were so well received, this year three sessions a week were held for six weeks. The sessions covered such subjects as 'Problems Encountered in Theses, Technical, and Scientific Writing,' 'How to Present a Paper to a Peer Group,' 'Report Writing,' and 'Questions and Answers About Language.'

Most sessions were conducted by the English Counselor, but guest lecturers were invited also to these seminars, made up primarily of professors with teaching or research responsibilites. This year more graduate students – teaching and research – attended than last year. All departments in the College have been represented in these seminars.

The Faculty Seminar series is probably the most gratifying undertaking of this English Counselor, for the series offers proof that the Service has indeed accomplished one of its principal goals: increasing faculty awareness of the importance of good English usage.

Further Activities of the English Counselor

In addition to the services outlined already, I have undertaken several other responsibilities, all designed to accomplish the original goals of the Service.

In addition to preparing and distributing supplementary reference materials and other aids, I review books, order various self-instruction and reference books on language and writing for the Agriculture Library, and furnish lists of these to both students and faculty. I have completed a series of six scripts on grammar and spelling that shortly will be recorded on audio cassettes with corresponding visuals on microfiche.

Although I have restricted my activities mainly to undergraduates and to faculty, I have tutored a number of the College's Steno-Clerks in their advance to a higher rank. Moreover, I have advised a few master and doctoral candidates, especially foreign students, who were having problems of language or form with their theses. I also maintain a list of tutors I can recommend to graduate students.

But of all these things, probably the most important function the Counselor serves is that of a 'sounding board' for countless students who just need 'someone to listen.'

THE ENGLISH COUNSELING SERVICE – NOW

Agriculture 199 seems to be gaining impetus as an effective method of reaching the goals of the Service and the College. If the present rate of enrollment continues, we should have between 130 and 140 students by the time classes begin on September 14. Last year 121 registered for the course.

The Faculty Seminars will probably be a permanent part of the Service's second semester activities, because of their fine acceptance the last two springs.

Individual counseling has had to be restricted to undergraduates because of the limited personnel of the Service. Perhaps this trend, an unfortunate one, can be modified in the years to come. These opportunities for individual conferences with graduate students would seem to be of great value to the total concept of the program, especially in light of a situation which is not uncommon today: one graduate student, seeking the help of the Service as he faced the task of writing his Ph.D. dissertation, admitted that he simply could not write. Asked about his writing in high school, he replied that he had never had to write a single paper in high school.

'Teaching aids,' 'handouts,' – call them what you will – will surely continue to be a part of the services of the English Counseling Service, because they are one of the most effective means of keeping the faculty alert to the needs of their students.

Guest lectures, too, would seem to have taken a permanent place on the list of English Counseling Service duties. These are especially valuable in that they reach such large numbers of students in proportion to the time it takes to prepare for them. For example, through lectures alone, I have talked to approximately 1,000 students in the last two years.

On the other hand, the team-grading projects, proven to be of such great value over the past five years, may falter because of the lack of sufficient personnel to undertake them. It would be ideal if, instead of having to abandon these, the College could expand the service's personnel so that it could take on more of these projects.

CONCLUSIONS

Although much still remains to be done, it would seem safe to say that the concept of an English Counseling Service for the College of Agriculture at the University of Illinois has borne good fruit. It is fostering good English usage throughout the College, it is motivating, encouraging, and helping to improve communication skills of Agricultural students.

As the retiring English Counselor, I would say that among many reasons for the success of the Service are (1) the Counselor's enthusiasm for counseling and teaching, (2) respect for and consideration of students as persons, (3) freedom to try anything within the budget, (4) support from administration and faculty, and (5) advice and support of the Advisory Committee on English Usage. I wouldn't encourage any school to undertake such a program without these prerequisites.

In a report to the Faculty Senate from the Senate Committee on Student English in April 1969, the English program in the College of Agriculture was cited as being 'the most active plan on campus to help students who need additional guidance.'

