

1. Freshmen (men and women) without cars were more likely to make a 2.0 (4.0 maximum) than those with cars. About 36% of the freshmen without cars were below 2.0 and about 60% of the freshmen with cars were below 2.0.

2. Average grades of men who pledged a fraternity dropped considerably the quarter that they were initiated into the fraternity. Average grade point attained after the pledge quarter was higher but average grade point at graduation did

not exceed the grade point received the quarter before pledging.

3. Freshman men living in dormitories made higher grade averages than freshman men living off-campus. Very few boys living in dormitories failed all courses; whereas a number living off-campus did. On a percentage basis, twice as many boys living off-campus were under 1.0 compared to those living on-campus. Space does not permit a lengthy discussion on the advantages and disadvantages of students

having cars, belonging to fraternities, or living on or off-campus.

One can speculate on these data for considerable time. I believe that these results are fairly typical of most colleges. I present them here as food for thought; how we as teachers of agriculture use them is up to each individual. I think that if we realize some of the existing trends and patterns it gives us something to work with to advise and counsel young men and women better and at the same time to raise academic standards.

The Professional Advising System



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Many colleges and universities have changed their methods of advising as a result of the great influx of students. The institution with which I am affiliated, Central Missouri State College, is among those that have made drastic changes. We now use the professional adviser system. For many years each of our faculty members had approximately thirty advisees at the time they entered college, and we counseled these students for two years and sometimes for four years.

In colleges and universities today, faculties are spending many hours of each day toward preparation, instruction, sponsoring of organizations, research, and committees. Because of the many obligations, faculties have lost contact with the students.

An institution such as ours, which has had a tremendous growth in recent years, has gone completely to the professional adviser system. However, the majoring student sometimes checks with an instructor in his field before going to the adviser to make out his program.

We are on the quarter system. Sometime during the quarter the student is assigned a twenty-minute period with which to consult his adviser to make out his schedule for the next quarter. That probably will be the only time he sees his adviser that quarter. This places a big burden on the adviser. Because of his heavy load, it is difficult for him to know all of the programs and keep abreast of the changes. At the same time it places some of the responsibility on the student. This responsibility seems to be accepted willingly by many of the students. College students should be responsible enough to shoulder the initiative to check the catalog, consider his goals, keep a record of his progress, and make preliminary decisions in the making of his program.

I shall endeavor to explain some of the workings of our system of advising and some of the reasons why we have changed.

The student is not allowed to take less than eight hours. The average hours carried last year was ten plus. Freshmen are usually advised to take nine hours their first quar-

ter. This means three courses of three hours each. If the high school record of the student has been outstanding, he may be permitted to enroll for more hours. The students on the honors program are not subject to these regulations.

The freshman is assigned an adviser during the summer. Then he and his parents are invited to the college on a specific day at which time they are shown the college and its facilities. The student also meets with his adviser, and they agree on his program for the first quarter. The data processing machine programs the schedule, and he is through with his enrollment.

The freshman is enrolled in one course in his major, and the other two courses are in general education.

After the first term, assuming he has passed his courses, he then enrolls for eleven hours. That is the maximum, with few exceptions, for his first two years. In addition to the hours mentioned, he is expected to carry one-half hour in physical education for six terms.

The upper classman may take twelve hours with twelve and one-half hours as the maximum. There is a requirement here that he have a "C" or two-point average. Every agreement that is made with the student is in writing and a copy is placed in his file. This eliminates misunderstandings in case the faculty member leaves or any other reason that may appear.

Some of the advantages and disadvantages of the professional adviser system may be stated in the following ways.

Advantages

1. Several steps in the enrollment procedure are eliminated. Only a

small area is used for enrolling and the machine does a lot of the work.

2. The faculty is not tied up for several days during enrollment. This time may be used by returning faculty in revising their plans and preparing for the new year. The new faculty is being oriented at this time.
3. New members are being added to the faculty so fast that it would be impossible for them to familiarize themselves with the many programs of the college.
4. The adviser is in his office all day. Sometimes it is a difficult task to find the faculty member when the student is in need of an adviser.
5. The student has some one person that he knows he can contact if advice is desired.
6. Some very fine relationships develop between the student and his adviser during the four years in college. He may change advisers any time he wishes.

7. It removes from the faculty the task of getting schedules to fit. Anyone who has made out schedules for students knows the many difficulties that may arise, such as closed classes, overlapping hours, laboratory scheduling, etc.
8. The adviser is neutral as to his opinion of the student's major; whereas, a faculty adviser may have a tendency to influence a student to major in his field.
9. The director of academic advisers is a member of the curriculum committee. This keeps the advisers abreast with any changes in the curriculum.

Disadvantages

1. The advisers do not have enough time with each student. The twenty minutes of conference only allow the adviser time to approve and check the schedule prepared by the student.
2. The faculty do not have as much opportunity to get acquainted with the student.
3. A student does not contact the

faculty in his major division until he has scheduling difficulties. He may decide not to enroll in certain courses at the proper time. When he is a senior, he may encounter problems unforeseen in the earlier part of his career.

Some colleges have a divisional adviser who is an expert in the programs and changes in the curriculum in his division. In small colleges some divisions are so small that more than one division may be combined.

In our college we have a separate counseling service apart from the advisers.

Some people feel the employed student should be enrolled in fewer hours. However, observations have been that there is no significant difference between the employed and unemployed student as far as grade-point averages are concerned.

It is my personal conclusion that more studies should be conducted; and I am sure they will be, if we are to keep pace with the changing times in higher education.

Teacher and Student Responsibility in Class Attendance



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Apparently there are many opinions and attitudes about class attendance. In most universities and colleges one will find general policies pertaining to class attendance in that particular institution; but if he examines them closely, he discovers many variations of attitude on the subject. Not only will there be variation from one department to another, but there is often variation from one teacher to another in the same department. These attitudes vary from those who wish to

should not be subjected to attendance regulations so long as he is able to get what he wants from the course and to pass the tests.

The writer feels that either of the extremes may be wrong, but we must face the fact that if we are to help the student we must have contact with him, and it is considered that the most beneficial contact between teacher and student is through regular attendance in organized classes. If this contact between teacher and student in an organized class stimulates the desire for personal counselling by the student, then even more effective teaching can be done.

demand better attendance than the general policy of the institutional requirements to the opposite extremist who feels that the student

In many institutions absences from class are classified as (a) excused and (b) unexcused. Excused absences include those caused from (a) participation in school sponsored activities, (b) illnesses of student, (c) severe illness or death in the student's family, and (d) unavoidable calamities that prevent the student from attending class.