Agriculture at the Ohio State University

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It is indeed a distinct privilege to have a part in your wonderful convention program and to share with the members of The National Association of Colleges and Teachers of Agriculture, Agriculture at Ohio State. Throughout the years it has been my privilege to meet a few of the members of your association. Through such meetings and contacts I continue to gain high respect for your dedication and sincerity in developing effective agricultural education programs.

Agriculture at Ohio State is big business. A few salient facts regarding Ohio Agriculture should quickly convince you that we have a tremendous responsibility and challenge here in Ohio.

> "Ohio ranked 12th among the states in receipts from farm sales in 1964 with a total of $1,056 million. California, Iowa, Texas, and Illinois were leading states with over $2 billion each in cash receipts. Ohio ranks first in soft red winter wheat production, greenhouse vegetables area, and greenhouse tomatoes, second in red clover seed, third in nursery products and tomatoes for processing, fourth in greenhouse and nursery products, fifth in florist's products and burley tobacco; sixth in corn and grapes; seventh in hogs, soybeans, oats and eggs; eighth in milk and turkeys; ninth in tobacco; tenth in sheep, lambs, sweet corn and honey; eleventh in wool; twelveth in chickens and thirteenth in peaches, apples, sugar beets and hay."

Ohio's population projections for 1980 by the Bureau of Census range from 12 million to 12.7 million people based on alternative assumptions of population change and births, deaths and net migration. Our current population is about 10.2 million.

With the foregoing as an example of the importance of agriculture in Ohio, we at Ohio State recognize that agriculture is primarily an economic unit consisting of three major categories: First, production agriculture, those who furnish the food and fiber; second, supply and service organizations, those who furnish the inputs for production agriculture and third, marketing, processing and distribution, those who give place, time, shape and value to agricultural products.

The College of Agriculture and Home Economics at The Ohio State University is one of ten colleges and a graduate school. We have five undergraduate colleges and five professional colleges. Our college has twelve departments and a School of Home Economics. Throughout recent years we have given continued emphasis on closer coordination and working together as a team in instruction, research and extension. Each of our twelve departments has a department chairman, who is charged with administering the department in the areas of instruction, research and extension. During the past year we completed bringing the direction of resident instruction, research, and cooperative extension under one administrative head. Dean and Director Roy M. Kottman has an associate in charge of instruction, one for research, and one for cooperative extension. Additionally within the College we have an assistant dean in charge of academic affairs, an assistant dean in charge of student affairs, and a college secretary to take care of all student and official records, reports, and minutes of various committees, councils and the supervision of scheduling. Further coordination is revealed through joint appointments between and/or among resident instruction, research and cooperative extension. Some evidence of the stature of our faculty can be noted for we have 85 percent of our teaching staff in Agriculture and Home Economics with Ph.D. degrees. Currently, we have 220 faculty in Agriculture and Home Economics on a full or part time basis. Of the five distinguished professorships at The Ohio State University, Agriculture has one. These were instituted one year ago. About 94 percent of the Scientific staff at the Ohio Agricultural Experiment Station have Ph.D. degrees and 86 percent of them have joint appointments in resident instruction.

Many of our faculty members have been instrumental in bringing in over $2 million in research grants. Our department of Agricultural Engineering has received a Ford Foundation Grant of $637,000 to develop a College of Agricultural Engineering in Ludihana, India. The U.S.O.E. has allocated $610,000 to operate a National Center for Research and Leadership in Vocational and Technical Education, and an amount of $642,000 has been granted to our Department of Agricultural Economics and Rural Sociology for an analysis of a program for Development and Improvement of Agricultural Credit Institutions and Services in Latin America.

An excellent relationship exists and improved coordination is in evidence between the College, Cooperative Extension and Experiment Station staffs.

