

STORIES IN PICTURES

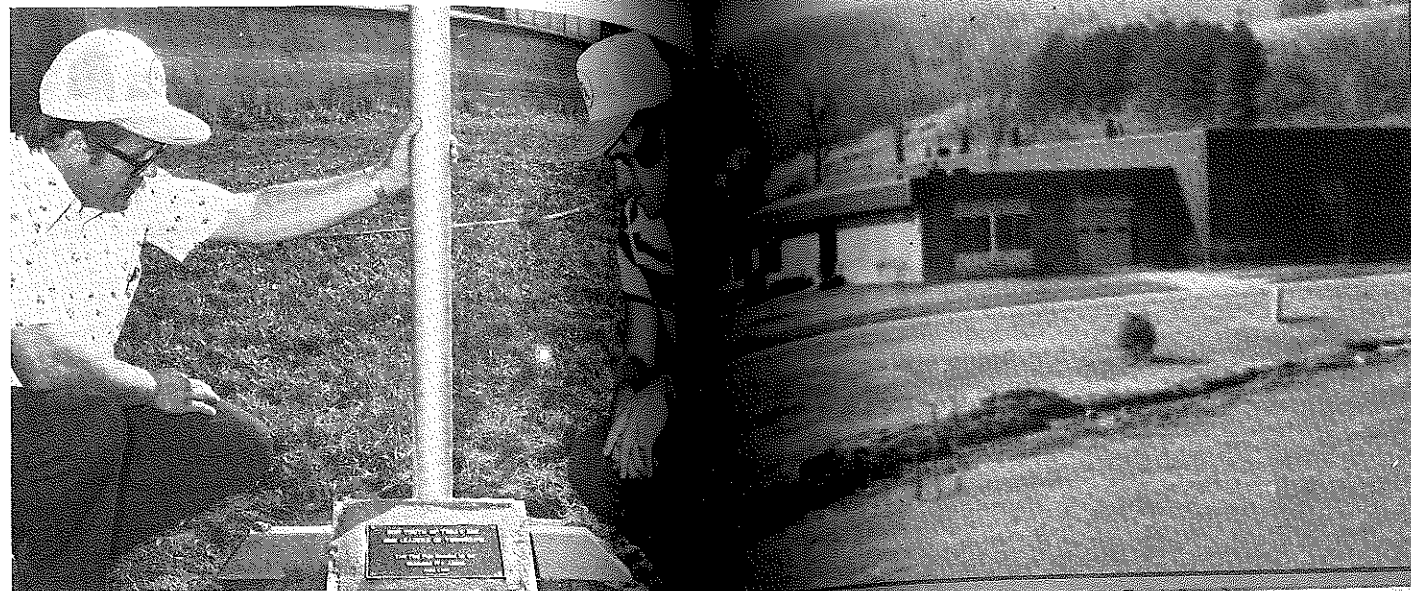
by
Paul
W.
Newlin



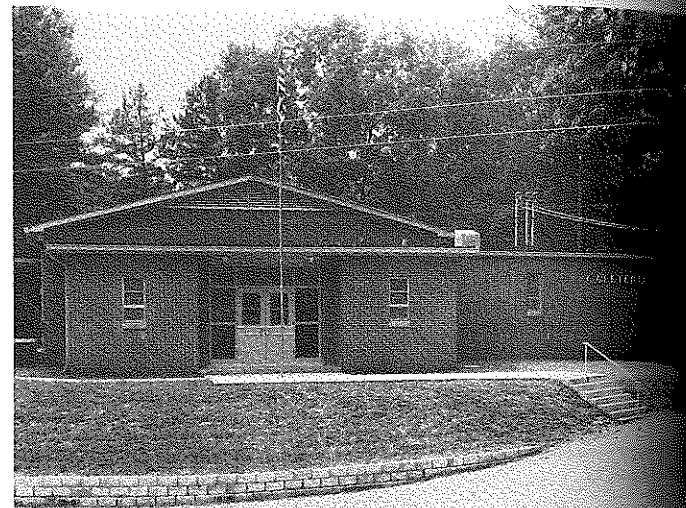
Top Photo — Sand Springs, Oklahoma, FFA members prepare supper during their annual summer tour.



Bottom Photo — The Sand Springs annual summer tour takes the vo ag students to many interesting agribusinesses. Here they observe a food processing operation. (Photos courtesy L. Applegate and G. Hampton, Sand Springs — Related story on page 278)



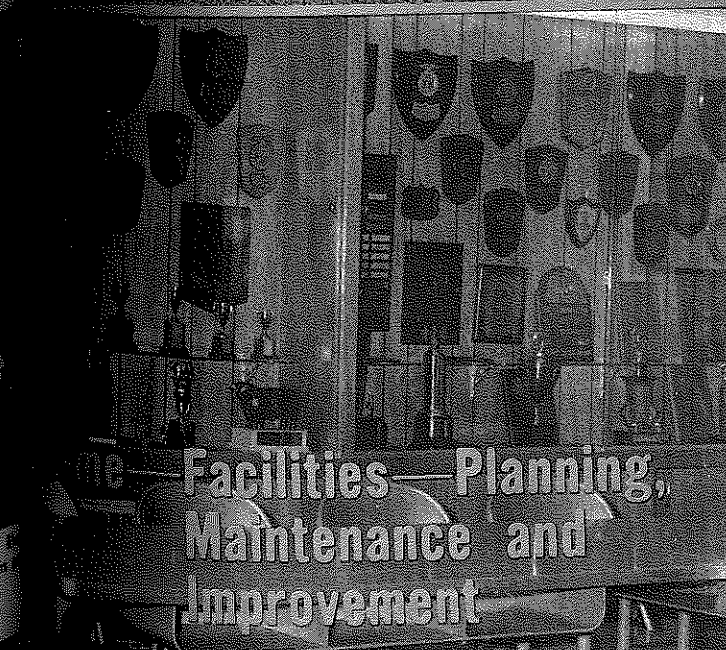
Top Photo — In a gesture of good will, the Oklahoma FFA Alumni Association presented a flagpole to the Central Oklahoma Christian Camp, where alumni sponsor a leadership program for officers from across the state. On the left is Gary Weeks, Camp Administrator, and on the right is Mike Keesler, FFA Alumni Chairman and former vo ag teacher. (Photo courtesy Paul Newlin)



Camp Clements, Tennessee's FFA Camp, sports a \$100,000 air conditioned cafeteria to feed campers and staff. (Photo courtesy Ken Mitchell, Nashville)



Camp Clements is located on the banks of the beautiful Caney Fork River. Here two campers participate in a boat race. (Photo courtesy Ken Mitchell, Nashville)



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COVER PHOTOS

(Top Photo) Haskel Pate, left, vocational agriculture instructor at Gray High School at Idabel, Oklahoma, turns the gavel of the Oklahoma Vocational Agriculture Teachers Association over to the in-coming president Dennis DeLozier, vo-ag instructor at Copan. The large gavel has been presented to the in-coming president at the annual summer conference since the organization was founded.

(Center Photo) Each year at the summer conference, vocational agriculture teachers are recognized for years of teaching experience. This group represents teachers with five years of experience. A majority of Oklahoma's teachers now have 10 years or less of experience, as is the case in many states. (Photos courtesy Paul Newlin, Oklahoma State Department)

(Bottom Photo) Vocational agriculture instructors in Oklahoma yearly meet in a joint session, like this one, with all vocational and technical education teachers in the state at the annual summer conference. Over 2,000 vo-tech teachers, state staff and teacher educators join together for the joint session. However, most of the week is spent with teachers meeting with their own divisions. (Photo courtesy Dale Cotton, Oklahoma State Department)

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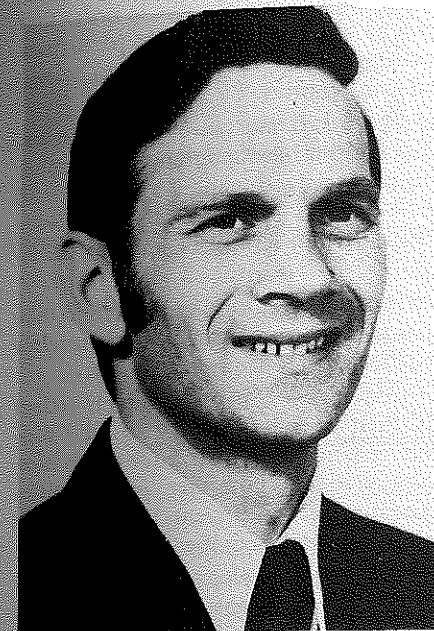
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GUEST EDITORIAL



Elmer L. Cooper

In-service Needs— Greater Than Ever!

