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UA64/3 Readout

WKU Industrial Education & Technology

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READOUT

WESTERN KENTUCKY UNIVERSITY

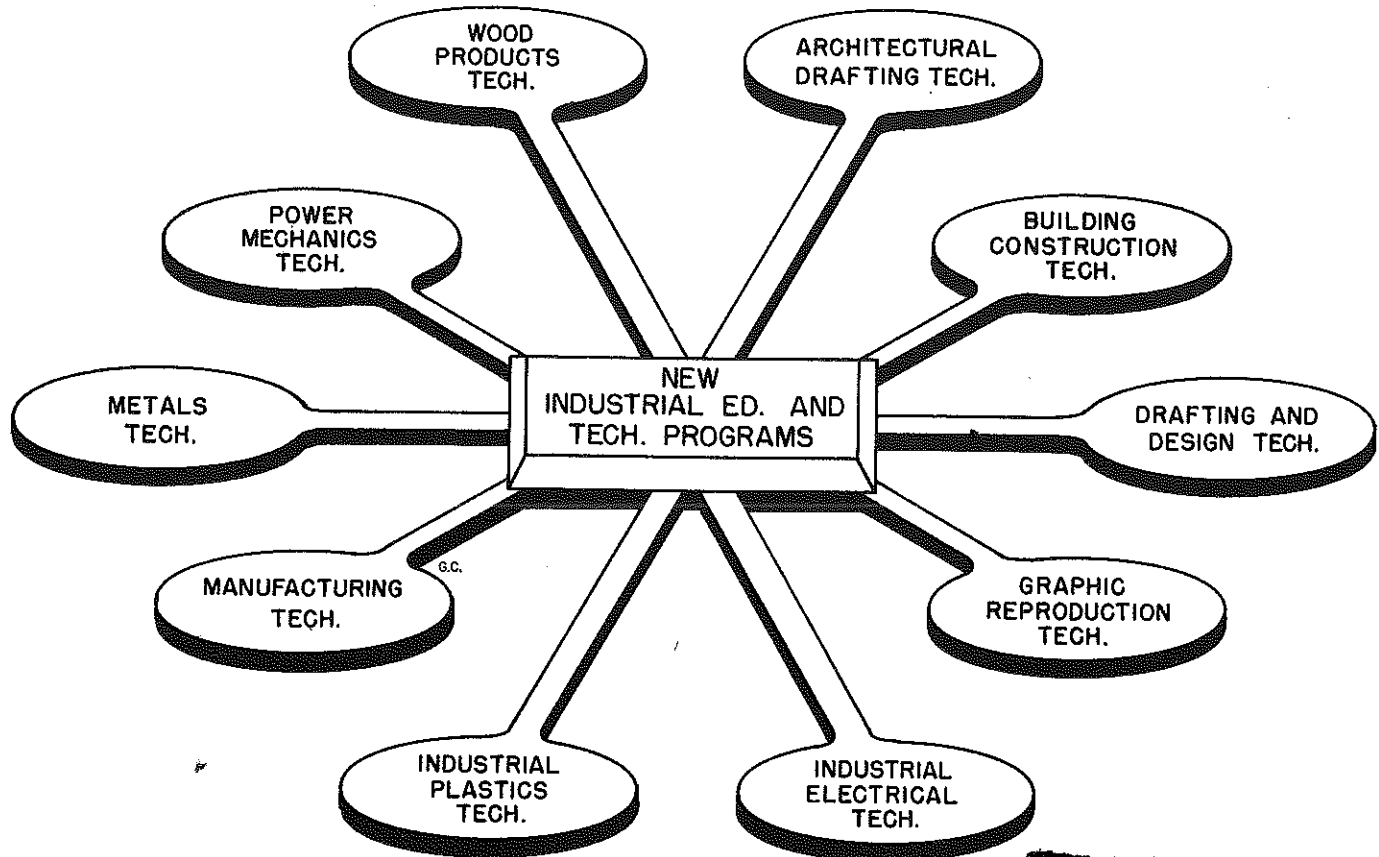
Industrial Education and Technology Department
Western Kentucky University

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NEW DEPARTMENTAL PROGRAMS

Since the last issue of the *Readout* the department has made some major curricular additions and changes. Nine two-year associate degree programs have been started and twenty-seven new courses have been approved.

In addition to the regular two-year and four-year teacher education and technology programs the department now offers two-year associate degrees in:

- Architectural Drafting Technology
- Building Construction Technology
- Drafting and Design Technology
- Graphic Reproduction Technology
- Industrial Electrical Technology

- Industrial Plastics Technology
- Manufacturing Technology
- Metals Technology
- Power Mechanics Technology
- Wood Products Technology

The department also offers a one-year certificate in Technical Illustration.

