When Students Stop Asking Why

I have been blessed with two young children, now ages 6 and 10, who continue to make life more enjoyable and enjoyable for me. Having never really taught young elementary-aged students, I have been fascinated with the natural curiosity for learning that these two girls possess. They both love school. They respect and admire their teachers - sometimes more than their parents. For these young girls school is fun, school is exciting, school is cool.

There is one obvious difference between these two young students and many of the high school students that I taught several years ago. These girls enjoy school and they enjoy learning. I have never wondered how long this natural curiosity and love for learning will last. It seems that many students reach a point where they just stop asking those "why" questions. Do parents and teachers encourage children's natural curiosity, or do we unconsciously or (perhaps consciously) tell them to be quiet and listen so we can tell them all about the topic? Wouldn't it be nice if your sophomore students were more thoughtful of "why" questions, like they used to do when they were kids?

As a third grader my daughter was lucky enough to have a teacher who believed in learning through experience. These students conducted plant science experiments, wrote journals and stories, finished many art projects, were given weekly "stages" time, and used their thinking and creativity to participate in numerous other experiential learning activities. Learning in this class was fun! Comparing this design to the familiar classrooms where students complete one worksheet after another under the guise of discovery learning. And how's the all-too-familiar scene where teachers tell the students all there is to know about a topic, I can only realize, "Today we're going to talk about... or today we're going to cover..."? No wonder many students don't care about learning.

Educational psychologists have told us that when students reach 12 years of age, they can effectively learn through abstract and conceptual modes. While this is true, students still need to participate in concrete learning experiences for learning to be enjoyable and motivation to be high. Because students have developed the mental capacity for abstract learning, we often turn our backs on the active learning experiences that we know are most effective. Do our schools and universities gradually kill students' natural curiosity and love for learning as we give them information hour after hour and day after day? Do our schools encourage rather than encourage thoughtful inquiry by students?

In an oversimplified yet useful analysis, student motivation can be dissected into three aspects of teaching and learning: students' perceptions of themselves (self-concept), their perceptions of the teacher, and their perceptions of the subject matter. This suggests that how we teach and how we treat our students are the keys to solving the student motivation mystery. In a recent USDE study (1992) the following conclusions were drawn:

1. Most students believe their ability and effort account for their achievement. Students believe that being seen as smart versus hard-working is better, because being exceptionally ambitious or of limited ability is embarrassing.

2. Even some of the brightest students believe they must strive between high and low achievement, again due to peer pressure.

3. Many low-achieving students deny the importance of learning and often refuse to attempt learning activities. This wastes face, because if they don't try, failure can only be interpreted as a lack of effort. Thus, their ability cannot be questioned, and their reputation and self-confidence are preserved.

Grades, detentions, marks on the board - these are not the elements that motivate most students. Active and relevant learning experiences are how we reawaken our students' curiosity and desire to learn. Genuine (versus pretended) inquiry learning must be the centerpiece of the agriculture curriculum. A creative teacher can design literally hundreds of ways to engage students in learning, both mentally and physically. To be clear, this does not include activities that require students to transfer answers from a book to a piece of paper. Also excluded are the "cookbook" activities where students simply follow detailed directions in performing a task.

EDITOR'S COMMENTS

Genuine (versus pretended) inquiry learning must be the centerpiece of the agriculture curriculum. A creative teacher can design literally hundreds of ways to engage students in learning, both mentally and physically. To be clear, this does not include activities that require students to transfer answers from a book to a piece of paper. Also excluded are the "cookbook" activities where students simply follow detailed directions in performing a task.

(continued on page 22)
MOTIVATION

- A stimulus to action
- Drive
- Incentives
- Suggests striving toward an outcome
- A predisposition to behave in a positive manner to achieve specific needs.

"What really motivates my students?" Every teacher who asks this question knows the difficulty of answering it. Motivating others is vital to establishing and maintaining effective relationships. It is essential in the teaching/learning process.

A thorough review of the literature revealed hundreds of articles published on motivation. Synthesizing these articles and adding terms of the author's own views, the following fundamental principles of motivation tended to emerge.

Recognize Acceptance. People need to feel valued, no matter how modest their position. Often individual accomplishment tends to get overlooked in large classes, programs, or organizations with the "cream of the crop" receiving the most accolades.

Provide People With Choice. Students need to make decisions. Choice promotes personal commitment to accomplishing the task or goal.

Provide Support. Achievement-oriented students are willing to ask for assistance when necessary. Asking for help should never be a weakness, but rather a sign of strength. Asking for support helps to avoid frustration and isolation.

Responsibility And Accountability. Few students will reject accountability for tasks within their area of responsibility.

Relationship Between Tasks And Goals. The routine of performing the same tasks everyday promotes boredom. Students need to know how the tasks contribute to their individual development and the success of the program.

Goal Setting. Individual goal setting results in a commitment to goal accomplishment. Students should be encouraged to set short, intermediate, and long range personal goals.

