DETERMINING PRIORITIES
TIME-SAVING TECHNIQUES

by
Harold Karcher
Vocational Agriculture Instructor
North Union High School
Richwood, Ohio 43554

Something that I tried this year which was extremely helpful in saving time for classroom preparation was having two FFA members work in the office during one of their study hall periods. They sorted the mail, did typing, handled correspondence, made phone calls, and filed curriculum materials. If nothing else, it has helped me find the top of my desk.

FFA PROGRAM
Developing a strong FFA program is the next priority. While it should not consume a large portion of classroom instruction, it must be an integral part of the Vocational Agriculture program. With the extra help in the office the operation of our FFA chapter has run much more smoothly.

Training judging teams demands a large part of a vocational agriculture teacher's time. One way I have found to ease this demand is to ask for assistance from FFA alumni and past team members. At North Union, our meat judging, rifle trouble shooting, and horse judging teams are trained entirely by alumni. The only responsibility I have is to arrange for the first practice and see them through to a practice or two during the year, but the alumni set up the practice times, determine the needs of the team, and make the final decision on who the team members will be. This allows me to spend more time with the agronomy, wool, poultry, and dairy products teams. The results of all of these teams have improved greatly over the last few years. Not only have these people helped the FFA and me in terms of time and results, but they feel they are a part of the chapter and school. The chapter usually gives them appropriate recognition at our annual banquet.

OCCUPATIONAL EXPERIENCE VISITS
Making supervised visits to students should also be high on a priority list. One of the most valuable assets of student visits is that the teacher gets to know the student and the home situation. Another benefit is to develop a good relationship with the parents who can be very helpful in conducting a vocational agriculture program.

I have had success over the years with making and (Concluded on Page 38)
ENERGY CONSERVATION

With the current energy crunch making the headlines, energy conservation is the "in" thing. Whether it's fuel or teacher time we are talking about, it's obvious we are going to have to plan better and organize better if we are going to effectively use either. Unless we set priorities we cannot efficiently plan or organize our ag programs. If we don't set priorities, then we are dreamers, not teachers. "How's that?" you may ask.

Well, if we do not set priorities we are busy putting out brush fires all day long without really knowing what we have accomplished at the end of the day. A certain amount of brush fire fighting is going to be necessary to meet the needs which arise daily, but if these "brush fires" needs occupy all our time, those important thrusts of our program will never get accomplished.

Research has shown us one of the main problems associated with recruitment and retention of teachers has to do with the myriad of duties and responsibilities expected of the ag teacher. The students, other teachers, administration, school board and community have certain expectations. State, federal and college officials have expectations which may or may not be the same. The teacher's family has other expectations and the teacher himself also has expectations. Unless the teacher determines an adequate set of priorities and develops a good plan and organization these pressures and expectations can easily become unbearable.

Therefore, "The Overworked Ag Teacher - Setting Priorities", was written that way to jog our thinking. We need to ask ourselves, "Are we really overworked as ag teachers?" I'm sure very few of us would answer, "No". But if we really consider the situation we might be more hesitant in answering.

Most ag teachers have trouble saying "no" to any request. This is a great attribute. It is the one which has earned us the name of being the hardest working, most sought after teacher in the school. It has also sometimes created for us a situation we find hard with which to live.

So when the expectations and pressures from the federal, state, and local levels begin to haunt us, we have to make some hard decisions. These decisions, in the long run, make us more effective teachers, but nevertheless, are difficult to make.

When those of us at the federal and state levels are working on our pet projects or thrusts, we should stop to ask ourselves, "Is this program good or necessary for every ag teacher and program?" If it is not absolutely necessary, we should try to sell it instead of force it upon teachers. If it is that important or worthwhile, the teachers themselves will choose to carry it out.

Also, at the federal and state levels should figure out how we can best aid the teachers in setting these priorities and making these decisions. For by so doing we are providing more effective teachers and programs, probably retaining more teachers in the profession, and making the profession more attractive to future ag teachers.

COMING ISSUES

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(Please submit articles 2½ months in advance of Theme to allow publication time.)

SEPTEMBER — A New School Year - Opportunities Unlimited

OCTOBER — Our Grassroots Community Relations - Parents, Advisory Committee, Administration, Legislators

NOVEMBER — Adult Education in Agriculture - An Extension of our Vo-Ag Program

DECEMBER — Horticulture Occupations - Learning to Beauty

JANUARY — The New Decade

FEBRUARY — Funding the Local Program

MARCH — Making Vo-Ag Relevant to the Needs of Agricultural Industry

APRIL — Basic Competency Programs

MAY — Experiential Programs

JUNE — Summer Programs

JULY — Technology in Agricultural Industry

AUGUST — Using Realia in Instruction

DETERMINING PRIORITIES FOR THE OVERWORKED AGRICULTURE TEACHER

The phrase "overworked and underpaid" is commonly expressed by many of the "88 million" persons in the U.S. workforce; teachers of vocational agriculture are no exception. Often the community, school board members, parents, and students expect more production from the vocational agriculture teacher than they are willing to pay for, or should be expected of one professional. To keep from feeling "overworked and underpaid" each teacher-professional must assess personal management traits periodically.

