

# THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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## THE COURSE OF STUDY IN AGRICULTURE

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Any program of education should be rooted in a sound philosophy. The program of Agricultural Education should have a guiding philosophy appropriate for the specific purpose it is intended to serve. The objective usually stated for teaching agriculture is to prepare people for greater efficiency in farming. The young people who study agriculture now are going to do most of their farming in the future. Agricultural practices are constantly changing. Agricultural Education must be guided by a flexible or improvable philosophy otherwise it cannot lead.

The following philosophy is suggested as fundamental for the development of a progressive program for teaching agriculture on a vocational basis.

### 1. *Emphasis Should Be Placed on the Personal, Realistic Needs of the Students Rather Than on Subject Matter.*

Subject matter in itself is of little interest and has limited value unless it contributes to the solution of the present and potential problems of the individual student. It is essential, therefore, that the subject matter for the course of study in agriculture be determined more largely by the needs of the people in the community, and less by the content of books and other agricultural literature. The course of study should be rooted in a survey of the needs of the community

and not "octopussed" from swivel chair courses of study prepared for other areas. In the selection of subject matter, recognition should be given to individual student needs. In determining the needs of students, recognition should be given to the fact that farm folk are engaged in the process of living a life as well as making a living. Adequate provision must therefore be made for the development of appropriate social and recreational abilities and activities. The power to live a satisfying life is as essential to success in farming as it is in any other occupation.

### 2. *The Total Personal Development of the Students Should Be Placed Above the Mere Acquisition of Facts or the Skillful Performance of Manipulative Activities.*

The teacher of agriculture should recognize the fact that individuals must be changed before practices can be changed. Therefore, the interest should center in what the learning experiences do to the student, rather than in what the student does to the subject matter in the learning process. The development of attitude, ideals, interests, and the gaining of experiences on appropriate ability levels must be given preference to the mere learning of facts and other knowledge-accumulative activities. The chief objective of the teacher is to develop improved boys with reference to the ability to do and to think in terms of the problems of agriculture today and in the future. The seat of good farming is in the mind. To become good farmers, the boys must learn to think good farming.

### 3. *Agricultural Education Should Be Based on the Process of Learning to do Through Understanding and Experiencing.*

The mere classroom learning of facts about farming is no assurance that the student will be successful as a farmer. Neither will doing alone constitute a complete learning experience in preparation for farming. The doing activity must be preceded by a felt need, or want, and a clear understanding of the problems, situations and implications of the doing activity. Learning takes place most efficiently when the learner is faced with a realistic situation of his own and discovers a solution of the problems involved. Difficulties in doing give rise to the need for thinking and understanding as a basis for arriving at a cor-

### A VOICE FROM THE PAST

One of the traditions that has grown up in Agricultural Education is the Ten Year Teacher Training Club, which meets annually during the American Vocational Association convention. Since the A.V.A. meets here in Minnesota this year, it seems appropriate to present a discussion by Dr. A. M. Field, which was his contribution to the meeting in St. Louis during the 1937 meeting of the Ten Year Teacher Training Club. It seems particularly appropriate to present this discussion for another reason. The issues which Dr. Field dealt with in 1937 are still with us. THE VISITOR presents this article as a challenge to Agricultural Education.

## VISITOR

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rect procedure in carrying through the doing activity. Complete learning does not take place until the reactions to the learning situation have found expression in the life of the learner.

#### 4. *Agricultural Education Should Be Democratic in its Service to the People in a Community.*

The program for teaching agriculture serves all classes, and all levels of ability and interests in a community. There is no intellectual, social or economic aristocracy as far as the instruction in agriculture is concerned. Each person is served according to his interest, personal needs, ability to understand and opportunity to practice.

#### 5. *Instruction in Agriculture Should Include a Well Defined Program of Occupational Information, Counseling and Guidance.*

Rural youth has too long been denied the opportunity for expert guidance and counseling as an aid to intelligent selection of the occupation in which they are most likely to succeed. One of the most critical decisions a person makes is the final selection of the occupation he really likes, for which he is fitted and wishes to enter. Such important decisions should not be left to blind chance. Occupational opportunities in agriculture, in fields related to agriculture and in other occupational areas should become a vital part of the program of study for students in agriculture.

That is not what I really wish to present this morning. It was included merely as a sort of warming up activity. My understanding of the purpose of this meeting and discussion is that the speaker should present some progressive and controversial ideas that are rather dogmatically stated in order to arouse a lively discussion by members of the group. With that thought in mind I am going to present some ideas in the area of the course of study for teaching agriculture.

