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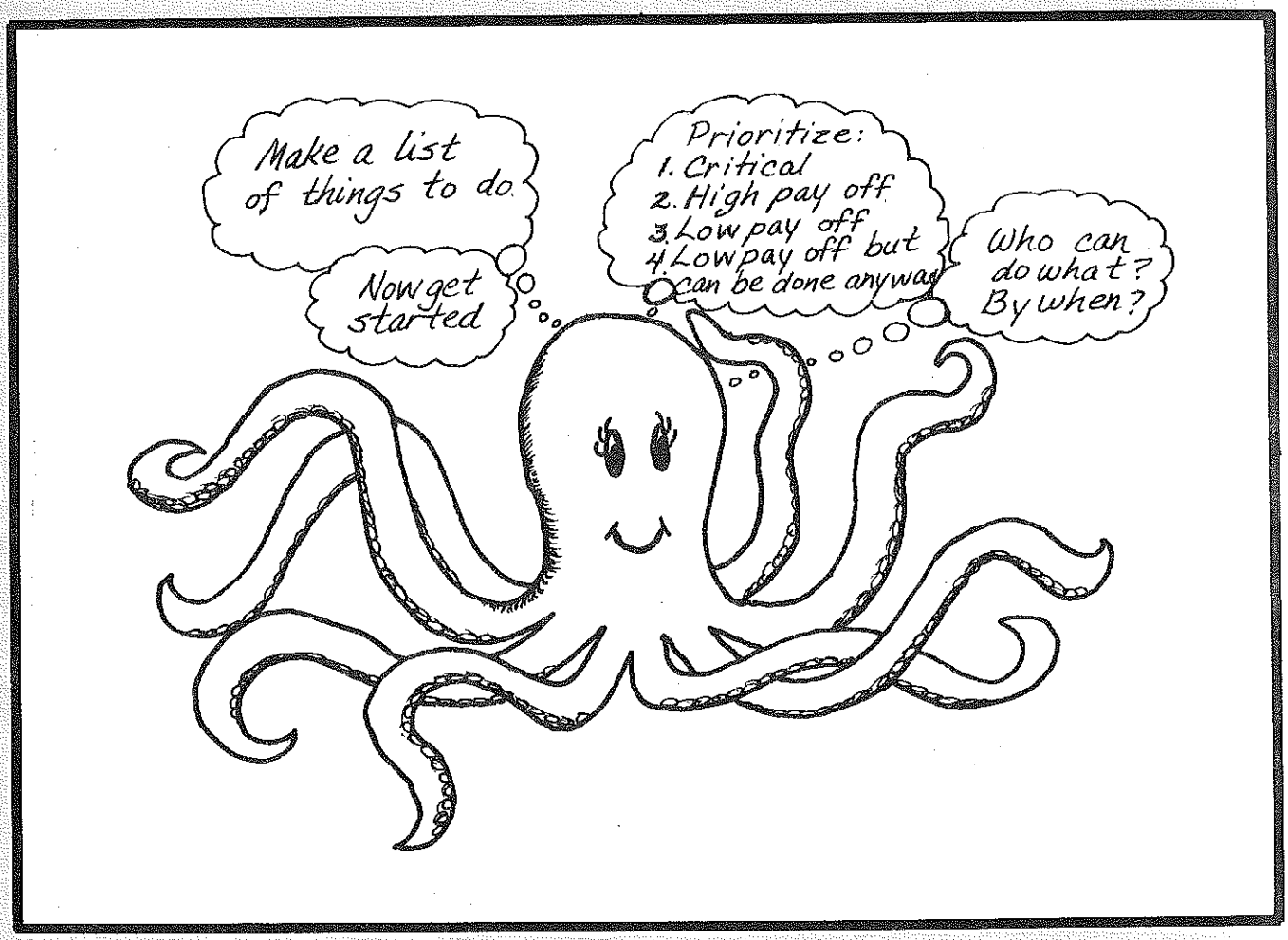

THEME: Planning, Organization and Time Management

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EDITOR'S PAGE

A Poverty in Planning

BY LARRY E. MILLER, EDITOR

(Dr. Miller is a Professor in the Department of Agricultural Education at the Ohio State University.)

Poverty takes many forms. Webster defines it as a deficiency in necessary properties or desirable qualities. Can vocational agriculture be viewed as being in a state of indigence? In many cases, the response must be positive.

This issue focuses upon Planning, Organization and Time Management. Each of these areas, while of critical importance to our program, may be poverty stricken. If any one of these areas suffers from a deficiency of desirable properties, serious consequences occur. The consequences not only have negative connotations for our program but also for the teachers and students.

Planning

Program planning competencies are taught to every certified teacher. Teachers develop a course of study to carefully meet state guidelines, local needs, and to be congruent with the role and mission of the local school. Lesson plans and objectives are developed. Instruction is then delivered. The lesson plan goes back in the notebook or filing cabinet for use the next year.

A teacher educator once noted that there is "a difference between farming 40 years and farming one year 40 times." Could not the same be said of teaching? It surely could. How often do we really think about the program we are planning? How often do we update our lessons?

The questions go beyond just adding new technical information to those old lesson plans. Program planning can include expanding one's mind to go beyond state guidelines. After all, when was the last study conducted in your state to impact curriculum? Many have not been revised since the efforts following the 1963 Vocational Education Act. Do we continue to oil the buggy whip in a laser age?

The numerous "reports" on education during the past couple of years have not always told us what we wanted to hear, but surely there are some things to be learned from them. How can we use them to improve our program? We can think for ourselves and use them to improve our program, or we can simply wait and others will soon do our thinking for us. Our program may be revised by those who do not know it with the result being much less than desirable for the benefit of our students. The reviser may see our program as exhibiting a poverty of desirable qualities — a tundra devoid of the desirable vegetation of quality education.

The planning of our program needs our best thinking. We cannot continue to do the same old things. Improvements have been suggested for education and we are a part of education. We need to change, not for the sake of change, but to incorporate the elements that will permit us to better educate our students. To repetitiously deliver the same instruction year after year from the same old course of study or lesson plan may be analogous to infecting ourselves with cancer.

Organization

Organization goes hand-in-hand with program planning. A well planned program can all be for naught if good organization does not occur. Organization takes many forms and manifests itself in many ways which are readily apparent to our publics. Organization, and the lack thereof, impacts our image.

Being carefully prepared for class, having a place for everything and everything in its place, taking care of details and appearance are illustrations of good organization. They exude competence. They speak well for the teacher and the program. Time spent on organization ultimately saves time.

One example of a lack of organization which is often injurious to our image is the appearance of the physical facilities we maintain. Dirty, trashy classrooms, laboratories and offices do not forward a message of being organized. If that 1972 magazine or those cracked clay pots have not been used by now, then they probably never will be. Those pieces of scrap lumber, old carburetors, broken twist drill bits and 1948 books can probably be dumped.

Images are comprised of messages. We send messages in numerous ways. Students, parents, administrators, etc., filter these messages through their values. These messages then comprise their image of us and our program. Once an image of vocational agriculture is developed that hints of disorganization it is hard to change. The image developed from disorganized facilities extends to many other elements of the program and often to the total profession.

Time Management

Planning and organization each contribute to our ability to properly manage our time. Time is always at a premium and much has been written concerning ways to manage it.

The most recent focus upon time has been relative to instructional time. Researchers have investigated the way that time is utilized in the classroom and in the laboratory. Several of the "reports" dealt with the amount of instructional time with recommendations for extending the school day and/or the school year. Few districts have adopted these recommendations.

Time-on-task research focuses our attention upon possible improvements for education. Perhaps what is needed is

not more time in school but better utilization of the time provided.

Adequate planning and organization contribute to the better utilization of the available instructional time. Much time can be wasted very easily if one is not well planned and organized. A poverty of good learning experiences is the result.

THEME

Time To Set Program Direction

As a local teacher of vocational agriculture, have you carefully assessed the major goals of your instructional program? Do students, the school administration, and board of education understand these goals?

When the Vocational Education of 1963 was implemented, local program goals were broadened in hundreds of local vocational agriculture programs, to include preparation for off-farm agricultural occupations. In addition, females were enrolled in local programs. New curricula were written, and new programs were installed in urban schools. Agriculture programs in many rural areas have changed little since 1963, with production farming or ranching still the major emphasis.

Now in 1985 with potential loss of federal funds for partial reimbursement of vocational programs, boards of education are raising serious questions relating to justification of local programs with low enrollment. The questions are especially serious in schools where budgets are tight, or where teacher evaluations are below average.

The local teacher of vocational agriculture has been and will continue to be in control of setting the direction and goals of the local program. The articles in this issue describe how leadership at the state, national, and agribusiness levels view the needs for local direction, and how some local teachers have met this 1985 challenge.

By Roy D. Dillon, Theme Editor

(Editor's Note: Dr. Dillon is a Professor in the Agricultural Education Department, University of Nebraska-Lincoln, East Campus, Lincoln, Nebraska 68583-0709.)

We can be serving broader clientele groups in rural vocational agriculture programs. Have you broadened the scope and updated your program planning goals for your local program?

THEME

Failing Programs Can Be Saved!

Although we take pride in the strength of good agriculture programs, we must realize that all programs have not weathered the changing tides of education and industry so well. Some programs have fallen victim to a shift in community needs, while others may simply have been lost by lack of publicity, public support, or may suffer from any number of other problems. Once a program has fallen out of favor with a local school, can it be saved?

As an agriculture teacher who started her teaching career in one of these dying programs, I believe they can. Like an old and obsolete apple tree, we may need to prune and reshape the program, retaining the viable parts and discarding those parts that have not kept pace with current demands. In addition, we will probably have to provide a more fertile base from which to grow by increasing public awareness through activities, and community service. With hard work and well-planned strategy, a suffering agriculture program may be cultivated into an asset to both school and community. The strategy used to revitalize a program varies with each situation; however, a knowledge of the means by which one program was revived may inspire and provide some insight into how another program can be changed.

By Sue M. Taylor

(Editor's Note: Ms. Taylor is a Vocational Agriculture Instructor at Canastota High School, Canastota, New York 13032.)

Local Situation

My teaching career began at Canastota Central School, which is located in a rural district of central New York State and has a student population in grades 9-12 of approximately 600 students. The area's economy is based predominately on agriculture, although a considerable portion of the population resides in Canastota and works in Syracuse or Utica, the two nearest major cities. The agriculture in the district includes about 1200 acres of vegetable farming on fertile muck land and 66 dairy farms.

During the 1970's, the agriculture program fell to a half-time position with the instructor teaching industrial arts the balance of the day. In the spring of 1983, the industrial arts enrollment had dwindled to the point where the school district felt it could not justify the half-time industrial arts position. I started teaching during the fall of 1983 with a teaching assignment of Agriculture I, a mixed class of upper level agriculture students, and a class of junior high shop.

My goal was to restore the agriculture program to full-time status within two years. My priorities included updating and strengthening instruction, the local Future Farmers of America (FFA) chapter, and the Supervised Occupational Experience (SOE) programs. By concentrating on the three basic components of vocational agriculture, community support and increased enrollment have followed. As a result, the program expanded to full-time after the first year.

Components

Any strong agriculture program must provide solid classroom instruction. The lack of a structured sequence option, and outdated instructional material and laboratory equipment were key to Canastota's enrollment problem. After completing the general Agriculture I course, students were allowed to sign up for courses in Agriculture II, Farm Production & Management, or Farm Mechanics; however, because of low enrollments these three courses were combined into one general Agriculture II class. Students were not receiving the instruction they desired or expected. This presented a major instructional dilemma while compounding the enrollment problem. The instructor was forced to formulate a compromise course, and all courses involved lost their identity. This situation occurred year after year, and students discouraged by this compromise were less likely to pursue a sequence in agriculture.

Teaching under these circumstances for one year convinced me that until separate and unique courses were taught for the vocational sequence, the program would suffer from a high attrition rate of juniors and seniors. As a remedy, conferences with guidance personnel and students were arranged to clarify the content of individual courses and to stress the importance of completing a vocational sequence.

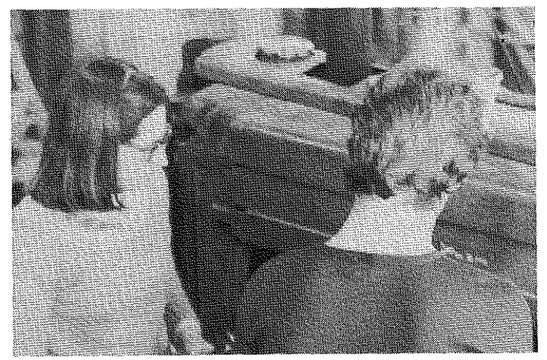
In addition, the school was encouraged to provide a complete sequence through the use of funds to be provided by a Vocational Education Amendment grant. In order to qualify for VEA grant funding in Agriculture, the school must offer a complete sequence. In the area of Farm Production & Management, and Mechanics during two periods or two separate courses a period each in length be provided to vocational students. With $11,000 in equipment from the VEA grant at stake, the school district allowed a separate Farm Mechanics class of five students to be taught even though it was below the general minimum class size. In the future, more students should remain in the program beyond their sophomore years if they know the course they sign up for will not be compromised. The Farm Mechanics class is expected to receive a boost in enrollment in the next year that will justify a separate course without the VEA requirements in the background for persuasion.

The problem of remaining in step with current practices and equipment is another factor plaguing our dying programs. In these times of rapidly expanding technologies, it is easy for both the program's equipment and instructional emphasis to become obsolete. VEA grants are very useful in updating the equipment of an ailing program. Although many schools have specialists who write the grant applications, the application may also be written by the instructor. Canastota's Agriculture Department recently received two personal computers, four arc welders, an oxyacetylene outfit, two farm levels, and miscellaneous equipment through VEA funding. Not only has the new equipment made classroom management easier and instruction more effective, it has also helped encourage some academically oriented students to enroll in the program because of their interest in computers.

Promoting with FFA

The power of FFA in motivating present students and in recruiting new students should not be overlooked. The FFA is one of the main methods of harnessing the en-

An Ag Fair, sponsored by the FFA in celebration of National Agriculture Day, drew close to 1,000 people and served as a tremendous boost for the FFA and the overall Agriculture program.



Agricultural mechanics program is expected to grow next year with state support.

Failing Programs Can Be Saved!

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thusiasm and energy of the students to refurbish the program. Each time a member returns from a trip excited about what was seen or proud of what was accomplished, the agriculture program receives a boost. I have found the FFA members to be the best promoters of the overall agriculture program. Canastota has had an FFA Chapter since the forties that has been active on the local level. However, the participation on the subdistrict level and beyond has been limited. To encourage greater participation at the local level, each meeting is followed by a speaker or sport night. I have seen members who came to meetings for the recreation get drawn into the planning and implementation of chapter programs. Small community and school service projects have given members a real sense of pride and achievement.

Probably the most important activity the FFA has coordinated, that has recruited students and improved the public image of the program, is the staging of an Agricultural Fair in conjunction with National Agriculture Day. This soon-to-be annual event involves a petting zoo and displays representing the many aspects of agriculture. At each display an agriculture student was available to tell observers about the topic or animal and answer questions. Nearly 1,000 people, mostly elementary students, visited the celebration. Not only did the FFA receive tremendous publicity, but I speculate that the members learned more about leadership, responsibility, and communication in that one day than they probably did during the remainder of the year. The FFA gained the respect of their fellow students, the faculty, board of education and administration. Members still talk about the Agricultural Fair with pride and are anxiously planning this year's event.

The local activities are just the tip of the iceberg for someone trying to use FFA as a motivational tool. Skill, leadership contests, award trips and conventions can all be tremendous motivators. Although the FFA leadership contests are not exciting for many students, participation helps students qualify for proficiency awards and degrees. Such participation can also play a major role in attracting academically oriented students and in gaining the respect of fellow faculty members, administrators, the community. I have experienced difficulty motivating a team for leadership contests in which the chapter has not previously competed. At times, it can be downright discouraging and frustrating, but I have also found that the achievement and pride encourage others to do better the next time.

Members should be recognized and rewarded for their achievements. The awarding of foundation medals for the first time at our annual banquet impressed the community and reinforced members' efforts in specific skill areas. Applying for awards above the chapter level also gives the members a sense of achievement.

Focusing on SOEP

The third element of vocational agriculture, Supervised Occupational Experience Programs, can also capture a great deal of energy and renew other aspects of the program. In my situation an emphasis on SOE recordkeeping has helped develop pride in the students and motivated them to work toward proficiency awards. As a new teacher seeking a balance between career and family, I have not made extensive farm visits. However, I feel that farm visitations are important in the further development and expansion of the agriculture program, and when time allows, I include visitations in my routine.

Revival Strategies

Concentration on the three components of vocational agriculture is a good start, but should be complemented with many other activities. Community support is a key to any agriculture program and an agriculture program with firm roots in the community is likely to survive most storms. Cooperation with local farmers and agribusinesses on field trips and in building projects can develop the reputation of the program. Any community service project increases the visibility and awareness of the community. A good communication link to the board of education and local news media is crucial. I have spoken to the board of education six times in the last sixteen months on topics ranging from the overall goals of the program to FFA trip requests. I have made a policy of not sending a request to a board meeting without being on hand myself to respond to questions. I believe this personal contact has influenced the board favorably to issues that my predecessor predicted would not be passed.

When discussing expanding programs, our overall goals are to increase student enrollment. Successful student recruitment requires strong program foundation in classroom instruction, SOE, and FFA as outlined; but by no means should end there. I initiated an informational program for eighth grade students which attracted a larger enrollment. To further strengthen recruitment, prospective agriculture students will be invited to this year's annual FFA banquet.

Agriculture teachers attempting to revive a withering program may easily become overwhelmed with the scope of the task. To retain their sanity while accomplishing their goals, they should utilize resource people, advisory committees, and fellow teachers. An arrangement that has greatly aided me is a rotation schedule for chaperoning and transportation responsibilities for FFA trips involving all chapters and advisors in our subdistrict. This has enabled my students to participate in many trips and activities that the school district would not have found feasible and it has also relieved some time pressures from all the agriculture teachers in the county.

Expanding an agriculture program takes a great deal of devotion and hard work. No simple recipe exists, as there is a great variety in local situations. Each program may require some pruning and training, and possibly some grafting like an obsolete apple tree. However, as long as a program has healthy roots, it may be cultured into a thriving and viable organism. The methods used in expanding the Canastota Central Agriculture program have been discussed, but they are by no means conclusive. Strengthening the three basic components of the program — instruction, FFA and SOE — while reinforcing them with media coverage and active recruitment have revived the agriculture program. Refinement may take a number of years, but as a full-time employee, I now have the time necessary to refine the program.

THEME

Planning Vocational Agriculture Programs Under The Carl D. Perkins Vocational Education Act of 1984

By Larry D. Case

(Editor's Note: Dr. Case is Senior Program Specialist - Agriculture, U.S. Department of Education, Washington, D.C. 20202.)

The Carl D. Perkins Vocational Education Act, which was signed by the President on October 19, 1984, will have an effect on the management of agriculture education programs for the next five years. Since there is no specific set-aside for agriculture education in the legislation, leaders of the agricultural community will have to be creative in assessing their own program needs and evaluating them in relation to the purposes of the Act.

In order to manage vocational agriculture programs effectively and make the best use of available federal funds, agriculture leaders will need to

1. begin by developing a program plan that meets the needs of local students and the community;
2. familiarize themselves with the Carl D. Perkins Vocational Education Act;
3. understand program areas of the Act which could apply to agriculture education; and
4. understand the process the state must use to comply with the law and make proper use of federal funds.

This article will review the Act within the framework of developing a strategy for agriculture educators to make use of federal funds to the greatest advantage.

How can agriculture educators use funds following the provisions of the legislation? The Act establishes broad national priorities to be implemented by the states within the context of their needs and those of their local communities. The Act emphasizes "Program Opportunities," (Title II, Part A) and funds are to be spent on forward-looking projects for innovation, improvement, development, and modernization of programs, rather than for maintenance.

Federally funded agriculture programs under Title II, Part A should address the needs of:

- the handicapped and disadvantaged;
- adults needing training and retraining;
- single parents and homemakers;
- those participating in programs that help eliminate sex bias and stereotyping;
- criminal offenders.

Regarding these groups, methodology used in agricultural education programs would serve the handicapped and disadvantaged populations well. Procedures used in vocational agriculture programs provide for individualized instruction which relates to the specific needs of the student through the Supervised Occupational Experience Program. In addition, students receive technical instruction in the classroom and are motivated when their achievement is recognized through membership in a student organization. Using funds provided under the Carl D. Perkins Vocational Education Act will help educators continue to develop their programs so that the full range of student populations can be served.

Adults are also considered among the various student populations. With the ongoing changes in the agricultural econony, for example, agricultural education leaders will need to determine if funding from this section can be effectively used to train or retrain adults for careers in agriculture.

Since agriculture education has traditionally served male students, new programs that help eliminate sex bias and stereotyping are particularly appropriate. Federal funds can be used to assure that women who are interested in careers in agriculture have access to, and can be successful in, this chosen field.

Vocational Education improvement, innovation, and expansion (Title II, Part B) as defined in the Act includes high technology programs, industry-education partnerships and the development of new vocational education programs in economically depressed urban and rural areas. The Act also calls for programs in modern industrial and agricultural arts, the acquisition of high technology equipment and preservice and inservice education of teachers.

Agricultural education is closely linked with rural areas, however, the application of high technology and the relationship of industry and agriculture education present new challenges. In view of the changes occurring in modern agricultural and educational endeavors, it appears that this provision of the law will offer opportunities for agricultural educators to devise new and innovative ways to meet the educational needs of students and, thus, serve the dynamic industry of agriculture.

In the 1970's the term "agribusiness" became popular, and the business aspect of agriculture continues to grow in connection with the available technology and the pressing need for U.S. agriculture to be competitive in the world market. Local agriculture programs might use funds for the

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Planning Vocational Agriculture Programs Under The Carl D. Perkins Vocational Education Act of 1984

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purchase of computers, software, and related equipment, for example. The activities of vocational student organizations, such as Future Farmers of America and the National Postsecondary Agricultural Student Organization, are also included in the Act. As expressed in the U.S. Department of Education's "Policy State on Vocational Student Organizations," these activities are integral to secondary and postsecondary instructional programs.

State Plan Input

The most effective way agricultural education professionals can tap Federal funds for these programs is to influence the content of the state plan. The plan is developed by the State Board of Vocational Education in consultation with a number of advisory groups and is submitted to the U.S. Secretary of Education for approval. The state plan is a key document in determining how states will use funds in support of vocational education programs. Agriculture educators must be in a position to provide state planners with information about curriculum, the use of new technology, populations served, etc., so the proper provisions can be made for local programs to use federal funds. Agriculture leaders can have an impact on the state plan by organizing a communications network to establish clear goals, objectives and methods of instruction for agriculture education. This information, then, can be relayed to those responsible for making final decisions about what to include in the plan. Though the new vocational education act covers a five-year period, the initial state plan is for three years. A second plan, for the last two years, is also required. The three-year plan was due on May 1, 1985, however, amendments to this plan may be submitted annually to the U.S. Secretary of Education.

The groups with which the State Board must consult are the State Council for Vocational Education [Sections 113 (2) (A) and 114 (b) (1) and (2)], the State Legislature, and the Job Training Coordinating Council [Section 114 (a) (1)]. The plan must be circulated to these groups at least 60 days before it is to be submitted to the U.S. Department of Education, that is, by March 1.

The State Board must also conduct public hearings [Section 113 (B)]: " . . . after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations . . . " A summary of these recommendations and the state board's response to these recommendations will be included with the state plan when it is presented to the U.S. Department of Education.

The state plan is important to agricultural education leaders, because it sets the priorities for vocational education statewide. Applications for federal funding of local programs will be considered in the context of these priorities. Each State Board for Vocational Education will establish the requirements for applications from local educational programs which are referred to in the Act as "eligible recipients." It is in the interest of all agriculture educators to be apprised of these requirements and to be in constant communication with the Board if eligible recipients are to be successful in acquiring federal funds.

Summary

The strategy for agriculture leaders to be able to use federal funds for their programs and to influence the development of vocational education priorities for the State includes:

1) understanding the needs of the local community;
2) becoming involved with the state plan development and approval process;
3) providing information for, and consulting with, state plan decision-makers;
4) understanding the national priorities as stated in the Carl D. Perkins Vocational Act of 1984.

Though the Act provides a listing of national priorities, it provides states with flexibility on how they will meet the needs of individuals in the vocational education programs. Relevant input from agricultural educators must be given to the state planners in order for provisions to be made in the state plan for local programs to adequately apply for and receive support. By being familiar with the provisions of the new Act and the state plan, agricultural education leaders can adequately manage and use available funds to expand and improve agricultural education programs to serve students interested in agricultural careers.

Disclaimer

The Federal regulations by the U.S. Department of Education have not been released at the writing of this article. The regulations will provide additional guidance and could change some of the interpretation given in this article.

This article is the opinion of the author, and no official policy of the U.S. Department of Education is intended nor should it be inferred.

The Cover

Teachers of vocational agriculture often perceive that they need as many hands as this "critter from the deep" in order to manage their many activities. Planning properly, being well organized and managing one's time all can help provide additional appendages for good management.

(Line art concept courtesy of William Umbaugh and Edgar Yoder with final art work from Ohio Curriculum Materials Service.)

Coming in August . . .

Evaluation of Vocational Agriculture

THEME

Innovativeness: Legacy of Past; Mandate of Future?

By Lloyd H. Blanton

(Editor's Note: Dr. Blanton is a Professor in the Department of Agricultural Education at Clemson University, Clemson, South Carolina 29631.)

Nothing is more central to the future of vocational agriculture than the teacher of the local program. Hopes for the profession to be innovative in service and program excellence rest with that teacher to continue to attract adequate numbers of students capable of filling the jobs of the agricultural and natural resources industry. Teachers, capable of commitment to purpose, teaching excellence and technological competence, are too important to be left to chance; preservice and inservice educational experiences must now teach innovative behavior as a required skill of teaching. From its legislated beginning, the profession was designed to reduce the theory-to-practice lag through education of people to assess and utilize technology.

Purpose: The Same Yesterday, Today and Tomorrow?

Some say that the identity and resolve of our profession have wandered aimlessly and sagged shamedly when we have tried, unsuccessfully, to be the chameleon of vocational education. Others have noted a difficulty in distinguishing secondary school vocational agriculture from the industrial arts shop. Agricultural industry spokespersons have questioned why supervised experience programs are so limited in quality and number and why too few students realize opportunities in sales and services. They question where students can learn to value community resources and opportunities: natural, agricultural, economical, and social.

Yesterday

Senator Lever, of Smith-Lever Act, served a rural South Carolina characterized by depressed families, depressed economies, severely gullied farmlands, and use of practices decades away from the technology of that day. Union with Senator Smith of Georgia yielded legislation that reshaped America, putting science/technology into practice within communities and families — predominately rural in America of 1914. The purpose then was to educate individuals to identify, recognize, and wisely select and apply the technology appropriate to the enterprises and society of that day; it was science in motion from laboratories to local communities.

The goal? To develop thinking, purposeful, active individuals that would improve the standards of life for themselves, their families, their communities and their country. Three years later, convinced that youth in schools needed such education, Senator Smith teamed with Georgia Senator Hughes to reach young, developing minds through formal, public school-based programs under the provisions of the Smith-Hughes Act of 1917.

Today

If the goal of today is not as it was in the 1910's, then change is essential. The purpose of today is to join public education, teaching students to:

1. Value learning.
2. Select basic-skills and career development courses.
3. Evaluate community opportunities and responsibilities
4. Develop survival and coping skills.
5. Adopt superior technologies — based upon science.
6. Practiced productive citizenship.
7. Conserve limited, valuable resources.

Advisory committees reaffirm America's desire for programs broader than psychomotor and single occupation skills; they reaffirm programs that integrate persons, careers, and community interests and resources.

It is well to remember that no single area of public school can be given all the praises nor all the criticisms. Public education is many members of one system; each has responsibilities and competencies which coordinate for excellence. The concept of Smith-Lever and Smith-Hughes is that of programs that integrate technology to the development of individuals, communities, resources and society.

Tomorrow

Uncertainties face every generation. The technologies currently emerging are coined "high tech". In earlier times they were the mechanical, chemical, hydraulic, or white-collar revolutions. Tomorrow, technology will unfold under other labels but the symptoms will be the same as always: media releases, followed by myopic paranoia visualizing all careers as suddenly extinct — except those emerging at the moment — and followed by pronouncements of funds diverted only to the new career areas.

Let us not add to the uncertainties. The future rests on the same concepts which established the profession: delivery of improved technology to communities through individuals prepared to assess the impact of an innovation and to efficiently and effectively use it upon adoption.

Focus on the secondary program. Because ours is a productive society, perpetuation of cultural heritage is im-

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Innovativeness: Legacy of Past; Mandate of Future?

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possible without public schooling for and about careers. Exclusion of vocational agriculture from secondary school curricula cannot be justified; therefore, society's primary thrust in vocational education for the general populace will continue in secondary school programs. Administration of that vocational curriculum may shift but the locus of public vocational education will remain in the local secondary schools. Any moves to the contrary will be experiments, not generalization to mainstream America.

Focus upon the teacher. The teacher is the product of (a) preservice programs and (b) continuing education/inservice programs. Teacher education must reflect considered standards of the profession. AATEA, in cooperation with NVATA and NASAE, should design, adopt and promulgate standards for ensuring quality preservice, graduate and inservice programs. Standards and teacher education programs can no longer ignore the skills needed to become innovative. Skills needed for recognition, assessment and utilization of innovations shall be as important as skills needed, for example, to advise the FFA.

Focus upon the community. Students, parents, employers and others of the local community are the clientele. Inclusion of their interests, in cooperation with the resources of the school and community, is essential. Innovative course offerings, such as one-semester courses in records, small animal, car, greenhouse maintenance, or summer courses for special learners are being requested by communities. Teachers, conducting quality SOE programs, must be encouraged and rewarded for extending public schooling into the community for students desiring supervised career experiences but lacking reasonable opportunities to complete full programs. In this time of escalating requirements for graduation and college entry, communities look to schools to find innovative ways for comprehensive, developmental experiences for students including career experiences.

Focus on innovation. Agricultural education must apologize. The opulence available to the profession is overlooked. The industry of agriculture has more scientific technology than any other industry. State of the art diesel power units; the largest arsenal of exotic chemicals with which to wage war; on-farm embryo transfers; electronic livestock auctions and marketing by satellite video; modems connecting the Chicago Board of Trade and the Ag Ed Network® information systems; linear programming of business enterprises; state-of-the-art financial statements; and influential international leadership are examples.

Focus on Science. Some people are satisfied with a vocational agriculture of little more than chalkboard, Pearson's-square rations, lawn mower motors, arc-welded beads, and absolutely no sales and service instruction. In the agricultural industry, such programs are relics; communities and students suffer from these backward images and results. Curricula, restructured to emphasize the science of modern practices in agriculture and natural resources, is needed. A program that is reflective of emerging technology is worthy of science credits applicable to requirements for graduation, perhaps 1:2, 1 science unit for 2 units of vocational agriculture.

Communication: Key of Innovative Service

Adoption of innovations, as defined by Rogers and Lionberger and others, occurs in predictable stages: awareness, evaluation (abstract), information, trial and adoption. Adoptors of innovations are categorized: innovators, early adoptors, early and late majority, and laggards. Ignoring the phenomena, dynamics and mechanics of the change process results in stagnation. Laggards are the last to accept what everyone else recognized as necessary long ago; laggards are the very essence of stagnation.

Earlier, the teacher was described as the delivery point for vocational agriculture. Is delivery a random or chance occurance? No on-going industry tolerates delivery as a chance attribute. Neither did vocational agriculture at its inception. Programs cannot be allowed to stagnate. The wisdom is questionable of a system that leaves its teacher as a random variable.

Communicative Channels: Basic to Change

Communication of technology to and among teachers and the industry is necessary. It addresses, in part, three stages of the adoption-process: awareness, tentative evaluation, and information.

Research advises against one-way communication. One-way communication such as this article, generally addresses only the awareness state. The implication being that one-way communication usually affects only the innovators. Therefore, effects of a periodical — or any one-way communicative medium — are minimal. Interaction should not be merely an opportunity; interaction must be a responsibility of the teacher, state department, teacher education and the agricultural industry. If guilty of "training" teachers in workshops, we must get back to educating them, too, so they can self-direct along the five stages of adoption.

Communicative Media. The media by which the teacher communicates with the community says much. Early legislation was aimed at communicating about and through research and development. Table 1 lists several technologies perceived as indicators of the innovative potential of a program. A question mark appears for certain items indicating that the utility for vocational agriculture is still evolving.

Table 1: Innovative Potential of a Vo-Ag Department Related to Media Present in the Progam

Communicative Media Available	yes / no	Potential
Departmental phone	/ x	weak
Telephone answering unit	/ x	?
Two-way radio (optional)	/ x	?
Advisory committee	/ x	weak
Microcomputer/software	x /	strong
Bulletin file for community	/ x	weak
Video tape technology	/ x	strong
Visitation program	/ x	weak
Adult instruction	/ x	weak
Ag Ed Network	x /	strong
News column or newsletter	/ x	weak
Budget for inservice	x /	strong

Developing Innovative Potential. Perhaps the preservice element of teacher education has overly focused upon teaching the technologies of yesterday's agriculture and pedagogy. Part of teacher education must address the art and science of innovation, developing skills to describe and utilize the phenomena of how innovations are introduced and how the adoption rate can be improved. Students, in teacher education and Extension education, should learn how to assess the innovative attitudes of themselves and their clients and to select strategies that ensure efficiency in wisely adopting emerging technologies.

Summary

The pragmatic approach for one to remain current in a technology is: (1) provide professional principles and entry-level skills during preservice; (2) develop expectations, during preservice, for required continuing/inservice education; and (3) maintain an inservice program that continues to emphasize (a) proven principles, (b) implications of technologies for the profession and the clientele, and (c) examples of emerging technologies. These three elements incorporate the theme of this article: purpose through principles, structure for communication among professionals and the industry/clients, and assigned responsibilities in the profession to interact with the industry and emerging technologies.

Agricultural education has a bright future. That future is written in the purposes of Smith-Lever and Smith-Hughes Acts: programs which integrate emerging technology with development of individuals, communities, natural resources and society.

THEME

Meeting Today's Needs: Agribusinesses' Viewpoint

By Ron Scherer

(Editor's Note: Mr. Scherer is Director of Corporate Public Relations with DeKalb Agricultural Research, Inc., DeKalb, Illinois 60115.)

The Smith-Hughes Act of 1917, the legislation that created vocational agriculture in secondary schools, declared that vocational agriculture programs "shall provide for directed or supervised practice in agriculture, either on a farm provided by the school or other farm, for at least six months per year." In 1917, the United States had approximately 6.4 million farms, and farm families accounted for some 30 percent of the total U.S. population. It was assumed that many farm youth, after receiving an education, would follow in their parents' and grandparents' footsteps and return to the farms. It was important to teach these youth how to become better farmers.

Things have changed since 1917. According to the 1982 U.S. Census, farm numbers have plummeted to 2.2 million, and the farm population makes up only 2.5 percent of the U.S. population. However, as farmers decreased in number, the supply and service industries supporting them grew rapidly. And, on the other side of the farmer, an expansion has taken place in the industries that receive farm products: processing, transportation and marketing. So, although the actual number of farmers has decreased, the total number of agricultural-related jobs has increased.

The Vocational Education Act of 1963 recognized the changing face of agriculture when it expanded the definition of vocational agriculture to include the preparation of students for any occupation involving knowledge and skills in agricultural subjects. The door was opened for agricultural students to participate in the many other non-farm, yet agricultural-related, experiences available to them.

Current Status

Today, in 1985, the door remains open, but have local vocational agriculture programs made the necessary shifts in emphasis to include greater attention to non-farm training? This is not to suggest that vocational agriculture abandon its efforts in teaching production agriculture. The nation still needs a supply of well-educated youth to farm. This is a problem in itself because the current realities of farming make it highly unlikely that very many vocational agriculture students will ever have the opportunity to farm.

It is for this reason that vocational agriculture programs can no longer put single emphasis on preparing young people to farm. Programs must be expanded to include greater emphasis on preparing youth to step into jobs in the agricultural-support industries.

Agriculture continues to be a dynamic industry, making a huge contribution to the total U.S. economy. Today, some 22 percent of all jobs in the United States are directly or indirectly related to agriculture. Someone must assume these jobs. Opportunities exist for young people who are adequately prepared to fill the annual needs of the nation's 23 million agricultural-related jobs.

Bright students, many of whom realize they have no opportunity to farm, must not be lost from agriculture. Ac-

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Meeting Today's Needs: Agribusinesses' Viewpoint

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cording to a recent study by several educatonal organizations, "American agriculture — some 20 percent of our nation's gross national product — is seriously threatened by deepening shortages of highly qualified scientists, managers and technical professionals.

The United States has been the world leader in agricultural production throughout the 20th century. That leadership may be threatened without a continuous flow of good students, well educated in agriculture, to fill the many agricultural-related positions that will be available in the future. According to the joint study, "Enrollments in colleges of agriculture have declined by 15 percent during the past four years. There is growing evidence of deficits of college-educated agricultural scientists, technicians, educators, producers, managers and other professionals in both the public and private sectors." A U.S. Department of Agriculture study, conducted in 1980, projects the overall average annual demand for college graduates with knowledge in the food and agricultural sciences to exceed the available supply by 13 percent.

Student Opportunities

Why this decrease in the number of students pursuing agricultural careers? Are they not aware of the many opportunities? Do good students feel that a career in agriculture is not as fulfilling as careers in other areas?

It seems logical to think of the vocational agriculture classroom as the first real opportunity in a student's life for exposure to the many agricultural-related job opportunities. Here, students can discover the broad range of opportunities and see that a career in agriculture can be rewarding. Vocational agriculture can prepare them for the many agricultural-related jobs that do not require a four-year college education, or this classroom experience can be the first step in encouraging students to continue studying agriculture in college.

High school vocational agriculture programs must adapt to the changes in agriculture — the decreased opportunities to farm and the increased opportunities for agricultural-support jobs. Courses need to be reviewed and, if they do not accurately reflect today's agricultural environment, changes must be made. Programs can no longer be patterned after those of the past.

Bridging The Gap With SOE

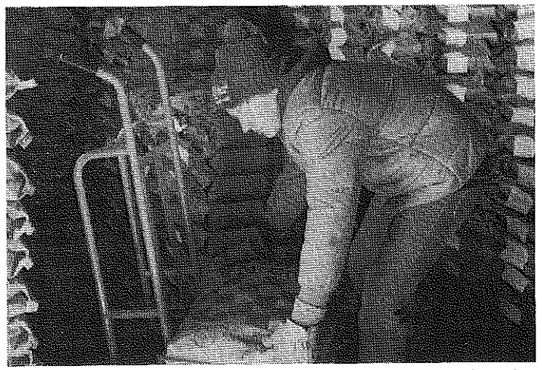
The supervised occupational experience (SOE) program should play a prominent role in preparing youth for employment in the agricultural industry. SOE was the foundation for agricultural education in the early days, when preparation for farming was the primary objective. Today, SOE must continue as the foundation, as students are prepared for other jobs in agriculture.

Through SOE, students are given the opportunity to apply the knowledge obtained in the classroom to real-life situations. SOE can and should continue in its intended role of bridging the gap between school and work. Instructors must accept the responsibility to implement successful SOE programs that take advantage of the many resources available to them in their local communities.

Consider the following suggestions as ways to incorporate SOE experiences into the classroom situation:

1. Take full advantage of the opportunities that exist if your community has a large agribusiness firm headquartered nearby. Develop a partnership between industry and education. Agribusinesses may be more willing than you think to help provide your students with work experiences.
2. Make an attempt to work with local banks, radio stations, newspapers, farm management firms, seed dealers and other retailers of agricultural products. Develop a means of acquainting students with jobs such as agricultural banking, communications, farm management and marketing.
3. Make greater use of local agribusiness people as a means of offering students opportunities to explore careers in agricultural fields — invite them as guest speakers, tour their facilities, etc.
4. Correlate curriculum development with postsecondary programs, especially those directed toward agribusiness and industry.
5. Make maximum use of school-based land laboratories, greenhouses and animal-rearing programs to give non-farm students opportunities to develop skills not otherwise available to them.

SOE must continue in its role of preparing youth for employment in the agricultural industry, which comprises some 22 percent of all jobs in the United States.



Feed stores are often thought of in providing work experiences, but what about other employers such as radio stations, newspapers, banks and insurance companies?

Agriculture Options

Increased efforts must be made to attract the brightest and best students to agriculture. Work closely with local secondary and administrative personnel to broaden their knowledge of career opportunities in agribusiness. Make them aware that students with high aptitudes in biology, computer science, business, engineering, economics and other disciplines can combine these interests and skills with a career in agriculture.

According to the U.S.D.A., more than 59,000 university and college graduates in the food and agricultural sciences are required annually to fulfill the scientific, professional and managerial positions. U.S. colleges of agriculture currently produce slightly more than 65 percent of the needed graduates with food and agricultural expertise. That spells opportunity for young people studying agriculture.

Colleges of agriculture must compete with other colleges for the limited number of high school students who are adequately prepared to continue formal training in the pursuit of a professional career. Guidance counselors should be made aware that agriculture is not a dead-end job requiring less-than-brilliant students. Veterinarians need the same basic skills as doctors. Designing a combine is no less difficult than designing an automobile. The point is, agriculture requires superior students, just as any other industry does. Guidance counselors need to be conditioned to the many opportunities in agriculture so they do not steer the best students away from this important industry.

Another point appears valid. It is no secret that the vocational agriculture departments in many communities come under fire when school districts suffer financial difficulties. If one looks at vocational agriculture as a means of preparing a handful of students to step into farming, the number are small and may indeed appear difficult to justify. If, however, vocational agriculture is viewed by administrators as a means of preparing students for an industry that comprises 22 percent of all jobs, the numbers become greater and the local program suddenly takes on greater importance.

It is the role of agricultural educators to help with this conditioning process. One of a vocational agriculture teacher's greatest services to agriculture can be to develop programs on the local level that will attract students to agriculture and encourage them to pursue a career in this vital and dynamic industry.

A statement from the joint study referred to earlier makes an appropriate summary: "Agricultural mindpower is a basic national resource and is crucially important to the security and well-being of this country. The United States cannot continue as the lead nation in agriculture without new efforts for the development of human capital, the ultimate resource in American agriculture." As teachers of vocational agriculture, you have the power to influence that human capital.

THEME

Changing Vocational Agriculture In Spanish Fork High School

By Earl R. Thomsen

(Editor's Note: Mr. Thomsen is a Vocational Agriculture Instructor at Spanish Fork High School, Spanish Fork, Utah 84660.)

The Vocational Agriculture Department at Spanish Fork High School has traditionally taught production agriculture. Our judging teams always placed high in the typical production judging contest of livestock, meats, agriculture mechanics, poultry, and dairy.

Changes started taking place in the late sixties and early seventies in our communities that brought us to an awareness of some possible needed changes in our programs. The many small dairies that once were prevalent had disappeared, leaving only a few large, 200 plus cows, dairies in our area. The poultry industry had increased but had been consolidated into a one family operation. At one time we had a large cannery that provided a good cash crop system of sweet corn, peas, carrots and lima beans. This is no longer in operation. The sugar beet industry has also been taken from our area.

We are left with the range livestock, hay, grain, and some fruit growing. The population had also increased by several thousand. An example of this is the small farming community of Benjamin that records show had a population of five hundred from the late 1800's to the early 1960's now has a population of nearly one thousand. The growth in the other farming communities that are served by our school has been similar.

Considering Curricula

One of the options we considered including in our curriculum was ornamental horticulture. We first began with a manpower study that had just been completed by the state. We found that we could train and place thirty-two

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Changing Vocational Agriculture In Spanish Fork High School

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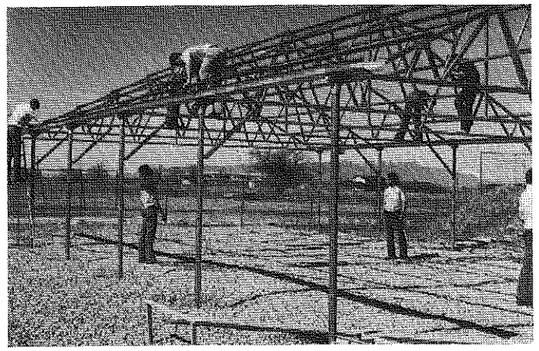
individuals if we were to offer an ornamental horticulture program at our school. This fact got the board of education interested.

A proposal was written for some funds through the State Set Aside Funds. A number of equipment items were purchased and the program was offered for the first time in 1976. We did have a meager number of students sign up that first year, but the administration supported us and the program flourished. I might add that it took three years before we had one class of fifteen students.

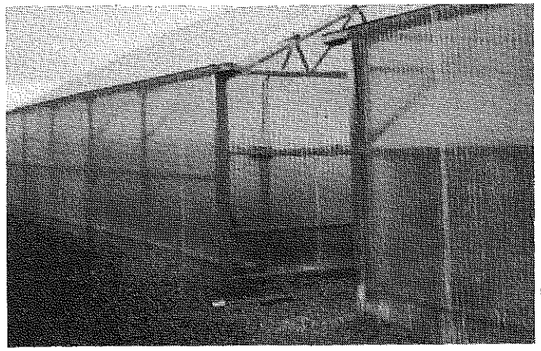
During the first year, we taught careers, grounds maintenance, and some landscaping. In the spring of the first year, I again wrote a proposal for more support to come out of regular vocational funds. That fall, we began building our first greenhouse. Once more the class was rather small but this fact aided in getting the greenhouse completed by the spring of that year.

The program has grown now to an enrollment of over forty students. We have two greenhouses and a headhouse. The headhouse also serves as a storage area for much of the equipment. We grow standard mums, pot mums, poinsettias, easter lilies, carnations, and bedding plants in our two greenhouses. The greenhouses are also used for the production of some shrubs.

The vocational agriculture classes in the Spanish Fork High School are still traditionally agriculture. However, we do offer two classes of ornamental horticulture each year. The ornamental horticulture program is continuing to grow and, hopefully, we will develop our agriculture mechanics program to have more of a horticultural emphasis.



Greenhouse assembly underway at Spanish Fork.



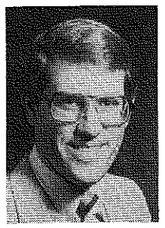
Completed greenhouses constructed by students.

THEME

Time Management — Critical For Summer Programs

"I don't know where the summer went! There's just too much to do! School begins next week, and I haven't had time to meet all the new freshmen students!"

These comments reflect our continual battle with the teacher's most valuable resource — TIME. It has been estimated that approximately 50 percent of the population needs from 10-25 percent more time to their job. That is a rather awesome fact when one realizes that each of them already has all the time there is! Time, unlike some of the resources available to the teacher, cannot be stockpiled or retrieved at a later date. You can not turn it on or off. We are forced to spend time at a fixed rate, whether we choose to or not (Mackenzie, 1972). The paradox is that few teachers have enough time; yet each of us has all the time there is! The key then for teachers is to manage themselves with respect to the amount of time available.



By William Umbaugh and Edgar Yoder

(Editor's Note: Mr. Umbaugh is a Graduate Assistant and Dr. Yoder is an Associate Professor in the Department of Agriculture & Extension Education at the Pennsylvania State University, University Park, Pennsylvania 16802.)

Discovering Where Time Goes

If we want to better utilize the time allocated for our summer instructional program, we need to identify how we are currently using our time. Completing a time log (Figure 1) helps identify what we planned to accomplish, what we actually did with our time and how we could have more efficiently spent our time. The log helps identify how we behaved and, if we are going to be better time managers, we need to change our behavior of how we use time. Typically the teacher, in analyzing a daily time log, discovers there is a relatively small amount of free time, and much time tends to be spent on crisis management activities. Analyzing the daily time log helps the teacher identify the major timewasters and make plans for more effectively using the time available.

Figure 1
Daily Time Log
DAILY TIME ANALYSIS*

Name _____
Date _____

Goals: (List in order of importance for the day)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Time	Action	Priority	Comment, Disposition or Results
		1 = Important & urgent 2 = Important, not urgent 3 = Urgent, not important 4 = Routine	Train _____ to handle Next time ask for his/her recommendation Consolidate, eliminate, or cut time Delegate to _____ Other comments
8:00 a.m.			
8:30			
9:00			
9:30			
10:00			
10:30			
11:00			
11:30			
12:00 p.m.			

Tagging Timewasters

It is human nature to blame others and conditions outside of ourselves for our "lack of time." Pogo, the cartoon character, said, "We have met the enemy, and the enemy is us!" In ourselves resides the major reason for wasting time, and in ourselves is the major resource for solving the problem.

Time management experts in private business suggest we need to identify our major timewasters and then determine the major cause and possible actions to resolve the problem (Figure 2). Although not all potential timewasters are identified in Figure 2, it does provide a framework for dealing with those things which contribute to our ineffective use of time.

Figure 2
Analyzing Your Timewasters

Timewaster	Cause	Action
Procrastination	No established deadlines	Put deadline date on everything
	Afraid of making wrong decision	Identify all information needed to make decision
	Delaying the most difficult	Do most important things first & save easy tasks for later
Lack of Priorities	Lack time to plan	Set aside 30-60 minutes per day to plan & organize
	Difficulty assigning priorities to tasks	Identify in rank order most important tasks for the day
	No system for prioritizing	Develop long range summer program plans
Trying Too Much at Once	Lack planning	Set weekly & daily priorities
	Reacting to "urgent" rather than "important"	Focus on important activities giving most results
	Starting activities late	Develop weekly schedules
Interruptions	Open door policy	Develop schedule in summer when people can contact you
	Doing it all yourself	Delegate responsibilities to others

Tips For Better Time Use

The following represent techniques you may find helpful in attacking your timewasters. Some will work for you and others will not. The key is to use those techniques which help you work smarter, not harder.

Reserve Time to Plan — Set aside a relatively large block of time (30-60 minutes) each day as quiet time to think and plan. Such time spent planning and organizing may actually save two hours per day. This time should be devoted to planning how you will most efficiently and effectively use your time. Using time to save time makes sense!

Establish Priorities — The activities that need to be completed should be prioritized. Activities which are the most critical and have the greatest payoff should be completed during your prime time. Not establishing priorities too often results in us spending 80 percent of our time working on those small things which only give us 20 percent of our results. We need to identify those summer program activities which are the most critical and give us the greatest payoff. Only you can identify those activities where you need to spend most of your time to obtain the greatest payoff.

Handle Papers Once — Open your mail each day when you have a block of time to actually deal with the mail, and then try to throw out everything possible. When you open a letter or read a brochure ask one basic question, "How can I use this or do I need it?" If you can not identify a satisfactory answer immediately, pitch it! Some teachers have found that dividing their mail into three piles cuts down on the amount of paperwork. Pile A includes items that need to be completed immediately, and Pile B includes items that need to be completed within ten days. The remainder goes into a "low priority" folder which is

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Time Management — Critical For Summer Programs

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reviewed at the end of the month during a one-hour catch-up-session. Interestingly, at the end of the month, they often discard the items in the folder. The information in the "low priority" folder was not critical to them in the first place.

Consolidate Major Activities — When teachers analyze their daily time log, often they find similar activities repeated throughout the day. For example, making telephone calls and handling written correspondence during one block of time may be more efficient than scattering them throughout the day. Organizing your travel for SOE supervision and adult instruction can save much time. Identifying ahead of time the major problems and questions you will be asked by students and adults should help to organize the types of reference materials and equipment you need to carry with you in your summer instructional program.

Schedule Appointments — Telephoning ahead to schedule and verify appointments is a common practice used in private business. The same technique can save teachers time and travel as they complete the summer instructional program. Such an approach forces the individual to stick to a schedule and lets the other party know that it is a business visit rather than a social visit.

Summary

The problem is not lack of time, but how we actually use time. Time management is very personal, and many of the time management saving techniques to some individuals are very obvious. When there are more things to do than you have hands for, you need to identify those important activities which will give you the greatest payoff.

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THEME

Plan Your Work And Work Your Plan

BY MICHAEL RUSH AND WILLIAM WILLIAMS

(Editor's Note: Drs. Rush and Williams are Assistant and Associate Professors, respectively, in the Department of Agriculture & Extension Education at The Pennsylvania State University, University Park, Pennsylvania 16802.)

They who fail to plan, plan to fail!!! With that admonition ringing in our ears, most of us left college with our diploma, certificate and full intentions of keeping our programs in tip top shape — well planned and executed. We chuckled at ol' Joe Scatterscrew and his naive incompetence . . . but then we jumped into the fire: project visitations, the state fair, FFA camp, officer retreat, state reports, teacher's meetings, inservice education, tomorrow's class, contests, trips, squeezing out some time with the family, lunchroom detail, dance detail, the annual Pomona flower review (the agriculture teacher always does it!), homecoming, banquets, community projects, public relations, discipline, etc.

About halfway through the year, the principal stops by and has the gall to ask for our course of study. We quickly collect a few pages of scrawled plans we have laying around in the desk drawer and wonder how we ever got so far behind. After all, it is tough to remember the original objective was to drain the swamp when you are up to your neck in alligators. We also vow to get that course of study in shape — just as soon as we get a chance.

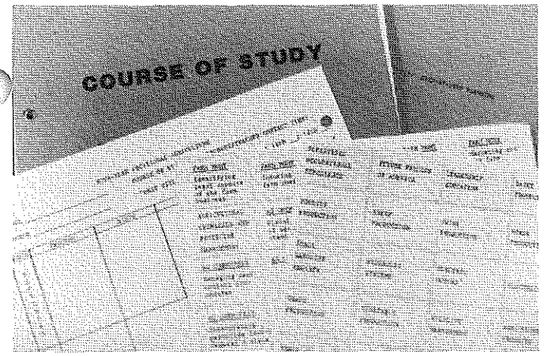
Priority on Planning

It seems that everything works against planning, even planning as basic as a course of study. Developing a course of study takes precious time and is a difficult task, particularly if all of the variables are carefully weighed. It is also easy to put off doing the plan since it does not have the immediacy of a chapter banquet or FFA contest. Worse yet, classes seem to happen anyway without a well-planned course of study. Unfortunately, the real harm cannot be measured directly but rather as opportunities lost and student potential undeveloped.

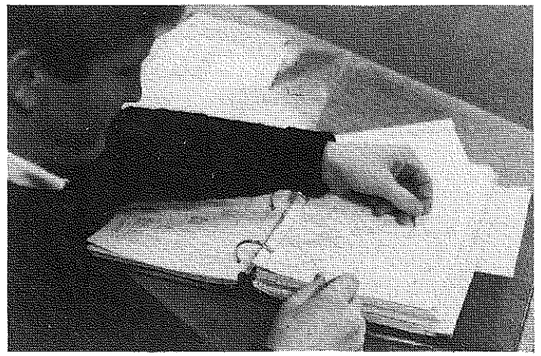
A good course of study facilitates innovative teaching. It allows the teacher to fit the lessons together to make the best use of available resources to match community and student needs. It also serves other functions such as improving public relations and coordinating changes in teachers. To be effective, however, a course of study must be relatively easy to do, flexible enough to be adapted to local conditions, and dynamic enough to allow for relatively painless and rapid changes.

Pennsylvania Planbook

One possible step in the right direction is a planning guide being developed at The Pennsylvania State University. The guide was started in response to a need for an effective planning system for Pennsylvania teachers. The



Unit titles and problem titles are on prepasted stickers for easy movement to planned course sequences.



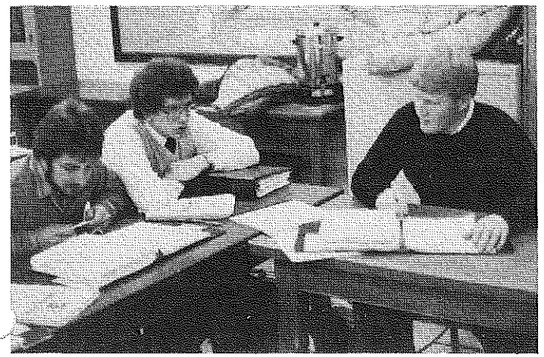
Units are arranged in order decided upon for a course.

overall planbook includes sections for program philosophy and objectives, and a guide for surveying the community as well as directions for developing them.

The heart of the planning guide, however, is the step-by-step planning section. The guide has a number of preprinted labels. One set of labels contains unit titles, and another set contains problem areas that go with each of the unit titles. Blank labels are available for adding unit titles and problem areas to tailor the plan to a specific community. The labels are printer's labels and can be removed and reattached to facilitate changing the course of study.

The planbook also has several grids upon which to do the actual planning. One grid is designed to hold the unit titles for an entire 4-year program. Other grids for each year are available to plan the specific problem areas. There are also grids for the adult program and for the summer program.

While the Pennsylvania planbook is still in the development/testing phase and may not have titles for all areas of agriculture, the concept is one that can be adapted to virtually any type of program or preferred style of organizing curriculum. For example, if competencies are favored over problem areas, the tabs can be printed with competencies. If the program is divided into subject blocks instead of years, the grid headings can be changed to reflect the subjects.



Group discussion contributes to decisions about arrangement of units in a course.

The planning system also allows for tailoring the course plans to the local community. Only those units and problem areas that are appropriate need be selected from the list of labels, and additional units and problem areas can be added as needed. Teachers also have the option of breaking the units into more of fewer problem areas simply by adding labels or modifying the ones provided. Advisory committees can readily interact with the teacher to facilitate change. Finally, the planning system allows a teacher to integrate supervised occupational experience, the adult program, and the summer program into a similar format, allowing all components to be systematically planned. Using the same system for all of the components contributes to the concept of an integrated, coordinated program, rather than a program with several distinct parts that can be lopped-off when budget time rolls around.

The unique features of the planning system include: preprinted labels which reduce the teacher's workload in selecting and planning the course content; removable labels which make it much easier to change the course of study and, therefore, encourage teachers to use it as a planning tool; and the inclusion of supervised occupational experience, the adult program, and the summer program into a similar format, allowing all components to be integrated into one plan.

The planning system is not perfect, however. The size of

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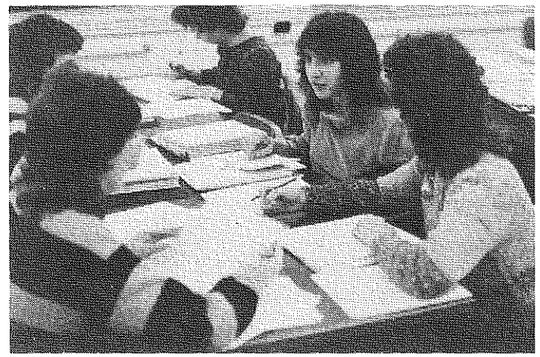

Student committees discuss placement of problems in the teaching sequence.

Plan Your Work And Work Your Plan

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the labels prevents much elaboration of the problem areas and the labels can be difficult to remove at times. An effort has begun to address these problems by adapting the planning system to the microcomputer. A data base of units and problem areas will be created along with an organizational program which will allow these units and problem areas to be placed in the course plan.

The program will not simply be a glorified word processing program, but rather an integrated planning system that will allow easy placement and/or movement of units and problem areas into appropriate time slots. Suggested time lengths for each unit/problem area will be included. The organizational program will be separate from the data base so that it can be used in a variety of settings, even in other vocational disciplines. The next step will be to develop unit plans that can be called up on a computer network to support each of the units.

A course of study is an essential tool. It is only effective, however, if teachers find it convenient to develop and modify. Hopefully, teachers can work together with teacher educators and state personnel to pool resources and perfect a system that can make a dynamic course of study a reality in every department.

THEME

Where Are Your Priorities?

By Allen G. Blezek

(Editor's Note: Dr. Blezek is an Associate Professor in the Agricultural Education Department at the University of Nebraska, Lincoln, Nebraska 68583-0709.)

In a period of time when it seems as though the public demands more and more from vocational agriculture instructors, it is not uncommon to hear these instructors express concern over their heavy work load and its effects upon "program quality" versus "program quantity". Ultimately, one would think those job tasks that are considered the highest priority should be continued and those job tasks that are considered a lower priority could be eliminated. Most would certainly agree that much has been added to the list of responsibilities of the vocational agriculture instructor since the passage of the Smith Hughes Act of 1917 while little, if any, has been deleted.

Some individuals would conclude that the present broad array of responsibilities, or more commonly referred to collectively as "teacher load," has been a major influence in teacher turnover and teacher burnout. The concern regarding the teacher load of the vocational agriculture instructor led to research in Nebraska to put this problem into better perspective and to offer some possible solutions to the problem.

Procedures

Twenty-five Nebraska vocational agriculture instructors were asked to identify job tasks performed as a part of their routine responsibilities. A listing of 50 job tasks obtained from teachers was then developed into a questionnaire that was submitted to all 153 Nebraska vocational agriculture instructors for prioritization. A five point rating scale was used, with a "1" representing "not a priority" and a "5" representing a "very high priority." The questionnaire also identified respondents according to the following: (1) State Vocational Agriculture Association District, (2) Whether a University of Nebraska Graduate, (3) Highest College Degree Held, (4) State Class Size Designation of School District and (5) Years of Vocational Agriculture Teaching Experience. This information was used to further compare responses regarding which vocational agriculture job tasks were most important.

Results

For purpose of analysis, those 16 job tasks rated highest were determined to be of "high priority," and those 16 tasks ranked lowest were determined to be "not a priority." The remaining 18 tasks were determined to be of "average priority."

Table 1

Job Tasks As Identified and Prioritized
By Nebraska Vocational Agriculture Instructors

	Rank Order	Job Task	Comp.* Mean
"HIGH PRIORITY"	1.	Teaching in the classroom	4.71
	2.	Involvement with family	4.58
	3.	Instruction in school shop or laboratory	4.40
	4.	Developing lesson plans	4.32
	5.	Advising meetings & activities of the FFA	4.32
	6.	Instruction related to record books	4.28
	7.	Providing on-farm instruction — SOEP	4.25
	8.	Conducting public relations — FFA	4.24
	9.	Conducting public relations — Vo Ag	4.21
	10.	Determining curriculum	4.10
	11.	Involvement in discipline problems	4.03
	12.	Maintaining shop equipment	3.86
	13.	Personal counseling	3.79
	14.	Participating in FFA Leadership Camp Activities	3.77
	15.	Preparing budgets/ordering supplies	3.75
	16.	Preparation and attendance at judging contests	3.70
"AVERAGE PRIORITY"	17.	Helping students with award applications	3.68
	18.	Preparing and grading tests	3.68
	19.	Involvement with county fairs	3.66
	20.	Participating in parent/teacher conferences	3.54
	21.	Involvement in professional growth activities	3.49
	22.	Grading papers	3.48
	23.	Conducting Ag related field trips	3.47
	24.	Participating in professional teacher organizations	3.45
	25.	Involvement with advisory councils	3.41
	26.	Organizing files, office, etc.	3.33
	27.	Reading current publications	3.23
	28.	Constructing needed equipment and facilities	3.22
	29.	Duties of study hall, ticket taking, halls	3.22
	30.	Attending faculty meetings	3.15
	31.	Completing local and state reports	3.13
	32.	Involvement with state fairs	3.08
	33.	Participating in staff meetings	3.05
	34.	Participation in civic organizations	3.05
"NOT A PRIORITY"	35.	Sending correspondence	3.03
	36.	Cleaning and maintaining facilities	3.02
	37.	Placement service for placing students in agribusiness	3.00
	38.	Supervising student teachers	2.66
	39.	Working with student aides	2.58
	40.	Involvement with Young Farmers	2.41
	41.	Drinking coffee	2.36
	42.	Advising FFA Alumni	2.33
	43.	Conducting junior high exploratory programs	2.27
	44.	Supervision of test plot activities	2.24
	45.	Involvement with Adult Farmers	2.23
	46.	Coordinating the school farm or land laboratory	2.10
	47.	Conducting cooperative education/D.O. type programs	2.07
	48.	Assisting with athletic events	1.82
	49.	Substituting for other teachers	1.41
	50.	Driving school bus	1.31

*The scale used was: 1 = "Not a Priority"
5 = "High Priority"

As one attempts to interpret the information presented in Table 1, caution must be exercised. It would be unfair to suggest that all "not a priority" tasks be automatically eliminated from the local program expectations of the vocational agriculture instructor. Similarly, it would be unreasonable to expect that all of the instructor's emphasis be placed on the "high priority" items.

It must also be recognized that some of the job tasks, although ranked very low as "not a priority," must be maintained as a part of the overall responsibilities of a vocational agriculture instructor in order to preserve the vocational aspect of the program. For example, it would be impossible to eliminate item numbers: 35. "Sending Correspondence," 36. "Cleaning and Maintaining Facilities," or 38. "Supervising Student Teachers." It is conceivable that the remaining 13 items in the "not a priority" category need to be strongly weighed as future directions for programs are charted at the local level by the vocational agriculture instructor. Decisions regarding which tasks to include should be made in cooperation with the local advisory council and at the state and national levels by vocational agriculture instructors, state supervisors, teacher educators and respective advisory groups.

Before certain other "low priority" job tasks are eliminated from the responsibilities of the vocational agriculture instructor, careful attention must be given to those job tasks that may be delegated to other school personnel, students, and volunteers from the community. Certain tasks might be coordinated through the FFA Alumni, the adult and the young farmer groups or through other appropriate organizations.

Even in the "average priority" category, certain tasks may be delegated to others. For example, volunteers might be in a position to assist with the following items: 17. "Helping Students with Award Applications," 22. "Grading Papers," and 26. "Organizing Files, Office, etc." When delegating, however, it must be remembered that one can delegate authority but not responsibility — the vocational agriculture instructor is ultimately responsible.

In the final analysis, few would question the importance and/or significance of the "high priority" tasks with regard to the basics of a strong overall program of vocational agriculture and for the personal needs of a strong vocational agriculture instructor. It is always important to put job tasks in their proper perspective as we attempt to sort out values and philosophies, communicate with administrators with regard to teacher loads and their impact on the total program and to identify those tasks which can be given to alumni, volunteers, student aides, and others.

Recommendations

Based on the findings, the following recommendations are made:

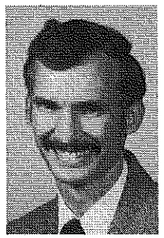
1. It is recommended that vocational agriculture instructors review the tasks they perform as they plan the future direction and priorities for local programs of vocational agriculture.
2. It is suggested that vocational agriculture instructors, state supervisors, teacher educators and advisory councils cooperatively review the findings for possible delegation and/or elimination of job tasks from the responsibility of the local vocational agriculture instructor. Of particular emphasis for possible delegation and/or elimination should be those 16 tasks ranked as "not a priority."

Remaining 1985 Themes

August	**Evaluation of Vocational Agriculture**	**October**	**Elementary and Pre-vocational Programs**
September	**The Teacher of Vocational Agriculture**	**November**	**Teaching Tips**
		December	**Future Programs in Agricultural Education**

ARTICLE

Vocational Agriculture Teachers — Caretakers or Zookeepers?



By Lee Cole and Janice M. Weber
(Editor's Note: Dr. Cole is in Agricultural Education and Ms. Weber is in the Division of Continuing Education at Oregon State University, Corvallis, Oregon 97331.)

Probably no resource causes as much concern for vocational agriculture teachers as that of time. In these days of shortages, cutback, inflated prices, and administrative changes, we are still faced with a job to do, public relations to perform, and a personal life to live.

How does a busy person increase disposable personal time? We may begin to feel out of control as the year slips away, and a full calendar controls the future.

Often we hear that people who teach vocational agriculture just know that their jobs are not going to be eight-hour days, five days a week. The fact remains that vocational agriculture teachers still have 24 hours a day that they stretch to cover the responsibilities of the position.

Zookeepers Not Just Caretakers

Vocational agriculture teachers must begin to see themselves as effective zookeepers instead of just caretakers, consider the following explanation.

Think about monkeys for a minute. What do you see? They may be mangy, screeching, cute, quiet, and a variety of sizes. Some require heavy security, some no restraints at all. Some cute cuddly babies grow up to be big gorillas! Now, still picturing monkeys, think — a monkey is any involvement or activity dependent on your time and energy for its accomplishment.

Some activities or involvements in your job are those you do not necessarily want to face — some seem ugly and unmanageable: some you do not mind at all. Some you would like to keep; some you would just as soon eliminate. Not all activities need your full undivided attention just as not all monkeys require the zookeeper's full time and attention. At some times, one monkey may need a little extra tender loving care, just as some activities may require more time for a while and a minimum of time later.

If animals are well cared for daily, there is less probability of their becoming ill and needing extra attention or care. Just imagine a whole cage of sick monkeys needing attention. If you consistently manage your time, you will have fewer peak loads. The real frustration comes when we are faced with a whole day of things that needed to be done yesterday.

To get your activities in line, you may have to stop some of the things you are doing now. Our problem as busy people is that we become caretakers for many screaming monkeys and feel we have just spent the day cleaning cages, watering the animals, and serving rations instead of being in charge of the managerial duties that need to be done to keep the whole plan working.

Being An Effective Time Manager

How do you get to be a zookeeper instead of just a caretaker? What kind of a person is an effective time manager? Just as there are prerequisites for people in the zookeeping profession, there are prerequisites for becoming effective time managers. It does not require a special degree, but it does require a degree of special management. The prerequisites are three, directly related to personal and professional management.

Desire to Improve Managerial Skills — You must seriously and sincerely want to be a good zookeeper. You must want to improve and know how to improve your managerial skills. Often we think we would like to be a zookeeper when we would rather be doing the caretaker's job. If you think you are already too busy, what are you willing to give up so you can really take on the challenging task (being an effective teacher).

Recognize Degree of Freedom — Second, you must have the freedom to manage. There are deadlines, dates by which reports and budgets are due. Instead of becoming frustrated over those things you can not change, change those you can. Do you feel yourself in charge, or are you being manipulated?

If you have the responsibility for the care and feeding of a certain monkey (task), be sure you understand just how much freedom and responsibility you have. What is required of you on this job?

Take Time to Change — The third prerequisite is one's recognition that it takes time to be a good manager. This may seem to contradict the whole idea, but realize for a minute that you have been learning time management for however many years you are old. It takes about five minutes to feed a monkey at a zoo — extra care takes longer. There are many tasks that can be done in five minutes. It takes practice to set priorities and stick with them. It takes practice to write plans that will actually work out to be effective time management plans for you. When you are given a job to do, either by someone else or one that you determine yourself, think it through before you begin to plan. If you found that you did not have time to accomplish your plan, evaluate what happened and why before you make the same mistake again.

When the pressure increases, you may find yourself faced with a whole day (or even week) of tasks — none of which was supposed to take more than a few minutes, but they are suddenly all number one priority, and all need to be done. Too many of those days intensify stress at work.

Often we feel we do not have time to plan. Actually you do not have time not to plan. Think about the time you already have that you could make better use of — time that you spend driving or commuting to work, time you spend waiting in the line at the gas station, at a stoplight, grocery store, or in the superintendant's office. When you have to wait, or be unintentionally delayed, plan to use that time beneficially (i.e., grading papers, writing lesson plans, developing a list of telephone calls which must be made).

Once you have internalized the prerequisites and admit that you do want to become a more effective manager, that you recognize your degree of freedom in changing your time and tasks, and have accepted the fact that change in managerial patterns will not come overnight, how do you go about putting the role of zookeeper to work?

Care of Tasks and Priorities

As in animal care, some things are legal and some are illegal. The same applies to the care of one's tasks or priorities.

Don't Procrastinate — It is illegal to let an animal starve. In managerial terms, a procrastinated activity is a starving monkey! This means you must not procrastinate while you let a problem drag on by feeding out weak excuses for why you have not done an effective time management job.

Starving is not a humane way to treat a monkey and procrastination is not a good substitute for problem solving. A task procrastinated long enough will get so sick that you will end up having to put in more time reviving it than it would have taken to do in the first place.

Some rules of care are legal. It is always legal to have a full and healthy schedule, to be busy and happily so, to be involved in many activities and enjoying them all. But a word of caution — remember, people will be willing to give you as many monkeys as you are willing to care for!

Evaluate and Return Tasks — It is also legal to look at the activities in which you are involved, evaluate them, and then return those that are not yours to their rightful owners. In managerial terms, this is called "delegation of responsibilities". Ask yourself: Why should I work at becoming more efficient at something I should not be doing in the first place? If you find that you are spending a lot of your precious time feeding and caring for other people's problems, take a good look at the problem. If it is not really yours, return it to the rightful owner.

As you look for the appropriate caretaker for a task, ask: Whose responsibility is it? Who could feed it equally well, if not better, than me? That is the person who should feed that particular monkey.

If you give someone a task to do (a monkey to care for), let go of the tail. No one appreciates being given a job and then being hovered over or checked on continually. If you do delegate and want to check on the progress occasionally, ask for a review — a time when people who have delegated responsibilities get together and parade their monkeys of accomplishment. (Sometimes these reviews are called staff meetings.)

Disposal — One of the more difficult actions concerns the disposal of a monkey. It may be that a monkey simply needs to be put out of its misery. Task forces that keep meeting after the task is accomplished, committees that have always been but lack purpose may be activities that require your time and energy and accomplish nothing. From the stand-point of public relations, make sure it is humanely put to rest.

Summary

As you think of the responsibilities to your job, your family, your community, and yourself, be sensitive to your needs. Do you find you are more often in a zookeeping position, or one of the caretaker?

As you think of the list of monkeys you need to care for today, which ones could be handled equally well, if not better, by someone else? Which ones could be put to rest; which ones will you feed and care for, perhaps give some preventive medicine?

If you seriously want to improve your personal time management and ease the stress you feel in your job, be encouraged to take the freedom you do have to manage and control your own time. Remember, it is going to take some time to plan and to patiently pursue a new managerial pattern, but the benefits will be yours as you fulfill a rewarding career as a teacher of vocational agriculture.