Effective teachers realize they are the catalyst for the department. As a teacher of agriculture you must set the pace, provide the enthusiasm, and determine the thrust of the department. Conversely the professional teacher is responsible for determining how to use his own time efficiently.

Fortunately, teaching vocational agriculture is so self-satisfying to many teachers, it occupies their full sweep of interest. Thus, their job abolishes doubts and anxiety and makes teachers radiate self-confidence. They voluntarily put forth the effort it takes to get the job done, with enjoyment, time, energy, and commitment. Most teachers report a common problem: there is not enough time in the day to get things done. Some teachers do nothing about the problem, some work more hours of the day, some increase the tasks they delegate. An effective teacher will stop; take stock of his situation; and reorganize to make better use of his time and effort.

To plan effectively, of course, takes some thought planning and establishment of priorities. By writing; you answer "no" to a majority of the following questions, perhaps you should stop, take stock and set needed priorities in your role as teacher of vocational agriculture.

1. I have time to plan both short and long range goals for my program.

2. I take time to be with friends and my family.

3. I am able to initiate and carry on a complete program of vocational agriculture.

4. I meet all my administrative responsibilities, frequently to maintain communications.

5. I have my files organized so I can prepare stock notes, schedule, and major activities.

6. I have time to do SEOP visits on a yearly basis.

7. I plan with the FFA officers before each FFA meeting and major activity.

8. I have my priorities clearly in mind about what the vocational agriculture program can and should do.

As a means of appraising my professional responsibility frequently I review the following areas to determine if I am using my time effectively:

CLEARLY IDENTIFY YOUR GOALS

There are state and national program goals for vocational agriculture education. What are your program's goals? Remember; you cannot do all things for all people. Your program cannot be exploratory, avocational, and vocational at the same time. Dr. Milo Peterson, Professor Emeritus at the University of Minnesota once said, "We often try to make rabbit dogs out of good coon hounds." He was implying that we cannot do justice to vocational education in agriculture while trying to teach vocational and exploratory, or general, agriculture at the same time. Do you have your teaching goals well in mind so that making priority decisions about philosophy, policies, and educational programs is a routine matter, and valuable time is not lost in hashing and rehashing the problem? I hope so; since this matter alone will save time.

CLEAR CUT CRITERIA FOR EVALUATION

As the vocational agriculture teacher, your community hired you to develop a sound program of vocational agriculture education. Most frequently, they don't tell you how, but usually they are more than willing to help, if asked and given direction. Advisory councils are the additional hands, arms, and minds for the teacher who will use them. The program of vocational agriculture education over these years still consists of three integral components that remain constant.

Agricultural Science Classroom Laboratory

Supervised Occupational Experience

Leadership Development Through FFA

AUGUST 1979

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Do you have clear cut criteria for knowing when you have developed a quality program of vocational agricultural education? What do you consider as essential in each of your program goals? The National Standards adopted in 1976 and refined in your state are an excellent resource and can help you decide what is important and what criteria apply in your specific program. Knowing what is important saves time.

Until criteria are agreed upon and these become the basis for priority determination, time is being wasted.

DON'T WASTE TIME IN MAKING DECISIONS

Don't procrastinate. If you are one of those persons who constantly "puts off," you probably are not as clear as to what you are supposed to do. Stop, go back to the planning stage and evaluate, describe specifically what it is you want to do, then list the steps in each activity and check yourself frequently to see if it has been accomplished.

Each day have a set of priorities based on your program goals. We can work only a day at a time. You can do very little about today, however, for it fleets by as fast as you think about doing it. Today's accomplishments are a product of yesterday's planning. Make Lists — Prepare lists of activities and prepare plans today for tomorrow: in order of their priority. Don't spend little time on the "must do" activities, and push the big jobs aside. Get into the habit of doing the big important jobs first. The list might indicate the "must do's" should be done, and "could do's" activities. Accomplishing the activities on your list can be fun since the "must do" activities are usually most rewarding. When the "must do" activities are completed, start on the "should do's" if time and energy permits. The most important point is that all work is carefully planned and that these activities reflect institutional and personal goals.

Say No — Learn to say "no" politely, say it reluctantly, but learn to say it. "No" is not offensive if sound reasons are given.

Communicate Effectively — Communication takes time, but can be greatly streamlined. Learn to write and speak to the point at hand, don't wander aimlessly.

Communicate soundly with the superintendent, principal, and with members of the community are important, but can waste valuable time if each time the communication becomes a "real session" in "you can top this section". Become accustomed, also, to handling correspondence with memos or notes rather than formal letters.

USE FREE TIME WISELY

Time before class, at noon, while waiting for students, during free periods, and after school can be used to do professional reading, important planning, and yes time to let your mind wander and grasp new thoughts.

Activities scheduled tightly together often overlap and complicate already busy schedules. Many activities take longer to perform than planned, thus when possible allow extra time to not overlap periods. Good long range planning is often the only solution to alleviate periods of overload. Good planning often can spread peak workload periods.

Try to limit attendance at meetings. When possible don't attend meetings, send advisory members, students, and others. Unrelated meetings include telephone calls or by memo rather than attend meetings. If you do attend meetings or call meetings, make sure there is an agenda and insist that you stay on the agenda. Guard against the time lost at meetings.

HOW WELL DO YOU DELEGATE?

