STORIES IN PICTURES

by
Paul W. Newlin

Top Photo — In a gesture of goodwill, the Oklahoma FFA Alumni presented a flagpole to the Central Oklahoma Christian Camp. Campus director presented this landmark program for officials from across the state. Left to right: Gary Walent, Camp Administrator, and on the right is Lisa Leilander, President Chairman and former FFA teacher. (Photo courtesy FFA Alumni)

Camp Clements, Tennessee’s FFA Camp, sports a $103,000 air-conditioned tent to house campers and staff. (Photo courtesy Kae Mitchell, Nashville)

Camp Clements is located on the banks of the beautiful Cane River, sheltered by the Cumberland Mountains of Tennessee. Here, campers participate in a boat race. (Photo courtesy Kae Mitchell, Nashville)

Bottom Photo — The Seed Springs annual summer tour takes the group students to many interesting agricultural settings. Here they observe a feed processing operation. (Photo courtesy L. Argiropoulos and O. Hamilton, Seed Springs — Related story on page 276)

Agricultural Education
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Facilities — Planning, Maintenance and Improvement
GUEST EDITORIAL

In-service Needs
Greater Than Ever!

Elmer L. Cooper
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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. Similarily, 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 specialists who have not certification requirements by taking pedagogical courses which may not have oriented teachers in the concept of a total production program. In some instances in a teaching position, the individual must rely on in-service activities to correct the deficiency.

4. Not all college have required that prospective teachers have farm or other appropriate experience backgrounds before graduation. Teachers attempting to enter the FFA chapter must fully grasp the fundamentals of agriculture, frustrating if they have not had experience in an FFA chapter or that their teaching careers in a position to teach, even with an established FFA.

5. New developments in the agriculture/agribusiness industry may impede 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 applications 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 dwelt essentially on theory and academic approaches to education to the exclusion of skill development. Consequently, the graduate from such institutions attempts to teach skills which they themselves cannot perform. The outcomes are quite predictable.

(Continued on page 28)
CONTINUED GUEST EDITORIAL — IN-SERVICE NEEDS . . .

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 obstacles 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 maintaining and remaining proficient in their fields.

Another real deterrent 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, it is frequently the case with extension activities, agricultural firm product days, and various other activities such as field days, open houses, and workshop 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.

3. The state supervisory staff must select the cooperation and support of local administrators in order that arrangements can be made for teachers to participate in workshops, college courses, field days, open houses, conferences, and short courses.

4. The state supervisory staff must provide liaison between the total agri-business community, teacher education institutions, governmental agencies, and the general public so as to gain access to all desired systems which can offer in-service benefits to teachers.

5. Teachers should relate their in-service needs and take an active role in planning with supervisors, teacher educators, and meetings in setting these needs.

6. Once in-service activities are planned which reflect expressed needs, teachers should be given the support by participating in those activities. Many potentially valuable in-service opportunities are cancelled because of insufficient turnover for a specific event or for similar activities in the past.

7. Teacher educators must develop viable programs and generate resources in colleges and universities to provide short courses, workshops, conferences, and courses for teachers. These must be offered at times and places convenient for teachers.

8. Teacher educators should generate or purchase curricular materials which maintain a rather consistent file of resources available to local teachers.

9. Teacher educators must constantly seek ways to be of service to teachers to indicate teachers need to the university community.

10. The university must examine real teacher needs and grant credit for those activities which make for better classroom teachers. The skills needed by teachers are generally quite different from those needed by research specialists and the degree programs should be directed accordingly.

