

## TABLE OF CONTENTS

The Obligation of Teaching	Thomas J. Stanly .....	51
What Does It Mean to Teach?	Ralph A. Benton .....	53
Profile of an Outstanding Teacher	Ralph V. Fell .....	55
Tribute to a Dedicated Teacher	Hal B. Barker .....	56
My Teacher Hall of Fame	John A. Wright .....	58
Utilizing the Case-Study Technique in Farm Management	Burton W. DeVeau .....	59
Excellence in the Education of Future Agricultural Communicators	Richard E. Geyer .....	61
NACTA Teacher Recognition Report		65
New Faculty Member Orientation at Southeastern Louisiana College	E. E. Puls .....	66
The Philosophy Behind the Economic Opportunity Act of 1964	Kenneth R. Grubbs .....	67
Delta Tau Alpha Convention Report		70
Committees for 1965-66 .....	50	
Subscription Information .....	50	
NACTA Teacher Recognition Report .....	65	
DTA Convention Report and Pictures .....	70	
Encyclopedia Britannica Sponsors Geographic Color TV Series .....	72	
Officers for 1965-66 .....	50	
Publication of Articles .....	50	
Missouri Publications .....	69	
1966 Convention Information .....	72	
Britannica Offers Cash Awards to School Library Development .....	72	

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# The Obligation of Teaching

Thomas J. Stanly

Nicholls State College

Graduate faculties too often fail to orient their Ph.D. candidates to the realization that teaching is a major function of the scholar. Research may or may not have been overemphasized at the expense of the teaching responsibility. Perhaps our times have served to relegate teaching to a secondary position as an avenue of scholarly accomplishment. It is conceivable that a lethargic example of teaching by those responsible for directing graduate study has unintentionally created this diminishing image of college teaching.

Evidence supporting the need for concern with the significance given college teaching has recently been exhibited on a number of fronts. Overall, The Ford Foundation's three-year masters program identifying potential college teachers during the sophomore year may be cited. The Woodrow Wilson National Fellowship Foundation for prospective faculty in sciences, humanities, and social sciences is an example. These may be combined with many other similar efforts by foundations and institutions concerned with improvement of instruction. The fact that college administrators must often combine research opportunity with teaching responsibility in order to attract a new Ph.D. of any consequence to the teaching faculty is commonplace as an example of this neglect. For further consideration is the frequent occurrence of finding experienced Ph.D.s more willing to take on full-time teaching assignments than those freshly graduated. This may indicate that they have discovered on their own that "all that glitters is not gold".

Agriculture shares this neglect of teaching with the remainder of the academic community. Its problem could possibly be of greater magnitude due to the abundance of research money and the many consultant or full-time professional opportunities in the industry. Renewed concern by agriculturists regarding the teaching responsibility is also evidenced in many instances. One may point out the increased activity of the instructional sections of the regional and national subject matter associations. The formation and sustained activity of the National Association of Colleges and Teachers of Agriculture during the last decade is largely the result of this need. The National Academy of Sciences has recognized the importance of this function. The Committee on Educational Policy in Agriculture appointed by this group supported by the National Science Foundation is presently embarking on a series of conferences which have as their primary purposes discussing major issues and problem areas in regard to the philosophy and practice of education in the agricultural sciences, and examining of undergraduate teaching in these sciences.

Research is most often cited as that which is

taking away the human factor in college teaching. This may be a fact but the argument is certainly a two-sided one. Oliver C. Carmichael has expressed concern in several publications that an unbalanced emphasis on research at the expense of the teaching function in the graduate program will in the long run limit our potential in research.<sup>1</sup> On the other hand, recent glamorization of research opportunity in the academic world has mushroomed enrollment in graduate schools. This increased number of candidates for graduate degrees will certainly provide a larger pool of potential teachers. Even though the percent that teach is smaller, the total should be greater. Consequently, we may be a little hasty in concluding that research in the long run is reducing those available as college teachers.

The distinction between teaching and research is in itself somewhat arbitrary. There are not many successful teachers who in one fashion or another do not concern themselves with research in the very act of teaching—involving both themselves and their students. This type of research may be insignificant in terms of publications and new processes but, regardless is serving the scholar's obligation of research. By the same token, few full-time researchers desire to exclude themselves entirely from the teaching ranks. More often their removal from teaching is the result of the physical environment of their professional affiliation. The average research man as well as the more successful will readily regard the publication of his findings as subject matter to be used in teaching, will teach on a part-time basis, will accept lecturing opportunities for expenses or less, and in many other ways will contribute to the overall effort of education in and out of the classroom.

Eugene Arden has said that the idea that prevailed through most of history is that people who knew a great deal about a subject were considered competent to teach that subject. For every instance of a great scholar who cannot teach, there are scores of others who work effectively both in scholarship and in the classroom. It is the failure of the mediocre mind which assumes a state of incompatibility between scholarship and teaching. And if higher education is to remain "higher", it is precisely the mediocre mind which it must repudiate.<sup>2</sup>

Consequently, if this distinction is somewhat arbitrary, is it necessary for the scholar to class-

<sup>1</sup>Carmichael, Dr. Oliver C., Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York 8, New York.

<sup>2</sup>Eugene Arden. "Great Scholar, Great Teacher, One and the Same", *The Journal of Higher Education*, XXXV (March, 1964), p. 153.

ify himself a research man or a teacher? Or, is it necessary for the graduate school to orient him in particularly one direction or the other?

When one considers the prevailing values of our time, it is difficult to conclude that this should cause a graduate faculty to underplay, intentionally or unintentionally, the significance of teaching as a major part of the scholarly role. There is to be found ample material adding to the image of especially the college teacher. The intellectual status of the professor has certainly not suffered in the eyes of the general public. The community regard of him, if anything, has been enhanced in recent years due to a wider segment of those attending college and his relatively improved financial position which serve to place him in association with his fellow citizens to a greater degree.

The most recently released figures show that the economic rewards of college teaching are sharply improving overall and appear, in view of short supply, to promise an even more favorable financial climate. Other physical attributes of the teaching profession on the college level developing as the result or along with the times are more comfortable work surroundings as the result of the federal government's participation in active or contemplated building programs. Amenities difficult to evaluate such as general academic liberty, community surroundings, associations, etc., are certainly equal to those of past decades. With these advantages accruing for the prospective college professor, how could one afford not to introduce the promising scholar to this opportunity of fulfilling his objective of expanding and projecting knowledge? Yet, we continually see and hear sound assertions by scholars such as Russell M. Cooper who says graduate schools have failed to assume any substantial responsibility for the pedagogical development of their students.<sup>3</sup> Could it be that the majority of the established graduate school professors of today and yesterday, having been reared professionally under less favorable conditions, do not take all these prospects as promises, or perhaps fail to appreciate these prospects for the brighter of their pupils?

The true test of the times in relation to the profession of college teaching would be the frequency that college professors would advise the brighter of their own children to pursue college teaching as a career. A short questioning period with one's colleagues on a large or small campus will soon indicate that this is now more often being done than ever before, especially with regard to the young people with greatest ability.

It is unfair to generalize asserting that the graduate student views teaching as a lesser path of scholarly achievement because of the example of teaching to which he is exposed. During graduate study, he is no doubt associated with some of the finest individual teachers in his educational experience. Almost without exception every aca-

demician will point to at least one individual teacher who he holds as an example of what he is striving for. This negates the reasonability of declaring that example does not have some influence on the scholar's attitude.

There is, however, the still pointing finger of accusation toward the individual graduate professor who presents such a poor image of teaching that his total prospect of doing good in the academic world is offset by those students who shun teaching to avoid a common professional identification. Where this exists it is usually recognized, but it is most difficult to remedy since these are the people who often are entrenched and least likely to be enticed by another school.

Some of our finer teachers are plagued by a common psychological ailment of all mankind—the grass is greener on the other side of the fence. A large number of graduate faculty, especially in this day when graduate schools are growing in number, have limited their published research to their dissertation and a few ordinary articles such as this. Consequently, each has the feeling that if he were freed from the mundane chores of teaching, he then could deliver himself of many stored up ideas, proofs, treatises and other precious contributions to the welfare of mankind and perhaps to himself. No doubt this fine teacher who sets a good example and who is an inspiration in the classroom inadvertently steers good teacher prospects away to other interests in an effort to satisfy his own frustration in what he may occasionally think of as his misspent professional youth.

Another professional detractor who distorts the image of college teaching is the individual who does not truly appreciate the values and opportunities in his profession outside of teaching. He is likely, in his state of limited wisdom, to succumb to the normal reaction of adding a silver lining to other routes of professional accomplishment, presenting them as unexplored ventures beyond the known or, at least that which he does not know. This is enticement out of teaching in the first degree.

It may be observed from the discussion that when a poor example of teaching does detract aspirants from the ranks of teaching, it is most commonly occurring without the awareness of the professor. This, however, does not remove it as a factor affecting the future supply of quality faculty.

It may be observed from the discussion above that no single condition prevails that alone would discourage the graduate student from seeking professional fulfillment in the confines of higher education. If there is a deterrent, then it is a composite of several influences. Obviously, we can assume that a detraction exists or there would not be the great clamor over improvement of college teaching. All of this recent motion has served to convince those outside higher education that more attention should be paid to the quality of instruction in colleges. Administrators are becoming acutely concerned with this issue. There is little defense against these assumptions since

<sup>3</sup>Cooper, Russell M. "The College-Teaching Crisis", *The Journal of Higher Education*, XXXV (January, 1964), p. 9.

simple statement usually makes criticism valid to the majority of people.

We can assume that we are in a position at least to look at what is being done with the idea of taking remedial action where it is needed. If the profession fails to do so and this neglect of the teaching function is as serious as some evidence seems to indicate, then, as has occurred historically, some other group will justifiably move in to fill the void unwittingly created. This as a normal sequence of events may be illustrated by observing what has happened in a number of the sciences which failed to recognize applied aspects. In the area of agriculture, we may trace as an example the origin of horticulture from within the ranks of the botanists.

The logical development in college teaching, assuming a shortage of those who meet desired current standards, will be for the teaching faculty to be composed of professional teachers whose basic education is in teaching and not in the subject matter being taught. Cooper has said, "Col-

lege faculties devoid of questioning, wide ranging intellects would not only be barren of intellectual excitement, but sterile in research as well".<sup>4</sup> This may be the direction that the teacher function in higher education is being pushed—primarily by those who would object most.

All professors are concerned with the autonomy of their particular academic subdivision. Time has seen the passing of some academic specialties and the birth of new ones. Undoubtedly, there were certain signs common to all these areas of intellectual concern as they began to fade. No doubt one of the most striking signs was when the subject matter could be taught more effectively by another discipline.

There is hope that full realization of our neglect of imparting the teaching function to the scholar by graduate school faculties may halt this trend within the various disciplines. This would preclude the need of outside help.

<sup>4</sup>Ibid., p. 10.

## What Does It Mean To Teach?

Ralph A. Benton

Southern Illinois University

Let us begin by asking, "What is a teacher?" The dictionary states that "a teacher is one who teaches, or instructs; especially one whose occupation is to instruct." Teaching is "to make aware by information, experience, or the like; or to give instruction."

This tells us what a teacher does or should do, but nothing is said relative to the method of doing it. Therein lies the difference between an effective teacher and an ineffective one, and good teaching versus poor teaching. There are of course other important factors.

