THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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DESIRABLE ACTIVITIES AND CHARACTERISTICS OF FARM PRACTICE WORK*

19. *Farm practice records should be accurate and complete.*

Records of farm practice work that are not accurate are really worse than no records at all. The student making out the records, as well as any one else that may have the opportunity to examine them, will be misguided in that type of farm practice accounting. To correlate the farm practice work with the class work or to use the records for other purposes, it is absolutely essential that the records be accurate. The teacher and student must feel that the farm practice work is an experiment and should be conducted as such. Its results will be used, not only by the student, but by other people of the community or state. Thus, the importance of a set of complete and accurate records.

20. *Farm practice work should satisfy a felt need or desire on the part of the students.*

Thoughtful teachers have come to believe that the best time for a student to learn a thing is when he has reached the point where he feels a need for the information. Sometimes it may be necessary to help the student to create a need or want and then guide him by pointing the way to satisfaction in performing the activity of his new interest.

21. *The farm practice activities should relate to the past experience of the students and should have worthwhile future value.*

Education is often referred to as the reconstruction of past experiences. Students are interested in adding to the information they already have and in giving new meaning to the practices they have experienced in their farm work. A well conceived farm practice program should furnish abundant opportunities for acquiring and practicing new skills that represent improvements over those already acquired.

22. *The farm practice work must be of student "caliber."*

The accomplishment should be within the distance that the student can "reach" (as one author puts it). It should be within the ability and interest of the boy—not beyond what he is able to do, nor less than will be interesting and challenging for him. It should not require too much of his time and effort; neither should it require so little effort and thought that it will tend to be forgotten or neglected. It should be suited to the boy's physique, mental ability, and financial condition. It should not involve too great a financial responsibility. It should be performed largely by the boy himself.

23. *The boy should become acquainted with the boys of other schools and learn what type of farm practice is being developed.*

Every boy in the class should know what each of the other boys is doing and what the boys in neighboring schools are achieving. This stimulates competition and eager interest to do more satisfactory farm practice work. It also gives them a chance to learn some of the practices carried on by other boys having similar projects. There are different ways of becoming acquainted with students in other schools, such as, planning a trip to the neighboring school, scheduling basketball and baseball games, having a joint picnic or get-together or any other means of finding out more about each other. Such endeavor would develop social relationships as well as worthy educational benefits.

24. *The farm practice should be appropriate for the community.*

It is needless to say that farm practice work which is not consistent with recognized, appropriate practices for the community will serve to destroy the confidence of thoughtful farmers. This does not mean that teachers or students should avoid new adventures in agriculture. If there is any doubt in regard to the advisability of making recommendations, the specialists at the experiment station should be consulted. A good motto to follow in farm practice work is "Be sure you are right and then go ahead."

* Continued from the April, 1932, issue.

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25. *Farm practice work should bring a financial return to the student.*

Ownership has a vitalizing effect upon the farm practice activities of the students. Through ownership the student not only secures a monetary return but he is already on the way to entering farming as a business. If the student does not own the project, arrangement should be made so that he is assured a financial return because every worker likes to be paid something for his effort. Boys especially like to experience a little financial independence. A good way to teach thrift is through the earning and careful spending and saving of money.

Successful Part-Time School for Out of School Young Men at Tracy

L. H. Fudge, teacher of agriculture at Tracy, reports the completion of a successful part-time school for young men as a part of his program of activities. The plans for organizing the school were developed as a part of the program of work of the local Future Farmers of America chapter. Fifteen boys were in regular attendance. Six of the boys are high school graduates, six others attended high school for two years and three boys have not had the opportunity to attend high school. Eleven of the boys are active members of the F. F. A.

At the first meeting of the class the young men decided to make a thorough study of farm records as an aid to developing a sound program of home farm practices. Throughout the course a great many current economic problems were studied and discussed. Each student is keeping accurate farm records and Mr. Fudge is continuing his contacts with the boys throughout the summer.