Elmer L. Cooper
Program Specialist in Agriculture
Maryland State Department of Education
Baltimore, Maryland

REASONS FOR INCREASING IN-SERVICE NEEDS

There are many reasons why the in-service education needs for established teachers are increasing. Some of these are:

1. In many communities the public, including the education sector, is demanding that vocational agriculture programs include instruction in more than production agriculture alone. Failure to modify or expand the program may result in the gradual or abrupt closure of a local department.
2. Similarly, those in the agricultural education profession have recognized the need to provide new options in existing programs. The addition of new options in existing programs requires teachers to update or expand their knowledge and skills.
3. Some teachers have entered the profession by way of subject matter specialization and have met certification requirements by taking pedagogical courses which may not have oriented teachers in the concept of a total program in agriculture. After starting in a teaching position, the individual must rely on in-service activities to correct the deficiency.
4. Not all colleges have required that prospective teachers have farm or other appropriate experience backgrounds before graduation. Teachers attempting to advise FFA chapters generally find the assignment very frustrating if they have not had experience in an FFA chapter or start their teaching careers in a multi-teacher department with an established FFA.
5. New developments in the agriculture/agri-business industry may impose the need for a teacher to offer special training programs which require new teacher expertise. Some examples are hunter safety, tractor operation licensing, and pesticide applicator training programs.
6. A rapidly changing technology makes some information learned in undergraduate education obsolete in just a few years. This necessitates in-service experiences for teachers to maintain acceptable levels of proficiency.
7. Some teacher education institutions have dwelled essentially on theory and academic approaches to education to the exclusion of skill development. Consequently, the graduates from such institutions attempt to teach skills which they themselves cannot perform. The outcomes are quite predictable.

(Continued on page 28)

There are many indicators which show that agricultural education is a healthy and vigorous entity. The public image is probably better now than at any time in the past as we benefit from the popularity of new and innovative programs which serve the employment needs of the total agricultural industry. Also, we can perceive an increased public awareness of the nation's dependency on a healthy agriculture, a growing respect for the career education concept, and an expanding awareness of the potential for curriculum improvement through vocational student organizations, of which FFA is one.

The many recent changes in vocational agriculture curricula, while strengthening local programs, has simultaneously complicated pre-service and in-service education for teachers.

In years gone by, teacher education institutions were geared to provide the best pre-service education possible for teaching production agriculture. Today, many pre-service programs are designed to prepare prospective teachers for specializing in one of the major options, such as, agricultural production, agricultural sales and services, agricultural mechanics and machinery, agricultural products and processing, ornamental horticulture, renewable natural resources management, forestry, marine science and harvest, and possibly others. It is obvious that any one person can no longer hope to obtain the kind of expertise required to be a proficient teacher in all the programs offered in a given state. Therefore, it is difficult in a time of short teacher supply to place teachers in programs matching their credentials. Subsequently, in-service programs must "grease the squeaky wheels" to quickly close the gap between a teacher's preparational deficiencies and the local program needs after a teacher is hired.

OBSTACLES TO EFFECTIVE IN-SERVICE EDUCATION

Considering the great need for in-service education for personnel in agriculture, there exists in our institutions and society some obstructions to effective outcomes from in-service efforts. Perhaps at the top of the list is lack of an acceptable and workable merit system which rewards teachers for effective teaching. Consequently, we have come to rely on graduate college credits and advanced degrees as a basis for providing pay increases. Colleges, in turn, have been very reluctant to grant graduate credit for offerings which are regarded as remedial, repetitious of previous course work, or skills-oriented. Yet, such offerings are frequently acclaimed by teachers as being the most useful in becoming and remaining proficient in their fields.

Another real detriment to effective in-service education is the difficulty in releasing teachers during the school day for professional improvement. Generally, colleges offer the greatest selection in technical courses at the time of day when secondary schools are in session. Similarly, this is frequently the case with extension activities, agricultural firm product days, and various other activities such as field days, open houses, and update meetings. The unfavorable timing of these activities frequently means the exclusion of agriculture teachers.

SUGGESTED APPROACHES

Despite the apparent obstacles, there is much that teachers, supervisors, and universities can do to meet in-service needs. The following suggestions are offered:

1. The state supervisory staff should provide leadership in assessing in-service needs, locating agencies or persons to provide the necessary services, and in working out appropriate funding procedures.
2. Teachers should use their professional organizations as mechanisms to identify needs for in-service experiences. In order for the process to be effective, all teachers need to be active members of the professional organization and communicate their needs to the supervisory staff.

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

COMING ISSUES COMING ISSUES COMING ISSUES COMING ISSUES

COMING ISSUES

- SEPTEMBER — Fairs, Shows and Contests — Competition, Practice and Motivation
- OCTOBER — Preparation for Agricultural Resources and Forestry Occupations
- NOVEMBER — Multiple Teacher Programs — Patterns and Priorities
- DECEMBER — Ornamental Horticulture Occupations — A Growing Field
- JANUARY — Agricultural Supplies and Services — Supplying and Serving the Nation
- FEBRUARY — The FFA — Training Leaders for Agriculture

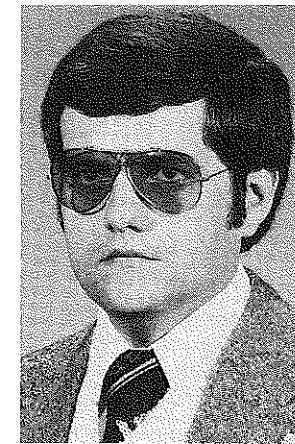
- MARCH — International Education in Agriculture — Serving Our Friends There and Here
- APRIL — Serving Adults — Young Farmers, Adult Farmers, Agribusinessmen
- MAY — Post-Secondary Education in Agriculture — An Emerging Partner
- JUNE — Cooperative Education in Agriculture — Learning on the Job
- JULY — Careers in Agriculture — Summer Employment Opportunities
- AUGUST — Teacher Education in Agriculture — Laying the Foundation for Good Teaching

COMING ISSUES

Keeping Teachers Up-To-Date In Ag Mechanics

by

Kenneth L. Bruwelheide
Department of Agricultural & Industrial Education
Montana State University, Bozeman



Kenneth L. Bruwelheide

One of the most important responsibilities of any teacher training institution is to keep teachers up to date on the latest development in their field.

Most teachers desire and expect the principal teacher education institution in the state to provide this service either through up-dating conferences or via some type of in-service program. As regularly scheduled events, the Agricultural and Industrial Education Department of Montana State University plans updating and in-service education activities for Montana vocational agriculture teachers throughout the year. Updating conferences take place on campus during June and a series of agricultural mechanics classes are offered each winter. Due to distances and population distribution in the state, classes must be held at selected locations. Offered cooperatively with the University's Department of Continuing Education, the winter workshops enable teachers to gain university credit for graduate programs or for recertification. Workshops are held at various locations for one and one-half days duration. Workshop topics are selected from teacher requests, surveys of teacher needs and areas of current curriculum.

Recently workshops were developed and presented to teachers on the topic of farm tractor mechanical systems. The workshop topic was Farm Tractor Maintenance and Repair and was designed to present review and update information pertaining to the trouble shooting and maintenance of major tractor systems including:

- A. Engine types and efficiency
- B. Air induction systems
- C. Tractor cooling systems
- D. Tractor lubrication
- E. Tractor fuel systems
- F. Tractor electrical systems
- G. Tractor drive trains
- H. Tractor hydraulics

WORKSHOP PLANNING

With agriculture, and specifically the area of mechanics, changing so rapidly, it is often difficult for those involved with in-service programs to keep abreast of new developments in all areas. Where do you find an up to date expert in all tractor systems? The answer is your local farm machinery dealer. The department contacted one of the noted and progressive farm machinery dealers in the state and requested technical assistance. The farm machinery dealer contacted has always had a supporting interest in agriculture programs

at Montana State University and welcomed this opportunity. Provided for this educational purpose were the services of the firm's maintenance and repair foreman, as well as literature, machinery cut-aways and video-tape and slide media from the firm's parent company. Time was made available for several planning sessions prior to taking the workshops afield. Media was reviewed, oral presentations developed and hands-on activities planned. Machinery dealers in the various locations where workshops were presented were asked to make tractors available for hands-on activities.

PRESENTATIONS

Workshop presentations of ten hours length were scheduled for Friday evening and all day Saturday. This scheduling arrangement enabled teachers to miss a minimal amount of classroom teaching time, a factor that makes school administrators more receptive to such activities.

Classroom activities were team-taught by the university teacher-educator and the farm machinery repair specialist. The team teaching arrangement works well for such a long period of instruction.

Each tractor system was reviewed in light of:

- A. Operational theory
- B. Function and importance
- C. Components
- D. Required maintenance
- E. Most common problems

Oral presentations with slide media made an effective review of system information along with an open discussion of problem areas. Each system was recapped with commercial video-tape presentations.

Following the presentation of materials for related tractor systems, hands-on activities were scheduled in which workshop participants could perform maintenance operations on tractors.

EVALUATION

An evaluation completed by workshop participants indicated that information and activities were timely, informative and were presented in an understandable coherent manner. The most encouraging factor was that participants felt workshop information would be very valuable to them and wanted workshops of this type continued.

(Concluded on page 42)



John R. Crunkilton

Planning A Summer CONFERENCE Which is Accountable

John R. Crunkilton
Teacher Education
Virginia Polytechnic Institute and State University
Blacksburg, Va.