Students, FAA officers, parents, and advisory council members are all extensions of you and your program. That is to substitute for experientially but delegate, you are doing people and yourself a favor since it relieves your time and gives valuable experience to others.

Delegating is not being lazy, it frees your time for more important areas of work. Be sure to delegate both fun jobs as well as burdensome jobs.

Examples are projects to take students to FAA events, advisory council members to handle news releases or arrange placement for SOEP programs, businesses to arrange agribusiness tours and etc.

BE SELECTIVE IN YOUR READING

You cannot read everything in your profession. You need to be selective. Identify professional and technical journals, newsletters which help keep you in tune with the field of teaching vocational agricultural education. Your Agriculture and Agricultural Education are examples. Be prudent with your reading time. Skim materials to determine if they are worth reading before reading. When important articles are located in technical areas, cut them out and file them in your Ag Dex or file them with your lesson plans. Learn and efficiently use a "bible session". You can "top this session". Become accustomed, also, to handling correspondence with memos or notes rather than formal letters.

I didn't have time!

by Bruce H. Hazen
Agriculture Program Leader
Franklin County Coop. Extension
Malone, New York 12953

pleasure of having two state of

officers. I had a Young Farmer pro-

grams, our evaluations, our student

meetings and 70 on the mailing list.
Being active in my church and other
community organizations, left little

time for my wife and two children.

I started teaching vocational agri-

culture at Carthage in 1970 after

graduating from Cornell University.

Carthage school, in 1970, enrolled

about 4,000 students, K-12. My

classroom seated 26 students and an

attached shop was 25 x 30 x nine. Car-

tage is a small community in the

eastern corner of Jefferson County.

Jefferson County is located in the

northern part of the state and is the

leading dairy county in New York.

Picture a large high school in the

leading dairy county of the state

with only one agriculture teacher and

you will understand why I say I

became busy.

THE BUILD-UP

My first year at Carthage I had a
total of 34 students; but, the poten-
tial was there, and in a few years I

was up to 130 students with my

largest class. I taught 6 periods each
day and used my preparation period

for giving extra help to those stu-
dents who needed it. This left me

without any in school time to grade

papers, make up lessons, prepare

tests, or complete any of the other

functions of a teacher. In order to

make use of my office machine and

helping students, I found myself at

work normal hours, while other

teachers were working an hour or
even two hours later into the evening.

Along with regular teaching duties, I

also, with my department, assumed

duties as: homeroom every morning,

bus duty, hall duty and of, course,

student government. All of these took

up time, and time was already at a

prem. My FFA was very active, and

in the past three years I had the

and they, along with me, were

bored. The whole program wasn't what I wanted. Inside I felt I was

failing. I wanted so much to do and

kept running into obstructions or
time limits. My dream was for two

or three teachers in Carthage and an

expansion into horticulture, animal

science and agriculture. Carthage like

many other schools, had a great

number of students who wanted to

learn, and I couldn't find the time to

teach it all.

RIGHT DECISIONS?

Were the decisions I made the right ones? How does one know? One of the greatest frustrations of being a husband, father, teacher, advisor, and friend, was where to draw the line. My last year at Carthage was like any other year, and the more I tried, the more frustrated I became. My priorities were in the wrong place. Now I'm looking back on my teaching years at Carthage with hindsight. I miss the students, my fellow agriculture teachers, and my friends there. You see I took the job as it came, I forced myself to enjoy the job I'm doing now, but only because it's so closely related to voca-
tional agriculture. Some day I may return to teaching, and if I do, I'll plan my time differently. The job of an agriculture teacher would be much easier if the administration knew what his job involved. Maybe then I wouldn't have been so quick to draw me from giving him those little extra duties.

HINDSIGHT PRIORITIES

The agriculture teacher is a voca-
tional teacher. He is specialized, in-

ized with many additional program

responsibilities not encountered by

most teachers. My next priority would be to let people know what I'm doing. Next, I'd concentrate on involving my students and give them all the time I could that I didn't interfere with my family. This would release me from the commu-

nication and no Young Farmer pro-

gram. Even though I enjoyed im-

posing on students, I didn't think it

would take me long. Other things

have to have a lower rating. I'd try
to keep my program for the students

basic.

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IS YOUR VOCATIONAL AGRICULTURE PROGRAM BASED ON THIS MODEL?

By Bob Hamblen
Vocational Agriculture Instructor
and President Elect, CVATA
Larimer County Voc-Tech Center
Fort Collins, CO 80522

Continued

CONTINUOUS

a result of the student's supervised occupational experience program? This points out that the supervised occupational experience program is the most important part of the program and all other parts of a vocational agriculture program should be directed toward development of student's supervised occupational experience program.

SUPPORT FACTORS
There are three recognized external support factors necessary for the success of a student's supervised occupational experience program. These support factors are the family, school, and community. Without the family's encouragement, devotion of time and support, and agreement with the student's occupational objective, success is slow to come for the young person. We depend on the school for development of the student's academic and manipulative skills, counseling, administrative, and financial support. The community is also very important. It is the community that must have a need for and be able to financially support the specific agriculture occupations for which students are training. CONCENTRATED EFFORTS
So we see that the integral parts of the program cannot not all receive the same amount of attention. If we expect the student to become successfully established in his chosen agricultural occupation, therefore, should be concentrated on development of our activities toward the student's supervised occupational experience program? Do we dare to upset the balance and strive for student success through the development of realistic supervised occupational experience programs, and organize all of our efforts toward establishing the student in the chosen agricultural occupation? Why not?

