years.

The next hurdle was funding the contest. Firestone Tire and Rubber Company liked the idea of a practical contest and has been the national sponsor since the contest was started. John Fowler, Industry Sponsor with Firestone Tire and Rubber Company, confirmed continued support for 1982.

Success of any activity depends on planning, organization, and participation. A great deal of work goes into the

By DAVID AGNEW

(Editor's Note: Mr. Agnew taught vocational agriculture in Tennessee. He is currently a graduate student in the Department of Agricultural and Extension Education at Mississippi State University.)

Contest. The first contest superintendent was Dr. Thomas Hoerner of Iowa State University. He was followed by Clinton Jacobs of the University of Arizona. Dr. Billy Harrell of Sam Houston State University in Texas has been the contest superintendent the past three years.

The 1981 Contest

Most of the contestants in the 1981 contest had been enrolled in vo-ag for three or more years. Their interests grew during their course in high school. Although several were still in high school, most had graduated and were now working and/or attending a postsecondary vocational school or college. One young man came home every weekend from college to spend half of Saturday with the team preparing for the contest. Some of the contestants found time during the week or after work to practice. Those who were in school studied and practiced during their free periods, lunch hour, and after school.

Floyd Blair, the team coach from California, retired from teaching at Woodland High School in 1981. He is now teaching a night class in agricultural mechanics at Yuba College. To help the team prepare, they participated in his class last fall.

Many coaches made use of available resource persons in their communities. Some asked people in the community to instruct the team members in various specialized areas. Others visited with tractor mechanics and electricians in their shops or at construction sites. Some team members were lucky enough to have relatives and friends with related experience that were willing to help.

The coaches of the team were asked for suggestions on how to prepare a team for competition. Some of their suggestions were:

1. An outline of activities and subject matter to be taught should be developed prior to the contest. You can't train a team in 2 or 3 months!
2. Start preparing early and have a regular scheduled meeting time of one to three hours, once or twice a week.
3. Coaches (or teacher) should be well prepared for each meeting.
4. Use available resource persons and facilities in the community.
5. Plan to include several alternates. The team competition improves performance.
6. Read and use Bulletin #4 on the Contest and all other available materials about the contest.
7. Remember, state contests may not be structured the same as the national. Set up a local contest in each subject matter area.
8. Schedule transportation and lodging, and determine sources of finance for the team well in advance of the contest.

Skills in the Contest

The Agriculture Mechanics Contest is divided into three areas:

1. Subject matter skills (150 points)
2. Problem solving (72 points)
3. A written examination (75 points)

The skill activities are identified in the National FFA Contests Bulletin (#4), which is revised every 3 years. The 1981 subject matter included:

1. Agriculture Mechanics Skills
 - a. Hot and Cold Metal Work
 - b. Arc Welding
2. Power and Machinery
 - a. Tractor Power
 - b. Small Engine Power
3. Electric Power and Processing
 - a. Electric Wiring

b. Electric Controls and Sensing Devices

There is a three year rotation system outlined in Bulletin #4 which determines which skills will be included in the contest each of the three years.

The written examination consists of 75 multiple-choice questions, 25 from each of the three subject areas. A total time of 40 minutes is allowed for completion.

In the problem solving portion there are 24 activities, eight in each of the three contest areas. This portion of the contest is worth 72 points and has a time allowance of 40 minutes. Each question or statement of the problem is typed on a single sheet of paper with an object or item which is used to help determine the answers. The possible answers are stated in multiple-choice form. Contestants have about one and a half minutes at each station.

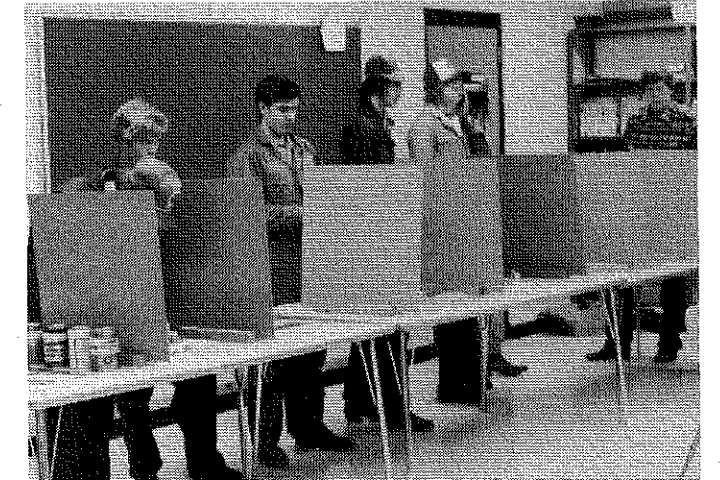


Contestants are evaluated on the quality of their work as well as safe working practices.

