

one of those who does not particularly please his teachers. Perhaps the student does not care about his obligations. He needs a warning which, if unheeded, leads to discontinuance. Another student may be slow, in which case both guidance and carefully limited encouragement are genuinely in order, certainly not nagging. A third may attempt too much work or play outside, in which case advice and warning may be in order. A fourth student may be in love; and what was the effect on you when someone nagged when you were in love? A fifth may be a nonconformist, late, absent, papers not in, and so on. Specific discipline is in order, but nagging will only make matters worse and tend to turn him toward perversity or to convince him that he really is mediocre.

Or, he may be just Joe Doakes, average student, that faceless fellow whom unimaginative professors uphold in defining the C. Professors who hold this view always regard themselves as well above C's, though searches of records oftentimes prove otherwise, as is demonstrable with former students who attain high — and often deserved — positions on the faculty.

Every student and every person has to find a niche which will enable him to hold up his head. He has to live within himself as an individual for a lifetime. No form of social organization will change this. Accordingly, to have some mogul breathing down your neck and suggesting day in and day out that you are nobody is nefarious discouragement.

It is not true that all students need encouragement: far from it. And the only student who deserves discouragement is the cocky type who persistently scorns his opportunities. He can be helped only by taking him down a peg. He is not using an elaborately offered opportunity, the only reason for his

presence. Unless he heeds a simple warning, the only proper move on the part of his college, he should leave. In a world which has a long waiting list third chances are out.

Though forms of help are beyond our present thesis, to speak in terms of help rather than of encouragement would be safer. Those students who get along smoothly in college rarely need encouragement. For every such student there are scores of students among those perniciously classified as members of the general herd who warrant help and encouragement.

Though a rule saying that we should encourage the weak and needle the strong would be better than the present one, nagging the weak and applauding the strong, the generalization is too broad. Maudlin teachers are likely to encourage slow students, who need help rather than encouragement, to a point from which the ultimate inevitable failures become a shock. To encourage students who decline to work is obvious misguidance. To the apt student to whom less than praise is a jolt, encouragement may block his potential progress, since he is giving satisfaction as he is.

Could we but eliminate the seemingly inevitable and certainly overworked ratings that professors worship, or to which they succumb because of authority or custom, the menace in misplaced encouragement would be clearer than it is now. Unless such boosting is specifically and validly needed for the morale and improvement of the student concerned, it is out of place. The selected few who need it may be either at the top or bottom of the class under the beloved ranking system, but they are more likely to be down than up.

And, be it wife, horse, husband, or student, for the love of Pete don't nag with grades, words, or looks. Say your piece specifically when you must and mean it, and then shut up.

Internship — A Tool for Upgrading and Maintaining Proficiencies Required by Experienced Agriculture Occupational Teachers

Thomas R. Stitt, Assistant Professor of Agricultural Education, Department of Agricultural Industries, Southern Illinois University, Carbondale, Illinois 62901.

The joint committee of the United States Department of Education and the American Vocational Association¹ stated that agriculture programs should "develop agriculture competencies needed to engage in agricultural occupations other than farming" as well as "an appreciation for a career opportunity," and "develop abilities in human relations in agricultural occupations." These objectives were an outgrowth of the 1963 Act.² The wisdom of the committee is constantly reasserting itself, as illustrated by the report of the 1968 Illinois Manpower Needs in Agricultural Occupations. Of 16,737 persons needed, 2,205 would be required for production agriculture. The majority, 14,532 persons or 86.8 percent³ will be needed in the agricultural related occupational area. This is supported by the 23 state study conducted by The Center for Research and Leadership Development in Vocational and Technical Education.⁴

Teacher specialization within an agricultural occupation area offers an excellent solution to the problem if, when, and where sufficient number of students with the same occupational objectives can be identified and grouped. Teacher specialization will be able to serve only a small percentage of the students interested in agricultural occupations.

The teachers involved in the new high school programs may have had only limited occupational experiences. The 1966 Agricultural Occupations service report indicated that the



Milton Jung, right, agricultural occupations teacher of Shawnee Community Unit at Wolf Lake, Illinois, received some pointers on problems confronting mechanic Cletus Jansen on the Schneider Equipment Company, Inc., Cape Girardeau, Missouri, regarding problems of transmission overhaul.

average number of years experience teaching vocational agriculture in Illinois is 12.25 which makes it conceivable that teachers having experiences in agricultural occupations prior to their entry into teaching (there are no current figures on the number who did receive this experience) received it over twelve years ago. In view of the rapid changes in the area of

technical agriculture and especially in the agricultural related occupational field, it is reasonable to assume that much of the experience may be outdated and a procedure should be developed to provide the necessary current experience.

