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THE RADIO IN EDUCATION

The radio is no longer a novelty because it has now found its way into innumerable homes, schools, and places of business.

The radio is no longer a limited luxury because the markets are full of radios of every description, large and small, new and used, modern and obsolete, electric and battery, high priced and cheap. Scarcely no one of even the most limited means needs to be without a radio if he chooses to have one.

The radio is no longer an instrument used entirely for entertainment because it has become a definite part of our daily social and economic life. Police departments are using it as a means of reporting crimes, business men are using it as an effective device for advertising as well as a medium for getting market reports and other information of interest to business. And when these business men come home they are probably served dinner dishes heard on the radio by the homemaker during the day. The official, commercial, economic, and social uses of the radio have become almost beyond enumeration.

Many schools have installed the radio as a definite equipment for the education of their students. Disappointments have come, of course, because at present there are few programs designed for school instruction. Although the future of the radio as a factor in general school instruction is uncertain, there are a number of programs that might be used to good advantage by certain departments in school. For example, the music department can use the radio to advantage in teaching music appreciation. The agriculture department can use the radio market reports and the various farm and home programs as a means of securing information of value in the field of agriculture.

The Farm and Home hour is sponsored and put on through a cooperative arrangement between the United States Department of Agriculture and the Land Grant colleges, the state extension services and its state departments of agriculture. The programs usually include a daily weather summary, market reviews on commodities produced on the farms, conservation information from the Forest Service and Bureau of Biological

Survey, service and regulatory information from such units as the Food and Drug Administration, technical information on farming and homemaking from research units, and recommendations from extension workers in the various states covered by the broadcast.

A representative day's program includes about twenty minutes of music and entertainment, five minutes of news dispatches, and twenty minutes of information arranged and delivered by the agricultural agencies. A good place for the boys to learn how to use this new and unique form of service is to introduce it as a part of the regular learning activities in connection with the study of agriculture. The resourceful teacher will find ways of using the radio as an important instrument in guiding the boys to a more complete utilization of all the facilities made available to them to the end that farming may be more profitable and farm life more meaningful.

One of the recent developments in building radios is the production of the midget or junior models. These small radios embody all the latest developments in the field of radio engineering. They are sold at a price that will make it possible for the agriculture department to add a radio to its equipment for teaching agriculture. The radio may also play an important part in the entertainment features of the meetings of the Future Farmers of America. If the local chapter is looking for something to do, the boys might plan some special activities to secure the money necessary to purchase a radio and present it to the school as a needed equipment in the agriculture department and of the local chapter of the Future Farmers of America.

The Junior radios can easily be moved and used as a special attraction in community exhibit booths put on by the vocational agriculture boys. One teacher suggests that a radio program might serve as an attractive feature for a F. F. A. roadside stand.

A.M.F.

EFFECTIVE PUBLIC SPEAKING

Teachers of Agriculture are frequently called upon to present in the form of public addresses certain phases of the many problems that have to do with the

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THE STAFF

A. V. STORM A. M. FIELD
V. E. NYLIN

varied activities of the people in the community. The presentations often go to naught because the teachers fail to make an appeal that is effective enough to secure determination and action on the part of the group. A. O. Thomas, commissioner of education of Maine, states that a public speaker should first, inform; second, excite emotion; and third, force action. Mr. Thomas suggests the following as aids in preparing and delivering addresses:

1. The subject should have vital present interest.
2. See that the subject has a fitness for the individual.
3. Have in mind line of thought which will be worth while.
4. Make a positive appeal.
5. Find a personal relationship, if possible.
6. Become familiar with the several sides or phases of the subject.
7. Give it a fair treatment.
8. If possible, find a thought which will be strikingly new.
9. Never tell a story for the sake of the story. If it does not illustrate a point so clearly that it does not need explaining, do not use it.
10. Limit the highly colored or central thoughts.
11. Speaker should become so familiar with his subject that notes are unessential.
12. Be natural. Only the long practiced actor can play with an audience.

THE FUTURE FARMERS OF AMERICA CREED A FARMER'S FAITH

- I believe in farming as a way to live and make a living.
- I believe in the dignity of my work. I want no man's patronage, preaching, or pity.
- I believe in my soil. It will reward me in proportion to the thought, labor, and love I give it.

