THEME: Planning, Organization and Time Management
A Poverty in Planning

By Larry E. Miller, Editor
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Pamela takes many forms. Webster defines it as a deficieny 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 one 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 students and teachers.

Planning

Program planning competencies are taught to every certified teacher. The third year of a course of study to carefully set 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 60 years and farming ever one year 60 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 really think about how it is being taught?

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 wheel in a laser age?

The numerous "reports" on education during the past couple 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 the 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 reviewer may see our program not 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 us 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 perpetually 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.

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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 the board of education understand those 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 1983 with potential loss of federal funds for partial reimbursement of vocational programs, boards of education are raising serious questions relating to justification of local program offering. These 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 1983 challenge.

We can be reaching broader client 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 obsolescent 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.

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 halting position with the instructor teaching practical 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. Although I had to develop the 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 or three separate courses a period in length be provided to vocational students. With $13,000 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 year 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 technology, 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 ancillary 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-
Planning Vocational Agriculture Programs Under The Carl D. Perkins Vocational Education Act of 1984

The Carl D. Perkins Vocational Education Act, which was signed by the President on October 19, 1984, will have an effect on the management and vocational 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 the best use of funds available to the State within the framework of developing a strategy for agriculture educators to make use of federal funds to the greatest extent.

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 that focus on the development, modernization of programs, rather than for maintenance.

Federally funded agriculture programs under Title II, Part A should address the needs of:
- the handicapped and disabled;
- adults needing training and retraining;
- single parents and homemakers;
- those participating in programs that help eliminate sex and gender stereotyping; and
- 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 and training, which are 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 through their achievements 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 economy, 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 for new models of the vocational education programs in economically depressed rural and urban areas. The Act also calls for programs in modern industrial and agricultural arts, the acquisition of high technology equipment and preserve and preserve 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. farmers to market their produce in the world market. Local agriculture programs might use funds for the...
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purchase of computers, software, and related equipment, for example. The 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 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 that 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 vocational 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.

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.

Innovativeness: Legacy of Past; Mandate of Future?

No single innovation is central to the future of vocational agriculture programs in the local school. Hopes for the profession to be innovative in service and program excellence rest with that teacher to continue to attract adequate numbers of students and to fill 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; preserve and instill educational experiences must now teach innovative behavior as a required skill of teaching. From its legislation 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 wavered aimlessly and sapped themselves when we have tried, unsuccessfully, to be the chameleons of vocational education. Others have noted a difficulty in distinguishing secondary school vocational agriculture from the industrial arts shops. 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. Although Senator Smith of Georgia yielded legislation that reshaped America, putting science/technology into practice within communities and families and thus promoting a predominantly rural 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 societies. By encouraging the 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 direction, Senator Smith teamed with George 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 1910s, 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. Achieve educational technology.
6. Pracized productive citizenship.
7. Serve limited, valuable resources.

By LLOYD H. BLAINTON

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The Cover

Teachers of vocational agriculture often perceive that they need as many hands as this "criterion from the deep" in order to manage their many activities. Planning properly, being well organized and managing one's time can help provide additional approaches to good management. (Line art concept courtesy of William Umbhaug and Edgar Yoder with Jocal art work from Ohio Curriculum Materials Service.)
Innovativeness: Legacy of Past; Mandate of Future? (Continued from Page 9)

possible without public schooling and for about careers, the focus of secondary school curricula cannot be justified; therefore, society's primary thrust in vocational education for the general populace will continue to be secondary school programs. Administration of that vocational curriculum may shift but the locus of public vocational education will remain in the local school systems so that the core 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 innovation 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 horticulture, small animal husbandry, greenhouse management 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 and meaningful experiences for students including career experiences.

Focus on innovation. Agricultural education must evolve. The epiphanies available to the profession is overlooked. The industry of agriculture has more scientific technology than any other industry. State of the art diesel power incorporates the latest in electronic controls. Synthesis of exact chemical elements with which to wage war; on-farm embryo transfers; electronic livestock auctions and marketing by satellite video; modern technology of the chemical industry. The utility for vocational agriculture is still evolving.

Developing Innovative Potential. Perhaps the preserve element of teacher education has overly focused upon teaching the technologies of yesterday's agriculture and pedagogy. Part of teacher education must address the science of innovation, developing skills to describe and utilize the phenomena of how innovations are introduced and how students can be improved. Students, in teacher education and Extension education, should learn how to assess the innovative attributes of themselves and their clientele 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 expecta-

THEME
Meeting Today's Needs: Agribusiness Viewpoint

The Smith-Hughes Act of 1917, the legislation that created vocational agriculture in secondary schools, declared that vocational agriculture programs "shall provide for the directed practice of agriculture in the classroom 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 1962 U.S. Census, the average farm has 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 1965, 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 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. It is suggested that expanded to include greater emphasis on preparing youth to step into jobs in the agricultural-support industries.