Ten years have passed since this organization was formed. What influence has it had in building a better program for teaching agriculture in the secondary schools? What real progress have we made in the essential features of the program?

Many, too many, teachers are still using the same type of course of study organization that was used twenty-five years ago. The "home project" still serves, in too many cases, as the major farm practice activity. In practically every other field of activity, progress has brought about revolutionary changes to meet present day needs. For example, at the time the vocational agriculture program started it took me all day to travel by train from St. Paul to Chicago. Tuesday afternoon, on the streamlined, air-conditioned Hiawatha, it took less than six and one-half hours. There are many in this group who began their farm practice supervision by using the horse and buggy. Today the streamlined, eighty-miles-per-hour auto is considered a necessity. But where are we with the course of study?

Less than six months ago I heard a leader in Agricultural Education say that "Through all these years we have stuck with the organization we had in the beginning and there is no reason why we should change." (He might have said the students are stuck with it.) Why do so many people stick with the traditional set-up for teaching agriculture? To avoid saying anything mean I will say that it is probably due in part to the fact that it is often hard to break from tradition. It is sometimes difficult to break into new fields. The other day a story appeared in one of the Twin City papers about a little girl who was "crying her heart out" because her dog died. Her mother tried to console her but she still cried and cried. Finally her mother said, "You didn't cry like this when your dear grandmother died." "Yes, I know," said the little girl, "but I didn't raise grandma from a puppy."

(Part II of Dr. Field's discussion will be presented in the next issue.)

## JAPANESE EDUCATORS AT U OF M

For 8 weeks during the past summer a selected group of 12 Japanese educators attended a special teacher-training short course in agricultural education at the University of Minnesota. The program was initiated by SCAP in cooperation with the Institute of International Education at New York and the Department of Agricultural Education at the University of Minnesota.

The group was headed by Dr. Atsushi Miyawaki, President of Obihiro Zootechnical University, an included representatives of 11

other Japanese Universities selected from all parts of Japan. Others in the group were: Shin Tamura of the Department of Agriculture at Niigata University, Kiyokatsu Matsuda of the Department of Agriculture, Tottori University; Jinki Nanasawa of the Tokyo University; Keiichi Nakahara of the Agricultural Department of Utsunomiya University; Goro Nishida of the Agricultural Department, Mie University; Kaichi Oikawa of the Faculty of Agriculture, Iwate University; Hiroshi Tsushima of the Matsuyama University of Agriculture; Masajiro Takai of the Agriculture Department, Gifu University; Tsutomu Danjo of Miyazaki University; Kenji Takeda of the Department of Horticulture, Chiba University, and Koroku Miura, Dean of Faculty of Agriculture, Kagoshima University.

Mr. Glenn Scott, Agriculture Instructor at Rochester, Minnesota, acted as special consultant for this group. Mr. Scott's previous experience in Japan, and his work in education and agriculture, both in this country and in Japan, made him an especially valuable member of the staff. As a part of the 8 week program the group spent one week at Rochester under Mr. Scott's direction. Another week was spent on the Duluth Campus of the University.

One of the immediate results of this short course was the appointment of Mr. Shin Tamura as a part-time instructor in the Department of Agricultural Education at the University of Minnesota for the coming year. During this time Mr. Tamura will also study for the Master's degree.

The development of a Future Farmers of Japan movement is one of the prime objectives of this group. According to President Miyawaki, "The most immediate critical problem for Japan is the production of more food. We are convinced that the most effective way to get immediate results is through an organization such as the Future Farmers

of America. In this way we can realistically reach more of the farm people."

It should be noted here that not all of the learning was done by the members of the Japanese group. Those who worked with the group found additional proof that mutual understanding is one of the important benchmarks in the development of friendly and cooperative relationships. To quote President Miyawaki again, "We have come to this country not only to learn about Agricultural Education, but also to do what we can to build a bridge of friendship between our people and yours." THE VISITOR can testify that President Miyawaki and his group made a substantial advance in that direction.

### DONAHOO TO SOUTH AMERICA

Mr. Alvin W. Donahoo, who has been a member of the Agricultural Education staff at the University of Minnesota for the past two years, is currently employed as a specialist in Agricultural Education in the Point Four Program in LaPaz, Bolivia.