In altogether too many instances it is apparent that the instructor is not primarily interested in helping the students. The larger the college or university the more likely this situation is apt to exist. In smaller colleges the sole responsibility of a teacher is to teach, and excellence in teaching is the prime factor behind professional advancement. In larger universities people are also hired to teach but too often the administration looks primarily at the "creativity" of writing and publishing when considering a person for promotion. Ability as a teacher is given little more than lip service.

This often results in causing the young ambitious teacher wanting to advance rapidly, or just to advance, to use his teaching assignment merely to earn his "bread and butter". His main interests and energies are given to research and publication. As a consequence his teaching and students become secondary. A recent experience

brought this forcibly to my attention. One of my advisees came to me greatly disturbed by what was transpiring in one of his classes. This student is an above average student but had just received a second "D" on a written assignment. After the first paper he had gone to the instructor to find out his trouble and get some help. He was brushed off with the statement that you "either know the material or you don't." Further questioning of the student revealed that during the first meeting of the class the instructor made a remark to the effect that "you people might just as well not be in this class because you won't know any more at the end than you now know."

This class is already demoralized. A conference with the departmental chairman revealed that the instructor has been in previous difficulties with his chairman and also with his colleagues. The chairman, however, made this pertinent remark;—"this instructor is a very capable man and accomplishes a really vast amount of work. He is publishing regularly and will doubtless make a name for himself. On the other hand he is tactless and gauche beyond belief."

Unfortunately, there are probably many of this kind of teacher; but we would be safe in assuming that the majority of teachers are conscientious and dedicated to teaching and helping young people. In recent years a number of universities have taken to recognizing and honoring outstanding teachers for excellence in teaching, —research is secondary. Here at Southern Illinois

University this laudable action is done by the Alumni Association and the award is accompanied by an honorarium of \$1000. My undergraduate Alma Mater is doing a similar service each year for outstanding teachers with monetary awards coming from the University Foundation.

The Director of Resident Instruction in the College of Agriculture in one university reported that in his college a real effort is made to determine the faculty member's main interest, whether teaching or research, or perhaps a desire to do both, and is assigned accordingly. The man who prefers mostly teaching is rated on his ability and effectiveness as a teacher just as strongly as the man who does research and publishes, when it comes to consideration for promotion in rank or an increase in salary.

We are told that there is a shortage of college teaching personnel and that the situation will become increasingly worse as college enrollments continue soaring. The immediate result is larger and larger classes per instructor, particularly at the freshman and sophomore levels. Often these classes are taught by graduate assistants with no previous teaching experience nor any training in the art of teaching. It becomes an impersonal kind of teaching and does little or nothing towards inspiring the student, sparking his interest, and improving his morale.

Sheer numbers of students at large universities together with the apparent lack of concern for the individual and the difficulty of getting to know faculty personnel has been reported as one of the basic causes of the unrest among students on the campuses of several universities this past year.

Many institutions of higher learning have developed an honors program for the superior student. Generally, classes for these students are relatively small and are of a seminar type, thus providing maximum opportunity for discussion and repartee with the faculty person in charge. This kind of situation is ideal but available only to a select few. Something comparable should be available to the masses of students.

This is not to imply that a teacher of a large class cannot do effective teaching. It does mean that he must do a superior job in order to reach and challenge the majority, if not all of the students in his class. The almost impersonal nature of a large class demands that the teacher should have definite office hours and be available to his students and encourage them to stop in.

Most of us, I am sure, easily remember one or two outstanding teachers in our college experiences. But why do they stand out? Dr. Harry E. Bradford, (now deceased), formerly Chairman of the Department of Agricultural Education at the University of Nebraska, was for me the Master Teacher. Perhaps part of it was my frame of mind because I had cast aside all reservations and had fully committed myself to becoming a teacher of vocational agriculture. Dr. Bradford not only was an excellent teacher of subject matter, but had the ability to excite and inspire me and really opened up the vistas of teaching as a profession. He was a perceptive man and keenly

aware of his students' problems and potential. After having launched my teaching career, it was Dr. Bradford who quietly, but insistently, urged me to work for a Master's degree.

As my adviser I found a new dimension in the man. He was a tough taskmaster and I learned my lesson well, but again it was his ability to inspire and open new avenues of thought and action for me that has marked him indelibly on my mind.

At the doctoral level it was Dr. L. J. Norton, (now deceased), professor of Agricultural Economics at the University of Illinois. Not only did I have classes under him but he was my research and thesis adviser. Dr. Norton was a master in his field and an excellent teacher in terms of getting his material and ideas across to his students. Again the close association with him in research and thesis work may have influenced me. However, he demanded and accepted only the best from his students. He was blunt and gruff at times but was always available for consultation. He was meticulous but fair and would go the second mile for the student who was really trying.

Out of 90,000 letters from students, Dr. Paul Witty of Northwestern University has made up a list of the twelve qualities it takes to be a good teacher. Do you agree with him?

1. A friendly attitude
2. Consideration of the individual
3. Patience
4. Wide Interests
5. Good manners
6. Fairness
7. Sense of humor
8. Good disposition
9. Flexibility
10. Interest in the individual
11. Generosity
12. Skills

With regard to the actual teaching of a class, I asked a class of 30 students last winter to put down five characteristics they thought most important for a teacher to possess and demonstrate in good teaching. There was a range of 38 distinct and different suggestions but the most repeated and in rank were these:

1. Presents material in an understanding and interesting way.
2. Knows his material
3. Good personality
4. Speaks clearly
5. Sense of humor
6. Friendly with students
7. Good appearance
8. Enjoys teaching.

Teaching is a sharing process, a two-direction process—not a one-way-affair. It is inter-communication. It includes the collision, the creative interaction of minds. Many college professors assume that the way to improve learning is to improve lecturing. They forget that students can learn effectively and efficiently from books, films, discussions, recordings and other means. If the professor is only presenting known, already recorded information, the lecture is a poor way

(Continued on Page 59)

# Roll Call of Individual Teacher Characteristics

## Profile of An Outstanding Teacher

Ralph V. Fell  
Northwestern  
Louisiana  
State  
College

One of the primary objectives of NACTA is the improvement of instruction at the college level. In the pursuit of this goal, much thought is being directed to the problems of devising effective methods of evaluating teachers and teaching and extending recognition to those individuals who have demonstrated proficiency and skill in this field.

Teacher evaluation, admittedly, is a complex problem, fraught with many inherent dangers; but it must be faced squarely by educators and administrators if we are to merit public confidence and support. Our failure to recognize and reward good teaching has resulted in a serious shortage of the product. In many instances, where teacher evaluation has been attempted, much emphasis has been placed on superficial or irrelevant criteria such as number of publications, membership in professional societies and amount of research conducted. While these activities may enhance the reputation of the institution and may make valuable contributions to education in general, they bear little relationship to actual accomplishment in terms of teacher-student relationship.

By traditional methods of evaluation, the quality of the product is one of the most reliable standards of comparison. In the area of education, the accomplishments and opinions of former students would appear to be one of the most relevant and accurate sources of information for teacher evaluation. The valid objection that this information is often difficult to obtain, is not sufficient reason to discard completely this valuable tool.

This article was prompted by the desire of a former student to give broader recognition to a teacher of agriculture who is already well known in his own area as an outstanding teacher. An attempt will be made to enumerate some characteristics which appear to be associated with or responsible for his excellence as a teacher.

Mr. O. A. Childs has been Head of the Department of Agriculture at Southern State College, Magnolia, Arkansas, for twenty-five years. By criteria sometimes used, he might rate poorly as a teacher since he conducts no research, belongs to no national professional societies and does not write for publication. However, he is well known in the field of agriculture throughout his state and in neighboring states. Several universities actively compete for students from his department when they complete the two-year curriculum in agriculture offered at Southern State. Although no accurate figures are available, it is commonly conceded that a higher percentage of

students from the Agriculture Department eventually earn graduate degrees than from any other department in the college.

The recognition accorded Childs as an outstanding teacher is due primarily to the high regard that his former students have for him. His advice is still sought many years after graduation by his ex-students who subsequently may have attended several other colleges. During the past twenty years, most of the faculty members in the Agriculture Department have been former students who passed up higher salaries to come back to the department. In an area of declining agricultural activity, and during a period when agricultural enrollment has been declining in many colleges, enrollment in agriculture at Southern State has shown a steady and substantial growth. No financial encouragement is offered students other than working scholarships; yet many boys decline scholarship grants from other colleges and enroll at Southern State.

While it is not being suggested that the same characteristics are common to all effective teachers, it may be useful to examine some of the factors which seem to be associated with this particular outstanding teacher.

Perhaps in the forefront of Childs' qualities as a teacher is his genuine interest in the total welfare of his students. No doubt most teachers would claim an interest in the student's welfare; but the essential factor is that the student must recognize and feel assured of that interest. In many instances, the loyalty and respect which students and former students have for Childs develop from a feeling that it was he who gave them an important push in the right direction; motivation to continue their education, some sound advice or a small measure of selfconfidence, at a critical time during their freshman or sophomore years.

His classroom presentation is simple and direct, designed for maximum retention rather than maximum saturation. Frequent examples drawn from areas familiar to the student help relate theory to practice. Laboratory classes are conducted under a philosophy that laboratory exercises may be the most effective method of teaching or a total waste of time depending on the care with which they are selected and the manner in which they are conducted.

The six hundred acre, commercial type farm



operation at Southern State is effectively used as a teaching facility. Most of the labor is supplied by students with the assistance of only two regular employees. The efficient manner in which the farm is operated gives the student confidence that the technical information he receives in the classroom is practical and up-to-date. Confidence in the knowledge and ability of the teacher is a strong motivating force.

With characteristic modesty, Childs suggests

that the favorable reaction to his program is due mainly to the benefits of the small college situation where closer supervision and better counseling are possible. However, the same situation in other places has not always resulted in the same desirable teacher-student relationships. The obvious conclusion is that the attitude, knowledge of subject matter, ability, and personal characteristics of the individual teacher are primarily responsible for the success or failure of the teaching process.

Hal B. Barker

Louisiana Tech

## Tribute to A Dedicated Teacher

Numerous teachers taught me during my thirty-odd years of formalized schooling. In my opinion, many of these teachers were excellent ones; others were mediocre, and some much below the average. It was my good fortune throughout my educational training to have individuals as teachers who were, in my opinion, adequately versed in subject matter content; yet, many of them failed to communicate that knowledge to me and to other members of the class.

It doubtless is true that teaching cannot be measured quantitatively; and furthermore, all teachers cannot be shaped in the same mold. The differences in personalities of individual teachers, different methods of approaches to teaching, and different subject matter areas all telescope to make teacher evaluation most difficult. However, each teacher, in his own manner, should be able to stimulate intellectual curiosity and love of learning in his students.

Since my earliest remembrance, it has been my desire to be a good student. I have always put forth a conscientious effort to learn, but fully recognizing that I possessed some built-in limitations for which the teacher could not be held responsible.

Many qualities bear directly upon distinguished teaching regardless of whether it be university teaching or teaching at the elementary or secondary levels. Much has been written about the qualities which characterize good teaching. Many of them are intangible qualities that tend

to defy measurement and yet they do much to separate the good from the mediocre teacher.

The teacher that I best recall who truly exemplified the art of teaching was my high school teacher of English and American literature. At that time she was known for her excellence as a teacher of secondary classes and since then has carried that reputation on with her into college teaching.