CONTINUOUS

Guest Editorial

This Young Farmer group has also been helpful in cooperating with the FFA. They donate camp scholarships, have helped harvest FFA crops, and have served as resource people for the vocational agriculture program.

THE FAMILY
Last but certainly not least, a vocational agriculture teacher must not forget the priority of his family. It is so easy for one to get so involved in activities that he forgets his wife and family need love and attention. Several vocational agriculture teachers have left the profession due to the strain on their family relationships. Several older teachers have also advised me to spend more time with my children while they are at home because they will be gone before I have time to sit down and get to know them. My oldest son is nine years old and I just realized that half of the time he will be living with us is already gone.

My formula for a good family relationship is that it is not the quality of time, but the quality of time. However, if a teacher has a wife and family who appreciate his efforts in his occupation, the job of teaching is much easier.

SUMMARY

Time and space limits what can be said in an article about priorities and time-saving techniques. Only the surface has been scratched. While I don't pretend to have all the answers, I feel that through experience and obtaining ideas from fellow teachers my job has become easier. I am not sure that anyone ever said the profession of teaching vocational agriculture is easy. It is time consuming and requires a lot of record keeping. If we try to do things correctly we will be more successful, and our children will have a better chance of being successful. You will find that the rewards will be the excitement, rewarding, and challenging experiences of teaching.
QUALITY CLASSROOM INSTRUCTION - HOW?

by Herbert Schumann
Teacher Educator
Ssan Houston University
Huntsville, TX

What should I do first? How can I possibly get all these things done? Such comments are heard, presumably with increasing frequency by teachers of vocational agriculture throughout the nation. The growing demands for teachers to participate in non-classroom related activities should be of serious concern to all of those in agricultural education. The requirements to complete additional reports, the stress to broaden the FFA program and the emphasis to expand occupational experiences provided for students all have considerable merit; however, agricultural educators must remember that a strong classroom instructional program is the basis of any successful vocational agriculture department.

QUALITY CLASSROOM INSTRUCTION

Today's vocational agriculture teacher is beset by numerous demands on his time; consequently, priorities must be developed and adhered to if the overall objectives of the vocational agriculture program are to be realized. Quality classroom instruction should be the foundation upon which any successful program is developed. Research conducted by the author several years ago regarding the perceptions of vocational agriculture teachers and high school principals, indicated that both groups felt that classroom instruction was the most important aspect of the teachers' responsibilities. More recent observations indicate that this should continue to be the top priority of teachers.

Many vocational agriculture teachers often forget that they are primarily professional educators and the main thrust of their efforts should be focused on the instructional program. Some teachers, perhaps because of the multitude of other activities, often neglect this important responsibility. Vocational agriculture teachers have many intra-curricular activities which contribute to the instructional objectives; however, these FFA activities, such as contests and awards programs, should merely be an extension of the classroom instructional program. Too many teachers get the 'cart before the horse' in that these activities become their primary concern. Several points should be made regarding the instructional program in vocational agriculture classes.

1) Supporting Components

1) Vocational agriculture teachers have more opportunities than teachers in any other discipline to innovate with a variety of techniques to accomplish instructional objectives. FFA activities should be considered vehicles for accomplishing the objectives of the instructional program. The occupational experience programs provide relevance and everyday laboratory experiences for students enrolled in the vocational agriculture classes. Teachers must remember that these integral components of vocational agriculture cannot be justified unless they contribute directly to the instructional program.

2) The problem solving approach must remain the philosophical basis for instruction in vocational agriculture. The method is often referred to as the key which differentiates vocational instruction from the other disciplines in education. One concern expressed by some educators is that with more commercially developed curriculum materials, teachers neglect the historical strength of the problem solving approach in the instructional program. The problem solving method, however, when properly utilized can result in a disorganized and confused instructional program. More detailed planning is necessary when utilizing this approach than when using more traditional methods.

3) Lesson plans, while often criticized by vocational agriculture teachers as being needless paper work, are an essential component of good classroom instruction. Again, commercially developed lesson plans cannot supplant the individually developed lesson plans by the master teacher who is keenly attuned to the abilities of his students. These lesson plans, to be effective, must be individualized by the teacher for his classes.

4) Discipline, in a recent Gallup poll, was indicated as the number one concern of Americans regarding the public school system. Vocational agriculture teachers must remember that since the classroom instruction cannot be developed without effective discipline, although, good teaching minimizes behavior related problems. Vocational agriculture teachers should have a mini-discipline plan to solve problems because of the unique opportunities to motivate the students; however, agriculture teachers, because of the inherent flexibility of the program, are sometimes criticized in the area of discipline.

5) Research indicates that a variety of instructional methods and techniques improve the learning process. No other program offers the opportunities afforded vocational agriculture teachers to utilize a wide array of approaches in the instructional program. Teachers should use every tool at their disposal.

