THEME: Time Management
A Professional Commitment to Time Management

Time management is using our time in the most efficient, productive manner. It is more than staying busy. It is more than working long hours. It is doing those things which make the greatest contribution toward achieving the purpose of vocational education in agriculture/agribusiness. How well time is managed depends on how we go about our responsibilities.

Professionally-prepared teachers have received training to help them make efficient use of their time. Their preparation includes instruction and experience in programs to improve learning resources, apply principles of learning in instruction, and assess learner and program achievement. They have been taught the "approved practices" in program management.

The Teacher as a Director

A teacher is a director of learning activities. The expertise of a teacher should be how to locate, organize, and use all available educational resources. If a teacher possesses these skills, the needed technical knowledge and skills can be found. Of course, all vo-ag teachers need a good foundation in the broad base of agricultural industry and some depth in one or more areas of specialization. They do not need to be encyclopedias of agricultural information. They need to be highly competent in professional skills - organizing and delivering quality learning experiences.

Most educators want more time by forgetting their professional role in any other way. When they fail to adequately plan and conscientiously carry out instructional activities, the time is being wasted. A professional teacher follows approved procedures in program management and pursues the role of director-manager. A teacher who fails to follow this role is little more than a technician.

An individual with industry work experience and no professional preparation is certainly at a disadvantage in the conduct of quality vo-ag programs. These individuals are employed as teachers when professionally-prepared teachers are not available. They need to be provided opportunities to develop the skills of professional teachers. It is doubtful if they ever progress much beyond the "technician level".

RESPONSIBILITIES IN TIME MANAGEMENT

It is unfortunate when educators fail to efficiently use time. Not only have they wasted their time, they have wasted the time of their students. The lack of educational progress (and low scores in reading and other areas) is due to inefficient use of time. All of society is affected when educators waste time.

JANUARY, 1981

3

The Unsung Heroes

In almost every organization there are individuals working behind the scenes who make things happen. They seldom receive recognition or praise for what they do. Yet, they see that their organization makes high achievements and operates in an illustrous manner.

There is a number of unsung heroes in the vo-ag/FFA family - a group that particularly needs to be singled out is the staff of the National FFA Center. These persons make tremendous contributions above and beyond the normal requirements. They frequently represent the vo-ag/FFA family in government and industry matters. (And what an outstanding job they do!) They frequently serve as change agents, helping all of the "family" to benefit. (And this may sometimes require tedious discussions with the Board of Directors.)

National FFA Center staff are the unsung heroes in the vo-ag/FFA family. Thank you for your dedication to programs of excellence!
The Word In Time Management Is "ORGANIZATION"

By ROY D. DILLON, THEME EDITOR

Editor's Note: Dr. Dillon is Professor of Agricultural Education at The University of Nebraska-Lincoln. He is a past editor of The Agricultural Education Magazine.

Good mental health requires that a person balance the activities of living among work, family, rest, recreation, and community. Some people desire or enjoy one or more of these types of activities more than others, with the balance being different for different persons. Factors such as marital status, years of teaching experience, number of students in the agriculture program, class teaching load, and community involvement will affect the balance.

Local boards of education and school administrators do not expect the agriculture teacher to work more than a reasonable number of hours per week or per year. There will always be more activities that could be included in local vocational agriculture program than one teacher can reasonably accomplish in a given year. The trick is to (1) select those tasks essential to your program, (2) involve the advisory council in recommending program activities, and (3) keep the school administration, school board, and community aware of the activities being conducted. These techniques will tell the people who need to know that you are doing what is expected by the professional working with the local program.

The Cover

Keeping students busy "learning by doing" the essential skills for employment is good time management. This cover photograph shows a student enrolled in a horticulture class in Golden, Colorado, learning the practical aspects of horticulture. (Photograph from Jim C. Foster, Vocational Horticulture Instructor, Warren Occupational Technical Center, Golden, Colorado.)

Time Management Is Not A Game!

"I haven't got time! I just don't have time to do it!"

Do vocational agriculture teachers ever say these words? Do they ever think them and fail to say them?

In a series of recent studies, vocational agriculture teachers have reported average work weeks of between 45 and 65 hours, whereas administrators reported expecting work weeks of 40-45 hours. Do vocational agriculture teachers feel pressured into performing beyond what is expected of them, or do they use their time poorly?

Helpful Tips

Vocational agriculture teachers often feel pressured to do more than administrators expect, and they occasionally do waste time. How can these problems be solved? Here are ideas which may be helpful.

One way to plan is use a large wall calendar and list the dates on which items are due. FFA activities are to be held, and/or SOE supervision is to be done. Also list the dates on which planning for specific activities should be started (e.g., get Bob started on his State Farmer Application).

Use checklists. Each time an activity is completed, list everything that was required for successful completion of that activity, and file the list in the future reference file. This will help plan and avoid forgetting items at subsequent similar events.

Start the day at least one-half hour before students get to school. Make a list of things which must be accomplished that day. Prioritize the list in the following way: 1) items which must be done immediately because of due dates or times, 2) easy items which take little time, 3) items which fit the time frame you are working within so the item can be completed, and 4) reserve large blocks of time for large projects. Work on one thing at a time with real concentration. Check the items off the list as they are accomplished. If you have phone calls or visitors, meet the first thing in the morning is the best time to get them done.

Put lesson plans in writing and make notes in the margins after you teach the lessons as to how you would improve them for next year. Note details like specific demonstrations or materials used. Avoid last-minute lesson preparation. Last minute lessons don't get put in writing, and once you fall into that mode of operation, it's difficult to break out. You will also find that you are consistently behind on all lesson planning, every year, because it didn't get done right the first time.

Don't let today's busywork crowd planning time out of your schedule. Those who fail to plan, plan to fail. Use your checklist system wisely and avoid four trips to the faculty lounge for duplication of materials when one trip would do the job. If you feel you're a crisis manager, always putting out fires, step back and analyze how you spend your time. Are you planning your activities (e.g., using checklists) to avoid unnecessary trips for supplies, teaching materials, etc.? Are you making wise use of the telephone and avoiding unnecessary driving? Are you wasting time in the faculty lounge listening to staff comments maligning students or bad-mouthing the administration? Do you half complete tasks and come back to them three or four times, thus wasting organizational time with each effort? Do you use student aids for typewritten reference materials, materials duplication, and laboratory maintenance? Do you take a short break away from the students so you can clear your mind and relax, such as at lunchtime? These are important questions that have to do with your ability to plan, and avoid wasting time.

One thing that adds to confusion and a feeling of frustration is clutter. Clutter should be avoided! Clutter will hinder concentration and planning, and thus reduce efficiency. Develop a good filing system, a simple one which allows you to retrieve materials easily and quickly. Agdex works well for all but lesson plans. Lesson plans are best handled by ordering them chronologically in a large, three-ring notebook, and handouts are then ordered chronologically in a file drawer by course designation. Develop your own system, but keep it simple and train an aide in its use. Assign the aide the task of maintaining the reference file so all materials used by students can be returned to the proper location.

Save time by using appropriate vertical file for sorting incoming materials and filing frequently used materials.

(Continued on Page 6)
Manage Time For Effective Teaching

By Glen Miller
Editor's Note: Mr. Miller is Vocational Agriculture Teacher at Mayer High School, Mayer, Arizona.

Vocational agriculture instructors have an almost limitless number of activities and responsibilities demanding time. How do we cope? What do we do and what do we ignore? How do we maintain high standards, yet still have time for family and relaxation?

