

of the College.

Counselors should be courteous at all times and be appropriately dressed. The student visited expects more from them than they realize and the student should not be disappointed. It should be remembered that many of these contacts will be made in the home of a prospective student. First impressions are generally lasting.

The counselor should be prepared when meeting the appointment to cope with a variety of home situations. Naturally, he will encounter some situations which will be unbelievable. He must be ready.

A marked car indicating the college represented will be a great help. It can save embarrassment on many occasions. The word "college" on the vehicle helps to break the conversation barrier.

All of the methods employed by the College to counsel students require tact. The counselor should be aware when meeting the appointments that he will probably be giving advice to a student who ranks in the top ten per cent of a class of 500 or more. I must admit that it is a pleasure visiting with this type of student.

The Teacher As Counselor and Advisor

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This presentation is not to be taken as a comprehensive thesis on the subject of student counselling. Rather let it stimulate our thinking concerning some of our responsibilities in this area to our students.

Developing the "Whole Student"

In addition to the obvious "imparting of knowledge by precept, example, and experience," Webster also includes such terms as attitude and discipline to broaden the definition of teaching. Certainly, it would be difficult to instill enthusiasm and proper attitude toward the subject of agriculture or any of its several divisions without ever having developed these traits in ourselves. Those who are members of our profession and do not have the necessary enthusiasm toward agriculture should do one of two things. The preferred remedy is to re-analyze the vast importance of agriculture and its many industries to our society. It is a sad thing to see someone in an agricultural profession continually apologizing for and even criticizing his profession. This is not to say that we should not recognize our weaknesses and try to do something about them. Certainly, we should always be on the lookout for ways to improve our profession. The only alternative for those who find they have a minimum of enthusiasm toward agriculture and cannot seem

to develop any is to find a profession toward which they can be enthusiastic.

Obviously, attitudes cannot be taught from lecture notes; and since they are an important part of our teaching program, every agriculture teacher should consider himself a walking "chamber of commerce" for agriculture. In fact, it should be considered an absolute prerequisite for teachers of agriculture.

We should consider it our responsibility, in whatever way we can, to help our new students become adjusted to their new environment. For some it may be the first time they have been away from home for any length of time. Because of weak backgrounds in certain areas, many students may have trouble getting adjusted to some of the new courses they will be taking. They may have problems with application of proper study techniques. Grades are a little more important in college; so the student may be under a little more pressure in this area. These problems do not necessarily mean that a particular student does not have the necessary intelligence to become a successful college student. However, many of our colleagues would like to interpret it that way. You and I know of several examples where boys may have had poor starts during their freshman year, but later were graduated with excellent records.

Quite often, even though a student has decided to major in agriculture, he still may not be fully decided about his exact place in society. Here we have another major responsibility. Young men or young women need not be discouraged if they have not been able to decide upon an exact profession by the time they arrive at college. One of the functions of the college program should be to help these students find themselves. We should learn the interests, aptitudes, and capabilities of our students, and develop within them a curiosity to explore deeper into the various specialties within the vast field of agriculture. Much help can be received through the counselling and testing facilities that most of our colleges have. The job is much too big for us to try to do alone.

After a curriculum has been worked out for the student, additional guidance and encouragement will be required. Certainly, the curriculum should be flexible. We do not want to make the mistake of trying to fit all students into the same inflexible groove. If this is the case, the groove may actually become a rut. As the student acquires more knowledge, his interests may shift somewhat. His program needs to be flexible enough to shift with him. Of course, we do not want to turn the student loose to make his own way. This may lead to even more serious problems. With these things in mind, there are two important areas I would now like to consider: course sequence and electives.

Course Sequence

During the pursuit of his bachelor's degree, a student will have enrolled in at least forty courses.

