Promoting Integrity in Students and Instructors
Promoting Integrity Through the Profession

Responsibility of the Profession

As the profession of agricultural education has matured during the past century, its scope and responsibilities have significantly expanded. Originally, our profession had a reasonably simple focus: "to train boys for entry to the farming industry." (National Council for Agricultural Education, 1990). That initial course of study in agricultural education appeared to be mostly heavily laden with efforts aimed towards acquiring and applying relevant production practices. Yet, the scope of the profession today, although still addressing these initial goals, has become more complex. The exponential increase in the knowledge of agricultural sciences has been complemented with deeper understandings of how students learn, develop reputations, and become successful. Student success is now defined more broadly in terms of feelings, beliefs, and a sense of integrity. Honesty, responsibility, sincerity, and conscience are regularly recognized as salient features in a successful graduate. What is the role, then, of our profession in developing these particular elements of student success?

Without a doubt, the concept of promoting integrity in our students is at best, challenging. As educators, we recognize that our student's will function in a professional and social climate in which expectations for their conduct and judgment will most certainly exist, yet, these expectations may very well be vaguely communicated and understood...vaguely or perhaps even not at all. Instruction also generally recognizes that one's objectivity to integrity as an instructional topic is that it is not concrete or easily measured, and that it is subject to criticism from others. Often, it is not perceived to be a "safe" topic. One's vulnerability as an instructor is much heightened when beliefs about ethics and integrity are shared openly.

Prescribing the Theme of Integrity

Fortunately, the contributing authors to this issue of The Agricultural Education Magazine have risen to this challenge of defining and prescribing the responsibility of the profession in promoting integrity. As is evidenced in their writings, authors were selected for this theme based on their passion for the subject. They represent a myriad of unique educational roles: an elementary principal, preservice agricultural education students, experienced secondary teachers, extension specialists, and university professors. The insights of these authors help to weave together the threads of this complex "fabric" into a series of scholarly understandings and useful recommendations.

Instructional Strategies and Opportunities

Becke (1993) described integrity as an "abstraction" (an abstract concept). Most Agricultural Educators would probably concur. We tend to know integrity when we "see it," or especially when it is "not there." How, then, do we foster this important, but elusive, virtue in our students? The authors were unanimous in their belief that the best instruction occurs through the regular occurrence of appropriate behaviors and actions by teachers (modeling). Students cannot develop a sensitivity for integrity if it is not regularly displayed by adults and student peers. In working with BAH, a teacher's response to situations involving unethical practices in fitting and showing livestock will be scrutinized and "measured" by students. During FFA judging competitions, the teacher's encouragement of "fair play" will equally be recalled. In the instructional setting of the classroom and laboratory, the teacher's regard for copyright infringement will, no doubt, be noticed by students. Finally, the teacher's actions toward others who are different in culture, race, and gender will be noticed by students and will influence standards of behavior for those students in attendance.

The use of guest speakers is also an appropriate instructional strategy for students to examine how professionals confront and resolve ethical situations. Dr. Field (1995) stated that, "the opportunity to learn from role models about the process of making choices, using power, and interacting with those who express different perspectives can be a powerful educational experience for teachers and students alike."

Appropriate behavior and responses can be experienced and practiced by students through
Fostering Integrity

BY TOM FIELD
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I t is my own struggle to articulate ideas rela-
tive to promoting integrity in students and
instructors is reflective of others in our pro-
fession, then it would be accurate to as-
cume that this topic creates a fair bit of uneasiness in the
educational system. The trouble with dis-
cussions about ethics is that they are neither
concrete, objectively measured, or "safe." Integrity is more than doing the right thing, and it is certainly a complex issue when taken in the
context of the multitudes of interactions, decisions, and judgment calls an individual makes a lifetime.

Integrity is the degree to which individuals
lead their lives in accordance with a set of prin-
ciples and values. Principles are different than
values, and those differences are critical to the formulation of curricular experiences that
relate to integrity. Values may well be doc-
trine-specific, and therefore, are subject to change. Principles, on the other hand, are funda-
mentals that have universal application (Covey, 1991).

Educators may, indeed, face considerable
criticism if classrooms are turned into vehicles
by which the singular doctrine is forced on stu-
dents. However, dealing with principles such as
honesty, fairness, teamwork, accountability,
self-discipline, trust, and service to others
should not be omitted in as much as these con-
cepts are generally agreed to be of importance.

This decade will be remembered as a time when
educators, students, and society grappled with
the challenge of defining the role and mis-
ion of education in an era of demographic and social change. Discussions about integrity and values have the potential to erode due to the
variety of perceptions about "right and wrong"
as well as the continuing debate as to the legiti-
macy of discussing these issues within the aca-
demic setting. Nonetheless, educators cannot
ignore the need to provide a forum for dialogue
relative to values, choices, ethical considera-
tions in decision making and technology utili-
ization, and a sensitivity to the diverse per-
spectives that surround discussion about what
should or shouldn't direct an individual's pur-
suit of achievement.

Our graduates will interact in a professional
and social community where the standards of
deal. While many continue to live their lives in
accordance with the ideal of fair play, there are
many examples of business decisions made with
out integrity.

Despite the fact that agricultural trade tends to
occur on a commodity basis, it is increasingly
imperative to be defined, understood, and communicate
with consumers. A focus on the customer is crucial
to principle-centered business decision making.

Science Without Humanity

As evidenced by the controversies surround-
ing technological advancements such as genetic
engineering and the utilization of agricultural
chemicals, there is adequate debate to warrant
the incorporation of social, economic, and
philosophical considerations when evaluating
technologies.

Consumer concerns relative to food safety,
diet issues, health issues, and impacts on the
environment point to the need for agriculturists
to carefully examine scientific and technological
advancements and applications within the con-
text of the larger community.

