



AGRICULTURAL eDUCATION

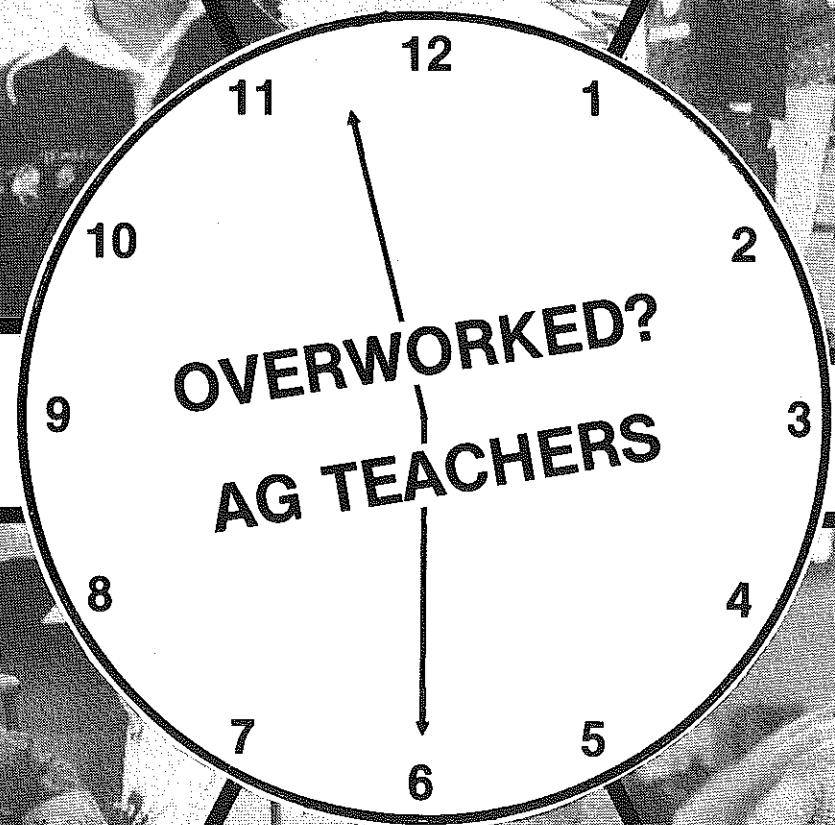
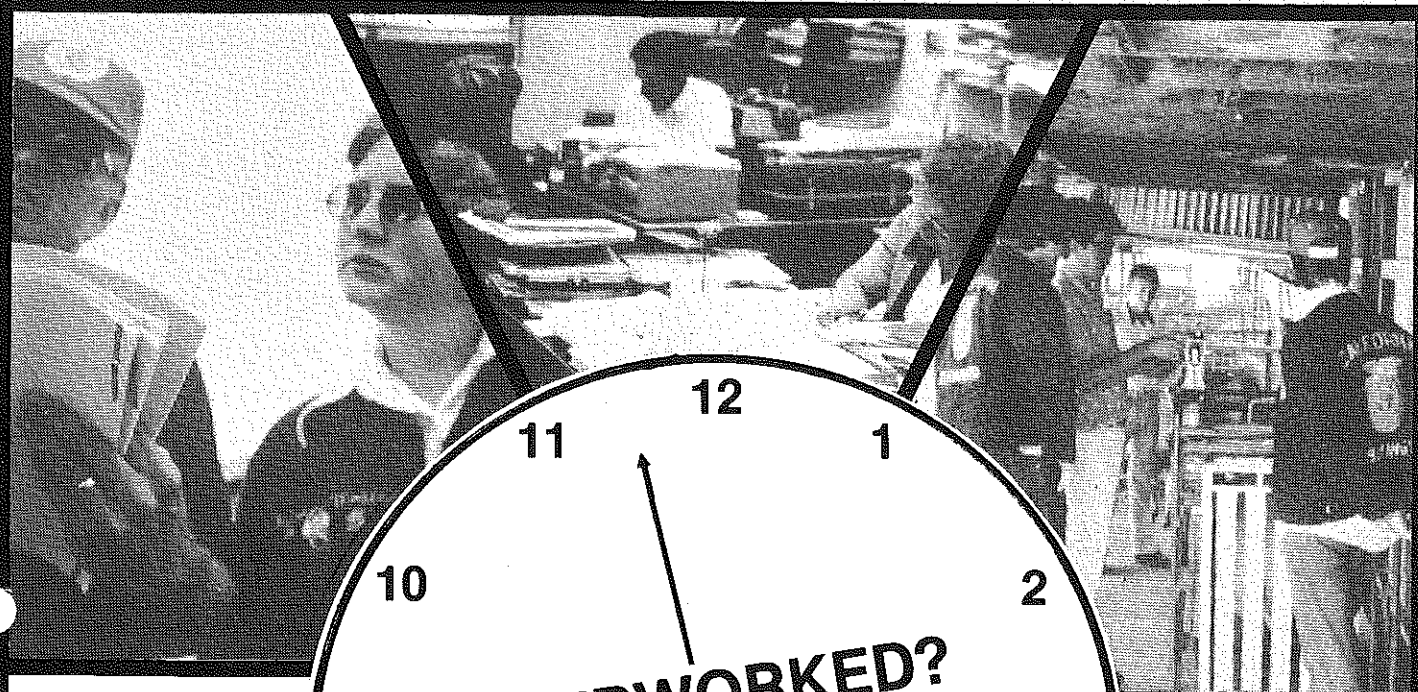
Volume 52

Number 2

August 1979

THEME — THE OVER-
WORKED AG TEACHER —
SETTING PRIORITIES

Index to Volume 51
(July 1978 - June 1979)



SETTING

PRIORITIES



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**THEME — THE OVERWORKED AG TEACHER —
SETTING PRIORITIES**

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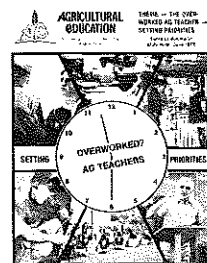
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These photos illustrate some of the activities in the busy life of the ag teacher. The Top Center Photo shows the ag teacher's office at Arlington HS, Riverside, CA. This is the hub for the busy activities for Jim Hart and Harold Seigworth.



The Top Left Photo shows C. Paul Stark, Regional Supervisor for Southern California reviewing a record book with a student. Records of supervised experience programs are an important part of the ag teachers' activities. The Bottom Left Photo shows Charles Ramos, Winchester HS, CA, teaching about agricultural machinery. Ag mechanics activities make up a great portion of the ag teacher's activities. The Bottom Center Photo shows Walter Johnson, ag teacher at Carpentaria HS, CA, teaching sheep showmanship. Working with students and their animals is another major portion of the ag teachers' activities. The Bottom Right Photo shows Jim Bailey, Fullerton, CA, teaching in the classroom. This central activity of ag teachers is supported by most other activities. The Top Right Photo shows Jack Brumley, ag teacher at Bloomington, CA, working with students at an FFA activity. Teaching students leadership through FFA activities is another group of very important activities for the ag teacher. (Photos courtesy Floyd J. Lark, Cal Poly at Pomona)

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AGRICULTURAL EDUCATION (ISSN 0002-144x) is the monthly professional journal of agricultural education. The Journal is published by THE AGRICULTURAL EDUCATION MAGAZINE, INC., and is printed at M & D Printing Co., 616 Second Street, Henry, IL 61537.