New courses have been developed in all technical areas and include such subjects as: Industrial Safety, Machine and Tool Maintenance, Industrial Finishing, Numerical Control Systems, Welding Processes, Fluid Power Mechanics, Lumber Conditioning and Inspection, Construction Methods and Materials, Graphic Layout and Production, Industrial Photography, Commercial Architectural Drafting, Injection Molding, Extrusion and Blow Molding, Technical Rendering, Electrical Maintenance, and Non-destructive Testing.

VIEWPOINTS*

VOCATIONAL-INDUSTRIAL & TECHNICAL TEACHER EDUCATION CETE Project

By Jeff Crisp, Jr.

The Vocational-Industrial & Technical Teacher Education program in the Department of Industrial Education and Technology has enjoyed continuous growth since its implementation in the Fall of 1967. This growth is indicative of the soundness of the underlying philosophical foundations on which the program operates. Awareness and willingness for relevant change in both content and method is characteristic of this philosophy. Herculean efforts to perform within the perimeters of our university's charge and as society and educational pedagogy dictates is also evident in the quest to provide routes through which students may achieve educational growth.

In recognition of the impact that Competency Based Teacher Education (CBTE) is having upon the teaching profession, and with an abiding faith in the soundness of the concept, this department has taken steps to become better acquainted with the merits of this much talked about, but little done about teaching/learning approach. Beginning on January 15, 1974, Western Kentucky University and Vocational Region 14 (Lake Cumberland) entered into a cooperative agreement to develop and try out an in-service CBTE pilot project for vocational teachers in Region 14. This is a two phased project. Phase I (January 15, 1974 to June 30, 1974) is a "get-ready" dimension of the project. It focuses on designing a personalized competency based open-entry/open-exit professional development program which parallels the existing Kentucky State Board of Education Guidelines for the certification of trades and industries teachers. Phase II (July 1, 1974 to June 30, 1975) is a formal "tryout" dimension of the project. It focuses on launching, field trial, evaluation, and revision of the program.

Essentially, the program is designed to:

- (1) Identify and place an emphasis and importance priority on the professional competencies which are needed by vocational teachers in Region 14.

- (2) Design, try out and evaluate an in-service, competency-based, open-entry/open-exit professional development plan for vocational teachers in the Somerset Region.
- (3) Provide a personalized, self-directing, performance-based professional development plan which is compatible with each teacher's learning style and situation variables.
- (4) Provide all vocational teachers within the region with equal opportunity professional development alternatives which will by design minimize workday interruptions, vacation scheduling conflicts, travel inconveniences and expense burdens.
- (5) Produce a teacher who can demonstrate appropriate professional competencies and can adapt them to whatever variety of situations his/her environment may produce.
- (6) Provide opportunity for Vocational Region 14 personnel and WKU University teacher training personnel to work "hand-in-hand" in a professional development program for vocational teachers.

"NOT A DIRTY WORD"

One term that is sometimes overlooked in our classroom activities is that of "productivity." It is an important term used in industry and should be meaningful to you, as individuals. One major goal that we as students in the Industrial Education Department have is that of learning and experiencing several kinds of industrial machines and processes. Hopefully, this is an effort to obtain some type of teaching or industrial employment after graduation. This is great! But the economic situation today creates a more competitive atmosphere for employment. This means that along with the education you have earned, you will have to be "productive."

Productivity can be measured by both quality and quantity and is directly related to your individual level of work which in turn depends upon your hard work, dedication, loyalty, and attitudes. Along with your educational background, these personality traits might very well be the determining factor in your search for employment. What is your level of productivity?

*Jerry H. Lyons
Graduate Assistant*

COMMENT

Dr. Frank Conley

Many people tend to think that students today do not have problems financing a college education. There are probably more grants and loan programs available now than there were say ten years ago but there are also more students. Inflation and rising costs for tuition, books, food, clothing, etc. have drastically reduced the purchasing power of students. Quite often a student will come by my office and talk of dropping out because of financial problems. A great many students find it necessary to work full or part-time in order to remain in school. Because they have obtained loans, many students embark upon a career after graduation with a large debt facing them.

Gifts from alumni can often provide that little extra support at a critical point to help keep a worthy student in school. The Industrial Education and Technology Club has established the Walter B. Nalbach—Industrial Education and Technology Scholarship Fund in the College Heights Foundation. They have been providing all the support they can muster and faculty members make frequent gifts in-lieu-of-flowers but the fund is not growing as rapidly as it should. It is hoped that the fund will reach a point where scholarship awards can be made from interest earnings only and the capital will remain in perpetuity.