Agricultural production 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 national 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 or those who realize they have no prospects for farming, to farm or be lost from agriculture. Ag. (Continued on Page 12)

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Meeting Today's Needs: 
Agribusinesses' Viewpoint

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cording to a recent study by several educational organi-
zations, "American agriculture — some 20 percent of our na-
tion'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. The
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, "Excellents 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 oppor-
tunities. High school 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 pattern-
ed 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 ap-
ply 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. Instruc-
tors 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 incor-
porate SOE experiences into the classroom situation:

1. Take full advantage of the opportunities that exist if
your community has a large agribusiness firm head-
quartered nearby. Develop a partnership between in-
dustry 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 agriculture people as a
means of making students aware of the 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 agri-
business and industry.

5. Make maximum use of school-based land labora-
tories, greenhouses and animal-rearing programs to
give non-farm students opportunities to develop
skills not otherwise available to them.

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 cur-
cently produce slightly more than 45 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 col-
eges 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 challenging than designing an automobile. The point
is, agriculture requires superior students, just as any other
industry does. Guidance counselors need to be condition-
ed 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 dif-
ficulties. If one looks at vocational agriculture as a means
of preparing a handful of students to step into farming, the
number is small and may indeed appear difficult to justify.
If, however, vocational agriculture is viewed by administra-
tors as a means of preparing students for an in-
dustry 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
valuable 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 strength 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 raw material for agriculture." As teachers of
vocational agriculture, you have the power to influence
that human capital.

THEME

Changing Vocational Agriculture
In Spanish Fork High School

The Vocational Agriculture Department at Spanish Fork
High School has traditionally taught production agricul-
ture. Our judging teams have 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 pro-
grams. The many small dairies that once were prevalent
had disappeared. Our dairy herd, consisting of about 10
plus cows, 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
abandoned.

We are left with the range livestock, hay, grain, and some
fruit growing. The population had increased but more than
these. An example of this is the small farming community of
Benjamin that records show had a popula-
tion 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 been completed by the
state. We found that we could train and place thirty-two
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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 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 Umbrugh and Edgar Young

Tagging Timewasters

It is human nature to blame others and conditions outside of ourselves for our "bad" or "busy" times. "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 the time things which contribute to our ineffective use of time.

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Chancing 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 horticulture classes in the Spanish Fork High School are still traditionally agriculture. However, we do offer classes on 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.

Figure 1

DAILY TIME LOG

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Time</th>
<th>Priority</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>Plant</td>
<td>9:00</td>
<td>High</td>
<td>To plant new flowers.</td>
</tr>
<tr>
<td>1/10</td>
<td>Water</td>
<td>1:00</td>
<td>Medium</td>
<td>Water all plants.</td>
</tr>
</tbody>
</table>

JULY 1989

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 2

ANALYZING YOUR TIMEWASTERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Time Wasted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>40%</td>
</tr>
<tr>
<td>School</td>
<td>20%</td>
</tr>
<tr>
<td>Personal</td>
<td>20%</td>
</tr>
<tr>
<td>Free</td>
<td>20%</td>
</tr>
</tbody>
</table>

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 at 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 spending 80 percent of your time working on those small things which only give you 20 percent of your 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 which 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 cannot 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...
Plan Your Work And Work Your Plan

They Who fail to plan, plan to fail!! With that admonition ringing in our ears, much of our college work is guided by our diploma certificate and full intentions of keeping our programs in tip top shape — well planned and executed. We chucked into the Joe Scatterwaver 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, service education, tomorrow’s class, contests, trips, squeezing out some time with the family, lunchroom detail, dance detail, the annual Pomegranate flower review (the agriculture teacher always does it), homoeconomics, banquets, community projects, public relations, discipline, etc.

About hallway through the year, the principal stops by and has the gag 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 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. This guide has a number of preprinted stickers. 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 subject(s).
Plan Your Work And Work Your Plan
(Continued from Page 17)

The labels prevent much elaboration of the problem areas and the labels can be difficult to remove. It has been decided to begin addressing 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 should 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 outline 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 design a system that will allow a dynamic course study of a reality in every department.

THEME

Where Are Your Priorities?