You may be interested in our enrollment in Agriculture. Beginning Autumn Quarter, 1964 we had 1,890 undergraduate students in Agriculture and 762 in Home Economics totaling 2,652 undergraduate students. We had 510 graduate students in our departments in Agriculture and in the School of Home Economics. In 1963-64 there were 27,272 course registrations in our College. Our enrollment has made steady growth in the past several years. This has resulted through an effective recruitment program. Our recruitment efforts are cooperatively carried out through vigorous efforts from agri business people in Ohio, cooperative extension staff, vocational education in agri-

culture staff and personnel from our college and experiment station staffs. We enjoy a most healthy relationship with each of these groups. It has been through such mutual efforts that we have been able to make a continuing increase each successive year in our enrollment. We interpret the importance of Agriculture and its impact on society, the opportunities for new and additional wealth in our state and the opportunity for an expanding agriculture. These efforts are supplemented through our placement office in the College and the assistance in placement through our departments. We are able to report and indicate many excellent opportunities for our graduates. During the past few months, we have had 55 agricultural business and industry people interview our graduating seniors for excellent positions. This number has increased each year for the past several years. This number does not include many opportunities such as teaching vocational agriculture, or becoming an extension agent.

A brief word about our Ohio Cooperative Extension Service. During the past year, we have been going through a reorganization establishing eight new area extension centers throughout Ohio with four more planned before 1970. The new plan puts technical assistance of a higher level closer to where it is needed. Each of the 12 areas of the state will be served by a team of agents working across county lines. Each of the counties will be staffed by at least two extension agents. Counties desiring to retain more than two agents, may do so but they must appropriate an annual salary for each additional agent beyond two.

Like many Colleges of Agriculture we have been developing curricula and courses for the present and future. About five years ago our faculty and college committee on instruction developed four basic programs leading to a Bachelor of Science in Agriculture degree, they are Agriculture, Agricultural Industries, Agricultural Science, and Agricultural Social Science. In addition to these four degree programs we have special degrees in programs in the areas of agricultural biochemistry, dairy technology, food technology, nutrition, agricultural engineering, and pre-veterinary medicine. We have had an increasing number electing the agricultural industries and agriculture science programs of study each successive year.

Four years ago we implemented an Honors Program in Agriculture which we have found to be very helpful in providing an opportunity for some of our best minds to develop through individualized curriculums and, through the curriculums become better prepared for the objectives our students have in mind and for the years ahead.

Currently we are considering the development of an international curriculum for native students who are interested in foreign participation in agriculture as well as foreign participants who come to us to study agriculture. Also, we are giving consideration to a wood utilization or forest products curriculum and a curriculum in biology, the latter may have three options, (1) a program to prepare students for graduate study, (2) conservation and, (3) technicians.

In recent years we have been making an effort to improve our course offerings by reorganizing and upgrading many of our courses. Some of the noteworthy examples are in animal nutrition, animal breeding, biology, food technology, and statistics courses.

Our international dimensions continue to grow. We began a contract program in the states of Punjab and Rajasthan, India in 1955. A little over a year ago we started a contract program at San Paulo in Brazil. Currently we have 23 faculty members participating in these programs. Over $2 million is under contract biennially. The Land Grant idea of instruction, research and extension is being transplanted through these programs.

This past Autumn we had 96 students from foreign countries studying Agriculture and Home Economics out of a total of 658 participants at The Ohio State University. Throughout recent years the percentage of the foreign participants at our University studying in agricultural departments has ranged from 15 to 22 percent. We think this is quite significant in a comprehensive university.

Many of you will be interested in our counseling and advisory program in the College of Agriculture and Home Economics. We have approximately 100 faculty members each year who advise undergraduate students. We find this to be very effective compared to a centralized counseling program. Each department has what we call a coordinating adviser, a faculty member, who serves as liaison between the department advisers and the college office. Cooperatively through a committee of faculty and administration, we plan and develop our counseling program. Each entering freshman before he begins his classes at our University has a freshman adviser. We assign 25-30 students to each freshman adviser. When a student declares his major field of study, then he gets a major adviser who continues with him until he gets his degree or changes his major.

We, like you, who are members of the National Association of Colleges and Teachers of Agriculture have sensed a new urgency for accelerated and improved instruction. The transition from a rural to an urban society, the movement from an agrarian to an industrial complex, the decentralization of industry, the growth of vast research and development enterprises, the mechanization and automation of agricultural processes, the impact of television and computer systems, and the population growth are examples of movements in our society which give cause for making adjustments in our educational processes.

