FEATURING
COMPETENCY BASED INSTRUCTION
ADMINISTRATORS' VIEWS
RADIO BROADCASTING
AG. ED. RESEARCH IN PROGRESS
POST-SEC STUDENT CONVENTION

Theme—Classroom Instruction—Getting
The Ideas Across
A GUEST EDITORIAL

STRUCTURING TO MAXIMIZE LEARNING

by Leon A. Mayer
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University of Illinois

Most teachers understand logical structuring of subject matter and usually do a reasonable job of this kind of structuring of the learning situation; however, many teachers do not fully understand the nature and importance of psychological structuring of the learning situation, and consequently, may neglect to do this very important kind of structuring.

PSYCHOLOGICAL STRUCTURING

Psychological structuring of the learning situation is a process in which the teacher deliberately and systematically attempts to structure or organize the learning environment as a means of facilitating learning. The purpose of psychological structuring is to make the learner feel as secure and as comfortable as possible in the learning situation, and to psychologically condition students for the learning. The teacher is attempting to facilitate. Psychological structuring of the learning situation involves the planning or organizing of several things as follows:

1. Physical facilities — The location, appearance, comfort and orderliness of the classroom, or other teaching area should be deliberately planned so that the student will feel secure, comfortable and ready to give attention to learning.

2. Furniture arrangement — Classroom furniture should be comfortable, moveable and flexible in use and functionally arranged to facilitate group formation and to maximize natural opportunities for participation and for sharing of learning. A regimentation of students into a formalized row arrangement does not stimulate active learning and is not conducive to active learning situation, and it does not facilitate interaction and sharing of ideas. Traditional armchairs do not work. Modern furniture should be arranged functionally for certain kinds of classroom activities, and armchairs are usually not designed for left-handed people. If tables and chairs are arranged in a conversational horseshoe fashion would be much better. Tables are much better, too, for adults.

3. Children's participation, cooperation and sharing — Students feel more secure and willing to participate actively if they know other class members, develop a sense of belonging to the group, and have a feeling of trust in others and in you as a teacher. As you begin instruction with a new course or group, elicit a response from each member by asking each of them to share with you, and with other class members, something about themselves. You must do the same.

4. Personal participations and sharing. The same name cards or pictures of different people are on a familiar, comfortable first-name basis.

(Concluded on page 199)

March 1979
Volume 51 Number 9
Some teachers spend a great majority of their time in the classroom while others spend very little time there. Each teacher must decide where they are going to put the emphasis in their teaching career and how they are going to teach or attempting to learn. Most teachers would agree there are three major components to a well rounded agriculture program: the classroom instruction, the supervised experience program and the student organization—FFA. They would probably have varying opinions about how much emphasis and time to allot to each of these components. However, I believe each teacher would agree classroom instruction is a most important tool for teaching agriculture.

GETTING IDEAS ACROSS EFFECTIVELY?

The next question is how can we use this tool most effectively to get the ideas across? There are many ways, some of which have been mentioned in articles in this issue, some of which have not. First, a most useful way of getting the ideas across is to use a variety of methods. Simply using a variety of methods in itself is effective because it presents changes to the students which heightens interest. Even more important, however, is using a variety of methods and choosing the specific method for its unique ability to get that particular idea across. Choosing the method for its contribution to the learning situation and ability to increase interest is using the classroom teaching tools most wisely. Does my interest and enthusiasm about an idea make any difference about how well that idea gets across? In most instances, how well the idea gets across is in direct proportion to the interest and enthusiasm we as teachers exhibit. If we are not interested or enthusiastic, the students could care less. If we show our concern and motivation, it's catching. The students then become motivated and the ideas get across much easier.

STUDENT INVOLVEMENT—EFFICIENT

This list of ways to use the tool of classroom instruction more effectively is neither exhaustive, nor ordered according to importance. However, if I had to list the thing I consider most important to getting the ideas across in the classroom, it would be student involvement. The more the student can be involved actively in every phase of instruction, the more learning takes place. If the students are only actively involved in note taking, greater learning takes place than would have been possible if they had been simply sitting passively, attempting to learn by only listening.

I feel, however, the greatest learning takes place when students are involved in doing the real thing, even in the classroom. Think of how many ways students can carry out actual work skills, right in the classroom. The list will surprise you. Next best, and if thoroughly thought out and organized, a simulated situation is conducive to learning. Whether it be a mock interview or practice parliamentary procedure contest, learning increases. Also motivational games actively involve students in the review and reinforcement process and makes learning fun. Was the last time your kids said, "Hey, class was fun today"? I'll bet it was a time when you had them very actively involved in an idea that then took on importance to them.

