

HORIZONS 81

A VICA DOCUMENTARY

INTERNATIONAL UNDERSTANDING THROUGH THE SKILL OLYMPICS

A VICA DOCUMENTARY OF THE INTERNATIONAL SKILL OLYMPICS * THE UNITED STATES SKILL OLYMPICS * THE NATIONAL LEADERSHIP CONFERENCE

HORIZONS 81

The Cover Symbolism

The color bands represent the fourteen participating countries. We see clearly over the horizon, aided by the power of the ISO/NLC conference glasses, countries working to form a rainbow relationship. Each country has unique characteristics yet all are bonded together to promote trade excellence. The experiences have made a positive impact on each of us as symbolized by the curvature of the color bands moved upward by the conference emblems. This beautiful relationship and unique opportunity for international understanding has been experience through the Skill Olympics.

Dedication

This Book is
Dedicated
to
J. Alvin Wilbanks
for his

Philosophy —Alvin believes with a firm conviction that every effort to upgrade, institute and administer vocational programs in Georgia must have students as their focal point.

Works —Alvin has worked tirelessly to win for vocational education the recognition of its crucial role in the continued economic prosperity of the state and country and in equipping youth with the knowledge, skills and character necessary for full participation in a technological society.

Example —Alvin's sincere commitment to his family and community and his humanity in his daily dealings with others has established him as a living embodiment of the ideals that VICA strives to develop in its members.



J. ALVIN WILBANKS
1981 ISO/USSO/NLC
Conference Chairman

Georgia State University
Educational Specialist (EDS)
University of Georgia
Master of Education (MED)
University of Georgia
Bachelor of Science (BSED)

James Alvin Wilbanks has a distinguished record of service to vocational education on the state and national level. Elected to membership on the American Vocational Association Policy and Planning Committee, Industrial Arts Division, in 1975-1977, Alvin served on four Southern Association Evaluation Visiting Committees in public secondary schools in Georgia. He has also chaired or co-chaired State Evaluation Teams for Vocational Education Programs in Cherokee, Chattooga and Cobb County School Systems. Alvin was appointed chairman of the 1979 National VICA USSO Skill Olympics and served as overall Conference Chairman for the 1980 National Leadership Conference and U.S. Skill Olympics. In 1981 he repeated those duties with the additional responsibility of the International Skill Olympics held in Atlanta. Alvin is one of only four people from Georgia to hold Honorary Life Membership in National VICA. Presently, Alvin is Director of the DeKalb O.E.C.—North School in Dunwoody, Georgia.

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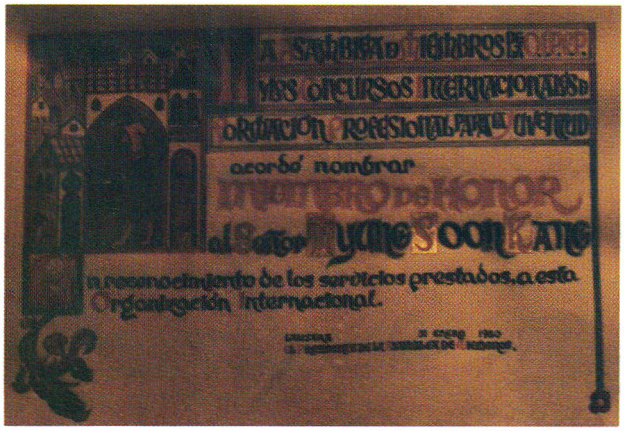


ORGANIZACION INTERNACIONAL
PARA PROMOCIONAR LA FORMACION
PROFESIONAL Y LOS CONCURSOS
INTERNACIONALES DE FORMACION
PROFESIONAL PARA LA JUVENTUD

SECRETARIA GENERAL

In the decade of the forties, when a period of industrialization began in Spain aimed at raising the country's level of socio-economic development within its existing possibilities, the need to promote the Vocational Training of young workers became more manifest than ever before and they were encouraged to acquire the technical skills that such an industrialization required. All the efforts of the State, of the Economy and of Spanish Society at large were combined to give young people the necessary training for this purpose.

In the year 1947 Spain's Organización de Juventudes organized the Vocational Training Competition, which it endeavoured to make as much of a sporting event and as attractive to young people as possible. Its declared intention was "to awaken among young people the desire to improve their professional skills in their own personal interests and in those of their country's economy". Its watchword was "Resurgence".

The results of this endeavour were such that in the year 1950 what had been conceived as a national project became an international one. By 1965 young people from as many as fourteen European nations were competing, to be joined by others from four Asian countries in 1970. The international importance of the Competition received final confirmation when the United States of America joined us, through its National Organization V.I.C.A., in 1975.

These Vocational Training Competitions set out to encourage young people to improve their professional skills, to make them aware of the importance of continued training, to give them an opportunity to show their technical abilities in public and to foster the exchange of all the human values that youth possesses and puts to good use by forging for itself a spiritually and materially more hopeful future.

The XXVI International Skill Olympics organized by V.I.C.A. in Atlanta (Georgia) has fulfilled one of our Organizations's most cherished hopes - that of extending its activities, which had previously been limited to Europe and Asia, to the Continent of America.

We consider the planning of the XXVI International Skill Olympics, the facilities provided by V.I.C.A., the personal contribution of its organizers and the intellectual and material efforts they have made to be worthy of the highest praise.

Thanks to these efforts, our Organization is closer to its essential goal: to bring Vocational Training to young people throughout the world.

F. Albert

The Secretary General

International Understanding Through the Skill Olympics

Friendship

When men are friendly even water is sweet

—Chinese Proverb





Understanding

No man really knows about other human beings. The best he can do is to suppose that they are like himself

—John Steinbeck



Unity

Behold, how good and how pleasant it is for brethren to dwell together in unity

—Old Testament

Cooperation

As we come to see how many sources there are for events we have less confidence in any one scheme of betterment, any one person, class, race or nation; but more in what all can do by team-work in a common spirit

—Charles Horton Cooley

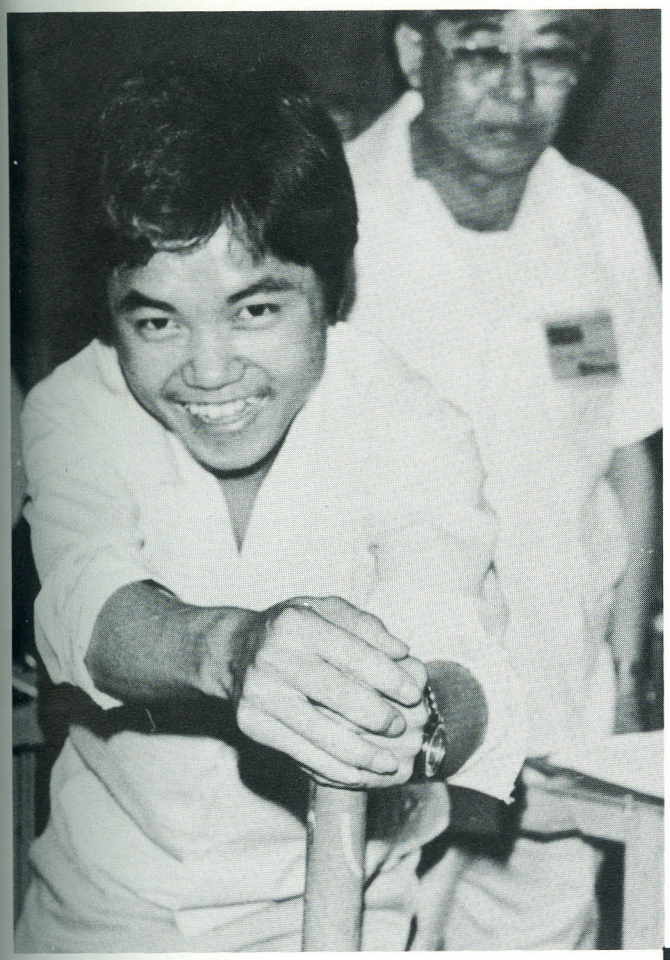




Dignity

Great is work which lends dignity to man

—Babylonian Talmud



Pride

Work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and beg alms of those who work with joy

—Kahlil Gibran

Recognition

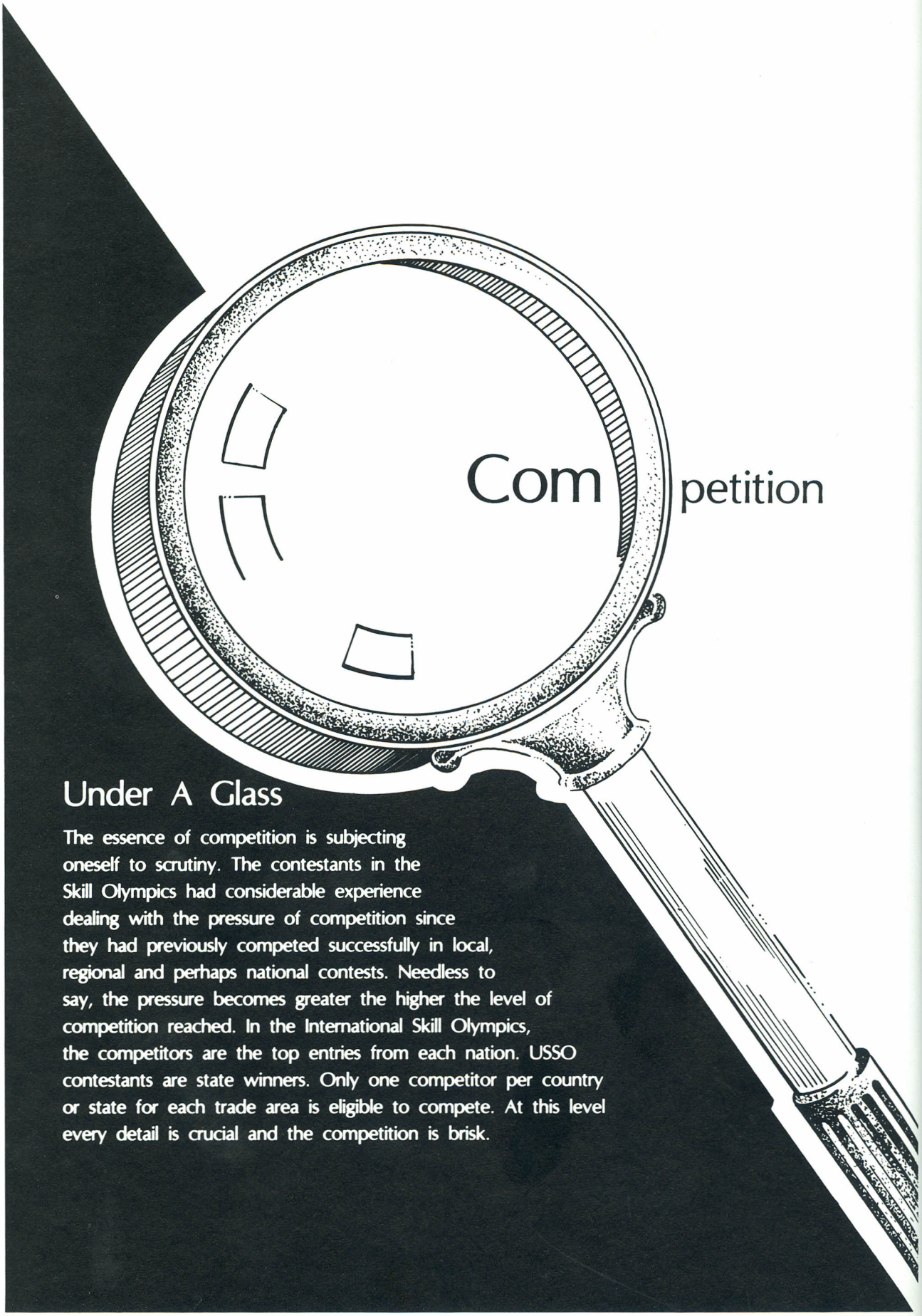
No man's abilities are so remarkably shining as not to stand in need of a proper opportunity, a patron, and even the praises of a friend to recommend them to the notice of the world

—Pliny









Under A Glass

The essence of competition is subjecting oneself to scrutiny. The contestants in the Skill Olympics had considerable experience dealing with the pressure of competition since they had previously competed successfully in local, regional and perhaps national contests. Needless to say, the pressure becomes greater the higher the level of competition reached. In the International Skill Olympics, the competitors are the top entries from each nation. USSO contestants are state winners. Only one competitor per country or state for each trade area is eligible to compete. At this level every detail is crucial and the competition is brisk.





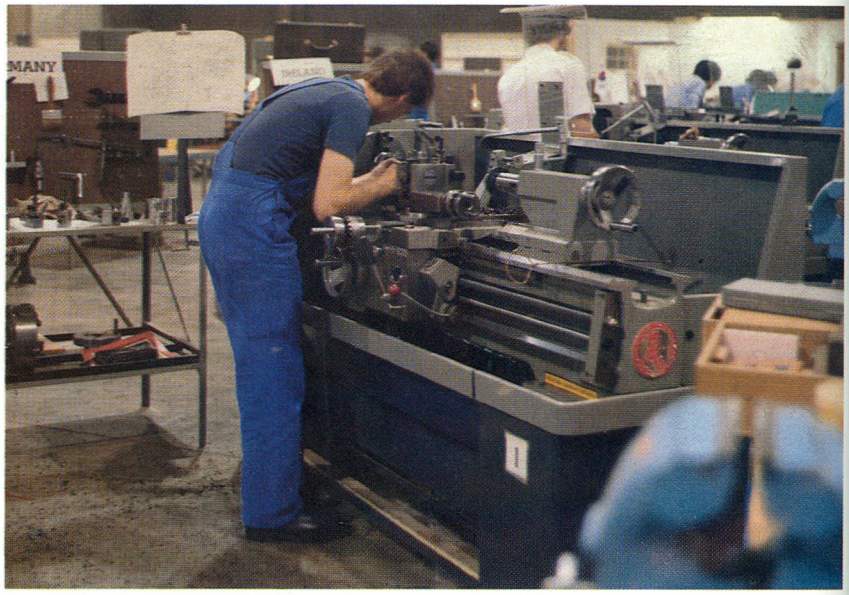
Rules

Secondary contestants in the United States Skill Olympics must be under twenty years of age on June 1. Post-secondary students have no age limit. International contestants must be no older than 22 years of age in the competition year. USSO contestants must be enrolled in a vocational program in a public school.



Equipment

Equipment used in the national and international contests is supplied by local and national industry and by many educational institutions in the Atlanta area. International contest equipment is specified by trade or job descriptions which are periodically established by the International Assembly. National and international contestants are required to provide their own personal tools.

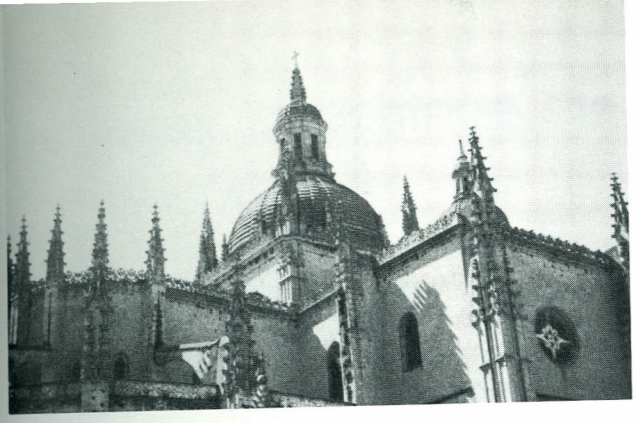






Judging

USSO contests are designed and judged by people involved closely in related industries. ISO contests are selected from previously proposed projects submitted by technical experts from various countries. Judging in both contests is based on personal performance, work quality and completeness. First, second and third place awards with no ties allowed governs USSO contests, but ties are allowed in international competition.



From Spain . . .

In subsequent years the number of participating countries has grown steadily to include representatives of Asia, Africa and America as well as Europe. As membership in the international competitions has grown so has the scope. From a contest established to give young artisans an opportunity for friendly rivalry at the highest levels, the event has developed into a major vocational and cultural event. Exchange of technical information through the interaction of each country's technical experts and forums which explore and compare vocational education systems in different countries constitute an important dimension of the International Skill Olympics.

With the entry of the United States into the International Vocational Training Organization in 1975, the way was paved for the United States to eventually become a host for the International Skill Olympics. The formal invitation from Atlanta and Georgia was extended during the XXV International Skill Olympics in Cork, Ireland.

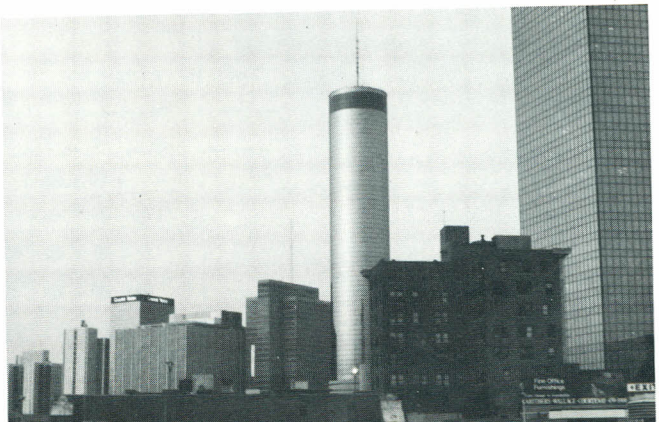
The Spanish can justly lay claim to nurturing the development of vocational competition on an international level and establishing the beginnings of the International Skill Olympics. In 1949, a few Spaniards who were engaged in vocational training developed the idea of inviting neighboring Portugal to participate in a vocational competition. The competition took place in 1950 and involved 12 competitors from each country representing 12 occupational areas.

In order to publicize the contest as widely as possible, the organizers of the second Iberian Contest invited representatives of the diplomatic corps stationed in Madrid to attend the contest. Impressed with what they saw, the representatives spread the word and in 1953 five additional countries sent participants to the third contest. Spain's major role and commitment continued from the outset as it assumed the heavy responsibilities of the general Secretariat and the cost of this office alone until 1976.

Date of admission to the organization

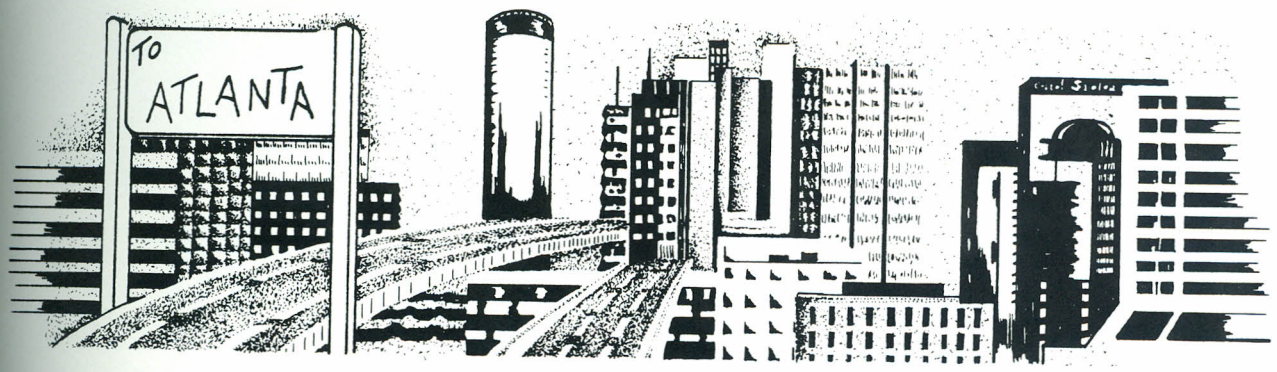
1950: Spain
Portugal
1953: Federal Republic of Germany
Great Britain
Switzerland
France
Morocco (withdrew after two competitions)
1954: Belgium
1956: Italy
1957: Republic of Ireland
1958: Luxemburg
1961: Austria
1962: Japan
the Netherlands
1963: Denmark
1967: Republic of Korea
1968: Liechtenstein
Malta (withdrew after three competitions)
1970: Taiwan
1975: United States of America
Iran

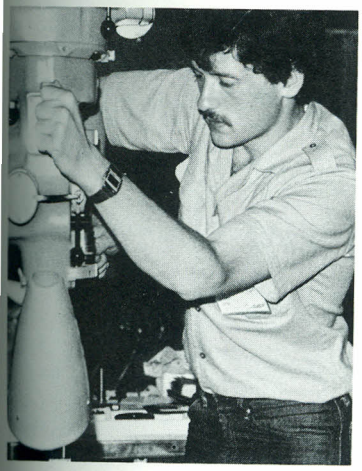
To Atlanta



Competitors from Member Countries

		Austria	Switzerland	Germany	Spain	Ireland	France	Liechtenstein	United Kingdom	Japan	Korea	Netherlands	Portugal	Taiwan	USA	
1	Fitting		●	●	●	●	●		●	●	●	●		●		10
2	Press tool making	●	●	●		●		●		●	●	●		●	●	10
3	Instrument making		●	●				●		●	●	●		●		7
4	Watch making		●							●	●			●		4
5	Engineering drawing	●	●	●	●	●		●		●	●		●	●	●	11
6	Turning	●	●	●	●	●	●		●	●	●	●	●	●	●	13
7	Milling		●	●	●	●	●		●	●	●	●	●	●	●	12
8	Constr. Steel work			●	●	●	●			●	●	●		●		8
9	Gas welding			●	●	●				●	●	●		●		7
10	Electric welding			●	●	●			●	●	●	●	●	●	●	10
11	Wood pattern making	●		●			●		●	●	●	●		●		8
13	Panel beating		●	●	●		●			●	●			●		7
14	Sheet metal work			●	●	●	●			●	●		●	●	●	9
15	Plumbing		●	●		●	●		●	●	●			●	●	9
16	Industrial electronics		●	●	●	●		●	●	●	●			●	●	10
17	Radio/TV Repairs			●	●					●	●			●	●	6
18	House wiring		●	●	●	●		●		●	●		●	●	●	10
19	Industrial wiring		●	●	●	●		●		●	●			●		8
20	Bricklaying		●	●		●	●		●		●		●	●	●	9
21	Stone cutting	●		●		●	●		●	●	●					7
22	Painting		●	●	●	●			●	●	●	●		●		9
23	Plaster work			●			●		●	●	●	●	●			7
24	Cabinet making	●	●	●	●		●	●		●	●	●	●	●	●	12
25	Joinery	●	●	●	●		●		●	●	●	●		●	●	11
26	Carpentry	●	●	●		●	●	●	●	●	●					9
27	Jewellery	●	●	●			●				●					5
28	Men's tailoring			●						●	●			●		4
29	Ladies' Hairdressing		●	●	●				●	●	●			●	●	8
30	Men's Hairdressing		●	●	●				●	●	●			●		7
31	Ladies' Dressmaking		●	●				●		●	●			●		6
32	Upholstery	●	●				●					●				4
33	Automobile mechanics		●	●	●	●			●	●	●		●	●	●	10
34	Cookery	●	●	●	●		●			●					●	7
		11	24	31	20	18	17	9	16	30	31	14	10	27	16	274



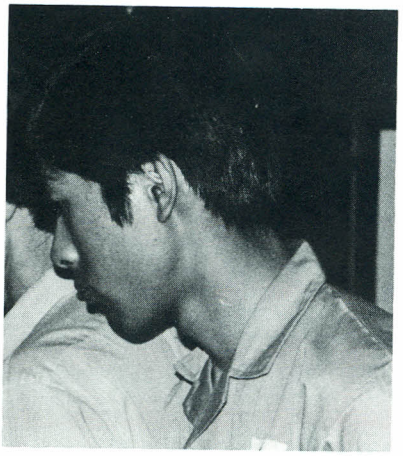


DIETER GUNTHER

In order to compete in the International Skill Olympics, Dieter Gunther had to place in the top three in the Bavarian provincial contest then win the German national contest. Dieter, 20, who lives in Ingolstadt, completed his apprentice training in two years rather than three because of his high level of skill in milling.

When not working Dieter passes the time in target shooting, swimming, and dancing. The International Skill Olympics, Dieter feels, gave him a unique opportunity to visit the state and should aid him in his future career.

As the eldest son and the family member traditionally responsible for the welfare of parents, Yoshifusa Nakazawa, 21, felt fortunate when Seiko, the famous watch manufacturer, accepted him for employment in its plant just a few miles from his home in Nagano prefecture. Yoshifusa graduated at 18 from a technical high school where he studied fine mechanics. Because of his education and company training, Yoshifusa is now an overseer and responsible for quality control in a production line.



YOSHIFUSA NAKAZAWA

Yoshifusa sees a long future in his present company and hopes to be responsible some day for a major new development in watchmaking or a new design.

The International competition, Yoshifusa feels, indicates in a clear way the level of a country's skill. Equally important, however, is making contacts with people from other countries. "It helps you learn more about yourself and helps develop your own personality," says Yoshifusa.

Mari Carmen Revidiego is from Malaga in southwest Spain. Despite being one of very few women in her occupational area, Turning, Mari says she has encountered no special problems. When she graduates from technical high school Mari plans to work for the national railway.

Mari was selected for the International Skill Olympics when she placed first in the national test in Barcelona.

Cooperation more than competition was the main impression Mari took from the contest. Students from different countries were ready to help with suggestions and tools. "Everyone was really helpful," she said.

Mari was particularly struck by the number of trees and greenery in and around Atlanta and found the people to be kind and friendly.



MARI REVIDIEGO



DIANE BARTHOL

Diane Barthol, of Seattle, Washington, is representing America in the Cosmetology field. Diane began her vocational training when she was 18 and since then has spent one year practicing her technique and two years in actual competition. She says that her occupational choice was a result of her love for theatrical makeup work when she was in high school.

Diane is also interested in professional singing, although she is not presently working in this field. She also enjoys guitar music, and sports in general.

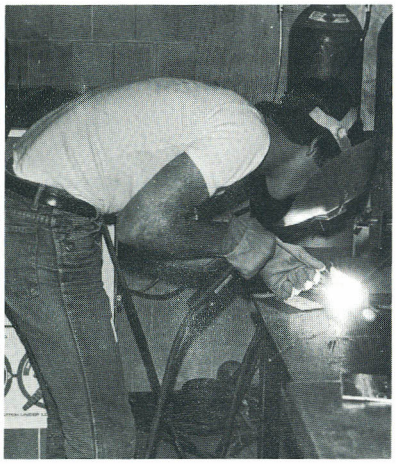
Diane says that her goal is to represent Cosmetology to the best of her ability.



BARBARA TAUSCH

Barbara Tausch, one of three females in this year's Technical Drawing/Design competition, began her technical studies at the age of fifteen. After completing three years of study and an apprenticeship program, Barbara is currently employed as a skilled worker in her home town of Steyr, Austria. The twenty-one year old gained the honor of competing in the International Skill Olympics by winning the national competition in Austria.

Barbara spends her spare time skiing and swimming. She enjoyed her experience in Atlanta because it was not all work; there was plenty of time for touring and visiting.



PAULO AMADO DA SILVA

Paulo Alexandra Amado Da Silva was selected for the International Skill Olympics after winning the National Portuguese competition. He began studying welding in his home town of Almada when he was twelve.

Paulo's future plans are to further study in Engineering. He thinks this competition has been most beneficial for learning the techniques of others in his field. Though he does not have time for sports, Paulo does enjoy music and reading.

J. H. Chen, a 20 year old from Laipei, Taiwan, began her studies at t age of 14. Se plans to continue her study in Men's Hairdressing to reali her goal of becoming a manager in a barber shop.

Miss Chen is a graduate of junior middle school and has currently achiev a technician's level while participating in an apprenticeship program. S enjoys music, plays baseball, and likes to swim.



Miss Chen gives finishing touch



NORBERT MARXER

Twenty year old Norbert Marxer from Gamprin, Liechtenstein began his vocational studies in the area of carpentry in 1979. Each year of his three years of study has consisted of eighty percent theory. Norbert, who chose the carpentry area after observing different professions, is presently employed in industry.

In his free time Norbert enjoys skiing and football.

Receiving information from the national committee, Norbert participated in the national selection in Liechtenstein. He won first place in carpentry and the honor of representing his country in the International Skill Olympics. He feels that the opportunity to meet students from other countries is the most beneficial aspect of the competition.

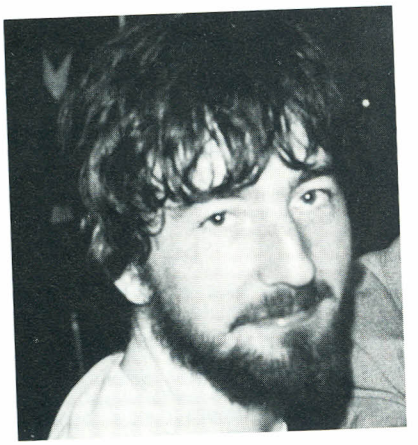
If it has an engine and moves fast, Patrick Geaney from County Cook, Ireland, is interested in it. A competitor in auto mechanics, Patrick enjoyed the fellowship of students from many nations.



PATRICK GEANEY

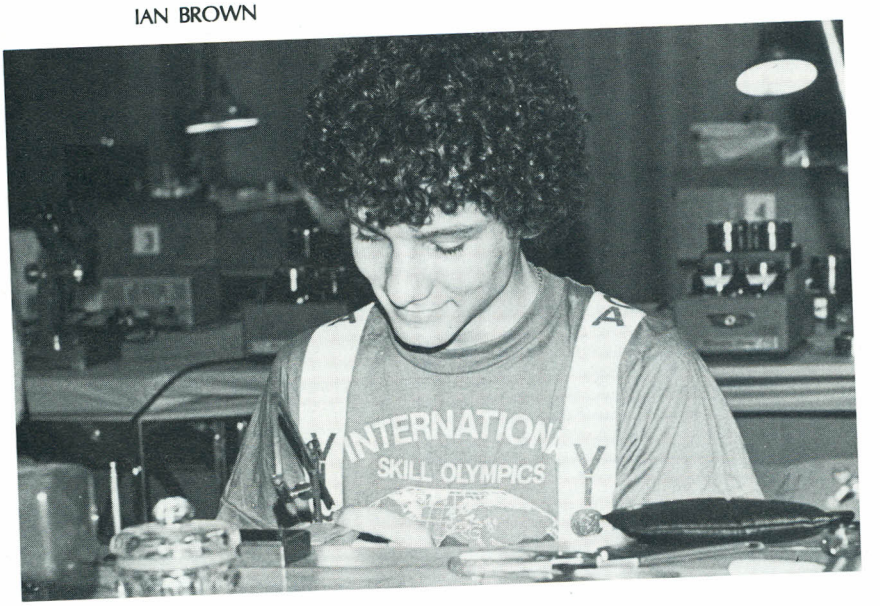
"Nationalism, politics or religion were not concerns and there was no language barrier," he said. Patrick plans to continue his studies when he returns to Ireland and hopes to eventually land a management job in the motor trade.

Brown from Newcastle almost
ne a joiner instead of a bricklayer.
of course, happy now in his
e since he was selected because
s excellence in bricklaying to
ent the United Kingdom in the
h International Skill Olympics.
ough this is his first visit ever to
nited States, Ian will be returning
visit to Ft. Lauderdale in July to
elatives.
ocational graduate of Hartlepool
ge, Ian plans to attend Sunderland
echnic to study quantitative
ying.



IAN BROWN

lippe De Rousseau, who has the
al hobby of collecting old
ards, began making jewelry at the
f sixteen. His interest in this field
from a course which he took
in school.
lippe spends his spare time in
ng, skiing, and playing tennis. The
y year old resident of Arpajon,
e feels that Atlanta is a great town
he greatly enjoyed the
petition.



PHILIPPE DE ROUSSEAU

Approaches To Vocational Education and Training



Austria

The Vocational Training Act of 1969 (Federal Law Gazette 1969/142) provided the structure for vocational education in Austria. The law regulates who may train as an apprentice, the basic apprenticeship regulations by occupation, and the length of time required for an apprenticeship. The Federal Ministry for Commerce, Trade and Industry provides a "List of Apprenticeship Vocations" which contain guidelines concerning curricula, ratio of apprenticeship to employees and instructor availability.

There are 224 occupations for which vocational education is available. It is estimated that 50 percent of the students completing compulsory schooling (9 years) enter vocational education. A dual vocational training system is utilized as a means of vocational training in Austria. The dual system provides for the transfer of knowledge in part time schools which work either year around, giving the apprentice one day a week (in a few cases 1 1/2 days a week) or work on a continuous curriculum base lasting for about 8 weeks. There are also seasonal schools where instruction is provided at certain times of the year. Part time schools are about equally divided between year round or continuous curricula. The employer pays the apprentices' wages while attending these schools. It is not necessary to complete ones' education in the private enterprise sector. There are "special independent vocational training centers" which have been granted permission to provide vocational education. However these schools form a minor portion of the vocational systems. The Vocational Training Act mandates a "final exam" at the end of the apprenticeship. The exam contains a theoretical, a practical and an oral portion all designed to determine if the apprentice has gained the required knowledge and skills of the profession. The exams are also given to persons over 21 who have had no full time training but have acquired the necessary skills of the professions. Since 1979 approximately 88 percent of the apprentices have successfully passed these exams. The final apprentice exam has an impact on income, collective agreements and successful apprentices are entitled to receive higher wages for their work.

Switzerland

To be able to understand something of the Swiss educational system, it is perhaps necessary to know something about Switzerland. This small 700 year old democracy, governed as a federal state, divided into 23 cantons or provinces, has 6 million inhabitants, of which 75% speak German, 22% French, 2% Italian and about 1% Rheto-Romanch. These four ethnic groups coexist very peacefully but maintain their different identities in everything they do. This accounts for the many variations found in the schooling system, where books, programs, equipment, teaching methods, hours, etc. vary from canton to canton, according to the linguistic region.

Two hundred times smaller than the U.S.A. Switzerland is extremely poor in natural resources and so labor is the most important factor of its economy. The unusually large number of vocational training facilities contribute in a major way to the professional advancement of the individual. It has a negligable unemployment rate and the second-highest standard of living in Western Europe.

The Swiss educational system is not state-controlled. Considerable autonomy is given to individual cantons to implement federal law on vocational training and to decide on equipment and programs.

Immediately following 8 or 9 years of compulsory education, vocational training in all kinds of theoretical and practical areas leads to the practice of a specific trade. For each trade certain minimum requirements are established. These types of vocational and technical training are always combined with general education. Where the emphasis is on practical training, craft training is done by apprenticeship. Where the emphasis is on theoretical and general training, such education is given in specialized schools. Apprenticeship usually lasts from two to four years, depending on the trade chosen. A federal proficiency certificate is awarded upon completion of both types of training.

Seventy-six percent of those who complete compulsory education choose craft training while 14% pursue further studies or university. The remaining 10% do not continue training or schooling. Of the 76% opting for craft training, 95% choose the very popular dual system or apprenticeship plus part-time in-school training. In this case practical training is usually given by an employer while parallel theoretical and general education is given in a vocational school one or two days a week. The remaining 5% of young people choose full-time craft training in a vocational school.

Switzerland plans to maintain its position through the continuing expansion of its schools. It is prepared to make sacrifices for education and research, sacrifices born of the understanding of the national need. This challenge can only be met through a high level of skill and, consequently, through product quality.





Germany

A country with few natural resources and a high density of population, Germany believes that the production of high quality goods through economic efficiency has been and is the basis of its high standard of living and quality of life. Furthermore, economic efficiency depends on the development of new technologies which in turn require a high degree of technical and economic knowledge.

The origins of vocational training in Germany date back to the Middle Ages when craft guilds laid down the rules for training, such as skills to be learned and duration of training. During this time industrial training for apprentices was not governed by any law; therefore, in 1925 German industry itself laid down certain conditions and regulations. Regular examinations for skilled workers were conducted by the Chambers of Industry and Commerce, and these became rapidly more common from 1935 onwards. From then on, training was so arranged that the apprentice spent about four and a half days per week at work and one day at the State Technical School. This was the origin of the "dual" training system.

Both school and parents, as well as the State Careers Advisory Service, help young people make the right choice of trade. Most trades require training for three years. Examples are a baker with a three-year apprenticeship or an optician who also needs three years. When an apprentice starts his vocational training, he is generally between the ages of 15 1/2 and 16 1/2. His parents then sign a training contract with the company and the contract is registered with the local Chamber of Industry and Commerce. The training may take place in a craft establishment or in an industrial company. The Vocational Training Act of 1969 outlines in detail the conditions on which the contract is regulated.

During the training period the apprentice also attends vocational school. He thus undergoes about 12 weeks of vocational in-school training per year. After completing half of the training period, the apprentice takes an intermediate examination and also at the end his final examination. Both the critical and practical knowledge is tested. The examinations are carried out by the Chambers of Industry and Commerce or the Chamber of Crafts.

Today in Germany more than 60% of young people from a particular year's class are undergoing vocational training concept and not without reason. It is Germany's belief that only under genuine working conditions can the learner meet the growing demands of his occupation and prove himself in any particular work situation.

Spain

Vocational Training in Spain is conceived in The Education Act as an autonomous branch of education pursued after eight years of *Educacion General Basica*. It is divided into three levels: first level (two years), second level (three years) and third level (two years). Vocational Training is related to the rest of the educational system through special "courses of adaptation" to prevent Vocational Training from becoming a dead-sac.

The Education Act establishes three basic goals for this field of education: student training in the specific skills required for particular callings or trades, the general education of the student and, finally, the development of his civic sense with a view to his taking a useful part in the life of the community. Separate programs are prepared for each trade. The Vocational Training system also provides for specific continued training activities. The last mentioned and third-level Vocational Training are envisaged in a general manner in the Act, although they have not yet been the object of practical and specific provisions.

Vocational Training is provided in Spain by a variety of rather loosely interconnected centers, schools and institutes, both public and private. The following is an attempt to sum up the complex picture:

The Ministry of Education and Science is in charge of most of the Vocational Training institutions in two kinds of centers: the Polytechnical Schools and the centers of the Institute of Integrated Studies (the old so-called "Labor Universities"). The Ministry of Labor, through the INEM (National Employment Institute), is also responsible for the so-called "Vocational Training" centers (the old vertical trade union centers) and organizes vocational training programs, not included in the overall National Training System designed for unemployed workers (FPO).

It should be stressed that vocational training is an educational system that may be transferred to the autonomous governments currently being organized in the different regions. There are, in fact, a number of regional training schools, dependent on the Provincial Councils and in some cases, of Town Councils, already in existence.

A number of private Vocational Training Centers exist where teaching on the levels already described is given. Virtually all these centers are run by institutions of the Catholic Church.

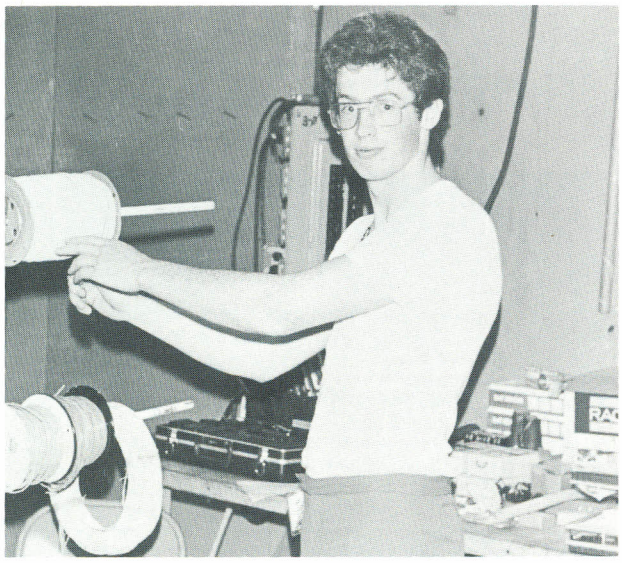
There is a Coordinating Board for Vocational Training representing different public and private bodies concerned with this field in the Ministry of Education. Its purpose is to pursue the proper liaison between all these Vocational Training Institutions.

The new workers' statute establishes two very similar kinds of National Training provided within companies. A contract which includes training much like the classical apprenticeship contract is laid down in Labor Rulings or Collective Agreements for each sector.

Vocational training in official centers is paid from funds allocated in the state budget. The private centers are subsidized. Apart from Social Security, the companies also pay a small sum for vocational training, which goes to the public bodies responsible for this activity.

The recent Employment Act established special assistance for companies to organize their own vocational training programs.





Ireland

Education in Ireland is compulsory between the ages of six and fifteen. The primary cycle occurs from ages six to twelve and the junior cycle from the completion of the primary cycle until the age of fifteen. Vocational training begins in the secondary level. Secondary level schools consist of secondary, vocational, comprehensive, and community.

An Intermediate Examination or a Group Certificate Examination, while open to all students, is generally taken by pupils going to vocational, comprehensive, and community schools. The examination places emphasis on practical skills. Introductory full-time courses are available to vocational students in plumbing, mechanical, electrical, radio service, and chef trades.

The duration of apprenticeship in Ireland is four years. The apprentices receive off-the-job training in the first year: 3 1/2 to 4 days in industrial-type training centres, and the balance in an educational establishment. Further educational release in the second and third years may vary from 8 to 11 weeks, depending on the trade involved. The balance of the time in years two and three, and all of the fourth year, is devoted to on-the-job training in industry. The industrial training is given mainly in ANCO centres, ANCO being the Industrial Training Authority for IRELAND. Students generally take their junior trade certificates after two years and their senior trade certificates after four years. Liberal studies are included in trade courses. Supplementary courses in related sciences and mathematics are also available on an optional basis in the evenings. Most courses require some relevant work experiences.

The current trend is toward consolidating block release and higher level technical courses in a number of technical and technological colleges located in geographically convenient centers, thus enabling vocational schools to concentrate on secondary level and adult education. The newly created National Council for Education confers the Awards of Certificate in the non-university section. The Council has also established a teacher training college to train teachers in woodwork, building science, engineering, general and rural science, and physical education. Degree qualifications for these teachers are validated by the Council.

Other provisions for vocational training in Ireland include Pre-employment courses in the second level of the educational sector, Adult courses in the ANCO training centres, and Technician and Professional courses in the second and third levels of the educational sector.

France

Formal vocational training developed on a full time basis immediately following the Second World War. During this period the number of apprentices indentured and being trained by industry was considerably reduced. Similarly, enrollments in the national vocational schools have grown to 600,000 with an additional 160,000 pupils in private vocational schools.

In July 1971 laws were enacted which gave vocational training its present structure. The laws provided for the initial training for workers and supervisors; further training and education; and established a system of financing vocational training. The financing required industry to pay a special tax of 0.5 percent of the wages paid. Employers would also contribute by paying the government 1.1 percent of the total wages bill.

The initial training provides occupational preparation for pupils who have left school after the age of fifteen. After three years of training a Certificate of Aptitude (CAP) is earned.

A separate certificate (BEP) is awarded after two years to students who left school at the age of sixteen. Technical Colleges provide full-time practical and theoretical courses. Current enrollment is in excess of 760,000 students. Apprenticeship training is accomplished through the Centre for Training Apprentices (CFA). Practical training in industry and compulsory theoretical courses are provided. Apprentices enrolled in the CFA exceed 190,000. Three years of advanced training is available to students over the age of 16; upon completion students are awarded either a Baccalaureat de Technicien or the Brevet de Technicien. There are currently in excess of 250,000 students in advanced technical training. Holders of these certificates can then go to the University Institute of Technology or to a specialized school of Engineering technology.





Liechtenstein

The principality of Liechtenstein has only recently transitioned from an Agrarian to a highly industrialized country where seventy percent of the population is now employed in industry. To support this effort a sound vocational education program is essential. The government and trade associations are in absolute agreement on this point. The Vocational Education Act of 1976 reaffirms and strengthens the peoples commitment to vocational education. The act specifies the purpose of vocational education as: Vocational Education promotes the personal and vocational development of individuals and helps them to understand and play a part in the shaping of their vocation and social environment. The act stipulates the three types of vocational education: 1) Vocational basic training (apprenticeship); 2) Vocational further education; and 3) Vocational re-training programme (occupational mobility). Responsibility for providing the vocational education rests with the parents, the schools, the economy and the state. Approximately 70 percent of school leavers complete an apprenticeship. The main requirement for an apprenticeship is the completion of the nine-year compulsory attendance at school. The average age of pupils entering vocational basic training is 16. Education is accomplished through a dual system of the master apprenticeship. The apprentices complete their practical education in apprentice training firms and theoretical knowledge is acquired in a trade school or a technical college using a 1 to 2 days a week day release program. Control over the apprenticeship is exercised by the government through the Department of Vocational Education. Prior to initiating an apprenticeship a contract of apprenticeship between the apprentice's legal representatives (parents) and the apprentice training firms is drawn up which lends legal force to the training. Only firms which have received permission from the government are authorized to educate apprentices. Training facilities and capabilities are a factor in awarding permission to train apprentices. Most apprenticeships last 2 to 4 years, depending on the occupation. The term of apprenticeship comes to an end with the final apprentice examinations. There are presently about 1000 apprenticeships available in Liechtenstein. Because of the high number of vacancies for apprentices and the variety of occupations, the wishes of would-be apprentices can be almost completely met.

United Kingdom

Universal and compulsory education for pupils from 5 to 16 years takes place in a variety of institutions. The 1944 Education Act created the Tripartite system which established Grammar Schools, Technical Schools and the Modern Schools. Selection for secondary education for most pupils is determined by results of diagnostic tests. The main thrust of the education for the under 16 year-old is to provide the basic tools of learning—literacy and numeracy—and the preparation of young persons for living in today's complex society. Education after 16 years of age is voluntary and occurs in either the all-through school, the sixth-form college or the tertiary or further education college (technical college).

The Industrial Training Act of 1964, generated by a need for a more structured system of training, established Industrial Training Boards which would oversee training in particular industries. The members of these boards, representatives from the employers, educationalists and trade unions, were given the responsibility to lead, regulate and monitor training interests and needs of particular industries. The 1973 Employment and Training Act made further improvements in the training efforts. Under the 1973 Act, responsibility for employment and training was consolidated under the Department of Employment. In addition, a 10 member Manpower Services Commission (MSC) was established. The commission consisted of representatives from Trade Unions, Employers Organizations and local authority associations with professional educational interests. A training services division was created as part of the MSC under the general title of Youth Opportunities Programme (YOP). These include work experience programmes, work experience on Employer's Premises; Work Introduction Courses; Training Shops and Community Service Activities and Placements. Since 1981 the government position is that all unemployed school leavers will be offered an opportunity for training within the Youth Opportunities Program. Since the Department of Employment believes that education and training for an individual are two facets of a learning experience there is a growing relationship between the MSC and the Colleges. It is envisioned this relationship will be enhanced, strengthened and refined to better meet the needs of the people and the United Kingdom.





Japan

Post-war Japan has undergone drastic changes in political, social, and economic institutions. Industry had suffered serious damage, and big financial combines were disbanded to democratize the economy. In 1947 the Labor Standards Law was enacted to establish minimum statutory terms and conditions of employment. It contained provisions to protect young trainees from exploitation and to promote more systematic training for craftmanship. As a result of this relevant regulation, industries began to reorganize their training programs along the statutory requirements.

In 1953 the national government launched a long-term project to establish vocational training centers under its control. These "comprehensive" vocational guidance centers grew in number and attention was focused on training of youth who were leaving school after completing compulsory education at the lower secondary level. Since the school education system was criticized as being too academic to turn out youths willing to work in industry, the enactment of the Vocational Training Law in 1958 attempted for the first time to create a unified system of vocational training.

After the war school education was reorganized and vocational education became available upon completion of nine years of compulsory schooling. School education up to this level was intended to provide the same general education for all and not oriented for any specific occupation. Presently vocational education within the formal school system is not as terminal as it used to be during the pre-war period. It serves to prepare youth for specific occupations and also as a path to higher education. However, further education for vocational purposes is left to special schools outside the formal school system.

At the age of 15, youngsters choose either to continue school education at the higher secondary level or to go to work. The proportion proceeding to full-time higher secondary schools increased to 93.5% in 1978. The duration for secondary education in high schools is three years for the full-time course and four years for part-time and correspondence. Courses of study are divided into general and vocational. Vocational courses are offered in agriculture, industry, commerce, fishery, home economics, welfare, etc., and are further subdivided into specializations. Student enrollment in the general courses is as high as 67% while the remaining 33% is in vocational, of which the largest number is in commerce followed by industrial courses. Also, home economics and welfare courses are mostly for girls. Those who choose the general course mostly aspire to proceed to higher education while those taking vocational courses enter industry after completion.

Higher educational institutions include universities, junior colleges, and technical colleges. Universities provide four-year courses of academic study in such areas as humanities, social and natural sciences, engineering, agriculture, education, home economics, art, etc. and six-year courses for medicine. Junior colleges offer similar courses but the duration is two or three years. Technical colleges admit junior high school leavers and offer five-year courses of technical education. Out of a little over 2 million students in higher educational institutions in 1978, about 70% were in universities and 29% in junior colleges. Technical college students were negligibly small in proportion. The largest proportion of university students are in social science (40%), followed by engineering (20%).

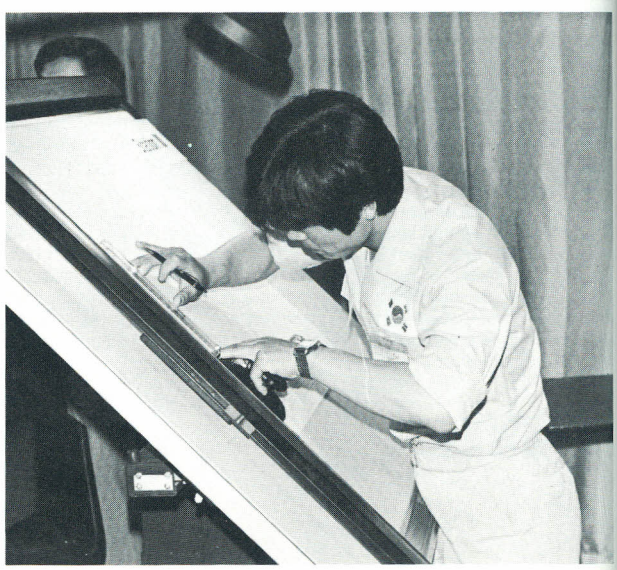
Korea

Despite Korea's long history and rich cultural heritage, its educational system is not very old. Because of its location, Korea has always had great strategic importance. Consequently, invaders have often disrupted and colonized the country. It was not until 1885 that the first modern school was built in Korea. Colonization and war disrupted educational development and it was not until 1953 that educational facilities were developed with great determination.

The Republic of Korea has adopted a school system which divides education into six-year elementary schools, three-year middle schools and four-year colleges and universities with graduate schools leading to Ph.D degree. Two-year colleges and vocational institutes have also been established.

Elementary education caters to children between six and eleven and is compulsory. Its goal is to provide general education essential to social living. Secondary education comprises six years beyond elementary education. The six-year course is divided into lower secondary (grades 7-9) which is the middle school and upper secondary education (grades 10-12). Plans are presently underway to make education compulsory through the middle school years.

The first exposure to vocational training in Korea begins in middle school. Three hours a week are scheduled through all three years for industrial arts for the male students and home economics for the female students. Blocks of time are allotted in the second and third years for elective vocational subjects. These include agriculture, industrial skills and fishery.



Vocational training is given in six types of vocational high schools. They are the technical high school, the agricultural high school, the commercial high school, the fishery and marine high school, the comprehensive high school and vocational high schools. The technical high school falls into one of three categories: the mechanical which trains percision machinery craftsmen, the experimental which emphasizes the training of overseas workers in cooperation with industries that have overseas contacts, and specialized technical high schools that train in specialized fields found in particular regions.

There are not enough high schools in Korea for all students. Therefore, middle school graduates are screened by an achievement test conducted by the provincial boards of education. In 1978, 77% of the middle school graduates went on to higher education; 40% went on to academic high schools and 32% continued on to vocational high schools.

As Korea undertook a massive plan to build new and diversified industries, it anticipated a great demand for trained manpower in order to achieve its long-range economic development plan. Special efforts were made to induce students into vocational high schools through the construction of better school buildings, shops and dormitories. Better opportunities for scholarships, chances to upgrade study, and other incentives were provided to enhance the prestige of vocational competencies. The success can be measured in the fact that there is an average of two applicants for every vocational high school opening.



Netherlands

After World War II the Netherlands found itself in an impoverished condition and faced with the necessity of dealing with a revolution in social relations, a population explosion, automation and growing specialization. The country's poverty could only be remedied by training large numbers of workers in skills relevant to the needs of industry. This led to a great expansion of the Dutch vocational education system.

The present structure of vocational education in the Netherlands grew out of a strong belief that all students should receive a total education rather than mere training for technical proficiency. Additionally, it was realized that the skill requirements of industry were diverse and that technical school could only offer preliminary training in general skills. Further advanced vocational training would be necessary.

The present structure of the Dutch Educational System consists of three main alternative paths. The first of these is primary education followed by pre-university education. Further education is continued at the University or a path of higher vocational education may be followed. The general purpose of higher vocational schools is to give the student a theoretical and practical preparation such that he is equipped after some experience to occupy a managerial or executive position.

The second and third paths are similar in the options they offer with only one major difference: after primary education through the twelfth year the student follows an intermediate general education or an elementary vocational education. The options thereafter are identical.

Elementary vocational education prepares young people aged between twelve and sixteen for occupations on a basic level in the following fields: automobile repairing, plumbing, carpentry, printing, shipping (nautical), home economics, agriculture, retail trade and clerical duties.

Education beyond the Intermediate general and the elementary vocational may be entry into a secondary vocational institution, entry into a primary apprenticeship program, or entry into one of the newer experimental projects for 16 through 18 year olds.

Secondary vocational education prepares young people between the ages of 16 and 20 for lower supervisory positions, for self-employment or for further training and studies. Training is offered at the intermediate level in technical areas (mechanical engineering, architecture, etc.), nautical areas, home economics (dressmaking, fashion design), agriculture, retail trade, economic and administrative training, training for nursery school teachers and head teachers, and sociopedogoic training (occupational therapy, social service work, etc.).

The primary apprenticeship program provides joint practical training in industry with vocational and general education in a regional school. Primary apprenticeship training, which may lead to advanced apprenticeship, includes almost 350 occupations.

Portugal

Schooling for students in Portugal is obligatory at present through the first six years. A move is underway to raise mandatory education to nine years. Education can follow two main directors. The first is an academic course which can involve up to twelve years of education in general academic subjects through the secondary level. Beyond the secondary level further education may extend to a bachelor's degree, a licentiate degree or a doctorate. The second is a vocational training direction which may lead to one of two degrees or levels. The first level of vocational education is geared towards preparing both adults and youth for industry. Adults who have completed six years of schooling undergo training of six to ten months depending upon the occupational area.

Younger people, who must have nine years of education, pursue a six to ten month course of training. Training is given mainly in metals, mechanics, building, electricity, and agriculture, and involves occupational areas such as bricklaying, plasterwork, electric welding, turning, sheet metal work, panel beating, house wiring, painting, carpentry, and auto mechanics. This training takes place for the most part in state vocational training centers. This first level of training allows both youth and adults to enter industry as advanced beginners w[illegible]ey continue to learn on the job or may elect to continue their studies.

The second level of training is open to youths who have acquired eleven years of education through the [illegible]ary level and adults who have completed nine years of schooling. The course of study lasts six to ten months for youths and adults. Completion of the second level permits trainees to enter industry as advanced beginners in occupational areas that require higher levels of theoretical knowledge.

An additional option recently introduced is a three year vocational training program run cooperatively by the Ministry of Labor and the Ministry of Education. Open to students aged 15 or 16 years of age the first year serves to establish skills and abilities. The second and third years are devoted to concentrated studies in more specific areas. Training takes place on the job but is characterized by its emphasis on learning and training. Production is regarded as unimportant at this stage.

As well as vocational training in this program, academic studies are also pursued which are almost equivalent to a secondary academic curriculum. The belief is strongly held that students should not suffer academically as a consequence of pursuing a vocational career and should be well-rounded in development.





Taiwan (R.O.C)

Before the initiation of Taiwan's industrialization plan in 1953, the per capita income of this densely populated island was $150.00 per annum. With only a quarter of its 36,000 square kilometers arable and with limestone the only natural resource, the economic prospects for the future looked bleak. Today, however, per capita income is $2,278.00 per annum and one of the highest in Asia.

Rapid industrialization created the need for a reliable supply of workers on every technical and skill level. To fill this need, the system of vocational education which is currently in operation was instituted. The past 14 years in particular have seen rapid growth in the vocational training program and consequently most of its centers are extremely modern.

Because of its economic situation, education is highly prized in Taiwan. Competition is keen for entry into college or university where the normal course of study lasts four years to obtain a bachelor's degree. Students may elect to continue graduate studies in Taiwan or to study abroad.

The choices open to students who wish to pursue a vocational education after the nine years of compulsory general education are several and the system is characterized by a flexibility that gives students the opportunity to continue their education or training at any point. For students 15 or 16 years of age, training in regional training centers is available leading to skilled or semiskilled status. The course may be of six months to two years duration depending upon the occupational area.

Cooperative vocational training is another option for this student. These three year courses which lead to skilled worker status involve alternating four weeks of factory training with four weeks of study in a vocational high school. Students are tested after completion of the course and receive a Skill Test Certificate or a Vocational Training Diploma. Both permit students to continue further education or training if they so desire.

Some large industries have self-contained training centers which are qualified to offer training on the Technical High School Level, the Technical College Level and even University Level. Degrees and diplomas offered in this setting are recognized by the state.

