

THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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THE FUTURE FARMERS OF AMERICA

The Future Farmers of America is a national organization of farm boys enrolled for instruction in vocational agriculture in the secondary schools. One of the important activities of the national organization is the annual convention held at Kansas City in connection with the American Royal Livestock Show. Among the many activities of the national convention is the livestock judging contest. At the 1936 convention Minnesota was honored by having a group of F. F. A. boys win first place in judging dairy cattle. The local F. F. A. chapter at Staples, Minnesota, is to be congratulated on the success of its members in winning the highest award in dairy judging, and with it the fine trophy shown in the picture. Winning first place in a national judging contest is an achievement of which any group of farm boys may be justly proud.



Seated—Ahldon Bere, left; Robert Hoen, right.
Standing—Sheldon Johnstone, left; H. E. Peirce, teacher of agriculture and coach, center; Rodney Miller, right.

National Judging Contests for Students of Vocational Agriculture

The following is a complete list of the various F. F. A. judging contests held in connection with the American Royal Live Stock Show. It presents a wide variety of activities and opportunities for farm boys, that should be of interest to every teacher of Agriculture.

1. Milk judging contest.
2. Poultry judging contest.
3. Livestock and dairy showmanship contest.
4. Live stock judging contest (Breeding beef cattle, breeding sheep, breeding swine, draft animals).
5. Dairy cattle judging contest.
6. Meat identification contest.

Other F. F. A. Contests

In addition to the live stock judging contest other national contests are conducted as a part of the national program of activities for the boys who are members of the Future Farmers of America. Among these may be listed the following:

1. Star Farmer award.
2. Public speaking contest.
3. F. F. A. Chapter contest.
4. State F. F. A. Association awards.

Minnesota farm boys are interested in the opportunities afforded them through membership in the Future Farmers of America. Any community can provide opportunity for participation in the F. F. A. activities by adding a department of vocational education in Agriculture to the local school offering.

The national officers for 1937 are:

- President, Joseph H. Black, Sheridan, Wyo.
First Vice-President, Julian Pierce, Stamping Ground, Ky.
Second Vice-President, Carl Nicholson, Poolesville, Md.
Third Vice-President, Roy Martin, Cotulla, Texas.
Fourth Vice-President, J. Phelon Malouf, Glenwood, Utah.
Student Secretary, Elmo Johnson, Maynardsville, Tenn.
Adviser, J. A. Linke, Federal Office of Education, Washington, D.C.

THE VISITOR

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THE STAFF

A. V. STORM

V. E. NYLIN

A. M. FIELD

MARCIA EDWARDS

A. M. FIELD, *Editor*

Happy New Year

Executive Secretary, W. A. Ross, Federal Office of Education, Washington, D.C.
Treasurer, Henry C. Groseclose, Virginia Polytechnic Institute, Blacksburg, Va.

State officers for 1937:

President, Jerome Rypka, Owatonna
Vice-President, Albert Anderson, Cook
Secretary, Shirll Calkins, Pipestone
Treasurer, Donald Himmer, Meadowbrook
State Reporter, Alvin Brevig, Spring Grove
Editor, Robert Hoen, Staples
Director, Ashle Skaar, Haword
Director, William Loegering, Long Prairie
State Adviser, Harry E. Peirce, Staples

Standard Varieties of Potatoes for Minnesota

Teachers of Agriculture frequently experience considerable difficulty in obtaining good samples of the standard varieties of potatoes recommended for Minnesota. In order to teach the boys to become good judges of potatoes it is necessary to have good samples to show the true type for each variety. The potato is a perishable product; consequently, it is difficult to keep the potatoes for any length of time, and to have them available when needed for judging work. To aid the teacher in presenting the correct type for standard varieties of potatoes, Mr. R. C. Rose has prepared a set of models for the nine Minnesota potato varieties. These models should be very helpful to teachers and to students in the potato judging work. The models of the nine varieties may be secured from R. C. Rose, University Farm, St. Paul, Minnesota. The price for the entire set is \$5.00.

The models are, on the whole, superior to most products of this kind. They are

made of a material that is hard enough so that chipping is less likely to occur. True color effect is produced by hand coloring with water colors. This not only helps in teaching the true color for each variety, but also helps in retaining the right color for a long time. With ordinary care the models can be kept for several years.

