

There Has Been So Much Emphasis in Recent Years on Science and Research, That It is Well to Remember That One Major Area of College Activity Has Not Been Neglected — In Fact It Has Been Strengthened — and That is

TEACHING AND COUNSELING THE COLLEGE STUDENT

By Darrel S. Metcalfe

Our big universities are doing such exciting wonders in research that some people may wonder whether the student is getting the attention he needs. I assure you, he is.

At The University of Arizona, College of Agriculture, we try never to lose sight of the fact that teaching and counseling of students still constitutes the heart of any great university. Though far less heralded, this basic work is getting more and more attention from the faculty.

Our Finest Product

I believe I can speak for the entire faculty in saying that the product of which our institution is most proud is the graduating student who is well trained and spiritually, culturally and socially prepared to cope with the complex problems of our civilization.

We are fully aware of the responsibility of helping direct the lives of America's leaders of tomorrow, and we strive to do the very best job that we can possibly do.

Still, we are never really satisfied with the job which we are doing.

Each year a committee in our College of Agriculture studies our curriculum. Should new courses be added? Old ones dropped? Do some courses need revisions? Have we left a single stone unturned in our search for new ways of turning out a better agricultural graduate?

Last July a special committee was appointed to make a two year study in depth of our curriculum. All avenues of possible improvement will be pursued.



COUNSELING STUDENTS in our College of Agriculture is a person-to-person activity. Each student is treated as an individual, and his course work is selected just for him, to fit his background, needs, ambitions and capabilities. Here Terence Taylor of Yuma (center) has encouragement from Director Metcalfe (left) and Dr. Donald E. Ray, as Taylor studies a University of Arizona catalog.

It's a World of Change

We constantly remind ourselves that today's world changes rapidly. Just as new knowledge out-dates old knowledge, new teaching and counseling techniques may out-date old ones. Today's sleek, new model is destined for tomorrow's junk heap. A professional man can get behind the times so fast these days that he can never rest easy. He must never stop studying and learning. His mind must continue to grow. With these circumstances we are fortunate, indeed, that the human mind is the only known container which increases in capacity as you put more and more into it.

What often is overlooked is that teaching and research are not opponents. True, they compete for the professor's time, but a good faculty member does both and finds that each complements the other. New knowledge gleaned from research by the Agricultural Experiment Station is quickly transferred to the classroom, better preparing students for the stiff competition of jet-age agriculture and agribusiness.

Conversely, the research professor solidifies his knowledge and gains in-

spiration from classroom teaching. Furthermore, students take part in research, gaining knowledge that often goes far beyond the textbooks.

Extending New Knowledge

Also, through the Agricultural Extension Service there is a two-way flow of information between the College of Agriculture and Arizona's farmers and ranchers. New knowledge is quickly applied on the farm and ranch, and the problems of the farmers and ranchers are quickly taken to the laboratory and university farms for research. Information from this arrangement also is taken to the classroom, giving agricultural students practical knowledge of actual farm and ranch operations.

Teaching benefits as a result of the college's research and extension activities.

Aiding the Bewildered

Realistic counseling sometimes saves students who may become confused in the complexities of modern career requirements. The college can

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point to many cases where this has happened.

Actually, counseling is the responsibility of every staff member, either formal or informal. It is our hope that no student fails because of lack of good counseling, and that counseling gives students an opportunity to obtain a college education, grow spiritually, culturally and socially, and to assume leadership and accept responsibility.

It is the counselor's duty to encourage students to become well adjusted human beings as well as good students. Through the system of having advisers assigned to students, staff members can give students the individual counseling they need.

Counseling Begins Early

Every student who enters the College receives a personal letter from the Director of Resident Instruction as soon as he is admitted to the College. He receives another letter in August.

Advising begins before registration in the fall. All new students meet the staff and other new students in a meeting during Orientation Week.

