

**Texas A&M University Department of Agricultural Education and Its Evolution:
100-Year History—1910-2011**



**Scoates Hall
1932**

**By James E. Christiansen, Gary E. Briers, Glen C. Shinn
2017**

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Texas A&M University Department of Agricultural Education and Its Evolution: 100-Year History—1910-2011

Forward

When one thinks of Texas A&M University, traditions and core values quickly come to mind. Traditions include the Corps of Cadets (1876), Fightin' Texas Aggie Band (1894), Aggie Ring (1889), Silver Taps (1898), Muster (1903), the Century Tree (1911), 12th Man (1922), and Reveille (1931). Aggie core values continue to embrace RELLIS—respect, excellence, leadership, loyalty, integrity, and selfless service¹. Yet, Texas A&M University is a recognized leader in innovation, change, and education².

In keeping with the Aggie Spirit and traditions, this collection of historical essays attempts to describe turning points during the first 100 years of agricultural education, agricultural journalism, and agricultural leadership. Reflection is a powerful process. George Santayana³ (1905) wrote, “Those who cannot remember the past are condemned to repeat it.” We invite you to read our Centennial history and to add color and detail to the storyline.

Abstract

Roots of the Department of Agricultural Education, now the Department of Agricultural Leadership, Education, and Communications (ALEC), began over 100 years ago with the contextual and evolutionary change in agriculture and public education. Agriculture and education certainly predate departmental organization. Edwin Jackson Kyle⁴ proved to be a champion for agricultural education as well as an Agricultural and Mechanical College of Texas (AMC) legend. In 1902, Kyle returned from Cornell to the Agricultural & Mechanical College of Texas as an instructor in the horticulture department. Promoted to full professor in 1905, Kyle served as department head of agriculture. In 1910, Kyle announced that courses in agricultural education would prepare students to teach agriculture in Texas public schools. In 1911, Kyle became dean of the School of Agriculture.

The Agricultural and Mechanical College of Texas created a standing Department of Agricultural Education in the School of Agriculture in 1916⁵. A bachelor of science (B.S.) in Agricultural Education was authorized in 1911, and the first of more than 10,000 B.S. degrees was awarded in 1916. In 1992, the name of the degree changed to Agricultural Science⁶. More about that later.

¹ Texas A&M University System. 2017. Retrieved from <http://rellis.tamu.edu/>

² Texas A&M University. 2017. Retrieved from <https://www.tamu.edu/>

³ Wikipedia. 2017. George Santayana. Retrieved from https://en.wikipedia.org/wiki/George_Santayana

⁴ Wikipedia. Edwin Jackson Kyle. Retrieved from https://en.wikipedia.org/wiki/Edwin_Jackson_Kyle

⁵ Texas A&M University. 2017. Retrieved from <http://www.tamu.edu/about/history.html>

⁶ Department of Agricultural Leadership, Education, and Communications. Retrieved from <https://alec.tamu.edu/about/history/>

In 1918, Dean Edwin Kyle created a course of study in agricultural journalism⁷ and the Bachelor of Science (B.S.) in Agricultural Journalism as an interdisciplinary degree program, where students graduated from the Department of Agricultural Education.⁸

Many of the current department's components have a long history at Texas A&M University. The Agricultural Leadership, Education, and Communications (ALEC) Department can trace some of its roots to the agricultural education and agricultural journalism departments-both independent departments in the College of Agriculture in the early 1900s. The Department of Agricultural Education remained in the College of Agriculture and focused on preparing teachers of vocational agriculture for public secondary schools as well as county Extension agents in Texas.

Eventually, agricultural journalism formed the basis for the Department of Journalism in the College of Liberal Arts. Moreover, even though the journalism part of "agricultural journalism" became part of another college, an undergraduate minor in agricultural journalism existed at Texas A&M since the early 20th century. In 2000, the College of Liberal Arts eliminated the Department of Journalism. Consequently, three faculty members, Steven Banning, Deborah Dunsford, and Douglas Starr,⁹ moved to the College of Agriculture and Life Sciences and the Department of Agricultural Education as an agricultural communications work group. In 2006, the degree name was changed to Agricultural Communications and Journalism and was offered as a disciplinary degree.

Evolving over nearly a century as a Department of Agricultural Education, Agricultural Leadership, Education, and Communications (ALEC) came into being official as a department on September 1, 2006¹⁰.

Since then, programs answered the muster and combined programs of agricultural education, agricultural leadership development, Extension training and evaluation, and agricultural communications and journalism. In keeping with principles of design, the department subscribed to "form follows function." Where function does not change, the form does not change and "things that do not change remain the same." Throughout the timeline, the organizational unit incorporated teaching, research, and Extension functions designed for public good.

Chronology as Topographical Turning Points

Texas agricultural education

1878-1909.

⁷ Agricultural Communications and Journalism (AGCJ). Retrieved from <https://alec.tamu.edu/academics/undergraduate/1059-2/>

⁸ Department of Agricultural Education. (1970). Plan for Teacher Education in Agricultural Education. College Station, TX: Texas A&M University, Department of Agricultural Education.

⁹ Starr, D. P. Personal Communication, June 8, 2017.

¹⁰ Texas A&M University. 2017. Retrieved from <http://www.tamu.edu/about/history.html>

Expansion of American frontier, civil conflicts, and the beginning of the industrial revolution marked the last half of the 19th century. The U.S. Census counted 50,189,209 in 1880 while Texas counted 1,591,749 people¹¹. Agriculture was slow to transform, but mechanization began to substitute for farm labor. During the post-war period of frontier development, the State of Texas agreed to create a college under the terms of the 1862 Morrill Act, but actual formation did not come until the establishment of the Agricultural and Mechanical College of Texas by the state legislature on April 17, 1871¹². A Commission accepted an offer of 2,416 acres of land from the citizens of Brazos County in 1871, and college instruction began in 1876 with 106 students and a faculty of six, headed by Thomas S. Gathright. The 1891 appointment of Lawrence Sullivan Ross as president reorganized the college. Instructional programs continued to expand, and the faculty began practical research with the creation of agricultural experiment stations authorized by the Hatch Act in 1887. In 1902, Edwin Jackson Kyle returned to the Agricultural and Mechanical College of Texas (AMC) and quickly advanced to the position of department head for agriculture¹³. In 1903, the first cooperative farm demonstrations were organized by Seaman Knapp on the Porter Demonstration Farm¹⁴ near Terrell and the Greenville Demonstration Farm near Greenville¹⁵.

On February 28, 1910, the Bryan *Eagle* newspaper reported, “Special instruction in agriculture: the Agricultural & Mechanical College of Texas opened to prepare young men to teach agriculture in the public schools of Texas.” The new course and new correspondence courses in all branches of agriculture would be free. By 1910, Agricultural and Mechanical College of Texas offered eight degree programs including agriculture.

1910-1917.

In the early 20th century, a change was on the march-literally. The Texas frontier was in turbulent times with immigration from east to west. Border wars created chaos in South Texas while farming and ranching expanded. Recognizing the work of Seaman Knapp and the need to diffuse and embrace new agricultural practice, federal legislation created the 1914 Smith-Lever Extension Act as a cooperative activity between the federal government, the state land grant colleges, and county government. In 1915 Texas Agricultural Extension Service was organized with agents working in counties. In 1916 The Department of Agricultural Education was created with one professor, Martin L. Hayes (1913-1922) serving as department head from 1916 until 1922, one associate professor, J.D. Blackwell (1914-1917), and assistant professors W.A. Broyles (1916-1920), M.R. Rubinow (1915-1916), and N.E. Fitzgerald (1917-1918).

¹¹ United States and Texas Populations 1850-2016. Retrieved from <https://www.tsl.texas.gov/ref/abouttx/census.html>

¹² Texas A&M University. 2017. Retrieved from <http://www.tamu.edu/about/history.html>

¹³ Texas A&M University. 2017. Retrieved from <http://www.tamu.edu/about/history.html>

¹⁴ Porter Farm. Retrieved from https://en.wikipedia.org/wiki/Porter_Farm

¹⁵ Texas Agricultural Extension Service. Retrieved from <https://tshaonline.org/handbook/online/articles/kct08>

With the passage of the federal Smith-Hughes Vocational Education Act of 1917, the Department began to prepare teachers of agriculture for public schools and was designated by the Texas State Board for Vocational Education as the Texas “Smith-Hughes” teacher-education institution on December 10, 1917¹⁶.

World War I expanded the role of government and interrupted the economy and labor force. In 1917, the U.S. population was estimated at 103,266,000, and 27 percent of the labor force worked on farms. Texas population was estimated at 4,563,000¹⁷. Many children worked on farms, and most, especially boys, discontinued schooling before completing the 8th grade. Times were changing; youth development emerged as a national priority, and agricultural education, research, and extension were center stage.

1918-1928.

Although the disarray of Texas state politics with the 1917 impeachment of Governor James Ferguson and the 1925 election of Governor “Ma” Ferguson¹⁸, Texas agriculture enjoyed a period of sustained prosperity during most of the 1920s. Large-scale irrigation began in the high plains, and agriculture went through an economic bubble with soaring land prices that soon collapsed. Led by the federal initiative and baited by earmarked dollars, Texas developed a standardized agricultural education program model and a sequence of courses, usually identified in Texas as Vo-Ag I, II, and III. Instructors used new “project-based” teaching methods. Shop work, case studies, and field trips were a regular part of the curriculum. Problem-solving, with five steps, was a staple strategy for addressing relevant farm problems. The agricultural calendar, with problem-based lessons preceding actual work on the farm, provided an organizational framework for the curriculum.

In 1920 the Department became the Department of Vocational Teaching in the School of Agriculture and expanded its efforts to include industrial education, rural education, and school administration. Faculty members included Martin L. Hayes (1913-1922) serving as department head until 1922 and E.R. Alexander (1924-1953) serving as department head until 1953. Teaching faculty included J.D. Blackwell, 1914-1917, W.A. Broyles, 1916-1920, M.R. Rubinow, 1915-1916, N.E. Fitzgerald, 1917-1918, J. Horace Kraft, 1918-1925, George A. Long, 1920-1921, G.L. Dickey, 1921-1924, J.H. Brown, 1921-1922, C.H. Winkler, 1923-1935, serving as Dean, School of Vocational Training in 1923, E.C. Nash, 1924-1925, D.C. McIntosh, 1925-1928, J.P. Buck, 1925-1927, J.C. Dykes, 1929-1935, and W.R. Sherrill, 1928-1949,

In 1924, the Department became part of a newly organized School of Vocational Training with three divisions of agricultural education, industrial education, and rural education, still in the School of Agriculture. In 1923, C.H. Winkler served as dean, School of Vocational Training. The Department remained separate until 1935 when the

¹⁶ Roberts & Harlin. The project method in agricultural education: then and now. Retrieved from http://www.jae-online.org/attachments/article/162/Roberts_Harlin_48_3_46-56.pdf

¹⁷ United States and Texas Populations 1850-2016. Retrieved from <https://www.tsl.texas.gov/ref/abouttx/census.html>

¹⁸ Wikipedia. 2017. Miriam A. Ferguson. Retrieved from https://en.wikipedia.org/wiki/Miriam_A._Ferguson

School of Vocational Training was dissolved, and the Department of Agricultural Education again became a part of the School of Agriculture.

In the early 1920s, in response to school dropout, states began to develop an organization that offered farm boys "a greater opportunity for self-expression and for the development of leadership. In this way, they will develop confidence in their own ability and pride in the fact that they are farm boys¹⁹" (Reference: Newman, <https://www.ffa.org/about/what-is-ffa/ffa-history>).

Texas followed suit to form an intracurricular student organization for boys in agriculture classes. In 1928, a national organization of Future Farmers of America created a structure for state constitutions. Texas Future Farmers of America chartered in 1929 as the 34th state organization. In 1930, the FFA creed was adopted. The Agricultural and Mechanical College of Texas Department of Agricultural Education responded with courses in leadership development, including parliamentary procedure and public speaking. The four-year college curriculum positioned well the "Vo-Ag Instructor" in the community as a trusted teacher, adviser, and community leader²⁰. In 1924, the Department became part of a newly created School of Vocational Training but reestablished in the College of Agriculture in 1935.

1929-1950.

The postwar prosperity ended with the 1929 stock market crash. Plummeting stock prices led to losses from 1929 to 1931 of an estimated \$50 billion and started the worst American depression in the nation's history. The economic disaster was compounded by the dust bowl of the 1930s. Repeatedly dirt and sand destroyed crops and property as well as mental and physical health. During the depression, almost all of the colleges in Texas found it necessary to reduce faculty salaries. The 1930 U.S. census counted 123,202,624 although Texas counted 5,824,715 with an increase of 24 percent during the past decade²¹. In 1935, the number of farms in the United States reached an all-time high of 6.8 million. High school and adult enrollments grew at corresponding rates. However, from 1935 to 1937 over 34 percent of the farmers in nine Texas panhandle counties left due to drought and economic mayhem.²²

The preparation of agricultural teachers embraced a standardized agriculture program model and a sequence of courses. The Texas legislature added a required 12th grade to the high school diploma for students who entered first grade in 1941²³.

¹⁹ FFA History. Retrieved from <https://www.ffa.org/about/what-is-ffa/ffa-history>

²⁰ Shinn. Retrieved from http://www.naae.org/profdevelopment/magazine/archive_issues/Volume88/Nov-Dec_2015.pdf

²¹ United States and Texas Populations 1850-2016. Retrieved from <https://www.tsl.texas.gov/ref/abouttx/census.html>

²² Dust Bowl. Retrieved from <https://tshaonline.org/handbook/online/articles/ydd01>

²³ History of the Irving Independent School District. Retrieved from <http://web.irvingisd.net/history/briefhistorybyconnor.htm>

Although official adoption of the twelve-grade system occurred in 1946, Watlington (2014) noted that the statewide transition from eleven to twelve grades took nearly 20 years, beginning in 1927.²⁴

On August 9, 1940, representatives from each area in Texas met in College Station during the state in-service training meeting. The result of this meeting was the formation of the Vocational Agriculture Teachers Association of Texas-VATAT and Lewis B. Taylor was appointed full-time executive director in 1948.²⁵

In December 1941, World War II disrupted all aspects of American life, including rationing food and materials. Many students at Agricultural and Mechanical College of Texas interrupted their education and volunteered for military service. After the war, Texas experienced massive growth in enrollment in higher education. Post-war GI's made up the majority of students in 1946 through 1950. In 1950, President Harry Truman signed PL 81-740, granting FFA a federal charter and specifying a USDE staff member be the national FFA adviser.²⁶

Dean Edwin Jackson Kyle retired from AMC in 1944 after 33 years of service. For a brief period following his retirement, he served as the Director of the Farm Credit Administration and then as American ambassador to Guatemala until 1947.²⁷
(Reference: https://en.wikipedia.org/wiki/Edwin_Jackson_Kyle

In 1947, there were vocational agriculture departments in 631 Texas high schools; more than 25,000 boys received daily instruction, and 2,130 received part-time instruction, while 17,650 adults took evening courses.

The agricultural education courses offered in 1941-1945 included AGED 302, Principles of Agricultural Education; AGED 401 Teaching Vocational Agriculture; AGED 402a, Teaching Vocational Agriculture in established departments; and AGED 410, Methods in Adult Agricultural Education. The B.S. required 128 college credit hours.

In 1944, college tuition was \$24 a semester and an agricultural education major paid \$18.50 a month for room and board. In 2010, reported total college tuition and fees were \$4,451 for a 15 SCH semester.²⁸ Costs of "room and board" varied widely but a meal plan with 13-15 meals per week was \$2,424 and a dormitory semester was \$2,348.