The six performance skills are worth 150 points and two hours are allowed for completion.

Contestants rotate in groups of 12-14 from one area to another at assigned intervals with five minutes allowed for movement. Within each area the contestants have 15 to 40 minutes to complete the skill or task, depending on which portion of the contest it is. Contestants are expected to bring their own personal safety equipment and clothing.

Teams receive through the mail specific details about the contest. The details of the actual task or assignment are not made known until the contestants are expected to perform. Contestants are given both verbal and written instructions about the tasks to be performed. The total number of points that can be earned by each member is 297 or 891 for a team of three.



The problem solving portion of the contest requires students to think as they rotate from station to station.

After completion, contestants and coaches have an opportunity to provide suggestions and ask questions at a meeting held to review the contest.

The Future

Preparation for next year's Contest began only hours after this year's contest was over. The preparation will continue throughout the year as the superintendent corresponds with the assistant superintendents in each of the contest areas by mail and phone. The contest superintendent for the next three years of the contest will be Dr. Forrest Bear of the University of Minnesota.

This is just one of 11 national contests. If we were to observe each of them I am sure we would find the same dedication to achieve in each of the contest participants. The level of participation and performance of the individuals is outstanding.

BOOK REVIEW

HANDBOOK ON AGRICULTURAL EDUCATION IN PUBLIC SCHOOLS, by Lloyd J. Phipps. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1980, 4th ed., 622 pp., \$12.50.

This comprehensive book is a revision of what should already be a standard guide for all practitioners of vocational agricultural education. The book helps the reader become familiar with all aspects of agricultural education from planning and conducting programs to administering and evaluating vocational agriculture programs. Phipps' book includes the requirements for conducting sound vocational

agriculture programs in high schools, area vocational schools, community colleges and young and adult farmer programs. The book is divided into 11 sections which are easy to follow and read.

The significance of the various laws particularly the Vocational Education Act of 1963 and its amendments are highlighted in this edition. Additionally, this edition of the book reflects the vocational agriculture programs as broadened in recent years.

Phipps places emphasis on practical education in agriculture and the means by which it may be accomplished. Em-

phasis is placed on supervised occupational experience program plans and problem-solving techniques the teacher should follow. A very important element of this book has to do with the attention given the concept of planning. Proper planning of programs, instruction and use of facilities serves as a focal point for all of the sections of this book. Additionally, emphasis is placed on the "learner" and what teachers must do to conduct the kind of programs that will make learning both practical and effective.

Robert A. Martin
Pennsylvania State University

Stories in Pictures

NVATA Board of Directors

The National Vocational Agricultural Teachers' Association (NVATA), an American Vocational Association (AVA) affiliate of agricultural educators within the AVA Agriculture Education Division, began their 34th year of professional service and leadership with the conclusion of the 75th AVA Convention in Atlanta, Georgia, December 8, 1981.

Pictured are the members who will serve on the 1981-82 NVATA Board of Directors.



Seated left to right :

Sam Stenzel, Executive Director, Alexandria, Virginia

Layton G. Peters, President, New Ulm, Minnesota

Tom Jones, Past President, Marana, Arizona

Standing left to right:

Walter Schuh, Vice President NVATA Region I, Bow, Washington

Robert J. Tuttle, Vice President NVATA Region II, Eckert, Colorado

Myron Sonne, Vice President NVATA Region III, Letcher, South Dakota

Dale Butcher, Vice President NVATA Region IV, West Lafayette, Indiana

Ross H. Smith, Vice President NVATA Region V, Athens, Alabama

Arthur P. Ives, Vice President NVATA Region VI, Oxford, New York

(Photograph courtesy of Sam Stenzel, NVATA Executive Director, Alexandria, Virginia)