THEME: Year-Round Programs
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ARTICLE SUBMISSION

Articles submitted to the Editor, Regional Editors, or Special Editors, items to be cited and photographs should be submitted to the AEA with the article or photographs. All submissions should be acknowledged by the Editor. No forms are returned unless accompanied by a stamped, self-addressed, return envelope. Articles should be typed double spaced. Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

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

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

Emphasize Instruction

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

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

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

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

Program Uniqueness

Vocational education in agriculture is different from other vocational programs. The other vocational programs are largely based in school facilities (classrooms and laboratories). Vo-ag is community-based. Instruction in the school classrooms and laboratories is merely the beginning of the educational process.

Vocational agricultural educators must guard against the temptations of becoming like other areas of vocational education. The temptation is real! The temptation is to teach 9 months in a 12-month period. Teachers should not be paid to provide instruction in agriculture to the youth, young adults, and adults who can benefit from it.

March, 1982

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

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

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

Aspects of Year-Round Programs

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

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

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

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

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

Program Future

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

By William B. Richardson

The NVATA Position on Year-Round Programs

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

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

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

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

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

March, 1982

By Sam Stenius

Legislative Concept

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

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

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

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

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

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The NVATA Position On Year-Round Programs

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2) The program must be of sufficient length to allow students time to gain experience and develop skills.

Students must have the opportunity to develop the needed mental/manipulative skills and the habits/attitudes of a reliable, productive worker.

The development of agricultural competencies for broad occupational clusters is detailed in programs that develop the skills of a specific job. The occupational maturity process which students experience through the vocational agriculture program involves a transition in planning, conducting and evaluating occupational experiences.

The basic strength of the program, whether at secondary, postsecondary, or adult level, is the individualized instruction and supervision evolving from the occupational experience program. Year round occupational experience vocational agriculture programs help students gain employment experience, explore career opportunities, learn by doing, develop leadership and economic skills, secure economic independence, develop responsibility, and become employable.

NVATA Position Statement

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

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

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

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

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

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

Agriculture is a basic industry. The well-being of our society and the economic stability of the United States partly depends on a pro-
ductive and efficient agriculture. The increasing scientific and technological nature of the total agricultural complex, the increasing role of cotton and fiber, and the mounting pressure on the renewable natural resources in our environment dictate the need for special-
ized and highly skilled entrepreneurs and employees.

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

Vocational agricultural education is a part of the career development continuum which includes (a) education for choice of an agricultural occupation, (b) career exploration, (c) career motivation, and (d) career orientation; (e) education for entrepreneurship or employment; and (f) education which upgrades occupational skills. Vocational agricultural education programs are available for youth at both the high school and post-high school levels and for adults throughout their working life. To assure quality, vocational agricultural education programs are responsive to the needs of the individual (for job-entry skills and comp-
TABLE 1: Planning a Year-Round Program in Vocational Agriculture

| Theme | Planning a Year-Round Program in Vocational Agriculture

| Some vocational agriculture departments have recently had their programs reduced to less than a year-round pro-
gram. Much of the rationale for the reduction has been argued by budget cuts. Teachers who experience cutbacks are forced to reduce programs in order to maintain the required course offerings. School administrators who are strapped by shrinking budgets may not be as sympathetic to tradition as they once were.

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

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

Rationale for Year-Round Program

The most important reason for having a year-round pro-
gram is that you cannot really meet the needs of students with a part-time program. There are a large number of problems and situations that only happen in the summer.

The corn does not stop growing when school is out. The livestock will still need care. The agriservices are still open and your students are still employed. In other words,

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

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

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

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

The vocational agriculture education program is uni-
que in its requirements for community resource utilization, facility and equipment needs for instruction, curriculum, instructor qualifications, and student goals.

Vocational agricultural education programs possess a time and money investment of sufficient length and intensity to pro-
vide instruction important to the successful entrance of the student into and advancement within the chosen occupa-
tion or entrepreneurship.