Faculty members during the 1929-1950 period included E.R. Alexander, 1924-1953, serving as department head until 1953. Teaching, supervisory and itinerant faculty included J.C. Dykes, 1929-1935, W.R. Sherrill, 1928-1949, Henry Ross, 1935-1965, John Malcolm Orchard, 1938-1944, Lloid Henderson, 1938-1939, J. Lawson Sowell,

²⁴ Watlington. Retrieved from <http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/153420/WATLINGTON-DISSERTATION-2014.pdf?sequence=1>

²⁵ Vocational Agriculture Teachers Association of Texas. Retrieved from <http://www.vatat.org/history>

²⁶ FFA History. Retrieved from <https://www.ffa.org/about/what-is-ffa/ffa-history>

²⁷ Wikipedia Edwin Jackson Kyle. Retrieved from https://en.wikipedia.org/wiki/Edwin_Jackson_Kyle

²⁸ THECB. Tuition deregulation. <http://www.theccb.state.tx.us/Reports/PDF/2266.PDF>

1941-1943, L.V. Halbrooks, 1946-1948, Ernest V. Walton, 1946-1955, W.W. McIlroy, 1947-1956, and Ben D. Cook, 1950-1956.

1951-1963.

The drought was a continuing plague for Texans and for agriculture during the early 1950s and the economic and social impacts were widespread. In 1956, President Eisenhower declared 236 of the 254 counties as "drought disaster" areas. During this period, thousands of Texans left farms and ranches for jobs in town. Even in difficult economic conditions, the 1950 enrollment in Texas vocational agriculture increased by one-third from 31,805 in 1950 to 42,508 in 1960, explaining 52 percent enrollment of all rural males enrolled in high school. In 1958, Professor John W. Holcomb, a departmental faculty member, became executive director of the VATAT²⁹. However, vocational agriculture enrollment came under attack, by using a narrow view of excess enrollment based on farm employment opportunities³⁰.

After the influx of GIs graduated in the mid-1950s, college enrollment fell dramatically. The Agricultural and Mechanical College of Texas (AMC) posted a 1946-1947 enrollment of 8,643 but declined to 6,287 in 1952-1953. Gen. James Earl Rudder '32, assumed the office of the president of the Agricultural and Mechanical College of Texas on July 1, 1959³¹. His administration marked a vast expansion of facilities, higher salaries for staff and faculty, and the attainment of greater status for AMC soon to be named Texas A&M University.

Under the presidency of Gen. Rudder, A&M formally admitted women (1963), African-Americans (1964), and made participation in the Corps of Cadets voluntary in 1965.^{32, 33}

Faculty members during the 1951-1963 period included E.R. Alexander, 1924-1953, serving as department head until 1953, Ernest V. Walton, 1946-1955, serving as department head until 1955 and Earl H. Knebel, 1955-1984, serving as department head until 1984. Teaching, supervisory, instructional materials, and itinerant faculty included Henry Ross, 1935-1965, W.W. McIlroy, 1947-1956, Ben D. Cook, 1950-1956, M.N. Abrams, 1950-1956, R. Lano Barron, 1951-1952, Jollie R. Jackson, 1952-1961, Jack D. Gray, 1955-1958, Oris M. Holt, 1955-1973, John W. Holcomb, 1960-1985, Earl Sherman Webb, 1961-1981, Herman D. Brown, 1962-1991, and Billy Irick, 1963-1968.

In 1960 the first "resident credit" graduate courses were taught off-campus in keeping with the responsibilities of serving the public good. In 1963, the Texas state Legislature officially renamed the school to Texas A&M University, with the "A" and "M" being a symbolic link to the school's past but no longer officially standing for "Agricultural and Mechanical."

²⁹ Vocational Agriculture Teachers Association of Texas. Retrieved from <http://www.vatat.org/history>

³⁰ Cowhig & Beale. Retrieved from <https://www.jstor.org/stable/pdf/42867423.pdf>

³¹ AggieLand. Retrieved from <http://bookreader.library.tamu.edu/book.php?id=yb1964&getbook=Go#page/n13/mode/2up>

³² Texas A&M Today. Retrieved from <http://today.tamu.edu/2013/08/27/texas-am-to-commemorate-50th-anniversary-of-admission-of-women-minority-inclusiveness/>

³³ Texas A&M University Corps of Cadets. Retrieved from https://en.wikipedia.org/wiki/Texas_A%26M_University_Corps_of_Cadets

Since 1917, the 1963 U.S. population rose to 189,241,798 while the on-farm labor force dropped by half to eight percent. Nonetheless, science, technology, and the context of rural life created changes needed in agricultural education. The early 1960s brought landmark changes.

1964-1984.

Largely influenced by the Vietnam War, the 1960s brought social turbulence to the American landscape. Farming had adopted mechanical systems and agrichemicals. Rachel Carson (1962) countered by publishing "*Silent Spring*."³⁴

During the changing landscape, secondary school completion became the norm and vocational agriculture was firmly established, especially in rural Texas high schools. In response to demand for teaching materials, the Instructional Materials Service (IMS)³⁵ was organized in 1965 at Texas A&M University. Further description of the origin, scope, and personnel in IMS is included in the progression of programs section.

In 1965, there were vocational agriculture departments in 1,022 Texas high schools with a student enrollment of 48,895.³⁶ This represented a growth of 391 schools and almost double the number of students in 1947. During this 18 year period, adult agricultural education more than tripled, with 67,653 students enrolled. In 1965, in addition to regular courses in classrooms, laboratories, and research centers, vocational agriculture teachers provided individual instruction to 41,895 young and adult farmers in 1965.

Faculty members during the 1964-1984 period included Earl H. Knebel, 1955-1984, serving as department head until 1984. Teaching, supervisory, and instructional materials faculty included Henry Ross, 1935-1965; Oris M. Holt, 1955-1973; John W. Holcomb, 1960-1985; Earl S. Webb, 1961-1981; Herman D. Brown, 1962-1991; Billy Irick, 1963-1968; Lester Buford, 1967-1969; James E. Christiansen, 1968-2004; Wesley Foy Page, 1967-1984; Neil Overstreet, 1990-1997; John Dillingham, 1997-2005; Joe Dettling, 1988-2010; Kirk Edney, 1995-2011; Bill Tomlinson, 1986-1990; Donald R. Herring, 1968-1997; Jay P. Grimes, 1971-1980; Kenneth L. Denmark, 1973-1996; R.A. Lewis, circa 1974-1980; Gary E. Briers, 1980-2011 and continuing; Edna L. McBreen, 1981-1984; Daniel C. Pfannstiel, 1982-1991; Alvin Larke Jr., 1984-2011 and continuing; Christine D. Townsend, 1984-1985; Joe D. Townsend, 1984-2011 and continuing; John Pelham, 1974-1975; and Gordon Dowell, circa 1964-1984.

The progress of civil-rights legislation and the process of school desegregation prompted many changes in the education of black children in Texas. In 1965, the New Farmers of America was merged with the Future Farmers of America.³⁷ A similar change was made in the 4-H Club work of the Texas Agricultural Extension Service. By

³⁴ Wikipedia. Silent Spring. Retrieved from https://en.wikipedia.org/wiki/Silent_Spring

³⁵ Texas A&M University. Instructional Materials Service. Retrieved from <https://www.myimsservices.com/>

³⁶ Agricultural education. Retrieved from <https://tshaonline.org/handbook/online/articles/kha01>

³⁷ FFA History. Retrieved from <https://www.ffa.org/about/what-is-ffa/ffa-history>

1967, the number of African Americans teaching vocational agriculture had declined 20 percent and the number in agricultural extension had declined 8 percent.

From 1966 to 1975, there were also changes in the structure of agricultural studies at Texas A&M. In 1966, graduate faculty members in agricultural education began chairing doctoral committees in Department of Education for students with a program of study in agricultural education. The College of Education was created in 1969 after Frank W.R. Hubert, then dean of the College of Arts and Sciences, and Texas A&M President James Earl Rudder transformed the Department of Education into the College of Education.³⁸ Faculty in the Department of Agricultural Education held appointments in both colleges; however, the Department was administratively and financially administratively in College of Agriculture.

During the late 1960s through the 1980s, departmental faculty, especially John Holcomb, O.M. Holt, Earl S. Webb, Earl H. Knebel, Don R. Herring, and James E. Christiansen, were heavily involved in the College of Education, particularly in the preparation and certification of vocational administrators and vocational counselors.

In 1971 this activity, along with providing in-service courses for teachers in vocational programs, the passage of the federal Educational Professions Development Act (EPDA),³⁹ and implementation of Section 552 of that Act led to a graduate program in vocational education with Ph.D. and Ed.D. in vocational education being authorized by the Coordinating Board, Texas College and University System. The departmental faculty chaired doctoral students in this program, many of whom had degree programs in agricultural education. In 1973, the first degree in vocational education was awarded to a student chaired by a professor of agricultural education. Thus, for 10 years, many of the Department's doctoral students earned doctorate degrees in vocational education as well as through educational curriculum and instruction and educational psychology.

Over time, however, federal legislation rewrote agricultural education regulations. The Smith-Hughes Act was substantially rewritten through the Vocational Education Act of 1963 and successively amended in 1968, 1971, and 1984.⁴⁰

Saturday classes ended in 1968. Monday, Wednesday, Friday 50-minute classes remained, and the Tuesday, Thursday, Saturday, 50-minute classes changed to Tuesday, Thursday 100-minute classes. Things were changing.

The 1970 U.S. population census counted 203,211,926, a 13 percent increase over the past decade while Texas counted 11,196,730 and an increase of 17 percent.⁴¹ Conversely, U.S. farm population dropped to 6,051,000 and farmers accounted for 3

³⁸ Vision and History. Retrieved from <http://education.tamu.edu/about/vision-and-history>

³⁹ Reflections on EPDA. Retrieved from <https://www.jstor.org/stable/i264696?refreqid=excelsior%3Ab3d66b65280a5b5353aae1660924307b>

⁴⁰ Shinn. Retrieved from Retrieved from http://www.naae.org/profdevelopment/magazine/archive_issues/Volume88/Nov-Dec_2015.pdf

⁴¹ United States and Texas Populations 1850-2016 Retrieved from <https://www.tsl.texas.gov/ref/abouttx/census.html>

percent of labor force. The number of U.S. farms declined to 2,439,510 with an average size of 426 acres. On the other hand, consolidated Texas High Plains farms increased to average more than 2,000 acres.⁴² Throughout the late 1970s and 1980s enrollments in colleges of agriculture dropped again in the wake of the farm economic crisis.

The 1970 Nobel Peace Prize was awarded to Norman Borlaug⁴³ for developing high-yielding wheat varieties. Dr. Borlaug came to Texas A&M University in 1984 as Distinguished Professor of International Agriculture. Advances in molecular genetics in 1972 made possible the transfer of genes from one strand of DNA to another.⁴⁴ Agricultural Science was on the rise while rural populations continued to decline.⁴⁵

In 1974, Anna Beth Neason and Hazel Prescott Farr were the first female graduates certified to teach vocational agriculture in Texas.

The 1978 departmental roster included five professors; Earl Knebel, John Holcomb, Earl Webb, Herman Brown, and James Christiansen; one associate professor Don Herring; two assistant professors, Jay Grimes and Ken Denmark, and three instructors, John Dillingham, Evan Miller, and R.A. Lewis.

Throughout the 1980s, Texas lawmakers pushed for further education reforms and dealt with pressing school finance and equity issues. In 1981, Gov. William Clements signed House Bill 246, which resulted in the state's first statewide curriculum.⁴⁶

In 1981 Dr. Edna L. McBreen became the first female faculty member in Agricultural Education. By 2011, 10 women were on the 24-member teaching roster with seven graduate faculty members: Drs. Kim Dooley, Chanda Elbert, Julie Harlin, Theresa Murphrey, Tracy Rutherford, Nicole Stedman, and Chris Townsend.

In "A Nation at Risk," the National Commission on Excellence in Education⁴⁷ (1983) reported that U.S. students lagged far behind students in many other nations. The report prompted Gov. Mark White⁴⁸ to appoint a Select Committee on Public Education, headed by Dallas entrepreneur H. Ross Perot.⁴⁹ The group spent a year studying public education and issued a report detailing its findings, along with recommendations for improvement. The report had a significant impact on the agricultural education curriculum and the FFA.

⁴² Agriculture. Retrieved from <https://tshaonline.org/handbook/online/articles/ama01>

⁴³ The Nobel Peace Prize 1970. Retrieved from http://www.nobelprize.org/nobel_prizes/peace/laureates/1970/

⁴⁴ Growing a nation. Retrieved from <https://www.agclassroom.org/gan/timeline/1970.htm>

⁴⁵ Rural America in Transition. Retrieved from <http://ecedweb.unomaha.edu/ve/LIBRARY/RAIT.PDF>

⁴⁶ Summary of House Bill 246. Retrieved from <http://islandora-tx.lib.utexas.edu/clementstx/35180>

⁴⁷ A Nation at Risk. Retrieved from <https://www2.ed.gov/pubs/NatAtRisk/risk.html>

⁴⁸ The 1992 campaign. Retrieved from <http://www.nytimes.com/1992/06/29/us/1992-campaign-shaking-schools-when-perot-took-texas-special-report-education.html?pagewanted=all>

⁴⁹ No Pass, No Play: the back story. Retrieved from <https://www.texastribune.org/2010/09/02/bill-hobby-on-the-1984-education-reform-battle/>

1985-2011.

The U.S. population counted in the 1990 census reached 248,765,170, a 10 percent increase over the previous decade while Texas counted 16,986,335 and an increase of 19 percent. In the process, rural Texas populations declined along with enrollment in rural schools. The farm crisis of the 1980s accelerated the decline. By the mid-1980s, there were 2.2 million farms. By 1989, farm residents made up 2 percent of the total U.S. population. Agriculture and farming were synonyms that narrowly defined the industry and failed to recognize the interdependence of the value chain⁵⁰ of goods and services necessary for an agricultural product to move from the farm to the final customer or consumer.⁵¹

In 1974-75, the Department of Agricultural Education extended its scope in “general agriculture,” fostering an undergraduate curriculum and, in 1989 a major in Agricultural Development.⁵² This program lent greater recognition to the broad mission of preparing human resource specialists in agriculture.

In 1989, the College of Agriculture was renamed the College of Agriculture and Life Sciences with responsibilities in teaching, research, extension, and service that reached people in towns and cities as well as on farms and ranches.⁵³

In 1995, the departmental faculty organized around work groups that included a knowledge base and contextual settings. The knowledge base for agricultural education included planning and needs assessment; curriculum development; learning theory; instructional design; delivery strategies; evaluation; research methods and tools; scholarship and writing; history, philosophy, and ethics; and contextual applications, culture, and diversity.⁵⁴

Contextual settings included undergraduate education, graduate education, leadership education, extension education, distance education, Instructional Materials Services, international agricultural development and education, agriscience teacher education, and administrative services. The faculty accepted responsibility in creating and expanding the knowledge base of the department and in defining and redefining the context in which the faculty and students apply that knowledge.⁵⁵

During the 1980s, farmers and ranchers in Texas were confronted by an economic crisis more severe than any since the Great Depression. Many of those who relied on agriculture for their livelihoods faced financial ruin. The epicenter of the downturn was in

⁵⁰ Agricultural value chain. Retrieved from https://en.wikipedia.org/wiki/Agricultural_value_chain

⁵¹ Porter, Michael E. (1998). *Competitive advantage: creating and sustaining superior performance; with a new introduction (1st Free Press ed.)*. New York: Free Press.

