STORIES IN PICTURES

by
Paul
W.
Newlin

Reddy Schmidt, Natural Resource Instructor at Upper Valley Joint Vocational School, Peru, Ohio, oversees Joe Glescum, a student from Bradford, as he operates a chain saw. The class was studying Forest Stand Improvement in both the classroom and laboratory. (Photo courtesy David McCracken, Ohio State University)

Mr. James Puckett exercises a group of students preparing a seed bed on the school farm at Naruna, Va. The school farm is an excellent facility to aid in training by doing. (Photo courtesy James Puckett, Naruna — related story p. 10)

The pivot hoist, overhead doors, welder, metal shears (on sides of hoist barn) and other equipment in the agricultural mechanics shop at Diamond, Mo., add to its usefulness as a facility. (Photo courtesy G. W. Hanby, Missouri State Dept. — related story p. 12)

Mr. Bill Greer, vo ag instructor at Diamond, Mo., looks over some plants inside the greenhouse, which was added to the farm mechanics shop for use in the plant science program. (Photo courtesy G. W. Hanby)
GUEST EDITORIAL

In-service Needs
Greater Than Ever!

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

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 "gear the squeaky wheel" to quickly close the gap between a teacher's preparation deficiency and the local program needs as a novice teacher is hired.

Elmer L. Cooper

REASONS FOR INCREASING IN-SERVICE NEEDS

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 educational profession recognize 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 service or other careers and have certification requirements by taking pedagogical courses which may not have oriented teachers in the concept of a total agricultural 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 solve FFA's problems first find the assignment very frustrating if they have not had experience in an FFA chapter or start their teaching careers in a multi-topic department with an established FFA.

5. New developments in the agriculture/agribusiness industry may impose the need for a teacher to offer special training programs which require new teacher expertise. Some examples are hunters safety, tractor operator licensing, and pesticide applicator training.

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 these institutions attempt 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 various obstacles to effective in-service education. 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, repetitiveness of previous course work, or skill-oriented. Yet, such offerings are frequently acclaimed by teachers as being the most useful in becoming 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, 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 can be offered:

1. The state supervisory staff should provide leadership in assessing in-service needs, locating agencies or persons to provide necessary services, and in working out appropriate funding procedures.

2. Teachers should use their professional organizations as mechanisms to identify immediate in-service needs.

3. The university should examine its own 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 different for the two groups.

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

COMING ISSUES COMING ISSUES COMING ISSUES

SEPTEMBER — Fein, Show and Contests — Competition, Practice and Motivation

OCTOBER — Preparation for Agricultural Re- Search, and Forestry Occupations

NOVEMBER — Multipurpose 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 Here and Here

APRIL — Adult Education — Young Farmers, Retired Farmers, Agriculture Alumnae

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 — Serving the Foundation for Good Teaching

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THE AGRICULTURAL EDUCATION MAGAZINE

KEEPING TEACHERS UP-TO-DATE IN AG MECHANICS

by Kenneth L. Brumfield

November 1981

Department of Agricultural & Industrial Education
Montana State University, Bozeman

One of the most important responsibilities of any teacher training institution is to keep teachers up to date on the latest developments 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 inservice program. As regularly scheduled events, the Agri-cultural 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 in winter to update teachers on new distances and population distribution in the state, classes must be held at selected locations. Offered cooperatively with the University’s Department of Continuing Education, in order to workshops enable teachers to gain university credit for graduate programs or for recertification. Workshops are held at various locations for one or one and one-half day 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:

- Engine types and efficiency
- Air induction systems
- Tractor cooling systems
- Transmission Tractor
- Tractor fuel systems
- Tractor electrical systems
- Tractor drive trains
- Tractor hydraulics

WORKSHOP PLANNING

With agriculture, and specifically the area of mechanics, changing as 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 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 meet 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 activities were scheduled which in 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 97)
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 opportunity 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 interest include the various types of specialty courses taught in Virginia. Examples of the workshop areas held this year 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.

Teachers of agriculture seem to be the most "concerned" of any group of teachers I know. In our Center, we take some good natured kidding about the time of day 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, FFA Conventions-State and National, NYSOEA (New York State Occupational Education Association) and several state conventions as well.

