

straint and diplomacy; he should show respect for the opinion of others and by all means should make every effort to indicate that he is *not* an institutional spokesman but merely expressing his opinion on a particular subject. It is difficult not to mention items or instances that one is aware of concerning Academic Freedom and those acts that have infringed on this area. It is also difficult to really express one's feelings relative to this area. However, having been confronted with the publication of an article such as this, it has given me ample opportunity to think, to read, and to meditate on

the subject, Academic Freedom. After having had this opportunity, I am still somewhat concerned with the complacency of those of us when it comes to the area of Academic Freedom. It is felt that through my own experiences that there have been those few who have taken advantage of the freedom enjoyed by the academic family and have made it embarrassing for the multitude or majority of those who wish to enjoy the Academic Freedom and at the same time accept the responsibility that is inherent in this area. It is possible to give many examples and expressions of Academic Freedom, those favorable

and those unfavorable; however, I feel that the one thing received from having been associated with this subject is the fact that we have something that we enjoy, that we really do not understand, and that we take for granted. We should be more conscious of the fact that those forerunners in the field of educational endeavor were foresighted enough to not restrict the instructor or the researcher to such a point that he was unable to express himself; however, by the same token these areas implied also responsibility.

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# Professional Growth

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The word "professional" implies having the characteristics of or conforming to the standards of a profession. For NACTA members some

characteristics of the professional group would be: to promote the cause of agriculture, to create a better public image of agriculture, to promote closer ties between land grant and the non-land grant institutions, and to develop and instigate ways to create better teachers.

The term "growth" means the progressive development of an organism or the like. People have three basic areas of growth: physical, mental, and spiritual. These three cannot be separated completely, but for purposes of this writing let the last two be differentiated as follows: mental growth includes gaining and retaining facts, sorting these facts and predicting from them events in the future, and relating these facts and predictions to others; spiritual growth includes the developing of the personality, character, attitudes, channeling of energies, and a dependence upon a power higher than oneself.

Putting these two sets of definitions together, it can be concluded that "professional growth" implies the continual development of those

mental and spiritual areas of a person which will make for more effective promotion of the goals or characteristics of the group to which that person owes his allegiance.

This writer would like to share some of the characteristics he feels to be necessary in any individual for that person to be able to grow professionally. All of these will further develop and mature during the professional association period, but these must be at least in an embryonic state for growth to occur.

1. One must have confidence in his ability. He must believe and know that he does have something of value to share with others. Technical and intellectual competence are the prerequisites here.
2. One must be dedicated to a cause. There must be a sense of urgency and a feeling that "our" cause is worth it all. If we don't do it, then, who will? We must accomplish this.
3. One must be willing to put in extra time. Most people have to do professional duties out-

side of or along with regular work. To assume these responsibilities requires one to go "the second mile."

4. One must be willing to accept criticism whether it be constructive or malicious. Anyone who rises to a position of making decisions, which affect others, will surely be ostracized sooner or later. Being forced to work effectively in the midst of great controversy often affords great personal growth for that individual.
5. One must be able to stimulate and motivate others to continue their professional growth. Just as good parents can instill a zeal and eagerness for the finer things of life into their children, NACTA members should be just such an inspiration and example to each other. How often do we stress to students the value of being totally committed to and absorbed in agriculture? Do we emphasize the importance of joining their professional group?
6. One must be willing to give continuous service for the professional cause without being always able to see immediate results or accomplishments. A great deal of faith and hope mingled with a belief in the value of spiritual things is necessary to cause one to work continually toward goals never quite accomplished. Professional growth for a young organization or a young person is extremely difficult and demands one's best.

7. One must be willing to conduct his life in such a manner that all actions are credits to the profession, not detrimental to it. For NACTA members professional conduct can be measured by how one relates to the public, his administrators and students, and to other teachers and colleagues.

When we possess these abilities and attitudes, we are then ready to make a significant contribution to our profession. The question may now be asked, "What are some concrete ways in which we may go about being a good member of a professional group?" If one practices being a good member, he will of necessity be growing professionally. Some answers might be as follows:

Attend all regular meetings — presence at these meetings is uplifting. It is an excellent way to meet people and make friends; to hear other people's opinions and attitudes about matters; and to learn of new approaches to teaching and new developments in curriculum.

Read the publications: let's not let reading become a lost art. Not to read the NACTA Journal is disrespectful to the authors who took time to share their ideas with us; and it is a lost opportunity for us to grow mentally and spiritually, if we fail to read good publications that come our way.

Participate in committee activities — Only when we start trying to arrange the details of a system or

structure into a working unit do we really comprehend the magnitude of the entire system.

Use the scientific method in appraising and evaluating our work as a teacher, researcher, committeeman, etc. Don't just go on hear say or our own opinion, but subject ourself to rigorous testing programs to see what needs to be improved or eliminated from our methods, approaches, or subject matter.

Write or speak about our association and its objectives whenever the opportunity presents itself; be eager to tell others about NACTA and agriculture. Write your opinions for the NACTA Journal or other journals. You can talk to high school students about the future of an agricultural profession.

Become a whole, well-rounded person; divide our time and talents between the professional (daily work and associations), civic duties, religion, and family so all have their fair share, since each can be complementary to the other.

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In summary, professional growth depends upon the initiative of the individual and the group's response in accepting him and creating the proper group dynamics to motivate and encourage him to work for its cause. All of us will not be able to do all the things outlined in this article, but all of us can do some of them. To the extent that we do those things which we ought to and can do to grow professionally, our professional growth can be evaluated by ourselves and others.

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# The Teacher - Counselor

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There seems to be an increasing agreement among teachers and professional personnel workers that not only can teachers function as personnel workers in the classroom, but that if they are to do an effective and positive job of teaching, they *must* function as personnel workers. There are still some guidance counselors, however, who feel that personnel work is a complicated and involved process, and that only those professional individuals who have been trained in the field