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THE ALL-DAY PROGRAM FOR TEACHING AGRICULTURE

The all-day program of training for high school students has, from the very beginning, been regarded as one of the most important phases of the work of the agriculture teacher. During the abnormal conditions at the present time there is danger that the regular high school program may be neglected. This can easily happen because the teachers have so many outside demands on their time in connection with the problems of increasing farm production. Working with adults appears to give more immediate, concrete evidence of needed results. Teachers must, however, be conscious of the fact that the high school boys are playing a very important role in the total war effort.

In order to help keep the all-day program in the foreground, Mr. Leo Knuti, State Supervisor of Agriculture, set aside a half day of the Annual State Conference to be devoted to a discussion of the wartime changes in the all-day course of study. Several teachers of agriculture were invited to present brief statements indicating their way of meeting certain course of study problems in their school. The suggested problems involved included the following:

- A. Selection of content
- B. Time distribution
- C. Coordinating course of study and FFA
- D. Course of study and the farm practice program
- E. Functional operation of individualized study procedures
- F. Selection and organization of course of study materials for girls

In response to many requests for copies of the reports the following extracts have been prepared by some of the teachers who participated in the discussion. Limited VISITOR space does not permit printing all the reports. A few are reported in this issue in the order received. Others will appear in subsequent issues or they will be included in the Conference report from the State Department of Education.

L. H. Thurwachter, Appleton, Minnesota presented the following ideas concerning the problem of organizing the all-day program on a wartime basis:

"The problem of placing the all-day classes in vocational agriculture on a wartime basis is not a difficult task when the teacher of agriculture has had several years of experience in a community and has made surveys from year to year. If his department is organized on a four year basis and his

course of study organized and integrated in keeping with the needs of the community, it can be flexible enough to make changes and place such emphasis as the needs require.

The needs of every community vary. Some areas are adapted to productive enterprises that would be considered minor in others. Therefore, the subject matter will vary, and any emphasis for war needs will be governed largely by the adaptable productive enterprises. Through surveys, then, the needs of the individual farm from which all-day students come should form the basis for class room study. The survey may indicate the appropriate amount of time that should be devoted to any given enterprise. The survey will also reveal information concerning the status of parents.

Parents may be renters or owners. They may have sufficient equipment and capital to operate a farm or the reverse may be true. They may have varying amounts of interest for farming, and insufficient managerial ability. The farms upon which they reside may vary in productivity. Land may be low in fertility, and noxious weeds may require much extra labor. Buildings and fences too may limit efficient farm management. With the farm as a basis under varying conditions such as enumerated, it becomes somewhat difficult to set up a program for the all-day student. Unless the student overcomes such handicaps, the hope for increased production is discouraging.

The plan for each all-day student must of necessity vary with his relationship to the farm. For instance, he may have a partnership agreement in one or more productive enterprises, or a situation where he has rented a farm and is operating it in cooperation with his parents, and in addition to the home farm. Such arrangements, too, call for plans somewhat different than others, and may require more or less individualized study.

Whatever the enterprises may be, they will be of importance in the production of food for the war, because they are inter-related and must be studied with this ultimate goal in mind. In training the all-day student, the teacher of agriculture will need to plan his course of study so as to include such enterprises as will result in the highest possible production.

To produce effectively, there are a number of factors that must be considered. Farm power, machinery, and equipment are of vital

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importance because more must be produced with less prospects of new or additional machinery. Thus, a survey of a community will disclose the extent of repair, overhaul, and general conditioning of equipment. Here the all-day student must be made conscious of providing such service. He should aid in servicing machinery, in the school shop, or farm, and should urge his parents to enroll in farm machinery repair centers, where they can do servicing work, and have the equipment ready for productive periods. Wherever school shops are available, a portion of the school time should be devoted to such repair jobs.

On every farm, labor saving devices can be used, and it behooves all teachers of agriculture to make the building of equipment a part of the course in agriculture. If such work is not possible in a school shop, many of our lumber companies will welcome classes to do repair work in their local shops and with their tools.