I would like to take this opportunity to inform you of this fund and/or solicit your support for it. Many of you have already made contributions for which we are most appreciative. If you wish to make a contribution at anytime, regardless of the amount, please designate it for this fund and send it to the College Heights Foundation. It will be acknowledged and the appropriate person(s) will be notified that you made the gift.

Thank you for your support and I know our students will appreciate it.

AIRBRUSH RENDERING

When a student states that he is taking an airbrush rendering class in the Industrial Education and Technology Department, it is likely that the reply will be, "what is airbrush rendering?"

The airbrush history extends back a number of years. It is said that the first airbrush was made of wood, and the original patent right was traded for a bedstead.

Today, the airbrush has made itself a place as a tool of art in the fields of technology and specialization. It is used in practically every field of our present day art. It is also used as a tool for production-type air painting in industry. The use of airbrush rendering becomes more prevalent as the demand grows stronger. Surveys show that approximately 90% of all commercial illustrations used in magazines, newspapers, catalogs and brochures include a touch of the airbrush to give them that finished look.

Airbrush rendering is a highly skilled profession. Opportunities are unlimited, and new techniques are being developed daily. For the individual airbrush artist, the skill will pay handsome dividends.

The primary objective in airbrush rendering is to produce a visual illusion which is pleasing, both to the airbrush artist and the viewer. This would appear to be accomplished only by those who possess an inherent artistic ability; however, good airbrush rendering does not require a talent, it consists mainly of good observation and knowledge. If a person can sketch or draw with a pencil, he can learn airbrush rendering.

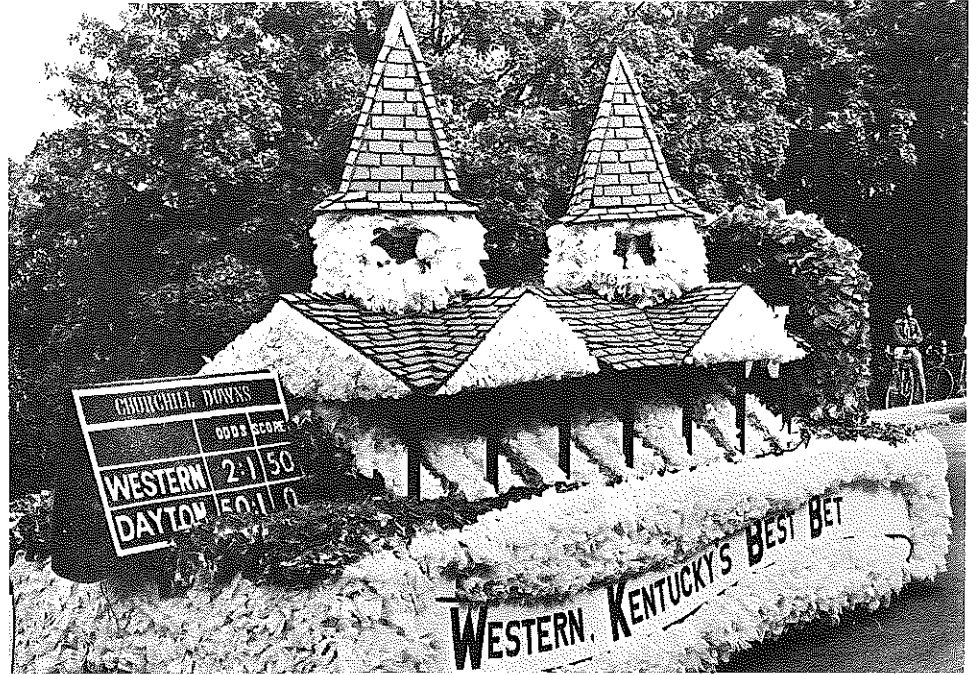
The airbrush rendering class in the Industrial Education and Technology Department is open to all students. There are no prerequisites for enrollment. In order to successfully complete the course, one needs to possess the mentioned attributes, and to be sincere in his aspirations.

Wandel L. Dye
Assistant Professor

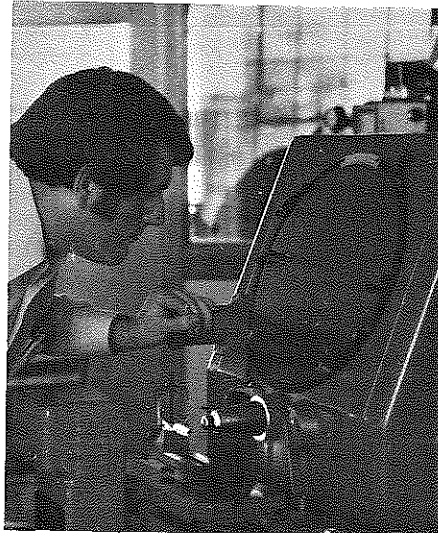
Student Chapter of SME Formed

A student chapter of the Society of Manufacturing Engineers has been formed at Western Kentucky University. The organization has a membership composed of Industrial Technology and Engineering Technology majors. Membership in the organization at the present time is 52. Mr. Anthony Sroka and Mr. Greg Petty are co-advisors for the group.

