

THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

Vol. XVIII

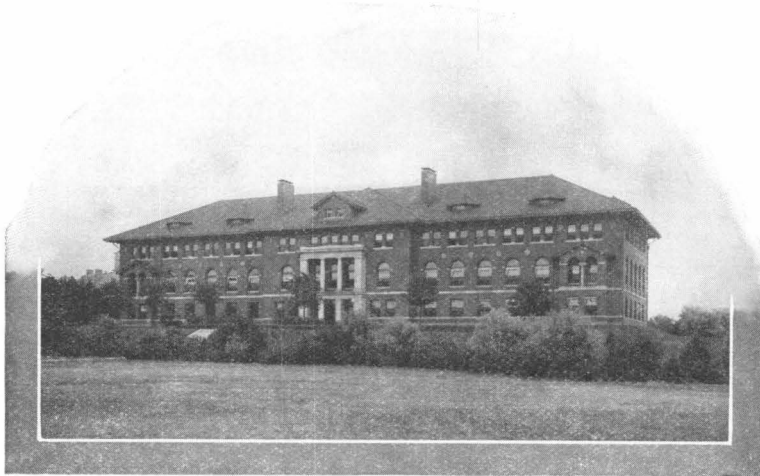
MAY, 1931

No. 9

A Personal Message From Dr. W. C. Coffey

Dean, Department of Agriculture, University of Minnesota

According to my usual custom I shall give the commencement address at two of our state high schools late in this month. I am looking forward to these occasions because I shall find the members of the graduating class and their assembled friends most interesting. I am sure I shall see proud fathers and mothers who have come to witness an achievement of their children. In the class itself I shall sense not only a spirit of happiness but also of satisfaction, the kind of satisfaction which comes when people feel that they have successfully completed an important program in their lives.



Opportunity for Study Awaits Boys at the College of Agriculture

I shall wonder how long the sense of satisfaction will last. I shall say to myself, "Not very long, surely," because the person who allows a feeling of satisfaction, relative to any attainment to linger long is unfortunate. If we are normal, we naturally have a moment of satisfaction over a task well done. But our accomplishment relative to that particular task soon falls into the background because other things are pressing for attention.

I hope you who are about to graduate will have the sense of satisfaction to which I have alluded. But I also hope that you will soon turn your eyes to new tasks, and most earnestly do I hope that you will not conclude that your education is complete and finished when your high school diploma is handed to you. Education is a life process. Any man who would be truly educated must be up and at it all the time. I hope most of you will get formal education in addition to your high school training. Frankly, I hope many of you will come to University Farm for four years' training in our College of Agriculture, Forestry, and Home Economics.

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Published monthly by the Division of Agricultural Education, University of Minnesota, University Farm, St. Paul, Minn.

Entered as second class matter at the post-office at St. Paul, Minn., under the act of August 24, 1912.

Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized August 2, 1918.

THE STAFF

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GOING TO COLLEGE

This issue of *The Visitor* comes at a time when most public schools are making plans to complete their year of work. To some students the last day of school means a summer of vacation,—to others it means graduation and new plans for the future. To the latter, the goal of high school graduation has been reached and new goals for achievement must be set. What these new goals are to be must be determined by each individual himself because he alone should know best his interests, his ambitions, his abilities, his limitations, and his opportunities for the achievement of the goals that are set up.

Happy and fortunate are the farm boys who have quite definitely and accurately decided what they hope to do as their life work. They are then ready to decide what further preparation they need and when this is done there remains the problem of deciding what school can best furnish the needed preparation.

This story is directed particularly to those farm boys who have selected the field of agriculture as the basis for their occupational choice. Genuine success in life does not depend entirely upon how ambitious and how industrious we are and how conscientiously we work but on what kind of work we are doing. Some time ago reports from China indicated that thousands of hard working, conscientious Chinese starved to death. These people lost the fight for life not because they didn't work but perhaps because in perpetuating the past they were blindly struggling in a maze without purpose, without direction, without choice. Success in the future is not likely to come entirely from experience and information gleaned from the past but from a wise selection of an occupation and a thorough study of the problems involved in meeting the present day, and the fu-

ture day demands of these problems. Never in the history of mankind were these statements more true than today because history records no time in the past when such rapid progress has been made in every field of endeavor as is experienced by the present generation. There is no certain evidence that similar progress is not to be continued into future generations. Thoughtful farm boys should clearly appreciate the fact that agriculture is the oldest and most fundamental industry of mankind. To maintain agriculture on an increasingly progressive plane comparable to that of other important industries is a difficult and complex task which should be a genuine challenge to every rural boy. The best safeguard for those who plan to enter one or more of the occupations of farming is to study and employ scientific methods. Dean Wilson,* College of Agriculture, Tennessee, writes:

"It is grossly unfair to expect a young man to engage in agriculture and succeed in these days by the methods that were employed by his grandfather. Agriculture has become a profession, requiring more shrewdness than law, more technical training than medicine, more uprightness than theology, and more brains and resourcefulness than pedagogy. If a young man is to succeed in agriculture he must train and fit himself to cope with multitudinous problems of production, utilization of power, co-operative marketing, and other phases of the subject with which he must deal."

Occupations Relating to Agriculture

In addition to the many challenging occupations of farming there are a great many occupations other than direct production which are vital to a successful agriculture. Many opportunities are found in the field of merchandising farm products. Some of our most complex and far reaching sales organizations deal exclusively with the sale and distribution of the commodities produced on the farms. Another extensive field of activity is the merchandising of products used by the farmers. Agriculture also has its related professional occupations. Chief among these are research specialists, extensions on workers, teachers, and community leaders.

