

The School of Agriculture News

Published Monthly by The School of Agriculture, University of Minnesota

Vol. XIV, No. 8

University Farm, St. Paul, Minn.

June, 1938



Minnesota's Folk School Is Your School

It is very nearly fifty years since the first student came to this campus and enrolled in the School of Agriculture of the University of Minnesota. That first year, in 1888, forty-seven young men enrolled in the School of Agriculture, then housed in what is now known as the Home Building. As the years passed, the enrollment grew and the fame and value of this type of education became known throughout the nation. Among leaders in education, it is today known as *Minnesota's greatest contribution in the field of agricultural education.*

Today more and more progressive educators are coming to recognize that the fundamental objective of education is to teach people how to get along in this world, how to live happily, how to work together with other people. It is not alone through an accumulation of factual material, degrees, and diplomas that people may be assured of happiness and progress. There needs to be woven through this entire fabric a thread of vision, idealism, and sympathetic tolerance whereby there may be achieved that which is best for the common good. The fame of this School of Agriculture at University Farm is due to the fact that this School has done more than merely impart information. It has stimulated in the hearts of these young people who have attended, a greater love of the worthwhile values in life—of common honesty, decency, and clean living.

It has developed a spirit of idealism and fellowship among men, whereby some day it may



Says Supt. Christianson

be possible to utilize all that science has made available in the interests, not of destruction and strife and hatred, but rather in the interests of constructive living, co-operation, and good will.

To the parents of young folks who are interested in farming, I would say that this School of Agriculture provides the opportunities and facilities of training for successful living. If a person is interested in getting an education, there are always opportunities here for such person.

Minnesota's Folk School is known throughout the country because of its graduates and former students. Each year, well over fifty per cent of the graduating class are sons or daughters of former students and graduates.

No finer recommendation can be given any school than the fact that those who have attended in years past still feel it worth while to send their own children there.

The growth of Minnesota's agricultural organizations and of Minnesota's rural culture is definitely interwoven with the lives and achievements of those thousands of farm people who have been stimulated in their vision and ideals through the School of Agriculture at University Farm.

A permanent and worthwhile rural life in the years to come will be built on the basis of an intelligent rural citizenry participating in the community government and in the organizations of which it is a part. By a rural citizenry, I mean those who reside on the farms in the open country.

Peters, Oleen Sonstegard, Norman Holm, Evelyn Lindstrom, Floyd Beach, Ida Hagen, Kathryn Ricko. Tickets—Gerald McKay, Chairman; Melvin Kullhem, Graydon McCulley. Floor—General arrangements committee and Lambert Erickson, Lucille Peters, Gerald McKay, Herbert Larson. Refreshments—Lucille Peters, Chairman; Albert Flesland, Paul Vruwink, Joyce Hinds, Charrie Johnson, Theresa Carlson, Doris Axelson, Bernice Markeson, Esther Bajari, Marion Picha, Peggy Lind. Checking—Herbert Larson, Chairman; Frank Croston, Russell Nelson.

Being the *first* student to mail in the *first* request for a room reservation and for an application for admission to the School of Agriculture is the distinction claimed by Arthur J. Gray of Lake City.

School of Agriculture Will Broadcast Regular Programs over Station WLB

"For many years, it has been one of our dreams to have a radio station here at University Farm which might enable us to bring to the rural people of Minnesota some of the many fine speakers and rural leaders who are a part of this University Department of Agriculture. Now such a dream has become a reality and I sincerely appreciate the privilege of speaking on the first of these programs. I hope that this may inaugurate another source of mutual benefit and enjoyment for the rural people of this state and their University Department of Agriculture, whereby the interests of the rural people may be served through dissemination of such programs as may be timely, interesting, and worthwhile. As far as this School of Agriculture is concerned, I can see our students gathered for great group assemblies during the spring and summer months just as they do here in this School auditorium during the fall and winter months of their regular school session. Right now there are over three hundred young men and women students of this school carrying various types of summer projects as a part of their regular school work."

In these words did Supt. J. O. Christianson introduce the new School of Agriculture program over Station WLB's new wave length on Monday noon, May 2, from University Farm.

Plans are now being made to arrange for daily week day programs in the early morning or evening hours, and Mr. Christianson will welcome suggestions as to what hours and in what seasons Aggies choose to have these programs broadcast.

In advance of the May 2 broadcast Mr. Christianson sent return post cards to Aggies throughout the state and in neighboring states as well as to other friends of the school asking for reports from them about how the program came through. Replies were numerous and very enthusiastic.

These are the people who reported on the original School of Agriculture broadcast of May 2, 1938. The county is named first: Aitkin, Milton Bugge, Arthyde, Robert Worcester, McGregor; Anoka, Catherine Talbot, Anoka; Beltrami, J. F. Johnston, Hines; Blue Earth, Myron Ward, Mapleton; Cass, Dorothee Arthur, Pine River; Chisago, Henry Swenson, Chisago City; Chippewa, John Honnegger, Montevideo; Cook, William Clinch, County Agent, Grand Marais; Dakota, Mrs. John Meeg Anderson, Farmington; Freeborn, Robert Ott, Albert

Wedding Bells Ring Out

Marble Wood, '34, of Plainview, was married May 23, 1938, to Genevieve Sullivan, also of Plainview. They left immediately after a wedding breakfast for a trip to Chicago and other points of interest. They will make their home on a farm near Plainview.