This teacher knew her subject matter, enjoyed it, and was able to communicate this enthusiasm to each of her students. She read many of the literary classics to us during the scheduled class hours. Whether she was reading from Chaucer, Shakespeare, Milton or Tennyson, her students felt that the author himself had been recalled and the period in history which he represented had moved back into the present. She required that we memorized many lines of poetry and many passages from various Shakespearian plays. These memory assignments were made after her thorough and enthusiastic presentations. It made the memory task easy then, and furthermore, I have been able to retain and quote from memory most of the poetry and prose passages which she required us to learn.

The spiritual values which I have already received from this bit of learning are immeasurable, and with the passing of more years, I'm sure these values will continue to increase in meaningfulness. This teacher was one of the few who attempted to explain to me that all knowledge was inter-related and that one's reading should cover all the corners of the library.

Through her encouragement I developed a greater appreciation for my rural background. Many of the outstanding works of prose and poetry in early American literature possessed an agricultural or rural theme. She frequently acknowledged this and encouraged the rural students to take pride in their heritage.

My appreciation and understanding of cer-

**Editor's Note:** This article is written about Miss Christine Vaughn, who is Professor of English, Middle Tennessee State University, Murfreesboro, and formerly was in the Manchester, Tennessee Public School System, where she taught the author Dean Hal B. Barker.



tain books, poems, songs and art productions were greatly enhanced through her efforts in relating rural life of the author's day and mine. Many students that I have counseled in recent years have registered extreme protest concerning the literature requirement in their curricula. I only wish that they could be motivated and encouraged to study and appreciate literature in the pleasing and acceptable manner in which it was presented to me.

In addition to the enthusiasm for her subject she always expressed a personal interest in every member of the class. It was her desire to know as much about the personal background of the individual as possible. The interest in the student's personal life was always expressed without any indication of prying. It could be said that she taught the individual rather than masses.

Students were assigned novels to read. In private conferences these were discussed. The informal discussion presented an opportunity for self-expression. Even though, in most cases, she had read every book and thoroughly understood its contents, she would allow the student to think that he knew more about the book than did she. She certainly avoided any ridicule concerning major ideas which we had failed to grasp, or which we might have misinterpreted. The idea of self-confidence was thus inspired.

In my opinion, all teachers should, in some manner, express to students their confidence in the individual's ability even though limitations are apparent. Imparting the idea of at least partially succeeding can be most encouraging. In this manner, students can be challenged and inspired to express academic potential that might otherwise remain in a dormant state forever.

Several years ago an essay appeared in print written by the teacher whose distinguishing characteristics have been innumerable in this manuscript. It was entitled "Why I am Dedicated to Teaching". In the essay she was attempting to answer a question which had been presented to her. The question was, "How can you be so enthusiastic about teaching after being engaged in a profession for thirty-five years in which you have been paid a very low salary and received very little praise or gratitude for the services rendered". Portions of this essay are presented as follows:

"Thirty-five years? How can you still be so enthusiastic about it? You do sound as if you like to teach."

This gave me the opportunity to explain just why I loved teaching and why I had dedicated my life to it. "No, it isn't the money, although I couldn't have stayed in the profession this long if I had not been paid for my services."

"May I tell you some of the bigger and more important compensations a teacher receives? Then you will understand why I am, as you said, still thrilled about teaching."

I knew that my answer to her question must go much deeper than just "How can I be otherwise?" Also I knew that I had to make her see and realize that I wasn't saying this with my lips only

but also with my heart. I didn't want to be tedious, but I did want to give her a true picture of teaching, which I felt sure she had never seen before and which I honestly believed she wanted to see.

I began cautiously but enthusiastically. We all know, of course, that a sales lady who is not enthusiastic about her product never makes a sale. I had a wonderful product, and I was then, as always, enthusiastic about it.

The teacher actually holds a student's destiny in her hands. She teaches him to live, to work, to play, and to share. All of these you must agree are the worthwhile things in life. We cannot want more for him than that he shall become a happy, useful, Christian citizen. The real teacher inspires him and fills his heart with ambition to become just that kind of citizen.

Not only does she hold the destiny of the future citizens in her hands, but the teacher also holds the destiny of this great country of ours in her hands. It is she who trains the future doctors, lawyers, preachers, scientists, and statesmen. My doctor, my druggist, my dentist, my lawyer, and my merchant in this little town are all "my boys". They went to school to me. Ten of the teachers in this town, including the principals of both schools, have been my pupils.

I certainly don't want you to think for one minute that I take all the credit for their success. They had other teachers, of course, but I do want to believe that I at least helped them to interpret the signs on life's highway which lead them to become loyal, useful citizens in their chosen professions. I hope, too, that I helped them to understand the true meaning of democracy so that they could better meet and solve the problems which constantly arise. They are the ones who must solve those problems; and I had the supreme opportunity of helping them to know, not only what they should do, but also what they ought to do.

Some people have the wrong impression about teachers. They seem to think that teachers must know the answers to all questions. You know as I do, of course, that this idea is wrong. She doesn't have to be a mental giant. She should, however, be a well-qualified person and be thoroughly saturated in the subject matter she is endeavoring to teach. Only such a person as this can be a truly good teacher! There are other qualities, too, which she should possess; such as, patience, faith, loyalty, self-confidence, poise, and last but by no means least, she must have a love for and understanding of people. These do not come over-night but through the years she will acquire them.

My father was a physician; and, like him, I have an experimental nature. He was ever on the alert for newer and better ways of treating disease and relieving pain. He did not however, cast aside a true and sure remedy for something just because it was new. But, if he were convinced that the newer remedy was better, he certainly used it. I, too, am always on the watch for better methods of accomplishing my aims. I do not stubbornly hold to the traditional methods of the past

nor do I glibly accept fads. I try to find and follow a happy middle course and meet the needs of my pupils with the methods which I believe will help them most.

The greatest drawback to teaching is the fact that one cannot immediately fully measure or evaluate the results. But, measurement does come and often in the most unexpected way. Once I received a postal card showing Shakespeare's home with this message scrawled above the signature, "I thought of you today when I went here and remembered my class in Shakespeare." Just that little card with its sincere message made up for the many times in class when the writer seemingly paid no attention. Then last week I saw a young fellow who had been in my class several years ago. He told me that he was teaching. When I expressed my happiness, he said, "You were my inspiration, because of you I am a teacher". That was enough, my cup was full. I was humbly grateful, and tried, through my tears, to tell him so.

The rewards of teaching far outweigh the drawbacks. There is no pleasure, joy, nor, yes, thrill which can excel that which comes from seeing a student grow and develop, unless it is from winning his trust, love, and gratitude. Just to know and realize that you are a part of that greatest of all professions, which has the mental, physical, social and moral growth and development

of people as its aim is a satisfaction and a joy. What a difference teaching makes in the lives of others.

I love people. I love to laugh. I enjoy living. I am happy. I love to teach. There is no finer life. So you see, all of these and more, many more, are the reasons why I am dedicated to teaching."

Those of us who are engaged in college and university teaching must recognize that most of us have limitations but many of our weaknesses will be greatly strengthened when we concern ourselves, in a personal way, with the student and when we approach our lectures, laboratory exercises and conferences with sincere zeal and enthusiasm for our wonderful product.

The teacher whose attributes are recognized in this presentation by one of her former students and whose personal testimony lends further emphasis to these qualities is evidence that a dedication to teaching is an absolute prerequisite for anyone who expects any real measure of success in the profession. Most of the qualities which characterize a good teacher can be acquired, especially when a concentrated effort is put forth to develop them. The qualities of enthusiasm for one's work and concern for others are basic qualities that are equally as important as knowledge of subject matter and appropriate teaching procedures in order to be an effective teacher.

John A. Wright  
Louisiana Tech

## My Teacher Hall of Fame

It is not always possible to appreciate fully a situation or a person at the moment of contact—appreciation often comes later and in retrospect. (In fact, it is possibly true that our keenest enjoyments and pleasures are in anticipating and looking back.)

In thinking over my college career, four teachers stand out in my mind; and for my own personal reverie, I have placed them in my "Teacher Hall of Fame".

They are a diverse lot, and I have searched deeply to catalog the qualities that caused me (somewhat sub-consciously) to separate these from the many others I encountered. The answer is not that a single common trait sets them apart! Rather, I can cite several individual traits which each possessed that contributed to his impressing me as a superior teacher.

To show the range and to honor the persons being discussed, I shall list the teachers and their positions when I knew them and their present position if different:

(1) Mr. W. Claude Hall, Professor of English at Freed-Hardeman (Junior) College, Henderson, Tennessee; now retired.

(2) Mr. W. J. Huddleston, then Professor of Agronomy, Tennessee Polytechnic Institute, Cookeville, Tennessee, presently Dean of the School of Agriculture at the same institution which is now known as Tennessee Technological University.

(3) Dr. A. W. Dicus, Professor of Physics at Tennessee Polytechnic Institute; now retired.

(4) Dr. M. T. Henderson, Professor of Agronomy, Louisiana State University, Baton Rouge, Louisiana.

Professor Hall was my freshman English teacher; Mr. Huddleston taught me several undergraduate agriculture courses; Dr. Dicus taught me freshman physics and Dr. Henderson was my professor in statistics and plant breeding when I did supporting work in agronomy on my doctorate at L.S.U.

Although there were several qualities that these men possessed in common, not all, however, were of the same degree. They were all devoted to teaching and to their subject matter. They were

particular about details and special points of emphasis and interest. They were well organized; their presentation never lagged, and there was no hesitation while they decided what to present next. They possessed enthusiasm. Light shone in their eyes as they explained their subject and one very often said, "Now don't you see, fellows?"

Bro. Hall feigned cock-sureness and blew himself up like a big bull frog. He dramatized. He even praised. But oh, he also scathed. He was especially insistent that new words in the text be learned. (I just recently retired my collegiate dictionary which I used as a freshman). He offered a mighty incentive for excellence; if a student presented an outstanding paper, he would be asked for a copy to be placed in a permanent file. I twice knew the thrill of this experience and can attest to its value as a teaching tool. Freed-Hardeman College offered a one-hour course in speech correction (which I took several times) known as "Spoken English". Bro. Hall doubtless invented this course judging from the enjoyment he evidenced in teaching it. In his critical analysis, he would say, "Mr. Jones said ' . . . ' He should have said ' . . . '".

Perhaps I could not appreciate this man when I was his student. I suspect I rather feared him; but now I think I must have been able, even as a most immature freshman, to see beneath his protective armor and spot the "heart of gold" that dwelt there. Truly, I have appreciated his teaching ability for a long time now.

Mr. Huddleston taught a range of agricultural subjects when I first entered Tennessee Tech; therefore, I had several classes under him. I remember well his enthusiasm and the sheer joy that surged through him as he cunningly presented his subject. He made it sound as if this great truth had just been discovered and he was letting one in personally on classified information. He built up tension and then sprang the punchline so that the student had an aid by which to remember. He made details important. His explanations were the essence of simplicity and clarity. Another less interested in the development of the student might have become worried with the detail and have appeared bored with his own presentation. Mr. Huddleston gesticulated expressively, and he frequently brought the class to more rapt attention by asking a question of some individual or by simply saying, "Now fellows. . ."

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His training was in Vocational Agriculture, but Mr. Huddleston developed himself into an able agronomist as he was allowed to specialize at his institution. He has done outstanding work in the American Society of Agronomy. Perhaps I am not entirely sure why, but I consider Willis

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**BENTON . . .** from Page 54

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Isn't it strange that there are so many slow learners in our schools and so few slow teachers? We think that we will improve our colleges by better selection of students, but rarely assume that there is a positive correlation between poor teaching and poor students.