I do not pretend to be an expert with the answers to these questions. In my 13 years of teaching experience, in one person department, I have often been commended and "shoved under." One of those years found me serving as 1) the chief of the fire department, 2) member of the church board, 3) president of the local classroom teachers association, 4) secretary of the Arizona Vocational Agriculture Teachers' Association, and 5) teaching four, four-hour lab classes for the community college at night 28 miles from home. This was all in addition to managing a vocational agriculture program and teaching 5 classes. It occurred to me that I had better get a grip on my time usage before I started to fail at all of these responsibilities.

A Three Step Solution

The first step in planning the use of your time is to evaluate seriously your personal capabilities. These will change throughout your career. Over time you must adjust or suffer the consequences. How many hours a day can you put in and still meet community, church, and family responsibilities? Luckily, most of us have unlimited energy when we were new teachers. As we gained experience on the job, our skills became polished, thus granting us time for a family and growth beyond our jobs. The old cliché applies well here: "Don't bite off more than you can chew."

Step two is to identify the "must do" activities and responsibilities of your job and give them top priority. You must find time to do those things that you, your administration, community, and the state consider the indicators of a good program. If you list these "must do" items and teaching is not number one, something is very wrong. Be sure your high priority items are those which are student-related and instructional activities. We must aim at our top priority—preparing students for careers in agriculture.

Step three is to identify those activities which are of secondary importance or "could do without" items. There are things which may be highly desirable; however, these program will survive if time will not allow you to accomplish them. You need to limit this time you spend pre-judging team participants in community activities, working with FFA officers, or limiting the size of the land-livestock laboratory, etc. This is not an easy job, but the one only allows so many things to be done well. You must realize some of these activities will not be accomplished. If you start out with that concept, less stress will develop when something has to be sacrificed. I have found that with a little prior planning, several activities can be combined and thus save time. This year, several classroom/shop instructional units were combined to complement our B.O.A.C. Project. With careful planning, no class time was wasted and an extra-curricular time was used on the B.O.A.C. Project.

Involve Others To Save Time

Now that you have identified the "must do" and the "could do without" items, start collecting as much support as possible. Many excellent results and teaching materials are available. You do not have time to develop all of your own instructional materials. Try to buy labor-saving and materials in厮rt's convenient and usable form. In this area, much time can be saved if you plan ahead and have everything you need on hand when you need it.

Delegate mental tasks to others. Teacher's aides, students, custodians, and others can do many of the jobs to which we often give our personal attention. Save those jobs for yourself. I felt as a vocational agriculture teacher I could do for you and let others carry some of the load. "Scratch the backs" of others liberally! Be a positive and helpful member of the faculty and staff. Cultivate friendships and promote an attitude of mutual aid. These simple efforts can result in volumes of help when time is running out on some important project.

Implications from Minnesota . . .

How Do You Use Your Time?

By Gary W. Leske and Roland L. Peterson
Editor's Note: Drs. Leske and Peterson are members of the faculty in agricultural education at the University of Minnesota-St. Paul.

What do we know about the use of time by vocational agriculture teachers? You are unique if you have not heard the "I don't have time for that activity" or "Sure, I know it's good for students but I'm too busy to take on one more activity!" A former vo-ag teacher recently stated, "I know why ag teachers are leaving. The job is just too big and the demand on one's time is very discouraging!" Are these statements true?

After a series of research projects on time utilization by Minnesota vo-ag teachers, we have gathered some insights into job related time usage. Differences exist in time utilization by vocational agriculture teachers.

There is a difference in how time is used by high school and adult teachers (see tables 1 and 2). High school teachers have at least 40 percent of their job related time committed to a specified teaching schedule. They have great discretion with 60 percent of their job related time. Adult teachers spend about 20 percent of their job related time teaching adult farm management, enterprise, mechanics, and young farmer courses and 40 to 70 percent of their time in individualized on-the-farm instruction. They also have considerable independence and a great challenge to plan effective use of their job related time.

There is no doubt that we must get control of our time to be effective and happy agriculturists. Planning and organizing, assigning priorities, and letting those activities go that we have no time for without worry will give us a successful and satisfying life that is important for mental and physical health.

Summary

My eleven years as a teacher of vocational agriculture have been enjoyable. I will continue to enjoy teaching as long as I can stay in control of my time. I am sure that many of my peers have left the profession because they lost control of their time. The following practices have helped me manage time:

1) Evaluate and continually reassess my personal capabilities.
2) Identify "must do" activities and responsibilities then do these well.
3) When time is a premium, eliminate those "could do without" activities; you cannot do all things.
4) Involve other people and organizations to assist in planning and conducting mental tasks. Help praise on those who assist.
5) Do those professional activities and perform those responsibilities which require a professional's services.

Our studies have established that Minnesota high school teachers spend an average of 49 hours and 34 minutes per week in job related activities. However, beginning teachers spend 52 hours and six minutes per week in job related activities: whereas, teachers with four or more years of experience in single teacher departments spend 46 hours and 48 minutes. Teachers with four or more years of experience in multiple teacher departments spend 48 hours and 25 minutes per week in job related activities. Adult teachers' use of time varies throughout the course of the year, with the winter months ranging 50 to 57 hours per week and the spring-summer months requiring 44 to 46 hours per week or an average of 31 hours per week. The time spent in job related activities varies depending upon the position

(Continued on Page 8)
Implications from Minnesota . . .

How Do You Use Your Time?

(Continued from Page 7)

and teacher experience. Any time management effort must recognize these "built-in" differences.

Where High School Teachers Can Save Time

Since teaching classes is a major user of time, planning for teaching is an important responsibility of the teacher and should be a significant user of time. Beginning teachers use about 26 percent of their time in preparing and evaluating teaching. Experienced teachers use 16 percent of their time in preparing and evaluating.

Table 1. Percent of Teacher Time Devoted to Selected Activities by Length of Teaching Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td>26.3</td>
<td>20.8</td>
<td>16.1</td>
<td>13.3</td>
</tr>
<tr>
<td>2 Years</td>
<td>20.8</td>
<td>16.3</td>
<td>12.8</td>
<td>10.6</td>
</tr>
<tr>
<td>3 Years</td>
<td>16.3</td>
<td>12.8</td>
<td>10.6</td>
<td>8.4</td>
</tr>
<tr>
<td>4 Years</td>
<td>12.8</td>
<td>10.6</td>
<td>8.4</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Building lesson plans the first year along with a well organized filing system and an adequate supply of teaching resources and materials can reduce the hunting, searching, and frantic frustration before class. Save unit tests, workbooks, study guides, and other student materials. Teachers usually develop a "psychology" method; occasionally, practical, problem-solving instruction occurs when a teacher is comfortable with the lesson content. As the teacher gains confidence, these general purposes become more specific references, teaching aids, and learning resources.

Though we may hear that FFA and SOE are the big users of time, our data show that category is 15 percent of the time of beginning teachers and 12 to 16 percent of the time of experienced teachers. SOE requires three percent of the time of beginning teachers and four to six percent of the time of experienced teachers. These two key dimensions of the vo-ag program do not demand more time, but all of it as we sometimes hear. How might we improve time usage in these areas? The building of the FFA Program of Activities is a primary student-member responsibility. Effective use of committees can greatly enhance the functioning of the FFA. Time spent training officers and committee chairpersons can ease time demands. Do you offer a summer leadership class or have a chapter leadership retreat in the summer?

What about the use of time with SOE programs? SOE selection, budgeting, goal setting, management and training plan development, and record checks are primarily class activities, not tasks to be dealt with 20 times with 20 students. When making supervisory visits be sure that they are scheduled and that you have an instructional and/or evaluation plan. Little things like routinely taking photographs of students and their SOE programs will save the need for special trips for proficiency applications or banquet slide presentations. Incidentally, will four 30-minute supervisory calls or one two-hour visit be more effective?