In addition to these we might be involved with in our teacher's unions. What do we do for this expenditure of time and money? Usually means some time away from classroom duties, and generally it is felt that the money is worth it because they benefit from the time and money on the job.

REVENUES: How can this benefit us and in turn our students? I think we have to look at it in several different ways, one of which is that we gain something by spending our time and money on teacher's conferences helps meet the state's need for modern teachers. I look upon this as a way of giving the state that money they have made available to us for improving our education system. We have half-day sessions set aside for our use. This may be for speakers, forums, topics, demonstrations, or whatever the teachers in that area feel they need. In addition, we have another half day per year 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 while 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 women. It makes my job easier because she understands that I work so well at conferences.

SUMMARY: In adding it all up, am I 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 development, less easily measured, but may be as important as the attitude change experienced and change 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 colleagues 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.
What could one learn if he had 37 state ag teacher conference programs from the year 1976 spread out in front of him?

Martin B. McMillon
Teacher Education
Virginia Polytechnic Institute and S.U.

Much learned and the information was more complete, interesting, and detailed if it had been collected by a questionnaire. In addition to such trivial information as the number of red, white, and blue programs used in the biennial year and the number of program attendance workshops which were held in conjunction with the 1976 conferences, information concerning the following more useful questions was obtained:

- Which states have all-vocational conferences and which states have a separate ag teacher conference?
- Are the conferences held mostly at land-grant colleges, convention hotels, technical colleges, or FFA camps and resorts?
- How many states have technical agriculture workshops in conjunction with the conferences?
- Are the conferences which are held at land-grant colleges more likely to have technical agriculture workshops as part of the conference?
- How long do the conferences last, and are the total vocation conferences longer?
- How many states have special sections for post-secondary or full-time adult teachers?
- What is the extent to which special programs and activities are planned for women (mature women, first year teachers, or for other groups)?

- What are some of the unique things that states are doing at the conferences?

ALL-VOCATIONAL CONFERENCES

A few years ago there was a threat to the funding of separate ag teacher conferences in some states. There were even fears that ag teacher association business meetings and activities would have to be conducted at night or on Saturdays. The conference programs showed that parts of the association business meetings and activities were being held during the regular weekday and weekenekd in all the states.

The length in days reported here and in the accompanying table for more information. Separate ag teacher conferences were held in twenty-five states and to that could be added the New England states which have joint ag teacher conferences. Several states held their 50th conference in 1976 and New York held its 5th conference in 1976.

TECH AG WORKSHOPS

It is believed that technical agriculture workshops as a part of ag teacher conferences have increased in recent years. Twenty-eight out of 37 reporting states held technical agriculture workshops and in conjunction with the conference. Twenty-two out of 25 states (88 percent) that had separate conferences also held technical workshops. However, seventeen out of 12 states that had all-vocational conferences had workshops. From this evidence, it would not be concluded that technical ag workshops were restricted by the all-vocational conference. Evidence was that technical agriculture workshops took place more often when the conferences were held on land-grant college campuses. Fourteen out of 15 states that had conferences on land-grant colleges had tech ag workshops while 13 out of 22 conferences at places other than land-grant colleges had tech ag workshops. Two of these thirteen were Ohio and Nebraska that met at two-year ag schools.

Some of the states even used "workshops" to designate the total event. Pennsylvania used the term "In-service Ag Ed. Teacher Training Week," Washington used "Teacher Training Conference and Workshop" as the designation for the event.

- A couple of states put all of the workshop activities at the end of the conference. Iowa had the workshops on the last full day and made them optional. Minnesota was the other state that had a full day of workshops on the last day.

LENGTH OF CONFERENCES AND ROTATION

The length and location of the 1976 conferences and the planned length and location of the 1977 conferences were available. The planned 1977 conference dates and places were obtained from information given to the NVATA. The length in days reported here and in the accompanying table for more information. Separate ag teacher conferences were held in twenty-five states and to that could be added the New England states which have joint ag teacher conferences. Several states held their 50th conference in 1976 and New York held its 5th conference in 1976.