As a guide to accurate information for each variety of potato, Mr. Rose has prepared the following descriptive material. It is hoped that the models and the descriptions will prove helpful in stimulating a greater interest in potato judging. The material should also be helpful in creating a desire to produce a higher quality of true to type potatoes in Minnesota.

Description of Minnesota Potato Varieties

1. Warba

Origin: Minnesota Experiment Station, St. Paul, 1927 (named 1933).

Tubers: Very short, round, blocky; skin smooth, creamy white; eyes pink, medium deep to deep.

Sprouts: Pink at tip.

Flowers: Few, small, light lavender.

Seasons: Very early, 10 to 14 days earlier than Irish Cobbler.

2. Triumph

Origin: B. K. Bliss, Connecticut, introduced 1878.

Tubers: Roundish with blunt obtuse ends, slightly to distinctly shouldered; skin smooth, solid red; eyes slightly depressed.

Sprouts: More or less deeply diffused with reddish violet.

Flowers: Few, very light rose purple.

Season: Early.

3. Early Ohio

Origin: Alfred Reese, U. S. 1871.

Tubers: Round, oblong or ovoid; skin, flesh colored or light pink, with numerous small, raised russet dots (lentils).

Sprouts: More or less deeply suffused with carmine lilac.

Flowers: White.

Season: Early. (Two strains occur in Minnesota; one is 5 to 6 days later than the other.)

4. Irish Cobbler

Origin: Unknown; introduced about 1895.

Tuber: Roundish, with blunt ends; stem end deeply notched; eyes shallow to rather deep especially at bud end; skin creamy white.

Sprouts: Slightly or distinctly tinged with reddish violet.
 Flowers: Light rose purple; under intense heat may be almost white.
 Season: Early.

5. Chippewa

Origin: U.S.D.A. 1923; named 1932.
 Tuber: Elliptical to oblong; skin smooth, dark creamy buff, eyes shallow, eyebrows medium long.
 Sprouts: Tinted with pale rose purple.
 Flowers: Light lilac with white tips.
 Season: Medium late, matures midway between Irish Cobbler and Green Mountain.

6. Green Mountain

Origin: O. H. Alexander, Vermont; introduced 1878.
 Tuber: Moderately to distinctly oblong, usually broad, flattened; skin a dull creamy or light russet color, frequently having russet brown splashes toward the seed end; eyes shallow.
 Sprouts: Creamy white or greenish.
 Flowers: White.
 Season: Late.

7. Burbank Russet

Origin: Unknown.
 Tuber: Long, cylindrical; skin deep russet; eyes shallow, occasionally protuberant.
 Sprouts: Lightly tinged with magenta.
 Flowers: White.
 Season: Late.

8. Rural Russet

Origin: Sport of Rural New Yorker; named 1886.
 Tuber: Round-flattened to oblong-flattened; eyes few, very shallow; skin deep russet.
 Sprouts: Tips medium to deep purple.
 Flowers: Deep violet purple.
 Season: Late; 10 days earlier than Rural New Yorker No. 2.

9. Katahdin

Origin: U.S.D.A., 1923, introduced 1931.
 Tuber: Short elliptical to roundish, medium thick; skin smooth, dark cream-buff; eyes shallow; eyebrows medium long.
 Sprouts: Pale lilac.
 Flowers: Medium size; light lilac.
 Season: Late.

Photographs

An eight-by-ten inch photograph showing the nine standard varieties of potatoes included in the set of models may be secured from the Photographic Labora-

tory at University Farm. The price of one print is 35 cents. Three prints may be secured for one dollar.

If three prints are secured, one large print might be used to teach the variety. The other two may be cut up so that individual potato pictures may be pasted on cards and used for drill or identification work. If the teacher so desires, one of the large prints may be had with the name tagged on each potato. The other two prints may be had without names. This will make them more valuable for identification studies.

Anyone sending an order for pictures should enclose the amount necessary to pay for the prints. Definite direction should also be given as to which prints are wanted. One print has the name tagged on each potato. The other does not indicate the name of the variety. Orders should be sent to the Photographic Laboratory, University Farm, St. Paul, Minnesota.

Aims of Education

Professor C. W. Chenoweth, University of Idaho, in a recent address before a group of Minneapolis Central High School students, stated that Education should develop at least eight traits if it is to contribute to a real preparation for life. The traits are:

1. The ability to earn money.
2. The ability to spend it wisely.
3. To preserve health.
4. To make wise use of leisure time.
5. To learn to associate with people.
6. To acquire aesthetic appreciation.
7. To accumulate a store of knowledge.
8. To realize the value of religion.