Second-class postage paid at Henry, IL. Send articles and pictures to the Editor or to the appropriate Special Editor.

SUBSCRIPTION PRICE: \$7 per year. Foreign subscriptions \$10 surface mail, \$20 air mail (except Canada). Student subscriptions in groups (one address) \$4 for eight issues. Single copies and back issues less than ten years old are available at \$1 each. All back issues are available on microfilm from Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. In submitting subscriptions, designate new or renewal and address including ZIP code. Send all subscriptions and requests for hardcopy back issues to the business manager; Glenn A. Anderson, Business Manager, 806 Cambridge Rd., Blacksburg, VA 24060.

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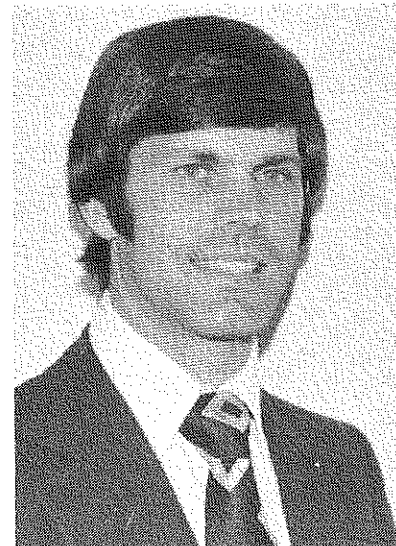
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GUEST EDITORIAL

GUEST EDITORIAL



Harold Karcher

**DETERMINING
PRIORITIES —
TIME-SAVING TECHNIQUES**

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

THE SITUATION

"How in the world am I going to get everything done?" is a question many first year vocational agriculture instructors find themselves asking. After eleven years of teaching I sometimes ask myself the same question.

Determining the priority of tasks or responsibilities is of major importance. When work piles up and there seems to be no end in sight, one becomes frustrated. First-year teachers soon feel there has to be a better occupation. They see most of the other teachers come to school at 8:00 and leave at 3:00 with all obligations completed and no other extra activities for the day. A vocational agriculture teacher must realize that the job is not for only eight hours a day, and if he or she wants a job with those hours, it might be worthwhile to seriously consider another occupation. There are times of the year when the hours are long with no overtime pay.

It may sound like I am trying to scare prospective teachers away from a field that can be exciting and challenging. The benefits and rewards often can outweigh the extra hours. However, the purpose of this article is not to describe the good or the bad points of teaching vocational agriculture, but to relate some ways in which a vocational agriculture teacher might ease the burden of being overworked by making decisions in determining the priority of jobs to be completed.

CLASSROOM AND LABORATORY TEACHING

My first priority is teaching knowledge and skills in the classroom and shop. It can be so easy to let FFA activities consume an excessive amount of valuable class time. I feel that FFA is important and can be incorporated successfully into the curriculum without interfering with training in the technical field of Agriculture.

FFA PROGRAM

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

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

OCCUPATIONAL EXPERIENCE VISITS

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

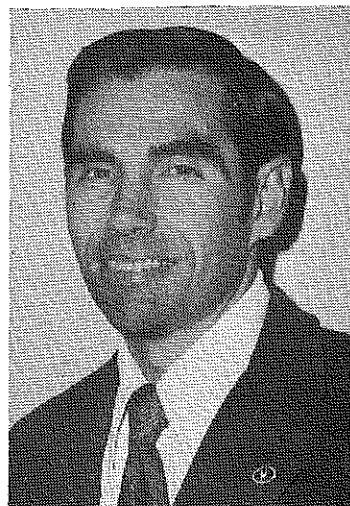
I have had success over the years with making and

(Concluded on Page 33)

FROM YOUR EDITOR

ENERGY CONSERVATION

James P. Key



With the current energy crunch making the headlines, energy conservation is the "in" thing. Whether it's fuel or teacher time we are talking about, it's obvious we are going to have to plan better and organize better if we are going to effectively use either. Unless we set priorities we cannot efficiently plan or organize our ag programs. If we don't set priorities, then we are firemen, not teachers. "How's that?" you may ask. Well, if we do not set priorities we are busy putting out brush fires all day long without really knowing what we have accomplished at the end of the day. A certain amount of brush fire fighting is going to be necessary to meet the needs which arise daily, but if these "brush fire" needs occupy all our time, those important thrusts of our program will never get accomplished.

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

The theme, "The Overworked Ag Teacher — Setting Priorities," was written that way to jog our thinking. We need to ask ourselves, "Are we really overworked as ag teachers?" I'm sure very few of us would

answer, "No". But if we really consider the situation we might be more hesitant in answering.

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

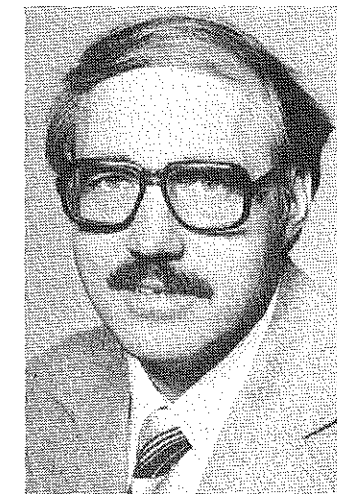
So when the expectations and pressures from the federal, state, and local levels begin to haunt us, we have to make some hard decisions. These decisions, in the long run, make us more effective teachers, but nevertheless are difficult to make.

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

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

DETERMINING PRIORITIES FOR THE OVERWORKED AGRICULTURE TEACHER

by
Max L. Amberson
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Max L. Amberson

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

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

Fortunately, teaching vocational agriculture is so self-satisfying to many teachers, it occupies their full sweep of interest. Thus, their job abolishes doubts and anxiety and makes teachers radiate self-confidence. They voluntarily put forth the effort it takes to get the job done well without regard for time, energy, and commitment. Most teachers report a common problem: there is not enough time in the day to get things done. Some teachers do nothing about the problem, some work more hours of the day, some increase the tasks they delegate. An effective teacher will stop; take stock of his situation; and reorganize to make better use of his time and effort.

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

1. I have time to plan both short or long range goals for my program.
2. I take time to be with friends and my family.
3. I am able to initiate and carry on a complete program of vocational agriculture.
4. I meet with my administration frequently to maintain communications.
5. I have my files organized so I can prepare effectively for my classes.
6. I have time to do SOEP visits on a year round basis.
7. I plan with the FFA officers before each FFA meeting and major activity.
8. I have my priorities clearly in mind about what the vocational agriculture program can and should do.

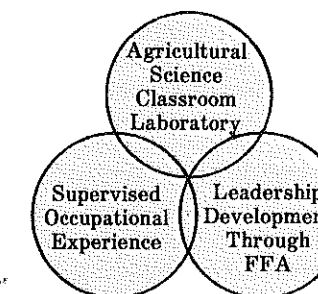
As a means of appraising my professional responsibility frequently I review the following areas to determine if I am using my time effectively.