Politics Without Principle

The fact that almost everyone can tell a vari-
ety of politicians jokes clearly points to the gen-
eral cynicism society bears toward the political
process. And if local, state, and national politics
are not bad enough, there is always office or
organizational politics.

Political action is the pursuit, acquisition, and
utilization of power. How people use and
response to power is a critical indicator of their
character. Better preparation of individuals for
the challenges and consequences of using and
distributing political power is needed. Fur-

The AGRICULTURAL EDUCATION MAGAZINE

about the Cover

The Chinese character depicted on the
cover signifies the term "be." This term, "be" (pro-
nounce DUIH), has been translated as "virtue" or
"integrity." The basic components of this
Chinese character include an eye which looks
ahead, the heart, and a sign for movement or
behavior. (Symbol courtesy of Dr. David C.
Whaley.)
Promoting Integrity in Agricultural Education

I want my children to succeed in school, to know they succeeded, and to feel good about that, so that they will be ready to go out into the world happy, prosperous, and decent citizens.

A Parent - Horse's School

The result of not teaching ethics is we're leaving students confused about what behavior and conduct is expected. And sadly, the vacuum is being filled with negative signals.

- Ernest L. Boyer

In the Classroom

Character is largely shaped and set for the rest of life during the time in which one is enrolled in school. Kindergarten, elementary, and middle school provide the basics while teaching the rules of acceptable behavior. Allowing students to look at all sides and then sort out what they believe, hopefully, continues to take place beyond the secondary level. Institutions of higher education should also allow students to explore issues more deeply, especially those dealing with ethics.

Agricultural education professionals, whether in public schools, state government, or universities, must promote integrity. Too often, professionals in agriculture and agricultural education have been guilty of making the following statements:

"Don't complain with your mouth full." "Consumers know nothing about agriculture." "We've done that for years." "We'll show them.

These reactive statements are responding to criticism and indicate a lack of preparation and understanding of the issues. Changing demographics where producers are outnumbered by consumers 49 to 1, and where agricultural industry workers are outnumbered by non-agricultural workers 4 to 1, makes public perception of the issues related to agriculture and agricultural education much different than those of previous generations. The ever-popular debates on gun control, hunting, animal rights, and the environment are discussed much differently depending on one's background, perspective, and knowledge of the subject matter. To be a spokesperson for any of these issues, leaders must have a knowledge of and appreciation for all aspects of the industry, and this knowledge also includes knowing points stressed by critics.

Only when one understands the other side of an issue may common ground be found, meaningful dialogue established, and effective progress begin to take place. As agricultural education professionals, we must instill within our students the idea of looking at the issues as producers, consumers, urbanites, and suburbanites. The point of view of the general public is sometimes much different from the agri-cultural perspective. We must all engage in self-reflection and, as leaders in agricultural education, search and implement better methods of teaching about issues related to agriculture. The challenge of discussing ethical issues in our classes should not be overlooked.

The following are specific examples of how teachers can discuss and practice ethical behavior in their classes:

Steps In Leading Discussion On Values And Attitudes

1. Teacher must remain neutral and set the tone for respectful discussion. There are no right or wrong answers, but this does not mean a teacher has no opinion or even guesses what their position is. Teachers can often be appropriate models or standards for comparison.

It does mean that you have to be more committed to having each individual reach a responsible position, whatever it is, than to having it match your view (which feels obviously "right" to you)? This code is clearly against the normal ethos of school authority, but you may explicitly state that authority is being given with respect to an individual's view. Respect is clearly conveyed when other views conflict with your opinion.

2. Decks or chairs are arranged in a circle to signal interactive discussion.

3. Teacher sits to avoid taking a commanding position, indicating further that you are no longer the central authority.

4. Teacher begins a fairly structured discussion, at least initially, to help reinforce the difference between having reasons and merely expressing personal opinions.

5. All rules for leading a discussion apply.

6. Decentralize your role as a teacher.

- Throw questions back to the group rather than answer them yourself.
- Ask for contrasting views, especially after a ran of similar views.
- Occasionally review positions, particularly balancing two sides against each other.
- Express your own view where appropriate as a way of soliciting your students' views and always ask for contrasting views.
- Periodically play devil's advocate. Where classes align on one particular view that is challenged by other perspectives, you need to present and defend the unpopular position. These are often issues that deepen discussion to evoke challenging issues and clarify values more fully.

7. Realize that issues involve values. Well-developed positions cannot be formed without incorporating the appropriate scientific knowledge. Similar attitudes and discussion techniques apply to addressing other social issues as well.

8. Addressing ethical issues explicitly in the classroom can introduce unwanted problems. For instance, it is important to plan and evaluate an alternate activity for those excluded from a discussion or a field trip. To regard such issues institutionally, however, or to take one stance as assumed, is to neglect our duty to teach all of science and agriscience (The Science Teacher, January 1991).

Copyright Laws

Good teachers are always looking for new and effective teaching materials and photocopy machines that make as easy as a walk down the hall. The copyright laws enacted by the U.S. Congress in 1949, and more recently in 1976, were passed to protect the writer's efforts. The part of the new copyright laws (1976) that should be most important to teachers is the fair use guidelines. These guidelines specify what printed materials teachers may copy and under what conditions. Teachers may make a single copy of the following for class preparation:

- book chapters
- newspaper articles
- magazine articles
- short stories
- pictures
- cartoon strips

Teachers may also make copies for students of an article or short story if it is shorter than 2500 words.

These guidelines may seem restrictive, but teachers are more freedom to copy than the average citizen.

Special Rules For Videotapes

Video is also covered by copyright laws. Copyrighted television programs (most are) can only be kept for 45 days, after which they must be erased. During the first 10 days after the taping, the teacher may only show the tape twice; once for "initial presentation" and once when "instructional reinforcement" is called for. (Ryan, 1992)

Outside the Classroom

The Agriculture Teacher's Creed states that one is a teacher by choice and not by chance. With their choice is the responsibility of integrity. The real test of the creed comes when an event happens and catches us unprepared. How we react to these moment's great and small in our own integrity and may shape the belief system of our students.