I believe in myself. My success depends on me more than on weather, luck, or laws.

I believe in my neighbors. My community, like myself, returns to me as I give to it.

I believe in cooperation, in thinking for myself, and in acting with my fellows.

I believe that only a united agriculture can insure justice and prevent inequality.

I believe in education. The more I know, the greater will be my ability to seize opportunities and to be happy. I insist that my children be enabled to learn to be useful intelligent men and women.

I believe in conservation. I will leave a better farm than I took.

I believe that living is the most important job in the world and I mean to plan my work so that my family will have the time and means to enjoy life.

I face the years ahead with confidence, hope, and cheer.

I believe in myself, in my fellow man, and in a Supreme Being.

I believe in farming.

AMENDMENTS TO THE NATIONAL F. F. A. CONSTITUTION

The following news items taken from the Oklahoma Future Farmer's Outlook indicates that several amendments to the National Constitution of the Future Farmers of America were adopted at the national convention at Kansas City Nov. 16-19, 1930. In a special report Ephriam Wall, state president, Oklahoma F. F. A. says, "During this session much interest was shown in the six amendments brought before the house by the Board of Trustees and finally adopted after heated discussion. They were as follows:

I. An amendment separating the office of secretary and treasurer. This amendment also made permanent the naming of the chief of the vocational agricultural education service as the National Advisor.

II. An amendment providing that girls cannot be members of F. F. A.

III. An amendment creating an Associate Membership for former vocational agriculture students who have been out of school for three or more years. These members will not have to pay national membership dues and they will not be permitted to vote.

IV. An amendment which requires a year of work between the time of receiving the State Farmer degree and the American Farmer degree. This was

done in order that there will be a period of advancement before the final goal is reached.

V. An amendment to the effect that the national treasurer must be an adult.

VI. An amendment making it possible to form associate chapters in colleges giving training in Agricultural Education for those who are training themselves as teachers of vocational agriculture."

TWO EVENING SCHOOLS AT SPRING GROVE, MINNESOTA

Two evening schools, one at Blackhammer and one at Newhouse, were successfully completed the first week in December, 1930.

These two schools were organized the first week in September, or the same week in which our high school opened. This time was chosen because farmers were too busy to attend before this and if put off to a later date, the course could not be completed before real winter made the roads impassable.

The method of organization this year was different in each of the two schools because Blackhammer had a school last year and all that was necessary was to pass out the word through the local paper. We had a good attendance the first night. The Newhouse people did not understand what it was all about, so the instructor made personal contacts with farmers and explained the plan to them. Rural school teachers also made the announcement to the pupils. This together with a notice in the local Herald was all that was needed. From here on the method was the same at both places so we shall treat it as one school.

The meeting was called together by the agricultural instructor and the scheme outlined in general, leaving it open all the time to modification if the local groups desired. When the plan seemed to be clear to all we wrote a number of farm enterprises on the board, taking those adapted to the community, and asked for others to be named by the students. When this was complete a vote was taken on each to determine which subject was most popular. We found that swine had the largest majority.

The next step was to outline this into ten or more topics or headings in such a manner that they made subjects, each of which was suitable for lessons. The first subject to be named was breeds, then others were named as follows: feeding, management, housing, sanitation, diseases, forages, marketing, killing, and curing of pork. Feeding, management,

and sanitation were divided into two lessons each, as they were too important to be passed by only one lesson.

Now we were organized and ready to go to work. We decided to meet once each week in order to get through before cold weather so we chose Thursday evening at 8:30. After spending an hour or so in getting acquainted and visiting we called it a day.

We met ten times and the instructor talked from 30 to 40 minutes on the facts found in the lesson and then threw it open for discussion. Discussion could of course be inserted at any place that any member desired. At the close of the discussion usually a short time of visiting was enjoyed.

When we came to the subject of diseases the local veterinarian was invited to be present and talk or assist in the discussion.

Early in the course the members were asked to put into practice, so far as possible, what was being learned. Some have already done this and it is hoped that the others will also make some use of what they learned. The instructor will call on these farmers as often as he can and help put into practice the ideal methods taught.