(Concluded on page 47)

COMING ISSUES COMING ISSUES COMING ISSUES

SEPTEMBER — Fair, Shows and Contests — Competition, Practice and Motivation

OCTOBER — Preparation for Agricultural Related Occupations — Competency and Quality

NOVEMBER — Multiple Teacher Programs — Patterns and Priorities

DECEMBER — Ornamental Horticulture Occupations — A Growing Field

JANUARY — Agricultural Supplies and Services — Supplying and Sustaining the Nation

FEBRUARY — The FFA — Training Leaders for Agriculture

MARCH — International Education in Agriculture — Serving Our Friends There

APRIL — Serving Adults — Young Farmers, Adult Farmers, Agribusinessmen

MAY — Post-Secondary Education in Agriculture — An Emerging Partner

JUNE — Cooperative Education in Agriculture — The Future Leaders of Us All

JULY — Careers in Agriculture — Summer Employment Opportunities

AUGUST — Teacher Education in Agriculture — Filling the Foundation for Good Teaching

THE AGRICULTURAL EDUCATION MAGAZINE

Keeping Teachers Up-To-Date In Ag Mechanics

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

Kenneth L. Brumfield

One of the most important responsibilities of any teacher training institute 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. Upcoming conferences take place on campus during June and a series of agricultural mechanics classes are offered each semester. In the past, student population distribution in the state, classes must be held at selected locations. Offered cooperatively with the University's Department of Continuing Education, the in-service workshops enable teachers to attain university credit for graduate programs or for recertification. Workshops are held at various locations for one and one-half day duration. Workshop topics are selected from past 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 which reviewed and updated 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 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. How do you find an up-to-date expert in all tractor systems? The answer is your local farm machinery dealer. He is the person who teaches the applicant how to drive the tractor. He is the person who seeks new techniques to increase efficiency and productivity. He is the person who can teach you how to operate your tractor. He can provide this information because he has kept up-to-date with the latest developments in tractor mechanics.

EVALUATION

An evaluation completed by workshop participants indicated that information and activities were timely, informative and were presented in an understandable manner. The most encouraging factor was that participants felt workshop information would be very valuable to them and wanted workshop topics scheduled in the future.

PRESENTATIONS

Workshop presentations of ten hours length were scheduled for Friday evening and all day Saturday. This scheduling arrangement enabled teachers to receive 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 reviewed with commercial video-tape presentations.

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

COMING ISSUES COMING ISSUES COMING ISSUES

AUGUST (1977)
PLANNING THE CONFERENCE

The planning of the annual conference is charged to a planning committee appointed by the State Supervisor of Agricultural Education. This committee includes representatives of different groups of agricultural education 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

CONDUCTING THE CONFERENCE

As presented in Figure 1, the conference is a balancing 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 we need in their 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 program is divided into separate areas 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 workshops sessions are the most devoted to technical information. Areas of technical emphasis parallel the various types of specialty courses taught in Virginia. Examples of the workshops 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 Activites
- Agricultural Machinery Service
- Special Needs
- Power and Electricity Teaching Centers
- Energy Management
- Continuing Education
- Agricultural Business (Concluded on page 34)

TEACHER CONFERENCES BARNE OR BOON?

Arthur P. Ives
Ag. Mechanics Teacher
Glennville Area Education Center
Norfolk, N.Y.

Teachers of agriculture seem to be the most "confounded" 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 our等各种 conferences. We attend an annual ATANY (Association of Teachers of Agriculture of New York) Conference in late June, a full leadership conference in September or October, several sub-district meetings, FFA Conventions-State and National, NYSORA (New York State Occupa-
tion Education Association) and some of its classmates, and National Conventions as well as NIAA. There are in addition to these 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. I think if spending our time and money on teacher's conferences help 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, and it has allowed me to be better fitted, but mostly mottoed by a re-

- August 1977

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 to-"
CONTINUED AG TEACHER CONFERENCES . . .

SPECIAL SECTION

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 committee for beginning teachers that appeared in the program.

Various kinds of longevity groups met, primarily for social activities. Main 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 a reception at a inn, a river cruise on a boat on the materials provided. The New York state supervisor, Lewis Travers, 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, there is provided 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. 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 involves the inclusion of teachers who teach agricultural subjects at community colleges. Other workshops attended 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 programs. 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 and supervisors, and teacher educators meet to make recommendations concerning the committee's area. For example, committees exist for each of the special topics areas. The implementation of the summer institute would be "resolutions" and "the teacher education advisory counsel."