One such "moment of truth" was shared by a preservice teacher during an agricultural education Methods class:

We were returning from a FHA trip and our agriculture teacher was driving the school van. There were about 12 students and the teacher on this trip. We decided to stop and tour a university campus. We pulled into a parking lot and parked the van, and spent the next hour walking around taking in the sights. We stayed longer than our teacher wanted, were running late, quickly got in the van, and backed out without looking. Almost immediately, there was a crash, and we all got out to see the damage. We had backed into a car and dented in the driver's door. We looked around, but were the only people in the lot. After seeing the damage and checking the parking lot, our agriculture teacher said, "Well, no harm done here. Get back in the van." We headed for home.

This story is true, even if a bit extreme, but the fact remains that some of our most lasting instruction is through example.

The Teacher

I took a piece of living clay
And gently formed it, day by day,
And molded it with power and art—
A young child's soft and yielding heart.
I came again when years were gone,
It was a man I looked upon,
He still that early impress bore,
And I could change that form no more.

(Ryan, 1992, p. 68)

Students will measure our integrity every day, not only in what we say but in how we deal with it. We must always remember that integrity is not just a classroom topic, but an ethic of every living.
The Integrity Test

We must believe the things we teach our children.

Woodrow Wilson

However, grades are written for student participation in most school events. A teacher who chooses to ignore the eligibility policy of the school not only demonstrates a lack of integrity, but also creates other potential problems as well. Students may lose respect and trust in their instructor because they believe the instructor has made exceptions for certain individuals. Moreover, the instructor may be expected to create new rules for individual situations as they arise in the future.

Integrity Test #3: Search for the Solution

As preservation teachers, we have come to recognize that our program at Colorado State University may not be all things to everybody. By accepting this, we have committed ourselves to bridge the gap between the program and the expectations of the profession. Agricultural education students at Colorado State University initiated the Agricultural Mechanics Round Robin to supplement the Agricultural Mechanics curriculum. Over 20 students, 10 area Agricultural Education instructors, and the Colorado State University agricultural education staff supported this two-day event with their participation, enthusiasm, and commitment. Those involved were exposed to the most recent safety practices, technological advancements, and "hands-on" skills. Instead of decoding Colorado State University's lack of facilities and equipment necessary for "a full flight" instruction in agricultural mechanics, we took it upon ourselves to search out a solution. Realizing that the development of expertise in every situation, we must face any weakness in a situation and remedy them. We have to continue to develop our integrity, believing that we "can make a living by what we say, but we can make a life by what we do." (author unknown)

"Individuals possessing integrity can be trusted in work and action, in planning and implementation, in professional and personal dealings, to hold to the highest standards."

"Their work and their hands are as strong as a 100-page legal document and several escrow accounts" (Ginsburg, 1992). Without a doubt, integrity measures the difference between a successful person and a mediocre person. The development of integrity is a lifelong process, aided by exposure to different people and situations.

As preservation teachers, integrity is an issue of great importance to us all, and we believe that it is a primary focus of this instruction. (Continued on page 22)

Ethics in Exhibiting and Showing Livestock—Facing Reality

The moment of victory is too short to live for that and nothing else.

—Matthia Navratilova

A Sunday headline in the Kansas City Star, April 2, 1995, addresses "problems in the livestock show industry. Ann Landers alerts nation to problem of showing pigs in competition followed up three weeks later with responses from an outraged readership. Three livestock exhibitors are "banned for life" from the Louisville North American Livestock Exposition. A lamb beating incident is cap- tured on video tapes for statewide news coverage.

Eight of the top-placing animals at the Ohio State Fair are disqualified for vegetable oil or drug contamination. A show fitter is convicted of complicity to cheat, to commit forgery, and to contributing to the delinquency of a minor. At its national meeting, the Livestock Conservation Institute goes on record as making educating producers about unethical conduct regarding livestock exhibition a major objective for 1995-96. A state veterinarian detects clenbuterol in the reitines of slaughtered steers. In two consecutive editions, The Farm Journal features articles on cheating in the livestock show industry.

As leaders in agricultural education search and implement better methods of teaching in and about agriculture, the challenge of ethics education should not be overlooked. It should be understood that agricultural education has no monopoly on the overwhelming subject of ethics. Instead, this is a challenge that touches all aspects of our lives. Herein awaits a tremendous opportunity—if we have the courage to address this timely issue.

The character of youth, as adults, is largely formed in the same "window of time" in which they exhibit livestock. Agricultural educators have the responsibility and opportunity to use this common window of opportunity to make the world a much better place. Can we neglect this awesome responsibility and instead produce citizens who are a drain on society? In some areas of the country, select groups help dictate what is to be taught, when it is to be taught, and most important, what is not to be taught. While we cannot legislate or regulate morality, as professionals in agricultural education, we can make morality a part of education.

Forgetting to mince any special interest group that might cause the value of useable of animals in our society, can we justify our own behaviors as they apply to the exhibition of livestock? When do accusations and innuendo become reality? Do livestock showing competitions and exhibitions foster unethical behavior?

Why should agricultural education students participate in livestock shows? Anyone who has participated in them at any level is convinced the experience is worthwhile. Selecting and training an animal for exhibition helps create the personal and leadership values of teamwork, sportsmanship, competition, discipline, and responsibility. Developing pride in ownership, a business sense, and occupational experience are outcomes of producing and exhibiting livestock. These values are as well as education in and about the agricultural industry are obvious benefits. Teachers learn the necessity of family cooperation, personality differences, community structure, and hard work while assisting individuals prior to and during competition.

