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ARTICLE SUBMISSION

Articles and photographs should be submitted to the Editor, Regional Editors, or Special Editors. Items to be considered for publication should be submitted at least 90 days prior to the date of issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed, double-spaced, and include information about the author(s). Two copies of articles should be submitted. A recent photograph should accompany an article unless one is on file with the Editor.

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A Professional Commitment to Time Management



JASPER S. LEE, EDITOR
(The Editor also serves as Professor and Head, Department of Agricultural and Extension Education, Mississippi State University.)

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

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

The Teacher as a Director

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

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

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

Responsibilities in Time Management

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

Teachers also have the responsibility of teaching their students to make efficient use of time. This can be facilitated by establishing sound objectives and standards. Students need to be given assignments for completion both in and out of class. Every minute available for instruction should be used for educational activities. Teachers need to be deliberate in making assignments and holding high expectations of students. Students who do not meet standards should not complete an educational program. Allowing students to complete a program when they have not met the standards for it is definitely mismanagement of time.

January, 1981

The theme for this issue of the MAGAZINE is "Time Management." Roy D. Dillon of the University of Nebraska served as Theme Editor. He has assembled several excellent articles on the theme.

The Unsung Heroes

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

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

National FFA Center staff, you are the unsung heroes in the vo-ag/FFA family. Thank you for your dedication to programs of excellence!

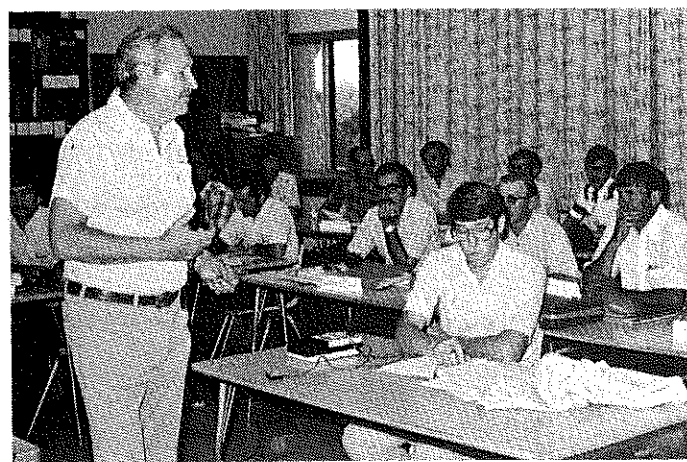
The Word In Time Management Is "ORGANIZATION"

All of us want to be more efficient and effective in our daily on-the-job and personal life activities. Some people get more done than others in the same amount of time. Reasons for this difference vary, but all the reasons usually add up to the conclusion that the person who gets the most done is the best organized.

The theme authors in this issue have pointed out that the vocational agriculture teacher has a lot to do, and that being organized can help the teacher get the essential tasks done on time and done well.

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

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



Nebraska vocational agriculture teachers have been instructed in time management principles. Here, Hank Rames conducts a workshop for 38 teachers.

By ROY D. DILLON, THEME EDITOR
Editor's Note: Dr. Dillon is Professor of Agricultural Education at The University of Nebraska-Lincoln. He is a past Editor of THE AGRICULTURAL EDUCATION MAGAZINE.



You may find with improved time organization, that you will be able to include more instructional, FFA, and supervised occupational experience activities in your daily schedule.

The theme articles suggest ways you can (1) **delegate** tasks to students and others, (2) **organize** your daily activities in a priority manner to protect your time and allow you to accomplish planned tasks, and (3) **eliminate** time wasting tasks.

I urge you to review the theme articles for helpful ideas. Remember, time-management specialists tell us that just ten minutes of planning daily can save you ten-percent of your total daily work time. This is an excellent return on investment.

Note: This article was also published as Paper No. 6090, Journal Series, Nebraska Agricultural Experiment Station.

The Cover

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

Time Management Is Not A Game!

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

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

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

Helpful Tips

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

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

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

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

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

Don't let today's busywork crowd planning time out of your schedule. Those who fail to plan, plan to fail. Use your checklist system wisely and avoid four trips to the faculty lounge for duplication of materials when one trip would do the job. If you feel you're a crisis manager, always putting out brush fires, step back and analyze how you spend your time. Are you planning your activities (e.g., using checklists) to avoid unnecessary trips for supplies, teaching materials, etc.? Are you making wise use of

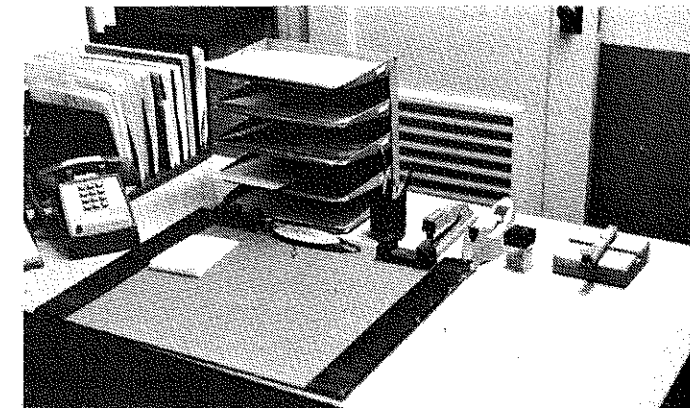
By R.L. COLE

Editor's Note: Dr. Cole is Assistant Professor of Agricultural Education at Oregon State University, Corvallis.



the telephone and avoiding unnecessary driving? Are you wasting time in the faculty lounge listening to staff comments maligning students or bad-mouthing the administration? Do you half complete tasks and come back to them three or four times, thus wasting organizational time with each effort? Do you use student aides for typing, filing reference materials, materials duplication, and laboratory maintenance? Do you take a short break away from the students so you can clear your mind and relax, such as at lunchtime? These are important questions that have to do with your ability to plan, and avoid wasting time.

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



Save time by making use of horizontal and/or vertical trays for sorting incoming materials and filing frequently used materials.

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Time Management Is Not A Game!

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Clean and organize your desk. Have horizontal or vertical desk trays with categories of action marked on them: 1) immediate action, 2) hold, 3) reading material. Sort the mail and other incoming items into the appropriate desk tray, making generous use of the wastebasket during the sorting process. Utilize the checklist procedure described earlier, and start to work on priority items.

Vocational agriculture teachers must learn to say no. Identify the perimeters of your job and avoid spending time on non-essential activities. Don't be the "stranger from the building out back." Remember that the head custodian and head cook are two people you definitely want on your side — don't offend them, but be careful about wasting time. Most important here is to realize you can't be all things to all people. Smile and politely say "no" when asked to do things that are not priority items for you or your program.

Time To Live

There is no question that most vocational agriculture

teachers spend long hours on the job, some much longer than others. This fact should not interfere with other important things in life, such as family, friends, and recreation. Remember, you didn't marry your job, and if you allow the job to destroy your marriage, no one is hurt but you and your family.

Take vacations and weekends for your family. Don't bring bulging briefcases home. These last factors all affect your attitude toward your job. Once you get down on your job, you'll blame it for all your troubles, and the problem is you — not the job.

Does it all look insurmountable? You're saying to yourself: I don't have time to get done that which must be done now and you want me to make lists, write lesson plans, develop filing systems, and spend Saturdays with my family?!

If you will make an effort to manage your time in the fashion that has been suggested, you will have time to do the things you want to do and your attitude may improve in the process.