Pennsylvania had been diverging until 1972, California had been active, due to the efforts of Mrs. C. G. Miller. Colorado had an onion 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.
— California had a color guard at the opening session from a nearby Air Force base.
— Arizona had teacher demonstration of technical agriculture subjects.
— Arizona also had some long-range planning for conferences in that a four-year sequence of themes had been chosen. The plan is in a 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 teachers conferences are not new to the small northeastern states, but perhaps state-wide would find a state conference to be unique.
— Georgia had an FFA Alumni Breakfast. ***

COMMERCIAL EXHIBITS

Commercial exhibits are on display dealing with top curriculum materials, and money making projects. Alabama 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 listeners using the scale indicated in Figure 2.

Figure 2

EVALUATION OF CONFERENCE SESSIONS

This program: Circle One

a. Was of great help to me
b. Was motivating to me
c. Was interesting to me
d. Will help me solve problems
e. Was effective

** Strongly Agree, A; Agree, D — Disagree, D; 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 effort in which this summer conference is planned, conducted, and evaluated in Virginia has provided a stronger accountability for the 1977 conference. As a result of the evaluation of all those involved in a result in a conference of great benefit and use to the teachers in Virginia.
In today's world we see in our area of Maine a number of folks fed up with the high cost of living. The grocery bill is one item of living costs that households still have over which they have virtually no 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 areas that they don't use the services. The reason for this is, they don't have the money to use them. We have discovered that there is a need for these services to be made available to people who need them.

The CURRICULUM PROGRAMS Medomak Valley High School is fortunate to have two programs which are curricular in scope. These curricular programs are intended to provide a wide range of opportunities for student growth and development.

The program was designed to meet the needs of the students, the community, and the state. It is intended to provide an opportunity for each student to develop his or her educational potential to the fullest extent possible. The program is designed to prepare students for college, for work, and for life. It is also intended to provide a framework within which the students can develop lifelong learning skills and values.

The program is divided into four main parts: General Education, Vocational Education, Physical Education, and Technical Education. Each part is designed to meet the needs of the students and to provide them with the skills and knowledge necessary to succeed in their future careers.

The General Education part of the program includes courses in English, mathematics, science, social studies, and health. These courses are designed to provide students with a broad base of knowledge and skills that will be useful in all phases of their lives.

The Vocational Education part of the program includes courses in agriculture, business, and other technical fields. These courses are designed to provide students with the skills and knowledge necessary for success in their chosen careers.

The Physical Education part of the program includes courses in physical fitness, sports, and other activities. These courses are designed to provide students with the skills and knowledge necessary for a healthy and active lifestyle.

The Technical Education part of the program includes courses in technical fields such as electrical, mechanical, and computer science. These courses are designed to provide students with the skills and knowledge necessary for success in their chosen careers.

The program is designed to be flexible and responsive to the needs of the students. The courses are offered in a variety of formats to meet the needs of different students. The program is designed to provide a solid foundation for further education and for success in the world of work.

The program is also designed to be responsive to the needs of the community. The program provides opportunities for community service and for the development of community leaders.

The program is designed to be responsive to the needs of the state. The program is designed to provide graduates with the skills and knowledge necessary for success in the state's economy.

The program is designed to be responsive to the needs of the nation. The program is designed to provide graduates with the skills and knowledge necessary for success in the nation's economy.

The program is designed to be responsive to the needs of the world. The program is designed to provide graduates with the skills and knowledge necessary for success in the world's economy.