The annual summer conference for vocational agriculture teachers is one approach to in-service education which has been with us for quite some time. In fact, it may be possible that summer conferences have been held for so long that we have taken them for granted and the value of this in-service approach has slipped. However, summer conferences can provide a meaningful professional improvement activity for teachers, and all agricultural educators need to continually seek ways for strengthening this in-service approach. In Virginia, an annual summer conference for agricultural educators is held, and the manner in which the conference is planned, conducted, and evaluated may be of interest to others.

PLANNING THE CONFERENCE

The planning of the annual conference is charged to a conference planning committee appointed by the State Supervisor of Agricultural Education. This committee includes representatives of different groups of agricultural educators in Virginia. Specifically, committee members include representatives of teacher educators at Virginia Polytechnic Institute and State University and Virginia State College and assistant supervisors of agricultural education. Other committee members are the State Supervisor of Agricultural Education, President of the Virginia Vocational Agricultural Teachers Association, and Coordinator of the Agricultural Technology Programs in community colleges. The planning committee meets in January or early February to establish the conference theme, format, and topics for the general sessions.

For the past several years, a format has been developed which appears to be popular with all involved. The conference format is depicted in Figure 1.

Figure 1

FORMAT FOR SUMMER CONFERENCE

	Tuesday	Wednesday	Thursday	Friday
A.M.	Registration	Gen. Session	Gen. Session	Gen. Session
P.M.	Area Mtgs. Gen. Session	Workshops	Workshops	Area Mtgs.
Evening	Committee Mtgs.		Annual Banquet	

CONDUCTING THE CONFERENCE

As presented in Figure 1, the Conference is a balance between area meetings, general sessions, workshops and an awards banquet. Each segment of the Conference will be briefly discussed.

Area Meetings — The state of Virginia is divided into six geographical regions for the purpose of supervision and administration. The purpose of holding area meetings is to provide the assistant supervisors the opportunity to accomplish some of the yearly administrative requirements as well as deal with specific concerns or needs in his supervisory area. Also, starting the Conference with an area meeting serves to set the stage for the first general session and the keynote address.

General Sessions — Program topics center around professional areas which are of interest to all teachers. This part of the Conference depends heavily upon panel discussions with selected agricultural teachers comprising most of the panel members. The purpose of the panels is to encourage teachers to share their experiences and ideas with others and thus provide realistic approaches to the improvement of local agricultural education programs.

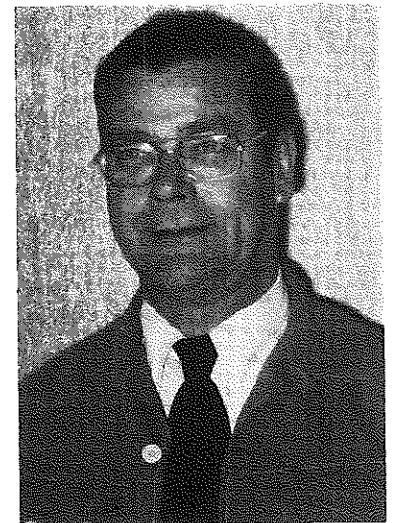
Workshops — The two afternoon workshop sessions are for the most part devoted to technical information. Areas of technical emphasis parallel the various types of specialty courses taught in Virginia. Examples of the workshop areas held this past July were as follows:

- Agricultural Law
- Horticulture
- Estate Planning
- Cooperative Education in Agriculture
- Agriculture Science & Mechanics
- Agricultural Production
- Natural Resources Management
- Developing an FFA Program of Activities
- Agricultural Machinery Service
- Special Needs
- Using Electricity Teaching Centers
- Energy Management
- Continuing Education
- Agricultural Business

(Concluded on page 34)

TEACHER CONFERENCES BANE OR BOON?

Arthur P. Ives
Ag. Mechanics Teacher
Chenango Area Education Center
Norwich, N.Y.



Arthur P. Ives

Teachers of agriculture seem to be the most "conferenced" of any group of teachers I know. In our Center we take some good natured kidding about the time off we have and the traveling we do for various conferences. We attend an annual ATANY (Association of Teachers of Agriculture of New York) Conference in late June, a fall leadership conference in September or October, several sub-district meetings, PFA Conventions-State and National, NYSOEA (New York State Occupation Education Association) and some of us attend NVATA Regional and National Conventions as well as AVA. These are in addition to those we might be involved with in our teacher's unions.

What do we get for this expenditure of time and money? It usually means some time away from classroom duties, and generally we find it costs personally in dollars to be active in association work. If we find ourselves as an officer in state and national associations we may find that it can cost us several hundred dollars to do the kind of job we like to see done.

BENEFITS?

How can this benefit us and in turn our students? I think we have to look at it in the light of our objectives and goals and see if spending our time and money on teacher's conferences helps meet these objectives.

I think most of us have an objective of being the best possible teacher we can in addition to earning the money to support ourselves and families. I believe my attendance at conferences and becoming active in ATANY has made me a better teacher. I was somewhat flattered, but mostly amused by a remark of one of the teachers in our Center when she commented on my being gone again for something. She said, "I don't see how you do it. You

spend so much time on these things and yet are still an excellent teacher." It made me wonder if I might be a better teacher if I stayed home and attended to teaching more. It caused me to list and examine some of the reasons for attending conferences. I will not try to rank them in order of importance because each of us has different priorities and these may change from conference to conference.

SOCIAL — Most of us enjoy this part of the conferences we go to. We meet new people and enjoy getting to know them. If this is our only reason for going, though, we may decide next year that it isn't worth it.

BUSINESS OF THE ASSOCIATION — An important part of most annual conferences is the business meeting where the affairs of the Association are taken care of. An important part of this can be the policy making process whereby resolutions are introduced, discussed and voted on. These determine the direction and actions of the Association for the coming year, and may influence legislation regarding agriculture and education.

PROFESSIONAL IMPROVEMENT — In New York we have five vice-presidents for our specialty areas of instruction. We have two half day sessions set aside for their use. This may be for speakers, forums, tours, demonstrations or whatever the teachers in that area feel they need. In addition, we have another half day for all the members to meet together for a general program put on by the Cornell Staff and The Bureau of Ag. Ed. Staff. I have always found these sessions worthwhile and come back with new ideas and more enthusiasm for my job. Perhaps of equal importance are the ideas I pick up just talking with others and learning how they do things.

STRENGTHENING FAMILY TIES — Our New York Conference is largely a family affair. My wife looks forward to attending each year and enjoys the fellowship of the other wives. It makes my job easier because she understands that other ag. teachers do things after school when most other teachers are done for the day, and she knows others take students to FFA events nights and weekends. It also, in effect, gives us some vacation time together.

RECREATION — Most conferences are held in places where there are some things to do other than sit in meetings all day and evening. Each conference that is longer than one day should provide some opportunity to play.

SUMMARY

In adding it all up, am I a better teacher and my students thus better prepared for life as a result of my attending conferences? I think the answer would be affirmative. The directly measurable benefits might be from the professional improvement sessions. Less easily measured, but maybe as important would be the attitude changes, enthusiasm and changes in perspective as a result of the fellowship and association with others who are also trying to become better teachers and who are willing to work to improve teaching conditions. I have no problems with my conscience in recommending to our administrators and board that every teacher in the department be encouraged to attend the annual conference at school expense. I think they get their money's worth for this investment. ◆◆◆

CONTINUED AG TEACHER CONFERENCES . . .

SPECIAL SECTIONS

The states that have enough full-time teachers of adults or two-year post secondary teachers had separate sectional meetings. Minnesota and North Dakota had separate sectional meetings for teachers of adults. The states that had separate sectional meetings for post secondary teachers were California, Iowa, Minnesota, and Wisconsin.

Special activities for new teachers included the beginning teacher course, beginning teacher workshop, beginning teacher breakfast, yellow dogs (Oregon), etc. Thirteen states had some kind of activity for beginning teachers that appeared in the program.

Various kinds of longevity groups met, primarily for social activities. Meal functions for the 10-year club, the quarter century club, and so forth was common.

SOCIAL ACTIVITIES

A large variation in the amount of social and recreational activities was evident from the programs. New York had its conference at a resort, and a river cruise appeared on the materials provided. The New York state supervisor, Lee Traver, believes in the importance of a conference program for the wives of teachers and allowing them to help select the conference location. He said, "Often times the wife decides whether the teacher will be attending."

CONTINUED PLANNING A SUMMER CONFERENCE . . .

Some of the workshops continue into the second day, others repeat the same topic the second day, while others are conducted only for one day. While a teacher cannot attend each workshop, the goal is to provide at least one workshop directly related to each teacher's specialty area. Specialists in the College of Agriculture and Life Sciences are heavily involved in the workshops.

Annual Banquet — On Thursday evening, a banquet is held to honor selected individuals with service awards and certificates of merits. Individuals and organizations who have provided support and contributions to agricultural education in Virginia are invited guests and are recognized for their valuable support.

