

petence while at the same time becoming a cultured and competent citizen in a democratic society. Dr. S. Douglas Cornell, President of Mackinac College states that, "The function of an education in a democracy must be to pass to each new generation the best in both the intellectual and moral heritage of the past". "The true test of a civilization", Emerson remarked, "is not the census, nor the size of the cities, nor the crops, but the kind of man the country turns out". If we want a political system that is based on the idea that man can be morally responsible for himself, his neighbor and his nation, then we must educate not only for intellectual power, but also to moral responsibility.

The relevance to education is clear. Knowledge is power and the way in which power is used is as important as the power itself. Education that confers such power without looking at the same time to questions of purpose, character, and moral quality is irresponsible in today's world. Such education, whether for majors in agriculture or any other area, is in danger of becoming a menace to freedom instead of its prop and safeguard.

We look to our educational institutions to train our leaders in the field of Agriculture. Then the age-old question arises as to how to educate for leadership. Most would agree that the potential leader who has a very intensive and extended training in Agricultural Economics at the exclusion of most other areas of educational endeavor could be not only a less effective leader in society but in some cases even a dangerous one. Educational All-Roundedness will not guarantee that its recipients will have a more

knowledgeable understanding of the complex problems of society; but having a broad general educational background, in addition to their specialized training, insures that they have more information concerning the complex issues that continually arise in a democratic society. Some educators feel that although we have succeeded in training more young men and women to higher and higher levels of knowledge, we at the same time have lost sight of the need to train them for responsible leadership in a world of matchless opportunity and unprecedented risk.

The student who restricts himself to academic work alone is short changed. He is not getting all that he is paying for in college. He is not taking advantage of all the opportunities presented to him. On all campuses there are organizations or clubs composed of students whose major interest is in a particular area of study. It would seem that associating and working with these students can add to one's all-roundness. If the student deletes this phase of his training, it is bound to leave a void in his educational experiences. Departmental clubs provide opportunity to come in contact with student leaders. It is a place where student initiative can be exercised to the fullest. This not only permits the opportunity for the student to develop his own attributes but allows others to observe these valuable assets which many times aid when recommendations are being made for jobs.

A typical example of how experiences and acquaintances obtained in a departmental club can be of help to a student in securing em-

ployment is a case on our own campus. The student was a graduating senior and had been in the Ag Club two years. He had held offices in the club and in general was a "pusher". He was a leader with ability and initiative and was willing to work. At the last Ag Club meeting of the school year, this student asked the club President permission to say a few words before the close of the meeting. Without anyone knowing just what he was going to say, this student proceeded to outline a fine work program, including objectives, which he thought would be desirable for the club to work on during the next school year. The club readily accepted his suggestions. Not long after this the Personnel Manager of a commercial concern, who was considering hiring this young man, called me to inquire about his personality, his relationship with his fellow students, and specifically about the student's initiative. I told him of the incident relating to the Ag Club work program. The company hired the young man. One will never know how much a part, if any, this experience gained in the departmental club played in the evaluation this company placed on this student. I am sure it played some part.

Both liberal and specialized education have distinctive values for our agriculture students and both are necessary for the needs of modern day living. The student possessing Educational All-Roundedness will find he possesses more tools to aid in understanding the complexity of our modern culture and to relate his specialty to it.

The Two I's of the Teacher and Student

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To inform and to inspire — the two I's of the teacher-student relationship. The teacher does not operate in a vacuum. He has not taught until the student has learned; consequently, the success of teaching becomes a function of the success of learning. The role of the student as a partner in this dichotomy cannot be neglected, ignored, or overemphasized.

The mind of the student must be alert, capable and prepared by previous training to receive information. He must be willing and able to study and learn the principles underlying today's applications. He must possess the intellectual curios-

ity to challenge the teacher to impart information that is meaningful from the student's frame of reference. This curiosity supported by sufficient energy will drive the student beyond the minimal limits prescribed by the assignment, and he will bring to the classroom and laboratory new information and concepts that might have been overlooked by an older, more static mind.

The student must be alert and eager, expecting the teacher to present lectures and give assignments that lead to the acquisition of skills that will be useful to him in the society in which he will later find himself — not necessarily in all cases the society as known and revered by the professor. The student must realize that his time in history places on his shoulders the responsibility of finding and making new applications of principles learned and taught by older, more experienced men — his teachers. His mind must remain optimistic, unfettered by the debilitating recollections of past failures. How information can be used to enhance the on-goingness of mankind must be his standard of judgement. While he must prepare to carry his own weight and support himself in the world, yet selfish evaluation of data and concepts in terms of "what's in it for me" cannot color the reaction of the student to information presented by the professor.

