

academic plans and programs of instruction. No college has or ever will become great on the strength of having a great president alone, but rather on the fact that he has a staff of academic minded workers whose chairman is a wise and dedicated dean who is their servant and they are his "bosses."

The dean owes his appointment to the president who recommends him to the board of trustees for final approval. The faculty of an institution very rarely has any say in the selection of a dean, but it is the duty of the dean to work very closely with the faculty in the exercise of its policy making functions. He constantly works with and through others, and in some cases the impression is left that everyone of any consequence is the dean's boss, but the wise dean is well versed in diplomacy, and in the exercise of his duties he may appear to some as being bossed by others when really he is fulfilling his responsibilities as

dean of the college. The dean should not countermand the judgment of department chairmen, but neither should he let his power of intervention erode through disuse.

Conservatism of the faculty is notorious. Teaching may become tradition bound. The dean as the president's right arm is the only person on the staff who can in any way break down these traditions, and if he becomes over energetic, his faculty will attempt to put him in his place, or in rare cases persuade the president to replace him with one of their own number. The dean can expect criticism both loud and prolonged if he ignores the right of the faculty to share in institutional policy, but he should never forget that the quality of the academic program rests squarely on his shoulders. He, therefore, should always work toward building a strong faculty who will in turn by their efforts assist greatly in the building of a strong educational institution.

In projecting the responsibilities of a dean, as education continues to develop, no precise specifications can be made. However, we can say that his responsibilities will be more complex as the computer, the federal program, the foundation, and the world of knowledge continues to make the institution of higher learning become more entangled in modern technology.

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Control of Agricultural Facilities

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Agricultural educators have the responsibility to provide students with training and experiences in a wide variety of areas. To effectively meet this responsibility a variety of facilities are often necessary. These facilities may be in the form of a greenhouse, dairy, hog, or cropping operation and the equipment necessary for them to function. Classrooms and laboratories are, of course, also a part of the agricultural facilities.

Problems arising from the operations and maintaining of a variety of facilities of this type are often associated with management, labor, capital, determining economical size, loss of land and buildings as result of college expansion, and profits and losses. Frequently, the most critical problem facing agricultural educators in this area is not one of those already mentioned, but is simply determining the extent to which their facilities meet the needs of their departments.

Facilities are too frequently evaluated in terms of large size or efficiency of operation. A more meaningful criteria of evaluation perhaps would be in terms of the training

and experiences which are possible through the effective use of these facilities. To this extent definite justifications may be determined for each facility. These justifications may be in terms of teaching, research, demonstration, labor experiences, or others. Soils or animal nutrition laboratories can, of course, be justified with rather definite objectives in terms of teaching or research. Farms and livestock operations as a result of their size and expense are frequently more difficult to justify. Increasing land values and rising labor costs further complicates this problem.

Control of all agricultural facilities is becoming increasingly more important in terms of the type and size of an operation that can be justified as necessary and useful for their educational value.

The image of the agricultural department, in the eyes of others, is closely associated with the farming operations in which they are engaged. If this image is one of a neat, efficient operation that is fulfilling educational objectives, then the facility becomes a decided asset

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to the department. Our efforts in agricultural education, through the use of these facilities, should be not only to create this image but to make it a reality.

To use agricultural facilities efficiently they should be considered as an extension of the classroom or the laboratory. They must be kept

in this prospective less they become the dominant factor in decision making that affects the operation of the entire department. As farming operations become larger in size, they are usually more efficient. The economic decisions that must be made are of necessity more related to financial returns rather than educational benefits.

The most effective educational use of facilities comes only when students are permitted to utilize these operations in a meaningful way. The value of an agricultural facility is keenly apparent when they are utilized as teaching tools to supplement classroom experiences. This is frequently accomplished through laboratory exercises, field trips, or labor experiences. One of the most useful of these is the labor experience. A student who has as one

of his first labor responsibilities the mixing of feed for a livestock operation, and follows this work as an assistant in an animal nutrition laboratory is exposed to a meaningful educational situation. We in agriculture are fortunate in that there is a wide variety of farm-laboratory relationships that are possible teaching tools. Soil testing, plant tissue testing, and nutrient analysis of feeds are but a few of these tools that can be directly related to agricultural facilities.

Financial means frequently limit the kind and size of agricultural facilities that are practical for an institution to operate on its own. In these instances field trips to non-institution owned facilities offer unlimited possibilities for educational experiences. Commercial meat packers, good commercial farms, re-

search farms of chemical and feed companies, and land-grant institutions are usually very receptive to these outings.

The development of controlled environment growth chambers for both plants and animals affords the teacher another type of facility, that can be most effective in laboratory work in agriculture.

It would appear that we in agriculture should be concerned with the control and use of facilities. To this end an evaluation of our needs should be closely correlated to the type of educational program that is offered. With the variety of facilities that are possible and the definite advantages afforded by their effective use, we can afford to exert a great deal of time and effort in utilizing these tools to our greatest advantage.

Organizing at the State Level to Meet the Challenge in Vocational Education

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The Administrator.

The administrator of state vocational education programs is being challenged to a degree unprecedented in his professional career. A mandate from Congress to develop programs, "so that persons of all ages in all communities of the state — those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps — will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training," constitutes his challenge.

The success an administrator might expect to enjoy depends upon how well he meets the challenge to serve the vocational needs of all the people in his state. Even though

the task is awesome in prospect, the rewards are commensurate with his accomplishments.

The increased duties and responsibilities charged to the state administrator under the new vocational acts make careful planning and priority assignment mandatory lest he become hopelessly involved in time consuming operational details. He must always keep in mind that *his* job is providing leadership for a state program that is probably developing faster and more extensively than anything he has previously encountered.

An administrative priority assignment at the state level might follow in this order:

- Staffing assignments and policy development
- Survey of labor needs and job opportunities
- Survey of potential enrollees, especially in economically depressed areas

FOREWORD

The colleges and universities involved in some phase of vocational education in agriculture, or those who have interests in this direction, might well be apprised of the scope of the vocational education program and the magnitude of the responsibility resting on the chief administrator in his state. *Incidental* to setting forth the above facets of vocational education, the part that agricultural faculties may play in this endeavor and their relationship to the total plan is briefly intimated in this paper.

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- Review and evaluation of on-going programs
- Redirection of programs not meeting occupational requirements
- Development of new programs and pilot studies