Even though the vast majority of those involved in exhibiting livestock will not tolerate unethical behavior, incidents such as those listed at the beginning of this perspective have brought to the forefront the need for reassessing livestock shows and the ethics involved therein. Would a tax of $50,000 make you reassess the right and wrong of a given situation? What are the issues and where are the blame?

Examination of recent occurrences indicate four major areas regarding unethical behavior:

1. False ownership/Identification
2. Illegal drugs
3. Physical abuse including physical abuse
4. Professional fitters

False Ownership/Identification

A grand champion steer thought already slaughtered in one state was declared grand champion in another state. Who is responsible?

Some exhibitors (or parents or supervisors of exhibitors) are guilty of the dishonest practice of lying about the true ownership of show animals. In some localities it is a common practice to pool animals and take the best to a major livestock show regardless of ownership.
There have been countless cases of breeders and professional grooms and fitters, commonly known as "Jocks," simply using a young person to exhibit an animal with the bulk of the proceedings going back to the breeder. These kinds of situations are intolerable.

Even the seemingly harmless fudging (which is actually lying) about having an animal on feed from a certain date should not be tolerated. If we teach students that it is acceptable to lie and not follow rules in youth competitions, we pave the way for lying and not playing by the rules as adults.

Illegal Drugs

Tranquilizers, diuretics, and anti-inflammatory agents have been used illegally in livestock shows for years. Advances in drug testing and changes in attitudes regarding the use of these products has changed their acceptability. However, a new drug, clenbuterol, is the most notorious illegal substance to emerge in the show barn. Clenbuterol is a bronchodilator used, unsurprisingly, to build muscle mass in show animals. It's use is illegal in the United States and in food animals worldwide. In some states, one can be sent to prison for just possessing clenbuterol. The use of clenbuterol has caused human illness in Europe, particularly in Spain in 1989 where 135 people were hospitalized after eating clenbuterol-tainted meat.

With livestock shows functioning as both a showcase for animal agriculture and a window to food production for the consumer, there is no place in an exposition for a substance such as clenbuterol. There should be no tolerance and no second chances for those who dare play with this substance. Exhibitors who dare to use clenbuterol must receive swift and severe punishment.

Physical Alteration

A scene from the video "A Question of Ethics" shows the judge giving the slip indicating the winner of a steer show and the steer then exploding from too much air injected under the hide. Such practices as incorporating "creative dentistry," injecting vegetable oil under the skin, and changing the color patterns of the animal are unethical.

There is a huge difference in showing an animal to the judge at its best visual advantage and engaging in unethical and deceptive practices. There is a huge difference in training an animal to stand on all four corners and in training a person in the creative use of binder twine.

Professional Fitters and Groomers

The hushed remark at some livestock shows is: "I'll bet the owner never saw that animal until it was led him/her ringside." As a judge should you tolerate this type of behavior? "Jocks" have been at the center of many national incidents of unethical activity. Often they are the "middle person" in securing a live-stock project animal and assist with its training and exhibition. These individuals evoke many ethical questions about the role of the student in planning and carrying out a livestock experience project. Do we really want "turn-key" projects for a student just to lead, hold, or drive in a show ring?

What Can We Do About These Issues

As parents, teachers, potential judges, and reasonable citizens, we can make a difference. There are some basic rules by which we can abide:

Parents

1. Remember that successful livestock exhibitors aren't automatically endowed. Don't jump to conclusions just because a particular family is a regular winner at a livestock show. The vast majority of families who are successful in exhibiting livestock have learned many sound and honest lessons from the school of hard knocks.

2. Expect zero tolerance for unethical behavior. It is your personal responsibility for you and your child to not engage in unethical activity.

3. Cool your adult ego. Don't re-ignite your days of youth where you came in second or third and needed to get the last thing, but the time has come not to settle for less. Don't make your child replay your past problems.

4. Help other students as well as your children. One of the best signals of a good parent is one who will assist other kids as much as their own.

Teachers/FSA Advisors

1. Know and communicate the rules of the show. Communicate the rules to your students and their parents. Also communicate the ramifications of violating the rules. Insist on zero tolerance for unethical behavior.

2. Don't look the other way or ignore unethical behavior. Many times the easiest thing to do is nothing. Unethical practices such as incorporating "creative dentistry," injecting vegetable oil under the skin, and changing the color patterns of the animal are unethical.

3. Provide education about ethics in everyday life. Relate that there are right and wrong courses of action in every aspect of our lives.

4. Be a role model who espouses fairness and honesty.

5. Make use of human resources including parents and reputable professional fitters and breeders. Professional fitters and grooms aren't all bad. A resourceful teacher will utilize qualified individuals to educate all students.

Let parents and fitters teach, but do not allow them to do a student's work. Take the

clippers out of heads of adults and professionals, and put them into the hands of students. Ensure that they teach all students, and not just a select group of "client" students.

6. Be proactive. Teach right from wrong so incidents don't happen.

7. Don't respond negatively if your program is hit by an unethical situation. If your students are caught in an unethical situation, the two worst possible scenarios would be to ignore or to report a local public relations initiative pleading your program's innocence. Don't deny that an incident has happened. And don't tolerate the behavior because "it has always happened.

Everyone

1. Bring down the "curtain of silence." When we engage in the practice of "just keeping quiet," we hold up a curtain of silence for the "unethical few" to work behind. If we cannot begin to openly and honestly discuss our problems, the day when commercial agriculture turns its back on livestock show competition will be at hand. Silence is consent.

2. Don't put yourself in a position of standing up for the "unethical few." The vast majority of those involved in showing livestock are doing the right thing, but the time has come not to tolerate those who do not. That is a good position to take on any issue—as long as we mean what we say and we back that position with action.