Extrinsic And Intrinsic Rewards. Extrinsic rewards are seldom enough to motivate students for the rest of life. Students must learn to identify with their inner feeling of knowing they performed the task well. Excessive amounts of extrinsic rewards may reduce the motivational effect of an individual's intrinsic satisfaction.

Individualized Motivation. Recognize that different students will require different types of motivation in order to get them to perform to their best ability.

Feedback. Immediate, relevant, and constructive feedback is important in improving student performance. If negative feedback is given, it should be accompanied with concrete and helpful information.

Confidence In Students. Teachers need to be constantly aware of the self-fulfilling prophecy. Research indicates that students who are expected to achieve will do so more often than others.

Opportunities To Succeed. Every effort should be made to allow each student to take on an active role with successful project/ functions. "Nothing succeeds like success." Give credit where credit is due.

Trust And Open Communications. Teachers need to create a climate of trust and open communication both in and out of the classroom. Teachers need to eliminate threat, as it is one of the greatest obstacles to individual motivation.

Walk Your Talk. Teachers must practice what they preach. If they are not motivated, how can they expect their students to be motivated? You are a role model. So, model what you want your students to be like.

A, B, C's Of Motivation. Agriculture students, in a non-scientific survey, were asked to identify people, places, or things that motivated them. The following is a partial listing. It may provide some food for thought. Active learning, Ag class, Being accepted, Biotechnology, Competition, Compliments, Compassion,

(continued on page 5)
The Basics of Motivation

M

otivation. To Motivate. As an extension agent, whose primary responsibility is youth programming, I often wonder what we "really" mean when we say the word motivation. What do we mean when we say that he/she is a "motivational speaker"? What is the definition of the word motivation? Webster defines motivation as "to provide with, or affect as, a motive or motives; incite or impel." Can one person motivate another to do something, or can they only provide the atmosphere for the desired action to take place? What is it that motivates a person to make one decision over another?

What is Motivation?

There are several different schools of thought concerning motivation. It is not uncommon for psychologists to think of motivation as the process of (a) arousing or initiating behavior, (b) maintaining an activity in process, and (c) channeling activity into a given course. Therefore, the study of motivation would then become the study of all factors which arouse, sustain, and direct behavior. However, moral philosophy has long been concerned with the question of what sorts of things can provide the conditions for doing what they do, and more especially, whether such things as a sense of duty or a desire for the well-being of others can be motivating.

Styles of Motivation

A friend who has been an educator for some 23-plus years recently asked me to conduct a program on building self-esteem. She said, "I don't know what's wrong with my students, they're just not motivated. We need to do something to motivate them." I sympathized with her and replied, "Can we motivate students, or can we only provide an atmosphere for learning?" This was a question that she thought about for some time before replying, "They must be motivated intrinsically, if they are to be more receptive to the atmosphere provided."

As educators, we can provide the kind of learning environment that is stimulating. We often become frustrated when it seems as if the students are not trying to help, encourage, and motivate are totally unmotivated. Each individual has some level of motivation; however, the way in which students are motivated may be totally different.
According to Herzberg, true motivators are:

- achievement - a feeling of personal accomplishment
- recognition - being recognized for a job well done.
- participation - being personally involved.
- growth - the opportunity for a challenge, to learn something new.

If we are to create a motivational environment, if we are to be motivated then there must be someone who wants to be motivated. Something must be wanted; there must be a way of getting what is wanted; and people must believe their efforts, if successful, will be rewarded. Children of all ages must have the needs if they are to be motivated.

Six Keys to Motivating Students

When we say that we wish we could motivate a student to do something, what we are really saying is that we wish that he or she would do better. There are six keys to motivation:

1. Ask for performance. Describe how things are currently being done and how we want it to be. Then ask the students to do it that way.
2. Use lots of positive, personalized reinforcement. Don’t take acceptable work or grades for granted. Thank them for it. Praise them every time they improve.
3. Make a habit of listening to your students; this may be a hard task at times. They may be the only one who takes time to listen to them.
4. Model what you want. Approach your work with vigor and enthusiasm. Always follow through with planned activities.
5. Refuse to accept poor performance. Tell students what you expect of them and accept nothing less. Be careful not to set expectations too high or too low. As the old saying goes, “It is better to aim for excellence and hit good than to aim for good and hit average.”

Promote Learning

Young people often become bored at a very fast pace. Therefore, we must make learning fun, exciting, and stimulating. Get youth involved. Let them take part in the decision-making process. Let them help decide what will be done and when. You might just learn something new and exciting.

The 4-H motto of “Learn by Doing” and the first line of the FFA motto “Learning to do” are two themes that we can all live by. Students usually retain more information when they hear it, see it, and do it. Youth like being involved; they thrive on “learn by doing” experience. We must promote positive behavior.