The responsibility, therefore, lies with the teacher education programs to establish a procedure to provide present and future agricultural occupations teachers with the desirable experiences necessary to teach a "learning by doing" course in the agricultural occupations area.

Curriculum changes which allow for greater specialization in a selected area in addition to an opportunity for structured summer internship during the junior year for the undergraduate will hopefully resolve the problem. Only constant re-evaluation and upgrading will assure achievement of this goal. During this transition a large number of the teachers presently in the field need an opportunity to upgrade agricultural occupation competencies as well as future opportunity to maintain proficiency once it is achieved.

One approach is through a course entitled "Structured Occupational Internship for Experienced Vocational Teachers." This innovative course is an integral part of a cooperative research project with support from the Research Coordinating Unit of the Illinois Board of Vocational Education and Rehabilitation, and Southern Illinois University.

As is implied by the title, the agricultural occupations teachers who were involved in the internships were placed in private industry which required that suitable training stations be secured. This made it desirable, several months prior to the actual beginning date of class, to have a pre-enrollment session to secure firm commitments regarding enrollment of students as well as to identify the agricultural occupational areas in which the individuals were interested. From this preliminary meeting it was possible to establish that agricultural equipment dealerships and agricultural supply and business firms would be required needing a total of seventeen training stations. Teachers were not placed in their home school district thus broadening their involvement in agricultural business in their selected subject matter area.

With the information secured in the pre-enrollment session, it was possible to contact branch and regional offices of the various agricultural businesses and request suggestions as to desirable training stations in specific agri-businesses. The regional office not only made suggestions but contacted the local firms involved who gave their complete support.

The businesses were then approached by the University staff and given an explanation of the program and asked if they would be willing to serve as an internee's training station. What had at one stage of the preparation for this course been considered as a potential obstacle, securing cooperation from businesses, turned out to be one of the less difficult jobs.

The course can readily be divided into three time divisions or types of experience. They are referred to as: (1) pre-internship preparation, (2) internship, and (3) post-internship program.

PRE-INTERNSHIP PREPARATION

Prior to the actual internship, the internees spent a week of intensive preparation. They were divided into the three occupational areas: Agricultural Mechanics, Agricultural Business and Supply, and Horticulture. Each student became a member of a committee in one of these three areas. The committees pursued a review of literature and references to acquaint themselves with published material pertinent to the area. Their pre-internship assignment included: (1) establish as nearly as possible a complete list of potential places of employment and the job titles of these areas, and (2) propose a list of competencies which might be required for entry into the various job titles in their designated areas. Selected subject matter specialists from industry make presentations providing the theoretical framework regarding agricultural business operations. Representatives of the agricultural occupations



First hand instruction from the man on the line, the equipment mechanic John Frier, was a valuable portion of the internship at Frier Implement Company in Mt. Vernon, reports Dave Scott (right), agricultural occupations teacher, Sesser Community Unit, Sesser, Illinois.

state staff made presentations regarding desired types of programs. Selected agricultural occupational teachers, cooperating businessmen, and high school students who had been previously involved in a work experience program formed discussion panels for the class.

INTERNSHIP

During the internship in their respective cooperating agricultural occupations business, the agricultural occupations teachers were to achieve the following goals:

1. Through observation, evaluation, interview and discussion, establish an overall understanding of how the agricultural business operates.
2. Evaluate the previously developed list of job titles making desirable additions and corrections.
3. Determine the level of skill and ability which is required for successful entry into selected job titles. (This will be accomplished through interview with employees and observation using the previously developed competencies list as a guide.)
4. Compile a list of reference materials which could be used in training students in this specific occupational area.
5. Through observation and analysis, establish a list of special tools and equipment which would be essential to facilitate a program in the area of consideration.
6. Develop through participation as many skills and abilities as is feasible in the allotted time and under the circumstances available.
7. Spend at least one day in a related agricultural business to provide sufficient data for the teacher to make some comparison regarding the operations of similar businesses.