THE AGRICULTURAL EDUCATION MAGAZINE

MARCH, 1983

|AUTHOR| BY WILLIAM G. MCVAY (Associate Professor of Vocational Agriculture at Whitko High School in Whitko, Indiana 46797)|
Planning A Year-Round Program
In Vocational Agriculture

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In A Summer Program

The kind of activities teachers will be involved with will depend upon the community where they teach and the kind of agriculture that is found there. Some of the activities a typical teacher could be engaged in during the summer months are presented here.

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

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

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

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

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

Planning a Summer Program

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

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

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

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

THE Marana Summer Story

The year-round instructional program is a cornerstone of quality vocational education in agriculture. The summer months offer great possibilities for the vo-ag teacher to conduct meaningful activities that are not feasible or suited to "in-school" time. I teach in a two-teacher department. My co-teacher, Jim Armbruster, and I carry out an active summer program. For example, some excerpts from our 1977-1978 Activities and Reports of Accomplishments are presented here:

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

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

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

The Profession Makes a Commitment

If we are to retain and regain year-round programs, then all in our profession are going to have to make a renewed commitment.
The Key to Year-Round Programs is SOE

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

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

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

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

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

What I Told Congress

Last year, I was asked to prepare a draft position paper on Year-Round Instructional Programs for the Agricultural Education Division of the American Vocational Association. It was a task to address a vital subject in a short, concise statement that would be read and used by legislators and others to formulate federal legislation on vocational education. What I finally came down on as the rationale for year-round programs, as revised by Dr. William Richardson of Purdue University and others, really amounts to a renewed commitment to supervised occupational experience. Let me share the position statement with you.

A founding principle of effective vocational education in agriculture includes supervised occupational experience programs such as productive enterprises, off-the-job work experiences, and cooperative education. Through supervised occupational experience programs (SOEP), students "learn by doing" by applying agricultural knowledge and skills studied in the classroom to a practical, useful occupational experience. The SOEP must be structured in such a way as to provide for the development of occupational skills. Actual experience coupled with understanding of the knowledge and skill in technical agriculture is essential for successful employment.

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

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

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

1) Students must experience, in a setting as close to their occupational objective as possible, the day-to-day activities performed by actual workers in that occupation. Pseudowords experiences seldom maintain student interest for the needed length of time to provide a meaningful experience.

2) The program must be of sufficient length to allow the students the time to gain experience and develop skills. Students must remain in the supervised experience environment for a long enough time to gain meaningful, measurable and manipulative skills and the habits and attitudes of a reliable, productive worker.

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

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

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

Keep Commitment or Fold Tents

Obviously, the key to keeping year-round programs is to maintain the commitment of school boards, superintendents, principals, and teachers. Agricultural education organizations, and teachers can insure the future of the year-round program by advocating and implementing supervised occupational experiences in every agricultural program. There may be exceptions and programs which do not need year-round instruction. However, lessons of the past tell us that in vocational education too often the exception becomes the rule. If we lose our commitment to SOE then, I maintain, we have lost it all and we can fold our tents and take our show on the road.

THEME

Summer Puzzle - Choosing the Correct Components

By M.J. Copea and John Dillingham

(Editor's Note: Doctors Copea and Dillingham are members of the faculty in the Department of Agricultural Education, Texas Tech University, Lubbock, Texas 79409.)

The Planning Process

Your summer program should not be hidden in your community. The key component of any successful program is visibility. In order to keep your program in the public spectrum, consider each of the following processes:

Step 1. BRAINSTORM - a list of all possible activities for your department. Set aside ample time to plan for your summer. In one teacher-departments, this can be accomplished prior to the summer at your discretion. For multiple-teacher departments, schedule a time when all teachers can meet. Consider meeting at a location away from the school office for a highly productive, uninterrupted meeting.

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

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Summer Puzzle — Choosing the Correct Components

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teacher departments is necessary when setting priorities.

Step 3. CONSULT. During this stage, consult with your advisory committee members, administrators, and peers. Be open to suggestions, and most of, all, be good listeners.

By legislative mandate, each department should have an advisory committee to assist in decision-making. Fortunately, many teachers are utilizing committees to strengthen individual programs. If you have been negligent in this area, make it a point to incorporate the expertise of others in your planning for a more viable year-round program. Studies have echoed administrators' pleas to be informed about summer programs. Consult your administrators at this stage of summer planning and provide them an itinerary during each week of the summer. Your neighboring vocational agriculture teachers may be your best resource people when mapping plans for the coming summer.

