The new Title XII amendment to the Foreign Assistance Act evolved from discussions about the educational systems in the LDC's, specifically the question, "Since our agricultural colleges have been so successful, why not establish Land-Grant type colleges in every underdeveloped country and capitalize on the strengths offered by combining teaching, research, and continuing education? While Title XII may not be able to accomplish this objective in its entirety, it will strengthen university-to-university relations, help build local institutions in the LDC's, and provide more of our own agriculture teachers with an opportunity for foreign service. International experience is becoming more and more essential to good college teaching. We will all await the outcome of the new Title XII thrust with interest.

(6) Anticipating the Third Century - And Beyond

Now that food is in the news, now that world hunger is a threat, agricultural research and education are being re-examined by other members of the scientific community. A few years ago you seldom saw an article or an editorial in **Science** magazine about food. The same comment could apply to **American Scientist** or **Scientific American.** But, times have changed. Everyone is now an overnight expert on food, agriculture, ecology, and energy. It's good to receive so much attention; and, if the people in agriculture and natural resources will capitalize on the national interest, we will all gain. It is, indeed, good to receive so much attention. However, there is a challenge that goes along with this world-wide interest. We are being asked some serious questions. Are we placing too much emphasis on "conventional" agriculture? Are we looking seriously at non-traditional food sources, perhaps microorganisms, insects, wildlife? Can we capitalize on the process of photosynthesis by satisfying both our "food" needs and our "fuel" needs through more efficient agriculture? Are we anticipating the **big** breakthrough, the possibility of bypassing both the animal and the plant and synthesizing food from the basic elements?

As the United States moves into its Third Century, it is indeed appropriate that we reflect on the progress and change that has taken place in the gigantic American agribusiness complex. Today, American agriculture is the envy of a predominantly hungry world. Perhaps, our theme for this Bicentennial Year should be, **"Agriculture has made America possible."** You and I should be pleased to be a part of that effort.

INVITATIONAL PAPER

The Selection Committee — An Aid To The Admissions Process

Paul Stelmaschuk

Approximately 25 percent of Manitoba's high school students do not complete high school. In absolute numbers this is about 5,000 of the 18,000 students who enter grade 10. Reasons for noncompletions vary; it may be disenchantment with high school courses, with teachers, or officials; it may be upheavals in the home; or it may be an adjournment of studies in favor of a work experience, travel by themselves or with parents, or simply holidaying. Whatever the reason, eventually, a good number of the students who "step-out" of the regular education stream, wish to go on to higher education programs. In the province of Manitoba several programs have been designed to make this possible. Firstly, students who lack high school courses may take evening classes, summer school, or enroll in regular high school courses. Secondly there are regular tutorial services to assist students in completing their high school requirements.

Despite these provisions numerous students who lack complete high school graduation requirements seek admission to institutions of higher learning. I would like to add that the School of Agriculture routinely accepts students with a high school diploma regardless of the pattern of the high school program which in Manitoba includes academic, commercial, or vocational patterns.

To deal with applicants who did not complete high school, the School of Agriculture developed a selection process which has been in operation over 15 years. Approximately 30 applicants are screened annually by the Selection Committee. The process includes an interview, a battery of tests, and reference letters from three people who know the candidate. These usually include an ex-teacher or school official, an agricultural representative (county agent), and one other individual. Three hours are set aside for the completion of tests. The candidates who write tests in the morning are interviewed in the afternoon and vice-versa. The tests include Verbal, Non-Verbal, Nelson Denny Vocabulary, Comprehension and Reading Rate. The interviews last 20 to 30 minutes.

Composition of Selection Committee

The Selection Committee is comprised of the director of the School of Agriculture who acts as chairman, one other faculty member, an agricultural representative from one of the banks, an employee of the provincial Department of Agriculture, and an agri-businessman. The director arranges for the membership of the committee and for the sittings of the committee. The first one is held late in June and the second late in August. The committee members appraise the candidate in the following areas: appearance and bearing; self confidence; manner

This invitational paper was given by Prof. Paul Stelmaschuk, Director, School of Agriculture, The University of Manitoba, Winnipeg, during the 1976 NACTA Conference held at Texas Tech University, Lubbock, June 16-18.

and tact; power of expression; mental alertness; general knowledge; knowledge of agriculture; and maturity. A score from one to nine is assigned to each applicant by each committee member and the chairman records the average score for each candidate. In addition, each committee member notes observations on his own score sheet (A special sheet has been developed).

At the end of the day the committee is provided with test scores of each candidate, which along with interview scores and reference letters form the basis of the decision regarding the applicant.

The committee may recommend acceptance of the applicant or it may recommend that the applicant upgrade his skills and knowledge through any of the following:

1. further academic work at the high school level
2. work experience on a farm, or in agribusiness
3. study of agricultural vocational courses sponsored by Canada Manpower
4. study of non-credit shortcourses offered by the School of Agriculture.

Approximately one-quarter of the students applying to the Selection Committee are denied admittance for a variety of reasons. Has the Selection Committee process been successful?

Data reveal that the drop out rate from the School of Agriculture is twice as high for students coming through the Selection Committee route when compared to students who have completed high school (43% vs. 22%).

When one examines the academic record of students who complete the two year course in agriculture, there is little difference between the two groups of students.

Unpaired student's t-tests were performed to analyze the academic preformance of the two groups of students. High school graduates were tested against those admitted by the Selection Committee so that the year of admittance to the program and the year in the program corresponded. That is to say, the grade point averages of the high school graduates admitted into the diploma program in 1970 and attending the first year of the program, were compared with the grade point average of those students admitted by the Selection Committee in 1970 who were also taking the first year of the program. The table shows that on only three occasions did there appear to be a significant difference at 5 percent level of confidence between the G.P.A.'s of high school graduates and of those admitted by the Selection Committee; and only once was the difference significant at the one percent level of significance. Only in 1971 was the difference between high school graduate and Selection Committee G.P.A.'s significantly different from both the first and second year classes, and only in 1971 was there a difference at the one percent level of significance.

Factors Involved

Several factors are involved in the equal academic success of high school and non-high school graduates. Firstly the higher drop out rate eliminates the poorer student admitted by the Selection Committee so the system of grading by professors helps to equalize the academic achievement of students. Secondly, since the School of Agriculture accepts graduates from all high school patterns, (academic, commercial, and vocational) the high school graduates have a variety of academic preparation. By not excluding certain types of high school graduates the school is not an institution catering only to those high school applicants who have attained a high degree of academic proficiency and hence the non-high school graduates may more readily equal the academic preformance of such a student body. But even if an institution insists on high academic records from high school, it is not likely that this would alter the situation. In the province of Manitoba, high school tests are the responsibility of each school; and academic standards vary considerably from one high school to the next. The trend is toward universal high school graduation; thus the high school diploma has lost some of its meaning. Under these conditions the universities may be forced to use supplementary devices to screen students for various areas of study, and the Selection Committee process may well be useful to those considering supplementary admittance devices.

Table 1 Grade Point Average Analysis

Year Selected	Year in Program	T-value	d.f.	Significant at 5%	Significant at 1%
1970	1	1.087	64	No	No
1970	2	0.338	74	No	No
1971	1	2.597	79	Yes	No
1971	2	2.765	92	Yes	Yes
1972	1	0.550	53	No	No
1972	2	0.242	53	No	No
1973	1	1.106	104	No	No
1973	2	0.745	102	No	No
1974	1	1.606	93	No	No
1974	2	0.683	91	No	No
1975	1	2.611	111	Yes	No