So finally, what does it mean to teach? To teach is to transform by informing, to develop a zest for life-long learning; to help pupils become students—mature independent learners, architects of an exciting, challenging future. Teaching at its best is a kind of communion, a meeting and merging of minds.

# Utilizing the Case-Study Technique in Farm Management

Burton W. DeVeau  
Ohio University

Successful teaching is teaching that results in effective learning. Effective learning involves student participation beyond that of mere teacher telling, for teacher telling generally degenerates into memorization of data for test-passing purposes and does not result in the development of basic understanding, skills, and insight. Successful teaching demands that the teacher have an enthusiasm for imparting his ideas, a desire for objectivity, a friendly interest and patient understanding of his students, plus an understanding that education is to be used—that it involves action on the part of both the teacher and the student.

The result of effective learning is the development of understanding or new insight into a situation which may be transferred to or used in many situations. Such a result requires organized learning experiences developed by the teacher. It requires the process of exploration and discovery provided by an aroused interest and directed purpose.

Many different teaching techniques may be utilized singly or in combination with each other to stimulate effective learning. I wish to describe one technique, the case method, which I have used in a senior farm management class at Ohio University since 1953. Critical evaluation of this technique indicates that it has been quite successful in providing the participants with meaningful learning experiences.

This farm management class has two discussion periods and one three-hour laboratory session each week. The original purpose of the laboratory session was to provide an opportunity for the student to gain experience in making farm management decisions. Although changes have been made in several objectives of this course since 1953, the primary purpose of giving each student the opportunity to make farm management decisions has been maintained. Prior to 1953, this had been done by examining and evaluating enterprises at the university farm. This practice proved to be of questionable value since the same basic situations were repeated year after year. Also, the university farm reflected an abnormal farm management situation rather than a typical farm operation. Therefore, it was decided to utilize farms in the immediate area as laboratory farms and to have students develop long range operating plans for these farms. A long range plan consists of a description, analysis, and time-table plan of operation for all of the activities necessary for the management and operation of the farm in order that the farmer may achieve

his goals. The minimum period of time to be included in the plan is five years. The five-year period was selected because it reflects the typical length of crop rotation for the area.

In order to facilitate a thorough development of the long range plans each class is divided into committees of 3 to 5 persons. Each committee is assigned a separate farm and is responsible for developing and preparing the plan of operation for the farm in light of the farmer's long range objectives. The farms to be used are selected according to the following criteria:

1. The farmer must be a cooperator in the local soil and water conservation district. This enables the instructor to enlist the cooperation of the local work unit conservationist in selecting the farm. It also enables the student committee to have immediate access to soil and field layout maps of their assigned farm. It also enables the committee to obtain certain technical advice, if needed.
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3. The farmer must be willing to assist and cooperate with the committee assigned to his farm by providing such necessary information as: previous practices, future plans or goals, available financial resources to be devoted to the farm operation, inventories, production records, use of labor resources, and other information as needed.

During the first laboratory session, the students are given careful instructions concerning their activities and responsibilities at their assigned farms. The instructor accompanies the committees during their first few visits to the assigned farms. Then, each committee works with the farmer in developing the long-range plan. The instructor periodically visits each committee at work at its assigned farm and meets with the committees to discuss their pertinent problems. Several classroom discussion periods are devoted to problems peculiar to all committees.

At the end of the semester each committee is expected to submit a written copy of the long-range plan to the instructor and to the cooperating farmer. During the last few laboratory periods the members of each committee describe their long-range plan to the entire class at their assigned farm in the presence of the farmer. The plan is orally evaluated by members of the class.

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# Excellence

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# Education

of **Future Agricultural Communicators<sup>1</sup>**

Richard E. Geyer

Executive Secretary

CEPA<sup>2</sup>

I am pleased to have this opportunity to speak to you. I'd like to take a minute to reconstruct the circumstances leading up to this talk, because I think it's of interest to you.

Last summer, your board approved our suggestion that some kind of liaison be established between the Committee on Educational Policy in Agriculture and your Association. President Ryker promptly appointed an ad hoc committee to address itself to questions we had raised in the initial contact—questions such as: Why is undergraduate enrollment in agricultural communications relatively small, particularly in view of the apparent need for many more graduates? What changes, if any, should be made in curricula in agricultural communications in the coming years?

The Committee included Carl Hamilton of Iowa State, B. E. Kearl of Wisconsin and William Ward of Cornell, with Mr. Ward serving as chairman.

So far, so good. But then the Committee tossed the ball back to me—would I address the annual meeting of your Association? I said yes.

In extending the invitation, Mr. Ward asked that I try to lay the ground work for a thorough study of both undergraduate and graduate education in agricultural communication. This I will try to do, although my remarks will reflect the fact that the primary concern of the Committee on Educational Policy in Agriculture is **undergraduate** teaching.

Before I start on the assigned topic, I think it is appropriate to tell you something about the organizations which I represent.

The Committee on Educational Policy in Agriculture, which we call CEPA, was formed in 1961 by the Agricultural Board of the National Academy of Sciences—National Research Council. CEPA has the task of reviewing trends in undergraduate education in the agricultural sciences and making recommendations for the future. CEPA is one of eight college committees or commissions supported by the **National Science Foundation** and charged with working to improve undergraduate teaching in the sciences. The others are concerned with the biological sciences, chemistry, physics, mathematics, engineering, geology and geography.

CEPA has seven members. Its chairman is A. E. Darlow, Dean Emeritus of the Division of Agriculture at Oklahoma State University. The other members are Daniel G. Aldrich, Jr., Chancellor of the new Irvine Campus of the University of California and former University Dean of Agri-

culture; George R. Ferguson, President of Geigy Agricultural Chemicals; George A. Gries, Head of the Department of Plant Pathology at the University of Arizona; A. R. Hilst, Professor of Agronomy at Purdue University; Roy M. Kottman, Dean of Agriculture and Home Economics at the Ohio State University, Director, Ohio Agricultural Experiment Station and Director, Ohio Cooperative Extension Service; and Lloyd E. Partain, Assistant to the Administrator for Recreation in the Soil Conservation Service.

You may also be interested in a little background information on the National Academy of Sciences—National Research Council, or the NAS-NRC.

The NAS-NRC is a **private**, nonprofit organization of scientists and engineers dedicated to the furtherance of science and its use in the general welfare. The organization representing the first part of the title—The National Academy of Sciences—was created under a Federal Charter signed by President Lincoln in 1863. It has, through the years, devoted a large part of its efforts to studies and recommendations on scientific and engineering policy matters for the Federal Government.

The National Academy of Sciences is a **membership** organization of approximately 700 scientists and engineers. The National Research Council, on the other hand, is the operating arm of the Academy, created under the Academy's Charter in 1916. It is a mechanism for bringing together many scientists and engineers in boards and committees—about 5,000, in fact, today.

The Academy-Research Council today has a permanent staff of about 700, and an annual budget in the vicinity of 15 million dollars.

Both CEPA and the NAS-NRC have a deep interest in your role in the communication of agricultural science and in the education of agricultural communicators. There are, after all, only two really important jobs relating to agricultural science. One is discovery and development. The other is dissemination—not only for use by those in agriculture but, increasingly, for guidance in formulation of public policy and for the education

<sup>1</sup>Presented during the annual meeting of the American Association of Agricultural College Editors, Rutgers University, July 8, 1965.

<sup>2</sup>National Academy of Sciences—National Research Council, 2101 Constitution Avenue, N. W., Washington, D.C. 20418



of the general public.

Probably only a minority of you are **directly** involved in either undergraduate or graduate programs for the education of future agricultural communicators. But if you are a typical audience, each of you has a deep interest in the education of those who will be entering your profession in coming years.

My talk is based on this assumption, as well as on the premise that if you are an employer of agricultural communicators, you ought to be concerned about their education. More than this, you are in a unique position, since most of you are members of college and university staffs, to provide leadership and assistance to education programs, both nationally—through your Association—and on your own campuses.

With the preceding in mind, I would like to consider four major topics today. I will put them in the form of questions:

1. What will be the work of the future agricultural communicator—say, 10 or 15 years from now?
2. What are the ideal professional characteristics of this person?
3. What kind of education should he have?
4. What will be the demand for agricultural communicators and what can be done to increase the supply of trained persons to meet this demand?

My primary purpose is to raise questions. But I will also suggest some answers. However, I certainly don't pretend to have all the answers—or all the questions, for that matter. As a matter of fact, I have intentionally chosen to limit my remarks in most instances to the communication of **agricultural science** per se, acknowledging that there are other aspects of agriculture to consider.

Now, then, the first question: What will be the work of the future agricultural communicator? I will mention two major areas of responsibility which I expect the agricultural communicator will be undertaking 10 or 15 years from now.

First, he will have an increasingly important responsibility for reporting and **interpreting** contemporary agriculture, especially the scientific aspects, for the **general public**. CEPA defines agriculture broadly, to include the **management**, with scientific knowledge, of all renewable natural resources found on land and in inland waters. The task of the agricultural communicator, then, will be to help enhance the average citizen's appreciation of his environment. More than this, he will have the responsibility of informing the voting and taxpaying citizen about the use and conservation of land, forests, wildlife, water, air, natural beauty and so on. He will share in the broad task of informing the **people** about science so that the contribution of science will be brought to bear as public opinion and public policy are shaped and solidified.

This first area will be the responsibility, primarily, of the **science writer** and the **science editor**. These persons may cover other sciences besides agricultural science. Nevertheless, there will be many communicators who will be concerned at least in part with communicating agricultural

science.

Second, the agricultural communicator will assist in the task of getting specific technical knowledge to farmers, urban and suburban homeowners and many others involved in some way with agriculture including such off-farm audiences as pesticide operators, turf managers, field men and the like.

There will certainly be other important roles for the future agricultural communicator, including **persuasive** communications such as advertising and public relations, and the study of the communications process as it relates to the subject matter, the institutions and the people of agriculture.

What **other** roles would you add?

Now, the second major question: What are the ideal professional characteristics of the future agricultural communicator? Or, to put the question another way: What competencies make for excellence in agricultural communications?

It is not possible to compile an exhaustive list because whether or not a certain competency is needed—and the degree of need—will vary according to the type of agricultural communicator. I will only start a list by suggesting several competencies that will be needed by **many** agricultural communicators.

The first is **knowledge of science**. The importance of this is obvious when one considers that much of agriculture is science and that a portion of science is agricultural. Does the agricultural communicator of the future need a detailed knowledge of the **subject matter** of science? Probably not. But shouldn't he have some idea of the history and philosophy of science, and its growing relationship with public affairs? Shouldn't he have an insight into the process of science—how it works. Then, too, if he is acquainted with the **interdisciplinary character** of science he will be better able to relate agricultural science to other areas of science—to recognize for example, the importance of human health of certain agricultural research discoveries and, conversely, the relevance to agriculture of a discovery in medical science.

What are the limitations of science? The future agricultural communicator will need to realize that one experiment does not give the final answer. An hypothesis must be tested again and again, by the original investigator and by his peers, until it may be accorded the status of a theory or concept. Even then it cannot be treated as dogma, but must be found to be verifiable and repeatable without exception before it may eventually become a scientific law or principle.

An agricultural communicator needs to understand this if he is to report and interpret agricultural science accurately.