Time management is not a game — don't treat it like one.

with a little prior planning, several activities can be combined and thus save time. This year, several classroom/shop instructional units were combined to compliment our B.O.A.C. project. With careful planning, no class time was wasted and no extra-curricular time was used on the B.O.A.C. Project.

Involve Others To Save Time

Now that you have identified the "must do" and the "could do without" items, start collecting as much support as possible. Use outside sources. Many excellent resource and teaching materials are available. You do not have time to develop all of your own instructional materials. Try to buy laboratory supplies and materials in their most convenient and usable form. In this area, much time can be saved if you plan ahead and have everything you need on hand before it is required.

Delegate menial tasks to others. Teacher's aides, students, custodians, and others can do many of the jobs to which we often give our personal attention. Save those jobs that only a professional vocational agriculture teacher can do for yourself and let others carry some of the load.

"Scratch the backs" of others liberally! Be a positive and helpful member of the faculty and staff. Cultivate friendships and promote an attitude of mutual aid. These simple efforts can result in volumes of help when time is running out on some important project.

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

Summary

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

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

THEME

Manage Time For Effective Teaching

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

I do not pretend to be an expert with the answers to these questions. In my 12 years of teaching experience, in a one person department, I have often been over committed and "snowed under." One of those years found me serving as 1) chief of the local fire department, 2) member of the church board, 3) president of the local classroom teachers' association, 4) secretary of the Arizona Vocational Agriculture Teachers' Association, and 5) teaching four, 4-hour lab classes for the community college at night 25 miles from home. This was all in addition to managing a vocational agriculture program and teaching 5 classes. It occurred to me that I had better get a grip on my time usage before I started to fail at all of these responsibilities.

A Three Step Solution

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

Step two is to identify the "must do" activities and

BY GLEN MILLER

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



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

Step three is to identify those activities which are of secondary importance or "could do without" items. These are things which may be highly desirable; however, the program will survive if time will not allow you to accomplish them. You may need to limit the time you spend preparing judging teams, participating in community activities, working with FFA officers, or limiting the size of the land-livestock laboratory, etc. This is not an easy job, but time only allows so many things to be done well. You must realize some of these activities will not be accomplished. If you start out with that concept, less stress will develop when something has to be sacrificed. I have found that

THEME

Implications from Minnesota . . .

How Do You Use Your Time?

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

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

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

BY GARY W. LESKE AND ROLAND L. PETERSON

Editor's Note: Doctors Leske and Peterson are members of the faculty in agricultural education at the University of Minnesota-St. Paul.

Our studies have established that Minnesota high school teachers spend an average of 49 hours and 34 minutes per week in job related activities. However, beginning teachers spend 52 hours and six minutes per week in job related activities; whereas, teachers with four or more years of experience in single teacher departments spend 46 hours and 48 minutes. Teachers with four or more years of experience in multiple-teacher departments spend 48 hours and 25 minutes per week in job related activities. Adult teachers' use of time varies throughout the course of the year, with the winter months requiring 50 to 57 hours per week and the spring-summer months requiring 44 to 46 hours per week or an average of 51 hours per week. The time spent in job related activities varies depending upon the position

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Implications from Minnesota . . . How Do You Use Your Time?

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

Where High School Teachers Can Save Time

Since teaching classes is a major user of time, planning for teaching is an important responsibility of the teacher and should be a significant user of time. Beginning teachers use about 24 percent of their time in preparing and evaluating teaching. Experienced teachers use 16 percent of their time in preparing and evaluating.

TABLE 1. MEAN PERCENT OF TIME SPENT PER WEEK IN SELECTED JOB FUNCTIONS BY GROUPS OF HIGH SCHOOL INSTRUCTORS IN MINNESOTA.

Functions	Group ¹					
	I	II	III	IV	V	VI
1. Teaching Vocational Agric.	42.7	38.8	45.4	47.1	45.5	44.7
2. Preparing & Evaluating	24.7	21.5	18.2	14.8	16.2	16.1
3. Maintaining Facilities	3.5	4.7	2.9	4.3	2.7	3.0
4. Teaching Adults	3.7	4.5	2.7	7.1	7.4	2.5
5. Counseling & Visiting	1.4	2.4	1.1	1.6	1.2	0.9
6. Administering Programs	2.7	2.5	2.3	1.9	2.4	3.3
7. Professional Activities	4.0	4.7	4.2	3.3	2.2	3.2
8. Non-Teaching Activities	9.3	8.7	10.6	10.3	9.0	8.6
9. Advising FFA	11.8	10.5	14.8	11.8	16.6	15.8
10. SOE	3.4	6.1	5.0	4.4	3.8	5.6
11. Traveling	1.9	1.6	1.7	1.8	3.1	3.6

¹Groups are:
I - First Year Teachers, II - Second Year Teachers, III - Third Year Teachers
IV - Four Or More Years Experience, Single Teacher, V - Four Or More Years Experience, Two teachers, and VI - Four Or More Years Experience, Three Or More Teachers

TABLE 2. PERCENT OF TIME SPENT IN VARIOUS JOB FUNCTIONS BY ADULT TEACHERS IN MINNESOTA, SELECTED MONTHS

Job Functions	January	February	March	April	May
Teaching Adult Farm Management	9.8	8.0	9.6	8.4	9.6
Teaching Enterprise, Mechanics and Young Farmers	9.5	7.3	9.8	11.1	13.1
Planning Lessons	7.9	8.5	9.5	13.5	13.6
Obtain and Prepare Aids, Maintain Facilities	4.2	7.9	14.1	15.8	25.4
On-Farm Instruction	70.1	64.9	54.3	44.1	42.8
Professional Meetings and Travel	9.7	10.7	12.2	13.3	15.0
Teaching VoAg-FFA	8.0	16.3	16.3	19.4	15.8
Non-Teaching Activities	7.0	6.5	11.7	7.7	6.8
Community Services	6.2	6.5	9.3	7.6	6.2
Administration	4.0	5.8	6.2	8.3	8.2

Building lesson plans the first year along with a well organized filing system and an adequate supply of teaching resources and materials can reduce the hunting, searching, and frantic frustration before class. Save unit tests, worksheets, and weekly quizzes in a class notebook or filing system. You don't have to start from scratch each year. It would appear that the profession should do more to aid beginning teachers with lesson planning and teaching resources. Otherwise, the only recourse for survival of beginning teachers may be to teach by the "read and answer the questions at the end of the chapter" method. Locally oriented, practical, problem-solving instruction occurs when a teacher is comfortable with the lesson content. As teachers, have we been too timid in requesting adequate references, teaching aids, and learning resources?

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

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

Where Adult Teachers Can Save Time

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

Managing Time Use

The first step in any management activity is to define the problem. Do you have a time management problem? Do not be trapped by trying to treat a symptom of the problem. For example, a vo-ag instructor reported spending an average of 81 hours per week on the job. Since most professional managers spend about 55 hours per week on job activities, we might assume a problem exists, particularly since the average vo-ag teacher spends about 50 hours on

the job. Upon examination of the use of his time, the instructor found an average of 25 hours per week were spent on preparation for and participation in judging activities. The problem is evident. Right? Maybe not! Is it too much emphasis on contests, too much time traveling to contests, too much preparation time, too great a personal priority on winning contests, or just too much personal satisfaction from judging activities? If the latter situation is true, the instructor may not have a time problem, but simply a hobby associated with the job!

Time management starts with clarification of values or gives priority for use of available time. Then, there is a need to check perceptions against other successful members of the profession to be sure the priorities are valid.