It perhaps takes a little more time to plan a variety of methods, arrange and control your learning environment, generate and show enthusiasm for your subjects, and actively involve those students in the learning process; but it is well worth the effort when you realize how much better those ideas are getting across.—Ed.
PREPARATION—Essential to Getting the Ideas Across in the Classroom

by Carroll P. Trahan
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Learning is the aim of all education. When the students have not learned, the teacher has failed in his mission. When we look at "good teaching" we are looking at the direction of the learning process so that desirable changes of a relatively permanent nature are brought about within the learner as a result of the instruction. In teaching, the major consideration is effectiveness. The results of teaching must be evaluated by the question, "What did I want the students to learn?" It is possible for students to learn without a teacher, but this learning is not effective. When learning is conducted without close supervision, there is usually a loss in efficiency of the instruction. In order to effectively foster desirable changes, effectiveness in instruction must be evidenced. This, therefore, leads us to the readiness of the teacher. There are five stages of instruction: a. Preparation b. Presentation c. Application d. Examination e. Discussion

This article is devoted to the first of these—PREPARATION. Preparation is one of the most important stages in teaching. Preparation, we might say, is the foundation upon which all effective instruction is based. To utilize the time available for lesson preparation to best advantage, make an estimate of the teaching situation by determining what to do and how to do it: a. Keep the objectives firmly in mind.

CONTINUED PREPARATION

Each lesson plan is designed to cover one small segment of a subject. Each plan should have a definite objective or objectives. The lesson in a unit should be tied together so that the student can see the relationship of individual objectives as well as the importance in accomplishing the overall objective of the unit to be taught.

To assure that the important points have been considered in developing the lesson plan, the teacher should be able to answer ten or more of the following questions. When he cannot answer yes to any question, it shows that some phase of the preparation has been inadequate, and that the plan should be revised.

a. Does the lesson deal with one subject only? b. Is the lesson objective stated clearly and concisely? c. Are all facilities and equipment listed necessary and available? d. Does the introduction completely serve the purpose? e. Do the steps in the lesson proceed from the known to the unknown, from simple to complex? f. Are the facts of the lesson imparted in the proper sequence? g. In what order should the lesson be presented? h. Is the plan complete or does it leave anything to chance? i. Is the plan simple, flexible, and practical? j. Do the plans satisfy the lesson objective? k. No matter how careful the planning, it is impossible to predict the reactions of the students. Has the plan been successful with one class may not be equally successful with another. When the teacher finds that his planned procedures are not leading to the desired results for the class, he should take advantage of the breathing space in his lesson plan and change his approach to fill the needs of that particular class.

CONTINUED GUEST EDITORIAL

Carry on this process one step further by requesting students to share with you, and with everyone who will read this article, their experiences, successes, and difficulties. This not only facilitates participation, it helps you as a teacher to know your students and whom to utilize as resource persons in future discussions.

Project to students that you respect their intelligence and trust their responsibility and judgment enough to involve them in sharing decisions about their learning. Through the mechanism of a problem-solving unit you can teach students with the opportunity to plan goals and standards for their own learning and to develop a concept of desired and standards. Allow them to identify problems for discussion, as they see these problems and concerns.

If there isn't sufficient time to go over the plan in its entirety, at least go over the major points and procedures of the lesson plan in mind before presenting the lesson to the class. The spirit of the rehearsal is the key to it all.

FINAL ARRANGEMENT

The last stage of preparation is to check and recheck the details related to carrying out the lesson plan. Check the class area. Make every reasonable effort in advance to see that the class area and its surroundings are conducive to learning. Check the condition of your facilities—exhibits, blackboard, tools. Check the seating arrangement to make sure that everyone can see and hear, and also have an unobstructed view of the instructor. Check the possibility of disturbing noises or commotion in the immediate vicinity.

b. Final aids. Check to see that the equipment you will be using is operating properly. Before class time, the teacher should have all needed equipment, supplies, illustrative materials, and checking classroom setup in the event of either change of place, operating properly, and ready for action.

Without proper preparation, the teacher will not be able to get his points or ideas across to the students effectively. Without proper planning of the units which are to be taught, it becomes difficult to mesh the lessons together and avoid double tracking the same concepts. Without proper planning, preparation, the interests, needs, and abilities of the students soon becomes apparent rather than hidden.

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If some class members are reluctant to participate, the teacher may need to restructure the group, use small group buzz sessions—students will feel more at ease participating in a small group, rather than a large group, until they get to know the large group.

YOU ARE READY TO TEACH—STUDENTS ARE READY TO LEARN

If you have psychologically structured the learning situation, you have psychologically conditioned the students. Now you may begin teaching the logically structured subject matter, knowing that your teaching will be effective and that learning will occur.
Teaching Students to Think, Understand And Make Decisions

by Clifford Van Berkom
ertas. Instruct. Swita, IA

There are many old axioms that are still valid today, even if an instructor will only realize their importance and value. 

Statements such as: "experience is the best teacher;" "a picture is worth a thousand words;" or "show them an example;" can be utilized in the classroom and on many other occasions.