A second vital characteristic of this future agricultural communication is **knowledge of agriculture**, not just its science component, but agriculture as a larger entity, as a nearly inseparable part of our economy and our society. He should see agriculture as a complex system involving continuous operations from the time a seed is planted until food, fiber and other pro-

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# Education

# of Future Agricultural Communicators<sup>1</sup>

Richard E. Geyer

Executive Secretary

CEPA<sup>2</sup>

I am pleased to have this opportunity to speak to you. I'd like to take a minute to reconstruct the circumstances leading up to this talk, because I think it's of interest to you.

Last summer, your board approved our suggestion that some kind of liaison be established between the Committee on Educational Policy in Agriculture and your Association. President Ryker promptly appointed an ad hoc committee to address itself to questions we had raised in the initial contact—questions such as: Why is undergraduate enrollment in agricultural communications relatively small, particularly in view of the apparent need for many more graduates? What changes, if any, should be made in curricula in agricultural communications in the coming years?

The Committee included Carl Hamilton of Iowa State, B. E. Kearl of Wisconsin and William Ward of Cornell, with Mr. Ward serving as chairman.

So far, so good. But then the Committee tossed the ball back to me—would I address the annual meeting of your Association? I said yes.

In extending the invitation, Mr. Ward asked that I try to lay the ground work for a thorough study of both undergraduate and graduate education in agricultural communication. This I will try to do, although my remarks will reflect the fact that the primary concern of the Committee on Educational Policy in Agriculture is **undergraduate** teaching.

Before I start on the assigned topic, I think it is appropriate to tell you something about the organizations which I represent.

The Committee on Educational Policy in Agriculture, which we call CEPA, was formed in 1961 by the Agricultural Board of the National Academy of Sciences—National Research Council. CEPA has the task of reviewing trends in undergraduate education in the agricultural sciences and making recommendations for the future. CEPA is one of eight college committees or commissions supported by the **National Science Foundation** and charged with working to improve undergraduate teaching in the sciences. The others are concerned with the biological sciences, chemistry, physics, mathematics, engineering, geology and geography.

CEPA has seven members. Its chairman is A. E. Darlow, Dean Emeritus of the Division of Agriculture at Oklahoma State University. The other members are Daniel G. Aldrich, Jr., Chancellor of the new Irvine Campus of the University of California and former University Dean of Agri-

culture; George R. Ferguson, President of Geigy Agricultural Chemicals; George A. Gries, Head of the Department of Plant Pathology at the University of Arizona; A. R. Hilst, Professor of Agronomy at Purdue University; Roy L. Coffman, Dean of Agriculture and Home Economics at the Ohio State University, Director, Ohio Agricultural Experiment Station and Director, Ohio Cooperative Extension Service; and Lloyd E. Partain, Assistant to the Administrator for Recreation in the Soil Conservation Service.

You may also be interested in a little background information on the National Academy of Sciences—National Research Council, or the NAS-NRC.

The NAS-NRC is a **private, nonprofit** organization of scientists and engineers dedicated to the furtherance of science and its use in the general welfare. The organization representing the first part of the title—The National Academy of Sciences—was created under a Federal Charter signed by President Lincoln in 1863. It has, through the years, devoted a large part of its efforts to studies and recommendations on scientific and engineering policy matters for the Federal Government.

The National Academy of Sciences is a **membership** organization of approximately 700 scientists and engineers. The National Research Council, on the other hand, is the operating arm of the Academy, created under the Academy's Charter in 1916. It is a mechanism for bringing together many scientists and engineers in boards and committees—about 5,000, in fact, today.

The Academy-Research Council today has a permanent staff of about 700, and an annual budget in the vicinity of 15 million dollars.

Both CEPA and the NAS-NRC have a deep interest in your role in the communication of agricultural science and in the education of agricultural communicators. There are, after all, only two really important jobs relating to agricultural science. One is discovery and development. The other is dissemination—not only for use by those in agriculture but, increasingly, for guidance in formulation of public policy and for the education

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<sup>2</sup>National Academy of Sciences—National Research Council, 2101 Constitution Avenue, N. W., Washington, D.C. 20418

of the general public.

Probably only a minority of you are **directly** involved in either undergraduate or graduate programs for the education of future agricultural communicators. But if you are a typical audience, each of you has a deep interest in the education of those who will be entering your profession in coming years.

My talk is based on this assumption, as well as on the premise that if you are an employer of agricultural communicators, you **ought** to be concerned about their education. More than this, you are in a unique position, since most of you are members of college and university staffs, to provide leadership and assistance to education programs both nationally—through your Association—and on your own campuses.

With the preceding in mind, I would like to discuss four major topics today. I will put them in the form of questions:

1. What will be the work of the future agricultural communicator—say, 10 or 15 years from now?

2. What are the ideal professional characteristics of this person?

3. What kind of education should he have?

4. What will be the demand for agricultural communicators and what can be done to increase the supply of trained persons to meet this demand?

My primary purpose is to raise questions. But I will also suggest some answers. However, I certainly don't pretend to have all the answers—or all the questions, for that matter. As a matter of fact, I have intentionally chosen to limit my remarks in most instances to the communication of **agricultural science** per se, acknowledging that there are other aspects of agriculture to consider.

Now, then, the first question: What will be the work of the future agricultural communicator? I will mention two major areas of responsibility which I expect the agricultural communicator will be undertaking 10 or 15 years from now.

First, he will have an increasingly important responsibility for reporting and **interpreting** contemporary agriculture, especially the scientific aspects, **for the general public**. CEPA defines agriculture broadly, to include the **management**, with scientific knowledge, of all renewable natural resources found on land and in inland waters. The task of the agricultural communicator, then, will be to help enhance the average citizen's appreciation of his environment. More than this, he will have the responsibility of informing the voting and taxpaying citizen about the use and conservation of land, forests, wildlife, water, air, natural beauty and so on. He will share in the broad task of informing the **people** about science so that the contribution of science will be brought to bear as public opinion and public policy are shaped and solidified.

This first area will be the responsibility, primarily, of the **science writer** and the **science editor**. These persons may cover other sciences besides agricultural science. Nevertheless, there will be many communicators who will be concerned at least in part with communicating agricultural

science.

Second, the agricultural communicator will assist in the task of getting specific technical knowledge to farmers, urban and suburban homeowners and many others involved in some way with agriculture including such off-farm audiences as pesticide operators, turf managers, field men and the like.

There will certainly be other important roles for the future agricultural communicator, including **persuasive** communications such as advertising and public relations, and the study of the communications process as it relates to the subject matter, the institutions and the people of agriculture.

What **other** roles would you add?

Now, the second major question: What are the ideal professional characteristics of the future agricultural communicator? Or, to put the question another way: What competencies make for excellence in agricultural communications?

It is not possible to compile an exhaustive list because whether or not a certain competency is needed—and the degree of need—will vary according to the type of agricultural communicator. I will only start a list by suggesting several competencies that will be needed by **many** agricultural communicators.

The first is **knowledge of science**. The importance of this is obvious when one considers that much of agriculture is science and that a portion of science is agricultural. Does the agricultural communicator of the future need a detailed knowledge of the **subject** matter of science? Probably not. But shouldn't he have some idea of the history and philosophy of science, and its growing relationship with public affairs? Shouldn't he have an insight into the process of science—how it works. Then, too, if he is acquainted with the **interdisciplinary character** of science he will be better able to relate agricultural science to other areas of science—to recognize for example, the importance of human health of certain agricultural research discoveries and, conversely, the relevance to agriculture of a discovery in medical science.

What are the limitations of science? The future agricultural communicator will need to realize that one experiment does not give the final answer. An hypothesis must be tested again and again, by the original investigator and by his peers, until it may be accorded the status of a theory or concept. Even then it cannot be treated as dogma, but must be found to be verifiable and repeatable without exception before it may eventually become a scientific law or principle.

An agricultural communicator needs to understand this if he is to report and interpret agricultural science accurately.

A second vital characteristic of this future agricultural communication is **knowledge of agriculture**, not just its science component, but agriculture as a larger entity, as a nearly inseparable part of our economy and our society. He should see agriculture as a complex system involving continuous operations from the time a seed is planted until food, fiber and other pro-

ducts are consumed—as a system in which a number of disciplines are brought to bear on problems involving production, natural resources and agriculturally related businesses.

Equipped with this background in science and agriculture, the agricultural communicator will be able to put his story in an appropriate context rather than report an isolated event or discovery. He will, for example, have a grasp, or be able to get a grasp, quickly, of what's involved in the pesticides controversy, or the basis for agricultural production problems in the tropics, or the significance of the development of hybrid wheat.

Equipped with this background, he will be well on the way to achieving a third essential characteristic, that of being an **interpreter**, as well as a reporter.

The third major question: What kind of education for excellence in agricultural communications?

Should there be specific preparation for agricultural communications through an education that encompasses both agriculture and communications? Does the future agricultural communicator **need** an education in agriculture? Does he **need** instruction in communications? Is an **undergraduate** degree in agricultural communications too specialized? Should his education instead emphasize the natural sciences or the social sciences or the humanities or be distributed equally among all these?

I am not going to suggest that we try to identify the **one best type of preparation** for future agricultural communicators. I doubt that there will ever be agreement on this. Nor should there be. There are and will be a variety of suitable means to the end of excellence in the education of future agricultural communicators.

It's more important, I think, to answer questions such as this.

What competencies needed by the agricultural communicator can be best learned and most appropriately taught at each stage of his education—in grade and high school, as an undergraduate, in graduate school, on the job, in adult education courses, and in other ways?

Your association could provide a valuable service by offering answers to this question.

In spite of my insistence on a variety of academic routes to the occupation of agricultural communicator, I submit that for **many** future agricultural communicators, an undergraduate program that combines agriculture and communications will be desirable. Therefore, I would like to discuss briefly the undergraduate program in agricultural communications—not in detail, but I would like for you to consider for a moment the future communicator's education in two areas—science, including agricultural science, and communications.

And I should like to report that we are in the midst of a revolution in college teaching of science and mathematics. This has many implications for the matter of excellence in education of the future agricultural communicator.

Biology teaching, for instance, is beginning

to reflect the push in biology today toward the molecular—the basis for life, mechanisms for inheritance and the like. The general **chemistry** course on many campuses isn't the inorganic chemistry it used to be. It's becoming more organic and may even include some physical chemistry. Much traditional material is being tossed out of the introductory **physics** course. Contemporary **mathematics** is changing, too.

One of the goals of the courses in the sciences should be to develop an understanding of the nature of science and the process of research. For the student who is strongly science-oriented, the future science writer, why shouldn't you recommend participation in an undergraduate research project and/or an undergraduate research seminar that will surely strengthen his confidence in science? They are available now in many colleges.

He might also spend, if possible, a semester on an internship with an agricultural scientist, or another type of scientist. The point is that, in some way he should as Dr. Watson Davis, Director of Science Service, has said, "Get his hand dirty and his mind disturbed in a research laboratory."

It is encouraging to note that agricultural communications curricula are putting more emphasis on the natural and social sciences. However, there may still be weaknesses. For instance, it is not uncommon for agricultural communications curricula to require as little as one quarter or one semester of biology. Is this enough in view of the importance of biology to agriculture?

An example from the social sciences—only a portion of the students in agricultural communications get instruction in the learning process. Should all of them?

Relatively few get statistics and hardly any have an introduction to computers now. **Should** they, in view of their increasing contact with research in agriculture and in communications?

