

THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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TWENTY-FIFTH ANNIVERSARY OF THE FOUNDING OF THE COLLEGE OF EDUCATION

This issue of the Visitor is devoted to a recognition of the twenty-fifth anniversary of the founding of the College of Education, University of Minnesota, and in honor of one of its distinguished faculty members. For a quarter of a century the University of Minnesota has, through the College of Education, played a significant part in the development of the program of education in Minnesota. In this college many leaders in education have been trained and through the leadership of the college opportunity has been afforded the teaching personnel to maintain a dynamic philosophy of education through opportunity for continued technical and professional study. For twenty-five years a great many well prepared, conscientious, serious-minded men and women have served as members of the College of Education faculty. These people have unselfishly devoted themselves to the problems of developing through research a sound science of education, to the thorough training of young people for service as teachers and to maintain a progressive leadership in providing a suitable education for the citizens of the state.

Agricultural Education

The Department of Agricultural Education, which is a part of the College of Education, has devoted itself primarily to the problems of preparing teachers of agriculture for the secondary schools of the state. This department has been in existence for eighteen years. Dr. A. V. Storm, who has been head of the Department of Agricultural Education since its beginning, holds the honor and distinction of having served longer on the College of Education faculty than any other of its present members. Dr. Storm came to the University of Minnesota as Professor of Agricultural Education in 1912. Thus for eighteen years he has given continuous service and leadership in the Department of Agricultural Education and in the College of Education. In appreciation of his services in the College of Education, Dr. L. D. Coffman writes that: "Dr. A. V. Storm has been a member of the staff of the University

of Minnesota for eighteen years. During all these years he has been conscientiously and diligently devoted to the work of his high office; he has been loyal in his relations to his associates and to the administration; he has been patient and helpful in his consideration of the welfare of his students; he has sought by every reasonable means to stimulate scholarly effort on the part of those around him. The entire tenure of Dr. Storm has been characterized by an attitude of professional zeal and idealism and optimism that one finds all too rarely among those engaged in academic pursuits."



DR. ASHLEY V. STORM

In reviewing the many activities and services of Dr. Storm, Dr. M. E. Haggerty, Dean of the College of Education, states that: "I knew him first when I came to the University of Minnesota in 1915. It was in his home that I first had the opportunity to meet a number of

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THE STAFF

A. V. STORM

A. M. FIELD

V. E. NYLIN

the members of the University faculty and I remember very well the pleasant evening which Mrs. Haggerty and I there enjoyed. When I became dean of the College in 1920, he was one of the first to talk with me about my work and to lay before me his hopes and plans for the development of his unit of the College of Education. In the ten years which have passed he has been one of my most constant and efficient aids in the administration of the College of Education. I have known few men anywhere more devoted to the cause of education and the cause of agricultural education in particular than Dr. Storm. He has been constant, co-operative, and intelligent, and has rendered notable service not merely to the University of Minnesota but to the state. Devotion such as his is what makes the University."

A. M. F.

HISTORY OF AGRICULTURAL EDUCATION IN MINNESOTA

Minnesota was the first state in the Union to establish a successful special secondary school for the teaching of agriculture. This school, which was founded in 1888, is the Central School of Agriculture, University Farm, St. Paul. Minnesota now has three other similar schools located at Crookston, Morris, and Grand Rapids. Minnesota was also one of the first states to organize a system of special agriculture departments in the state public high schools.

In 1909 the legislature provided annual state aid of \$2500 each for ten public high schools that should maintain departments of agriculture, home economics and manual training. The following schools were designated by the high school board: Albert Lea, Alexandria, Canby, Cokato, Glencoe, Hinckley, Lewiston, McIntosh, Red Wing, Wells.

The results obtained by these schools were so evidently satisfactory that the legislature of 1911 increased the number that might receive the \$2500 annually for maintaining departments of agriculture, home economics and manual training to thirty. The same legislature passed the Benson-Lee act granting \$1000 state aid to at least 50 additional schools that should maintain in each a department of agriculture and also either a department of domestic science or a department of manual training. The High School Board in 1912-13 had selected 105 schools to receive the special aid. The legislature of 1913 removed the number limit of these two classes of school and increased the amount of aid to the schools formerly called Benson-Lee schools from \$1000 to \$1800. In 1913-14 there were 136 high schools that fulfilled the conditions of the law and in addition 84* consolidated schools and other graded and high schools offering agriculture courses as part of the curriculum.