Positive behavioral promotion cannot be done by comporting one student to another. There is some good in the worst of us. Find what is good and expand upon it. The most crucial technique is positive reinforcement. This can be done in the form of encouragement, recognition of accomplishment, and reward for a job well done. For example, if a student who is usually extremely talkative and disruptive sits quietly and listens for 15 minutes, recognize that behavior, encourage its repetition, and when possible, reward her for saying, “You did a good job.” Keep in mind that the reward is only as good as the value the recipient puts on it.

Summary

There is no one recipe for motivating young people, but I find that the following ingredients usually work well.

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Don’t Just Tell Me, Teach Me!!

I seem somewhat hypocritical to author an article that is motivating students to learn during the first week of May. Students are thinking about Track meets and baseball games, cornfields, and maybe even a corn belt. On the other hand, teachers are counting down the days, some even the hours, planning summer vacations, and wondering how they will get it all done.

But, you know, this article should come out about the time school starts, which is the time teachers and students need to be at the highest level of motivation. So, if I were thinking futuristically to the months of August and September, I believe I can put this article together.

About a month ago, we were covering a unit on plant science with students “presenting information” they had compiled during supervised study. A student was putting facts on the board and one of the students from the back of the room shouted, “Don’t just tell us, teach us!!” Thats my take.

I have chosen to address this topic from two perspectives—that of a student and that of a teacher. Co-authoring this article with me is junior Wes Lougah, a fourth-year agriculture student at Versailles.

A Student’s Perspective

“Okay class, tomorrow we’ll have a test over the objectives and terms from the chapter we’ve just gone over.”

“But, Mr. Stevens, what if we don’t understand all the stuff? I mean, we went through the chapter pretty fast.”

“Well now, let’s just hope you understand come test time tomorrow.”

Does this sound familiar? Teachers giving their students a test over something they don’t fully understand, the kids complaining about it, and the teachers more or less saying they have no sympathy for them. Depending on how advanced you are in age, this may be an unhappy occurrence from your past, or it may be a current problem. As for me, I am currently a junior in high school, so I’ve heard my share of this with plenty more to come in the next five years. But let me ask you one question, “Is this good teaching?” I think “NOT!!” Cursing students with numerous bits of information in hope they will comprehend it quickly is absurd. The students should not just learn, but UNDERSTAND what it is they are learning. To do this, teachers must make themselves more interactive with the students. After all, as the saying goes, “A mind is a terrible thing to waste.”

Growing up in a small, predominantly rural southwestern Ohio town, I’ve been exposed to an outstanding school system staffed by an equally impressive faculty. It consists of knowledgeable teachers and supervisors who constantly focus on the student’s understanding of information. Our teachers take an active interest in students’ out-of-class activities. Our teachers respect us not just as students, but as individuals with value, and this respect is evident in the classroom. Our instructors became animated and excited about what they’re teaching, and that excitement rubs off on us. Once subjects become more interesting to study, it’s easier to learn and really understand.

I think teachers should not just tell students about facts and information; they should get involved and really TEACH! When teachers get involved with their subject and their students, they feel a greater sense of achievement knowing that the students are actually enjoying learning. I think I speak for all students when I say that when you enjoy learning, the knowledge you attain is much more lasting. As I learned in psychology class, the brain never loses any information it takes in. Therefore, make that information count and really TEACH ME!!

A Teacher’s Perspective

I am a firm believer that to be successful in teaching, I must teach, not just present material. Anyone can reproduce information from a book and give it to a student. Webster’s definition of teach is to instruct by precept, example, or experience; to seek to make known or accepted.

I have chosen three of my beliefs to share.

(continued on page 15)
Don't Just Tell... (continued from page 11)

with you in this article concerning motivating students to learn: first, a belief that good teachers must exhibit enthusiasm for their students and also the subject area; second, the problem solving approach to teaching as a method of instruction; and finally, the importance of serving in a role model position.

Enthusiasm. Have you ever noticed that your favorite subjects or topics also become students' favorites? Conversely, the subjects that you dread or are bored with soon become the subjects that your students complain about.

I have found that the same is true for the students who sit in your classroom. The self-fulfilling prophecy theory is played out in agriculture classrooms across this nation. It is all too easy to pick a few students out in each class and treat them as one of your own. But, if we truly want to be an effective teacher and to motivate students to learn, then we must love them all, even the student who sits in the chair in the back, left corner of your room. Love agriculture, its education and love your students and we are on our way to motivating students and developing a successful program.

Teaching Method. All topics in the agriculture curriculum at Versailles High School are all taught using the problem solving approach to teaching. Students are given the opportunity to take an active part in planning and developing what is to be taught in their program. Students are happy to take part in the learning when they feel ownership and responsibility. Following are some of the unique instructional units that we have put together.

A grain marketing simulation is used in conjunction with the grain marketing unit. This simulation allows students to market grain, using up-to-the-minute grain quotations from the data transmission network found in the classroom. Students are first given a set amount of money, a predetermined amount of grain, and a six-week period of time in which they can "play" the markets through the spot market, options, hedging, or futures. This teaches students to have an active part in learning through this approach.