At this point, I would like to thank those of you who answered my recent inquiry about agricultural communications curricula. Much of the remainder of this talk is based upon information you provided. I did not poll all the colleges—just those I knew or suspected had undergraduate curricula in agricultural communications or agricultural journalism. If your college has such a program and I overlooked you, I hope you will forgive.

Some of the information you provided raises a question about education in the **agricultural sciences** for future agricultural communicators. Should there be specialization in a specific agricultural subject, such as animal science or agronomy, at the undergraduate level? I would argue for breadth. As a matter of fact, most undergraduate agricultural communications curricula do not require a major or minor in a specific agricultural subject, but instead require a **distribution** of courses.

According to the information provided to me, nearly all of the students in agricultural communications are **required** to take, or **usually** take, instruction in the animal sciences, plant sciences, such as agronomy or horticulture, soil sciences and agricultural economics. Many are also ex-

posed to agricultural engineering and rural sociology. However, there appears to be little exposure to two areas that are growing in importance—food science and technology, and forestry and wildlife.

Shouldn't there be, in some way, an introduction to some of the practical problems facing agriculture, such as protection of plants and animals from insects and diseases, to weather and climate, and to other aspects of the environment that affect agriculture?

Shouldn't there be exposure to international agriculture? Then, too, the agricultural communicator, perhaps more than any other person in agriculture, needs to have a sense of the history of agriculture.

Or you may rush to defend the educator and say this isn't possible—to accomplish all this, students in agricultural communications would have to take one or more courses in animal, dairy and poultry science, agronomy, horticulture, entomology, plant pathology, meteorology, agricultural history and so on, ad infinitum (or almost).

Let me assure you that I am not suggesting a separate course in each tradition area. A number of colleges of agriculture have recently introduced, or are devising, consolidated courses that replace existing courses in two or more areas. It's no longer necessary on some campuses for a student to take separate courses in animal, dairy and poultry science, for example, to get exposure to each. There is a single introductory course that covers all three.

I think that it's entirely possible for students in agricultural communications to get a broad exposure to agriculture through not many more than half a dozen well-taught courses.

In some agricultural communications curricula, the number of hours devoted to agricultural courses is being reduced, and emphasis is being placed on "principles" courses in agriculture. The consolidated, overview courses should facilitate this kind of change.

The point here is that the time is rapidly approaching when you as communicators, as educators, as employers, can urge a truly broad education in agriculture with little fear of asking for something that is unrealistic.

I will not take much time to discuss courses in **communications**—you know far more about this than I. I will only raise some questions for our consideration.

1. Should there be specialization within communications? I wonder if there's enough time for much specialization. If, for example, the student is to develop a specialty in advertising, can he build the foundation he needs in psychology, sociology and other social sciences and still get everything else he needs in four years?

It appears that most colleges do **not** require or encourage undergraduate specialization in a particular area of communications. If they do, most likely it will be a choice from three alternatives: newswriting and editing, radio-TV, and advertising.

2. What is the irreducible core of classroom

work in communications needed by the students? Much of learning to communicate well, it seems to me, is practice. How much of this practice—in writing, public speaking, broadcasting—can and should come through extracurricular and summer activities? Many, but probably not a majority of the agricultural communications curricula, now **require** extra-curricular work. However, most of the rest of the students actually **do** such work. Are you providing as much part-time work experience for interested and capable students as you possibly can?

3. Is there sufficient attention to research in the communications processes? About half of the agricultural communications programs require or strongly recommend instruction in the interpretation and use of the results of communications research. Should it be 100 percent?

4. Finally, are communications instructors teaching and encouraging the highest possible quality in communications?

The last major question: What will be the demand for persons trained in agricultural communications and how can their supply be increased? Let's consider the **supply** first in terms of undergraduate enrollment in agricultural communications, acknowledging again that there are other academic routes to a career in agricultural communications.

Enrollment in agricultural communications is growing. We have data from 17 colleges: those colleges had 204 undergraduates enrolled in agricultural communications in 1964-1965, a healthy increase of 100 percent since 1960-61. By comparison, undergraduate enrollment in all of agriculture increased only a little more than 10 percent during that period.

The jobs to support higher enrollment apparently are there. Each student graduating with an undergraduate major in agricultural communications has from 2 to 6, and perhaps more, jobs offered to him.

The situation leads to these questions: Should there be efforts to boost undergraduate enrollment in agricultural communications to a quantity several times the present level, or more? If so, what are the implications for our philosophy and practice of counseling, curriculum planning, and teaching? Today, with only a handful of students in most departments, each student can get more individual consideration than if enrollment were much larger.

Fewer than half of the land-grant colleges and universities have a curriculum in agricultural communications. Should more? Your association could provide leadership by studying this question.

You probably want to consider what can be done to boost enrollment. I haven't much to offer except questions, although I would like to make this brief observation: Perhaps we should stop talking about low enrollment in agricultural communications and accentuate the positive—the fact that enrollment, as I've just pointed out, is **growing rapidly**, not in all colleges, but in many.

Do we look enough for students, and employees, who come from **nonfarm** homes? An in-

formal study by CEPA showed that now about half of the students in colleges of agriculture are not from the farm.

What is your position in regard to the enrollment and employment of women in agricultural communications?

I suspect that agricultural communications is less visible to the prospective agricultural student than some other fields in agriculture such as animal science and vo-ag teaching. If this is true, can't you, as communicators, do something about this? How can a student with aptitude and interest in agricultural communications be directed into the field after he enters college? How can a student with communications abilities be stimulated to become interested in agriculture? Perhaps more important, how can we convince social science and humanities-oriented advisors in journalism schools that an option in agriculture or biological sciences makes sense?

Is there adequate career literature for the field of agricultural communications? We are pleased with the success of our new brochure "Threads of Life" which has reached nearly 100,000 copies in sales to the colleges of agriculture. As you may know, "Threads of Life" is slanted

toward the biological science aspects of agriculture. The intent was to tie agricultural science to something that is better known and more appealing to the majority of high school students—biology—and also to be subtle in introducing agriculture.

There have been suggestions for a sequel which includes the social science aspects of agriculture. There is much doubt that CEPA will be able to do this. But we certainly encourage others to do so. This brochure might encompass "social sciences and communication arts" in agriculture, and be a joint undertaking by agricultural communicators, vocational agriculture, agricultural extension, agricultural economists, agricultural sociologists and so on. What group would be more logical to spearhead such an undertaking than the agricultural communications?

Now I would like to toss the ball back to you and encourage a thorough study of the preparation for agricultural communications. Several of you are now taking a close look at the undergraduate programs on your own campuses, with a view toward possible major revision. We encourage you, and trust that your efforts will be profitable.

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## Teacher Recognition Report

One of the purposes of the National Association of Colleges and Teachers of Agriculture was the improvement of teaching at the college level. Recognition of commendable work is an essential part of improving any type of performance.

NACTA began a formal program of teacher evaluation and recognition this year. The following men have been recognized for doing a competent job of teaching. These teachers were evaluated by their students during the first half of 1965. The evaluation procedure is in the spring issue of the **NACTA Journal**.

Frederick E. Beckett, Louisiana Polytechnic Institute

Robert Bedwell, Tennessee Polytechnic Institute

Maynard Boyce, Alfred Agricultural & Technical College

George W. M. Bullion, Tennessee Polytechnic Institute

Charles Cameron, Alfred Agricultural & Technical College

Wayne Carter, Alfred Agricultural & Technical College

Frances M. Churchill, Abilene Christian College

Dewey Davis, Abilene Christian College

Wilbur W. Frye, Tennessee Polytechnic Institute

Harold C. Funk, Tennessee Polytechnic Institute

Joe Galloway, Arizona State University  
James D. Hamilton, Austin Peay State College

Frank Hinton, Austin Peay State College  
John W. Hyde, Alfred Agricultural & Technical College

W. Clyde Hyder, Tennessee Polytechnic Institute

Donald Jones, Alfred Agricultural & Technical College

Keith K. Justice, Abilene Christian College  
Hilbert Kahl, Northeastern Junior College of Colorado

John Kuprionis, Louisiana Polytechnic Institute

Wallace H. MacDonald, Alfred Agricultural & Technical College

E. Grant Moody, Arizona State University  
Charles C. Pangle, Tennessee Polytechnic Institute

Bob T. Parham, Tennessee Polytechnic Institute

Wesley Parish, Alfred Agricultural & Technical College

Grant L. Richardson, Arizona State University

Neil Sandstedt, Northeastern Junior College of Colorado

Vincent C. Smith, Alfred Agricultural & Technical College

J. R. Wells, Fort Hays Kansas State College  
Leroy Young, Southwest Texas State College



# New Faculty Member Orientation at Southeastern Louisiana College

E. E. Pul, Dean

Division Applied Sciences

A prospective faculty member, after the usual routine, locates in a community, school starts, and he steps into the role of new faculty as best he can. Sometimes the adjustment is simple; other times it is not so simple. The difference between becoming a successful faculty member, a mediocre one, or a flat failure is often dependent on how well he has been able to adjust himself to the educational community in which he finds himself. The problem of helping new faculty members was one that was recognized by the academic deans of Southeastern Louisiana College, particularly after the announcement was made that approximately 40 new persons were to be added to the teaching staff for the session 1964-65. Southeastern is divided into three academic divisions with a dean as head of each one. During the summer of 1964 a series of planning meetings was conducted by the deans for the purpose of formulating an orientation program for the early part of the scholastic year.

In the belief that a review of the program which was conducted during the latter part of September and the early part of October, 1964, might be of interest to administrators and faculty in other colleges, a report of it is here presented.

During the planning session the deans discussed what they believed to be major problems confronting new faculty members, and it was agreed that certain information would be of value to them. It was decided that there would be three sessions in a 3-week sequence. The meetings were held each Monday night beginning at 7:00 o'clock with a presentation by a number of persons followed by a question-answer period. The three main areas treated were teacher welfare, grading, and testing. Often meetings of this kind can result in advice giving; so in the planning session it was agreed that those who appeared on the program would be asked not to engage in educational platitudes and, as sometimes happens, vague theories, but rather that they would relate to the group their experiences - a kind of testimonial. Those selected to appear on the panels were regarded as successful teachers and persons who had been on the faculty for a number of years. Each of the academic deans took his turn serving as presiding officer at a meeting.

The first session, which was presided over by the Dean of the Division of Applied Sciences, dealt with teacher welfare. The introductory remarks were given by the President of the College,

who, when approached on the idea of the project, had given enthusiastic support to it. His presentation to the group was both stimulating and inspirational. At Southeastern a program of group insurance is in effect, and the State administers a high type retirement system. These topics were treated by the College Auditor. The Dean of the College reviewed the salary schedule, and how merit raises and promotions may be attained. Because attendance regulations are something which every instructor should understand and for which he is responsible, the Dean of Men was asked to review the regulations which prevail at this College. The Registrar talked to the group about the relationship of his office to instructors, giving special emphasis to grade reporting.

The second session dealt with grading, the Dean of Education serving as general chairman. This session was conducted as a panel, members having been chosen from several different departments. The Business Administration Department was represented by a faculty member who has been here for more than 20 years and who is regarded as an outstanding teacher. The other members were a teacher of economics and a teacher of mathematics, each in his own sphere a teacher of high calibre. The panel members each reviewed his method of determining grades.