Innovative Changes

Can the livestock industry make a difference in making the exposition of livestock less conducive to unethical behavior? Many states have implemented changes. Other states are following their leads in reassessing livestock shows and showmanship. Some suggestions include:

1. Select a double grand champion system based on an animal's ranking in the live show combined with a "skill-a-thon" which tests knowledge of livestock projects. Select champions based on the skill and knowledge of the exhibitor as well as showmanship.

2. Go "back-to-the-basics" and reward practical agriculture. In some states "average daily gain" is a major judging criterion—not so much to decide between first and second place but to eliminate "poor doers." A "poor doer" might be a lamb that has been in a three month severe holding pattern.

3. Implement an "in-state" or "in-county" bred rule where all steer projects are purchased from an upheaved list of commercial breeders. Take the show from the professional fitters and return it to a truly educational approach.

4. Implement "caps" on premiums to address exorbitant premiums paid to top winners. Distribute prize money more widely among a larger number of exhibitors.

5. Solicit technical assistance from FDA and other federal and state agencies to help enforce the rules and to lessen liability on the local show.

6. Slaughter the top ten steers, lambs, and hogs with an "enhanced carcass inspection," using in-depth sampling, and testing for illegal substances such as clenbuterol.

7. Avoid identification problems by implementing regulations which require nose prints for lambs and tamper-proof ear tags for all. Some states have even gone to DNA fingerprinting to assure ownership and identification.

8. Participate in livestock show ethics educational programs. Many local and state programs provide these programs and are mandatory for eligibility for shows.

Traditionally, educational leaders have addressed the issue of unethical activity associated with livestock exhibitions solely as an issue of animal husbandry. Rules were implemented regarding drug testing, sick shearing, electronic identification, etc. However, the issue is not strictly an "animal issue." It is actually a three-pronged issue for animal husbandry, food safety, and the most neglected aspect, PEOPLE. No lasting progress will be made on this problem until it is addressed as an ethical issue regarding people.

As agricultural educators, our mission is to teach young people. Work, responsibility, leadership, competition, honesty, and integrity are major values worth our efforts. Cheating, tampering, and fraud are not. If we can't agree that livestock exhibitions must have zero tolerance for unethical behavior, is there any inherent issue on which we can agree?
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W

When we open a newspaper today or tune in to the evening news, chances are that an item will come to our attention about some crime or unethical matter involving a child. Today, the media is filled with the actions of young people that make us question what is happening with America’s youth. Perhaps most appalling is that, when questioned why they or the responses of these young offenders indicate a lack of a conscience, or at least a reduced sense of, or what we believe to be the ethical standards of their society. They may believe that the only error in their actions was in getting caught, or that it was the victim’s fault for being at the scene and getting in the way. Most of us teaching agricultural education do not face the extreme cases which reach the local newspaper, but we do face the constant struggle to develop a sense of ethics in our students. With this in mind, I believe that we must examine what we do to help students develop standards of ethics and that we hold students to these standards.

Families are the major contributors to instilling in students a sense of right and wrong. To most parents, children have done an excellent job in helping to build a strong basic character. Teachers also play a significant role in the development of students’ ethical standards. Regardless of race, color, or creed, pre-service teachers have been taught the training that parents initiate by getting their students to understand that what is fundamentally right or wrong is different for all people. Today, the delivery may have to vary and more attention may have to be paid to certain individuals to those who have not had much exposure for the reinforcement of values in their lives. These children may be surrounded by adults and peers who do not present an example of socially acceptable behavior.

By the time most students reach high school, their capacity to reason abstractly has begun to develop, as evidenced by all of the time they try to convince you that they are right and you are wrong. Here is our chance as professional educators to take that now-found ability and guide them into looking beyond simply right and wrong. We can build on that and try to get students to realize that their actions today are setting in motion standards that will direct them in the future. When students come to college, they will not only have to know how to read, but they will have to understand how to read in a way that will enable them to make effective use of their knowledge. Students have to learn how to read and write in order to understand what they read and write. They should have the knowledge and skills that are necessary to be able to read and write in a way that will enable them to make effective use of their knowledge.

The area of supervised agricultural experiences programs draws perhaps our greatest praise (or biggest criticism), especially at the local level. Many students like to raise animals for their projects. In doing so, they are taught how to keep records and care for the animals. They should be taught that these projects are undertaken to provide an end product for human consumption. Though not a new concern, animal rights and the improper use of chemicals in show animals has recently drawn criticism. In many of these situations, the agricultural instructor...
Promoting Integrity Through the Profession

The covenant of most modern educators is to provide a positive learning climate. For children to live up to the virtues of integrity . . . honesty, fairness, responsibility, trust, and accountability . . . are to be valued and eagerly pursued as components of student development. This means that even though we may have challenges at times, we can still proceed with integrity.

The past ten years have been dramatic in the language skills of incoming kindergarten children. Receptive and expressive language, including vocabulary and basic concepts, has increased each year. Children today simply do not have the same skills when they come to school as they have had in previous years. These depressed levels of language ability affect everything they do in school. This is true for the vocabulary used in talking about character traits. The teacher and students in a classroom need to have the appropriate words to talk with each other about these complex concepts.

When we built the Cottonwood Plains School two years ago, one of our first decisions as a faculty was to select a systematic program of vocabulary and concept development around character education. We have several programs to choose from; we selected Positive Action (Alford, 1982). This program can be characterized as a language arts program providing an understanding of character and the complementary vocabulary.

The power of language is great; with a word of the week, these words are identified and then discussed in the context of situations that the children encounter outside of school. The words are introduced throughout the school, in hallways, the cafeteria, etc. Each of these words is used by all the students, and the students begin to use them in their writing.

Student acquisition of character vocabulary is essential. If we have no common language and cannot talk about our values and responsibilities, then we have little hope of helping children understand these rather complex ideas that govern our behavior and decisions. Positive Action program provides the needed vocabulary and concept base.