POST-INTERNSHIP PROGRAM

Following the internship experience, the teachers returned to campus for a post-internship program. The speaker agenda

included the Supervisor for Wage and Hour and Public Contracts Division of the United States Department of Labor who discussed implications of the law on agricultural occupations, and Assistant Vice-President of Horace Mann Insurance Group of Liability, to mention only a few of the last week's specialists.

The original committees reconvened for the purpose of exchanging ideas and the development of a dialogue regarding the internship. The program allowed time for the committees to assimilate the newly acquired knowledge and skill into curricula which will be compatible with existing agricultural occupations programs in the high school curricula.

This program does not presume that in this short internship the agricultural occupation teacher has become an expert in his selected area of agricultural occupations. It was planned that he acquire an understanding of the problems and potentiality of such a program which can be expanded and developed. It should be noted that this one month program is phase one of a three phase course and the teacher who remains in the program will be able to enhance the basics and perfect needed skills during the next two internships.

A follow-up study is being made in an effort to evaluate the changes made in the high school curriculum as a result of participation in the internship. In this study, a comparison of 12 participants with 12 non-participants from schools of equivalent size is being made. Five of the original 17 participants had sufficient changes in jobs to make their responses to the questionnaire of no value. The final analysis of the personal interviews is in progress but part of the information derived is summarized. The average age of participants was 28.9 with non-participants averaging one year younger. The teaching experience of the participants was 6.8 years while non-participants experience was 5.1 years. The participants had slightly less work toward advanced degrees than non-participants. Of the participants, 8 are working towards M.S. and 4 have accrued hours toward a specialist degree. The non-participants reported 7 having hours towards M.S. and one completed with 3 having hours towards a specialist degree and 1 completed. In summary, the age, years of teaching experience, formal education and size of school are quite similar. The major difference which has been established is that of the participants, two-thirds reported a marked increase of urban students while only one-third of the non-participants reported a similar increase.

The questionnaire included 27 units which the participants during the workshop suggested should be included in the agricultural occupations program. These can be broken down into 4 headings: General, Agriculture Mechanics, Horticulture, and Agriculture Business.



Mr. Ardell Kimmel, (center) agricultural mechanics teacher, observes parts man Marvin Kisner, (left) preparing a ticket for a cash sale at the Ray Tibbs Equipment Company, International Harvester, Waltonville Road, Mt. Vernon, Illinois.



Agricultural occupations teacher P. D. Cross (standing right) of Dalgren and Kent Saxe (standing left) of Clay City receive an explanation on the importance of records on inventory control by Petroleum Warehouse Manager La Ven Barter (seated) at Wabash Valley Service Company, Grayville, Ill.

The area entitled "General" included units on Career Opportunities, Agricultural Salesmanship, Human Relation and Communication, Management, Safety, and Sales and Service. Agriculture Mechanics included units entitled Braking and Steering Systems, Power Transfer Systems, Types of Equipment, Coating System, and Hydraulics. The Horticulture area included Landscaping, Pest Control, and Plant Structure and Propagation. Finally, Agriculture Business area included units such as Petroleum, Agriculture Supplies, Marketing, Grain and Feed Storage and Handling. It is accepted that another group of teachers would include some additional units while deleting some of those presented. The list is based on what those participants reported should be included upon completion of the internship. It represents their best professional judgement on the basis of on-the-spot experience.

The teachers were asked if the subject matter units had been offered in the school years of 67-68, 68-69 and if it was anticipated being added in the future. The participants were asked to report confidence on a 3 point rating scale.

The results indicate a general increase in confidence for all participants in the General and Agriculture Business areas. Agriculture Mechanics and Ornamental Horticulture show the greatest confidence by those who participated in these respective areas. Tabulations indicate that a larger number of participants than non-participants have increased teaching emphasis in the 27 areas considered.

The final evaluation regarding the improvement of instruction for students enrolled in agricultural occupations programs can only be established when the students, upon graduation, become successful employees in agricultural related occupations. Until that time, we can only use available

data which indicates that the "Structured Occupational Internship for Experienced Vocational Teachers" is an effective way to update and upgrade the emphasis placed on Agricultural Occupations in the high school curriculum.

¹Joint Committee of the U.S. Office of Education and American Vocational Association. Objectives for Vocational and Technical Education in Agriculture, U.S. Government Printing Office, Washington, D.C., 1965.

²The Vocational Education Act of 1963, U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.,

OE-80034, 1965.

³Illinois Agriculture Occupations Teachers. Proceedings of the 1967 Annual Summer Conference, Urbana, Illinois, 1967.