In summary, the program is designed to meet the needs of the students, the community, and the state. It is designed to prepare students for college, for work, and for life. It is designed to provide a framework within which the students can develop lifelong learning skills and values. It is designed to be flexible and responsive to the needs of the students, the community, and the state. It is designed to be responsive to the needs of the nation and the world.
Overcoming Curriculum Implementation Fears

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

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 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 alleviate 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. First, education has been bypassed by a tremendous number of innovations varying quality and desirability. Teachers are constantly informed by "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 comes along. Can we, then, be blamed for slightly suspecting 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 new program, as well as its origins and rationale, is essential.

A second, specific concern of occupational teachers is that new ways to solve old problems and an increased concern for economic recession; cut-backs in education in particular, have been extensive. Teachers are wary of any new plan that levies 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 program as a whole. This concern must be treated seriously. The program must be equipped with safeguards—a mix of "save-harassed" feature. Teachers and administrators must be made aware that the safeguards exist and are working in which they will function. Full acceptance will not occur unless rational facts 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, 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 solve old problems and new ways to organize their practices to enhance the new curriculum effort. (Concluded on page 47)

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. In addition to this question, the survey conducted by the Department of Agriculture in 1955 revealed that the result was alarming. The 1956 survey results were compared with results from an earlier survey in 1952 which asked the same question. Peterson's findings indicated that a smaller percentage of superintendents in 1956 were favorable toward twelve-week contracts than were those superintendents responding in 1952. In fact, only 25 percent in 1952 and only 20 percent in 1956 indicated that they felt that vocational agriculture instructors worked as hard during the summer months as the school year.

In a Nebraska study of opinions of school administrators regarding various aspects of the vocational agriculture program in 1971, Viera found that 77 percent of the administrators in Class A schools (very large), 39 percent in Class B schools, 54 percent in Class C schools, and 55 percent in Class D schools (small) felt the summer programs of vocational agriculture justified hiring teachers on a twelve-week contract. Viera stated there were more comments given by administrators in the larger schools than were given on any other topic in this study. Many administrators felt that an extended contract of ten months would be of sufficient length. Some administrators felt 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 programs is largely influenced by the enthusiasm and willingness of the vocational agriculture instructors as well as the encouragement given by the school.

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 issues which are normally undertaken during the summer months. A few of these include:

1. Visit supervisory 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. Attend neighboring departments
7. Attend conferences and shows
8. Attend annual state conferences
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 bulletin and other materials
16. Develop and/or review source of study outlines
17. Make necessary community surveys
18. Collect visual aids and other materials for the instructional programs
19. Prepare requests for supplies and equipment
20. Coordinate in any possible way local organization
21. Prepare and arrange the classrooms 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)
Leader in Agricultural Education:

MILLARD "MICK" GUNDLACH

by Wayne Raymond

Mick Gundlach is known as "Mick" by all the former students 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 FFA Farmer on swine farming buildings and has received letters and inquiries from several states. Mick is often sought after for advice in the areas of crop and livestock management and is especially effective with individual on-the-farm instructions.

In knowing and working with Mick the last 10 years, the impression that one wants to leave is that his personality remains the same regardless of the hours and stresses 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 Agriculture from the University of Wisconsin-Plattville, and his master's degree in Education from the University of Iowa.

Wayne Raymond is Chairperson, Agricultural Industrialist, Southern Agricultural University-Technical Institute, Fennimore, Wisconsin.

AUGUST 1977
Agricultural Workers Must Be Competent In Leadership And Personal Development

Michael N. Hampton, Graduate Student
L. H. Newcomb, Asst. Professor
J. David McCracken, Asst. Professor
Ohio State University

Teachers of vocational agriculture have traditionally studied leadership and personal development competencies needed by students to enter and succeed in their careers. But, how well will their students be able to function as leaders and personal development competencies are needed and are necessary for the success of their students? The answer may be found in the classroom. Recent studies have shown that students who have received a certain amount of leadership training are more likely to succeed in their careers. However, how can students be taught to develop these skills? This paper will discuss the importance of leadership and personal development competencies in the classroom. We will also discuss some possible methods for teaching these skills.

