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THE  
**JOURNAL**  
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COLLEGES and TEACHERS of  
AGRICULTURE**

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**DECEMBER, 1965**

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# "Good Evening, Sir!" \*

DR. JOHN C. WEAVER\*\*

Vice President for Academic Affairs and Dean of Faculties  
The Ohio State University

It is with a sense of pleasure, matched with privilege, that I join your deliberations this morning. I will confess that as I contemplate my situation I do feel just a bit like the chap who bought himself a do-it-yourself kit and then couldn't get it open! Nonetheless, I will, within the all-too-limited scope of my abilities, do my best to keep my sights up. You know, if you aim high, you can't shoot your foot off!

You who lead the educational programs of the nation's Colleges of Agriculture are well known, and rightly respected, for the abiding—indeed, the overriding—and individualized concern you show for the students who come to you. As one who has spent his academic life, as student, faculty member and administrator, in a succession of no less than six land-grant Universities, I can, and do, bear personal testimony to the uncommon dedication to young people that is to be found in your areas of the campus. I honor you for this, and I am emboldened by it, to share a few thoughts with you about our generally beleaguered higher educational enterprise that I believe will re-enforce, not be in conflict with, your basic convictions.

Art Buchwald, the Washington Columnist, summarized some of our collegiate problems pretty neatly the other day as he wrote:

"There has been a great deal of discussion about campus revolts spreading across the Nation.

"The question is why, and I think I've got the answer. The reason the College Students are doing so much demonstrating is that there is no one in class to teach them anymore.

"Almost every full Professor is either writing a book, guest lecturing at another university, or taking a year off to write a report for President Johnson.

"Therefore, he has turned over his course to a graduate instructor who is either working on his Ph.D., traveling on a Fulbright Scholarship or picketing in Montgomery, Alabama. So, he in turn has turned the class over to one of the brighter students who is never there because he works on the College newspaper, is a member of the Student Senate or is a delegate to his national fraternity.

"When the students arrive at class there is no one in the front of the room so usually a socialist student takes over the class and tells the stu-

\*An address for the Resident Instruction section, Division of Agriculture, National Association of State Universities and Land-grant colleges, November 17, 1965. This was one of the addresses under the title, "Developing Student Leadership in Colleges of Agriculture." This article was published as a special editorial under the title, "People, One by One" in the September, 1965 issue of the ANNALS OF SURGERY.

\*\*See Biography Page 99

dents it's about time they revolted.

"The students pour out on campus heading for the administration building to protest to the President of the University who, unfortunately, is away trying to raise money for a new Business Administration Building.

"The Vice President is at the state capital testifying on a new education bill and the Dean of Men is at a convention in Phoenix, Arizona.

"The Dean of Women is addressing a Garden Club in the next State, and the only one left in the Administration Building is the Chief of Campus Police.

"So he arrests the ringleaders of the group (those standing in front) and this plays right into the students' hands because now with the arrests they have something to demonstrate about.

"In the meantime the President flies home to see if he can settle the matter. The students demand the release of the Demonstrators. He is about to do this when the Board of Regents votes to back the President in meting out punishment to the 'ringleaders'.

"The faculty made up of visiting professors from other schools, votes to support the students and the President finds himself in an impossible position.

"He therefore resigns and accepts a grant from the Ford Foundation to make a study of higher education.

"The state politicians call for an investigation of the student demonstrations to discover if they were Communist-inspired.

"Finally, the Governor makes a statement pledging full support for law and order.

"By this time the demonstrations start petering out and students return to class. But even the Socialist Student is not there. He's been booked on a lecture tour to talk about free speech at other Universities.

"So everyone decides to go to Washington and picket the White House over its policy on Viet Nam."<sup>1</sup>

Some time ago, we at Ohio State held an All-University Faculty convocation at which the annual awards for distinguished teaching were presented to five members of our Academic Staff, one of them in our College of Agriculture. On that occasion and over the months since we have been trying to focus meaningful attention on the urgent importance of rededicating ourselves to the University's particularly—indeed uniquely—fundamental business of teaching. The Latin word from which we derive our verb "to educate" has the meaning "to lead forth." It is a meaningful day in the University community when it pauses to pay respect to this incomparable, this imperative form of leadership which must appear in the ways of the teacher seeking to carry the elusive perceptions of a growing mind forward to maturing

understanding. The stakes are no less than the keys to rewarding and responsible living for young people, one by one.

This vital leadership in learning must, in functioning reality, of course, be a highly individual matter, both in the leading and in the being led. A world renowned physiologist<sup>2</sup> at the University of Chicago observed that if there were one million cells in the human cortex and if they were connected in pairs, the number of possible combinations would be ten to the two million seven hundred and eighty-three thousandth power, a number that would fill two hundred and fifty book pages. But rather than there being one million cells there are, in fact, at least twelve billions which can be interconnected in patterns complex to virtual infinity. It has been calculated<sup>13</sup> that if, in truth, each potential combination were represented by a single dot, there would be enough such specks to completely cover the surface of several celestial globes the size of earth.

Contemplate the fact for a moment that at my University in Columbus more than 3000 faculty cortices are in position to interact with more than 40,000 student cortices. What any given pattern of contact points might accomplish, or where any confrontation of interconnections could lead, is beyond estimation. Whatever the case, we can all agree, I am sure, that these are forces and dimensions of potential that we would take lightly only at our peril.

Two or three years ago, a University of California Publication carried a delightfully lovely, autobiographical story by Irvine Stone, author of *The Agony and Ecstasy*, and 1923 Berkeley graduate.<sup>4</sup> In its disarming simplicity this personal account says much that can be easily forgotten in modern higher education about the compelling, almost pathetic, *Faith* of parents, the soul-deep *aspiration and attendant fear* of students, and the sustaining, motivating, yet terrifying and awesome *human responsibility* that the faculty derives from both. To bring the marrow of these elemental matters into focus as backdrop to later comment, I would ask your indulgence in permitting me to read a condensation of Stone's recollections:

"... My mother (lived in San Francisco; she) had no education. . . but my mother had a mind. In a day before adult education, she craved books and knowledge but had nowhere to find them.

"From the very first moment I could understand the meaning of her words, around the age of five, my mother began drilling into me one passionate belief of her life:

"'You must get an education. Only through education can you rise in this world.'"

"Since I was not yet in primary school, I had no idea what my mother meant. But intuitively she knew what she meant by education, and it was her determination that I should learn this at the earliest possible moment.

"She chose my 12th birthday, for that had been the day she had been obliged to leave school and go to work in a store. It also fell on a Sunday, which was her only day off from work.

"We rose early, and packed a lunch of cold

meat and rolls. . . (the) mysterious but all-important journey (on which we were about to embark across the Bay was,) I had learned in advance. . . to the University of California. My mother did not know the meaning of the word 'University'; she kept calling it, reverentially, 'college'.

"... I had no idea what a college was. None of our friends or relatives had ever seen a college, let alone attended one.

"... My mother bought some powdered-sugar buns in the (Berkeley) bakery, where she asked a few timid questions and learned the general direction of the College. It took us perhaps half an hour to find the first open, and hence to us, official, gate.

"... We walked slowly, hand in hand, a little frightened, past the building with the names of great scientists on it; then another with the names of poets and humanitarians, and then past the majestic pile of the library. There were few students around this early Sunday morning, nor would we have been so bold as to ask them for information even if they had sauntered by.

"(Mother) and I were as though in a foreign land. We had no knowledge of how one got into a college, what the requirements might be, how much money it cost, nor what one studied.

"Yet our strongest emotion was that somehow we did not belong here, and that if the authorities should come along they would promptly escort us out the sacred gate. We both had the uneasy feeling that college was only for the top layer of society and wealth, not for us.

"After a couple of hours of wandering about the beautiful grounds and climbing through the poppies to the top of the hill to gaze down over the Bay, we returned to a little wooden bridge and sat by the side of the Creek, eating our modest lunch. Then my mother turned to me.

"'Son,' she said, 'You have to give me your word of honor. I may not be here to see it, and I may not be able to help you, but today you must promise me that no matter what happens to you, you will come to this college.'

"There was a burning intensity in her voice. Though I was too young to understand the hunger and ambition behind it, I was deeply moved.

"... 'Once you go to College, you can make a way of life for yourself. You will have a choice. You will not be forced into work you don't like, and at wages that give you little more than a bed to sleep in and food for your stomach.'

"'But how do you know all these things ma?', I said. 'How can you be so sure if we don't know anything that goes on here?'

"'Because education makes a man grow. . . with it, he can be free. He will be his own boss. He will work at something he is good at, instead of the first job he can find.'

"(Mother) had blind faith. She knew she could offer me no opportunities, for I had begun selling newspapers on the streets of San Francisco at the age of six in order to help her, and I would still be working for my living all through college, if I could ever get there.

"Yet I never again doubted that I should go to this college, and that in some mysterious way

it would free me.

"I never lost this conviction, not even in the difficult years that followed; for paradoxically though I loved books and had an insatiable appetite to read, I was a poor student.