Where Adult Teachers Can Save Time

As noted earlier, on-farm instruction is the largest single user of adult teacher time. Adult instructors can plan a major portion of their job related work time. If preparing an ordered list of "things to do" on a weekly basis is a time management must for adult instructors. Note the time you take each week and tentatively plan the next week will pay big dividends. Utilization of group instruction when feasible is also a potential time saver.

Managing Time Use

The first step in any management activity is to define the problem. Ask yourself if you have a time management problem? Don’t be trapped by trying to treat a symptom of the problem. For example, a vo-ag instructor reported spending an average of 8 hours per week in and out of the classroom. Since the average vo-ag teacher spends about 50 hours on the job. Upon examination of the use of his time, the instructor found an average of 20 hours per week were spent on preparation for and participation in judging activities. The problem was far more serious. He was not only spending too much time traveling to contests, too much preparation time, too great a personal priority on winning contests, or just too much personal satisfaction from judging activities. If the latter situation is true, the instructor may not have a time problem, but simply a hobby associated with the job. Time checks for students for clarification of values or gives priority for use of available time. Then, there is a need to check perceptions against other successful members of the profession to be sure the priorities are valid.

Another crucial area is how on-the-job time is used. In our research, we asked high school teachers to record time in four categories each day of the week. Sounds like a waste of time! Be careful! You need to know where you are before you can plan for personal development. Tables 1 and 2 may help you develop your own time use recording form.

If you do have a time use problem, a few basic guidelines for managing time may identify a solution.

1. Do it right the first time.
2. Organize a filing system and use it.

Time for Your Life

Time represents a fixed resource in our lives. We may either use or abuse it. In our vocational agriculture department at Marana, Arizona, we have a poster with the following inscription: "You can’t control the length of your life, but you can adjust the width and depth." If you have mastered the ability to effectively manage your time, then go on to the next article. If, on the other hand, time or the lack of it is a problem in your job, your family and personal life, then take the time now to read on. As the saying reminds us, we all have the same amount of time to work with—twenty-four hours a day, seven days a week. It is up to you to organize and spend it wisely.

If you have mastered the ability to effectively manage your time, then go on to the next article. If, on the other hand, time or the lack of it is a problem in your job, your family and personal life, then take the time now to read on. As the saying reminds us, we all have the same amount of time to work with—twenty-four hours a day, seven days a week. It is up to you to organize and spend it wisely.

Managing Time Use

The first step in any management activity is to define the problem. Ask yourself if you have a time management problem? Don’t be trapped by trying to treat a symptom of the problem. For example, a vo-ag instructor reported spending an average of 8 hours per week in and out of the classroom. Since the average vo-ag teacher spends about 50 hours on the job. Upon examination of the use of his time, the instructor found an average of 20 hours per week were spent on preparation for and participation in judging activities. The problem was far more serious. He was not only spending too much time traveling to contests, too much preparation time, too great a personal priority on winning contests, or just too much personal satisfaction from judging activities. If the latter situation is true, the instructor may not have a time problem, but simply a hobby associated with the job. Time checks for students for clarification of values or gives priority for use of available time. Then, there is a need to check perceptions against other successful members of the profession to be sure the priorities are valid.

Another crucial area is how on-the-job time is used. In our research, we asked high school teachers to record time in four categories each day of the week. Sounds like a waste of time! Be careful! You need to know where you are before you can plan for personal development. Tables 1 and 2 may help you develop your own time use recording form.

If you do have a time use problem, a few basic guidelines for managing time may identify a solution.

1. Do it right the first time.
2. Organize a filing system and use it.

Time for Your Life

Time represents a fixed resource in our lives. We may either use or abuse it. In our vocational agriculture department at Marana, Arizona, we have a poster with the following inscription: "You can’t control the length of your life, but you can adjust the width and depth." If you have mastered the ability to effectively manage your time, then go on to the next article. If, on the other hand, time or the lack of it is a problem in your job, your family and personal life, then take the time now to read on. As the saying reminds us, we all have the same amount of time to work with—twenty-four hours a day, seven days a week. It is up to you to organize and spend it wisely.

If you have mastered the ability to effectively manage your time, then go on to the next article. If, on the other hand, time or the lack of it is a problem in your job, your family and personal life, then take the time now to read on. As the saying reminds us, we all have the same amount of time to work with—twenty-four hours a day, seven days a week. It is up to you to organize and spend it wisely.

Managing Time Use

The first step in any management activity is to define the problem. Ask yourself if you have a time management problem? Don’t be trapped by trying to treat a symptom of the problem. For example, a vo-ag instructor reported spending an average of 8 hours per week in and out of the classroom. Since the average vo-ag teacher spends about 50 hours on the job. Upon examination of the use of his time, the instructor found an average of 20 hours per week were spent on preparation for and participation in judging activities. The problem was far more serious. He was not only spending too much time traveling to contests, too much preparation time, too great a personal priority on winning contests, or just too much personal satisfaction from judging activities. If the latter situation is true, the instructor may not have a time problem, but simply a hobby associated with the job. Time checks for students for clarification of values or gives priority for use of available time. Then, there is a need to check perceptions against other successful members of the profession to be sure the priorities are valid.

Another crucial area is how on-the-job time is used. In our research, we asked high school teachers to record time in four categories each day of the week. Sounds like a waste of time! Be careful! You need to know where you are before you can plan for personal development. Tables 1 and 2 may help you develop your own time use recording form.

If you do have a time use problem, a few basic guidelines for managing time may identify a solution.

1. Do it right the first time.
2. Organize a filing system and use it.

Time for Your Life

Time represents a fixed resource in our lives. We may either use or abuse it. In our vocational agriculture department at Marana, Arizona, we have a poster with the following inscription: "You can’t control the length of your life, but you can adjust the width and depth." If you have mastered the ability to effectively manage your time, then go on to the next article. If, on the other hand, time or the lack of it is a problem in your job, your family and personal life, then take the time now to read on. As the saying reminds us, we all have the same amount of time to work with—twenty-four hours a day, seven days a week. It is up to you to organize and spend it wisely.
The “Work Smarter” Dimension Of Time Management

The main thrusts brought to us by the Horatio Alger era of an earlier time centered upon hard work, loyalty, courage, self denial, stick-to-itsiveness, and similar golden virtues. But the primary emphasis was on working hard. Since the passing of that era we still have a great deal of reverence for hard work. A somewhat different interpretation, however, is customarily placed on the hard work expected today from teachers of vocational agriculture. While all persons served by vo-ag teachers expect the teacher to work hard, much greater attention is given today to results achieved, as a reflection of how they manage their professional time. The change in emphasis could be verbalized as “work smart, not harder.” The thesis of this article could well be that vo-ag teachers who plan their work and work their plans will more readily go the extra mile that is expected.

The time-frame for teaching high school vocational agriculture today is far different from that of the early years when we had two agriculture classes per day of three hours each. Yes, 9 to 12 o’clock for one class, and 1 to 4 o’clock for the other. Since that time must have gone to offering several vo-ag classes of about 15 minutes duration each. And what has happened with content to be taught, and activities provided? The answer is in one word: proliferation. The class time allocation has been diminished while the content has increased. Little if any has been taken out. Setting priorities has become a very necessary ingredient of effective time management.