The future of the Service seems certain since, after being funded for four years by the Provost, on an experimental basis, the English Counseling Service, attached to the Office of Agricultural Communications, was made a permanent part of the College of Agriculture at the University of Illinois (Urbana) on September 1, 1969.

PROBLEMS AND CHALLENGES

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(These remarks were made upon being installed as the 1970-71 President of NACTA at the annual Conference, University of Illinois, June 24-26)

If the first six months are any indication, the decade of the 70's will be dynamic, changing, and challenging. The problems around us are many and diverse. They affect our daily lives – our actions – our attitudes – our futures. Since the 70's also are said to be the decade of crises for education, we must not overlook these professional problems, which so personally affect each one of us.

I wish to discuss with NACTA some aspects of these education-related problems with which we must concern ourselves; I can think of no group more vitally aware of these problems or one in a better position to work towards their solution.

Let us begin with the **World Food/Population Dilemma.** Demographers say we will double our world population by the year 2000; 7.5 billion people. Startling is the prediction that there just could be 26 billion people by the year 2050. Eighty percent of all births are in developing countries, and 40 percent of all people in developing countries are under 15 years of age. What is the earth's carrying capacity? Can we

feed the world? If not, will nature somehow balance itself, perhaps, catastrophically? The expanding population affects world and domestic politics – social upheaval – wars and world peace.

Social upheaval can best describe the current world situation. We have the disadvantaged: categorize as you wish. Here are some 1970 statistics which indicate the disparity between the "haves" and the "have nots." Asia, Africa, and Latin America have nearly three-quarters of the world's population but only one-quarter of its yearly income. In contrast, the U.S. and Canada have such high gross national products as to excite the envy of the world. To elaborate further, the average, annual individual income of the 344 million people in Africa, as derived from the GNP, is $140; for the 288 million in U.S. and Canada, $3,399.[1]

We must without question participate in social change, but, at the same time do all we can to keep down the violent, destructive forms of change. It isn't enough just to be technical, not enough just to be scientific. There has to be with these a conviction of the value of human life. As Emerson said:

> "There are two laws discrete,
> Not reconciled -
> Law for man, and law for thing.
> The last builds town and fleet,
> But it runs wild,
> And doth the man unking."

The 70's promise to be the first decade in which threats and damage to environment, pollution, will be continuous front page news. There is increased concern over accelerated air and water pollution and land damage. We are overwhelmed by pollution of all kinds and descriptions. It is an indictment that garbage is the best index of a nation's affluence. Waste is five pounds of garbage per day per person; by 1980 there will be over 500 million tons in the U.S. annually. Some scientists give us only 25 to 30 years to clean up our land, air, and water if we are to avoid making the earth uninhabitable.

"It is quite within the realm of possibility that by the year 2000, these inspired words of America, The Beautiful, by Katharine Lee Bates, will be nothing more than a mockery of what has come to be –

> 'Oh, cancerous for smoggy skies, for pesticided grain . . .
> Irradiated mountains rise above an asphalt plain.
> Oh, plundered of their guardian woods where silver brooklets flowed,
> Their gullies clogged with cast-off goods, thy barren hills erode . . .
> America, America, thy sins prepare thy doom.
> Monoxide cloud shall be thy shroud; thy cities be thy tomb.'"[2]

We must use our natural resources wisely. We cannot subdue nature. Ecosystem must be a household word. It must come to symbolize the new orientation of all of us towards nature. We must consider not only social-economical benefits but, also, social-ecological benefits. We must be interested in global ecology, conservation, wise use and improvement of our natural resources.

We have in agriculture a productivity revolution. We have made as much change in the productivity of American farmers in the past ten years as was made between Christ's time and 1960. No wonder there is concern and confusion in today's agriculture. With all this comes many questions. What is the nature of today's farming? What about corporate farming? What is the relation of farmers to the government? What is the changing place of the farmer in the economy? What about the new rural-urban interface?

There is the problem of rural development. As President Nixon said in his speech of September, 1969:

> "Large cities are slowly strangling themselves. The purpose of rural development is to create job opportunities, community services, a better quality of living, and an improved social and physical environment in the small cities, towns, villages, and rural communities."