Each year the senior class builds a "little red barn." But rather than using a set of purchased plans, students design their own barns, using a complete set of scale drawings. They are then given the opportunity to sell their design to the rest of the class. The plans that are selected by the class are then drawn in further detail and a bill of materials is developed by the students. The seniors then build the barn using their drawings. The barn is raffled off at the annual parent-member banquet.

Livestock production is a very important part of agriculture in the Versailles community. Therefore, a major emphasis is put on live-stock production in our curriculum. Livestock reproduction seems to draw more interest from the students than anything else taught. During this unit students examine female and male reproductive organs from various slaughtered animals, rather than from slides and books. Students learn to artificially inseminate cattle, take an active role in embryo transfer in cattle, and learn to genetically mate animals.

Role Model. You, whether you like it or not, will be a role model for many of your students. Contrary to the popular belief of many of our professional athletes who are choosing to denounce their positions as role models for today's youth, we will always be a role model, either good, bad, or indifferent.

Think about your first years of teaching. Students begin to close themselves to you. They start getting their hair cut like yours, they switched from Jordan and Guess to Ropers and Wranglers. Those are the easily seen habits. I can confidently say that today's youth is looking for a role model, and it is part of our job to be a good one.

Think about the last time you attempted to get a group of students to compete in a public speaking contest or to run for a state PAA office. Then think about the times that you turned down the opportunity to serve. Or, how about the time your region asked you to complete an NARA or National Teacher Award application, you said no way, then turned around and attempted to force a proficiency application on one of your students. Let's face it, we are role models, like it or not.

To play football the way the game is designed to be played today, you need more than just the physical skills; you need the mental skills and the ability to lead. The same skill is true for successful teaching. You need involvement, love for the subject and for students, and a sense of ownership by students. You need to be willing to play the game all the way. Don't just tell me, Teach me!!
T
carry the best motivations of the past
into the progress of our students is to
motivate in the fullness of more than one
generation.
Motivation is that which influences stu-
dents’ choices and incites students to action.
For teachers to motivate students they must
come artists of motivation. Teachers must
endeavor to give expression in their work.
To motivate students, teachers must first be moti-
verted, “some teachers see things as they are
and say why? We must motivate students to
dream see things that never were and say,
why not?” The “T” in motivation is You. Teach-
crism must first believe in what they are doing.
Young people today are very wise, and they
know when teachers are motivated and when
they are just teaching. One important key to
motivating students is a positive attitude.
A positive attitude can make an average person
great, turn failure into success, transfer hate
into love, make individuals give their best, and
allow teachers to continue to grow and excel
from learning experiences.
I have always motivated students in agricul-
tural science and FAA by being positive and
enthusiastic about what I was doing. The moti-
ation of others is very difficult when you
first begin teaching because you do not have
years of success to relate to your students.
Your students will not have any advantages
over more experienced teachers. They are young.
All students would like to be 25 years old and
successful, but young students should see the
positive things in their lives to motivate their stu-
dents. Young teachers are admired a great deal
more by students than they ever know.
Factually use your camaraderie of youth to
motivate your students to be like you.
Each year you will find more tools to moti-
ivate students. Success motivates students. Suc-
cess of the past becomes a natural motivation
for younger students. The hardest state contest
my chapter ever won was the first one. After
that my students knew it was possible, and
with this knowledge they began to motivate
themselves.

Eighteen state champions and 30 years later,
I do not have much trouble motivating my FAA
members to work hard in FAA contests. FAA
has been a big part of our agricultural science
program, and I use our success in FAA to moti-
vate students in their agricultural science class-
es. I tell all of my students that a great FAA
member must first be a great student. The stu-
dents know that they must achieve success in
agricultural science to become a winner in FAA
activities. I believe teachers should utilize
every precious moment of class time to pro-
 mote the learning of agriculture. We need to
motivate our students each day by believing
that what we teach them is very important in
their lives. If students are properly motivated
in our agricultural classes, they will also be
motivated in FAA activities. Success in FAA
must start with success in the classroom.
At Lorenz High School, Dennis Mann, my
teaching partner, and I teach such classes as
Personal Skills Development, Wildlife and
Recreational Management, Introduction to
World Agriculture, Equine Science, Home
Maintenance, and Food Technology. In addi-
tion, we teach two honors classes in animal
and plant science. We have a 20 acre agricul-
tural science complex with a 50 by 100’ metal
building. This complex is truly an agricultural
science laboratory that gives all of our 370 stu-
dents a hands-on approach to the agricultural
science taught in our department. The complex
is not just barn for show animals. It is used to
educate students using the hands-on approach
to learning. This facility serves as a motiva-
tional tool for students in grades K through 12.
A hands-on approach and our FAA experi-
ences help to motivate our students in many of
our agriculture classes. In our Personal Skills
Development classes we learn all forms of ver-
bal and non-verbal communication. Students
writes speeches, learn to talk in private and
public, and speak extemporaneously and with
prepared speeches. They must follow parliamentary
procedure and learn how to work together for
a common cause. Success in these learned prac-
tices motivates students in FAA contests. The

**THEME ARTICLE**

The “I” In Motivation

**BY WILLIAM T. WOODY**
Ms. Woody is an agriculture
teacher at Lorenz High
School, Lorenz, TK.

**Winning FAA contests motivates students to excel in their
Ag Science classes. To excel in a competition in FAA, as well
as in the classroom.**

**This one was held in this facility. The one hot her lamb here, and the text is still fed out
here. This enables students to follow a breeding sheep enterprise from start to finish.**

FFA motivates the class, and the class moti-
vates the FFA.