Mr. Donahoo has been primarily responsible for the increased interest in farm mechanics and mechanized farming in the Agricultural Education program in Minnesota. He has contributed richly during his brief term as instructor at the University of Minnesota and his departure is a distinct loss.

Mrs. Donahoo and the two little Donahoos are also in Bolivia and preliminary reports indicate they are enjoying their new environment. THE VISITOR joins with all of Mr. Donahoo's friends in wishing him well in his new work. In addition THE VISITOR makes a special wish that Mr. Donahoo will return to the University of Minnesota to continue his fine work as a specialist in mechanized farming instruction in vocational agriculture.

### Directory of Vocational Department of Agriculture for the School Year 1951-52

School (P.O. Address same except where noted)	Agriculture Instructor	School (P.O. Address same except where noted)	Agriculture Instructor
Ada .....	Orville Eng	Belgrade .....	Ervin Demuth
Adams .....	Edwin Lentz	Bemidji .....	Leon Johnson, Dalton Seeling
Aitkin .....	John Soderlund	Bertha .....	Wallace McKay
Akeley .....	Harry Peirce, Jr.	Big Fork .....	Richard Anderson
Albany .....	H. B. Gilboe	Blackduck .....	Earl Ogren
Alango .....	Robert Anderson	Brainerd .....	E. A. Gray
(P.O. Angora)		Brookston .....	John V. Reitz
Albert Lea .....	Donald Paulson, Lowell L. Ross	Browerville .....	Vernon Linn
Alexandria .....	Clarence Hemming, Raymond Ahlfors	Buffalo .....	Windsor Streiff
Annandale .....	Elroy Homuth	Cambridge .....	Willard Erickson
Ashby* .....	Keith Kapphan	Cannon Falls .....	Carl Ostrom
Austin .....	Leland Arneson	Canton .....	R. Abrahamson
Don Ritland, † P. J. Holand		Cherry .....	Charles Malovrh
Balaton* .....	R. K. Fagerholm	(P.O. Iron)	
Barnesville .....	Clarence Ebert	Chisago City .....	Alfred Heihel
Barnum .....	S. E. Robinson	Clarissa .....	Elmer M. Fragodt
Battle Lake .....	Gordon Ferguson	Clarkfield .....	J. W. Nelson
Baudette .....	Elwin Leverington	Cleveland .....	James H. Dice