School Farms

In 1912-13, sixty-six schools provided school farms varying from one-fifth of an acre to twenty-eight acres in size. A total of 531 acres of land were used in connection with the departments of agriculture for such activities as the demonstration of variety tests of the grains, for so-called breeding plots of corn, land clearing demonstrations, fertilizer trials, or quack grass eradication. In some departments the land was used for gardens by pupils of the schools.

Short Courses

It was during this period that the idea of instruction of the out-of-school youth and the adult farmer was started. This instruction took the form of short courses held in the various communities. The first short course in Minnesota was held at Albert Lea, January 3-8, 1910, while E. M. Phillips, now Director of Vocational Education in Minnesota, was Superintendent of Schools. In the announcement of the first short course he says, "We believe that it marks an epoch in the history of education that a high school should undertake a work of this kind. Too long has the criticism been made that the public schools are out of touch with this industrial age in which we are living. Too long have they been charged with directing attention toward everything that is not worthwhile to the average man and woman after they have left school. It is for the

* Storm, A. V. Unpublished study, 1915.

purpose of reaching the actual farmer who has not had the opportunity for instruction in agriculture that this short course has been planned."‡

During the year of 1912-13 the State Department of Education published the first bulletin with a suggested course of study in agriculture for the schools of Minnesota. The present program of Agricultural Education in the high schools provides for departments of vocational agriculture in fifty-nine high schools and for state-aided departments in thirteen schools in Minnesota.

The emphasis of the instruction is put on all day work for high school students, evening school for farmers, and part time work for farm boys out of school. Practically all of the school farms have been discontinued and the farms of the community have become the basis for developing local courses of study. Each student is encouraged to engage in a study of the problems that are most appropriate to his needs.

V. E. N.

‡ Announcement, Farmers' Short Course, Albert Lea, Minnesota, January 3-8, 1910, p. 2.

A Superintendent's Point of View Regarding the Place and Value of a Department of Agriculture in the High School

In Austin we are thoroughly sold on the value of a Department of Agriculture in the high school, and this includes the Superintendent, the Board of Education, the faculty, the students in the department, the business men of Austin, and the farmer community.

The proof of the pudding is in the eating of it, and the value of a Department of Agriculture is in the practical results achieved.

Out of one hundred and forty-two boys enrolled in Vocational Agriculture during the past four years that Mr. W. G. Wiegand has been in charge, one hundred and five, or seventy-three per cent, are now farming or have definitely decided to farm. Of these, sixty-seven boys, or forty-seven per cent, have entered farming occupations, and twenty-six per cent have definitely decided to farm. Thirty-six boys have entered related occupations such as cow testing, feed selling, ice cream making, and herding. Six boys are enrolled in agricultural colleges and three have definitely decided to enroll. Only thirteen boys, or nine per cent, are now enrolled in work including carpentry, mechanics, plumbing, drug clerking, and general education. Out of these thirteen boys in related work, eleven took only one year of agriculture while in high school, and two completed two years of high school agriculture work. Out of the one hundred and five boys now engaged in agriculture or about to enter the vocation, fifty-three had three years of agriculture and fifty-two had two years of agriculture in the high schools.

Evening School

During the past four years that Mr. Wiegand has been in charge of the high school agriculture, nine adult evening classes in vocational agriculture work

were conducted, with a total enrollment of 297 adult farmers. An evening class is being conducted this year at the Corning Creamery with an enrollment of forty-five adult farmers. This is the fourth year that an evening class is being conducted in the community. The interest shown by all of these farmers and the fact that they have tried out the various projects discussed is evidence of the value of the work.