Related Activities — Several other major activities occur during this week which further serve to meet the agricultural education needs of Virginia. One of the most recent developments in the Conference activities involve the inclusion of teachers who teach agricultural subjects at community colleges. While these individuals attend some meetings with the vocational agriculture teachers, provision is also made for them to meet separately as a group to discuss topics of greater concern to the community college program.

Vocational directors of local school systems may also choose to attend the Conference and thus, Thursday afternoon is set aside for those directors to meet as a group. The nature of their discussions are left up to them.

On the opening day of the conference, state committees comprised of teachers, supervisors, and teacher educators meet to make recommendations concerning the committee's area. For example, committees exist for each of the specialty option areas, and further examples of committee titles would be "resolutions" and "the teacher education advisory council."

Pennsylvania had dancing until 1 a.m., California had teen activities, kiddie tours, and corsage making for wives. Colorado had an oyster fry (by invitation only). Texas had a program committee for ladies' activities.

UNIQUE ACTIVITIES

A list of some of the rather unique things about the conferences follows:

- California had a prayer breakfast.
- Illinois had a color guard at the opening session from a nearby Air Force base.
- Arizona had teacher demonstrations of technical agriculture subjects.
- Arizona also had used some long-range planning for conferences in that a four-year sequence of themes had been chosen. The program cover had a kind of flow chart with the four themes and an indication of the 1976 emphasis.
- North Dakota had a sectional meeting for teacher educators at their all-vocational conference.
- Iowa had a full day of workshops on the last day for which attendance was voluntary.
- Multi-state ag teacher conferences are not new to the small northeastern states, but perhaps other states would find a six-state conference to be unique.
- Georgia had an FFA Alumni Breakfast. ♦♦♦

Commercial exhibits are on display dealing with tools, curriculum materials, and money making projects. Also, an exhibit of curriculum materials available at Virginia Tech is on display.

EVALUATING THE CONFERENCE

A systematic evaluation procedure was incorporated into the Conference activities several years ago to provide a basis for planning future conferences. Each general session and workshop is evaluated by the teachers using the scale indicated in Figure 2.

Figure 2

EVALUATION OF CONFERENCE SESSIONS

This program:	Circle One*
a. Was of great help to me	SA A D SD
b. Was motivating to me	SA A D SD
c. Was interesting to me	SA A D SD
d. Will help me solve problems	SA A D SD
e. Was effective	SA A D SD

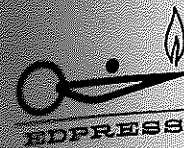
*SA — Strongly Agree, A — Agree, D — Disagree, SD — Strongly Disagree

The results of the evaluation are summarized and distributed to the planning committee as well as other staff members. The evaluation summary also includes positive and negative comments made by the conference participants.

CONCLUSION

The organized manner in which this summer conference is planned, conducted, and evaluated in Virginia has provided a stronger accountability for continuing this type of in-service approach. Furthermore, the combined efforts of all those involved result in a conference of great benefit and use to the teachers in Virginia. ♦♦♦

The Agricultural Education Magazine



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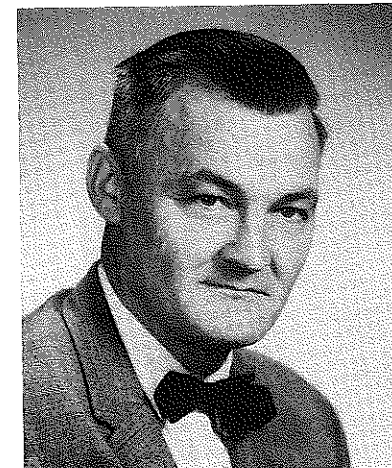
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ONE APPROACH TO IN-SERVICE EDUCATION



Raymond F. Flagg, Jr.

Raymond Forest Flagg, Jr.
Agriculture Instructor
Medomak Valley High School
Waldoboro, Maine

In today's world we see in our area of Maine a large number of folks fed up with the high cost of living. The grocery bill is one area of living costs over which the householder still has some control.

We have in our county area a great number of low income families and retired people. We see a lot of families living in the rural area with resources they do not fully use. The reason for this, stated plainly and simply, is that they do not know how to use these rural resources to best advantage. An inward migration is adding to the large number of people seeking information about agricultural subjects.

CURRICULUM PROGRAMS

Medomak Valley High School is fortunate to have two programs as part of the curriculum which are meeting some of the needs of the residents in the area. One program is a horticultural program, which has as its primary aim the production of food from the home garden. Secondary aims include: house plant production, food storage facilities, lawn care, pick your own operation, and landscaping. Chemical fertilizers and organic methods are discussed and compared.

The second program, the resource, conservation and development course, covers such things as woodland management, Christmas tree plantation management, wise use of natural resources, forest fire suppression, orchard, beekeeping and understanding soils.

At the present time some investigation into program development is being carried out in other areas of agriculture

such as rabbit raising, sheep production, small poultry flocks, and raising home grown beef.

IN-SERVICE PROGRAM

At the request of officials of the Maine Department of Education and Cultural Services, who have shown support of this program, we conducted a one-week seminar-field trip program where investigation was made into the many facets of general agricultural education.

Recognized experts from many areas of the state were used as resource people to speak to agriculture teachers about their own unique specialty. This expertise ranged from a land owner, tree farmer to college professors and research people.

We investigated a Christmas tree farm with a lecture and demonstration tour over some forty acres of managed forest land. We listened and talked with a Maine Forest Service Warden about teaching forest fire control cooperatively with the school. A retired Air Force man, known locally for his beekeeping ability, shared his knowledge with us in a very unusual way. People well known in the field of small fruit production, forage crop production, and apple crop production were seminar leaders. The Soil and Water Conservation Service personnel presented basic information suitable for classroom use. A discussion was held in "How to Research Local Needs for Educational Offerings." An Extension Service specialist presented a very practical approach to "Marketing Farm Products." A local part time sheep

farmer talked on small flock sheep production.

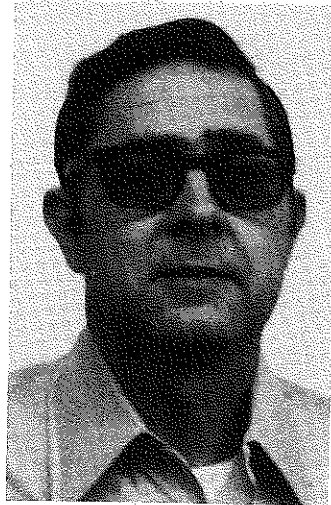
The highlight of the week was a day long tour of Maine's Broiler Industry. This was arranged by the extension agent of the Cooperative Extension Service in connection with Maplewood Poultry Company, a large producer-grower-processor of broilers. We covered the industry from egg laying, to hatchery, to grower, to processing plant. We also visited an egg packing plant.

The week was ended with a chicken barbecue presentation where participants received instruction in barbecuing chicken and planning and preparation for barbecuing.

SUMMARY

Many left the week feeling we had only scratched the surface as far as general agricultural educational topics were concerned and looking forward to another session in another year. Participants received in-service credit towards recertification of teaching certificates. This is one of the commendable virtues of our State of Maine Education Department officials in recognizing the value of such programs. Some teachers saw things they hadn't been involved in before, while others were able to update their knowledge in some fields.

General agriculture must meet the needs of the people in the local area. This can be done. Ours was only one method. There are others. All it takes to get started is an idea, a little imagination and a willingness to work at putting it all together. ♦♦♦



Alan R. Edsall

Overcoming Curriculum Implementation Fears

By
Alan R. Edsall, Senior Research Associate
Institute for Research and Development
in Occupational Education
Cornell University, New York

A new curriculum, a plan of action, has no value until it has been implemented; until the plan has actually been put into action. Many steps are involved in the development of a new curriculum in occupational education: task analysis, task selection, development of objectives, and addition of supporting components. However carefully this work has been done—the accuracy of the tasks, the quality of the supporting elements—it is only of value when it is used in the field to improve the quality of instruction. Implementation of the curriculum is, therefore, of paramount importance for change.

CHANGE

It must be remembered that the installation of new curriculum is a "change." Although we do not always use the word "change," it is the underlying problem in any imple-

Humans are always suspicious of change since any change represents the threat of the unknown.

mentation effort. It is always easier, safer, and more secure to stick to the old way and continue in the same path. We must consider this basic human desire for the known and the familiar when we are advocating the unknown, the new. It is necessary to allow teachers to become familiar with the proposal, to let the unknown become the known. Familiarity with every aspect of the proposed change will help allay doubt and ensure acceptance.