Another crucial area is how on-the-job time is used. In our research, we asked high school teachers to record time in 40 categories each day of the week. Sounds like a waste of time! Be careful! You need to know where you are before you can plan for personal development. Tables 1 and 2 may help you develop your own time use recording form.

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

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

3. Schedule your time based upon established priorities.
4. Be selfish with your time — teach groups NOT individual students whenever possible.
5. Teach students to do the job, do not repeatedly do the job for them.
6. Do not allow a small group of students to demand most of your time — you are hired to teach all students.
7. Take time at the beginning of the week to prepare your list of things to do in order of priority.

It is not enough to be "busy" during your work hours. What counts is what you are doing while you are busy on the job!

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THEME

Time For Your Life

Time represents a fixed resource in our lives. We may either use or abuse it. In our vocational agriculture department at Marana, Arizona, we have a poster with the following inscription: "You can't control the length of your life, but you can adjust the

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If you have mastered the ability to effectively manage your time, then go on to the next article. If, on the other hand, time or the lack of it is a problem in your job, your family and your personal life, then take the time NOW to read on. As the saying reminds us, we all have the same amount of time to work with — twenty-four hours a day, seven days a week, and so on. The difficulty is that our skill at managing time, adjusting its width and depth, varies greatly among us.

I'm no expert on time management. Like many vocational agriculture teachers, 55-60 hour work weeks are common for me. Yet, most of the time I feel organized and take satisfaction that my time is well spent. You can feel that way too. Read on!

Getting It Together

How are you going to use the time you have? My great-

est time related frustrations come about when I have no real sense of purpose — no goals. The first priority to effectively manage your time is planning.

— Do you have a clear vision of the role of your vocational agriculture program?

— Do you have written annual and long range program plans (goals)?

— Do you plan time for family and friends?

— Is the routine part of your job (filing, clerical and administrative duties) organized so that a minimum amount of time and effort are needed by you to complete them?

— Do you conduct a total vocational agriculture program that includes classroom instruction, FFA activities, and SOE?

— Do you take time to communicate with the administration, faculty, and community?

Obviously, a vo-ag teacher who manages his or her time can answer "yes" to all of these questions.

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By TOM JONES
Editor's Note: Mr. Jones is Vocational Agriculture Teacher in Marana, Arizona. He has served as Region I Vice President for the National Vocational Agriculture Teachers' Association.

Time For Your Life

(Continued from Page 9)

Until you "get it together" with planning you'll simply be wasting your time. Take time to plan for the long range characteristics of your program, particularly curriculum and program goals. Involve others in the planning process — family, administrators, advisory committee members, alumni and students (you may want to use these same folks to help carry out the plans).

In putting your plans to work, don't overlook the need to make daily plans. A checklist of things to do made out the first thing every morning will help. Be sure to prioritize your checklist and do one thing at a time through to completion if possible. Be sure to include work on long range projects in your daily plan. Don't let busywork, that students or others might do, rob you of planning time.

Planning Into Action

Be Determined — Concentrate on one thing at a time, get it done, and check it off your list. Don't be a paper shuffler. If you pick it up, deal with it. If you have to think about where to file it, throw it away. Organize your desk into categories: 1) Do This Now!, 2) Low Priority, 3) Pending, and 4) Reading Material.

Rest — Even slaves get a break. Take time (10-15 minutes) in the morning and afternoon to get away from your work (and people, if you need to).

Learn To Say NO — This is hard. Eliminate those activities that don't directly contribute to your plans and that

don't give you a feeling of accomplishment. If you've done a good job of planning you have included the really important things required of you to be a good teacher and have a good program. In your daily plan include uninterrupted work time, you deserve it and you'll be able to serve people better because you took the time.

Delegate — Let other people help you carry out plans. Delegate FFA activities to the members. After all, it is their organization not yours. Remember that students don't learn by what you do but by what you get them to do. Involve administrators, other teachers, advisory committee members, alumni, and students in carrying out important projects. Give good instructions and follow up.

Don't Be A "Workaholic" — Teaching is a tremendously rewarding profession. But it is only a profession, not a life. Include in your plans time for family, friends, and yourself. The story is told of a teacher who was tired all the time and finally went to see a physician. The physician gave him a thorough examination and then announced, "I can't find a thing wrong with you physically. Tell you what, why don't you give up part of your work for a while?" The teacher thought this over for a moment, then asked, "Which part, Doc, thinking about it or talking about it?"

Finish

Time is a precious resource. Once used, it is irretrievably lost. We can all make better use of the time we have.

Well, I've finished this article. It's Saturday afternoon and I'm going home to play baseball with my two sons!

THEME

The "Work Smarter" Dimension Of Time Management



BY HILDING GADDA AND DEWAYNE SIEBRASSE

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

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

The time-frame for teaching high school vocational agriculture today is far different from that of the early years when we had two agriculture classes per day of three hours

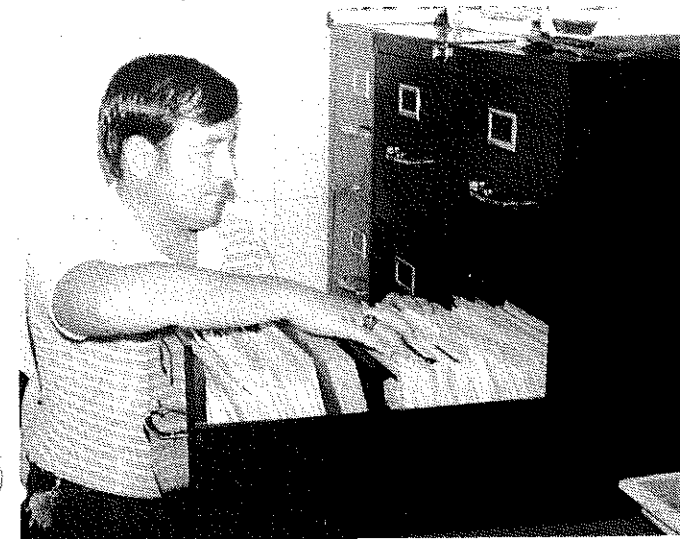
each. Yes, 9 to 12 o'clock for one class, and 1 to 4 o'clock for the other. Since that time most have gone to offering several vo-ag classes of about 50 minutes duration each. And what has happened with content to be taught, and activities provided? The answer is in one word: proliferation. The class time allocation has been diminished while the content has increased. Little if any has been taken out. Setting priorities has become a very necessary ingredient of effective time management.

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

The In-School Program

Suggestions on time management for the in-school program include:

1. Develop an inventory of community resources to be used in teaching. This should include resource persons, businesses and agencies, farms, substitute teachers, and similar resources.
2. Devise written teaching plans which are behavior-based and which include planned learning activities, teaching aids, interest approaches, subject matter, and means of evaluation. File the plans for re-use later with appropriate modifications. Instructional planning on a unit basis rather than on a daily basis saves time and effort.
3. Plan "rainy-day" activities. Such as record work, reports, filing, refurbishing facilities and equipment, ordering materials, and updating the course of study for days in the summer when SOE supervision and similar duties cannot be done effectively because of inclement weather.
4. Devise a public relations calendar of events and activ-



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

ities by dates for the entire year to facilitate a planned public relations program.

5. Develop individualized instructional packets for use in teaching some content areas which lend themselves to such a technique. These can also be used to streamline the teacher's efforts in assigning make-up work to students who have been absent.