(August 1977)
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, Wisconsin, 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 100-year club, the quarter century club, and so forth were common.

SOCIAL ACTIVITIES
A large variation in the amount of social and recreational activities was evident from the programs. New York had its conference social on the river boat 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 teachers with service awards and certificates of merit. 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 with educational and community programs. While these activities attend some meetings with the vocational agriculture teachers, provision is also made for them to meet individually in 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.

CONCLUSION
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, each of the specialty sections had options areas, and further examples of committee titles would be “in-service” and “the teacher education advisory counsel.” Pennsylvania had dancing until 1 a.m. California had seen activities, kidde tours, and circus making for wives. Colorado had an oyster fry (by invitation only). Texas had a program committee to help the education in the teacher’s program. The program committee was a “good thing.”

THE AGRICULTURAL EDUCATION MAGAZINE

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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 grower 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 areas and 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 as its primary aim the production of food from the home garden. Secondary aims include: houseplant production, food storage facilities, lawn care, pick your own operation, and landscaping. Chemical and fertility and organic methods are discussed and compared.

The second program, the resource, conservation and development course, covers such things as woodland management, Christmas tree plantations management, wise use of natural resources, forest fire suppression, orchard, beekeeping and erosion 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 with one in a very casual manner. 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 Ainsworth's Nursery. This was arranged by the extension agent for the Cooperative Extension Service in connection with Maplewood Poultry Company, a large producer-grower-picker of broilers. We covered the industry from egg laying, to hatching, to growing, to processing plant.

We also visited an egg packing plant. The week was ended with a chicken barbecue where participants received instruction in barbecuing chicken and planning and preparing for barbecuing.

SUMMARY
Many left the week feeling we had only scratched the surface of the many general agricultural and natural 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 many opportunities that our State's University Extension 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 kids interested in the right direction, a little imagination and a willingness to work at putting it all together.
Overcoming Curriculum Implementation Fears

by Alan R. Edell, Senior Research Associate
Institute for Research and Development
in Vocational 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 vocational 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 a new curriculum is a "change." Although we do not always use the word "change," it is the underlying problem in any implementa-

tion 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 familiar 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, vocational educators have two very specific reasons for concern. First, the problem of implementation has reached the 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 is 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 as quickly rejected when something else comes along. Can we, then, be surprised that teachers are slightly suspic-

ious 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 vocational 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-harmanes" feature. Teachers 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 secure implementation? Will changes be as drastic simply because it does not pose a threat? No. Removing the risks is necessary but not sufficient. It must 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 the new skills and new approaches. Teachers must be shown new ways to use their skills and new ways to organize their practices to enhance the new curriculum effort.

Is Your Summer Program SHOWING? It Needs To!

by Allen G. Eilseth
Teacher Educator
University of Nebraska

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 of the trends toward vocational agricul-
ture was given to Minnesota school superintendents. The majority of the survey questions related to summer programs; the results are alarming. The 1964 survey results were com-
pared with those from an earlier survey in 1952 which asked the same questions. Peterson's findings indicated that a smaller percentage of superintendents in 1952 were favorable toward twelve-month contracts than were those superintendents responding in 1952. In fact, only 23 percent in 1952 and only 20 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, Viterina found that 47 percent of the administrati-

tors 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 instructors as justified teaching on a twelve-

month contract. Viterina stated there were more comments given by administrators about summer programs than they were given for 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 generally influenced by the enthusiasm and willingness of the vocational agriculture instructors as well as the encourage-
ment provided by the school. 2

THE PRESENT SITUATION

In regard to extended contracts, active vocational agricul-
ture 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 groups
4. Keep community informed
5. Attend assistance sessions on a priority basis
6. Visit neighboring departments
7. Attended and participate in fairs 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 depart-

mental activities and accomplishments
14. Prepare articles for the local newspapers
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 insti-
tutional program
19. Prepare requests for supplies and equipment
20. Operate in any way possible with local organiza-
tions
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 adminis-

trators with regard to summer vocational agriculture pro-

grams, the following ideas might be suggested to the voca-

tional 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

Mullard 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 in today's modern farms 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 individuals on-the-farm instruction.