THE OCCUPATIONAL SURVEY

The results of an occupational survey, conducted by the U.S. Department of Agriculture, indicate that the majority of agricultural leaders today are college graduates. The survey also found that the most important qualities of an effective leader are honesty, integrity, and a sense of responsibility. It was concluded that these qualities are best developed through experience in the classroom and on the job.

Most universities now agree that the agricultural curriculum should be designed to meet the needs of students who want to enter the business of leadership. Many universities offer courses in leadership and personal development that prepare students to become leaders in the agricultural community. These courses teach students the skills necessary to lead others, make decisions, and communicate effectively.

The criteria established for the selection of leadership and personal development competencies included in the curriculum are commonly related to the existence of a leader, the leader's role in decision-making, and the leader's ability to influence others. A leader who can make decisions, influence others, and communicate effectively will be highly effective in the classroom and on the job.

What are the implications of this approach? First, the teacher can easily identify which leadership and personal development competencies are needed to succeed in an agricultural career. These competencies can then be incorporated into the curriculum and the teaching methods can be developed to enhance student mastery of these competencies.

Second, after the competencies are identified, an occupational survey can be conducted to determine the future needs of agricultural leaders. This survey will help ensure that the students are being prepared to meet the demands of the agricultural community.

The agriculture curriculum is currently changing to meet the needs of the agricultural community. These changes are necessary to ensure that students are prepared to enter the workforce as leaders in the agricultural community.

The Agricultural Education Magazine

Table 1: Leading 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 implement decisions
- Collect and evaluate necessary information
- Select, evaluate, and place
- Meeting materials
- Make difficult decisions
- Perform creative strategies
- Insure individual's roles and responsibilities

2. Developing Good Work Habits

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

3. Participating in Social Activities

Tasks: Be friendly to others
- Participate in community appropriate for the occasion
- Meet new people

Continued

Continued

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

Tasks: Serve a committee chairperson
- Serve on a committee
- Select members for a committee
- Serve on a committee
- Identify committee objectives
- Develop and conduct a meeting
- Present a report
- Delegate responsibilities to other committee members
- Give recommendations and thanks for work done
- Serve as an officer
- Write proper parliamentary procedure
- Minimum standards

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
- Write notes on organizational concerns

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
- Make a deposit on a savings account
- Identify the cost of owning a car
- Identify the value of real estate in the local community

Tasks: Present information to a group
- Communicate clearly in written form
- Prepare oral presentations for a group
- Introduce a speaker at a meeting
- Participate in conversations and discussions
- Write appropriate letters
- Write letters correctly when appropriate

Governing a Group

Tasks: Cooperate with others in group activities
- Respect the rules and symbols
- Respect, maintain, and improve the environment
- Provide service to the community
- Select well-informed State, National, and Local issues

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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 used as a substitute for a useful tool. Following is a list of suggestions on how to develop an agricultural education program that can be used to develop a curriculum development tool:

1. Ensure that the competencies reported in the article are being taught in the agricultural education 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 educational programs in agriculture when developing individual training plans for students.

4. Use the inventory when developing educational programs for use in the elementary school.

5. Utilize the inventory as a check list when evaluating student learning in agricultural education programs.

6. Develop and evaluate the program of activities of the FFA using the inventory as a guide.

7. Utilize the inventory to inform students, teachers, administrators, and the public about what participation in the FFA can do for students.

8. Have the students perform these tasks and suggest the priority which should be placed upon inclusion of each item in the curriculum.

In summary, it must be recognized that when used as a tool, 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 well rounded in leadership and personal development. This challenge can be met by using the occupational survey and FFA activities on the needs of employers as determined through surveys and input from local advisory committees.
College FFA Chapters

Valuable Teaching Tools

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

College FFA Chapters

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 four of seven had not been FFA members. We felt this was a serious problem. It is not the fault of our former FFA members. To fill this void in their prior experiences and to make them FFA members, we launched a program to attract new members. We offered our agricultural education majors in our University of Delaware Collegiate FFA Chapter.