1 Haves and Have-Nots. An editorial, Arizona Daily Star. Tucson. April, 1970.

2 Day, John A. Ecosystem: key word of the 70's. Faculty Forum, 52. March, 1970.

You know as well as I the problems in education. Let us "zero in" on some of them.

The taxpayer and the general public, ask for justification of costs. You know their attitudes toward students and professors, especially the so-called liberals. Tenure is questioned. Better teaching is demanded. The opinion is that most instructors are so involved in research, conferences, and consultation that they have little time for teaching. There is even the question of compulsory teacher evaluation. Are curriculum and courses relevant? Are teaching methods out of date? Is counseling poor in both the high schools and the colleges? Is vocational guidance poor? Should everyone get a B.S. degree? An advanced degree? Why are technical trades being avoided? What is the relationship of the two- year to four-year institutions? Do we seriously want to help the disadvantaged?

And, then there are student attitudes. There are many reasons why students react as they do. In today's computerized life young people feel left out, alienated; instead of battling to stay in, they battle to stay out. It, perhaps, is difficult for them to adjust to urbanization and to the mechanistic age. We must realize, however, that a large number of students are socially concerned and sincerely so.

And so? I haven't meant to be pessimistic or to echo the pessimists, or to be an alarmist. Only backward, stagnant societies must constantly wrestle with old problems: a progressive society is always contending with new ones. You will agree that it is far better to have problems of "growth" than "no growth."

What about you? Are you really aware of the significance of these problems and emotionally so? Are your students aware? Or do these problems only occasionally creep into your classes? Do you get down to the vital issues? Or are you burdened with methodology, trite facts, and obsolescent skills? Will you with your students become creators of the future and not victims of the past? Do you strive to create students in your own image? You know, this might not be best for them. You will agree that education is the basis for solving many of our problems and that the education of a student is what remains after the facts are forgotten.

What is your responsibility? Are you acquainted with the role of agriculture in food production, pollution control, conservation of natural resources, rural development? You know we are heavily involved – teaching, research, extension. Who else is better equipped to help solve these problems? Are you doing your part?

Do you believe the "green revolution" in agriculture will save us or will it, as some say, only delay famine a few years? Are you helping to break down international barriers?

What do you think should be the role of agriculture in pollution control? Are you really acquainted with today's agriculture – the effect of corporate farming, the fantastic possibilities of remote sensing?

How good is your teaching? Are your courses relevant? Are courses in other departments and other colleges also relevant? If not, do something about it – for your students.

Is your curriculum current? Do you think there should be a change in the complex system of degree majors to allow an individual to get a general education in one or several intellectual fields, or tailor his specialization to as narrow a path as his own goals require? Do you think we keep students waiting too long to get into their major? Are so many course prerequisites necessary? Shoud there be more courses given on a pass-fail basis?

How good is your counseling? I am intrigued by what I read on the back of a dinner plate a year ago at our conference "Let each become all he is capable of being" – Alfred State Univ. of New York, 1948. Do you help each student to be just that?

What is your relationship to two-year institutions? To four-year institutions? Do you believe in continuous education – adult, post graduate, and in-service?

How good is your public relations on campus? Off campus?

With the taxpayer?

And now you and NACTA. NACTA is dedicated to the improvement of college teaching in agriculture; we hope in this way to help to solve our many problems.

What an excellent theme for our conference. "New Dimesions in Teaching Agriculture." NACTA can be proud that the caliber of its programs improve each year. I salute all of you who helped plan this conference, who have been on the program, and who are here as participants.

NACTA is a relatively young organization. As in any organization it always has and always will have problems and challenges. The founders of NACTA and many dedicated members have through the years done much for the organization.

We all undoubtedly believe in NACTA or we would not be at this conference. The purposes of NACTA are valid. The NACTA Journal is one of our real assets. It helps us to share our teaching experiences. Where else could this better be done? We would have more contributors to the NACTA Journal if they only knew about it. We should redouble our interest in the student affiliate, Delta Tau Alpha. Do you have a chapter on your campus?