In knowing and working with Mick the last 18 years, the impression that he wants 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 in 1956.

While in school, he served as president of the collegiate FFA and made "Who's Who in American Colleges and Universities" in 1959. He taught high school vocational agriculture in Wisconsin at LaCrosse, Sun Prairie and Iowa Grant. His FFA Chapter at Iowa Grant was several times winner of the state outstanding chapter exhibit at the Southern Wisconsin Junior Livestock Show. He has been employed at Southwest Vocational Technical Institute, Peninsula, 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 is an active member of the National Vocational Agriculture Teachers Association and was elected as president of this organization.

Some of the honors and awards bestowed upon Gundlach are: Honorary State Farmer-Wisconsin FFA Association; Distinguished Service Award-Wisconsin FFA Association; Outstanding Leader Award-WWAVAI; Outstanding Ag Alumni- UW-Platteville; AIO Award 1973; Various 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; Wisconsin Agricultural Instructor; Honorary Member- Sigma Tau Alpha; Distinguished Alumni Award-UW-Platteville.

Gundlach was married in 1959 to Wilma Rabin. They have three sons, two daughters and six grandchildren.

One of the oldest farmers, Larry and Robert, are employed by Oscar Mayer in Madison, Wisconsin, and in Philadelphia, Pennsylvania, respectively. The youngest, David, is a student at the University of Wisconsin-Platteville. The two daughters, Mary and Betty, 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 which is a valuable asset to agriculture in this field of agriculture.

Mick's hobbies include livestock judging, in which he has received significant awards at the Wisconsin Beef Fair, Junior Division and Steers; Wisconsin State Fair, Junior Steer 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 University of Wisconsin.
THE OCCUPATIONAL SURVEY

The work of conducting an occupational survey in the State of Ohio. A mail questionnaire was sent to 230 agricultural leaders working within agriculture/Agribusiness. The agricultural/Agribusiness leader was identified by randomized sample of vocational agricultural 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 AGRICULTURAL CURRICULUM

1. Leading Individuals and Groups
   TASKS: Follow democratic procedures
   - Keep group progressing toward goals and objectives
   - Demonstrate trust and diplomacy
   - Involve others in group decisions and actions
   - Be consistently dependable
   - Make and substantiate decisions
   - Collect and evaluate necessary information
   - Set group goals and plans
   - Develop meeting agendas
   - Demonstrate good judgment
   - Provide written instructions to others
   - Inform individuals of their roles and responsibilities

2. Developing Good Work Habits
   TASKS: Attend work regularly
   - 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: Earnest courteous in work
   - Participate in conversation appropriate for the occasion
   - Meet and greet people

CONTINUED AGRICULTURAL WORKERS...

- Use proper manners in a restaurant
- Demonstrate professional etiquette with various types of food and in various situations
- 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
   - Prepare 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
   - 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
   - Reestablish and maintain a satisfactory credit rating
   - Work stocks and maintain checkbook register
   - Calculate interest on a savings account
   - 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
   - Participate in leadership 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, maintain and improve the environment
   - Serve on an informed state, national and local committee
   - Provide service to the community

9. Developing Personal Skills
   TASKS: Complete a personal inventory of strengths and weaknesses
   - Demonstrate personal integrity
   - Demonstrate future goals (life styles)
   - Maintain a positive attitude
   - Develop self-confidence
   - Manage use of time
   - Respect the rights of others
   - Demonstrate self-control
   - Demonstrate enthusiasm
   - Develop dependability
   - Exhibit good citizenship
   - 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 leadership in occupational 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.
Collegiate FFA Chapters
Valuable Teaching Tools

By R. Dean Slippy
Assistant Teacher Educator
In Agriculture
University of Delaware

During our first two meetings, considerable time was devoted to developing the Chapter's Constitution, the 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 every 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 among the membership.

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 regular 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 preparing vocational agriculture teachers. It gives pre-service teachers practical teaching experience in vocational agriculture classes. The chapter's activities also help to keep the chapter's members abreast of current developments in dairy production. The number of activities, the enthusiasm of the participating membership, and the fact that the chapter meets every month, means the chapter is a very valuable and worthwhile activity for the College of Agricultural Sciences.