⁵² 1984 Catalog. Retrieved from <http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog>

⁵³ About Texas A&M Agrilife. Retrieved from <http://agrilife.org/about/history/>

⁵⁴ Shinn, Briers, Baker. Retrieved from http://www.jae-online.org/attachments/article/141/Shinn_etal_49_1_121-131.pdf

⁵⁵ Areas of Study. Retrieved from <https://alec.tamu.edu/academics/graduate/areas-study/>

the Midwest, but the effects quickly rippled to areas where agriculture played a prominent role in the economy.⁵⁶

During the decade, enrollment in secondary agricultural education declined. It was clear that changes should be made in the curriculum. In 1992 the undergraduate agricultural education degree program became agricultural science. This change reflected an emphasis on science and technology and a changing secondary program in Texas.⁵⁷

In 1994-1995, Texas had 1,462 agricultural science and technology teachers providing instruction to 1,011 departments in Texas high schools.⁵⁸ More than 92,000 students received daily instruction in those departments, compared to 48,895 in 1965 and 25,000 in 1947. During the 1994-1995 school year, 29 courses were offered. Agricultural science and technology teachers were trained at nine universities in the state including Texas A&M University, Southwest Texas State University, Texas Tech University, Sam Houston State University, Stephen F. Austin State University, Texas A&M University at Kingsville, Prairie View A&M University, Tarleton State University, and East Texas State University. By the mid-1990s, those institutions were graduating between 150 and 200 teachers a year. In 1995 agricultural science and technology teachers taught 3,356 adults in various agriculture and agribusiness education courses.⁵⁹

In 1997 the George Bush Presidential Library and Museum opened, making Texas A&M University one of five universities to host a presidential library on campus.⁶⁰ President Bush '41 maintains an active role in the university, hosting and participating in special events organized through the library.

Agricultural Leadership, Education, and Communications (ALEC) came into being as an official department September 1, 2006. Many of the department's components (Agricultural Communications and Journalism and Agricultural Science) have a long history at Texas A&M University. The name change from Agricultural Education reflected the variety of degree programs and emphasis areas in the department.

The nucleus of the department began with the Agricultural Education and Agricultural Journalism Departments—both independent departments in Agriculture. Eventually, Agricultural Journalism formed the basis for what was the Journalism Department in the College of Liberal Arts. Agricultural Education expanded to include programs Agricultural Leadership and in 2002, Agricultural Journalism joined the department.⁶¹

Faculty members during the 1985-2011 period included Herman D. Brown, 1962-1991, serving as department head until 1991, Gary E. Briers, 1980-2011 and serving as interim department head 1991-1993, Glen C. Shinn, 1993-2011, serving as department

⁵⁶ 1980s Farm Crisis. Retrieved from <http://site.iptv.org/mtom/classroom/module/13999/farm-crisis>

⁵⁷ The reign of king cotton. Retrieved from http://www.pgisd.net/cms/lib3/TX01000621/Centricity/Domain/136/Chapter_18.pdf

⁵⁸ Agricultural education. Retrieved from <https://tshaonline.org/handbook/online/articles/kha01>

⁵⁹ Agricultural education. Retrieved from <https://tshaonline.org/handbook/online/articles/kha01>

⁶⁰ Wikipedia. George Bush Presidential Library. Retrieved from https://en.wikipedia.org/wiki/George_Bush_Presidential_Library

⁶¹ History. Retrieved from <https://alec.tamu.edu/about/history/>

head until 2005, Christine Townsend, 1990-2011, serving as department head until 2008, and Jack Elliot, 2009-2011 and continuing to serve as department head.

Teaching, research, extension, supervisory, and instructional materials faculty included H. Robert Terry Jr., 1994-1998; Dwayne A. Suter, 1994-1996; Manuel Piña Jr., 1994-2011 and continuing; Tom Andy Vestal, 1994-2011 and continuing; Richard L. Cummins, 1995-2011 and continuing; Kim E. Dooley, 1996-2011 and continuing; Betty Franklin Harrelson, 1996-2002; Howard Ladewig, 1996-2000; Mary G. Marshall, 1996-2001; Barbara Stone, 1996-2003; Scott R. Cummings, 1997-2011 and continuing; William A. Younger, 1997-2004; Timothy H. Murphy, 1998-2011 and continuing; Cruz C. Torres, 1998-2004; Stephen A. Banning, 1999-2000; Barry L. Boyd, 1999-2011 and continuing; Julie F. Harlin, 1999-2011 and continuing; James R. Lindner, 2000-2011 and continuing; Theresa Pesl Murphrey, 2000-2011 and continuing; Chanda D. Elbert, 2000-2011 and continuing; Deborah W. Dunsford, 2001-2011 and continuing; Gary J. Wingenbach, 2001-2011 and continuing; Tracy A. Rutherford, 2002-2011 and continuing; Douglas P. Starr, 2004-2010; Michael McCormick, 2004-2008; T. Grady Roberts, 2004-2011 and continuing; Nicole P. Stedman, 2004-2011 and continuing; Manda Hays Rosser, 2005-2011 and continuing; 2008 Traci Naile, 2008-2011; Jack Elliot, 2009-2011 and continuing to serve as department head; and John Rayfield, 2009-2011 and continuing.

2009 Departmental Faculty

11 professors
7 associate professors
7 assistant professors
1 Extension associate
5 Extension assistants
3 Extension program specialists
1 Extension project specialist
2 senior lecturers
2 assistant lecturers
1 academic adviser

In 1985 seven secretaries kept the department running for about 125 students in agricultural education. In 2011, five secretaries work in a department with four bachelor's degrees, two master's degrees, and three doctoral degrees and 13 times more students-992 undergraduate majors, 35 master's candidates, and 48 doctoral with 20 in the Joint Ed.D.-for a total of 1,075.

Graduate programs in Agricultural Leadership, Education, and Communications, Agricultural Development, and a joint doctorate at a distance with Texas Tech University in Agricultural Education were among the department's offerings. Master of agriculture (M.S.), education (M.Ed.) and science (M.S.) were offered.⁶²

⁶² History. Retrieved from <https://alec.tamu.edu/about/history/>

Table 1. Honors, Awards, Listings, and Recognition

Received by Faculty and Staff, 2010
Professional Organizations and Associations

Name	Recognition
Jack Elliot	Distinguished Service Award, American Association for Agricultural Education, Western Region
Deborah Dunsford	Student-led Awards for Teaching Excellence (SLATE) for two spring semester courses, Agricultural Media Writing I and Introduction to Agricultural Public Relations, Texas A&M University Student Government Association.
Jimmy Lindner	Outstanding Agricultural Educator Award, American Association for Agricultural Education, Southern Region
Debra King	John J. Koldus Faculty and Staff Achievement Award, Texas A&M University.
Theresa Murphrey	<p>Outstanding International Agricultural Education Award, American Association for Agricultural Education, Western Region.</p> <p>Second Place Outstanding Innovative Idea Poster Presentation, "Enhancing Career Development Event Preparation Utilizing Jing™ Audio/Video Recordings." (K. Miller & T.P. Murphrey). American Association for Agricultural Education, national conference, Omaha, Nebraska.</p> <p>Third Place Outstanding Poster Presentation, "Enhancing Career Development Event Preparation Utilizing Jing™ Audio/Video Recordings." (K. Miller & T.P. Murphrey). American Association for Agricultural Education, Western Region, Great Falls, Montana.</p> <p>Gold Teaching Award, United States Distance Learning Association.</p> <p>Student-led Award for Teaching Excellence. Texas A&M University Student Government Association.</p>
Theresa Murphrey, Julie Harlin, & John Rayfield	Outstanding Paper Presentation, "Factors Impacting Collaboration: Implications for Agricultural Extension and Education." Association for International Agricultural and Extension Education, Saskatoon, Canada.
Glen Shinn	Texas A&M University Bush Excellence Award for Faculty in International Research.
Gary Wingenbach	Distinguished Research Award, American Association for Agricultural Education, Western Region

2012–and Beyond

Mark Twain said, *“It is difficult to make predictions, particularly about the future.”*⁶³ However, consistent with the past, there are megatrends that signal the future. Richard Smalley,⁶⁴ a Nobel Prize-winning physics laureate, identified humanity’s top challenges for the next 50 years. Five of these *Grand Challenges*—energy, water, environment, disease, and food—are associated directly with agriculture and education. Complex problems require collaboration by teams applying science, technology, engineering, and mathematics (STEM). Yogi Berra was correct, *“The future ain’t what it used to be.”*⁶⁵ Population and demographics since 1917 through 2011 indicate continuing population growth in Texas, the U.S., and the world. Add urbanization—now more than half of the world population—and the strains increase. Concerns about food security and safety, renewable resources, and climate changes intensify as the U.S. population grows to a projected 364 million by 2030 and the world to 8.5 billion.

Peter Drucker warned, *“The greatest danger in times of turbulence is not the turbulence—it is to act with yesterday’s logic.”*⁶⁶

Past strategies and methods will not solve present or future educational problems. In *The World is Flat* (2007), Thomas Friedman assured, “This is not a test, it is a real emergency.” Paraphrased, Friedman said the curriculum must provide access to knowledge, but students must take advantage of it.⁶⁷

Agricultural leadership, education, and communication will continue to benefit from a standard program, but different from previous designs—rigorous and clear curriculum pathways, new methods of engaging teaching and learning, professional development for teachers, and a focus on transparency, assessment, and accountability.

Well-planned curriculum for agricultural science leads from elementary to middle grades to early college high schools with a strong emphasis on nonfiction writing, scientific methods of data analysis, frequent assessments of student progress with multiple learning opportunities to improve, and advancement via individual determination (AVID) closing the achievement gap⁶⁸. With high expectations and aspirations, P-20⁶⁹ achievement can be attained by 90 percent of the students, including those who are of minority and low socioeconomic status.

Like land-grant legislation, advancements involve partnerships among local communities, business, industry, and state and federal agencies. Adaptation will require

⁶³ Quote investigator. Retrieved from <http://quoteinvestigator.com/2013/10/20/no-predict/>

⁶⁴ Wikipedia. Retrieved from https://en.wikipedia.org/wiki/Richard_Smalley

⁶⁵ Quote investigator. Retrieved from <http://quoteinvestigator.com/2012/12/06/future-not-used/>

⁶⁶ Peter Drucker. Retrieved from <http://www.reply-mc.com/people/peter-drucker/>

⁶⁷ The New York Times Magazine. Retrieved from <http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html>

⁶⁸ AVID. Retrieved from <http://www.avid.org/about.ashx>

⁶⁹ Texas Association of School Administrators. Retrieved from <https://www.tasanet.org/site/default.aspx?PageType=3&DomainID=129&ModuleInstanceID=1865&ViewID=6446E88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=3369&PageID=339>

strong collaboration with business and higher education partners with increased P-20 alignment and articulation, adoption of new educational technology platforms, and increased professional development opportunities for teachers.

Teachers benefit from instructional coaches, common planning, collaborative scoring of students' work, peer observations, and corrective feedback. Active teaching and learning methods draw on project-based learning and common instructional frameworks that include collaborative group work, simulations, writing to learn, questioning, scaffolding, classroom talk, and literacy groups. Systematic research-based lesson cycles encourage students to conduct their own investigations, draw their own insightful conclusions, and create their own persuasive analysis.

In summary, the future requires collaboration, deep engagement, and higher aspirations, not only from students and parents, but also from agribusiness, policy-makers, educators, and communities. The goal is for aspiring students to acquire the knowledge and skills necessary for college degrees and industry certification in high-demand STEM-centered fields-and continue lifelong learning. Still, like 1917, concerns remain around poverty and productivity with an eye on trends. Wayne Gretzky, arguably hockey's greatest player, advised, "*Skate to where the puck is going to be, not where it has been.*"

Technologies through distance education becomes an increasingly important way to make cooperative research and extension resources accessible.⁷⁰

Agricultural education empowers people to think more critically, work more ethically, to perform more skillfully, to communicate more clearly, to plan and affect change more efficiently, to solve problems more creatively, and to act based on principles—all of which involves vital choices and consequences in a global society.⁷¹

A VISION

Collectively, we aspire to contribute to the scientific discipline through multiple forms of scholarship, educate students for world-class educational leadership in the broad field of agricultural sciences and human performance, and contribute as one of the premier agricultural education programs in the world.⁷²

We aspire to be great teachers and mentors. We aspire to search for new insights and understandings of relevant public issues and to validate and communicate our scholarship. We aspire to public service and extension as willing servants rather than as assignment-bound bureaucrats. We aspire to become a learning community, to integrate our specializations, and to increase trust and sharing. We will recognize our own success when our stakeholders value our work.

We aspire to be one of the great programs of agricultural leadership, education, and communications in the world. We recognize that we cannot be everything to

⁷⁰ Growing a Nation. Retrieved from https://www.agclassroom.org/gan/timeline/1990_2000.htm

⁷¹ Shinn, Briers, Baker. Retrieved from http://www.jae-online.org/attachments/article/141/Shinn_etal_49_1_121-131.pdf

⁷² Vision / Mission. Retrieved from <https://alec.tamu.edu/about/vision-mission/>

everyone, but we can focus on important issues that face our stakeholders. We will do those things that make a positive difference. We look forward to learning, laughing, and working together ... learning to change the world for the better!

Progression of Programs

The total number of degrees awarded to students in the Department from 1916 through December 2009 was 9,489. They broke down as follows:

Agricultural Education	3,268 BS	1,162 Masters	145 Doctorates	4,575 Total
Agricultural Development	2,815 BS	156 Masters		2,971 Total
Agricultural Science	600 BS			600 Total
Ag Leadership & Develop.	1,159 BS			1,159 Total
Ag Comm. and Journalism	127 BS			127 Total

Doctorates in ADEX, VOED, EDAD, & EDCI chaired by departmental faculty 57 Total

Undergraduate Program in Agricultural Education⁷³

During the January 18, 1969, commencement, agricultural education graduates included the first of 18 students from the Dominican Republic, Hector Mena Valerio (Santo Domingo) under a TAMU/ AID/ Dominican Republic contract.

Undergraduate Program in Agricultural Development.⁷⁴

Prior to the 1960s, students pursuing a degree in agricultural education had one track- specifically, preparation to become a teacher of vocational agriculture. However, some students wanted the preparation in scientific and technical agriculture and in human capacity development (e.g., informal or non-formal teaching, extension education, change management), but they did not want to certify as teachers of vocational agriculture nor did they want to experience student teaching. Seldom but not never, the advisers and administration in the department agreed to substitute courses in the department that had been developed as service courses (AGED 440 and 441), field experiences (AGED 484), and directed studies (AGED 485) for the student teaching semester of AGED courses. Some

2009 Departmental Degree Programs
BS. Agricultural Communications and Journalism (AGCJ)
BS. Agricultural Leadership and Development (ALED)
BS. Agricultural Science (AGSC)
BS. University Studies-Leadership Studies (USAL)
MS. Agricultural Education
MEd. Agricultural Education
PhD. Agricultural Education
EdD. Agricultural Education (includes Doc@Distance)
Certificate Programs

referred to this as the “non-teaching” option, but it was not formalized. So, students were graduating without completing the teacher certification program long prior to formal approval of a program of study to do so. Also true was the requirement that to be certified as a teacher of vocational agriculture, a student must have a GPR of 2.25. Some students who did not achieve that GPR were allowed to graduate without the culminating semester of student teaching.

⁷³ Undergraduate programs. Retrieved from <https://alec.tamu.edu/academics/undergraduate/>

⁷⁴ Agricultural development. Retrieved from <https://alec.tamu.edu/academics/undergraduate/afleadershipaled/>

Then, in 1972, the Department was authorized to offer a program of study at the undergraduate level in “general agriculture”-a recognition at the undergraduate level that the mission of the department was broader than that of preparing teachers of vocational agriculture. A suite of courses strengthened the broader mission, including:

ALEC 440 Methods of Technological Change. Processes by which professional change agents influence the introduction, adoption, and diffusion of technological change; methods of planning and implementing change, its effects and how it can be predicted.

AGED 441, Agricultural Extension Organization and Methods. Cooperative extension in agriculture and home economics; development, objectives, organization, program building and methods of teaching.

AGED 484, Field Experience. An on-the-job supervised experience program conducted in the area of the student's specialization.