Our agricultural science complex has been a
great motivational tool in our Wildlife and
Recreational Management class. This small
piece of land has many wildlife opportunities
for our students. There is a small creek with a
beaver dam. The dam contains bass and perch.
In addition to the beaver, there are deer, dove,
quail, plover, meadow, osprey, and duck that
can be observed by our students. I find being a
Texan Hunter Safety instructor to be of great
assistance. Our state requires all hunters to
pass a hunter safety course before they can
hunt. I am fortunate to have expertise in the
safe and practical use of firearms. Many stu-
dents that have no desire to ever own a firearm
tell me they realize the importance of everyone
knowing how to safely handle firearms. Our
agricultural science complex allows our stu-
dents to be a little closer to nature and moti-
vates them to respect wildlife. We have plans
to develop a shooting range and nature trail.
This nature trail will allow younger students in
the Lorenz School District to be motivated to
appreciate wildlife management.

Mr. Mann is certified in artificial insemina-
tion and is an expert in all phases of animal
reproduction. Students are more motivated to
learn when they can see a practice done rather
than to just be told about it. Our agricultural
science complex and Mr. Mann’s expertise
have motivated our Honors Animal Science
students to excel in this course of study.

In my Food Technology class, FFA contests
stimulate interest in a tremendous course of
study. We have won nine state championships
in the Milk Quality and Dairy Foods contest.
This contest has motivated students to strive
for excellence in food technology. We have
had several students pursue a career in Food
Technology. We have had several students
earn master’s degrees in food technology and
one has a doctorate in this field. These young
people tell me they were motivated by their
participation in the Dairy Foods contest.

Success in our classes and success in the
FFA breeds success, and success motivates
students to excel in life.

We must all be motivated by something or
someone. I believe in self-motivation. I drive
myself to excel in all that I undertake. With
this type of philosophy there is sometimes
heartache. We must realize that sometimes
nothing works and that we need someone to
motivate us when things go wrong.

There will be times in our lives that no kind
of motivation will work. These times will be
when we need to both receive and give help.
Students that do not get the recognition and
excellence in the FFA and for their future may
tell you they are tired of everything. So they
walk away. You will feel that all the work and moti-
vation you have tried was in vain. This is when
the strongest must seek and accept moti-
vation from others. This will be the best kind
of motivation. Students that do not get the recog-
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of motivation. Students that do not get the recog-
non.
Student Self Discipline Scale

During my first few years of teaching, I developed four areas of concern in relation to classroom discipline, negative attitudes, and the lack of self-motivation exhibited by my students. My concerns were:

1. The effects of corporal punishment being eliminated as a means of discipline;
2. How to determine what discipline to use in somewhat marginal cases (Example: rock on chair, taking another student's property in game-like fashion, not putting books or toys away before leaving class, etc.);
3. The increasing number of negative comments (common but destructive to self-esteem) students were making to each other; and
4. The apathetic attitude of too many students.

As I began to evaluate and determine the cause of these problems, I concluded that the majority of the problems were initially the result of students not thinking before speaking or acting. I also found that it often carried over into the quality of their class work.

I had the desire and enthusiasm to deal with these problems. I just needed another avenue to meet these concerns. Therefore, I developed our Fort Frye Student Self Discipline (Free Enterprise) Scale to establish a system of tangible incentives that would appeal to more students.

In this scale I needed a systematic way (in addition to their academic grade) to reward those students exhibiting the behavior that I desired and a way to discipline the students not exhibiting the desired behavior in my classroom. Some information about our agriculture program may be helpful.

Program Philosophy: The purpose of education is to provide the best possible learning environment for students so that they will learn more from the classroom or laboratory instruction. In the Fort Frye Agriculture Department the instructor is responsible for providing such an environment. This environment should be positive, disciplined, and structured to encourage personal growth in all students, regardless of their academic ability, so that they can ultimately function in a more positive manner in society.

Program Objective: Our number one objective is to improve each student's self-esteem (how they feel about themselves). To reach this objective our students must first improve their self-discipline, which will lead to improved self-esteem.

At this point you have a better understanding of the foundation for our agriculture department and can proceed with the steps I followed to develop our scale.