An idea as to the value of this type of work may be had from the following brief statement regarding the work of a few of the students who were enrolled as members of the course. "One of the members owns ten pure bred sows and has already entered two litters in the State Ton Litter Contest and all his sows in the State Pork Production Contest. Another boy is manager of the rented farm, as his father is dead and his mother is keeping the children together so that they can complete high school. He is running 240 acres of land with no other help than the aid of his younger brothers, one of whom will graduate this year. He has won recognition for his labors, as he was awarded the Minnesota Farmer Key last year and will be a candidate for the degree of American Farmer. Another young man has purchased 5,000 baby chicks and is not planning to do any field work but intends to properly care for them and market them as soon as practicable and help with chores when he has time."

Agriculture Students Enter Farming

G. R. Cochran, teacher of agriculture at New Richland, sends the following interesting statement regarding the effectiveness of the program of work in agriculture in the high school. A.M.F.

"Contrary to the belief held by some that high school training unfits young people for farming and farm life and leads them to the cities is the fact that more than half of the boys who take vocational agriculture as a study in our high school return to the farm upon leaving school. That question has been asked of me in the past and as a result I have tried to learn as near as possible what the boys who have studied agriculture do on leaving school. Including those who graduated with the class of 1931, we found the record of 94 boys who have enrolled for at least one course in vocational agriculture at the high school here in New Richland. Of these 94 we were able to trace accurately the record of 78. We find that of these 78:

60% are on farms with their parents or farming themselves.
4% are on farms working for someone else.
6% are in related work, creamery, etc.
7% have continued their schooling.
23% are in work in no way related to farming.

These data show that seventy per cent of the former agriculture students are engaged in farming or its related occupations. This indicates that the departments of agriculture in the high school are

serving a useful purpose in making the work on the farm more interesting and meaningful."

A Home-Made Hectograph

Every teacher should have some sort of a duplicating device for running off copies of examination questions, study or assignment sheets, building plans, job instruction sheets, and outlines of various kinds. Mimeograph stencils are expensive and are often not practical for running the few copies of the materials needed for every day use.

The following directions have been recommended for those who wish to make an inexpensive duplicator for use in teaching agriculture:

1. Prepare a wood or metal pan about an inch deep and a little larger than the sheets to be used.

2. Soak 2 ounces of gelatine in one quart of water over night. Pour off the surplus water. Heat about 12 ounces of glycerine to the boiling point of water; add the gelatine. A few drops of oil of cloves added to the mixture will serve as a preservative during hot weather. Pour the mixture into the pan and prick all air bubbles so as to make a smooth surface. Let stand in a cool place until perfectly firm.

3. The materials to be duplicated may be written in analine, copying, or hectograph ink, or made by using copying carbon paper or copying typewriter ribbon or hard non-absorbent paper.

4. For use the face of the hectograph should be moistened with a sponge and blotted with a dry cloth or piece of newspaper. The prepared copy is placed face down on the hectograph and rubbed into perfect contact. After about five minutes remove the copy and the duplicator is ready for use.

5. Copies are made by applying sheets of paper to the prepared surface, the length of the time varying from a few seconds to a minute. Approximately fifty copies can be made. The ink on the duplicator may be partially removed by sponging with warm water. The ink that is not readily washed off will be absorbed and the duplicator may be used again in a few hours.

Treatment of Green Specimens with Copper Acetate Solution in Order to Secure Permanently an Approximation of the Natural Color

To make stock solution of copper acetate

Add copper acetate crystals to a 50% solution of acetic acid until no more will dissolve.

To make copper acetate solution

To one part of copper acetate stock solution add four parts of water.

Treatment

Put the specimen in the copper acetate solution and boil over flame. At this temperature the green of the chlorophyl breaks down and a yellowish green appears. As boiling continues the green caused by the copper acetate replaces the yellowish green. The time of boiling may vary from three to fifteen minutes. When the proper intensity of color is reached the specimen should be removed, washed in tap water and put in a weak solution of formalin made by adding five parts of commercial formalin to one hundred parts of water.

Elmer Ziegenhagen

State F. F. A. Elects New Officers

The Minnesota Association of Future Farmers of America held their third annual state convention at University Farm, May 5, 6, and 7. The following state officers were elected for the year 1932-33:

Elmer Ziegenhagen, Bertha, President.