AGED 485, Directed Studies. Directed individual study of selected problems in agricultural science with emphasis on collection, analysis, and presentation of information

The agricultural development program was first listed in the 1974-75 undergraduate catalog as an option in general agriculture in the major of agricultural education. This program option developed into an option in “agricultural development” in the major of agricultural education in 1985 (first printed in the 1987-88 undergraduate catalog). Specific courses in the department were developed to support the program in agricultural development. The first of these was AGED 340, “Professional Leadership Development.” In 1989, the two options in the major in agricultural education evolved into a separate, stand-alone major in agricultural development and a renaming of the agricultural education-teaching option to a major in agricultural science-teaching option. (Because of its long history as a major to prepare teachers of agriculture, agricultural science was footnoted with “teaching option.” In actuality, however, because teaching has been the only option, the moniker was attached simply to try in assisting prospective students to find the major for preparing teachers of agricultural science.) The major in agricultural development was renamed agricultural leadership and development in 2005 and was listed in the undergraduate catalog beginning in 2006-07. Also, a major in university studies-leadership studies was authorized in 2007, and a minor in leadership in 2010.

Undergraduate Program in Agricultural Communications and Journalism.⁷⁵

In 1997 Agricultural Journalism, a joint program of the Department of Journalism in the College of Liberal Arts and the College of Agriculture and Life Sciences moved administratively (for advising purposes). At that time, all of the journalism courses were taught in the Department of Journalism, and the scientific and technical agriculture courses came from the College of Agriculture and Life Sciences. Beginning in 1998, courses in agricultural journalism and communications were approved in the Department of Agricultural Education. In 2010 Dr. Deborah Dunsford and Dr. Gary Wingenbach were hired to teach courses, advise students, and administer the degree program in agricultural communications. The course offerings broadened to include agricultural communications and journalism.

Undergraduate Enrollment (Spring 2009)
ALED Agricultural Leadership Education 617
AGSC Agricultural Science (teacher prep) 112
AGCJ Agricultural Communications and Journalism 121
USAL University Studies-Leadership Studies 88
Total undergraduates: 992

This Master of Agriculture (M.Ag.) degree program was renamed “agricultural leadership and development,” and now is “agricultural leadership development”-thus the “Leadership” part of the department’s name.

Graduate Studies⁷⁶

Master’s studies⁷⁷

At the graduate level, the mission beyond educating teachers of vocational agriculture existed for many years. Although a primary departmental goal was to further the education of teachers, a broader mission was to educate professionals for public school administration and guidance fields, for Extension education and administration, and for international agricultural development.

In 1924 the Master of Science (M.S.) in agricultural education was authorized along with additional M.S. degrees in other agriculture departments.

In 1931 the Master of Education (M.Ed.) in agricultural education followed and the first M.Ed. was awarded that same year. The School of Vocational Education degree administered the degree.

In 1960 outreach graduate education began with the offering of graduate courses at locations as distant as Overton, Weslaco, Amarillo, and El Paso. By 1990, 160 courses had been taught off-campus in 36 locations, serving teachers and Extension agents.

In 1969, the College of Agriculture authorized professional graduate studies. In 1970 a Master of Agriculture (M.Ag.) program with a major in agricultural development began. And, not exclusive to our department, it was nourished and grew and bloomed here. In

⁷⁵ Agricultural communications and journalism. Retrieved from <https://alec.tamu.edu/academics/undergraduate/1059-2/>

⁷⁶ Graduate programs. Retrieved from <https://alec.tamu.edu/academics/graduate/>

⁷⁷ Masters programs. Retrieved from <https://alec.tamu.edu/academics/graduate/masters/>

1974 the Master of Agriculture was approved making it the first professional graduate degree at a land-grant university.

Doctoral studies⁷⁸

In 1966 doctoral study with an emphasis in agricultural education began as a cooperative degree in the Department of Education. Graduate faculty members in agricultural education with joint appointments in the Department of Education included Earl Webb, Earl Knebel, John Holcomb, O.M. Holt, Herman Brown, James Christiansen, and Don Herring.

In 1982, the Texas Higher Education Coordinating Board authorized the Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) programs in agricultural education in 1982. In 1985 the first two Ph.D. degrees in agricultural education were awarded to Peter Dreisbach and Chris Ede. By 2011, 99 doctorates had been awarded, 87 Ph.D. and 12 Ed.D. degrees.

Graduate programs in Agricultural Leadership, Education, and Communications, Agricultural Development, and a joint doctorate at a distance with Texas Tech University in Agricultural Education are now among the department's offerings.

Adult Specialists Program

In 1956, a departmental commitment to extension education began with the development of an adult specialist program, a joint venture between AMC and the Texas Education Agency. During the 30-year life of the program, agricultural specialists delivered four-evening short courses for adults in communities. Local vocational agriculture instructors scheduled and arranged the courses with local school support. Short courses included arc welding, beef cattle production, computer applications, electric motor care and repair, farm management, farm wiring and safety, horticulture, oxy-acetylene welding and cutting, pasture management, swine production, and tractor maintenance. During the 1956-1985 period, 18 subject specialists included Joel R. Barton, John Carnes, Robert "Bob" Cohen, Charles B. "Charlie" Edwards, Royce Hart, William W. Holtzapple, Bob K. Jacobs, Bob Jaska, Elmer Krehbiel, Frank Litterst Jr., Phil Nix, Anna Beth Neason, Richard Pivonka, Joe D. Townsend, Norm Waggoner, H. Cleve Walkup, Harold Wiedeman, John Williamson, and Charlie Yeates. The program was budgeted for a cost-share program directed through the department of agricultural education.

Instructional Materials Service⁷⁹

In support of teaching programs funded with a \$40,000 "loan" from University President Earl Rudder, the Agricultural Education Teaching Materials Program began in 1965 under the leadership of Professor John Holcomb.^{80 81}

⁷⁸ Doctoral programs. Retrieved from <https://alec.tamu.edu/academics/graduate/doctoral/>

⁷⁹ Instructional Materials Service. Retrieved from <https://www.myimsservices.com/>

⁸⁰ Vocational Agriculture Teachers Association of Texas. Retrieved from <http://www.vatat.org/history>

⁸¹ Holcomb, John W., Coordinator. (August 1983). A Review of Vocational Instructional Services: Vocational Agriculture. College Station, TX: Texas A&M University, 103 pp.

President Earl Rudder and the Texas Education Agency approved the program in December 1965. Its “general objective . . . is (was) the supplying of correctly designed, effective learning materials in agriculture to the teachers and students of the state in the rapidly changing complex of agricultural occupations, on and off the farm, and to provide the research and in-service training that will enable Texas teachers to perform effectively in these areas.”

For more than 40 years, the program was a market-driven early adopter of technology and evolved to create, evaluate, and disseminate instructional materials for a full range of curricula as well as provide in-service workshops, short courses, and on-line access to agricultural and industrial education programs.⁸² It served to produce materials for both agricultural education and trades and industrial education curriculum programs. Curriculum specialist developed the curriculum materials and support staff printed, collated, and bound the text. Orders were taken for the materials and additional staff carried out distribution activities.

Now known as Instructional Materials Service or IMS, the program is on the TAMU Riverside campus. During the 1965-2011 period, Wesley Foy Page,⁸³ John Phillip, Bill Tomlinson,⁸⁴ Neil Overstreet,⁸⁵ John Dillingham,⁸⁶ Joe Dettling,⁸⁷ and Kirk Edney⁸⁸ provided day-to-day leadership for a team of curriculum specialists and support staff. Over time, IMS employed 24 people, including seven professional staff holding continuing education assistant professor, associate professor, or professor faculty appointments. In 2000, IMS sold \$1,296,000 worth of curriculum materials in all 50 states and several foreign countries. In 2011, IMS consisted of three support staff and three faculty members, along with a shared IT person. Additionally, contract writers contribute to development activities. IMS maintains a close working relationship with the Texas Education Agency and professional organizations that serve both Agriculture, Foods, and Natural Resources as well as Trade and Industrial Education.

⁸² Instructional Materials Service. Retrieved from <https://www.myimsservices.com/>

⁸³ Page, Wesley Foy. Personal Communication, September 9, 1998

⁸⁴ Tomlinson, Bill. Personal communication, May 15, 2017.

⁸⁵ Overstreet, Neil. Personal Communication, July 6, 2005

⁸⁶ Dillingham, John. Personal communication, February 11, 2005, August 10, 2005.

⁸⁷ Dettling, Joe. Personal communication, May 15, 2017.

⁸⁸ Edney, Kirk. Personal communication, July 15, 2017.

Agricultural Extension/Agricultural Administration

During the early 1970s, the training and studies specialist for the Texas Agricultural Extension Service became a member of the faculty in the Department. First, Ben Cook, and his successor, Kenneth Denmark, served on the graduate faculty and taught AGED 441, Agriculture Extension Organization & Methods. In 1994 Andy Vestal joined the Department as Extension Specialist.

In 1996, the Cooperative Extension training and evaluation unit consisting of five faculty and two support staff became part of the Department. The faculty included Howard Ladewig, Mary Marshall, Barbara Stone, Scott Cummings, and Betty Franklin Harrelson.

Later, Susanna Coppernoll (2001), Rebecca Luckey (2004), Chris Boleman (2004), and Paul Pope (2004) joined the Extension workgroup.

Hurricane Ike-The Category 2 hurricane made landfall on September 13, 2008, with a Category 5 equivalent storm surge and \$37.6 billion in damages. The Extension Organizational Development Unit contracted to conduct an evaluation of post-Hurricane Ike disaster management recovery. This project was in cooperation with the Health and Human Services Commission of Texas and FEMA. The project was completed in June 2010.

Agricultural Communications/Agricultural Journalism

In 2006 the B.S. major in agricultural journalism within the department changed to become the Bachelor of Science in Agricultural Communications and Journalism.

Agricultural Leadership/Development

In 1972, the department was authorized to offer a program of study at the undergraduate level in “general agriculture”—a recognition at the undergraduate level that the mission of the department was broader than that of preparing teachers of vocational agriculture. In 1985 this program developed into an option in “agricultural development” within the major of agricultural education, became a separate major with a Bachelor of Science in Agricultural Development in 1989 and became the Bachelor of Science in Agricultural Leadership and Development in 2006. In 1989 the teaching option became a major with the Bachelor of Science in Agricultural Science at the same time.

Distance education

Although a study in residence has its roots in the European universities in the 1600s, delivering agricultural education off-campus was not a 21st century Internet phenomenon. Embedded deeply in the departmental mission was a responsibility for meeting agricultural educators’ needs in Texas.

In the 1930s, agricultural education departments deployed “itinerant teachers” describing them as-“traveling employee of a teacher-training institution or state board for vocational education which provides individual and group instruction for employed teachers of vocational agriculture, either in the schools in which these teachers are employed or at nearby centers.”

For five decades, “resident professors” delivered off-campus credit courses and workshops for teachers and Extension agents across Texas from Weslaco to Amarillo and Beaumont to El Paso. Department adult specialists also delivered credit and non-

credit short courses throughout the state. Detail about “itinerant teachers,” “adult specialists” and “Inservice education” are found in sections following.⁸⁹

Distance Education-A Joint Doctoral Degree

The late 1990s were challenging times for higher education in Texas with increasing student enrollments and expansion of programs although the reduction of state funding for doctoral support occurred. Consequently, in 1999, THECB considered approval only of “joint programs.” Although 12 Texas universities offered bachelor’s and master’s programs in agricultural education, only Texas A&M University has the authority to offer the Ph.D. in the field of study. Texas Tech offered the Ed.D. through a cooperative agreement with the Department of Curriculum and Instruction. Texas Tech was planning a doctorate and had a strong academic faculty. It was clear that authorization of doctoral programs would be joint university offerings using existing faculty lines. The joint proposal focused on the Doctor of Education (Ed.D.). The other ten sister universities supported the innovation.

In the meantime, collaborations began in May 1996 between department heads at Texas A&M and Texas Tech.

Fortunately, during an exploratory joint faculty meeting in the VATAT conference room in August 1998, a staff representative from the Texas Higher Education Coordinating Board (THECB) agreed to meet and discuss a strategy for board approval. The proposal, negotiations, and authorization for the joint “Doc@Distance” program spanned almost five years.⁹⁰



The concept of “study in residence” was a significant obstacle to the distance delivery of the doctorate. In a document prepared for THECB, an argument was successfully made to recognize five value constructs that underpin study in residence: (1) immersion in advanced study and inquiry, (2) interaction with faculty members and peers, (3) access to the educational resources of the university, (4) interchange of knowledge with the academic community, and (5) broadening of educational and cultural perspectives. THECB adopted these value constructs to guide distance-delivered doctoral programs.

In April 2000, the Texas Higher Education Coordinating Board (THECB) authorized the Joint Doctor of Education in Agricultural Education at a Distance. Students were enrolled as a cohort in this program conducted jointly by the Department of Agricultural Leadership, Education, and Communications at Texas A&M University and the Department of Agricultural Education and Communications at Texas Tech University. One of the most innovative graduate programs in COALS, it was commended by THECB.

⁸⁹ Hilison. Retrieved from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.578.5250&rep=rep1&type=pdf>

⁹⁰ Doctoral education in Texas. Retrieved from <http://www.thecb.state.tx.us/reports/PDF/1050.PDF>

Faculty involvement in the Joint Doctoral Program: TAMU/TTU

The joint faculty began with 13 full-time graduate faculty members plus 18 professional faculty members who held continuing appointments. The team grew to 32 faculty members who hold an original academic appointment at Texas A&M University and Texas Tech University. Each faculty member brought expertise and experience that enhanced the rigor and scholarship of the degree. Workgroups formed around seven issues; curriculum design and course sequence, admissions, evaluation and on-going review, communications and publicity, technical design and delivery, TAMU/TTU policy, and research/funding proposals.

The faculty members identified primary and secondary knowledge bases that included planning and needs assessment, learner-centered instructional design, delivery strategies, evaluation and accountability, and research, measurement, and analysis. Contextual applications included six themes, agricultural communications, distance education, extension education, international agricultural education, leadership education, and teacher education.

Projected Offerings in the Joint Doctoral Program Semester-by-Semester*

A proposed program of study, course categories, course sequence and primary faculty responsibilities are illustrated in Table 2.