Each farm boy should consider carefully his interests in all of the various phases of agriculture which may play a part in improving not only the productive

* Wilson, C. A., Who Will Succeed In Agriculture, *The Tennessee Farmer*, April, 1931.

activities but also the political, social, educational, and economic organization of agriculture. If your interests in the main are agricultural but as yet you have decided on no particular phase, it would nevertheless be well to enter the college of agriculture with the view of coming to a more definite decision as soon as possible after entering college.

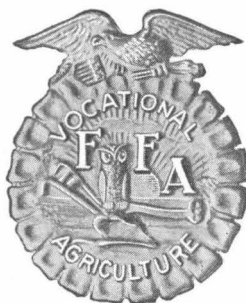
How Teachers Can Help

Teachers of agriculture should confer with the boys and their parents regarding the opportunities for boys who can profit by college study. Teachers can give the boys many helpful suggestions regarding college curricula and collegiate scholastic demands. The teacher has not rendered his full service if the future welfare of each boy has not been carefully considered. Of course it must be remembered that the wise counsellor does not determine the occupational choice of the boys. Teachers should discuss with the boys the various occupational activities that can be engaged in with personal, social and economic returns appropriate to the interests and capability of each boy. The least that can be done is to encourage the boys to give serious thought to the problems of securing further preparation for the duties of life. This does not mean that all the boys who graduate from high school should be encouraged to attend college. The college of agriculture offers a wide variety of courses of study that are especially designed to prepare students for the numerous occupations in agriculture and its many related activities. If a student desires preparation beyond the four year course, he can continue his studies in the graduate school where opportunities are afforded to secure preparation for service in the more highly specialized and technical fields of agriculture.

High school graduates frequently ask the question, "Can I afford to go to college?" No one can answer this question in a general way. Students of good mental ability should rather ask themselves the question, "Can I afford not to go to college?" The thoughtful boy will not seek the answer in terms of material gain alone. There are many other values to be found in a college education that contribute much to the joys of living a meaningful life in addition to making a living. An education should not be regarded as an expense but as an investment. The college of agriculture, with all its facilities for a genuine education, is at your service. "Can I afford not to use it?"

A.M.F.

FUTURE FARMERS OF AMERICA

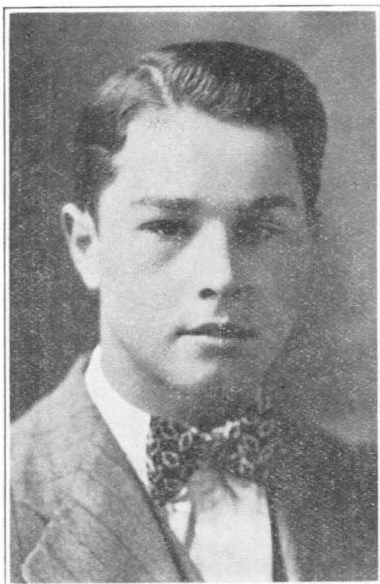


Dean W. C. Coffey Becomes MINNESOTA FARMER



The Minnesota Association of the Future Farmers of America at the second annual convention elected Dean W. C. Coffey to honorary membership in the Future Farmers of America and awarded him the degree of *MINNESOTA FARMER*. Members of the F. F. A. in Minnesota will be proud to see Dean Coffey wear the gold key which is emblematic of the State Farmer degree.

STATE F. F. A. ELECT NEW OFFICERS



Donald Dailey

At the second annual state convention of the Future Farmers of America the following state officers were elected for the year 1931-1932:

Donald Dailey, Pipestone—President.
Charles Prouty, Tracy—Vice President.
Waino Kortesmaki, Thomson Township—Secretary.
Norman Goodwin, Austin—Treasurer.
Arthur Lynch, Tracy—Reporter.
Paul Calrow, State Department of Education—State Adviser.

Executive Committee

Gordon Ellis, Staples
William Farman, Pipestone
John Johnson, Long Prairie.

THE MINNESOTA FARMERS

The following persons were awarded the Minnesota Farmer degree at the second annual state convention of the Future Farmers of America. This is the highest honor that can be conferred by the state association.

Donald Dailey, Pipestone
James Wirt, Lewiston

William Farman, Pipestone
Gordon Ellis, Staples
Waino Kortesmaki, Thomson Township
Victor Marsh, Austin
Charles Prouty, Tracy
Dean W. C. Coffey, College of Agriculture, University Farm
Paul Calrow, State Supervisor for Agriculture, State Department of Education
L. H. Fudge, Teacher of Agriculture, Tracy.

"Following the Prairie Frontier," by Seth K. Humphrey, who was born in Faribault and grew up to follow the westward-trailing pioneers as far as Oklahoma, will be published by the University of Minnesota Press on May 16.

The book is Mr. Humphrey's own story of early days in this section of the country. He recalls his frontier boyhood among scalp-hunting Sioux, his travels over the pioneer farm-lands of Dakota and Nebraska in a broncho-drawn buggy, and all the lawless life of the new West, ending his story with his own impression of the rushing of the Cherokee Strip that "Cimarron" has made famous.

Though his interests during late years have been mainly literary, Mr. Humphrey is remembered by many as the inventor, at 22, of the Humphrey employee elevator, now standard equipment in flour mills all over the world.

THE 1931 LIVESTOCK JUDGING CONTEST

The 1931 Livestock Judging Contest was sponsored by the Minnesota Vocational Agriculture Instructors' Association. Sixty-three schools participated in the activities. This represents the largest number of schools ever participating in livestock judging contests in Minnesota. Twenty trophies were awarded. Of the twenty awards, fifteen went to boys or teams from fifteen separate towns. The towns represented by the winners are found in all parts of the state with no one town or region found to be excelling in proficiency in judging the livestock.

Over 400 individuals participated in the contest which shows the schools were not relying entirely on two or three boys alone to represent them in the contest.

V. E. N.