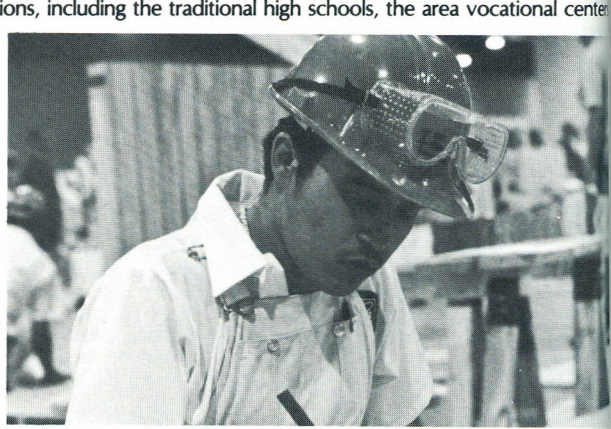
The three main instructional forms of vocational education are the technical high school, the junior technical college, and the technical college. The technical high school offers training in industry, commerce, agriculture and home economics in a three year course. The junior technical college offers a five year program of study with the first three years being of a very general nature. The last two years concentrate in specific technical areas. The technical college requires twelve years of education for entry and offers a two-year or three-year course. Graduates of all three institutes generally enter industry at the technician level.

USA

Vocational education is an integral part of American education. Vocational education both complements and builds upon the basic program of formal schooling. At the federal level, the importance of vocational education was expressed with the passage of the Smith-Hughes Act of 1917. This Act made possible the provision for vocational education through the support of facilities and programs. It affirmed the value of vocational education in the U.S.A.

Subsequent federal and state laws have been passed to expand and improve vocational education with the latest federal regulation passing in 1976. The law provides for special funds for a variety of populations, including high school, postsecondary, adult, handicapped and disadvantaged, as well as funding for curriculum development, cooperative education and construction of facilities.

Vocational education is offered through a variety of educational institutions, including the traditional high schools, the area vocational centers and the community junior colleges. In addition to this, occupational training is offered in private trade schools, and industry training programs and through the formal apprenticeship system.



Membership in the Vocational Industrial Clubs of America (VICA) is generally found in the traditional high school, the area vocational center and the community junior college. There are nearly 28,000 schools providing vocational education in the U.S. and its territories. Of this number approximately two-thirds are high school level. There are 1395 area vocational centers. Vocational training is also offered by one-third of this nation's four-year colleges and universities.

All state departments of vocational education are required to file a "State Plan for Vocational Education" with the U.S. Department of Education outlining their intent to develop and evaluate vocational education in their respective states and detailing how the federal and state dollars will be spent.

Institutions offering vocational programs enrolled close to 20 million students in 1978. Approximately two-thirds are high school students, one-third postsecondary (beyond high school) students. Approximately 88.3 percent of all students enrolled in vocational education were in programs administered under the Vocational Educational Act of 1976.

Vocational education programs are grouped into nine areas. These are agriculture, distribution, health, consumer and homemaking, occupational home economics, industrial arts, office occupation, technical, and trade and industrial programs.

The increasing demand for vocational education is reflected in the total expenditures for 1972 of $2.661 billion and $6.657 billion for 1979. The Federal Government's share of vocational education costs is just 9.9 percent. State and local governments account for the remaining 90.1 percent. Between 1972 and 1979, state and local expenses for vocational education increased 173 percent.

In addition to the more formalized vocational training, there is a constant flow of workers receiving on-the-job training and occupational retraining as jobs change.

VICA is a private organization that is approved by the U.S. Department of Education and the various state departments of education to provide personal and leadership skills, motivation and recognition for the nearly four million students enrolled in trade, industrial, technical and health occupations programs. Approximately 268,000 members in 13,000 local clubs pay dues and participate with the belief that their experience in VICA will assist them in reaching their occupational goals.

The Greatest Vocational Show on Earth

There can be no doubt that the combined 1981 International and United States Skill Olympics and the National Leadership Conference was the greatest vocational show on earth. In terms of numbers of people, nationalities, contestants, advisors, vocational areas, equipment and all the physical dimensions of the three combined activities the event was one of major proportions. Yet, the most important measure of greatness was its realization of objectives for which the skill olympics and leadership conference were established:

The promotion of vocational education and training as a crucial element in the economic development of people and nations.

The recognition of excellence and craftsmenship.

The nurturing of international understanding among students.

Cooperation and mutual exchange of technology and information on systems of education among countries.

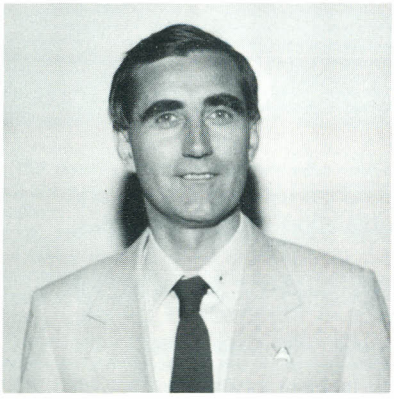
The success of such a great endeavor required the dedication, foresight and diligence of hundreds of people, some of whom appear on the following pages and in the appendix of this documentary.



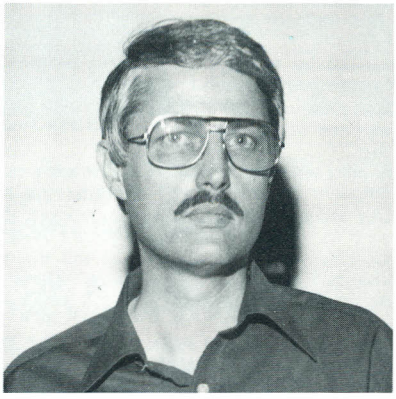
Mr. Albert, General Secretary for the International Organization, discusses final details for the closing ceremonies with Mr. Capdepon, Head of the General Secretariat.

Official Delegates

Official delegates or official representatives play a major role in the planning of the International Skill Olympics. As members of the ISO Administrative Committee they are responsible for the establishment of policies and finances and the establishment of procedures to select national contestants for the International Skill Olympics.



Austria
Mr. Hans Fink, MA



Switzerland
Mr. Daniel Sommer



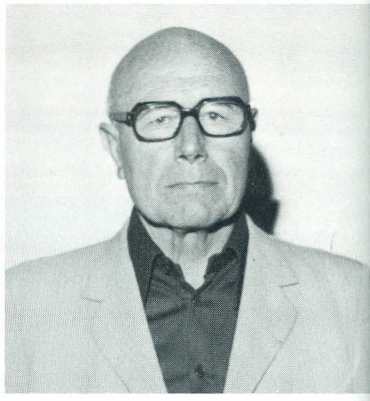
Germany
Mr. Alfred Spolgen



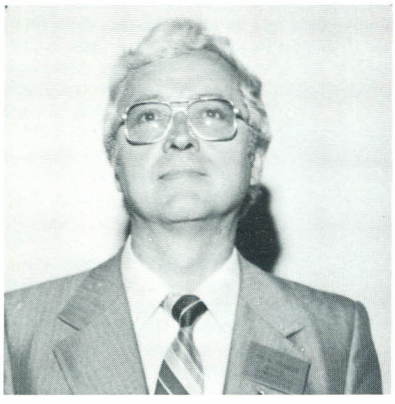
Spain
Mr. Juan Angel Gato Gomez



Ireland
Mr. Liam O'Maolchatha



France
Mr. Rene Bouvard



Liechtenstein
Mr. Walter Schadler



United Kingdom
Mr. F. D. Hill



Japan
Mr. Hoshikazu Furuya

Photograph
Not Available

Korea
Mr. Dong Yoon Park



Taiwan
Mr. Wang Sze-Cheh



Portugal
Mr. Francisco de Matos Dias



Netherlands
Mr. H. Bertelsmann



U.S.A.
Mr. Larry Johnson

VICA Board of Directors

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Kentucky

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Vice President
Kansas

Ben L. Baines
Secretary
Virginia

Rolland A. Pywell
Past President
Idaho

Monte L. Janik
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Indiana

Dr. Thomas O. Harris
Ex-Officio
Ava

Robert L. Miller
Ex-Officio
U.S. Dept. of Education

Larry W. Johnson
Executive Director
National VICA

Policy setters for the national organization, the Board of Directors is made up of a representative of corporate members from each of the five VICA regions. The board sets goals and objectives of VICA Incorporated and was responsible for turning into a reality the desire of VICA membership to host the International Skill Olympics.

Eugene G. Hornberger
Newport News Shipbuilding

Leslie H. Johnson
Nat'l Machine Tool Builders

Frank Steckel
Appalachian State Univ.

Robert Thebert
GM Product Service Div.

Eugene Koschella
Electronics Industries Assoc.

Arthur Wesche
Int'l Business Machines

Earl Williams, Chairman
Georgia Dept. of Education

Harold Lewis
ISO/NLC Conf. Manager

Alvin Wilbanks
ISO/NLC Conf. Chairman

Mike Walker
Georgia VICA Director

ISO-NLC Steering Committee

The ISO/NLC Steering Committee provided general guidance and direction in the development of the program of the International Skill Olympics, the VICA Skill Olympics and the National Leadership Conference.

VICA National Staff

The National Staff met the challenge to coordinate, delegate, direct, service, implement and follow-up the activities associated with the ISO/NLC conference. This professional staff has provided the leadership necessary to see the wishes of the Board of Directors become a reality.





VICA Executive Council

The VICA Executive Council is elected by VICA student members every year at the National Leadership Conference. One duty of this body is to advise the Board of Directors concerning the execution of the decisions and proposals of the student membership. The Executive Council submitted the proposal that an International Skill Olympics be held in the United States two years ago.



J. ALVIN WILBANKS
ISO/NLC CONFERENCE CHAIRMAN



HAROLD E. LEWIS
ISO/NLC CONFERENCE MANAGER

The XXVI International Skill Olympics, the United States Skill Olympics and the National Leadership Conference held in Atlanta was a unique educational experience for the students of fourteen countries. In addition to the opportunity to compete at the highest levels and to participate in the democratic process of campaigns and elections, the historic event brought together many of the skilled workers of tomorrow in an atmosphere of cooperation and understanding. The achievement of such a worthy goal would have been impossible had it not been for the dedication, enthusiasm and cooperation of the following committee managers and chairmen who assured the smooth operation of such a complex task:

Facility Committee
Dr. John Scott, Mgr.
Public Relations Committee
Lou Penneguy, Mgr.
Construction Committee
Jeff Fitzpatrick, Mgr.
NLC Program Committee
Bobbye Smith, Mgr.

Printing Committee
Donald Remillard, Mgr.
ISO Program Committee
Dr. Tom Harris, Mgr.
Transportation Committee
Larry Ladner, Mgr.
Functions Support Committee
Mike Walker, Mgr.

ISO/USSO Construction Trades
Morris Freedman, Chmn.
ISO/USSO Metal Trades
Dr. Jack Riner, Chmn.
ISO/USSO Personal Services
Radford Talley, Chmn.
ISO/USSO Service Trades
Jim Clark, Chmn.

ISO/USSO Communications Trades
Harry Hicks, Chmn.
ISO/USSO Mechanical Trades
Walter Howard, Chmn.
USSO Health Occupations
Helen Thompson, Chmn.
USSO Leadership Development
Dr. Bill Montrais

Location

The selection of Atlanta as a site for the United States Skill Olympics and the International Skill Olympics was an ideal one. Served by one of the largest air terminals in the world and a spanking new rapid rail transportation system, the city has the means to conveniently handle large numbers of people. Hosting this historic event enhanced Atlanta's reputation as the next great international city.





Floor Space

The Georgia World Congress Center opened in 1976. Built to bring national and international trade to Georgia, the facility boasts 100,000 square feet of usable space. Thirty-two rooms with a wide range of capacities are available for meetings or as work areas as well as a plush 2000-seat auditorium. With a permanent staff of 125, the center can also cater meals for 900 people.

Equipment

The demands for equipment to meet the needs of two skill olympics competitions running simultaneously were awesome. The competition required that equipment be the latest in the field and in new condition. With contests in areas as diverse as watch repair to heavy duty equipment mechanics and commercial art to graphic communications, the value of the equipment was in excess of $6,000,000. This equipment was supplied by industry and technical and vocational institutions.



Conference Services

Interpreters and Translators



Technical Interpreters provided by business, Industry and institutions

With the participation of fourteen countries representing at least ten different languages, the role of interpreters was obviously a major one. Although English, French, Spanish and German were the official languages of the contest, fairness demanded that each contestant, regardless of his native language, have access to precise written instructions and verbal help in the case of unforseeable problems. In addition to their language skills, technical interpreters had to have considerable knowledge in specific technical areas. Many technical interpreters were provided by business, industry and technical institutions in the Atlanta area. To provide easily accessible interpretation, many individuals in the Atlanta area volunteered their time to assist in verbal communications. The translators provided verbal translation in the four official languages as delegates met to discuss contest procedures. Translators also helped in the day-to-day communications in many areas.





Student Foreign Language Hosts

Students Hosts

Student foreign language hosts devoted their time to make the communication problems of contestants as minimal as possible. Most of these young students enjoyed the opportunity to practice their skills as they made a major contribution to the smooth operation of the XXVI International Skill Olympics.

Peach Corps

Peach Corps members were to be seen everywhere during the skill olympics. They manned booths, gave directions, ushered at group gatherings and even helped with clerical duties. Wherever they worked they did so with genuine enthusiasm and goodwill. These students came from local VICA clubs throughout Georgia. Also known as the Courtesy Corps this select group of young VICA members began their volunteer services three years ago.





Entertainment

Entertaining over 300 guests is n mean feat, but the competitors in th International Skill Olympics and the delegates, observers and spouses wer treated to plenty of Southern fun Entertainment included clogging an dances. Ice skating, trips to Callawa Gardens, Six Flags and Lenox Squar were also included on th schedule.

Concessions

Mementoes and souvenirs are an important part of any major event, but the XXVI International SKill Olympics was a momentous event. The sales staff of the VICA souvenir booth made sure everyone would have something special to remember this historical happening. The items were designed, produced and marketed by a local VICA Club.





For many contestants the change from a relatively mild climate to the heat and humidity of Atlanta, the change of diet, and the rigors of top competition might have become problems. However, the services of Registered Nurses were constantly available to restore health and peace of mind.

With hundreds of potentially dangerous pieces of equipment running the better part of a week for many hours daily, one might expect a fair share of scrapes and wounds or perhaps worse. The excellence of the international contestants kept accidents to a minimum. Nevertheless, the Emergency Medical Teams, were constantly ready to render professional assistance.



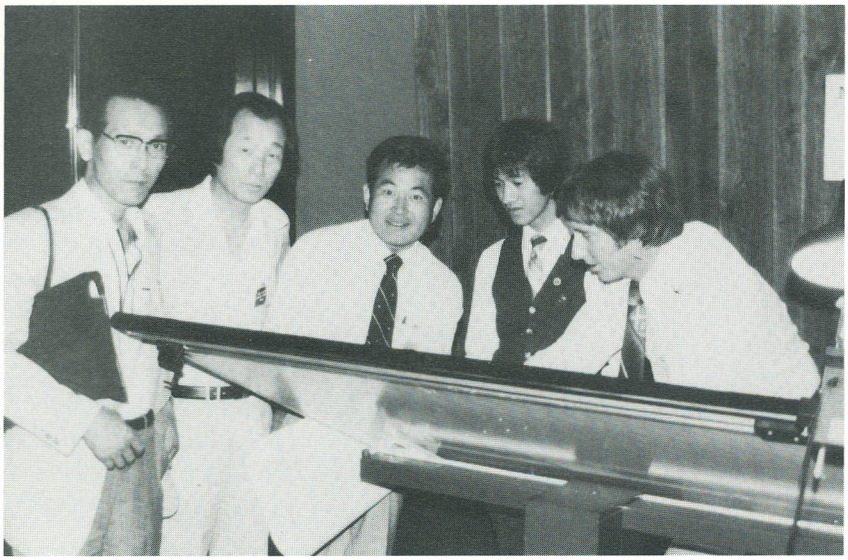
Recreation

Atlanta sizzled in the mid-to high-90's during the International Skill Olympics. A dip in the Morris Brown College pool was just the thing needed after a hard, tense day of Competition. Students had a wide choice of recreational activities such as weightlifting, basketball, volleyball, table tennis and football.

Information

With frequently as many as twenty meetings occurring simultaneously, hundreds of people looking for locations and over fourteen different languages in the air the need for accurate information, directions and help was crucial. Information services provided this and more as they manned the booths at the Georgia World Congress Center, Peachtree Plaza Hotel and the dorm.





Technical Drawing

There were probably few jobs a the XXVIth International Skill Olympic that demanded as much precisio within a very tight time frame as tha of the Technical Drawing Committee Responsible for drawing the plans fo the ISO projects, the members of thi committee had to produce drawing as soon as the technical experts mad their selections. Only three days wa allowed for this process.

Official Observer Activities

In addition to the 274 competitors in the International Skill Olympics, each country's delegation included technical experts, official observers and their spouses. A full schedule of events was planned for these visitors to insure that their stay would be informative as well as entertaining. Shopping trips to Rich's downtown, Phipps Plaza and Lenox Square and visits to Callanwolde, Six Flags and Stone Mountain were just a few of tours on the busy schedule.





Documentary Committee

This was the first international ski olympics to be held in the Unite States. The organizers decided t commemorate the event by producin a documentary book which woul capture the color and excitement. Th sixteen-member committee too hundreds of photographs and conduc ed countless interviews over the thre week period.


VICA

National Leadership Conference-1981

The National Leadership Conference and the United States Skill Olympics of 1981, held in the Georgia Worl Congress Center in Atlanta, was a great success because of the fine leadership demonstrated by VICA personne History was made by having the International Skill Olympics in the same place and the same week as the NLC/USSO This presented a great opportunity for the contestants of 13 foreign countries and those of the United State to become acquainted. The friendly atmosphere that ensued brought about the swapping of ideas and philosophie that will be a boom to the awareness of the importance of vocational education in America.

It was evident by the type of work done by the competitors of some of the industrialized foreign nation that their vocational education systems were more closely tied to industry than it is in America. This fact present a challenge to all VICA members to encourage industry to demand a greater voice in vocational education and at the same time, strive to convince vocational educators of the importance of fitting the training courses t the needs of industry and keeping abreast of a changing world.

Everyone concerned is grateful to the ladies and gentlemen, shown below, who served as National VICA officer this past year and whose efforts have brought forth fruit in the right direction. The officers elected for the ensuin year are qualified to make progress in continuing the efforts toward meeting the challenge of drawing vocationa education and industry closer together.



SECONDARY OFFICERS

Bryan Weekley, Alabama
President
Lori A. Russel, Tennessee
Vice President
Margie Meinik, Florida
Secretary
Douglas W. Byers, Texas
Treasurer
Kenneth J. Rodriguez, Ohio
Parliamentarian
Betty J. Slouffman, Ohio
VP Reion I
Roger Wilkerson, Virginia
VP Region II
Kimberly Ann Murphy, Arkansas
VP Region III
Regina L. George, Oklahoma
VP Region IV
Terry W. Goin, New Mexico
VP Region V

POST-SECONDARY OFFICERS

David S. Forrest, Arkansas
President
Mark L. Johnson, Kansas
Vice President
James B. Butler, Maryland
Secretary
Lynnette R. Smith, Utah
Treasurer
Gregory K. Powers, Georgia
Parliamentarian

Office of the Governor

Atlanta, Georgia 30334

George Busbee
GOVERNOR

To Supporters of the United States and International Skill Olympics:

It has been my distinct pleasure to take part in the activities of the United States Skill Olympics for three years and to address the International Skill Olympics this year. The friendly competition that we have been fortunate to host is indicative of an understanding of people, their needs and the needs of an industrial world. It is a microcosm of how an ideal world should work.

The transference of skills from one company to another will not be bound by distance as it has in the past. Multi-national companies are now crossing country lines with almost the same ease as we once crossed county lines. Our purchases reflect an international trade also. A business person wearing a suit from Taiwan and Italian shoes may drive a German car to the office where he or she works with an American computer that uses Japanese software. The scene is the same whether the businessperson lives in Chicago, London or Beirut.

The competitive spirit of a free market economy fostered in a peaceful atmosphere is a necessity for our international society. The vocational students who enter this society must be prepared to meet competition and build cooperation with their counterparts throughout the world.

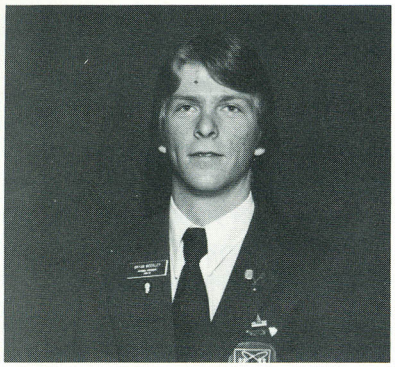
The experiences of students who attended the International Skill Olympics and the United States Skill Olympics are excellent training for the work world they will enter.

My best wishes to all who participated and observed.

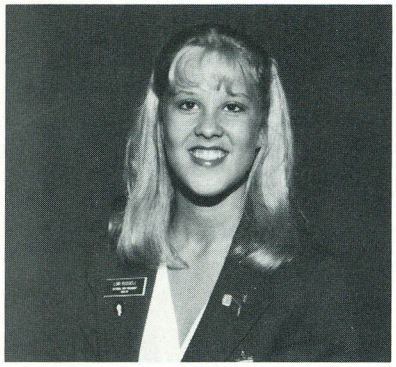
Sincerely,

George Busbee

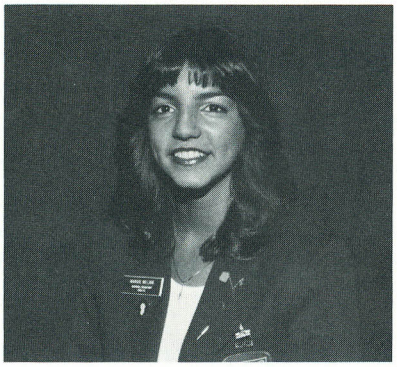
Secondary National Officers



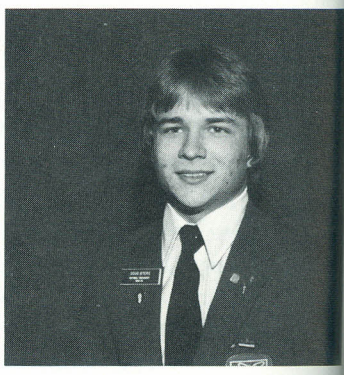
BRYAN WEEKLEY
PRESIDENT



LORI RUSSEL
VICE PRESIDENT



MARGIE MEINIK
SECRETARY



DOUGLAS W. BYERS
TREASURER



KENNETH J. RODRIGUEZ
PARLIAMENTARIAN



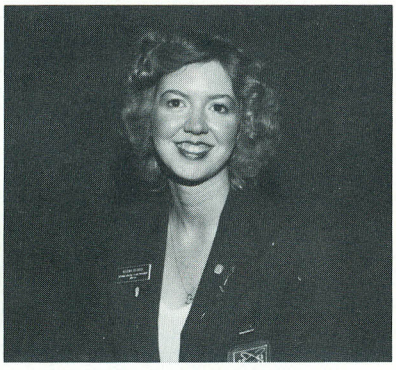
BETTY J. SLOUFFMAN
VP REGION I



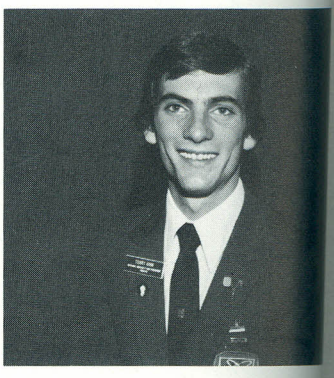
ROGER WILKERSON
VP REGION II



KIMBERLY ANN MURPHY
VP REGION III

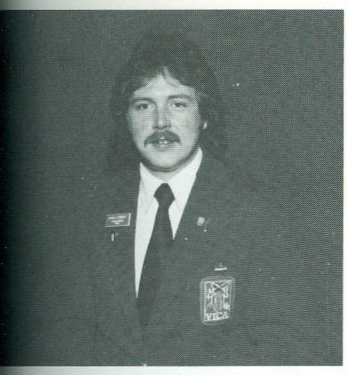


REGINA L. GEORGE
VP REGION IV

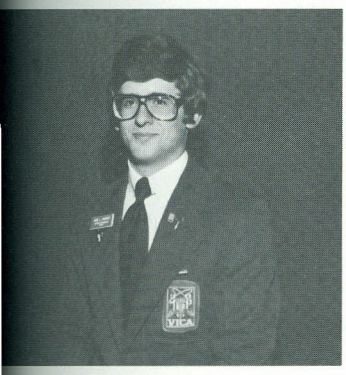


TERRY W. GOIN
VP REGION V

Post-Secondary National Officers



DAVID S. FORREST
PRESIDENT



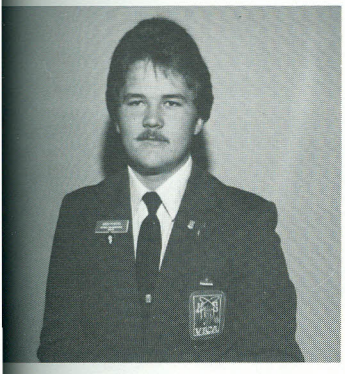
MARK L. JOHNSON
VICE PRESIDENT



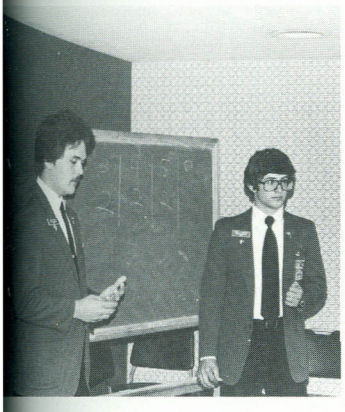
JAMES B. BUTLER
SECRETARY



LYNNETTE R. SMITH
TREASURER

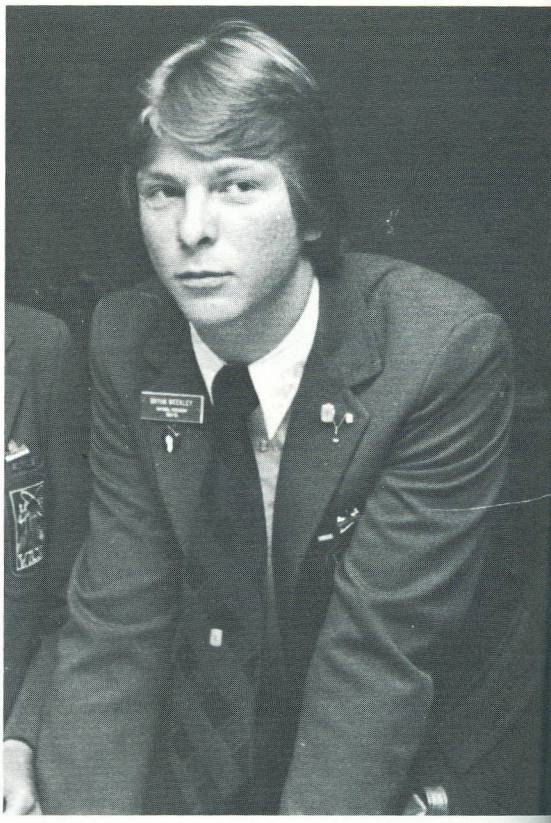


GREGORY K. POWERS
PARLIAMENTARIAN





National VICA is working for the professional improvement of America's Trade, Industrial, Technical, and Health Students. The National Officers give the leadership needed for planning and guiding the 300,000 VICA students in 49 states and two territories. The most important event of the year is the National Leadership Conference. For one week officers and delegates from each state get together to learn, vote on the direction of their organization, and to elect National Officers. Success of the conference depends on extensive planning and hard work by the national officers.









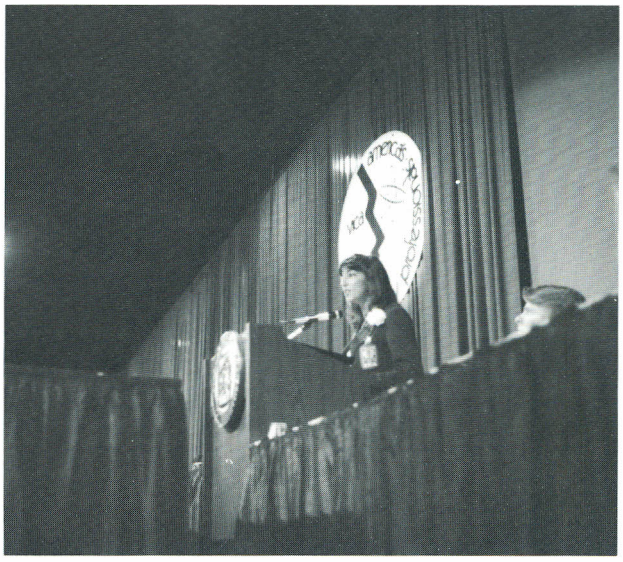
VICA Leadership Development

To get ahead, an individual must learn to be a leader. VICA helps prepare today's students as America's New Professionals. VICA members learn and develop their personal skills and that leadership attitude, right along with their job skills. They receive additional leadership training from state, regional, and national leadership conferences and training seminars.

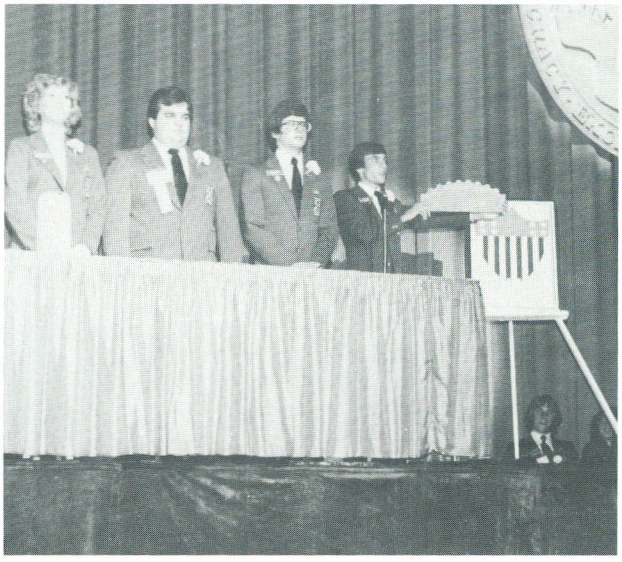
The biggest leadership event of the year is the National Leadership Conference held in combination with the U.S. Skill Olympics. It's like a political convention and congress all rolled into one. It is the pennacle of leadership training for the top students from each state in the nation!

Leadership training starts at the local club level. By running their own clubs, electing officers, and setting their own goals, students learn about themselves and about each other. VICA members are known in their schools and in their communities as leaders and as skilled professionals in training. They're respected for what they are doing. VICA is showing everyone just how important vocational education is to America. Thousands of students are part of that exciting example and they possess the energy that our nation is counting on for the future!



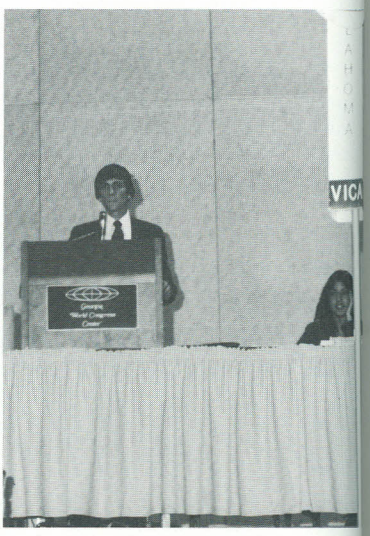




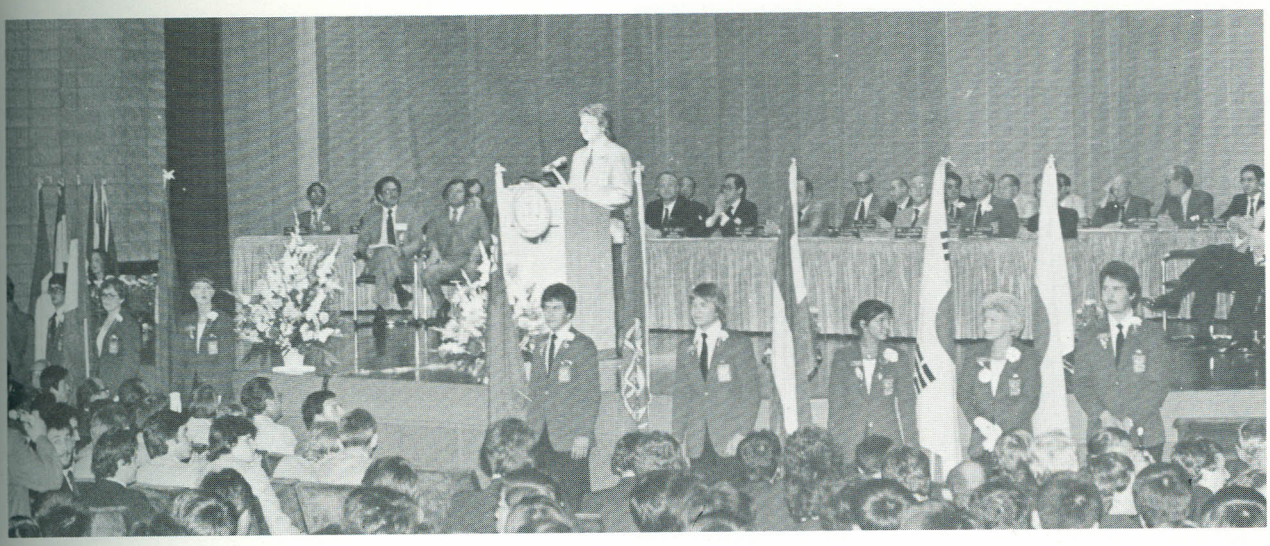


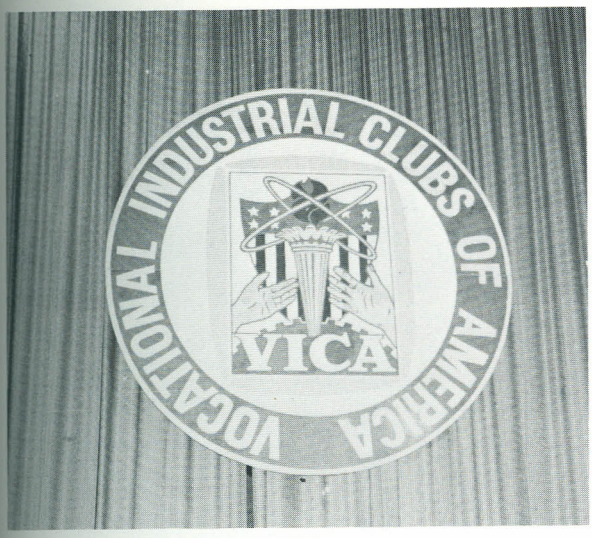











VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
VICA








Refreshments





State VICA Directors are the Motivating Force Behind the 300,000 VICA Members Across the Nation





State VICA Directors

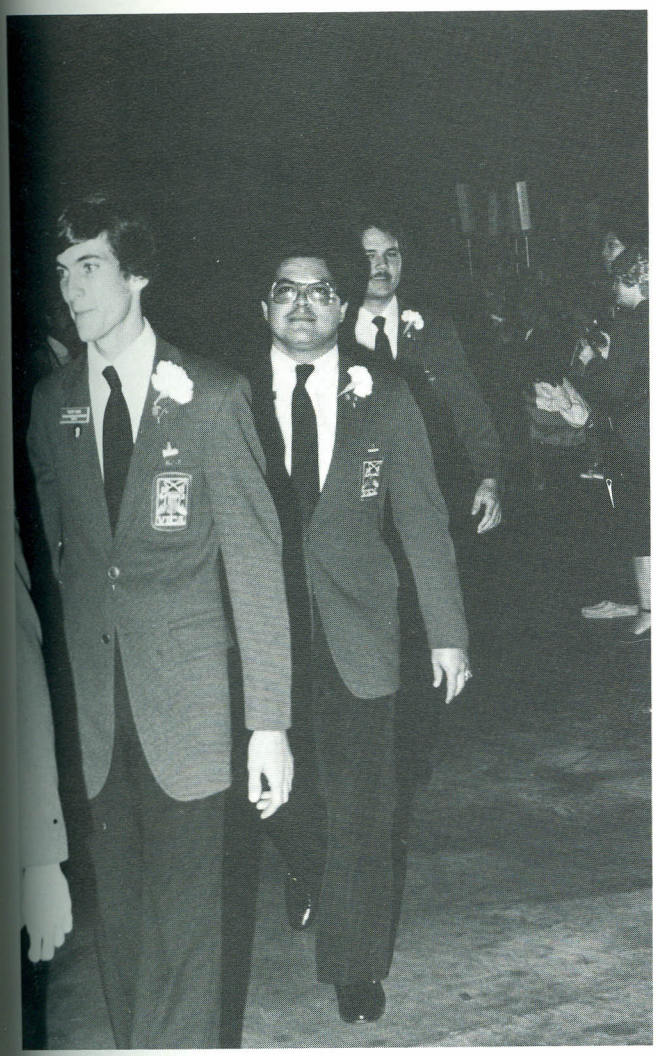
Opening General Session

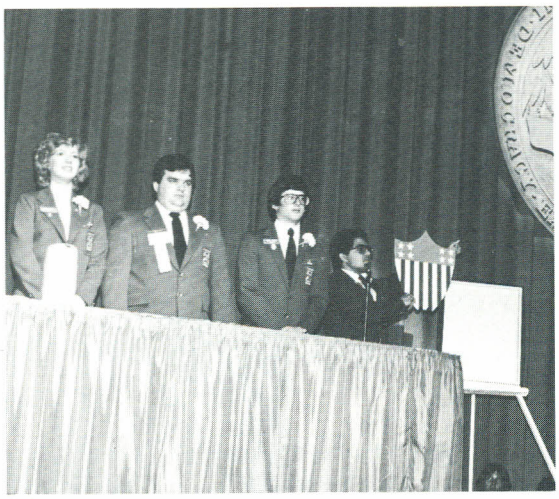






Led By Students



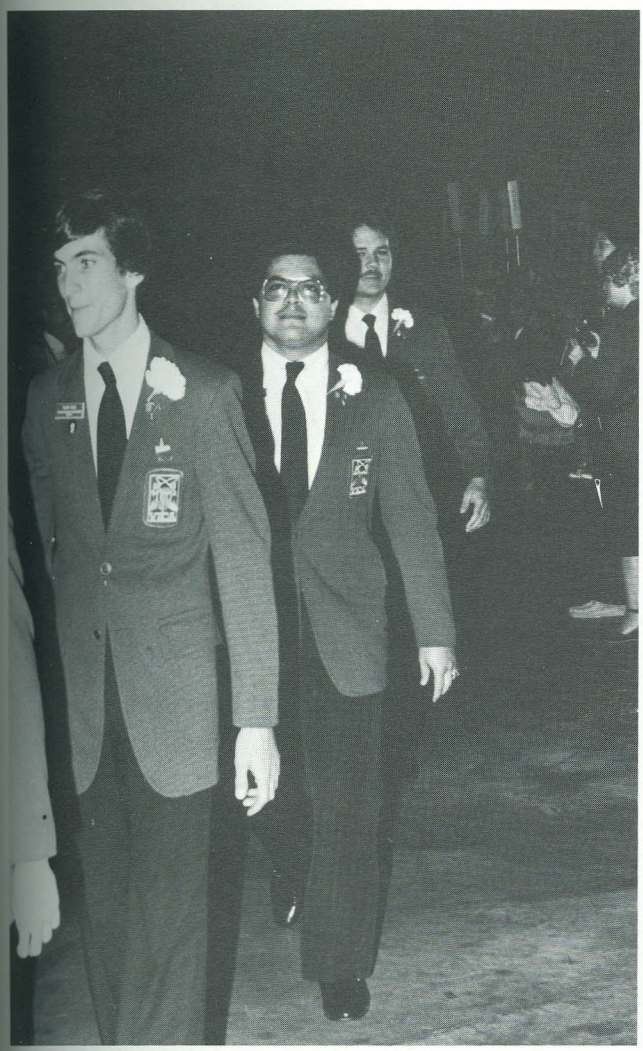






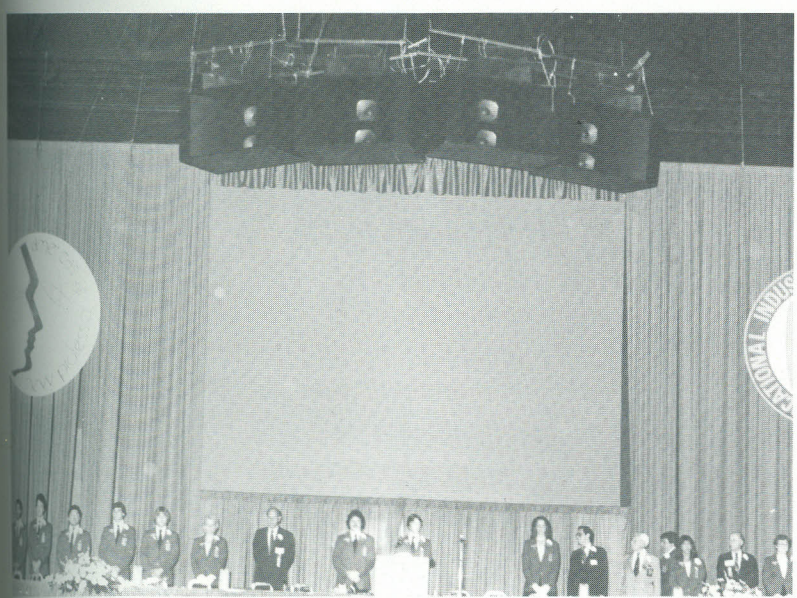
General Sessions planned and led by students . . . National Officers lead processional . . . Air Force Band plays . . . Opening Ceremonies . . .

Led By Students









General Sessions planned and led by students . . . National Officers lead processional . . . Air Force Band plays . . . Opening Ceremonies . . .

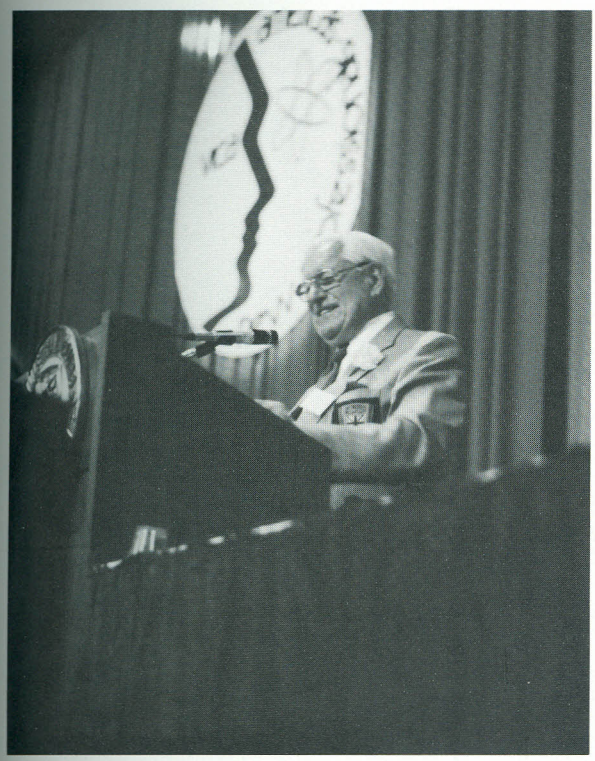
Opening General Session







Gaining Momentum

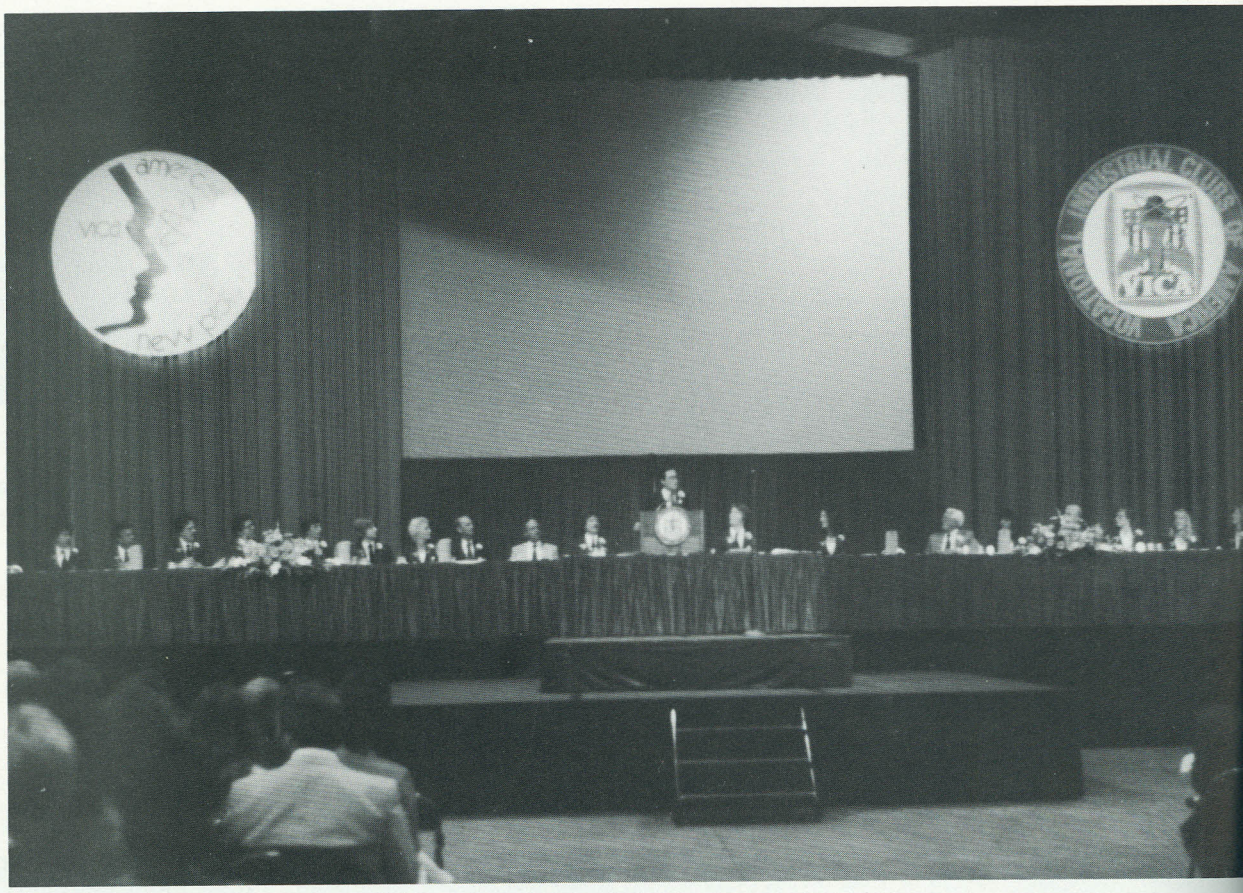




. . . International participants present flags . . . "Star Spangled Banner" . . . slide presentation . . . students participating . . . listening. . . learning . . .



Opening General Session







Experiencing The Excitement



. . . Dr. Charles McDaniel, Georgia Superintendent of Education welcomes National VICA . . . General Sessions provide excitement . . . enthusiasm . . . a learning experience.

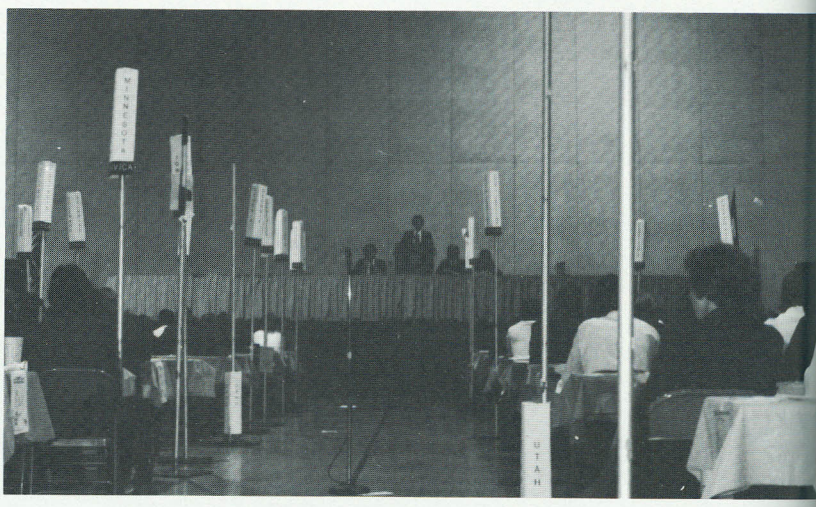


Delegate Meetings–Secondary

officers and delegates conduct business . . . elect officers . . .









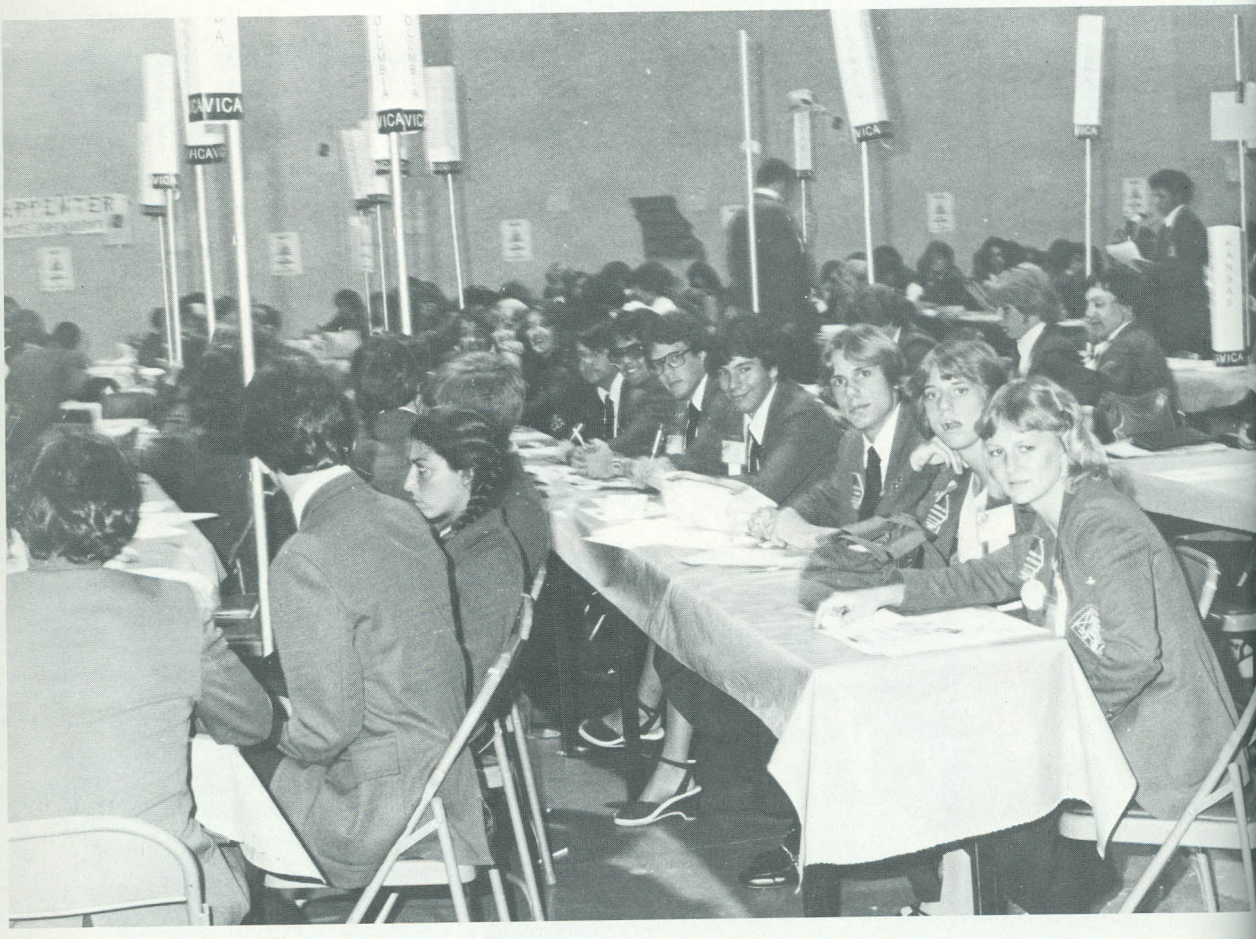


. . . and vote on . . . the direction of National VICA . . .





Exercising National Leadership








ARKANSAS




VICAVICA
VICAVICA

Delegate Meetings-Post Secondary



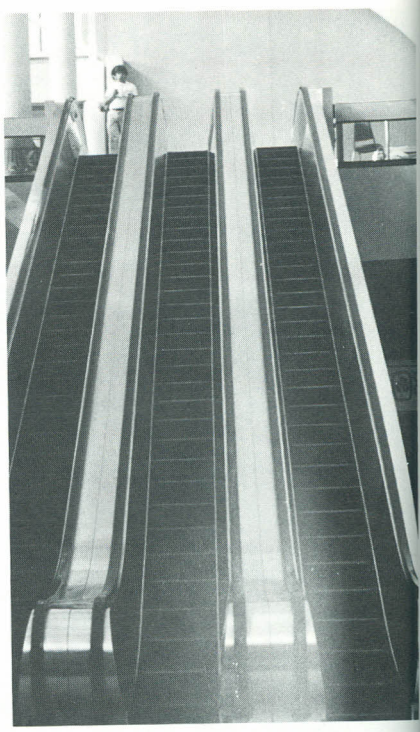






The Peach Corps

Look!! Up on the balcony, down the escalator, through the aisles. It's the Peach Corps helping to lead the lost, the misinformed, and the misguided. Formed three years ago, the Corps is composed of over 100 VICA student volunteers from across the state of Georgia, to serve in various ways at the National Leadership Conference.

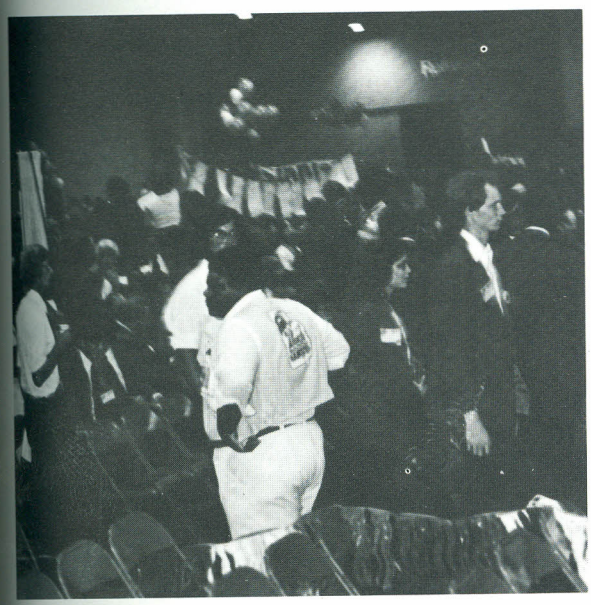






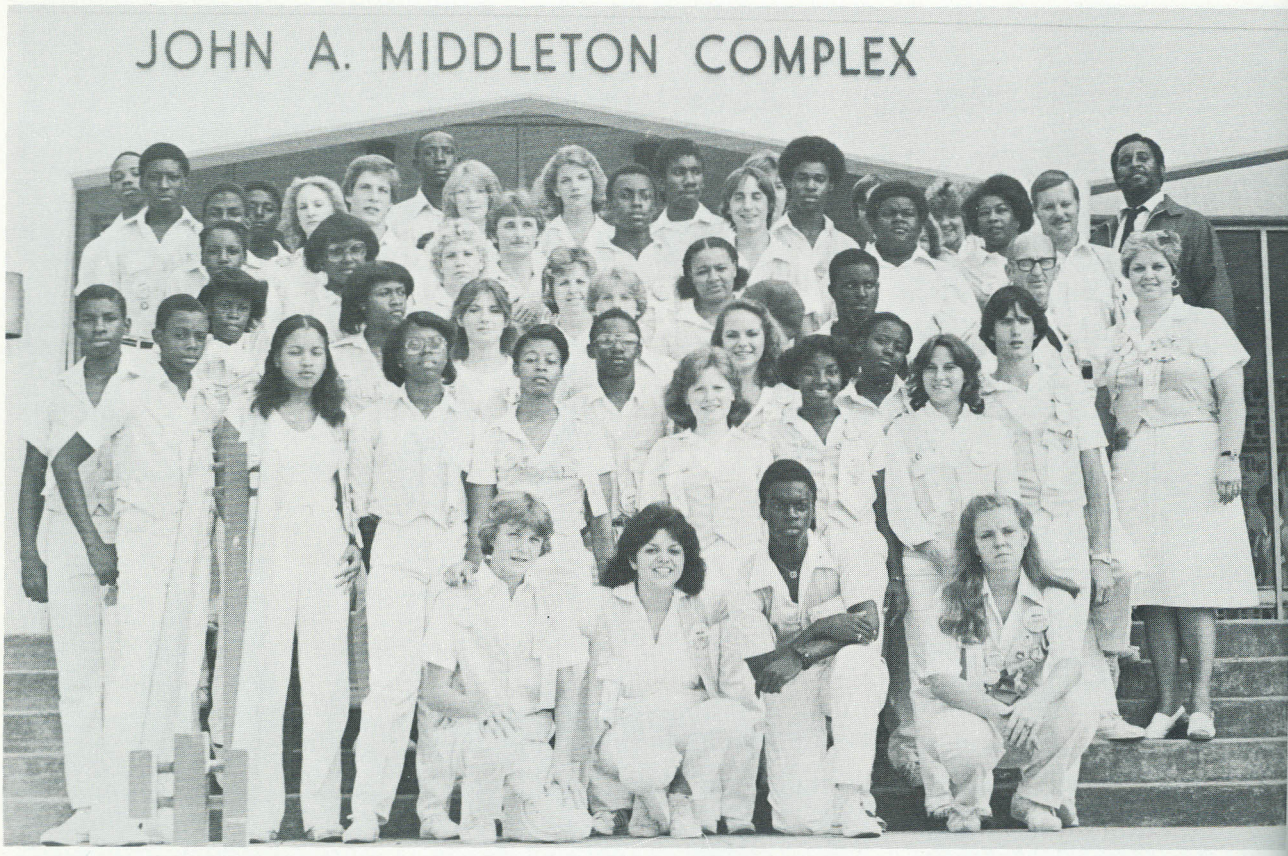




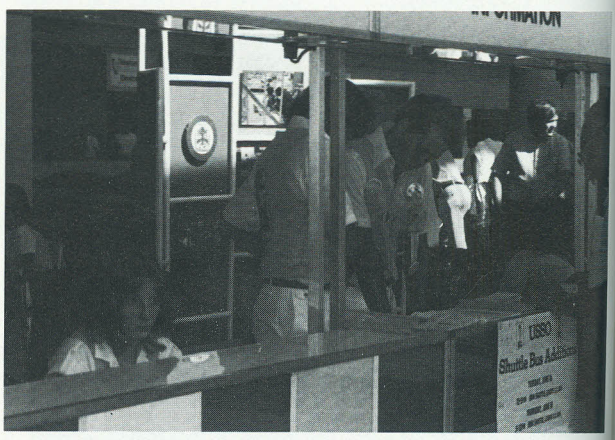


This beleaguered group of young people is issued a peach colored vest, white pants, and a white shirt and given instructions to make sure the conference runs smoothly. They answer questions, they serve as guides, they serve as monitors, they are helpful, they are enthusiastic, they are courteous, they are the Peach Corps.