The agriculture instructors in Iowa can be very thankful for Dr. Harold Crawford, who has not only done an excellent job of being the example of how to teach the problem method, but also has stressed the importance of its use in the classroom. This article should have his name at the top since it is his message with adapted variations.

The problem method is often misunderstood. It is not the answer, but rather one of the tools in an instructor's repertoire to make teaching more enjoyable for both the student and the instructor. Various forms of the problem method are used even though they aren't fully recognized by the instructor.

ENTHUSIASM AND MOTIVATION

The enthusiasm a teacher has for a class and the enthusiasm he has for teaching are the two main ingredients in the classroom. If an instructor is not enthusiastic, then he will not stimulate the students and their interest will not be piqued. Teaching and learning must be fun if anything is going to be retained by the students. Teaching must be fun if the instructor is going to remain in teaching for any length of time. A positive attitude is a must. The students must feel parties concerned! How did your non-verbal communications affect the class today? Didn't the class, and the day, go so much better when you were enthusiastic? Why does the freshman class generally seem to be the most fun to teach? Because they are enthusiastic!

Today you come to class with enthusiasm. Let's pursue the problem method a bit more in detail. Motivation is the key. Maybe your enthusiasm

is the motivator. Perhaps it was a problem or situation one of the students brought up in class. Or it may have been a situation you found one of the supervised visits made last week, or a report you had just received. It may be a situation, example or problem that you have to introduce to class. (If someone could just write a book full of these examples and make them available to every ag-instructor.)

SHORTER UNITS

The motivation is there and the students are ready to find, receive and remember the pertinent facts. Just what is it that should be remembered from this lesson? State the objectives of the unit or lesson. Tell them what you want them to know. Too many instructors use the "slog" method of feeding their students until they are filled with information. A student's learning habits tend to resemble a pig's eating habits when taught this way. Could it be that the units now being taught are too long, with too many things being "fed" to the students at one time? Try shortening the units and teach one concept well each day.

STUDENT ACTIVITIES

There must be student activities if learning is going to remain with them. These may be written solutions or student experiments. If it is worth remembering, it is worth writing down in a student's notebook. When it is test time, the student now has a record of all the things that the instructor wanted them to remember. Texting is an important part of learning, but too often tests are a regurgitation of a lot of meaningless facts and figures. If the objectives were made specific enough to cover the lesson the instructor wanted the students to learn, the questions on the test could also be covered.

Try making the testing interesting and enjoyable for the students to read and respond to. Vary the type of questions as multiple choice, short answer, fill in the blank, a few true-false and an essay question or two. Rate them for point value so the student can see how important each is. Too many tests are made for ease of correction, and some of this is alright. How about an essay question that requires a student to list his opinion and also requires him to state the reasons why he decided on this answer. This helps the students to think, understand, and make decisions. This decision making process may be the most important skill you can teach your students. Most people can remember facts if they are so programmed. We need more people who can make good judgments. And isn't that what problem solving is all about?

APPLICATION

The next step is determining what practices each student can adopt, for his or her own home situation. This is not always an easy task because there are home situations. This is a decision-making situation. Should an instructor be dictatorial in the practices every student must do or should not do? Students should have the freedom to accept the principles and practices with which they desire to adopt if they can give good sound logic and reasons for their choices. All students in a group thinking exactly alike makes for stale students and a dull class.

USING A SUMMARY

A summary at the end of the class period outlining the important facts learned is important. The summary could be in the form of a quiz. A well placed quiz with an indicator as to the student's acquisition of the facts the instructor wanted the students to learn. Sometimes the quiz should be open ended to give the students the opportunity to get ideas from the class and not quiz them to keep good notes. The quiz should cover material that will last the rest of the day. The quiz should not be used as a test for the final test. Whether the quiz or a summary feedback is used, it is the instructor's responsibility to "dough the soil" to be the time the instructor finds out how the students grasped the facts covered in class. In the reasoning or problem solving method, a common question that should be asked of the student is "why?" The instructor is the question. (Concluded on page 203)

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You Can Lead A Horse To Water, And You Can Make Him Drink!

by Paul Benson

The old adage that you can lead a horse to water but can't make him drink does not necessarily hold true when it comes to students learning in the classroom. How do you make them drink? Why? What is it that they are thirsty for?

WHAT IS THE "SALT" OF THE CLASSROOM?

The salt refers to the desire to learn, to know, or to do. The concentration of salt in the bodies of horses needs to be kept at a proper level if you want to keep them thirsty. If the salt concentration drops to a low level, more salt should be added to their diet. The desire to learn can be kept at a high level by the following methods:

1. Provide a rich FFA program that promotes self-fulfillment.
2. Provide a comprehensive supervised occupational experience program that involves learning experiences relevant to students' needs.
3. Provide interesting laboratory and shop experiences so students can learn by doing.
4. Provide a student oriented atmosphere in the classroom so students feel free to share their ideas.
5. Help students establish career and other goals so that learning activities are perceived as purposeful and important.