Capitalize on the experience and ideas of those who have proven themselves as having outstanding summer programs. Remember, a year-round vocational agriculture program is unique. It will be only what you make it.

Step 4. SCHEDULE. Place your summer activities on a calendar. Be alert to possible conflicts that may arise among activities. Be sure to allow sufficient time to conduct and complete each activity. Establish a routine flexibility so your summer program becomes an impossible puzzle to solve. Put the following components in their proper perspective for your program: public relations, professional growth, program planning, FFA, FSC, young and adult farmer education, instructional program, improving facilities and equipment, and prospective and in-school students. These four components are vital to your summer program. The challenge is to put them in proper perspective for your department and community.

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

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


The seventh edition of Agricultural Finance contains 24 chapters, which are divided into three parts. These parts are: "Principles of Agricultural Finance," "Financial Management of the Farm Business," and "Financial Markets and Agricultural Credit Institutions."

The book has been substantially revised from the last edition to reflect current developments in the field. It includes new material on: (1) decision making; (2) the time value of money; (3) leverage; (4) funds; (5) credit analysis and income statement; (6) issues in a credit institution; (7) legal aspects of credit and finance; (8) risk management strategies; (9) estate planning; (10) agricultural lenders. It was designed for use as a textbook for college undergraduate courses and has been a prime text in the field of agricultural finance for nearly 40 years. It is an important reference in teaching agricultural finance to high school students, J. Dale Oliver

BOOK REVIEW

THEME

Year-Round Programs in Vocational Agriculture — A Necessity

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

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

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

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

Students with productive enterprises increase their activities during the summer. Farm placement increases when farmers and ranchers need additional employees. There is also an increase in activity of agricultural businesses resulting in need for more employees when production agriculture increases. It is not unusual for vocational agriculture teachers to supervise students involved in supervised occupational experience programs during the summer.

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

The Findings of Research

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

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

1) the dependence of supervised occupational experience programs on length of teaching contract indicates that schools desiring more effective supervised occupational experience programs should employ teachers on a twelve-month contract;
2) twelve-month teachers provide more personalized instruction as indicated by a high degree of participation with fairs and more supervisory home visits; and
3) students in twelve-month programs are more active in the supervised occupational experience program and are receiving more of an opportunity to develop skills in an occupational setting.

Other studies have been conducted to determine the activities in which vocational agriculture teachers are engaged in the summer, the amount of time they spend carrying out those activities in relationship to the time spent teaching and supervising students and carrying out related activities. Some studies compared the time spent carrying out activities

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 Responsibilities in Year-Round Programs

By J.C. Simmons

Editor's Note: Mr. Sim- mons is State Director, Vocational Agriculture, Louisiana Department of Education, Baton Rouge, Louisiana 70809.

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

Submit A Report During Each Week of the Summer Months

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

It has been the experience of many vocational agriculture teachers to receive enthusiastic comments from their principals and superintendents when these reports are submitted. However, occasions have occurred where this matter has been referred to for the purpose of comparison pertaining to aspects of the ex- tended program. Therefore, these reports being current in the form of the teacher, principal, and local superinten- dent is important.

At- tendee A nnual State FFA Convention

Without question, attending the FFA convention is the highlight of the year for many FFA members and vocational agriculture teacher. During the convention, honors are bestowed upon individuals of the FFA and FFA chapters. It seems improbable that this event should ever be mentioned in this article. However, there are occurrences where teachers have not attended con- ventions. Absence from the event is certainly not recommended. It is a wonder- ful leadership training program for those FFA members in attendance. Upon returning to the community, publicity of the activity should be given to the local newspapers and radio stations.

In-Service Workshops

State staff members put a great amount of effort and work into plan- ning needed and effective in-service workshops. These workshops are plan- ned for the purpose of assisting teachers to improve instruction in the many phases of vocational agriculture education. In most situations, teachers are surveyed relative to their subject needs. In some states, the state staff then determines the most pressing in- struction areas which will assist the ma- jority of the local teachers. The workshops are then organized.

Along with this training for voca- tional agriculture teachers, leadership training conferences for vocational agriculture students are also provided in most states. This program will serve to enhance the total pro- gram. Local FFA chapter officers from the state and attended and participate in this very valuable activity.

Attend State Vocational Agriculture Teachers Conference

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

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Responsibilities in Year-Round Programs
(Continued from Page 15)

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

Participation in Special Courses

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

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

Supervised Occupational Experience

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

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

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

School-Site Duties

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

Field Days

The summer months in many institutions provide local field days which selected students should attempt attending accompanied by their teacher. Valuable educational information is included in many of these field days and students have the opportunity to observe at "first-hand" many facts they have discussed in the classroom.

Conferences With Students and Parents

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

Program Assessment

Time is available also to re-evaluate and improve the annual teaching program. This should include preparing new lesson plans, preparation of the calendar for the next year, and an analysis of the year's program, and how effective it was in meeting the objectives of the program. Many teachers write a majority of their lesson plans as a result of closely studying their accomplishments during the preceding school year. Taking time to concentrate on what to do in the classroom during the next school year is very important at this time.

Other Duties

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

Program Evaluation

The evaluation of the extended program responsibilities of the various duties listed in this article vary from teacher to teacher and department to department. The first priority of the teacher during this time is to determine priorities. This determination will of necessity (if the teacher is to be successful) be based on the experience over a short term period of time but should be an on-going accomplishment.

With the exception of the individuals in the community who are aware of the 12-month employment of the local vocational agriculture teacher and are very optimistic of what he or she is doing to justify the employment. It is of much importance to the total program that all vocational agriculture teachers continue to accomplish those responsibilities that will serve as justification for all teachers involved in vocational agriculture/agribusiness.

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

It is of the utmost importance to our profession that all teachers have a well-questioned reason for being in a meet the needs of his or her community.

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ARTICLE

Teacher Time Management
Key to Year-Round Programs

By Leon A. Mayer
(Continued from Page 17)

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

The job of vo-ag teachers has indeed expanded during the past 15 years. New programs and courses have been added, and the result of the original FFA programs and activities have been discontinued. Some agriculture teachers are now required to teach school-wide industrial education-related courses as part of their agriculture mechanics programs.

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

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

Becoming More Efficient

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

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MARCH, 1982

THE AGRICULTURAL EDUCATION MAGAZINE

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

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

Don't feel sorry for yourself because you are overworked. You are no diff-
Teacher Time Management — Key to Year-Round Programs

(Continued from Page 17)

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

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

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

Marshall additional resources. Plan a good total program, but don't try to do everything yourself. If the program needed by the local community is more than a one-teacher job, use your professional expertise to make the case for a multiple-teacher department. Identity, train, and help how to effectively use the time, teacher, resource persons, and teacher aids for day students and for adults. Use students to teach other students and regard parents as educational partners.

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

Develop and keep good records. Develop files for recurring FFA activities such as the banquet, program of work, radio programs, and safety campaigns. Use the students in evaluating each activity, and make notes on what went well and on problems that were encountered. Use those notes with other records of the activity, and make sure that you don't repeat mistakes or duplicate work such as speech writing. Good records can also help facilitate the writing of an annual report, or other school reports and be the justification of a request for additional programs or resources.

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

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

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

LETTERS

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

Editor:

This letter is in reference to the Stories in Pictures feature, page 26, of the February, 1982, issue of the Magazine.

I disagree with Dr. Gillen's statement that good housekeeping builds a positive image, but the photos of9messes of obsolence. Tools like the jack plane, hand brace, automatic hand drill, wood auger bits, coping saw, keyhole saw, and to a lesser extent, the curved claw hammer are obsolete! Programs that are "teaching" with these tools may not be preparing students for the professional world of agribusiness. They are using hand tools and pneumatic nailers.

Sincerely,

Glen C. Shiner, Professor
Agricultural and Extension Education
Mississippi State University
P.O. Drawer A, Mississippi State, MS 39762

THE AGRICULTURAL EDUCATION MAGAZINE

April 1982

First Year Agricultural Teachers’ Expectations of Their Department Heads

Do you remember your first teaching job? If you are honest, you would admit that you were scared and unsure of yourself. However, you were also on the edge of the most important and the most interesting work in the world.

