

# THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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## Now It's Dr. Nylin

With genuine pleasure the Visitor presents the announcement that V. E. Nylin was granted the degree of Doctor of Philosophy by the University of Minnesota at the annual commencement exercises in June 1937.



Dr. V. E. Nylin

Dr. Nylin is a Minnesota farm boy who has made good. He received his high school training at the Tracy High School. His interest in agriculture and rural life led him to enter the college of agriculture where he made a good record as a student and was graduated in 1918. Since graduation from the College of Agriculture, Dr. Nylin has taught agriculture and served as community leader at Lake City, Lamberton, Bloomington, and Hopkins. During these busy years,

he found time to continue his studies both at the University of Minnesota and at Cornell University. In 1925, he completed the requirements for the degree of Master of Science at the University of Minnesota. This served only to whet his desire for further study and he began at once to accumulate experiences, credits, and the numerous achievements necessary to earn the highest degree conferred upon any student by the University of Minnesota.

Dr. Nylin has given many years of service to the youth of Minnesota. Since 1922 he has been associated with the Department of Agricultural Education in the training of teachers for agriculture in the high schools. He has taken an active part in the activities of the agriculture teachers' association where his sound judgment has been an important stabilizing influence. Space does not permit a review of his many activities as a teacher and community leader. Suffice it to say that he has successfully met every emergency and has contributed richly to the total program for teaching agriculture.

Along the way he has been honored by election to Alpha Zeta and Phi Delta Kappa. He is co-author of two widely used high school texts and has created much favorable comment with the index he prepares annually on material in the U.S.D.A. Yearbook.

The Visitor joins with Dr. Nylin's many friends in extending to him sincere congratulations and the best wishes for an interesting and long service to the cause of education for rural youth.

## Off to a Good Start

The Visitor cannot refrain from printing the following portion of a letter received from one of the June 1937 graduates. The items represent the activities of the *first* week he was on the job as a teacher of agriculture and community leader.

"Some of my activities are:

1. Daily 'meditation hour' with a scrap book as my recording secretary.
2. Community visitation every day lining up students.
3. Sketching from day to day a general idea of a possible local course of study.

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## THE STAFF

A. V. STORM

V. E. NYLIN

A. M. FIELD

MARCIA EDWARDS

A. M. FIELD, *Editor*

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4. Attended cooperative potato meeting. Gave a talk about project work for boys in agriculture.
5. Made a tour of a few farms with manager of the cooperative potato association.
6. Visited the county agent and his assistant.
7. Attended 4-H leadership meeting.
8. Visited N. W. School of Agriculture and Experiment Station to get acquainted.
9. Making a community map.
10. Planned additional potato meeting.
11. Spent considerable time in becoming acquainted with the superintendent of schools and his program.
12. Arranged to have agriculture room open from 7 to 9 on Saturday nights so that boys and parents can call in regard to the agriculture course.
13. Made plans for the arrangement of the agriculture room.
14. Sending for bulletins and other illustrative materials.
15. Many other items too numerous to mention."

CARL RADKE, Climax

### Objectives for Agriculture I

The following represents a summary of the Objectives for Teaching Agriculture I as presented by the agriculture teachers enrolled in the 1937 summer school at the University of Minnesota. The teachers recognize the fact that Agriculture I is a junior high school subject. The objectives therefore should be consistent with the purposes of the junior high school period. That concept perhaps explains the fact that developing an intelligent understanding of the problems of agriculture and the arousing of a sympathetic appreciation for agriculture and

rural life receives attention equal to, or above, the vocational objectives.

In setting up the objectives for the first year of agriculture, the teacher should consider the age, the experiences, the abilities and the needs of the students. Provision for occupational exploration and choice should precede vocational preparation. Perhaps some excellent "vocational guidance" can be provided through the occupational experiences made possible in connection with the farm practice activities of the students.

