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DONALD DAILEY, AMERICAN FARMER, WINS THE RED OIL CAN

The thrill that comes but once in a life time came to Donald Dailey December 13th when Dean E. M. Freeman, in the rôle of Santa Claus, presented him with the historic red oil can at the annual Christmas assembly for the students and faculty in the College of Agriculture. This incident may signify little to some readers of this story, but it packs a mighty punch to the students at University Farm. Although it is only a little red oil can, it symbolizes a sacred tradition in the College of Agriculture activities. Each year since 1916 this unique trophy has been awarded by the student council to a student or faculty member as a token of recognition for high achievement in leadership, scholarship and all-around service. Some of the implications back of the famous oil can presentation may be too subtle for human understanding but the more tangible basis for the award can be gained from the following statement by Santa Claus Freeman when the award was made to the much surprised and thrilled Donald Dailey. (And was his face red?)

"Not so much because you have maintained an honor average of scholarship, nor because you have represented this college on several Intercollegiate Stock Judging Teams, nor because you have been the second young man from the State of Minnesota to receive the highly prized degree of "American Farmer," not even because of your numerous and valuable contributions to student activities, but because of your friendly spirit, your good fellowship, and the popularity these have justly brought to you, we award for the coming year the custody of the historic Red Oil Can."

Why Agriculture Teachers Are Interested

There are at least two important reasons why teachers of agriculture in Minnesota are interested in the award this year. The oil can tradition was started by Benjamin Dunn when he was a student in the College of Agriculture. Ben, who was the first student leader to win

the oil can award, is now a successful teacher of agriculture at Rochester, Minnesota. B. F. Dunn dug into his memories and uncovered the following brief story of the origin of the oil can ceremony.



Donald Dailey—a farm boy who has become a leader on the college level. Rural Minnesota needs many of these young men in every community.

Says Ben: "Once upon a time several short years ago, there existed upon the Ag Campus a group of individuals known as the sophomore class of 1916. We had gained a reputation for 'starting things' and doing old things in a new way. Dr. E. M. Freeman, affectionately called 'Doc' by his friends, decided that his life was a bit too monotonous and needed to be shaken up and kept out of the old rut so he bought a fine new Ford. (Ford jokes in those days were produced faster than Ford accessories.) As president of the ambitious sophomore class, I was delegated to ask 'Doc' for permission to present him with some material evidence of our interest and the esteem in which he

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THE STAFF

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was held by our class. Our request to get on the Christmas assembly program was finally granted with the following statement: 'I am a bit suspicious of you and that sophomore class, but go ahead with your plans. I am sure they will be of interest to our Christmas assembly.'

"The red gasoline can was bought and started on its career by being presented to Dean Freeman from our sophomore class. We little realized how famous that red oil can was to become. We compliment 'Doc' for building up the remarkably fine and wholesome tradition that has become a great interest to all real Minnesotans. I am very glad to have had a part in this and am happy to know that Donald Dailey 'got the can' as a recognition and reward for his character, personality, ability and achievements. The fact that a person like Donald received the award this year will add to the honor for next year's recipient."

Donald Dailey is a former student of agriculture in the Pipestone high school and a member of the Future Farmers of America. His achievements are definite examples of the opportunities that are available for farm boys who are members of the Future Farmers of America.

Through the activities of the F. F. A., Donald has learned the fundamental principles of group leadership. Endowed with natural leadership ability, he has learned how to assume responsibility and how to secure worthwhile results from responsibilities delegated to others.

What Is the F. F. A.?

The Future Farmers of America is the national organization of farm boys studying agriculture in the public schools throughout the United States. It is a non-profit corporation designed to recognize and to encourage the natural tendencies of boys to organize themselves into

groups or gangs. The purposes of the organization are:

1. To develop competent, aggressive, rural and agricultural leadership.

2. To strengthen the confidence of the farm boy in himself and his work.

3. To create more interest in the intelligent choice of farming occupations.

4. To create and nurture a love of country life.

5. To improve the rural home and its surroundings.

6. To encourage cooperative effort among students of vocational education in agriculture.

7. To promote thrift among students of vocational agriculture.

8. To promote and improve scholarship.

9. To encourage organized recreational activities among students of vocational agriculture.

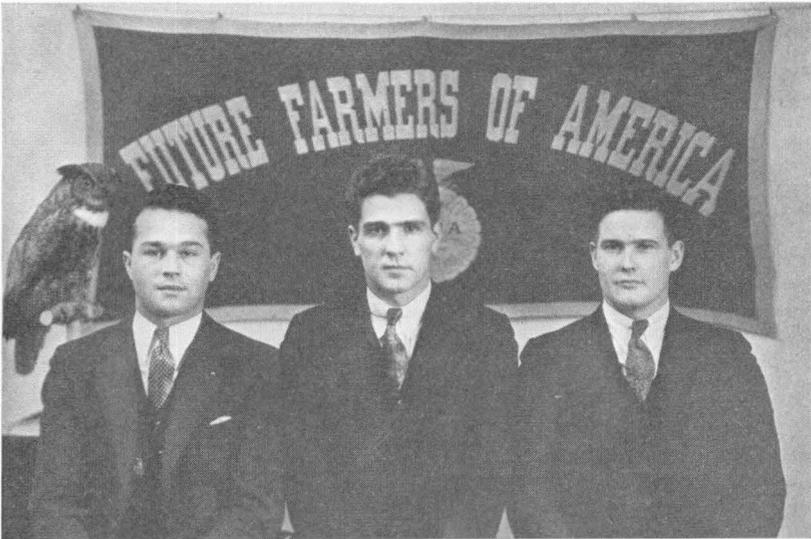
10. To supplement the regular systematic instructions offered to students of vocational education in agriculture.

11. To advance the cause of vocational education in agriculture.

Growth of the F. F. A.

The national organization of the Future Farmers of America was officially started in November, 1928, at the first national convention held at Kansas City. Since that time the growth has been steady and rapid. It now includes associations in forty-seven states and in Hawaii and Puerto Rico and is probably the largest secondary school organization in America. The number of local chapters in the United States is 3,500 and the active membership is over 82,000. This represents a remarkable progress for an organization only six years old. In some of the states the F. F. A. work has become one of the leading activities carried on in connection with the program for teaching agriculture. Illinois has 226 local chapters with an active membership of 4,579. They have 27 boys who have won the American Farmer degree. Ohio has 191 chapters with 4,715 members and 18 boys who have been awarded the American Farmer degree. Texas reports 218 local chapters with 6,144 members. Their goal for 1935 is 335 chapters and 10,000 members. A number of states, especially in the West, report that 100 per cent of the agriculture departments have organized local chapters of the F. F. A.

The program of activity of the Future Farmers of America is centered around the normal activities of rural youth and the organization is destined to become one of the most significant forces in the



Donald Dailey, Norman Goodwin, Waino Kortsmaki

These young men are members of the Future Farmers of America and have won the American Farmer degree, the highest honor awarded by the national organization of the Future Farmers of America. All are excellent students in the College of Agriculture, preparing to become effective leaders in Minnesota's rural life.

The home towns of these boys are proud to claim them as alumni of their high schools: Donald Dailey, Pipestone; Norman Goodwin, Austin; Waino Kortsmaki, Thomson Township, Cloquet.

American youth movement. It provides the older rural youth with the needed opportunities for leadership training, group activities and self-expression that has been denied them in the past. Special emphasis is given to character building activities that are recognized as essential to a permanent and prosperous rural social order.

The fact that the F. F. A. is associated with the activities of the public schools assures its permanency. Each local group has for its guidance a college trained leader who is interested in rural life and in rural people. The leadership activities and the achievements of the young men who are members of the Future Farmers of America become beacon lights to many of the young people in the rural communities throughout the nation. In this way the F. F. A. boys are leading the way to a more complete and happy rural life and are hastening the day when social justice and economic security will be the happy lot of our farmers in every part of America.

—A.M.F.