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QUALITY CLASSROOM INSTRUCTION - HOW?

by Herbert Schumann

Teacher Educator
San Antonio University
Huntsville, TX

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DEALING WITH DISRUPTIVE BEHAVIOR

J. David McCracken
Teacher Educator
The Ohio State University

If you had to list the discipline problems that occur most frequently in your classroom, which one would be at the very top of your list? What are the discipline problems that most bother the agriculture team face? Which one causes the most difficulty? What do the experts say are done to reduce the impact of disruptive behavior?

Fifty vocational agriculture classes of students and beginning teachers were recently observed in Ohio to test an instrument on disruptive behavior. Data were collected concerning type of disruption, number of students involved, and severity of disruption.

OBSERVED DISCIPLINE PROBLEMS

Verbalizations seemed to cause the most problems. The most frequently observed disruption was whispering between students. (Table 1) This accounted for almost half (44 percent) of the total disruptions that occurred. The second most frequent form of misbehavior was "making noise" which included such things as slamming books, evading chair, tapping pencils, studying up and other creative methods in which students have learned to distract a teacher attention. Obvers noted that students talking out loud or making smart remarks were also a frequent disruption.

Type of Disruption

<table>
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<tr>
<th>Type</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Whistling</td>
<td>202</td>
<td>63.5</td>
</tr>
<tr>
<td>Making Noises</td>
<td>58</td>
<td>17.6</td>
</tr>
<tr>
<td>Other Aggressive Behavior</td>
<td>33</td>
<td>10.3</td>
</tr>
<tr>
<td>Stealing</td>
<td>22</td>
<td>6.9</td>
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Usually the severity of the disruptions in the classroom observed in this study was low. Most occurrences of misbehavior caused only a slight disruption of the class behavior, at least in the minds of the observers. Considerable disruption was recorded 10 percent of the time while a described as disrupitan was observed 80 percent of the time.

It may be reassuring to know that, according to this study, in over two thirds of the occurrences of disruptan both there were one or two students involved. Less than 5 percent of the time was the entire class disruptive. In many cases observers could pinpoint specific students who were repeatedly of the source of trouble.

REDUCING DISRUPTIVE BEHAVIOR

There are effective ways to disrupt disruptive problems, and there are effective ways that only contribute further to the conflict between teacher and students. A study by Kouns showing that an effective teacher is aware of what is going on in the classroom, but does not become immersed in a minor activity to the neglect of the major class activity. A good teacher moves the class both physically and psychologically so that a lesson flows. The teacher allows the students to contribute often and irrelevant or unproductive beverage is not rewarded with attention. It has been suggested that punishment does not check misbehavior, rather it reinforces it.8 Punishment may only serve to makes students more cautious in their next offenses. Unfortunately many teachers resort to threats and self-defeating methods of punishment which aggravate a situation. Instead of criticizing or pushing down a stuent it is best to restore the rule that was broken. Rather than spending class time to interrogate students about their behavior, minimize the disturbance by asking them to see you after class then move on. When a teacher acknowledges the student's feelings of being hurt from attacking their self-esteem, the student learns kindness and respect.

In handling discipline problems the focus should be on ways of reducing misbehavior. Yelling will not quiet students and physical force will not prevent aggressive behavior. A solution proposed by Ginott is to ask for the student's understanding of what has happened, to have an agreement or a resolution of a conflict or the conflict.

Teachers must be well prepared to handle the emotional encounters in a classroom as they are to handle the technical and professional problems. The principal of learning states that students must be psychologically prepared to learn.8 The teacher is in the best position to create a positive attitude and in any other area. When a good attitude exists, discipline problems are minimized.

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USING SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS TO IMPROVE FHA PROGRAMS

by

Paul R. Vaughn & Leon A. Wayley
Teacher Educators
New Mexico State University
Las Cruces, NM

This requirement also helps to eliminate another one of the major causes of low FHA membership and participation — students who shouldn't be in vo-ag. When guidance counselors and administrators know about the SOEP requirement and understand that it is what makes vocational agriculture vocational in nature, they are more hesitant to "dump" students into your class. It also separates the serious vocational agriculture student from the student who wants to be in your class because he/she has heard that "they do a lot of welding in vo-ag." Elimination of these students will greatly enhance your FHA program.

2. Next, make SOEP an integral part of your instructional program. In addition to requiring every student to have a supervised occupational experience program, you should allot a considerable portion of your time for instruction on SOEP and related activities. Continued instruction and individual assistance with SOEP is needed to ensure that students will be eligible for advanced FHA degrees and awards that are based on the growth and development of their supervised occupational experience programs. Although such instruction and assistance do not guarantee that the student will become more actively involved, its absence almost certainly guarantees that the opposite will occur. Imagine how difficult it would be for a young man or woman to earn the American Farmer degree if they had never received instruction on record-keeping. Yet, there are many vocational agriculture programs which spend little time or no time on such instruction.

Don't forget that individual supervision is an important part of SOEP education. It is management that you give a student or his/her parents during your supervision that may be the key for further participation by the student in both vo-ag and FHA activities. One or two words at the right time may be what triggers a young man or woman into developing an FHA award-winning SOEP.