". . . In my senior year, I moved with my mother to Los Angeles and entered a new high school. Here the teachers had a warm and interested attitude toward their students, and I flourished to such an extent that I pulled straight A's. This accomplishment, along with make-up work, got me admitted to the university in 1920.

". . . After dropping my bags at a boarding house, for the second time in my life, I entered the University of California campus . . . the chimes of the campanile began to play some beautiful music, the peal of the bells filling the warm and fragrant August air. I walked a few steps and stood in front of Wheeler Hall, which I had learned would be the scene of most of my classes.

"As I stood gazing up at it, realizing that I knew not a soul on the campus that I had only enough money to put me through perhaps two-thirds of my freshman year, and that if the university required me to take mathematics and science I should probably be in serious trouble again, my courage faltered. I had no right to be here. It was as though my mother and I, on that day six years before, had entered into a conspiracy to defraud the school.

"Then, as I was about to turn away, feeling lonely, dejected, unwanted, an apparition appeared on the hill above me: A man on horseback, wearing a black hat, and a loose black cape. I thought for a moment that the shock of entering the campus had created some kind of hallucination.

"As the figure rode slowly toward me, I perceived that it was one of the most beautiful human beings I had ever seen. There was a warm, gentle smile on his face; his cheeks were red, and his expression alive and excited; he was obviously of considerable age.

"The man on horseback pulled up before me, took the black hat off his beautiful white hair, swept it before him, bowed to me from the saddle, and said in a magnificently warm tone:

'Good evening, Sir.'

"With that, he smiled a broad welcoming smile, put his hat back on his head, bowed to me slightly again, and moved on down the road.

"I stood there literally transfixed. No one before had ever called me 'Sir'. It was not only that I had, by this one word, been transformed from a child into an adult, but also I had been promoted somehow from the lower middle class into a top echelon of gentlemen and scholars.

"I had no idea who the stranger might be. As I turned away from the building, a student passed. I stopped him and asked who the gentleman on horseback was. He replied: 'Benjamin Ide Wheeler, President Emeritus of the University. This building was named after him.'

"Inspiration does not have to come whole and complete; it can come in many segments, divided by years or miles. My mother, a woman without anyone to help her in the world, had

taken her only son by the hand and led him to this strange world of the university.

". . . Yet that might not have accomplished the whole job. I might have become discouraged through lack of money and friends, and felt that I was not wanted.

"But Benjamin Ide Wheeler had come down the path on horseback, . . . swept his hat off to me, saying, 'Good Evening, Sir.' . . ."

These, I need remind no one, have been very different days in Berkeley. Pretty clearly many a California student has felt something less than privileged on his campus. The faith of many a parent has been sorely shaken. The snarling phrases of many an harassed member of the university staff, faculty scholar and administrator alike, have been something less elevating than "Good Evening, Sir." Buell Gallagher, President of the City University of New York, characterized the Berkeley campus as "the forest of terror through which the marauders swarmed at will." A recent *California Monthly* more than double its normal size and given over exclusively to a preoccupation with these past grisly months, appears under the incisive, if worried, title: "A Season of Discontent."

The point of the *Life Magazine* editorial page 5 some time ago is one, made I think correctly, by countless observers and commentators around the land, that to blame Communist inspiration for the seething unhappiness that has overcome the student body in Berkeley, is to make matters far too simple and to miss a basic educational point. To dismiss the rebellion as the demonstration of "outsiders" and better-forgotten "Beatniks", is to refuse to face known facts. The disquieting truth is that a solid 80 percent of the persons participating in the massive sit-in of December 3 were properly registered students, and approximately "half of the undergraduates arrested had better than 'B' average records at a school well known for its high academic standards."<sup>6</sup>

The banners these students carried showed deep resentment of "the university machine", proclaiming: "Students aren't IBM cards—don't program our minds." The quickest way, some say, for a student to get attention these days is for him to bend his IBM card! It is all too clear as *Life* indicated, that the true target of discontent these many strife-torn months has been "the faceless, impersonal, automated character of the modern 'multiversity': A 'knowledge factory' so huge that 'nobody knows my name'; where faculty members compete for research grants and leave teaching chores to their graduate students." . . . <sup>7</sup>

In his book, "Uses of the University", published nearly two years ago, President Kerr warned of "incipient undergraduate revolt" which apparently he could foresee but not forestall. He wrote of the "faculty in absentia", of the frustration of students smothering "under a blanket of impersonal rules", and of the students who "want to be treated as distinct individuals."<sup>8</sup>

I draw the contrast between the Berkeley of the *Privileged* as perceived by Stone in the

1920's, and the Berkeley of **Discontent** led to turmoil by Savio in the 1960's, not with the purpose of condemning students caught up in "rebellion in search of a cause", nor to censure a brilliant faculty caught up in a system with increasingly serious defects. I dwell on Berkeley for the revelation it provides that all of our large and great universities have need in these days to re-examine their missions, their goals, and to re-assess their means to their ends. Too many, too often, in too many places, have, I would assert, forgotten that what **really** matters in higher education is young people, **individual** young people, and their **individual** minds.

As educators, indeed, just as responsible citizens, you can hardly escape a deep concern for the massive and grave problems of undergraduate teaching of which I speak.

Not long ago, a friend of mine on the staff of a sister state institution sent me a copy of a memorandum that had come down the line to him from his Dean. I would hope that you might be as disbelieving and as disquieted by its content as I was. In part, it read: "There is no **merit** to be gained in teaching; you are expected to bring in 20-50% of your salary through grants; if you are unwilling to do your share to make this institution internationally famous through research, you are invited to leave." Here is a man who, worshipping false gods and travelling with too many of our brethren in his company, has lost his academic way and, in my view, given up his soul to an indefensible form of academic immorality. What I would applaud by shining contrast is the remark of our mathematics chairman the other day when deeply involved in a course designation and curriculum argument:

"Please remember gentlemen, in my department, we aren't working with numbers, we are working with people!"

Speaking as one who for his own creative efforts won the National Research Award of his profession, as one who has served as a graduate dean for seven years in two major midwestern universities, and as president of both of the national organizations of graduate schools, and as one who has been a university vice president for research, I have, I think, proven with sufficient adequacy my belief in, indeed my devotion to, research and creative activity. Research plays a prerequisite role in the life of a great university. I make no challenge to the validity of its presence. The prosecution of imaginative scholarship, life on the cutting edge of discovery, brings energizing stimulation to the vital teacher, it represents the indispensable element in the environment for graduate and professional education, it serves society and brings undeniable renown to the university. I appreciate too that a mighty important segment of your mission in the Colleges of Agriculture is based on the premise that the farmer of tomorrow can be no more effective than the researcher of today. Nonetheless, what should worry all of us at least as much as the support and encouragement of research, is what are we bringing to the minds of thousands of students who represent our **first** line of responsi-

bility.

There is, rising about us, a national flood of accusation, and a more than comfortable array of sustaining fact, to the point that research activities have been inflated, and exalted, to levels far beyond the proportions of appropriate balance within the total overall university mission. Articles pile up on my desk, as I'm sure they do on yours, both from within and without the academic establishments, under such titles as "Once the Professor was a Teacher", "The Flight from Teaching", or "Alma Mater or Foster Mother". You know what our outside critics and our thoughtful internal observers alike are saying. Some exaggerate in anger or simply in the hope of making a dramatic point; others are matter-of-fact, level-headed, calmly and responsibly concerned. Here are a few samples from completely respectable sources:

A writer in the **New York Times** says: "As far as the average undergraduate is concerned, the well-qualified professor is nearly extinct. If the student is lucky enough to capture one of the elusive breed, more likely he will find him in the laboratory or library, rather than ever see him in the classroom. The professor **may** be away for a week at a professional meeting, or he **may** be giving a lecture at a sister institution. He **may** be in Washington helping the government spend its money. . .

"In describing a . . . position a professor usually comments first on how light his teaching load is. It is a sad fact that the absence of teaching has become a status symbol in the academic world."<sup>9</sup>

Or again: "A Brookings Institution survey of over 3000 faculty members showed that in colleges as well as universities, small and large, in the humanities and social sciences as well as the natural sciences, faculty members at every rank, regardless of how little time they devoted to undergraduate teaching, wished to reduce that time still further, although all groups wished to increase the time devoted to graduate instruction and especially to research."<sup>10</sup> In the vacuum left in the wake of the escape from the undergraduate, we open ourselves to such thrusts as this from a **University** man writing in the **New York Times Magazine**: "It is an open scandal that the worst teaching in the American system of education takes place at the college level."<sup>11</sup>

In pointing out that the federal expenditures for research and development increased from a relatively humble 74 million dollars in 1940 to a staggering 15 billion dollars in 1964, the Carnegie Foundation for the Advancement of Teaching points a well-directed finger at the Federal Government as having had a tremendous influence on the deterioration of teaching, and indeed, the teacher shortage. As this concerned and involved group says:

"For professors, research dollars mean the freedom to pursue a significant intellectual interest. They also bring the status that is associated with research grants, make it possible for the faculty member to travel, buy him free time for reflection, and enable him to attract the best graduate students and bind them to him with golden

stipends. And out of his research grants come publications and promotions. It is in the nature of things that research should bring certain kinds of rewards more predictable than does teaching. The able researcher, through publication, gains a national reputation. But the able teacher is rarely known, as a teacher, beyond his own college or university. Good teaching is not only a relatively private performance, but it resists measurement."<sup>12</sup>

A friend sent me a cartoon the other day from the student paper of a sister state university.<sup>13</sup> The drawing shows three men standing in front of a large desk, a desk manned by an obviously all-seeing dean in full charge of the situation. Two of the standing figures are wearing loose robes and sandals; the third appears in more modern dress. The dean's pontifical pronouncement carried in the caption reads: "Since you, Mr. Christ, and you, Mr. Socrates have not published, and you, Mr. Marx have. . ." the sentence trails off!