THE VOCATIONAL DISCUSSION HOUR

I still remember going to high school; but of course it was not so long ago. After all, perhaps we are only boys grown up; but we can grow stale. I maintain that every agriculture teacher should have a "hobby." I am encouraging my boys to have hobbies, by illustrating the benefits from such activities and showing them some of my hobbies. In my Agriculture I class, nearly all of the boys have started a library. Every time that I read or hear about some bulletins or booklets that can be had free, I send for them or have the boys send for them. The boys can get a good set of books on game birds and wild life conservation from *More Game Birds in America*, 500 Fifth Avenue, New York, N. Y.

A quotation from Plato would not be amiss: "Do not then train boys to learning by force and harshness; but direct them to it by what amuses their minds."

Four or five minutes at the beginning of the class hour spent in telling or read-

ing stories frequently paves the way for an enthusiastic class period. Reading inspirational articles I find is a great stimulus to the class as a whole. All of my classes look forward to my reading articles to them. They take an active part in the discussion after the reading. The following is a partial list of some of the material which we have used this year. The articles bearing the asterisks are especially good for vocational guidance.

Vocations*—Proctor. Houghton-Mifflin Company.

Poems of Country Life*—Bryan. Sturges and Walton Company.

Uncle Henry's Letters to the Farm Boy*—Wallace. Macmillan Company.

John Ploughman's Talks*—Spurgeon. Review and Herald Publishers Ass'n. Tacoma Park Station, Washington, D.C.

Young Folks Do Something and Be Somebody*—Wigent. Indiana Historical Commission.

Reader's Digest:

August, p. 29—Dillinger Puts on a Show
p. 41—Uncle Sam Behind the Plow

September, p. 13—Portrait of a Yankee Farmer*

p. 62—Capri, Bird Sanctuary of the Mediterranean

p. 72—Will Civilization Collapse

p. 53—Pain Killer

October, p. 70—Canine Caterer

p. 96—Jungle Fury*

p. 59—Wiles That Win in Football

p. 99—Would You Join a Mob of Lynchers?

p. 105—Neo-Friendship*

p. 107—How To Win a Medal

November, p. 19—All Washed Up

p. 15—Sleep

p. 7—Go South, Young Man*

p. 29—Midget Microbes

p. 88—The Boy Who Could Never Run*

December, p. 45—Don't Growl, Kick

p. 80—In Sickness and in Health

p. 53—Taking the Third Degree*

p. 94—The Grim Society of Termites

p. 105—How To Live on 24 Hours a Day*

p. 66—Wanted: Many Iron Lungs

The Sunshine Magazine—Litchfield, Illinois.

I do not always have a set day in the week that we use these articles—they are

purely spontaneous. If a disputable question arises and I have an article that pertains to it or gives some new angle to the case, we take time out right then and there for that article. I go through the magazines and books so that I am always prepared to read pertinent articles at a moment's notice. A timely discussion is helpful if the students are particularly disturbed about something. For example, we had all the school children examined and vaccinated. They were restless and worked up about it, so we took time out and had a discussion about vaccination, after which I read the article "In Sickness and in Health" from the December issue of the *Reader's Digest*. The result was very pacifying to the students; and after that we had a very good class period.

Psychology is a very interesting study. I like to experiment with the students. Here is an experiment that works nicely. Have a bottle with an elaborate perfume label of some kind on it; then ask them to see which students can detect the odor first when you uncork it. Soon afterward their hands will be waving indicating that they smell the perfume, while all you have in the bottle is plain water. The reaction is interesting. A very good discussion usually follows. It amuses them. Their minds are receptive to learning—a snappy, active class period follows. It gives life and zest to teaching. It is fun and they like it. They pull it on their folks at home. They are motivated.

I like to use the bulletin board. I have on it mostly pictures that can be used to bring out a point, and others that are inspirational to good farming. During hunting season I always have some game displays for them, emphasizing the importance of game birds and animals to the farmer and how he can derive a benefit from them.

I take the boys out on camping trips, and here is one important thing that it accomplishes: those boys who are a little overbearing in their manner toward the other boys soon have this mannerism taken out of them by the boys as a whole. They certainly give them the "Royal Razzberry"; and I do not interfere with them at all. There is no discipline problem. They take care of it themselves.

I feel that the boys should be given a break. Do not force them, but give them responsibility and hold them responsible.

—Ralph V. Backstrom, Carlton, Minn.