School (P.O. Address same except where noted)	Agriculture Instructor	School (P.O. Address same except where noted)	Agriculture Instructor
Climax	George Nornes	Melrose	Malcolm Bren
Clinton	Donald Ferguson	Milaca	S. D. Sahlstrom, John R. Larson
Cloquet	Millard Olson	Milan	Leslie Hansen
Cook	Anthony Grebenc	Minneapolis	Clifford Luke
Cotton	Robert Stevenson	(Roosevelt H.S.)	
Cromwell	M. F. Anderson	Minnesota Lake	Marvin Thomsen
Crosby-Ironton	W. A. Frey	Montevideo	R. E. Hubbard, Glenn D. Edin
(P.O. Crosby)		Montgomery	Edward Januschka
Danube	Robert Hanson	Moose Lake	Edward Schwochert
Dassel	Milton Korpi	Mora	Lawrence Nelson
Dawson	A. M. Schwandt	Motley	John Eix
Deer River	Raymond Anderson	Mountain Lake	James Crawford
Detroit Lakes	Clayton Grabow, M. Wayne Rowe	Nevis	C. Perry Schenk
Eagle Bend	Euell E. Greer	New Prague	Erhard Alms
Eden Valley*	Gerald Herbert	New Richland	R. L. Palan
Elbow Lake	Arnt M. Aune	New Ulm	Edward Fier
Elk River	R. G. Kezele	North Branch	Jack Steeves
Embarrass	Edwin Takala	Northfield	Ruben Hovland, Alan Cook
Evansville*	James Edman	Northome	Clayton Bray
Eveleth	W. J. Ryan	Norwood-Young America	Clifford Thoreson
Fairfax	Frank Dalke	(P.O. Norwood)	
Fairmont*	J. H. Tschetter	Okabena	Emery Krech
Faribault	Layton Hoysler, † Paul Marvin	Olivia	Odell Barduson
Farmington	H. Schmiesing	Ortonville	R. H. Hoberg
Felton	Wallace Berg	Owatonna	Thomas Raine
Fergus Falls	E. J. Halverson	Park Rapids	A. C. O'Banion
Floodwood	William Fortman	Paynesville	L. Hillbrand
Foley	Ignatius Brady	Pelican Rapids	Dale Magnusson
Forest Lake	† John Smith, Lee Sandager	Perham	T. R. Williams
Fosston	Liey Kahl, Leland Frederick	Pillager	Martin Klingenberg
Franklin	Kenneth Ingvalson	Pine City	A. A. Hoberg
Frazee	Lambert Schilling	Pine Island	E. M. Phillips
Freeborn	Lemar Ketelslager	Pipestone	R. J. Knutson
Garden City	Verl Rollings	Plainview	Bruce Oxtan, Raymond King
Glencoe	A. G. Sandahl	Preston	Loyal W. Joes
Graceville	Walter Anderson	Princeton	R. L. Stende
Grand Rapids	Gerhard Erickson	Proctor	Cyril Milbrath
Granite Falls	J. G. Undlin	Red Wing	Deane Turner
Greenbush	Darrel Sand	Redwood Falls	Nate Bovee, Loren Waugh
Halstad	Donald Hitterdal	Renville	L. B. Kodet
Harmony	Norman Brakken	Rochester	Glenn Scott
Hastings	Ernest Palmer	Roseau*	Jack Freeman
Hawley	Truman Tillerias	Rushford	Harold Swanson
Hayfield	Lloyd Lofgren	St. Charles	Frank P. Tolmie
Hector	W. E. Smith	St. Clair*	Roland Bjorklund
Hendrum	Ormond Johnson	St. Cloud	E. J. O'Connell
Herman	Howard Knoblach	St. Peter*	Clarence Dowling
Hibbing	Sulo Ojakangas	Sanborn	Gerald Zenk
Hills	Wendell Erickson	Sandstone	Donald Larsen, Leo Keskinen
Hinckley	Roland Skelton	Sauk Centre	Kayle Becker
Hitterdal	Delbert Sand	Sebaka	Orville Thomas, Kenneth Ostland
Hopkins	H. W. Firmage	Sleepy Eye	Olaf Kolari
Houston	Wilford N. Reed	Springfield	Cecil Felling
Hutchinson	R. W. Eberhart	Spring Grove	Carmen Nohre
Jackson	Donald Doll	Staples	Joe Raine
Karlstad	Hans Behrens	Stephen	R. R. Mitton
Kellier	Chas. Peterka	Stewart	Gordon Johnson
Kennedy	C. Richard Forsline	Taylor Falls	Gunnar Berquist
Kenyon	Lloyd Larson	Thief River Falls	H. F. Harrison
Kimball	Russell Stansfield	Thompson Twp.	George Saksa
Lake City	Harry J. Johnson	(P.O. Esko)	
Lake Crystal	Ernest Freir	Tracy	Harlan Beucler, †Morrell Seeds
Lakefield	Gene Bonzer	Two Harbors	William House
Lakeville	Marvin Merbach	Ulen	Peter Fog
Lancaster	Howard Hansen	Villard	Archie Holmes
Lanesboro	William Olson	Wabasha	C. C. Hickman
Le Center	Roger Hamstreet	Waconia	Vernon Bruhn
Lewiston	Gordon Jacobson	Wadena	John Hill
Lindstrom-Center City	Robert Rohner	Warren	Eldon Senske
(P.O. Lindstrom)		Warroad*	John Anderson
Litchfield	Joe Duncomb	Watertown	Vernon Richter
Little Falls	Earl Rundgren, John Maier	Westbrook	B. Cranston
Littlefork	Wilho Kemp	Wheaton	Selmer Kittleson
Long Prairie	Noel Hatle	Williams	Logan Grant
Luverne	Garland Anderson	Willmar	Michael Cullen
Mabel	L. D. Richards	Willow River	Irvin Prachar
Madelia	Malcolm Brandt	Windom	Avison Francis
Madison	Dwight Quam	Winnebago	Don Baustian
Mankato	Harold Sandhoff	Winona	Glenn Anderson
Marietta	Merton Aldrich	Winthrop	Harvey Jones
Marshall	Loyal J. McCann	Worthington	Kenneth Johnson, Walter Larson
McIntosh	Dean McNelly	Wood Lake*	Daniel Dereschuk
Meadowlands-Toivola	Elias Ogann		
(P.O. Meadowlands)			

\* New Departments

† Adult Evening School Teachers