1. To develop an appreciation for the various farm enterprises and give a broad view of the entire field of agriculture.
2. To discover particular fields of interests by providing guidance opportunity for future vocational work whether it be in farming or in related agricultural activities.
3. To enlarge the vision on civic, social, cultural, and recreational problems.
4. To acquire an appreciation of the need for knowledge in the fields of agriculture as a basis for successful farming operation.
5. To arouse a pride and a desire to improve the home surroundings by making them more attractive.
6. To develop personality and leadership qualities through participation in activities.
7. To develop the attitude of cooperation and sympathetic understanding of the relationship and interdependence of agriculture and other industries.
8. To develop an appreciation of the dignity and wholesomeness of rural life and opportunities agriculture offers as a vocation and a mode of life.
9. To acquire an intelligent understanding of farming as an occupation in our economic and social order.
10. To create a respect for agriculture as a science, and an industry offering opportunities to those who study its problems.
11. To develop the idea of open mindedness to the changing times and conditions; and to give training in ability to make needed adjustments to new conditions.
12. To observe the proper balance between liberal and vocational education.
13. To provide opportunity for experiences in farming through the farm practice activities.
14. To develop a functional knowledge of the sources of valuable agriculture information and to learn how to use the material.

### Teachers of Agriculture Win the Master of Science Degree

Mr. Jefferson Benner and Mr. Roland Brooks have completed the requirements for the Master of Science degree at the University of Minnesota and on recommendation of the faculty of the graduate school the degree was conferred at the annual commencement exercises in June. Mr. J. J. McCann received his Master's degree at the first summer session graduation exercise in July.

Mr. Brooks was reared on a farm in eastern Illinois. After graduation from the high school, he entered the College of Agriculture, University of Illinois where he remained as a student for three years. Then he heard the call of the West so he went to Montana with the view of acquiring farm land. Impressed with the climatic conditions of the West he decided to stay and complete his College of Agriculture work at the Montana State College where he graduated in 1915. Following his graduation, he had a variety of experiences in agriculture which finally led him to file on government land and to the achievement of his purpose for going West. Then came the World War. After returning from the army, he entered the field of teaching agriculture. Realizing the need and value of further training he entered the graduate school at the University of Minnesota in 1931. He chose as his special problem for research "An Analysis and An Evaluation of Certain Difficulties of Teachers in Directing the High School Vocational Agriculture Farm Practice Program in Minnesota."

During the past three years, Mr. Brooks has served as agriculture teacher at Two Harbors.

Mr. Jefferson Benner celebrated his "China" anniversary of his graduation from the University of Minnesota by qualifying for the degree of Master of Science at the June Commencement exercises at the University. In 1917 Mr. Benner graduated from the College of Agriculture. Since that time he has taught agriculture, science and nature study. He is at the present time teaching Botany and other sciences at the Edison High School in Minneapolis. In addition to his many duties as a teacher, Mr. Benner has found time for travel, for writing and for special study in the graduate school at the University. As a fitting memorial to his two decades of service as a teacher and to his work as a graduate student, he was awarded the degree of Master of Science in June, 1937. Congratulations, Mr. Benner, and

may the Visitor wish you many more years of successful service as a teacher and leader of young people of high school age.

Mr. J. J. McCann was reared on a farm in Pierce County, Wisconsin. After graduation from the Spring Valley, Wisconsin High School, he taught one year in a rural school. The next year found him enrolled at the River Falls Normal School from which he graduated in 1911. Mr. McCann then served as principal of the junior high school at Chippewa Falls for three years. Fate brought him to the University of Minnesota where he enrolled in the summer school and became interested in the work of the College of Agriculture. The following year he entered the College of Agriculture with a major in Agricultural Education.

After graduation from the College of Agriculture, Mr. McCann served as teacher of agriculture at Spring Grove. After three years of service as teacher of agriculture, he enlisted in the army and became a student at West Point. At the close of the War, he left the army as first lieutenant and captain in the reserves. The next eleven years found him serving as county agent at Little Falls, Thief River Falls, and Ada. At this point the call of the school room caused him to re-enter the field of his boyhood ambition and he accepted the position as teacher of agriculture at Gilbert, Minnesota. This position he has now held for eight years. During his services as teacher of agriculture at Gilbert, Mr. McCann has each year conducted an evening school for adult farmers, and has each year provided a part-time school for rural boys out of school.