Clear Expectations Based on High Standards

The second ingredient in the Cottonwood Plains School's success is the establishment of high standards. This is accomplished in three basic components.

1. Systematic development of vocabulary and concepts
2. Clear expectations based on high standards
3. Intervention procedures that complement the developing traits
plan is clear expectations that are high, but achievable. These expectations, of course, focus on behavior. Yet, we do not stop there. Our school has high expectations for behaviors and social interactions as well. These expectations are embedded in a one-page Code of Conduct for the school. Students receive the Code during registration at the beginning of the school year and are expected to know it by heart. This is discussed in class by their parents, which places their signature at the bottom of the sheet as an indication of their confirmation to the Code.

Students also establish their code of conduct for behavior in their classrooms. The process of creating this classroom code is completed early in the school year and involves the children talking about what they need to have in the classroom environment in order to be productive.

Intervention Procedures that Are

The third component is complementary to the Code of Conduct. This ingredient is the intervention process used whenever students need adult assistance. Quite frankly, the staff works very hard to ensure that problem interactions between students become learning opportunities. The old "crime and punishment" routine so long practiced in the schools of the past is now all but gone at Cottontwood Plains. What has been put into place instead is a system of problem resolution that places the responsibility for behavior in the hands of the individual who makes the choice of the behaviors.

The intervention system is a simple 4 x 6 piece of notepaper (our school color) with the four steps used in solving a behavior problem. Each staff member has the "ticket system" and uses it consistently whenever needed. Incidentally, since we implemented this system, there are fewer instances where the aide supervisor has to intervene, and at those times the children are readily able to use the steps.

Modeling is an effective force because children are always observing what is happening around them if they "get it" the "messages" are consistent. In an effort to help students develop a productive classroom environment on a day-to-day basis, the school purchased a poster and board to hang in the hallway. This is a picture of children working on the board.

Children in our school have many opportunities to practice self-control and intervention of their own behavior. As young people develop these skills over time, they will become more adept at addressing increasing sophistication in the behavior they must face.

Our school still has discipline procedures for the consistently disruptive child or for the serious offense that needs to be handled with more severe consequences. Occasionally we suspend students. However, this action is minimized under our plan.

Positive Adult Role Models

The fourth aspect of our plan is to expose the children to positive adult role models. Staff interactions with students and parents must be based on the same principles that we are inculcating. Staff members carry the heavy load of being models in their actions with the students and

Students establish their own code of conduct for behavior in their classroom. The process involves the students by talking about what they need to have in the classroom environment in order to be productive. (Photo courtesy of Dr. Valerie Trifletti.)

are quality professionals who participate because they want to help young people. The children see that there are many people in the community that care about them and are willing to share. School staff members screen and train these volunteers to ensure the appropriateness of the "match".

Pleasant Time To Practice

The fifth and final component is providing plenty of time to practice. We have found that children need to have many opportunities to try their character "traits." That means the staff has to be creative in providing multiple situations where children can use their newly found skills. One example that is used frequently in the upper grade levels is class meetings. Each week (more often if the need arises) class meetings are held which are modeled after the ideas of William Glasser (1971). The students and the teacher sit in a circle. Items of interest to students are placed on the agenda, and the teacher may also suggest items for the class to discuss. It is important that a productive time of the day be set aside for this activity so that this is a quality exercise. Much is accomplished during these class meetings. This is a perfect time to develop the employee skills of character. The students are encouraged to point out events and actions that demonstrate particular character traits. These are then discussed by students and various perspectives of events and actions are utilized fully in this activity. Both the process and the product support the character development of the students.

Parents are involved by being aware of the positive action program and the concepts being taught. (Photo courtesy of Dr. Valerie Trifletti.)

support the groundwork already established in the home before children ever come to school.

Each of the five components can stand alone and have some remarkable effect on the student. However, the successful implementation of all five of these creates a synergy that has been very effective. Both student and parent surveys have yielded very positive results. One of the most striking examples of this is the reduction in the number of negative comments parents also indicates the program's effectiveness.

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Promoting Ethics in Agricultural Education Through Preservice

Introduction

This is at the top of a list of concerns for today’s organizations. For example, Genaci (1995) reported the results of a national survey showing that 60% of American companies have a code of ethics, 33% offer training in business ethics, and 33% have ethics offices to handle employee inquiries about ethical behavior. In rapidly changing and increasingly complex professions like agricultural education, many of the most important and hotly debated issues are ethical.

Ethics is defined as a set of moral principles or values. When an individual or group takes an action that is contrary to the moral principles and values of others, an ethical issue arises. We don’t have to look far for ethical issues in agricultural education. For example, actions contrary to the ethics, rules, and laws governing youth livestock shows have been nationally publicized lately. Indeed, ethical issues arise in everything agricultural educators do, from classroom management to staying within an annual budget. Yet, it is amazing how much disagreement can occur about the ethics of the solutions to daily professional problems. This article will address sources of ethical disagreements and how preservice programs for agricultural educators can teach ethics.

Dimensions and Ideologies of Ethics

Foran (1980) provided a taxonomy of ethical ideologies that helps explain why there are ethical disagreements over decisions and actions taken by individuals and groups. The taxonomy is based on the two dimensions of ethics: "relativism" or the degree to which one rejects universal moral rules when making moral judgments, and "idealism" or the degree to which one believes "that desirable consequences can, with the right action, always be obtained." From these two dimensions, Foran derived the four ethical ideologies listed in Table 1.

