

5-1-1960

GO for a Better Lawn!

Eliot C. Roberts
Iowa State University

Follow this and additional works at: <http://lib.dr.iastate.edu/farmscience>

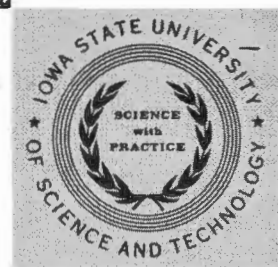
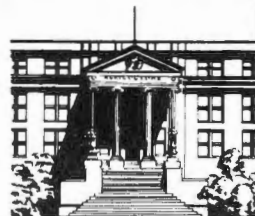


Part of the [Agriculture Commons](#)

Recommended Citation

Roberts, Eliot C. (1960) "GO for a Better Lawn!," *Iowa Farm Science*: Vol. 14 : No. 11 , Article 3.
Available at: <http://lib.dr.iastate.edu/farmscience/vol14/iss11/3>

This Article is brought to you for free and open access by the Iowa Agricultural and Home Economics Experiment Station Publications at Iowa State University Digital Repository. It has been accepted for inclusion in Iowa Farm Science by an authorized editor of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.



Your College of Agriculture Reports...

RESIDENT INSTRUCTION

by Louis M. Thompson

STUDENTS entering the College of Agriculture at Iowa State today find a variety of personal services available to them. Many of these weren't available to their fathers who attended Iowa State 30 years ago. Major developments since then include the testing and counseling service available, a broad scholarship program and a placement office to help graduates find suitable employment.

For this year's report, let's take a look at these services and what they mean to students in the College of Agriculture.

Testing, Counseling . . .

All students entering any of the colleges at Iowa State take a battery of tests. These include the American Council on Education aptitude test, tests in English and mathematics placement, and tests in reading speed and comprehension. The purpose of these tests



LOUIS M. THOMPSON is associate dean of the College of Agriculture and is in charge of resident instruction in agriculture at Iowa State.

and their results is to help students make the most of their talents and capabilities. The scores are kept in a confidential file by each student's faculty adviser.

There are 45 faculty advisers in the College of Agriculture. They're especially selected to advise the approximately 1,800 students enrolled in Agriculture at Iowa State. Acting as an adviser is considered a part of teaching. This very personal form of teaching by an adviser can have a great influence on a student's life. Most student-adviser conferences are related to a decision that the student must reach.

For his part, a faculty adviser learns about the personal interests and problems of his students. He encourages the student to plan a program that will provide a suitable balance between classroom activities and the extracurricular activities that help develop leadership and personality.

One of the major lessons we've learned through experiences in testing and counseling or advising is that the range from high to low which we find in test scores is related more to *speed* than any other single factor. A "slow" student, for example, will fail if given the same schedule given to a "fast" student. But, with a lighter schedule and advice on the proper use of his time, the "slow" student will do creditable work.

Another thing we've learned is that the great majority of students *have more ability* than they *think* or *believe* they have when they enter college. One of the important contributions that an ad-

viser can make to a student's success—both in college life and later—is to help him develop confidence in himself.

In June 1960, the College of Agriculture will provide an opportunity for new students in Agriculture to come to the campus for a 2-day program of testing and counseling. During a 2-day period, each student will meet his faculty adviser and plan his first quarter's schedule of classes. There is a choice of three periods: June 13-14, June 20-21 and June 27-28. The first day in each case will be devoted to testing. The second day, he'll meet with his faculty adviser and start getting acquainted with college life.

About High School Grades

We've completed a study of 286 students in the 1958-59 freshman class in the College of Agriculture to learn more about the relationship among college grades, high school grades and the results of aptitude tests. We found that *the best single record for predicting success or failure in college is the high school grade average!* The high school grade record pretty well reflects motivation and study habits. Most students tend to carry on the same study habits in college that they developed in high school.

The grading system in college is similar to that in high school: a "4" represents an "A", "3" is a "B", "2" a "C", "1" a "D" and "0" an "F." One of our important findings was that all students who had less than a "2.0" or "C" average in high school also made less

than a 2.0 average in the first year of college.

Of the 95 students who made 3.0 (B) or better in high school, 18 made 3.0 or better in college; 50 made between 2.0 and 3.0 in college; 27 made below 2.0 in college. Most students who find their grade average dropping as much as the latter group are "shocked" by the experience. In high school, they were considered smart and were able to compete successfully without doing much homework. Mainly, their study habits weren't adequate for the more rigorous requirements for success in college.

The average of the high school grades of these students included in the study was 2.76. The average of their college grades was 2.00. In other words, the average drop in grade from high school to first-year college was 0.76. This by itself, however, can be misleading. As an old expression goes: "A man can drown in a stream that has an average depth of only 6 inches."

Actually, some students made better grades in college than in high school. Others allowed their grades to drop considerably more than the average 0.76 from high school to first-year college.

The fact that many students do make lower grades in college—particularly in the first year—is taken into account by allowing a 1.5 average to be a satisfactory minimum for the first year in college. But a student must raise his average to 2.0 before he graduates.

Competition in college is greater than in high school. In 1959 about 87 percent of all freshmen at Iowa State were from the upper half of their high school classes.

Students not in the upper half of their high school classes may be admitted to Iowa State after testing and counseling. Sometimes low grades in high school are made by students with remarkable ability who simply weren't challenged to do better in high school. A single example: Several years ago, as an adviser, I counseled a student who had a 1.86 or "high D" high school average, but he had made a high score in

his preliminary entrance tests. With this called to his attention, he responded by making a 3.64 or "moderately high B" average during his first quarter in college.