Norman Goodwin, Austin, Vice President.

Arthur Lynch, Tracy, Secretary.

Donald Dailey, Pipestone, Treasurer.

Gordon Ellis, Staples, Reporter.

Executive Committee—Theodore Drackley, Tracy; Waino Kortesmaki, Thomson Township.

The Birds of Minnesota

Not only Minnesota birds, but also those found throughout the whole Central West, are included among the 327 species described in "The Birds of Minnesota," by Thomas S. Roberts, which the University of Minnesota Press will publish in May. Dr. Roberts is director of the Museum of Natural History at the University.

Preparation of this two-volume work with its ninety-two full-page color plates and over 500 black-and-white illustrations has occupied the author's spare time for more than fifty years. Until recently Dr Roberts was a practicing physician in Minneapolis. Ornithology has been his great hobby since his high school days.

The cost of publishing "The Birds of Minnesota" has been borne by a group of prominent citizens of Minneapolis. Proceeds from the sale of the book will go to the Museum of Natural History.

The price is $6.00 for the two volumes.

F.F.A. Public Speaking Contest

Harry Peterson, Austin High School, won first place in the public speaking contest conducted at University Farm May 5 under the auspices of the Minnesota Association of the Future Farmers of America. Six local chapters were represented with a contestant. Mr. Peterson will compete against winners from each of thirteen states in a regional contest during the early fall. The winner at the regional contest will represent the region at an inter-regional contest to be held at Kansas City in November. Good luck, Harry.

The Seventh Annual Judging Contest

The annual High School Livestock Judging Contest was held at University Farm May 5, 6, and 7. This contest is for students who are enrolled for instruction in agriculture in the high schools. It is sponsored by the Minnesota Association of Agriculture Instructors and managed by the members of the Agricultural Education Club in co-operation with the members of the faculty of the College of Agriculture.

The following gives the successful schools in each of the contests:

General Livestock—Bertha.
Dairy—Staples.
Sweepstakes—Bertha.
Poultry Sweepstakes—Staples.

Teams from sixty-seven high schools were present to participate in the judging contest. This is the largest number of schools that have been represented at any of the seven state high school livestock judging contests. In spite of the so-called depression, these young farmers have faith in the future of agriculture and are eager to dedicate themselves to the task of mastering the intricate and perplexing problems that must be solved in order to restore Minnesota's major industry to its rightful place in the economic and social life of the people of a great state. There was no depression in the enthusiasm, the hopes, and the splendid attitudes of these young people. They are going to evolve a new agriculture for the generation just ahead.

W. G. Wiegand Becomes "Minnesota Farmer"

W. G. Wiegand, teacher of agriculture at Austin, was elected to honorary membership in the Minnesota Association of Future Farmers of America and was awarded the degree of *Minnesota Farmer* in recognition of the excellent work he is doing in directing the learning activities of the young men and the adults in the Austin community. It was a great pleasure for Norman Goodwin, one of Mr. Wiegand's former students and Minnesota's first *American Farmer*, to present his teacher with the gold key which is emblematic of the State Farmer degree.

The Minnesota Farmers

The Minnesota Association of Future Farmers of America awarded the Minnesota Farmer degree to nine young men at the third annual convention of the F. F. A. This is the highest honor that can be conferred by the State Association. THE VISITOR congratulates each of the following for the distinction he has won through his achievements in the field of agriculture:

Theodore Drackley, Tracy
Charles T. Flugum, Albert Lea
Clyde Gleason, Austin
H. Jewel Flugum, Albert Lea
Gordon Morgan, Tracy
Ezra P. Reineke, Long Prairie
Arthur Tonsfeldt, Pipestone
Leland Tyrrell, Staples
Elmer Ziegenhagen, Bertha

American Country Life Conference, University Farm, St. Paul, October 26 to 29, 1932. Topic: Adult Education and Rural Life.

Education seeks to develop in the individual a mind sensitive to problems and skilled in methods of attacking and solving them.—Leo J. Brueckner.