JOHN A. MIDDLETON COMPLEX



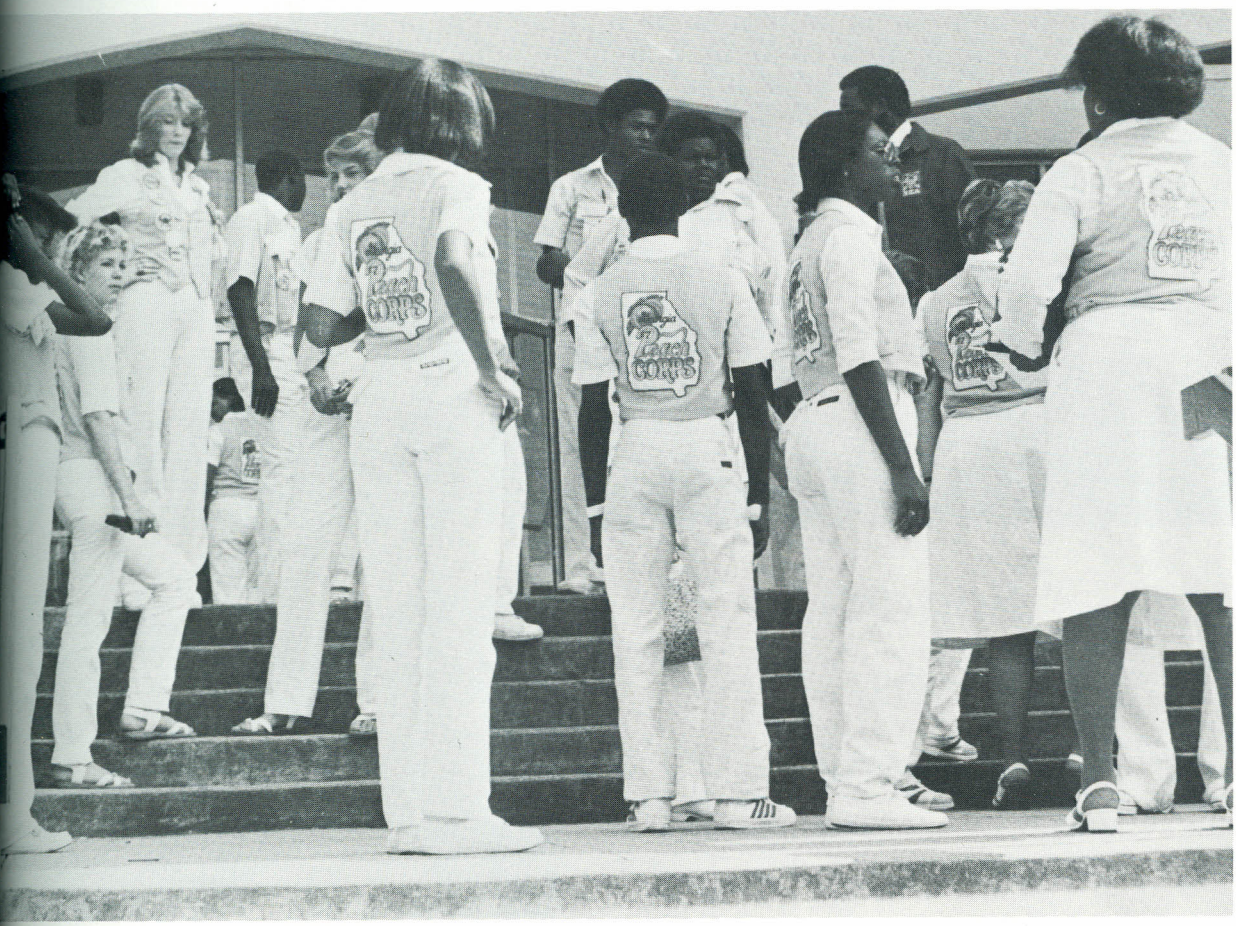






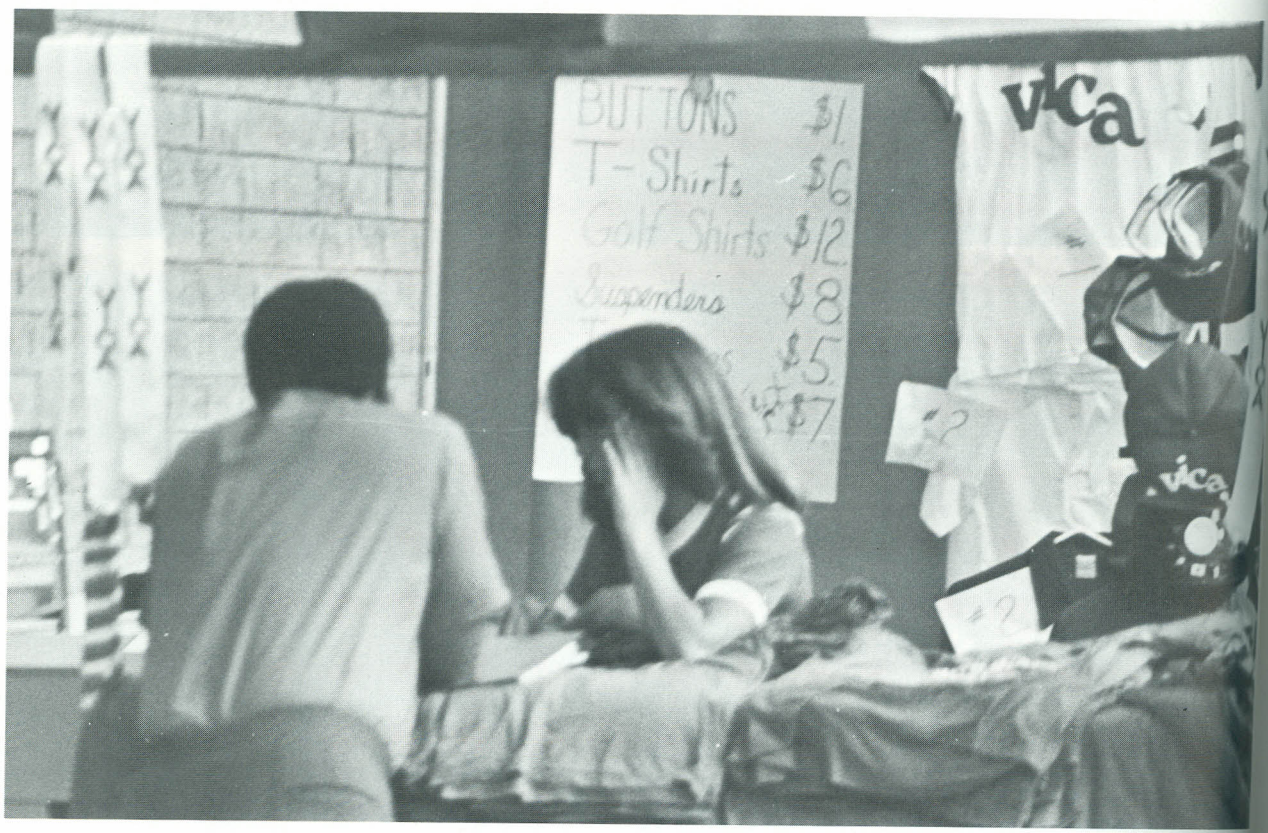



VICA
GEORGIA VIP
INFORMATION


Georgia
Peach
Youth
Corps







Buttons, Pins, Souvenirs





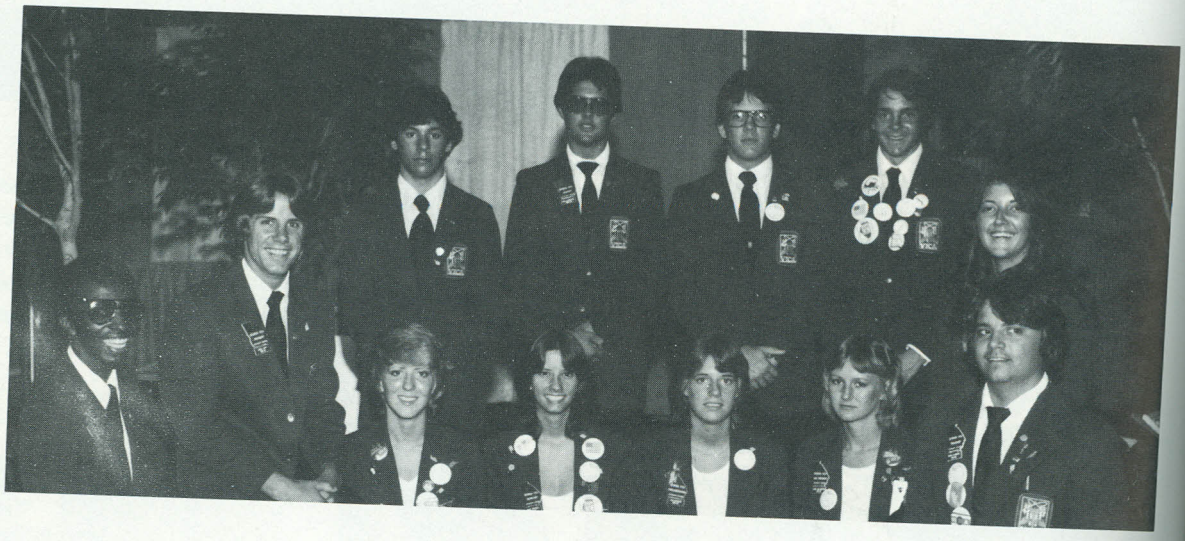


Buying and trading buttons and pins is a major passtime at the National Leadership Conference. Souvenir collecting becomes a passion as you see others with memorabilia pinned, taped, stapled, or hung on their person. You get a feeling of accomplishment as you track down the one elusive pin you want but can't find . . . CONVERSATION PIECES FOR YEARS TO COME.

Secondary State Delegations



ALABAMA



GEORGIA



TENNESSEE

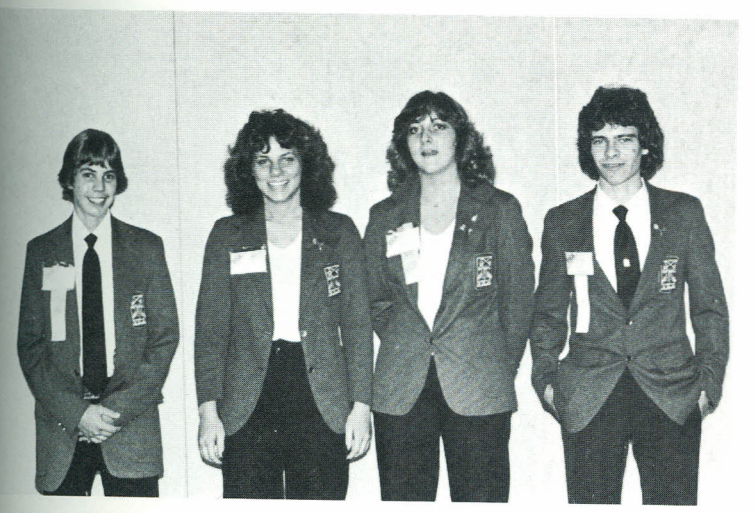
Secondary State Delegations



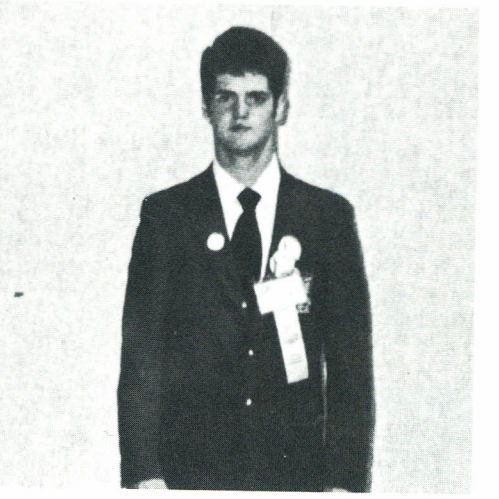
ALASKA



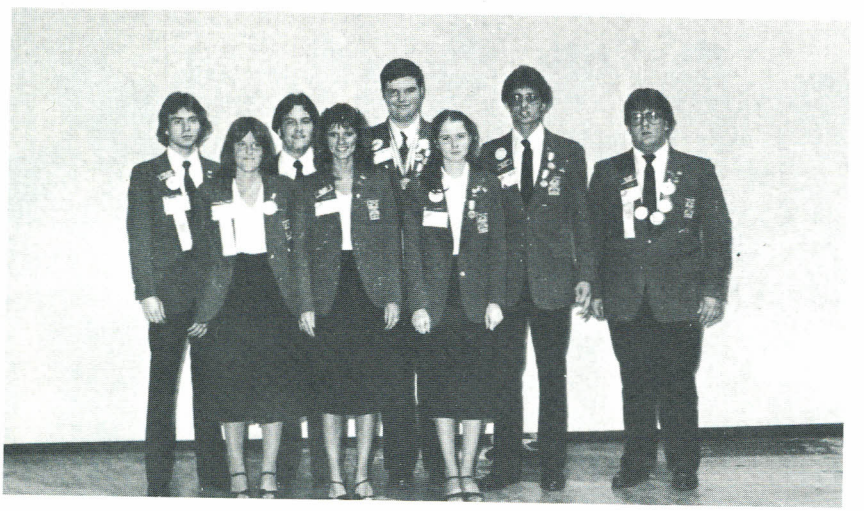
COLORADO



UTAH



IOWA



MISSISSIPPI

Secondary State Delegations



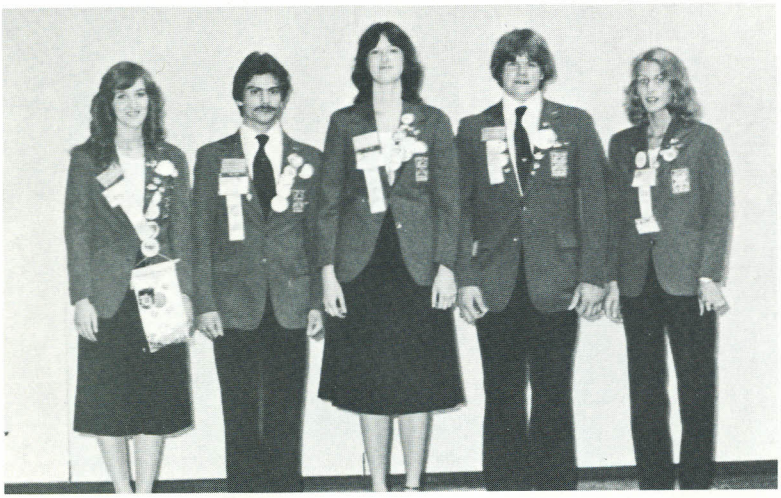
ILLINOIS



NEBRASKA



ARIZONA



MICHIGAN

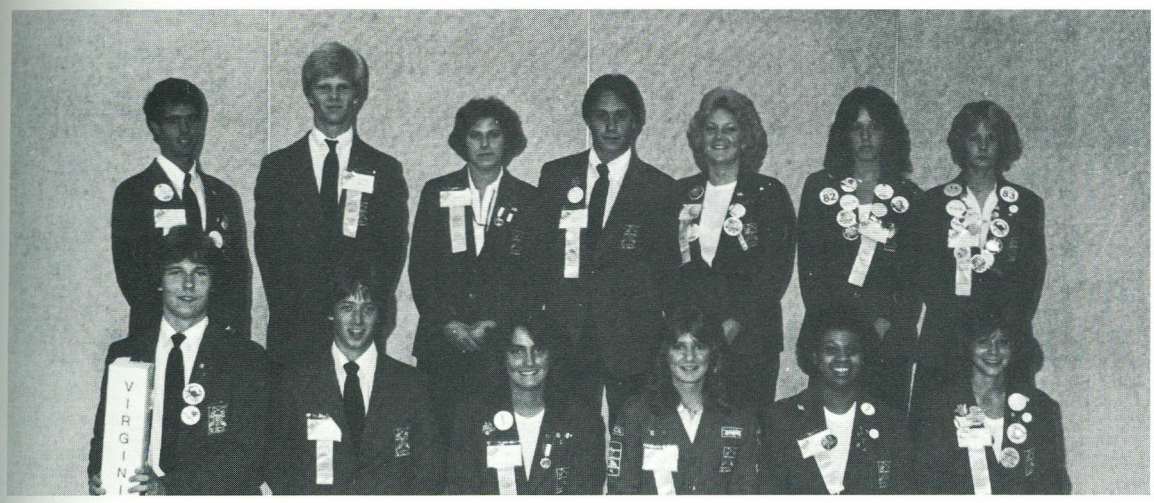


FLORIDA

Secondary State Delegations



MISSOURI



VIRGINIA



NEW YORK

Secondary State Delegations



SOUTH DAKOTA



CALIFORNIA



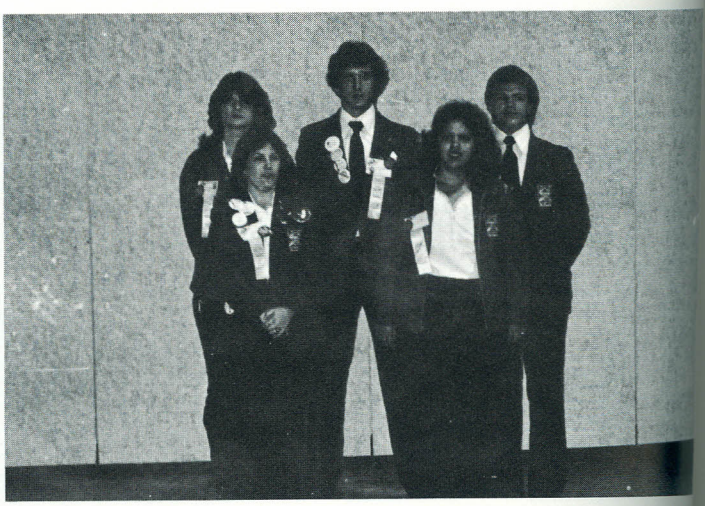
DELAWARE



ARKANSAS



RHODE ISLAND



NEW JERSEY

Secondary State Delegations



WASHINGTON



MINNESOTA



CONNECTICUT



NORTH DAKOTA



VERMONT



DELEGATES IN SESSION

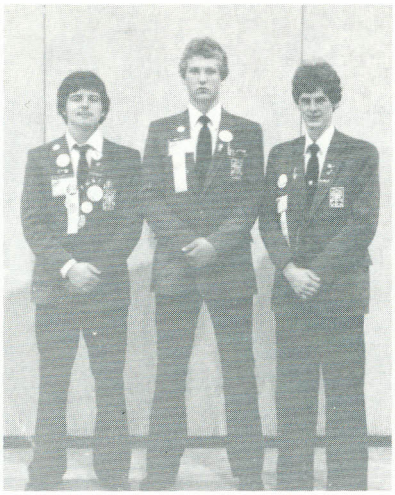
Secondary State Delegations



NORTH CAROLINA



WISCONSIN



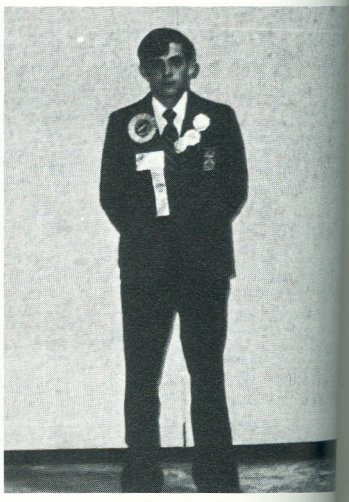
OREGON



PUERTO RICA

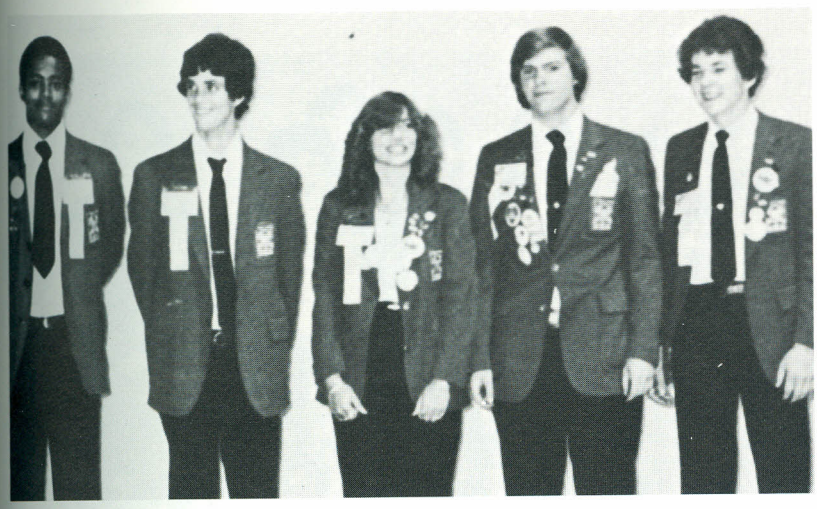


KENTUCKY



KANSAS

Secondary State Delegations



MARYLAND



IDAHO



MASSACHUSETTS



WEST VIRGINIA



OKLAHOMA

Secondary State Delegations

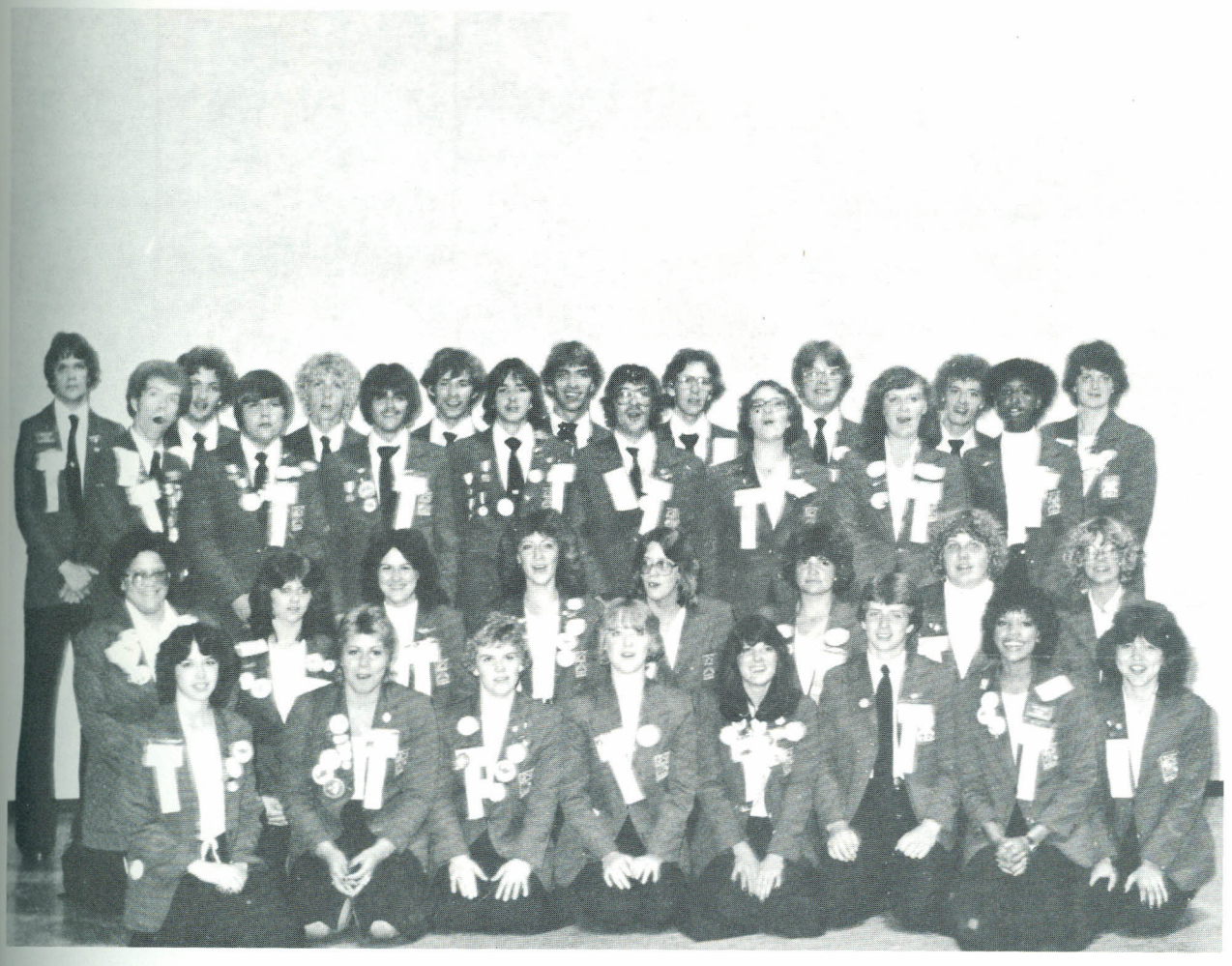


PENNSYLVANIA



TEXAS

Secondary State Delegations



OHIO



INDIANA

The following Delegations Photos were not available:

LOUISIANA

MAINE

MONTANA

NEVADA

NEW HAMPSHIRE

NEW MEXICO

WYOMING

Post-Secondary State Delegations



NEW MEXICO



ARKANSAS



DELEGATES IN SESSION



CALIFORNIA



UTAH



ALABAMA



ILLINOIS

Post-Secondary State Delegations



FLORIDA



MISSISSIPPI



KANSAS



IDAHO



OREGON



GEORGIA



WASHINGTON

Post-Secondary State Delegations



KENTUCKY



ARIZONA



MINNESOTA

Post-Secondary State Delegations



WISCONSIN



COLORADO

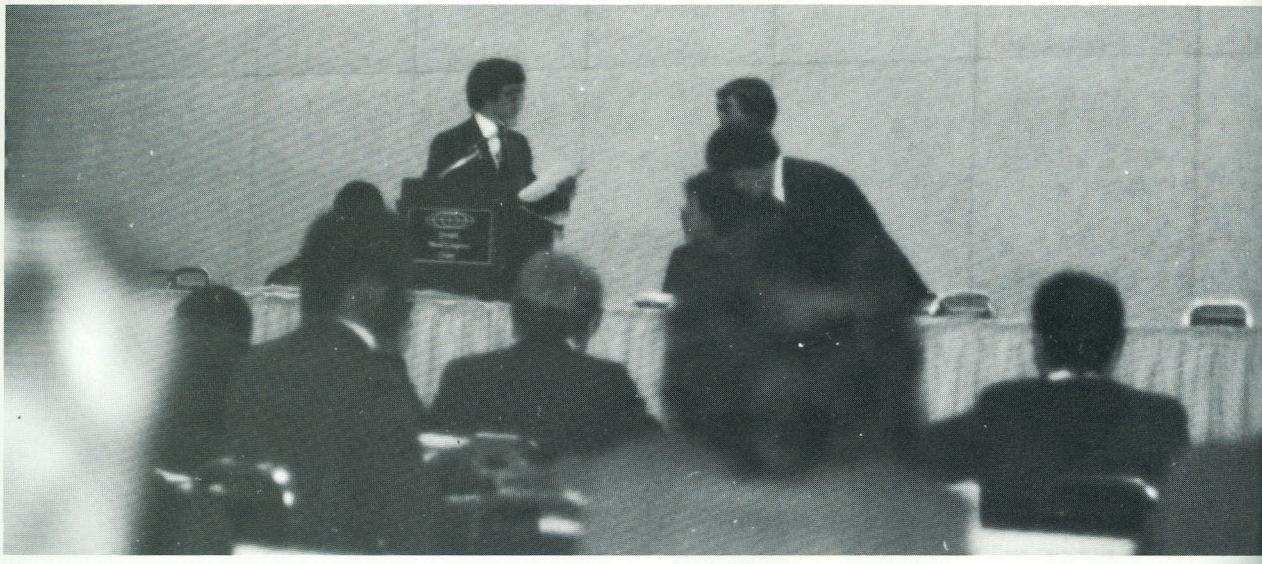


TEXAS



MONTANA

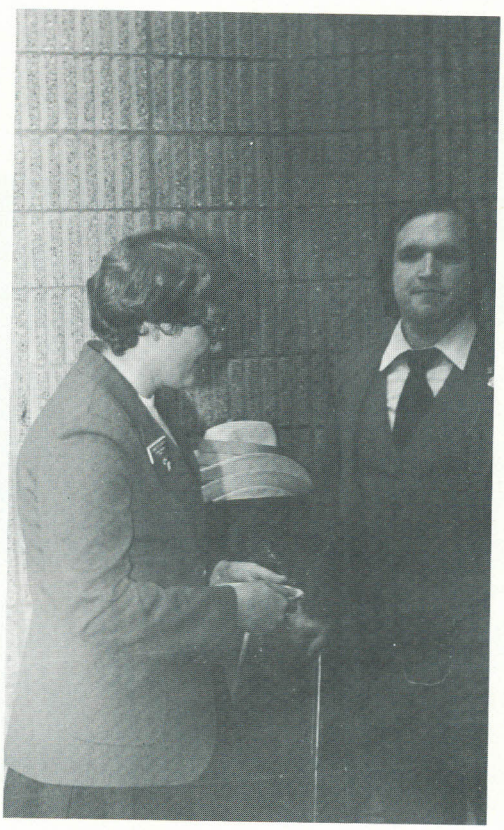
Post-Secondary State Delegations



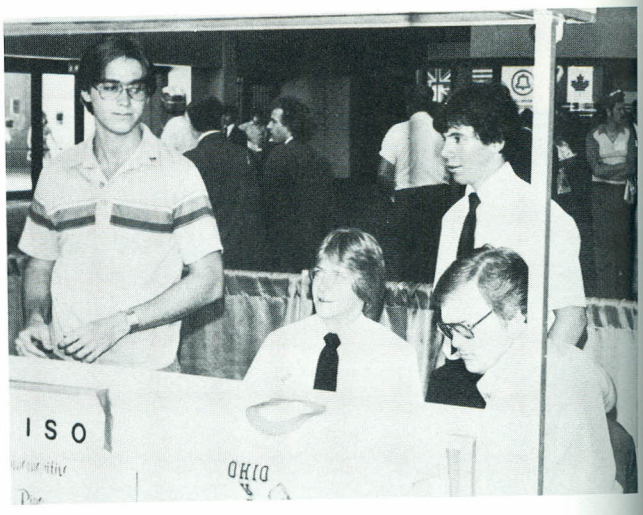














As former active VICA members, alumni are willing and able to help local clubs in their yearly activities. The Alumni have been issued charters in a great many states. Ask your Alumni to help you with your activities this year.

Alumni



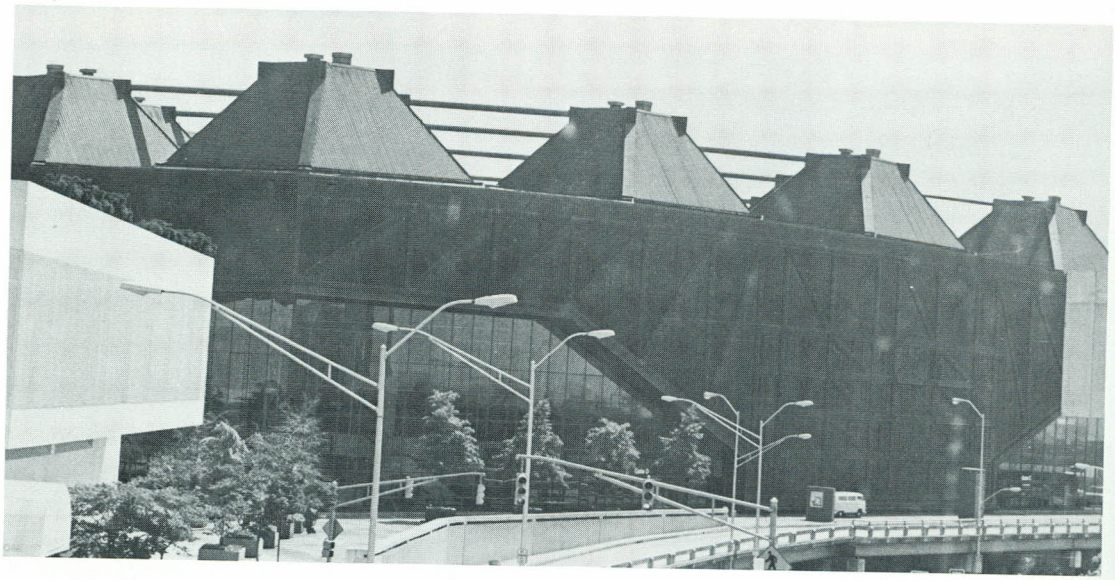




Social Activities







The National Leadership Conference is not all work and no play. The participants attended several social functions during the week. Two nights were spent attending dances, where the students met and made new friends from across the United States and, this year, from across the world. A third night was made enjoyable by attending Six Flags Over Georgia, an amusement park located only a short distance from Atlanta.

VICA Students . . .

Work Hard!





Play Hard!

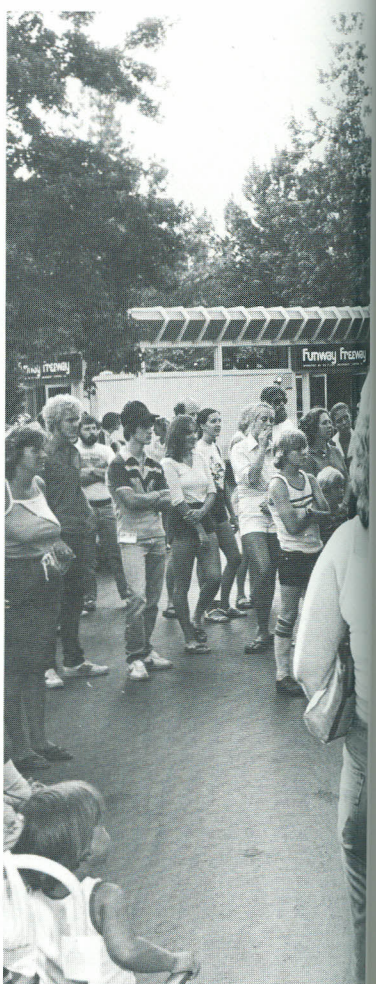


A Night At Six Flags





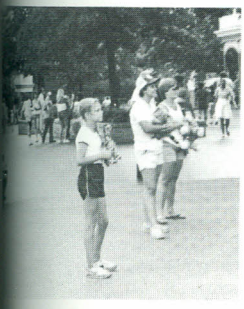






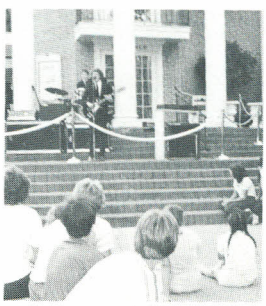












States Adopt

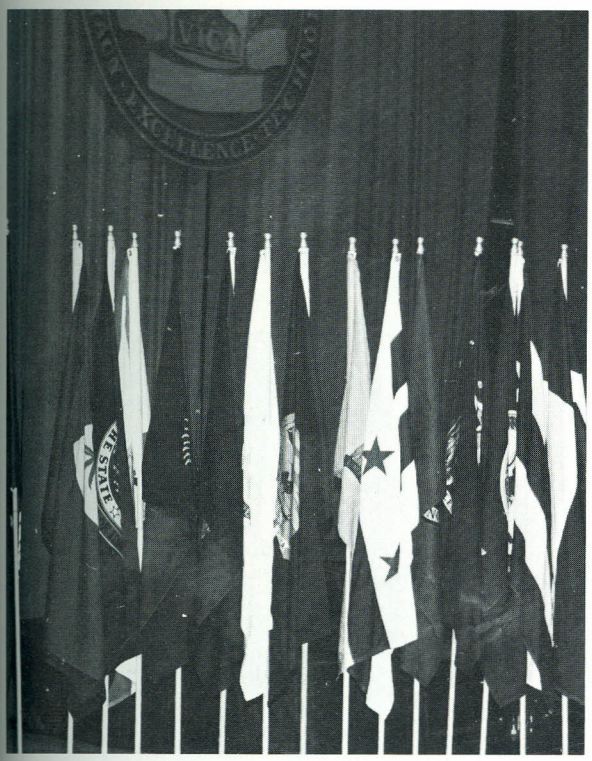
A number of states, showing American spirit, adopted a country that participated in the International Skill Olympics during the National Leadership Conference. Each state hosted their adopted country in a reception that allowed each to better understand the other. Everyone who attended the reception came away with a feeling of accomplishment and good cheer.



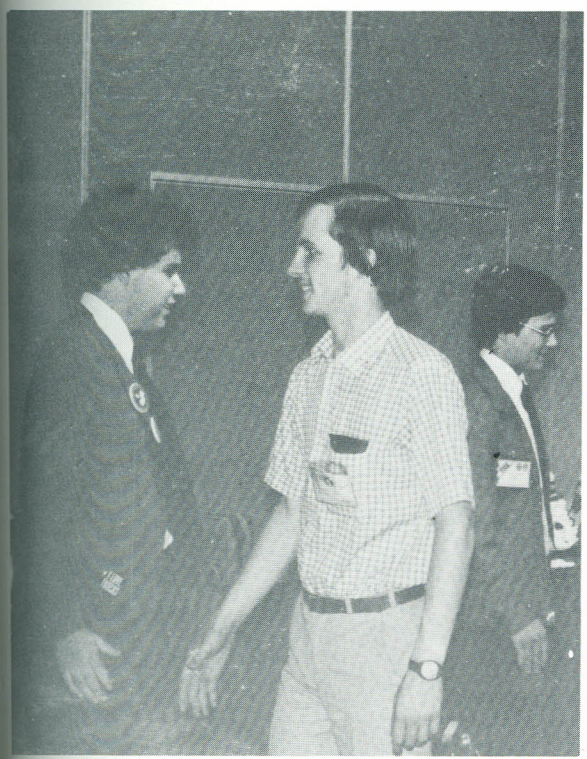




ISO Countries

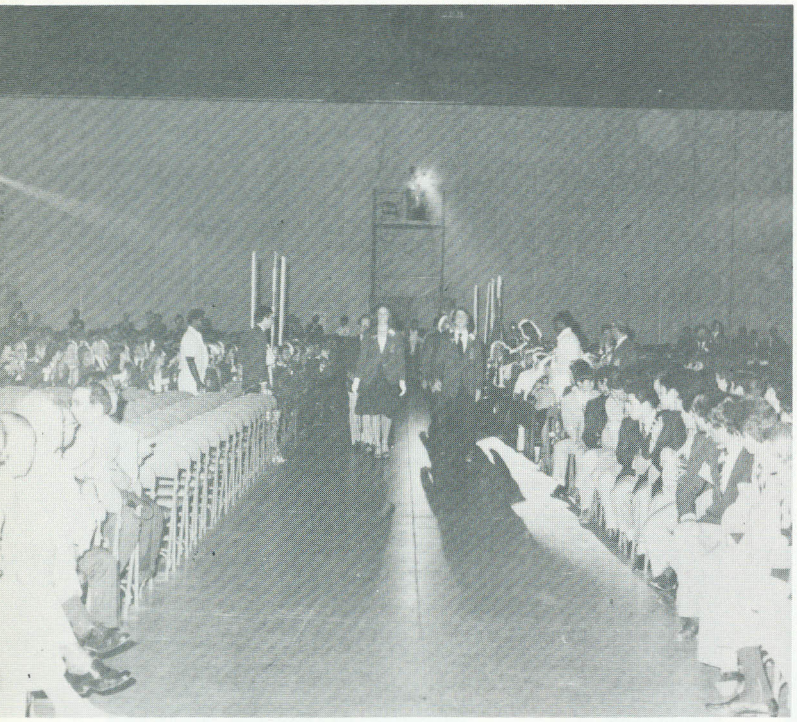






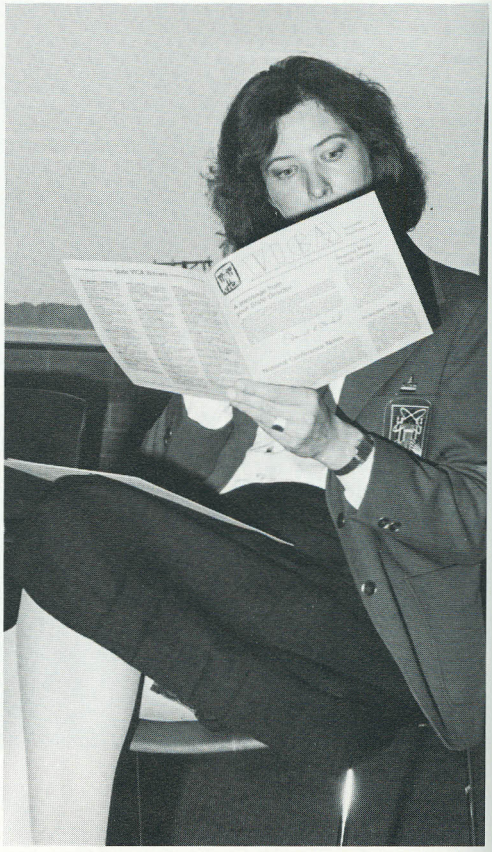


NLC Memories

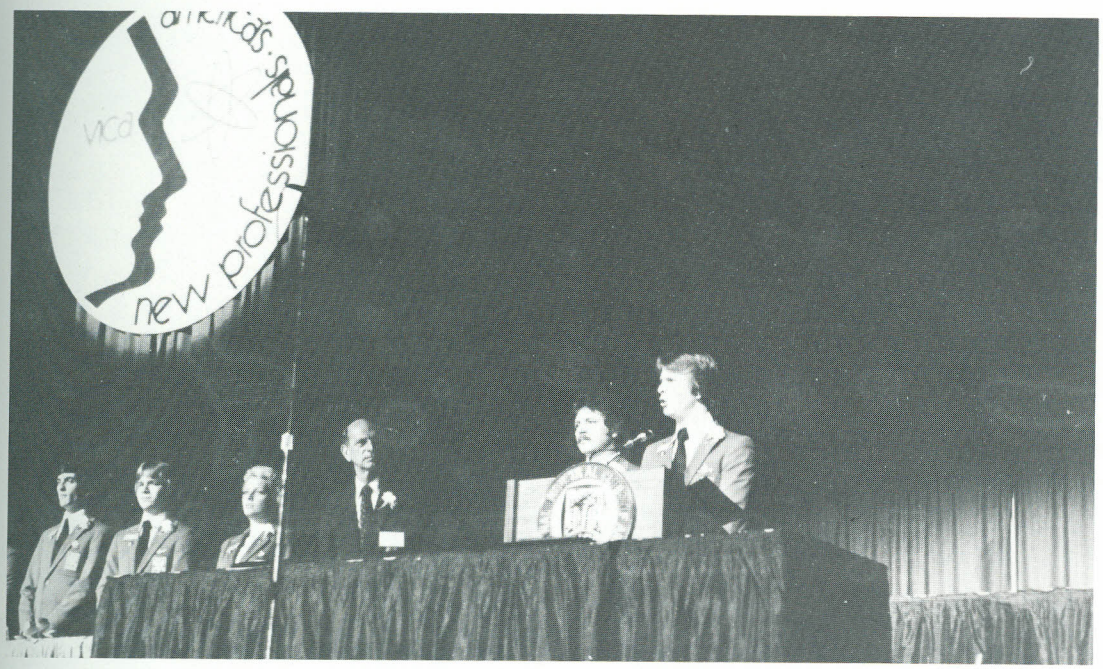











new professionals





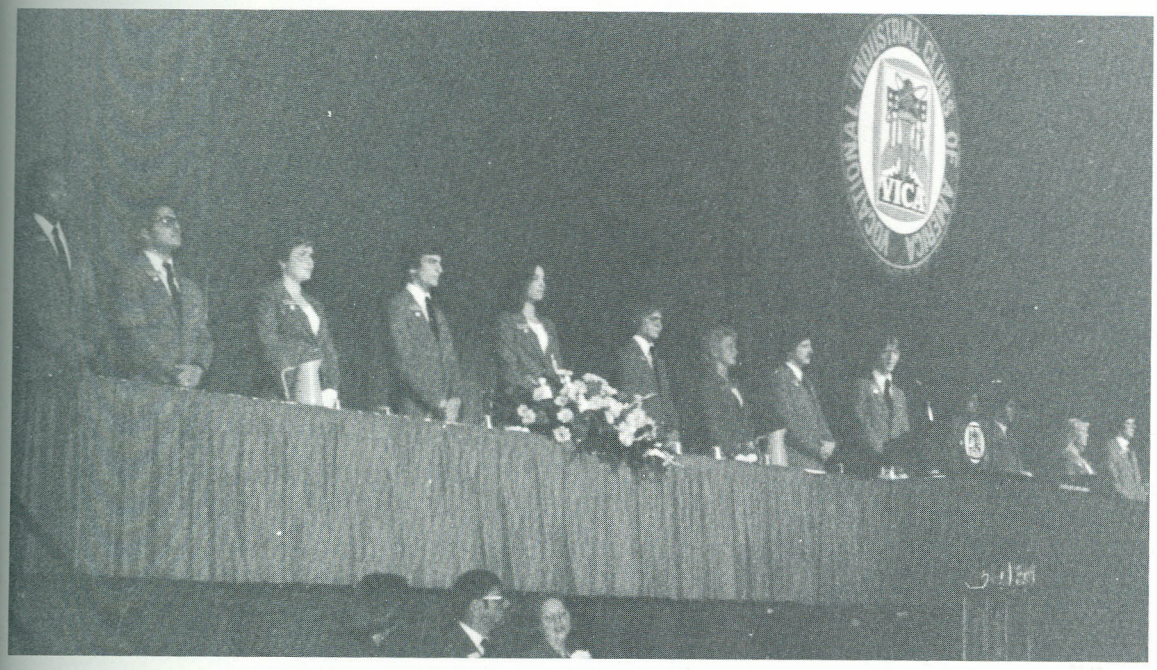











NATIONAL INDUSTRIAL CLUBS OF AMERICA
VICA







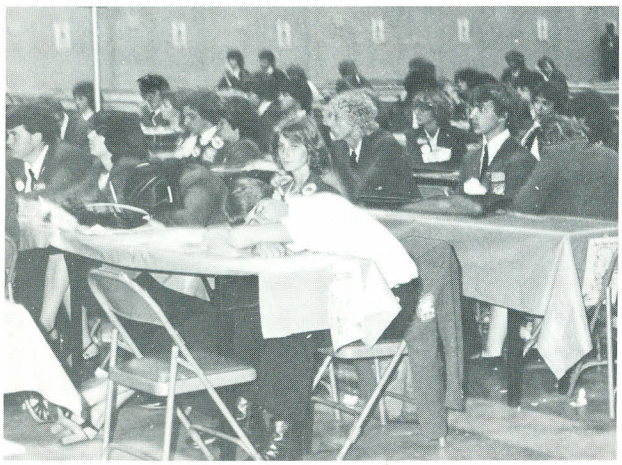












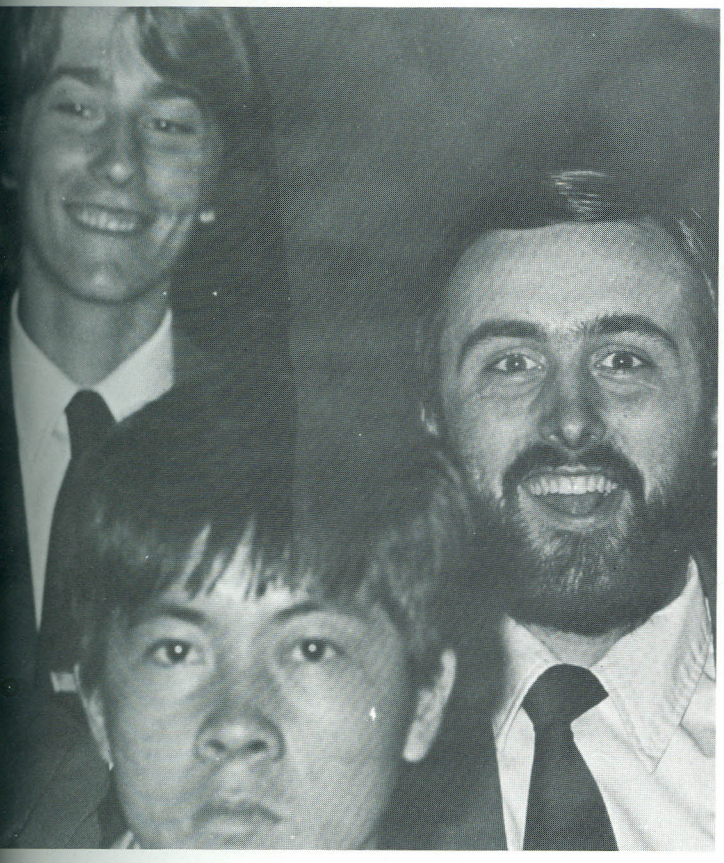










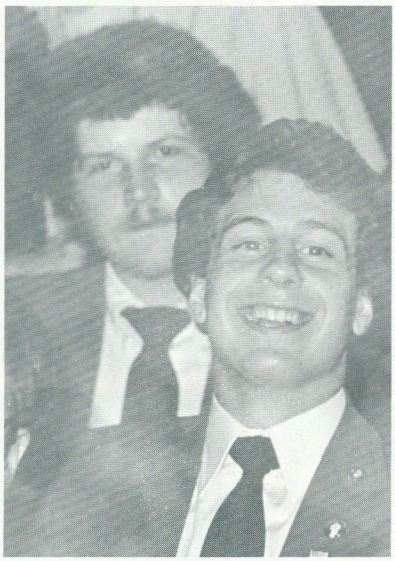




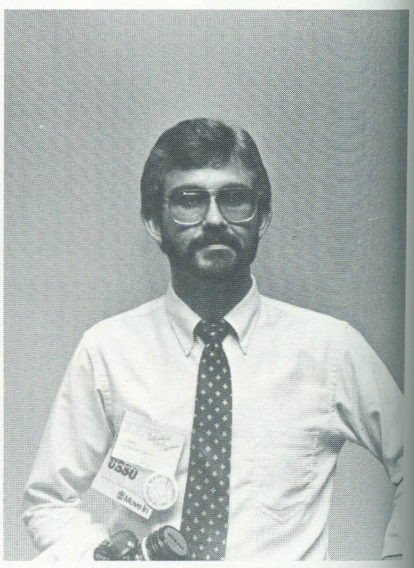



Rest Rooms





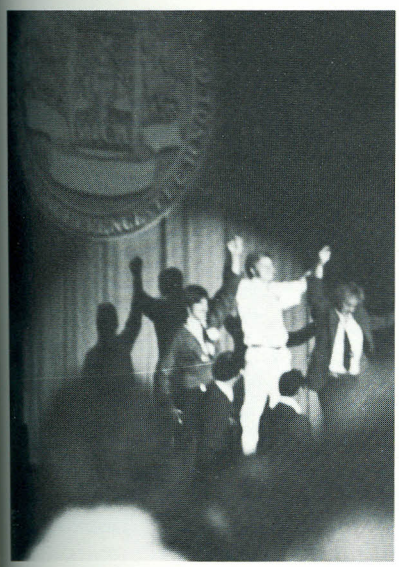



USSU

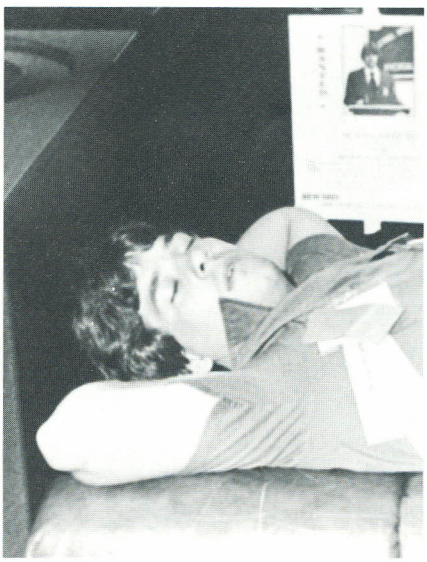

YMCA




NATIONAL INDUSTRIAL CLUBS OF AMERICA
VICA

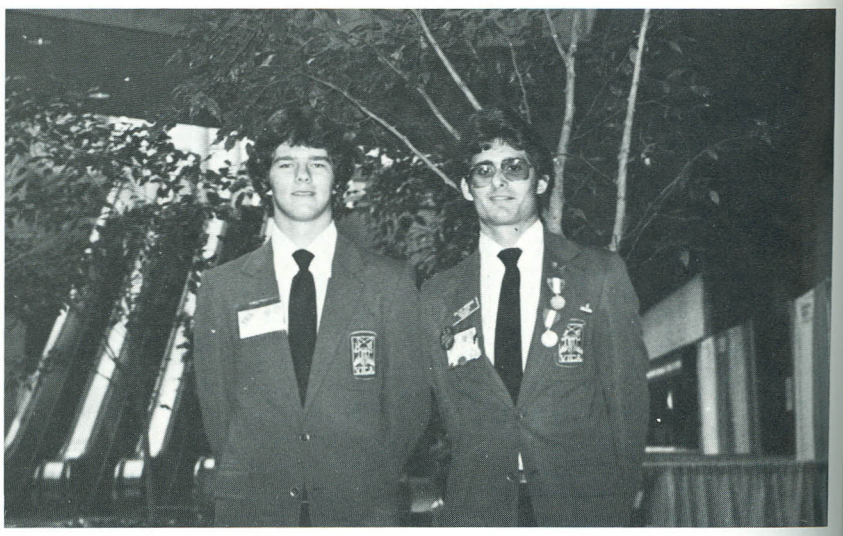






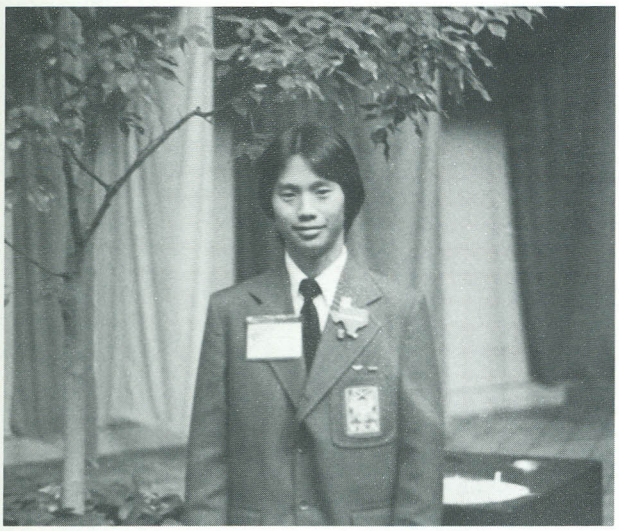


Candid
Shots
of
National
Officer
Candidates



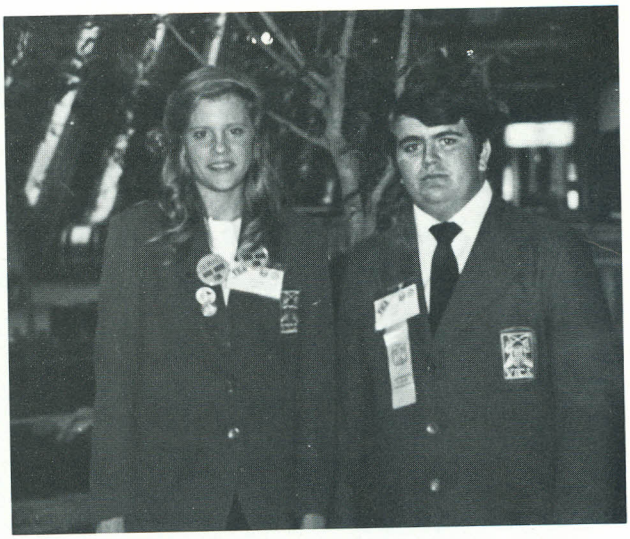






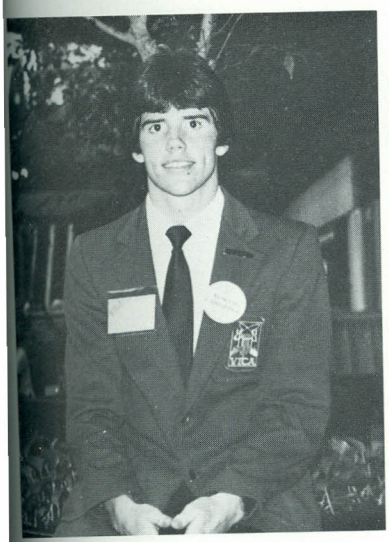









Women









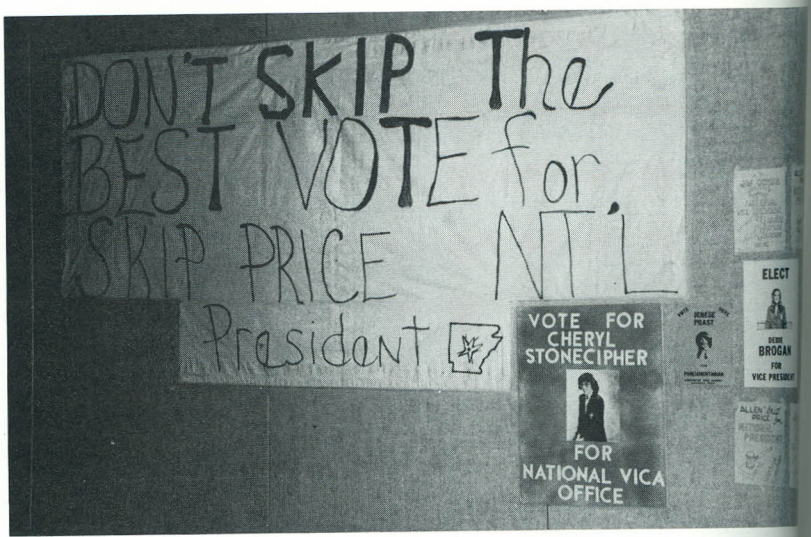
Officer Election Process

Candidates must undergo interviews . . . study for qualifying tests . . . caucus voting delegates . . .