The last session was presided over by the Dean of Liberal Arts with the topic of testing being considered. Members of the panel consisted of a person who teaches chemistry, another who teaches psychology, and the third a member of the social science department. Each one in turn described the type of tests he gives and why he gives them, pointing out which type or types he feels has given best results. At the conclusion of the presentation by panel members, a summary of the orientation program was given by the Dean of Liberal Arts. Judging from the enthusiasm of the group, the questions asked, and general discussions, it was agreed that the project was successful. It is understood that the real test is in what the new faculty members are doing, and how well they have become oriented to Southeastern Louisiana College. This is something difficult to evaluate because of the intangible factors involved.

Favorable comments which academic deans have had from the heads of departments have encouraged them to plan for a similar program for the Fall of 1965 for new faculty members. Older teachers on the faculty indicated that they would like also to have attended the sessions.



# The Philosophy

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# Economic Opportunity Act of 1964

Dr. Kenneth R. Grubbs

Professor of Economics

Louisiana Tech

Last August an Act "to mobilize the human and financial resources of the nation to combat poverty" became a law of the land. This is the Economic Opportunity Act of 1964.

The purpose of the act is to make it "the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity."

Disregarding all technicalities and using more or less catch phrases for descriptive purposes, we may break down the major goals of the act into nine categories.

1. To create a job corps for young men and women from the ages of 16-21.
2. To set up work training programs for unemployed young people.
3. To enlarge opportunities for part-time work programs for students in colleges and universities.
4. To aid community action programs for fighting poverty.
5. To provide adult education programs, with a special emphasis on helping the illiterate.
6. To set up a voluntary assistance program for needy children.
7. To offer special aid for impoverished rural families, migrant agricultural employees, and indemnity payments to dairy farmers.
8. To make available small loans to small businesses, especially loans that will lead to increased employment opportunities.
9. To provide work experience programs to help train those unable to support themselves or their families.

Let me repeat that I have listed only the major objectives, and that I have used only enough description to remind you of the general nature of the Economic Opportunity Act of 1964.

A number of questions inevitably come to mind in connection with this program. Before I present them and my answers, let me state frankly that I am heartily in favor of the bill and that you are at liberty, therefore, to suspect that my answers may be prejudiced.

Question Number One. Is there enough acute poverty in our country to justify such a bill? I would say that the answer is yes, and that answer should be obvious to all whose eyes are open. For those who dwell in palaces, those whose chief la-

bor consists in clipping coupons, and those who dwell in ivory towers, I would suggest a reading of the testimony offered before Congress. That testimony will convince all whose minds are not closed.

Question Number Two. Are there opportunities for waste and graft in this bill? Certainly there are. Waste and corruption occur in all large-scale enterprises, both private and public. The bill, however, has been carefully drawn. The percentage of the funds lost through corruption and waste will certainly be no more than that in certain other federal activities, and the proportion of graft will probably be less than it is in nearly all the activities sponsored by all the state governments. However, it must be remembered that two wrongs do not make a right.

Question Number Three. Can we afford it? The program will cost during the first twelve months about two-thirds of the net profit that General Motors made last year. Put it another way. The cost is infinitely less than we spend on either liquor or cosmetics. Put it a third way. It will cost about 1/40 of the amount of money that we spend yearly on national defense. I suggest that by making our economy stronger and by strengthening our international image, the bill will probably do more to strengthen our defenses and to further our international purposes than a similar amount of money does when spent on military hardware or foreign aid.

Moreover, when we consider the cost of the program we should not fall into the error of considering the money involved as expense; it is not an expense of running the government comparable to, say, overhead expenses of running a business. The money spent is an investment. Speaking in traditional terms of economics, let me suggest that the marginal utility of that fraction of the tax dollar which is spent in strict accordance with the law has a higher marginal utility than that entire dollar would have if left in the private sector. That a dollar spent on the poor and hungry has a high marginal utility seems to be axiomatic.

I shall return to this subject later, but I do want to emphasize that the money spent is an investment that will bring economic returns and other social benefits as well.

Question Number Four. Is this program not something entirely unprecedented in American history? My answer is paradoxical. In one sense

there is nothing new about it. In another sense it is revolutionary. It is not new because there is nothing of significance in this law which has not been included in prior laws — especially those laws passed in the era of the New Deal. Earlier enactments however, came into existence during a time of general economic chaos and misery; whereas, the present law was designed and enacted when the nation's income was at its highest. The mere difference in the economic climate is sufficient to denote the present action as being grander in design and bolder in intent. Whereas the earlier programs were designed to combat general unemployment and poverty, the new legislation is designed to elevate a large minority group to a higher level of economic opportunity and livelihood. Out of the New Deal experience came a philosophy of eradication of the business cycle. The new epoch, the age of maturity, involves the elevation of the needy poor to a higher plane of productivity and consumption through a series of self-help programs. Herein lies a major implication of the Act—the establishment of programs whereby destitute Americans learn to help themselves with the aid of public-private ventures. Put even more broadly, the New Act seeks not only temporary aid to those in acute poverty, but to eliminate, ultimately, acute poverty among all who are willing to make a real effort to better themselves.

In fact, then, the full implication of the economic act stretches almost as far as the imagination of human minds can conceive. It may well be that if this act proves successful and if it is expanded and broadened in the coming years, it may have implications as great in magnitude and diverse in nature as the Declaration of Independence or the decision to abandon the Articles of Confederation in favor of the federal constitution.

Question Number Five. Is the act economically sound? Politically sound? Morally sound? Will not some economists, political scientists, and moral philosophers object to the whole philosophy behind the act? Certainly they will. Some twentieth century economists who still think in terms of the Manchester school of the 18th century are enraged. If you believe that the economic commandments of the 18th century are as sacrosanct as the Ten Commandments and even more scientific than the laws of thermodynamics, then the economic act of 1964 should enrage you. If you have complicated and mysterious theories of price determination and wage determination that you think should take precedence over all normal human considerations, you may not like the act. But I do like the act. As an economist, I believe in competition; but I do not believe that the law of big dog bite little dog, big fish swallow little fish, of every man looking out for himself with complete disregard of his fellow man is economically sound. I do not believe in beating down the cost of labor by keeping a large body of permanently unemployed and a vast number in acute poverty. I am speaking here specifically as an economist. I believe that the striving towards the elimination of acute poverty helps to keep consumer demands high, helps to keep the wheels of

industry going, helps the little man, and helps the corporation. I believe that educating the illiterate and training the unskilled gives us a constant source of new techniques and new ideas and promotes economic stability. We have learned that keeping the whole nation employed even in the destructive industries of war which consume and waste our national resources with incredible speed, nevertheless, promotes economic prosperity and economic progress. How much more true is it then that promoting education, reducing poverty, and promoting full employment in peace-time industry will promote economic progress and economic prosperity.

Question Number Six. What about federal control or intervention? The palatability of the economic act is improved by the amount of the private, local, and state government participation which it encourages, which, of course, reduces federal control. Poverty is usually local in nature, and it is fitting and proper that local communities share in the war against poverty and in the joys of curing the causes of poverty.

As an afterthought here, I would think that the combatant in the war against poverty would receive as much satisfaction as is derived in the war against polio or heart disease or cancer. Personal satisfaction and pride of accomplishment must be one of the rewards gained in this war.

Let me speak now briefly as a political scientist. If we believe in democracy today, we recognize that it means more than the right to vote. A system that gives one the right to vote accompanied by an economic system that denies to vast numbers of people the right to education and training is not democracy. An economic system that denies sufficiency of simple food to keep one from being hungry and sufficient money for indispensable clothing, shelter, and medical care is not true democracy.

If I speak with diffidence as a political scientist, I speak with confidence and absolute conviction as a Christian. The first murderer described in the Bible denied that he had any duties as his brother's keeper. The law givers in the Pentateuch and the Prophets told us that the poor have their rights, that the handicapped have their rights, that social justice is God's will. There are those who will twist the words of the Master when He said that there would be poor people on earth after He left earth to mean that Jesus thought we should arrange our system as to make sure to preserve the poverty of the poor. This is not a sound interpretation of Him who told us the parable of the good Samaritan, of Him who preached the Golden Rule, of Him who said that all men are brothers and children of God and that the essence of all religion is love of God and love of our fellow man. We cannot express this love efficiently by occasional acts of charity to the poor. Let those who think that government stimulation of the economy and aid to the handicapped kills self reliance and initiative bethink themselves. On the contrary, any system which makes the minority groups, the aged, the infirm, the uneducated, and the poverty-stricken dependent upon charity is the system that destroys self

reliance and honest competition; and it is an immoral system.

In summary then, as an economist, I contend that the economic act of 1964 will strengthen our economy tremendously. As one interested in our national defense, I contend that the humane and noble principles which are the inspiration of the Act, will strengthen us in the battle against Com-

munist and will play their part in opening the eyes of the Communist nations and the non-committed nations to the beauty of our way of life. As a lover of democracy, I say that this act will strengthen political, social, and economic democracy. As a Christian, I say that it exemplifies the principles of justice and of love which have been given us by God.

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DeVEAU . . . from Page 60

This method of instruction serves to accomplish several objectives:

1. It meets the needs of students by providing them with a challenging opportunity to coordinate their previously acquired knowledge to meet a practical situation—the long-range planning of an existing farm. It gives the student the opportunity to work, share, compare, and evaluate theoretical knowledge, experience and ideas with others—students, technicians, farmer, and instructor. It provides him with an opportunity to develop further his written and oral expression and to cooperate with others.
2. It serves the cooperating farmer by providing him with a well-balanced long-range plan of operation for his farm. It also gives the farmer experience in sharing and evaluating ideas and knowledge with others.

3. It is of value to the instructor by providing him with experiences at the grass-roots level enabling him to keep informed about current practices and problems in the area. It also provides the instructor with the opportunity to evaluate his students in their ability to utilize facts and to coordinate their knowledge into an effective plan.

4. It helps the university through promoting better public relations in the local area.

As a future project, based on the previous twelve years of operation, the instructor intends to have class committees analyze the plans developed for the first farms used, determine whether the plans were followed or not and why, and develop a follow-up long-range plan. During the twelve years this procedure has been followed there has been no difficulty in securing the necessary number of farms and cooperating farmers for each class.

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## NEWS ITEMS

COLUMBIA, MO.—Something new in reading, especially appealing to serious young adults, such as Future Farmers of America and 4-H Club members, is a new book, "Big Men, Big Jobs."

The work, a paperback, brings together the highlights of nearly 80 years of research at the University of Missouri College of Agriculture.

It is composed of 19 stories which, in popular fashion, tell some of the exciting tales of work of College of Agriculture researchers which have had a far-reaching influence on agriculture and in other fields not only in Missouri but also throughout the country.

An example of the contents includes the story of William Albrecht and his part in discovery of the antibiotic, aureomycin, at Sanborn Field on the University of Missouri campus.

This story is described by Wheeler McMillen, editor emeritus of Farm Journal, as "a fine example of the very best in agricultural writing in the past 100 years."

There is also the story about Leonard Haseman and L. F. Childers who found a control for foulbrood, a disease which had raised havoc in the entire beekeeping industry.

The work of Marcus Zuber in developing corn with extra hard cobs suit-

able for use in the pipe industry is also entertainingly told in the 152 pages of the book.

Told is the part Dr. Ralph Mills, a medical missionary, played in bringing Korean lespedeza to the United States and Dr. W. C. Etheridge's promotion of this crop in Missouri and the mid-west.

The effective and continuous battle of a renowned scientist Ernest R. Sears against wheat rust is the subject of another story, as is the work of several researchers with soybeans.