The instructor made a practice of calling on each member at his home at least once during the course. This was made more interesting by taking some pictures of good things on his place to be shown later at the school in film strips.

We decided to have no "eats" or women or young children at our regular school meetings, but we did however arrange for a final meeting after all was over, which was to be a social affair. This was to include women, children, and all who wished to come and enjoy a good time. This social affair was entirely planned and arranged by the student members.

Each of these schools was attended by an average of twenty students. One or two evenings when it was stormy the attendance was only fair. As a whole, we feel that this work is worth while and is a great boost to the program of agriculture in the high school.

LEROY UPTAGRAFFT.

L. H. Thurwachter, teacher of agriculture, Appleton, writes, "Evening school is moving along nicely. Farm Accounting and Farm Management Problems are being worked out. My group is actually using pencil and paper in earnest this year. I have not gone into this work for numbers. My aver-

age attendance is fourteen. If there had been twenty-four, I would have made two schools instead of one. That's how I feel about evening schools."

To which we might add, "O.K., Brother, that's the way we feel, too." Quality of student body and quality of work accomplished is of greater value than numbers in evening school work.

SUMMARY OF EVENING SCHOOL WORK AT BERTHA

On October 9, a group of boys in agriculture and their parents assembled at the high school building for the purpose of organizing an evening school, which was to be composed of the parents of the boys taking agriculture.

The outstanding aims of these meetings were (1) to foster a closer relationship between the boys in the agriculture classes, their parents, and the instructor, (2) to secure a closer cooperation between the boys and their parents in regard to the improved farm practices the boys are endeavoring to carry on the home farm, (3) to create a realization on the part of the parents with the boys that we learn to do a thing by doing it.

The first evening was spent in becoming acquainted with each other and deciding upon the course of work that would be most suitable for the needs of the members present. The following course was decided upon as most appropriate:

Dairying—

- Feeding the dairy cow for economical production
- Care and management of the dairy cow
- Raising the dairy calf
- Common diseases of dairy

Poultry—

- Culling the laying flock (demonstration lesson)
- Remodeling the poultry house
- Feeding the laying flock

We were very fortunate in being able to secure Mr. Gibberson from the Morris School of Agriculture who gave us an evening's lecture on the relation between the Smith-Hughes work and 4-H club work. Mr. Gibberson is director of 4-H club work in this section of the state.

We also felt greatly honored in having Mr. F. W. Peck, director of State Extension work, speak to us on Thursday evening, December 4. Mr. Peck gave a very interesting and inspiring

talk on the relation of farm conditions to industry.

Although the number of persons taking advantage of hearing these two state men speak was not as great as had been anticipated, we feel that these men did not "sow their seed on bad soil" for the quality of those present could not have been improved.

The class has been a source of great satisfaction to me in so far as the results thus far obtained are concerned. Several of the boys in the Agriculture classes attended many of the meetings and most of them heard the two state speakers and were well pleased with the lectures given by them.

PAUL LINDHOLM.

A MESSAGE TO STOCKMEN

Co-operative Livestock Field Service Manual. Prepared by The National Livestock Producers' Association, 609 S. Dearborn St., Chicago, Ill. 1929, 184 pages, price \$1.00.

This book should be of interest and value to agriculture students and teachers. The authors have tried to anticipate the questions livestock men desire to have answered and to present to the public a correct and uniform picture of co-operative marketing of livestock so that its limits may be understood and its possibilities appreciated and realized.

NINE LESSONS WORTH LEARNING

- Learn to laugh. A good laugh is better than medicine.
- Learn to attend strictly to your own business.
- Learn to keep your troubles to yourself. The world is too busy to care for your ills and sorrows.
- Learn to greet your friends with a smile. They carry too many frowns in their hearts to be bothered with any of yours.
- Learn to tell a story. A well-told story is as welcome as a sunbeam in a sick room.
- Learn to avoid all ill-natured remarks and everything likely to create friction.
- Learn to hide your aches and pains under a smile. No one cares whether you have the earache, headache, or rheumatism.
- Learn to stop grumbling. If you can not see any good in the world, keep the bad to yourself.

—Missouri Ruralist.