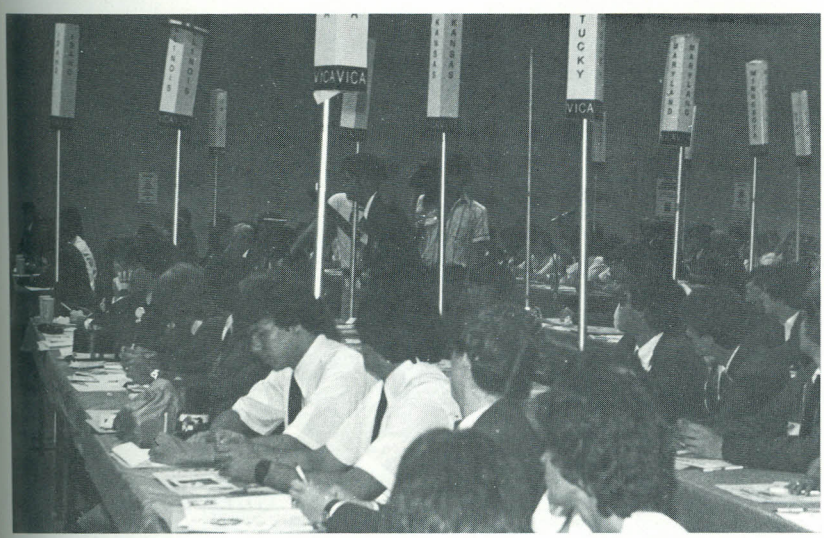


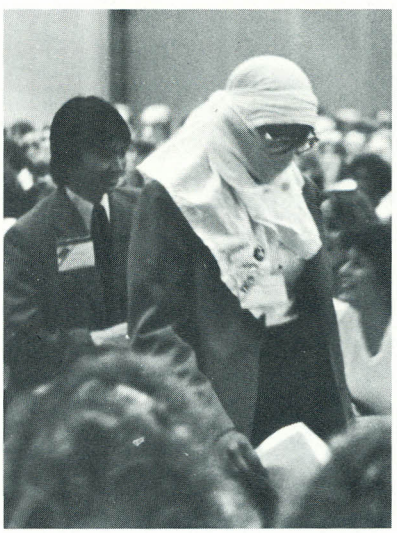




Make convincing speeches to voting delegates . . . and wait for the delegates . . . to make their choice . . .







Officer Election Process





. . . Voting delegates make officer election decisions . . .



Campaigning–Voting



. . . The election results are announced . . . at the awards ceremony . . . new officers raise their hands in a sign of celebration . . . and . . . UNITY!



Closing Session







. . . A night to remember! . . .



National Leadership Conference



. . . Over 5,000 conference participants gather in the assembly hall . . .








VICA


VICA



Each state challenges others . . . we have the most spirit . . . we're "No. 1" . . . enthusiasm . . . excitement . . . electricity . . . fill the air . . .



. . . The closing NLC session draws near . . .







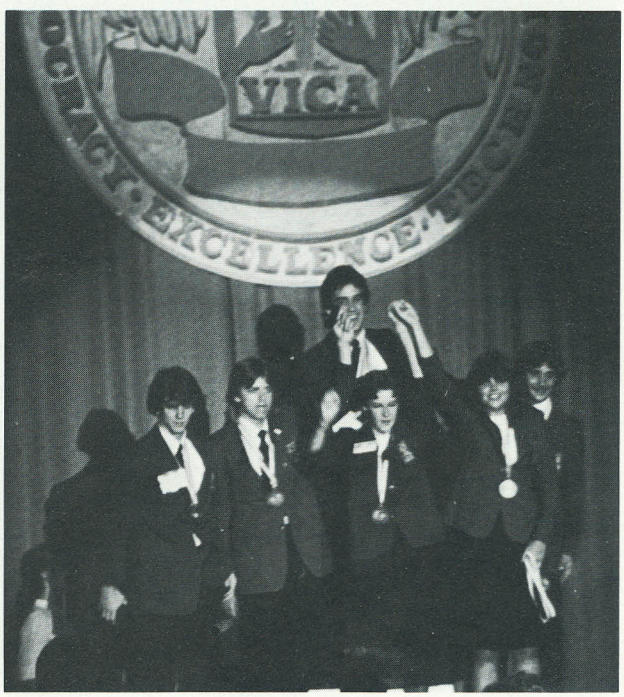


. . . First . . . opening ceremonies . . . then awards announcements . . . finally . . . which individuals . . . which states . . . reached the top? . . .









. . . Nothing beats . . . the thrill of . . . achievement . . . the best in the nation! . . .











The Passing of Leadership . . .



. . . 1981 officers at closing session . . .

. . . 1982 officers at installation . . .




INDUSTRY · DIGNITY · TECHNOLOGY · DEMOCRACY · EXCELLENCE
VICA


VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
UNITED
STATES
SKILL
OLYMPICS

USS



HAROLD E. LEWIS
Director of the U.S. Skill Olympics

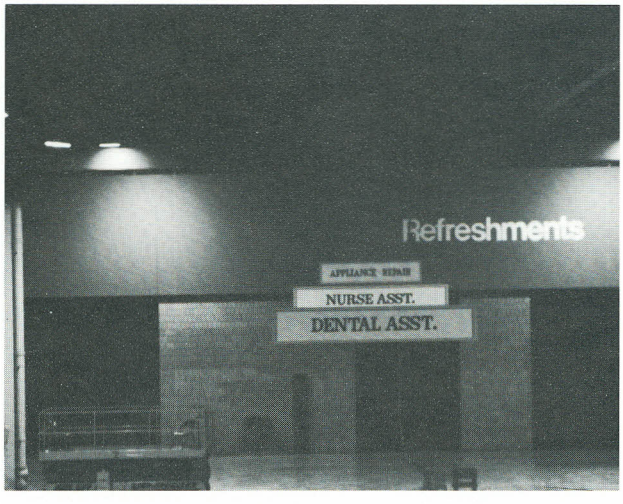




Getting Ready . . .



The floor is marked off.



Signs go up.



Materials arrive and . . .



The true leaders of the VICA organization begin the seemingly never ending task of assembling the skill olympics.





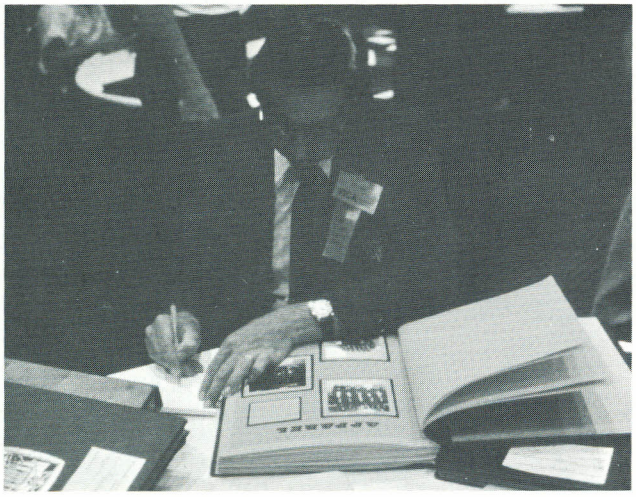
Equipment is moved in and readied for operation.



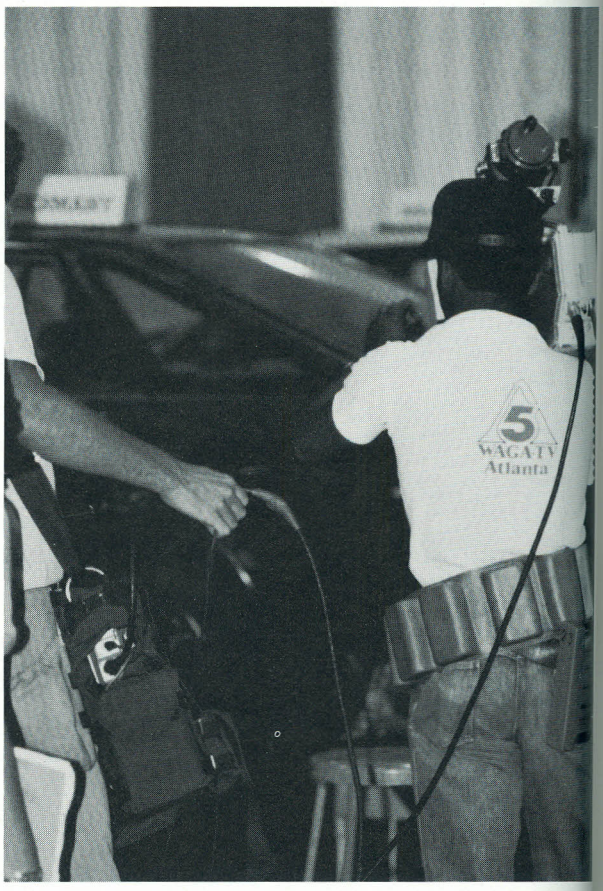
ISO contest areas are rearranged



Last minute communications are prepared



Leadership contests are set

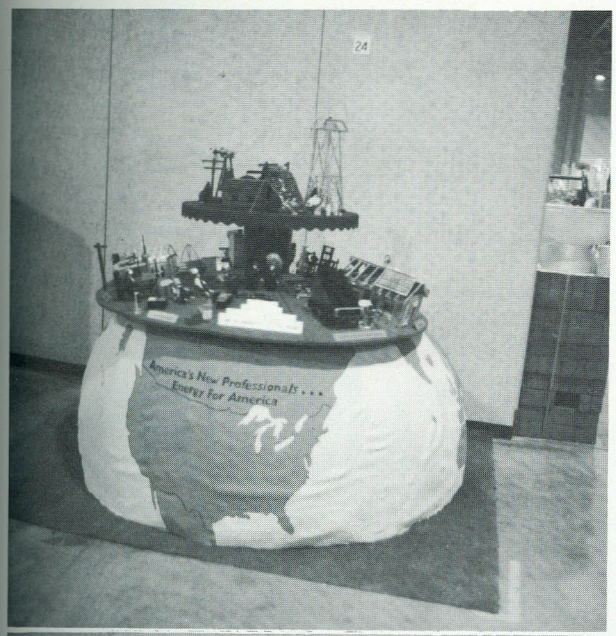


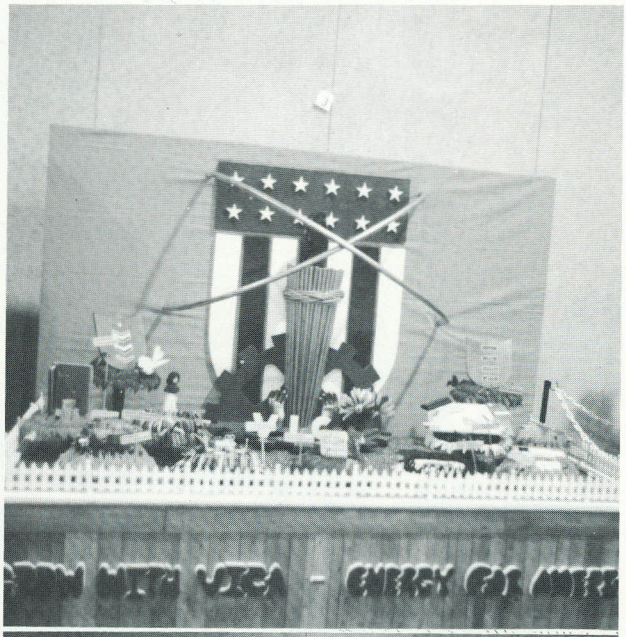
The general public is informed and invited to witness "The Greatest Show of Vocational Skills on Earth."



Contestants are briefed

Displays are set for judging . . .













. . . and after six million dollars worth of equipment and materials are laid out and assembled by hundreds of volunteer workers from all walks of life, Thursday morning rolls around and it's time for the Opening Ceremonies of the United States Skill Olympics.



The Ribbon Cutting Ceremony

The Ribbon Cutting Ceremony opens the way for 50,000 people to view the eight hour event that features public Vocational Education students in action. Professionalism is at its finest hour when young trained crafts persons display attitudes and skills that far exceed even the fonded dreams of industry and business.

VICA USSO



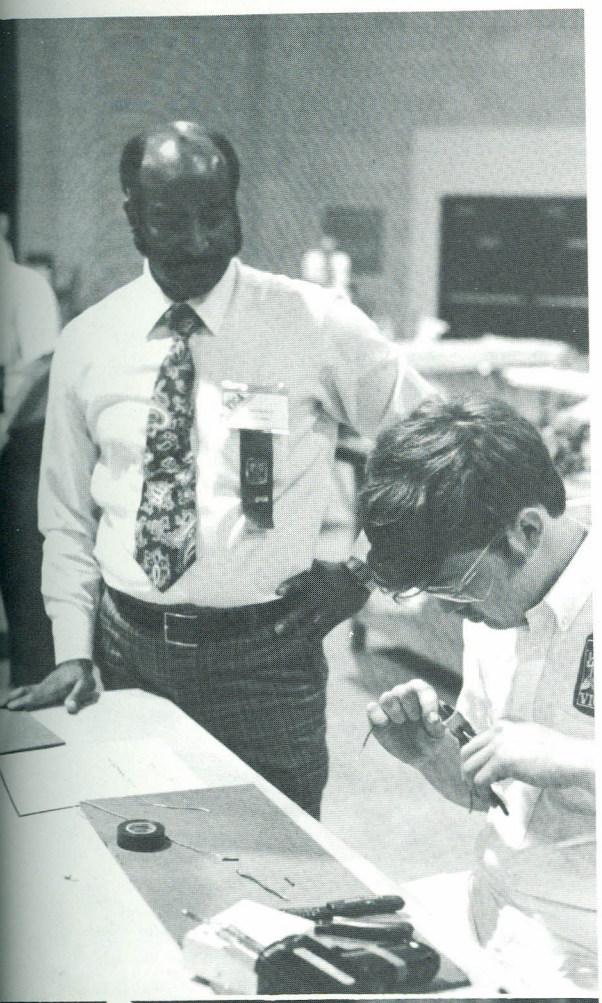


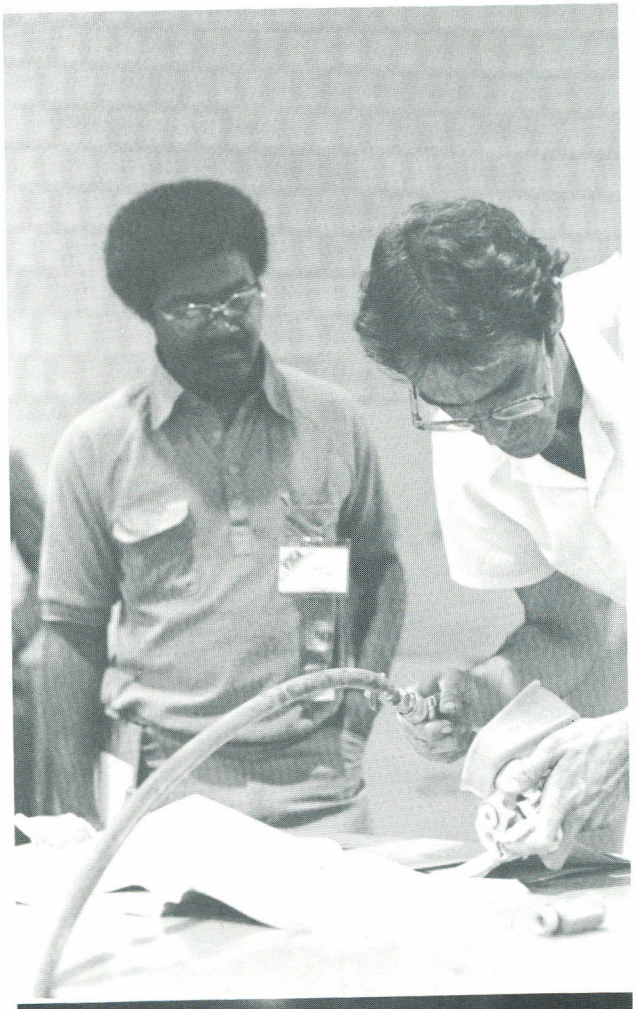
Thanks to a team of professional educators and industry representatives, the students have the pleasure of experiencing a learning as well as competitive skill olympics.

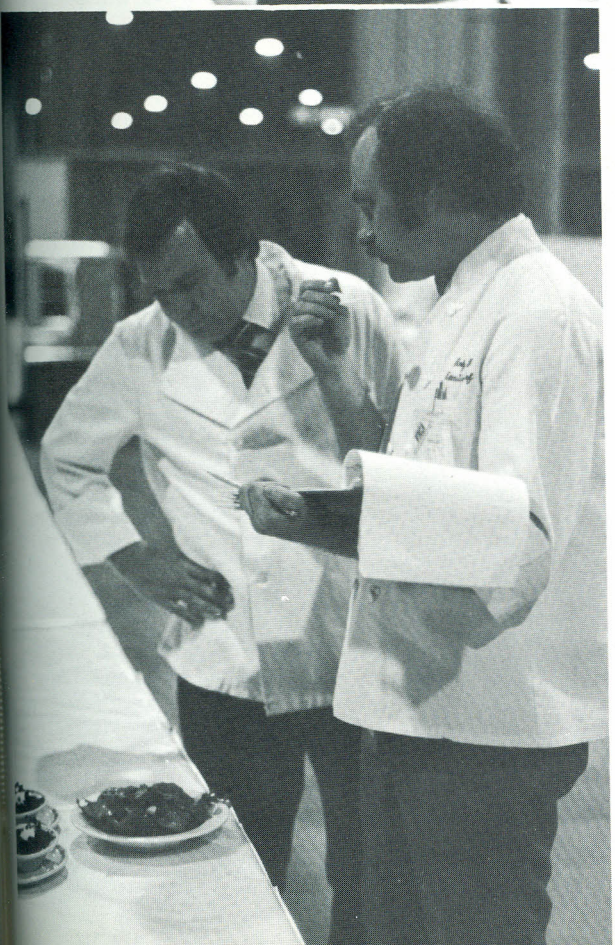


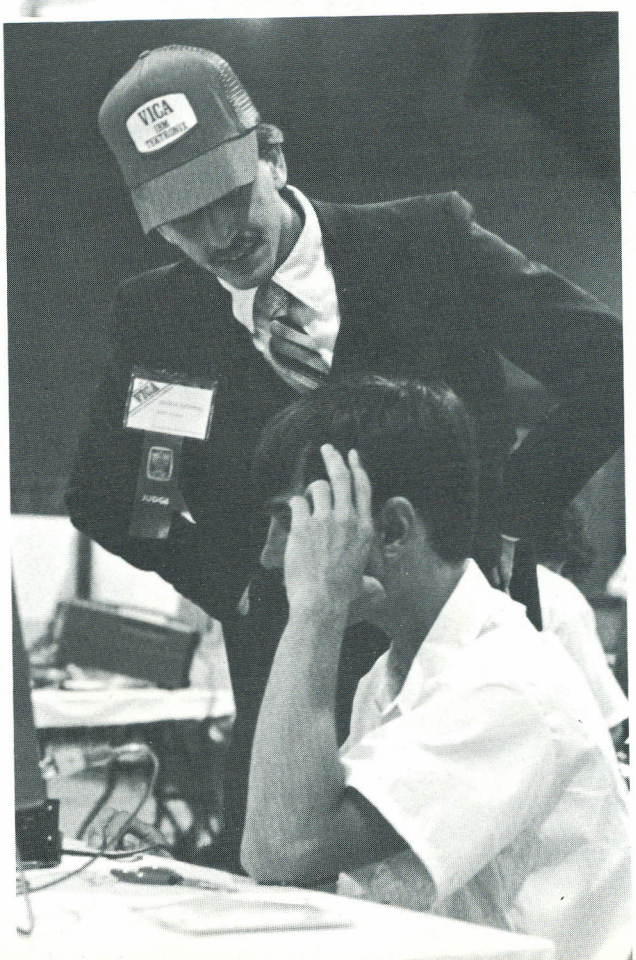








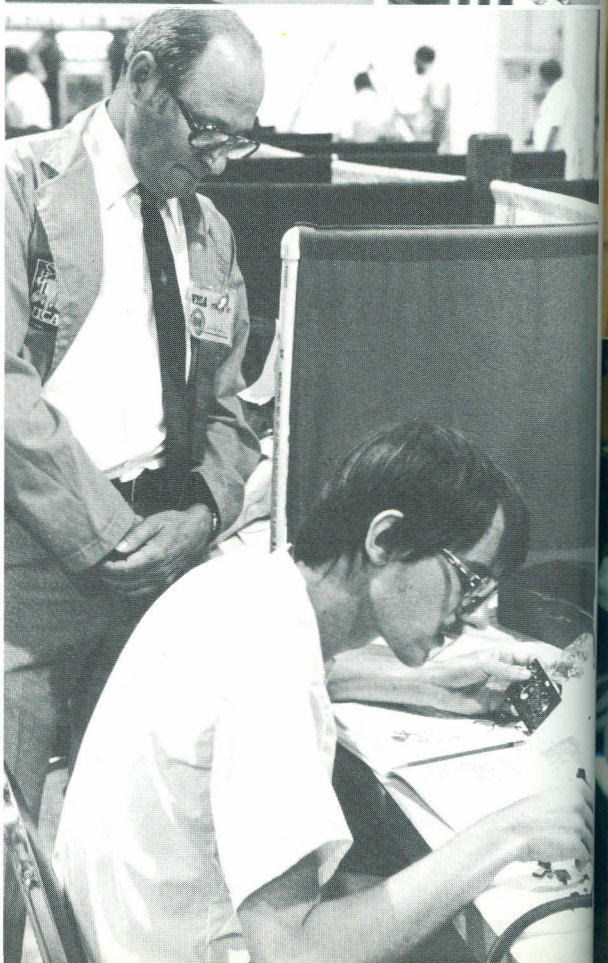



VICA


5














USSO Leadership Development Events Display

Purpose: To demonstrate skills in designing, construction and presenting a display involving a specific theme.



Technical Committee: Douglas Winters; Dr. John Scott, University of Georgia. Georgia Committee: J. C. Gover, Walker Co. School System; Ronnie Booher, Dalton H. S.; William H. Brady, Statesboro H. S.; Levern Carter, Glynn Academy H. S.; J. C. Harpe, Calhoun Co. H. S.









Winners



Sec.: L-R, 2nd McDuffie H.S., SC; 1st Lebanon Co. AVTS, PA: 3rd Arab H.S., AL

Club Business Procedure

Purpose: To demonstrate a club's ability to conduct regular meetings according to accepted business and parliamentary procedures.



Technical Committee: William Reding, State Dept. of Education of Oklahoma; Dr. Lester Duenk, Virginia Polytechnic Institute and State University. Georgia Committee: John Boatwright, Morgan Co. H.S.; Mike Babb, Harris Co. H.S.; Faye Cole, Hart Co. H.S.; Keith Cromer, Rockmart Comp. H.S.; Gentry Johnson, Lee Co. H.S.; Jonesy Haygood, Stephens Co. H.S.



Secondary Winners



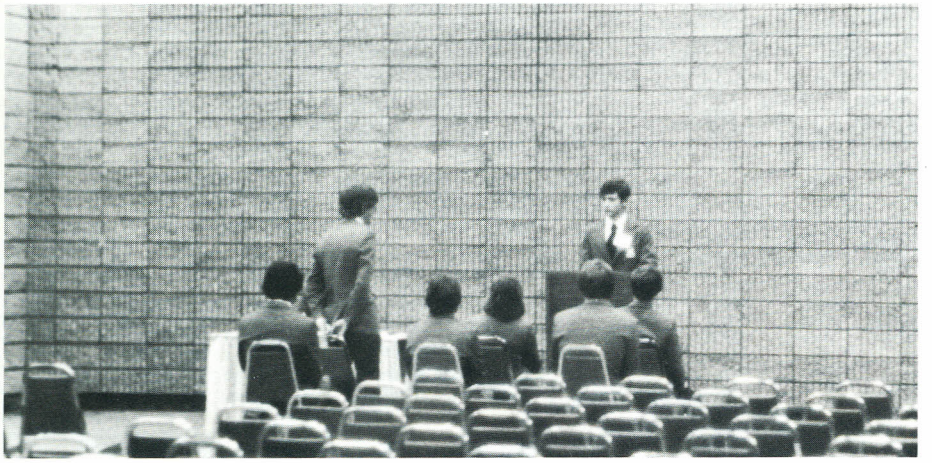
Sec.: L-R, 2nd Licking Co. JVS, OH



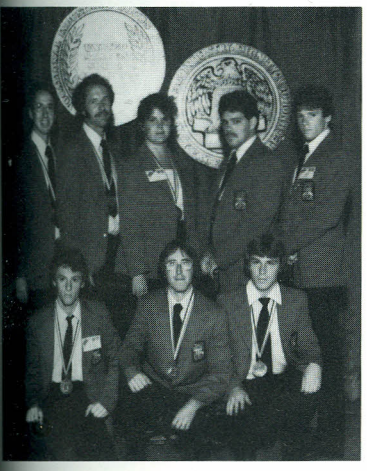
1st Claiborn Co. Voc. Sch., TN



3rd Waverly H.S., NB



Post-Secondary Winners



Post-Sec.: L-R, 2nd United Career Center, WV



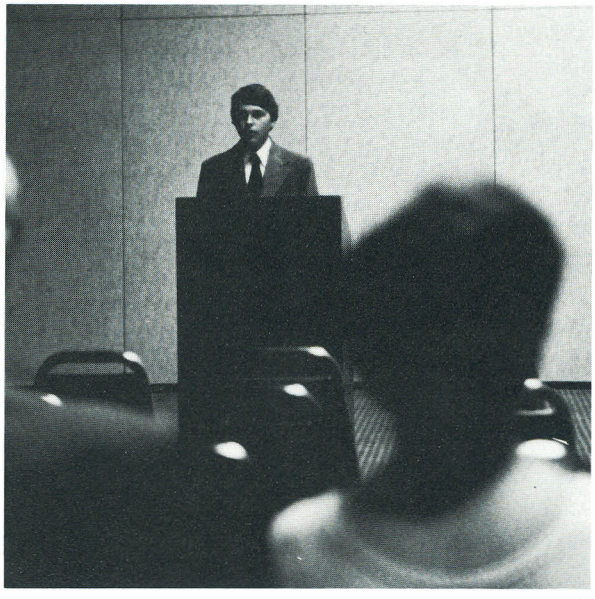
1st Columbia Basin College, WA



3rd Delta Vo-Tech, AR

Extemporaneous Speaking

Purpose: To demonstrate skills in preparing, organizing, and presenting clearly and effectively a three to five minute speech relating to a specified theme.



Technical Committee: Tommy Proctor, American Technical Publishing Co.; Russ Riley, Ohio State University. Georgia Committee: Dr. Paul Starnes, DeKalb Tech; Dr. Thomas G. Latimer, Worth Co. H.S.; Glenn Masters, Dalton H.S.; Edward Ellerbee, Campbell H.S.; Hyrum O. Pierce, Heritage H.S.; Margaret R. Smith, State Dept. of Education



Contestant Briefing



Preparation

Presentation



Winners



Sec.: L-R, 2nd Deborah Brogan, TN; 1st Lorri Walko, PA; 3rd Sharrilyn Wilkinson, IN



Post-Sec.: L-R, 2nd David Rowan, FL; 1st Christopher Masterson, WA; 3rd Dennis Huston, UT

Job Interview

Purpose: To demonstrate skill in developing a personal resume; filling out a job application; responding to a pre-interview; final interview and general skills in applying for a job in keeping with their vocational objectives.



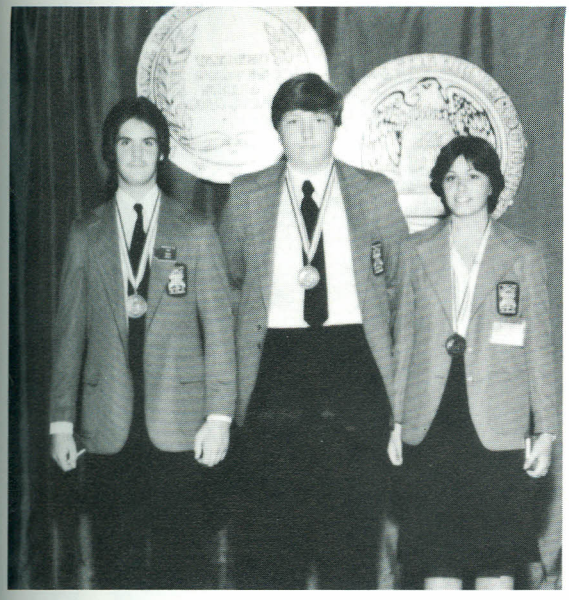
Technical Committee: Bernie Densmore, Ohio State University; Susan Balzuweit, Shopsmith Corporation. Georgia Committee: Virginia McIntosh, Parkview Voc. Center; Barbara F. Knox, Gwinnett Career Education Center; James C. Seymour, Hart Co. H.S.; Richard Shinhoster, Savannah Tech; Cathy S. Terry, Gwinnett Career Center; Betty S. Whaley, Glynn Academy; Janice Landry, Lanier Tech







Winners



Sec.: L-R, 2nd Brian Dorsey, WA; 1st Dwight Allen, GA; 3rd Manuela Kloo, VA



Post-Sec.: L-R, 2nd Marryann O'Bannon, WA; 1st Patricia Duran, ID; 3rd Earl Brinkmeyer, CO

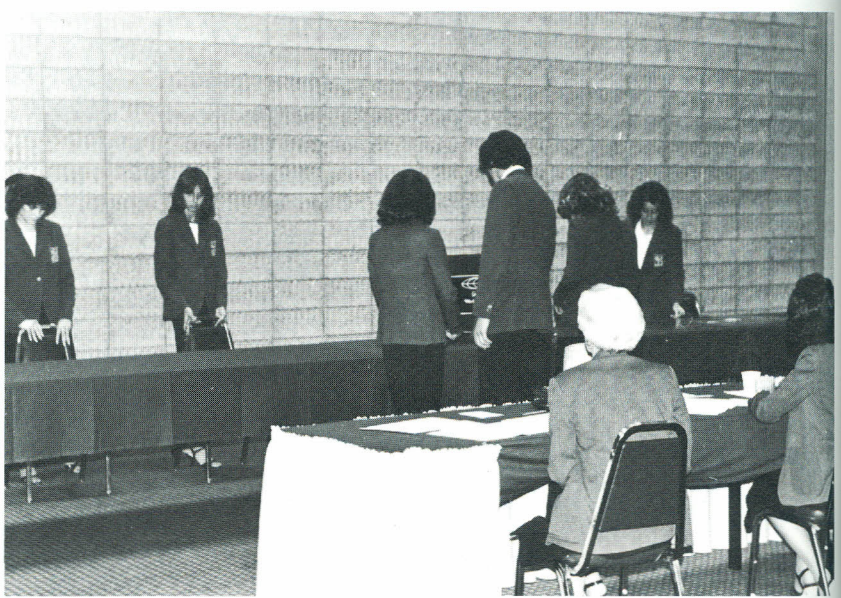
Opening and Closing Ceremonies

Purpose: To demonstrate a club's ability to conduct formal opening and closing ceremonies using the symbolic representation of colors and assembled parts of the VICA emblem.



Technical Committee: Rex Jones, Southwest DeKalb H.S.; James P. Gilbert, Jr. Georgia Committee: Patricia Roberts, Open Campus East; Charles Buchanan, Lithonia H.S.; Joseph Flowers, Screven Co. H.S.; Marjean Holt, Miller Co. H.S.; Lonnie Sanders, Appling Co. H.S.; Les Thomas, Glynn Academy; Billy Waldrop, Carrollton H.S.





Secondary Winners



2nd Madison Co. Voc., TN



1st Maple Vo-Tech, PA



3rd Northeast State HS, FL



Post-Secondary Winners



2nd Alexandria AVTS, MN



1st Patterson St. Tech, AL

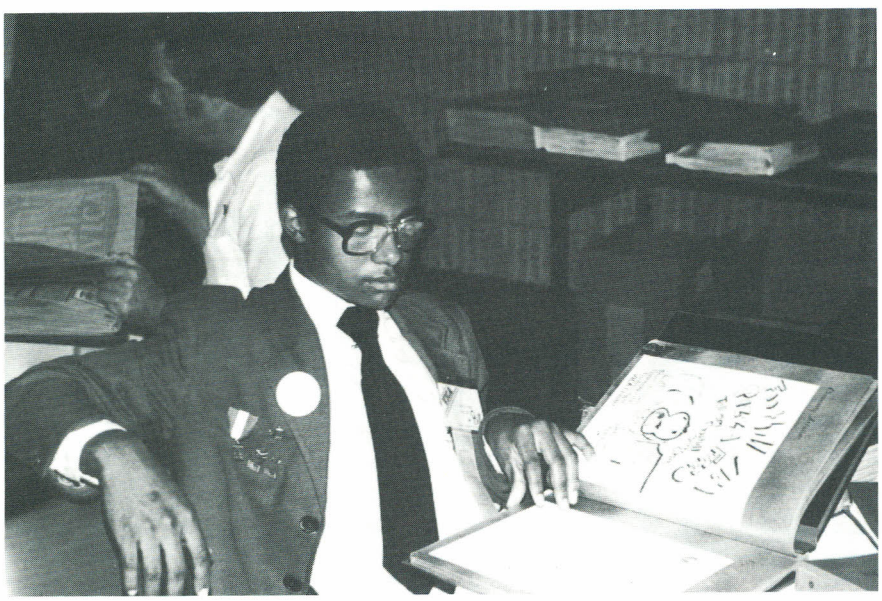
3rd Mayo SVTS, KY

Outstanding Club

Purpose: To demonstrate skill in recording, organizing, formating and presenting a history of all club activities.



Technical Committee: Gerald Cheek, University of Tennessee; Tom Terry, Auburn University. Georgia Committee: Nancy King, Tuxedo Center; Bob Lane, Druid Hills H.S.



Observers Thumb Through the Books





Winners



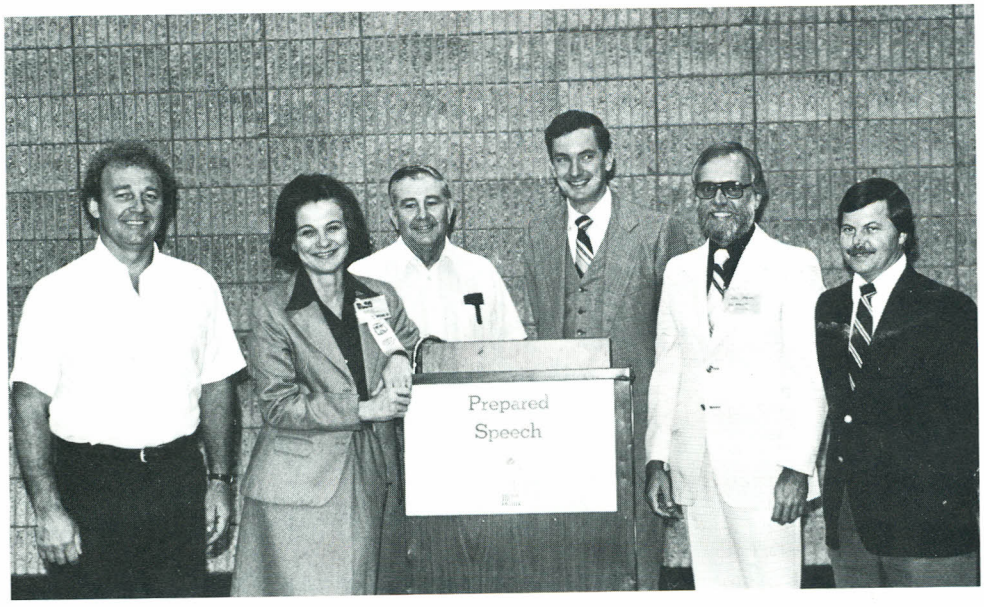
Single Section: L-R, 2nd Owasso, OK; 1st Kennedale H.S., TX; 3rd Holt H.S., AL



Multiple Section: L-R, 2nd Lithia Springs, GA; 1st Fayette H.S., AL; 3rd Tulsa H.S.; OK

Prepared Speech

Purpose: To prepare and present clearly and effectively a series of thoughts relating to a central theme.

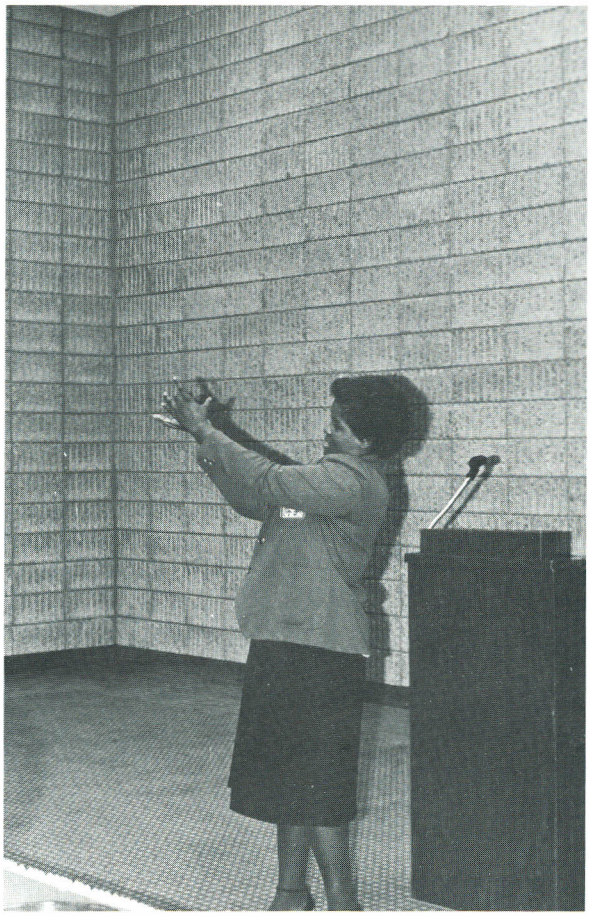


Technical Committee: Mike Walsh, Goodheart—Wilcox, Inc.; Garfield Anderson, Boeing Computer Services Co.; Marta Lake, Turpin H.S. Georgia Committee: Del Payne, American Technical Society; Susan Burns, Glynn Academy H.S.; Jimmy R. East, Miller Co. H.S.; Jim Walker, Clarke Central H.S.; Aaron Cook, Dudley Hughes H.S.









Winners



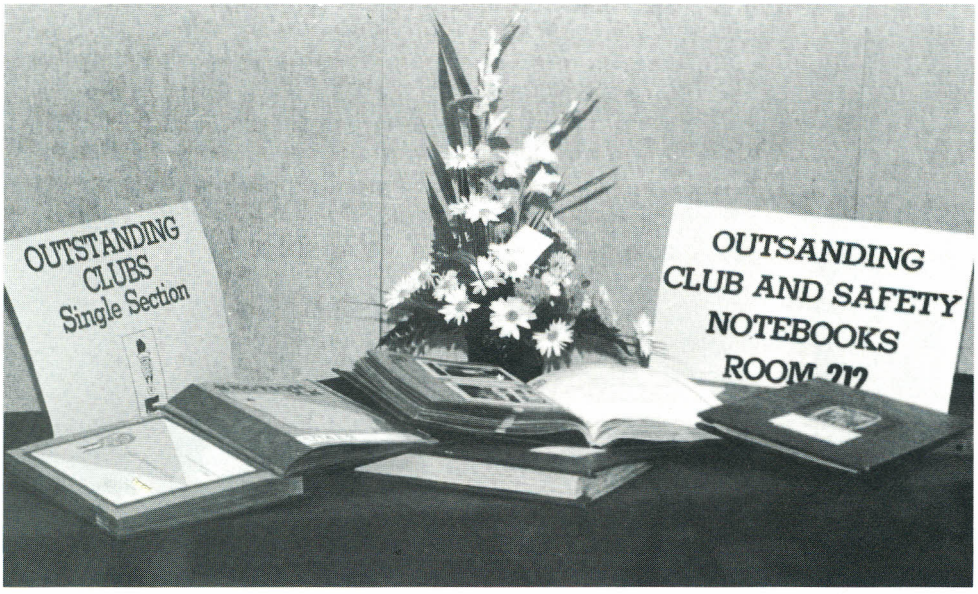
Sec.: L-R, 2nd Cindy Zugg, TX; 1st Kimberly Barker, CT; 3rd James Stewart, FL



Post-Sec.: L-R, 2nd Gwendolyn McMillen, WA; 1st Judy Mueller, CA; 3rd Vern Hilgert, FL

Safety

Purpose: To demonstrate skill in club techniques for promoting good safety habits for members in their public, private and work life.



Technical Committee: Daniel Irvin, Rockwell International; Donna Volatile, National Safety Council; Gary Deverman, National 4-H Council. Georgia Committee: William Bullock, Thomson H.S.; Dan Mitchell, Butler H.S.; Kendrall Brantley

Winners



Single Section: L-R, 2nd Dunn H.S., NC; 1st Owasso H.S., OK; 3rd Pulaski H.S., VA

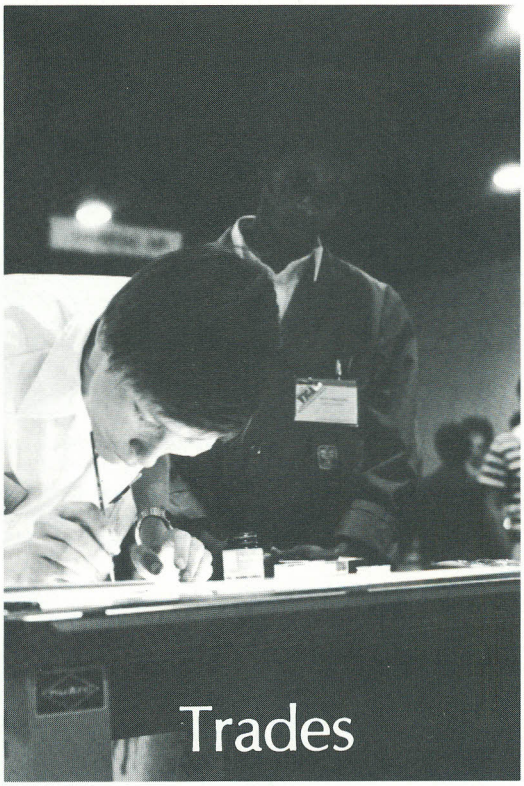


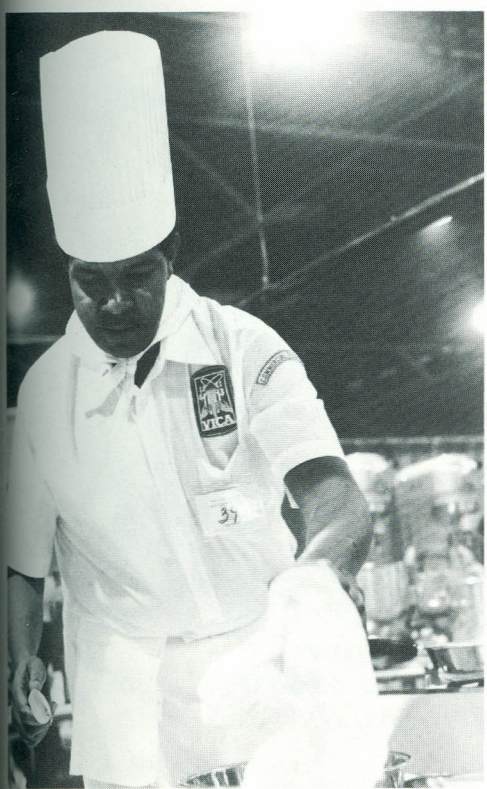
Multiple Section: L-R, 2nd Patterson Co-op H.S., OH; 1st Tazewell Co. Voc. Ctr., VA; 3rd Claiborne Co. Voc. Sch., TN






USSO


Trades







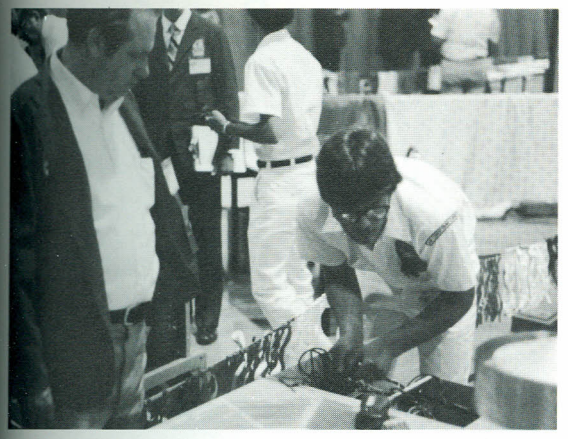
Air Conditioning and Refrigeration

Purpose: To demonstrate the skill in diagnosing and repairing malfunctions in air conditioning and refrigeration units.



Technical Committee: Louis Patalita, Carrier Air Conditioning Co.; Jack Allured, Carrier Air Conditioning Co.; Ernie Cahn, J. W. Harris Co.; D. N. Davisson, Rheem Manufacturing Co.; John Garrison, Heil Quaker Corp.; Ed Markert, Air Conditioning and Refrigeration Institute; Nari Sethna, Refrigeration Service Engineers Society. Georgia Committee: James Bussey, Griffin Tech; Jimmy Ansley, Thomson H.S.; Elie M. Mims, Bacon Co. H.S.; Don Rayburn, Brunswick H.S.











Winners



Sec.: L-R, 2nd Craig Tesson, AR; 1st Brian Fletcher, DE; 3rd Craig Long, MO



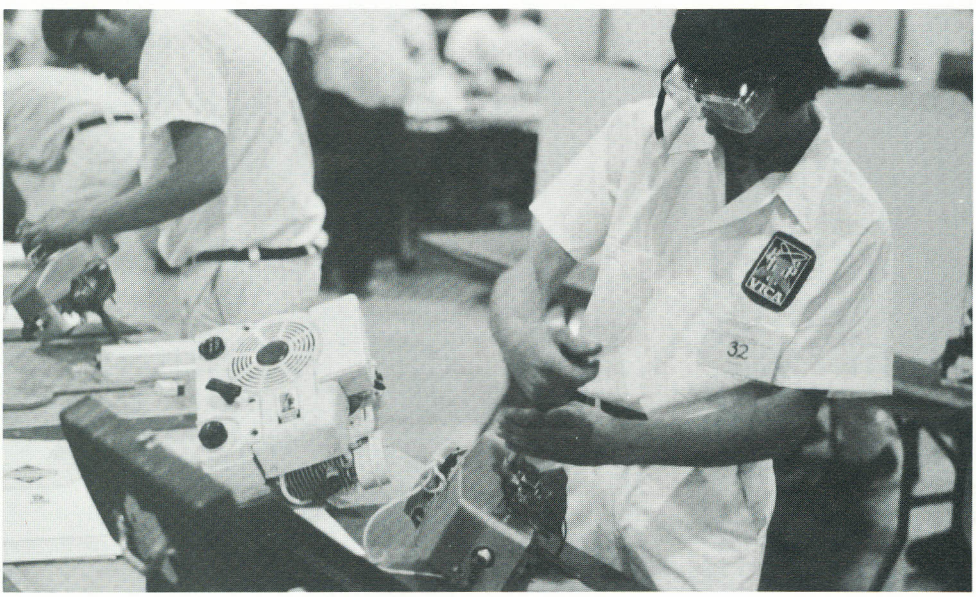
Post-Sec.: L-R, 2nd Stephen Olsen, MN; 1st Steve Moquin, AL; 3rd Gregory Josi, FL

Air Cooled Gasoline Engine Repair

Purpose: To demonstrate basic skills in engine assembly, diagnosis and testing, and precision measuring and analysis of air cooled gasoline engines.



Technical Committee: Tim Schreiber, Briggs & Stratton Corp.; Chip Lang, Tecumseh Products Co.; Paul H. Scholten, Kohler Co. Georgia Committee: Rufus Cantrell, Cass Comp. H.S.; Harold Baynes, Southeast H.S.; Johnny A. Wheeler, Bacon Co. H.S.; Ernest C. Smith, Newton Co. Comp. H.S.; Stan Killough, Bainbridge H.S.; Charlie W. Stipper, Bainbridge H.S.; and Larry Dyal, Appling Co. H.S.







Winners



Sec.: L-R, 2nd Virgil Morrison, GA; 1st Robert Schuon, MI; 3rd Jeff Randall, AL



Post-Sec.: L-R, 2nd Jeffrey Ambro, CA; 1st Wayne Johnson, WI; 3rd Michael Caballka, IA

Air Cooled Gasoline Engine Repair

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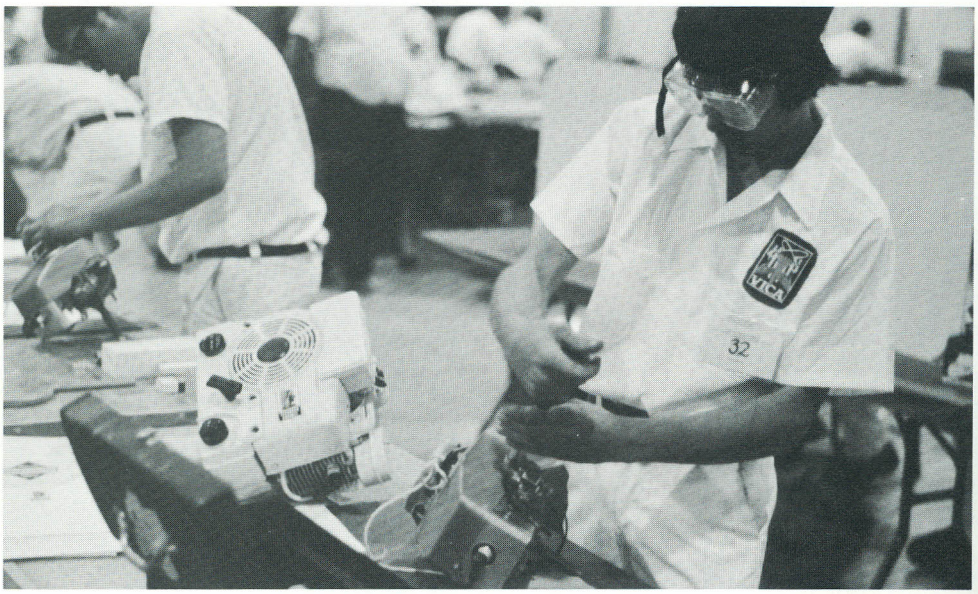






Winners



Sec.: L-R, 2nd Virgil Morrison, GA; 1st Robert Schuon, MI; 3rd Jeff Randall, AL



Post-Sec.: L-R, 2nd Jeffrey Ambro, CA; 1st Wayne Johnson, WI; 3rd Michael Cabalka, IA

Appliance Repair

Purpose: To demonstrate the ability to accurately diagnose and efficiently repair malfunctions in major household appliances.



Technical Committee: Frank Marmurowicz, J. C. Penney Co.; Hank Harris, White Consolidated Industries; Walt Lamond, J. C. Penney Co.; Dwane Thompson, General Electric Co.; Hank Wiseman, J. C. Penney Co.; Terry Young, Whirlpool Corp.; Tom Cook, Whirlpool Corp. Georgia Committee: David Montrois, North Clayton Sen. H.S.; Jimmey L. Cook, Bainbridge H.S.







Winners



L-R, 2nd Kenneth Boxler, PA; 1st Stephen Land, GA; 3rd
othy Daugherty, AL



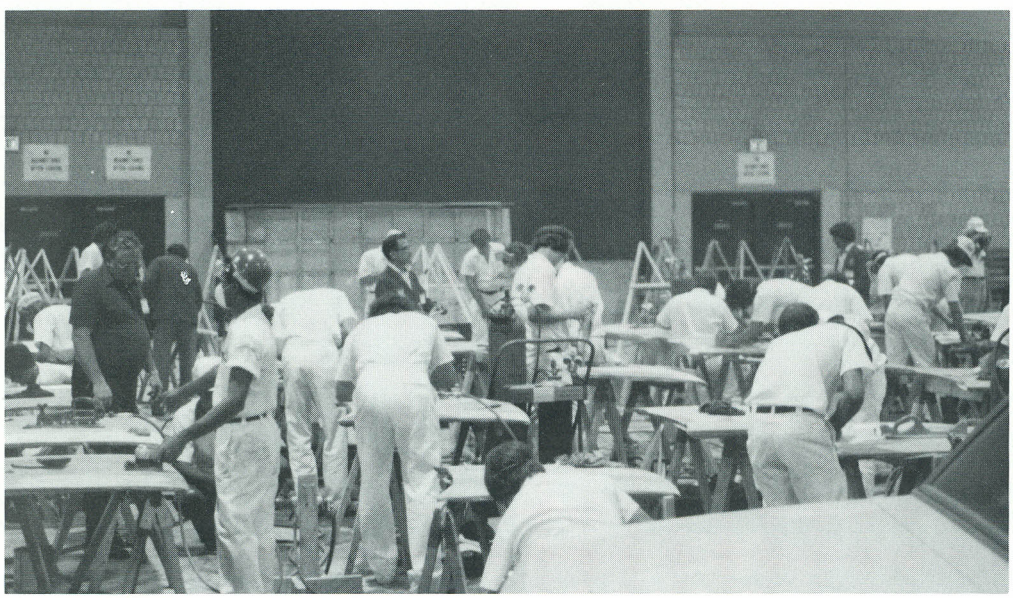
Post-Sec: L-R, 2nd Douglas Thurlow, CO; 1st Ray Young, KY; 3rd Thomas Goebel, MN

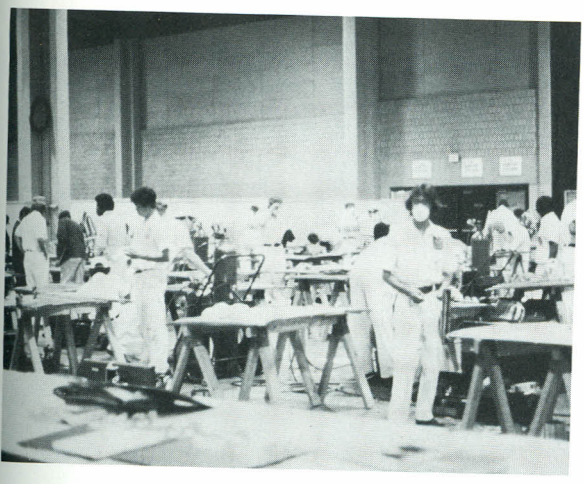
Auto Body

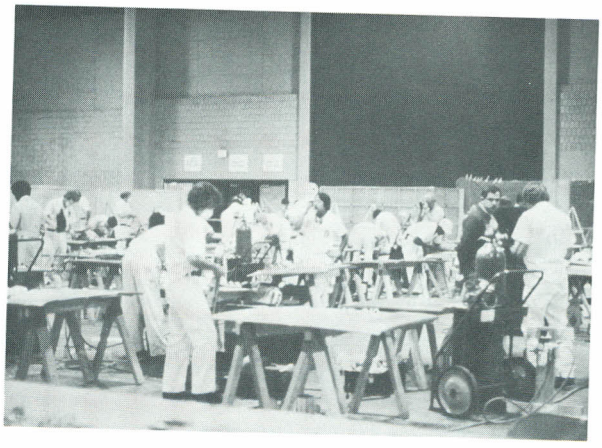
Purpose: To demonstrate skills in body repair, metal working, painting and estimating materials and labor in repairing damaged automobiles.