⁴The Center for Research and Leadership Development in Vocational and Technical Education, Summary of Research Findings in Off-Farm Agricultural Occupations, The Ohio State University, Columbus, Ohio, 1965.

⁵Vocational and Technical Education Division, Statistical Data - Showing Phases of Vocational Agriculture, Board of Vocational Agriculture and Rehabilitation, August, 1967.

An Analysis of the Extra-Curricular Activities of Selected University Graduates and Their Relationship to the Leadership Function

Ralph A. Benton

Dr. Benton is Associate Professor, Agricultural Industries Department, Southern Illinois University, Carbondale, Illinois.

INTRODUCTION

At all levels of American life there is a pressing demand for men and women who are willing to assume positions of leadership. Leadership training conferences are held frequently. In high school the FFA has as one of its prime objectives the training of boys for rural leadership. In agricultural extension the county agent has as one of his major responsibilities the seeking out and training of local leaders. At the college and university level, students with leadership ability are needed if clubs and student organizations are to be strong and effective and make their influence felt.

However, there is diversity of opinion as to what is meant by "leadership." For the most part, it is described in terms of its function and of the qualities and characteristics which are to be found associated with particular types of leaders or patterns of leadership.

Browne and Cohn¹ state that "leadership is both a function of the social situation and a function of personality, but it is a function of these two in interaction."

Cowley² makes three distinctions in the study of leaders. His first is an arbitrary classification of so-called leaders into two groups: (1) the actual and unquestionable leaders, and (2) individuals frequently called leaders but who are merely "headmen" by reason of social standing, politics, family, etc. The second is a contrast of the traits of leaders and the traits of headmen in which he says that one must recognize that leaders are effective and headmen attain to their leadership only when the traits they possess are those demanded by the situation.

His third distinction deals with the problem of leadership traits and raises the question, - "are there any traits which are common to all leaders and which may be called general traits of leadership as distinguished from the situational traits?" He discovered that leaders in different situations do not possess the same traits and that one cannot talk about leadership traits in general, but instead we must talk about leadership traits in particular situations.

OBJECTIVES

A review of the literature has shown that little has been done to determine the influence or degree of carry-over into adult life of the so-called leadership activities engaged in by students when in high school and in college or university.

This study was an attempt to determine if there is a significant relationship between certain activities and other factors related to leadership when applied to Southern Illinois University School of Agriculture graduates. They were examined while in high school, at the university level, and in

the community in which they lived following graduation.

The broad objectives were:

1. To measure the degree of participation in leadership activities while in high school, the university, and in a community following graduation.
2. To determine the persistence of leadership activities from high school through the university and into community life following graduation.
3. To determine how significant are the personality traits most commonly associated with leaders when applied to the persons in this study and their leadership involvement.
4. To determine those factors of greatest significance to leadership after graduation.

LIMITATIONS AND PROCEDURES

The study population was limited to persons who graduated from the School of Agriculture in 1959, 1960, 1961, 1962, 1963, and 1964, and whose school records and responses to the questionnaires were complete in every way. There was a 78.0 per cent response with 138 useable records.

The data used were obtained by means of: (1) the students' high school transcripts submitted to the admissions office which supplied their rank in their respective graduating class and which included the principal's estimate of the student's possibility of success in college, and also an eight-item rating of the students' behavior by the principal; (2) the Illinois School Directory for high school enrollment; (3) the student's record in the university registrar's office for his university over-all grade point average; (4) a three-part questionnaire on his school extra-curricular activities, university extra-curricular activities, and post-university graduation activities; (5) a personality rating check sheet; and (6) a job rating sheet.

Separate committees of from 9 to 14 persons placed a value upon and rated the list of high school and university extra-curricular activities, the post-graduation activities, the personality factors, and the jobs in which the respondents were engaged. This made it possible to assign a value to every activity in which the person participated as a student in high school and in the university, as well as to the work he was doing following graduation. Thus, scores in every area were available and these were punched on IBM cards for statistical treatment.

FINDINGS

Of the 138 graduates in this study, 42.0 per cent came from small high schools (0 to 249), 38.4 per cent from medium sized (250-599) high schools, and 19.6 per cent were from large (600 and over) high schools. Regardless of the size of high school from which they graduated, approximately 75 per cent were in the upper 50 per cent of their high school graduating class.

While in high school, these graduates were most active in clubs with 87.7 per cent participating, followed by 72.5 per