CLEARLY IDENTIFY YOUR GOALS

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

CLEAR CUT CRITERIA FOR EVALUATION

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



(Concluded on Page 30)

COMING ISSUES COMING ISSUES COMING ISSUES

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

SEPTEMBER — A New School Year - Opportunities Unlimited

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

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

DECEMBER — Horticulture Occupations - Learning to Beautify

JANUARY — The New Decade

FEBRUARY — Funding the Local Program
MARCH — Making Vo-Ag Relevant to the Needs of Agricultural Industry

APRIL — Basic Competency Programs

MAY — Experiential Programs

JUNE — Summer Programs

JULY — Technology in Agricultural Industry

AUGUST — Using Realia in Instruction

Do you have clear cut criteria for knowing when you have developed a quality program of vocational agricultural education? What do you consider as essential in each facet of your program.

The National Standards adopted in 1976 and refined in your state are an excellent resource and can help you decide what is important and what criteria apply in evaluating each aspect of your program. Knowing what is important saves time.

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

DON'T WASTE TIME IN MAKING DECISIONS

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

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

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

Communicate Effectively — Communication takes time, but can be greatly streamlined. Learn to write and speak to the point at hand, don't wander aimlessly. Communications with peers, the superintendent, principal, and with members of the community are important, but can waste valuable time if each time the conversation becomes a "bull session" or a "can you top this session". Become accustomed, also, to handling correspondence with memos or notes rather than formal letters.

USE FREE TIME WISELY

Time before class, at noon, while waiting for students, or appointments can be used wisely. Such time can be used to do professional reading, important planning, and yes time to let your mind wander and grasp new thoughts.

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

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

HOW WELL DO YOU DELEGATE?

Students, FFA officers, parents, and advisory council members are all extensions of you and your program. There is no substitute for experience. When you delegate, you are doing people and yourself a favor since it relieves your time and gives valuable experience to others.

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

Examples are asking parents to take students to FFA events, advisory council members to handle news releases or arrange placement for SOEP programs, businesses to arrange agri-business tours and etc.

BE SELECTIVE IN YOUR READING

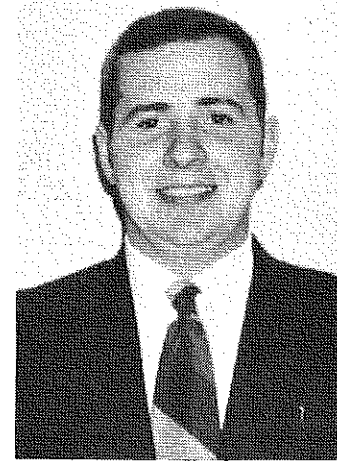
You cannot read everything in your profession. You need to be selective. Identify professional and technical magazines, journals, newsletters which help keep you in tune with the field of teaching vocational agriculture. Your *Agricultural Education Magazine* and *Agricultural Educator* are examples. Be prudent with your reading time. Skim materials to determine if they are worth reading at all before reading.

When important articles are located in technical areas, cut them out and file them in your Ag Dex or file them with your lesson plans. It is an important and efficient way to file and retrieve materials. Maintaining the Ag Dex, however, should be done by your students or a student secretary placed in your department by the Business Education Department.

SUMMARY

Time savers as suggested will be of no value unless you adopt the attitude that a better vocational agriculture program can be offered by your economizing and manifold your own efforts. To save time requires that you plan better to save time. Start today making lists, setting priorities, enlisting assistance where possible, delegating responsibility, saying "no" more frequently and making effective use of time gained.

I only hope you had time to read this article!



Bruce H. Hazen

I started teaching vocational agriculture at Carthage in 1970 after graduating from Cornell University. Carthage school, in 1970, enrolled about 4,000 students, K-12. My classroom seated 25 students and an attached shop was 25' x 30' in size. Carthage is a small community in the eastern corner of Jefferson County. Jefferson County is located in the northern part of the state and is the leading dairy county in New York. Picture a large high school in the leading dairy county of the state with only one agriculture teacher and you will understand why I say I became busy.

THE BUILD-UP

My first year at Carthage I had a total of 34 students; but, the potential was there, and in a few years I was up to 120 students with 28 in my largest class. I taught 6 periods each day and used my preparation period for giving extra help to those students who needed it. This left me without any in-school time to grade papers, make up lessons, prepare tests, or complete any of the other functions of a teacher. In order to make use of the office machines I found myself either staying after the normal hours, when all other teachers went home, or coming in an hour earlier every morning. Along with regular teaching duties, I shared, like all other teachers, such duties as: homeroom every morning, bus duty, hall duty and, of course, bathroom duty. All of these took up time, and time was already at a premium. My FFA was very active, and in the past three years I had the

I DIDN'T HAVE TIME!

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

pleasure of having two state officers. I had a Young Farmer program with 30-40 regularly at my meetings and 70 on the mailing list. Being active in my church and other community organizations, left little time for my wife and two children.

NOT ENOUGH TIME

I enjoyed teaching very much, and working with the students gave me some of the best times of my life. But, I found myself in a position where I didn't have time. I was not meeting my obligation as a Vocational agriculture teacher. I was doing what happens so many times to teachers — mass producing students. I felt I had deprived them of the maximum education they deserved. Being a vocational teacher of any kind is special, and you should be proud to be one. Those students you teach will be impressed by you for the rest of their lives. You are, over the period of 4 years, molding, as well as teaching them to become the type of citizens our country is built upon. When you don't take time, you can't do a complete job.

HELP!

When I first noticed I was running out of hours in a day, I approached my administration for help. The school like so many others was facing increased budgets, teacher cuts, and other problems they felt more important. After many attempts and failing to get help, I did what I could to meet my demands. I cut back on FFA activities, cut down on Young Farmer visits, did fewer on-farm visits with my students, and tried group instruction versus individualized instruction on such areas as records and supervised farming programs. The FFA publicity started to fall off because we weren't taking time to take pictures or write articles. This in turn created a lack of interest in the students. My quality of instruction wasn't challenging or personal any more for the students,

and they, along with me, were bored. The whole program wasn't what I wanted. Inside I felt I was a failure. I wanted to do so much and kept running into obstructions or time limits. My dream was for two or three teachers in Carthage and an expansion into horticulture, animal science and agri-business. Carthage, like many other schools, had a great group of students who wanted to learn, and I couldn't find the time to teach it all.

RIGHT DECISIONS?

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

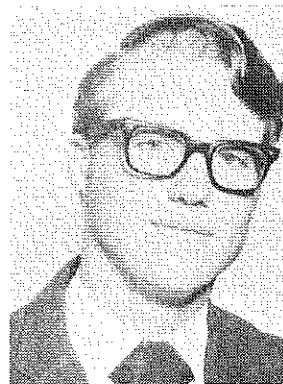
HINDSIGHT PRIORITIES

The agriculture teacher is a vocational teacher — someone specialized with many additional program responsibilities not encountered by regular teachers. *I think my first priority would be to let people know what I'm doing. Next, I'd concentrate my time on my students and give them all the time I could that didn't interfere with my family. This would mean less community involvement and no Young Farmer program. Even though I enjoyed immensely the adult program, it would have to take a lower rating. I'd try to keep my program for the students basic.*

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Bob Hamblen



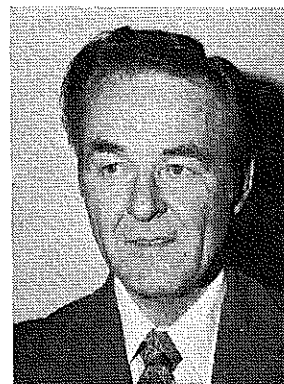
Henry A. Brown

IS YOUR VOCATIONAL AGRICULTURE PROGRAM BASED ON THIS MODEL?