Technical Committee: Paul C. Pringle, E.I. du Pont de Nemours & Co., Inc.; Kurt Brazil, Martin Senour Co.; Robin (Rob) Schwomberger, De Vilbiss Co.; Ted Case, De Vilbiss Co.; Bruce W. Cooley, E.I. du Pont de Nemours & Co., Inc.; Phil Harris, E.I. du Pont de Demours & Co., Inc.; Archie Smith, E.I. du Pont de Nemours & Co., Inc. Georgia Committee: Charles McCown, Michael Allen, Dick Davis, Bob Hubbard, Earl M. Stephens, John Green









: L-R, 2nd Kevin Rowe, ID; 1st Albert Stoltz, OH; 3rd James
wn, FL



Post-Sec: L-R, 2nd Kim Drew, ID; 1st Jeff Finley, UT; 3rd Pacifico DeGuzman, WA

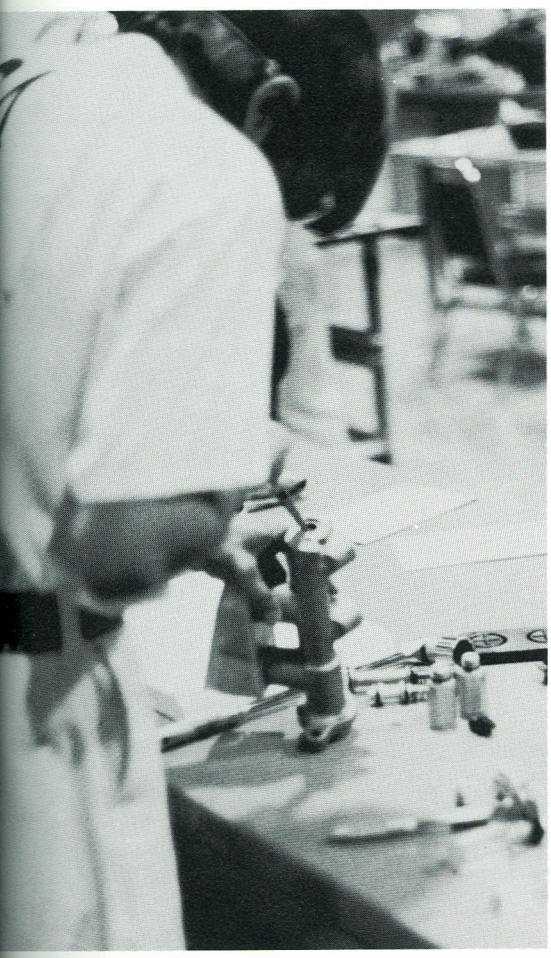
Auto Mechanics

Purpose: To demonstrate skill and understanding in diagnosing and repairing malfunctions of auto engines, power trains, brakes and electrical systems.



Technical Committee: Robert Thebert, General Motors Product Service Training; William R. Host, Automotive Service Industry Asso.; Burck E. Grosse, Service Development Center; Dan Larsen, National Automotive Parts Asso.; H. Renck, Chrysler Corp.; William Schipper, Ford Motor Co.; Mike Stickland, New Britain Tool Co.; Timothy B. Tierney, Automotive Parts and Accessories Asso.; Henry Stoeckert, J. C. Penney Co. Georgia Committee: Jack Newman, Athens Tech; James S. Allison, Union Co. H.S.; Jerry Bishop, Jonesboro Sen. H.S.; James P. Blewitt, Sr., Hart County Comp. H.S.; Monroe Boggs, Northwest Whitfield H.S.; Charles Clark, Calhoun Co. H.S.; Coley Davis, Jordan Voc. H.S.; Harold L. Hoover, Chattanooga Valley H.S.; Jeff D. Smith, Jr.; LaGrange Parts Co.; Jeff D. Smith, Sr., LaGrange H.S.; Kelley Ware, Thomson H.S.







Winners



Sec: L-R, 2nd Timothy Pierce, OH; 1st Johnny Pilcher, AL; 3rd Chris Schellberg, NY



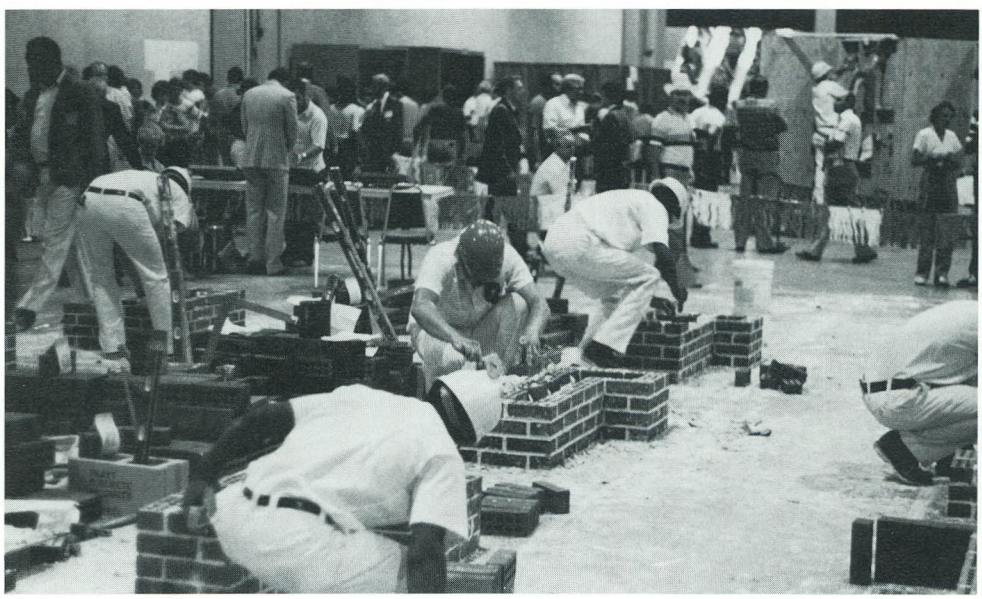
Post-Sec: L-R, 2nd Leroy Eickhoff, MN; 1st Paul McKay, ID; 3rd Mike Fuller, KA

Bricklaying

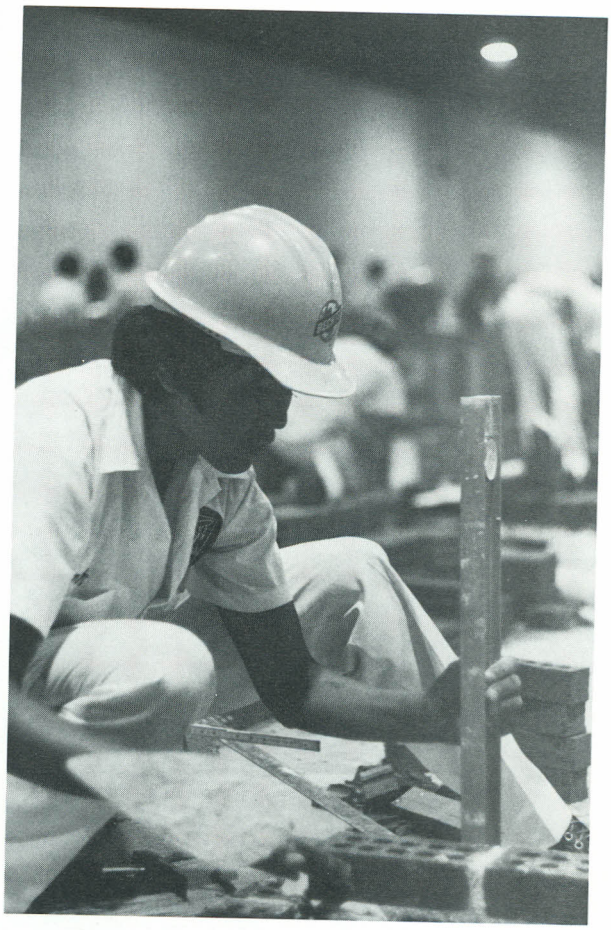
Purpose: To demonstrate basic skills in accuracy in construction with bricks, following design specification; determining plumb, level, square and range; height of construction.



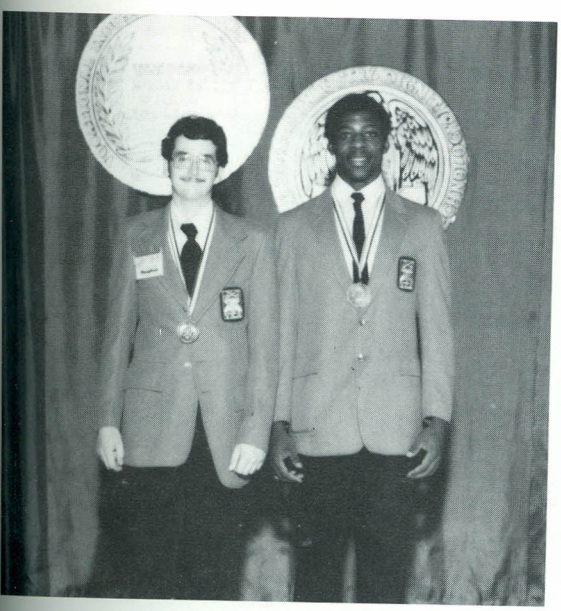
Technical Committee: Morgan K. Fields, The Masonry Institute of Memphis; Vince Abramo, International Union of Bricklayers and Allied Craftsmen; Bill Vaulkenberry, Brick Institute of America; John W. Glass, Jr., Brick Association of North Carolina; Donald Halsell, Brick Institute of Texas; George A. Miller, Mason Contractors Association of America; Merlin Taylor, International Union of Bricklayers and Allied Craftsmen; Joe Thomas, Webster Brick Co.; Jim Robinson, Brick Institute of America; Richard Beiting, International Union of Bricklayers and Allied Craftsmen; Gary Fletcher, Brick Institute of America. Georgia Committee: Jack Roberts, Jonesboro Sen. H.S.; Weston M. Brown, Newton Co. H.S.; John Singleton, Peach Co. H.S.







Winners



Sec: L-R, 2nd Timothy Kiker, NC; 1st Edward Decker, PA; 3rd Frank Glover, Jr., GA



Post-Sec: L-R, 2nd Jeron Mahoney, UT; 1st John Clarke, FL; 3rd Robert Fowler, KY

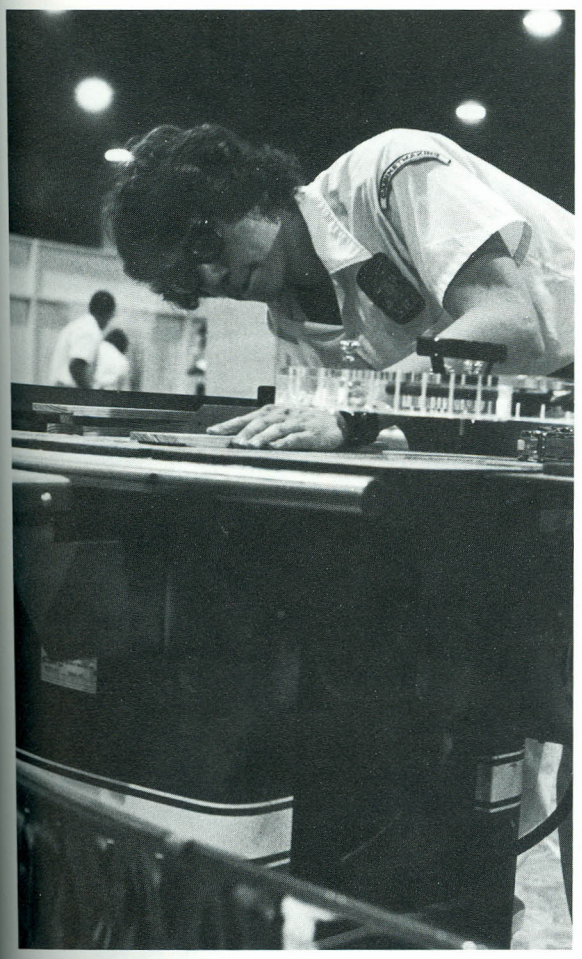
Cabinetmaking & Millwork

Purpose: To demonstrate the ability to interpret blueprints, plan and layout jobs, manipulate handtools, measuring devices and assemble wood in a craftsmanlike safe manner.



Technical Committee: Guss Marsh, Marsh Industries; James E. Bates, Power Tool Institute; William H. Winter, Architectural Woodwork Institute. Georgia Committee: Tim Hamilton, Douglas Co. H.S.; Jack D. Britt, Parkview Voc. Center; George Trawick, Jordan Voc. H.S.; Elliott Evans, Hawkinsville H.S.







Winners



Sec: L-R, 2nd Darrel Staley, WA; 1st Chuck Thorton, AL; 3rd Jim Wiater, NJ



Post-Sec: L-R, 2nd Paul Cozzens, UT; 1st Andy Latorre, CA; 3rd William McDuffie, MN

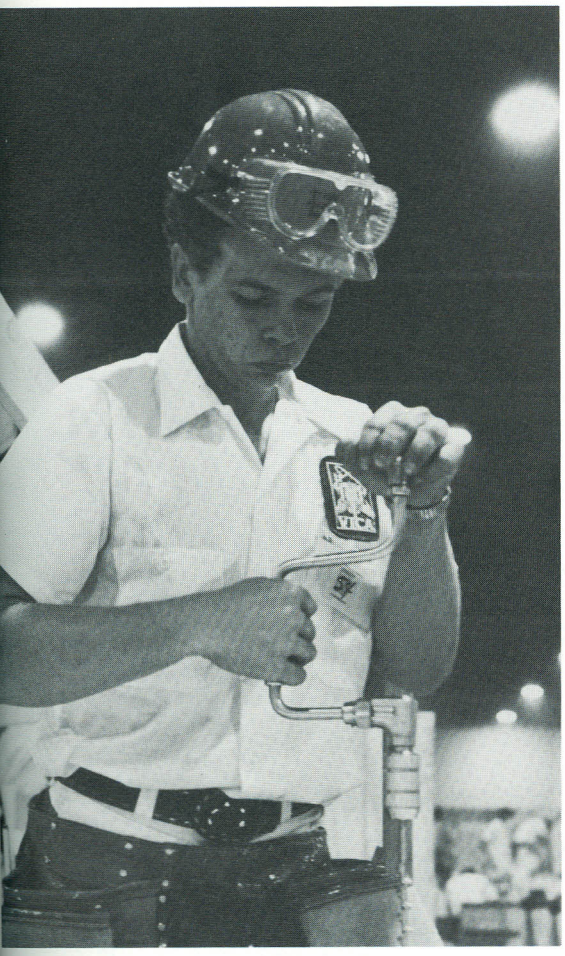
Carpentry

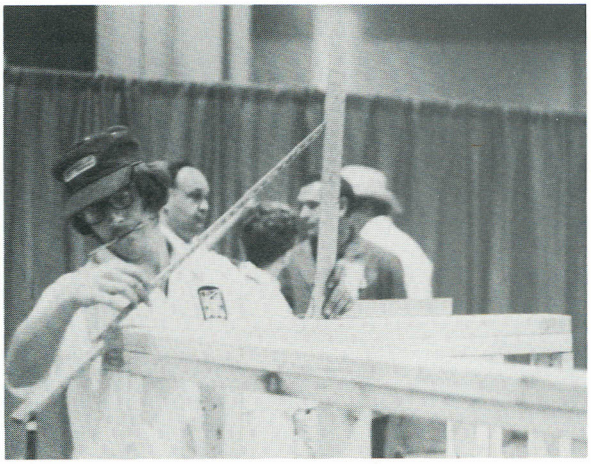
Purpose: To demonstrate skills required in floor framing, wall framing, roof framing, stair building, finishing and effective insulation.



Technical Committee: John Tucker, National Association of Home Builders; Tom Goodman, Daniel Construction Company; Jesse S. Harris, Jesse Harris Construction Company, Dale Howse. Georgia Committee; Ellis Hite, Calhoun H.S.; William C. Smith, LaGrange H.S.









Winners



Sec: L-R, 2nd Amalio Alvarez, NV; 1st Keith Cordes, NB; 3rd Michael Guest, NJ



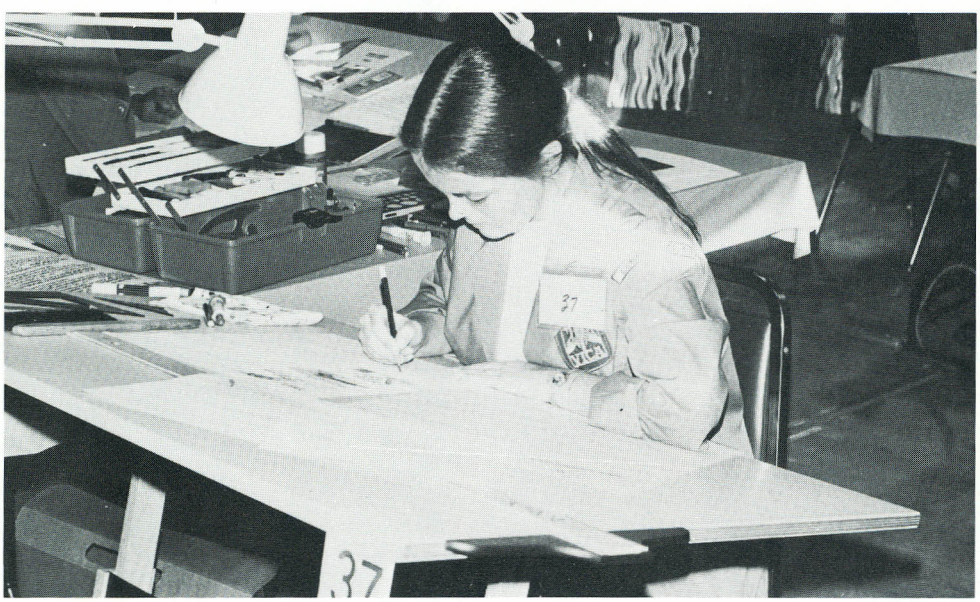
Post-Sec: L-R, 2nd Michael Craig, TX; 1st Alan Windschitl, MN; 3rd Rodney Jones, UT

Commercial Art

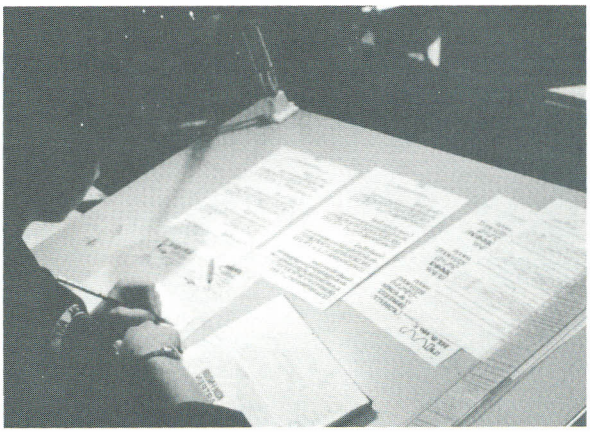
Purpose: To demonstrate competency in completing a composite layout problem; develop thumbnail sketches and roughs in a visualizer, develop a comprehensive drawing in a cold press illustration board and complete a paste-up/color separation in a hot press illustration board.



Technical Committee: Jean Judith Doyle, Perceptions, Etcetera; John Johns, Art Institute of Pittsburgh; Liz Getz, Art Institute of Atlanta; Ed Hamilton, The Design Schools; Betty Jo Taylor, Coca-Cola Corp.; Carl W. Wangley, Hanson's Office Products, Inc. Georgia Committee: Brenda Noblitt, Chattanooga Valley H.S.; Martha Pinion, Chattanooga Valley H.S.









Winners



Sec: L-R, 2nd James Fuller, CO; 1st Robert Smith, FL; 3rd Jay Lusk, WA



Post-Sec: L-R, 2nd Michelle Rook, UT; 1st Timothy Lowe, IA; 3rd Vicki Webb, CO

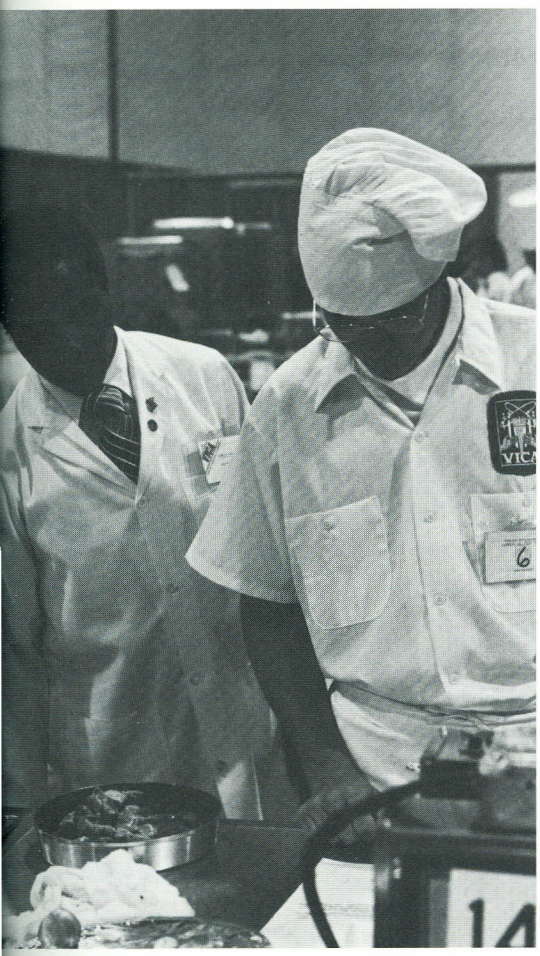
Commercial Food Trades

Purpose: To demonstrate basic skills of preparing foods in a manner acceptable to industry.



Technical Committee: Carole Pattilo, Carrollton H.S.; Steve Miller, National Restaurant Assoc.; Thomas H. Haugh, Kraft, Inc.; Ernest Saltare, Johnson and Wales College. Georgia Committee: Harry J. Bullard, Brunswick H.S.; Marjorie Faye Craft, Peach County H.S.; Virginia Alexander, Habersham H.S.; and Betty Harchar, Douglas Co. H.S.







Winners



: L-R, 2nd Marlin Ruhl, PA; 1st James Bennett, FL; 3rd Debbie
ert, MS



Post-Sec: L-R, 2nd John Porter, WI; 1st Melvin Davis, AL; 3rd Tamra Styer, WA

Commercial Art

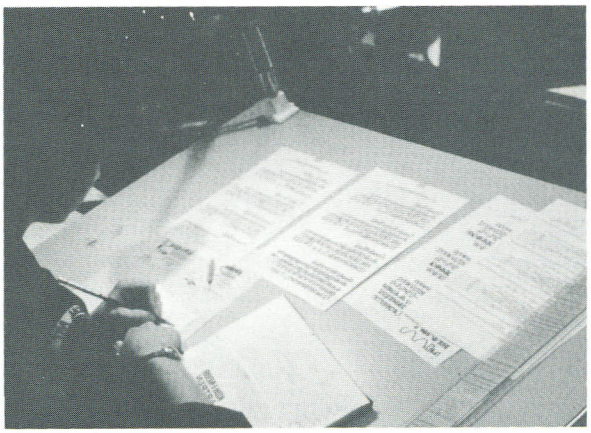
Purpose: To demonstrate competency in completing a composite layout problem; develop thumbnail sketches and roughs in a visualizer, develop a comprehensive drawing in a cold press illustration board and complete a paste-up/color separation in a hot press illustration board.



Technical Committee: Jean Judith Doyle, Perceptions, Etcetera; John Johns, Art Institute of Pittsburgh; Liz Getz, Art Institute of Atlanta; Ed Hamilton, The Design Schools; Betty Jo Taylor, Coca-Cola Corp.; Carl W. Wangley, Hanson's Office Products, Inc. Georgia Committee: Brenda Noblitt, Chattanooga Valley H.S.; Martha Pinion, Chattanooga Valley H.S.









Winners



L-R, 2nd James Fuller, CO; 1st Robert Smith, FL; 3rd Jay Lusk,



Post-Sec: L-R, 2nd Michelle Rook, UT; 1st Timothy Lowe, IA; 3rd Vicki Webb, CO

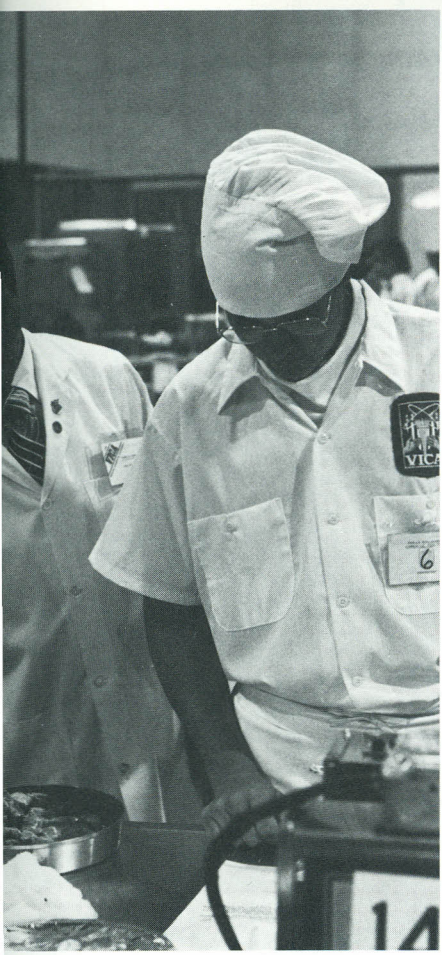
Commercial Food Trades

Purpose: To demonstrate basic skills of preparing foods in a manner acceptable to industry.



Technical Committee: Carole Pattilo, Carrollton H.S.; Steve Miller, National Restaurant Assoc.; Thomas H. Haugh, Kraft, Inc.; Ernest Saltare, Johnson and Wales College. Georgia Committee: Harry J. Bullard, Brunswick H.S.; Marjorie Faye Craft, Peach County H.S.; Virginia Alexander, Habersham H.S.; and Betty Harchar, Douglas Co. H.S.







Winners



arlin Ruhl, PA; 1st James Bennett, FL; 3rd Debbie



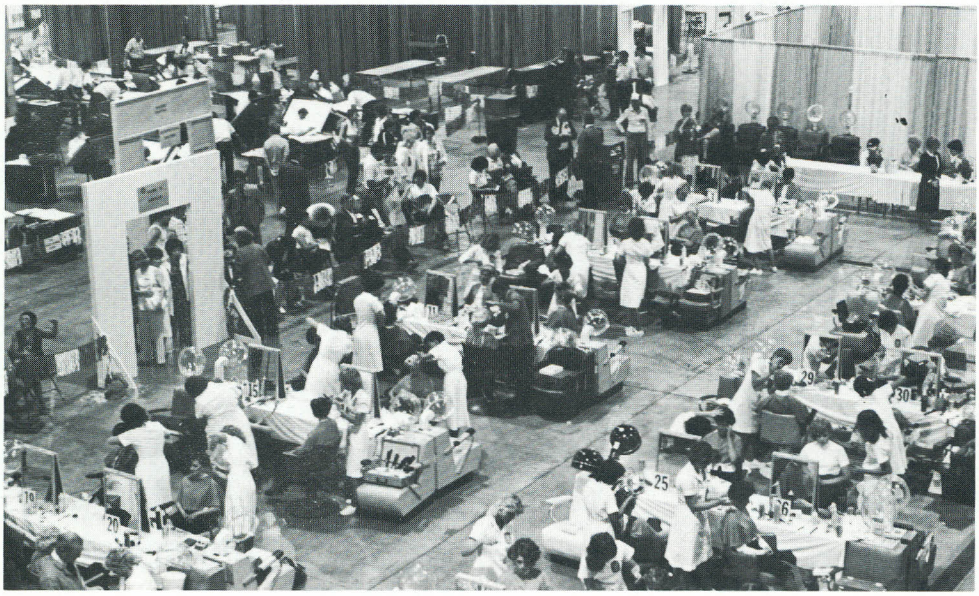
Post-Sec: L-R, 2nd John Porter, WI; 1st Melvin Davis, AL; 3rd Tamra Styer, WA

Cosmetology

Purpose: To demonstrate skills in hair cutting, styling, coloring, permanent waving and chemical relaxing.



Technical Committee: Gertrude Wooldridge; David Bagwell, National Hairdressers and Cosmetologists Assoc.; Linda Chrimes, Clairol Inc.; Thomas R. Severance, Milady Publishing Co.; Lynn Smith, Helene Curtis Industries, Inc.; Leo Monnier, J. C. Penney Co. Georgia Committee: Leon Duke, Atlanta Area Voc-Tech School; Linda Childers, Lakeview-Ft. Oglethorpe H.S.; Janey B. Dunn, Jonesboro Sen. H.S.; Carole N. Martin, Upson Tech; Linda D. Sosebee, White Co. H.S.; Carolyn G. Yeargin Douglas Co. Comp. H.S.









Winners



Sec: L-R, 2nd Kathy Atchley, OK; 1st Silvia Volpe, NY; 3rd Yvette Alvaro, PR



Post-Sec: L-R, 2nd Mona Plett, WA; 1st Kenneth Brown, FL; 3rd Virginia Goodwin, MS

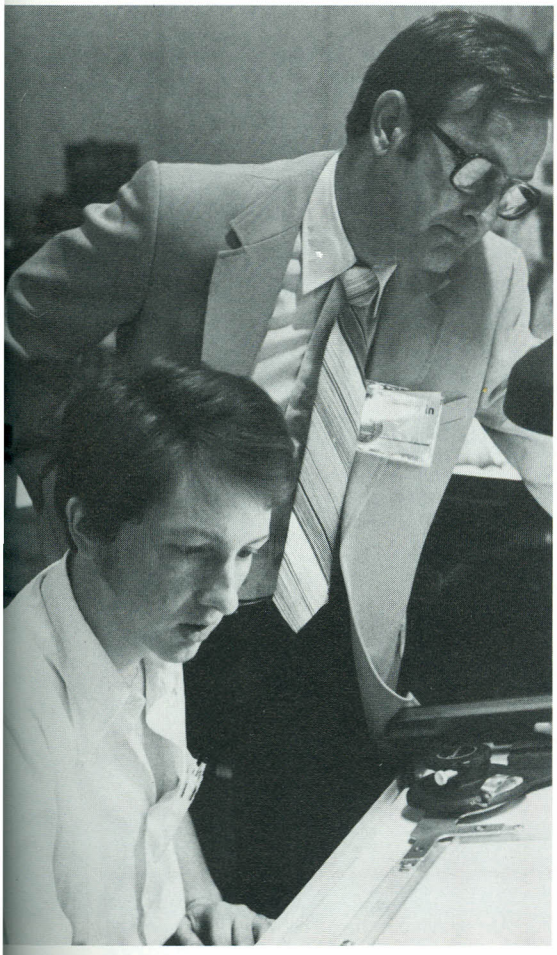
Drafting, Architectural

Purpose: To demonstrate basic skills in developing a plot plan, detailed floor plan, detailed elevations and a typical wall section from a building requirement.



Technical Committee: Charles Kalb, AM Bruning; Eugene Ast, AM Bruning; Richard Polloway, Teledyne Post, Inc.; John Cobb, AM Bruning; Peter P. Saunder, Sterling Manufacturing Co.; Donald E. Sanders, AM Bruning; Robert N. Huntey, AM Bruning. Georgia Committee: W. J. Webb, LaGrange H.S.; Charles L. Spradlin, LaGrange H.S.; Bobby L. Greene, Cass H.S.

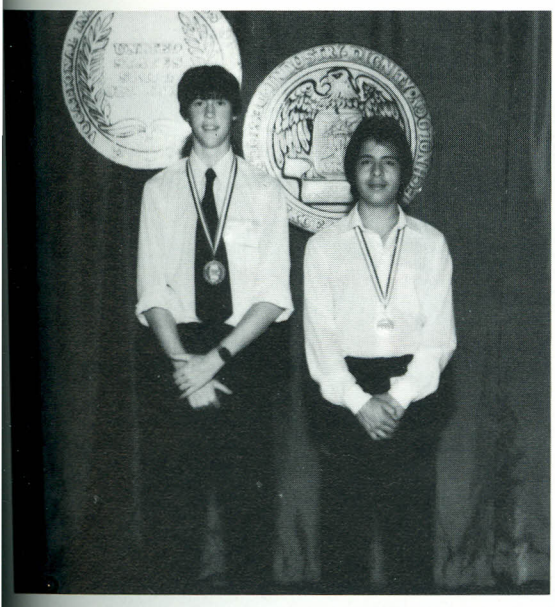








Winners



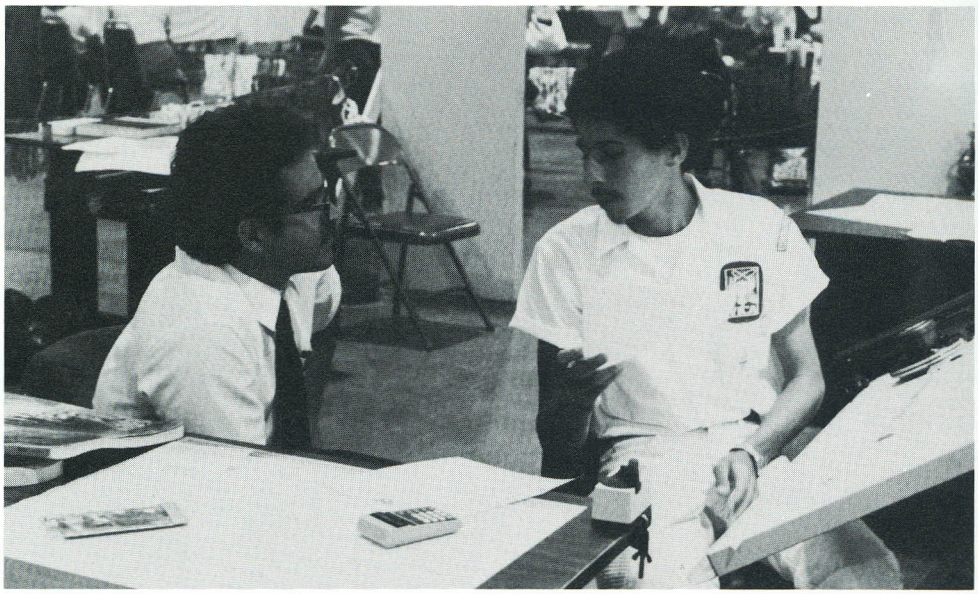
Sec: L-R, 2nd Ramon Varella, NV; 1st John Fyfe, MI; 3rd Peter Iju, VA



Post-Sec: L-R, 2nd Dale Dixon, CA; 1st Kent Craven, UT; 3rd Jeff Torries, MS

Drafting, Machine

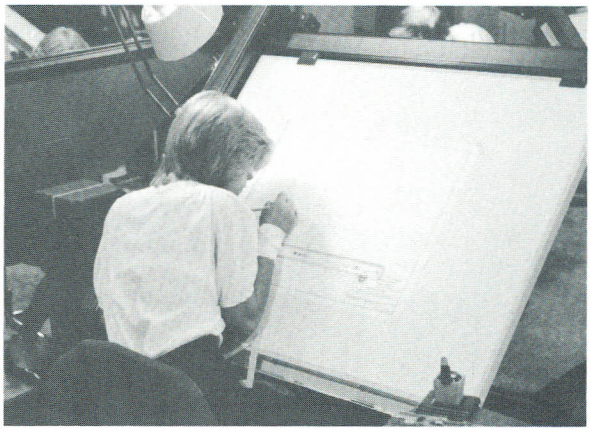
Purpose: To demonstrate skills in preparing: detail drawings of machine parts from exploded, pictorial, assembly or isometric drawings; exploded drawing from a detailed machine drawing; using proper scaling, tolerances and sectional views.



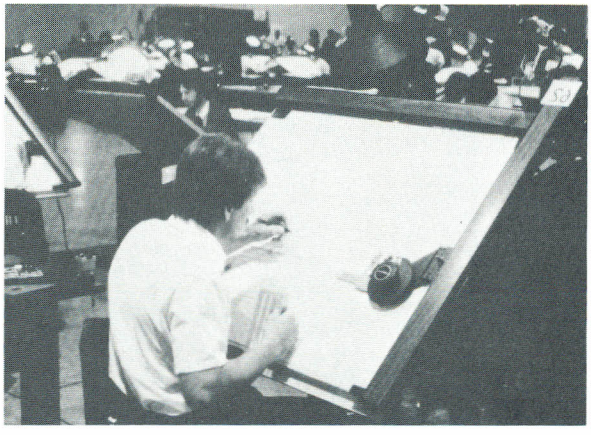
Technical Committee: Charles Kalb, AM Bruning: Eugene Ast, AM Bruning; Richard Polloway, Teledyne Post, Inc.; John Cobb, AM Bruning; Peter P. Saunder, Sterling Manufacturing Co.; Donald E. Sanders, AM Bruning; Robert N. Huntey, AM Bruning Georgia Committee: Derryl Quinn, Lee Co. H.S.; Larkin Loudermilk, Habersham Central H.S.; Charles Mayton, Etowah H.S.; J. H. Carithers, Putnam Co. H.S.; Charles Johnson, Walter L. George H.S.; David Mills, Crisp Co. H.S.







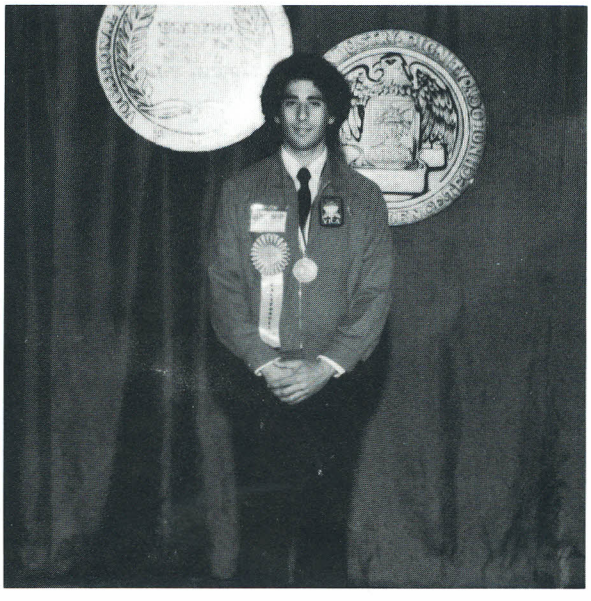




Winners



ec: L-R, 2nd Greg Smith, RI; 1st Jeff Maddux, IN; 3rd Felix lermandez, NC



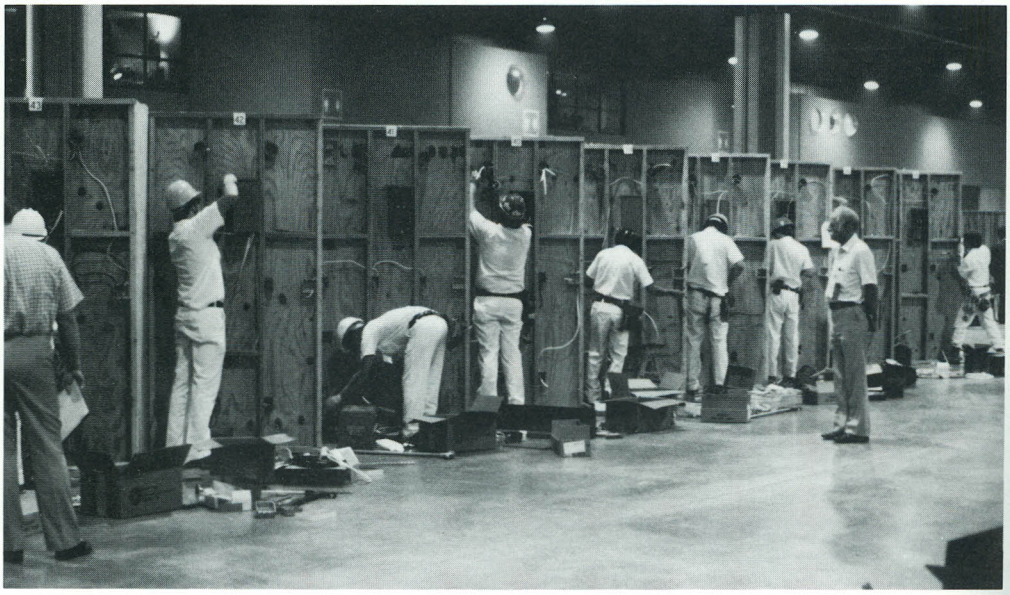
Post-Sec: L-R, 2nd Joe Johnson, AL; 1st Javier Jimenez, CA; 3rd Patricia Lentz, KY

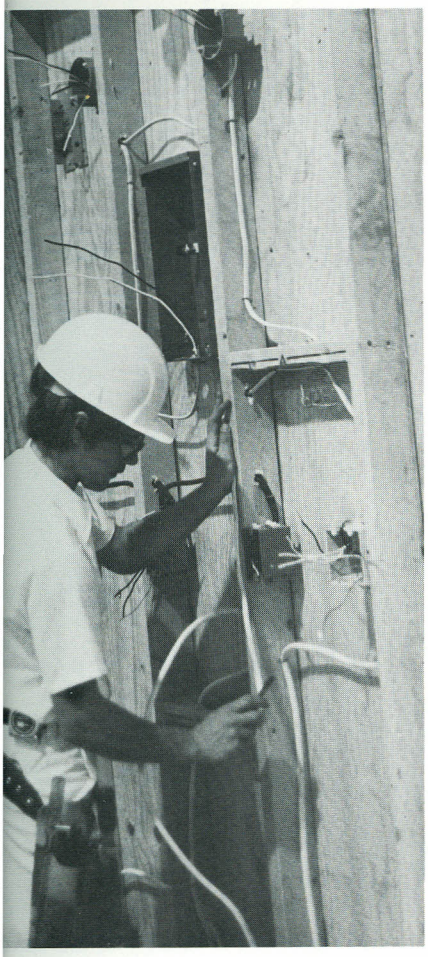
Electrical Trades

Purpose: To demonstrate various skills required in residential and light industrial wiring.

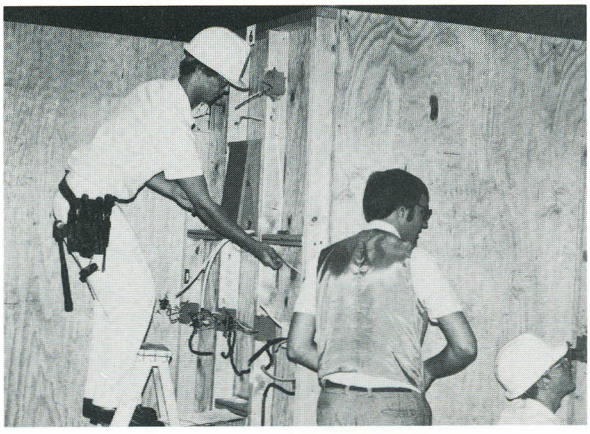


Technical Committee: Everett Lehmann, International Brotherhood of Electrical Workers; Clair Kenney, International Brotherhood of Electrical Workers; William B. Anderson, National Electrical Contractors Association; Nicholas M. Federko; Walter Griffin, JATC Union 613; Charles Kelly, National Electrical Contractors Association; Richard Howard, JATC Union 613. Georgia Committee: Charles Cartwright, Jordan Voc. H.S.; Robert H. Arnold, Griffin Tech; Joseph A. Herrington, Appling Co. H.S.; Grady Morey, Worth Co. H.S.; Henry Morris, Brunswick H.S.









Winners



bert Chevesky, PA; 1st Chuck Nightengale, MD;
tz, MN



Post-Sec: L-R, 2nd Richard Flesvig, MN; 1st Galen Elgersma, IA;
3rd Leroy Johnson, OK

Graphic Communications

Purpose: To demonstrate the various skills required to operate graphics equipment, interpret requirements for a finished job, prepare a layout, figure stock requirements, strip a series of processed negatives and operate an offset press.



Technical Committee: Foster Spain, AM Multigraphics; Larry L. Clark, State of Georgia General Services Division; Nicholas Esposito, New York School of Printing; William Kane, AM Multigraphics; Walter Lypka, Graphic Arts International Union; William R. Mason, Education Consultant; Ron Neeley, A. B. Dick Co.; Jack Simich, Graphic Arts Technical Foundation; Art Sirles, NuARC Co., Inc.; Gene Strandberg, Eastern Illinois University. Georgia Committee: Glenn Cox, Jonesboro H.S.; Marion Hudson, South Fulton Voc. Center; Steve Manning, Newton Co. Comp. H.S.; Larry Taylor, Jordan Voc. H.S.; Steve Spafford, Marietta H.S.; Peter Monfeith, Heritage H.S.





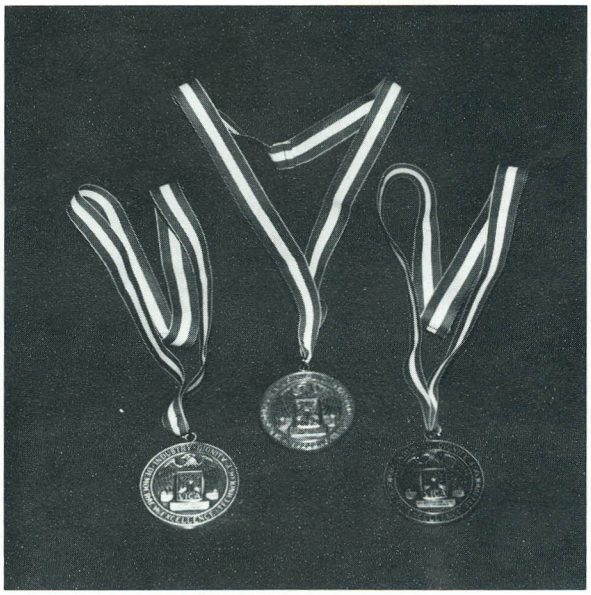




Winners



-R, 2nd Joe Lintzenich, MI; 1st David Harris, MA; 3rd Mark
, WA



Post-Sec: L-R, 2nd Steven Molatore, OR; 1st Tad Sparks, CO; 3rd Jeffrey Dayon, MN

Heavy Duty Equipment Mechanics

Purpose: To demonstrate general shop skills to include troubleshooting and repairing engines, electrical systems, chassis, transmissions and carriers, and hydraulic systems.



Technical Committee: David D. Schwartz, Go-Power Corp.; Bruce Askey, Dana Corp.; Tyler Barnes, Detroit Diesel Allison; Ed Baumgartner, Eaton Corp.; Harry S. Boughton, Owens Technical College; Donald Finch, Lincoln Technical Institute; Ralph McDaniel, Cummins Engine Co.; Fred Murphy, Cummins Engine Co.; Jack Samp, Caterpillar Tractor Co.; David Slaman, Dana Corp.; John M. Sukala, J. JEB Manufacturing Co.; Doug Tein, Eaton Corp.; Ron B. Turley, Ron Turley Assoc., Inc.; D. C. Vought, Mack Trucks, Inc.; Tim Walton, Eaton Corp.; Donald Wilson, Wilson United Corp.; John Winslow, Kenworth Truck Co.; Jay Sandler, Rockwell International; M.S. Thronsen, St. Louis Kenworth; Larry Thayer, Cummins Engine Co.; William A. Kolibaba, Ohio Diesel Technical Institute. Georgia Committee: Bill Chandler, Hart Co. Comp. H.S.; James Kea, Vidalia H.S.; Arnold Meeks, Habersham Central H.S.; James B. Thigpen, Vidalia H.S.; Freddy Lunsford, Worth Co. H.S.





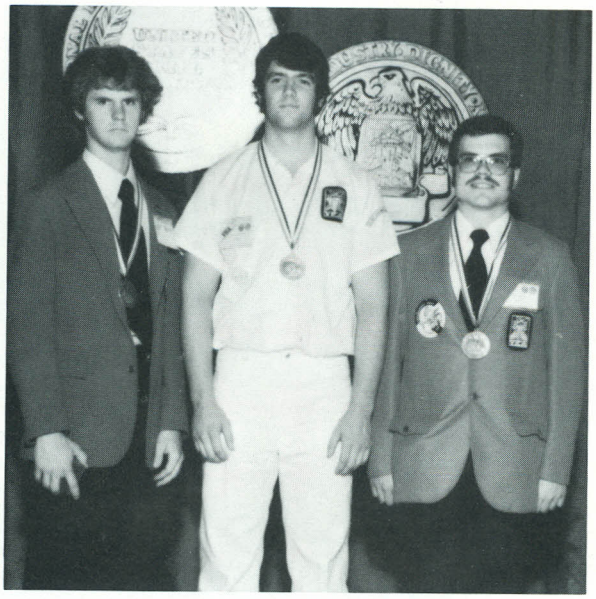




Winners



Sec: L-R, 2nd Daniel Baseler, MO; 1st Steven Vesterdal, AZ; 3rd Richard Barr, PA



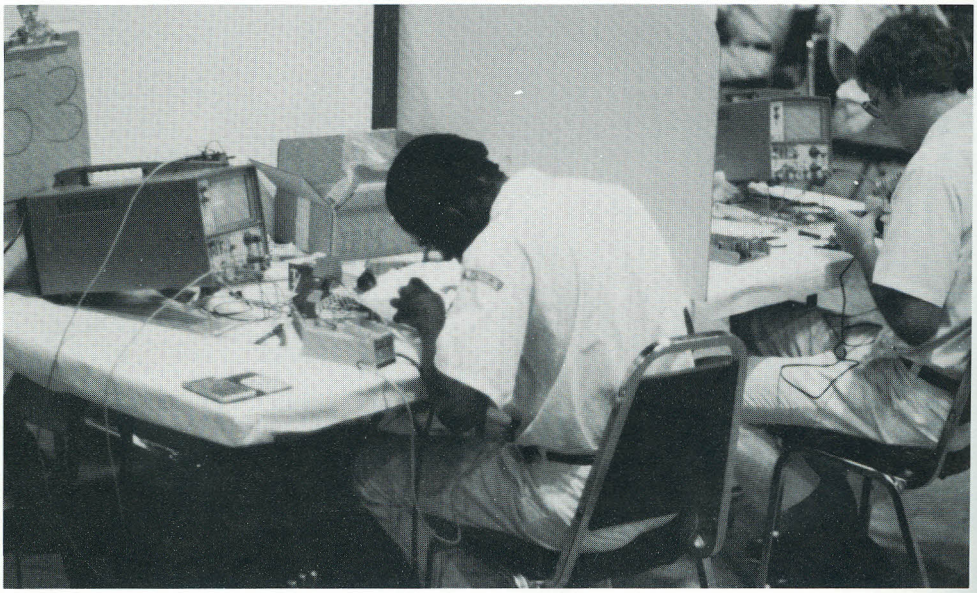
Post-Sec: L-R, 2nd Larry Miller, UT; 1st Bret Murphy, MT; 3rd Daniel Lindstrom, MN

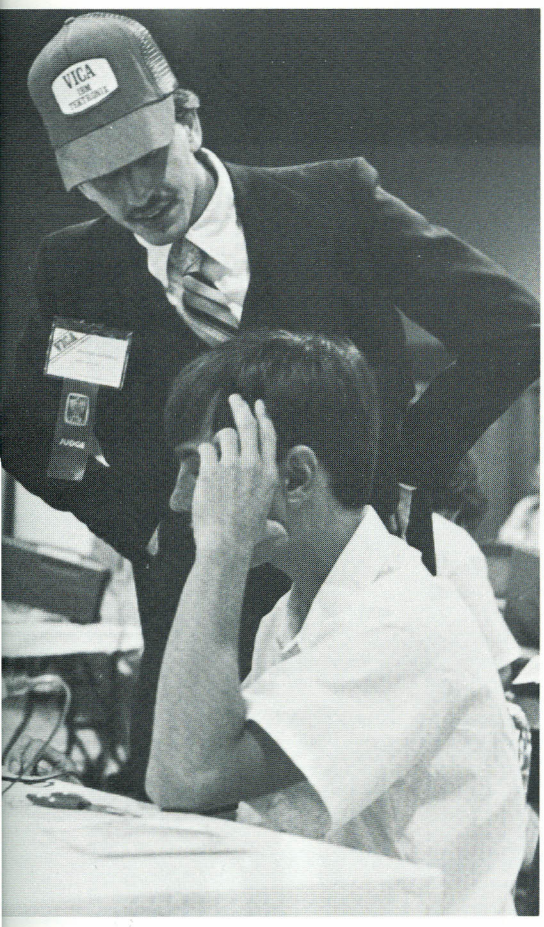
Industrial Electronics

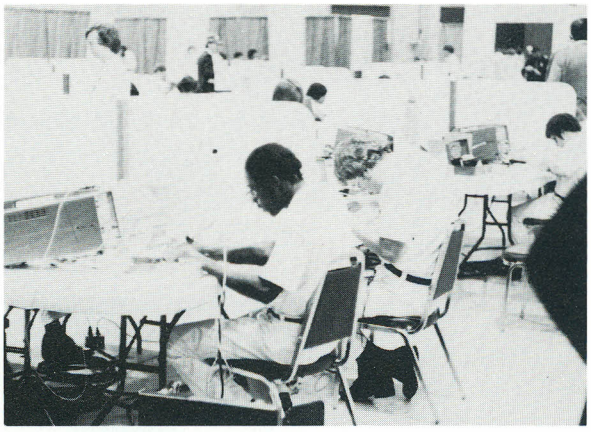
Purpose: To demonstrate skill in the design, construction and testing of electronic equipment.

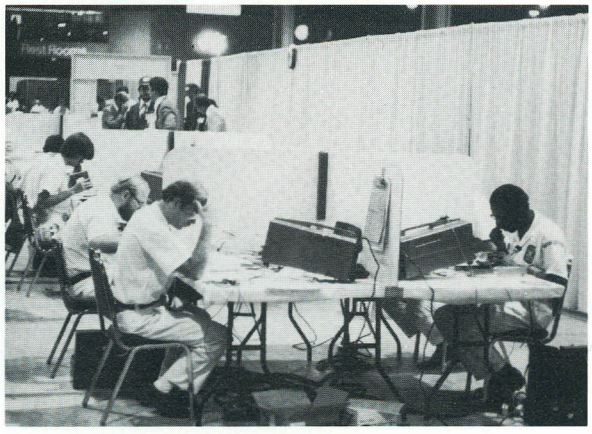


Technical Committee: Robert Rittwegger, International Business Machines Corp.; W. W. Bishop, International Business Machines Corp.; W. D. Martell, International Business Machines Corp.; William L. Lewis, Tektronix, Inc.; Art Wesche, International Business Machines Corp. Georgia Committee: Ben Nash, N.E. Georgia CESA; John A. Perkins, Bainbridge H.S.









Winners



L-R, 2nd Arthur Densmore, CA; 1st Hitashi Fujinaka, OR; Harry Eaton, CO



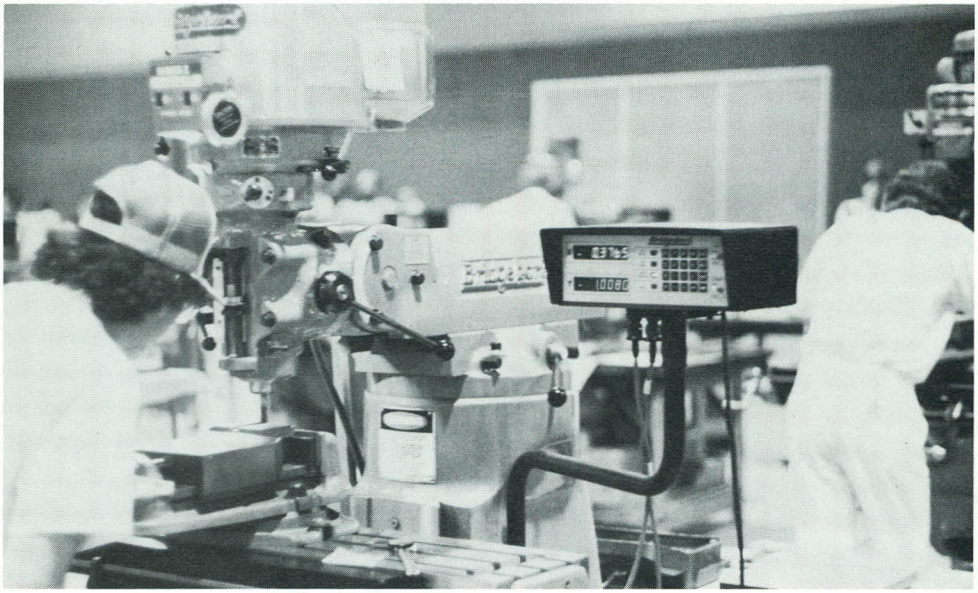
Post-Sec: L-R, 2nd Charles Gard, CA; 1st Mike Beymer, ID; 3rd Lane Anderson, MO

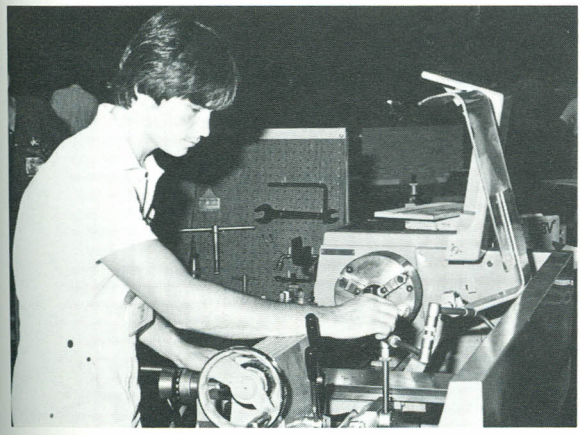
Machine Shop

Purpose: To demonstrate skills in using precision machine equipment for cutting, grinding, milling, drilling and various bench work skills common to machine trades.