With certain of these courses it may not matter a lot about the particular sequence in which they are taken. With others, however, it will make a tremendous difference. A series of courses in agriculture and the other sciences taken in the proper sequence will be worth many times the value of the same group of courses taken at random. You would not expect to see a student enroll in biochemistry, then organic chemistry, and finally take general chemistry. The ridiculousness of this example seems quite obvious. But to a lesser degree, similar examples can be found on transcript after transcript. In most of these cases, most of the blame must be put on a teacher who was not supervising his advisees close enough before and during the time of registration. It is true that once we have mapped out a series of courses with a student, he should be able to follow our suggestions. Too often, however, a student can be swayed by things which seem to be more important at the time. He may want to take a certain course because a friend is taking it, or because it does not meet on Saturday, or maybe because of a preference for a certain teacher, or for any number of reasons. He may not realize the loss in value of taking a course without a certain prerequisite. As his advisor, we should point out the importance of taking the courses in his curriculum in a certain sequence and encourage and on occasion maybe even insist that they be taken in a particular order. It is true that on occasion we will have to make exceptions. However, the closer we supervise, the fewer the number of exceptions that will have to be made.

To illustrate what can happen when a student has apparently not received the proper advice, let me cite one of the more extreme examples I have encountered. Recently, I received the transcript of a junior student who had been assigned as my advisee. In three succeeding semesters, among other courses, he had failed general chemistry, received a grade of D in principles of nutrition, and failed elementary organic chemistry. Let me emphasize again that these courses were taken in three succeeding semesters in the order in which I have them listed. In our curriculum, this particular course in nutrition is designed for the junior year while the chemistry courses are designed for the freshmen and sophomore years. If the student had not been permitted to enroll in nutrition until after he had passed his two chemistry courses with grades of C or better, think of how much more of the value and principles of nutrition he would have reaped. He may have even enjoyed the subject. To say that the boy now has any enthusiasm or appreciation for the subject of nutrition would be less than wishful thinking on our part.

Even more amazing is the fact that he was permitted to enroll in organic chemistry without having passed general chemistry. I feel satisfied that the student was "advising" himself and somehow managed to get a faculty member's signature on his registration forms. Naturally, the student has had to start all over with his chemistry series. The proper thing to do now would probably be to encourage him to repeat the course in principles of nutrition. His ideas about nutrition must be con-

fused and vague to say the least. To help avoid this type of problem, I make it a point to review personally the records of each of my advisees before each registration day. Of the courses that he is still required or advised to take, I make a list of those that are offered during the current semester and for which he has the proper prerequisites. Then in consultation with the student, we work out his schedule for that semester.

Elective Courses

Students in any particular curriculum should not necessarily be required to all pursue the same block of courses. More capable students should be expected to take more advanced courses as well as courses that fit their particular interests. Obviously, the fewer the number of specific courses you require in any curriculum, the greater the amount of supervision and counselling you will need to do. The aptitudes and interests of each student must be kept in mind as you recommend certain courses. Certainly, you will have to explain your recommendations and encourage him to follow them. Try to get him to see that they are for his benefit. We need always to keep the welfare of the student in mind and not mistake some of our interests for his. In other words, do not encourage a student to take a particular course just because we like it, or because we may be teaching it and need to fatten up our number of student-credit-hours.

For most students majoring in agriculture, additional sciences such as mathematics, physics, organic chemistry, analytical chemistry, biochemistry, and possibly even statistics should be among those considered as electives. These additional science courses will be especially important to those students who may have the potential for graduate study. For some students, additional electives from the field of business will best suit their needs. In any case, let us not lose sight of the fact that it is the student who should be at the center of our consideration when we recommend a given course of action.

No matter how well we think we may be doing as a counsellor and advisor, as well as a teacher in general, let us never cease to analyse and evaluate our progress. If we allow ourselves to become contented teachers, we will become stagnant teachers. Stagnant teachers cannot stimulate the knowledge-thirsty minds of the students with whom we have been entrusted.

Competition for Youth

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For the past 14 years I have helped Fresno State Agriculture graduates find employment in a wide variety of agribusiness occupations; at the same time I have worked with industry representatives in an effort to find the right man for a par-