For an early age student exhibit an eagerness to discover things which suggest a wholesome desire to be informed. This desire should be instilled constantly and also be a major behavioral objective in the vo-ag program.

If students have a felt need to learn, it should foster an active learning process one that stems from within and will then transfer to new situations. Getting the ideas across may then become less important because of the more urgent need to manage the self-generated ideas of students.

The effectiveness and value of many of the abilities and much of the knowledge acquired depends on how the students gather them. If they are just passed on, then this ability and value only them and consequently not put them to practice. If they are involved in formulating these ideas for themselves, they may be quite anxious to build and use them. Students really decide what is to be learned, while teachers only decide what is to be taught.

Other methods of getting a horse to water and making him drink:

1. Put the horse out into the water.
2. Hold the horse's head under the water for long periods of time.
3. Make the horse watch other horses drink.
4. Lead the horse with a whip.
5. Force the water down the horse's throat.

Not all of the above methods may provide the wanted outcome with horses or students. All of these procedures point to the teacher forcing the students to take to knowledge under pressure. This type of learning may not be what the teacher wants to accomplish.

By instilling desire (salt) on a regular basis, students should not only fill up with abundant knowledge (water) but then be motivated to go beyond the classroom (waterhole) and achieve their sought-after goals. More!!
What is it that improves the attitudes and gain the respect of both ‘able’ students and ‘slow’ students? I believe it has much to do with the agricultural program developing ‘favorable’ self-concept within the student.

Several research studies, Stanwyck and Feller (1963), Landry and Parberry (1973), Fiva (1972), and Brookover, Thomas and Patterson (1961), have indicated that there is a persistent and significant relationship between the self-concept and an individual’s attitude, achievement, and behavior. Both the ‘slow’ and ‘able’ students should take into consideration in dealing with their clients. Agricultural education programs can and should supply its students with many of the factors believed by authorities to be important in the development of a favorable self-concept. It appears that the basic structure of the program lends itself to favorable self-concept development.

What CAN THE TEACHER DO? A few ideas for Coombs, Avila and Purkey (1970) believe the way a teacher becomes significant rests on two factors: 1) what he believes, and 2) what he does.

1. Purkey CLL, Haringhult, as stated by Carlson and Moore (1968), have listed ways in which the classroom teacher can encourage and enhance children’s self-esteem and make them more satisfying to himself and have a more satisfying concept of himself. Bottrell indicates that: 1. The teacher may help each child to feel wanted and liked. This adds in satisfying his need for status and approbation.
2. The teacher may provide group work for self-help opportunities. This gives children a chance to practice and apply self-concept.
3. The teacher may help pupils to evaluate themselves. This gives them a chance to talk about objectively about their work and progress and gives them an opportunity for an emotional security.
4. The teacher needs to be present to clarify and guide, but not to tell or dictate.

Haringhult indicates that: 1. The teacher may help by finding work situations in which the child feels at ease.
2. The teacher may help by finding situations in which the child can contribute his talents and skill in a way that would be valued by others.
3. The teacher may help the child control his behavior so as to be acceptable to others.

What ARE THE POSSIBLE CAUSES? In order to influence their students’ self-concepts the teacher must be or become interested in the students. People are seldom changed by other people as unimportant or insignificant. By significant other is meant those people who are important or who have significance to the student by reason of his seeing their ability to ally insecurities or to intensify it — to increase or to decrease his sense of belongingness and enhance his sense of well-being (Peterfreund, Leonard and Van Hose, 1971). Purkey (1970) believes the way a teacher becomes significant rests on two factors: 1) what he believes, and 2) what he does.

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FEATUREING:
IT WORKS!
COMPETENCY BASED INSTRUCTION

by
Ms. Teri Elton
Instructor of Ornamental Horticulture
Tinley Park, IL

In the 1970's dare we imagine 15, 16, and 17 year old students so enthusiastic and involved in attaining competencies in ornamental horticulture that they revel in competing to achieve more than their classmates?

Dare we imagine students so motivated, eager and turned on, that they demand, as they enter the classroom, to know what competency they are expected to achieve that day?

These teenagers do exist and are achieving competency levels in job entry skills in the field of ornamental horticulture. As participants in the pilot program at Tinley Park High School, Tinley Park, Illinois, these high school students are involved with a competency based curriculum in ornamental horticulture that spells out for them what they are to do, how they are to do it and to what criterion level.

The students are given a competency sheet at the beginning of each class. The competency sheet, which states the competency to be attained, consists of six columns: the skills to be attained; the tasks to be performed; the materials required; the specific activities to be performed; a suggested means of measurement/evaluation; and a recommended time period. (See competency sheet example.)

The items in the column on the student competency sheets are numbered in sequence to aid the student in the performance of activities and tasks in order to achieve the skills listed that leads to competency in that area.