Chapter Organization

The Collegiate Chapter was officially established 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 agriculture 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 agriculture have been covered. During the 1975-76 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 Conventions by serving as hospitality centers, helping with the setup work, and in scoring the contests. This activity gives pre-service teachers an opportunity to participate in activities of interest to them and to work on committees of their own selection.

Summary

The University of Delaware, in conjunction with the Delaware State Department of Public Instruction, has established the state's first FFA chapter. The university chapter is an outgrowth of the state's Agriscience CDE program, which has been in operation since 1970. The chapter is open to all students majoring in agriculture and will provide an opportunity for senior high school students to participate in the leadership activities of the FFA.


Standard text has been revised to include recent trends in poultry judging. Numerous pictures highlight the points discussed in the text. The daily production influencing traits emphasized include: body weight, feed conversion, and percentages. The text is based on a practical approach, and is written in a manner which illustrates each step in the daily production influencing traits. This book, therefore, is well suited for poultry judging. This book is a must for anyone interested in poultry judging or those who wish to improve their ability to participate in this activity.

"Food prices too high—Compared to what?" The speech by the late Congressman Harry C. Phipps of Wisconsin, a three-time re-elected member of the House of Representatives, is available in full on request in individual copies. Send request for Form DR 72-73 to: President of the American Farm Bureau Federation, White Farm Equipment Co., 2025 Butterfield Road, Oak Brook, Illinois 60523.


This book would make an excellent high school or college text. It is easy to read and understand for beginners and experienced judges alike. The book is well written and is a must for anyone interested in dairy cattle judging. This book contains a wealth of information on various aspects of dairy cattle judging, including the anatomy of the dairy cow, dairy cow breeds, dairy cow selection, and dairy cow evaluation. The book is well organized and easy to read, and is an excellent resource for anyone interested in dairy cattle judging.

12 of the 24 Connell teams have been placed among the top five in national and state tournaments. The team of Connell High School, which won the national championship in 1973, is one of these teams. The national championship was awarded to the Connell High School team on the basis of their performance at the national competition.

This logical yet uncomplicated approach to dairy cattle judging provides a broad overview of the subject, including the anatomy of the dairy cow, dairy cow breeds, dairy cow selection, and dairy cow evaluation. The book is well written and is a must for anyone interested in dairy cattle judging. This book is a must for anyone interested in dairy cattle judging or those who wish to improve their ability to participate in this activity.
Stories in Pictures

by Paul W. Newlin

This novel roadside display was designed and erected by the Greater 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. Greater is located in a rich agricultural and dairy area of Wisconsin. (Photo courtesy Press & Standard, Greater)

A committee of FFA officers, vocational agriculture teachers, state supervisors and teachers educators review Ohio applications submitted for the National Chapter Award Program. Left to right are: Jim Collins, state officer; Fred Shumate, state adviser; Charles Freeman, OCVRA President; and Keith McCook, vocational agriculture teacher. (Photo by David McCook, Ohio State University)

AG Honorees — Dr. Gordon M. Criner (left), Dean of the College of Agriculture at the University of Maryland, congratulates a quartet of award winners following the awards dinner. Honorees included: (left to right): OUTSTANDING SENIOR — J. Robert Feistline, Easton County; a student in vocational education — BRIEFS (BRIEFS-County), professor of veterinary science — EXCELLENCE IN RESEARCH — Charles T. Halsey of Brown County; excellence in agriculture (alumni)- EXCELLENCE IN EXTENSION — Martin J. Stanley of Sibley County, an Extension agent in Wisconsin County; "former To Ag leader" in Med. (Photo courtesy CERF Nelson, Union of AVMA)

Ray Stone, vocational agriculture instructor at Fairfield Union, visits with Paul Pleetner, Ohio FFA Secretary from Medina, in evaluating one section of the activity for the FFA Degree. Miss Pleetner is wearing a scarf because of a broken arm. (Photo by David McCook, Ohio State University)