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<th>Table 1: Taxonomy of Ethical Ideologies (Foran, 1980)</th>
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<td><strong>Low relativism</strong></td>
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<td><strong>Idealism</strong></td>
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<td><strong>Absolutism</strong></td>
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<td><strong>Situationist</strong></td>
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<td><strong>Low idealism</strong></td>
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<td><strong>Exceptionalist</strong></td>
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<td><strong>Subjectivist</strong></td>
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In the arts, authors and screenwriters often create tension in a story by developing conflicts between individuals with different ethical ideologies, especially between ethical and unethically motivated principals (Table 1). We observe classic confrontations between the absolutist and the subjectivist in films like "A Man for All Seasons" (Sir Thomas More vs. Henry VIII) and "Inherit the Wind" (pseudonyms were used in this film for William Jennings Bryan and Clarence Darrow). In "Stur "Trek," while developing solutions to novel problems encountered in outer space, much of the interest aboard the spaceship Enterprise is generated from the interaction between situationalists like Captain Kirk or Dr. McCoy who both place great value on outcomes that benefit the individual, and the idealist. Mr. Spock, for whom logic dictates action, unless, though he doesn’t understand it logically, conditions pragmatically supersede pure logic and dictate otherwise.

Some believe one can and should move between these different ethical ideologies. Covey (1991) says that principle-centered leaders "have the power to discriminate, to see the similarities and differences in each situation. This does not mean they see everything in terms of situational ethics. They fully recognize absolutes and courageously condemn the bad and champion the good." If we accept Covey’s (1991) definition of principles as the "values, ideas, norms, and teachings that uplift, ennoble, fulfill, empower, and inspire people," it would be difficult for a strong expression of dominant ethical ideology to accept a practice such as an Agricultural Educator fitting a livestock project for a student that is enjoying the ride on the midway.

Ethics are also culturally based (Hodgson, 1994). What may be right in one culture may be wrong in another where one explores how ethics are culturally contextualized whenever the — crew of the Enterprise encounters a new civilization. Clark and Clark (1994) discuss how cultural differences in behavior can lead to ethical issues. For example, "a supervisor who talks about a subordinate’s personal difficulties to his colleagues when the person is absent is deemed considerate in Britain and the U.S. but consid- erate in Hong Kong and Japan" (1994). The Japanese manager who comes to the U.S. without knowledge of this cultural difference may be labeled unethical for such behavior. Therefore, how to teach cultural awareness is part of understanding ethics and making ethical decisions. In other words, relativism and idealism must be considered in the teaching of ethics.

The Dangers of Relativism

Professionals are more likely to be concerned about an action due to their degree of relativism than their degree of idealism. This is not to suggest that professionals who hold one of the ethical ideologies is more ethical than another. However, full or even partial rejection of universal moral principles can open one up to the ethical scrutiny of others. Those who adhere to a set of universal principles, and other relativistic people (with a different solution), could be critical of a relativistic solution to a problem. "That is not the way I would have handled it." In contrast, although they may receive a label as a "person of principles," those who adhere strictly to universal moral principles also have their ethics questioned by others. Even though the students were caught drinking, the teacher could have made an exception in this case and let the students make the trip they’ve been such good students over the years. Yet, we know of agricultural education professionals who have handled this same situation differently. Who is right? Is one solution more ethical than another? In situations such as this, idealism is also problematic. In other words, it is difficult to find solutions with desirable consequences for everyone.

Agricultural educators are commonly exposed to pressures from others to bend universal or personal moral principles or rules, to look the other way, or to make exceptions. We have heard horror stories about agricultural educators who have been stuck by a decision and acted on principles or the rules and lost their job because of it. We might say to a class of preservice agricultural education students that if they have to risk unemployment because of fairly, firmly, and consistently enforcing rules (developed by the stakeholders and the educator and communicated clearly and accepted by everyone), they don’t want to work "there" any- way. But this discussion offers little comfort to someone who is caught up in such a conflict.

Teaching Ethics to Preservice Agricultural Educators

Can ethics be taught? While it becomes a question of ethics itself, it is a question crucial to teachers and agricultural educators to "promote" their ethical ideology, the concept of ethics can and should be explored with preservice students in agricultural education. Ethics should be integrated into all professional development courses and it has a natural home in leadership courses. The focus should be on teaching about ethics and how to teach ethical decisions to others (i.e., youth). Methods most conducive to teaching ethics involve group problem-solving activities like simulations (e.g., role playing and case study discussions). These allow students to interact, explore, and weigh the consequences of different solutions, and discover their own and other’s ethical ideologies. The problems should focus on decisions and actions that lead to ethical disagreements. The intent of these learning activities is to move beyond one solution and explore the consequences (both positive and negative) of a variety of solutions and their ethical foundations.

One way to address ethics in preservice coursework is with "Where Do You Draw the Line? The Ethics Game" (Shirr, 1977). This commercially available simulation promotes student dialogue about the values and actions of individuals in case studies. For example: Pat is the principal of a high school. He/She accepts a commission of expensive leather driving gloves for Christmas from the sales representative of a large school supply company with which he/she does business. Should we question the ethics of Pat’s decision to accept the gloves? The students answer will determine the dominant ethical ideology (Table 1). Other case studies can be developed by faculty to cover problems specific to the profession. Here is an example that we developed for this article: Alex is the agricultural education teacher who witnesses one of his/her students violating a county fair rule for dressing up for a livestock show. A fair board policy specifically states that violators will be disqualified from the show. This student also happens to be the child of Alex’s school board president. What would you do in Alex’s situation?

The solutions to these problems will vary from one person to another. The four ethical ideologies offer preservice students a way to understand their own thinking and a foundation for discussing the consequences of their choices based on other ideologies. As part of the discussion, faculty might emphasize solutions that reduce or minimize the risk of ethical disagreements. That could mean understanding the dominant ethical ideologies of the important...
The Teaching Values To High School Agriculture Students

By JACQUOB D. LOCKARD
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H umans are both expressive and stringent. We are heavily dependent on the basic chemical makeup, yet each one has a unique speech pattern, body language, and inflection. Certain characteristics seem to make everyone individual, but a key element is missing. Some may say that key element is personality, but in reality, it is the value system of the individual because it is the base from which all other characteristics can build.