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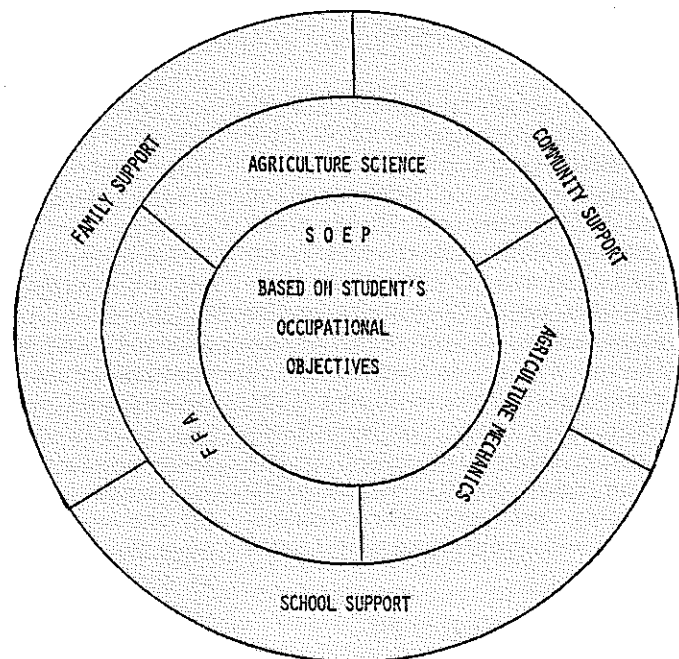
Windol L. Wyatt

BALANCED PROGRAM?

Many vocational agriculture instructors have been taught the philosophy of a balanced program. A balance of the four integral parts; supervised occupational experience program, FFA, agriculture science, and agriculture mechanics, is said to be necessary if the program is to be very successful. It is thought that any of the integral parts receiving more emphasis than the other, can only lead to an unbalanced program. This is true in part, but this model firmly disagrees with the philosophy of all four integral parts receiving equal and balanced emphasis. Rather, it is indicated that all activities are directed towards the student reaching his/her chosen agricultural occupational goal. With this in mind, the supervised occupational experience program, as portrayed in this model, is the center of activity and should receive most of the attention. Let's examine the details.

OCCUPATIONAL OBJECTIVE

Student selection for vocational agriculture should be based on the statement of the student indicating an agricultural occupational objective that is within the realm of instruction provided by vocational agriculture education. It is known that the student needs a supervised occupational experience program, which is designed to assist that individual in becoming established in the chosen agricultural occupation (occupational objectives). Without this supervised occupational experience program, the student has little chance of establishment in the chosen agricultural occupation, or the vocational program becomes a learning about the occupation rather than developing competencies required for the occupation.



SOEP — THE CENTRAL THRUST

Now let's further examine the student's activities within the vocational agriculture program. The student needs instruction in essential agriculture science. This means the agriculture science lessons (classroom) are most successful if they pertain directly to students' supervised occupational experience programs. In this way new knowledge can be applied directly and reinforced by the students using the new knowledge on their on-going supervised occupational experience program. Agriculture mechanics (shop) instruction must follow closely the same purpose as described for agriculture science. This gives relevance to all phases of instruction, because it is all directed toward students' supervised occupational experience programs. The other integral part of a program is the youth organization, the FFA. According to the FFA Manual, the primary aim of the FFA is to develop agricultural leadership, citizenship, and cooperation. We recognize that these competencies are valuable for the student's success. Then if the awards and contests provided by FFA are incentives and recognitions, shouldn't they be

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CONTINUED

... BASED ON THIS MODEL??

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

SUPPORT FACTORS

There are three recognized external support factors necessary for the success of a student's supervised occupational experience program. These support factors are the family, school, and community. Without the family's encouragement, devotion of time and support, and agreement with the student's occupational objective, success is slow to come for the young person. We depend on the school for development of the student's academic and manipulative skills, counseling, adminis-

trative and financial support. The community is also very important. It is the community that must have a need for and be able to financially support the specific agriculture occupations for which students are training.

CONCENTRATED EFFORTS

So we see that the integral parts of the program cannot all receive the same amount of attention if we expect the student to become successfully established in his/her chosen agricultural occupation. Therefore, shouldn't we concentrate and direct all of our activities toward the student's supervised occupational experience program? Do we dare to upset the balance and strive for student success through the development of realistic supervised occupational experience programs, and organize all of our efforts toward establishing the student in the chosen agriculture occupation? Why not?

CONTINUED

GUEST EDITORIAL

handing out a visitation schedule for the entire summer before the end of the school year. This has helped alleviate problems of the parents and students not being home and thereby wasting time and travel. By allowing the students to know the day and approximate time of my arrival they can be better prepared to show me their projects and record books.

It is somewhat difficult to set up a schedule in May and make it work without conflicts which may arise later in the summer. If a conflict does arise however, the student usually calls and explains the problem and sets up another appointment. I find that it not only saves time but assures that every student is visited during the summer.

I have been able to make visits during the school day this year. Since the last two periods of the day are for student conferences, I have ample time to get a student out of study hall and make the visit before the end of the school day. It also gives me some extra time after school that can be spent elsewhere.

ADULT EDUCATION

Serving the adults in the community should not be overlooked. At North Union we have an active Young Farmer group of approximately fifty members. During the year we hold about twenty meetings with an average attendance of thirty adult farmers. Advising this group does take time since we meet every Thursday during the winter months. However, this is one of the more enjoyable aspects of teaching Vocational Agriculture.

One technique that has been helpful in conducting this program is that of electing officers and appointing an Advisory Committee. These groups do almost all of the chores of deciding on meeting topics, securing speakers, and performing many other time-consuming tasks.

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

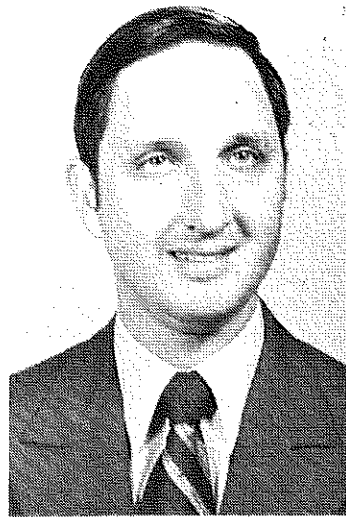
THE FAMILY

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

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

SUMMARY

Time and space limit what can be said in an article about priorities and time-saving techniques. Only the surface has been scratched. While I don't pretend to have all the answers, I feel that through experience and obtaining ideas from fellow teachers my job has become easier. I am not sure that anyone ever said the profession of teaching vocational agriculture is easy. It is time consuming and at times very frustrating. *If we do try to determine our priorities to the best of our ability and make the best use of our time, our vocation can be very exciting, rewarding, and challenging.*



Herbert Schumann

QUALITY CLASSROOM INSTRUCTION - HOW?

