

same as if taught on a per-acre or per-animal basis, but the impact on the student is greater if taught in the total farm context. The interdisciplinary relationships of an interdisciplinary agriculture would in many cases become much more real if instructors in all disciplines were to use this technique.

Two objectives seem to be achieved by the use of the total budget as the vehicle. First, is the creation of interest which makes the teaching of the subject matter easier and more effective. Second, and probably more difficult to define, is the enhancement of the morale of the class—the development of a pride in agriculture and a confidence in their ability to contribute to a more efficient and productive agriculture. The class members come to realize that they cannot all become farm operators, but the potential researchers, sales managers, credit managers, processors, and management advisors develop confidence in the ability of the operator to put their professional services to productive use.

This technique is not proposed as a panacea for all the ills of agriculture. Rather it is intended to be a relatively simple technique to help students make the changes necessary to move from the agriculture many of them already know to the agriculture they will most certainly be participating in. It should help those who came from the eighty percent of the farms which produce twenty percent of the nation's production to become one of the twenty percent who produce eighty percent of the production.

¹ Attitudes and Ambitions of College Students. Bulletin 479. Kansas Agricultural Experiment Station. January 1965.

² Farm Index, Economic Research Service, Vol. V No. 12. USDA. December, 1966.

Counseling the Top 10% of High School Students

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Central Missouri State College employs a number of methods to try to encourage the upper 50% and particularly the top 10% of the high school seniors within the college district to choose this school for their higher education.

When the subject of off-campus counseling is discussed, generally the first comment will be, "We have more students now than we can properly teach. Why encourage more students to enroll?" I think that most colleges find themselves in this situation.

Most college officials realize that leadership for the various organizations on campus should, and most generally does, come from the more scholastically inclined students. This being true, each institution of higher education strives to get its share of outstanding seniors from the various high schools within the college district. Central Missouri State

College enrollment has increased from 2,549 in 1957 to 11,080 in 1967. The total enrollment figure includes 9,629 students on campus at Warrensburg and 1,451 students at the College's Jackson County Residence Center in Independence, Missouri. Still, the administration and faculty think it necessary that some off-campus counseling be done.

All high schools in Missouri are required to administer various tests to the graduating seniors in April and May prior to their entering college the following Fall. At present, the School and College Aptitude Test and the Missouri College English Placement Test are required for entrance to Central Missouri State College. Class rank is determined entirely by marks or grades made by each individual student and are calculated by the school officials. Missouri high school seniors ranking in the upper two-thirds of their graduating class are admitted in good standing. The schools in our college district have cooperated in sending the class rank and test scores on the various required entrance tests to the College. Those ranking in the lower one-third may be admitted to CMSC only on scholastic probation. In order for the student who is on scholastic probation to continue beyond the first term, he must earn a 1.0 or above. During the second term, this student must earn a 2.0 (C average) or have a cumulative average of 1.5 or above to be eligible to continue. By this procedure practically every graduating senior from our high schools is given an opportunity to enroll in college. It is apparent that all high school seniors cannot do college level work; but since our colleges are state supported, it seems evident that high school graduates should be given a chance to attend state colleges.

Dr. Harold L. Young, Director of Field Services, Central Missouri State College, is responsible for all field service at the college. Dr. Young was chosen to fill this position because of his wide range of successful experiences in Missouri public schools before joining the college faculty. He has served as classroom teacher and administrator; prior to assuming his present duties he was area Supervisor of Instruction for the State Department of Education. The Director has implemented a number of programs for reaching prospective students. Some off-campus counseling is purely incidental. Among the planned activities the following have proved to be particularly effective:

(1) Career Day

Career days are held by many high schools. They provide a situation in which representatives from practically all career areas and higher learning institutions are invited to the particular school. The counselor usually organizes a rotating system through which a student may hear a representative from the college or career discuss the advantages, disadvantages, cost, requirements for entrance, and many other items of interest to the student. Of course, this type of high school activity gives the student a chance to visit personnel from the various occupations which would probably not be possible otherwise. We really have no way of knowing just how effective this procedure is in informing students or just what percentage eventually enroll in a given institution, but the career institutions and

colleges are always in attendance if given an invitation.