It seems to me we are all becoming increasingly cognizant of the trends and the educational needs in agriculture along with good teaching through conferences such as this one. Simply stated, I am saying that to continuously improve teaching, we must know where we are tending in the years ahead: yes, ten, fifteen and twenty-five years in the future. What knowledge and values will best serve our students and society ultimately? Concerns like these behoove us to

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reexamine our goals and objectives, adjusting and up-dating appropriately for the present and the future.

Our faculty in the College of Agriculture and Home Economics at The Ohio State University has set forth the following objectives. I submit them for your critical analysis. We might well ask the question, "What contribution are we making?"

1. In preparing our students to lead useful lives in a democracy?
2. In developing professional competency necessary for careers in modern agriculture, i.e., production, supplies and services, marketing, processing, and distribution of agricultural commodities?
3. In providing for continuing intellectual growth, service, and leadership vital to agriculture and society?

If these questions or objectives are implicit internationally, including the state, the nation and the world we have arrived at what I think is our mission as agricultural educators. Our graduates will have a role to assume in the fulfillment of these objectives.

We continue to be concerned with the improvement of instruction in our College as the members of this conference have throughout the year. For example, we have a college faculty committee which plans for faculty meetings. This past year, three of the major topics discussed were:

1. Discussion of plans, activities and procedures for the year. This meeting was conducted just before the opening of the Autumn Quarter. A reception was held for the new faculty members and wives. Administration, research and extension were all represented in this kick-off meeting for the year.
2. Improvement of methods for educational efficiency was a major topic. Dr. Wendell Postlewaith from Purdue University presented his programmed instruction which he uses with his students in botany. This was a most stimulating and exciting session for our faculty.
3. Teaching aids and educational media were the emphasis which included unit concept films, available resources, telecommunications, and services available through our central teaching aids laboratory.

A word about our undergraduate scholarships may be of interest to you. During the current year, we have had 134 students receiving scholarships representing $127,000. The amount in dollar value for each recipient ranged from $150 to $1500. We are fortunate in continuing to receive new scholarships to expand and broaden our financial program.

We have a very active continuing education program. During the past year our college was involved in 81 conferences with 50,998 people attending and participating in these conferences and our Farm Science Review.

We conduct an 8-Week Science in Agriculture Program for young people engaged in production agriculture. In recent years the enrollment has been 80-94 young people interested in farming.

Continuing and Part Time Education at Ohio State will continue to be an integral part of our total educational program. Last September our Board of Trustees initiated a plan for a Center For Tomorrow which will cost about $4.2 million, non-tax funds. It will house registration, conference, assembly, guest and dining rooms for Continuing Education Programs; other areas to be included in the Center are telecommunications, Development Fund and Alumni Records.

Extra curricular activities contributing to educational, social and leadership development is an important part of our efforts. We have 18 clubs and organizations plus some special activities for our students. Nearly all departments in our College have a departmental club. Our College is well represented by students, university wide, in scholarship and leadership; a few examples will give you a brief idea how agriculture students fare in a large university. During the past year, we had the vice president of Student Senate; President, Council Fraternity Affairs; 55 of 350 student leaders recognized at the President's Leadership Recognition Banquet; the response at the President's Scholarship Banquet was given by an Agriculture student who is President of our College Council and a member of our Agriculture Honors Program; Sphinx, a University group limited to 16 male undergraduates has three (3) from Agriculture; and participation in glee clubs and bands is common. I could go on but time does not permit. I am sure it is quite obvious that I glow with pride in seeing our agriculture students take their places as outstanding leaders and scholars at The Ohio State University.

I would be remiss if I would fail to mention the excellent relationship which we enjoy with Ohio colleges and universities and specifically with those who offer some agricultural courses. About four years ago, we worked out a program for equivalent agricultural courses which could be transferred from Wilmington College to The Ohio State University. We will review our policy and syllabi of courses between the two institutions within the next few days to assure both colleges that our courses are updated and equivalent. It is very important that we are currently aware of course content of those courses which are similar between colleges to protect the students who transfer.

It has been a pleasure to share with you some of our Agriculture at Ohio State. I know each of you is as proud as I am to be in Agriculture, for it is the most basic and the largest industry of all. The impact nutritionally, socially, and economically on our society is unmatched.

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