While many states have gone to a core curriculum pattern of instructional offerings, this does not mean that there is no opportunity to set priorities to meet local needs. Virtually all core curricula provide for local adaptations. Moreover, core curriculum applies primarily to the in-school instruction, and many activities and responsibilities outside the instructional area can be placed in priority in the interest of more effective time management. As examples, no instructor has to apply in all proficiency award categories or entrants in all contests.

The In-School Program

Suggestions on time management for the in-school program include:
1. Develop an inventory of community resources to be used in teaching. This should include resource persons, businesses and agencies, farms, substitute teachers, and similar resources.
2. Devise written teaching plans which are behaviorally-based and which include planned learning activities, teaching aids, interest approaches, subject matter, and means of evaluation. File the plans for re-use later with appropriate modifications. Instructional planning on a unit basis rather than on a daily basis saves time and effort.
3. Plan “rainy-day” activities. Such as record work, reports, filing, refurbishing facilities and equipment, ordering materials, and updating the course of study for days in the summer when SOE supervision and similar duties cannot be done effectively because of inclement weather.
4. Devise a public relations calendar of events and activities by dates for the entire year to facilitate a planned public relations program.
5. Develop individualized instructional packets for use in teaching those content areas which lend themselves to such a technique. These can also be used to streamline the teacher’s efforts in assigning make-up work to students who have been absent.
6. Serve as a cooperating teacher for student teachers in some instances extend the efforts of the teacher.
7. Develop a systematic filing system which facilitates orderly, prompt identification and retrieval of materials when needed. Agdex is the most popular among teachers.
8. Use an orderly filing plan for state reports and report forms, and a calendar showing due dates for reports.
9. Adapt instructional materials, where possible, from curriculum materials centers and similar sources, rather than developing “from scratch” which is to be taught. Such materials are excellent, readily available, and many have been produced under federal and state grants.
10. Utilize the services of an FFA alumni affiliate.
11. Give emphasis to activities which really contribute to preparation for occupations in agriculture in preference to “flashy activities,” such as show-ring competition and excessive content efforts.
12. Designate a uniform day and time each week for chapter officers and/or committee chairmen to meet with the advisor and plan meetings and activities.
13. Use a set of “mailboxes” or pigeon holes, one for each chapter officer, into which mail, communications, announcements, and similar items can be placed. Encourage officers to check them daily.
14. Have a cabinet or file designated for keeping FFA materials such as manuals and secretary’s book. Provide easy access for the officers to the file.
15. Guide students in developing and maintaining an FFA bulletin board which communicates and emphasizes current activities, ideas, and announcements.

Supervised Occupational Experience

Suggestions for improving time efficiency with SOE programs are listed here:
1. Combine supervisory visits to adult/young farmer students with those of high school students to save time and travel.
2. Schedule time on a regular basis for SOE supervision on and off farm, and use the time for that purpose.
3. Use a pin-map showing where students are located.
4. Keep a file or notebook on the SOE program of each student, including training plan and agreement, work records, and evaluations.
5. Schedule SOE supervisory visits throughout the year rather than concentrating them exclusively in the summer.
6. Plan supervisory visits in advance and notify students, in order that unnecessary repeat calls are avoided.
7. Do so to accommodate students at one location. For example, if several students with the same type of enterprise have a common problem or need the same skill development, provide it at one location for all of them. (Continued on Page 12)

By HILDING GADDA AND DEWAYNE SIEBRAAS

Editor's Note: Dr. Gadda is Professor of Agricultural Education at South Dakota State University. Mr. Siebraas is Vocational Agriculture Teacher in Plamondon, South Dakota.

A systematic filing system is a must for orderly filing and easy retrieval.

THE AGRICULTURAL EDUCATION MAGAZINE
Time Management Puts YOU IN Control!

By WILLIAM C. TINDALL, Jr.
Editor's Note: Mr. Tindall is Vocational Agriculture Teacher at Red Lion Area Senior High School in Red Lion, Pennsylvania.

You can't save it, hide it, buy it or sell it. All you can do is use it. And if you don't use it, you lose it. Time is a valuable commodity to all of us. Lost time, unlike a lost paper or a lost shoe, is never found again. Our only opportunity to use time is the here and now. If we do not, our only hope is to plan for more efficient use of tomorrow.

Agricultural education can be an endless job. Of course, most jobs are. There are class preparations to be made, field trips to plan, guest speakers to invite, FFA contests to prepare for and compete in, fairs to attend, and commuting along with some family and personal life. If we are worthwhile we are in demand, not only on the job but in civic or church activities. Anything of quality is always in demand.

The key to success is management. Just as proper management is essential to successful farming, it is also essential for successful education. There are twenty-four hours in each day. The challenge is to utilize those hours most effectively. Out of that block of time evaluating the total program. Each teacher should be assigned definite responsibility for specific areas of the program for which he/she is best fitted. Such assignments should be approved by the school administration.

A detailed instructional program (short range and long range) should be prepared cooperatively by all teachers in the department, using local advisory committee recommendations. The department chairman should coordinate the report-making activities, budgeting, inventorizing, and re- quisitioning.

The point to be emphasized here is that time management efficiency is highly associated with how the multiple teacher and student responsibilities are handled by the teacher. Individual time responsibility is well established and adhered to, duties are streamlined and efficiency is more likely.

Work Smarter

Business and industry have their specialized production efficiency and quality control personnel. Vocational educators must be our own managers of time and efficiency. Hence, it is incumbent to seek and try techniques to "work smarter." To do so is aimed toward the attainment of a two-fold objective: betterment of the professional services rendered as well as betterment for ourselves individually in professional advancement and recognition.

Socializing is necessary to do it after the meeting adjourns.

Schedule Family Time

Accept family responsibility at a primary level. Schedule time just for relaxation with the family. It is not necessary to be an FFA team or to have an outstanding teacher and have lost our family when the gate is opened. Be there! We have found that when a person leaves a job someone takes over and gets the job done. This is not so with our family.

Keep an active mind. Plan your activities as you drive, while waiting for someone or anytime you get a chance. Utilize all your working minutes for work. Sometimes we get busy mentally and are unable to utilize all of our time on the job. We begin to think we are busier than we really are. As the American author Henry David Thoreau said, "It is not enough to be busy, the question is: What are we busy about?"

Our average life expectancy is 73.2 years. If we are fortunate enough to reach age 70, we want to be able to reflect back and say, "It was a life well lived." If we are too busy to get organized we will not have this pleasure. Schedule all activities that are important to you. If you are asked to help with something and have scheduled a family outing or even a night at home to be a parent do not schedule anything more. This is a commitment - keep it. Your family is important too. Put priorities where they belong.

Use It, Don't Lose It

In Dare You, William H. Danforth, founder and former Chairman of the Board of Ralston Purina Company, discussed time management in his four-volume philosophy. This balanced checker challenges us to equalize our physical, mental, social, and emotional time in order to become complete human beings. It is a life long task we have to work at. It is something we have to learn to think about. It is our happiness for today and our hope for tomorrow.

Time! If we don't use it, we lose it. Maybe if we do not use it correctly the losses will be greater than we think.

How Wyoming Teachers Use Their Summers

The summer program is highly anticipated by most vocational agriculture teachers. It represents a shift from a structured day controlled by school bells to a more relaxed schedule not dominated by a master clock. The summer program allows the teacher time to venture out into the community beyond the "four walls." Because of this flexibility, the vocational agriculture teacher can devote most of his or her summer work to more enjoyable activities and allot sufficient time to those activities which would strengthen the program.

As the time approaches to begin planning summer activities, vocational agriculture teachers should ask themselves several questions: "How well does my summer program of work match the objectives for my vocational agriculture program? Do I have too much of my plan for the next professional improvement, or laboratory maintenance? Do I have enough days planned to take care of all my SOE projects? Did I spend too much time on FFA activities last year?"

One approach that would assist in planning a balanced summer program of work is to look at the proportion of time spent on the various components of the total vocational agriculture program. A recent study in Wyoming provides some enlightening information as to how vocational agriculture teachers have managed their time during the summer months. This investigation was designed to determine how much time teachers allotted to different components of their programs.

What We Did

A survey instrument was developed and distributed to all vocational agriculture teachers in Wyoming at their summer conferences. The teachers were asked to keep records of hours spent on fifteen major activities during the summer months. These activities were organized under the major components of the total vocational agriculture program. The activities were:

Instructional Program:
1. Course planning
2. Organization of teaching material
3. Securing agricultural materials
4.8 ECE supervision
5. County and state fairs

Agricultural Mechanics:
6. Maintenance of classroom and laboratory equipment

FFA Activities:
7. FFA meetings and activities
8. Administration:
   a. Conferences
   b. Office work and reports
   c. Visitations from State Director
   d. Promotional Activities:
      i. Visiting prospective students

(Continued on Page 14)
How Wyoming Teachers Use Their Summers

(Continued from Page 8)

12. Publicity and public relations

Professional improvement:
13. Summer conference, workshops, summer school

Other Activities:
14. Vacation
15. Miscellaneous

What We Found

Data from the survey were compiled. The average number of hours and percent of time that a teacher spent in each activity was determined. The findings are reported in Table 1.

This study revealed that supervision of occupational experience programs and work with county and state lists received a high priority among those vocational agriculture teachers surveyed. Professional improvement activities (11.4%), FFA activities (7.4%), classroom and laboratory equipment (5.6%), course planning (3.9%), and organization of teaching materials (3.7%) involved an appropriate amount of time. However, important functions for a vocational agriculture teacher such as publicity and public relations (2.4%) and visiting prospective students (1.2%) represented a low proportion of time.

What We Concluded

When planning the summer program of work, the vocational agriculture teacher could benefit from the time spent in analyzing the amount of effort devoted to the different components of the total program. If a new dimension of the program is to be promoted (i.e., a supply and service occupational program), it would be of benefit to plan more time for visiting prospective students and developing and organizing curriculum materials.

Another example of wise planning would include a summer program of work that emphasized more supervision of occupational experience programs, especially if that particular program had eroded to an unsatisfactorily low level.

Summer work can have a strong influence on improving the quality of a program. It represents a time when flexibility can be used to an advantage if teachers manage time well through prior planning based on the objectives, strengths, and weaknesses of the program.

It is important to consider all components of the teaching plan to enhance the quality, objectives, and purposes of the total vocational agriculture program.

One of the most significant capabilities to be developed by an educator is that of good time management. Time must be treated as a precious resource and used in an efficient, effective, and thoughtful manner. The initial question should be, "How is my time management?" A rating form can be used as a starting point to determine just how good time is being managed.

Since nobody's perfect, a score of 96 in the "Almost Never" category means that the educator is in the best management group. The same token a score of 96 in the "Very Frequently" category means one is in the worst management group.

Improving Time Management

By

BURRNELL C. WEISMEYER

Editor's Note: Mr. Weismayr is Assistant Agriculture Advisor with the Illinois Cooperative Extension Service in Knox County, Galena, Illinois.

These two categories will not total more than 24.

Planning of one's work activities by using a priority system is the key to efficient time utilization.

It is necessary to categorize all upcoming work-related tasks as being either immediate, soon, or long-range. An immediate task would need to be completed within a time period of one week. A duty to be completed soon would have to be completed within a month; whereas, a long-range duty would not need to be achieved until sometime beyond a month. Second, it is pertinent to classify each forthcoming activity as to degree of difficulty. An administrative decision needs to be made in ranking each particular item in order to be slightly, moderately, or extremely difficult. The ranking of the same or similar job will do no good vary from teacher to teacher. For instance, one teacher may consider ordering school supplies to be a relatively simple job, but a second instructor may find the same endeavor to be extremely arduous.

Third, it is essential to pinpoint exactly where the responsibility lies. The categories of (1) mine, (2) others, and (3) mine and others are generally effective in determining for time management purposes. A work sheet can be used in establishing priorities.

Some relatively simple ideas when applied can actually change one's way of working for the better. Better personal scheduling will save a teacher many hours over the course of a year. During a work day, block out quiet time for work. The most important jobs for the teacher to accomplish are those that have a direct effect on the students. A work sheet can be used in this manner. Teachers should have a definite time to work on specific projects throughout each day. Teachers can be grouped together to save time. Teachers should mark down on conversations with students and the result of that conversation. This is to be helpful in helping to curtail time with certain people and increase time with others. Simply, learn to ask yourself, "Is this the best way I can spend my time?"

Make a definite attempt to generate as little paper work as possible. There are generally reports and forms required by others. Avoid the time consuming habit of documenting everything. It is good habit of handling each piece of paper only once. Always try to get off of junk mail lists by stamping such mail with "Return to sender," "Refused," or "Deceased." Always start each day working from a clean desk. Place outgoing telephone calls according to other person's best times. Hopefully, others will reciprocate and return the favor.

Agriculture teachers traditionally spend a considerable number of hours in meetings. It is estimated that every day there are more than 1.5 million meetings in the United States. Efficient use of time during a meeting requires that an agenda be posted, the purpose, problems to discuss, and objectives be distributed well in advance. By all means,
Five Keys to Success as a Vo-Ag Teacher

Early in my career as a teacher of vocational agriculture, my high school principal told me I was "grossly disorganized." At that time I was single, and maybe I should say I was married to my job (I was devoting 16 hours a day to my work) but really disorganized. Those words stung, because I felt that I was putting everything I had into each task. I just didn't understand or appreciate the vastness of the work involved with being a teacher of vocational agriculture.

Since that incident I have learned to survive and succeed in our profession. I use five keys.

Key 1. Energy

The first key is to have energy. It is important to know how to concentrate it, how to focus it, to enable you to do things, and how to accomplish a given job. All people have the same number of hours in a day, some seem to make more productive use of their time. The first key is to start each task with enthusiasm and a plan.

Key 2. List Goals and Set Priorities

One spent of my time and a sales training program of a nationally known agri-

business firm suggests: "Do fewer things better, don't just do a lot of things first." This is another way of suggesting that we need to list goals and set priorities.

The question is: What is the best use of my right now? The vastness of a vo-ag program can be mind boggling. The answer: focus on priority one must do a good job of teaching. If we do not make optimum use of teaching time, it won't just the teacher's time that was wasted. The time of every student in

month, and check to see that work still progresses. If a meeting is really necessary, try holding it late in the day, Friday afternoon or just before lunch.

References


Achieving Effective Teaching In Competency-Based Programs

Teaching is important because learning is so important. Many educators and the public would agree with this statement, however, many of them may not stop to reflect why effective learning is important. The three most basic ideas that come to the writer's mind are: (1) the best behavior is learned; (2) one learns with his or her lessons; and (3) what we are we because of our teachings.

We must realize that students are different. Anthropologists suggest that every person is like all people in some ways, like some people in other ways, and like no other person in still other ways. If that generalization is correct, then each person is like all other people, some like some people, and yet like no other person at all. Teachers and curriculum developers therefore must have precise and adequate information regarding the areas in which all people are alike, the areas in which some are similar, and the areas in which each person is unique. With this knowledge in mind selecting the appropriate curriculum to allow for individual differences is very important.