In a period of time when it seems as though the public demands more and more from vocational agriculture in schools, it is important to hear these priorities 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. However, one 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 in 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 part of their routine responsibilities. A listing of 50 job tasks obtained from teachers was then developed into a questionnaire that was submitted to 151 Nebraska vocational agriculture instructors for prioritization. A five point rating scale was used, with a “1” representing “not a priority” and a “5” representing “very high priority.” The questionnaires were identified respondents according to the following: (1) State Vocational Agriculture Association Districts; (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 response results with which vocational agriculture job tasks were most important.

Table 1

<table>
<thead>
<tr>
<th>Job Task</th>
<th>Rank Order</th>
<th>Comp.</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching in the classroom</td>
<td>1</td>
<td>4.71</td>
<td></td>
</tr>
<tr>
<td>2. Involvement with family</td>
<td>2</td>
<td>4.58</td>
<td></td>
</tr>
<tr>
<td>3. Involving in school shop or laboratory</td>
<td>3</td>
<td>4.69</td>
<td></td>
</tr>
<tr>
<td>4. Developing lesson plans</td>
<td>4</td>
<td>4.32</td>
<td></td>
</tr>
<tr>
<td>5. Advancing meetings &amp; activities of the PAA</td>
<td>5</td>
<td>4.02</td>
<td></td>
</tr>
<tr>
<td>6. Instruction related to books</td>
<td>6</td>
<td>3.88</td>
<td></td>
</tr>
<tr>
<td>7. Providing service to farmers</td>
<td>7</td>
<td>3.72</td>
<td></td>
</tr>
<tr>
<td>8. Conducting physical activities</td>
<td>8</td>
<td>4.24</td>
<td></td>
</tr>
<tr>
<td>9. Conducting public relations</td>
<td>9</td>
<td>4.21</td>
<td></td>
</tr>
<tr>
<td>10. Involving in discipline problems</td>
<td>10</td>
<td>4.05</td>
<td></td>
</tr>
<tr>
<td>11. Maintaining shop equipment</td>
<td>11</td>
<td>0.86</td>
<td></td>
</tr>
<tr>
<td>12. Personal counseling</td>
<td>12</td>
<td>3.79</td>
<td></td>
</tr>
<tr>
<td>13. Participating in PAA Leadership Camp</td>
<td>13</td>
<td>3.77</td>
<td></td>
</tr>
<tr>
<td>14. Providing meals/rating supplies</td>
<td>14</td>
<td>3.73</td>
<td></td>
</tr>
<tr>
<td>15. Preparation and attendance at judging contests</td>
<td>15</td>
<td>3.70</td>
<td></td>
</tr>
<tr>
<td>16. Helping students with award applications</td>
<td>16</td>
<td>3.68</td>
<td></td>
</tr>
<tr>
<td>17. Preparing and grading tests</td>
<td>17</td>
<td>3.68</td>
<td></td>
</tr>
<tr>
<td>18. Involvement with county fair</td>
<td>18</td>
<td>3.64</td>
<td></td>
</tr>
</tbody>
</table>

*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 eliminated and replace them with the 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” tasks.

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. “Selling Correspondence,” 42. “Operating Facilities,” or 68. “Supervising Student Teachers.” It is conceivable that the remaining 13 items in the “not a priority” category need to be streamlined as future directions for programs are charted at the local, state and national levels. Vocational agriculture instructor, decisions regarding which tasks to include should be made in coordination 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 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: 17. “Helping Students with Award Applications,” 22. “Graduating 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 the personal needs of the student and the vocational agriculture instructor. It is always important to put job tasks in this proper perspective as we attempt to sort out values and philosophies that 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 reexamine the way 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 of other “low priority” job tasks from the responsibility of the local vocational agriculture instructor. Of particular emphasis for possible delegation and/or elimination should be those 36 tasks ranked as “not a priority.”

Remaining 1985 Themes

<table>
<thead>
<tr>
<th>August</th>
<th>Evaluation of Vocational Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>The Teacher of Vocational Agriculture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th>Elementary and Secondary School Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>Teaching Tips</td>
</tr>
<tr>
<td>December</td>
<td>Future Programs in Agricultural Education</td>
</tr>
</tbody>
</table>
Vocational Agriculture Teachers: Caretakers or Zookeepers?

By Lee Cole and Janice M. Weber

In a recent letter to the editors of the Journal of Vocational Education, Mr. Webster outlines the challenges faced by professional educators as they attempt to achieve the objectives of vocational education. The letter is also a call to action, urging educators to rise to the occasion and strive for excellence in their efforts to improve the educational experience for their students.