The economy of time enters the picture of farming as never before. There are short cuts in doing many jobs, by means of special devices, or by proper organization and system. The teacher of agriculture together with his all-day students can list desirable labor saving devices and short cuts. Through discussion, demonstrations, and reorganization, much time can be saved on the farm.

In deciding what to teach during the war one must not lose sight of the discoveries and experiments in the field of agriculture and incorporate such information as aids in economy of production, as well as effective farming in general. New techniques in teaching, new devices, new equipment, and the ability to adapt one's self in the ever changing demands in production, distribution, and citizenship require an alert, resourceful, and open mind on the part of the teachers of agriculture."

Mr. R. E. Hubbard, Agriculture instructor at Montevideo, gives the following extracts from his discussion which dealt largely with the relationship of the FFA to the all-day program of activities.

"This year the war seriously complicated the organization of the normal agricultural program. Like most agricultural programs, my course of study is developed around the productive enterprises of the student, supplemented with approved practices in improvement projects and supplementary jobs. The subject matter is then selected to give the boy a desire for farm life, an opportunity to produce and market products, manage a farm business, make a beginning and advance in farming, and develop himself in leadership and citizenship.

Correlated with this course of study is the Future Farmers of America program and the Dads of Future Farmers of America program. My FFA program follows the 1942 and 1943 War Time Program of Work of the Minnesota Association of the Future Farmers of America. The DFFA, or Parents organization, composed of the fathers and mothers of the sons in the FFA, act as sponsors of the FFA and their program. With this set-up in agricultural education, it was necessary to add parts of the agricultural war program, such as physical fitness, production and conservation, inflation and international relationship.

Unquestionably the complicated situation confused others besides myself as to what method or methods to use in order to accomplish the objectives or to make the total program effective. The one thing necessary was help. I needed responsible boys and co-operative parents to help do the job. Therefore, I started forming committees in the FFA every time help was needed, and I put the Dads on the same committees as their sons. This in brief is my agricultural set-up.

My tie-up of the course of study, the FFA, and the DFFA can probably be best explained by taking a couple of the activities and using them as examples:

Example I Productive Enterprises (the basic activity)

A Course of Study

1. Meaning and importance explained
2. Need of more food for victory emphasized
3. A study of the ways and means of production in students selected project or projects

B FFA

1. Committee appointed on productive enterprises
2. Reports given by boys with good projects
3. Reports read of other boys in the state with outstanding projects
4. Committee appointed on credits
5. Reports made by boys who had arranged for credits.

C DFFA

1. Selection of best projects for boys (Example—flax or soybeans)
2. Decide whether to enlarge son's program, or initiate more approved practices, or both
3. Secure cooperation

D Estimated production

Example II Repair of Tractors and Farm Equipment

A Course of Study

1. Study of care and operation
2. Study of parts
3. Visits to repair shops and garages

B FFA

1. Encouraged the selection of improvement projects on the repair of tractors and farm machinery
2. Secured enrolment for the war production training courses in the repair of tractors and farm equipment

C DFFA

1. Emphasized the need of early repair
2. Enroll in the war courses on the repair of tractors and farm equipment"

Briefly overviewing the course of study for agriculture at Litchfield, P. H. Goulson, Agricultural Instructor, presented the following general plan:

"In Agriculture I the work develops general information on all agricultural enterprises, comparing Meeker county with the State and National phases in these enterprises.

In Agriculture II the work is limited to the major enterprises of Meeker county dealing with approved practices and fundamental information such as the value of legumes, area needed for chicks in house and brooder, and specific information of a like nature.