These and other stories relate some of the important Missouri College of Agriculture milestones which have contributed and are contributing to the well-being of mankind.

"Big Men, Big Jobs" is published by the University of Missouri College of Agriculture. It is believed to be the first such institution to have published a popular paperback.

Copies can be obtained for 50c each by writing to "Big Men, Big Jobs," 198 Agriculture Building, University of Missouri, Columbia, Mo.

The author, Clyde Duncan, has spanned nearly 80 years of College of Agriculture research in "Big Men, Big Jobs," which was under preparation about two years.

Duncan, associate editor at the University of Missouri agricultural editor's office, is well known in the field of farm journalism, and was one of the

early organizers of the newspaper Farm Editor's Association.

Some of this prolific writer's works include "Find a Career in Agriculture," a best seller in the career series published recently by G. P. Putnam's Sons; and "Straight Furrows," the story of 4-H Club work published by University of New Mexico Press in 1954.

Duncan's recent awards include a literary fellowship to Villa Montalvo, Saratoga, Calif., in 1963. Only one is awarded annually. In 1962 he received a Huntington Hartford Foundation writing fellowship.

In 1955 he was presented the 4-H Club's national Alumni Award at the National 4-H Club Congress.

The color cover of "Big Men, Big Jobs" features the portraits of nine outstanding College of Agriculture researchers. It is the work of Ned Etheridge, also an associate editor with the agricultural editor's office at the University of Missouri.

He has been a practicing artist since 1939. He taught art at Christian College in Columbia for six years. He received training in art at Stephens College in Columbia, Kansas City art Institute and School of Design, and Cranbrook Academy of Art in Michigan.

His portrait work is particularly well known.

# Delta Tau Alpha Convention

The annual convention of Delta Tau Alpha was held at Wilmington College, Wilmington, Ohio in conjunction with the NACTA conference. A sizable volume of business was discussed and acted upon as well as the establishment of five new chapters. These new chapters were Central Missouri State College, Delaware Valley College, Francis T. Nicholls State College, Middle Tennessee State College, and Southeastern Louisiana College. The representatives from these schools presented an excellent page of their respective colleges. I personally extend my sincerest congratulations and best wishes to these colleges as they strive to have Delta Tau Alpha become deep-rooted on their campuses.

Again this year the question of incorporating the junior colleges into membership in Delta Tau Alpha arose. It is sincerely hoped that this year's National Council will be able to come

to a final decision so that Delta Tau Alpha and the junior colleges will know their respective positions.

During the second morning session on Tuesday morning, the National Council for 1965-1966 was elected. This year two of the three student members are visiting students, studying agriculture in America. With this international flavour added to Delta Tau Alpha, we may be able to realize a greater position and scope as we function under the scrutiny of outside eyes.

When Kenny Webb, the immediate past president said: "Delta Tau Alpha is active and Delta Tau Alpha is growing", this was a gross understatement. The past year we have increased our membership fifty per cent and the outlook for continued expansion of DTA by initiation of high caliber agricultural students is very encouraging.

During the afternoon meeting, a new program was instituted this year,

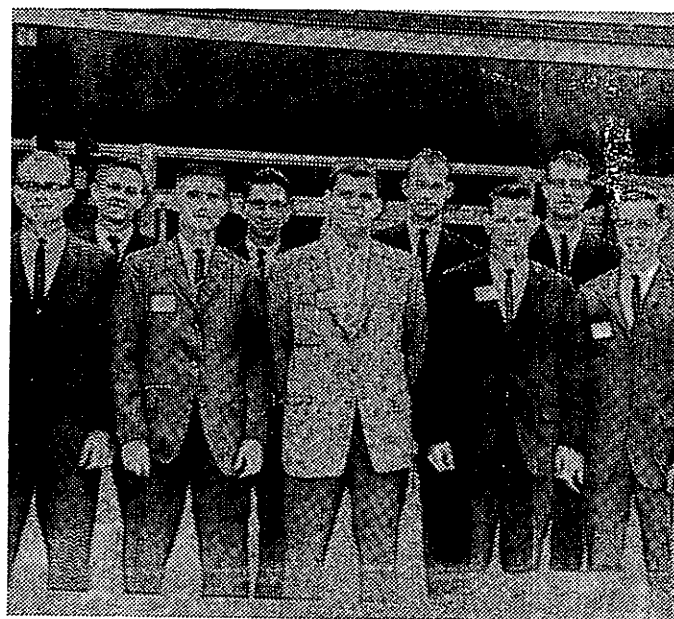
namely Workshop Sessions. These first workshops proved very helpful and enlightening; they will be continued next year. The topics this year were: Scholarship Promotion, Promotion of Agriculture, and Service Activities.

To sum up, the Annual National Convention was a success. The National Council is eager and anxious to serve college agriculture at all levels in any way it can. We encourage letters and comments from anyone; we will try to answer promptly all requests and queries.

As this year progresses, all of us will strive constantly to keep the aims and purposes of this society before us: to recognize scholarship, leadership, and character among agricultural students, to promote agriculture as a profession whether in the field itself or in agribusiness, to serve our colleges and student bodies, and to foster high ethical standards in all phases of agriculture.



Front Row (L. to R.): Kenneth Wheeldon, Michael T. L. Whitfield, Billy Haskett, Robert DeBord, Johnny U. Baringer; Second Row (L. to R.): Harold Loyd, Brian H. Lawrence, Elmer L. Ashburn, Monroe Rasnake, Chester L. Eads, Daniel Cantliffe; Third Row (L. to R.) Bill Bone, Bob Kramer, Martin Spureon, Dennis Bamberger, Kenny Webb, Duane Nichols; Fourth Row (L. to R.): Sam Winfree, Lyle D. Johnson, John Plummer, Lee Roy Johnson, Paul Stuerke; Fifth Row (L. to R.): Peter Markou, John Reynolds, William Nicholas, Harold Brown, John Jared, Jimmy McKee; Sixth Row (L. to R.): Freddie Martin, Neil Vincent, George Richard Ghalfant, John A. Bernard.



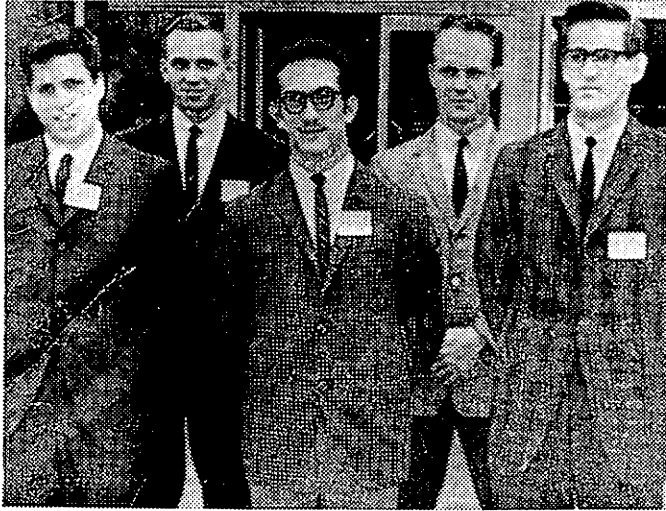
Front Row (L. R.): Bob Kramer, Ohio University; Martin L. Spureon, Southwest Missouri State College; John Reynolds, Wilmington College; John Plummer, Austin Peay State College; Kenneth L. Wheeldon, Berea College. (Back Row (L. to R.): Dennis Bamberger, Fort Hays Kansas State College; Elmer L. Ashburn, Tennessee Technical University; Max Whitfield, Arkansas State College; Bill Bone, Sam Houston State College.

# Report



**NATIONAL COUNCIL 1965-1966**

John W. Reynolds, National President, Wilmington College; Dr. J. N. Smith, National Executive Treasurer, Southwest Missouri State College; Sam K. Winfree, National Vice-President, Tennessee Technological University; Prof. W. Clyde Hyder, National Advisor, Tennessee Technological University; Petrakis Markou, National Secretary, Southwest Missouri State College.



Front Row (L. to R.): Cantiliffe, Delaware Valley College of Science and Agriculture; Joseph Garofalo, Southeastern Louisiana; Freddie A. Martin, Francis T. Nichols State College. Back Row (L. to R.): Paul Stuerke, Central Missouri State College; Michael Lish, Middle Tennessee State College.



Corbus Award winner Tennessee Technological University. Elmer Ashburn, chapter President accepting award from Dr. Carl Schowengerdt, Southeast Missouri State College.



New chapters being initiated by the Past National President, Kenny Webb Jr. of Ohio University.



# NEWS ITEMS

## Encyclopaedia Britannica Sponsors Geographic Color TV Series On CBS

CHICAGO—Encyclopaedia Britannica, Inc., will sponsor a dramatic National Geographic adventure series in color on the CBS-TV network beginning this fall. The four hour-long film "specials" will begin, in September 1965 and end in April, 1966.

The series is being presented by The National Geographic Society and is co-sponsored by the Aetna Life and Casualty Insurance Companies. Four color motion pictures are made especially for television in association with the award-winning David L. Wolper Productions, Inc. Executive producer is Robert C. Doyle, chief of the National Geographic's television service.

CBS has scheduled the four programs for prime evening time as follows:

"Americans on Everest," September 13, 1965

"Miss Goodall in Africa," December 22, 1965

"The Voyage of the Brigantine Yankee," February 11, 1966

"The World of Jacques-Yves Cousteau," April 28, 1966

"Americans on Everest," narrated by Orson Welles, is the first color presen-

tation by CBS for the fall season.

"Miss Goodall in Africa" features Jane Goodall, who lived alone for five years in the Tanzanian jungles to make the first comprehensive study of chimpanzees in their natural environment.

"The Voyage of the Brigantine Yankee" takes the viewer on a round-the-world voyage of a famous sailing vessel.

"The World of Jacques-Yves Cousteau" shows how the celebrated French explorer succeeded in planting a colony of divers in a man-made underwater village in the Mediterranean. Libraries and schools are being asked to cooperate through displays and projects.

National Geographic features this television series in the August and September issues of its school bulletin.

## Britannica Offers Cash Awards For School Library Development

CHICAGO—National recognition and cash awards totalling \$5,000 again are offered by one of the country's leading educational publishers to school systems showing significant improvement of their elementary school library programs.

Announcing its 1966 School Library Awards program, Encyclopedia Britannica, Inc., noted that half of the nation's elementary schools continue to be without library facilities.

"While the situation has improved since the School Library Awards program was inaugurated four years ago—nearly two thirds of our elementary schools were without libraries then—this area continues to present a great need in terms of the total educational program of the nation," says Maurice B. Mitchell, Britannica's president.

The Britannica Awards, given with the advisory assistance of the American Association of School Librarians, are presented annually to the ten selected school systems which, with due consideration of resources, show the greatest growth and progress toward the goal of good school library service in the elementary schools of the system as a whole. Any school system is eligible to apply.

Cash awards of \$2,500, \$1,500 and \$1,000 respectively will be made to the top three systems during National Library Week, April 17-23, 1966.

Applications for the 1966 program are available from the publisher or the American Association of School Librarians, 50 E. Huron Street, Chicago, Ill. 60611.

1966 NACTA CONFERENCE

AND DTA CONVENTION

CAPE GIRARDEAU, MISSOURI

APRIL 17, 18, 19

SOUTHEAST MISSOURI STATE

Dr. John Wright, Editor  
NACTA JOURNAL  
Box 28 Tech Station  
Ruston, Louisiana 71271

To: