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SCHEDULE TROUBLE

(Reprinted from Romeyn Berry's *Behind the Ivy*, Cornell University Press.)

A professor we know in Agriculture told us about a student of his who is suffering from schedule trouble. The boy wants to take next fall Elementary Sculpture 330 as an elective. He can't do it because Sculpture comes at the same hour as Pomology which he is obliged to take. He has about decided that he'll have to give up Sculpture and take Farm Machinery instead. Farm Machinery fits in at the right time.

The professor we know in Agriculture is a little upset about this, and we are, too. He regards the situation as irremediable, but we don't. There are so many little problems in a big university that a first-class faculty find hopeless of solution, but which a train dispatcher on the B. & O. could adjust in twenty minutes.

Probably Ezra Cornell never said that thing about founding an institution where any boy could pursue any study he yearned to take, but he must certainly have hoped things would turn out so that any student of Agriculture who hungered for Art could get himself a little piece; so that any student of the Humanities who wanted to know more of the mystery, the poetry, the beauty of American field corn waving in the wind could have his need attended to. Somewhere in this situation is the whisper of an implied trust which requires that someone—the full Board of Trustees at their June meeting, if everybody else passes the buck—shall see to it that this boy we're talking about gets his little day with wet clay and Praxiteles, with Michelangelo and modeling tools.

Even if the boy turns out to be no good as a sculptor, American farming needs more Art and out of it more imagination.

The boy on the tractor has to keep his eye on the furrow, of course, but he doesn't have to keep it there all the time. There's always some lovely modeling in the clouds, and some first class composition in the elm tree at the end of the row. And of all the astonishing contributions to agriculture that have been made in the past century, we suspect that not one was made by a farmer who kept his eye on the furrow; that every one, from soybeans to superphosphates, came from a man who, once at least in every hour, contemplated the

clouds and the elm tree at the end of the row.

That's why we think the occasional student in the College of Agriculture who wants to take Elementary Sculpture 330 ought to have it fixed so he can take Elementary Sculpture 330, no matter how many Trustees may have to be bothered momentarily by having to ask the B. & O. to send up a train dispatcher to work out the details.

(*Schedule Trouble* is one of a collection of essays written by Mr. Romeyn Berry and published by the Cornell University Press. *The Visitor* wishes to thank both the author and publisher for permission to use the essay which relates the frustrating agonies of "schedule trouble" and gives one small sample of Rym Berry's literary craftsmanship.)

A SUPERINTENDENT EVALUATES AGRICULTURAL EDUCATION

ARTHUR HAFDAHL, Superintendent
Alexandria Public Schools
Alexandria, Minnesota

The vocational agriculture program is in keeping with our school philosophy which states in part that "our school recognizes its educational responsibility to both the in-school and out-of-school youth and to the adults of the community. This responsibility entails continued training to out-of-school youth and to the adults to further their vocational efficiency. It also entails the non-vocational needs and interests of this community."

It is desirable to maintain the Institutional On-Farm Training program in such a manner that it is integrated closely with the vocational agriculture program and with the over-all school program. It is important that the instructors have a definite contract and that they be considered as staff members with opportunities to participate in staff meetings, teachers' organizations, and other school affairs.

It is desirable to encourage the instructors to increase their training to qualify for vocational agriculture work when their aptitudes and desires so indicate. It is desirable and

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THE STAFF

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necessary that the superintendent be vitally interested in the veterans' program. The welfare of the farmers of our community as well as its other segments are an important factor in the future welfare of our schools.

We have in our future plans, provisions for an over-all study or evaluation of the training program embracing such factors as increase in the veterans' net worth, decrease in debt, increase in productive capacity and improved living conditions. It would seem very desirable that a statewide study of this nature be made.

The instructor should always keep in mind the long-range program of the student. He should have a definite outline not only in his mind but on paper as to what is to be done so that the program may bear fruit. Therefore, the long range effect which I would hope for, would be that, as a result of the good instruction that has been given all, or nearly all, of the young farmers and veteran trainees will become established on their own farms on a family unit basis.

For those of you who are new to the program, I would suggest that you work closely with the agriculture instructor in your school. If he could be with you for a week or so, I am sure you will have started on a solid foundation.

The prime requisites for successful work are a sincere desire to do a good job and the objective of establishing the student as a successful farmer.

In closing, I would say that each school not now having a vocational agriculture department should be laying the groundwork for a complete agricultural program of high school, young farmer, and adult work. I believe that an agriculture department might be considered an essential department in practically every school in the state. An agricultural department should not need to be

sold to a community on the basis of federal or state aids which it might receive. We willingly admit that such aids are helpful, but I do not consider them essential. The agriculture department's program, if well organized and planned, has merits enough to be supported entirely by the local areas. Your program of veterans' farm training alone can prove the effectiveness of good agricultural education and thus help to establish worthwhile agriculture departments in your schools.

FROM INSTRUCTOR TO NIGHT FIGHTER PILOT

On January 12, Philip Teske reported for active duty as a Lieutenant in the United States Air Force. Lieutenant Teske is the second staff member of the Department of Agricultural Education to be called back to active duty. (Gordon Swanson was mobilized earlier, but has been placed on inactive status by the U. S. Marine Corps.)

Lieutenant Teske saw service as a night fighter pilot in World War II. After being discharged from the service and completing his undergraduate work (with honors) at the University of Minnesota, he was given responsibility for developing a Department of Agriculture at the State Teachers College, Dickinson, North Dakota. He returned to the University as an instructor to pursue a course of study toward the Ph.D degree. As Lieutenant Teske goes on to add to his record of service and achievement, *The Visitor* wishes to extend to him congratulations on things already accomplished and heartfelt prayers for "happy landings" in the future.

Among the fall quarter graduates who have donned the khaki are Ramsey Johnson and Edmund Sands. They are members of Minnesota's 47th National Guard division. At this time a complete list of undergraduate "Ag. Ed." students and agriculture instructors who have been called to military service is not available. To each of them, however, *The Visitor* extends a salute and a request that they send their mailing address to the Editor.

THIS SUMMER AT UNIVERSITY FARM

Plans have been completed, or nearly so, for the 1951 Summer Session in Agricultural Education at University Farm. In developing plans for this year every effort was made to provide professional improvement opportunities in terms of the needs and desires of those who have chosen careers in the field of agricultural education. Detailed information will be forthcoming soon; meanwhile a few of the highlights are worthy of mention.

Dr. Paul J. Kruse has been secured for the first three weeks and will offer two courses dealing with the application of psychology to education in agriculture. Dr. Kruse will be remembered by some *Visitor* readers for his participation in the professional improvement short course for veterans' agriculture instructors during the summer of 1948. He is a pioneer in the field of extension education in agriculture and is truly an outstanding teacher. His courses will be of special value to vo-ag and veterans' agriculture instructors, home economics teachers, county agents, home agents, and 4-H club leaders.

Mr. Alvin Donahoo will offer two courses in the Mechanized Farming area. One will be a "repeat" from the 1950 session and the other will deal with techniques of instruction in electricity on the farm and in farm homes.

Dr. Harry Kitts, Mr. Gordon Swanson, and Dr. Milo Peterson will complete the summer session staff and will offer courses in methods, field studies, research, and supervised farm practice.

J. H. TSCHETTER, MASTER OF SCIENCE

Congratulations are in order for another Minnesota agriculture instructor, Mr. Jacob Tschetter of Mountain Lake, Minnesota. Mr. Tschetter is the most recent successful candidate for the degree of Master of Science which was awarded him in December.

Mr. Tschetter did an outstanding job on his research problem which consisted of an analysis of the Mountain Lake community as the basis for developing recommendations for a balanced farm program for the area. The results of his study will have a decided influence on the development of still more effective farming programs in a community already well known for its good farms, good schools, and fine leadership.

The Visitor congratulates Mr. Tschetter in the knowledge that this achievement is but another step in the career of one of Minnesota's most effective agriculture instructors and community leaders.

TECHNIQUES OF INSTRUCTION IN MECHANIZED FARMING

ALVIN DONAHO, Instructor, Ag. Ed.,
University of Minnesota

What type of instruction in Mechanized Farming do instructors of vocational agriculture want as a part of their in-service training program? While this article will not completely answer this question, it will explain the type of instruction offered in

Mechanized Farming at the University of Minnesota during the summer of 1950.

An early survey of the agriculture instructors showed a great desire for work in Mechanized Farming and approximately 50 instructors enrolled for the summer work. For a three-week period the instructors met at University Farm for a part of the instruction. This phase of the program dealt with reviewing the methods of teaching Mechanized Farming. During the first three weeks, the program included integrating Mechanized Farming into the four-year vocational agriculture program, essential shop equipment, use of the demonstration, job sheet, and class lessons as methods of presenting teaching material. Use of visual aids, new teaching material and safety were given careful consideration.

The instructors were asked to review their own mechanized farming program and to develop learning experiences that would apply to their community. Instructors were encouraged to include work for both adult and young farmer groups as well as for their high school students. This "course of study" was developed to include desired skills to be taught as well as a list of jobs to be done that would include the skills. This was an attempt to help each individual instructor improve his mechanized farming program.

At the end of the three-week period the class was moved out into selected schools of the state where training in certain skill areas could be given. It was felt that if instruction were offered in regular vocational agriculture shops, the training would be more applicable to the problems of the vocational agriculture instructor. Teaching centers were established at Olivia, Alexandria, Faribault, Staples and Grand Rapids, Minnesota. By establishing these five centers no more than ten instructors were in any one group, making it possible to give the instructors taking the course individual attention.

A survey of the group showed that there was most interest in the following topics: Shop facilities and arrangement, concrete, welding, plow adjustment and use of the farm level. By combining work in plow adjustment and use of the level, it was possible to give a half day of concentrated field instruction in each area.

Under the heading of shop facilities and arrangement, the groups were interested in such problems as making the best use of floor space, selection of power tools and equipment, kind and number of references needed and color dynamics in the shop. In each center one piece of shop equipment was selected and painted according to the Pittsburgh color code.

The training given in welding depended upon the experience of the instructor student. If a man had no previous experience in welding, he was started on the basic skills. The more experienced students were given instruction in such jobs as use of special alloy rods, cast welding and hard facing of plow shares. Demonstrations were given in building simple welding projects that might be used for a beginning high school class.

Practical concrete jobs were undertaken such as pouring a section of sidewalk or concrete floor. Problems in framing were also included. In addition to these large concrete problems, small projects such as hog troughs were made. By the use of the small concrete projects the instructor of vocational agriculture can give each of his students experience in proportioning, mixing, pouring, and curing concrete.

To most of the group the farm level was a new tool and one that is not frequently found in the school shops in Minnesota. Practice was given in running a line of levels and profiles. The group also found the level a useful tool in leveling up for the concrete jobs that were done. It is felt that more of our shops will find need for the farm level as the result of this training.

In all cases these skills were taught in connection with the development of units of instruction in Mechanized Farming.

This course was taught during the first summer session by Harold Kugler, Professor of Agricultural Engineering, Kansas State College, and Alvin W. Donahoo, Instructor, Agricultural Education, University of Minnesota.

THE ANDREW BOSS MEMORIAL BOOK

Anyone who has contact with Minnesota Agriculture and University Farm sooner or later (and probably sooner) hears of the work done by Andrew Boss. The significant contributions made by Andrew Boss in the plant sciences, animal sciences and social sciences, especially farm management, are told in a new book just off the press carrying the title of *Andrew Boss: Agricultural Pioneer and Builder*.

This book is the product of several men who knew and loved Andrew Boss; men who had worked with him and profited by their associations. It is a memorial that will serve to remind us of his character and contributions to agricultural science and his outstanding public service. The men who have written this book are themselves outstanding individuals in the field of agricultural science and public service. These men who wrote the book under the general direction of a

committee appointed by Dean Bailey, are well known to most readers of *The Visitor*.

Andrew Boss: Agricultural Pioneer and Builder, is a 110-page book consisting of seven chapters and dealing with the life and accomplishments of Mr. Boss.

Oscar B. Jennings, who wrote the first chapter (Beginnings), has been Chief of the Division of Agricultural Economics since 1928. Andrew Boss was his major adviser while he was a student.

William P. Kirkwood contributed the second chapter (On the Way Up). Mr. Kirkwood was Chief of the Division of Publications at University Farm and a frequent golfing companion of Andrew Boss.

Herbert K. Hayes, Chief of the Division of Agronomy and Plant Genetics since 1928 wrote the third chapter (Pioneer in Crop Improvement). He was brought to Minnesota by Andrew Boss to take charge of plant breeding.

William H. Tomhave received his training under Andrew Boss and for several years was his associate on the Animal Husbandry Staff at University Farm. Mr. Tomhave wrote the fourth chapter (Pioneer in Animal Husbandry).

Frank W. Peck, who wrote the fifth chapter (Pioneer in Farm Management) was a student under Andrew Boss and his associate in farm management research and teaching.

Walter C. Coffey, President Emeritus of the University of Minnesota and former Dean of the Department of Agriculture was closely associated with Andrew Boss while the latter was vice-director of the Agriculture Experiment Stations. Mr. Coffey wrote the chapter entitled Agricultural Statesman; this section provides details of still another phase of the many-sided career of Andrew Boss.

Arthur H. Gilmore wrote the seventh and last chapter of the book (Church and Civic Leader). Arthur Gilmore was pastor of the St. Anthony Park Congregational Church in St. Paul and worked closely with Mr. Boss in church activities.

It would probably be impossible to find a better qualified group of men to sum up for us in interesting and readable fashion the characteristics that made Andrew Boss the man he was. *The Visitor* is happy to call the attention of its readers to this publication which, incidentally, can be obtained from the Webb Publishing Company of St. Paul, Minnesota.

G. I. REMINDER

The Visitor wishes to remind all G.I.'s that registration for summer school courses is necessary to remain eligible for further educational training under the G. I. Bill.