Now we are, indeed at the nub of the matter! Does the reward and status system in academic society make truly effective undergraduate and professional teaching impossible to come by? That we have a problem there can be no legitimate doubt! That we cannot solve the problem we

1. Columbus Dispatch, Monday, April 26, 1965, Page 3B.
2. The reference is to the late Judson Herrick. Cited in: Gray James, "The Great Ravelled Knot", Scientific American, CA. 1946.
3. The calculation was made by Charles and Ray Eames for their film, *A Communications Primer*.
4. Stone, Irving, "A Poor Boy Goes To College", *California Monthly*, June, 1962, pp. 30-31.
5. "Campus Agitation vs. Education". *Life*, January 22, 1965, p. 4.
6. "Berkeley's Lesson", Editorial Page, *The Wall Street Journal*, December 23, 1964.
7. *Life*, *Op. Cit.*, p. 4.
8. As cited by *The Wall Street Journal* Editorial, *Op. Cit.*

must decline to believe. If we were to concede a defeatist position we would do well to close our universities now, before the public, which already brings serious charges, prosecutes us in the opinion courts of the nation and finds that we in higher education are guilty of false advertising!

Let us resolve to seek attractive, indeed compelling, encouragement, recognition, and then reward, for truly effective teaching. And, as we tend to recoil from the difficulties inherent in establishing the presence of superior distinction and commitment in teaching, let us be honest with ourselves and admit that there have been serious flaws in our judging the true quality of research, too.

I have talked too long. I apologize for that, and for any other of my sins of commission and omission on this occasion. I have, I suspect, sounded militant. That is only because I am militant; militant in behalf of better teaching. It would be my heartfelt hope, that to the comfort of our professional, and humane, consciences, collective and individual, we may know in truth that among the thousands of young men and women surrounding us on our campuses, and depending desperately upon us, there may be those who will one day remember of us that we rallied their intellects saying: "**Good Evening, Sir!**"

9. Kemeny, John G., "Once the Professor Was A Teacher . . .", *New York Times* magazine, CA. October, 1964.
10. Orlans, Harold, "Federal Expenditures and the Quality of Education", *Science*, December 27, 1963, Vol. 142, No. 3600, p. 1626.
11. Hook, Sidney, "Freedom To Learn But Not To Riot", *New York Times Magazine*, January 3, 1965, pp. 8-9, 16, 18.
12. "The Flight from Teaching", The Carnegie Foundation for the Advancement of Teaching, Autumn, 1964, 14 pp.
13. The Student Newspaper of the University of California at Los Angeles.

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## Tomorrow's Student

### in Agriculture

The student majoring in agriculture today is faced with an entirely different situation than that of former years. In the past, many students in agriculture selected such a major intending either to return to the land or to buy land after graduating, and going into farming or ranching. Today, the high capitalization required to start in either field all but precludes such a plan; and about the only way for a student to get into ranching or farming is either to marry it or inherit it.

J. W. HOWE,

Dean of Division of Agriculture  
Texas College of Arts & Industries  
Kingsville, Texas

Such being the case, the student interested in agriculture must look to other sources of employment in the field. There are many, the majority of which have developed in comparatively recent years. For the most part these fields are really services required by agriculture and include agricultural machinery, agricultural chemicals, fertilizers, farm and ranch management and consultant work, feed-lot management, landscaping, management work in connection with golf courses, meat packing industry (especially selling), production of pure seed, and many others, to

say nothing of the numerous phases of research work in all agricultural fields.

The saying "that nature never remains static but is ever changing", is more than amply demonstrated with the phenomenal changes which have taken place in agriculture in the past two decades. The result has been that the curriculum for an agricultural degree today is much more scientific than previously, and from present indications will become more so in the years ahead.

Therefore, a student planning on a career in the agricultural fields must have a much broader training in high school in the sciences such as mathematics, chemistry, biology and physics to meet successfully the requirements of the present day degree curriculum.

Science is being emphasized to a much greater degree in the high schools today than in the past, which in turn will provide students much better prepared for college. A degree in agriculture which at one time was considered largely practical training is today more scientific and technical.

As to the field of specialization, the student has a wider choice than ever before. Many of the products used in agriculture and many of the occupations in industries allied to agriculture did not exist as recently as ten years ago.

The statement has been made that there is less future in agriculture today than formerly. The ever increasing millions appearing on the globe today will have to be fed. Since agriculture is our main source of food, an increased efficiency resulting in more production per acre or per animal unit will be imperative to produce sufficient food to meet the world's needs. While we today consider our agricultural surpluses a problem, the time will come in the not too far distant future when such surpluses may be considered a blessing. As long as people have to be fed there will be a need for agriculture.

The areas in agriculture from which a student may select a field of specialization are today much greater than ever before. Further, a student who has a flair for selling will have little difficulty in finding remunerative employment. A student who majors in agri-business will be well equipped to meet the requirements for employment in a wide range of the fields of agriculture.

On the other hand, should a student be interested more in research work, the opportunities are as unlimited as the fields of specialization. Since additional acres of good land are limited (unless developed by expensive irrigation systems)

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**J. N. Smith, Professor**

**Department of Agriculture  
Southwest Missouri State College**

With the emphasis which is presently placed on college education, justification is often questioned by parents and students as to the high costs involved in obtaining an education. Certainly there are many specific returns which cannot be measured or valued in monetary terms. Recognition is made of values such as increased levels of understanding and utilization of current happenings, cultural improvement, a more informed citizenry as well as a general feeling of accomplishment and an increase in productive ability.

After considering these rewards, there still remains the problem of limited funds available at the time a son or daughter is ready to embark on a college career. Should we take funds from other desired uses and add to part-time work earnings in order to assure the student essential amounts to complete this objective? Can we afford this outlay even though expenditures for necessities are presently very limited? How much money is required for a year of college attendance?

For some years an experiment has been conducted in beginning agricultural economic classes to determine expenditures students make while attending college. During this study each student is asked to calculate costs including: fees, books,

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## A View of

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# COSTS and RETURNS

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## of a College Education

supplies, room, board, clothing purchase and maintenance, recreation, transportation, personal (haircuts, beauty shop, etc.), insurance, and other incidental expenses.

First a student may determine the cost of each hour of college credit by using the total cost of all items above in comparison to the total credit load. Applying the cost per credit hour to a total of 124 hours required for a B. S. Degree, an estimate of the total investment for a degree is visualized.

Second, the total costs determined above may be used to ascertain the costs per hour of classroom attendance. Students taking part in this study indicated an average cost per hour of classroom attendance to be \$2.13 for fall semester 1964 and \$2.39 for fall semester 1965. In comparison, students had costs of \$1.62 per hour in fall 1960.

According to estimates by the National Educational Association, the life income for college graduates averages \$103,000 more than for those who receive only high school training. Based on these estimates and results of student inquiries, the fall 1965 students can invest ap-

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Students come in all shapes, sizes, colors, flavors, and of different qualities and quantities. There are no external labels to read indicating quality of the internal product on these various sized and shaped containers. The well known story of the "animal school" adeptly describes the cross section of students in the average class, depicting a student body of ducks, rabbits, squirrels, eagles and eels enrolled in a uniform curriculum of running, climbing, swimming and flying. It does not take much imagination to see that each of those students would excel in parts of that uniform course of study and fail other parts; however, the central theme of this story seems to be in the fact that every student failed because he worked so hard in his weak areas that he couldn't even perform in those areas in which he normally excelled. (Example: the duck failed in swimming because he wore out his web feet trying to pass the running course). Every teacher should review this yarn of the animal school from time to time as he contemplates his relationships with students.

The term student usually denotes scholar. A scholar learns well from lecture and discussion. He performs well on a pencil and paper type of evaluative exercise where answers are "parroted" back to the teacher. He is often slighted by the busy teacher, however, in that he frequently is not taught well how to research efficiently for himself in his quest for knowledge. This research, which is so vital a part of the scholar-student's education, may be library research, informed observation, or a synthesis of the research of others. At all levels it should reflect the impulse of the scholar-student in his searching for answers which are not obvious to him. A denial of this impulse because of the lack of leadership from his teachers may develop a lazy student who fails by far to achieve at his potential, either in school or in life. The scholar-student is a very real challenge to his teachers and most frequently is neglected by the overworked teacher. This constitutes a serious loss and serious threat to our nation when such potential is ignored and left underdeveloped.