REASONS FOR CONCERN

In addition to this generalized suspicion of the unknown, occupational educators have two very specific reasons for concern. Firstly, education has been besieged by a tremendous number of innovations of varying quality and desirability. Teachers are constantly admonished to "keep up" by acknowledging every innovation from whatever source—commercial, technical or professional. Every new program a publisher can produce and every new piece of hardware a rapidly expanding technology can develop is eagerly adopted by some. New techniques, instructional methods and "gimmicks" have appeared in abundance. Particularly during the sixties, an expanding economy made education a ripe commercial market for the new and innovative. Unquestionably, some of the proposed innovations have been valuable. However, many new programs have

been merely another in a long line of fads—quickly adopted but just as quickly dropped when something else came along. Can we, then, be surprised that teachers are slightly suspicious and hesitant about a new program? No, most emphatically not! The concern of teachers is not only understandable but highly desirable. Teachers must not be too quick to "jump on the bandwagon." Their skepticism is valuable. We must, therefore, give them every opportunity to examine what we propose and to test its quality. If we have produced a quality package, we must let it speak for itself and allow teachers to use their own good judgment. Opportunity to examine the program, as well as its origins and rationale, is essential.

A second, specific concern of occupational teachers is that of job security. The current decade has been one of economic recession; cut-backs in education in particular, have been extensive. Teachers are wary of any new plan that lends itself to a systematic evaluation of instruction. This is not rampant paranoia: it is a real and vital concern for both the individual teacher and the vocational programs as a whole. This concern must be treated seriously. The program must be equipped with safeguards—a sort of "save-harmless" feature. Teachers and administrators must be made aware that these safeguards do exist and the ways in which they function. Full acceptance will not occur unless rational fears are allayed.

IMPROVEMENT

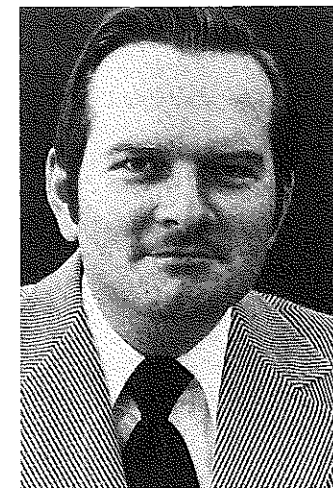
It is therefore necessary to enable teachers to become familiar with the new curriculum, to judge its value for themselves, and to feel assured that their job security is not threatened. Is it sufficient to assure implementation? Will change be affected simply because it does not pose a threat? No. Removing the risks is necessary but not sufficient. It must also be demonstrated that this curriculum has advantages over the old, that it does meet the needs of students and teachers, not only as well as, but better than, existing programs. Changes must be advocated as improvement, not for its own sake.

In addition, to facilitate the implementation of a new curriculum package, teachers must be given an opportunity to develop new skills and techniques. Teachers must be shown new ways to use their skills and new ways to organize their practices to enhance the new curriculum effort.

(Concluded on page 47)

Is Your Summer Program SHOWING? It Needs To!

Allen G. Blezek
Teacher Educator
University of Nebraska



Allen G. Blezek

THE PROBLEM

Extended summer contracts for Vocational Agriculture Instructors continue to be a very important part of the overall vocational agriculture program. At the same time, extended contracts for some vocational agriculture instructors and not for others brings up a critical question in the minds of some school administrators, school boards and other community representatives. It seems that vocational agriculture instructors are either doing an exceptional or an inadequate job of keeping their communities informed about their activities during the summer months.

A survey to determine attitudes toward vocational agriculture was given to Minnesota school superintendents. The majority of the survey questions related to summer programs; the results were alarming. The 1968 survey results were compared with those from an earlier survey in 1952 which asked the same questions. Peterson's findings indicated that a smaller percentage of superintendents in 1968 were favorable toward twelve-month contracts than were those superintendents responding in 1952. In fact, only 25 percent in 1952 and only 23 percent in 1968 indicated that they felt that vocational agriculture instructors worked as hard during the summer months as during the school year.¹

In a Nebraska study of opinions of school administrators regarding various aspects of the vocational agriculture program in 1971, Viterna found that 47 percent of the administrators in Class A schools (very large), 39 percent in Class B schools, 34 percent in Class C schools, and 35 percent in Class D schools (smallest) felt the summer programs of vocational agriculture justified hiring teachers on a twelve-month contract. Viterna stated there were more comments given by administrators about summer programs than were given on any other topic in his study. Many administrators felt that an extended contract of ten months would be of sufficient length. Some administrators feel very little is actually accomplished during the summer and that the extended contract actually becomes a paid vacation. Most administrators felt that the quality of the summer program is largely influenced by the enthusiasm and willingness of the vocational agriculture instructors as well as the encouragement provided by the school.²

THE PRESENT SITUATION

In regard to extended contracts, active vocational agriculture instructors are seldom questioned about their summer

programs. They are busy people, they are busy building the program, building their department's image and initiating a program to let others know about their efforts. Vocational agriculture instructors have indicated many items which are normally undertaken during the summer months. A few of these include:

1. Visit supervised occupational experience programs
2. Visit prospective students
3. Visit adult and young farmers
4. Keep community informed
5. Attend in-service sessions on a priority basis
6. Visit neighboring departments
7. Attend and participate in fairs and shows
8. Attend annual state conference
9. Conduct class meetings for adult and young farmer groups
10. Provide instruction through tours, field trips, and demonstrations
11. Follow-up on former students
12. Plan an FFA picnic for present and prospective members
13. Prepare an annual report of a summary of departmental activities and accomplishments
14. Prepare articles for the local newspaper
15. File new bulletins and other materials
16. Develop and/or revise course of study outlines
17. Make necessary community surveys
18. Collect visual aids and other materials for the instructional program
19. Prepare requests for supplies and equipment
20. Cooperate in any way possible with local organizations
21. Prepare and arrange the classroom and shop for the new year
22. Become acquainted with as many persons in the local community as possible
23. Hold FFA chapter meetings regularly

PROPOSED SOLUTIONS

Assuming that there is some question among administrators with regard to summer vocational agriculture programs, the following ideas might be suggested to the vocational agriculture instructor to help justify, maintain, and promote extended summer contracts.

(Concluded on page 42)

CONTINUED IS YOUR SUMMER PROGRAM SHOWING? . . .

1. *Make a plan.* A summer planning calendar is a must. All known scheduled dates must be filled in as they become evident. This calendar should be posted in an obvious location so that others will know the schedule of their vocational agriculture instructor. It is amazing how much easier work becomes when it is organized and planned ahead.

2. *Maintain office hours.* An all out attempt should be made to maintain regular office hours during the summer months. These hours must be the first thing in the morning, maybe for only 60 minutes. Mail can be checked, necessary correspondence taken care of, and "walk-in" appointments can be honored at this time. Many instructors have been surprised at the number of extra contacts that they have received when people know their schedule rather than guessing about their location.

3. *Keep administration posted.* A regular coffee break with the main administrators is suggested at least once each week. This suggestion should be made at the beginning of the summer with the idea that it will be at a regular time, for example, each Wednesday morning. This period of time will allow the vocational agriculture instructor an opportunity to find out more about the school and also provide him with an opportunity to let the administration know what he is doing with his time.

4. *Promote public relations.* With the flexible schedule that the summer provides, there will be additional opportunities to attend events in the community and to make farm and home visits. Instructors should take advantage of this time to write newspaper articles, record radio tapes and speak at local community and civic organizations. Instructors must keep themselves before the public, with a purpose, as much as possible. Most instructors feel that it is important to visit the local coffee shop, but to avoid spending all of one's time there. It has been suggested that it is good to allow a specified amount of time for coffee—then leave. It has often been said that good public relations is about 95 percent doing a good job and about five percent telling others about it.

5. *Assist students in any way possible.* Good instructors do not wait for their students to come to them, they make regular student visits and seek out their questions and problems and then try to help them reach a solution. Day school students, adult farmers, young farmers, and other agriculturally interested persons will soon provide additional support for both the program and the instructor.

6. *Avoid extended absences.* A rule of thumb for instructors who are going to be gone for any period of time over a day is to inform the administration. In this way, school officials know the purpose of the instructor's absence and don't have to guess as to his whereabouts or purpose. Also, instructors should avoid taking long periods of time for summer school or vacations. While instructors are expected to

continue to advance professionally, the local school should not be expected to give the instructor regular paid vacations and paid summer school each year. How much time is there left in the summer with a five-week summer session, a two-week vacation, and a week at state conference? The administrator might approve this type of a schedule for a year or two, but then begins to have an upper hand when it comes time to negotiate for the extended summer contract as to the amount of work the instructor is doing for the local district.

7. *Maintain a positive attitude.* Instructors should always be willing to help and support various activities in the school and community. Educators must be positive and provide encouragement to those with whom they associate. Never undersell the power of positive thinking in relationship with others.

8. *Consider offering mini courses or workshops.* These short courses could be offered as a part of many schools' summer school programs. It might be possible for many departments to work with the administration to offer school credit. The courses might include occupational experience in local business and industry. Many schools offer co-operative type programs during the school year; why not during the summer months?

SUMMARY

Extended summer contracts for vocational agriculture instructors have traditionally been a part of the regular vocational agriculture program. However, with increasing emphasis being placed upon budget restrictions in the local community and a lack of visible productive activities by the vocational agriculture instructor in some communities, more and more school administrators are beginning to reconsider these contracts.