The items in the Task column are marked either with a "T" or a "K." The "T" designates a psychomotor task and the "K" a cognitive task to attain a specific competency. The competency stated at the top of each student page gives an exact description of what the student is to be able to do as a result of the learning activity called for by the lesson.

The first column on the competency sheet states the skills to be gained. The second is a guide for the acquisition of the skills and knowledge specified in the competency. The third column gives a list of materials, supplies, manuals and textbooks, etc. that are needed by the student to carry out the prescribed activities. In the fourth column are the activities the student is to perform in order to acquire the skills and knowledge specified in the competency. Then, the fifth column provides the student with a means of interim checks and self-evaluation with immediate feedback.

### Table: Competency-Based Instruction

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>TASK</th>
<th>MATERIALS</th>
<th>STUDENT ACTIVITIES</th>
<th>MEASUREMENT/EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10A</td>
<td>Given a small deciduous tree in late winter or early spring, the student will prune the tree to maintain desired shape and to remove dead, diseased branches and water sprouts to the DES criterion level.</td>
<td>10A - 1.1 Learn purposes and methods of pruning shade trees. &lt;br&gt; 10A - 1.2 Identify objectives of pruning shade trees.</td>
<td>10A - 1.1 View slide film. Note objectives of pruning. &lt;br&gt; 10A - 1.2 Read subject matter unit and fill out worksheet.</td>
<td>10A - 1.1, 10A - 1.2</td>
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<td>10A - 1.1</td>
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<td>10A - 1.1.1 Slide Film</td>
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<td>10A - 1.2</td>
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<td>10A - 1.1.2 Slide Film Projector</td>
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<td>10A - 1.1.3 Pencil and Paper</td>
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<td>10A - 1.4</td>
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<td>10A - 1.1.4 Handouts - Workbooks</td>
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<td>10A - 1.1.1, 10A - 1.1.2</td>
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<td>10A - 1.5</td>
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<td>10A - 1.1.5 Exercise tree and identify parts to be pruned.</td>
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**Figure 1**

**TIME**

<table>
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<th>TASK</th>
<th>MATERIALS</th>
<th>STUDENT ACTIVITIES</th>
<th>MEASUREMENT/EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10A - 1.3</td>
<td>Prune proper cuts when removing tree limbs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.4</td>
<td>Paint wounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.5</td>
<td>Clean work site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.6</td>
<td>Prune shoots, Pruning Saw Ladder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.7</td>
<td>Apply paint.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.8</td>
<td>Remove all material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.9</td>
<td>Tree Paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.10</td>
<td>2 Paint Brushe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.11</td>
<td>Student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2**

<table>
<thead>
<tr>
<th>Periodic</th>
<th>2 Periods</th>
<th>10A - 1.3.1</th>
<th>Prune shoots.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10A - 1.4.1</td>
<td>Paint wands 1&quot; or greater in diameter with tree paint.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A - 1.5.1</td>
<td>Remove and dispose of all cut material. Clean the work site.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3**

A task analysis to identify the skills and general knowledge concepts required for job performance was conducted and then verified by Tinley Park High School's Ornamental Horticulture Advisory Council and local horticulture business. A horticulture cluster team, consisting of 10 tasks, was determined from the list of essential and preferred tasks as identified and validated by the Advisory Council.

The Horticulture Cluster Core consists of the following tasks:

- Identify horticulture plants.
- Take soil samples.
- Test soil for N.K.P. and soluble salts.
- Determine fertilizer requirements according to soil tests.
- Fertilize plants.
- Identify plant insects and disease manifestations.
- Identify and remove dead and diseased plants and blooms.
- Control plant insects and diseases.
- Add chemicals to control weeds and soil insects.
- Plant seeds, flowers, trees and shrubs.
- Select proper time to plant seeds, annuals, seasonal plants, trees and shrubs.
- Transplant seedlings.
- Plant trees.
- Cut and care for cut flowers.
- Water new seedlings, plants and nursery stock.
- Label plants, planted rows and areas.
- Prune and trim plants and trees.
- Seed and reseed lawns, turf and lawns.

Comments from evaluators of the pilot program as to commendable points observed were as follows:

"Students’ enthusiasm seems to transfer from the immediate competency to the entire field."

"They seem genuinely interested in what is happening in the classroom."

"Student participation is 100%.”

"Students are proud of their achievement and know instantly that they have acquired the competency."

"Student/teacher interaction is positive and congenial.”

"The students are all involved, all eager, and all performing."
Maintaining Quality Vo-Ag Programs: An Administrator’s View

By Gilbert H. Flint
Retired Chief School Administrator and Vo-Ag Teacher

As I look back over many years of growth and change in our secondary school vo-ag programs, I have seen many very definite thoughts and concerns in regard to methods that need to be followed if we are to continue to maintain a high quality secondary agricultural education curriculum.