First: A definite need to develop a system to deal with my four concerns did exist, and the number one goal for the scale was to motivate my students to think before they speak or act.

Second: I had to develop a scale outline of plus (+) points, minus (-) points, possible rewards that would motivate students, and possible discipline measures (See diagram).

Third: After much thought I found the answer. It was our FFA's refreshment budget that could provide some of our rewards.

Fourth: I needed to develop a method to record and monitor the students' gains and losses in points. This sheet is kept in my cookbook on my desk and adjusted daily as needed.

Fifth: Next came the presentation (selling) of the idea to my classes. I first presented the rewards available and how to get points. Next, we discussed that for each opportunity to gain points in a free enterprise system they also needed an opportunity to lose their free points, based on their daily self-discipline.

Developing Your Own Scale:

1. Do you have concerns about your classroom? Do you have a need for more self-

Qualifying students enjoy pop and a milkshake in class.

Students receive two points on the scale for an 'A' grade in a non-discipline, less hassle with marginal discipline, or improved motivation? If the answer is yes, first determine the number one objective of your scale, then list the specific concerns that you have about your class environment.

2. Now develop a scale outline of rewards, discipline, and their point levels. Next make a list of plus (+) points, and minus (-) points. Each student should keep a copy of the scale outline in their notebook and be responsible for its content.

3. Develop your class (student) recording sheet.

4. If you desire, you may involve your class in helping formulate all or part of the scale.

5. If you don't have a refreshment budget available, create your own method to fund refreshment rewards (be creative).

6. Decide if you want what the student did during the previous grade period to have some effect on where he or she starts the next grade period.

Conclusion: It is a fact that when students feel better about themselves (better self-esteem), they will learn more and be more enjoyable to be around. I have found that the key to self-esteem improvement is an improvement in the student's self-discipline, usually motivated by someone or something in a student's life. This scale lets me be the someone and the scale be the something that is consistent every day in students' lives. I can't imagine teaching without the benefit of this asset in my classroom.

Qualifying students enjoy pop and a milkshake in class.

- "write" 250 sentences
- "write" 25 selected
- "Friday" Reading Option
- "Drink" pop in class
- "Free" can of pop off
- "Take" 1 hour class

- 80
- 25
- 100
- 250

- 50
- 100
- 200
- 300

- Extra cleanup

"1/2 Hour" "Milk Shake" off class in class

Plus Points (L): 1) Reading pop in class 2) Point assignments on time 3) Point work assignments 4) In a Club or Task 5) FFA (involvement) 6) Extra Cleanup 7) Attributions per week 8) FFA Furbush 9) Far Fare 10) Help other students or guests 11) Stewardship Courtesies 12) County Agr. meeting attendance 13) Assisting question in class (random) 14) Recruitment

Minus Points (L): 1) Talk too much (not listening) 2) Look back in class 3) I left it on the floor 4) Late in class (too late) 5) I should have had a sheet in my back pocket 6) Poor cleanup (leaves, trash, book, etc., etc., etc.) 7) Negativism (no comments) 8) Disturb (laughing) 9) Steal from the student 10) Abuse other's property 11) Assistance from self 12) Trig to run the scale 13) Worry on chairs or desks, etc. 14) Disruptive behavior

The points are in 5 point increments. If the undesired behavior is serious, this points off are determined by the instructor.

The points can be from 5 points to as many as 20 for a major FFA Activity (Example, a new at Ohio FFA Camp).
International Agriculture

Perspective Busters: The Global Aspects of Agriculture

I was amused the other day when a young boy I know said, "I know everything there is to know, but sometimes I have to be reminded." In this boy's world the boundaries were clear and he was acknowledging the fact that occasionally it was necessary to remind him how to act within those boundaries. Of course, as one grows older boundaries are often tested and expanded because our world view expands with experience. Or, at least, it should.

Agricultural education is in the process of expanding its boundaries. We are being "reminded" that our ideas related to THE BEST curriculum in agriculture are yet to be discovered. We now know, however, that a curriculum in agriculture without some global perspective added to it is a curriculum out-of-date, out-of-touch, and headed for out-of-existence.

The new International Agriculture curriculum materials available through the National Council for Agriculture Education include a variety of hands-on perspective busters. These activities can add a global flavor to any agricultural education program. One of these activities is outlined here. It was written by Bill Belzer, a new teacher of agriculture and a person who has experienced agricultural education in Japan and the Ukraine. Perhaps you know of similar activities either developed by you or your colleagues. We should continue to share these student activities with each other as we attempt to broaden and add depth to the agricultural education curriculum.

Agricultural Youth Organizations Around the World

Purpose

The main purpose of this activity is to help students recognize agricultural youth organizations around the world similar to the FFA. The ultimate goal is for the student to further develop interest in another country's agricultural systems and consider taking part in youth exchange programs to those cultural neighbors.

Plan of Action

Student Performance Objectives:

1. Identify the symbols/emblems of six different agricultural youth organizations around the world.
2. Compare and contrast the National FFA Organization's emblem to emblems created by the FFA's sister organizations.