So, while the high school average is the best single factor to consider, an adviser can do his best job if he has the confidential results of the college entrance test scores to consider along with a student's high school grade record. This year our faculty advisers will also have available the American College Test scores from the new statewide program of testing high school seniors.

Graduate Placement . . .

While we can't positively guarantee a job for every graduate in Agriculture, there are definite efforts to help each graduate find suitable employment. Our placement office in the College of Agriculture not only helps the new graduates each year but also helps former students find new jobs.

The placement office serves as a medium of exchange of information between students and former students looking for jobs and the organizations, businesses and industries looking for employees. Many of the job prospects are handled by correspondence. Companies write in for the names of students who have certain qualifications. Former students, likewise, write in for the addresses of organizations, companies or indi-

viduals looking for qualified people.

More and more companies each year schedule interviews on the campus through the placement office. In 1958-59, 644 interviews were scheduled through the placement office by 38 personnel officers or representatives of various organizations and industries.

A survey of those graduating in Agriculture at Iowa State from 1932 to 1952 showed that 40 percent were employed in an agricultural business or industry. Another 20 percent were engaged in farming or farm management, and the remaining 40 percent were engaged in professional agriculture such as research, extension, teaching and government service.

Opportunities for our graduates in Agriculture have been good. The average *starting* salary for graduates with a Bachelor of Science degree in Agriculture appears to be about \$4,800 a year in 1959-60. The average starting salary for graduates with Ph.D. degrees in Agriculture currently is about \$7,000 a year.

About Scholarships . . .

A new office at Iowa State is that of the Secretary of the Awards and Scholarship Committee. Hundreds of scholarship applications are received during the year, and each requires careful study and consideration. During 1960-61 this committee will select



Russell M. Vifquain (left), placement officer for the College of Agriculture, discusses employment opportunities available with Donald Stengel, a senior in animal husbandry from Story County.



RECEIVED
IOWA STATE UNIVERSITY

Penalty for private use to avoid payment of postage \$300

Agricultural and Home Economics Experiment Station, Iowa State University of Science and Technology, Ames, Iowa

Floyd Andra Director

Form IFS Permit No. 1116

POSTMASTER: Please return FREE if unclaimed. See Postal Laws and Regulations.

recipients for at least 172 scholarships in Agriculture. These scholarships range from \$77 to \$1,000, for a total of \$43,170.

New students will receive 59 of these scholarships. Most are given on the basis of financial need, and all are awarded to students in the upper half of their high school classes.

Scholarships Available to Students Enrolled in the College of Agriculture, Iowa State University of Science and Technology.

Scholarships available	Number available	Amount of each	Total amount
Agricultural Marketing Industries		\$ 250	\$ 2,250
Farmers Elevator Service Company	2		
Western Grain and Feed Association	2		
Sioux City Grain, Feed and Seed Association	1		
The Quaker Oats Company	2		
Farmers' Grain Dealers Association	2		
Alcoa Foundation	5	250	1,250
Borden Award	1	300	300
C. H. Chase Honorary	1	200	200
C. Y. Stephens	4	150	600
Charles Pfizer	1	250	250
Chicago Farmers' Club	1	200	200
Chicago and North Western 4-H	1	300	300
Delicious Apple	1	200	200
Donelson	1	100	100
Eli Lilly Advanced Curriculum	10	600	6,000
Farmers' National Farm Management Company	1	250	250
Federal Land Bank of Omaha	2	300	600
George Gund	10	300	3,000
H. K. Wilson Advanced Curriculum	1	600	600
Henry Field Seed & Nursery	1	250	250
Industrial Education	4	77	308
International Milling Company	2	300	600
Iowa Crop Improvement Association	1	200	200
Iowa Hoo-Hoo Club	1	231	231
Iowa Limestone Association	1	200	200
Iowa Masters Farmers' Club	2	200	400
Iowa Pest Control	1	100	100
Iowa Sheep and Wool Growers' Association	1	231	231
J. R. Watkins 4-H Club	1	150	150
Klau-Van Pietersom-Dunlap	1	1,000	1,000
Knights of Ak-Sar-Ben	36	100	3,600
Lane-Wells—George W. Catt	5	300	1,500
Luther Vinton Rice Advanced Curriculum	24	200	4,800
Moorman Manufacturing Company	5	300	1,500
Mortensen Memorial	5	300	1,500
National Plant Food Institute	1	200	200
Paul P. Stewart Memorial	1	300	300
Poultry Industry of Iowa	2	300	600
Ralston Purina	1	500	500
Rath Packing Company	1	500	500
Sears-Roebuck Foundation	24	300	7,200
Spokesman Press	1	200	200
WMT Farm Radio	1	1,000	1,000
TOTAL	172	—	\$43,170



George Boehnke (left) and Jerry Ladman (standing) of the Awards and Scholarships Committee talk over scholarship possibilities with John W. Syndergaard (right), dairy husbandry student from Hillsdale, Wis.

Scholarships that are available to students in the College of Agriculture are listed in the table.

Application forms for these scholarships have been sent to every Iowa high school and generally are available from the superintendent's office, the guidance counselor or the vocational-agriculture teacher. The county extension director in each county also has a supply of scholarship applications.