During the many years of public service, Mr. McCann has won a host of friends. The Visitor is happy to join them in extending congratulations to him on this new achievement. He is a "master teacher" and richly deserves a Master's degree.

### Earning, Saving, Investing

When a person checks over suggestive state courses of study for agriculture, or courses of study prepared by teachers for special local groups, it is usually found that most of the materials deal with problems of production. The effort to improve production practices is motivated by a desire to earn more money from the farming activities. It is, perhaps, fair to assume that farm boys or farmers, like other employed people, work in order to make a living, live a satisfying life and

save something for the retirement age period.

Careful planning and good management aid in increasing the earnings from farming activities. Careful management of expenditures aids in saving a portion of the earnings. Safe investment is an important factor in saving the surplus earnings as well as a means of increasing the earnings.

With this point of view in mind, the teachers of agriculture might well devote some time in directing the study activities of the boys in a thoughtful consideration of the problems, the opportunities and the procedures of saving surplus earnings through appropriate financial investments. "Getting ahead" is not determined entirely by what one earns, but by what is saved. A well-balanced course of study should therefore include materials dealing with the problems of wise spending, planned savings and secure investing. The development of sound business acumen is as important in farming as it is in banking, manufacturing, or any other of the so-called commercial occupations. Neglecting the business side of the preparatory program for boys who plan to enter farming is a handicap that even skillful production cannot overcome.

The following suggestions for a study of saving and investments are made by Vernon Baldwin, a student in the department of Agricultural Education. The material is presented as a suggestion for thoughtful consideration by teachers rather than a recommendation to be accepted and put into immediate practice.

Conscientious teachers of course will recognize the fact that there are some dangers in this sort of activity. The farm boys, however, have a genuine need for a study of the problems of investments, and should have the opportunity of gaining experience under guidance.

#### What Can Be Taught in Agriculture Classes About Investments

- I. The importance of saving some of the income.
- II. Business or price cycles
- III. Agencies for accumulating savings
  - A. Savings banks
  - B. Postal savings banks
  - C. Life insurance
  - D. Building and loan association
- IV. Classes of investments
  - A. Bonds
    1. U. S. Government bonds of small and large size
    2. U. S. Government baby bonds under large corporations
    3. Corporate bonds well secured
    4. More speculative type of bonds with less security and lower corporate earnings
  - B. Stocks
    1. Difference between stocks and bonds
    2. Difference between preferred and common stock
    3. Appropriate time to invest
  - C. Real estate
    1. Time to buy
    2. Desirable amount of down payment
  - D. Real estate mortgages, notes and other types of loans
  - E. Life insurance
    1. For investment and protection
      - a. Term
      - b. Ordinary life
      - c. Limited pay life
    2. For investment only
      - a. Paid up endowment
      - b. Annuities
  - F. Purchase of production goods
    1. Time to buy
    2. Buying on the installment plan
- V. Sources of information concerning stocks, bonds and investments in general
  - A. For general information
    1. Badger, Ralph E., and Guthmann, H. B., INVESTMENT PRINCIPLES AND PRACTICES, 1936, Revised.
    2. Graham, Benjamin, Dodd, D., SECURITY ANALYSIS, 1934.
    3. Dewing, A. S., FINANCIAL POLICY OF CORPORATIONS, 1934.
    4. Rose, Dwight, A SCIENTIFIC APPROACH TO INVESTMENT MANAGEMENT, 1928 and PRACTICAL APPLICATION OF INVESTMENT MANAGEMENT, 1934
    5. Jordan, David F., INVESTMENTS, 1934
  - B. For information about specific investments
    1. Moody's MANUAL OF INVESTMENTS
    2. Poor's MANUAL OF INVESTMENTS
    3. STANDARD STATISTICS—weekly quotations and investment advice. Published by Standard Statistics Co., 345 Hudson St., New York, N. Y.