Ralph L. Tyler says, "the purpose of education stems primarily from three sources: one is the nature of society, the nature of the individual!" These should be considered by teachers when selecting a curriculum to develop experiences for students in school.

The Teacher's Job

The job is the teacher's job! The job of the teacher is to teach and to be the best teacher possible. Hammond and Lams (1980) who have written and is answered by the reader follow each chapter. In addition to the text, there is an Mini Activity Guides which may serve as a student's workbook. The Activity Guide has corresponding chapters to the text. The Mini Activity Guides is problems to be solved on an individual and group basis.

Kenneth R. Rider

Marion, Ohio

BOOK REVIEW


Introduction to Agri-Business Management is a text that provides the reader with a basic understanding of the skills and knowledge necessary for success in the management of small to medium sized agricultural businesses. The format for the text is in a logical order containing five units and fourteen chapters. Some of the units include: exploring the need for and practicing good management, planning a business, and evaluating the operation of a business once it is functioning. Each chapter should be easy reading for high school and college students. A unique feature is this text is designed around the text the reader follow each chapter. In addition to the text, there is an Activity Guide which may serve as a student's workbook. The Activity Guide has corresponding chapters to the text. The Mini Activity Guides is problems to be solved on an individual and group basis.

Kenneth R. Rider

Marion, Ohio

JANUARY, 1981

THE AGRICULTURAL EDUCATION MAGAZINE

A member of the Vocational Technical Education Consortium of States (V-TECS). This consortium has grown from seven to 17 states plus the Navy and Army Reserve. Resources are pooled so that the products that are developed can be used for the benefit of effective teaching. To develop a usable product, V-TEC catalog of objectives, the following steps are completed:

- Priorities are established in each state in the consortium.
- Tasks or competencies are identified.
- Tools and equipment are identified.
- The tasks or competencies are validated.
- Objectives and performance guides are written.

Once a catalog of objectives is complete it may be used as a basis for developing a new competency curriculum. In Kentucky two approaches are being tried. The major effort is to develop individual based modules using the V-TEC catalog as a basis. In agricultural education another approach is also being tried. This is to develop competency-curricular modules which may be used in group teaching and basically with the program approach. With either method the important thing is to have a competency-based curriculum on the occupational needs of students which will provide a basis for determining the competencies each student has completed at any given time.

Necessary Facilities

In addition to three ingredients, there is at least one other ingredient necessary if good teaching is to take place. That is to have adequate facilities available. Obviously, the writer can not list what "adequate" includes for all programs. The kinds of facilities needed are based on the program in a given department of voca-
Achieving Effective Teaching In Competency-Based Programs
(Continued from Page 17)

In summary, effective teaching is based on a sound educational philosophy, the use of good teaching methods by teachers, an adequate curriculum based on the needs of students and supported by appropriate and properly sequenced instructional materials, and adequate facilities for implementing the other components.

ARTICLE

Putting a "Band Aid" on the Vo-Ag Laboratory

Agricultural mechanics facilities, because of their very nature, house programs and activities that create environments of extremes. Many agriculture programs today are multi-teacher departments. They must make maximum use of laboratory and classroom facilities. Historically (and unfortunately), the local vo-ag facility has been set off by itself away from the main school building. The "Ag Building" in many times a combination classroom-laboratory with minimal floor space. It's not unreasonable to assume that one teacher of agricultural mechanics may be teaching a "classroom" subject while another is in another part of the facility teaching "shop," Good planning and coordination can eliminate some of the potential noise and environmental effects detrimental to learning. Sometimes teachers need to attempt their own design modifications in the existing facility. Many "band aid" approaches have been used in the past.

Laboratory Layout

Even if the teacher has an older "barack" type building or less than the ideal, the use of good equipment layout can help reduce the noise problem. Certain equipment (like a power cut off saw) emits high and persistent sound levels. This type equipment should be placed where its distracting sound levels would be minimal. Proper placement of equipment in the laboratory is an important consideration in design modification. For example, Mr. Smith may be in the classroom while Mrs. Jones students are learning to use the power cut off saw located right next to the classroom door.

Teacher's Efforts

Unfortunately, there are poorly designed and older "agriculture" buildings being used today. Considerations for the alleviation of unwanted noise for various existing buildings may include many things such as adding inside exposed insulation with acoustical qualities. A dropped ceiling can aid in sound controls. Portable partition arrangements and floor materials can be a means of design modification. Many design modifications are made as best they can be under existing restrictions. One such restriction is budget! With local schools strapped for money in today's inflationary times, major improvements, even minor ones, may be slow in coming. Another major concern is that of the local agriculture teacher. The time to properly plan and implement a design modification may be scarce.

Responsibility

Teachers and schools have a moral and legal responsibility to provide adequate and safe learning environments. One aspect of this involves sound. The effects of noise (sound) on learning and attitude have been researched considerably. Some researchers found that complex tasks are mostly unaffected by sound of any appreciable degree of intensity. The majority of today's researchers have data that indicate insignificant effects of sound on student learning and attitude. Then why should design modification which involves sound and sight interruption be imposed on all agriculture teachers and its effect on learning and attitudes?

Need
Design modification specifically involving noise considerations can save lives and improve efficiency (learning and attitudes). Scientific research has proven that noise and sight affect health and learning.

According to OSHA, agriculture teachers must use whatever means necessary to protect their students from ear damage of a severe nature or the unsanitary subnormal nature. By unsanctifying, is meant noise that can cause apathy, carelessness, and even ear damage that builds up over a period of time, and then suddenly the hearing loss is permanent. In color dynamics, teachers can use design modification of walls, equipment, floors to provide safe attitude development and reduced eye strain and health concerns. A dull, dark laboratory can cause psychological damage and other problems for agriculture students. Colors like red for danger and yellow for caution can help in developing safe learning attitudes.

Planning

The most productive design consideration to promote a good learning environment and proper attitude development is proper planning. A new building or refurbishing an existing building should be attempted only after careful planning. Much of the modification of agriculture facilities consists of plywood partitions put up by the agriculture teacher with the help of students. Color coding of equipment and facilities is done in some, but not all agriculture shops. Much of the accident potential and physically harmful effects can be reduced by almost any expenditure to improve the environment of agriculture shops. Still problems can exist. Unfortunately, many agriculture facilities and some college facilities are built so that even after partitions are strategically located and color coding improvement completed - when a rain or hailstorm comes through the community, the agriculture teacher is helpless and can't compete with the noise. The "barn roof" sounds like drums exploding. Planning is the key to maximizing facilities for a good learning environment.

Conclusions

Many teachers dream about the facility they would like. Plenty of classrooms, no disruptive noises of weather or machines and acoustical barriers to reduce distraction are a part of the dream. The existence of a "dream building or facility" is the exception rather than the rule. Design modification of the existing facility should help facilitate learning through sound and sight controls. Even a little improvement in your local laboratory situation may help a lot!

References

SUBSCRIPTIONS

Subscription Renewal Form

Use this form to renew your subscription to THE AGRICULTURAL EDUCATION MAGAZINE. If your subscription is separate from your professional dues package, you will need to subscribe early to avoid missing an issue of the magazine. Subscription prices are $5 per year. Foreign subscriptions are $10 (U.S. Currency) per year by surface mail and $20 (U.S. Currency for airmail, except Canada).

Please enter your subscription to THE AGRICULTURAL EDUCATION MAGAZINE.