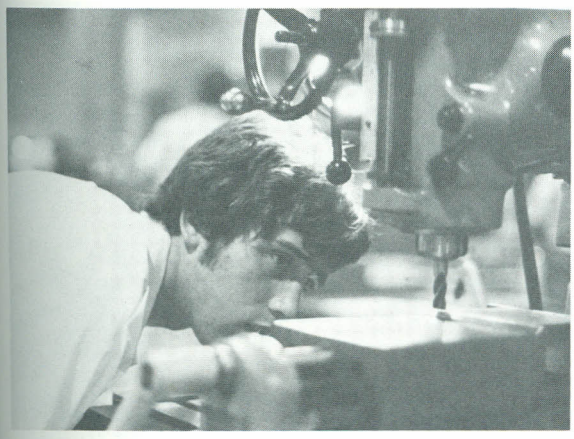


Technical Committee: Leslie H. Johnson; National Machine Tool Builder's Assoc.; Richard Suski, National Machine Tool Builder's Assoc.; David E. Horn, Kearney and Trecker Corp.; Tim Hampton, DoAll Corp.; William Redmon, William J. Redmon and Son, Inc.; Richard P. Bodine, Jr., Bodine Corp.; Nick Boerger, Cincinnati Milocron, Inc.; John Harbaugh, Landis Tool, Div. of Litton Industrial Products, Inc. Georgia Committee: Jimmy Entrekin, Jordan Voc. H.S.; Grover Ellis, Jordan Voc. H.S.; Grady Fleming, Newnan H.S.; Sam Howard, Toombs Co. H.S.







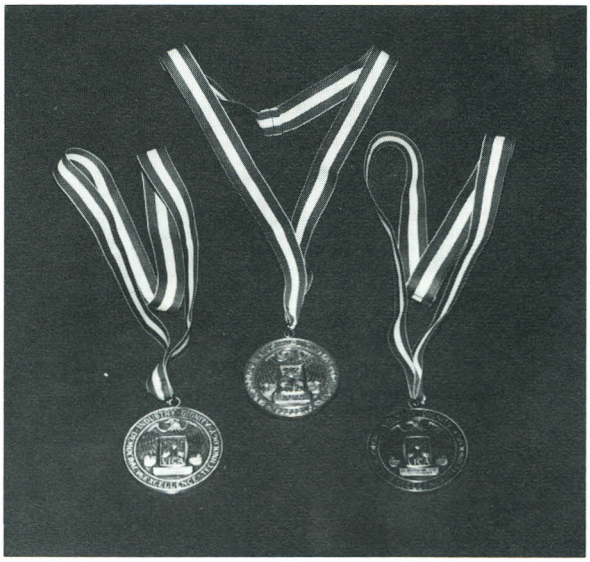




Winners



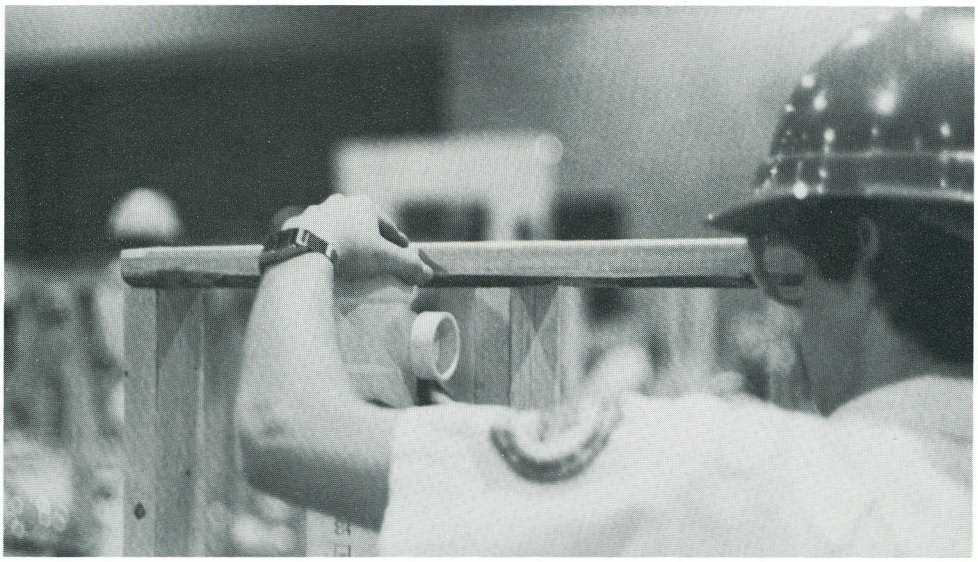
Sec: L-R, 2nd Benjamin Hoffecher, DE; 1st James Higley, IL; 3rd David Ferrio, MI



Post-Sec: L-R, 2nd John Balog, ID; 1st Glenn Duffin, UT; 3rd Floyd Swanson, MI

Plumbing and Pipefitting

Purpose: To demonstrate skill in design layout and piping of domestic utility units involving galvanized, plastic and copper tubing.



Technical Committee: John Defilio, Associated Builders and Contractors; Carl Hollar, O. D. Hollar and Son, Inc.; Norbert Guy, National Association of Plumbing, Heating and Cooling Contractors; W. E. Olson, Crane Co. Georgia Committee: Bob Parrish, DeKalb O.E.C.-North; Kenneth Brooks, White Co. H.S.; Lynn M. Popham, Coosa Valley Voc. H.S.









Winners



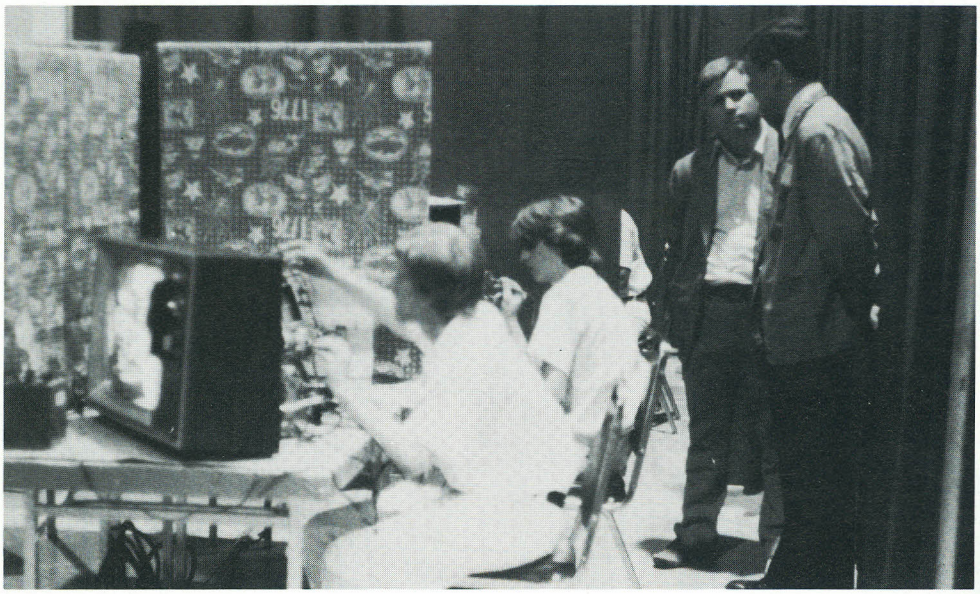
Sec: L-R, 2nd Philip Lanier, FL; 1st John Blacker, MA; 3rd Steven Cox, NC



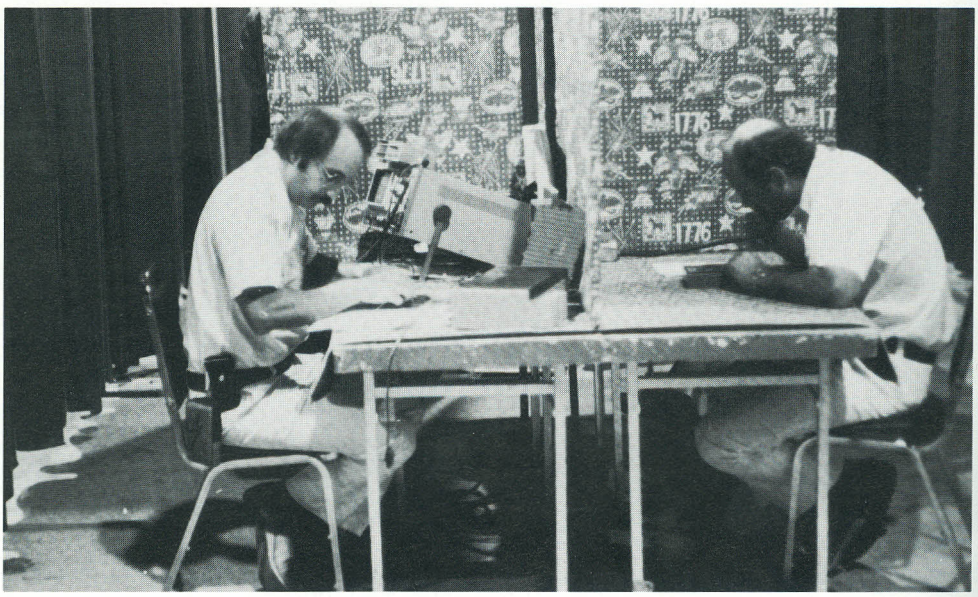
Post-Sec: L-R, 2nd Dennis Ledee, FL; 1st Mike Kabela, TX; 3rd Mark Shebester, OK

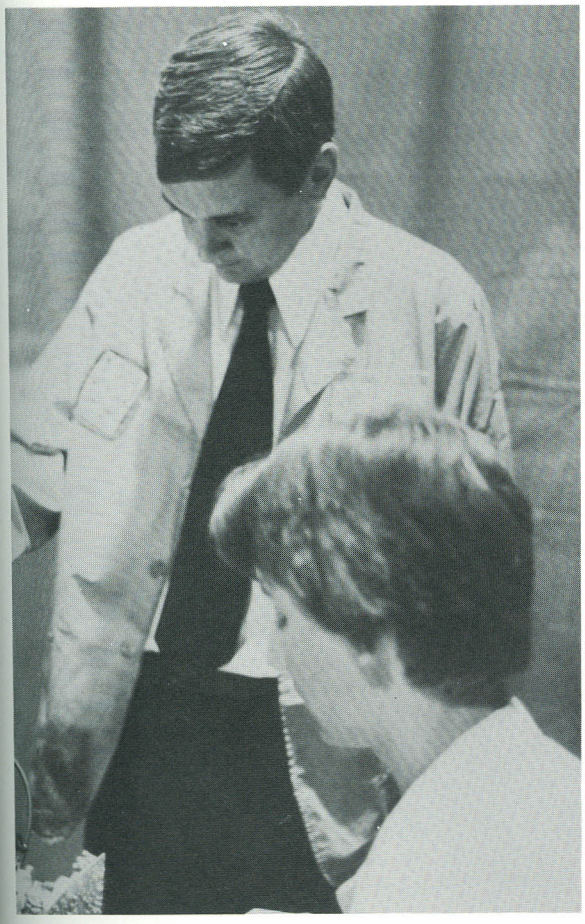
Radio and T.V. Repair

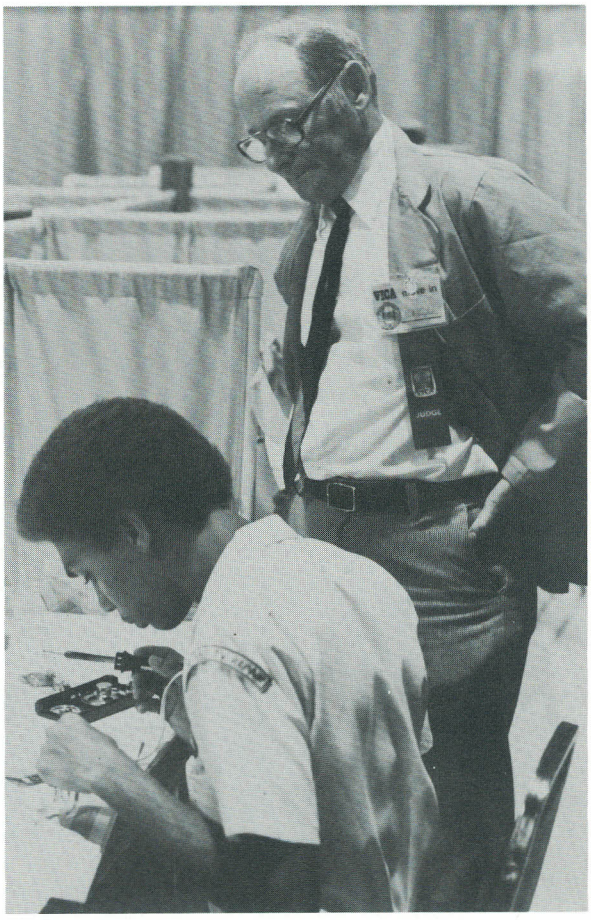
Purpose: To demonstrate skills in diagnosing and repairing malfunctions in radio and TV circuits.



Technical Committee: Frank Steckel, Appalachian State Univ.; Greg Carey, Sencore; Jack Berquist, GTE Sylvania; Jim Farrell, Dynascan Corp.; Ray Guichard, Magnavox Co.; Frank Hadrick, Zenith Corp.; Eugene Koschella, Electronic Industries Assn.; Ed Mueller, Quasar Electronics; Irv Rebeschini, Simpson Electric Co.; Dom Sabatini, Panasonic Co.; Jerry Surprise, General Electric Co.; Steve Zell, RCA Georgia Committee: Bobby Barron, Etowah H.S.; Hank Hughes, Brunswick H.S.; George Sabens, Jordan Voc. H.S.







Winners



Sec: L-R, 2nd Thomas Bowns, CA; 1st Jim Jackson, MS; 3rd Neil Puthuff, CO



Post-Sec: L-R, 2nd Terrence Betts, KA; 1st Steve Booth, AL; 3rd Gary Ward, UT

Sheet Metal

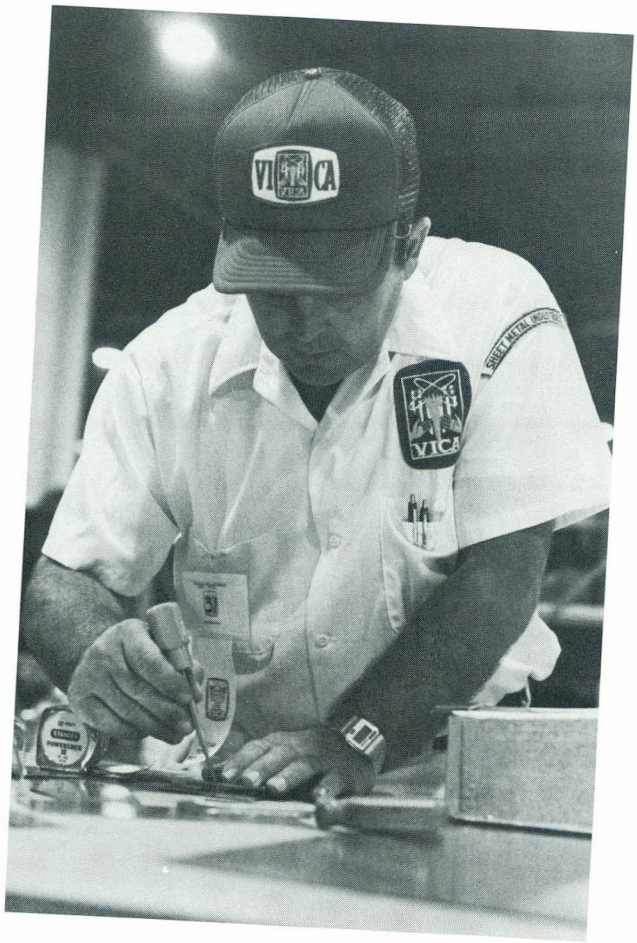
Purpose: To demonstrate skill in constructing, welding, cutting, bending, riveting and measuring using sheet metal and associated tools.



Technical Committee: Larry Baxter, Southeast Whitfield H.S. Georgia Committee: Dan Cochran, Walter H.S.; Jerry Mills, Bainbridge H.S.; Bill Young, Cobb Co. H.S.







Winners



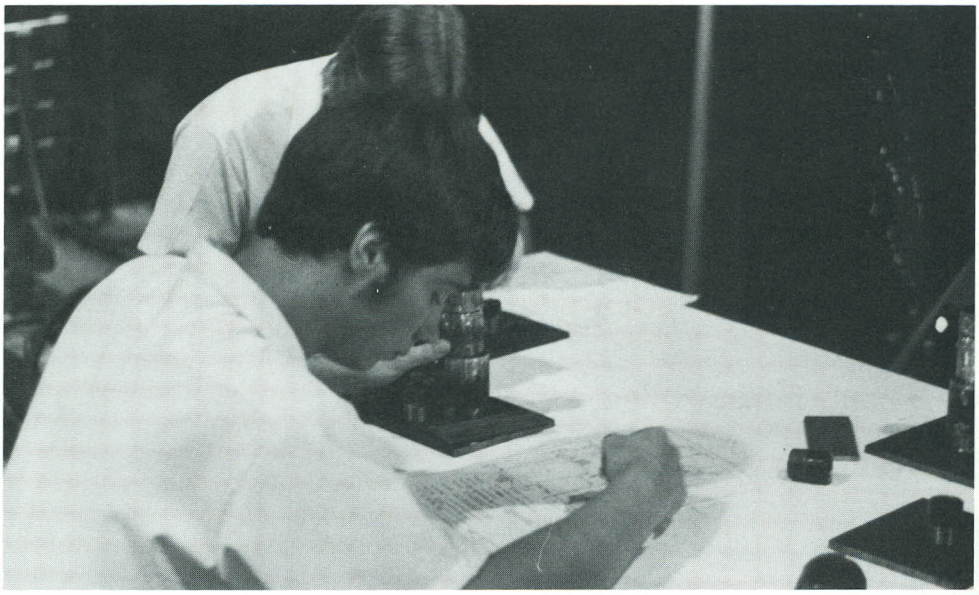
R, 2nd Mark Rogers, DE; 1st Mike Fowler, GA; 3rd Michael
as, TN



Post-Sec: L-R, 2nd Thomas Gerde, MN; 1st William Moore, UT;
3rd Bob Keller, WA

Welding

Purpose: To demonstrate skills in shielded metal arc, gas metal arc and gas tungsten arc welding.



Technical Committee: Eugene G. Hornberger, Newport News Shipbuilding; Howard Cary, Hobart Brothers Co.; Andy Godley, AWS Education Committee: August F. Manz, Union Carbide Corp.; Richard Sabo, Lincoln Electric Co.; Debrah Wier, American Welding Society; Leonard Wood, Wentworth Institute. Georgia Committee: Chuck Dyarmett, Gainesville H.S.; Danny J. Mitchell, Newton Co. Comp. H.S.; John Bennett, Bacon Co. H.S.; Steuart N. Hall, Lee Co. H.S.; Samuel B. Pruitt, Dougherty H.S.; Jim McNew, Ringgold H.S.





Winners



Sec: L-R, 2nd James Voorhees, NY; 1st Robert Hamilton, KY; 3rd Randy Baker, CA



Post-Sec: L-R, 2nd Asa Jones, ID; 1st James Plummer, FL; 3rd Daniel Pore, AR









What A Day!







U.S. Skill Olympics



Health Occupations

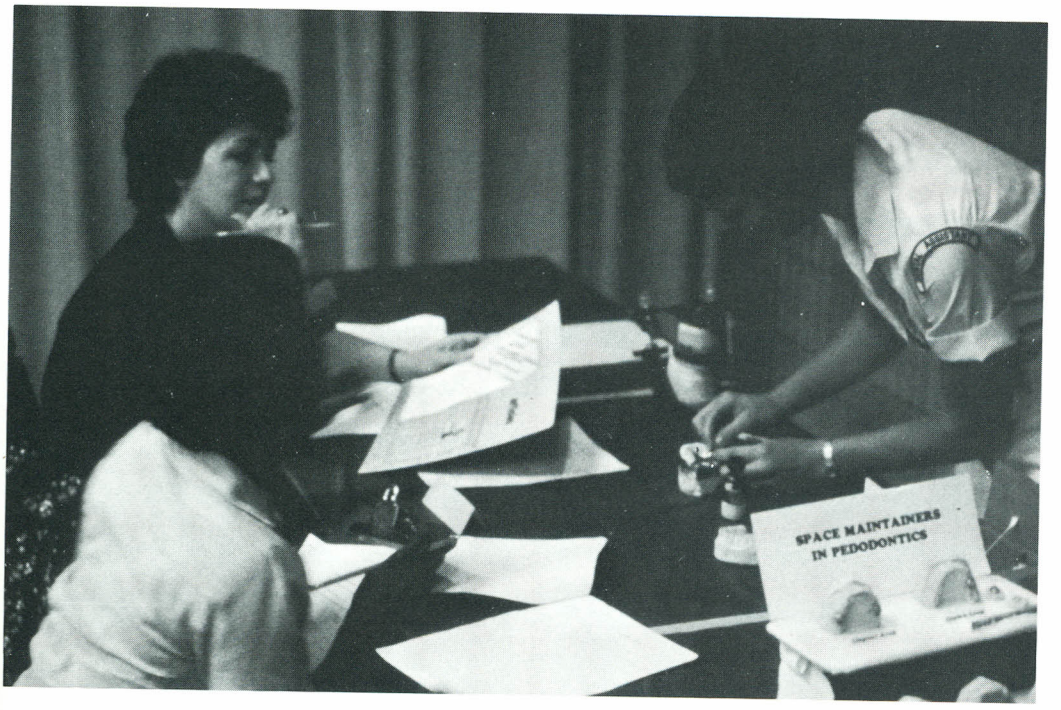
Dental Assistant

Purpose: To demonstrate skill in laboratory procedures, patient education, business office procedures, chairside assisting and other miscellaneous procedures associated with the dental assistant occupation.

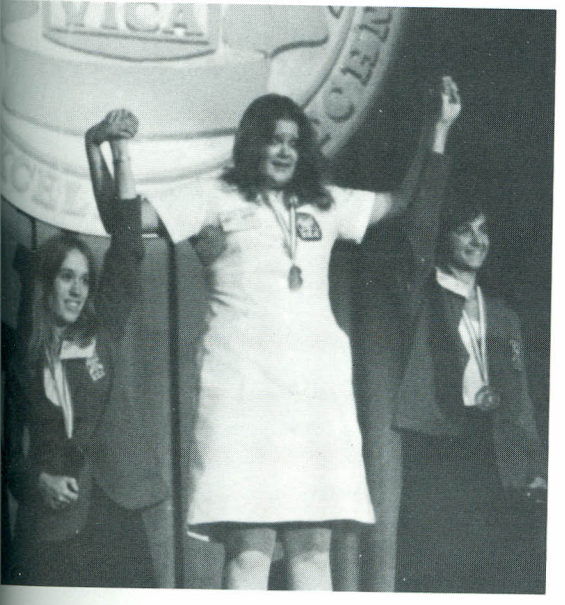


Technical Committee: Joyce Sigmon, American Dental Association; Dr. J. D. Strain, Emory University School of Dentistry. Georgia Committee: Beverly Elder, Shaw H.S.





Winners



Sec: L-R, 2nd Melody Radcliffe, OH; 1st Margaret Reuvers, GA; 3rd Glenda Tunstill, AR



Post-Sec: L-R, 2nd Trudy Green, UT; 1st Diane Zabloski, MN; 3rd Ranae Treffry, WA

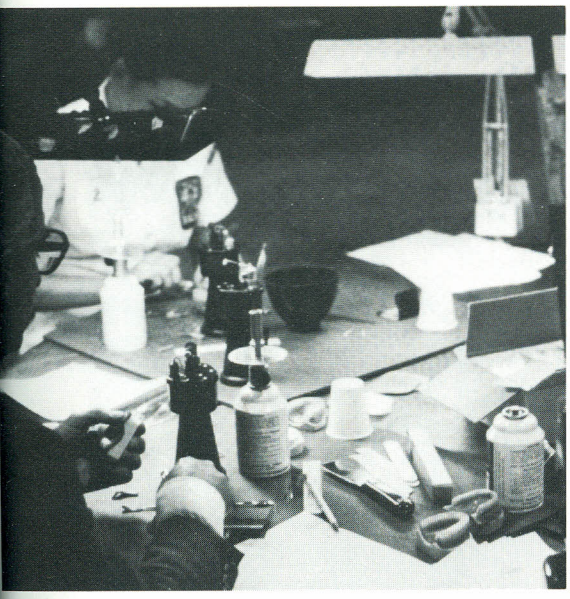
Dental Technician

Purpose: To demonstrate skills in pouring master casts, models and inlay dies; making base plates, base plate bite rims; articulation; waxing inlays; tooth caring and all skills associated with dental technician occupation.



Technical Committee: Joyce Sigmon, American Dental Association; Dr. J. D. Strain, Emory University School of Dentistry. Georgia Committee: Warren Walker, Buford H.S.







Winners



Sec: L-R, 2nd Cheryl Massey, OK; 1st Sherry Eads, OH; 3rd Jimmy Muse, NC



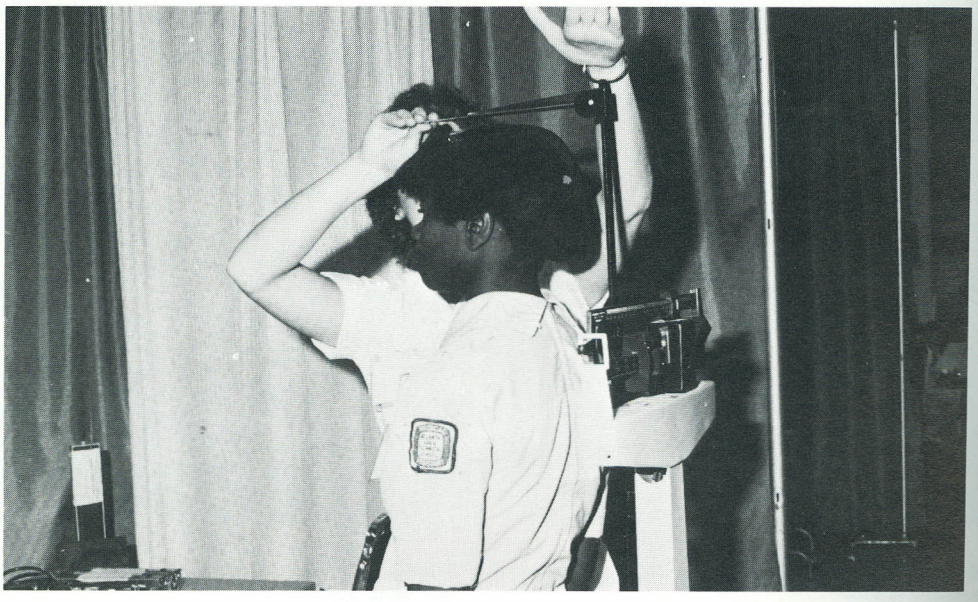
Post-Sec: L-R, 2nd Craig Bohman, ID; 1st Don Symington, MN; 3rd Mina Khataey, OK

Medical Assistant

Purpose: To demonstrate skill in taking temperature, pulse, respiration and blood pressure; methods of sterilization; applying a sling; positioning and draping of patients for physical examinations; identification of instruments; and business and basic lab procedures associated with the medical assistant occupation.



Technical Committee: Dr. James Lovell, American Medical Association; Gwen Hall; Sandy Whitman, Dr. Alvin Clair's Office; Dr. Alvin Clair. Georgia Committee: Patricia Williams, Atlanta Tech; Betty Coffman, Coosa Valley Tech; Mary Ogden, Wayne Co. School System





Winners



Sec: L-R, 2nd Pauline Bumann, GA; 1st Joni Host, OH; 3rd Donna Ventura, NY



Post-Sec: L-R, 1st Roberta Romine, WV

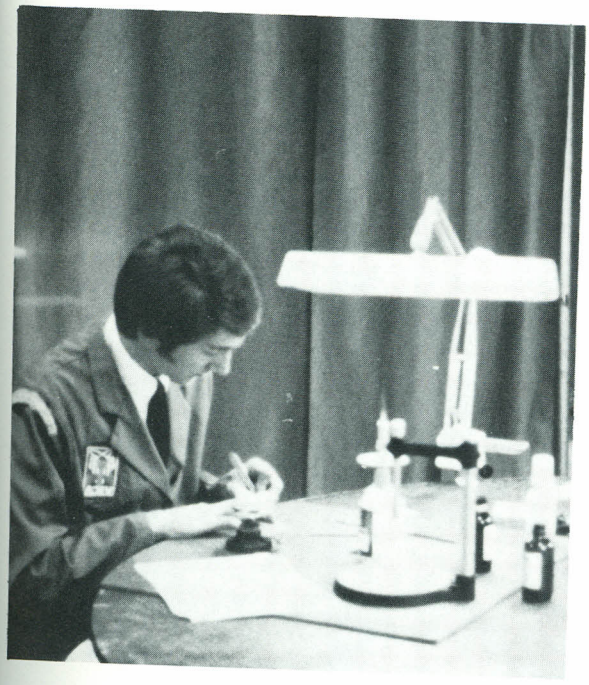
Medical Laboratory

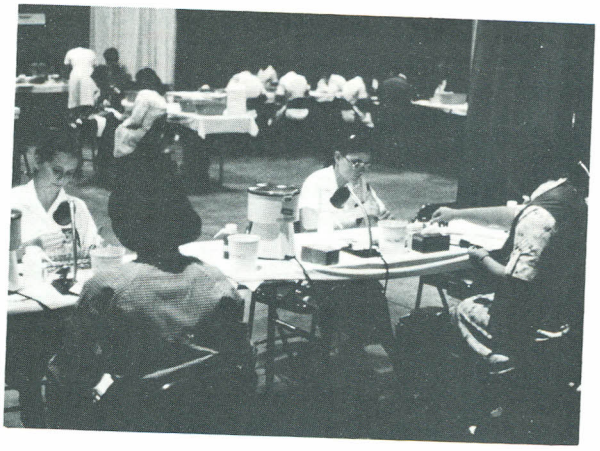
Purpose: To demonstrate skill in performing laboratory duties of the occupation accurately, timely, and safely.

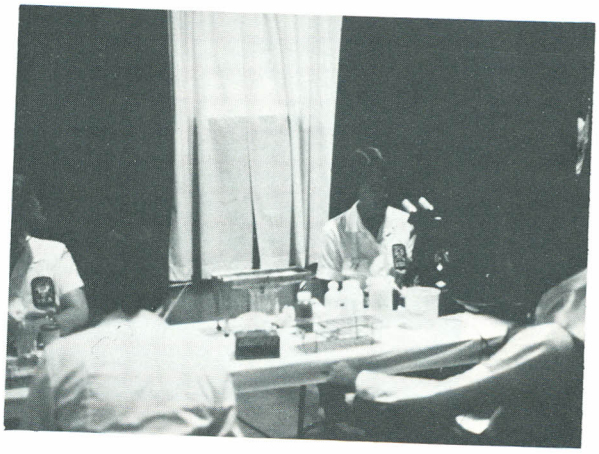


Technical Committee: Dr. James Lovell, American Medical Association; Gwen Hall; Dr. Alvin Clair; Sandy Whitman, Dr. Alvin Clair's Office. Georgia Committee: Sharon Y. Crawford, Rockmart Comp. H.S.; Lois Ballard; Jackie Adair









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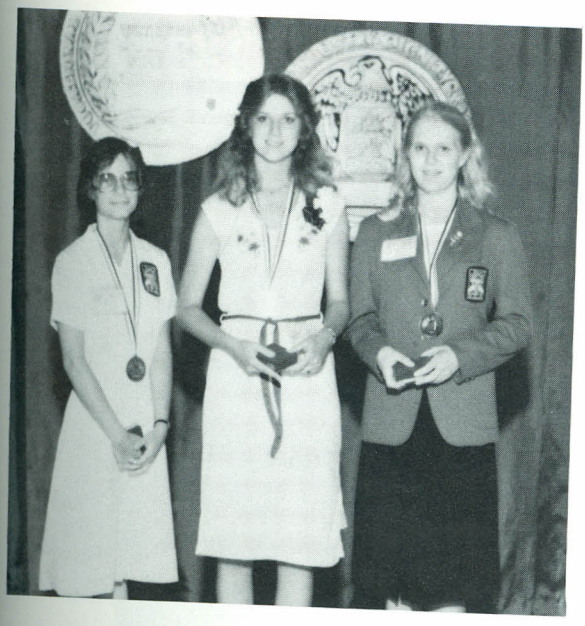


Sec.: L-R, 2nd Sandra Burton, MI; 1st Cindy Pavlick, DE; 3rd Angela Reed, OK



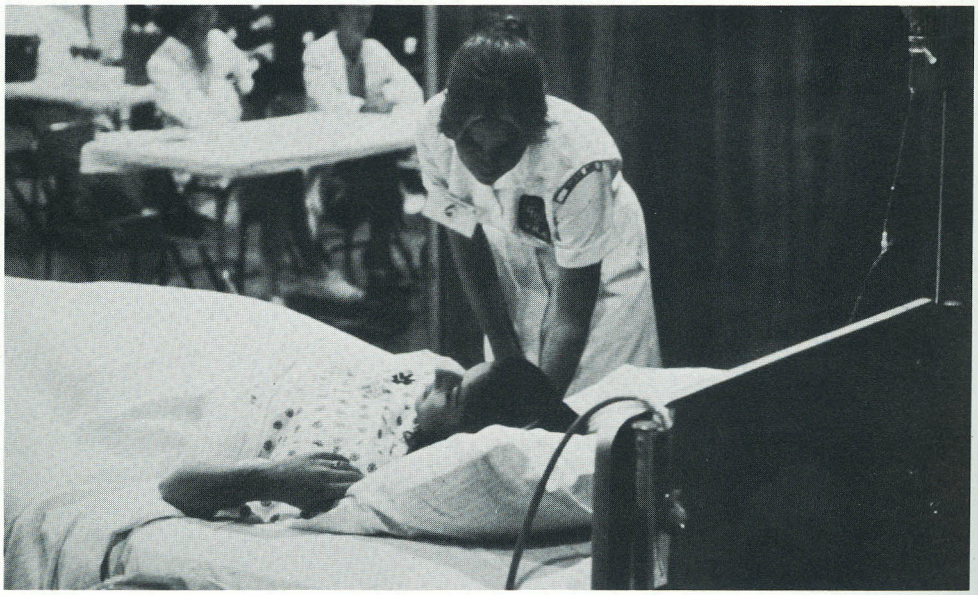
Post-Sec.: L-R, 2nd Laura Hanson, MN; 1st Valerie Johnston, MS

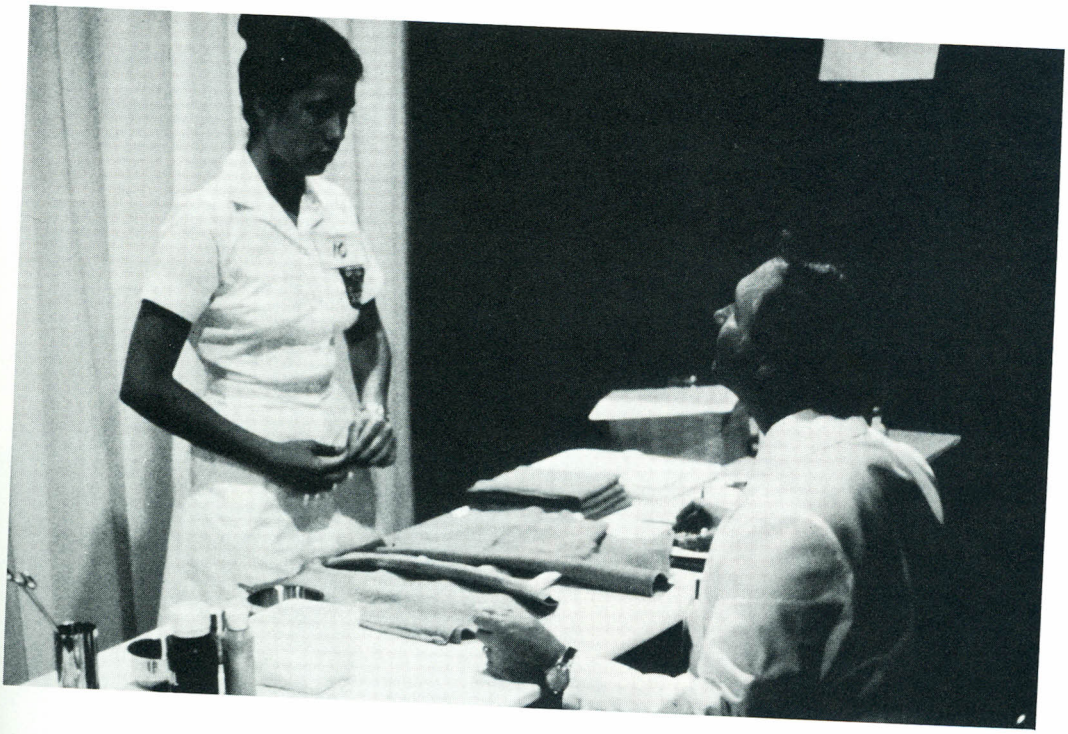
Nurse's Assistant And Orderly

Purpose: To demonstrate competence in the health occupations of nurse/orderly and demonstrate the ability to relate satisfactorily to the patient.



Technical Committee: Brent Goodwin, Health Occupations, Alabama; Helen Thompson, DeKalb O.E.C.—North. Georgia Committee: Lucy E. Davis, Stephens Co. H.S.; Barbara B. Bullock, Thomson H.S.; Ann Shadix; Gail T. Sigman, Vidalia Comp. H.S.; Peggy P. Moore, Washington—Wilkes Comp. H.S.; Julia M. Watkins, Baker H.S.





Winners



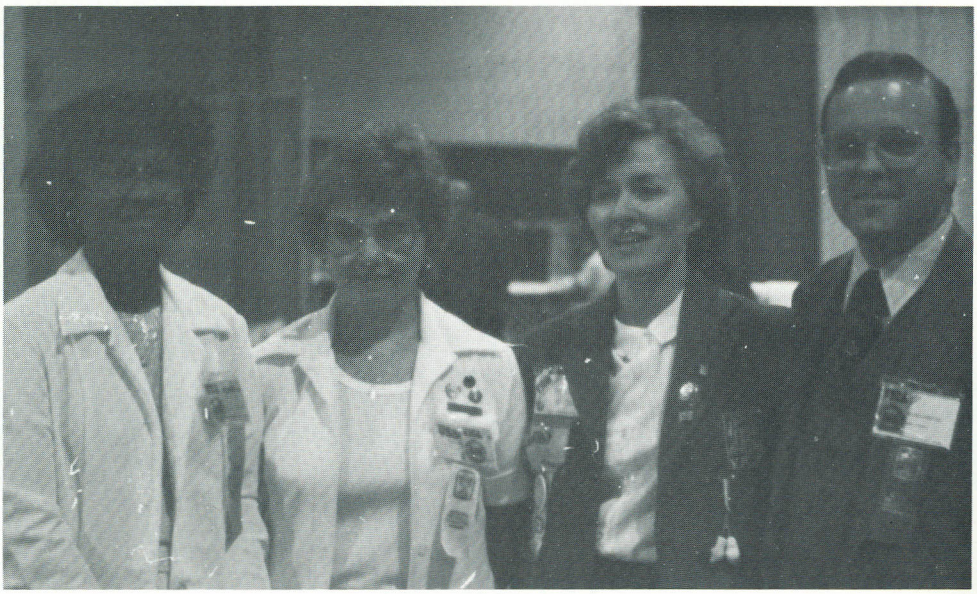
Sec.: L-R, 2nd Sheryl Mott, PA; 1st Sandra Darling, CA; 3rd Cindy Zamrock, NY



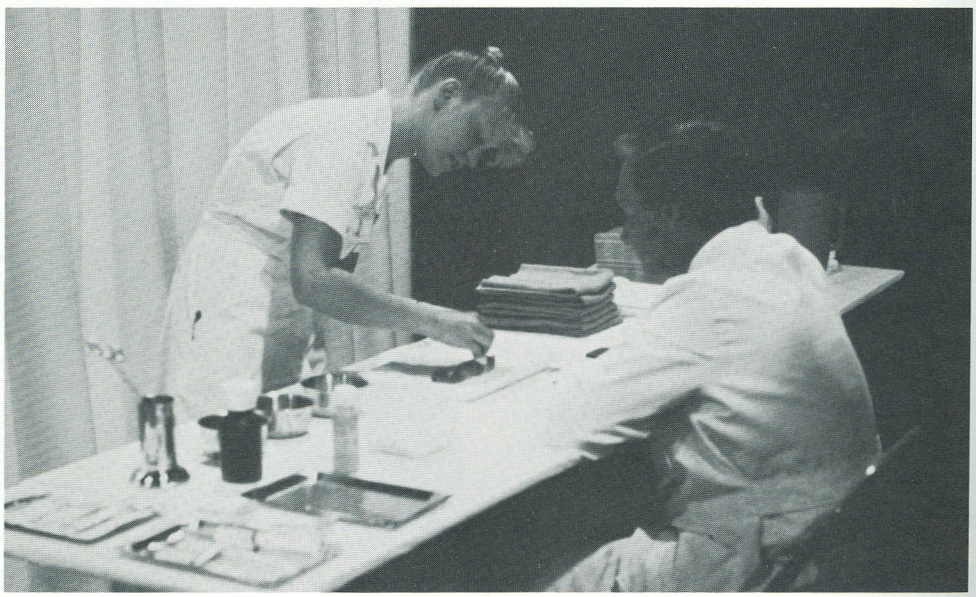
Post-Sec.: L-R, 1st Riki Emerson, WV

Practical Nurse

Purpose: To demonstrate skill in admissions, medications, charting, taking and recording vital signs, pre-operative and post-operative care, newborn bath demonstrations, preparing patient and equipment for assisting procedures, range motion exercises to affected extremity and other skills required of practical nursing occupations.



Technical Committee: Helen Thompson, DeKalb O.E.C.—North; Brent Goodwin, Health Occupations, Alabama.
Georgia Committee: Joyce Manus, Franklin Co. H.S.; Eleanor Berry, Carver H.S.; Sherry D. Miller, Waycross-Ware Tech







Winners



L-R, 2nd Sharon Bisignani, DE; 1st Lisa Dykes, OH; 3rd Crystal
bright, MD



Post-Sec.: L-R, 2nd Paulette Frazier, KY; 1st Margaret Pattison, ID; 3rd Olevear Sims, MS

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ISO

Opening Ceremony-Ceremonia de Inauguracion

"So, it is true that we are an Organization with great orientation toward the future but, if there is something we are sure of, it is that this promising enterprise is firmly based on the ancient value of pride and satisfaction in a job well done—a job which represents not only finely worked inert material but also the accumulative effort of hours of human life in all its grandeur."

The Honorable Manuel Valentin Gamazo y de Cardenas





"Pues bien, es cierto que somos una Organizacion apasionadamente volcada hacia el futuro, pero si de algo estamos seguros es que esta esperanzadora empresa se asienta firmemente en ese sentimiento tan viejo y antiguo de encontrar satisfaccion y orgullo por la obtencion y el logro de una obra bien hecha, esa obra es la que descansa, no solo la materia inerte bien trabajada, sino todo un cumulo de horas de vida humana con toda su grandeza.

The Honorable Manuel Valentin Gamazo y de Cardenas



Eroffnungsfeier-Ceremonie D' Inauguration



Es stimmt, dass wir eine, Organisation sind, die sich leidenschaftlich auf die zukunft ausrichtet; aber eines sind wir sicher, und zwar, dass sich dieses hoffnungsvolle unterfangen fest auf jenes so alte und langwaehrende Gefuehl stuetzt, Befriedigung und Stolz am Erzielen und Erhalten eines gut getanenen Werkes zu finden, jenes Werkes, auf dem nicht nur die gut gearbeitete tote Materie beruht, sondern auch eine Menge Stunden des memschlichen Lebens mit all seiner Groesse.

The Honorable Manuel Valentin Gamazo y de Cardenas



Il est donc prouve' que nous sommes une Organisation passionnement tournée vers l'avenir mais, si nous sommes certains d'une chose, c'est que cette enterprise est fermement basée sur le sentiment vieux comme le monde de la satisfaction et de l'orgueil d'un ouvrage bien fait, cet ouvrage oú resoise bib seykenebt ka matiére inerte bien travaillée mais tout un ensemble d'heures de vie humaine dans toute sa grandeur.

The Honorable Manuel Valentin Gamazo y de Cardenas



Technical Experts-Technische Experten





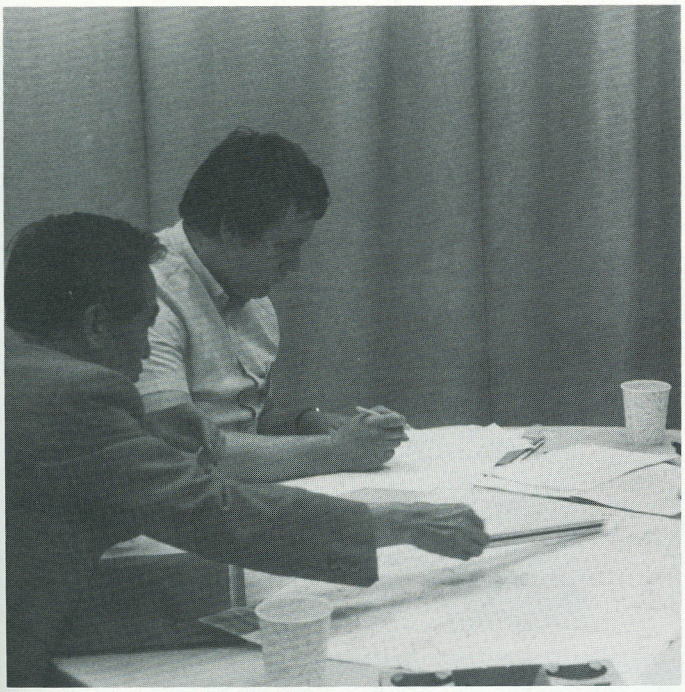


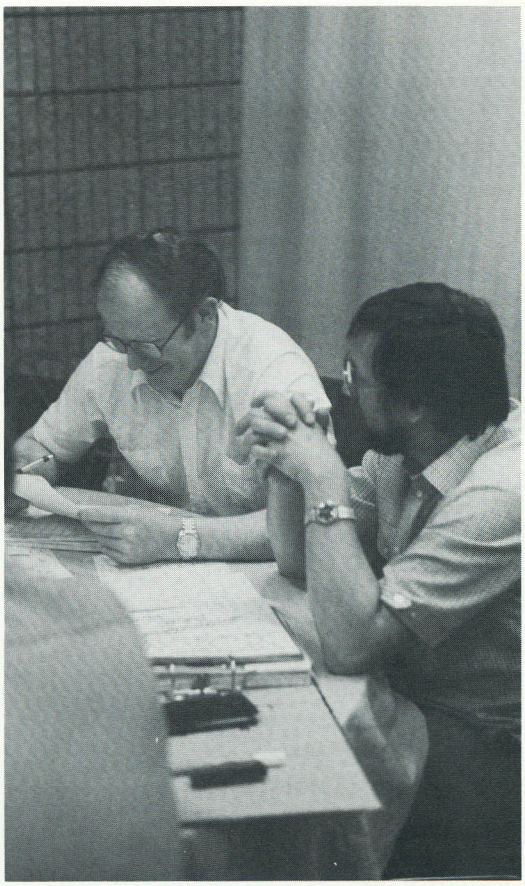




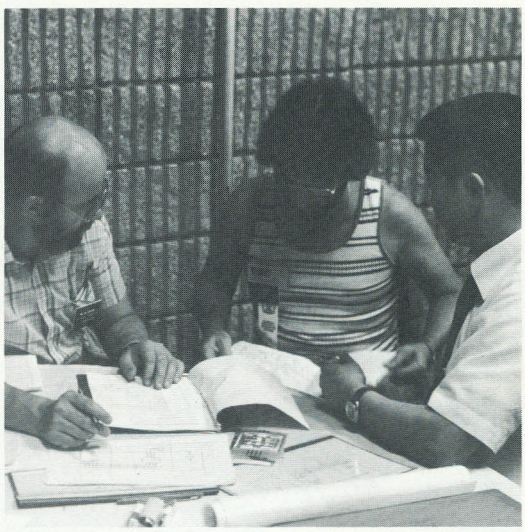
The Technical Experts report to the competition site of the 1981 International Skill Olympics five days prior to the competition. During this time, the technical experts finalized preparations for the competition. Their delegated responsibilities include selecting test projects, defining the marking criteria, checking the enrollment forms, inspecting the workshops and machines, checking the security measures for competitors, preparing the materials and tools for each candidate, translating all documents necessary for the competition into the competitor's language and marking the rating forms which are then submitted to the General Secretariat.

Expertos Técnicos-Experts Techniques



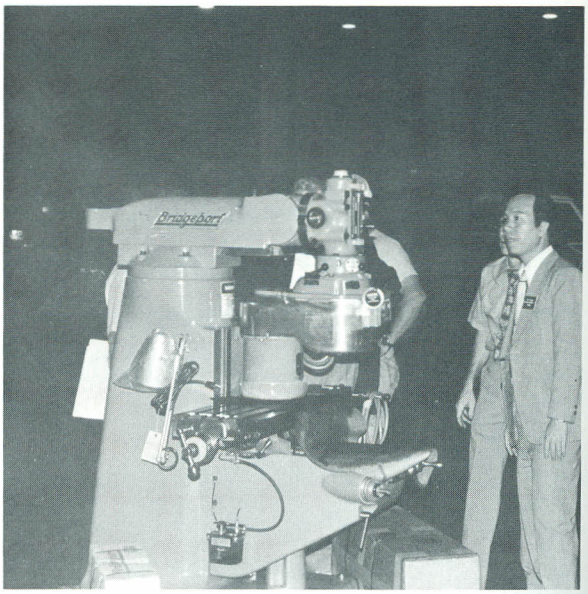


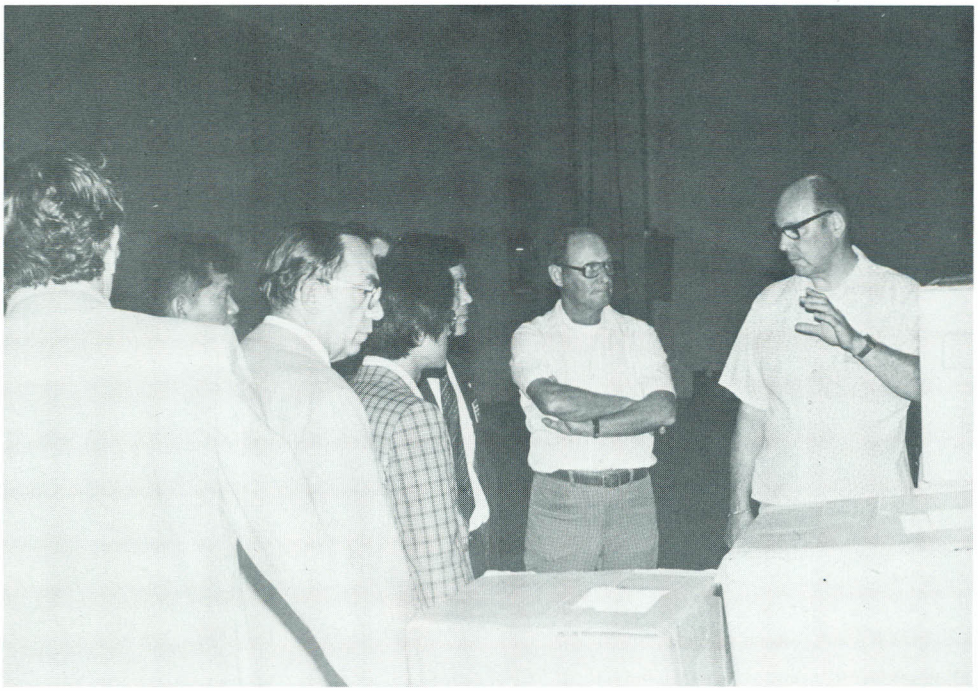




Technical Experts-Technische Experten



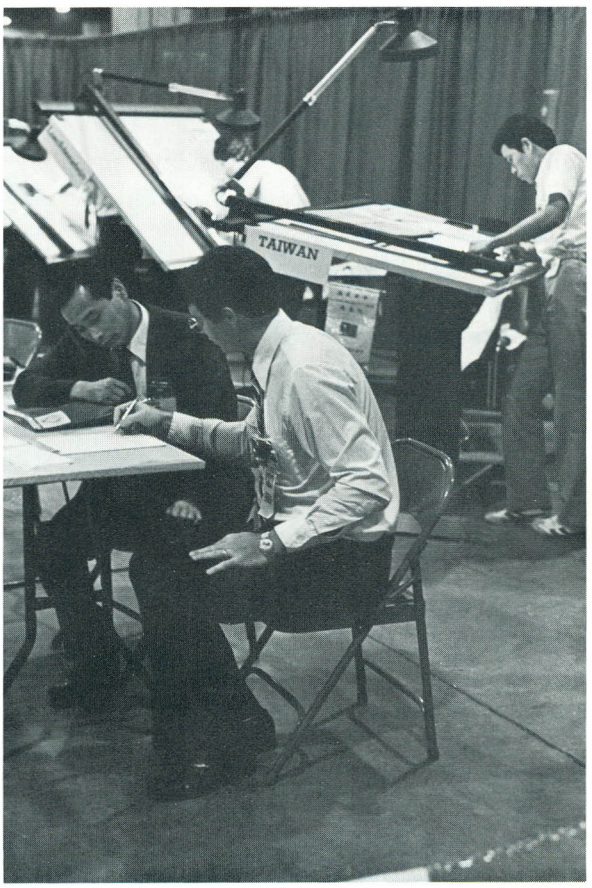






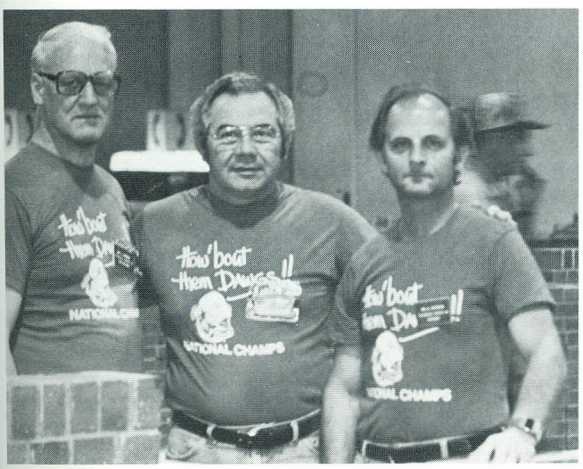





TAIWAN






NATIONAL CHAMPS
NATIONAL CHAMPS

Austria-Osterreich-Austria-Autriche



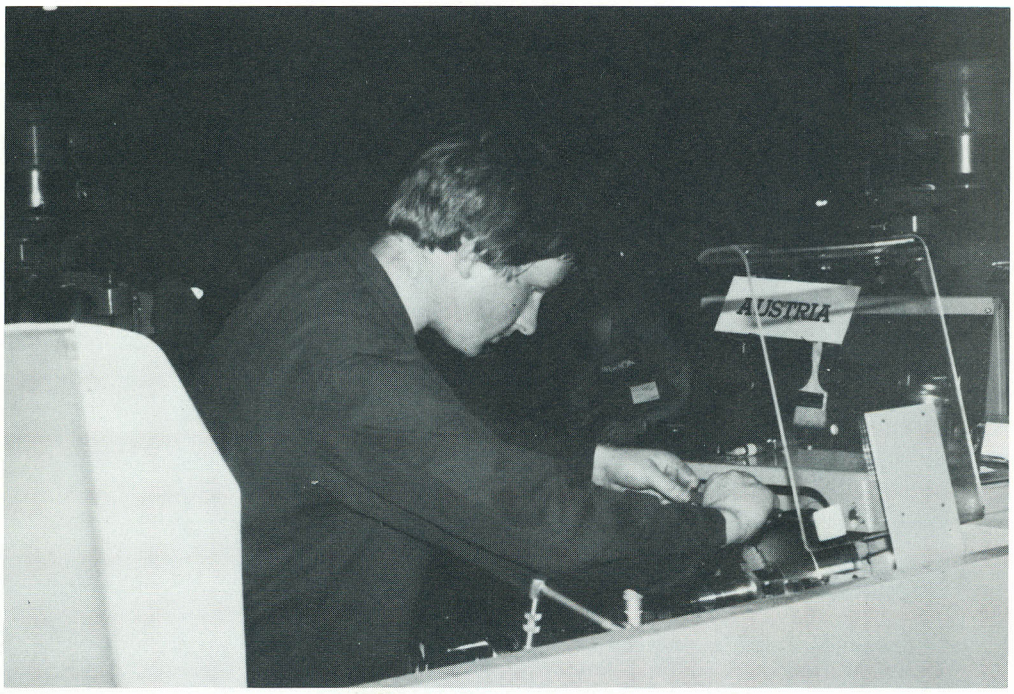
1st row l-r—B. Tausch, G. Blattner, G. Bechter, 2nd row l-r—A. Ratz, H. Reiter, G. Toferer, 3rd row l-r—P. Pichler, H. Erlacher, R. Hammerler,J. Wuppinger, 4th row l-r—J. Eller, P. Lechenauer.