Table 2. Program of Study-Joint Ed.D. at a Distance*

Sequence	Credit Hrs.	Course	Course
Year 1			
Fall 2000	4	Doctoral Seminar (1 hr.) (7100) ♣ TTU	History, Philosophy and Policies of Agricultural Education (615) ♥ TAMU
Spring 2001	6	Program Planning in Agricultural and Extension Education (5305) ♥ TTU	Theory of Research in Agricultural and Extension Education (690) ♦ TAMU
Summer 2001	6	Evaluation of Programs in Agricultural and Extension Education (5309) ♥ TTU	Supporting Field (3 hrs.) or Professional Internship (684) ♣ TAMU
Year 2			
Fall 2001	6	Designing Qualitative Research (5382) ♦ TTU	Advanced Methods in Agricultural Education (601) ♥ TAMU
Spring 2002	6	Methods of Technological Change (5307) ♥ TTU	Principles of Adult Education (610) ♥ TAMU
Summer 2002	4	Supporting Field (3 hrs.) or Professional Internship (7200) ♣ TTU	Doctoral Seminar (1 hr.) (681) ♣ TAMU
Year 3			
Fall 2002	6	Educational Statistics I (5380) ♦ TTU	Youth Leadership Programs (607) ♥ TAMU
Spring 2003	6	Supporting Field (3 hrs.) or Professional Internship (684/7200) ♣ TAMU/TTU	Data Interpretation (3 hrs.) (690) ♦ TAMU
Summer 2003	4	Doctoral Seminar (1 hr.) (7100) ♣ TTU	Supporting Field (3 hrs.) or Professional Internship (684/7200) ♣ TAMU/TTU
Year 4			
Fall 2003	6	Doctoral Seminar (1 hr.) (7100) ♣ TTU	Research (5 hrs.) (692/8000) σ TAMU/TTU
Spring 2004	6	Research (4 hrs.) (692/8000) σ TAMU/TTU	Doctoral Seminar (2 hrs.) (681/7100) ♣ TAMU
Summer 2004	4	Research (2 hrs.) (692/8000) σ TAMU/TTU	Research (2 hrs.) (692/8000) σ TAMU/TTU

♣ Seminars (6 Hours)

♦ Research Techniques (12 hours)

σ Record of Study/Dissertation (12 hours)

♥ Content Area of Interest (21 hours)

♣ Supporting Field (13 hours)

*Revised May 25, 2000

Table 3. Joint Doctoral Cohorts

Joint Doctoral Cohort I -2000-2004 TAMU-TTU

Brad David-Texas Cooperative Extension
Carol Woodward-Sul Ross State
University
Darlene Locke-Texas Cooperative
Extension
Dotty Woodson-Texas Cooperative
Extension
Galen Chandler-Texas Cooperative
Extension
Kim Hays-Amarillo College
Marlin Priddy-Tarleton State University
Michael Womack-Texas Cooperative
Extension

Montza Williams-Texas Cooperative
Extension
Pat Swaim-Paris Junior College
Rebecca Parker-Texas Cooperative
Extension
Richard Ford-Calallen ISD
Roy Russell-Texas Cooperative Extension
Ruben Saldaña-Texas Cooperative
Extension
Susie Bullock-Cooperative
Communications
Zana Matthies-Hanson-Fort Stockton ISD

Joint Doctoral Cohort II-2003-2007 TAMU-TTU

Anna Kantor-Navarro College
Cindy Chaney-Commerce ISD
Darrell Dromgoole-Texas Cooperative
Extension
James Hafer-Chief Dull Knife College, MT
Jeanea Lambeth-Phoenix AZ ISD
Kalico Leech-Texas Cooperative Extension

Kim D. Alexander-Roscoe ISD
Landry Lockett-Commercial Horticulture
Rene Miller-Indiana Education Consultant
Steve Lewis-Nevada Cooperative
Extension
Tom Kingery-Indiana ISD

Joint Doctoral Cohort III-2006-2010 TAMU-TTU

Allen Malone-Texas Cooperative
Extension
Angela Burkham-Texas Cooperative
Extension
Brian Triplett-Texas Cooperative Extension
Charla Bading-Texas Cooperative
Extension
Gene Hovatter-West Virginia ISD Teacher
Kimberley Miller-California ISD Teacher
Larry Payton-HEB Food Safety
Laurie Ledbetter-Arkansas ISD Teacher
Luis Saldaña-Texas Cooperative
Extension

Nina Crutchfield-Arkansas ISD Teacher
Owen Roberts-University of Guelph,
Ontario
Ray Rabroker-Chilton ISD Teacher/
Superintendent
Rick Maxwell-Texas Cooperative
Extension
Sonja Stueart-Davis-Texas Cooperative
Extension
Stephen Todd Fuller-Texas Cooperative
Extension
Wayne Atchley-Tarleton State
Whit Weems-Texas Cooperative Extension

Joint Doctoral Cohort IV-2009-2013 TAMU-TTU

Donald Kelm-Texas Cooperative Extension
Christopher Lavergne-Kansas State
Extension
Kelli Lehman-Unknown
Tamra Mcgaughy-Unknown
Michael Shane Mclellan-Unknown
Alanna Neely-Unknown-Check

Amber Preston-Unknown-Check
JD Ragland-Texas Cooperative Extension
Laura Sanagorski-Warner-University Of
Florida Extension
Aimee Sandifeer-Texas Cooperative
Extension

International programs

In the 1960s and 1970s Lester Buford, John Holcomb, Earl Knebel, Charles Palmer, and James Christiansen worked in Uruguay, Dominican Republic, Tunisia, Tanzania, and Costa Rica respectively. A graduate emphasis in international agricultural development was established in the early 1980s. To further this emphasis, four new departmental graduate courses pertaining to international agricultural development were established and taught, namely, AGED 644, 645, 646, and 647.

AGED 644, The Agricultural Advisor in Developing Nations. Trends, conditions, critical incidents, techniques, roles and preparation affecting the success of persons desiring to provide technical assistance in projects of agricultural development by serving as agricultural advisers in developing nations.

AGED 645, Initiating, Managing, and Monitoring Projects of International Agricultural Development. Origin of projects in agricultural development involving host governments, procedures in developing contracts with sponsors, duties, and responsibilities of contract administrators, project leaders and the home institutions, reporting systems, project reviews and evaluation procedures, procedures effective in managing projects.

AGED 646, Institutions Serving Agriculture In Developing Nations. Comparisons among programs and functions, strengths and weaknesses, organizations and relationships of institutions and agencies in public sectors serving agriculture in developing nations; includes those responsible for agricultural extension, agricultural research, agrarian reform, price stabilization, agricultural credit and agricultural comparatives.

AGED 647. Field Studies in Agricultural Development. Orientation to, analysis and appraisal of representative programs of agricultural development; field trip required to study agricultural development in a developing nation; primarily for graduates students with little or no experience working in an international setting.

Over the past six decades, 1950-2011, faculty members have taught or worked in international short-term consultancies or training, including:

Barry Boyd	Indonesia
Gary Briers	Armenia, Iraqi, Russia
James Christiansen	Belize, Cameroon, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Malaysia, Mexico, Nicaragua, Paraguay
Joe Dettling	Indonesia
Kim Dooley	Costa Rica, Indonesia, Mexico
Jack Elliot	Namibia, Guam, Chile, Russia
John Holcomb	Jamaica, Sri Lanka
Jimmy Lindner	Mexico, Trinidad and Tobago
Theresa Murphrey	Costa Rica, Perú

Daniel Pfannstiel	Armenia, China, Cuba, Ecuador, Germany, Hungary, Jordan, México, Panamá, Philippines, Poland, Saudí Arabia, South Africa, Swaziland, Tanzania, Uganda
Manuel Piña Jr.	El Salvador, México, Perú
Glen Shinn	Afghanistan, Armenia, Australia, Greece, Iraqi, Macedonia, México, Perú, Russia, The Netherlands, South Korea, South Sudan, Spain
Christine Townsend	England, Italy, Mexico
Gary Wingenbach	Mexico, Namibia, Peru, Costa Rica,

Table 4. Faculty Appointments, 1910–2011

1902 Edwin Jackson Kyle, 1902-1944	1968 James E. Christiansen, 1968-2004
1913 Martin L. Hayes 1913-1922	1970 Wesley Foy Page, circa 1967-1984
1914 J.D. Blackwell 1914-1917	1971 Jay P. Grimes, 1971-1980
1915 M.R. Rubinow, 1915-1916	1973 Kenneth L. Denmark, 1973-1996
1916 W.A. Broyles, 1916-1920	1974 John Pelham, 1974-1975
1917 N.E. Fitzgerald, 1917-1918	1974 R.A. Lewis, circa 1974-1980
1918 J. Horace Kraft, 1918-1925	1975 Bill Tomlinson, 1986-1990;
1920 George A. Long, 1920-1921	1977 Neil Overstreet, 1977-1997
1921 G.L. Dickey, 1921-1924	1980 Gary E. Briers, 1980-2011 and continuing
1921 J.H. Brown, 1921-1922	1981 Edna L. McBreen, 1981-1984
1923 C.H. Winkler, 1923-1935	1982 Daniel C. Pfannstiel, 1982-1991
1925 D.C. McIntosh, 1925-1928	1984 Alvin Larke Jr., 1984-2011 and continuing
1925 J.P. Buck, 1925-1927	1984 Christine D. Townsend, 1984-1985, 1990-2011 and continuing
1928 W.R. Sherrill, 1928-1949	1984 Joe D. Townsend, 1984-2011 and continuing
1929 E.C. Nash, 1924-1925	1988 Joe Dettling, 1988-2010
1929 J.C. Dykes, 1929-1935	1990 Joe Muller, 1990-1998
1935 Henry Ross, 1935-1965	1993 Glen C. Shinn, 1993-2011
1938 John Malcolm Orchard, 1938-1944	1993 Manuel Piña Jr., circa 1994-2011 and continuing
1938 Lloid Henderson, 1938-1939	1994 Dwayne A. Suter, 1994-1996
1941 J. Lawson Sowell, 1941-1943	1994 H. Robert Terry Jr., 1994-1998
1946 Ernest V. Walton, 1946-1955	1994 Tom Andy Vestal, 1994-2011 and continuing
1946 L.V. Halbrooks, 1946-1948	1995 Kirk Edney, 1995-2011 and continuing
1947 W.W. McIlroy, 1947-1956	1995 Richard L. Cummins, 1995-2011 and continuing
1950 Ben D. Cook, 1950-1956	1996 Barbara Stone, 1996-2003
1950 M.N. Abrams, 1950-1956	1996 Betty Franklin Harrelson, 1996-2002
1951 R. Lano Barron, 1951-1952	1996 Howard Ladewig, 1996-2000
1952 Jollie R. Jackson, 1952-1961	1996 Kim E. Dooley, 1996-2011 and continuing
1955 Jack D. Gray, 1955-1958	1996 Mary G. Marshall, 1996-2001
1955 Oris M. Holt, 1955-1973	
1960 Earl Knebel, circa 1960-1984	
1960 John W. Holcomb, 1960-1985	
1961 Earl Sherman Webb, 1961-1981	
1962 Herman D. Brown, 1962-1991	
1963 Billy Irick, 1963-1968	
1964 Gordon Dowell, circa 1964-1984	
1967 Lester Buford, 1967-1969	
1968 Donald R. Herring, 1968-1997	

1997 Scott R. Cummings, 1997-2011 and continuing
 1997 William A. Younger, 1997-2004
 1997 John Dillingham, 1997-2005
 1998 Cruz C. Torres, 1998-2004
 1998 Timothy H. Murphy, 1998-2011 and continuing
 1999 Barry L. Boyd, 1999-2011 and continuing
 1999 Julie F. Harlin, 1999-2011 and continuing
 1999 Stephen A. Banning, 1999-2000
 2000 Chanda D. Elbert, 2000-2011 and continuing
 2000 James R. Lindner, 2000-2011 and continuing
 2000 Theresa Pesl Murphrey, 2000-2011 and continuing

2001 Debra W. Dunsford, 2001-2011 and continuing
 2001 Gary J. Wingenbach, 2001-2011 and continuing
 2002 Tracy A. Rutherford, 2002-2011 and continuing
 2004 Douglas P. Starr, 2004-2010
 2004 Michael McCormick, 2004-2008
 2004 Nicole P. Stedman, 2004-2011 and continuing
 2004 T. Grady Roberts, 2004-2011 and continuing
 2005 Manda Hays Rosser, 2005-2011 and continuing
 2008 Traci Naile, 2008-2011
 2009 Jack Elliot, 2009-2011 and continuing
 2009 John Rayfield, 2009-2011 and continuing

Table 5. Faculty Serving as Department Head, 1910-2011

1910 Edwin Jackson Kyle, 1911-1916
 1916 Martin L. Hayes, 1916-1922
 1923 C.H. Winkler, 1923-1935, serving as Dean, School of Vocational Training in 1923
 1924 E.R. Alexander, 1924-1953
 1954 Ernest V. Walton, 1946-1955

1955 Earl H. Knebel, 1955-1984
 1985 Herman D. Brown, 1962-1991
 1991 Gary E. Briers, 1980-1993
 1993 Glen C. Shinn, 1993-2005
 2005 Christine Townsend, 1990-2008
 2008 Jack Elliot, 2008-2011 and continuing

Table 6. Staff Appointments, 1954-2011

1954 Rhonda Brusenhahn, circa 1954-1985-Specialist Program
 1956 Mildred Kuder, circa 1956-1985-Specialist Program
 1962 Shirley Ethridge, 1962-1991-
 1970 Beth Stack, circa 1970s
 1970 Bonnie Betterton, circa 1970s
 1970 Kathryn McNair, circa 1970s
 1970 Lorraine Gomez, circa 1970s
 1970 Doris Hines, IMS, circa 1970s
 1970 Ann Chaney, IMS, circa 1970s
 1970 Kay Baker, IMS, circa 1970s
 1970 Tim Echols, IMS, circa 1970s
 1970 Curtis Taylor, IMS, circa 1970s
 1970 Beverly Smith, IMS, circa 1970s
 1970 Dennis Cole, IMS, circa 1970s
 1970 Ann Schumacher, IMS, circa 1970s

1970 Sharon Kristof, IMS, circa 1970s
 1970 Karen Kristof, IMS, circa 1970s
 1970 Shirley Kristof, IMS, circa 1970s
 1970 Janie Hernandez, IMS, circa 1970s
 1970 Jennifer Floyd, IMS, circa 1970s
 1970 Monica Provasek, IMS, circa 1970s
 1970 Mary Green, circa 1970s
 1970 Rhonda McMillan, circa 1970s
 1970 Debbie King, 1970-2011 and continuing
 1979 Janice Davee, IMS, 1979-2006
 1982 Joan Charanza, IMS, 1982-2010
 1984 Anna Knezek, IMS, 1984-2007
 1986 Joyce Wilkerson, IMS, 1986-2011 and continuing
 1987 Charlene Boggus, 1987-2011 and continuing
 1988 Ray Marek, 1988-1991

1989 Lenora Tyrone, IMS, 1989-2006	2001 Anita Allor, 2001-2005
1990 Vickie Marriott, IMS, circa 1990-2007	2005 Jordan Swindol, 2005-2007
1991 Kenny Stroud, 1991-2011 and continuing	2006 Elke Aguilar, 2006-2011 and continuing
1993 Christine Stetter, IMS, 1993-2010	2007 Jovonna Ivester, 2007-2009
1995 Alma Molina, circa 1998-2000	2008 Clarice Fulton, 2008-2011 and continuing
1995 Elizabeth Yendrey, IMS, circa 1995-2001	2009 Bill Cochran, 2009-2011 and continuing
1995 Sharon Parks, IMS, 1989-2006	2010 Jamie Norgaard, 2010-2011 and continuing
1998 Wilhemina Jurchek, circa 1998-2000	2010 Trina Klott, 2010-2010–6 months
2001 Diann Dillingham, 2001-2005	
2001 Tanya Gunnels, 2001- 2011 and continuing	

Student Organizations⁹¹

Several student organizations are available for students to become involved and demonstrate service. Student organizations enable students to develop professionally, expand their own personal growth and knowledge, and enhance leadership skills, all while providing networking opportunities for other students.

Aggie REPS⁹²

Organized in 1995, the purpose of Aggie REPS is to represent the Department, COALS, and Texas A&M University to prospective and current students, as well as the community. Aggie REPS focus on recruitment for the ALEC Department as well as improving current student/faculty/staff relations.

Originally, twelve students represented the department and volunteered as student mentors. AGED/ALEC Aggie REPS served the department through a variety of service events throughout the year, including Parent’s Day. REPS also focus on improving faculty-student relations and creating a positive image of the department across campus and the community. Special appreciation is extended to more than 150 student leaders over the sixteen years of REPS service.

Agricultural Communicators of Tomorrow⁹³

The objectives of ACT are to stimulate interest in the profession of agricultural communications and to provide opportunities for practical experience in agricultural communications by encouraging members to participate in ACT at the local and national levels. ACT builds relationships among agricultural communication professionals, college students, and faculty; to provide professional and academic development for members, and to promote agriculture through communication efforts.