STRONG RECRUITING NEEDED

First, we must strongly encourage more good candidates to enter, and remain in, a college training program for the preparation of secondary school vo-ag teachers. We can do a better job of recruiting well qualified high school seniors and Ag Tech graduates so that an adequate number of well-trained teachers of agriculture will be available to meet future needs.

There is probably no one person that can have a greater influence in helping to guide strong teaching candidates into an agricultural education program than the local teacher of agriculture.

There must also be a clear working relationship between the training colleges and the secondary school guidance counselors. It is very important that good potential candidates be kept fully informed on the real need for teachers of agriculture. A strong emphasis must also be placed on the kind of personal and occupational qualifications needed by successful agricultural teachers.

STRONG SUMMER PROGRAM NEEDED

There has been a trend in many schools in recent years to do away with the long-term established practice of employing secondary teachers of agriculture during the summer months. I believe that this is a serious mistake and that a sound program of summer sessions to help reduce this margin is to hire a good vo-ag teacher on a twelve month basis and to require a carefully prepared and executed program of work for the summer months.

STRONG PROFESSIONAL GROUND RULES

It is very important that the administration encourage new agricultural teaching candidates to have good practical vocational experiences to supplement a sound technical training program. They should also find ways and means of keeping up to date professionally as improvements in modern technology continue to make changes necessary in effective teaching procedures.

Vocational students, in particular, will demand of their teachers more well prepared to teach and have a good background in occupational experience in their teaching fields. As a supervisor of vo-ag teacher training, I have noticed that those teachers who were most successful in their line of work were in the one combination of practical and technical experience.

By George Noonadick
Principal Snohomish High School
Snohomish, WA

What do you think about agricultural education? I have been thinking about the importance of vo-ag programs and their role in preparing students for agricultural careers. The program has evolved over the years, and I believe that it is beneficial to students in various ways.

One of the challenges that agricultural education faces is the need to keep up with the changing times and technologies. Teachers need to be knowledgeable about new techniques and methods to effectively teach students about agriculture.

The program should also encourage students to pursue agricultural careers, but it is important to ensure that students are well-prepared for these careers. This includes providing them with hands-on experience and opportunities to work in agricultural settings.

Lastly, it is essential to promote the importance of agricultural education through various media and public forums. By doing so, we can increase awareness and support for the program, which will lead to better funding and resources.

6. WORK ON IMPROVING TEACHING SKILLS AND AWARENESS

Don’t take for granted that you know it all. Don’t take talking about traditional college courses. I would suggest you look for improvement in these areas:

a. ITIP (Instructional Theory Into Practice) It will give you a common language of teaching with your colleagues.

b. Management techniques—organization and time management separates the men from the boys, especially in lab or shop classes. Good management separates the good from the bad teacher. You need a good combination of practical and technical experience.

c. Positive images. It helps to see others as role models. You must evaluate yourself. Understand yourself better, then understand others.

In summary, I have tried to point out that the success of vo-ag programs is a success, and me a good principal. Many of these suggestions have been before, but let me reiterate them:

1. Be a strong voice for educational leadership in your teacher organization.

2. Be involved in the local school. It will enhance your credibility.

3. Public relations for everyone. It is important for the program to be seen as a positive force in the school.

4. Communicate your program changes to the public.

5. Evaluate for improvement. It is important to evaluate your teaching skills. These are items that you and I (teacher and administrator) can work on together. The key is to encourage you to continue to improve your teaching and the conference, I would suggest a slogan by John Foster Dirck, “If you can’t help the class who is not doing as well in their class as you, I will do that in order to improve their understanding of the subject.”

6. The measure of success is not whether you have a tough problem to solve, but whether it is the same problem you had last year.

I believe we can continue to work on these goals. If we do, we can make these recommendations happen, the result should be a successful teacher in the program. Remember again, that successful teachers make for successful principals.
STUDENT CONFIDENCE
A Key Classroom Concept

John R. Bartell
Curric. Coord., Ag. Ind. Dept.
SUNY Ag. & Tech. College
Alfred, NY

TEACHER HAS TO BE REAL.
Careful attention must be given to not making classroom instruction too formal or polished. Formality for most students is an act and can be boring sometimes at best. Even the real professional ranks Measure in wording and in demonstrations. In other words, one should not be afraid of mistakes during an explanation or demonstration. Make a habit of them, laugh at yourself, if appropriate, to show that you are human.

RELEVANCE OF MATERIAL
When possible, practical applications should be made of each concept, idea or experiment given in class. We are all very aware that instruction given in the hands-on biological sciences at the beginning level can be very abstract. In my classes, it is stressed that education in this field begins at the bottom like the foundation of a building. As you progress to the first floor, the building takes on shape and meaning.