The scholar-student is normally conscious of his need to know but frequently is not aware of his need to communicate. This, too, should become the challenge of the teacher. The scholar-student tends to become informed in one, sometimes limited, field of knowledge. It is frequently exceedingly difficult for the scholars of the natural sciences, those of the social sciences, and those of the humanities to communicate or understand one another. Because of this mutually exclusive ignorance, the world becomes a more difficult place in which to live.

This challenge of teaching communication to the scholar-student may be met by showing, for example, the link history affords between the humanities and the social sciences or the link of biology between the social sciences and the physical sciences. Of course, the student who embraces and understands the interrelationships of the humanities, the natural sciences and the social sciences should be counseled into the profession of teaching.

At the other end of the continuum of students is the practical-student. Here is a type of student perhaps well illustrated by another story called "The Voice of the Low I.Q." To quote one paragraph of this story:

"Miss Brown didn't like it because I always asked a lotta questions. She thought I was bein' fresh, but I wasn't. There's a lotta things I want to know about. I never got mad when she asked me a lotta questions all the time. I answered them. I've got lots of answers—but they always seem to fit the wrong questions. Anyway everything's changing all the time, so what's the use of learning a lotta things today, when they won't even be true tomorrow? I know heaps of things Miss Brown don't know. Like where to find bird's nests and how to fix a leaky pipe, and what the baseball scores are. She has to send for the janitor when the lights go out, or the window shade tears. I can do lots of things, if I don't have to read how in a book first."

This student only grows well under the leadership of a teacher who recognizes that this student's abilities are not illustrated well by the pencil and paper I.Q. test but that he truly has potential for educational growth and development of a special nature quite different from that of the scholar-student. The challenge by this student to the teacher is as real and genuine as that of any other student. This student is not overawed by displays of book knowledge or meaningless exercises. He does learn well by demonstration, example and practice. He responds well to lessons designed to teach participation and cooperation in group enterprises. He needs to be taught security and how to be known as an individual. He will recognize his own importance in the world of work and can be taught an appreciation of the importance of an honest day's work for a full day's pay. He can be taught to be proud of the skills he possesses and that he has developed them under the guidance of a good teacher.

The teacher who finds the entire continuum of students in his classroom—the scholar-student to the practical-student—has no easy task to

serve adequately all his students. But if our society is to be best served through education, it must be accomplished. The students all along the continuum, from one end to the other, respond to a teacher who is both a leader and a helper of learning. Students who have been well taught are quick to agree that it takes more skill to

put into a student's heart the ideal of democratic living than it does to take out his adenoids, that it is more difficult to develop in him an appreciation for the good, the true, and the beautiful than it is to remove his appendix, and that it is more important that a warped personality be straightened than that a crooked arm be made whole.

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# Our Most Important Product | the STUDENT

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by Hilbert Kahl

Head - Agriculture Department  
Northeastern Junior College  
Sterling, Colorado

One of our first objectives as members of The National Association of Colleges and Teachers of Agriculture, is improvement of teaching.

Studies on how we can improve our teaching have been made the past few years. I'm sure that many reports that we have heard and read have been most valuable. Many more studies will be made in the future to keep us up to date in our instruction, but let's hope we never get so involved in subject matter and teaching techniques that we overlook our most important product—**THE STUDENT.**

Regardless of the materials we might collect, the visual aid materials we may use, or the finest teaching methods, we must remember that we can't lose sight of the product we are working with—**THE STUDENT.**

The first two years at the college level are probably the most critical years to many of our students. For most of them, it will be the first time away from home, away from parental guidance that they may have had; it will be the first time the student will have to make decisions on his own. He will also be forming attitudes, both academic and social. Our purpose should be to help him achieve in the classroom, but it is equally important that we strive to help him reach greater levels of self-confidence and maturity in personal development. This help should be made available to him at the beginning of his college life.

I'm sure we all find that each beginning year brings us new challenges as each class and each individual presents new problems that must be handled differently. Seldom do we find that one student's problems—whether they be academic, social, financial, or personal—can be directly identified with another's. Therefore, it seems of great importance that while we are sharpening our performance through attention to mastery of subject matter and excellence in instruction, we must also extend our efforts to

communicate with the student, to give time to listen to him, to help guide him if and when he needs our guidance, and especially to try to understand him as an individual.

There are many things to be considered while working with this delicate product. One of the most important is communication; it must be established first. He has just entered a new world, and he must know that we are here to help him where and whenever we can.

In an article, "The Power of the Open Heart," Ardis Whitman wrote, "True communication begins when we not only accept the other person, but also accept him with delight—despite all his faults and frailties—in a world where people need as they have never needed before, the gift of speaking to one another in trust and understanding."

As the number of students we have in our schools increases, communication becomes more and more difficult because of time. But how can we help the student with his problems unless we can communicate with him? Only after a student learns to communicate and feels free to express himself have we taken the first step towards developing our end product. In addition to our lesson preparations, our teaching loads, and our many other activities, communication with the student is still a must; it should be cultivated at every opportunity.

We must, of course, give attention to curriculum. We might define curriculum as a body of prescribed educational experiences, under supervision, which leads to qualifications in citizenship, trade, and profession. Curriculum should be carefully planned, evaluated, and revised from time to time.

Our methods of teaching may be the best possible; but if our materials are outdated, we are not providing our end product with the necessary information that he should be receiving. Many of our students will not have the opportu-

ity to complete four years of education, and a drop out should have received up-to-date information and experiences which will be of benefit to him.

As instructors, we should never assume that our instruction materials are such that they do not need revision. Various committee studies have shown that in developing our curriculum the ever changing local, state, and national demands of our student should be carefully considered. Rather than being just so many words or lectures, our instruction should be kept simple, up-to-date, and something our end product might be able to use regardless of whether he continues in school or takes employment before completion of a degree.

Another item I feel important is evaluation of our instruction. This may be a means to keep us current in our techniques. Various forms and numerous means of evaluation have been brought to our attention by our own committees. Many others are available; but regardless of what we use, regular evaluations should spur us on to continue to find ways to improve.

In a survey of the freshman class entering our department this fall, we asked them to answer the following question: "From an educational

standpoint, what factor do you feel is most important to you as a student?" We received many answers; but, much to our surprise, the one answer we received from many students was: "An instructor who is willing to give me some of his time to help me to become a better student."

This answer was rather surprising to us, coming from freshmen students; however, I feel that the students who come to us today are seriously seeking to improve themselves and to acquire up-to-date knowledge.

Again we might add in conclusion, these students should be given more than just "book-knowledge." They will be forming attitudes, philosophies, and morals. Let's improve our instruction and our programs, never forgetting that this student may need more than just a classroom instructor. He may need a person who is willing to take another step to help him when he needs help.

Many other items could be listed which could help us to do a conscientious job in developing our end product. However, if we continue to improve the above mentioned areas, we will be helping the student a long way on the road to academic achievement and personal maturity.

# CHALLENGES

for Students of Agriculture

GEORGE W. M. BULLION \*

Professor of Agricultural Economics  
Tennessee Technological University

Why does one need to study agriculture? This question is often present in the minds of individuals who don't understand that agriculture is a very exacting science. From generation to generation, people have understood agriculture to be only the enterprise of farming. The average member of society doesn't realize the importance of agriculture to a nation such as our own United States.

Agriculture in the modern day encompasses many facets because an understanding of each is necessary in order for one to grow food and place it in the hands of the consumers. The basic agricultural disciplines include animal science, dairy science, agronomy, horticulture, agricultural engineering, and agricultural economics. The study of agriculture draws heavily upon the areas of the physical, natural, biological, and social sciences.

**Farming**, as it is commonly conceived of, is only one small applied phase of the broad science of agriculture. Students of agriculture must be aware of the fact that they are studying the

science which is to continue providing food for the ever increasing numbers of occupants of our nation and the other nations over the world.

As we view the opportunities for the student in agriculture, we need only to enumerate the labor needs of agriculture proper and agricultural-related industries. In actual farm production there are only seven million persons employed, and opportunity in this segment of agriculture is continually declining. Since 1950, the productivity of the farmer has increased. In 1954, one farmer supplied food for himself and 17 other persons; whereas in 1964 the farmer supplied food for himself and 32 other persons. Because of increasing productivity, labor has been released from farm production. The same trend will continue in the future.

The expanding opportunities are present today in the farm supply industries and the food processing and distribution industries. There are 7 million workers employed in the farm supply industries and 10-11 million employed in the food processing and distribution industries. Many of these positions require highly trained individuals with knowledge of many phases of agricul-

\*See Page 99 for Biography

ture to meet their exacting requirements.

Nearly 40 per cent of the entire labor force in the United States is employed in agriculture. For the college graduates in agriculture, there are approximately 15,000 openings becoming available each year. All of these openings are not attractive high paying positions, but many of them are very attractive jobs with a rewarding future. There aren't 15,000 college graduates in agriculture each year; so one's chance of obtaining the better positions is increased because of the limited granting of degrees and resulting lack of competition.