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

QUALITY CLASSROOM INSTRUCTION

Today's vocational agriculture teacher is beset by numerous demands on his time; consequently, priorities must be developed and adhered to if the overall objectives of the vocational agriculture program are to be realized. Quality classroom instruction should be the foundation upon which any successful program is developed. Research conducted by the author several years ago regarding the perceptions of vocational agriculture teachers and high school principals, indicated that both groups felt that classroom instruction was the most important aspect of the teachers' responsibilities.² More recent observations indicate that this should continue to be the top priority of teachers.

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

SUPPORTING COMPONENTS

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

2) The problem solving approach must remain the philosophical basis for instruction in vocational agriculture. This method is often regarded as the key which differentiates vocational instruction from the other disciplines in education. One concern

expressed by some educators is that with more commercially developed curriculum materials, teachers neglect the historical strength of the problem solving approach in the instructional program. The problem solving method, however; when improperly utilized can result in a disorganized and confused instructional program. More detailed planning is necessary when utilizing this approach than when using more traditional methods.

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

4) Discipline, in a recent Gallup poll, was indicated as the number one concern of Americans regarding the public school system.¹ Vocational agriculture teachers must remember that superior classroom instruction cannot be developed without effective discipline; although, good teaching minimizes behavior related problems. Vocational agriculture teachers should have a minimum of discipline problems because of the unique opportunities to motivate the students; however, agriculture teachers, because of the inherent flexibility of the program, are sometimes criticized in the area of discipline.

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

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DEALING WITH DISRUPTIVE BEHAVIOR

by
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and
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If you had to list the discipline problems that occur most frequently in your classroom, which ones would be at the very top of your list? What are the discipline problems that most vocational agriculture teachers face? Which ones cause the most difficulty? What do the experts say should be done to reduce the impact of disruptive behavior?

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

OBSERVED DISCIPLINE PROBLEMS

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

Type	Frequency	Percentage
Whispering	202	43.8
Making Noise	58	12.6
Other Verbalizations	53	11.5
Smart Remarks	36	7.8
Daydreaming	31	6.7
Other Distractive Behavior	21	4.6
Doing Other Work	15	3.2
Sleeping	12	2.6
Leaving Room	11	2.4
Throwing Objects	8	1.7
Other Unproductive Behavior	7	1.5
Swearing	3	0.7
Inflicting Harm	3	0.7
Threatening Harm	1	0.2
Stealing	0	0.0
Other Aggressive Behavior	0	0.0
	461	100.0

Usually the severity of the disruptions in the classrooms observed in this study was low. Most occurrences of misbehavior caused only a slight disruption or almost no disruption, at least in the minds of the observers. Considerable disruption was recorded 10 percent of the time while a level described as some disruption was observed in 20 percent of the cases.

It may be reassuring to know that, according to this study, in over two thirds of the occurrences of disruptive behavior there were only one or two students involved. Less than 2 percent of the time was the entire

class disruptive. In many cases observers could pinpoint specific students who were repeatedly the source of trouble.

REDUCING DISRUPTIVE BEHAVIOR

There are effective ways to handle discipline problems, and there are ineffective ways that only contribute further to the conflict between teacher and students. A study by Kounin¹ showed that an effective teacher is aware of what is going on in the classroom, but does not become immersed in a minor activity to the neglect of the major class activity. A good teacher moves the class both physically and psychologically so that a lesson flows. The teacher allows the students to contribute often and irrelevant or unproductive behavior is not rewarded with attention. It has been suggested that punishment does not check misbehavior, rather it reinforces it.² Punishment may serve only to make students more cautious in their next offenses. Unfortunately many teachers resort to threats and self-defeating methods of punishment which aggravate a situation. Instead of criticizing or putting down a student it is best to restate the rule that was broken. Rather than spending class time to interrogate students involved in a disruption, minimize the disturbance by asking them to see you after class then move on. When a teacher acknowledges the student's feelings of anger or hurt and refrains from attacking their self-esteem, the student learns kindness and respect.

In handling discipline problems the focus should be on solutions. Yelling will not quiet students and physical force will not prevent aggressive behavior. A solution proposed by Ginott³ is to ask for the student's defense in writing especially when there is an argument or fight between students. If a student is making frequent verbal disruptions during class the teacher might request that these comments be put on paper. Letters from the teacher to the student are a very effective means of humanely reaching the student. The student, when treated as an adult, feels compelled to respond as one.

Teachers must be well prepared to handle the emotional encounters in a classroom as they are to handle the technical material. A very basic principle of learning states that students must be psychologically prepared to learn.⁴ The teacher is in the best position to create a positive attitude among students and when a good attitude exists, discipline problems are minimized.

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USING SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS TO IMPROVE FFA PROGRAMS

by
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Want a better FFA program? 100% FFA membership? We think we have an idea which will aid you in accomplishing both these goals. It doesn't involve recruitment programs, public relations activities, leadership seminars or other such activities. Instead, it involves an indirect approach — stressing Supervised Occupational Experience Programs.

No doubt you have heard that a good FFA program enhances SOEP, and we would hasten to agree. However, we think the wise vocational agriculture teacher will look to supervised occupational experience programs as a means of improving an FFA program rather than vice-versa. How can a vo-ag teacher stress SOEP and build a better FFA program? By following these three simple steps.

1. Begin by requiring every student to have a SOEP. Many times students won't join an organization simply because they feel they can't meet the minimum requirements. It should be obvious that every student who fails to have a SOEP also fails to meet the qualifications for FFA membership. The simple step of requiring every student in your class to have a SOEP will eliminate one of the major obstacles in belonging to the FFA. Notice how this stresses that vocational agriculture students, rather than FFA members, are required to have supervised occupational experience programs. This procedure forces students to look at the FFA program as being one of the benefits of, rather than requirements for, being in vocational agriculture. Having already met the major requirement for membership, the student is more receptive to joining and actively participating.

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

2. Next, make SOEP an integral part of your instructional program. In addition to requiring every student to have a supervised occupational experience program, you should allot a considerable portion of your time for instruction on SOEP and related activities. Continued instruction and individual assistance with SOEP is needed to ensure that students will be eligible for advanced FFA degrees and awards that are based on the growth and development of their supervised occupational experience programs. Although such instruction and assistance does not guarantee that the student will become more actively involved, its absence almost certainly guarantees that the opposite will occur. Imagine how difficult it would be for a young man or woman to earn the American Farmer degree if they had never received instruction on recordkeeping. Yet, there are many vocational agricul-

ture programs which spend little or no time on such instruction.

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

3. Finally, make sure that your SOEP instruction includes the development of occupational goals. A good SOEP will be developed on the basis of a student's occupational goals. After students have developed those goals, point out the personal qualities and characteristics that they will need in order to reach those goals. Then have them select FFA activities which will assist them in developing these personal qualities and characteristics. For example, if a young person wishes to become a salesperson in some area of agri-business, it should be obvious that he/she will need to develop skills in communications. Participation in the local FFA public speaking contest would be one activity in which the student might wish to participate.

By relating FFA participation to development of skills necessary for employment and incorporating this into a sound SOEP, the student will have an added incentive for involvement in FFA activities.