It seems evident that the ultimate decision with regard to summer programs lies with the vocational agriculture instructor. If the instructor wants to put in a day's work for a day's pay, wants to organize his schedule to be productive, is genuinely interested in the clientele that he serves and is willing to spend a little time with good public relations activities—the summer program will survive. All instructors must pull together in keeping a good summer program. If a vocational agriculture program down the road is staffed and maintained with a nine-month instructor, the teacher will have a more difficult time in keeping an eleven or twelve month contract. So far, an excellent job of justifying the twelve month program has been done, so now is not the time to relax the emphasis of its importance to the students, school, and community. ♦♦♦

1. Milo J. Peterson, "Administrative Attitudes Toward Vocational Agriculture," *The Visitor*, (Department of Agricultural Education; University of Minnesota, St. Paul, Minnesota, April, 1970), 57:1-4.
2. Larry L. Viterna, "Opinions of School Administrators Concerning Selected Aspects of The Program of Vocational Agriculture in Nebraska" (unpublished Master's Thesis, University of Nebraska, Lincoln, Nebraska, 1971), pp. 80-88.

CONTINUED KEEPING TEACHERS UP-TO-DATE . . .

RELEVANCY

This workshop pertained to the Agriculture Power and Machinery Sections of the Two-Year Core Curriculum for Vocational Agriculture in Montana. This curricular plan developed by the Department of Agricultural and Industrial Education is based on agriculture related competencies iden-

tified as needed in agricultural production and agricultural related job titles. Workshops based on these competencies have a direct line of relevancy to skills needed throughout the state. The involvement of personnel from the agriculture machinery industry brings the latest service information and insights to such a program. ♦♦♦

Leader in Agricultural Education:

MILLARD "MICK" GUNDLACH

by Wayne Raymond*



Millard Gundlach is known as "Mick" by all those who have had the pleasure of knowing him. Seldom has anyone had the admiration and respect of so many people including students, co-workers, teachers and state and national agricultural leaders.

He is considered very knowledgeable concerning the technology needed on today's modern farm and is able to transfer this knowledge to farmers in a very practical way. He recently was author of an article in the *National Hog Farmer* on swine farrowing buildings and has received letters and inquiries from several states. Mick is often sought for advice in the areas of crop and livestock management and is especially effective with individual on-farm instruction.

In knowing and working with Mick the last 18 years, the impression that I want to leave is that his personality remains the same regardless of the honors and awards that come his way. It can be said that Mick is down-to-earth, practical, humble and possesses a great sense of humor.

Mick was born in Livingston, Wisconsin. He graduated with a Bachelor's Degree in Agricultural Education from the University of Wisconsin-Platteville. While in school, he served as president of the Collegiate FFA and made "Who's Who in American Colleges and

Universities" in 1939. He taught high school vocational agriculture in Wisconsin at Laona, Bonduel and Iowa Grant. His FFA Chapter at Iowa Grant was several times winner of the outstanding chapter exhibit at the Southern Wisconsin Junior Livestock Show. He has been employed at Southwest Vocational-Technical Institute, Fennimore, since 1967 to the present time. He is presently Agriculture Coordinator. He supervises eight instructors with an enrollment of 600 farmers in the farm training program.

Professionally, Gundlach has served as vice president and president of the Wisconsin Association of Vocational Agriculture Instructors. He also served as vice president of the National Vocational Agriculture Teachers Association and was elected as president in 1969-70. He is still active on many NVATA and FFA committees, and is a booster of the formation of FFA alumni. Mick is also a member of the Wisconsin Association of Vocational and Adult Education (WAVAE) and the American Vocational Association (AVA). He also has membership in several local agriculture and producers councils. Locally, he has served his community by being a village board member and was instrumental in organizing a Ruritan Club.



*Wayne Raymond is Chairperson, Agricultural Industrial Division, Southwest Wisconsin Vocational-Technical Institute, Fennimore, Wisconsin.

Some of the honors and awards bestowed upon Gundlach are: Honorary State Farmer-Wisconsin FFA Association; Distinguished Service Award-Wisconsin FFA Association; Outstanding Leadership Award-WAVAI; Outstanding Ag Alumnus-UW-Platteville; AIC Award for Outstanding Contributions; Outstanding Vo-Ag Teacher of America-Agriculture USA; Geigy Recognition Award for Outstanding Contributions to Agriculture; Appreciation Plaque-Iowa Grant FFA; Meritorious Achievement Award-Fellow Instructor; Kentucky Colonel; Honorary American Farmer-National FFA Association; Honorary Member-Alpha Tau Alpha; Distinguished Alumnus Award-UW-Platteville.

Mick was married in 1939 to Wilma Rubin. They have three sons, two daughters and six grandchildren. The two oldest sons, Larry and Robert, are employed by Oscar Mayer in Madison, Wisconsin, and in Philadelphia, Pennsylvania, respectively. The youngest boy, David, is a student at the University of Wisconsin-Platteville. The two daughters are Rosemary and Betty. Betty is married to a vocational agriculture instructor and Rosemary is pursuing a career as an insurance underwriter and is married to an electrician. Thus, the family has received an education and most are involved in the field of agriculture.

Mick's hobbies include livestock judging, in which he has received assignments at the Wisconsin Beef Futurity, Junior Division and Steers; Wisconsin State Fair, Junior Swine Division; Minnesota State Fair, FFA Beef Division; and the Blue Ribbon Pork Show. His interests also include fishing, carpentry, gardening, outdoor barbecuing and photography. He is an active follower of sports, especially on the
(Concluded on page 47)

Agricultural Workers Must Be Competent In Leadership And Personal Development

Michael N. Hampson, Graduate Student

by
L. H. Newcomb, Asst. Professor
Ohio State University

J. David McCracken, Asso. Professor

Teachers of vocational agriculture have traditionally used the FFA organization as a means of instilling within students the leadership and personal development competencies needed to succeed in their chosen careers. But, how do teachers decide which competencies are needed and which are not? Would it be unreasonable to suggest that teachers should select leadership and personal development curriculum content in the same manner that technical content is selected?

Most authorities now agree that the vocational agriculture curriculum should be selected through an occupational survey with advisory committee input. Numerous task or competency listings are now available. Many states have participated in a national competency study to identify the knowledge and skills necessary for successful performance in occupations related to agriculture. Local teachers can begin with such existing listings, subject them to advisory committee review, and make curriculum decisions based upon the requirements of the occupations and the needs of the community. However, few competency lists contain the attitudinal factors related to job success.

The criterion established for the selection of leadership and personal development competencies to be included in the curriculum is commonly the existence of a contest, tradition, or the personal bias of the teacher toward the subject matter. In order to meet the needs, aspirations, and problems of students and individuals in the local community, vocational agriculture teachers should use occupational surveys and local advisory committee involvement when selecting leadership and personal development competencies for inclusion into the curriculum.

What are the implications of this proposal? First, the teacher can readily identify which leadership and personal development competencies are needed to succeed in an agricultural occupation. Once these competencies are identified, they can be incorporated into the curriculum and the FFA program of activities. A procedure can be developed to enhance student mastery of essential competencies.

Secondly, after the competencies are identified by an occupational survey, the advisory committee can be utilized to establish how well the student should be able to perform the competencies and under what conditions the competencies should be performed. This process generates performance objectives. Performance objectives will not only orient a unit of instruction to the demands of the world of work, but also make learning more relevant for the student. Agricultural educators can state precisely to parents, students, administrators, teachers, and agribusiness persons what participation in the FFA can do for each student. Student learning would focus on performance, not simply on the winning of a contest. The problem is that until now, we've had no systematic occupational survey of leadership and personal development competencies needed by vocational agriculture graduates.

THE OCCUPATIONAL SURVEY

The writers conducted an occupational survey in the State of Ohio. A mail questionnaire was sent to 280 agricultural leaders working within agriculture/agribusiness. The agricultural leaders were identified by a random stratified sample of vocational agriculture teachers. Data from the returned questionnaires were analyzed to determine the percent of the agricultural leaders performing each competency and the degree of importance of each competency. An advisory committee of vocational educators was organized to review the list of competencies and determine which leadership and personal development competencies should be included in the curriculum for vocational agriculture. The leadership and personal development competencies selected for inclusion in the vocational agriculture curriculum are presented in Table I.

TABLE I
LEADERSHIP AND PERSONAL DEVELOPMENT
COMPETENCIES SELECTED FOR INCLUSION IN
THE VOCATIONAL AGRICULTURE CURRICULUM

1. Leading Individuals and Groups

- TASKS:
- Follow democratic procedures
 - Keep group progressing toward goals and objectives
 - Demonstrate tact and diplomacy
 - Involve others in group decisions and actions
 - Be consistently dependable
 - Make and substantiate decisions
 - Collect and evaluate necessary information
 - Set meetings, date and place
 - Develop meeting agenda
 - Demonstrate good judgment
 - Provide constructive criticism
 - Inform individuals of these roles and responsibilities

2. Developing Good Work Habits

- TASKS:
- Attend work regularly
 - Complete assigned work to best of one's ability
 - Work cooperatively with others
 - Follow business rules and policies
 - Provide work instructions to others
 - Identify unsafe and inadequate work habits
 - Work under pressure
 - Demonstrate speed and accuracy in work

3. Participating in Social Activities

- TASKS:
- Extend courtesies to others
 - Participate in conversation appropriate for the occasion
 - Meet and greet people
- (Concluded on next page)

CONTINUED AGRICULTURAL WORKERS . . .