Above all, I wish to stress that we need more members. With more members we would have a more successful organization, an improved financial basis.

As your incoming president it will be my pleasure to serve NACTA and you. I say this with sincerity. But we cannot have a successful year without your help. We need to depend not only on the committees but on you as individuals. Do help with recruitment of new members. Do contribute or solicit papers for the NACTA Journal. Do keep up your correspondence with your elected officers. Do write each of us with your comments and suggestions for the improvement of our organization.

With your good help we can and will have another successful year. I promise to do my part; I am confident you will do yours.

The Technical Student in the University Community

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Introduction

Every teacher, before he faces his class for the first time, should ask himself several questions. Who are these students? Where do they come from? What types of preparation do they have? What can I expect from them?

The planning of course content depends, at least partially, upon scientifically reliable data about students. Levels of difficulty in course materials, time sequences and duration, and course objectives are influenced by the abilities, aspirations and needs of the students.

Do the abilities, aspirations and needs of students in the technical agriculture programs and students working toward a degree in the College of Agriculture differ? This question should be foremost in the minds of all those who teach both technical students and degree students in agriculture. The answer is difficult, for there is very little 'scientific' data, especially psychological data, comparing the technical student and the degree student.

I would like to begin by reviewing some statistical data which were gathered on students attending the Institute of Agricultural Technology and the College of Agriculture and Natural Resources at Michigan State University. The purpose of this review is to indicate to you some of the data needed on students in order to develop a curriculum which will be relevant to the needs of the technical student.

Sociological Background

Who are these technical students and from what type of environment do they come? Norm Brown, in a survey conducted winter term of 1969, found that the percentage of students from the farm was approximately 60 percent for the technical students and 40 percent for the degree students. On the other end of the scale, the percentage of technical students from towns of 5,000 or more population was 20 percent, while the percentage of degree students from towns of 5,000 or more was 35 percent.

Other important factors, when considering sociological background, are the educational level and occupation of the parents.

In Brown's study it was found that approximately 23 percent of the fathers of both groups had less than a high school education. A larger percentage of the technical fathers had some high school education than did the degree fathers. In Brown's study 15.6 percent of the technical fathers had 'some college' as compared to 12.4 percent of the degree fathers. Conversely, 17.7 percent of the degree fathers were 'college graduates', while 10.8 percent of the technical fathers were college graduates. The mothers of the degree students, in general, had attained a higher level of education than the mothers of the technical students.

When the occupations of the fathers were considered, it was found that the percentages of fathers in both catagories who were blue and white collar workers were approximately the same. The differences occurred in the catagories of 'farmer' and 'professionals'. Forty-three percent of the technical fathers were farmers compared to 32 percent for the degree fathers, while 15 percent of degree fathers were in the professional catagory as compared to only three percent for the technical fathers. In both groups the majority of mothers were catagorized as housewives.

Psychological Background

If the technical students differ in their sociological backgrounds from degree students, how do they differ psychologically? To answer this question from a research standpoint, I will rely on a study by Anderson which was done in 1964 with all students in the College of Agriculture and Natural Resources and the Institute of Agricultural Technology at Michigan State University.

By use of the Sixteen Personality Factor Test, it was found that degree students are more intelligent, more assertive, quicker to grasp ideas and more likely to be successful in the classroom learning situation than technical students. Further comparisons indicated that the degree students were more emotionally mature, more stable, more realistic about life, less worried, less impulsive, more self-confident, free from suspicion and more self-sufficient.

The conclusion was drawn by Anderson that:

> '...(Agricultural Technology) students are more in need of counseling leading to greater emotional and social maturity than agriculture degree students. The process of maturation involves establishing a degree of independence in social interaction and these students do not appear to have the ability to establish themselves as independent social participants to the extent that degree students do; therefore, the need for guidance in developing greater social maturation is more crucial among the technical students than degree students'.

To determine the students' attitude toward physical mobility and change, Anderson used the MSU Work Beliefs