6. Serving as a cooperating teacher for student teachers can in some instances extend the efforts of the teacher.

7. Develop a systematic filing system which facilitates orderly, prompt identification and retrieval of materials when needed. Agdex is the most popular among teachers.

8. Use an orderly filing plan for state reports and report forms, and a calendar showing due dates for reports.

9. Adapt instructional materials, where possible, from curriculum materials centers and similar sources, rather than developing "from scratch" what is to be taught. Such materials are excellent, readily available, and many have been produced under federal and state grants.

10. Utilize the services of an FFA alumni affiliate.

11. Give emphasis to activities which really contribute to preparation for occupations in agriculture in preference to "flashy activities," such as show-ring competition and excessive contest efforts.

12. Designate a uniform day and time each week for chapter officers and/or committee chairmen to meet with the advisor and plan meetings and activities.

13. Use a set of "mailboxes" or pigeon holes, one for each chapter officer, into which mail, communications, announcements, and similar items can be placed. Encourage officers to check them daily.

14. Have a cabinet or file designated for keeping FFA materials such as manuals and secretary's and treasurer's books. Provide easy access for the officers to the file.

15. Guide students in developing and maintaining an FFA bulletin board which communicates and emphasizes current activities, ideas, and announcements.

Supervised Occupational Experience

Suggestions for improving time efficiency with SOE programs are listed here.

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

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The "Work Smarter" Dimension Of Time Management

(Continued from Page 11)

8. Have students work through an SOE practice problem in class to learn record keeping for their own enterprises.

9. Consider providing cooperative agribusiness SOE and related instruction for two months in the summer if a separate class during the school year is not feasible.

10. Provide reproduced data and information for ready use by students in planning their SOE programs. This would include measures of efficiency, feed utilization, and example records.

Multiple Teacher Programs

The pattern of management in multiple-teacher programs also has relevance to the time efficiency of the total program. Experience has shown that one person should be designated as department leader or chairperson. The leader should: (a) coordinate the total program, (b) serve as the liaison between the vo-ag program and the school administration, (c) give leadership to the total program, and (d) hold regular departmental staff meetings to provide communication for planning, organizing, implementing,

and evaluating the total program. Each teacher should be assigned definite responsibility for specific areas of the program for which she/he is best fitted. Such assignments should be approved by the school administration.

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

The point to be emphasized here is that time management efficiency is heavily associated with how the multiple teacher program is organized and administered. If lines of responsibility are well established and adhered to, duties are streamlined and efficiency is more likely.

Work Smarter

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

ARTICLE

Time Management Puts YOU In Control!

You can't save it, hide it, buy it or sell it. All you can do is use it. And if you don't use it, you lose it. Time is a valuable commodity to all of us. Lost time, unlike a lost paper or a lost shoe, is gone forever. Our only opportunity to use time is the here and now. If we do not, our only hope is to plan for more efficient use of tomorrow.

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

The key to success is management. Just as proper management is essential to successful farming, it is also essential for successful educating. There are twenty-four hours in each day. The challenge is to utilize those hours most effectively. Out of that block of time

BY WILLIAM C. TINDALL, JR.

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we must be on the job, eat, sleep, allow necessary time to nurture our families, and support church and community activities.

Use Delegation

It seems that the task is to find better ways to reach our goals. One method of accomplishing more is to delegate responsibility. This is not synonymous with giving the job to someone else. If a class or a group is striving for a common goal, it just makes good sense that everyone in the group would work for the same end product. Sometimes the self-righteous attitude that only we can do the job right possesses us. Nothing is further from the truth or from reality. There are people everywhere waiting for an opportunity to feel important by becoming involved. We should

delegate tasks to others if they are qualified. It is also a good teaching technique. By giving students hands-on experience they will learn to perform tasks on their own.

Do not get the misconceived idea that if you are not at the site things will not get done. If this occurs, you might have already failed your students. We should be teaching and leading so when we are not available someone will take the responsibility and carry through the project.

Evaluate Meetings

Specific areas must be evaluated to help use time efficiently. Meetings, for example, are essential to all professionals, but they are time consuming. They are designed to communicate ideas and organize for the future. Use them properly. Cut them short. Always start meetings on time and end them on time. Everything discussed should be on the agenda. If it is not, it is not important enough to spend time with it. Eliminate idle talk. If any

socializing is necessary do it after the meeting adjourns.

Schedule Family Time

Accept family responsibility at a primary level. Schedule time just for relaxation with your family. If we have a winning FFA team or are selected as an outstanding teacher and have lost our family what is the gain? When you are walking away from work to be with your family always keep in mind you are replaceable on the job. Your job will continue to go on long after you go home or move to another position. It always seems to work out somehow that when a person leaves a job someone takes over and gets the job done. This is not so with your family.

Keep an active mind. Plan your activities as you drive, while waiting for

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

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

else. This is a commitment — keep it. Your family is important too. Put priorities where they belong.

Use It, Not Loose It

In *I Dare You*, William H. Danforth, founder and former Chairman of the Board of Ralston Purina Company, discussed time management in his four-square checker philosophy. This balanced checker challenges us to equalize our physical, mental, social, and religious time in order to become complete human beings. It is a life long task we have to work at. It is something we dare not be too busy to think about. It is our happiness for today and our hope for tomorrow.

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

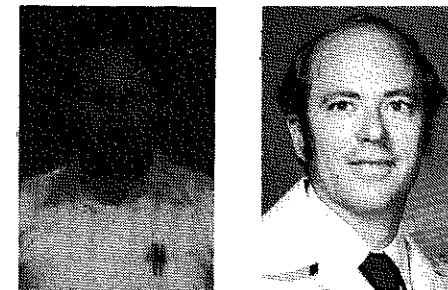
ARTICLE

How Wyoming Teachers Use Their Summers

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

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

One approach that would assist in



BY JAMES A. WARD AND CARL L. REYNOLDS

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planning a balanced summer program of work is to take a look at the proportion of time spent on the various components of the total vocational agriculture program. A recent study in Wyoming provides some enlightening information as to how vocational agriculture teachers have managed their time during the summer months. This investigation was designed to deter-

mine how much time teachers allotted to different components of their programs.

What We Did

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

Instructional Program:

1. Course planning
2. Organization of teaching material
3. Securing agricultural materials

Occupational Experience Program:

4. SOE supervision
5. County and state fairs

Agricultural Mechanics:

6. Maintenance of classroom and laboratory equipment

FFA Activities:

7. FFA meetings and activities

Administration:

8. Conferences
9. Office work and reports
10. Visitation from State Director

Promotional Activities:

11. Visiting prospective students

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How Wyoming Teachers Use Their Summers

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12. Publicity and public relations

Professional Improvement:

13. Summer conference, workshops, summer school

Other Activities:

14. Vacation

15. Miscellaneous

What We Found

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

This study revealed that supervision of occupational experience programs and work with county and state fairs received a high priority among those vocational agriculture teachers surveyed. Professional improvement activities (11.8%), FFA activities (7.4%), classroom and laboratory equipment (5.6%), course planning (3.9%), and organization of teaching materials (3.7%) involved an appropriate amount of time. However, important functions for a vocational agriculture teacher such as publicity and public relations (2.4%) and visiting prospective students (1.2%) represented a low proportion of time.

