

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.

All other absences are classed as unexcused. In some instances a field trip in one course may cause a student to miss another class. This is an unfortunate case that may be called an excused absence, but the incidence of such absences should be kept to a minimum.

An excused absence implies that a student should have opportunity to make up work missed on the day of his absence. The student should be required to do the make-up work or receive unexcused absence designation. There are many systems used for the make-up work. Some teachers require even more than was done in class; others require only a token effort on the part of the student, or nothing.

The daily grade for a student should be penalized when he has an unexcused absence. If a test were given the day of his absence, he should receive zero for the test grade. Perhaps the penalty system would deter to some extent the student from willful absenteeism.

The policy of the school and of the teacher should be explained to the class at the beginning of a school term to avoid misunderstandings later in the course. The relationship of course grades to class attendance should be emphasized.

The Instructor's Responsibility In Class Attendance

The teacher has a definite responsibility in the matter of class attendance. It is his duty not only to avoid allowing an abhorrence of attending the class to develop, but also to stimulate a motivating interest in the subject that will cause the student to want to come to class. Even though stimulated interest in the subject matter of the course is the strongest motivation to class attendance, the teacher should not fail to point out the penalties and inconveniences of non-attendance. The teacher should so vitalize his course that he can prevent boredom on the part of his students. In the required courses this is difficult sometimes because many students are prone to form adverse attitudes against anything that is forced upon them. This puts a great strain upon the conscientious teacher, for he must discredit the preconceived impressions and enrich and orient his presentation of the course materials in such a vitalized way that the student's interest is captivated to the extent that he just doesn't want to miss a class.

A very valuable aid in challenging a student's interest in a course is for the instructor to "believe in" and be enthusiastic about the subject material he is teaching. He should make the student understand

that the course material is (a) up-to-date or modern, (b) that it is practical and (c) that it has value for the student and for society as a whole. Of course, the teacher can "over-do" the stressing of the importance of what he is teaching, to the extent that some of his students may judge him as being eccentric, or narrow-minded, and become antagonistic to what he is teaching, thus causing them to want to stay away from his class.

In summation, it appears that class attendance is influenced principally by three factors:

A. Interest in the subject matter

B. A felt need for the subject matter

C. Reprisals for non-attendance

The alert and conscientious teacher will make use of all three factors, with principal emphasis upon the first two listed.

Generally, it may be said that the student in college today is an intelligent young person looking for some answers. If the instructor is fair, open-minded, and honest with these young people, he should be able to capture their interests in the vital things about them to the extent that the problem of non-attendance in class should become minimal.

Educational All-Roundedness



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An industrial leader talking to a group of college teachers of agriculture was asked this question: "Should we strive to graduate more of our students as specialists in some particular field of work?" His reply was: "My company wants young men with a broad educational background. We will give them the specialized training we want them to have".

I am sure this is not the philosophy of all industry, nor the complete story of this one company's hiring policy; but it does point to the fact that many of the potential employers of our agriculture graduates want students that have had not only broad training along intellectual lines, but ones who have not neglected other facets of the complete individual, such as sense of moral values, physical well being, and leadership training. In short, the student has given attention to all those areas which make for a well educated individual, one who can qualify for Educational All-Roundedness.

Suitable ingredients of a well-rounded education are difficult to define. Certain areas of knowledge have been traditionally regarded as liberal. Areas such as Philosophy, Literature and Language, Music, Art, Mathematics, Natural Sciences, and Social Sciences serve as the basis for achieving the well educated individual.

At Northwest Missouri State our agriculture majors take slightly over one-third of their total academic credits in general education, including courses in English, Speech, Social Science, Humanistic Studies, Science, Mathematics, Psychology, Health, and Physical Education. We do not prescribe a rigid study area but permit the student, along with his faculty adviser, to select from a field of some 60 courses the material to supply the broad educational background for which he is striving.

The primary objective of every agriculture student is to achieve professional or occupational com-