

located near the university campus so that student transportation is not a limiting factor. However, a course of this nature does have the major disadvantage that only a relatively small number of students can be accommodated per semester because of the limitations on both facilities and number of animals with which to work.

Literature Cited

Kirst, R.C. 1980. Animal Science without animals. *NACTA J.* 24(3):40-41.

Mayer, L.A. 1980. Providing practical training for non-farm agriculture students. *NACTA J.* 24(2): 34-35.

Morrow, R.E. 1982. Teaching beef production: "Different Strokes for Different Folks." *NACTA J.* 26(2): 16-17.



INTERNATIONAL AGRICULTURE

Robert R. Shrode, Chairman
Department of Animal Science
University of Tennessee
Knoxville, Tennessee 37996

Peace Corps Role — International Volunteerism In Agriculture

James Sedlacek

In the 60's Peace Corps was a new, innovative program that drew a lot of attention and quickly became an accepted and familiar concept to most Americans. During the intervening 22 years, while much of the initial "hoopla" and media attention may have diminished, the Peace Corps has matured into a vital part of the development establishment. Today, volunteers serve just as many, if not more, countries than they served some 20 years ago.

The mission and underlying goals of the Peace Corps have not changed in those years. These objectives simply stated are: (1) to aid in the development of "Third World" nations, (2) to help promote a better understanding of the American people on the part of people served, and (3) to help promote a better understanding of other peoples by the American public. Much attention is paid to the first of these objectives, but, in truth, the latter two of these objectives are equally important, and often these objectives are overlooked when evaluating Peace Corps in relation to other development efforts.

Over 30 percent of all the volunteers requested by countries worldwide are in agriculture. About 27 per-

Sedlacek is in charge of Peace Corps Recruitment, 10 West Jackson, 3rd Floor, Chicago, IL 60604.

cent of those requests worldwide are for people with specialized agricultural skills. At one time Peace Corps accepted many "generalists" and trained them to become volunteers working in basic farming projects. Whether or not this effectively met the three objectives of the Peace Corps might still be an issue open for debate. The reality of the matter is that countries today are requesting volunteers who already possess strong agricultural skills.

Peace Corps finds individuals by recruiting from two different audiences. The first group is the farm population; the second is recent college graduates. Peace Corps relies heavily on these graduates since they are the most available for service and usually are most open to this alternate career path. However, in many areas, Peace Corps cannot find enough volunteers for the requests it is trying to fill. Areas where Peace Corps has a difficulty finding enough qualified candidates are:

Area	% requests filled
Forestry	73
Plant Protection	25
Ag Education	49
Large Animal Husb.	42

Often these programs are filled with candidates with other types of degrees such as education or biology. or persons with other degrees and a strong farm background. In fisheries, for instance, Peace Corps could utilize about half of all the graduates in fisheries from the Land Grant Universities. About 15-20 percent of all the Agricultural Education graduates could be utilized as well. The most dramatic example is in the area of Forestry where about one fourth of all the graduates matriculated by Land Grant Universities each year could be accepted, yet many of these graduates either are unaware of the possibility or don't see the value of two years of productive work as foresters in the Peace Corps.

Students today seem to be more pragmatic and more concerned about careers and career development. Outside of the altruism and personal growth that are part of an experience in the Peace Corps, and are a strong part of the program, most volunteers might gain in many ways relating to their careers. Volunteers will often work directly in the areas for which they have been trained, and will work very much at the grass roots level with the small farmer, or limited-resource farmer (in development vernacular) not in sales, or some other area where companies often start graduates. They will view a different type of agriculture from that to which they are probably accustomed here in the States, and gain experience in resolving problems, dealing with people, and working under many limiting circumstances.

Many volunteers come back with their eyes opened for the first time to the dimensions of international agriculture, and often pursue careers in this area.

Often, the next step is the pursuit of graduate degrees, where these former volunteers find that their international experiences might help them gain university admission and obtain financial assistance. Peace Corps service also is looked upon as an excellent first experience in development work. I have been told by personnel officials with USAID, for instance, that about 40 percent of their professional staff are former Peace Corps volunteers. Likewise, the staff rosters of most schools of agriculture include quite a number of staff members with Peace Corps experience.

Experts in the field of agricultural development talk about the need to invest in human capital, and Peace Corps has been doing exactly that for the past 22 years. The beneficiaries are not only the people of the 61 countries Peace Corps presently serves but also the people and image of our own country.

Resources for Teaching and Learning

Wesley J. F. Grabow

Sharing and Caring

Education and communication are sharing and caring processes. Edgar Dale, when describing effective communications identified the process "as the sharing of ideas and feelings in a mood of mutuality." Both communication and education involve partnership, participation, and empathy and a two-way giving and receiving which invites thoughtful interaction. This also relates to the premise that you cannot separate teaching and learning. Teaching and learning are communication procedures. You cannot teach without learning and you cannot learn without teaching. When we communicate in our teaching and learning procedures we need to accept the principle that it is a sharing and caring process. Four **paired** procedures are com-

monly identified when we label our communication activities. We not only read we also write, we not only speak we also listen, we not only observe we also visualize, we not only think we also feel and of course vice versa for each one of these paired procedures. Communication or teaching and learning are two way processes which to be effective need to be shared.

To promote and establish understanding and learning there needs to be caring on the part of all those involved. Each individual has to **want to!** To be successful in reaching a communication or learning objective calls for a paired continuity of sharing and caring. We do not communicate well unless we trust each other and learn how to stand and work together on common ground. The lack of common experiences blocks communication and understanding. Teaching and learning suffer from the **COIK** fallacy (Clear Only If Known). We assume too many times that someone knows what we are saying or communicating without identifying their common experiences. We communicate in symbols, pictures, and languages foreign to their experience base. Yes we do learn by "trial and error" but we also learn by modeling, mediation and perceptual organization. Together the teacher and the learner need to care for and share their common experiences to best meet their individual objectives.

More Video Formats

As if its not bad enough that we have to check the various speeds of every format as to what it records at, or plays at, we are still adding new size formats and technology to complicate our video systems. Eastman Kodak Co. plunged into the \$3 billion home video market with a one-piece camera and recorder with a cassette using a new 8mm video tape technology. General Electric Co. and RCA Corp. also introduced miniature size video camera and recorder systems. The Kodak system carries a suggested price of \$1,599. to \$1,899. The Camcorder weighs only five pounds. General Electric also plans an 8mm camera-recorder in one package. RCA's development is a palm size camera carrying a suggested price of \$995. that can be used with current video tape technology not 8 mm.

Slide Shows

In a seminar on slide show programming the question was asked of two experts whether people approach the programming phase with too many or too few slides. Without hesitation both experts said, "too many". They also pinpointed a more specific problem by saying many provides too few when they are really needed pictorially and too many in obvious situations that really require minimal visual enhancement. Also people do have a tendency to get the message lost in the medium.

Wesley J. F. Grabow is Director of the Instructional Development Laboratory, College of Agriculture, University of Minnesota, St. Paul, Minnesota, 55108.