H. Bammer, Technical Delegate

Austria was officially represented at the 1981 International Skill Olympics by eighteen representatives. This group, which was led by Official Representative, Mr. H. Fink and Technical Representative, Mr. H. Bammer and consisted of Austria's technical experts, competitors, and team leader.



Switzerland-Schweiz-Suiza-Suisse





1st row l-r—M. Ciriello, E. Hauenstein, V. Thur, C. Pillet, M. Di Martino, 2nd row l-r—M. Summo, Z. Gsell, M. Friedrich, P. Strassle, P. Prelaz, 3rd row l-r—G. Negrini, W. Berner, L. Rissen, Peteser, Scharli, 4th row l-r—Sargenti, Orelli, Prades, Peter, Stohles, Eggemann, Boni, Sommes, 5th row l-r—Lasser, Schots, Gerber

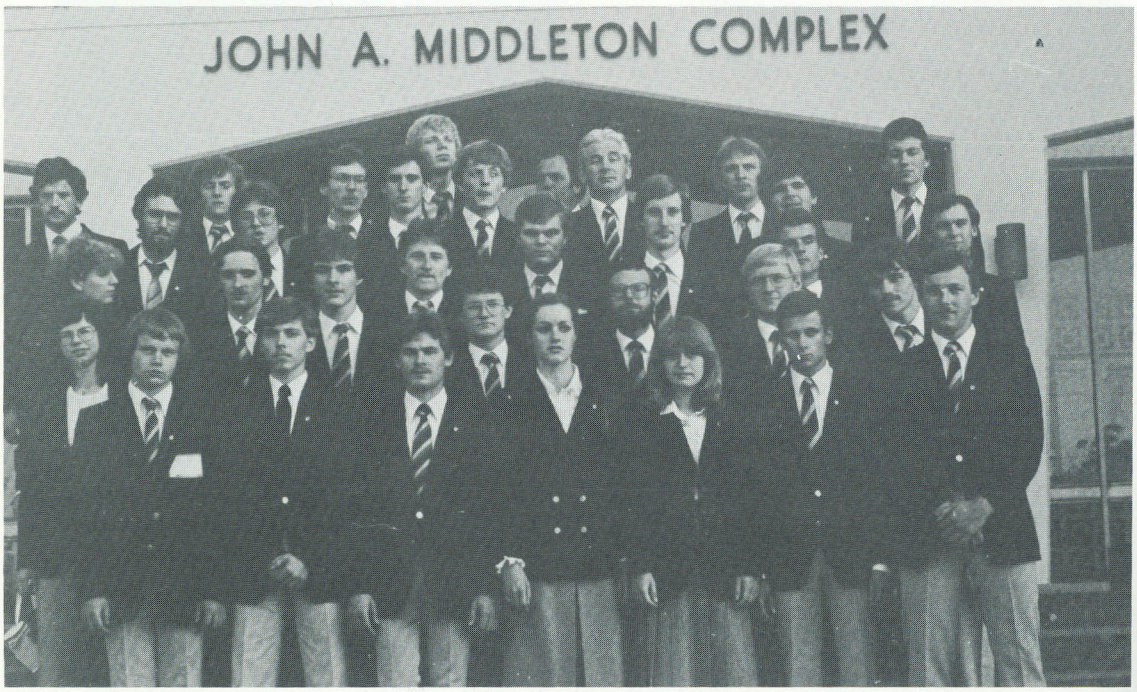




G. Camponovo, Technical Delegate

Switzerland was officially represented at the 1981 International Skill Olympics by thirty-seven representatives. This group, which was led by Official Representative, Mr. D. Sommer and Technical Representative, Mr. G. Camponovo, consisted of Switzerland's technical experts, competitors, and team leader.

Germany-Deutschland-Alemania-Allemagne



1st row l-r—E. Rieger, H. Nilson, D. Kraheberger, K. Krumholz, C. Luy, R. Strell, W. Knuttel, 2nd row l-r—B. Kaezmarek, B. Meyer, N. Dopter, P. Wolf, M. Grill, M. Schumacher, 3rd row l-r—V. Schorr, A. Walter, P. Ioeven, E. Brenner, H. Schonwandt, W. Obermair, 4th row l-r—V. Eisenmann, R. Pfaff, T. Schweizer, J. Wolf, H. Bissinger, 5th row l-r—D. Gunther, A. Dillmann, W. Mertz, G. Owanden, V. Fkrens, J. Kesler, M. Schon, H. Thumler







G. Dressel, Technical Delegate



D. Nispel, Technical Delegate



Germany was officially represented at the 1981 International Skill Olympics by fifty-one representatives. This group, which was led by Official Representative, Mr. A. Spoelgen and Technical Rep-resentatives, Mr. G. Dressel and Mr. D. Nispel, consisted of Germany's technical experts, competitors, and team leader.

Spain-Spanien-España-Espagne





1st row l-r—A. Mitjavilla, M. Revidiego, M. Cardos, 2nd row l-r—F. Oliver, A. Lozano, R. Muriel, F. Hernandez, J. Gallego, 3rd row l-r—J. Verdejo, R. Castello, A. Orts, D. Arbos, 4th row l-r—M. Isasi, P. Maldonado, J. Ramirez, V. Andres, R. Paricio





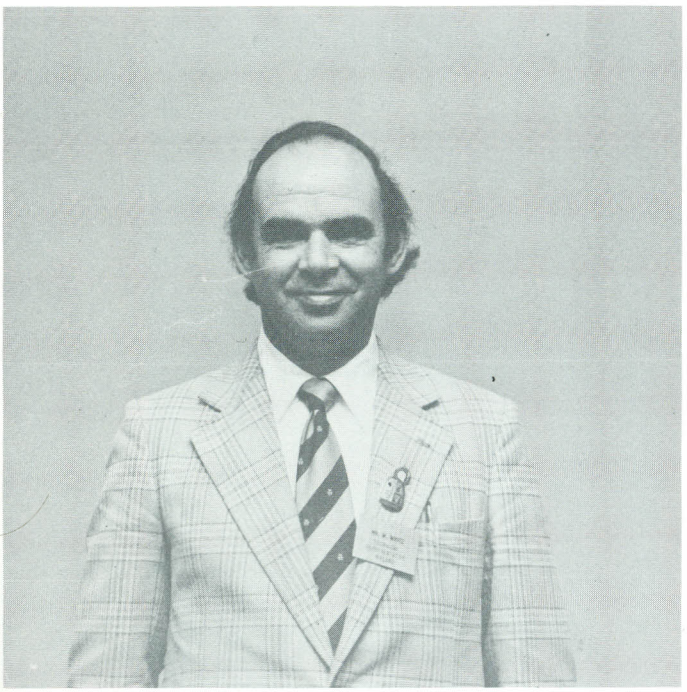
C. Angel, Technical Delegate

Spain was officially represented at the 1981 International Skill Olympics by twenty-one representatives. This group, which was led by Official Representative, Mr. J. Gato and Technical Representative, Mr. L. Mir, consisted of Spain's technical experts, competitors, and team leader.



1st row l-r—D. Costello, A. Ryan, D. Costello, D. O'Connak, B. Lionasird, 2nd row l-r—R. Dass, R. Christie, M. Sullivan, R. Donoghue, M. Kiely, 3rd row l-r—A. Lowndes, B. Priestley, P. Mullarkey, J. Murphy, P. Geaney, 4th row l-r—B. Kearney, L. Shore, D. Fallon, J. Lawlor





W. White, Technical Delegate

Ireland was officially represented at the 1981 International Skill Olympics by twenty-five representatives. This group, which was led by Official Representative, Dr. L. O'Maolchatha and Technical Representative, Mr. W. White, consisted of Ireland's technical experts, competitors, and team leader.

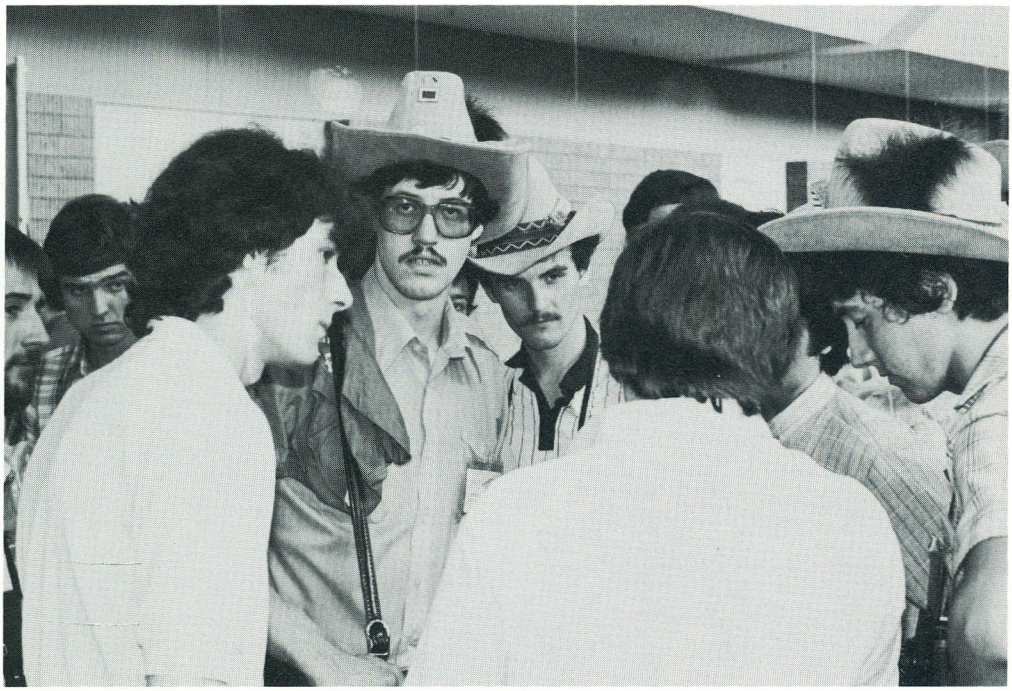


France-Frankreich-Francia-France





1st row l-r—Babilaere, Foreau, Toussain, Fernamdoz, 2nd row l-r—Ligoult, Journoud, Kerber, Beladj, Grouer, 3rd row l-r—Verdier, Eymard, Derousseau, Chauvigme, 4th row l-r—Arciero, Lamcecim, Miraglio, Peyssou





R. Dutertre, Technical Delegate

France was officially represented at the 1981 International Skill Olympics by thirty representatives. This group, which was led by Official Representative, Mr. R. Bouvard and Technical Representative, Mr. R. Dutertre, consisted of France's technical experts, competitors, and team leader.



1st row l-r—F. Kaiser, N. Wohlwend, O. Heeb, W. Schaedler, I. Gantner, 2nd row l-r—J. Nigsch, A. Berechel, E. Ospelt, N. Maryer, D. Kunkel, K. Nipp, E. Kranz, W. Schadler.







M. Biedermann, Technical Delegate

Liechtenstein was officially represented at the 1981 International Skill Olympics by fourteen representatives. This group, which was led by Official Representative, Mr. W. Schadler and Technical Representative, Mr. M. Biedermann, consisted of Liechtenstein's technical experts, competitors, and team leader.

United Kingdom-Grossbritannien-Reino Unido-Royanne Uni





1st row l-r—A. Sloper, S. McDonald, S. McBroom, D. Hickey, 2nd row l-r—M. Limer, I. Rodford, D. Fielding, D. Gardner, A. Sharkie, 3rd row l-r—I. Brown, M. Maxey, B. Thompson, N. Horton, J. Bailey





G. Clayton, Technical Delegate

The United Kingdom was officially represented at the 1981 International Skill Olympics by thirty-one representatives. This group, which was led by Official Representative, Mr. F. Hill and Technical Representative, Mr. G. Clayton, consisted of the United Kingdom's technical experts, competitors, and team leader.

Japan-Japan-Japon-Japon



1st row l-r—Honda, Fujita, Obara, Tanaka, 2nd row l-r—Takahaski, Sato, Susa, Haiya, Komine, 3rd row l-r—Simomora, Suzuki, Kamoike, Kawamokai, 4th row l-r—Kubota, Kawamora, 5th row l-r—Takao, Fujll, Ichihara, Tunakawa, 6th row l-r—Wakazawa, Tanabe, Kimora, Ito, Uchikoshi





H. Boda, Technical Delegate

Japan was officially represented at the 1981 International Skill Olympics by forty-eight representatives. This group, which was led by Official Representative, Mr. Y. Furuya and Technical Representative, Mr. H. Boda, consisted of Japan's technical experts, competitors, and team leader.

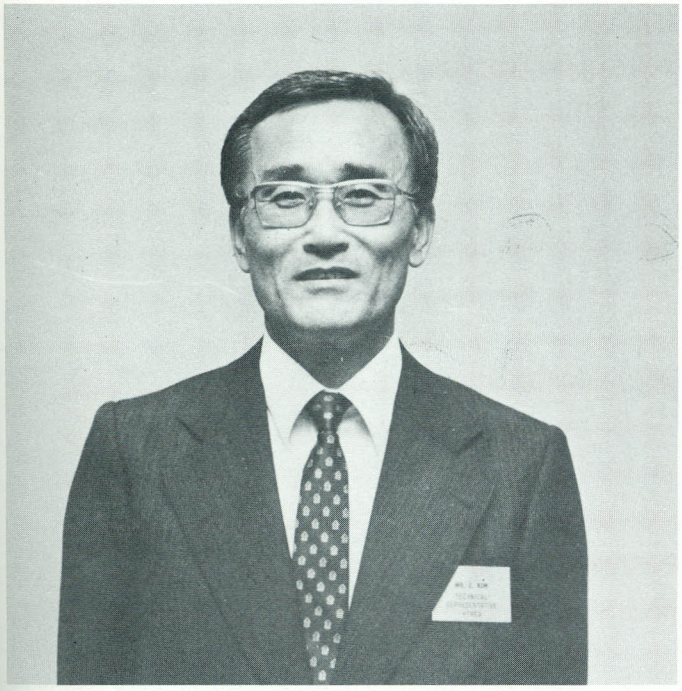






1st row l-r—J. Kim, S. Park, J. Kim, K. Kim, T. Yoon, L. Koh, 2nd row l-r—J.S. Kim, P. Park, T. Park, B. Kim, K. Chun, G. Kim, Y. Kim, H. Park, 3rd row l-r—Y. Hong, S. Whong, D. Jun, H. Y. Lee, H. K. Woo, B. Choi, K. Shim, S. Lee, 4th row l-r—C. Park, J. Kim, J. Lee, K. Lee, J. W. Park, G. Choi, S. Kim, S. J. Park

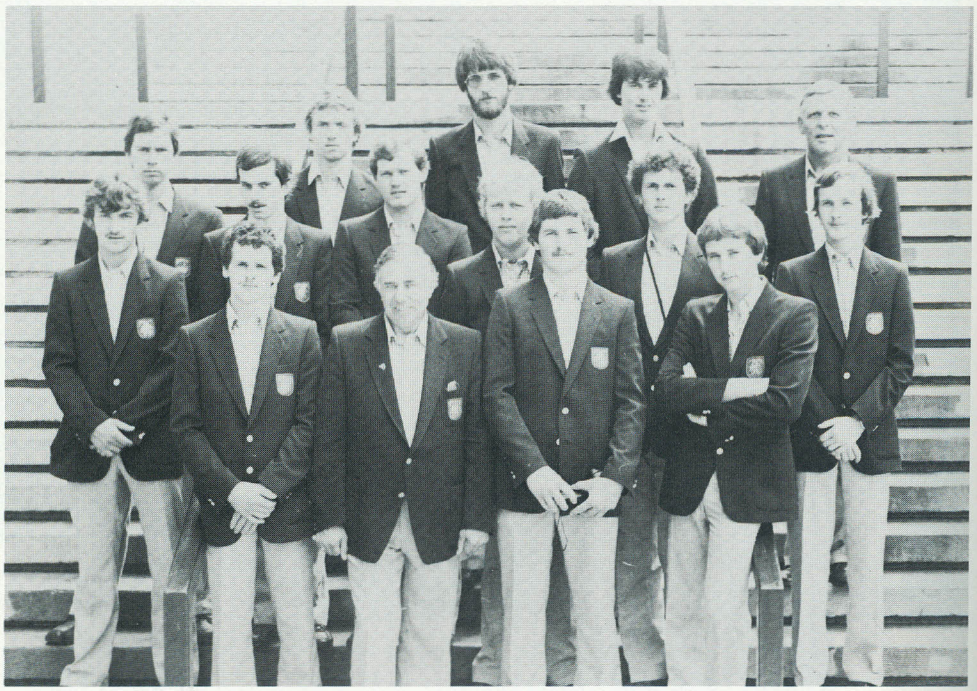




K. Zae-Zung, Technical Delegate

Korea was officially represented at the 1981 International Skill Olympics by fifty representatives. This group, which was led by Official Representative, Mr. D. Park and Technical Representative, Mr. Z. Kim, consisted of Korea's technical experts, competitors, and team leader.

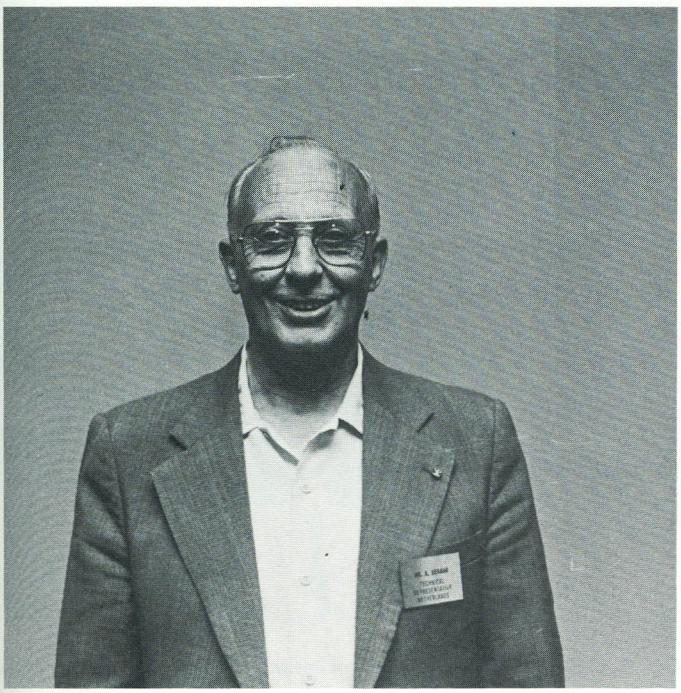
Netherlands-Holland-Holanda-Hollande



1st row l-r—H. Slots, J. Simons, P. Dinther, B. Verheggew, 2nd row l-r—J. Krol, C. Hooff, P. Arend, M. Veerbeek, A. Lijt, E. Derrers, 3rd row l-r—A. Heijden, C. Gevers, J. Jager, F. Wisse, A. Vanderbeaak







A. Segaar, Technical Delegate

The Netherlands was officially represented at the 1981 International Skill Olympics by twenty-four representatives. This group, which was led by Official Representative, Mr. H. Bertelsmann and Technical Representative, Mr. A. Segaar, consisted of the Netherlands' technical experts, competitors, and team leader.





1st row l-r—Sautos, Rui, Pauls, 2nd row l-r—Valente, Bahsta, Ohieirz, 3rd row l-r—Agedz, Bultos, Leuis



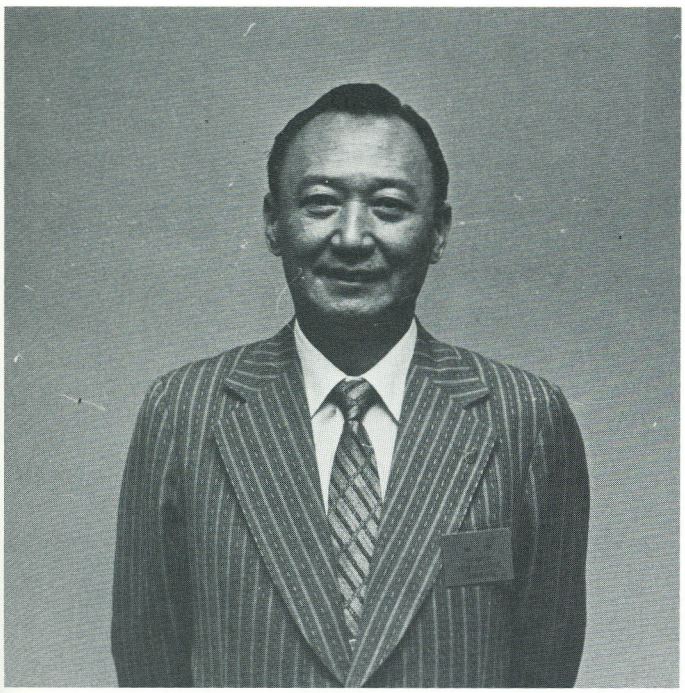
Portugal was officially represented at the 1981 International Skill Olympics by seventeen representatives. This group, which was led by Official Representative, Mr. F. Dias and Technical Representative, Mr. M. Thomas, consisted of Portugal's technical experts, competitors, and team leader.

Taiwan-Taiwan-Taiwan-Taiwan



1st row l-r—H. Minch, L. Fang, C. Ching, C. Huna, C. Feng, 2nd row l-r—P. Yu, M. Jih, L. Fu, L. Usien, L. Weu, 3rd row l-r—S. Liang, L. Yun-i, L. Wen, W. Uua, S. Lung, 4th row l-r—H. Hsiang, H. Lang, C. Fang, K. Chen, H. Ching, 5th row l-r—L. Voney, W. Hien, T. Cheu, Y. Chang, K. Chiug, Y. Kao, F. Sin.





C.C. Liu, Technical Delegate

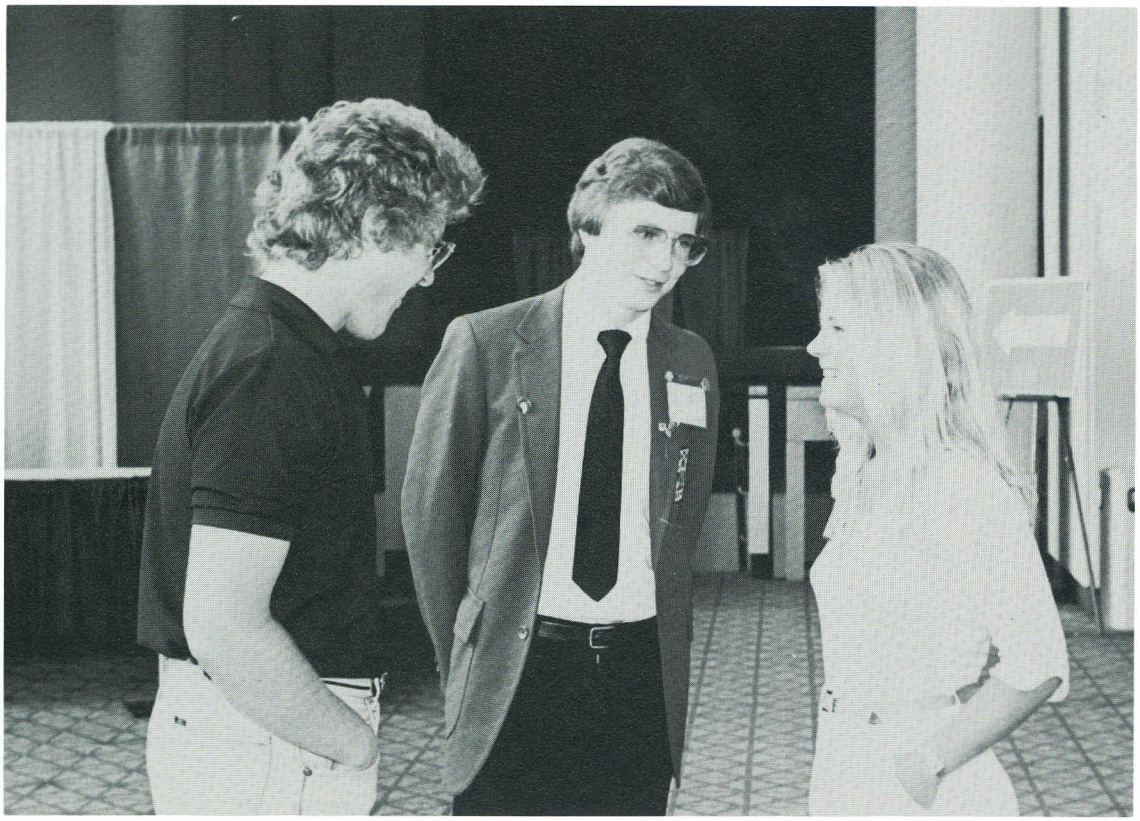
Taiwan was officially represented at the 1981 International Skill Olympics by forty-two representatives. This group, which was led by Official Representative, Mr. S. Wang and Technical Representative, Mr. C. Liu, consisted of Taiwan's technical experts, competitors, and team learder.







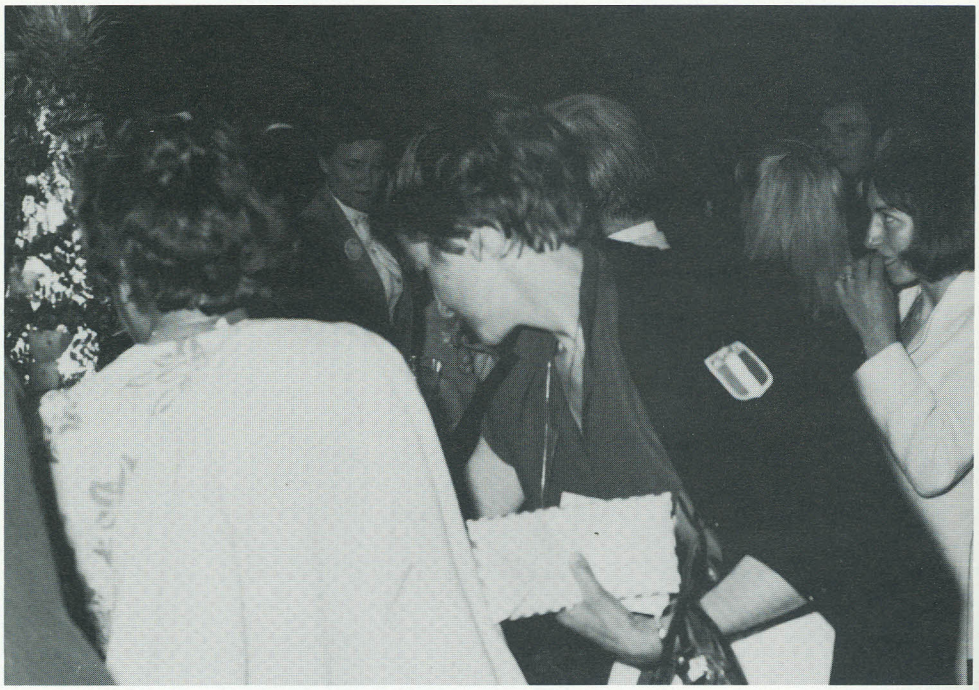
1st row l-r—R. Beuter, W. Sincavage, W. Lind, L. Pratts, T. Walker, C. Sacchetti, B. Beuter, 2nd row l-r—M. Scearce, G. Westland, L. Tripllett, D. Barthol, R. Hoch, 3rd row l-r—W. Greathouse, M. Smith, J. Tice, R. Carpenter, 4th row l-r—C. Boucher, T. Kazmirski, J. Kranz, G. Smith, D. Roberts.





H. Lewis, Technical Delegate

The United States was officially represented at the 1981 International Skill Olympics by twenty-nine representatives. This group, which was led by Official Representative, Mr. L. Johnson and Technical Representative, Mr. H. Lewis, consisted of the United States' technical experts, competitors, and team leader.



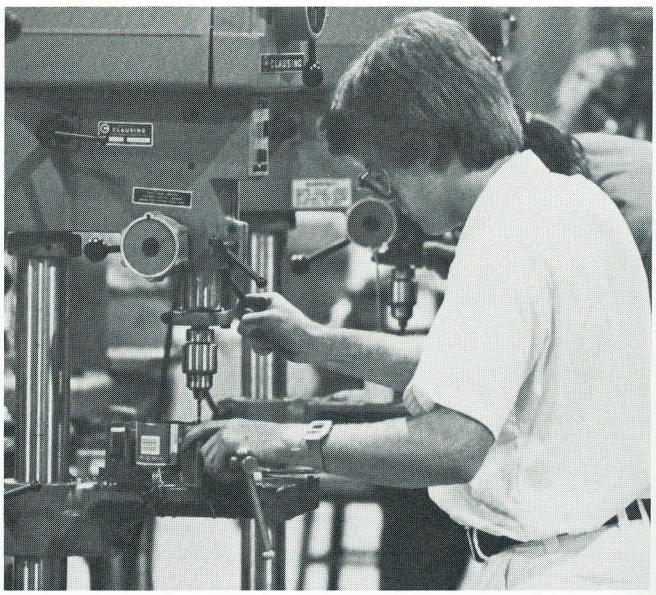







U.S.A.
MEANS BUSINESS.
BELL SYSTEM
MEANS BUSINESS.
DEUTSCHLAND





Ten competitors participated in the Fitting contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in shaping pieces of metal or plastics, which fit together as a useful whole unit.

TECHNICAL TEAM



l-r—T. Iwasaki, P. Woodland, J. Y. Kon. H. Zielinski

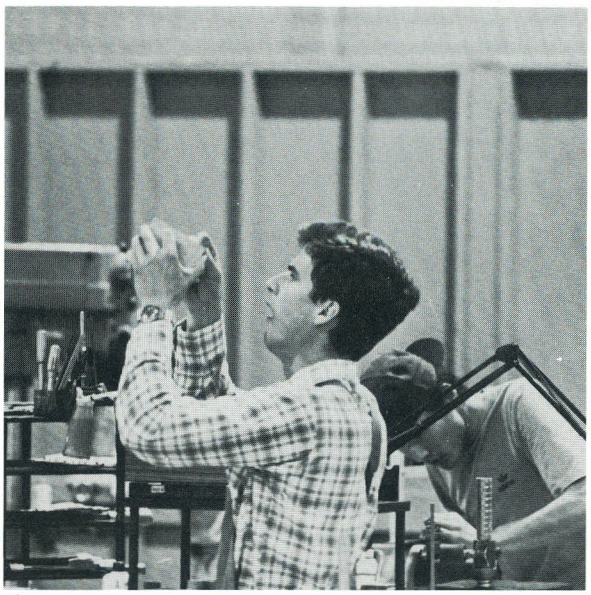


l-r 1st—Keun Ho Park, 1st—Min-chi Hsieh, 3rd—Tatsu Takahashi

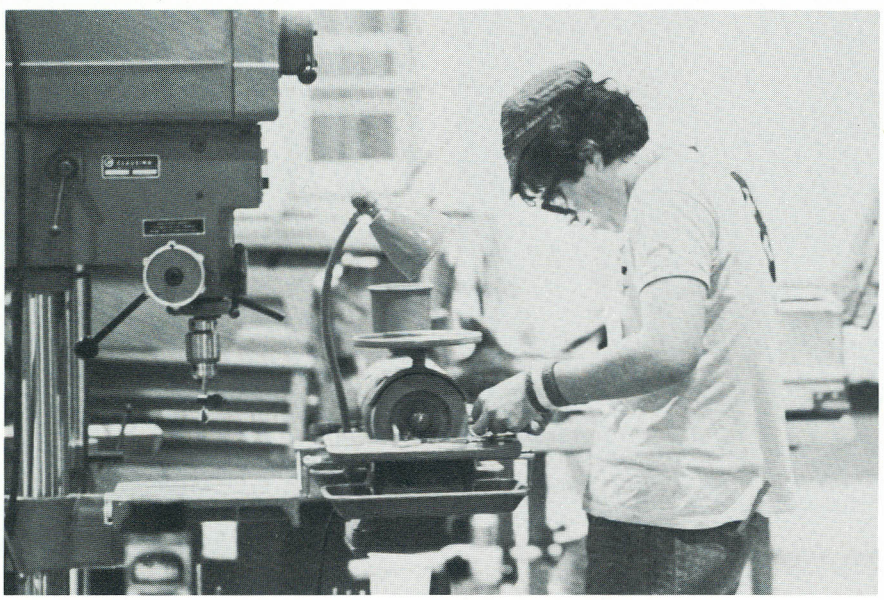
Press Toolmaking-Matriceria-Werkzeugmacher-Matricage



l-r 2nd—Tomohiro Sato, 1st—Kyu Uk Kim, 3rd—Yung-Chang Hsu, Merit—Rainer Hammerle



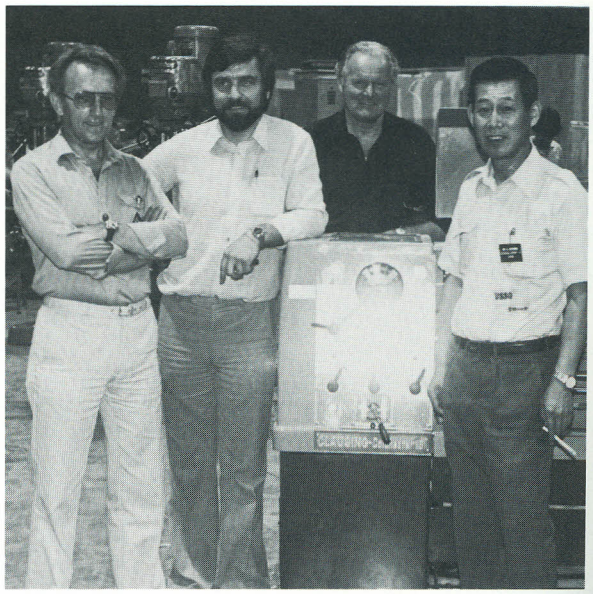
Ten competitors participated in the Press Toolmaking contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in making tools used for cutting, indenting, stamping, and perforating ferrous or non-ferrous metals.



Instrument Making-Mecanique de Precision-Feinmechaniker-Mecanica de Precision



TECHNICAL TEAM

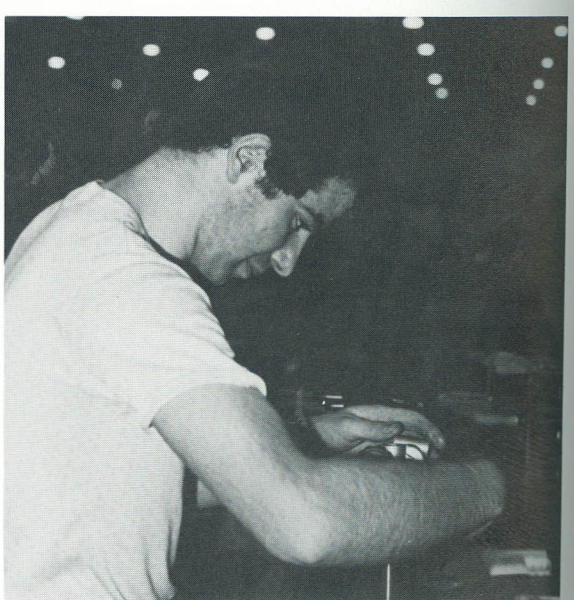


l-r—W. Wenger, E. Kranz, A. Slaats, H. Sugiyama

Seven competitors participated in the Instrument Making contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in making, setting up, and putting into working order, testing and fitting devices used for tests in temperature, weight, mechanics, volume and pressure.



l-r 2nd—Kazuak, Tanaka, 1st—Yong Kyu Kim, 3rd—Helmut Thuemler



Cookery-Cocina-Koch-Cuisinier

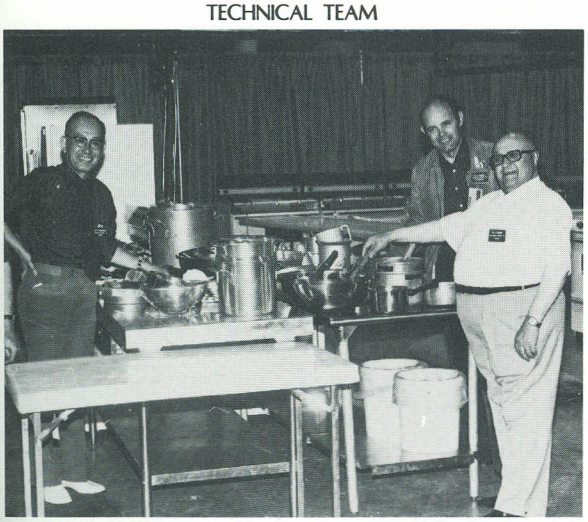




l-r—Gabriele Bechter, 1st—Edi Hanenstein, 3rd—Volker Eisenmann, Merit—Vincent Miraglio

Seven competitors participated in the Cookery contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in preparing, cooking and serving items on a planned menu.

TECHNICAL TEAM

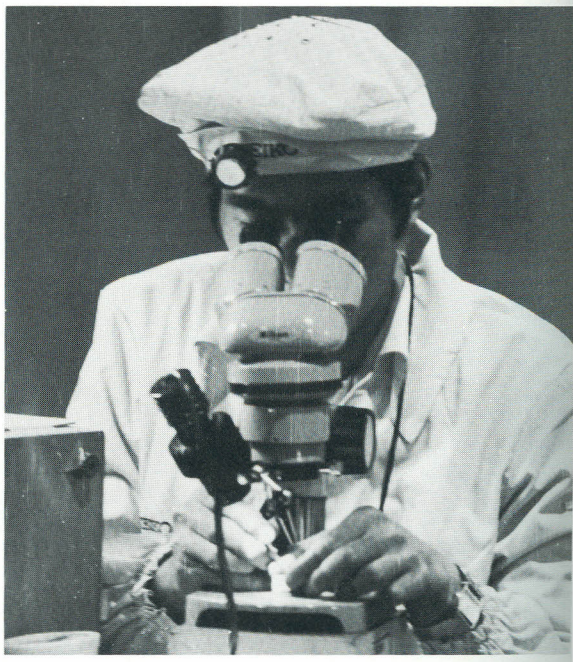


l-r H. Jacobson, Y. Matsuhita, W. Schudel, A. Tingaud





l-r—2nd—Yoshitusa Namazawa, 1st—Romano Prader, 3rd—Jong Won Park



Five competitors participated in the Watchmaking contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in repairing, checking, cleaning, lubricating and regulating clocks and watches.

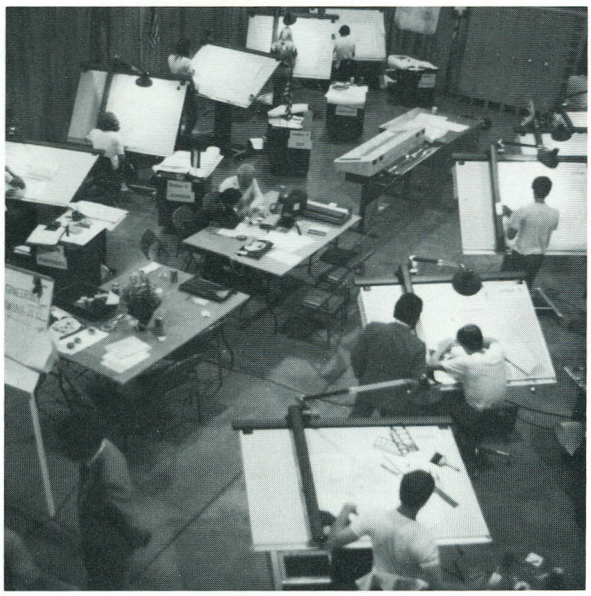


TECHNICAL TEAM



l-r T. Saito, H. Straumann

Engineering Drawing-Dessin Industriel-Technischer Zeichner-Delineación



TECHNICAL TEAM



l-r—L. Andra, H. Linsert, S. Oshima, J. Nigsch, W. Lee

Eleven competitors participated in the Engineering Drawing contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill measuring a machine part, drawing a free hand sketch of measured part to scale, and make a flat pattern development.



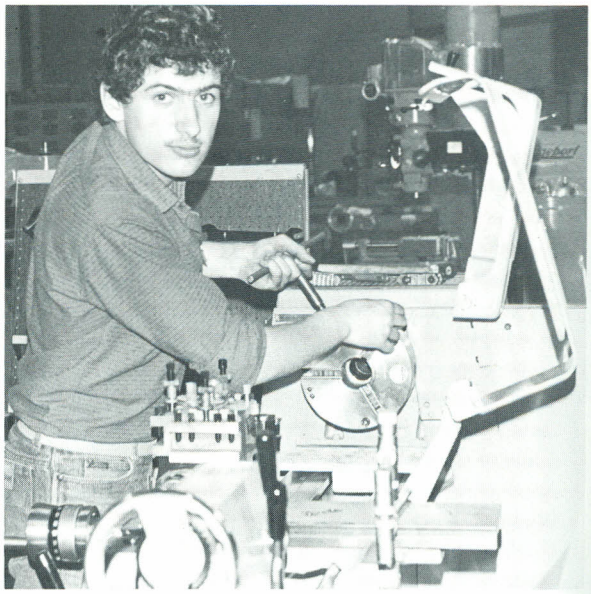


l-r 2nd—Peter Kunkel, 1st—Soon Chul Wang, 3rd—Barbara Tausch, Merit—Cornelia Luy

Turning-Tournage-Dreher-Torno

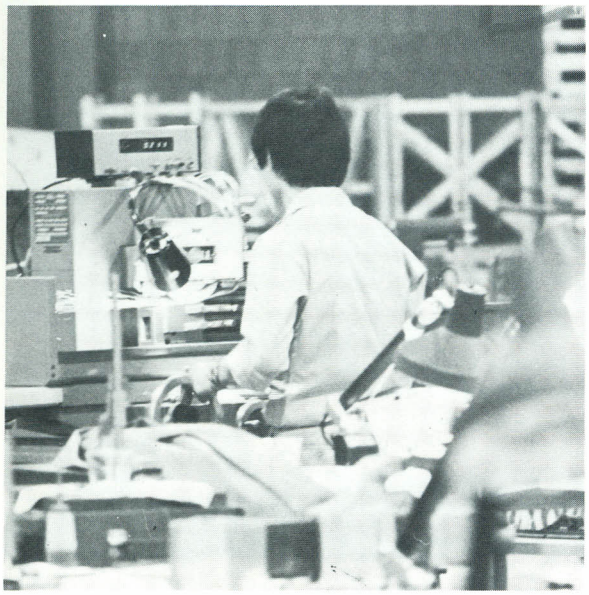
TECHNICAL TEAM





l-r—N. Cho, P. Ferreira, S. Kanasugi, J. Dandeu

Thirteen competitors participated in the Turning contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in using a Universal lathe for shaping parts of mechanically useful components.

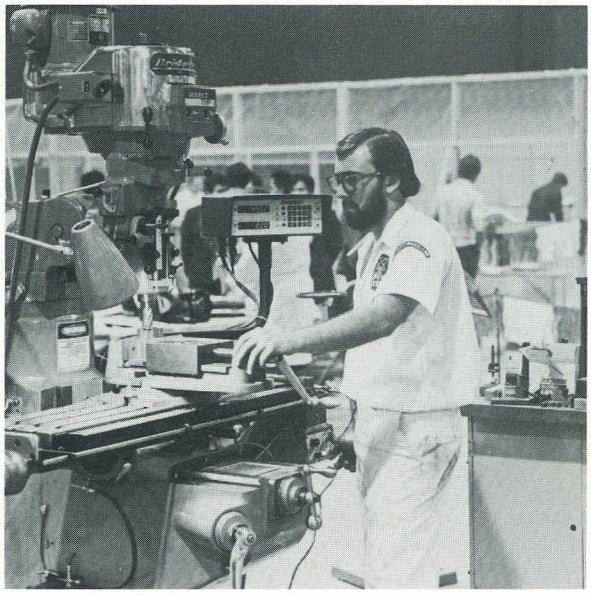




2nd—Shoji Kamoike, 1st—Kyung Sun Kim, 3rd—I-Fang Chang
Merit—Hans Reiter, Merit—Didier Eymard

Milling–Fraisage–Fräser–Fresa





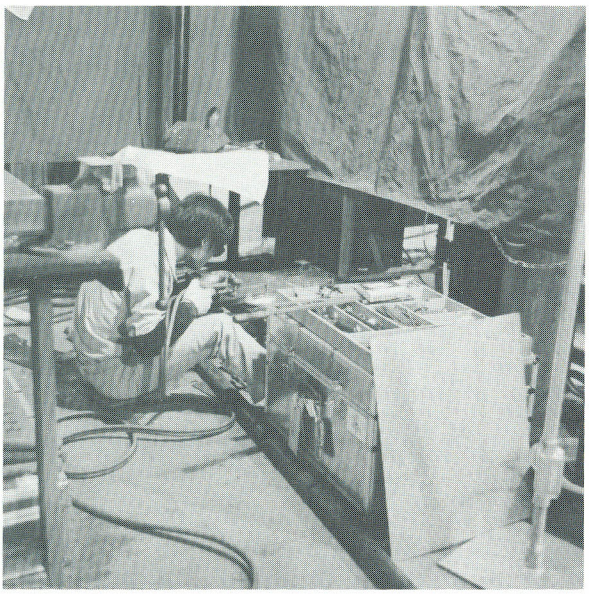
Twelve competitors participated in the Milling contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in using a Universal or vertical milling machine for the shaping of parts of mechanically useful whole pieces.



TECHNICAL TEAM



l-r—I. Lin, A. Caloire, T. Davies, J. Bartmann



TECHNICAL TEAM



F. Schiffner, J. Schaffner, Y. Chang, S. Lee

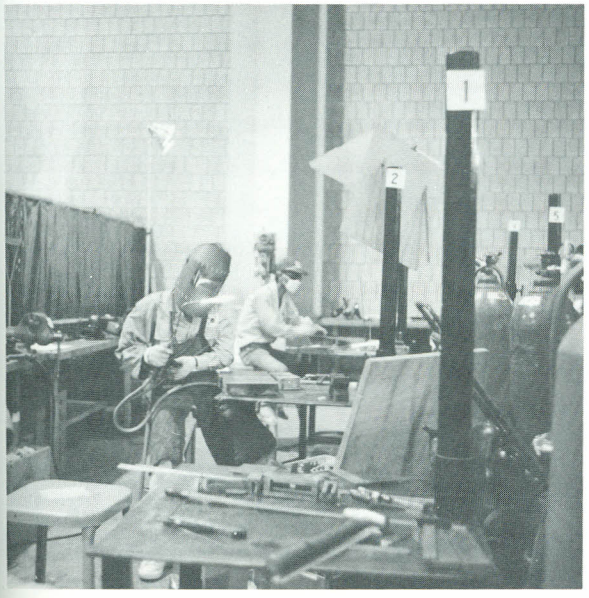
Eight competitors participated in the Construction Steel Work contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in working and machining of sheets and rolled steel sections for setting up elements in construction such as bridges, cranes and railway sheds.



2nd—Kang Hee Chun, 1st—Eugen Brenner, 3rd—Hiroyuki Suzuki, Merit—Shun-Yu Peng, Merit—Christian Ligout



Gas Welding-Soudure á l'oxi acethylene-Autogenschweisser-Soldadura oxi-acetilénica

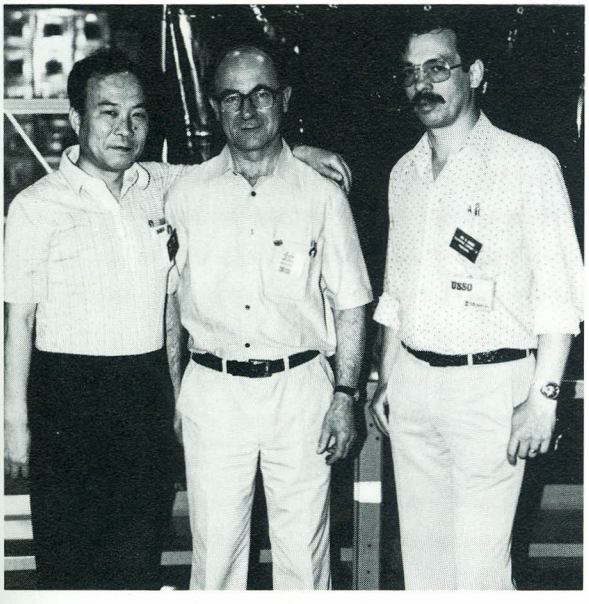




2nd—Hisao Harayama, 1st—Sang Joo Park, 3rd—Chin-Sin Fu

Seven competitors participated in the Gas Welding contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in welding metals with welding rods and gas flame.

TECHNICAL TEAM



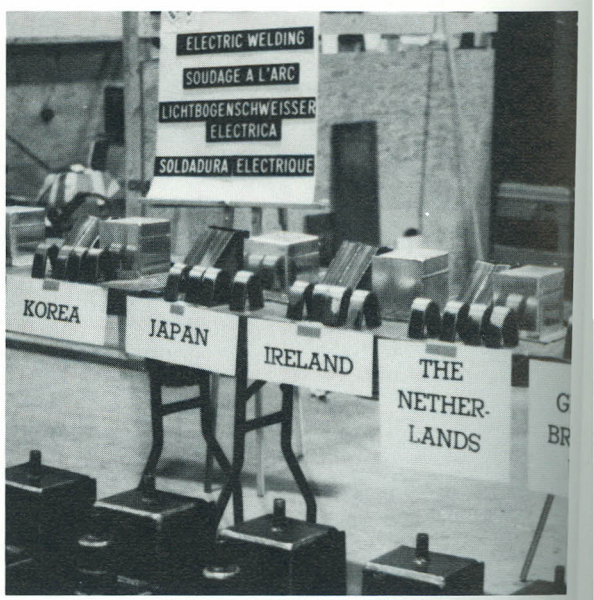
l-r—H. Maeda, P. Want, S. Neves



Electric Welding-Saudure á l'arc e
Tectrique-Lichtbogenschweisser-Soldadura Electrica



2nd—Kwan Jun Choi, 1st—Toshio Tsunakawa, 3rd—Jung-Wen Lin



Ten competitors participated in the Electric Welding contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in welding metals with electrodes and electric arc equipment.

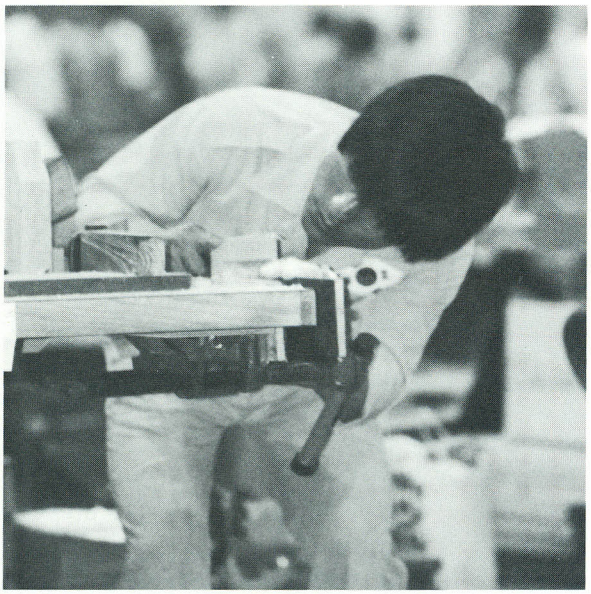


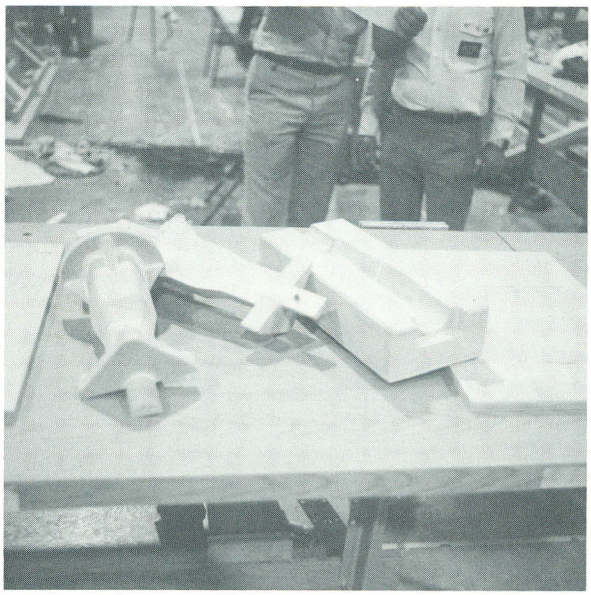
TECHNICAL TEAM



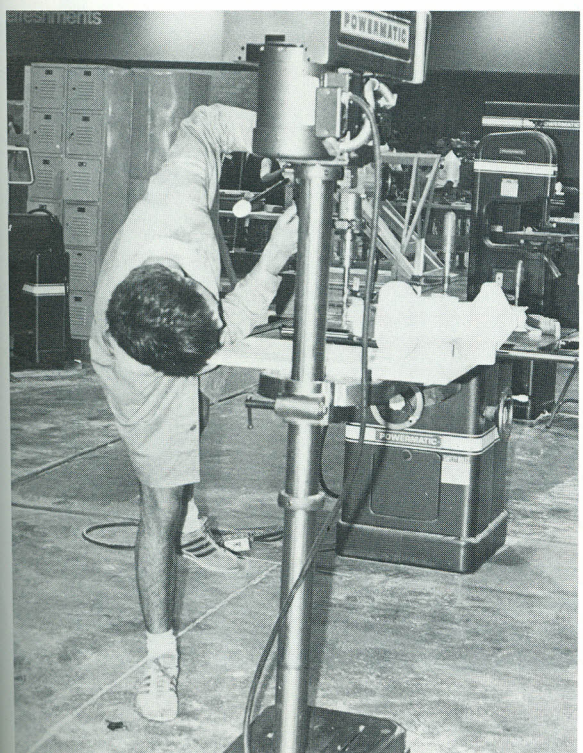
l-r—S. Kohsaka, E. Hornberger, C. Cheng, K. Um, J. Lynch

Wood Pattern Making-Modelage pour fondre-Modelltischler-Modelos de Fundición





Eight competitors participated in the Wood Pattern Making contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill using a drawing to construct patterns for moulding core boxes and wooden templates.





2nd—Johann Wolf, 1st—Toyotoshi Susa, 3rd—Hun Yong Lee

Panel Beating-Carossererie-Karosseriebauer-Chapisteria

TECHNICAL TEAM



l-r B. Luthur, J. Choe, E. Vergara, I. Takizawa, M. Reber, P. Chamberon



Seven competitors participated in the Panel Beating contest in the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in making curved and hollow parts which will be used in mechanical traction vehicles.





2nd—Kenji Harashima, 1st—Jing Sung Kim, 3rd—Kuo-Wen Ling

Sheet Metal Work-Chaudronnerie-Blechschlosser-Caldereria



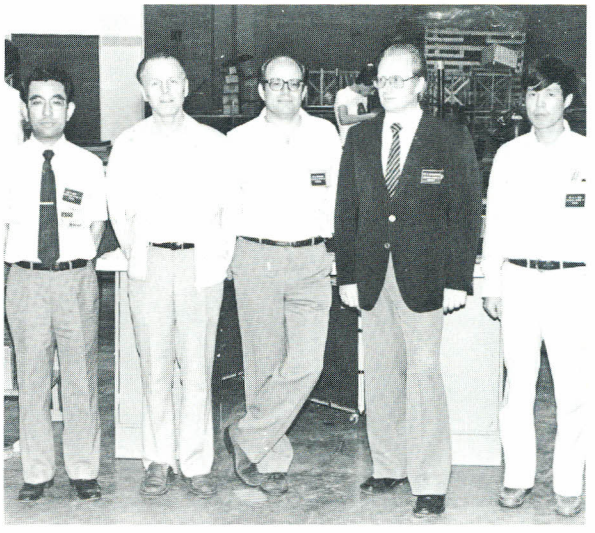
2nd—Kyung Bo Sim, 1st—Hiroyuki Igarashi, 3rd—Chung Nieh Wang



Nine competitors participated in the Sheet Metal Work contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in working rolled sheets and forming parts of whole units in industry.



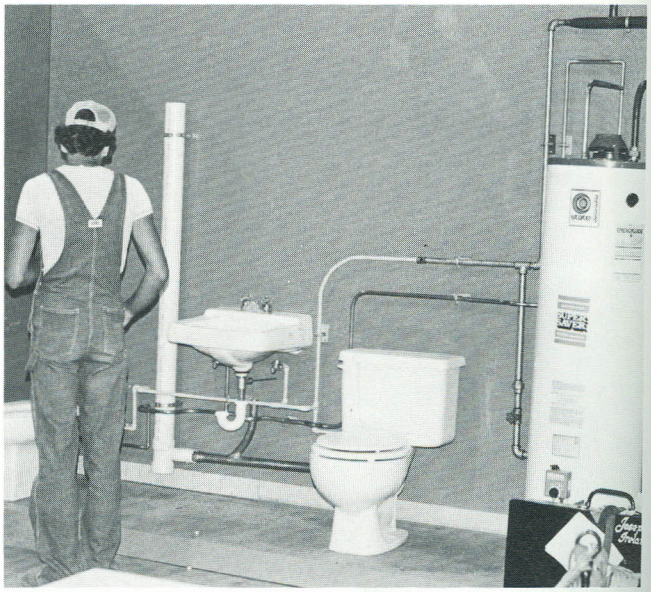
TECHNICAL TEAM



l-r—Y. Kudo, G. Menkveld, E. Goncalves, D. Schmalenbach, W. Yang

Plumbing-Plomberie-Sanitar-Installateur-Fontaneria





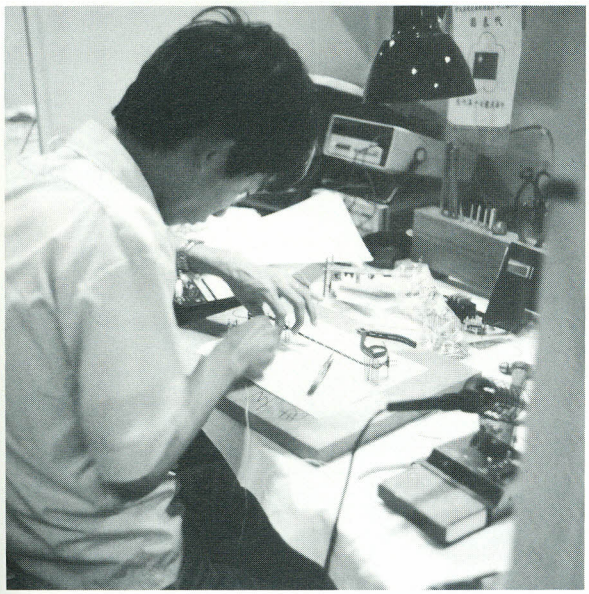
Nine competitors participated in the Plumbing contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in correctly installing instruments and apparatus of sanitation equipment and in carrying out plumbing tests to a technically possible scale.