Table 1.
Rank Order of Time
Devoted to Summer Employment

Activity	Total Hours Spent (average per teacher)	Per Cent
1. County & state fairs	159.0	26.4
2. Vacation	98.9	16.4
3. SOE supervision	86.0	14.3
4. Professional improvement	71.0	11.8
5. FFA activities	44.3	7.4
6. Maintenance of classroom and shop equipment	34.0	5.6
7. Course planning	23.5	3.9
8. Organization of teaching materials	22.4	3.7
9. Miscellaneous	16.3	2.7
10. Publicity & public relations	14.2	2.4
11. Securing agricultural materials	10.6	1.8
12. Office work and reports	9.9	1.5
13. Visiting prospective students	7.1	1.2
14. Conferences with administration	5.7	.95
	602.9	100.00

What We Concluded

When planning the summer program of work, the vocational agriculture teacher could benefit from the time

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

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

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

If proportioned correctly, leaving no component to chance or haphazard allotment of time, the summer activities can enhance the quality, objectives, and purposes of the total vocational agriculture program.

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ARTICLE

Improving Time Management

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



By
BURNELL C.
WEHMEYER

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these two categories will not total more than 24.

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

First, it is necessary to categorize all upcoming work-related tasks as being either immediate, soon, or long-range. An immediate task would need to be completed within a time period of one week. A duty to be completed soon would have to be accomplished within a month; whereas, a long-range duty would not need to be achieved until sometime beyond the next 30 days.

Second, it is pertinent to classify each forthcoming activity as to degree

of difficulty. An administrative decision needs to be made in ranking each particular job as being slightly, moderately, or extremely difficult. The ranking of the same or similar job will no doubt vary from teacher to teacher. For instance, one teacher may consider ordering shop supplies to be a relatively simple job, but a second instructor may find the same endeavor to be extremely arduous.

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

Some relatively simple ideas when applied can actually change one's way of working for the better. Better personal scheduling will save a teacher many hours over the course of a year. During a work day, block out quiet hours for the most important jobs or particularly tough problems. Analyze duties periodically to see which ones are habit and no longer necessary. Similar tasks that are repeated throughout each day can many times be grouped together to save time. Try marking down notes on conversations held with people and the result of that conversation. This is beneficial in helping one curtail time with certain people and increase time with others. Simply, learn to ask yourself, "Is this the best way I can spend my time?"

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

Agriculture teachers traditionally spend a considerable number of hours in meetings. It is estimated that every day there are more than 11 million meetings in the United States. Efficient time use during a meeting requires that an agenda listing the purpose, problems to discuss, and objectives be distributed well in advance. By all means

How Good Is Your Time Management?

(Put an "X" in the box that best describes you now)

Do you spend time . . .	How Good Is Your Time Management?			
	Very Frequently	Often	Seldom	Almost Never
1. . . in meetings when you or a small group could decide.				
2. . . handling interruptions.				
3. . . using excessive amounts of time preparing reports.				
4. . . responding to requests for information that a secretary or other person could handle.				
5. . . resolving conflicts.				
6. . . checking on tasks you've delegated.				
7. . . contacting people who are not available.				
8. . . working on your job without adequate personal goals and/or setting priorities.				
9. . . in procrastination or postponing decisions.				
10. . . in doing unimportant tasks.				
11. . . asking for secretarial help for some things which could be handled in less time by yourself.				
12. . . changing procedures often.				
13. . . sorting out junk mail.				
14. . . going through a pile of work several times a day to decide what to do next.				
15. . . improving, or revising your office filing system.				
16. . . reading unnecessary materials.				
TOTAL				

Count the number of X's under each column and record below.

Very frequently _____ x 6 = _____

Seldom _____ x 6 = _____

Often _____ x 6 = _____

Almost never _____ x 6 = _____

Work Sheet — Establishing Priorities

IMMEDIATE (This Week)	Degree of Difficulty			Responsibility		
	Slightly	Moderately	Extremely	Mine	Others	Mine & Others
1. Prepare test for introduction to Agriculture class						
2. Review upcoming lecture materials						
3. Complete mileage report for Superintendent's Office						
SOON (This Month)						
1. Meet with FFA officers to plan Spring Banquet						
2. Schedule a resource speaker for Ag Careers Class						
3. Send letter to Advisory Committee						
LONG-RANGE (30 Days +)						
1. Order shop supplies for next year						
2. Reorganize office files						
3. Arrange field trip for next semester's crops class						

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Improving Time Management

(Continued from Page 15)

avoid the "let's call a meeting" habit. Try eliminating one meeting per

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

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ARTICLE

Five Keys to Success as a Vo-Ag Teacher

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

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

Key 1. Energy

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

Key 2. List Goals and Set Priorities

One segment of the sales training program of a nationally known agribusiness firm suggests: "Do fewer things better, put first things first." This is just another way of suggesting that we need to list goals and set priorities. Classify each task faced as to its priority — an A, or B, or C, then start with the A's, not the C's. Ask yourself the question, "What is the best use of my time right now?" The vastness of a vo-ag program can be mind boggling.

The number one priority must be to do a good job of teaching. If we do not make optimum use of teaching time, it isn't just the teacher's time that was wasted. The time of every student in

BY ROBERT BELL

Editor's Note: Mr. Bell is Assistant State Supervisor for Agricultural Education, Brookings, South Dakota.

the classroom or laboratory has been wasted.

Key 3. Have a Plan

Good planning is essential. Develop lesson plans, help your FFA officers come up with the agenda for each chapter meeting, and utilize ideas from chapter members for the planning of the local FFA chapter program of activities. These are opportunities to plan your work and then follow your plan.

Key 4. Multiply Your Efforts

Multiply your efforts through others. How do successful vo-ag teachers get so much quality work done? They multiply their efforts through others and therein is another key to time management. Students can make teaching aids for you. Your chapter reporter can and should write news releases, FFA alumni are willing to help train judging teams, commun-

ity resource people are qualified to speak to your classes, and a parent will gladly drive three chapter members to the television station for video taping of a safety demonstration.

Key 5. Write It Down

If you want to be a successful time manager, you can't afford to forget things. So become a list maker. Many successful agricultural educators are compulsive about written lists of things that need to be done. Give yourself a time limit for each task. Most people concentrate best with a deadline in front of them.

Use the Five Keys

We each have 24 hours in a day. The skill we have at managing those hours will be a major factor determining our success. Imagine, if you will, that your bank gives you \$86,400 each day and you can spend/manage it any way you want. The only rule is that the bank takes back the money that isn't spent at the end of each day.

Such is life — we are given 86,400 seconds to spend/manage each day and what isn't used is gone forever.

BOOK REVIEW

INTRODUCTION TO AGRIBUSINESS MANAGEMENT, by Don L. Long, J. Dale Oliver, and Charles W. Coale, New York: McGraw-Hill Book Company, 1979, 135 pp., \$4.33, Activity Guide, 56 pp., \$3.00.

INTRODUCTION TO AGRIBUSINESS MANAGEMENT is a text that provides the reader with a basic understanding of the skills and knowledge necessary for success in the managing of small to moderate size agricultural-related businesses. The format for the text is in a logical order containing five units and fourteen chapters. Some of the units include: exploring the need for and prac-

ticing good management, planning a business, and evaluating the operation of a business once it is functioning.

Each chapter should be easy reading for high school and college students. A number of questions to be answered by the reader follow each chapter. In addition to the text, there is an ACTIVITY GUIDE which may serve as a student workbook. The ACTIVITY GUIDE has corresponding chapters to the text. The guide contains case problems to be solved on an individual and group basis.