3. Finally, make sure that your SOEP instruction includes the development of occupational goals. A good SOEP will be developed on the basis of a student's occupational goals. After students have developed those goals, point out the personal qualities and characteristics that they will need in order to reach those goals. Then have them select FHA activities which will assist them in developing these personal qualities and characteristics. For example, if a student wishes to become a salesperson in some area of agri-business, it should be obvious that he/she will need to develop sales skills in communications, participation in the local FHA public speaking program, activities in the newspaper that the student could wish to participate. In addition, having a student participate in related activities may add an incentive to become involved in FHA activities.

The three things may not offer a complete answer for the problems of low membership and participation in FHA, but we believe that they will start. wholesome and educational.

The vice-president is in charge of supervising student committees in the classroom. As the FHA advisor, you are charged with the responsibility of organizing and maintaining the classroom magazine and text-book shelves. Another committee may consist of students responsible to the sentinel for keeping the classroom and shop clean and well cared for. Another committee, organized to promote scholarship among the class members, may be charged with the responsibility of encouraging students to take better grades through use of help sessions, test reviews, etc.

The classroom secretary presents a review of the past day's activities after calling the roll in class. The secretary is available at all times in the teacher's handout materials. After being versed in communication skills, the secretary is able to answer any question. It always busy agriculture office telephone and record messages for the teacher.

Maintaining a classroom bulletin board with current events and important notices is delegated to the classroom reporter. The reporter also gathers news from classmates to be turned over to the regular chapter newspaper and magazine releases. The classroom treasurer collects class dues and other funds from the members and keeps a record of the money in the class bank. The class treasurer cooperates with the class members in keeping the bank balance sufficient to cover the costs of the class activities.

WORKING IN ANIMAL SCIENCE by

Peterson, Christensen, and Nelson


I found Working in Animal Science to be a very high school in class, Production Agriculture text for the freshman or sophomore year. Some chapters may be used for the upper disciplines, but the full text could very well be covered the first two years of Vocational Agriculture. The book covers about all of the material a teacher would want to cover during the first two years of work in the area of Animal Science. It is divided into four units, Fundamentals of Animal Science, Food and Fiber Production, Food and Fiber Consumer, and Animals That Enhance Life.

The best part of the book is its simple format and organization that makes it easy to read for the high school student. It is thoroughly blessed with drawings, pictures, and tables. Many of the tables are simple and easy to understand even by a student who is not too familiar with the material. The organization is clear, well labeled and make the book easier to understand.

The book is only part of the series of teaching aids available on Animal Science from McGraw-Hill Book Company. Also available is an instructional audio cassette, an activity guide, a teacher's manual, and a set of transparency masters. The entire set should be a help to any teacher in teaching Animal Science.

The book could be used in the high school as a text or reference book.
Leader in Agricultural Education:

**FLOYD D. JOHNSON**

by

Earl T. Carpenter*

It has been said that probably no other person has contributed so much to agricultural education, considering both his home community and the profession nationally. His list of accomplishments at all levels seems incredible. He is the only classroom teacher to have served as President of the American Vocational Association. He was an influential member of President Kennedy’s 25-member Panel of Consultants on Vocational Education which paved the way for modern day funding of vocational/technical education. And, he has always been, as Jimmy Stewart indicates, a great positive influence on the lives of the young people who came through his high school classes of vocational agriculture.

Other former students feel the same way:

“He’s not only a teacher but a leader, too.”

“He’s the best.”

“He was very much an influence on my going to college.”

“He’s just the type of person who can take a rough stone and cut it into a little better looking rock.”

“What I remember most about Mr. Johnson is his strong moral character.”

“I caught the man’s advice when I was in school, and I continue to do so.”

“He was as much a counselor as a teacher.”

His great ability to understand and communicate with others, probably a trait that he learned as the son of a local minister, has made this man exceptional. Persons who were nearest to him during his years as an officer in the NAATA and AVA often cited the warmth and understanding he exhibited while persistently working toward the goals of excellence for all of us. Somehow, this always seemed to result in everyone working around hard to help him. This usual ability to get the most out of so many has been observed over and over again by his associates at local, state, and national levels.

Johnson’s seemingly tireless efforts to strengthen agricultural education have included several articles in the Agricultural Education Magazine and the American Vocational Journal. “To Be a Superior Teacher” appearing in 1968 contains advice for teachers that is as appropriate today as when it was written.

Johnson has held virtually every state and national office in the agricultural and vocational education associations and at the AYA Presidency in 1967-68. During these years of national leadership he has been listed in Who’s Who in America, One Hundred Educators of South Carolina, and is a Life Member of the South Carolina Agricultural Teachers Association. He is a member of the Soil Conservation Society of America, the South Carolina Agricultural Teachers Association, the South Carolina Soil Conservation Society, the American Vocational Association, and the American Agriculture Economics Association.

Johnson is a frequent contributor to professional journals. As a vocational conference consultant and participant in twenty-four states, his contributions were always respected since they represented the viewpoints of a practicing teacher.

Still today, Johnson is revered by the classroom his first love. “The happiest day of my life was when I was named teacher of vocational agriculture,” he says.

“The only job I ever had that was better than that one was teaching vocational agriculture.”

Johnson holds both Bachelor’s and Master’s degrees from Clemson where he served as supervisor of student teachers for many years. He earned the Education Specialist Degree in school administration from Winthrop College and presently serves as an Adjunct Professor for the faculty of that institution.