Students of agriculture need to re-examine their goals and purposes from time to time in order to prepare themselves better to meet the real challenges in modern agriculture. Before setting their goals upon completion of high school, each student probably asked himself, "Should I farm, enter another vocation immediately, pursue a college degree for another vocation, or pursue a college degree in agriculture". No doubt, the decision was to seek a B.S. in agriculture. When this goal is re-examined in light of broader knowledge the student can better prepare himself for the higher positions.

The goal of a B.S. in agriculture was a very wise and realistic goal. This goal was chosen because the individual was interested in agriculture. Each day the student explores new facts of the various phases of agriculture. New ideas are being presented as a means of stimulating the individual to greater heights as a professional worker in agriculture.

Agriculture isn't an easy science and the crop course that some have supposed. As a matter of fact, it can be very difficult to assimilate at the college level because the subject matter is as technical as any of the so-called more demanding sciences. Each teacher in the field of agriculture is faced with the task of attempting to stimulate the individual to greater heights as a student now, and as a professional worker-citizen later in a rapidly changing technical system, the end of which no one at present can determine.

The field of agriculture is very competitive, and success isn't guaranteed to everyone who strives. Good jobs are not just waiting around the corner for the asking. Not always will potential employers seek the student; frequently, the student will have to seek the potential employer. Many of the good jobs may be years away or possibly never secured unless one adequately prepares himself for the challenges and opportunities. Jobs are numerous in the field of agriculture, but they aren't all necessarily attractive jobs. Some of the jobs will be acceptable only to the individual who has no aspirations. It is our fond hope that all college students are loaded with aspirations.

Students set high goals, and they have high aspirations in the early days of their college career. The goals include a college degree and a good job. Many have thought that the good job comes with the college degree. Those who are entering the job market this year with their degrees aren't finding a pot of gold. They will have to work hard and pursue that rainbow to its ends.

Many of the students lower their goals and aspirations merely to receiving a college degree instead of attempting to excel in their academic work. They learn that the college degree can be very difficult to obtain, and excellence becomes too much to pursue. Some are satisfied to struggle through their college work and depend upon time to confer their degree, but even that does not work for some.

I have presented all of the above discussion to lead up to a few points which I feel that we all need to be reminded of occasionally. Success doesn't come easily and certainly not just because one receives a college degree. If there were only two keys to the door of success, they probably would be high goals or aspirations and hard, hard work.

Fortunately, some students have learned that grades won't come without work; and they must learn that neither will success in life. I feel that oftentimes a student who started with high goals weakens in his determination to excel in his academic work and then actually becomes content with mediocrity. It is true that everyone can't be the best, but this shouldn't keep one from trying to excel.

The doors to success in agriculture can be opened with good preparation and plenty of work. I would like to admonish each student to start thinking about the future and then prepare himself for the challenges which lie ahead. Very few students can say, "I can't work or try any harder". The 100-per-cent effort is seldom given but everyone has this capability.

For some students, their work and high aspirations should lead them into graduate schools at some university. Chances of reaching one's goals in life will be enhanced considerably with another degree. Besides, one needs this additional training in many areas in order to compete in a successful manner.

Students of agriculture must work hard just as did their forefathers who were the founders of our country. The field of agriculture is faced with problems at the present just as it was in the early days. The problems are of a different nature, but they can be overcome with high aspirations and serious application. The challenge belongs to the student of agriculture. It is an important responsibility to meet that challenge successfully.

—THE END—

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proximately \$7,000 and anticipate increased earnings of over \$100,000. These comparisons make decisions as to investment alternatives somewhat more objective.

Costs revealed in these studies bring about a vivid demand of each student to be present, prepared, and alert for each class presentation in order to receive the maximum value on the investment he makes for each class period. When students actually recognize the amount invested, they are not so prone to "hope the prof. doesn't show".

Instructors also must recognize the sizeable investment made by a class of perhaps 30 students. The outlay is approximately \$1.50 for each minute of the class period when considering the

cumulative expenditures for all students in the class. When an instructor compares these costs to a subjective evaluation of his class presentation, several items come under consideration. Some of these might be the following! Is the purpose of this presentation well defined? How relevant are specific points to this purpose? How much time will be used for stories which are unrelated to the subject matter? Is my presentation so organized that little or no time is wasted in getting materials, demonstrations or data before the class?

It seems at times there is sufficient evidence to justify students making the statement, "that class wasn't worth the cost!" Instructional staff members have a responsibility to examine the content of materials offered and the time required in presenting these materials.

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# RELATIONSHIP OF PROFESSORS and UNDERGRADUATE STUDENTS in a Teaching Situation

F. E. Beckett\*

What should be the relationship between a teacher and student in a teaching-learning situation? Should it be that of master-slave, benefactor-suppliant, autocrat-subject, elected official-elect, governor-governed, operator-machine, parent-child, or some other? Should there be a formal code of ethics that governs the behavior of the professor toward his undergraduate students?

Each teacher has a philosophy that governs his behavior toward his students, although he may not be able to put it into words. This philosophy may be the result of careful thinking and study or it may have "just grown".

This article is chiefly a review of the thinking of others on this subject of professor-student relationships.

The National Education Association covers the teacher-student relationship in their code of ethics (1), the pertinent portion of which is quoted below:

## PRINCIPLE I

### Commitment to the Student

We measure success of the progress of each student toward achievement of his maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home.

In fulfilling our obligations to the student, we—

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgment.
3. Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.
4. Make discreet use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.
7. Avoid exploiting our professional relationship with any student.

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\*The author is professor and head of the Department of Agricultural Engineering at Louisiana Polytechnic Institute.

8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

Although this statement of principles is not specifically designed for college level students, it appears that most of it is valid for the professor-college student situation. However, the statement, "We measure success by the progress of each student toward achievement of his maximum potential," does not appear to be valid in the college situation if grades assigned to a given student are indicative of his success. Presumably, in college, success is measured on an absolute scale not related to the "potential" of the student. There are doubtless some tenets not covered in the NEA statement that should be formulated for the professor-student relationship.

What rights and duties should the student have in the determination of course content? What rights should a student have when accused of wrong-doing such as cheating in the classroom? What rights of inquiry should there be for students? How much "academic freedom" should a student have? Monypenny (2) in reporting the work of a committee of the American Association of University Professors said,

"There are some logical implications of the term 'academic freedom' which have not been explored at all, or by omission have been denied. The community of scholars which is postulated is under the control of the senior scholars, (that is) the faculty, and the administrators, and the students come to study what these people are willing to teach. In this context, student academic freedom does not mean student control of the content of instruction, the standard of instruction, the selection of staff, or the direction of institutional development. On the other hand, there is an advantage in consulting about these matters. By their selection of teachers, courses, and curriculum, students do help shape the future of the institutions they attend."

It is probably true that few student groups are consulted relative to making school policies. There is, however, a current trend toward some form of student evaluation of teachers.

A situation not met too frequently is mentioned by Monypenny (2) in the following statement:

We do assert that students should not suffer penalties for the expression of their own viewpoint, nor for refusing to accept the assumptions of their instructors, nor for going beyond the classroom assignment for material to make an argument or test an assertion. They can properly be held to account for knowing the official viewpoint of the classroom, the particular selection of data which is there offered, and the necessary logical consequences of that viewpoint and those data. But knowing or asserting other or more is certainly

not to be penalized. If it is, student academic freedom suffers and academic freedom does not exist.

If students are to become mature, dissent probably should be encouraged to a degree. It must not, however, monopolize class time to the extent that it disrupts instruction. When leading discussions, the teacher should always be courteous, and should neither completely squelch the most vocal, nor discourage the timid.

The National Council for Social Studies, an NEA department, touched on the idea of student dignity in an article, "Essentials of Freedom to Learn and Freedom to Teach" (3) when it said, "Freedom to learn implies: The right of students to study and discuss all sides of the issue in an atmosphere where there can be a give and take idea or ideas without loss of personal dignity."

The student is, in a sense, usually at the mercy of the teacher. This is expressed by Monypenny (2) in this statement:

The difficulty is that students are essentially in a position of dependence, subject to the authority of the institution from which they hope to receive their degrees, subject to the authority of their teachers whose periodic grading and whose later recommendations to possible employers and sources of assistance for further study determine whether they will achieve the aims which they seek through higher education. There is no way of eliminating that dependence; the certificate of various educational authorities is the necessary condition for the fulfillment of many of their personal goals.

In another statement Monypenny asserts (2):

In all decisions about student life, however, we are in the standard position of a parent dealing with a young adult: we wish to provide some protection against the possible consequences of independent action, while still providing conditions which encourage the exercise of independent judgment.

The parent-child concept in this matter of teacher-student relationships means an active interest in the welfare of the young even when this is inconvenient to the teacher.

The American Civil Liberties Union expressed the following opinions in one article (4):

Regulations governing the behavior of students should be fully and clearly formulated, published, and made available to the whole academic community. They should be reasonable and realistic. Over elaborate rules that seek to govern student conduct in every detail tend either to be respected in the breach or to hinder development of mature attitudes. As a rule, specific definitions are preferable to such general criteria as "Conduct unbecoming to a student" or "against the best interests of the institution" which allow for a wide latitude of interpretation.