Although each student is assigned an adviser when he enters the college, the student need not declare his major until the end of his sophomore year. When this happens, the student is assigned an adviser in the department he has chosen, and that adviser usually continues in that capacity during the remainder of the student's college career. This gives the student the advantage of having an adviser with special knowledge of his chosen field.

Student advisers may or may not have scheduled hours, but they are always available to students who wish either to walk into the office or to make an appointment.

In addition to academic counseling, advisers do personal counseling. But when matters come up for which the regular advisers are not trained, the student is referred to specialists in the University Counseling Bureau.

Friendships Which Last

Warm friendships which continue long after graduation often develop between students and advisers. It is not unusual to see advisers near the head of the list when students send out wedding invitations.

Sometimes the counselor solves a student's problem simply by referring to the University catalogue to see what courses he needs for the career

Frank Todd, Bee Man With USDA 34 Years, Retiring

The many friends of Frank E. Todd will be interested to learn that he retired from government service last Oct. 1, after more than 34 years with the U.S. Department of Agriculture. His entire career with USDA has been devoted to research on honey bees.

During and previous to this time, Mr. Todd has traveled extensively all over the world. He has made many valuable contributions in the fields of pollination, bee nutrition, bee diseases and other studies, so that today he is a recognized national and international authority on honey bees.

From 1949 to 1961 Mr. Todd was stationed on the campus of The University of Arizona, where he was in charge of the Southwestern Bee Culture Laboratory of the U. S. Department of Agriculture.

he wishes to pursue. At other times, the counselor's most effective tool is simply to be a good listener.

All of the latest techniques, including visual aids and demonstration materials, are made available to make teaching as efficient as possible.

Classes quite often make trips on campus, in the community, and in the state while studying certain courses.

Faculty members who excel in teaching receive recognition and salary increases just as those do who do outstanding work in research and Extension.

Helping Find the Way

To make sure that students understand our college, all freshmen are required to take a special course called "Introduction to Agriculture." This is a one-unit course in which university and college regulations are discussed, along with career opportunities available in agriculture.

High scholastic standards are promoted by encouraging superior students to take part in the Honors Program and the Honorary Agricultural Fraternities. Alpha Zeta and Gamma Sigma Delta, encourage good scholarship and so recognize it.

To develop leadership, the students have an Agricultural Council composed of junior and senior representatives from the various agricultural clubs in the college.

During his residence in Arizona Mr. Todd frequently cooperated with the research staff of The University of Arizona Agricultural Experiment Station in various investigations involving the use of honey bees for pollination of important agricultural crops. Between 1951 and 1961 he also taught Entomology course 114, "The Honey Bee," to large classes of interested students from the College of Agriculture and other colleges within The University of Arizona.

Mr. Todd left Arizona in 1961 to become Chief of the Apiculture Research Branch, Entomology Research Division, Agricultural Research Service, USDA, Beltsville, Md. In this capacity he has contributed materially to the improvement of Apicultural Science on a national level. In Arizona, he will be remembered for his efforts in behalf of the new USDA research laboratory at Tucson for work in apiculture and other agricultural sciences, for which ground was broken last August.

Within the college there is the Student-Faculty Relations Committee, composed of 10 undergraduate students, one graduate student, and three staff members representing the various disciplines. This enables the students and staff to discuss mutual problems for the benefit of all.

Advisers often counsel with parents who come to the campus or who write or call concerning their children. On "Parents' Day," many parents come to the campus and visit with the departments and administration.

Even after the students leave the college and go their separate ways, our interest continues. An Agriculture Newsletter is published twice a year. And the student-professor, advisee-adviser relationship continues as the new graduate goes out into the world.

For the older man, back in classroom and laboratory, is still the counselor, writing letters of reference and recommendation, advising the graduate which of several job offers has greatest promise for sturdy professional growth. And when later on the graduate changes employment, buys or manages another ranch, makes any professional decision of major importance, he is apt first to sit down and pen a letter: "Dear Professor . . . I'd like to ask your advice about . . ."