

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-

petence while at the same time becoming a cultured and competent citizen in a democratic society. Dr. S. Douglas Cornell, President of Mackinac College states that, "The function of an education in a democracy must be to pass to each new generation the best in both the intellectual and moral heritage of the past". "The true test of a civilization", Emerson remarked, "is not the census, nor the size of the cities, nor the crops, but the kind of man the country turns out". If we want a political system that is based on the idea that man can be morally responsible for himself, his neighbor and his nation, then we must educate not only for intellectual power, but also to moral responsibility.

The relevance to education is clear. Knowledge is power and the way in which power is used is as important as the power itself. Education that confers such power without looking at the same time to questions of purpose, character, and moral quality is irresponsible in today's world. Such education, whether for majors in agriculture or any other area, is in danger of becoming a menace to freedom instead of its prop and safeguard.

We look to our educational institutions to train our leaders in the field of Agriculture. Then the age-old question arises as to how to educate for leadership. Most would agree that the potential leader who has a very intensive and extended training in Agricultural Economics at the exclusion of most other areas of educational endeavor could be not only a less effective leader in society but in some cases even a dangerous one. Educational All-Roundedness will not guarantee that its recipients will have a more

knowledgeable understanding of the complex problems of society; but having a broad general educational background, in addition to their specialized training, insures that they have more information concerning the complex issues that continually arise in a democratic society. Some educators feel that although we have succeeded in training more young men and women to higher and higher levels of knowledge, we at the same time have lost sight of the need to train them for responsible leadership in a world of matchless opportunity and unprecedented risk.

The student who restricts himself to academic work alone is short changed. He is not getting all that he is paying for in college. He is not taking advantage of all the opportunities presented to him. On all campuses there are organizations or clubs composed of students whose major interest is in a particular area of study. It would seem that associating and working with these students can add to one's all-roundness. If the student deletes this phase of his training, it is bound to leave a void in his educational experiences. Departmental clubs provide opportunity to come in contact with student leaders. It is a place where student initiative can be exercised to the fullest. This not only permits the opportunity for the student to develop his own attributes but allows others to observe these valuable assets which many times aid when recommendations are being made for jobs.

A typical example of how experiences and acquaintances obtained in a departmental club can be of help to a student in securing em-

ployment is a case on our own campus. The student was a graduating senior and had been in the Ag Club two years. He had held offices in the club and in general was a "pusher". He was a leader with ability and initiative and was willing to work. At the last Ag Club meeting of the school year, this student asked the club President permission to say a few words before the close of the meeting. Without anyone knowing just what he was going to say, this student proceeded to outline a fine work program, including objectives, which he thought would be desirable for the club to work on during the next school year. The club readily accepted his suggestions. Not long after this the Personnel Manager of a commercial concern, who was considering hiring this young man, called me to inquire about his personality, his relationship with his fellow students, and specifically about the student's initiative. I told him of the incident relating to the Ag Club work program. The company hired the young man. One will never know how much a part, if any, this experience gained in the departmental club played in the evaluation this company placed on this student. I am sure it played some part.

Both liberal and specialized education have distinctive values for our agriculture students and both are necessary for the needs of modern day living. The student possessing Educational All-Roundedness will find he possesses more tools to aid in understanding the complexity of our modern culture and to relate his specialty to it.

The Two I's of the Teacher and Student

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To inform and to inspire — the two I's of the teacher-student relationship. The teacher does not operate in a vacuum. He has not taught until the student has learned; consequently, the success of teaching becomes a function of the success of learning. The role of the student as a partner in this dichotomy cannot be neglected, ignored, or overemphasized.

The mind of the student must be alert, capable and prepared by previous training to receive information. He must be willing and able to study and learn the principles underlying today's applications. He must possess the intellectual curios-

ity to challenge the teacher to impart information that is meaningful from the student's frame of reference. This curiosity supported by sufficient energy will drive the student beyond the minimal limits prescribed by the assignment, and he will bring to the classroom and laboratory new information and concepts that might have been overlooked by an older, more static mind.