In Agriculture III the work deals with improving the enterprises basic to Meeker county dealing with advanced approved practices in cooperation with the farm practice program. The reorganization of the boy's home farm has its beginning in our Agriculture III work. In Litchfield the plan has been to alternate the Agriculture III and IV classes every other year. It is planned that in our Agriculture IV group we will work on such items as farm records, cooperatives, and a study of farm management, operation, and organization. Last fall in an effort to find out just what the parents expected the boys to learn in their course in Agriculture, a group of fathers were visited, asking them specifically to cite something that they would like to have their sons learn in our Agriculture work. The results, generally speaking, were as follows: In most cases Dad admitted that farm records were badly kept on his farm and that it was greatly needed; second in importance was the fact that he wanted his boy to learn certain skills. As an example, one of the farmers wanted his boy to learn by doing; how to cull their own poultry flock instead of asking the local hatchery to do so; further, he wanted his boy to learn to develop the skill of vaccinating their own hogs for cholera. That boy later enrolled in a Hog Cholera School sponsored by the Extension Division; and the third item that Dad wanted quite specifically was the new scientific or technical developments in agriculture. For example, the work being done on Mastitis and its recent sulfonilamide treatment, and also the new and recommended varieties of grain suitable to this area—namely vicland oats. With this information the program for Litchfield was established.

Among the special activities which were of considerable interest this year to the student was the gardening enterprise. This culminated in seed sales by the local FFA boys to Victory gardeners. This seemingly brought out interest in gardens as well as a considerable financial return to the FFA chapter. The second undertaking was the growing of White Rock cockerels, donated by the local hatchery. The chicks were kept in our agriculture department for four weeks. Upon the completion of four weeks, the boys drew for the lucky holder to win the chicks which are now a part of the supervised farm practice work of the winning boy. Considerable thought was given to the planning of an FFA Community Fair and Crop Show around the theme of "Increasing Food for Victory." This fair will be held approximately ten days following the opening of school this fall."

Stanley Sahlstrom of Marietta tells the following about his course of study set-up:

"Our set-up in Marietta is a very fortunate one as far as the agriculture department is concerned. The enrolment in the high school is made up predominantly of rural youth, and practically every boy in high school takes agriculture training during his four years of study. From this, you can see that the agriculture department occupies a very important place in the high school set-up, and the FFA is the important high school organization. It sponsors all the regular activities of the FFA and in addition sponsors a number of school parties each year. The funds for its operation are derived from one large money-making project that is carried each year. This year that project is a twenty acre Birming seed flax plot.

The course of study for the various classes in agriculture at Marietta was pretty much the same as it would be in normal years with one notable exception. That exception is on increasing production to the maximum as much as possible and as efficiently as can be accomplished. In Marietta High School, three classes of agriculture are taught each year. Agriculture I and II are taught every year while Agriculture III and IV are taught as a general survey course of the field of agriculture. Up until now, this class has been a mixed class of boys and girls, but it is hoped that in the future, it can be restricted to boys only. In both project work and classroom study, increasing production was constantly emphasized. Project programs included mainly Victory garden for the girls and livestock programs for the boys. Agriculture II was on the Minnesota plan of instruction with more individual work than in Agriculture I. Organization of the farm was an important phase of study and especially, organization under war conditions. Agriculture III was

a larger class made up of Juniors and Seniors in high school. In this class, operation of a farm was an important part of class study, and specifically, operation under present conditions of production. In this class, made up of older boys, more individual responsibility was given, and many of the policies of the FFA were determined."

Milton Hard, agriculture teacher at Akeley, presented the following outline for a course of study in agriculture offered only to girls. These girls were not able to take any courses along the Home Economics line because it was not taught in their school.