But since a student expelled for cheating may find it difficult or impossible to continue his academic career, he should be protected by every procedural safeguard. This is particularly necessary since the courts have rarely grant-

ed the student legal review or redress; they have assumed that the academic institution itself is in the best position to judge culpability. This places the college in the unique position of being prosecutor and judge and having at the same time the moral obligation to serve as a trustee of the student's welfare."

I found nothing in the literature pertaining to the professor-student relationship on grading disputes. Throughout my teaching career, I have developed a philosophy of teaching that includes certain convictions on grading. My philosophy embraces the following points.

1. I shall treat students with the same respect that I treat my professional colleagues.
2. I shall have a definite procedure for use in determining students' grades and shall inform the students of this procedure at the first class meeting or as shortly thereafter as feasible.
3. If there is a reasonable doubt on any

point of grading the student shall be given the benefit of the doubt.

For your serious thought and quiet contemplation. I pose the following questions: Should NACTA formulate a complete code of ethics statement that would cover professor-student relationships? Is one needed?

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## The Growing Unimportance of I. Q.'s

After four years of doing without schooling, Negro junior high students in Virginia's Prince Edward County returned to class in September 1963. In the course of the next 18 months, the average IQ of those children rose 18 points. In St. Louis, a cultural enrichment program in slum schools raised the pupils' average IQ by 11.5 points in four years.

Parents of these children were understandably proud that their kids had shown progress. Yet, they were puzzled too. Like most people, they were under the impression that an IQ is a measure of an inherent trait called intelligence, and that it never varies; that it is either a badge or a blemish to be worn indelibly for all time. As it happens, those notions are largely myths that for years have caused parents needless concern.

"Gumption Quotient". First of all, as the results in Prince Edward County and St. Louis showed, intelligence test scores do vary. But more to the point is the fact that IQ tests measure not intelligence but what the experts call the "learned responses" of an individual to a series of questions or problems. Thus, IQ serves chiefly to give teachers some idea of a youngster's ability to do academic work. Even here, many teachers make the mistake of using IQ to predict a child's future achievements.

Educators' files are filled with records of kids who excelled in IQ tests but who failed to live up to expectations. "A child may score in the 140s and yet be too darned lazy to read a book or

do any of the tough ground work, and he'll fail at school," says the National Merit Scholarship Corporation's John Stalnaker. "Another kid may score much lower in the tests but by sheer devotion to his work, he'll succeed."

The standard IQ tests, agrees Charles O. Ruddy, associate superintendent of schools in Boston, give no clue to a student's gumption quotient. Moreover, it is not uncommon to find an error of ten points or more in many IQ scores. For example, a child with 120 may not necessarily be brighter than one with 110 or dumber than one with 130. (The commonly accepted minimum IQ rating for "genius": 140.)

Nowadays, the classic Stanford-Binet and the Wechsler-Bellevue IQ tests are given only when educators need to pinpoint the mental ability of someone who seems unusually gifted or retarded and so needs special guidance. They must be administered by an expert and require a session of one hour for each student. Much more common are group intelligence tests (experts prefer to call them "scholastic aptitude" tests) such as the Otis Mental Ability test, which comes in an all-picture version for grades 1 to 4 and with multiple choice questions for Grades 4 to 9.

Beehives & Birds' Nests. Most of the tests are designed to gauge four abilities: verbal ("Which word means the opposite of sad?"); numerical ("One number is wrong in the following series: 1 6 2 6 3 6 4 6 5 6 7 6. What should it be?"); space conceptualization ("Which of the five following

designs is not like the other four?"); reasoning ("If Bill is taller than Bob and Bob is taller than Ed, then Bill is what to Ed?"). Some test experts rate students separately on these abilities. "A person is not smart or stupid in general," explains Harvard Psychologist Gerald S. Lesser. "He can be smart and stupid at the same time. Each of us is better at certain things than at others."

Similarly, the experts have tried to take the "cultural bias" out of such testing. The more a test depends on verbal ability, for example, the more it favors the kid whose parents speak well or who read to him. The Otis all-picture test includes sketches of beehives and birds' nests, which may be more familiar to a country child than to a kid from a metropolitan housing project. Still, the question of cultural bias can lead to equally difficult problems. It may be, as Theodore Stolarz, director of the Chicago Teachers College Graduate School, contends, that IQ tests mainly predict "how a kid with a good middle-class background

will do in middle-class schools." But so far, nobody has devised a "culture free" test that is particularly useful. Besides, such a test might be pointless since the aim of testing is to help guide children toward success in a culture of broad middle-class values. "If a child does poorly on an aptitude test because he comes from the wrong side of the tracks," says the Educational Testing Service' vice president, Henry S. Dyer, "it isn't the test that is unfair; it is the hard facts of social circumstance that are unfair."

A comforting fact for parents is that few school systems any longer use IQ tests as the sole basis for placing children in various ability groups. Teachers are being urged to use common sense judgments based on observation and on the child's classroom performance. Testing, as a measurement of progress and aptitude, will always have its uses, but the old myth about the omnipotent IQ is finally fading. "Courtesy TIME; copyright Time Inc. 1965."

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## I Am 'In' for Agriculture

JAMES REED\*

Student, Southeast Missouri State College

At the present time a great need and imperative demand exists for young men trained in the techniques of modern agriculture. The calling is for more than the well-qualified college graduate; it is a summons to the properly prepared, but on-the-farm experienced graduate. In short, it is a type of person who knows the encompassing fields of farming through self-experience in addition to learned theories.

Unfortunately, there is a trend for farm boys who have entered college not only to feel insulted when posed with a question concerning why they aren't agriculture majors but also to reply in an exclamation which demerits a very honorable profession in itself. The response is usually something like this, "Ha! Ha! Not me. I don't want to be a farmer." This attitude is naturally wrong. If it is any consolation in itself, people generally do not realize that a comparatively small number of agriculture majors ever become farmers in relation to the total number of graduates. This lack of information can very easily deplete the entire agricultural system of some brilliant and useful leadership in the future.

Almost everyone has a certain degree of respect and admiration for his chosen profession, at least in theory if not in fact. I also feel that my selected vocational field, namely agriculture, is dynamic, challenging, and highly rewarding. To-

day's efficient farmer alone is a representation of the ultimate in scientific mechanization and comprises a solid foundation for thousands of other dynamic job opportunities.

Actually, there are several reasons why I am "in" college majoring in agriculture. I admit to having somewhat of a typical background for the subject. My entire life has been spent on a 200-acre farm with just enough woods to make good squirrel hunting and enough rolling farmland to make a living. I am grateful that I was one of those in my section of the country to attend a little white two-room school house. I'll never forget the happy days under those shady maples, the games we played on the grass-bare playground, or the distant dreams floating out through imperfect glass windows over the countryside. Later, my vocational agriculture teacher primed a desire in me to be a part of the dynamic challenge of modern agriculture. This basic inspiration accompanied me through my first year of college, and, if anything, has been strengthened by the experiences I have encountered with my college professors and associations with people from all walks of life.

At this very moment, I have no definite plans as to just what specific field I shall enter permanently; but I do know that it is going to deal with agriculture. I believe that any young person can find a very satisfying and useful position in

\*See Biography Page 99



modern agriculture. It has always been amusing for me to notice the large number of city boys who enter college and dream of being a farmer. Regretably, this agronomic idealism is nipped in the bud shortly after the first big test in a beginning agriculture class. Of course, many of the most successful agriculture students have originated from very large cities. However, I've discovered that neither city nor farm boys tarry long in agriculture without the application of some determined and well organized study. Agriculture is truly a field of challenge.

If one sets his goals in agriculture with the idea of acquisition of wealth and position, he may select any one of a large number of possibilities and employ the effort which is proportional to the desired degree of success. If one would rather have a livable salary but enough free time to live his own life, perhaps devoting some extra hours each day to the family, we simply subtract some desire for power, money and prestige from the first possibility and wind up with the same degree of satisfaction as the first individual. It all depends on how we as individuals want to balance the vocational equation of life.

Whether farmer, teacher or technician, there

exists in addition to the challenge of agriculture, certain agronomic extras which enrich our lives whether we were reared in Brooklyn or Boone's Corner. We share a natural love of country life, which lurks at different depths in different hearts. Digging in moist soil, walking through cool forests, sitting enchanted as a bird feeds its featherless young, sowing seeds in the earth and watching life sprout forth, or possibly slumbering at a secluded spot with a fishing pole, are symbols to millions for early retirement and mental relaxation. When city dwellers become bored with the every day humdrum of life, they go on their vacations to the fresh air and sunshine of the country. Of course, having a job in agriculture does not guarantee these extras, nor does it declare perpetual happiness. But I have noticed that the environment surrounding this great assortment of jobs in today's technical agriculture usually provides both the extras and the happiness.

I will not deny that I have spoken with the biased reverence of an American farmer, but I believe without any reservations that modern agriculture is truly a substance of many mighty properties, the sum of which exceeds any of the individual parts and is incomprehensible in magnitude for the future.