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

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

It is clear that beginning teachers of agricultural education are looking for guidance and assistance from the head of the department. It is evident that they need assistance in helping to complete reports. They also see the department head as someone who can coordinate departmental meetings. It is also interesting to note that 80 percent of the respondents expect the department head to explain or describe the total program in the local school. This finding has important implications for department heads since it may be taken for granted that beginning teachers know the program and the district program. Frustration and confusion can soon develop within first year teachers if this assumption is made by a department head.

Beginning teachers would like to be introduced to community leaders and to be shown about the community. This is a logical expectation of first year teachers since agricultural educators have always developed within first year teachers if this assumption is made by a department head.

Begin by C. McMillen

Statement

First Year Teachers’ Expectations of Department Heads

Response

N = 26

Help me guide in completing all reports and assure that all reports are submitted on time.

Help me when I need it — troubleshooting.

Assign all meetings, set up line for communications within school and outside of school.

Describe the total program (activities, events, scope, policies, plans or objectives).

Assign or indicate specific duties and responsibilities of all teachers with me, what work they expect.

Share with me what the department is doing and how much money per student that I have, how to request items and what to order.

Keep order in the department and enforce department policy.

Provide position papers on how to work with the administration, what does the administration expect.

Help me inventory the facilities, the equipment, and the tools the first time.

Represent the total agricultural department at all department head meetings with the principal, vocational directors.

Be sure that expendable supplies are available when needed.

Allow me flexibility.

Introduce me to the faculty, administrators.

Give me praise when deserved and take interest in what I am doing.

Use my ideas to improve the program, patient, on time, understanding, fair, do not take for granted that I know everything.

Help in organizing the teaching calendar or course of study.

Advise teachers on how to improve the total program.

Support all agricultural program teachers.

Order major supplies.

Involves all faculty in decision-making.

Help in organization of files.

Share ways I can help the department.

Keep me abreast of activities coming up.

Attend FFA meetings.

Involve me in support to meet his/her family.

March 1982

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

A final implication of these findings clearly indicates that beginning teachers need assistance, encouragement, and praise as they embark on their professional career. Nothing about teaching can be a pleasant experience and more teachers might be retained in the field if teachers, superintendents, and department heads would take time to meet expectations of first year teachers.

By C. McMillen
NVATA AWARDS

The "Sound Off For Agriculture" award recognizes vocational agriculture teachers who promote agriculture to the non-farm community through public relations activities throughout the year and in conjunction with American Agriculture Day. The awards are sponsored by Elanco Products Company, Indianapolis, Indiana, in cooperation with the National Vocational Agricultural Teachers' Association (NVATA), Alexandria, Virginia. Pictured are the 1981 award recipients recognized during the 32nd NVATA National Convention in Atlanta, Georgia, December 4-8, 1981.

Left to Right: Larry Stegfeldt, Jr., Calistoga, Colorado; Monte Luder, Carthage, Mississippi; Keith Walker, Wilmington, Delaware; Max E. Riggs, Advisor Agricultural Communications, Elanco Products Company, Indianapolis, Indiana; Joe Puhl, Waukesha, Wisconsin; Corbett Phipps, West Union, Ohio; Elidon H. Betz, Meridian, Idaho.

NVATA-Sperky New Holland Agribusiness Career Exploration Awards

Sperky New Holland sponsors the "Agribusiness Career Exploration Award" annually for vocational agriculture teachers. It is designed to encourage local teachers to put a continuing emphasis on informing students about the opportunities in agriculture and agribusiness occupations. Pictured are the 1981 award recipients recognized during the 32nd NVATA National Convention held in Atlanta, Georgia, December 4-8, 1981.

Left to Right: Diana Knapp, Thermopolis, Wyoming; Doug Butler, Gillette, Colorado; Connie Harter, Sedalia, Missouri; Gary Hooks, Sale Representative, Sperky New Holland, Carthage, Georgia; J.D. Motton, Crescent, North Carolina; Harry N. Boone, Jr., Frankford, West Virginia.

NVATA Outstanding Service and Cooperation Award

The 1981 NVATA Outstanding Service and Cooperation Award was presented to the Interstate Printers and Publishers, Nashville, Illinois, during the 32nd annual NVATA Convention in Atlanta, Georgia, December 4-8, 1981. The award is made to organizations, agribusiness industries, and others who support NVATA activities and promote vocational education in agriculture. Interstate Printers and Publishers has given strong, continuous support and cooperation to vocational agriculture and the FFA at the local, state, and national levels.

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

NVATA Special Citation Awards

Persons who have made significant contributions to the NVATA Board of Directors have made significant contributions to vocational education in agriculture on a national level are awarded a special citation by the National Organization. Pictured are those receiving the award at the 32nd NVATA National Convention in Atlanta, Georgia, December 4-8, 1981.

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

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

NVATA-Honorary Life Membership Award

Persons who have made outstanding contributions to the NVATA and the vocational program in agricultural education are upon the approval of the Board of Directors, awarded "Honorary Life Membership" in the National organization. Pictured are the recipients receiving the Honorary Life Membership award during the 32nd National NVATA Convention in Atlanta, Georgia, December 4-8, 1981.

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

Photographs for the Magazine

The Agricultural Education Magazine needs quality photographs depicting the activities of agricultural educators, their students, and their programs. These photographs will be considered for use on the front cover, Stories in Pictures section, and to enrich articles.

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

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

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THE AGRICULTURAL EDUCATION MAGAZINE
The National Agricultural Mechanics Contest

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

Skills in the Contest

The Agriculture Mechanics Contest is divided into three areas:
1. Subject matter skills (150 points)
2. Problem solving (72 points)
3. Written application (78 points)

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

Contestants rotate in groups of 12-14 from one area to another at assigned intervals with five minutes allowed for movement. Within each area the contestants have 15 to 20 minutes to complete the skill or task, depending on which portion of the contest it is. Contestants are expected to bring their own personal safety equipment and clothing.

Teams receive through the mail specific details about the contest. The details of the actual task or assignment are not made known until the contestants are expected to perform. Contestants are given both written and verbal instructions about the tasks to be performed. The book is divided into 11 sections which can be earned by each member is 297 or 891 for a team of three.

The problem solving portion of the contest requires students to think as working practices.

The Future

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

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

BOOK REVIEW


This comprehensive book is a revision of what should already be a standard guide for all practitioners of vocational agricultural education.

The book helps the reader become familiar with all aspects of agriculture education such as planning and conducting programs to administrators and evaluating vocational agriculture programs. Phipps book includes the requirements for conducting sound vocational agriculture programs in high schools, area vocational schools, community colleges and young and adult farmer service programs. The book is divided into 11 sections which are easy to follow and read.

The significance of the various laws particularly the Vocational Education Act of 1965 and its amendments are highlighted in this edition. Additionally, this edition of the book reflects the vocational agriculture programs as broadened in recent years.

Phipps places emphasis on practical education in agriculture and the means by which it may be accomplished. Emphasis is placed on supervised occupational experience program plans and problem-solving techniques the teacher should follow. An important element of this book has to do with the attention given to the concept of planning. Proper planning of programs, instruction and use of facilities serves as a focal point for all of the sections of this book. Additionally, emphasis is placed on the “learner” and what teachers must do to conduct the kind of programs that will make learning both practical and effective.

Robert A. Martin
Pennsylvania State University
NVATA Board of Directors

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

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

Seated left to right:
- Sam Stenzel, Executive Director, Alexandria, Virginia
- Layton G. Peters, President, New Ulm, Minnesota
- Tom Jones, Past President, Marana, Arizona

Standing left to right:
- Walter Schuh, Vice President NVATA Region I, Bow, Washington
- Robert J. Tuttle, Vice President NVATA Region II, Eckert, Colorado
- Myron Sonne, Vice President NVATA Region III, Letcher, South Dakota
- Dale Butcher, Vice President NVATA Region IV, West Lafayette, Indiana
- Ross H. Smith, Vice President NVATA Region V, Athens, Alabama
- Arthur P. Ives, Vice President NVATA Region VI, Oxford, New York

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