Kenneth R. Rider
Marion, Ohio

ARTICLE

Achieving Effective Teaching In Competency-Based Programs

Teaching is important because learning is important. Most teachers of agriculture would agree with this statement, however, many of them may not stop to reflect why it is true. Why is learning important? The three most basic ideas that come to the writer's mind are: (1) most behavior is learned; (2) one learns with his or her learnings; and (3) we are what we are because of our learnings.

We must realize that students are different. "Anthropologists suggest that every person is like all people in some ways, like some people in other ways, and like no other person in still other ways."¹ If that generalization is correct, then each person is like all other people, like some other people, and yet like no other person at all. Teachers and curriculum developers therefore must have precise and adequate information regarding the areas in which all people are alike, the areas in which some of them are similar, and the areas in which each person is unique. With this knowledge in mind selecting the appropriate curriculum to allow for individual differences is very important.

Ralph E. Tyler² says, "the purpose of education stems primarily from three sources: the nature of knowledge, the nature of society, and the nature of the individual!" These should be considered by teachers when they develop experiences for students in school.

The Teacher's Job

What then is the teacher's job? The job of the teacher is to teach and to be the best teacher possible. Hammonds and Lamar³ say that "teaching is conceived as directing the learning process — the process by which one, from his own activity, becomes changed in behavior." The responsibility of every teacher should be to influence the learning activities of the students so as to result in the maximum of desirable learning and the minimum amount of undesirable learning. Good planning and an appropriate method of teaching

BY HERBERT BRUCE
Editor's Note: Dr. Bruce is Director of Vocational Education, Curriculum Development Center, University of Kentucky.



are essential in causing desirable learning to take place.

When good teaching is based on the needs of students, the outcome from that teaching will be a desirable change in behavior.

Kentucky's Competency-Based Programs

In Kentucky a decision was made a few years ago to develop competency-based programs. In order for vocational educators in the State to understand that concept, the following definition was presented:

Competency-based vocational education programs are programs in which the performance objectives are specified, and agreed to, in rigorous detail in advance of instruction. Students know what they are expected to be able to do before they complete the program and what standards of workmanship will be demanded of them. Each student is held accountable not for simply achieving passing grades, but for attaining at least a given minimum level of competency in performing the essential tasks of the occupation. The student must demonstrate his competency by performing the task while the instructor rates the performance, using a checklist or other objective measure.⁴

To have competency-based programs it is necessary to determine the competencies students should learn. To accomplish this goal Kentucky became

a member of the Vocational Technical Education Consortium of States (V-TECS). This consortium has grown from seven to 17 states plus the Navy and Air Force. Resources are pooled so the products that are developed can be used for the basis of effective teaching.

To develop a usable product (V-TECS catalog of objectives), the following steps are completed:

— Priorities are established in each state and in the consortium.

— Tasks or competencies are identified.

— Tools and equipment are identified.

— The tasks or competencies are validated.

— Objectives and performance guides are written.

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

Needed Facilities

In addition to these ingredients, there is at least one other important component needed if good teaching is to take place. That is to have adequate facilities available. Obviously, the writer can not list what "adequate" includes for all programs. The kinds of facilities needed are based on the program in a given department of voca-

(Continued on Page 18)

Achieving Effective Teaching In Competency-Based Programs

(Continued from Page 17)

tional agriculture. However, in general, all programs need a classroom large enough to accommodate the number of students enrolled and a shop or laboratory designed to support the curriculum. It would also be helpful for students to have access to farms, agricultural businesses, horticultural facili-

ties, and other things where they may have opportunities for supervised practice.

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

References

- ¹Clyde Kluckholm and Henry A. Murray, *Personality in Nature, Society and Culture* (New York: Alfred A. Knopf 1948 and 1953), pp. 53-67.
- ²Ralph E. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: University of Chicago Press, 1950).
- ³Carsie Hammonds and Carl Lamar, *Teaching Vocations* (The Interstate Printers and Publishers, Inc., Danville, Illinois, 1968), p. 3.
- ⁴Glen E. Fardig, *Handbook for the Development of Vocational Education Modules* (Curriculum Development Center for Kentucky, University of Kentucky Lexington, Kentucky, 1975), p. 4.

ARTICLE

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

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

Challenge

The challenge to agricultural educators today is to do their best with what they have got under sometimes adverse teaching-learning situations. With a trend toward new facilities being constructed of steel and other hard materials along with more complex equipment being used for teaching, sound environment is becoming a more vital consideration in these types of educational settings.

BY STEVE FORSYTHE
Editor's Note: Mr. Forsythe is a graduate assistant in the Agricultural Engineering and Agricultural Education Departments at Oklahoma State University.



Laboratory Layout

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

Teacher's Efforts

Unfortunately, there are many poorly designed and older "agriculture" buildings being used today. Considerations for the alleviation of unwanted noise for various existing buildings may include many things such as adding inside exposed insulation with acoustical qualities. A dropped ceiling

can aid in sound controls. Portable partition arrangements and floor materials can be a means of design modification. Many design modifications are made as best they can be under certain restrictions. One such restriction is budget! With local schools strapped for money in today's inflationary times, major improvements, even minor ones, may be slow in coming. Another major concern is that of the local agriculture teacher. The time to properly plan and implement a design modification may be scarce.

Responsibility

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

Need

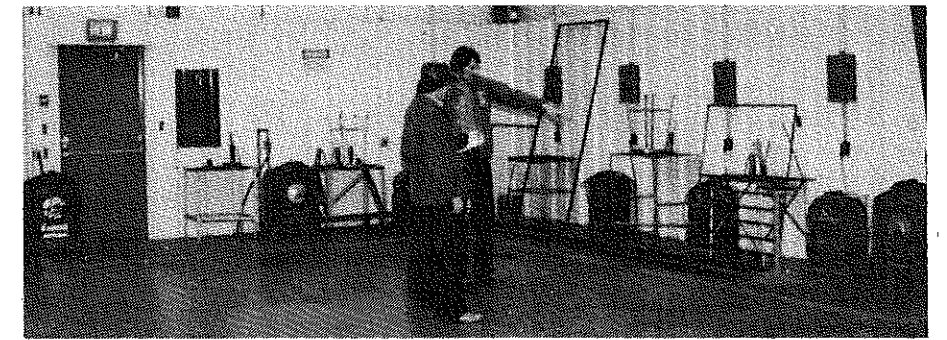
Design modification specifically involving noise considerations can save

lives and improve efficiency (learning and attitudes). Scientific research has proven that noise and sight affect health and learning.

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

Planning

The most productive design consideration to promote a good learning environment and proper attitude development is planning. A new building or refurbishing an existing building should be attempted only



Agricultural mechanics laboratories should be evaluated to assess utilization and design.

after careful planning. Much of the modification of agriculture facilities consists of plywood partitions put up by the agriculture teacher with the help of students. Color coding of equipment and facilities is done in some, but not all agriculture shops. Much of the accident potential and physically harmful effects can be reduced by almost any kind of design modification in agriculture shops. Still problems can exist. Unfortunately, many agriculture facilities and some college facilities are built so that even after partitions are strategically located and color coding improvement completed — when a rain or hailstorm comes through the community, the agriculture teacher is helpless and can't compete with the noise. The "tin barn" roof sounds like drums exploding. Planning is the key

to maximizing facilities for a good learning environment.

Conclusions

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

Reference

Shell, Lon R. "Analyses of Noise in Selected Agricultural Mechanics Facilities." Unpublished Dissertation, Oklahoma State University. July, 1971.