⁹¹ Department of Agricultural Leadership, Education, and Communications. Student Organizations. Retrieved from <https://alec.tamu.edu/student-opportunities/student-organizations/>

⁹² Department of Agricultural Leadership, Education, and Communications. ALEC Aggie REPS. Retrieved from <https://alec.tamu.edu/student-opportunities/student-organizations/alec-aggie-reps/>

⁹³ Department of Agricultural Leadership, Education, and Communications. Agricultural Communicators of Tomorrow. Retrieved from <https://alec.tamu.edu/student-opportunities/student-organizations/agricultural-communicators-of-tomorrow/>

Agricultural Leadership, Education, and Communications Graduate Student Society⁹⁴

AGSS provides opportunities for graduate students to become involved in departmental activities through research, scholarly activities, service, and fellowship.

ALEC Peer Advisers⁹⁵

Peer Advisers are a team of departmental majors who volunteer their time to assist students with the planning of course schedules and other related academic issues. The Peer Advisers have an office in the department and work with all students in the department. Peer Advisers visit with students and offer pointers for academic success. Peer Advisers mentor all students using quality and credible information with a willing and positive attitude while upholding the Aggie Honor Code.

Duties of a Peer Adviser include:

- Assisting students with new class schedules
- Talking to potential ALEC department students
- Answering general questions regarding students' degree plans
- Serving as a liaison between the students and the ALEC Department when needed
- Assisting ALEC academic advisers when needed

Peer Advising Objectives:

- Communicate the requirements to change a major to a degree program in ALEC.
- Communicate the requirements to transfer from another institution to a major in ALEC.
- Identify courses that will transfer to TAMU using the Texas Common Course Numbering System
- Suggest courses to complete requirements on respective degree plan.
- Suggest agricultural elective courses.
- Direct/refer students to the right person when they have questions.
- Direct students to campus resources when they are having problems

Alpha Tau Alpha⁹⁶

Chartered as the Beta Theta Chapter, Texas A&M ATA is a member of the National Professional Honorary Agricultural Education Organization that plays a vital role in the preparation of those who have chosen a major in agricultural education or extension education.

The purpose of Alpha Tau Alpha is to promote the highest standards of agricultural education and a more intimate acquaintance and closer relationship with individuals who have chosen a major in agricultural education or extension education. ATA members seek to find and enjoy the fellowship of individuals of high scholarship, of true teaching ideals, and of sincere desire to serve in agricultural leadership.

⁹⁴ Department of Agricultural Leadership, Education, and Communications. ALEC Graduate Student Society. Retrieved from

⁹⁵ Department of Agricultural Leadership, Education, and Communications. ALEC Peer Advisors. Retrieved from <https://alec.tamu.edu/student-opportunities/student-organizations/alec-peer-advisors/>

⁹⁶ Alpha Tau Alpha. Retrieved from

The Alpha Tau Alpha National Conclave is held in conjunction with the National FFA Convention. All ATA Chapters are invited to attend. Business meetings are held in which any delegate matters are voted on by all attending chapters. During National Conclave, contests are held for chapters to participate.

Future Agricultural Science Teachers-FAST⁹⁷

Organized in 2011, FAST encourages and advances professional development, increase leadership skills, allow for networking opportunities, and provide social and recreational activities for members. Membership is open to students with an interest in agricultural science teacher certification, who are enrolled in the College of Agriculture and Life Sciences, and have a GPR of 2.0 or higher.

Texas A&M Collegiate FFA⁹⁸

Established in 1931, the Texas A&M Collegiate FFA⁹⁹ was the first Collegiate FFA Chapter in the United States. TAMU CFFA members develop as business professionals through collegiate leadership opportunities, career development events, networking, academic enhancement, and personal success. Collegiate FFA enhances the collegiate experience through service and engagement to create premier leaders, enable personal growth, and ensure career success. Texas A&M Collegiate FFA provides opportunities for scholarship and leadership advancement and service, social and recreational activities, and professional development events for chapter members. Texas A&M CFFA empowers values-driven pre-professionals to lead and serve in education, industry, and communities.

Former Student Accomplishments

Distinguished Former Students, Department of Agricultural Education

In an effort to recognize former students, a small brick patio was created in 1995 between the two wings of Scoates Hall¹⁰⁰. The patio was a joint faculty project, but Julie Brock, a doctoral student, rendered the drawings. Anonymous donors provided the bricks and the bench seating. Originally, one former student was to be recognized during Spring Parents Day celebration. However, it was evident that there were many deserving individuals. The bricks were moved from Scoates Hall when the department moved to the new Agriculture and Life Sciences Building at 600 John Kimbrough Blvd. Former students recognized by the department as Distinguished Former Students are listed below. Individual bricks with their names inscribed were placed in the patio on the east side of Scoates Hall and moved to the AGLS building.

⁹⁷ Department of Agricultural Leadership, Education, and Communications. ALEC FAST. Retrieved from <http://agsc.tamu.edu/FAST/index.htm>

⁹⁸ Department of Agricultural Leadership, Education, and Communications. Collegiate FFA. Retrieved from

⁹⁹ TAMU Collegiate FFA. Retrieved from <https://alec.tamu.edu/2012/02/29/tamu-collegiate-ffa/>

¹⁰⁰ Scoates Hall Renovation. Retrieved from <https://baen.tamu.edu/centennial/scoates-hall-renovation/>

Table 7. Distinguished Former Students 1996–2005

<u>Name</u>	<u>Year Graduated with B.S</u>	<u>Year Recognized</u>
John Holcomb	1940	1999
Albert Timmerman Jr.	1951	1998
Herman Brown	1953	2003
Melvyn (Bo) McFarland	1954	1996
Donald R. Herring	1962	1997
Emil Schley	1965	1999
Dennis S. Ellebracht	1966	2004
John Dillingham	1967	2001
Manuel Piña	1967	2005
Joe D. Townsend	1967	2002
Pierce Key	1968	2000
Jimmy G. Cheek	1969	2004
Gary E. Briers	1971	1998
Marcus Hill	1971	2005
Erwin Jantzen	1972	2001
Steve Johnson	1972	2002
Tony H. Douglas	1975	2004
Cindy Schnuriger	1978	2002
Rusty Reynolds	1996	2001

Other former students recognized by College of Agriculture and Life Sciences, the College of Education and Human Development and/or Texas A&M University include:

Jimmy G. Cheek¹⁰¹, recognized by the College of Education, served as Chancellor of the University of Tennessee, Knoxville. Previously he was Senior Vice President for Agriculture and Natural Resources at the University of Florida. Cheek was dean of the University of Florida's College of Agricultural and Life Sciences from 1999-2004. Cheek joined the faculty at the University of Florida in 1975 as assistant professor of Agricultural Education and Communication and was promoted to professor in 1985. Cheek earned his B.S. with high honors and his Ph.D. from Texas A & M University

Manuel Piña, Jr.¹⁰² recognized by the College of Education and the College of Agriculture and Life Sciences serves as associate professor in the Department of Agricultural Leadership, Education, and Communications. Previously he was program director for food systems and rural development, W.K. Kellogg Foundation, Battle Creek, Michigan. Piña was head of training and communication, International Potato Center (CIP), Lima, Peru and communications specialist, Texas Cooperative Extension. Piña served as Major in the U.S. Marine Corps as C.O. of an ordnance maintenance company and as Captain as a naval flight officer in Vietnam. Piña earned a B.S. in agricultural education, a B.S. in agricultural journalism, an M.S. in educational administration, and a Ph.D. in adult education from Texas A & M University. Piña

¹⁰¹ Jimmy G. Cheek. Retrieved from <http://elps.utk.edu/people/jimmy-g-cheek/>

¹⁰² Manuel Piña, Jr. Retrieved from <https://alec.tamu.edu/people/pina-jr-dr-manuel/>

completed a program for management development, Graduate School of Business Administration from Harvard University.

Jaime Roman Morales, Sr.,¹⁰³ a doctoral candidate in Agricultural Education who received the TAMU Outstanding International Alumnus Award several years after his return to The Dominican Republic)

Rafael A. Ledesma Schoowe,¹⁰⁴ an agricultural leader from the Dominican Republic who holds three degrees (1968, 1970, 1980) from Texas A&M University, was named the university's Outstanding International Alumnus for 2012.

Carlos E. Aquino Gonzalez¹⁰⁵ (former director of IICA, former minister of agriculture in The Dominican Republic, recognized by both OIAA and TAMU (Agricultural Economics graduate with agricultural education as the supporting field)

Aggie Bash¹⁰⁶

Aggie Bash evolved from the state in-service training workshops as a place for former students and departmental faculty to revisit old times and renew connections-another way that agricultural educators get a chance to share their knowledge and expertise with one another. "Aggie Bash is like a church picnic or homecoming," Jason McKibben said, "It's a chance for Ag teachers to get together and reconnect."

Aggie Bash participants raise money for scholarships to pay the professional dues for first-year teachers and features live and silent auctions.

Many of the department's faculty and staff attend the annual Conference.

Graduate Assistant Kasee Smith emphasized the importance of interaction between agriculture teachers and the professors who instruct future teachers. Ag teachers educate the youth who possibly go on to become teachers themselves, creating a circle of knowledge. Communication is a good way to see the evolution of agriculture in a constantly changing world, she said. It's a place to remember the good times and old memories.

Postscripts, Recollections, and Personnel

Efforts through undergraduate and graduate education programs, instructional materials services, professional development and outreach, extension staff development, international activities, and research have made significant contributions to the quality of life throughout Texas, the nation, and the world.

Faculty members¹⁰⁷ are nationally recognized subject experts in teaching, research, Extension, and outreach. Academic programs include undergraduate and graduate

¹⁰³ Jaime Roman Morales, Sr. retrieved from <http://www.callawayjones.com/jaime-roman-sr/>

¹⁰⁴ Rafael A. Ledesma Schoowe, Retrieved from <http://today.tamu.edu/2012/04/20/dominican-republic-aggie-named-outstanding-international-alumnus/>

¹⁰⁵ Mr. Carlos E. Aquino Gonzalez '70
Dominican Republic. Retrieved from

<http://www.aggienetwork.com/programs/awards/oia/pastrecipients.aspx#1998>

¹⁰⁶ Aggie Bash and VATAT Conference. Retrieved from <http://alecnews.tamu.edu/?p=1418>

¹⁰⁷ ALEC People. Retrieved from <https://alec.tamu.edu/people/>

degrees leading to professional careers. Faculty and staff engage in research, development, service, and outreach activities that investigate and augment positive change in teaching, learning, and communicating with stakeholders in the state, national, and international settings.

In 2011 the undergraduate curriculum¹⁰⁸ offered four bachelor's (all B.S.): Agricultural Leadership and Development (ALED); Agricultural Science (AGSC); Agricultural Communications and Journalism (AGCJ), and University Studies-Leadership Studies (USAL-LED). Additionally, the Faculty offered four minors¹⁰⁹ in Agricultural Communications and Journalism (AGCJ), Extension Education (EXED), International Development (IDAG), and Leadership (LDAG).

In 1924 the graduate curriculum began and now includes three master's degrees in the Department: the M.S. and the M.Ed. in Agricultural Leadership, Education, and Communications (ALEC), and the M.Ag. in Agricultural Development (ADEV) on campus or at a distance. Two graduate certificates are available: Agriculture eLearning Development and Leadership, Education, Theory, and Practice. The Agriculture eLearning Development certificate is obtained on-campus or at a distance; the Leadership Certificate is earned only through on-campus courses.

In 1960 a cooperative doctoral program began; entities cooperating with the then-Department of Agricultural Education were Educational Curriculum and Instruction, Vocational Education, and Adult Education. In 1982, the Texas Higher Education Coordinating Board (THECB) approved the Doctor of Philosophy (Ph.D.) in Agricultural Education (AGED) and the Doctor of Education (Ed.D.). In 2000, the THECB approved the Joint Ed.D. in Agricultural Education from Texas A&M University and Texas Tech University to be delivered at a distance. This collaborative, joint degree effort was the first of its kind in agricultural education.

In 2006, THECB approved the current departmental name-Agricultural Leadership, Education, and Communications. In 2009, THECB changed all graduate degree programs to Agricultural Leadership, Education, and Communications with the exceptions of the M.Ag. and Ed.D.

The faculty accepted responsibility in creating and expanding our knowledge base and defining and re-defining the contexts in which we apply that knowledge. The spirit of the pioneer continues.

¹⁰⁸ Undergraduate Programs. Retrieved from <https://alec.tamu.edu/academics/undergraduate/>

¹⁰⁹ Undergraduate Minors. Retrieved from <https://alec.tamu.edu/academics/undergraduate/>

Table 8. Departmental Faculty in Agricultural Education, Agricultural and Mechanical College of Texas and Texas A&M University, 1910–2011.

Name	Dates of Service	Primary Area of Responsibility	Comments
M.L. Hayes	1913-1922	Teacher education	Department head, 1917-1922
J.D. Blackwell	1914-1917	Teacher education	Preservice teacher training
M.R. Rubinow	1915-1916	Teacher education	Preservice teacher training
W.A. Broyles	1916-1920	Teacher education	Preservice teacher training
N.E. Fitzgerald	1917-1918	Teacher education	Preservice teacher training
J. Horace Kraft	1918-1925	Teacher education	Preservice teacher training
George A. Long	1920-1921	Teacher education	Preservice teacher training
G.L. Dickey	1921-1924	Teacher education	Preservice teacher training
J.H. Brown	1921-1922	Teacher education	Preservice teacher training
C.H. Winkler	1923-1935	Teacher education	Dean, School of Vocational Training, A&M College, 1923-1928
E.R. Alexander	1924-1953	Teacher education	Department head, 1935-1953; credited as father of FFA in Texas; state FFA adviser, 1929-1931
E.C. Nash	1924-1925	Teacher education	Preservice teacher training
D.C. McIntosh	1925-1928	Teacher education	Preservice teacher training
J.P. Buck	1925-1927	Teacher education	Preservice teacher training
J.C. Dykes	1929-1935	Teacher education	Co-author with Alexander & Sherrill in first guide for Vo-Ag Teachers in Texas, <i>Future Farmer Handbook for Local Advisors</i>
W.R. Sherrill	1928-1949	Teacher education	Preservice teacher training
Henry Ross	1935-1965	Teacher education	Began departmental involvement in international activities, 1953
John Malcolm Orchard	1938-1944	Teacher education	Preservice teacher training
Lloid Henderson	1938-1939	Teacher education	Preservice teacher training
Lawson Sowell	1941-1943	Teacher education	Area supervisor, 1942
L.V. Halbrooks	1946-1948	Teacher education	Preservice teacher training
Ernest V. Walton	1946-1955	Teacher education	Department head, 1953-1955
W.W. McIlroy	1947-1956	Teacher education	Preservice teacher training
Ben D. Cook	1950-1956 1966-1973	Teacher education Extension education	First Extension employee with departmental teaching appointment
M.N. Abrams	1950-1956	Teacher education	Preservice teacher training
R. Lano Barron	1951-1952	Teacher education	Preservice teacher training
Jollie R. Jackson	1952-1961	Teacher education	Preservice teacher training
Jack D. Gray	1955-1958	Teacher education	Second director of International Agricultural programs in College of Agriculture, 1958
Earl H. Knebel	1955-1984	Teacher education	Department head, 1961-1984
Oris M. Holt	1955-1973	Teacher education	Previously an area supervisor
John W. Holcomb	1960-1985	Teacher education	Founding member and early executive secretary of VATAT; first VIS coordinator
Earl S. Webb	1961-1981	Teacher education	Graduate program coordinator
Herman D. Brown	1962-1991	Teacher education	Department head, 1984-1991
Billy Irick	1963-1968	Teacher education	Preservice teacher training