Additional Activities:

1. Give each student a WEA (Work Experience) (continued on page 21)

Reshaping the Learning Environment

Agricultural education is a dynamic, changing profession, driven by the changing needs of the local community, the agricultural industry, and state and national curriculum trends. The National Association of Superintendents of Agricultural Education noted in a 1987 position paper that laboratory experiences must be modernized to reflect the new image for agricultural education, and that these activities must be effectively marketed to local communities. In Understanding Agriculture: New Directions for Education, the National Research Council also recommended that ongoing efforts be made to upgrade the scientific and technical content of agriculture courses. Change is necessary, as agricultural educators strive to keep curriculum content current with technological innovations. When considering change, agriculture teachers may find that laboratory facilities, equipment, and tools are limiting curriculum change.

Agricultural education acts much like a fluid as it takes on the shape of the agricultural industry. The container (school facilities) should change its shape when required. As Winston Churchill noted, "We shape our buildings, they shape us." In many local schools the container and its content have not changed to accommodate the changing curriculum. The curriculum must influence the shape of the laboratory. The laboratory can teach little, but it can say much to its occupants and to its community. Agricultural education cannot meet current educational needs unless laboratory facilities are redesigned.

What can be done to accommodate changing curricula when teachers are stuck with four walls and a couple of doors? The first step is to involve students and the advisory council in reshaping the internal workings of the laboratory. The advisory council must be involved in developing a curriculum that will meet current and future educational needs of the students. They should help in deciding what educational needs of the students. They should help in deciding what educational activities should be developed or eliminated. During the process, barriers to change in the laboratory should be identified.

Teachers who involve students in planning and arranging laboratory equipment and tools find students have more pride in their workmanship, take better care of equipment, and use laboratory time more efficiently. Thus, when considering rearranging the internal workings of a laboratory, involve students. Utilize the present versus ideal teaching approach to identify changes that need to occur to meet educational needs. Utilize students and computer-assisted drafting programs to design new arrangements. Have students do time and motion studies to identify potential changes. Conduct a series of lessons on environmental studies to identify laboratory activities that may not be compatible with other activities. For example, if the curriculum calls for tissue culture while extensive woodland is being conducted, contamination of the tissue cultures will likely occur. Another situation to be avoided might be repair to engines during the peak welding period. If teaching aquaculture in water tanks, fumes from welding activities may affect water conditions.

When redesigning the laboratory layout, keep flexibility in mind. Wherever possible, avoid making permanent installations. With current content rapidly changing, teachers must be able to rearrange the facility for a short period. Many laboratory activities of current and future curricula require a cleaner environment. Therefore, methods of washing walls and floors will need to be considered. Storage of chemicals, gasoline, oils, and grease could possibly create an unsafe environment, due to incompatibility of vapors. A plan for disposing of hazardous substances, such as antifreeze, that once washed down the floor drain now must be developed.

Teachers must help develop a school and community attitude that the school laboratory is an educational facility, just like a classroom. Such an attitude causes the teacher to view the facilities in a different mindset. School personnel should view laboratory facilities as a classroom and treat them as such. My high school principal at the start of every school year would remind the faculty that the agricultural
mechanics laboratory was a classroom and was available only for educational use.

Another attitude shift that should occur is that tools belong to the program, not the teacher or the school. When students are taught that the tools are for their education, and that damage or theft is affecting their education, the care of tools and equipment improves. Locked tool cabinets protect school investment but send a message that students are not trusted. Assigning a student to serve as tool foreman to make sure all tools are returned, and assigning a laboratory foreman for cleanup purposes places responsibility on students for care and maintenance of tools.

While employed as a service manager for a General Motors dealership, I soon realized that time was money. The service department was in the business of selling time and work performance. If the quality of work was superior but required twice the time flat-rate charges allowed for, my operation was losing money. Teachers need to reinforce the efficient use of time. To illustrate the point, let's examine what typically happens in a mechanics laboratory where a central tool room is used. For the purpose of illustration, let's assume the local machinery dealer labor rate of $28.00 per hour or $42 per cent in an hour. Past observations reveal that it takes students an average of five minutes to begin to work. If students' work stations are 25 feet from the central tool room and they make 10 trips for tools, they will spend 2.5 minutes gathering tools and returning tools. When cleaning up at the end of the period, seven minutes is generally spent returning tools, putting things away and sweeping the floor. Thus, in one hour the student has spent 14.5 minutes in non-productive activity, for a loss of $6.11. In addition, the non-productivity of a student managing the central tool room must be accounted for at a rate of $28.00. If the class contains 15 students, the loss of income would be $130.15 per hour per class. Multiply this figure times three laboratory periods a day times five days a week, and the potential loss of income amounts to $1952.35 per week.

What happens to the scenario if tools are placed in portable storage devices so that all tools are immediately available at the work stations? A time savings of 2.5 minutes would occur and the tool room supervisor would be available for productive work. A net savings of $45.62 per hour or a savings of $484.37 per week.