Farm Practice

All of the students in the regular vocational agriculture classes have carried on improved practices on their home farms as part of their agriculture work. Forty-four boys established alfalfa plots on their home farms. The Vocational Agriculture boys have raised a large percentage of the ton-litters in the pork production contests. The boys this year conducted a series of demonstrations using commercial fertilizer on corn which showed an average increase of seventeen bushels per acre over no fertilizer. The average cost of fertilizer was less than \$2 per acre.

Many of the boys and members of evening school classes have made soil surveys, established sweet clover pastures, practiced swine sanitation, tested the dairy herds for butter-fat production, established a definite rotation, grown standard grain varieties, purchased pure-bred sires, and many other improved practices.

The above facts giving the results of the agriculture course in the high school is abundant evidence that the Austin community gets more than value received from the investment.

S. T. Neveln,
Superintendent of Schools,
Austin, Minnesota

CHANGE OF CURRICULUM FOR TEACHERS OF AGRICULTURE

For many years students in the University preparing to teach agriculture in the public schools have followed a prescribed curriculum prepared by the Division of Agricultural Education. This curriculum is the same during the freshman and sophomore years as that pursued by other students in the College of Agriculture. At the beginning of the junior year students preparing to teach pursued a special curriculum in which the agricultural courses were largely designated and in which they were required to take the twenty-four quarter credit hours in Agricultural Education necessary to obtain a teacher's certificate. In addition to these two groups of courses they were allowed nineteen quarter credit hours of free electives. This provided a course well distributed over the various subject-matter fields of agriculture which the prospective teacher would be expected to cover in his public school teaching, giving him a broad general preparation in agriculture but not over emphasizing any one subject.

By recent action of the faculty of Agricultural Education, later approved by the faculty of the College of Education and the authorities of the College of Agriculture, a change has been made by permitting a student to either follow the plan and course as in recent years or by making his preparation through the major-minor-elective system as has been done in many of the subject-matter divisions in the College of Agriculture. This method as distinguished from the designated and prescribed curriculum method provides that a student shall, during his junior and senior years take:

- A. A major of 24 to 36 credits in: (1) Agricultural Economics and Farm Management; or (2) Agricultural Education; or (3) Agricultural Engineering; or (4) Agricultural Sciences; or (5) Animal Industry.
- B. A minor of 18 credits.
- C. Limited electives of 18 credits selected outside the major and minor groups above, and
- D. Enough free electives to complete graduation requirements.

In fulfilling the major-minor-elective plan an agriculture student who desires the certificate to teach will take 24 hours in Agricultural Education courses, 21 of which are required, and 3 electives. These 24 credits can be taken under the

major, minor or elective requirements. For example: A student can major in Animal Husbandry (or in any other division offering a major) and still fulfill the requirements for teaching agriculture in the Minnesota public schools provided he includes in his curriculum 24 hours in Agricultural Education and fulfills the other requirements for graduating from the University.

This new plan makes it possible for a student to major in any one of many subject-matter fields and still complete the requirements for receiving his certificate for the teaching of agriculture in Minnesota. Great care will be needed to see that the prospective teacher utilizes his electives, both limited and free electives to give him as nearly a balanced preparation as it is possible to obtain on the major-minor-elective system. A teacher of agriculture in the public schools, unlike a teacher of agriculture in college, must be acquainted with practically every department of subject-matter in agriculture that is taught in college. Very narrow subject-matter specialization will leave him unprepared to teach properly those public school agriculture topics which lie in other fields than those of his narrow specialization, so in his preparation distribution of these minor and elective fields must receive special attention by the student and by his advisor.

In the operation of this major-minor-elective option the student and his advisor should keep in close contact with some member of the faculty of Agricultural Education unless the advisor himself be a member of that faculty, in order that the student may so distribute his minors and electives that he may be prepared for the great diversity of duties which he will be called upon to perform in teaching agriculture in the public schools.

This arrangement makes it possible for the prospective teacher of agriculture to pursue one of three plans, the prescribed curriculum plan which has been in operation for many years, the major-minor-elective plan in which he chooses another major than in Agricultural Education and the major-minor-elective in which he chooses Agricultural Education for his major.

The new plan does not reduce in any way the amount of work in agricultural education required of the student.

A. V. S.