Because of its importance in character building, educators have long recognized the need for helping students develop a solid value system. Values were an important part of the curriculum when education first began in the United States. Many of the early primers and textbooks focused on Christian ethics and quoted freely from the Bible. Most of the values that were taught were widely accepted, and it seemed natural that they be part of the school curriculum.

As society changed, many schools drifted away from teaching values to students. While some of this was due to court rulings which outlawed the teaching of religion, much of it was because educators could not agree what values should be taught. A major argument presented was that values are something that should be taught at home. That argument is severely weakened today by the fact that many times students are not getting value education at home. This realization has led more and more people to advocate teaching basic values to students. A former secretary of education spoke of the need for a "moral education" through which a school provides "teaching of the heart and mind toward the good." (Bennett, 1993).

Agricultural education is in an ideal position to take advantage of this current mood to return to teaching values. It is refreshing to see other people realize what we in agricultural education have known for a long time—that a student actually accomplishes depends on his/her attitude, philosophy and value judgments. By stressing agriculture students to have some kind of value system and that it is part of the learning process to help students develop.

How do we maximize the development of positive values in agriculture students? Just as with any educational process, the key individual is the teacher. Let's take a few things an agricultural science teacher should do to enhance student value development.

1. Recognize that you do not play a key role in the development of students' value systems. Oftentimes, the way you teach is more important than what you teach. Palmer and Lockhart (1963) stress that the effect on students caused by a warm, loving and mature adult who looks beyond his own needs and desires is impossible to estimate. They note that teachers with a warm personality do not get overly involved in the lives of their students, but rather they show maturity and objectivity through their teaching approach.

2. Show a personal commitment to values. Major values studies suggest that the greatest degree of value change occurs in situations where teachers express firm value commitment. Over three decades ago, Palmer and Lockhart (1963) noted the importance of the teacher taking advantage of opportunities to express values that are appropriate to the subject matter. For example, it would be very inappropriate for you to take a strong stand against dragging animals to gain an advantage in the show ring. In helping students write speeches, it is important to stress the need for citing sources in avoiding plagiarism. By expressing your own values, you can open the door for further discussion which will permit students to recognize values in the process of logical thought rather than from quick decisions or rationalizations. Pallis and Lockhart (1963) point out that when students are given free choice and activity, students will realize the importance of committing themselves to a sound viewpoint.

3. When teaching values, concentrate on values commonly accepted by society. There are a number of commonly accepted values that few would argue against. These include values such as the importance of honesty, loyalty to parents and family members, abiding by the law, fairness, citizens, responsibility, and the obligation to help the poor, the sick, and the less fortunate. Don't engage debates about abortion, sex education, religion, etc. When in doubt about a particular value, discuss it with your administrator.

4. Utilize the FFA in teaching values. Students learn and remember better when they have the opportunity to apply what they have learned. The FFA can be a tremendous tool in teaching students values by providing opportunity, cooperation, honesty, and a number of other

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Modeling Positive Behavior Starts With Promoting Integrity in Students and Instructors

U.S. PRESIDENT RESIGNS IN DISGRACE FOR LYING

POPULAR TV EVANGELIST JAILED FOR EMBEZZLING PUBLIC FUNDS

SENATOR INDICTED FOR MAIL AND STAMP FRAUD WHILE OTHERS CLAIM INNOCENCE FOR MAJOR KICKBACKS

MAYOR TAPED IN STING OPERATION

STAR ATHLETE ANNOUNCES HE HAS AIDS

The headlines go on, daily calling into question the integrity of our nation. The morals and values of our public school administrators, teachers, and students are being tested daily. Even local newspaper headlines read: "School Administrator Fired for Taking School Funds; Teacher Facing Charges of Sexual Misconduct; Student Suspended for Hitting Teacher." It would appear that the moral character of our society is decaying, and our public school teachers and students are at risk.

What is a partial solution to this moral dilemma at the secondary level in our schools? Although not a panacea, positive role modeling by the administrators and teachers certainly does lend itself to creating an environment that supports integrity.

Administrators and teachers can create that environment by:

- Being professional in the way they talk, dress, and act.
- Being accountable for their actions.
- Being truthful in their teaching and conduct.
- Being a positive example.
- Respecting the students as individuals.
- Modeling positive behavior toward their students and others.
- Showing each student that they care.
- Developing self-confidence and a sense of self-worth through positive reinforcement.
- Avoiding negative reinforcement which develops doubt and low self-esteem.
- Being honest and fair in grading students.
- Using secure means with copies of tests and with storing and handling money.
- Preventing cheating on exams.

- Treating contests as an integral part of the program.
- Spend time in class teaching the concepts of integrity.
- Discuss as a group "Why honesty pays."
- Discuss different ways of being dishonest and the consequences of dishonesty.
- Discuss ways to be accountable for your behavior.
- Discuss ways to respect the rights and property of others.

Summary

Students often achieve their goals of increasing status or popularity by identifying with a role model. Television, movies, and radio have a tremendous influence on students' selection of those role models. Many television programs are dominated by violence, crime, dishonesty, and deviant characters in life-like situations. Sometimes it becomes difficult for students to determine what behaviors and values are acceptable in the real world. Positive role models at home, school, church, and in organizations such as the FFA can have a tremendous effect on students' behavioral development. Most students will spend from seven to nine hours each day, five days a week, in the presence of a teacher. This means that teacher can and should be a positive role model for all students.

Teaching Values

(values. Don't forget that, though it is your responsibility as a teacher and as an advisor to make sure students are learning positive rather than negative values.

Following these guidelines will help your students develop a positive value system. It will also help ensure that you are doing your part in educating what Conway Dorsett (as cited in Ryan, 1993) identifies as the "three people" in each individual: the worker, the citizen and the private person.

References