These three things may not offer a complete answer for the problems of low membership and participation in FFA, but we believe that they will start you on the way to a well-rounded vocational agriculture and FFA program. How about giving them a try?

★ ★ ★ THIS WORKED FOR ME! ★ ★ ★ FFA CLASS OFFICERS AID THE BUSY TEACHER

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

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

Maintaining a classroom bulletin board with current events and important notices is delegated to the classroom reporter. The reporter also gathers news from classmates to be turned over to the regular chapter reporter for newspaper and magazine releases. The classroom treasurer collects class dues and other funds from the members and

issues official receipts. The sentinel is in charge of answering calls at the door to minimize the number of distractions to the teacher.

There are many more examples that could be cited here that give excellent teaching results. Effective use of classroom personnel and time can be a reality if we as teachers keep in mind that students really want to "learn by doing." Therefore, teachers do need to change teaching techniques in order to allow their students to learn more effectively. Are we not responsible for educating them to enter the working world in a working manner?

All teachers know that effective use of capable officers and committee chairmen in yearly FFA activities promotes cooperation, citizenship, and responsibility among chapter members. But do we know that capable classroom officers and committees can do the same each and every day of the school year?

How many times have you as a teacher had to leave the room to answer a phone call, talk to a concerned parent in the office or an administrator in the hallway, or even to discipline a student?

How many times are you criticized for having an untidy classroom or shop, for misplacing an important report, or leaving the chalkboard cluttered with notes or bulletins?

When working late into the evening trying to complete the past day's activities, were you able to plan an effective and motivating lesson plan for the upcoming day?

By allowing students to "learn by doing," we as teachers may lessen our own crowded schedules and overcome daily problems such as those cited above, and at the same time promote more effective use of students' skills and abilities.

CLASSROOM OFFICERS HELP

At the end of regular leadership training activities in the fall, have each of your classes elect classroom officers similar to regular FFA officers. By using the duties and responsibilities as listed in the Official FFA Manual, the teacher can make effective use of classroom time and students' talents. Note the following examples.

The elected classroom president is presented a motion that students be allowed to work on project record books. Students that can effectively debate the motion in their favor will most likely pass the motion and spend their time wisely on record bookkeeping.

WORKING IN ANIMAL SCIENCE by Peterson, Christensen, and Nelsen, Pomona, California: McGraw-Hill Book Company, Gregg Division, 1978, 248 pp.

I found Working In Animal Science to be a very good high school, Production Agriculture text for the freshman or sophomore year. Some chapters may be used for the upper classes but for the most part, it would probably be covered the first two years of Vocational Agriculture. The book covers about all

of the material a teacher would want to cover during the first two years of vo-ag in the area of Animal Science. It is divided into four units, Fundamentals of Animal Science, Food and Fiber Producers, From Ranch to Consumer and Animals That Enrich Life.

The best part of the book is its simple format and organization that makes it easy to read for the high school student. It is thoroughly blessed with drawings, pictures, and tables. Most of the tables are simple but complete enough to be used. The drawings are clear, well labeled and make the book easier to understand.

The book is only part of the series of teaching aides available on Animal Science from McGraw-Hill Book Company. Also available is an introductory sound filmstrip, an activity guide, a teacher's manual, and a set of transparency masters. The entire set should be a great help in teaching Animal Science.

The book could be used in the high school as a text or reference book.

David Faulkenberry
The Webster County Vocational Center
Eurora, Mississippi

Leader in Agricultural Education:



Floyd P. Johnson

FLOYD D. JOHNSON

by
Earl T. Carpenter*

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

Other former students feel the same way:

"He's not only a teacher but a leader, too."

"He's the best."

"He was very much an influence



Earl T. Carpenter

*Teacher Educator
Clemson University
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on my going to college."

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

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

"I sought the man's advice when I was in school, and I continue to do so."

"He was as much a counselor as a teacher."

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

Johnson's seemingly tireless efforts to strengthen agricultural education have included several articles in the Agricultural Education Magazine and the American Vocational Journal. "To Be a Superior Teacher",¹ appearing in 1968 contains advice for teachers that is as appropriate today as when it was written.

Johnson has held virtually every state and national office in the agricultural and vocational education associations culminating in the AVA Presidency in 1967-68. During these years of national leadership he appeared before congressional committees on several occasions and

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

Still today, Johnson considers the classroom his first love. "The happiest days of my life were when I was teaching vocational agriculture," he says.

"The only job I ever had that was better than this one was teaching vocational agriculture."

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

Johnson's local activities seem to include about everything a good, hardworking vocational agriculture teacher could accomplish. He was one of the original founders of the local sale barn, the county livestock show and sale and the York County

CONTINUED

As the cliché goes, back to the "3-R's". I'm sure it wouldn't be as interesting, but the education would be there. Lastly, I'd definitely put some kind of control on the numbers of students I taught. I cringe at the thought of telling someone they

CONTINUED

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

SUMMARY

While there are many components of a successful department, the

LEADER

Farm Bureau. He has been active in numerous civic, religious, and voluntary organizations. He served as the first director of the vocational center in York which was later named in his honor.

After so many years of dedicated service we might expect to find graduates of his program fulfilling useful roles throughout York County and beyond. We wouldn't be disappointed. Many leaders throughout South Carolina gladly credit Mr. Floyd with starting them on their way. The Director of the S.C. Land Resources Conservation Commission; a county school superintendent; teachers of vocational agriculture, district supervisors, teacher educators, and many others are proud members of this group.

Their recognition of his influence on their lives is itself a tribute to this man who describes himself as a mountain farm boy who grew up in North Carolina a little more than a stone's throw from the South Carolina border. Upon graduating from Saluda (N.C.) High School he attended Mars Hill College for one year before transferring to Clemson. He

credits the enthusiasm of an agricultural education professor with guiding him into the career he has loved so much.

He is married to the former Ann Elizabeth McCollum of McColl, South Carolina. His wife, Libby, is a career teacher in the York elementary school. Sons, Bob and Bill, are serving as directors of guidance and vocational counseling in their respective school districts in South Carolina. All four family members actively support strong programs of vocational agriculture in their communities. They are justly proud of the 92 years the family has contributed to professional education in South Carolina.

Floyd D. Johnson is truly a leader in Agricultural Education. Yet, he has always been humble about his accomplishments and generous in his credits to others. "I've always been fortunate to have good students, good parents and good people helping out over the years."

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I DIDN'T HAVE TIME!

can't take agriculture. However, I do feel it's better to have 60 good students than to have 120 bored, confused or neglected ones.

I hope the teacher who took my place takes the time to set some priorities before they set him. It's not

hard to keep climbing when everything is going well. As an agriculture teacher, one has to determine just how high one can go before getting there and stop on a comfortable level. When becoming too involved, over-worked, or discouraged, it's the students who suffer in the end.

QUALITY CLASSROOM INSTRUCTION — HOW?

teaching function must be the foremost objective of teachers of vocational agriculture. Teacher educators must support this emphasis at both the pre-service and in-service levels. The leadership provided by the state staff must ensure that non-classroom related activities are subordinate to classroom teaching. School administrators must be committed to quality instruction in vocational agriculture classes and provide the necessary resources to ac-

complish this goal. In the final analysis, however; the dedication of the teacher will determine the success of the classroom instructional program in vocational agriculture.