- Use proper manners in a restaurant
- Demonstrate correct eating etiquette with various types of food and in various situations
- Dress appropriately for various occasions
- Maintain good posture
- Be punctual for social events

4. Participating in Committees and Groups

- TASKS:
- Serve as a committee chairperson
 - Participate as a committee member
 - Select members for a committee
 - Present a committee report
 - Identify committee objectives
 - Delegate responsibilities to other committee members
 - Give recognition and thanks for work done
 - Serve as an officer
 - Use proper parliamentary procedure
 - Maintain satisfactory group membership

5. Participating in Professional, Business and Civic Organizations

- TASKS:
- Participate as a member of an organization at the local, state and/or national level
 - Assume responsibility for the operation of the organization
 - Identify the principles and purposes of the organization
 - Interpret the constitution and by-laws of the organization
 - Vote on organizational concerns

6. Managing Financial Resources

- TASKS:
- Prepare a personal budget
 - Set financial goals for the future
 - Establish and maintain a satisfactory credit rating
 - Write checks and maintain checkbook register
 - Calculate interest on a savings account
 - Identify the cost of owning a car
 - Identify the value of real estate in the local community

7. Developing Communication Skills

- TASKS:
- Present information to a group
 - Communicate clearly in written form
 - Function as a spokesperson for a group
 - Introduce a speaker at a meeting
 - Participate in conversations and discussions
 - Use correct telephone procedures
 - Write letters correctly when appropriate

8. Developing Citizenship Skills

- TASKS:
- Cooperate with others in group activities
 - Respect national symbols
 - Respect, maintain and improve the environment
 - Stay well informed of state, national and local issues
 - Provide service to the community (i.e., local, state, national)

9. Developing Personal Skills

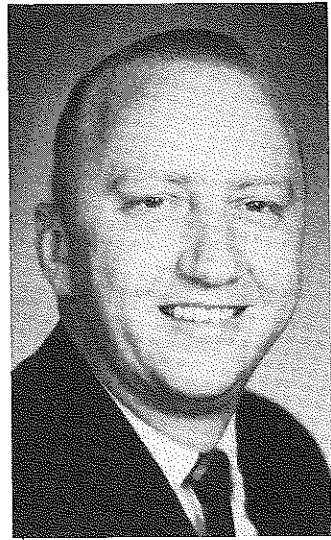
- TASKS:
- Complete a personal inventory of strengths and weaknesses
 - Demonstrate personal integrity
 - Determine future goals (life styles)
 - Maintain a positive attitude
 - Develop self-initiative
 - Manage use of time
 - Respect the rights of others
 - Demonstrate sincerity
 - Demonstrate enthusiasm
 - Develop confidence
 - Exhibit receptiveness to suggestions
 - Demonstrate the ability to work with others
 - Demonstrate patience
 - Exhibit good sportsmanship
 - Be responsible for personal actions

USING SURVEY RESULTS

The leadership and personal development competency inventory is a tool that can be used to shape a curriculum to meet the needs of the student and the local community. However, like any tool, it must not be set aside if it is to be useful. Following is a list of suggestions on how a vocational agriculture teacher can utilize this curriculum development tool:

1. Ascertain whether the competencies reported in the article are being taught in the vocational agriculture program.
2. Develop these statements into performance objectives. More specific skills can be taught as steps to meet the objectives.
3. Utilize the inventory in cooperative vocational education programs in agriculture when developing individual training plans for students.
4. Use the inventory when developing occupational profiles for use in vocational guidance and counseling.
5. Utilize the inventory as a check list when evaluating student learning in vocational agriculture programs.
6. Develop and evaluate the program of activities of the FFA using the inventory as a guideline.
7. Utilize the inventory to inform students, teachers, administrators, and the public precisely what participation in the FFA can do for students.
8. Have the local advisory committee react to the list and suggest the priority which should be placed upon inclusion of each item in the curriculum.

It must be recognized that if vocational educators and those involved in the world of work are to prepare youth for specific occupations, the "total" individual must be developed. The student desiring to enter and advance in the world of work must not only be technically competent, but he must also be competent in areas of leadership and personal development. This challenge can be met by basing the vocational agriculture curriculum and FFA activities on the needs of employers as determined through surveys and input from local advisory committees. ◆◆◆



R. Dean Shippy

Collegiate FFA Chapters Valuable Teaching Tools

by
R. Dean Shippy
Assistant Teacher Educator
in Agriculture
University of Delaware

Agricultural educators have long considered the FFA as an integral part of an effective high school agricultural program. The development of a top-notch local FFA Chapter requires the efforts of a teacher well versed in the operational details and basic philosophy of the FFA organization. Most teacher education programs include a unit on the FFA in their methods courses for prospective teachers. The problem is the limited amount of time available. Also, it is difficult for students to learn the techniques of being an effective FFA advisor without active involvement in an FFA Chapter. One method of teaching FFA advisement to pre-service teachers is to get them involved in an active Collegiate FFA Chapter.

The Need for Collegiate Chapter

In the Spring of 1975, we took a serious look at the high school backgrounds of our agricultural education majors at the University of Delaware. In reviewing their FFA experiences, we found that less than 20 percent were former FFA members. To fill this void in their prior experiences and to make the FFA segment of our methods courses more meaningful, we assisted our agricultural education majors in organizing the University of Delaware Collegiate FFA Chapter.

Chapter Organization

The Collegiate Chapter was officially started in September, 1975, with a total of 40 members. Although the organizational work was the responsibility of the students in our methods courses, all students in the College of Agricultural Sciences were invited to join.

During our first two meetings, considerable time was devoted to developing the Chapter's Constitution and By-Laws and Program of Activities. The students soon learned that starting a new FFA Chapter requires a lot of planning and development work. A real effort was made to have all agricultural education majors involved in the work of one or more committees.

Chapter Activities

The Collegiate Chapter meets one evening each month to conduct official business. In addition, at every meeting a guest speaker is invited to talk on a subject of interest to members. Such topics as farm credit, job interview techniques, and career opportunities in agri-business have been covered. During the 1976-77 academic year, our guest speakers have included the President of the University of Delaware, the Secretary of Agriculture for the State, and the Dean of the College of Agricultural Sciences. The guest speaker idea has worked quite well and serves a useful purpose in stimulating interest in the monthly meetings.

In addition to monthly meetings, the Collegiate Chapter members assist in conducting State FFA Contests by serving as student guides, helping with setup work, and in scoring the contests. This activity gives pre-service teachers an opportunity to learn about the State FFA contests on a first-hand basis.

Other Collegiate FFA activities include trips to nearby farm shows, sponsorship of an annual Ag Day to showcase agriculture to the general community, and participation in the State FFA Convention. The academic year is concluded with an annual Collegiate

FFA banquet completely organized and conducted by the Collegiate FFA members.

The Chapter's activities are supported largely by modest local dues (50¢/member) and periodic baked goods sales held in the student-faculty lounge in the Agricultural College. Here again the members are exposed to the in's and out's of FFA Chapter operations using the time tested "learning-by-doing" concept.

Chapter Growth

During this, the second year of operation, the chapter has grown to 61 members, over half of which are agricultural education majors. Membership is open to all agriculture majors in the College to give the Chapter a broader base of operation. This also serves a useful purpose of introducing non-agricultural education majors to the field of teaching, a subtle method of recruitment.

One of the reasons for the Chapter's growth is its reputation as an active student organization with regularly scheduled activities. The variety of programs gives all members an opportunity to participate in activities of interest to them and to work on committees of their own selection.

Summary

At the University of Delaware, we have found the use of a Collegiate FFA Chapter to be a valuable tool in training vocational agriculture teachers. It gives pre-service teachers necessary first-hand exposure to the FFA and the competencies they will need in advising their own local chapter at the high school level. ◆◆◆

CONTINUED GUEST EDITORIAL — IN-SERVICE NEEDS . . .

SUMMARY

It should be apparent that effective in-service education for agricultural teachers is a complex process involving many people and agencies. The central figure, of course, is the teacher. The teacher's needs must be accurately assessed and all available resources must be mobilized to meet those needs. With program changes coming at such a rapid pace, it may well be that in-service education will require even more specialized resources in the future than will pre-service education, if teachers are to be highly proficient in their work.

The challenge of providing effective and efficient in-service education for all teachers is great. The binder in the process is cooperative effort. Every individual and agency involved must be sensitive to the needs and then work together to meet those needs.