Preparing to work and clean up after work are major consumers of time. If thorough proper instruction and motivation, a student would begin to work in three minutes and require only five minutes to clean up, a time savings of five minutes or $2.35 per student would occur. Over a one-week period in three laboratory classes this would amount to a savings of $52.75.

If your school laboratory was in the business of selling time, you could reduce your losses by eliminating the central tool rooms and encouraging better work habits. Instead of losing $1952.35 per week, you would lose $739.15 per week, a gain of $1213.22 in income.

When arranging tools in a decentralized manner, consider flexibility. The laboratory should be arranged so all woodworking activities are located as far away from the metals and power mechanics areas as possible. Tool cabinets, preferably moveable, should be developed for each specialized area. If floor space is limited, then specialized tool cabinets should be located above work benches. Portable cabinets allow tools and equipment to be moved where they are needed, thereby increasing the productivity of the students.

The environment we place students in affects their physiological functioning, which affects their capacity to learn. Cleanliness, appearance, arrangement, and extent to which facilities are functional affect students' ability to achieve at a higher level. Agriculture teachers, working cooperatively with advisory counselors and students, must establish the proper mindset and arrange laboratories in a manner that enhances learning.

The "I" in Motivation Cont. (continued from page 17)

many students to excel.

Remember, if you give yourself to the fullest, what you give you will not lose, and what you gain cannot be taken away. So you will know that your efforts to root out students' habits will not have been in vain.

The students we teach today are bright and talented, but many times they are not motivated to excel. Your excitement will be contagious and will motivate your students to their fullest. The best we can do to motivate our students is to be the least we should do. You, as teachers of agriculture, have within your hidden power the ability to inspire great things from your students.

You have all seen those young freshmen students. They are good looking kids. They are bright and very talented. Their parents and teachers have tried to motivate them, but nothing has worked. You look at these young people and say "I can. Then you know that you truly are the "I" in motivation.

International Agriculture 
(continued from page 20)

Abroad application and have them complete it for any country they are interested in experiencing. Review WEA program costs, requirements, dates, and fund-raising techniques when the students have completed the application.

2. Have each student or groups of students plan a WEA trip to a location in which they are interested. Some areas they would need to plan are as follows: clothes to pack, gifts for host families, immunizations, how to obtain passports, fund-raising ideas, and so on.

3. If possible, bring a past WEA participant or another individual who has travelled overseas into the classroom to explain their experiences abroad.

Evaluation Activities and/or Questions:
1. Assign point values for completing WEA applications.
2. Assign point values for completing WEA travel plans.

Conclusion
The use of student activities seems appropriate when adding a global perspective to the curriculum. The unit or course approach seems very time consuming, but some teachers may have the opportunity to use these approaches. Teachers can use a variety of activities, such as those suggested here and from the WEA's materials, to add that extra change of pace. Try doing something to internationalize the curriculum and provide some "perspective busters" of your own.

Reference:
**Commercial Catfish Farming**

by Jasper S. Lee

Reviewed by:
David S. Burton

Mr. Burton is an agriculture teacher at Bainbridge High School, Bainbridge, Georgia.

As agriculture instructors, we are witnessing many new innovations that can be utilized to diversify operations. In the South one of these methods is catfish production. As we expand our market for this commodity, more and more producers will emerge. However, there will be a need for education for the producers in this field, and these individuals could certainly benefit from a handy reference they can have at their fingertips as problems arise. Dr. Jasper Lee, a pioneer in aquacultural education at Mississippi State University, has provided just such a book in *Commercial Catfish Farming*. Dr. Lee's text has covered the area of catfish production from "Genesis to Revelations" and could be regarded as the primary source of information for the student, as well as the producer.

*Commercial Catfish Farming* begins with the basics by introducing the student to the catfish industry, its history, where the industry is now, and where it is headed. From this point, the text goes through a detailed approach of beginning a catfish farm, developing facilities, managing water, controlling catfish diseases, and other problems. The book then discusses the various routes one can take as a catfish producer to fill the niches in a local situation. One feels that one could read and refer to this area of the text, delve into the catfish industry, and be successful by following the recommendations found in this portion of the text. The marketing scenarios are explored later in the book, showing the student or producer factors to consider if they plan to profit in the catfish enterprise.

The appendix includes charts on determining fish weights from lengths, volume equivalents, sources for further information and educational assistance, and even recipes for preparing catfish in a number of ways. After reading this text, I feel that *Commercial Catfish Farming* is mandatory reading for anyone interested in this enterprise and an important addition to the library of anyone who will be charged with educating individuals on this area of production. The paperback form of publication makes the text economical. Frankly, I was hard pressed to find any area which could be improved upon in this text. If you plan to in any way associate with this emerging agricultural enterprise, you are strongly encouraged to obtain a copy of *Commercial Catfish Farming*. 