GOAL SETTING
Every class should begin with a quick recap of what has been covered so far in the text and in class; i.e., where we are at present, and where we will attempt to go regarding the area of instruction. Some long-range planning at the beginning of each week might be helpful to explain the tie-in of a particular unit of work.

INSIDE LECTURES
On occasion, where possible, invite in an outside specialist on a particular discipline. This individual(s) can't always boost the enthusiasm of the class and at the same time, help to bridge the gap between school and the outside world. Guest lecturers should be screened, however, as many know their material but do not convey it in a way that is easily understood. The classroom instruction begins when the teacher gains the confidence of the students.

CLASSROOM INSTRUCTION
Broadcast agricultural communications is a field of endeavor that is exhibiting rapid growth. In 1972, the Koza High School Agriculture Department has instituted a program in broadcasting with three main objectives.

1. Provide students an opportunity to become familiar with radio programming.
2. Provide a broadcasting vehicle for students to use. 
3. Publicize community and college agriculture news.

HOW IT'S DONE
A radio station is contacted and arrangements are made to deliver to it one five minute tape weekly which is aired as a regular time. We call our show "Koza Ag Report".

Stations and paired are on the task of preparing a radio r. "They are told the duty of broad- cast is still as in advance. Five days before broadcast, the students hand in a di- gested topic and names of those who will be tapping. Three days before broadcast a rough script is handed in and reviewed with them. On the day before broadcast, the tape is made and de- livered to the radio station.

FACTORS TO CONSIDER
The following provide a basis for this type of project:

RURAL, WATER SUPPLY AND SANITATION, by Forrest B. Wright

The first edition of this book was pub- lished by the Cooper Union in 1958. For the present edition, a serious effort has been made to include the latest im- portant new developments in materials and techniques in the field of rural water supply and sewage disposal.

The book is divided into two parts. Chapter titles for the first part are:

1. Importance of Water Supply and Sanitation
2. Rural Water Supply and sewage Disposal

These chapters are followed by a section on sewage disposal, which includes a chapter on "Waste Disposal Systems in Rural Areas".

The book is designed for persons interested in rural water supply and sewage disposal, as well as for those who wish to study the various aspects of rural sanitation.

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Benefits of this nature are many:
1. Develops self-confidence and pride in accomplishment in students,
2. Gives students a chance to work with broadcast media people,
3. Promotes student realization of the importance of promotions, organization, preparation and dependability,
4. Provides for regular publicity,
5. Can lead to future employment in broadcast journalism for students.
6. Gains support for the agriculture program in the community because more people are aware of the activities.

The activity of this nature will provide many self-satisfying and rewarding experiences for teachers and students alike.
QUALITY VO-AG 

These are a few things that can all work together for a long range improvement in scope and quality of our agricultural education programs. We live in a time when accountability is the key to survival. Teachers of agriculture must be accountable and develop a high quality department that is an integral part of the total school program.


This book is designed to provide the reader with information on the nature of agriculture in today's economic system and with a knowledge of the relationships that regulate the entire economic environment in which agriculture operates. The book is divided into two parts: a study of the basic economic principles upon which agriculture depends and how they must be used.


This text was designed as an instructional module to be used by teachers in agricultural education programs. The module teaches the students the purpose, importance, types, and techniques of learning through experience programs. Four types of superin- tendent of instructional experiences are presented. They are: classroom programs, laboratory programs, placement programs, and cooperative programs.

CONTINUED MAINTAINING 

It is also an excellent method of building up good public relations between the school and the community which it always a top priority in any school system.

CONTINUED STUDENT CONFIDENCE 

overhead transparency can be a disaster when the machine acts up so it is usually for presenting all of his notes for students to copy and then the machine acting brazen for waiting for them to copy materials—in a darkened classroom.

2 x 2 slides presentations are very important as a means of conveying ideas and concepts, provided they are used in the correct manner. The instructor gets the most out of his slide presentations if he is in front of the classroom facing the students, explaining and pointing out details of each slide. While silent transmission can work well for the student working alone in a study carrel, it can fail miserably in a classroom of any size. Often the sound is poor and the real narration istisp. This same comment might be made for the instructor who stands next to the slide projector in the darkened room trying to read the narration himself. Granted, this is helpful for the understanding of experiments but should not be the rule.

Sound films are great for introducing major topics or for summarizing a unit of work. However, they must be chosen carefully and materials updated. Single use motion picture film loops should be used prudently for an entire class as many only fit the self study route of learning.

SUMMARY 

In summary, to best convey ideas through classroom instruction, the teacher should: 
- sell himself first and his ideas later 
- make ideas and concepts relevant 
- practice goal setting 
- encourage outside lecturer when appropriate 
- provide an orderly classroom setting 
- dress appropriately and maintain proper rapport in the classroom 

The above thoughts and ideas are from experiences over a fifteen year period and have met with a considerable degree of success based on the development of former students.