CONTINUED GUEST EDITORIAL — IN SERVICE NEEDS...

SUMMARY
It should be apparent that effective in-service education for agricultural teachers is a continuing 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 than will preservice education, if teachers are to be highly proficient in their work.

CONTINUED OVERCOMING CURRICULUM IMPLEMENTATION FEARS
IMPLEMENTATION PACKAGE
Making sure everyone knows 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 by teachers and principals in the 1977-78 year to promote a curriculum change in the Agricultural Conservation Program.
The objectives of this in-service program are: to help alleviate fears about proposed curriculum change; to explain the advantages of the ISSOE approach to students, teachers, administrators, and other professionals; to develop the necessary skills for effective implementation of the ISSOE program, and to increase awareness of and utilization of skills taught in ISSOE. It will 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 modified, self-directed modules. This appeared as a realistic in-service strategy in meeting Automotive Mechanics and Office Practice teachers' need for new curriculum. Will it work for Conservation teachers?

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

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

*Innovative Support System for Occupational Education


This standard test has been revised to include criteria for judging dairy cattle. Numerous pictures highlight the points of discussion. An index of all breeds of dairy cattle are included. This book, based on a practical judging experience, will be a useful tool for anyone involved in the dairy production reformingtrits such as judges. The new edition of Chapter 14, titled "Reason for Platz Classes," should be very helpful to vocational agriculture teachers who prepare judging classes. This chapter presents a system for organizing and presenting a series of the actual exam given, by high individuals, at recent national contests. Those who use the 1965 version of this text should realize that the new edition is available and that it contains the first edition. The contest procedures and major changes are developed on each important dairy cow body part. Each chapter contains an attempt to describe the deviations from the ideal, the factors affecting the deviation, photography which illustrates the deviations and pictures of the deviations. This logical yet uncomplicated approach to dairy cattle judging has been used in the college and department of Animal Science at Cornell University. The book is based on the practical experience of Dr. L. John Tritch, a professor in the Department of Animal Science at Cornell University, he has coached 24 dairy cattle judging teams.

Food prices too high—Compared to what?
The speech by the late Congressman James E. Leeon is available on request. Send request for Form DR 332-73 to: Marketing Department, Whole Food Equipment Co., 3765 Betterfield Road, Culver, Michigan 49021

Twenty of the 24 Cornell teams have placed among the top three in national contests this fall to place Cornell among the National Intercollegiate. The author has world-class experience in dairy judging in 17 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 judging techniques. High school or university students will find the illustrations quite valuable for understanding students for dairy judging events.

J. James W. Legere
Agricultural Education
Pardee University
STORIES IN PICTURES

by Paul W. Newlin

This novel roadside was designed and erected by the Granum, 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 the state and country, Granum is located in a rich agricultural and dairy area of Wisconsin. (Photo courtesy of Francis Steiner, Granum)

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: Jerry Harmon, state supervisor; Bob Norby, Ohio FFA Past President; Jim Foust, CVFFA vice president; Fred Shuman, teacher educator; Charles Freeman, CVFFA President; Mark Sather, Ohio FFA President; and Rich Ederich, vocational agriculture teacher. (Photo by David McCracken, Ohio State University)

Dr. Gordon M. Calus (left), Dean of the College of Agriculture at the University of Maryland, congratulates a group of senior winners following the thirteenth annual agriculture alumni fellowship night. Honorees included: Ben H. Johnson, president of the Farm Bureau Federation; Robert C. Ferguson, president of the University of Maryland; and Russell W. Miller, president of the National FFA Organization. (Photo by David McCracken, Ohio State University)

AG HONOREES — Dr. Gordon M. Calus (left), Dean of the College of Agriculture at the University of Maryland, congratulates a group of senior winners following the thirteenth annual agriculture alumni fellowship night. Honorees included: Ben H. Johnson, president of the Farm Bureau Federation; Robert C. Ferguson, president of the University of Maryland; and Russell W. Miller, president of the National FFA Organization. (Photo by David McCracken, Ohio State University)