(2) Home Visits

I was employed by the College in the Fall of 1963. The Director of Field Services has asked me to help on numerous occasions in making contacts. By far, the greatest portion of my time in the field has been spent in making personal visits. A great portion, approximately 20% of our students, come from the Kansas City area. Because of the location of Central Missouri State College Residence Center, it is possible for our faculty there to arrange personal interviews with graduating seniors in the area. The appointments are made several days in advance by telephone or personal contact. Since the students are in high school and both parents are generally employed outside the home on week days, it is imperative that the appointments be made for Saturday. Not more than six appointments per day are made for each field counselor; therefore, the counselors are able to spend approximately one hour with the student and parents, which is certainly not too much time to answer the many questions. I am convinced that the home visit is worth much more than a telephone call or career day contact with an outstanding student. Frequently, the problems involved are personal and cannot be solved unless both parents and student are present. My experience has been that approximately 95% of the appointments will be kept; on the other hand, if the field representative is merely given a list of graduating seniors for a particular school, it would be possible to work all day and not accomplish much. On several occasions, applications for admission are filled out during the visit for as many as four of the six students visited. There will be days, of course, when it is doubtful that any of the students visited will enroll.

The time during the senior year when the students are contacted is very important. I have no statistics to verify my opinion, but I think most decisions as to which college to attend are made in the early part of the final semester's work of high school. If this is true, the appropriate time for the home visit is in February or March. It is the good student in whom we are interested, and he will choose a college early. Also, the period immediately following graduation is sometimes a very fruitful time to make contacts. This is a period when the student feels that a decision must be made.

Mr. Carmie Casady, Director of Technical Education, has been a member of the faculty for fifteen years. He has been asked to make many of the home contacts. He has this to say concerning the effectiveness of home visits:

"In an attempt to secure the most desirable students for Central Missouri State College, a plan has been devised for personal counseling with the parents and prospective students at the parents' homes. Appointments are set up in advance and a field representative is able to fill five appointments each day. Consulting directly

with the students is the reason that Central Missouri State College has been able to get more than their share of the top ten per cent of the high school graduates in the college area."

(3) Senior-Parent Day on Campus

Each year in November the College designates a day as Senior Day and a day as Parents Day. Schedules for each of the two days are passed on to the school officials and to parents. A program is planned to start at 9 A.M. The noon meal is planned in such a way that parents and students may eat together in a dormitory on campus. The day is generally selected so that some sort of recreation such as a football game is scheduled for afternoon entertainment. A guided tour of the college facilities is provided on each occasion.

If I were judging the various activities which are sponsored by Field Service, I would say these two days do more for public relations than any of the activities. The College has found from past experience there will be about 2000 in attendance each day.

(4) Planned High School Visits

The procedure for visits to the schools is well organized. Several weeks in advance, the administrators of the various schools are contacted by the Field Service Director for an appointment. These visits are strictly a service performed for the school. The college representative merely makes himself available for personal interviews with graduating seniors. Often the representative is asked to talk to the senior class. These visits are made in November and in the spring of each year. They are made possible by the close working relationship between Dr. Young and school administrators.

These procedures used by Central Missouri State suggest that many modifications could be made in methods for contacting prospective students. Though the College concentrates on reaching the superior student, the top ten per cent of each graduating class are not the only students contacted. The college representatives visit with any students who wish to discuss college entrance problems.

These procedures for counseling are not designed only to secure top students for any single department within the College. All departments benefit from the program. The Agriculture Department, for example, had 62 majors in 1962. This fall, after all tabulations were made, we found that we have 286 majors. The Agriculture Department was staffed by two members in 1962. Beginning the winter term, 1967, the staff will include seven full-time members. We know that some of this growth is due to Field Service counseling. The remainder is a result of natural growth.

Summary:

I will not hesitate to say that the Field Service Director selects his field counselors very carefully. Needless to say, the counselors must be individuals of high moral character and be especially dedicated to Central Missouri State College. As much damage as good can be easily done by the representative. The counselors must be people who are familiar with enrollment procedures, catalogues, and regulations

of the College.

Counselors should be courteous at all times and be appropriately dressed. The student 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.