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## Preparing

## Student Teachers

Conrad White

William Penn College\*

The preparation of student teachers really begins at the time the students are admitted to the college; that is, if students of below average ability are admitted, then it will take some future screening or there will be student teachers of low ability in the program. However, not all of us directly concerned with the preparation of student teachers are directly involved in the admission of students to the college.

At William Penn College there are two screenings of students before they enter their student teaching experiences. The prospective teacher applies for admission to Teacher Education after he has taken the courses Introduction to Education and Educational Psychology. He must make at least a "C" in each of these courses. Then the applicant is considered by the teacher education committee. In addition to having a minimum cumulative grade point average of 1.75, and a 2.00 in education, a student must exemplify excellent personal traits. These include personality, character, reputation, attitude, cooperation, health, and others which the members of the committee might consider. Usually the application is filed by the student during the second semester of the freshman year or the first semester of the sophomore year.

\*See page 99 for Biography

After the student has been admitted to Teacher Education, he continues his courses in education, his major field, and his minor field if he has a teaching minor. He files application for student teaching during the semester prior to the one in which he wants to do his student teaching. The student teaching must be done in the senior year. At the time of filing his application, the student must have a cumulative grade point average of 2.00; a grade point average in professional education courses of 2.25; and a grade point average in his major field of 2.25. These grade points are on a four-point basis. If the teacher education committee approves the application for student teaching, then the student teaching is done during the following semester.

William Penn College is on the block system with its student teaching program. The prospective student teacher takes Secondary Methods two hours a day, five days a week, for six weeks. At the same time, he also takes special methods in his major field, e.g., Methods of Teaching English. During the period of time in which he is taking Secondary Methods, the student teacher observes classes one day in his major and minor fields in the junior high school. He also observes one day in his major and minor fields in the senior high

school. After these observations have been made, the techniques of teaching that were observed are discussed in Secondary Methods class. (Some similar observations were made when the students were enrolled in Introduction to Education). The teacher in Secondary Methods must be sure that personalities are left out of the discussion. It must be plain to the student teachers that they are not to name any of the teachers whom they visited, but that it is simply a discussion of the techniques of teaching. During the seventh week of the semester, the would-be student teacher goes to the school to which he has been assigned for his student teaching.

The student teacher observes one week in his major field and his minor field if he has a teaching minor. By the beginning of the second week he should be ready to teach one class in his major field and perhaps one class in his minor field. As time progresses, the number of classes that he should be teaching increases. By about the sixth week he might be teaching four classes a day. During the time that he is teaching these classes his supervising teacher or teachers, not only observe his teaching but also hold conferences with him quite frequently about his strong and weak points, and make suggestions for improvement. Also, the college supervisor visits the student teacher about once a week. A conference is held after each of these visits to discuss improvement of teaching techniques and classroom management. Since the college supervisor cannot be a specialist in every field, the teacher of the special methods courses also visits the student teacher. That is, the teacher in the English department who teaches Special Methods of Teaching English will visit the student teachers who are teaching English. Not only do the supervising teachers at the school confer with the student teachers, but the coordinator of student teaching and/or the principal of the school also confers with the student teacher.

A seminar for the student teachers in the secondary field is held at 7:00 A.M. each Wednesday. At these seminars various problems of the student teachers are discussed. Also, teachers and administrators from the student centers discuss with the student teachers certain specified problems. A principal may talk about the functions of the school office. The vice-principal might discuss discipline. The director of placement at the college might discuss procedures in obtaining a job.

After the student teachers have completed their minimum of nine weeks in the public schools, they return to the campus for an additional two-week session in secondary methods. During this session they discuss the various problems that they had in student teaching and the various solutions that they used in solving the problems. Also, they might discuss some things that they would do differently when going out to teach the following year.

The primary purpose of the student teaching program is to help the prospective teachers to become more than "2x4" teachers—those who teach

only between the two covers of the book and within the four walls of the classroom. These future teachers should receive an overall picture of the teaching profession inside the classroom and outside the classroom.

There will be some exceptions to the above procedures in different schools, depending on whether or not a school is on a semester basis or a quarter basis. Also there might be some differences in preparing student teachers depending on the existing circumstance in a particular college or university that has a teacher education major in agriculture. However, basically speaking, the procedures suggested in this article might very easily apply in all institutions which have teacher education programs.

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## THE STUDENT'S PRAYER

G. E. Karls

Southwest Missouri State College

Never before have college students faced so many problems. The war clouds hang on the horizon. There are demonstrations and evidences of unrest on college campuses. Students are undecided about their college courses and often fail to finish. I found this prayer of a college student which I thought was very good.

"Dear Father, help me to realize that these are my years of opportunity.

"Help me to know that this is the portion of my life set aside for 'growing in wisdom as well as in stature', a time to develop responsibility.

"Grant me the power to face up to the best that you have given me, to find my talents and to develop them and employ them that they may do the most in Thy service.

"Open my eyes that I may marvel at the beauty of Thy creation, that the wonders of Thy universe may find responsiveness in me.

"When work proves difficult, give me courage to rise to its challenge.

"Let me sense Thy nearness, standing ready to supply me with the extra power I need to see it to completion."

Mrs. Ruby Jones

Daleville, Indiana

# Delta Tau Alpha

## Message from the National President



For a long time I have felt that the DTA Newsletter could be used as a means of better communication among our members. For this reason I have decided to initiate some changes this year, which I hope will be followed in future years. In the past, each chapter received only one copy of the Newsletter. Now each member and advisor will receive a personal copy. So that each member may become better acquainted with fellow members and their respective institutions, each month I shall dedicate a section of the Newsletter to two or three member colleges. This section will feature a picture of the agriculture buildings, and a picture of the present active membership, plus a write-up on the chapter and school - i.e., name of ag building, number of courses offered, when school was founded, when chapter founded or any other information others might be interested in concerning your chapter or institution. Please limit photographs to 5x3 glossy black and white only.

Although only nine of the sixteen chapters have sent in Form 40, I feel this may be explained by the fact that some may not as yet have held their October meeting, or their form may be in the mail at the time of publication. In either event, the report will appear in the next issue which will go to press November 17 or 24.

I urge each chapter to send pictures and articles on your college as soon as possible.

In case you missed the September issue of NACTA Journal, there is an article on DTA and pictures of the convention.

Sincerely,

John Reynolds

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## CHAPTER REPORTS

**Austin Peay State College** Attendance—75%

On October 14, 1965, with six members and the faculty advisor present, Austin Peay Chapter held its first meeting of the season.

**Delaware Valley College** Attendance—100%

On September 23, 1965, all fifteen chapter members met. They decided to investigate possibilities of establishing a scholarship fund to send graduates of their college on to graduate work. They intend to meet with their freshman class, offering support and academic help, by way of advice and tutoring so as to keep potentially capable men in Agriculture. The Nomination committee will invite potential new members to their next monthly meeting.

**Nicholls State College** Attendance—57%

On October 4, 1965, with four members and one faculty advisor present, the chapter decided to aid incoming freshmen with school registration, also to initiate their own "Hurricane Betsy Aid and Clean-Up Program". The motion was passed to sponsor an "Outstanding Agriculture Freshman" award based on qualities of scholarship, leadership and character. A buffet will be held each semester, and an annual Christmas party is planned. Also planned, is the invitation of guest speakers to discuss agricultural benefits, opportunities and advancements. A tentative plan to establish an honor system among agricultural students is being discussed.

**Ohio University** Attendance—100%

On October 12, 1965, total membership of three, plus a faculty advisor met. They made cuttings for their money-making project and discussed a field trip for a future date.

**Sam Houston State** Attendance—75%

On October 5, 1965, with fifteen members and four faculty advisors present, the chapter held an organizational meeting. Committees, with heading-up officers, were assigned for the year. Farm editor for a Houston TV station, George Reisner, spoke of the opportunities in Agriculture. They plan to elect a sweetheart for the year and to initiate new chapter members at their next meeting.

**Southeastern Louisiana College** Attendance—63%

On October 4, 1965, seven members and two faculty advisors met. They plan that one of their members shall deliver an address to the freshman agricultural students concerning Delta Tau Alpha activities and objectives and to encourage scholarship and leadership among them. They appointed members to be available to all ag students for tutoring in English, Mathematics, Biology and Chemistry. They plan a barbecue sometime in

October which will be open to prospective members of DTA, and also to invite the head of the graduate school of agriculture at Louisiana State University as guest speaker early in November.

**Southwest Missouri State** Attendance—45.5%

On October 12, 1965, with five members present, Southwest Missouri State chapter met. They plan to assist agriculture instructors during Spring enrollment and to plan student schedules. They also plan to speak to prospective students during the annual FFA Contests in the Spring.

**Tennessee Technological University**  
Attendance—100%

On October 8, 1965, total attendance of thirteen members plus one faculty advisor met. They discussed the sponsoring of a Parliamentary Procedure contest between the departmental clubs in agriculture. They plan to continue their library for the students in agriculture, also to initiate new members in the near future.