Lester Buford	1967-1969	Teacher education	Previously area supervisor, served on A&M project in Dominican Republic curriculum specialist for VIS/IMS
James E. Christiansen	1968-2004	Teacher education, international agricultural development	International agricultural development, change theory, graduate program coordinator 1997-1998
Bill Tomlinson	1975-1990	IMS	Associate professor and coordinator of IMS
John Carnes	circa 1956-1985	IMS	Instructional materials specialist-Agriculture
Bob White	1986-1990	IMS	Instructional materials specialist-Agriculture
Charlie Palmer	circa 1986-1990	IMS	Instructional materials specialist-Agriculture
Colvin Walker	1986-1990	IMS	Adult education specialist
Dewey Cowling	circa 1986-1990	IMS	Instructional materials specialist-Agriculture
Clint Woodburn	circa 1986-1990	IMS	Instructional materials specialist-Agriculture
John Dillingham	1997-2005	IMS	Professor and coordinator of IMS
Edward Cain	circa 1994-2005	IMS	Instructional materials specialist-T&I
Joe Dettling	1988-2010	IMS	Associate professor and coordinator of IMS
Keith Zamzow	circa 1990-2010	IMS	Instructional materials specialist
Kirk Edney	1995-2011 & continuing	IMS	Continuing assistant professor and coordinator of IMS
Larry Ermis	1980-2006	IMS	Instructional materials specialist
Neil Overstreet	1990-1997	IMS	Associate professor and coordinator of IMS
Joe Muller	1990-1998	IMS	Instructional materials specialist-Agriculture
Tim Knezek	circa 1980-2010	IMS	Instructional materials specialist-Agriculture
Wesley Foy Page	circa 1967-1984	IMS	Associate professor and coordinator of IMS
Jay P. Grimes	circa 1971-1980	IMS	Instructional materials specialist-Agriculture
Sylvia Clark	circa 1997-1999	IMS	Instructional materials specialist-T&I
Mary Jasek	circa 1994-2005	IMS	Instructional materials specialist-Agriculture
Bill McIntire	circa 2000-2005	IMS	Instructional materials specialist-T&I
David Van Mater	circa 1971-1980	IMS	Instructional materials specialist-Agriculture
Carl Roesler	1977-1997	IMS	Instructional materials specialist-T&I
Donald R. Herring	1968-1997	Teacher education	Graduate program coordinator 1984-1997

Jay P. Grimes	circa 1971-1980	Teacher education	Assistant professor
Kenneth L. Denmark	1973-1996	Extension education	Extension studies & training specialist
R.A. Lewis	circa 1974- 1980	Leadership education	Extension studies & training specialist
Gary E. Briers	1980-2011 and continuing	Teacher education	Interim department head 1992-1993, Assoc. department head 1994-2005
Edna L. McBreen	1981-1984	Teacher education	First female faculty member
Daniel C. Pfannstiel	1982-1991	Extension education	Director, Texas Agricultural Extension Service, 1976-1982
Alvin Larke Jr.	1984-2011 and continuing	Teacher education	Pre-service teacher preparation, graduate program coordinator 1998-1999
Christine D. Townsend	1984-1985, 1990-2011 and continuing	Teacher education Agricultural Leadership	Transformational leadership, Interim department head, 2005, Department head, 2005-2008
Joe D. Townsend	1984-2011 and continuing	Teacher education	Coordinator adult specialist program, 1984 associate dean, 1986 -2011 and continuing
John Pelham	1974-1975	Extension education	Extension studies & training specialist Half-time appointment
Gordon Dowell	circa 1964-1984	Extension education	Extension studies & training specialist Quarter-time appointment
Glen C. Shinn	1993-2011	Teacher education, International agricultural development	Department head, 1993-2004 International agricultural development, 2005-2011
H. Robert Terry Jr.	1994-1998	Distance teacher education	Distance education specialist Teacher education
Dwayne A. Suter	1994-1996	Information technology	Distance education specialists
Manuel Piña Jr.	1994-2011 and continuing	Agricultural development,	Assistant Vice Chancellor for Special Programs, Agriculture Program, TAMU System, 1994-2004, International agricultural development
Tom Andy Vestal	1994-2011 and continuing	Extension education	Extension studies & training specialist
Richard L. Cummins	1995-2011 and continuing	Agricultural leadership	Transformational leadership, Joint appointment with Department of Military Science
Kim E. Dooley	1996-2011 and continuing	Distance education	Distance education coordinator Graduate education
Betty Franklin Harrelson	1996 -	Extension education	Extension studies & training specialist
Howard Ladewig	1996-2000	Extension education, Extension evaluation specialist	Associate department head for Extension 1998- 2000, Department graduate coordinator 1999- 2000
Mary G. Marshall	1996-2001	Extension education	Extension evaluation unit coordinator 2000-2001
Barbara Stone	1996-2003	Extension education	program development and evaluation, first faculty member to work "at a distance," 2001-2003
Scott R. Cummings	1997-2011 and continuing	Extension education	program development and evaluation, Extension evaluation unit coordinator 2001-2011 and continuing

William A. Younger	1997-2004	Extension education	Marine science education program
Timothy H. Murphy	1998-2011 and continuing	Instructional technology, Distance education, Teacher education	Graduate program coordinator, 2001-2011 and continuing
Cruz C. Torres	1998-2004	Agricultural development	Joint appointment with rural sociology, recreation and parks
Stephen A. Banning	1999-2000	Agricultural communications	Undergraduate writing
Barry L. Boyd	1999-2011 and continuing	Agricultural leadership	Instructional design in leadership education, transformational teaching, teaching for critical thinking
Julie F. Harlin	1999-2011 and continuing	Teacher education	Pre-service teacher preparation, graduate education
James R. Lindner	2000-2011 and continuing	Instructional technology, Distance education	Distance education, adult education, frontiers in research
Theresa Pesi Murphrey	2000-2011 and continuing	Instructional technology, Distance education	Distance education, change theory, graduate education
Susanna Coppennoll	2001-2008	Extension education	Learner centered instructional design, eLearning
Chanda D. Elbert	2000-2011 and continuing	Agricultural leadership	Program evaluation and accountability, women's leadership, distance education
Gary J. Wingenbach	2001-2011 and continuing	Agricultural communications	Professional communications in agriculture, adult education methods, international agricultural development
Tracy A. Rutherford	2002-2011 and continuing	Agricultural communications	Electronic media production in agricultural communications, agricultural publication production
Douglas P. Starr	2004-2010	Agricultural communications	Pulitzer prize. Writing. Journalism.
Debra W. Dunsford	2001-2011 and continuing	Agricultural communications	Evaluation of public relations efforts, writing evaluation, issues management, strategic communications planning, integrated marketing communications, advertising
Christopher T. Boleman	2003-2011 and continuing	Leadership education	Assistant professor & Extension specialist, 4-H program leader
Michael McCormick	2004-2008	Leadership education	Transformational leadership, Joint appointment with Department of Military Science
T. Grady Roberts	2004-2011	Teacher education	Pre-service teacher preparation, graduate education
Nicole P. Stedman	2004-2010	Leadership education	Transformational Teaching, Teaching for Critical Thinking
Paul Pope	2004-2011 and continuing	Extension education	Evaluation and needs assessments, survey research, statistical programming, data management & processing
Manda Hays Rosser	2005-2008	Leadership education	Transformational teaching, teaching for critical thinking

Lori L. Moore	2008-2011 and continuing	Leadership education	Collegiate leadership programming including delivery strategies and learning communities
Cathryn Clement	2008-2011 and continuing	international education and agriculture development	Mentors for study abroad, cultural training for students going abroad.
Billy R. McKim	2009-2011 and continuing	Extension Project Specialist, Agricultural communications	Writing related to critical thinking and knowledge creation
John F. 'Jack' Elliot	2009-2011 and continuing	Teacher education	Assessment, agricultural literacy, human capacity development, Department head, 2008-2011 and continuing
Jennifer Strong	2010-2011 and continuing	Leadership education	Leadership theory, team leadership, ethics, organizational culture and ethics
Robert L. Strong Jr.	2010-2011 and continuing	Leadership education	Adult education, eLearning, frontiers in research

Table 9. Departmental Faculty Appointments in Agricultural Education, Agricultural and Mechanical College of Texas and Texas A&M University, 1910–2011.

1910-2011-87 Professors with departmental appointment

- 1902 Edwin Jackson Kyle, 1910-1944
- 1913 Martin L. Hayes, (1913-1922) serving as department head from 1916 until 1922
- 1914 J.D. Blackwell, (1914-1917)
- 1915 M.R. Rubinow, (1915-1916)
- 1916 W.A. Broyles, 1916-1920
- 1917 N.E. Fitzgerald, 1917-1918
- 1918 J. Horace Kraft, 1918-1925
- 1920 George A. Long, 1920-1921
- 1921 G.L. Dickey, 1921-1924
- 1921 J.H. Brown, 1921-1922
- 1923 C.H. Winkler, 1923-1935 serving as Dean, School of Vocational Training in 1923
- 1924 E.C. Nash, 1924-1925
- 1924 E.R. Alexander, 1924-1953 serving as department head until 1953.
- 1925 D.C. McIntosh, 1925-1928
- 1925 J.P. Buck, 1925-1927
- 1928 W.R. Sherrill, 1928-1949
- 1929 J.C. Dykes, 1929-1935
- 1935 Henry Ross, 1935-1965
- 1938 John Malcolm Orchard, 1938-1944
- 1938 Lloid Henderson, 1938-1939
- 1941 J. Lawson Sowell, 1941-1943
- 1946 Ernest V. Walton, 1946-1955
- 1946 L.V. Halbrooks, 1946-1948
- 1947 W.W. McIlroy, 1947-1956
- 1950 Ben D. Cook, 1950-1956
- 1950 M.N. Abrams, 1950-1956
- 1951 R. Lano Barron, 1951-1952
- 1952 Jollie R. Jackson, 1952-1961
- 1955 Jack D. Gray, 1955-1958
- 1955 Oris M. Holt, 1955-1973
- 1960 Bill Tomlinson, 1986-1990
- 1960 Wesley Foy Page, 1967-1984
- 1960 Gordon Dowell, circa 1964-1984
- 1960 Joe Dettling, 1988-2010
- 1960 John W. Holcomb, 1960-1985
- 1961 Earl Sherman Webb, 1961-1981
- 1962 Herman D. Brown, 1962-1991 serving as department head until 1991
- 1963 Billy Irick, 1963-1968
- 1967 Lester Buford, 1967-1969
- 1968 Donald R. Herring, 1968-1997
- 1968 James E. Christiansen, 1968-2004
- 1971 Jay P. Grimes, 1971-1980
- 1973 Kenneth L. Denmark, 1973-1996
- 1974 John Pelham, 1974-1975
- 1974 R.A. Lewis, circa 1974-1980
- 1980 Gary E. Briers, 1980-2011 and serving as interim department head 1991-1993
- 1981 Edna L. McBreen, 1981-1984
- 1982 Daniel C. Pfannstiel, 1982-1991
- 1984 Alvin Larke Jr., 1984-2011 and continuing
- 1984 Christine D. Townsend, 1984-1985

1984 Joe D. Townsend, 1984-2011 and continuing

1990 Christine Townsend, 1984-2011 serving as department head until 2008

1990 Neil Overstreet, 1990-1997

1993 Glen C. Shinn, 1993-2011 serving as department head until 2005

1994 Dwayne A. Suter, 1994-1996

1994 H. Robert Terry Jr., 1994-1998

1994 Manuel Piña Jr., 1994-2011 and continuing

1994 Tom Andy Vestal, 1994-2011 and continuing

1995 Richard L. Cummins, 1995-2011 and continuing

1996 Barbara Stone, 1996-2003

1996 Betty Franklin Harrelson, 1996-2002

1996 Howard Ladewig, 1996-2000

1996 Kim E. Dooley, 1996-2011 and continuing

1996 Mary G. Marshall, 1996-2001

1997 Scott R. Cummings, 1997-2011 and continuing

1997 William A. Younger, 1997-2004

1998 Cruz C. Torres, 1998-2004

1998 Timothy H. Murphy, 1998-2011 and continuing

1998 Kirk Edney, 1995-2011 and continuing

1999 Barry L. Boyd, 1999-2011 and continuing

1999 Julie F. Harlin, 1999-2011 and continuing

1999 Stephen A. Banning, 1999-2000

2000 Chanda D. Elbert, 2000-2011 and continuing

2000 James R. Lindner, 2000-2011 and continuing

2000 Theresa Pesi Murphrey, 2000-2011 and continuing

2001 Debra W. Dunsford, 2001-2011 and continuing

2001 Gary J. Wingenbach, 2001-2011 and continuing

2002 Tracy A. Rutherford, 2002-2011 and continuing

2003 Christopher T. Boleman, 2003-2011 and continuing

2004 Douglas P. Starr, 2004-2010

2004 Michael McCormick, 2004-2008

2004 Nicole P. Stedman, 2004-2011 and continuing

2004 T. Grady Roberts, 2004-2011 and continuing

2004 Paul Pope, 2004-2011 and continuing

2005 Manda Hays Rosser, 2005-2011 and continuing

2008 Traci Naile, 2008-2011

2008 Lori L. Moore, 2008-2011 and continuing

2008 Cathryn Clements, 2008-2011 and continuing

2009 Jack Elliot, 2009-2011 and continuing

2009 Billy R. McKim, 2009-2011 and continuing

2009 John Rayfield, 2009-2011 and continuing

2010 Jennifer Strong, 2010-2011 and continuing

2010 Robert L. Strong Jr., 2010-2011 and continuing

Appendix 1

Brief History of Instructional Materials Service¹¹⁰

Instructional Materials Service (IMS) began as the “Agricultural Education Teaching Materials Program” established in 1965 by a contractual agreement between Texas A&M University and the Texas Education Agency. Although supported partially through contracts negotiated annually with the Texas Education Agency, IMS was financed largely through sales of instructional materials, the preparation of which represented a large majority of the operational costs of IMS. (Instructional Materials Service. Reference August 3, 2005, from <http://www-ims.tamu.edu/>).

¹¹⁰ Instructional Materials Service. Retrieved from <https://www.myimsservices.com/>

Background, History and Evolution, and Services Provided

The program for developing instructional materials and providing other services to teachers of vocational agriculture in Texas was the brainchild of Professor John W. Holcomb in the Department of Agricultural Education. After developing a proposal for establishing a teaching materials program in concert with Mr. George Hurt, state supervisor of agricultural education in the Texas Education Agency (TEA), Professor Holcomb and Dr. Earl H. Knebel, the department head, presented the proposal directly to TAMU President Earl Rudder.

President Rudder approved the proposal and authorized a \$40,000 "loan" as Texas A&M's contribution to match funding from TEA that would not be forthcoming until A&M first made available physical resources and matching funds that included "cold hard cash" to get the program started. The program was called the "Agricultural Education Teaching Materials Program" officially when TAMU President Earl Rudder¹¹¹ and the Texas Education Agency approved it in December 1965. Its "general objective . . . is (was) the supplying of correctly designed, effective learning materials in agriculture to the teachers and students of the state in the rapidly changing complex of agricultural occupations, on and off the farm, and to provide the research and in-service training that will enable Texas teachers to perform effectively in these areas (TAMU Research Annex, 1967, p. 8).

Why did the Texas Education Agency and Texas A&M University begin the Agricultural Education Teaching Materials Program? A short history lesson is in order. In 2003, there were 1,653 teachers of agricultural science in Texas. There were not that many teachers in 1947, but at least since then, Texas has had a very strong, cohesive association of teachers of vocational agriculture/agricultural science within the Vocational Agriculture Teachers Association of Texas (VATAT)¹¹² with its own full-time hired executive director. Also, at that time in the years leading up to 1965, there existed a strong state program of secondary-level agricultural education administered through the Texas Education Agency and consisting of a director, assistant director, and 10 supervisors assigned to 10 areas throughout the state. The supervisors, especially, were in constant contact with the teachers of vocational agriculture. They had a feeling for the "pulse" of teachers' needs and desires.