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

by
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A review of the agricultural and extension education programs in the Lesser Developed Countries (LDC's) reveals that besides the conventional structural and institutional approaches to the delivery of agricultural information, there are various non-formal education programs that have been tried and implemented. With the quest "... to develop programs which would focus on the needs of poor majorities in developing countries."¹ Such non-formal education programs which are based on the social, educational and economic needs of the rural majorities in LDC's seem to have effected a wider developmental impact than the traditional formal approach.

What is non-formal education? Non-formal education refers to any organized systematic educational program, concerned with developmental needs, carried outside the established formal school to provide selected types of learning experiences for a specific target population, both adults as well as children, in areas such as agricultural production, nutrition, health delivery systems, family planning, community development, consciousness raising, technical/vocational training, literacy and basic education and the like designed to improve their productivity and welfare.²

Perspectus of the agricultural, extension and vocational/technical education components of non-formal education programs in LDC's as described above, is what this author would like to address in this article.

A brief description of the designs and strategies of a selected agricultural, extension and vocational/technical education programs, with specific emphasis on the general purpose, goals and objectives of the program, clientele, the basic approaches used, the change agent, the focus of control and other pertinent remarks on the overall assessment of the programs is presented. The selection of these programs is based primarily on the notability of the programs, i.e., frequency of presen-

tation and discussion in the literature and representation of programs in the Third World.³

AGRICULTURAL AND EXTENSION EDUCATION PROGRAMS

In the agricultural/extension and other farm related training program categories, The Farmer Training Centers (FTC) in Kenya, The National Apprenticeship Services (SENA), Mobile Training Program (Promocion Profesional Popular-Rural, PPP-R) in Columbia; and The Office of Rural Development (ORD) program in Korea are presented.

Farmer Training Centers (FTCs):

The Farmer Training Centers in Kenya provide short-term residential farmer training programs designed to improve agricultural practices and production and to provide refresher courses for agricultural field staff.

The professional staff includes a principal who holds an agricultural diploma and agricultural and home economics assistants. The principal is responsible to the local district agricultural officer and to the head of the farmer training section in the Ministry of Agriculture.

Through the use of classroom lectures and practical field work experience, farmers are trained, primarily on single aspect of cash crop production or animal husbandry. FTCs have also been used by other government departments and agencies for their courses, including 4-H clubs and cooperatives, and for chiefs, local leaders and community development workers.

Despite such problems as gross under-utilization of FTC capacity; financial; and a high rate of staff turnover, more FTCs are being built in Kenya and in other parts of Africa; FTC farmers show a higher rate of adoption of recommended practices than other farmers;

neighboring farmers are being influenced to become early adopters; and FTC farmers have higher cash incomes than other farmers.

The National Apprenticeship Service's (SENA) Mobile Training — Promocion Profesional Popular — Rural (PPP-R) Program.

SENA was established in Columbia to provide skill training for employed adults and adolescents aged 14-20. In 1967, SENa began a program called "Promocion Profesional Popular-Rural (PPP-R) to provide short-term, low cost skill training to farmers, farm laborers, rural artisans and small entrepreneurs within their own communities.

"Mobile Units" — traveling corps of instructors — were the means to bring training courses to rural parts. Instruction was practical, mostly demonstration and little lecture. Administratively, it is part of the Ministry of Labor, with regional offices for its rural areas.

The program demonstrates that it is possible to operate a large scale mobile training program that reaches isolated rural areas at relatively low cost.

The Office of Rural Development (ORD) Korea

ORD was established as a model of an agricultural extension program. Its prime objective is to persuade and help farmers increase rice production by adopting improved technical practices, and secondarily, to improve rural family life by teaching home economics to women and offering 4-H type activities for young farmers. Conventional extension techniques and considerable mass media — radio, films, flip-charts, farm bulletins and journals and traveling libraries — are the methods used. In addition to financial constraints, ORD has problems with a high turnover of field staff, and a decline in the quality of mass media. Nevertheless, ORD's extension efforts seem to have resulted in a steady increase in the nation's agricultural productivity and in improvement of family life and income.

OCCUPATIONAL TRAINING PROGRAMS

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

The Vocational Improvement Centers (VIC) in Nigeria; the Mobile Trade Training Schools (MTTS) in Thailand; and the Rural Artisan Training Centers (RATC) in Senegal are presented.

Vocational Improvement Centers (VIC)

Vocational Improvement Centers, to upgrade the skills of working artisans and journeymen were established in Northern Nigerian States.

There are 12 such centers (2 in each state) operating in various towns in Northern Nigeria.

The centers have no physical facilities of their own. All courses are part-time and the method of instruction is lecture and practical shop training. The instructors are employed on part-time basis from local private industry, government shops and the general and technical schools.

A follow-up study of VICS centers indicates that graduates, who passed the trade tests, and were in government services did enjoy a boost in their earnings.

The Mobile Trade Training Schools Program (MTTS)

The MTTS is a program initiated in Thailand to provide skill training and improve employment opportunities for out-of-school rural youths

and young adults, to meet the increasing requirements for semi-skilled and skilled workers foreseen in the national development plan.

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

By 1972, there were 54 MTTS schools located in rural towns and

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PROGRAM TYPE	LOCATION	PURPOSE, GOALS, OBJECTIVES	CLIENTELE	METHODS, APPROACHES	FACILITATOR, CHANGE AGENT, MENTOR	FOCUS OF CONTROL	FINDINGS, RESULTS, CONCLUSIONS
I. AGRICULTURAL EXTENSION AND FARM RELATED PROGRAMS							
— Farmer Training Centers (FTC)	Kenya	— improve agricultural practices and productivity — provide refresher courses for extension staff	farmers; their wives; extension staff	extension approaches	FTC principal and field extension staff	Ministry of Agriculture, Agricultural District Officer	— adoption of recommended practices — FTCs major source of information for farmers — farmers would like to return to a FTC for further training — FTC farmers have improved incomes and living standards
— The National Apprenticeship Service (SENA) — Promocion Profesional Popular-Rural (PPP-R)	Columbia	— provide short-term, low cost skill training useful on the farm	farmers; farm laborers; rural artisans; and small entrepreneurs	"Mobile Units" practical, lectures and demonstrations	a traveling corps of instructors	Regional Office Ministry of Labor	— enrollment increase — logistically possible to operate a large scale mobile training program that reaches isolated rural areas at relatively low cost
— The Office of Rural Development (ORD)	Korea	— increase agricultural production — improve the income of farm families	farmers; their wives; older children	extension approach; mass media	extension agents	Local branch offices; The Office of Rural Development	— significant contributions to rural development — rated highly as an extension service model — increase in agricultural productivity and output — improvement of rural life and income
II. OCCUPATIONAL TRAINING PROGRAM							
— Vocational Improvement Centers (VIC)	Nigeria	— upgrade the skills of artisans and journeymen	artisans and journeymen	lecture; practical shoptraining	part-time instructors	National and State Governments	— government employed had increase in earning
— Mobile Trade Training Schools Program (MTTS)	Thailand	— provide skill training — improve employment opportunities — meet demand of semi-skilled workers	older youth and young adults	lecture and practicals	Principal and instructors	Division of Adult Education, Ministry of Education	— rated successful by program managers — increase in number of MTTS
— Rural Artisan Training Program	Senegal	— train artisan and entrepreneurs	artisans	lecture and workshop	skill worker level instructors	Government	— majority active in their trade — graduates earn 50% more — multiplier effect

provincial centers throughout Thailand. Proponents of the program feel that it has been highly successful and want to expand it, with certain improvements.