[ ] New [ ] Renewal

[ ] Check or money order is enclosed
[ ] Please send bill (please enclose purchase order)

Mailing Address:
Billing Address (if different from mailing address):
Name:
Name:
Address:
Address:
Post Office:
Post Office:
State:
State:
Zip:
Zip:

Send this subscription form to: Glenn A. Anderson, Business Manager, The Agricultural Education Magazine, 1803 Rural Point Road, Mechanicville, Virginia 23111

JANUARY, 1981

THE AGRICULTURAL EDUCATION MAGAZINE
ARTICLE

Forming Good Teacher Habits

“Good habits” are important in teaching voc-tech. In share habits, “good habits” an instructor must develop a basic departmental philosophy to follow. If you do not have a departmental philosophy on file, I would suggest that you develop one. Philosophies, as goals, must be written down or they will never be implemented. Develop your philosophy, study it, refer to it often when needed, review it annually, make necessary changes during your first few years of teaching and ultimately, “stick to it!”

I believe that “good habits are as habit forming as bad habits.” What are some good habits a person can form? In my opinion, nothing is more frustrating than not being able to locate something when it is needed. Can you imagine the time lost in locating materials which were not filled correctly when received or not refilled after their use in the classroom? Can you also imagine the time lost in locating dates or telephone numbers during the normal school year? There are many other time-loss factors in every department which result in injury. The most effective way to develop good habits in teaching.

What Are Some Good Habits?

One of the most important habits an instructor can develop is a good filing system. A neat and orderly filing system should be developed periodically to provide both the instructor and students with easy access to such materials as slides, flipcharts, cassettes, motion pictures, and transparencies.

Put things in their immediate after use. If an instructor does not get into this habit, piles of materials will develop. How would you react to such a mess as an administrator, parent, or student? Negative attitudes, unfortunately, can be developed from sloppy filing.

Large calendars of events should be located in the classroom showing P.A.F.A. activities or school events. A date board can be updated by the P.A.F.A. secretary through your guidance weekly.

Have you ever become frustrated by not being able to find a telephone number? Important telephone numbers should be posted by your telephone. These numbers should include P.A.F.A. officers and student hosters, agribusin esses, state department of education officials, and other important numbers. It is a good idea to file business cards for immediate use. Get in the habit of asking agribusiness contacts for these cards to save you much time in locating them in the future.

Develop a usable filing system for the department. The filing system should be workable for as few as your students. A good filing system does not have to be elaborate, but functional.

Order motion pictures well in advance of their need. Only those which reflect the units being taught should be used. Motion pictures should never be shown just for the sake of showing "movies". This will eventually downgrade the curriculum.

Vocational agriculture classes should be used for instruction in job competencies while P.A.F.A. contest training should be accomplished at times not involving vocational agriculture classes. There may be several P.A.F.A. contests (such as meats judging) which are suitable to the classroom situation. Contest training can be accomplished by using study hall hours, instructor preparation time, or during after school hours, by using the normal school day as much as possible, the amount of time required for evening work will be "reduced." Some evening work will always be necessary for most instructors of vocational agriculture in preventing students from doing competitive events. Use the school day. In many instances, the teacher's lounge is hole, which is not to be avoided since it wastes valuable time.

Always carry out all vocational agriculture and P.A.F.A. activities through proper administrative channels. The development of good administrative relationship is one of the most important habits you can develop. Learn to follow the chain of command in your school department and avoid the pitfalls of not doing so!

Handle classroom requests cordially through your local janitorial staff. Also, your new instructors should comment that developing a good relationship with the janitorial staff is unnecessary. However, you will note that this relationship is essential in getting many things done in and around your facility.

Develop this habit as soon as possible.

Making and Using a Circle Hacksaw

Cutting a perfect circle from a steel plate or cutting a radius in steel can be done very easily and smoothly with a "circle hacksaw." The "circle hacksaw" is an inexpensive and easily constructed device that can be attached to the cutting head of most oxy- acetylene welding equipment. Once attached the "circle hacksaw" is used as a pivot point around a fixed torch and make an accurate radius for the oxy-acetylene cutting head.

The "circle hacksaw" is made using a 1/8 inch mild steel cable clamp and one piece of 1/4 inch mild steel rod 2 1/2 inches long. The mild steel rod is sharpened on one end to a 60 degree angle (the same as a center punch), and the other end is brazed perpendicular to the base of the cable clamp.

In order to use the "circle hacksaw," attach it to the cutting torch of any oxy-acetylene equipment. To do this take the cable clamp apart and place it with a center punch. Light the cutting torch and position the sharpened mild steel rod in the center punched hole of the steel. Using the rod for a pivot point, begin the cut in the steel and cut the entire circle by rotating the torch handle.

The cost of materials to make the "circle hacksaw" is less than one dollar.

By Jim Howard
Editor's Note: Mr. Howard is Vocational Agriculture Instructor at Craigville-Searls, Montana.
Making and Using a Circle Hacksaw
(Continued from Page 21)

TEACHING TIPS

Using Time Savers

By JOE ROWLAND
Editor's Note: Mr. Rowland is Vocational Agriculture Instructor at Monmouth County, RVI School in Tinton, New Jersey.

Most of us are busy with classroom activities, farm visits, civic club work, and home life. We are all looking for ways to help do a better job in less time. Some of the things I use may be helpful to you.

Using Student Lists

Shortly after school starts I make a list of all my students with their parents' names, home addresses, and telephone numbers. This is very useful when letters need to be sent or when there is a need to contact a student quickly. I usually send parents a letter at the beginning of the school year telling them what is required of the students regarding SOR projects, record keeping, shop projects and materials, FFA activities, and my grading system. This helps to keep everyone informed and reduces the possibility of misunderstandings. It is also helpful to make an alphabetical list of all students who are in specific classes. I usually prepare this list on one page so I am gone from school a substitute knows which students are supposed to be present. If I am taking several students with me, I have to do is check off their names and I have a list to turn in to the office. I usually make enough copies of this list to last me all year. These lists are also helpful when going on trips, collecting FFA dues, and taking roll at FFA meetings.

Color Coding Notebooks

I have started color coding the notebooks my students use. I paint the back of the notebook and then print the student's name on the spine. The notebooks for each class are painted a different color. This makes it easier to keep them neat and orderly. Having names printed uniformly on each helps when I grade notebooks. Each class will keep the same color and notebook all four years. In addition to color coding notebooks, I have a county highway map mounted in my office and use colored pins to mark where each student lives. The pin colors are the same as the notebook colors.

Audiovisual Techniques

I have purchased several slide sets to go with my lesson plans. Reading a slide script in the dark or when you have a cold can be difficult. To meet this challenge, I have made cassette tapes for each of my slide sets. When I have something else to do, the students can advance the slides and listen to the tape. It frees me for other jobs or just watching the class.

Also, I have had problems with other teachers borrowing my projector. The projector would usually come back broken or with pieces of broken film stuck in it which required maintenance time. I took an old file cabinet drawer and cut it down to fit the projector base. The projector was then bolted to the base and the base bolted down inside a cabinet in the back of the classroom. This allows me to slide the projector out of the cabinet for use and back in the cabinet for storage. Since it is bolted down there is less chance of it being knocked off, borrowed, or stolen.

I have also permanently attached the projection screen to the ceiling in the front of the room for easy access and storage.

FMA PAGE

FFA Membership Reported for 1980

National FFA membership for the year ending June, 1980, totaled 401,676 in 6,236 local chapters. This represents a decrease of slightly over 12,000 members from 1979. It is also the second year in a row that membership has dropped by almost an equal number of members.

Fourteen state associations had increased membership, with Puerto Rico having the largest percentage of increase (58%). New Hampshire increased by 15%, Alaska by 9%, New Jersey and West Virginia by 8%, and Maryland by 6%.