Increasingly, teachers in the late 1950s and early 1960s were becoming very dissatisfied with the lack of appropriateness, applicability, and specificity of curricular materials available for varying agricultural conditions in Texas. They were very united in saying that they wanted materials that they could use in their courses of vocational agriculture that were more usable and suitable. Besides that, their professional association, VATAT, had developed enough political influence to be able to influence state legislators on issues that the teachers considered important (J.A. Marshall,

¹¹¹ Dethloff, H.C. 1996. Texas A&M University: A pictorial history, 1876-1996. Texas A&M University Press.

¹¹² Vocational Agriculture Teachers Association of Texas. Retrieved from <http://www.vatat.org/history>

September 9, 1998¹¹³). The result was that both the Texas Education Agency and the Texas Vocational Agriculture Teachers Association were able to garner support for the establishment of a curriculum materials center and to garner support for funding using both federal Vocational Act of 1963 funds and legislature-appropriated state funds.

Part of the impetus for a curriculum materials service "... was the entry of vocational agriculture into 'new programs', consisting at the time primarily of cooperative part-time training (CPTT) programs in a variety of agricultural occupations and pre-employment laboratory (PEL) programs in agriculture. Although information existed to support these programs, there was an acute need for the organization of that material into formal courses of study. Later additions to agricultural curricula of public schools included courses for special audiences, including coordinated vocational-academic education in agriculture (CVAE) and agricultural offerings for vocational education for the handicapped (VEH), each of which demanded specially targeted curriculum development and curriculum materials construction. Vocational Instructional Services was the natural organization for that development." (Holcomb, 1983, pp. 1-2)

During the first two months of its existence, the program was housed temporarily in Scoates Hall on the main campus of Texas A&M University in the facilities of the Department of Agricultural Education. Professor John Holcomb, the first program coordinator, arranged to have the program housed in what formerly was a three-story, red brick, bachelor officers' quarters (BOQ) on the grounds of the TAMU Research Annex. The Research Annex, originally the former Bryan Air Base, is now the Texas A&M University Riverside Campus. Joe Townsend,¹¹⁴ a student worker at the time and later as Associate Dean, College of Agriculture and Life Sciences, remembers vividly working with a couple of other students moving the printing press up the narrow stairs to the third floor of that BOQ.

In May 1980 VIS moved from that brick BOQ to its current location on the Riverside Campus, Building 8236 at Avenue C and 7th Street. That building was a former officers' mess hall. Although "... the original wood door at the entrance has been replaced, the wall paneling and floor carpeting remain the same.... Immediately prior to VIS moving into the building, much of the back area was used for dog kennels. I have no digital photos for proof, but remember Foy Page, Bill Tomlinson, Charlie Palmer, Lester Buford, and Neil Overstreet providing instructions to me (the new kid on the block) on how to scoop up the poop prior to move-in." (Larry Ermis, February 2, 2005, personal communication).

The name of the program was changed to "Vocational Agriculture Services" (VAS) in 1966. It was charged with seven areas of responsibilities: (p. 4, TAMU Research Annex)

¹¹³ Marshall, J.A. Personal Communication, September 9, 1998.

¹¹⁴ Townsend, Joe. Personal communication, May 10, 2017.

1. Research, primarily for the determination of specific needs in agricultural instruction at the high school, adult and young farmer levels, and the piloting and analysis of the results of programs of agricultural instruction.
2. The operation of a Teaching Materials Center for the construction of instructional programs for in-school youth, young farmers, and adults to be implemented through the vocational agriculture departments of the public schools of Texas.
3. The supplying of teaching materials not otherwise available to the agricultural teachers and students of the public schools of Texas.
4. The conducting, in cooperation with the Texas Education Agency, of programs of in-service training for vocational agriculture teachers of the state.
5. The coordination of short-term training programs on the Texas A&M University Campus for vocational agriculture teachers with other departments of the College of Agriculture.
6. The coordination of in-service training in the field for vocational agriculture teachers where the staff of the Texas A&M College of Agriculture is involved.
7. The supplying of films, on a loan basis, to teachers of vocational agriculture.¹¹⁵

Eight staff members, three secretaries, one graduate assistant, and 11 part-time student workers were engaged in the operations of the Teaching Materials Center in 1966. In 2005, six professional staff; five office support staff; four duplication, collation, and distribution staff; and one undergraduate student worker carried out the activities of the Instructional Materials Service. The technologies available in 2005 helped fewer people produce more deliverables than was the case in 1966.

In 1966, "... approximately 4,000 pages of materials, 500 copies each, or a total of approximately two million pages" were printed, using offset printing and Gathermatic collation facilities (TAMU Research Annex, 1967, p. 8). Other materials stocked by the Center for teachers of agriculture included 2"x2" slides, 35mm filmstrips, and subject-matter references.

Teachers of vocational agriculture (agricultural science) have worked at the Center since the summer of 1967 to help plan and to write teaching materials. Ten teachers worked at the Center that first year.

As changes in the programs of vocational agriculture/agricultural science in the secondary schools occurred down through the years, the curriculum materials developed and services provided by IMS changed correspondingly. Broadly speaking, IMS and its predecessor, VIS, began serving teachers by preparing curriculum materials

¹¹⁵ Texas A&M University. (1967). Texas A&M Research Annex: Fifth Annual Report, September 1, 1966 to August 31, 1967.

in technical agriculture, then began preparing and adding materials pertaining to preparing for work in off-farm agricultural occupations, then began preparing and adding materials to its inventory for pre-employment laboratory training programs, and then, starting in 1986, began preparing curriculum materials for 23 stand-alone semester-long courses in agricultural science. By 2005, curriculum materials (TEKS-aligned course outlines student material topics, topic keys, topic tests, and answers to topic tests) had been prepared and were being distributed for 47 semester-length courses.

Today, the overall mission of IMS is reflected in its motto: *Preparing tomorrow's leaders today*. Its overall objective is to equip "... teachers with training and resources needed for effective teaching and facilitating, using curricula grounded in research to ensure the academic and career success of students, after graduation, and for a lifetime." As stated on the IMS web site in 2005, it does this by "Providing state-of-the-art instructional materials, including in print curriculum, online products, video and multimedia resources, student materials, instructor references, and technical support." (Instructional Materials Service. Reference June 17, 2005, from <http://www-ims.tamu.edu/>)

By 2005, curriculum materials in agriculture, primarily for secondary level courses in agricultural science, had been prepared in 10 categories, namely:

Agricultural Literacy	Agribusiness Management
Agricultural Mechanics	Animal and Plant Sciences
Food Sciences	Horticultural Sciences
Introduction to Agricultural Science	Leadership and Communications
Natural Resource Services	Work-based Learning & Agricultural Industry

In addition to preparing materials listed above, IMS faculty assists staff in states other than Texas to design and deliver customized agricultural curriculum materials, especially in North Carolina.

IMS faculty prepared curriculum materials for Trade and Industrial Education (TIE) courses since 1968. By 2005, such materials had been prepared in eight categories. They were:

Career Preparation	Communication and Media Systems
Construction-Maintenance Systems	Electrical/Electronic Systems
Industrial and Manufacturing Systems	Metal Technology Systems
Personal and Protective Services	Transportation Service Systems.

Besides preparing curriculum and instructional materials for secondary level courses, IMS prepares materials for intra-extracurricular student organizations, e.g., the FFA.¹¹⁶ Among them have been materials for career development events (contests) in leadership and communication, food and fiber sciences, horticultural sciences, natural resources sciences, agricultural mechanics, and tractor technician. In addition, IMS

¹¹⁶ Shop FFA. Retrieved from <https://shopffa.org/item/PSM11-0000/POULTRY-SCIENCE-MANUAL-6TH-ED/>

offers a variety of materials prepared by other sources, such as video tapes for VICA (Vocational Industrial Clubs of America)¹¹⁷ skills events.

Underlying the mission and objective of IMS and its predecessor, VIS, is the intent to make a good teacher better, not to replace a teacher with materials. Every member of the professional staff has been a teacher of agricultural science who was involved in teaching students and in working with other teachers and pre-service teachers in the field. Consequently, this background has resulted in a strong support base for the program and added credibility to the materials developed and distributed.

From the earliest days of the Service, advisory committees influenced the content of the curriculum materials that were and are developed. The advisory committees consisted of teachers of vocational agriculture/agricultural science, people in production agriculture and in different agriculturally related businesses and industries, experts in technical agriculture, and curriculum specialists. One outcome of using advisory committees in both developing curricular materials and in assessing the worth of those materials was the fact that the members of those advisory committees believed that they had ownership in the process and the results.

In addition to developing and distributing instructional and curricular materials, IMS provided related curricular services. These included assessing curriculum and course offerings in both agricultural science and trade and industrial education, planning facilities in both areas, and assessing safety procedures and equipment in classroom and laboratory instruction.

Down through the years, VIS and IMS always provided in-service training for teachers of agriculture on a wide variety of topics. Among them have been such topics as establishing program advisory committees, initiating and maintaining agricultural science fairs, establishing wildlife and recreation management career development events, providing instruction on using the online record-keeping system, establishing career preparation and work-based learning programs, establishing safe and organized laboratory environments, and selecting and using software to support instruction in career and technology education. Such in-service training programs were presented on a cost-recovery basis.

Although the name of the Teaching Materials Center itself originally was called the “Ag Ed Teaching Materials Center” (AGED-TMC) when communicating with the public and teachers, it quickly became known as “Vocational Agricultural Services,” or “VAS,” until 1968. Responsibility for developing curriculum materials in Vocational Industrial Education (Trade and Industrial Education), primarily for pre-employment laboratory programs at the secondary level in Texas, was assigned to VAS in 1968 by the Texas Education Agency. The Agency made funds available for developing Trade and Industrial Education curriculum materials. Because of this broadened responsibility, the

¹¹⁷ Wikipedia. SkillsUSA. Retrieved from <https://en.wikipedia.org/wiki/SkillsUSA>

name of the program, Vocational Agricultural Services (VAS), was changed to Vocational Instructional Services (VIS) in 1968.

VIS and IMS have engaged in research activities related to both the development and assessment of effectiveness of curriculum materials down through the years. For example, under the direction of Associate Professor Herman Brown in 1977, IMS undertook "An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas," a \$26,777 project submitted for funding to the Texas State Research Coordinating Unit, a division of the Texas Education Agency. According to Larry Ermis, who was a research associate in the department in 1977-1978, "The culmination of that 18-month project resulted in the progression of V.A. I, II, III, and IV course materials oriented to production agriculture into today's instructional packets for 47 different courses."

Sales of IMS products generally increased through the years. For example, sales for the 1995-1996 reporting year totaled \$1,231,317. The IMS inventory in 1997 included 2,360 agriculture and 695 trade and industry catalog items. Two years later in 1999, IMS printed and distributed \$1.29 million worth of curriculum materials, an all-time high. The Agricultural Science and Technology catalog covered 2,655 items and the Trade and Industrial Education catalog carried more than 450 items. If you had purchased just one copy of every item stocked by IMS, you would have written a check for \$50,000+.

IMS developed many diversified curriculum materials through the years. For example, between October 1996 and April 1997 and following IMS' completion of the first-edition Poultry Science Manual for National FFA CDEs, new agricultural curriculum materials developed included the Leadership CDE Handbook; student topics in aquaculture, horticulture, and agricultural mechanics; a teacher's key and topic tests for horticulture, range management, and ecology; the Texas FFA CDE Handbook; the State Fair of Texas Dairy Cattle Judging Slide Program; Breaded Poultry Meat Patties Slide Program; and Houston Livestock Show and Rodeo slide programs in livestock judging, dairy judging, and horse judging. Complete instructional packages under construction in April 1998 included aquaculture, horticulture, agricultural mechanics, taxidermy, water quality/resources management, a meats evaluation handbook, and a dairy cattle evaluation handbook.

New trade and industry curriculum materials developed by IMS in 1998 included the "Instructional Evaluation and Design Teacher Educator's Lesson Plan Packet" and teachers' keys, lesson plans, student information sheets, and student assignment sheets for both the Introduction to Criminal Justice curriculum and the Crime in America curriculum. In that same year, a revised "Effective Instructional Techniques for T&I teachers" was being developed.

Reflecting changing needs of teachers and the availability of changing technologies, interesting developments with curricular implications were the increase in sales of videotapes and requests for CD-ROM titles in April 2000. A parliamentary procedure CD-ROM in Spanish was prepared also under contract with the Inter-American Institute

for Cooperation on Agriculture (IICA) in San José, Costa Rica. IMS stocked 498 videos for sale. Innovative projects for 2000 were completion of an electronic storefront catalog for on-line shopping at <http://www-ims.tamu.edu/> and development of a new supervised agricultural experience (SAE) record book system that would be delivered by web subscription-anywhere, anytime, any computer.

IMS, in cooperation with the Texas Engineering Extension Service,¹¹⁸ developed a web-delivered supervised agricultural experience "E-Record Book" that became available in January 2001 (after a 3-month trial run by the SAEP teacher advisory committee). The web-delivered system was designed to serve both high school students and agricultural producers. The electronic portfolio system was aligned with National FFA award and degree applications and was based on "Generally Accepted Accounting Principles and Farm Financial Standards." By April 2002, 22,000 online record books were in use nationwide. Access to the online record books was offered free across the nation to agricultural education teacher educators for use with their pre-service and student-teacher preparation "block" courses.

During 2003, users of Myagrecord, IMS online SAE portfolio, included over 23,000 students in more than 600 departments of secondary agriculture. The FFA American, State, Chapter, and Greenhand degree applications were also included as links for automatic transfer of data. The online system was further enhanced to include data transfer links to all of the National FFA Proficiency Award applications. On November 19, 2004, Vince Riggins, TEEX computer programmer, reported the online system registered more than one million journal of activities entries and three thousand degree applications.

During 2003, the IMS catalog listed 3,050 items and IMS served over 4,000 clients. Annual sales to clients outside of Texas increased by 12 percent when compared by sales history. Major agricultural curriculum projects for 2003 included rewriting five curriculums having the greatest enrollment (over 85,000 students) in Texas secondary programs.¹¹⁹

As times changed, so did the technology used to produce the "deliverables" prepared by IMS and its predecessors. Innovation was required, but the people involved were determined to make technology work for them. For example, VIS personnel wanted to prepare and print transparencies on rather rigid 8½" x 11" acetate sheets for teachers to use on overhead projectors in the early 1970s. No print shop in Texas could be found that knew how to do this. VIS personnel were told that it could not be done as the ink would never dry without smudging. Even Xerox personnel said that it could not be done. Nevertheless, the people at VIS figured out how to print directly on such acetate sheets, keep the sheets separated, get the ink to dry, and maintain both the proper humidity

¹¹⁸ Texas Engineering Extension Service. Software Solutions. Retrieved from <https://teex.org/Pages/services/software-solutions.aspx>

¹¹⁹ Texas A&M University. Instructional Materials Service. Retrieved from <https://www.myimsservices.com/about.aspx>

and air circulation needed while doing so. As a result, thousands of overhead transparencies were prepared and sold to teachers across the United States.

As advances in technology developed, so did the services provided by IMS. It may appear to be amusing to the reader reading this now, but these statements appeared in the November-December 1986 issue of IMS Newsletter:¹²⁰ “The IMS staff has recently corrected problems with both the Apple and the TRS-80 Texas Record Book Programs. . . . We will add programs for popular microcomputers, but plan to emphasize TRS-80 Model III/4 programs.” Such was progress.

Instructional Materials Service or its predecessors have employed 26 professional staff as curriculum developers during its 46-year history. However, there have been eight program coordinators: John Holcomb, 1965-1967; Wesley Foy Page, 1967-1984; John Phillip, 1984-1986; Bill Tomlinson, 1986-1990; Neil Overstreet, 1990-1997; John Dillingham, 1997-2005, Joe Dettling, 2005-2010; Kirk Edney, 2010 to 2011 and continuing.

The Departmental History Group

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¹²⁰ Instructional Materials Service. (November–December 1986). IMS Newsletter, Vol. 19, No. 6. College Station, TX: Texas A&M University, Instructional Materials Service