Rural Artisan Training Program (RATC)

The Rural Artisan Training Program is one component of a tripartite rural training system in Senegal established to train rural artisan-entrepreneurs to do any job the farming community may require in the way of manufacturing or repairing farm implements or constructing houses for the farming community.

The program stresses minimum technical standards and the mastery of all types of operations that a rural craftsman may be asked to do. Lecture and shop work is the method of instruction and the instructors were skill worker level staff from vocational institutions; or apprenticeship from industry.

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

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

These programs are only a sample of the various non-formal education approaches in agricultural, extension and vocational/technical education projects in LDC's. The essence to international education in agriculture is they provide alternative strategies and designs to agriculture and rural development. Such programs seem to address the immediate needs of rural residents in LDC's at relatively low cost, wider impact and heavy reliance of local resources.

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

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4. The International Rice Research Institute (IRRI) and The International Maize and Wheat Improvement Center (CYMMT) projects in the Philippines and Mexico respectively, are considered by many to be non-formal education programs. Despite the popularity and the impact of these programs, they have been omitted in this article. Interested readers may refer to: Swanson, Burton E., *Regional Agricultural Production Programs: Training and Design Strategies*. International Development Research Center, Bloomington, Indiana, 1976.



GRANDFATHER'S COLLECTION

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

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

"Well then have a cigar," offered Gramps.

"No thanks, I don't smoke."

"Okay." Not wanting just to give the beggar some money, Grandpa replied, "I'll make a bet for you on a horse that's absolutely guaranteed

to win. That way you'll collect enough cash for plenty of food and a new suit besides."

"Please no," said the bum. "I only need a bite . . . just food."

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

Speaking about bums and being in debt . . . The government's economists just came up with yet another dandy. Now they are talking about "disposable personal income". I assure you that Grandpa never knew of any other kind. I guess it all depends on your point of view who the bums are these days. In debt \$100 and they throw you in jail. In debt \$100,000 and you are a good businessman. In debt \$100 million and you are a corporation and in debt \$400 billion and you are a government.

Since we are talking about bums we might as well tell the story of our cousin Jonas. Jonas is with the railroad you might say. He horrified members of one of our swankiest golf clubs one time by appearing on the first tee wearing old, grubby clothes and munching on a very dirty looking ham sandwich. The chairman of the greens committee angrily told him to leave but Jonas just went on eating his sandwich. Several other members came up and grew increasingly indignant when Jonas ignored their command to depart. Finally the chairman could stand it no longer. He grabbed Jonas by the neck with one hand, the seat of the pants with the other, and threw him clear over the hedge into the public highway that adjoins the club property. Jonas picked himself up, dusted himself off and spoke for the first time in the direction of the committee members, "That's a hell of a way to get new members."

Until next time . . .

Keep up the good work

HAPPY RETIREMENT - MR. HUNSICKER



H. Neville Hunsicker

H. Neville Hunsicker served with the U.S. Office of Education, DHEW for 28 years. Prior to coming to the Office of Education, he served as State Supervisor of Vocational Agri-

culture — FFA Advisor in West Virginia and taught Vocational Agriculture at Wayne County High School in that state.

During a span of 50 years, Mr. Hunsicker was a high school student of Vocational Agriculture for four years including being a Charter Member of FFA. He was one of the founders of the State FFA-FHA (Future Homemakers of America) Leadership Conference Center at Cedar Lakes, West Virginia. He gave effective leadership in Agricultural Education at the National level in making major transitions in instruction programs to include the training for Agribusiness and Natural Resource Occupations in addition to the traditional production agriculture courses. The FFA during his tenure as National Advisor and Chairman of its Board of Directors, redirected its contest and awards program to recognize stu-

dents attainments in education and career accomplishments. The FFA National Convention doubled in size reaching over 22,000 in 1978.

Additional National thrusts in Agricultural Education championed by Mr. Hunsicker included: the establishment of Program Standards; improvement of adult education, establishment of competency based curriculums; identification and validation of Agriculture/Agribusiness occupations including the number of employment opportunities therein; the development of a taxonomy of Agriculture/Agribusiness Occupations; the tripling of support and participation in the National FFA Foundation; and, recently the establishment of a National Postsecondary Agricultural Student Organization.

Currently, Mr. Hunsicker resides at 3210 North Albermarle Street, Arlington, Virginia 22207. Thanks for a job very well done, Neville!

NEW U.S. OFFICE PROGRAM SPECIALIST FOR VO-AG



Byron F. Rawls

Byron F. Rawls, of the U.S. Office of Education, has been named Program Specialist for Vocational Agriculture Education, a position which includes the responsibilities of National Future Farmers of America (FFA) Advisor, Chairman of the FFA Board of Directors, and Presi-

dent of the Board of Trustees for the FFA Foundation, Inc.

Rawls, a former member of the Pleasant Home, Alabama FFA Chapter, took over as Head of Vocational Agriculture, Agribusiness and Natural Resources Occupations when H.N. Hunsicker retired May 18. Rawls says his appointment is "just like going home," and is looking forward to getting back with the FFA.

Rawls was a vocational agriculture teacher in Evergreen and Auburn, Alabama for ten years after receiving his Bachelor's Degree in Agriculture Education from Auburn University in 1949. While teaching in Auburn, Rawls also completed his Master's Degree in Agriculture Education.

From 1959 to 1964, Rawls was Alabama's FFA Executive Secretary. In 1964, he became Curriculum Development Specialist, a position he held until his appointment in 1966 to the U.S. Office of Education.

Rawls became Regional Program Officer of the U.S. Office of Education for seven midwestern states in 1966, headquartered in Kansas City, Missouri. In 1968, he was named Regional Director of Vocational Education for the same area. While in Kansas City, Rawls worked closely with the FFA in planning its annual National Convention held in that city. Rawls moved to Washington, D.C., in 1978 when he became Chief of the Southern Branch for the Division of State Vocational Program Operations.

As Head of Vocational Agriculture Education, Rawls' responsibilities are providing national leadership in strengthening vocational agriculture instruction across the nation through workshops, conferences, and planning sessions. He will be involved in secondary, post-secondary and adult levels of agriculture instruction. Welcome "home" Rawls. We are looking forward to working with you.

STORIES IN PICTURES

by
Joe
Sabol



Public relations and recruitment are essential activities for the ag teacher. George Lehman, ag teacher at Clovis, CA, explains how cuttings develop roots to two junior high school students and their mother. (Photo courtesy Richard Rogers, Cal State Univ. at Fresno)



Jack Brumley, ag teacher at Bloomington, CA shows a student the proper technique for administering a drug to a sheep. (Photo courtesy Floyd J. Lark, Cal Poly at Pomona)



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



Preparing chemicals for greenhouse use may be another duty of the busy ag teacher as Jack Brumley shows us. (Photo courtesy Floyd J. Lark, Cal Poly at Pomona)



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