If we mobilize our resources, we can definitely provide appropriate support services for sophisticated programs in agriculture and maintain a cadre of teachers to meet the challenges of the future. ◆◆◆

CONTINUED OVERCOMING CURRICULUM IMPLEMENTATION FEARS

IMPLEMENTATION PACKAGE

Making the unknown known was the theme of an in-service package developed to assist in a major curriculum effort in New York State involving Automotive Mechanics and Office Practice teachers. This package, *Understanding and Implementing the ISSOE* Curriculum*, was designed to address fears associated with curriculum change as identified in this article. This Inservice Package will be utilized during the 1977-78 year to promote a curriculum change in the Agricultural Conservation Program.

The objectives of this inservice program are: 1) to allay fears about proposed curriculum change; 2) to explain the advantages of the ISSOE effort to students, teachers, administrators, and others; 3) to help teachers develop the necessary skills for effective implementation of the ISSOE program and to increase awareness of and utilization of skills teachers currently possess; 4) to serve as a demonstration of the ISSOE approach. These objectives are designed to

answer three questions: 1) Is this change a threat? 2) Why do I want it? 3) How do I do it?

To accomplish these objectives seven modules were developed and utilized as new teachers joined the ISSOE expansion effort. These were developed as mainly self-directed modules. This appeared to be a realistic in-service strategy in assisting Automotive Mechanics and Office Practice teachers to implement a new curriculum. Will it work for Conservation teachers?

Improving the quality of instruction for students is a major concern of teachers. People in leadership roles with responsibility for assisting teachers to implement curriculum change should keep in mind that the major obstacle to change is fear of change. Therefore, developing strategies that allay the "fears of change" are critical in promoting effective curriculum change. ◆◆◆

*Instructional Support System for Occupational Education

CONTINUED LEADER . . .

local high school and collegiate level. He enjoys reading and old time music.

The present director at Southwest Wisconsin Vocational-Technical Institute, Ron Anderson, sums up his feelings of Mick as follows: "As a vocational administrator, I have known many ag teachers over the years. Mick Gundlach stands out as the most out-

standing I have ever worked with. He has the unique ability of working well with all agencies, the university system, other professionals, and students involved in agriculture. He has dedicated his life to vocational agriculture and has enjoyed a most successful career." Mick is presently residing at Montfort, Wisconsin. ◆◆◆

DAIRY CATTLE JUDGING TECHNIQUES, by George Trimberger, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., Second Edition, 1977, 338 pp, \$12.95

This standard text has been revised to include recent trends in dairy cattle judging. Numerous pictures highlight the points of discussion (346 pictures of dairy cattle are featured). The book is based on a practical philosophy of judging. Selection is based on the dairy production influencing traits exhibited by individual animals. Chapter 14, titled "Reasons for Placing Classes," should be very helpful to vocational agriculture teachers who prepare judging teams. This chapter presents a system for organizing and presenting reasons as well as the actual rea-

sons given, by high individuals, at recent national contests. Those who use the 1958 version of this text will be pleased to know that the new edition is available and that it follows the same format as the first edition. Chapters are developed on each important dairy cow body part. These chapters contain (a) a description of the preferred type, (b) a list of common deviations from the ideal, factors affecting the deviations, terminology which describe the deviations and pictures which illustrate each deviation.

This logical yet uncomplicated approach to dairy cattle judging has accounted for the author's success as a collegiate judging team coach. While the author has served as a professor in the Department of Animal Science at Cornell University, he has coached 24 Cornell dairy cattle judging teams.

"Food prices too high— Compared to what?"
The speech by the late Congressman Jerry Litton is available on request in individual copies.
Send request for Form DR 332-73 to:
Merchandising Department
White Farm Equipment Co.
2625 Butterfield Road
Oak Brook, Illinois 60521

Twelve of the 24 Cornell teams have placed among the top three in national competition and seven were winners of the National Intercollegiate. The author has worldwide practical experience which includes judging in 10 national and international shows in the United States and five countries.

The book would make an excellent high school or college text. It is easy to read and understand for beginning students of dairy cattle selection. High school vo ag teachers will find the illustrations quite valuable for preparing students for dairy judging contests.

James W. Legacy
Agricultural Education
Purdue University

STORIES IN PICTURES

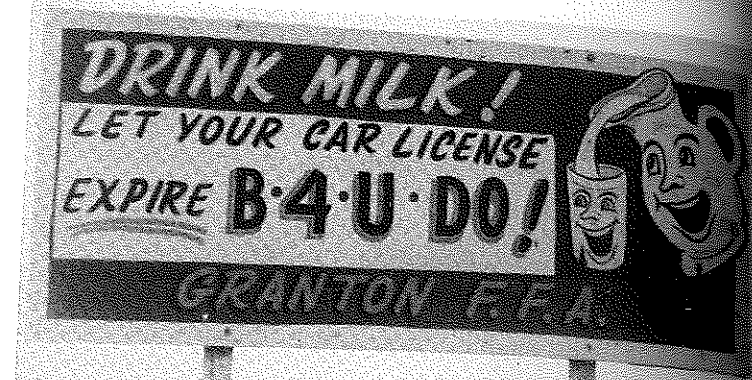
by
Paul
W.
Newlin



Bart Kaderly, past president of the Ohio Young Farmer Association and winner in the young farmer Spokesman for Agriculture contest, assisted the Ohio FFA Association by serving as a judge for the Crop Proficiency applications. Kaderly farms near Galloway, Ohio. (Photo by David McCracken, Ohio State University)



Ray Stemen, vocational agriculture instructor at Fairfield Union, assists Jodi Peacock, Ohio FFA Secretary from Medina, in evaluating one section of the applications for the FFA Degree. Miss Peacock is wearing a sling because of a broken arm. (Photo by David McCracken, Ohio State University)



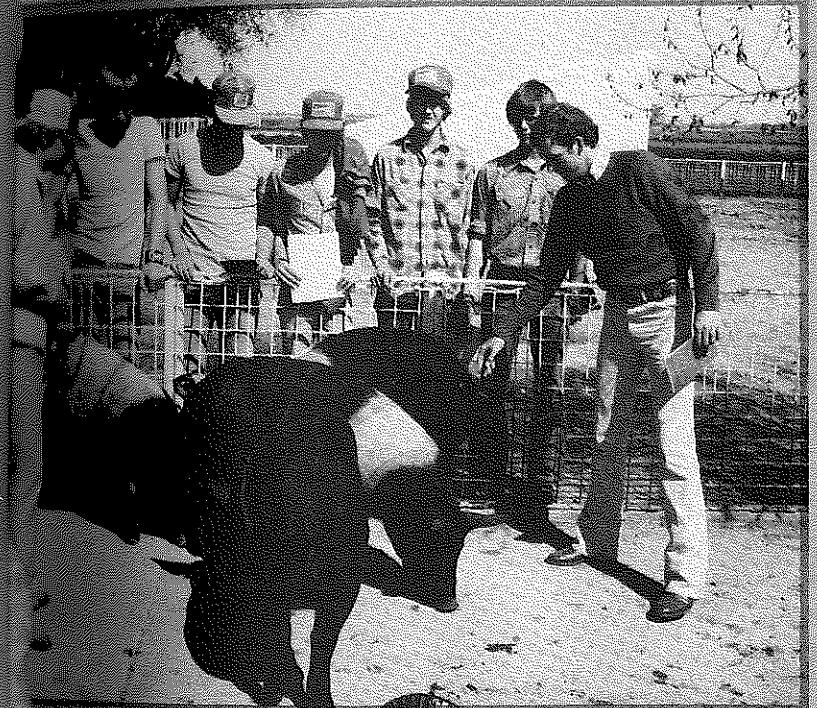
This novel roadsign was designed and erected by the Granton, Wisconsin, Future Farmers of America along a busy highway near their town. It has been featured on area television stations and in daily and weekly newspapers throughout a wide area. Granton is located in a rich agricultural and dairy area of Wisconsin. (Photo courtesy Francis Steiner, Granton)



A committee of FFA officers, vocational agriculture teachers, state supervisors and teacher educators review Ohio applications submitted for the National Chapter Award Program. Left to right are Jim Cummins, state supervisor; Rob Hovis, Ohio FFA Past President; Jim Faust, OVATA vice president; Fred Shuman, teacher educator; Charles Freeman, OVATA President; Mark Sanborn, Ohio FFA President; and Ron Dickerhoof, vocational agriculture teacher. (Photo by David McCracken, Ohio State University)



AG HONOREES — Dr. Gordon M. Cairns (left), Dean of the College of Agriculture at the University of Maryland, congratulates a quartet of award winners following the eleventh annual agriculture alumni fellowship night. Honorees included (left to right): OUTSTANDING SENIOR — J. Robert Frazer of Friendsville (Garrett County), a student in agricultural education; EXCELLENCE IN RESEARCH — Dr. Sashi B. Mohanty of Beltsville (Prince Georges County), professor of veterinary science; EXCELLENCE IN TEACHING — Dr. Douglas T. Hawes* of Greenbelt (Prince Georges County), assistant professor of agronomy (turfgrass); EXCELLENCE IN EXTENSION — Wayne V. Shaff* of Salisbury, an Extension agent in Wicomico County. *(former Yo Ag teachers in Md.) (Photo courtesy Cliff Nelson, Univ of Md.)



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