The formation of this student SME chapter adds another significant dimension to the technical and professional preparation of our graduates. The group plans and conducts technical programs and cooperates with the Industrial Education & Technology Club in joint program activities.



The Industrial Education and Technology Club float pictured above won first place in the 1974 homecoming parade. This is the fourth year in a row that the club's float has won top honors.



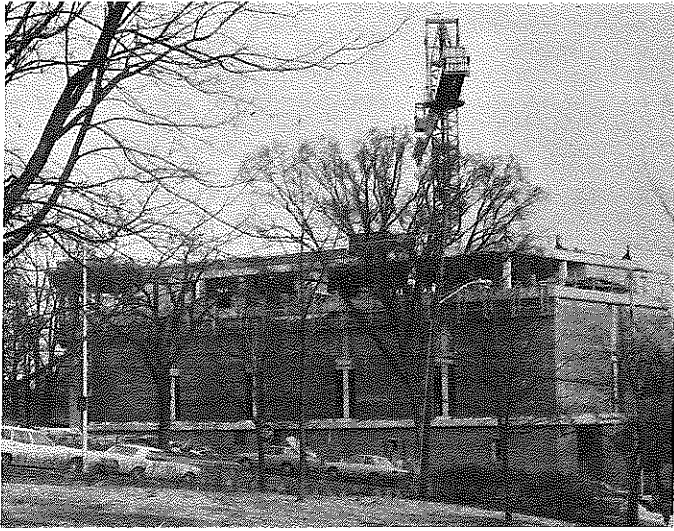
NALBACH DEMONSTRATION HIGHLIGHTS SEMESTER

One of the Area's finest woodcarvers, Mr. Walter B. Nalbach, spoke to the Industrial Education and Technology Club at its November meeting. Mr. Nalbach, former department head of the Industrial Education and Technology department, is an accomplished craftsman as well as an excellent woodcarver. Some of the types and styles of woodcarving that he showed were low relief, high relief, gothic, acanthus leaf, and claw and ball. He picked up the trade from his father because his father devoted his entire life to woodcarving as a master woodcarver in Grand Rapids, Michigan. The I. E. and T. Club considered it a great honor to have Mr. Nalbach as a guest speaker.

Other programs sponsored by the I. E. and T. Club for the fall 1974 semester included a factory tour of the Bowling Green Chrysler plant, a tour of the Bowling Green Area Vocational School, and the construction of a 1st place homecoming float.

NEW EQUIPMENT INVENTORY

If you walked through our laboratories today you would see several new pieces of equipment. The following are but a few examples: overarm pin router, and 500 BF dry kiln (woods); optical comparator and cylindrical grinder (metals); complete photo offset equipment (graphic arts); industrial electronic components (electricity/electronics); minaturized moving parts air logic trainer and cylinder head reconditioning equipment (power mechanics); lapidary and lost wax equipment (crafts); airbrush rendering equipment (drafting); and an injection molder and a blow molder (plastics).



BUILDING NEARING COMPLETION

The Environmental Science and Technology Building which will house a part of the Industrial Education Department is nearing completion. Plans are now being made to move into the new facility in time for the spring semester classes in 1976.

As soon as the old building is vacated it will undergo complete renovation. The entire department is looking forward to new and better facilities. In about two years you won't recognize the old place.

CONTRIBUTORS

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INDUSTRIAL TECHNOLOGY LECTURE SERIES

The faculty of the Industrial Education and Technology Department at Western have attempted, over the years, to build a closer association with the Industrial Arts teachers in the public schools. We have attempted to do this by inviting the public school teachers and students to our campus—and we now would like to reverse the situation by visiting the teachers in their schools. We have outlined a series of technology lectures that we are willing to present in the public schools. We are willing to visit for a day in the school to speak to all or part of the industrial arts classes on the various topics. Most of these presentations will include audio-visual and/or practical demonstrations.

We hope the public school teacher will view us as a resource, much like films or libraries, and will allow us to be of service in these special areas.

If you desire further information about the lecture series, contact Dr. Frank Conley, Industrial Education Department.



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