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Forming Good Teacher Habits

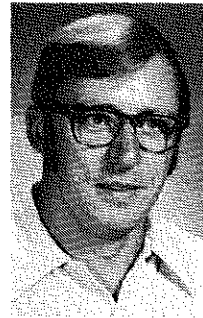
"Good habits" are important in teaching vo-ag. In developing "good habits" an instructor must develop a basic departmental philosophy to follow. If you do not have a departmental philosophy on file, I would suggest that you develop one. Philosophies, as goals, must be written down or they will never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

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

What Are Some Good Habits?

One of the most important habits an instructor can develop is becoming a good housekeeper in the department. This refers to tables, chairs, FFA paraphernalia, floors, desks, files, laboratories, and audiovisual equipment. Instructor, student, and community pride can be developed by concentrating on this one particular habit. A neat and orderly department tells students, administrators, fellow instructors, and parents that good things are happening in that environment. It creates a better "learning environment" for vocational agriculture students.

Audiovisual equipment should be stationed for convenience and use when needed. Every department should have the basic audiovisual machines available, including slide projectors, motion picture projectors, filmstrip projectors, and tape recorders. They should be stationed at convenient locations in the department and not in the school media center.



By JOHN C. HOBERT
Editor's Note: Mr. Hobert is Vocational Agriculture Instructor at Cannon Falls, Minnesota.

Student self-study areas should be available for students every hour of the day. These do not have to be elaborate but should offer the student comfort and the essentials needed to study. There is no better method of preparing judging teams, encouraging student exploration, or encouraging sound study habits than through the use of self-study areas.

Students should be taught how to use audiovisual machines in class and how to get and return audiovisual software. A neat and orderly filing system should be revised periodically to provide both the instructor and students with easy access to such materials as slides, filmstrips, cassettes, motion pictures, and transparencies.

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

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

Have you ever become frustrated by not being able to find a telephone number? Important telephone numbers should be posted by your telephone. These numbers should include FFA officers and student rosters, agribusinesses, state department of education officials, and other important numbers. It is a good idea to file business cards for immediate use. Get in the habit of asking agribusiness con-

tacts for these cards to save yourself much time in locating them in the future.

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

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

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

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

Handle classroom requests cordially through your local janitorial staff. Although many instructors might comment that developing a good relationship with the janitorial staff is unnecessary, most would agree that this relationship is essential in getting many things done in and around your facilities. Develop this habit as soon as pos-

sible after beginning a teaching career.

Basically, the development of good habits leads to good classroom situations and good public relations through your fellow teachers, parents, agribusiness people, students, and others coming in contact with your department. Student pride is definitely developed from sound habits. Never be the type of instructor who comments "Do as I say and not as I do," but rather the instructor who teaches

through sound and meaningful example.

Organize

By taking a little time to organize a vocational agriculture department, the job will be easier. Remember that before starting to organize a department, you must sit down and develop your departmental philosophy and then expand on your organization from there. Develop good habits right away and they will stick with you.

A department should be organized internally around the five major areas: 1) audiovisuals, 2) FFA materials, 3) resource materials, 4) curriculum materials, and 5) notebooks. In order that we can all do a better job in teaching, learn to share your ideas with others, particularly with first year instructors. Through organization and sharing ideas, we will all do a much better job of teaching students in vocational agriculture and the FFA.

IDEAS UNLIMITED

Making and Using a Circle Hacksaw

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

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

In order to use the "circle hacksaw," attach it to the cutting torch of any oxy-acetylene equipment. To do this take the cable clamp apart and place

By JIM HOWARD

Editor's Note: Mr. Howard is Vocational Agriculture Instructor in Mt. Vernon, Missouri. The article is based on his entry in the Ideas Unlimited Contest sponsored by the National Vocational Agriculture Teachers' Association.

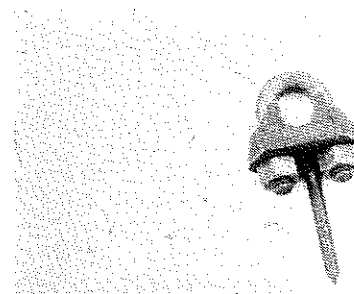
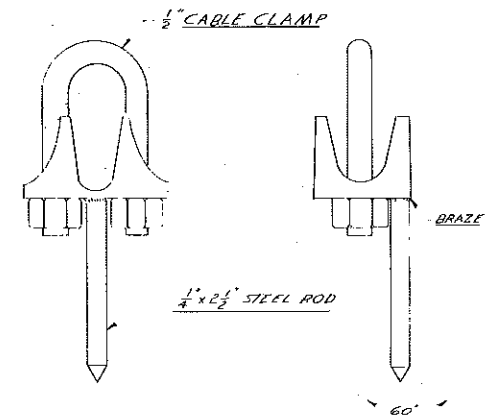
it with a center punch. Light the cutting torch and position the sharpened mild steel rod in the center punched hole of the steel. Using the rod for a pivot point, begin the cut in the steel and cut the entire circle by rotating the torch handle.

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

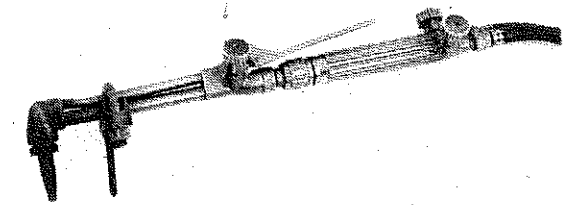
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the U-bolt over the top of the cutting torch and the base of the cable clamp against the bottom of the cutting torch with the brazed rod being parallel to the cutting tip. Place the two taps on the cable clamp. Position the cable clamp on the cutting torch so that the distance from the center of the cutting tip to the sharpened point of the mild steel rod is the same as the radius of the hole which is to be cut. Tighten the taps on the cable clamp so that it will be snug on the cutting torch.

Determine the center of the hole which is to be cut in the steel and mark



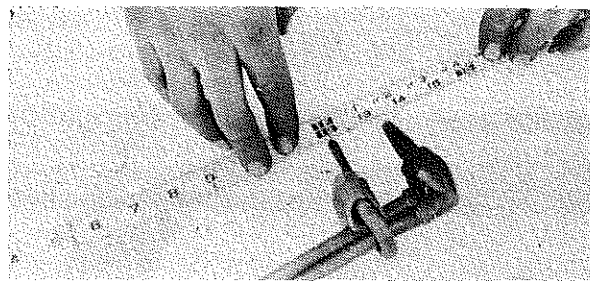
"Circle Hacksaw" — made from a 1/2" cable clamp and 1/4" mild steel rod.



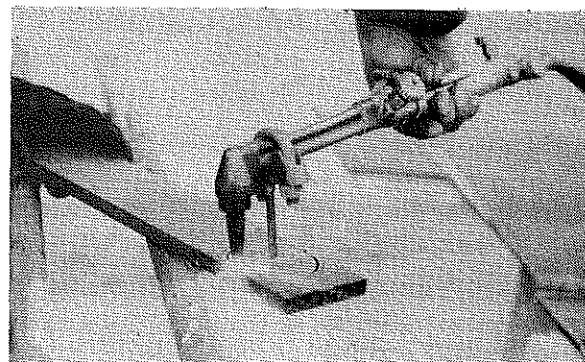
"Circle Hacksaw" attached to the cutting head of an oxy-acetylene outfit.