**Wilmington College** Attendance—100%

On September 27, 1965, total attendance of two members, plus one faculty advisor met for an organizational meeting. Officers for the coming year were elected. They are building a Homecoming float in conjunction with the Agricultural Club on campus. They plan to visit local high school students to encourage them to further their education in the field of Agriculture at college. They plan a luncheon for Joe Fichter, Ohio State President of the National Farmer's Union, when he comes to address the student body concerning the "Farm Problem." Another coming speaker at Wilmington College is Charles Schuman, National President of the Farm Bureau Federation.

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## Student Elected President

Cookeville, Tenn.—A Tennessee Technological University student has been elected president of the American Society of Agronomy's Student Activities Subdivision.

He is Jimmy Loftis of Cookeville, a senior agronomy major and president of Tech's Agronomy Club. He will serve until next August.

Loftis is the first Tech student named president of the national organization, although three have held the post of corresponding secretary. His election came during the recent national convention of the American Society of Agronomy at Columbus, Ohio.

The Student Activities Subdivision is composed of delegates from college agronomy clubs

throughout the country. Loftis and Roger Wright, senior agronomy major from Carthage, were official delegates from Tech to the Columbus convention.

Other Tech students who took part in the convention were Larry Sprouse of Dunlap, who entered the subdivision's national speech contest; Frankie Madewell of Cookeville, Jim Ed Austin, Baxter, and Franklin Haney of Cleveland. All are agronomy majors.

Wilbur Frye and Charles Pangle, co-sponsors of Tech's Agronomy Club, also attended the convention, which attracted more than 2500 persons.

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## NEWS ITEMS

Oak Ridge, Tenn.—The Oak Ridge Institute of Nuclear Studies has been granted a three-month extension of its experimental and demonstration project for the Office of Manpower, Automation and Training of the U. S. Department of Labor.

Announcing the extension to the six-month project, William G. Pollard, Executive Director of ORINS, explained that the additional time will permit the staff to develop in detail certain recommendations that have resulted from studies under the contract.

The program has included a survey and analysis of manpower training needs and resources in 15 Southern states. Wendell H. Russell is director of the activity, entitled "Southern Manpower Technical Assistance Program."

One of the activities included in the extension will be working with the Oak Ridge Y-12 Plant operated by the Nuclear Division, Union Carbide Corporation, to investigate the feasibility of using industrial training facilities, such as Y-12, for manpower training programs. Oak Ridge Operations, U. S. Atomic Energy Commission, has encouraged this cooperative project.

J. Leo Waters, of the Y-12 Plant, who has been working on the project, will continue to assist with this activity, which is designed to explore the training possibilities for highly skilled jobs using the unique manpower and physical facilities of the U. S. Atomic Energy Commission's Oak Ridge plants.

The vast resources of the Oak Ridge plants are important assets that might be utilized in dealing with the Southern manpower problems, Mr. Russell stated.

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## NEWS ITEMS

Toledo, Ohio—A Toledo-based architect-engineer firm and the superintendent of northwestern Ohio's Penta-County Vocational and Technical Schools will team up to offer expanded architectural, engineering and educational consulting services to schools in vocational and technical education it was announced today.

Combining forces for the joint effort are the Toledo firm of Richards, Bauer and Moorhead, architects and engineers, and Dr. William L. Ramsey, superintendent of the Penta-County Vocational High School and Technical College which has won nationwide acclaim for its development of a unique educational venture.

The program has been organized to make available to school districts and other institutions the experience and specialized skills of the architect-engineer firm as well as the knowledge and experience of Dr. Ramsey and 12 of his Penta-County staff people.

Penta-County's system covers 19 separate school districts in five northwestern Ohio counties and was developed to provide a strong vocational and technical curriculum in an area where such an educational program was not available within the individual schools.

Fees derived from the educational consulting services will be paid to the Penta-County school system to be used in furthering vocational and technical education for that institution as well as vocational-technical education in general.

Plans call for the services to be offered on a nationwide basis, and the program is designed so that other architectural firms can work cooperatively with Richards, Bauer and Moorhead and the educational consultant services group.

Of the 12 Penta-County school faculty members who will serve as consultant staff members, there are specialists in vocational-technical education, trade and industrial education, adult education, business education, distributive education, vocational agriculture, pupil personnel, business affairs, home economics, work experience programs, administration and special services and

public information.

The unique Penta-County school venture makes it possible for the consultant staff to provide a type of assistance to school districts that has not been readily available in the past. Participation in the business and industrial community, plus the maintenance of a flexible, modifiable curriculum, keeps the educational staff current in terms of developments in materials, architecture and other aspects of school planning. The large consultant staff permits a variety of talents to be focused upon a specific educational problem.

Architectural and engineering design for the Penta-County school was completed by Richards, Bauer and Moorhead.

The Toledo-based firm has long been one of the leading firms in the architectural and engineering field. Its history dates back to 1892 and it has been associated with many of the best-known structures in the Midwest. The firm's senior partner, John N. Richards, twice served as president of the AIA nationally, and another partner, Orville H. Bauer, recently completed a term as president of the state AIA. Both Mr. Richards and Mr. Bauer are registered architects, as are two other partners, Michael B. O'Shea and Robert M. Lutz. Other partners include Robert C. Moorhead, registered mechanical engineer, and Raymond A. Etzel, registered civil engineer.

The Penta-County system has been designated as an example for the nation in meeting occupational and technical needs of the ever-changing United States society. It utilizes to the utmost the resources available for vocational and technical education.

The school is located on the site of the former Rossford Army Depot. It utilizes a former administration building at the depot as well as a new building constructed specifically for the school.

Additional information on the program may be obtained by contacting Richards, Bauer and Moorhead, 1600 Madison Avenue, Toledo, Ohio 43624, or Dr. William L. Ramsey, Penta-County Vocational High School, Oregon Road, Perrysburg, Ohio.

(Continued from Page 80)

tems), the immediate goal will have to be more production on the acres now available for cultivation. This alone will require much research work as to new high-yielding varieties, different seeding and cultural methods, new methods of fertilizer and insecticide application, and in all probability a new and more efficient method of marketing agricultural products.

For those who are fortunate in being able to go back to the farm or ranch, theirs will be the responsibility of putting into practice the new methods developed as a result of research. The need for farmers and ranchers with a modern knowledge of and the ability to use the findings of

the research worker will become more and more important in the future. On the shoulders of these men rests the problem of the future food supply for not only our own country, but others as well.

In the opinion of the writer, agriculture is now on the threshold of extensive developments. To participate in these developments, the student of today must be better trained in the scientific and technological aspects of agriculture. This means a change in the preparation of students before entering college, and a modernization of the college curricula in order that the challenge of the future may be met.

To a student with such training the future holds unlimited possibilities.

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## BIOGRAPHY OF CONTRIBUTORS

This page will be a new feature of the **NACTA Journal**. It does not contain information on all of the contributions for this issue, because we had not asked for that information. We do request that our authors provide brief, relevant data for this feature in the future.

### George W. M. Bullion—

Mr. Bullion is Instructor in Agricultural Economics at Tennessee Tech. He attended Freed-Hardeman College and the University of Tennessee, Martin Branch, receiving a B. S. Degree from the latter in 1963. He received an M.S. degree from UT, Knoxville in 1965 in the fields of Agricultural Economics and Economics. Mr. Bullion had research experience in several areas during his graduate work. He was an honor student as an undergraduate and was elected to a number of honor societies as well as to Who's Who in American Colleges and Universities.



### James Reed—

James Reed of Whitewater, Missouri is a sophomore at Southeast Missouri State College and after finishing the general education curriculum he will transfer to the University of Missouri to complete the requirements for a B.S. in Agriculture.

Typical of many high school graduates, he was undecided on what to select as a career. His first year in college has opened many more doors of opportunities in the various careers in agriculture. Perhaps this has complicated his problem somewhat. However, career choices are now being analyzed and, as invariably happens, the "right" choice will present itself.

### Dr. John C. Weaver—

Dr. John C. Weaver is Vice-president for Academic Affairs, Dean of Faculties and Professor of Geography at the Ohio State University, Columbus, Ohio, which position he has held since 1964. He holds the A.B., A.M., and Ph.D. degrees from the University of Wisconsin.

He has held professorships and deanships at the following universities: University of Minnesota, Kansas State University, University of Nebraska, and State University of Iowa. He has worked for the American Geographical Society and the U.S. Department of State.

During his distinguished career, Dr. Weaver has held numerous scholarships and fellowships and received many honors. He is the author of seven books and approximately 40 articles.



### Dr. Conrad White—

Dr. Conrad White is now a member of the staff at William Penn College, Oskaloosa, Iowa. Dr. White was head of the Agriculture Department at Central Missouri State College, where and at the time NACTA was born, and he was the first vice president. He left teaching for a while but later went to William Penn College as registrar and now is professor in the Department of Education and Psychology and Director of Secondary Student Teaching.

As a former member of NACTA and because we are dealing with teaching, I asked Dr. White if he would prepare a manuscript in the area of student teaching for publication in the Journal. A number of us are involved in teacher education and this article might have considerable reader appeal. Biographical note by Dr. Ralph Benton.

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1966 NACTA CONFERENCE  
AND DTA CONVENTION  
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APRIL 17, 18, 19  
SOUTHEAST MISSOURI STATE

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