The authors argue that vocational education is not just about teaching students the skills they need to succeed in their chosen fields, but also about instilling in them a sense of responsibility and a commitment to lifelong learning. They point out that too often, vocational education is viewed as a stepping stone to a job, rather than a journey of discovery and personal growth.

The authors also note that the success of vocational education depends on a strong partnership between educators, employers, and students. They call for a more inclusive approach to vocational education, one that recognizes the diverse needs and aspirations of all students.

In conclusion, the authors urge educators to embrace the challenges of vocational education and to work together to create a more dynamic and effective learning environment for all students. They believe that with determination and commitment, vocational education can become a powerful force for positive change in our society.

The following is an excerpt from the letter:

"Vocational education is not just about teaching skills, it's about instilling values. We must not allow vocational education to become a stepping stone to a job, but rather a journey of discovery and personal growth. We must work together to create a more inclusive approach to vocational education, one that recognizes the diverse needs and aspirations of all students."
The ABC's of Time Management

By Gary E. Moore

One of the first things children are taught in their ABC's. This basic knowledge provides the foundation for the rest of their education. Because of this, we can easily make the connection that without proper training in the areas of 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 time waste is a valuable commodity. When you conduct an after action report, you can see where you might have wasted time. Many high school and college students use this technique and are able to increase their efficiency by five to ten percent. It is a simple way of improving your time management skills.

Block out segments of time: Schedule 2 or 4 uninterrupted time periods for studying to maximize the learning experience. Start with the FFA officers developing the program of activities or planning next year's activities. Many students have difficulty in getting started on a project. If you do not block out segments of time, the major jobs tend to never get done.

Communicate clearly: A frequent cause of a poor communication is not having clear, direct, detailed information. A clear, open, frank style of communication is best. Do not let people guess at what you want.

Delegate: Delegation not only saves your time but it provides the opportunity for the delegate to grow personally and professionally. The students must accept the responsibility for their delegation. Texas has a saying, "A man is not a man until a man is needed." Delegation develops the leader in the student, a quality which the FFA banquet 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 your 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 in the files, keep them in order to make the job easier.

Goals: The first step in time management is to establish both professional and personal goals. When faced with a number of tasks which need to be done, ask yourself what task would 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 late, eat well, and work equally hard at stopping, bad, time wasting habits (such as reading the newspaper cover to cover, watching too much television, etc.)

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

Judging team trainers: Training judging team 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.

Calendar: Schedule your activities on a daily or weekly basis for the various tasks. Group similar tasks (phone calling, student visits, etc.) together. Mark those times on your calendar, and you can tell by looking at your calendar that you are doing a better "A" beside all the tasks which are urgent and important, place a "B" beside the tasks which are not urgent or important, and place a "C" beside the tasks which are not urgent or important. Rank the tasks in each category from 1 to the number of tasks in that category, then start doing task A.

Meetings: Poorly planned and organized meetings are wastefuls. If your calendar indicates that you are going to have a meeting during the day: 1) have a printed agenda, 2) start and end on time, 3) cut out all those non-essential meetings and 4) follow up to see the decisions are being implemented.

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 50 computer instructions, put the pen of one who has years of experience 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 could be an excellent general text for high school vocational agriculture mechanical classes, and many other classes in the diesel technology field that are offered in high schools, areas technical centers, and vocational-technical schools.

Agricultural and Automotive Diesel Mechanics by Gene L. Davis, Hathcock College changes the student's viewpoint on diesels. The book is like a road map that outlines the different courses of study leading to a complete understanding of diesel engines. The book is divided into chapters, each of which covers a specific aspect of diesel technology. The book is also cross-indexed, allowing the reader to easily find specific information.

The book is well-organized and easy to follow. Each chapter contains clear, concise explanations of the various topics, along with numerous illustrations and diagrams. The book also includes a wide range of exercises and problems, giving students the opportunity to test their understanding of the material.

Dr. Byron T. French
Assistant Professor
Agricultural Engineering Dept., University of Florida
Gainesville, Florida 32611

Book Review

The evaluation form enables the user to describe coursework, apply evaluation criteria to coursework, and select instructional programs offering training in this subject matter area. This is not to suggest it is an exact form as reference, but as supplemental to the technical literature, helping the student understand the complexity of this very difficult subject.

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

If you would like more information about this publication, please contact the Office of Vocational and Adult Education, U.S. Department of Education.
Stories in Pictures

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.)