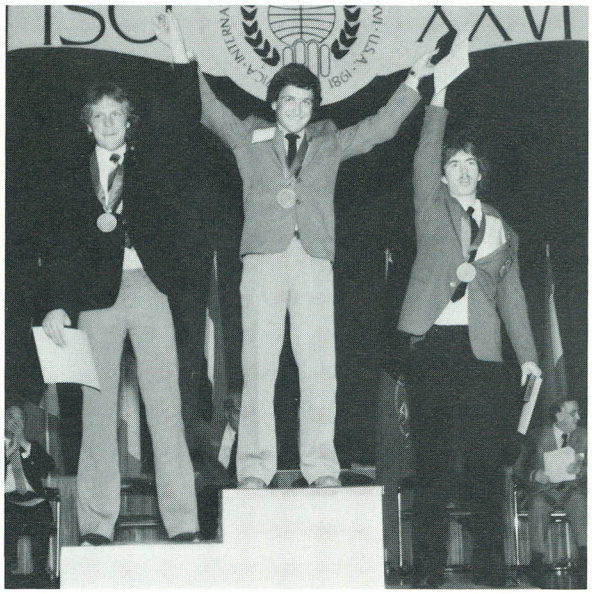


2nd—Josef Peterer, 1st—In Whan Koh, 3rd—John Wegener



Industrial Electronics-Electronique Industrielle-Industie-Elekroniker-Electronica Industrial

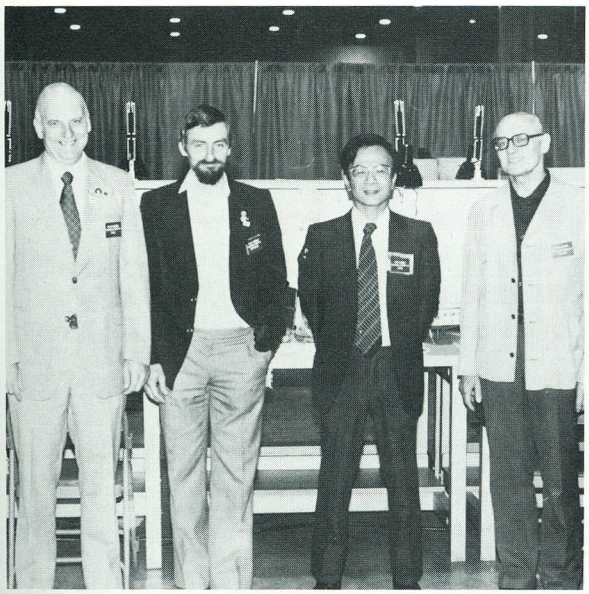


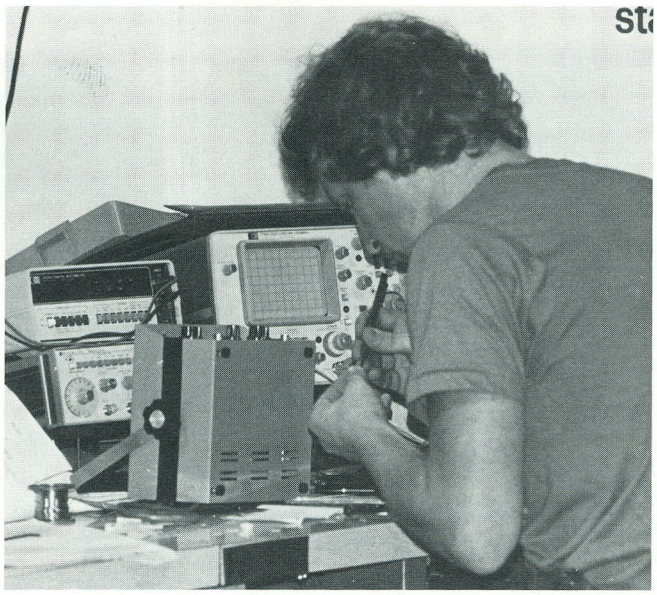


2nd—Manfred Schon, 1st—Orio Sargenti, 2nd—Doug Roberts

Ten competitors participated in the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in setting up and wiring of electronically operated equipment, assembling and soldering printed circuits with tin, drawing given printed circuits, repairing faults in simple electronic sets and making measurements and electrical tests.

TECHNICAL TEAM





l-r—D. Heppner, G. Triponez, T. Saki, L. Jackel

Radio and TV Repairing-Reparation Radi et TV-Radio u. Fernseh-Mechaniker-Reparacion Radio y TV



l-r 2nd—Chi-Hstung Hsu, 1st—Byung Choi, 3rd—Yasunobu Shimomura



Six competitors participated in the Radio and Television Repairing contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in localizing and repairing faults in radio and television sets, making and setting up of small parts, drawing wiring diagrams, and calculating the elements involved in the practical work.



TECHNICAL TEAM

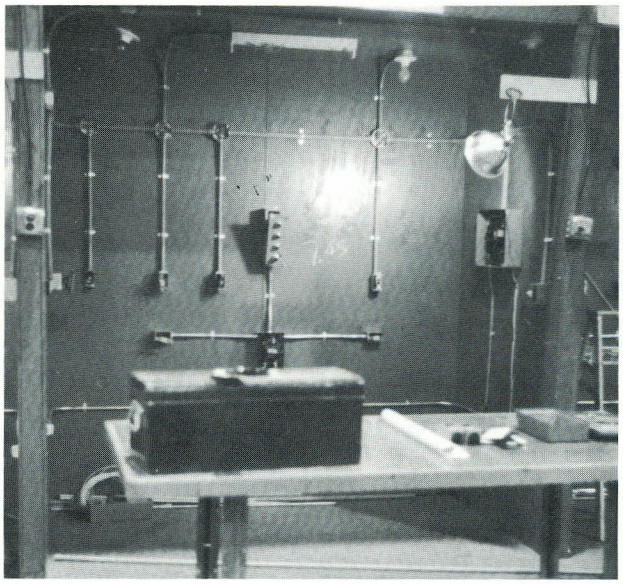


l-r S. Ito, R. Haselmair, F. Steckel, I.H. Song, Y. Chen

House Wiring-Installation electrique-Elektro-Installateur-Instalacion de Construccion

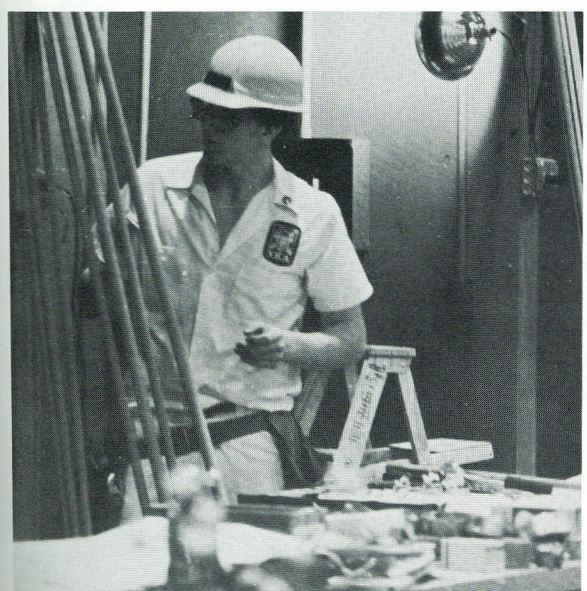
TECHNICAL TEAM





l-r H. Fujii, C. Won, T. Peng

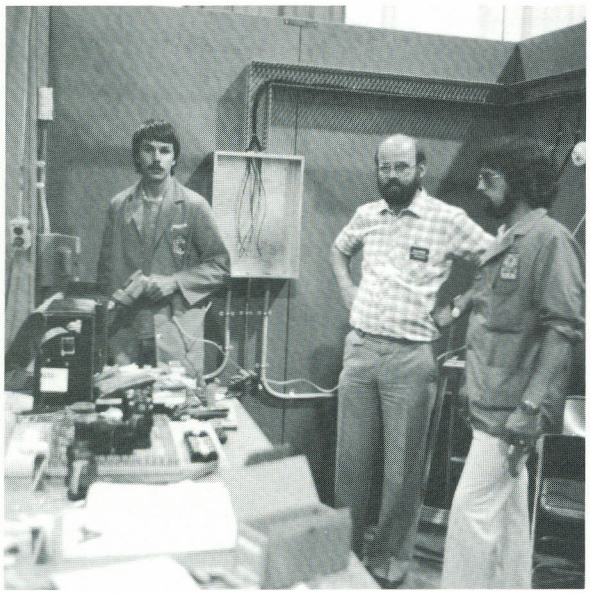
Ten competitors participated in the House Wiring contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in carrying out electrical installations in domestic buildings and commercial establishments.





2nd—Hsien-Te Chien, 1st—Sang Kuk Lee, 3rd—Albert Dillman, 3rd—Ewald Ospelt, Merit—Paul Mullarkey, Merit—Junichi Kubota

Industrial-Wiring-Montage en courant fort-Starkstrom-Elektriker-Electro montaje



TECHNICAL TEAM



l-r W. Buchel, F. Marti, H. Hwang

Eight competitors participated in the Industrial Wiring contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in mounting of installations for the connection and operation of machines and electrical apparatus of all types for all classes of industrial and low tension current.





2nd—Kassian Nipp, 1st—Hae Man Park, 3rd—Dermot Fallen, Merit—Mauricio Orelli



2nd—Ian Brown, 1st—Ernst-Gunter Konrad, 2nd—Victor Thur



Nine competitors participated in the Bricklaying contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in constructing brick walls, parts of walling, parts of ornamental walling with alternating courses, parts of walling for smoke outlets and walls made with round templates.

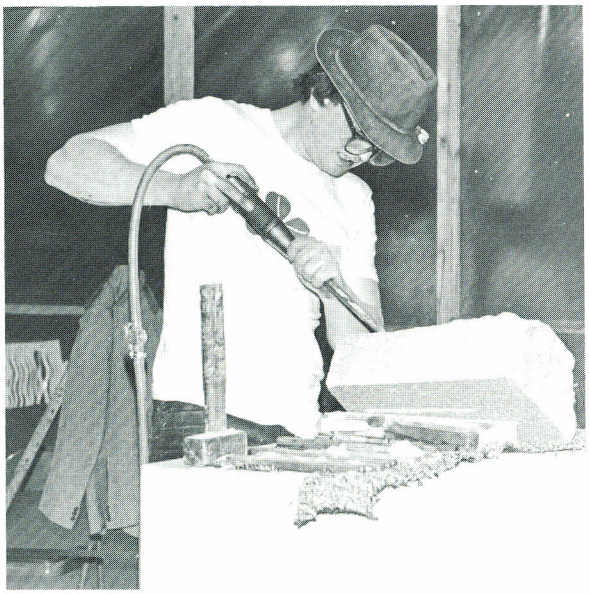


TECHNICAL TEAM

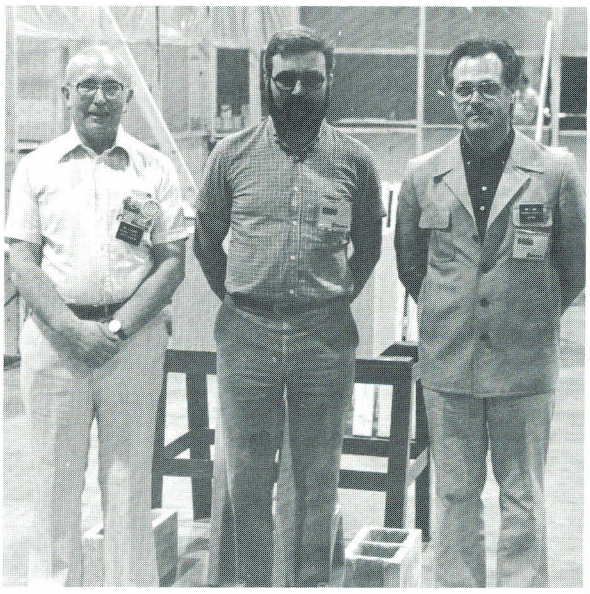


l-r—L. Huang, H. Pietruck, L. Gervasi, G. Hedges, G. Fletcher

Stone Cutting-Taille de la pierre-Steinmetz-Talla en piedra



TECHNICAL TEAM

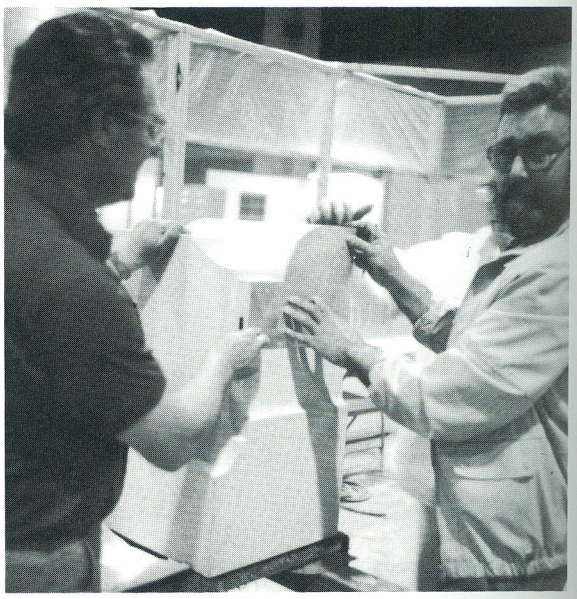


l-r G. Gilbert, R. Morel, F. Robl

Seven competitors participated in the Stone Masonry contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in working blocks of stone with hand tools to make construction pieces for houses.



2nd—Georg Toferer, 1st Tetsuro Tanabe, 3rd—Henri Spinelli, Merit—Sang Whan Park



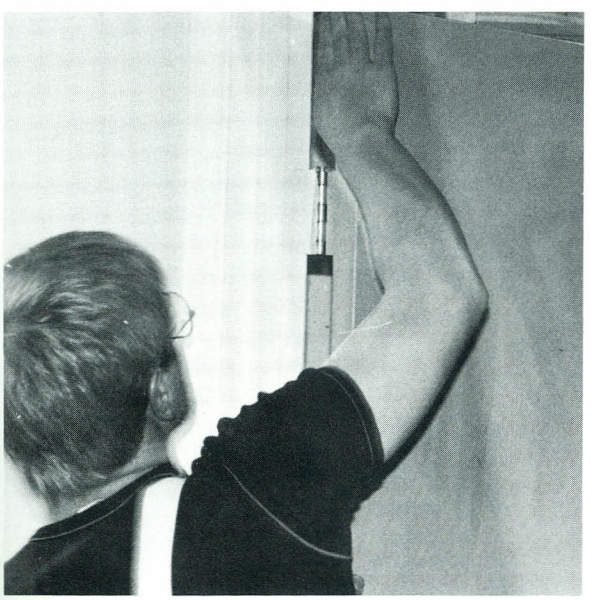
Painting-Peinture-Maler-Pintura





2nd—Sarah McBroom, 1st—Tae Ho Park, 2nd—A.J.V.D. Rijt, Merit—Alan Lowndes, Merit—Michael Grill

Nine competitors participated in the Painting contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in the preparation and decoration of the interior walls of a room with door, windows and ceilings.





Plasterwork-Platerie-Stukkateur-Estuco



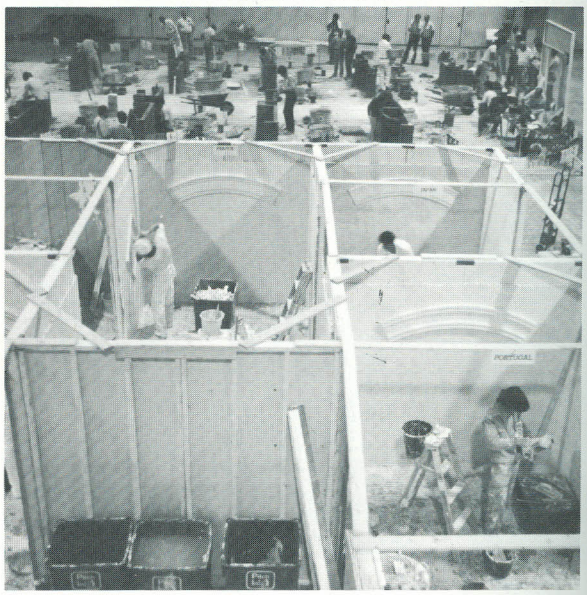
2nd—David Leslie Gardner, 1st—Jean Luc Peyssou, 3rd—Thomas Schweizer



Seven competitors participated in the Plaster Work contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in applying plaster, according to the drawings given, to interior and exterior surfaces, as well as ceilings and columns.



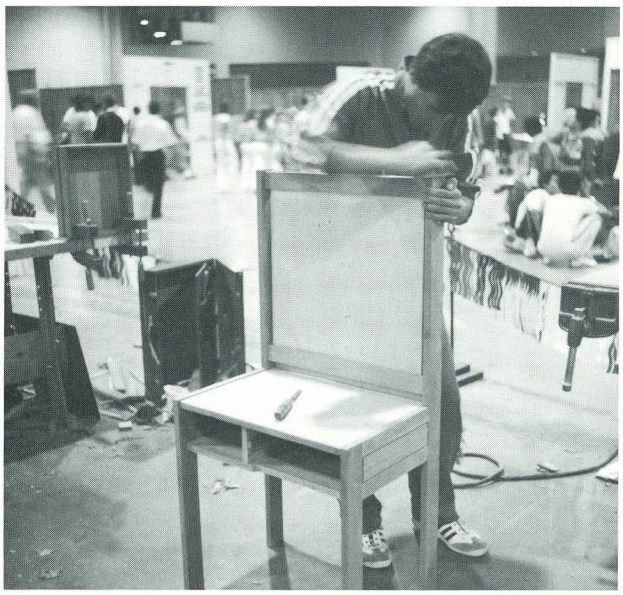
TECHNICAL TEAM



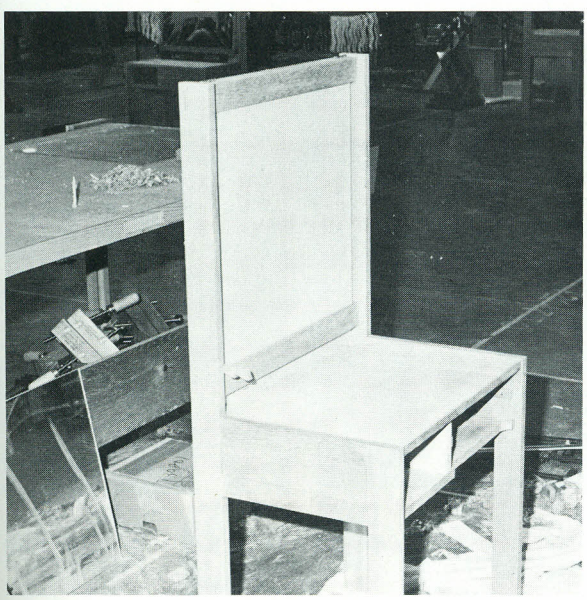
l-r, M. Leonardo, F. Frey, A. Borjon-Diron, J. Scott

Cabinet Making-Ebenisterie-Mobeltischler-Ebanisteria





Twelve competitors participated in the Cabinet Making contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in using solid hard wood, plywood, reconstituted wood, and veneer to produce furniture.





1st—Peter Straessle, 1st—Chong Ku Kim, 3rd—Jean-Marc Toussaint, Merit—Yu-Hung Sung, Merit—Alvis Ratz

Joinery-Menuiserie-Bau-u Geratetischler-Carpinteria de Taller

TECHNICAL TEAM

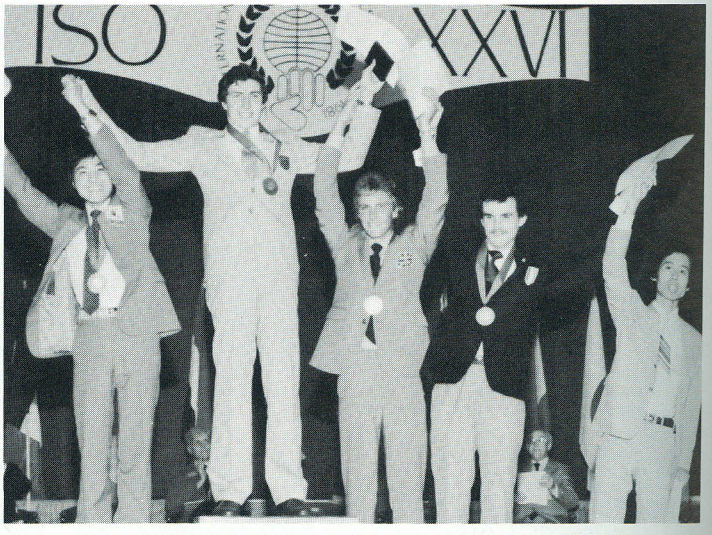


l-r F. Wilson, R. Phelan, G. Pfeiffer, M. Brum, J. Keel



Eleven competitors participated in the Joinery contest as the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in using solid soft and hard wood, plywood and reconstituted wood to construct doors, windows, frames, staircases, balustrades, balconies and installations.





2nd—Dae Ha Chun, 1st—Johann Wuppinger, 3rd—Pierre Chauvigne, 3rd—Philip Roy Hall, Merit—Tung-Glen-Ho

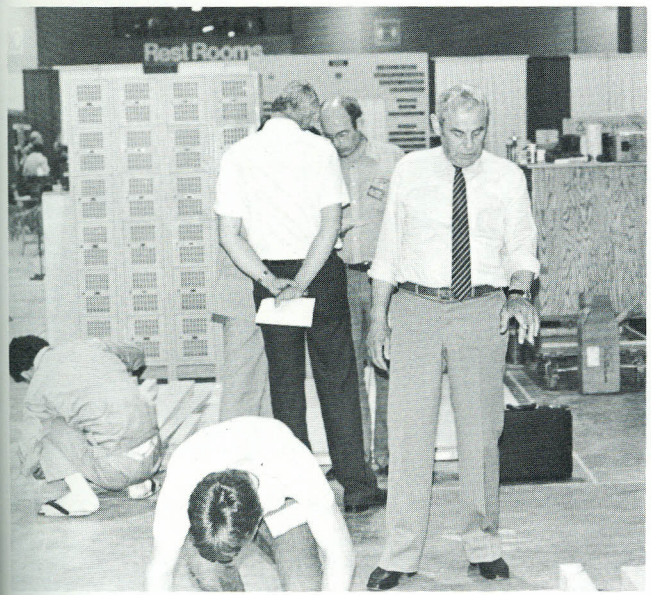
Carpentry-Charpenterie-Zimmerer -Carpinteria de Armar





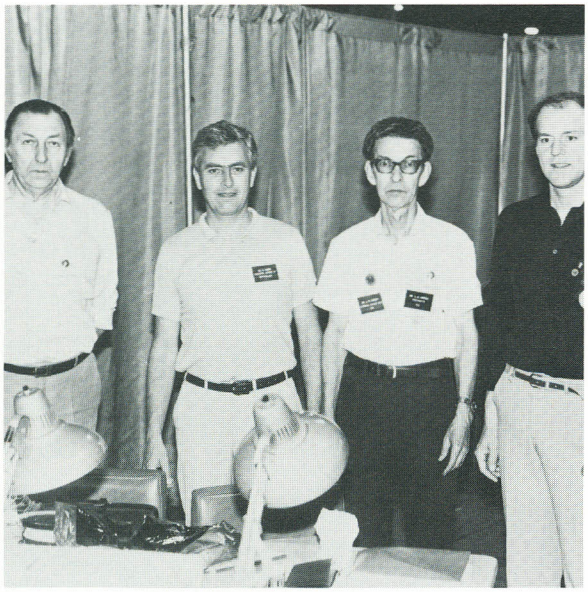
2nd—Andreas Peter, 1st—Patrick Groller, 2nd—Tae Suk Yoon, Merit—Michael Sullivan; Merit—Josef Eller

Nine competitors participated in the Carpentry contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in making roofs and trusses of all types.





TECHNICAL TEAM



l-r: Alpaerts, R. Duby, J. Lindsey, W. Haas, K. Hong



Five competitors participated in the Jewelry contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in making articles of personal adornment in precious metals intended to be set with precious stones.





2nd—Philippe Derousseau, 1st—Peter Pichler, 3rd—Jong Mock Kim

Tailoring-Metier de tailleur-Herrenschneider-Sastreria



2nd—Chung I Hel, 1st—Chong Sub Lee, 2nd—Peter Wolf



Four competitors participated in the Men's Tailoring contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in making jackets with one or two rows of buttons.



TECHNICAL TEAM



l-r: T. Wu, S. Lee, A. Faller, R. Martin

Ladies' Hairdressing-Coiffure Dames-Damen friseur-Peluqueria de Senoras

TECHNICAL TEAM





l-r: E. Klingele, D. Bagwell, J. Oh, S. Chen

Eight competitors participated in the Ladies' Hairdressing contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in creating fashionable day hairstyles, transforming day hairstyles to special hairstyles, using artificial hairpieces, and making curled false hairpieces.



2nd—Diane Barthol, 1st—Vera Maria Schorr, 2nd—Shu-Fang Liu, Merit—Kyung Ja Lee.



Men's Hairdressing-Coiffure Messieurs-Herrenfriseur-Peluqueria de Caballeros





2nd—Peter Wolf, 1st—Harald Nilson, 3rd—Yoshio Kawamurai.

Seven competitors participated in the Men's Hairdressing at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in cutting hair, styling hair, making hair pieces and identifying the different qualities of hair and the different materials used for the care and treatment of air.

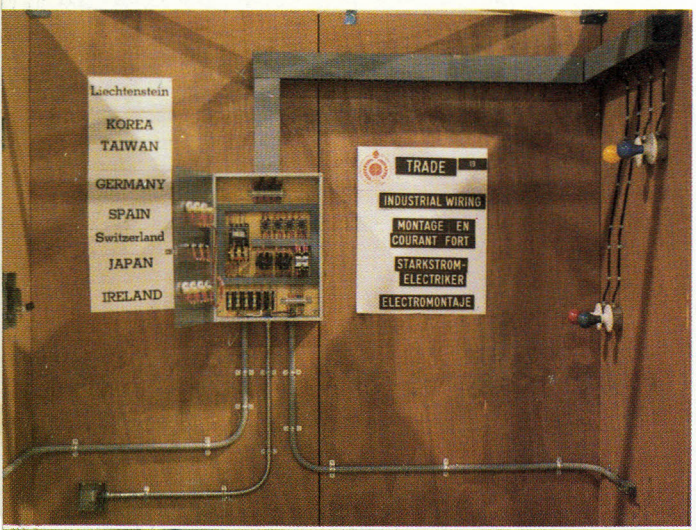
TECHNICAL TEAM

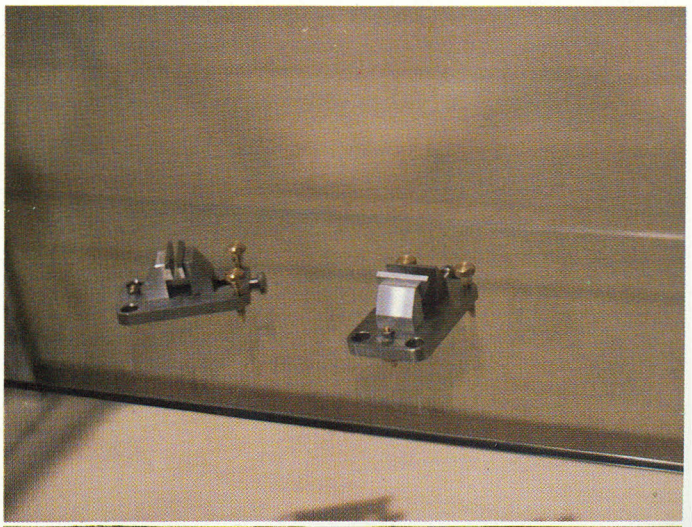




l-r B. Klever, J. Molmans, T. Leddington, L. Chang

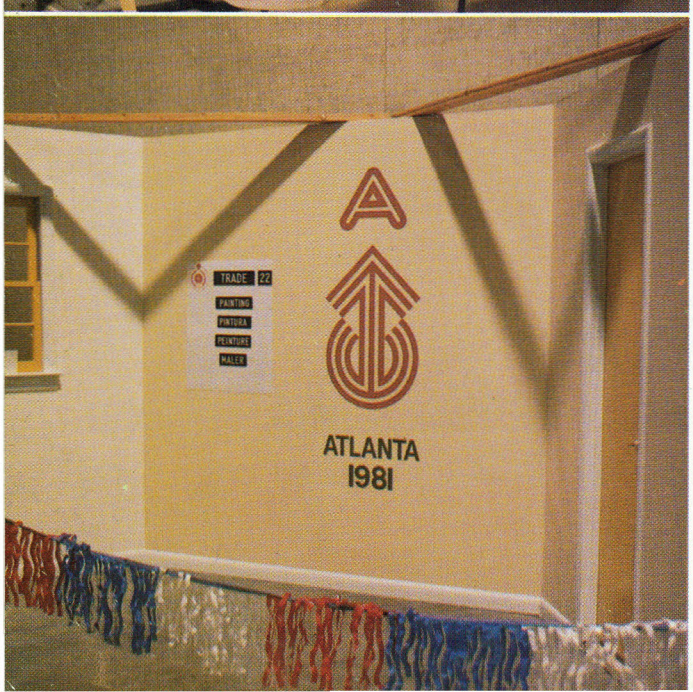
Completed Projects

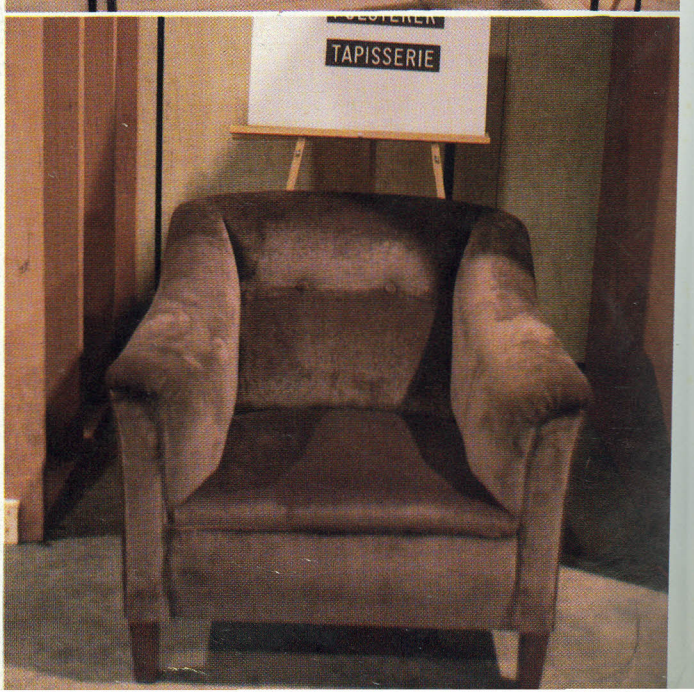






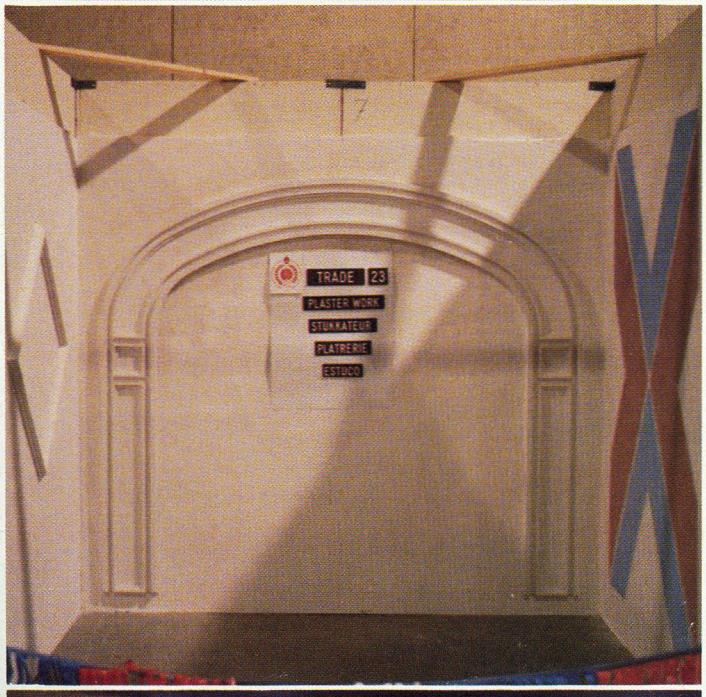







KOREA




TRADE 28
PLASTER WORK
STUKKATEUR
PLATRERIE
ESTUCO




KOREA


FRANCE
AUSTRIA

Ladies Dressmaking-Couture-Damenschneider-Modisteria

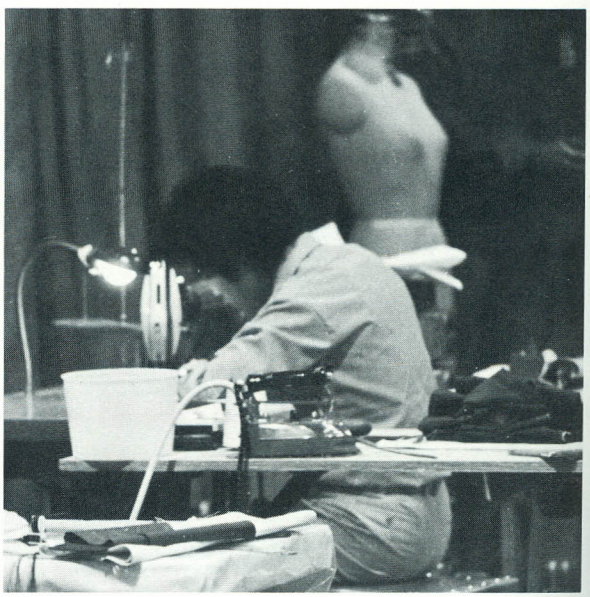


2nd—Sucko Fujita, 1st—Seong Il Kim, 3rd—Mei-Ching Chen



Five competitors participated in the Ladies' Dressmaking contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in making a suit which consisted of a jacket and skirt.



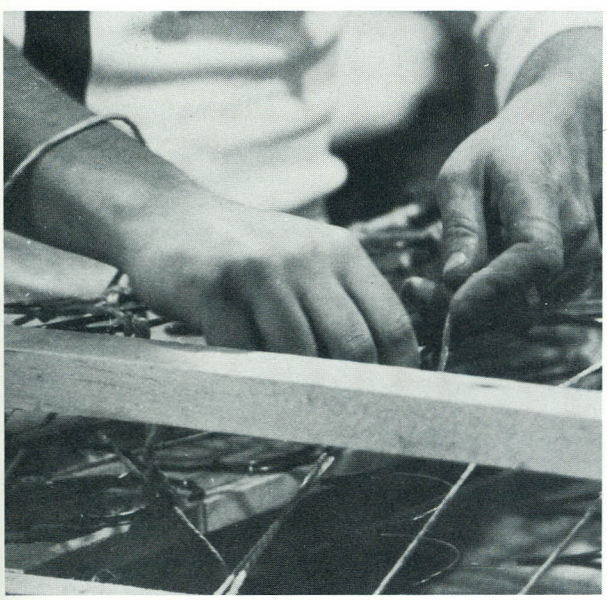


Upholstery-Tapisserie-Polsterer-Tapiceria





Four competitors participated in the Upholstery contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in placing, adjusting and fitting springs, and stuffing and putting adorning material on furniture.





2nd—Roland Stohler, 1st—Thierry Belhadj, 3rd—Paul Lechenauer

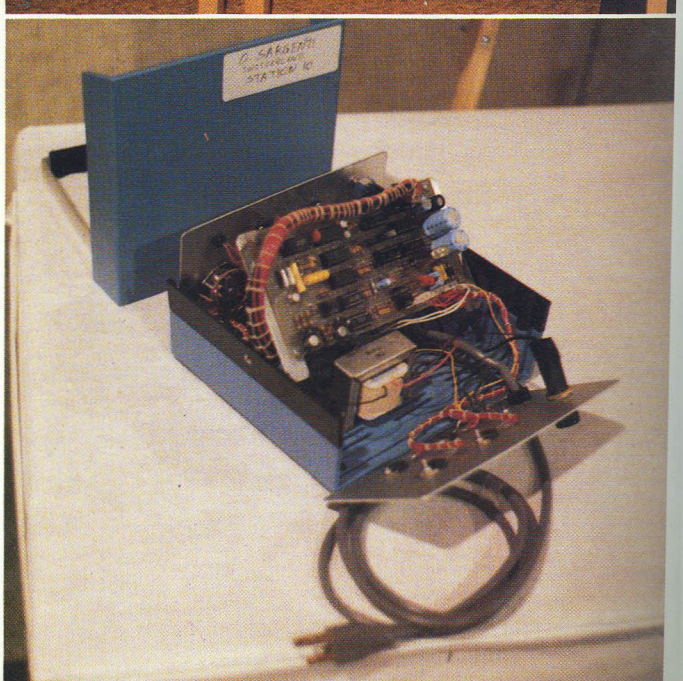

TRADE 10
ELECTRIC WELDING
SOUDAGE À L'ARC
LICHTBOGENSCHWEISSER ELECTRICA
SOLDADURA ELECTRICA
TRADE 9
GAS WELDING
GASSCHMELZSCHWEISSER
SOUDAGE À L'OXYACETYLENE
SOLDADURA OXICETILENICA
USA
TAIWAN
PORTUGAL
KOREA
JAPAN
IRELAND
THE NETHERLANDS

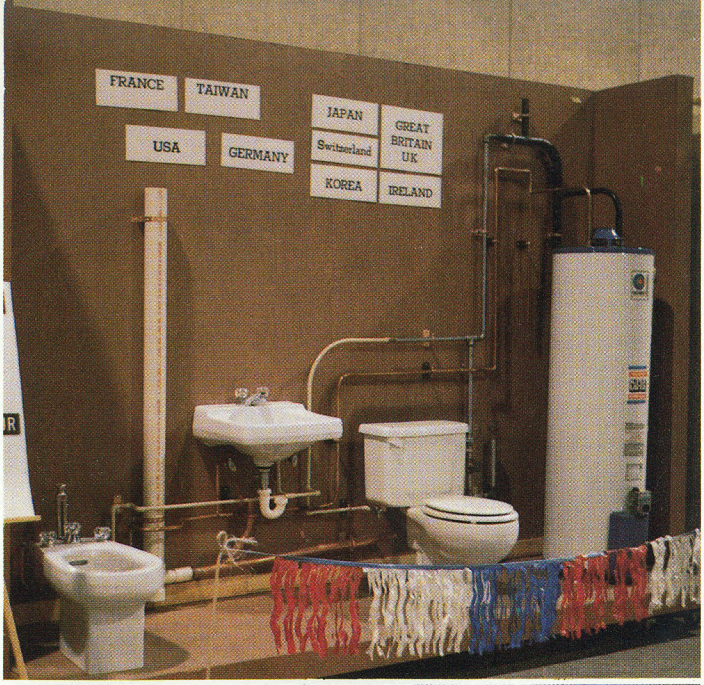



COMMERCIAL ART


STATION 1

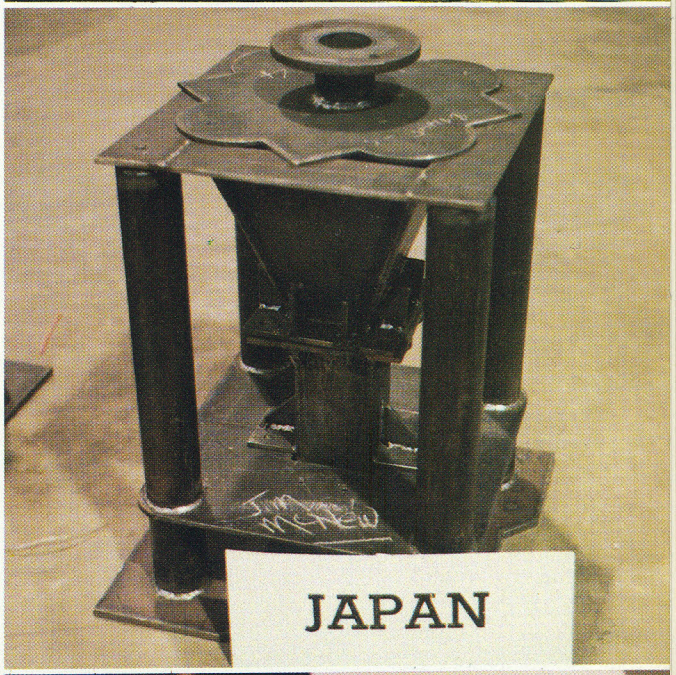

TRADE 7
MILLING
FRESA
FRASER
FRAISAGE


G. SARGENTI
STATION 10


FRANCE
TAIWAN
USA
GERMANY
JAPAN
Switzerland
KOREA
GREAT BRITAIN UK
IRELAND


WOOD PATTER
MODELLTIS
MODELES FO
DE FUNDIC
MODELO


JOINERY
MENUISERIE
BAU-UND GERAETETISCHLER
CARPINTERIA DE TALLER
T. C. HO TAIWAN


JAPAN


ABINET MAKING
OBELTISCHLER
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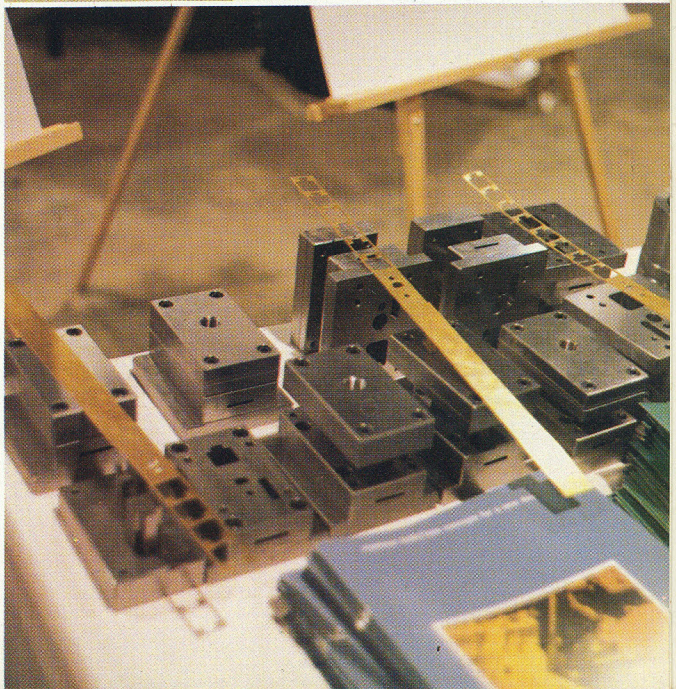


Automobile Mechanics-Mecánica automóvil-Kraftfahrzeug-mechaniker-Mecanique de L'automobile

TECHNICAL TEAM



l-r C. Park, J. O'Brien, K. Chiba, C. Farris, J. Newnan, M. Tomas, A. Aleman, L. MacLeod, G. Gee, I. Meyer



Ten competitors participated in the Automobile Mechanics contest at the 1981 International Skill Olympics. The competitors were required to demonstrate knowledge and skill in inspecting, maintaining and repairing light vehicles with general purpose and special purpose tools according to recognized procedures.





After 25 Hours of Competition . . .



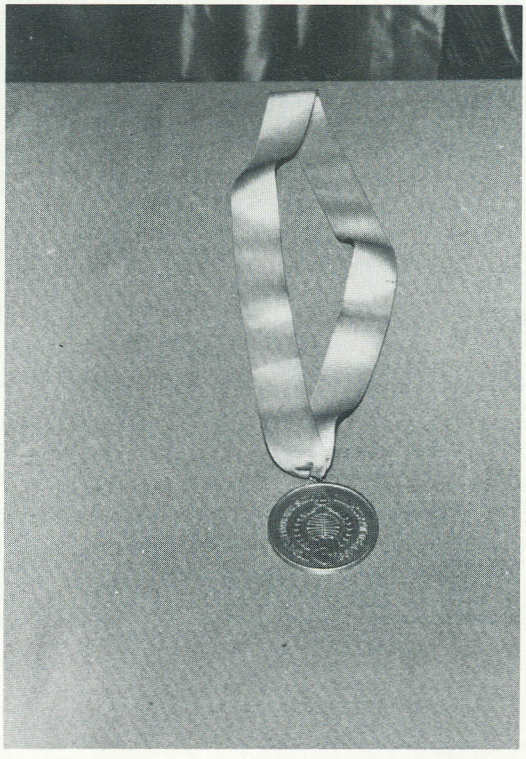
. . . it's time to clean up.



While the final products are scrutinized . . .

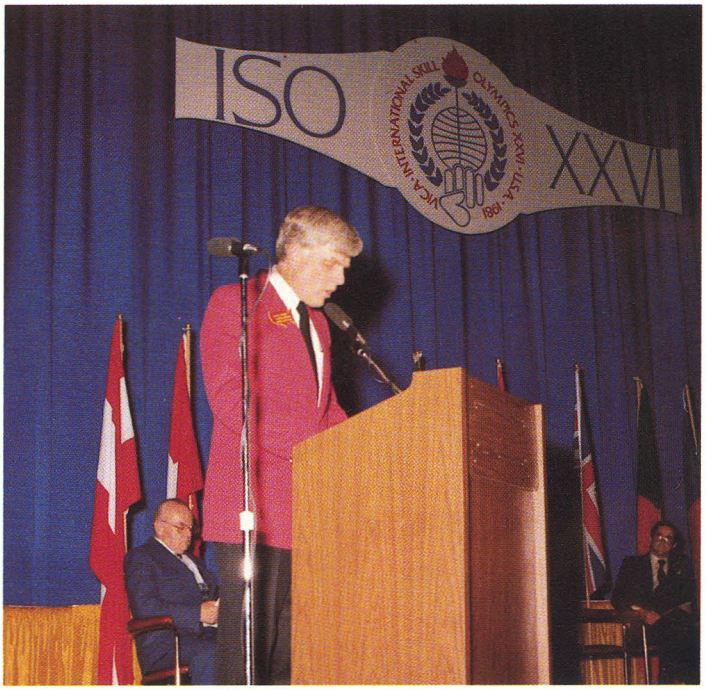


the contestants wait . . .



. . . to see if they will bring home the gold.

Closing Ceremony–Ceremonia de Clausura–Schlussfeier–Ceremonie de Cloture



"We who possess the advanced technology and the education must appoint ourselves ambassadors of world freedom and peace . . ."

Larry Johnson

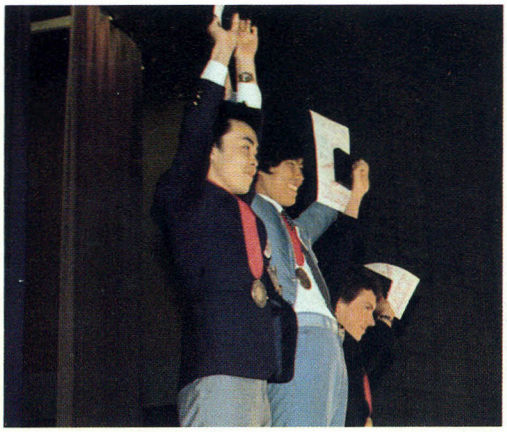
Official Delegate
United States of America





Closing Ceremony-Ceremonia de Clausura-Schlussfeier-Ceremonie de Cloture









"If we are truly dedicated to and united in this ambition, then there is still hope that we passengers on this small planet may someday achieve for all time that ancient vision of peace on earth and goodwill toward men."

Larry Johnson
Official Delegate
United States of America

Receptions-Recepciones-Empfange-Receptions







President's welcome at the airport by the National VICA organization representatives.



The "welcome mat" was out for all the conference participants and each was received as honored guests.

Receptions-Recepciones-Empfange-Receptions





The Toast

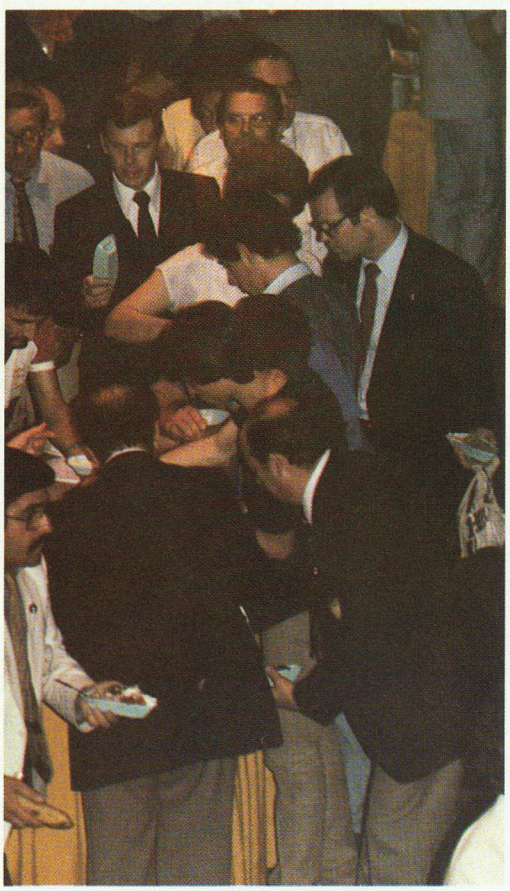






Farewell Party-Fiesta de Despedidas-Abschiedsfest-Fete D'Adieu

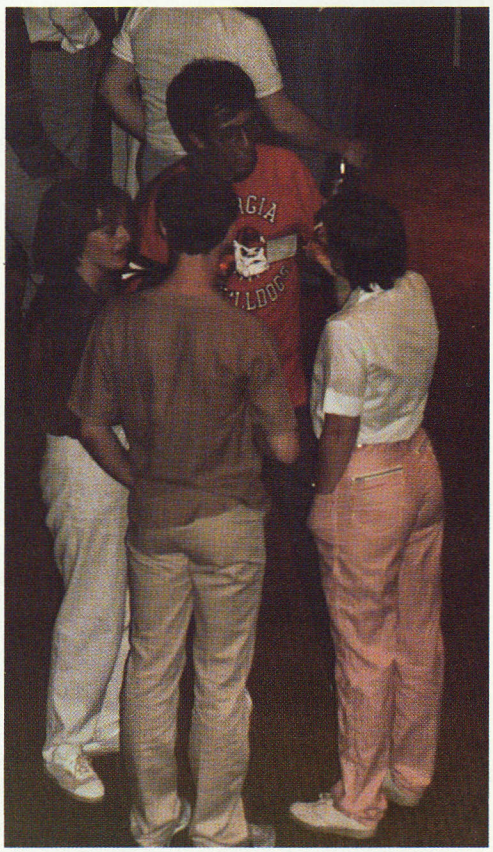






Farewell Party-Fiesta de Despedidas-Abschiedsfest-Fete D'Adieu







Farewell Party-Fiesta de Despedas-Abschiedsfest-Fete D'Adieu











Farewell Party-Fiesta de Depedidas-Abschiedsfest-Fete D'Adieu











Callaway Gardens

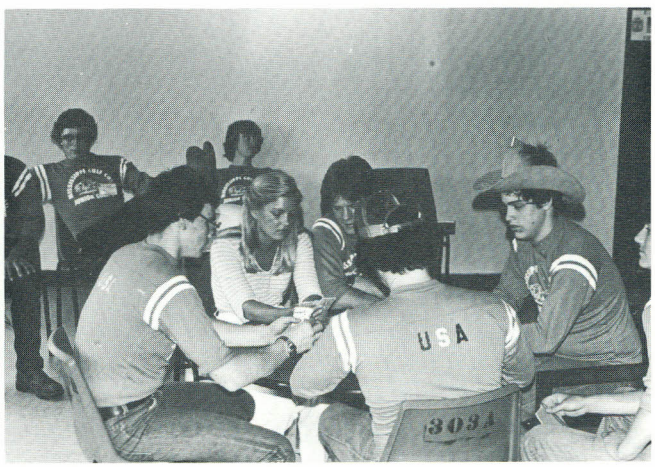






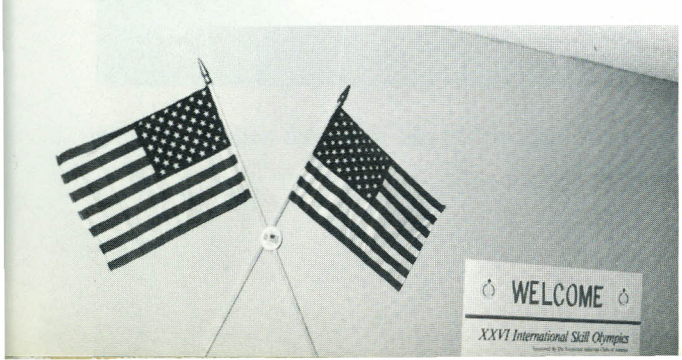












Dorm Activities

Appendix



The appendix of this Documentary has been dedicated to the individuals, industries and associations to whom each and every conference participant is indebted.

A Special Thanks . . .

A special thanks to the shopmasters, technical chairpersons, experts, judges, and The Georgia Committee for establishing and administering an unparalleled competitive environment, The Skill Olympics.



The International Skill Olympics
International Organization for Promotion of Vocational Education

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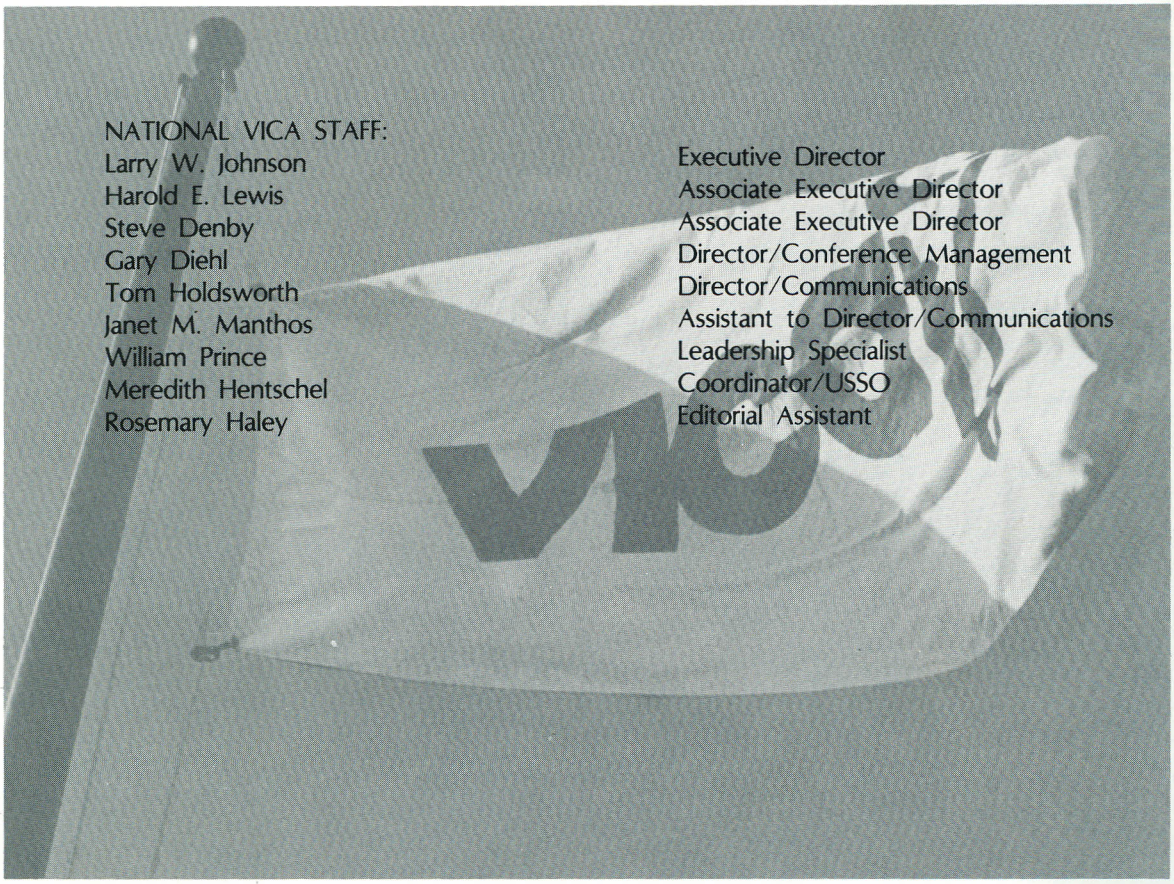

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