It may be impossible to separate the second "I" of the teacher-student complex, inspiration, from the first because certainly without proper motivation, teacher-learning can-

not obtain. In the reciprocal nature of their relationship the student has the capability to challenge and call out the best in the teacher.

How well a teacher inspires depends largely on the student's responsiveness and dedication to scholarship and progress. The teacher is more or less limited in the amount of inspiration, guidance and motivation he can give by the capacity and fundamental attitudes the student has derived from his heredity and previous experiences.

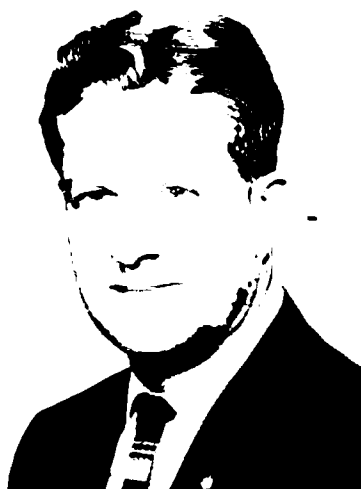
If, as we frequently expect and hope, the student is to be better than his teacher was at the same level of development, many things yet are expected of him. He must be willing to accept sound advice and council given by more experienced teachers, for as Foxtail Johnson said, "If your foresight ain't so good, then try fertilizing it with wiser men's hindsight." The student must realize that while the current economic and social structure may not be perfect, it cannot be changed or destroyed without first having a workable alternative; and he must be willing to devote the same amount of time, talent and sacrifice to prove his alternate pro-

posals as was expended in proving the old. He must prepare himself to serve better the society of tomorrow than did those now serving prepare.

The student must be capable of receiving and acting on constructive criticism. He must always be willing to hear and weigh the merit of counterproposals, realizing with some humility that he is not omniscient.

Finally, the student must ever be ready to express gratitude for efforts made by good teachers in going "above and beyond the call of duty" in individual advisement, sponsoring of extra-curricular activities and in *other ways* providing worthwhile learning experiences for the student.

Thus if information and inspiration are to be transmitted and generated, there must be a mutual appreciation and respect between the student and his teacher. From such a relationship can arise motivation, learning and self-fulfillment, the worthy objectives so much desired by both.



Attrition at my Institution

WILLIAM C. GEORGE

William C. George is an Associate Professor at Northwest Missouri State College, Maryville, Missouri. He received his B.S. Degree from Central Missouri State College, B.S. Degree in Agricultural Engineering, M.S. Degree in Agricultural Education from the University of Missouri. He has served as a high school principal and teacher in Missouri and as a college teacher in Arkansas, Illinois, and Missouri. He is a veteran of World War II. He is a member of Phi Delta Kappa, American Society of Agricultural Engineers, NACTA, NEA, Missouri State Teachers Association, and AVA.

Northwest Missouri State College is a state supported college established as a State Normal School in 1905. After 1949, it joined the trend in serving as a general college. Most of the students come from a predominantly rural area which is a rich livestock producing area at the edge of the corn belt. Its position in the northwest corner of Missouri places it within the reach of students from the states of Iowa, Nebraska, and Kansas, as well as Missouri.

DISTRIBUTION OF STUDENTS

Using the 1965-66 fall semester as an example, it was found that 52.1% of the students came from Missouri. Forty-five percent of that 52.1% came from the northwest district of Missouri which the college was set up to serve. Another 39.6% of the enrollment came from the state of Iowa with the remaining percentage from other states and other countries.

ENTRANCE REQUIREMENTS

Northwest Missouri State College, being a state supported institution, bars no student from its doors. However, to enter the college, only the students in the upper two-thirds of their high school class are accepted on a non-probationary basis. All students are required to take an entrance examination. Those entering on a probationary basis must make a "C" or 2.0 average to remain in school. Transfer students are accepted if they are eligible to enter the college which they last attended.

POSITION WANTED

Agronomist — B.S. 1950, in Soils, M.S. 1951, in Soils, D.Ed. January 1967, in Agricultural Education. Desires college or university teaching position. Eight years of experience teaching soil and crop courses in a senior college. Soils laboratory manual in print. Married, two children, age 41. Available summer 1967.