Making and Using a Circle Hacksaw

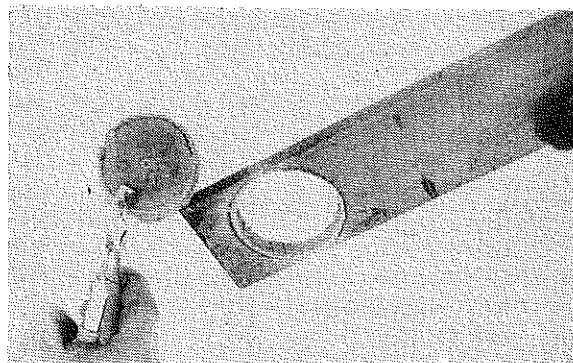
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Measuring the radius of a hole to be cut in steel.



Cutting a circle from steel using oxy-acetylene equipment and the "Circle Hacksaw".



The finished cut from 1/2" steel.

TEACHING TIPS

Using Time Savers

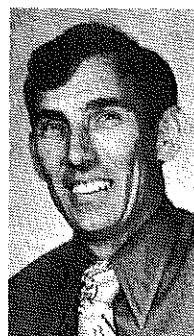
Most of us are busy with classroom activities, farm visits, civic club work, and home life. We are all looking for ideas to help do a better job in less time. Some of the things I use may be helpful to you.

Using Student Lists

Shortly after school starts I make a list of all my students with their parents' names, home addresses, and telephone numbers. This is very useful when letters need to be sent or when there is a need to contact a student quickly. I usually send parents a letter at the beginning of the school year telling them what is required of the students regarding SOE projects, record keeping, shop projects and materials, FFA activities, and my grading system. This helps to keep everyone informed and reduces the possibility of misunderstandings. It is also helpful to

By JOE ROWLAND

Editor's Note: Mr. Rowland is Vocational Agriculture Instructor at Moniteau County RVI School in Tipton, Missouri.



make an alphabetical list of all students who are in specific classes. I usually prepare this list on one page so if I am gone from school a substitute knows which students are supposed to be present. If I am taking several students with me, all I have to do is check off their names and I have a list to turn into the office. I usually make enough copies of this list to last me all year. These lists are also helpful when going

on trips, collecting FFA dues, and taking roll at FFA meetings.

Color Coding Notebooks

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

Audiovisual Techniques

I have purchased several slide sets to go with my lesson plans. Reading a

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

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

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

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

Other Tips

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

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

If you take photographs of vocational agriculture students and FFA activities, filing is a problem. I have

found it takes less space to store the negatives in envelopes in a file cabinet. On the envelope I put the student's name or the subject relating to the negatives. For newspaper articles, it is easier to have the paper make prints from the stored negatives.

Our local newspaper is very cooperative. They donate the film and processing to the FFA and we give them a donation receipt at the end of the year. They can deduct the processing costs as a donation to a non-profit organization. Most newspapers get 35mm black and white film in the bulk. This gives them a lot of pictures to use in the paper and does wonders for increasing publicity.

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

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

FFA PAGE

FFA Membership Reported for 1980

National FFA membership for the year ending June, 1980, totaled 481,676 in 8,236 local chapters. This represents a decrease of slightly over 12,000 members from 1979. It is also the second year in a row that membership has dropped by almost an equal number of members.

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

Texas continues to have the largest membership with 59,801, or 164 more members than in 1979. Alabama and Ohio continue to be ranked second and third, respectively; however, both states had a decrease in 1980.

Decreases occurred in 38 associations. The greatest percentage of decrease occurred in Nevada (15%), Massachusetts (15%), Maine (12%), New Mexico (10%), and Delaware (8%).

Future Farmers of America Membership By States June 1980

State Association	FFA Membership	Number of Chapters
Alabama	24,670	386
Alaska	163	9
Arizona	3,314	55
Arkansas	15,952	250
California	17,399	320
Colorado	3,371	81
Connecticut	1,790	18
Delaware	788	19
Florida	14,386	263
Georgia	16,180	227
Hawaii	507	20
Idaho	3,971	72
Illinois	16,506	387
Indiana	11,097	212
Iowa	13,324	263
Kansas	7,036	158
Kentucky	14,947	152
Louisiana	13,910	236
Maine	394	10
Maryland	3,863	57
Massachusetts	1,047	16
Michigan	8,802	153
Minnesota	15,040	277
Mississippi	11,168	189
Missouri	15,991	237

Montana	2,105	73
Nebraska	6,665	139
Nevada	540	18
New Hampshire	791	14
New Jersey	1,717	30
New Mexico	3,312	67
New York	6,968	185
North Carolina	17,794	266
North Dakota	5,852	86
Ohio	21,551	393
Oklahoma	17,786	364
Oregon	3,971	106
Pennsylvania	12,801	207
Puerto Rico	1,321	34
Rhode Island	244	6
South Carolina	5,161	117
South Dakota	3,097	75
Tennessee	15,779	211
Texas	59,801	926
Utah	3,486	49
Vermont	876	25
Virginia	18,228	223
*Virgin Islands	31	1
Washington	8,464	165
West Virginia	4,849	70
Wisconsin	20,278	279
Wyoming	1,592	40

TOTALS 481,676 8,236

*Affiliated Chapter

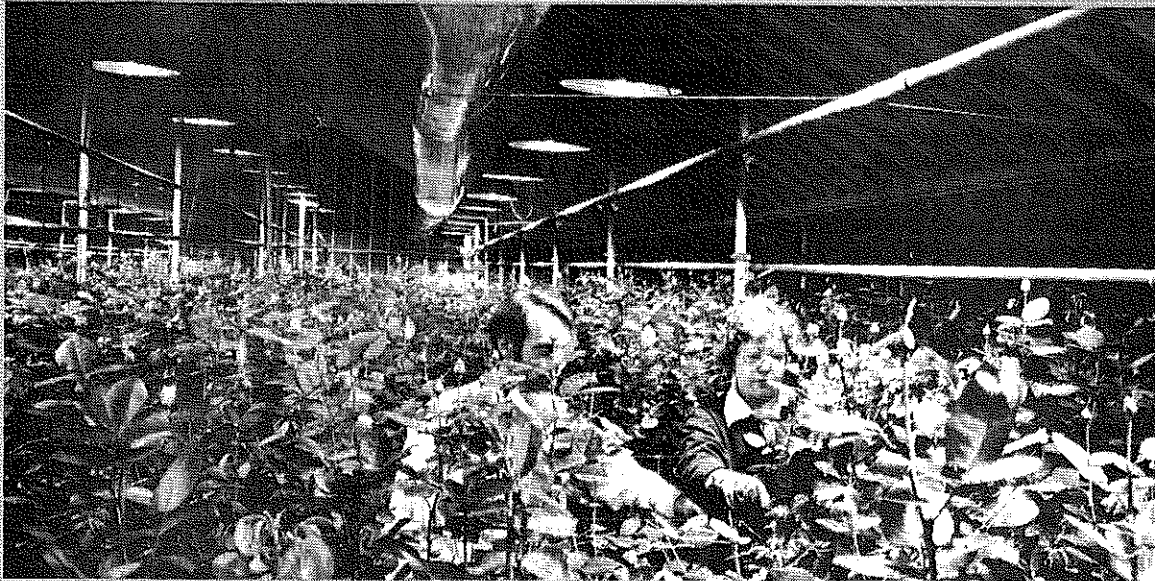
Stories in Pictures



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



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



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