Johnson’s local activities seem to include almost everything a good, hardworking, vocational agriculture teacher could accomplish. He was one of the original founders of the local barn hunt, the county livestock show and sale and the York County Farm Bureau. He has been active in numerous civic, religious, and voluntary organizations. He served as the first director of the vocational center in York which was later named in his honor.

After so many years of dedicated service we might expect to find Johnson gradually retiring from his classroom career. But this is not so. Johnson is not yet ready to step aside. He is still in the thick of things, serving on many boards and committees. He is serving as a member of the Agricultural Education Council of the South Carolina Agricultural Teachers Association. He is serving on the board of directors of the South Carolina Vocational Teachers Association. And, he continues to travel throughout the state and the nation giving workshops and in-service training sessions to help build the agricultural education profession.

Johnson is a true professional in the classroom, but he is also concerned about the students he works with. He is a true teacher who cares about each student. He is a true friend who will always be there to help anyone who needs it.

I didn’t have time to write the rest of this article before the printing deadline. I hope you enjoy what I have written so far.

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**QUALITY CLASSROOM INSTRUCTION — HOW?**

Posal including field trips, FFA activities, audio-visual aids and labora-
tory exercises to improve their in-
structional program. They should
be, however, supplementary in
nature and must be carefully inte-
grated into the teaching strategy so
that the instructional objectives are
realized.

**SUMMARY**

While there are many components of a successful department, the
teaching function must be the fore-
most objective of teachers of voca-
tional agriculture. Teacher educa-
tors must support this emphasis at
both the pre-service and in-service levels. The leadership provided by
the state administrative must ensure that non-
classroom related activities are sub-
ordinate to classroom teaching. School administrators must be com-
mittted to quality instruction in voca-
tional agriculture classes and pro-
vide the necessary resources to ac-
complish this goal. In the final analy-
sis, however, the dedication of the
teacher will determine the success
of the classroom instructional pro-
gram in vocational agriculture.

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**REFERENCES**


**AUGUST 1979**
NON-FORMAL AG AND EXTENSION EDUCATION DESIGNS IN THE LESSER DEVELOPED COUNTRIES

A review of the agricultural and extension education programs in the Lesser Developed Countries (LDC's) reveals that the conventional agricultural approaches to the delivery of agricultural knowledge, are often not effective in meeting the needs of the rural poor. Thus, non-formal education programs that focus on the needs of the poor majority in developing countries. Such non-formal education programs which are based on the social, educational and economic needs of the rural majority, in LDC's, have had a wider developmental impact than the traditional formal approach.

What is non-formal education? Non-formal education refers to any organized systematic educational program, which is not part of the formal school system, in terms of its teaching styles and content, as well as its location and the development needs carried out outside the classroom. It is often carried out by a variety of agencies and organizations, including non-governmental organizations, community groups, and extension services.

AGRICULTURAL AND EXTENSION EDUCATION PROGRAMS

In the agricultural extension and other related training programs in Kenya, the National Agricultural Training Institute (NATI) in Kenya, The National Agricultural Training Institute (NAGI) in Nigeria, and The Office of Rural Development (ORD) in Korea, among others, have developed and implemented various programs to improve the productivity and welfare of farmers. These programs include providing farmers with technical and vocational training, skills training, and rural development programs.

The program has been successful in improving the productivity and welfare of farmers in both rural and urban areas. In some cases, the program has been used to help farmers to establish new businesses, such as small-scale factories, which has led to increased incomes and improved living standards.

There are 12 such centers (B) in each state operating in various towns in Northern Nigeria. The centers have no physical facilities of their own. All courses are part-time and the module of instruction is lecture and practical shop training. The instructors are employed on part-time basis from local private industry, government shops and the general and technical schools.

A follow-up study of VICS centers indicates that graduates, who passed the trade tests, were in government services did enjoy a boost in their earnings. The Mobile Trade School Centers (MTSC) in Nigeria, on the other hand, are designed to provide skill training and improve employment opportunities for out-of-school rural youths and young adults, to meet the increasing requirements for semi-skilled and skilled workers needed in the national development plan.

This program is run by the Adult Education Division under the Ministry of Education. It is mobile in structure and equipment, and is a mobile shop training centre. The school is mobile in the sense that after operating at one place for one to three years, the equipment and staff move to another place. The staff is made up of a principal and instructors who are graduates of adult education institutes, or vocational teacher colleges. These schools offer vocational courses, such as dressmaking, auto-mechanics, radio repair, typing, and the like. The method of instruction is lecture and practical work is emphasized.

By 1972, there were 54 MTSC schools (promoted by the Federal and State Governments).

(Congress of Page 40)

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**OCCUPATIONAL TRAINING PROGRAMS**

The programs in this category include trades training for rural youth; technical/vocational training; industrial pre-employment training; integrated training and support programs to promote small industry and other rural enterprises; and other work related and on-the-job training programs.

**Vocational Improvement Centers (VIC)**

Vocational Improvement Centers (VIC) are designed to upgrade the skills of working artisans and journeymen who were established in the Northern Nigerian states.

**Agricultural and Extension Programs**

These programs are designed to improve the productivity and welfare of farmers. In Kenya, the National Agricultural Training Institute (NATI) has developed programs to provide farmers with technical and vocational training, skills training, and rural development programs.