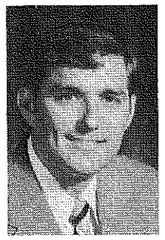
Consider the following twelve items to help get you started on the road to becoming a more effective time manager.

Better Personal Scheduling

1. At the end of the day, plan your next day's activities — phone calls, meetings, projects, etc — and write them down. Use a priority sheet, and then do it.
2. When delegating, use an action request form: person to do the job, description of the task, deadline, and to whom it will be reported.
3. Schedule work according to your own personal energy. Restructure workday to make best use of your "low" or "saggy" times.
4. Block out quiet hours for important work, tough problems, or creative projects.
5. Determine whether you work best doing difficult tasks or easy tasks first.
6. Take time to periodically analyze your tasks. Not which ones are habit, which are no longer necessary, which could be changed or made easier.
7. Similar tasks that are frequently repeated can most likely be grouped to save time.
8. Make notes on conversations with people, especially if some action is to be taken before your next meeting.
9. Note which "TO DO" items stay on your lists day after day. If possible, delegate these or break them into smaller units for handling efficiently.
10. Learn to tactfully say "NO" and mean it.
11. Asking yourself "What is the best way I can be spending my time?" will help in determining priorities, delegating, and/or eliminating tasks.
12. Bunch your calls to avoid interrupting yourself, and have an agenda before calling; cut idle chatter.

ARTICLE

The ABC's Of Time Management



By Gary E. Moore
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One of the first things children are taught is their ABC's. This basic knowledge provides the foundation for the rest of their education. Because of the many time demands made on vocational agriculture teachers, a knowledge of the ABC's of time management would be helpful. This knowledge could provide a foundation for a better organized, more efficient vocational agriculture program. In this article a number of suggestions for utilizing time more effectively will be offered. It should be realized these suggestions are not all inclusive.

After action reports: After conducting an activity such as the annual banquet or fruit sale, meet with the students in charge of the various activities and make two lists: everything you did right and everything you did wrong. File this for next year. It will save time and energy the next time.

Block out segments of time: Schedule 3 or 4 hours or uninterrupted time for major jobs such as working with the FFA officers developing the program of activities or planning next year's curriculum. You may have to resort to weekend retreats with the officers or hiding out someplace to plan your curriculum. If you do not block out segments of time, the major jobs tend to never get done.

Communicate clearly: A frequent cause of time waste is lack of clear, direct communication. A clear, open, frank style of communication is best. Do not let people guess at what you want.

Delegate: Delegation not only saves time but it provides the opportunity for the delegate to grow personally and professionally. The students must accept responsibility at some time. In Texas there is a saying, "A man is not a man until a man is needed." Delegation develops men and women. The best FFA banquet I had as a teacher was when I completely turned the banquet over to students; time was also saved.

Exercise: If you are too busy to exercise you are too busy. Few things should have higher priority than your health. If you find time to watch television but do not have enough time for exercise you are violating the most basic rule of time management, which is to place the most important things first. Being in good physical condition increases the vigor with which you accomplish tasks.

Files: Agriculture teachers should seriously consider using the AGDEX filing system which can be bought through AVA. It is an excellent system, easy to use, and can save time. It is so simple most of your students could help file materials. When filing materials remember the saying, "If in doubt, throw it out."

Goals: The first step in time management is to establish professional and personal goals. When faced with a number of tasks which need to be done, ask yourself "Which task will help me reach my goals?" Complete those tasks first which will move you toward your goal.

Habits: Habits can be developed. Work at developing habits which help you manage time better (after action reports, delegate, sleep less, etc.) and work equally hard at stopping, bad, time wasting habits (such as reading the newspaper from cover to cover, watching too much television, etc.)

Indecision: Some people have difficulty in making up their mind over even the most minor decision. Indecision is nearly always the worst mistake you can make. The best thing to do is briefly consider the matter, announce your decision, then go ahead. You will generally make the right decision.

Judging team trainers: Training judging teams takes considerable time. There is no law which says the vocational agriculture teacher has to train all the teams. FFA alumni and other members of the community could be asked to train a specific team. In many communities this has been used with excellent results.

Kalendar: Schedule your activities on a daily or weekly basis. Allocate time for the various tasks. Group similar tasks (phone calling, student visits, etc.) together. Mark these on your kalendar (yes, calendar can be spelled this way according to Webster's.)

Lists: One of the most effective yet simplest time management tools is to make a list of what needs to be done. After making the list place the letter "A" beside all the tasks which are urgent and important, place a "B" beside the tasks which are not as urgent or important, and place a "C" beside the tasks which are not urgent or important. Rank all the tasks in each category from 1 to the number of tasks in that category, then start doing task A1, then A2, and so on.

Meetings: Poorly planned and organized meetings are timewasters. If there are no other alternatives to having the meeting; then: 1) have a printed agenda, 2) start and end on time, 3) make sure everyone knows what they are to do following the meeting, and 4) follow-up to see the decisions are being implement.

No: Learn to say "NO." The vocational agriculture teacher can not be everything to everybody.

Office: If you have an office, carefully study it to see if it could be organized better. Try to keep clutter to a minimum. If you have to dig through stacks of material trying to find things, you are wasting your time. A clean desk and office (contrary to a popular saying) is not a sign of a sick mind. It is a sign of an efficient person.

Procrastination: Procrastination may be the greatest time waster there is. Constant procrastination may cause you to have a poor self-image which in turn leads to a variety of problems. Resolve not to procrastinate. When you are tempted to procrastinate try the following: 1) divide and conquer — break a large job into smaller, more manageable tasks and then do one small job at a time, 2) the five minute promise — work at a task for five minutes. After five minutes, it is okay to quit. You will often keep working.

Quiet time: Spend five or ten minutes a day in quiet thinking. Let your mind wander. You will be amazed at the results.

Reserve time for personal goals: Time management efforts are often aimed solely at work. We need to reserve some time for our personal goals that are not work related. If time is not reserved for personal goals, they are seldom accomplished.

Sleep: Contrary to popular opinion, scientist have discovered the average person does not need eight hours of sleep. People can function normally on four to six hours of sleep. It may take some time to gradually adjust to sleeping less but it could save time.

Tidbits of time: Use those spare five and ten minutes of time in lines and waiting rooms. Carry note cards with you to jot notes, study vocabulary words, memorize famous quotes, etc.

Unfinished tasks: Once you start something, finish it. Otherwise, the time you have already invested is wasted.

Vacation: Take a vacation. In the long run, your time usage will improve. Teachers who do not take vacations eventually pay in burnout or a broken marriage. Even God took a day off.

Wastebasket: Do not hesitate to use the wastebasket. You do not have to read everything you get in the mail; just glance at it, then toss it. About half of what the average teacher files could easily be tossed. Remember, your files are not designed to be a wastebasket.

X-ray: X-ray your time usage. Just as an x-ray is used to diagnose medical problems, a daily time log can be used to diagnose time usage problems. We may spend too much time on the phone, chatting with others, etc. A time log is simply a chart where you record what you do and how long you do it. After keeping a time log for a few days you will be able to diagnose time usage problems.

Yesterday: Do not live in the past. It is difficult to manage time in the present, if you are living in the past. If you have made mistakes in the past, learn from them, and then move on. Do not concentrate on "If only I had done this differently." Instead, concentrate on "Next time, I will do this."

Zero in on your goals: A sign that you are using your time wisely is when you start reaching your goals.

BOOK REVIEW

Agricultural and Automotive Diesel Mechanics by Gene L. Davis, Hawkeye Institute of Technology, Prentice-Hall Inc., Englewood Cliffs, New Jersey. 1983, 208 pages, price $17.95.

This text offers the reader insight into the world of diesel mechanics as applied to the typical smaller, nonstationary diesel engines as used in agricultural and automotive power units. From the first chapter's brief history and development of the diesel engine to the final chapter on testing and engine diagnoses, we see a well-written, easy to read treatise on diesel engine fundamentals and principles.

It is obvious to the reader, this text explores the basics and servicing aspects of diesel engines from a mechanics view point, and is written with the pen of one who has years of experience to share with the reader. Each chapter gives insight into function of every diesel engine part.

This text fills in the gaps left by the technical manuals and service publications. It tells the reader the whys and answers so many of the oft asked questions regarding the service and repair of diesel engines. This reviewer feels that this text would be an excellent general text for high school vocational agricultural mechanics classes, and junior-college vocational technical programs offering training in this subject matter area. This is not to suggest it would be used as an exclusive reference, but as supplement to the technical literature, helping the student gain complete understanding of this very difficult subject.

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Microcomputer Courseware Evaluation: Form and Guide for Vocational and Technical Education provides a tool for evaluating and selecting microcomputer instructional programs, or courseware, that is available today. This Form and Guide is especially helpful to vocational and technical educators who are determining the quality of courseware, professional reviewers who conduct and publish reviews of courseware, and developers who seek to produce high-quality courseware for vocational and technical education.

The evaluation form enables the user to describe courseware, apply evaluation criteria, summarize courseware characteristics, and make a final recommendation about the courseware. The form can be removed from the center of the booklet, leaving the guide intact for future reference. This also allows the user to make additional copies of the form, if needed.

The guide section is complete with nine easy-to-follow steps in how to use the form to evaluate courseware. A glossary of commonly used computer terms and an explanation of each item on the evaluation form further aid the user.

You may order Microcomputer Courseware Evaluation: Form and Guide for Vocational and Technical Education (SN 44 — $2.50), 24 pp., 1984, from the National Center for Research in Vocational Education, The Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090; 614/486-3655 or toll free in the continental U.S. outside Ohio at 800/848-4815.

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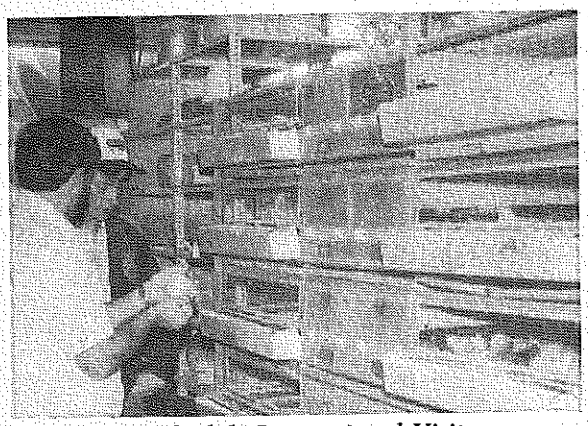
Time and Planning Aids

Utilize Learning Resources



Preschedule Instructional Visits

Recruit Volunteer Aides

Learn Time Saving Techniques

Carefully Organize Activities

Plan Personal Vacations

(Photographs courtesy of Lindsey Keene, Meridian, MS; Steve Pietrolungo, Canoga Park, CA; Robert Gambino, Falls Village, CT; Dave Creed, West Virginia University; Jim Cheek, University of Florida; and Ned Stump, LaGrange, IN.)