Texas continues to have the largest membership with 59,808, or 164 more members than in 1979. Alabama and Ohio continue to be ranked second and third, respectively; however, both states had a decrease in 1980.

Decreases occurred in 38 associations. The greatest percentage of decrease occurred in Nevada (15%), Massachusetts (14%), Maine (10%), New Mexico (10%), and Delaware (9%).

Projector or cassette player speakers are often hard to hear. To solve this problem, I have mounted two extra speakers in the front of the classroom that can be plugged into the projector.

Other Tips

I use a lot of teaching material from farm magazines. To help display them, I made a frame from 1/4 inch plywood with snap clothes pins on it to go above my chalkboard. The pictures, charts, and other items can be easily used in this manner.

During the school year, one of the most valuable resources I have is students who have had secretarial classes to serve as my secretary during their study hall periods. These students can be a big help in ordering materials, typing, and filing for the vocational agriculture department. They can duplicate tests and explain many other things that normally consume time.

If you take photographs of vocational agriculture students and FFA activities, filing is a problem. I have found it takes less space to store the negatives in envelopes at a file cabinet. On the envelope I put the student's name or the subject relating to the negatives. For newspaper articles, it is easier to have the paper make prints from the stored negatives.

Our local newspaper is very cooperative. They donate the film and processing to the FFA and we give them a donation receipt at the end of the year. They can deduct the processing costs as a donation to a non-profit organization. Most newspapers get Silmm black and white film in the bulk. This gives them a lot of pictures to use in the paper and does wonders for increasing publicity.

In the laboratory daily clean-up sheets are used. We list each class that is in the shop and what each student is to do for clean-up. We rotate the students so no one has the same job all the time. This helps to reduce misunderstandings as to who is supposed to do what and when.

These are a few tips that have helped me save time.

The finished cut out 1/4" steel.

National FFA membership for the year ending June, 1980, totaled 401,676 in 6,236 local chapters. This represents a decrease of slightly over 12,000 members from 1979. It is also the second year in a row that membership has dropped by almost an equal number of members.

Fourteen state associations had increased membership, with Puerto Rico having the largest percentage of increase (58%). New Hampshire increased by 15%, Alaska by 9%, New Jersey and West Virginia by 8%, and Maryland by 6%.

Texas continues to have the largest membership with 59,808, or 164 more members than in 1979. Alabama and Ohio continue to be ranked second and third, respectively; however, both states had a decrease in 1980.

Decreases occurred in 38 associations. The greatest percentage of decrease occurred in Nevada (15%), Massachusetts (14%), Maine (10%), New Mexico (10%), and Delaware (9%).

Projector or cassette player speakers are often hard to hear. To solve this problem, I have mounted two extra speakers in the front of the classroom that can be plugged into the projector.

Other Tips

I use a lot of teaching material from farm magazines. To help display them, I made a frame from 1/4 inch plywood with snap clothes pins on it to go above my chalkboard. The pictures, charts, and other items can be easily used in this manner.

During the school year, one of the most valuable resources I have is students who have had secretarial classes to serve as my secretary during their study hall periods. These students can be a big help in ordering materials, typing, and filing for the vocational agriculture department. They can duplicate tests and explain many other things that normally consume time.

If you take photographs of vocational agriculture students and FFA activities, filing is a problem. I have found it takes less space to store the negatives in envelopes at a file cabinet. On the envelope I put the student's name or the subject relating to the negatives. For newspaper articles, it is easier to have the paper make prints from the stored negatives.

Our local newspaper is very cooperative. They donate the film and processing to the FFA and we give them a donation receipt at the end of the year. They can deduct the processing costs as a donation to a non-profit organization. Most newspapers get Silmm black and white film in the bulk. This gives them a lot of pictures to use in the paper and does wonders for increasing publicity.

In the laboratory daily clean-up sheets are used. We list each class that is in the shop and what each student is to do for clean-up. We rotate the students so no one has the same job all the time. This helps to reduce misunderstandings as to who is supposed to do what and when.

These are a few tips that have helped me save time.

THE AGRICULTURAL EDUCATION MAGAZINE

JANUARY, 1981

FUTURE FARMERS OF AMERICA MEMBERSHIP IN BY STATE

<table>
<thead>
<tr>
<th>State</th>
<th>FFA Memberships</th>
<th>Number of Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montana</td>
<td>2,105</td>
<td>2.3</td>
</tr>
<tr>
<td>Nebraska</td>
<td>6,665</td>
<td>129</td>
</tr>
<tr>
<td>Nevada</td>
<td>240</td>
<td>18</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td>1,717</td>
<td>20</td>
</tr>
<tr>
<td>New Mexico</td>
<td>3,312</td>
<td>67</td>
</tr>
<tr>
<td>New York</td>
<td>6,948</td>
<td>24</td>
</tr>
<tr>
<td>North Carolina</td>
<td>17,794</td>
<td>266</td>
</tr>
<tr>
<td>North Dakota</td>
<td>3,452</td>
<td>36</td>
</tr>
<tr>
<td>Ohio</td>
<td>21,511</td>
<td>393</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>17,786</td>
<td>364</td>
</tr>
<tr>
<td>Oregon</td>
<td>3,971</td>
<td>424</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>12,801</td>
<td>237</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1,324</td>
<td>33</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>244</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>5,161</td>
<td>117</td>
</tr>
<tr>
<td>South Dakota</td>
<td>3,097</td>
<td>78</td>
</tr>
<tr>
<td>Tennessee</td>
<td>15,799</td>
<td>213</td>
</tr>
<tr>
<td>Texas</td>
<td>95,805</td>
<td>1,026</td>
</tr>
<tr>
<td>Utah</td>
<td>3,466</td>
<td>49</td>
</tr>
<tr>
<td>Vermont</td>
<td>175</td>
<td>25</td>
</tr>
<tr>
<td>Virginia</td>
<td>18,228</td>
<td>213</td>
</tr>
<tr>
<td>*Virginia Islands</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>Washington</td>
<td>8,464</td>
<td>160</td>
</tr>
<tr>
<td>West Virginia</td>
<td>4,640</td>
<td>70</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>20,276</td>
<td>309</td>
</tr>
<tr>
<td>Wyoming</td>
<td>3,592</td>
<td>40</td>
</tr>
</tbody>
</table>

TOTALS 481,676 8,236

*Affiliated Chapter
Stories in Pictures

New Mexico teachers are shown participating in an electricity workshop sponsored by Southwestern Public Service Company. Jo Ann Quezada, Horticulture Teacher at Hatch Valley High School, Hatch, N.M., and Fabian Chavez, Horticulture Teacher, Santa Fe Vocational Technical High School, Santa Fe, N.M., are shown practicing wiring skills. (Photograph courtesy Rosco Vaughn, State Supervisor, Las Cruces, New Mexico.)

The Educational Foundation of Alpha Gamma Rho presents a scholarship to an outstanding student in agriculture. The photo shows the recent recipient, Hall Phillips (center), being presented a check by D.O. Spinks (left), Dean of Resident Instruction, and William S. Farrington, Associate Professor of Agricultural Education, of the University of Florida. Phillips is an undergraduate student. (Photograph courtesy of Sue Steenel, Executive Director, The National Vocational Agricultural Teachers' Association, Alexandria, Virginia.)

Greenhouse rose production can be increased by approximately 60 percent annually using new sodium lamps developed by The General Telephone and Electronics Corporation. Here, the lamps are shown being used in Rosedale Greenhouses in Spokane, Washington. (Photograph courtesy of Charles E. Mitch, GTE, Stamford, Connecticut.)