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been suggested that NACTA originate prizes for teachers of college agriculture. As one means of evaluating the prize-winning teachers, it has been suggested that standarized examinations could be made on the material prepared by the aforementioned workshop group. These tests could be administered during a course or perhaps as a final examination. The effectiveness of a teacher could be evaluated by the scores his students make on these tests. Evaluation sheets filled out by the students have been suggested as a basis for selecting teachers for recognition and awards. There may be other more satisfactory methods for this selection.

As mentioned earlier, a wealth of work has been done that could serve as a basis for an accreditation function by NACTA. This work should be continued and perfected with the hope that in the future it can be applied to NACTA schools.

**View Point of Foundations**

One of the concepts dear to all foundations' hearts is that of "seed money." They all wish to make grants to begin a program that will be taken up by other agencies; or they desire to make grants to a program that will be widely copied because of its effectiveness.

Foundations are looking for original programs to support. Mr. Manning M. Pattillo of the Danforth Foundation, pointed out the dearth of such programs in the following statement: "It is precisely at this point I am convinced, that American higher education is weakest. Most of our two thousand colleges are unimaginative. The institutions that have shown originality in hammering out their programs are rare, indeed." (3)

**Committee Aims**

Your NACTA committee would like to evolve an original, well-planned proposal that will effectively improve college teaching in agriculture over a long period of time. We hope the program will be of such quality that it will be imitated by organizations similar to NACTA in many other fields. At present, the proposal is in a very fluid state, and the committee certainly needs the suggestions of every NACTA member. If you have ideas, please contact one of the committee members listed in the editor's note, well in advance of the 1963 Conference.

**Literature Cited**

1. **AAUP Bulletin,** "Educational Developments," Winter 1961, P. 359.

2. American Society for Engineering Education, "The Visiting Engineer Program," Leaflet, 1963.

3. Manning M. Pattillo, "The Role of the Administration in the Development of Academic Excellence," **AAUP Bulletin,** Winter 1962, P. 359.

4. The National Science Foundation, "Science Course Improvement Projects," NSF 62-38 October 1962.

# AGRICULTURE AS A SCIENCE FOR ELEMENTARY TEACHERS

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Leaders in agricultural education have, for many years, advocated the teaching of agriculture in our school systems beyond the realm of the vocational agriculture program. There is so much of agriculture that pertains to and contributes to the lives of every person, that boys and girls, both at the elementary and secondary level, as well as men and women in college or university, should have the opportunity and be encouraged to take at least one course in general agriculture. It is just as apropos to general education as a required course in art or music appreciation.

An approach which may serve two such purposes, in due time, is the offering of agriculture for science credit to prospective teachers in elementary education. Many colleges require science hours credit for elementary teachers to the point that they have to take a number of advanced courses that are of little help to them in teaching young children. If an acceptable course in agriculture is developed, not only are the prospective teachers given a broader education in a basic industry as consumers and future homemakers, but also are considerably aided in teaching certain units to elementary school children.

Such a course in agricultural science was developed and adopted in the spring quarter of 1959 at Southern Illinois University. It has proven very popular. The course is built upon the more scientific aspects of animal and plant culture including a study of soils. To meet science requirements, there must be a two-hour laboratory session per week. These laboratory periods consist largely of visits to the School of Agriculture's teaching and research centers for poultry, dairy, beef, sheep, and swine; the agronomy experiment station; the horticulture and small-fruit station; the greenhouses; the poultry and egg laboratory; the soils laboratory; and a downtown milk processing plant. The person in charge of each of these teaching and experimental stations demonstrates and discusses the work being done and answers questions. A written report is required of the students on each of these laboratory experiences.

In addition, these experiences are discussed in class and suggestions are made relative to those portions that would lend themselves to teaching units at the elementary level. Each class member is required to prepare and submit a teaching or lesson plan suitable for use in a chosen grade, on any three to five of the above mentioned areas of agricultural experiences. Since the majority of the class members have been women and most of them reared in towns and cities, the laboratory experiences, by their own statements, have been the highlights of the course.

Perhaps other agriculture departments or divisions of agriculture within non-land grant colleges or universities are already cooperating with the education people in their respective institutions in offering such an agricultural course. If not, and you are looking for an additional area of service, try it. We, at this school, are firmly convinced there is a need for an agricultural science course for elementary teachers. Of necessity the course must be approved by the elementary education department and supported by them.