Charles W. Hill, or "C.W." as he is known to his many friends and colleagues, retired on September 30, 1967, after a distinguished teaching career spanning 35 years. His service as a teacher, principal, professor and Department Chairperson crossed both his home state of West Virginia and New York State.

Born in Hillsburg, West Virginia in 1906, Professor Hill early-on appreciated the importance of learning by doing. Ownership of livestock and the production of crops on the home farm gave him responsibility and the opportunity to develop a favorable attitude toward the field of agriculture. After professional agriculture workers, and others with similar experiences.

J. Dale Oliver 
Virginia Polytechnic Institute 
Blacksburg, VA

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Born in Hillsburg, West Virginia in 1906, Professor Hill early-on appreciated the importance of learning by doing. Ownership of livestock and the production of crops on the home farm gave him responsibility and the opportunity to develop a favorable attitude toward the field of agriculture. After graduation from West Virginia University in 1923, where he majored in Agricultural Education, he held successive teaching positions at Granvilleville, Spencerville, and Walton in West Virginia. At the latter school he also served as Principal. He came to University High School at Morgantown where he served as chief critic teacher for the program in agricultural education at West Virginia University. He joined the teaching training staff at West Virginia University in 1945 and held the position as professor and chairman of the department until 1955 when he was appointed Chairmanship at Cornell University.

"C.W." is best remembered by the graduate students whom he served as chairman of their committees, by the ATEA group he twice served as president (1957-1959 and 1963-1966), and by persons on national boards of the FFA, AY-A, and the National Center for Vocational Education. He was a member of the original advisory group to the Center for Agricultural Education at Ohio State University which later became the Center for Vocational Education.

As Chairman of the Department of Agricultural Education at Cornell University, 1955-1963, he was instrumental in getting a number of federally finananced research grants. Chief among these were the National Research Seminars in 1965-1966 and the Directed Work Experience Project in Agricultural Education, a northeast regional endeavor in 1964-1967. He also received grants for research projects under Hatch, New York State Research Foundation, and Agricultural Industry. On the personal side, "C.W." is an avid golfer, bridge player, and gardener. During his undergraduate days at West Virginia University he held the hammer throw record for a number of years. He has also travelled extensively and served as visiting professor at Colorado, New Hampshire, West Virginia, and Louisiana. During his sabbatical leave in 1963 he visited former students who were on the staff of some twenty land-grant institutions in the United States. Some thirty persons received their doctorate under him during his tenure at Cornell University, also his alma mater (Ph.D. in 1949). No trip of Professor Hill would be complete without reference to the personal warmth and understanding he generated in the students and colleagues. Soft-spoken yet firm, he brought out the best in people. His ability to assign responsibility with faith in the person chosen to do the job, gave many younger staff members and students the opportunity to grow and develop to the maximum.

Finally, some comments of former students and staff members who worked with during these years best mats his philosophy and practice in agricultural education. Names will not be given, although Professor Hill may recognize a few!!!

"C.W. gave me a start and wouldn't let me quit until the job was done."

"He brought out abilities that I didn't know I had."

"C.W. was a master teacher. The old saying, the teacher hasn't taught unless the student learned, was never more true in communicating with him."

"I liked the way in which you were asked to do a job. The assignment was given with the admonition, 'See me only if you need help.'"

"Charlie could persuade you to do things...and had no intentions of ever doing—all for the good of the cause."

Since retirement, Professor and Mrs. Hill have divided their time between Florida and West Virginia. Just recently they were purchasing home in Lewisburg, West Virginia, and can be located there on or numerous visits to their grandchildren (daughters Harriet and son Robert).
STORIES IN PICTURES

by Joe Sabol

Mr. John Hobart, Vo-Ag Instructor, Cannon Falls, MN, gets his idea across to students studying FFA with a "Pyramid Game" he developed in a summer course in AgEd at the University of Minnesota. (Photo courtesy Gary Leske, U. of Minn.)

Rodney Wallbrown (right center), Vo-Ag Instructor at Point Pleasant, West Virginia, discusses tobacco production with a group of Indiana Vo-Ag teachers. The Indiana teachers were touring several states during a traveling graduate course. (Photo courtesy Gary Moore, Purdue)

Working with actual plant materials in the school greenhouse is a means that Mr. Lee Sandager, Vo-Ag instructor, uses to get ideas across. (Photo by Forrest Bear, University of Minnesota)

[Left to right] James W. Guilling, NVATA President; Dr. Daniel Dunham, Deputy Commissioner of Education in charge of U.S.O.E. Bureau of Vocational, Technical, Occupational and Adult Education; Sam Stenzel, NVATA Executive Director. Dr. Dunham is the newly appointed Deputy Commissioner for Occupational and Adult Education in the U.S.O.E. He attended the National FFA Convention and made a special effort to get acquainted with agricultural education leaders, including members on the NVATA Board of Directors. (Photo courtesy NVATA)