Teachers of agriculture will find pleasure in comparing these aims with the objectives they have in mind for the boys who are enrolled for instruction in agriculture. If a distinction is to be made as to the meaning of *aims* and *objectives* in education, it might be said that aims of education determine the general direction a program is going, and the objectives are specific goals of achievement along the way.

Agricultural Education Influence Extends to China

During the past college year, two fine young men—Mr. Y. W. Chang and Mr. W. M. Pao—from China, have been students in the Department of Agricultural Education, College of Education, University of Minnesota. They are both leaders in the field of Rural Education

in China. It has been a pleasure to have had a part in providing for them the opportunity to study the program of education for rural youth in Minnesota, and in the United States as a whole.

Mr. Y. W. Chang came to America from his position as director of the rural leadership training school at the University of Nanking. During his stay in America, he gave special attention to the study of problems in rural education. In his graduate work he made an intensive study of the 4-H Club program in the United States and in Minnesota. A suggestive set-up of a similar program for the youth of China was developed in Mr. Chang's thesis problem entitled: "The '5-Petaled' Program for the Rural Youth of China Based on a Study of the 4-H Program in the United States."

Mr. Chang completed the requirements for the master's degree at the end of the 1936 summer session, and was awarded the degree of master of science from the University of Minnesota. It is our pleasure to extend to him hearty congratulations and sincere good wishes for a long and interesting service to the people of his country.

On his return to China, Mr. Chang was promoted to the position of Head of the Department of Rural Education and Superintendent of the Rural Teachers Training School at the College of Agriculture and Forestry, Nanking. Congratulations again, Mr. Chang, and may we assure you that your many friends in Minnesota will be happy to be of every possible service to you.

Mr. W. M. Pao came to America from his position as teacher of vocational education in the secondary schools of China. His study at the University of Minnesota was centered largely in the fields of Agricultural Education and Agricultural Economics and Farm Management. In his thesis problem, Mr. Pao developed a suggestive course of study set-up for teaching the rice growing enterprise called: "A Course of Study of Rice Enterprise in Central China." This study included a summary of the basic philosophy as developed for teaching Agriculture in the American secondary schools. Special adaptation was included to meet the conditions as found in China. Mr. Pao completed the requirements for the master's degree at the end of the fall quarter. He will receive the degree of master of science from the University of Minnesota.

In view of his special study, Mr. Pao has been offered a position in the Rural Education Department at the University

of Nanking, where he will be associated with Mr. Chang, in the development of a program of education for rural China. Mr. Pao sailed from the United States on January 19th, and upon reaching China will at once begin his interesting and worthwhile work in helping the youth of his native country to a better mode of life and to a better economic return from the farm.

Mr. Chang and Mr. Pao made very good records as students at the University of Minnesota. They also made a great many friends during their short stay here. The VISITOR joins in wishing for them many years of happy and glorious work, to the end that their ideals may find abundant expression in the lives of the people they serve.

Recent Publications of Interest to Teachers

- Morrison, F. B., *Feeds and Feeding, Abridged*. Seventh edition, Morrison Publishing Company, Ithaca, New York. Revised, 1937.
- Wallace, Henry A., and Bressman, Earl N., *Corn and Corn Growing*, Fourth edition. John Wiley & Sons, Inc., New York. Completely revised, 1937.
- Thomas, F. W., and Lang, A. R., *Principles of Modern Education*. Houghton Mifflin Co., Chicago. 1937.
- Horlacher, L. J., and Hammonds, Carsie, *Sheep*. The Commercial Printing Company, Lexington, Kentucky. 1936.
- Chamberlain, L. M., *The Teacher and School Organization*. Prentice-Hall, Inc., New York. 1936.

Agricultural College Enrollment Up

The office of the Registrar reports 460 students in the College of Agriculture for the winter quarter. This is an increase over the last few years. Teachers of Agriculture will be especially interested to know that approximately 25 per cent of these students are majoring in Agricultural Education.

Research in Agricultural Education

It has become almost a truism that a program of research is fundamental to progress in any field of activity. This is especially true in Agricultural Education. It is, therefore, encouraging to note that over thirty teachers of Agriculture are actively engaged in a definite program of graduate study and research in the field of Agricultural Education.