**The Office of Rural Development (ORD)**

The Office of Rural Development (ORD) in Korea established ORD was established as a model of an agricultural extension program. Its prime objective is to persuade and help farmers increase rice production and to adopt improved agricultural techniques, and secondly, to improve rural farm life by teaching home economics to women and offering 4H type activities for young farmers. Conventional extension techniques and considerable mass media - radio, films, flip-charts, farm bulletins and journals and training programs have not been effective. There is a need for new methods. In addition to financial constraints, ORD has problems with a lack of skilled workers and a decline in the quality of mass media. Nevertheless, ORD's extension efforts have resulted in a steady increase in the nation's agricultural productivity and in improvement of family life and income.
continued

Non-Formal Ag and Extension Education Designs

Follow-up studies indicate that 76% of the trainees are active in their trade, and are using the new skills acquired. They are earning about 50% more than before training, and that 1/3 of them are training apprentices which provides a certain multiplier effect.

A summary review highlighting the major features of these programs is presented in the following matrix:

The unique features of these programs — the utilization of mobile units, temporary facilities and part-time staff in the delivery of instruction are noteworthy. The multiplier effect, i.e. — the training of others by those who graduated from the programs has resulted in particular just in agriculture and rural development in the LDC's.

References

4. "The International Rice Research Institute (IRRI) and the National Rice and Wheat Improvement Center (NMIRI) projects in the Philippines and maize maize, and soybean projects in Mexico were included in this analysis as well as the practice in Southern Asia and in the Middle East.

Grandfather’s Collection

When Grandpa was in town last month a ragged, hungry hillybilly stopped him on the street and asked him for food money. "I’ll do you one better than that," Grandpa said, "come into the bar and I’ll buy you a drink."

"Thank you sir," said the beggar, "I’m not a drinking man."

"Well then have a cigar," offered Grampa.

"No thanks, I don’t smoke."

"Okay," said Grandpa, "I’ll make a bet for you on a horse that’s absolutely guaranteed to win. That way you’ll collect enough extra money for plenty of food and a new suit besides."

"Please no," said the hillybilly, "I only need a suit."

"Well then how would you like to come back home with me to dinner. I want my wife to see for herself what happened to a guy who doesn’t smoke, drink or gamble."

Speaking about bums and being in debt... the government’s econo- mists can’t keep up with yet another dandy. Now they are talking about "disposable personal income." I assure you that Grandpa never knew of any other kind. I guess it all depends on your point of view who the bums are these days."

In debt $100,000 and you are a good businessman. In debt $100 million and you are a good businessman, in debt $400 billion and you are a good government.

Until next time... Keep up the good work

Happy Retirement - Mr. Hunicker

Mr. Neville Hunicker served with the U.S. Office of Education, DHEW for 28 years. Prior to coming to the Office of Education, he served as State Supervisor of Vocational Agriculture at Wayne County High School in that state.

During a span of 50 years, Mr. Hunicker was a high school student and a vocational education teacher for four years including being a Charter Member of FFA. He was one of the founders of the National FFA Foundation and served in several capacities. He was instrumental in the development of the Future Homemakers of America (FHA/FFA) National Convention.

Most recently, Mr. Hunicker served as an advisor to the National FFA Foundation, as a member of the National FFA Foundation Board of Directors, and as a member of the National FFA Foundation Board of Trustees.

New U.S. Office Program Specialist for VO-AG

Rawls became Regional Program Officer of the U.S. Office of Education for seven midwestern states in 1961, headquartered in Kansas City, Missouri. In 1968, he was named Regional Director of Vocational Education for the same area, then Director of the State FFA-FFA Program Operations. After moving to Washington, D.C. in 1978 when he became Chief of the Southern Branch of the Divi-

ition of State Vocational Program Operations.

As Head of Vocational Agriculture Education, Rawls' responsi- bilities are providing national leadership in strengthening vocational ag- riculture instruction across the nation through workshops, con- ferences, and planning sessions. He will be involved in secondary, post- secondary and adult levels of agri- culture instruction. Welcome to the U.S. Office of Education.
Public relations and recruitment are essential activities for the ag teacher. George Lehman, ag teacher at Clovis, CA, explains how cuttings develop roots to two junior high school students and their mother. (Photo courtesy Richard Rogers, Cal State Univ. at Fresno)

Professional development activities are important for ag teachers. These Ohio teachers of Vocational Agriculture are enrolled in an off-campus course in "Developing a Course of Study" and receive professional growth units of credit for their efforts. (Photo courtesy of Dr. Gilbert S. Guilier, Ohio State University).

Winners! These six vocational agriculture teachers have just received the N.V.A.T.A. - Elanco Products Sound Off for Agriculture Award for 1978. They are (left to right): Ron Mehrer, Yuma, Arizona; Howard C. Cope, Cortez, Colorado; Franklin Stuckey, New Ulm, Minnesota; Jack Wise, Winchester, Kentucky; John R. Faulk, Tabor City, North Carolina; Raymond Q. Lawing, Jr., Dillwyn, Virginia; Max Riggin, Elanco Products Company, Indianapolis, Indiana. (Photo courtesy of Sam Stenzel, N.V.A.T.A.)