AGRICULTURAL COURSE OF STUDY FOR GIRLS

- I Orientation
- A. Familiarize students with the vocational-agricultural program
 - B. Relationship between the knowledge of agriculture and dietary needs
 - C. Coordinate course materials with the students home needs
- II Preservation of food
- A. Kinds of food to be preserved
 1. Fruit
 2. Vegetables
 3. Meat
 - B. Methods of preservation
 1. Canning
 2. Drying
 3. Freezing
 4. Pickling
 5. Waxing
 6. Storage
 - C. Direct contact in preserving food
 1. Purchase canning equipment cooperatively
 2. Class participation in each method of preservation
- III Accidents in the Home
- A. Purchase of first-aid equipment
 - B. Care of different accidents
 1. Learn through study and class discussion
 2. Learn through practice
- IV Livestock
- A. Breeds
 1. Types and history
 2. Equipment, care, and management
 - B. Direct experience with livestock
 1. Conduct field trips
 2. Participation in judging activities
 3. Projects in raising livestock
 - C. Meats
 1. Identification of meat cuts
 - (a) Visit local butcher shop
 - (b) Judging contests
 - (c) Utilization of various meat cuts
 2. Cutting of various types of carcasses by the students
 3. Care of fresh meat
 4. Brief review on methods of preservation
 - D. Milk and milk products
 1. Care
 2. Uses
 - E. Food value of livestock products
 1. Vitamin and caloric content
 2. Standard requirement
 - F. Other livestock by-products and their uses
- V Poultry
- A. Kinds
 1. History
 2. Economic value of different kinds
 - B. Purchase cooperatively
 - C. Care of Poultry
 1. Proper equipment
 2. Cull poultry
 3. Feeding for meat and egg production
 4. Common diseases and treatment
 5. Post mortem examinations
 - D. Methods of cooking poultry
- VI Vegetables
- A. Kinds of vegetables
 - B. Nutrition value
 1. Vitamin and caloric requirement
 2. Standard requirements
 - C. Vegetable gardening
 1. Vegetable needs of the family
 2. Methods used in planning and growing the garden
 - D. Care and preparation of vegetables
 1. Proper cooking methods
 2. Brief review on methods of preservation
- VII Home Beautification
- A. Placement of farm home
 1. Convenient to other farm buildings
 2. Near driveway
 3. Windbreak
 - B. Lawn
 1. Soil types
 2. Seeding
 3. Types of grasses
 4. General upkeep
 - C. Shrubs and trees
 1. Kinds
 2. Uses
 3. Care
 - D. Flowers
 1. Location
 2. Kinds and arrangement
 3. Care
- VIII Household Mechanics
- A. Home repair and maintenance jobs
 1. Jobs pertaining to furniture, doors, windows, plumbing fixtures, etc.
 2. Miscellaneous jobs
 - B. Tools for home repair work
 1. Most useful tools (hammer, pliers, rule, screw driver, handsaw, plane, putty knife, glass cutter, pocket knife, etc.)
 2. Supplies for home repair work
 - (a) General supplies (screws, nails, brads, tacks, glue, putty, soldering paste, etc.)
 - (b) Woodfinishing supplies (assorted sandpaper, steel wool, burlap, alcohol, paint and varnish remover, etc.)
 - (c) Upholstery supplies (webbing nails, gimp nails, twine, needles, etc.)
 3. Electrical supplies (friction tape, fuses, extra plugs, etc.)
 4. Plumbing supplies (seat washers, fuller balls, screws, cleaning, rubber tank ball, etc.)
- IX Household and Farm Accounts
- A. Brief methods of keeping different kinds of accounts
 1. Dairy and poultry production records
 2. Farm and household income and expenses
 - B. Helpful guides on how to buy and sell
 1. Practical and direct experience
 2. Reading of newspapers, Consumer's Guide, etc.
- X Clothing the family
- A. Identification of fabrics
 - B. Care and repair
 - C. Styles of clothing for different types of people
 - D. Color combinations
- XI Art in everyday life
- A. Fundamentals of art
 - B. Art applied to the buildings
 - C. Art applied in the home
- XII Films to be shown throughout the year:
- Helpful Hints for Successful Home Canning
 A Nation's Meat
 Meat and Romance
 Meat and America
 Hidden Hunger
 Fruits, Vegetables, and Cooperation
 Financing Food for Freedom
 Feeding the Multitude
 Trees and Home
 She Saves Who Sews