Elizabeth Bennion of St. Paul and Lester Tuttle of Kenyon were married at the home of the bride's parents on Sunday afternoon, May 17. Edith Bennion was her sister's maid of honor. Theodore Stark and John

Lea; Hennepin, Bette Schonberg, Route 7, Minneapolis; Houston, Raymond Fruechte, Caledonia; Jackson, Vernon Sanders, Jackson; Kandiyohi, Elroy Monson, Spicer; Kittson, Walter Griffin, Hallock; Lake, Torstein Grinager, Two Harbors; Le Sueur, Mrs. Henry Fahning, Cleveland; Lincoln, Donald Sanager, Tyler; Lyon, John Regnier, Ghent; Mahnomen, John Hausner, Mahnomen; Marshall, Bergman Folden, Holt; McLeod, Lyle Bishman, Hutchinson; Mower, Milton Christgau, Austin; Murray, Mrs. Kenneth Larson, Avoca; Nicollet, Raymond Karstad, Nicollet; Nobles, Andrew Jensen, Ellsworth; Norman, Grace Olson, Halstead; Ottertail, Myron Clark, Stewartville; Olmsted, Olaf Sethre, Carlisle; Pipestone, Vergil Merrill, Pipestone; Polk, Roger Torrison, Fisher; Renville, Florence Nelson, Fairfax; Rock, Carl Husen, Luverne; Roseau, M. C. Wangness, Roseau; St. Louis, Teckla Nelson, West Duluth; Scott, Mrs. Wallace Miller, Jordan; Sherburne, Loretta Jacobs, Elk River; Sibley, Homer Berlin, Gibbon; Stearns, Alton Leverson, Brooten; Wabasha, Victor Dose, Lake City; Wadena, Norma Bjelland, Menahga, John Westra; Washington, Catherine Doran; Watonwan, Roy Munson, St. James; Winona, Albert Girtler, Winona; Wright, Archie Mossman, Monticello; Yellow Medicine, Melvin Anderson, Clarkfield. Out of state—Iowa, George Barnes, Huxley; Montana, Charles Nelson, Plentywood; South Dakota, Millicent Atkins; Canada, Mr. and Mrs. Otto Trovatten, Saskatchewan.

The Schedule for School of Agriculture broadcasts for May, June, and July is also announced, as follows: Wednesday, May 18—P. L. Johnson—"The School of Agriculture on the Farm"

Wednesday, June 1—Ralph Miller—"Minnesota's Folk School—A Leadership Training School"

Wednesday, June 15—Ernest Baughman—"How to Conduct a Public Meeting"

Wednesday, June 29—W. E. Petersen—"Opportunities for High School Graduates at the School of Agriculture"

Wednesday, July 6—M. W. Ryman—"Why an Athletic Program at the Farm School?"

Wednesday, July 20—L. B. Bassett—"Working your way through the School of Agriculture"

All broadcasts will be made on Wednesdays at 12:30 p.m.

Dunnwald acted as ushers. Mr. and Mrs. Tuttle are at home in Omaha.

Mr. and Mrs. Henry Prom of Sauk Rapids announce the marriage of their daughter, Celestine Dorothy, to Leonard John Neeser '37 of St. Cloud at Sacred Heart Church in Sauk Rapids on Monday, May 30. Route One, St. Cloud, is the address of their new home.

The Fort Ripley Chapel at Fort Ripley will be the scene of the marriage of Ruth Elizabeth Gilson of Fort Ripley and Gerrit B. Douwsma of Chicago on Saturday, June 4.

Localities Plan Reunion

Frank Marshall, '99, of Litchfield, will headline the program that opens the midsummer reunion Saturday evening, June 11, at the Auditorium, University Farm. Mr. Marshall was the first county agent in Minnesota and is now connected with the Farm Security Administration.

Mrs. Phillip J. Larson will lead the community singing. Other numbers will be: cornet solo, David W. Boland; song, Clarence Tolin, '30, and a surprise feature.

After the program Hillary's orchestra will play for the dance at the gymnasium.

Max Hinds, Chairman, Leona Reineccius, and Oren Shelley are members of the program and general arrangements committee.

Other committees are made up as follows: Decorations—Lambert Erickson, Chairman; John Marrs, Norma

The School of Agriculture News

Published every month of the school year from September to March and once during the summer at University Farm, St. Paul.

Entered as second class matter March 20, 1924, at the post office at St. Paul, Minnesota, under the Act of August 24, 1914. Subscription price: 25 cents per year.

Vol. XVI No. 8 June, 1938



NEWS AND EDITORIAL STAFF

Editor-in-chief: Lucille Maurer

Assistant Editor: Bob Worcester

Staff: Cathryn Dose, Presley Caughey, Elna Radtke, Eldon Jones, Marie Oldenkamp, Archie Mosman, Lucille Meyer, Julio Pineda, Doris Feldheim.

Dining Hall Dorm Being Completely Reconstructed

Of interest to all students and alumni is the change taking place in Dining Hall dormitory which is being completely re-built and so changed no old resident will recognize it.

Dr. Wm. Holman, chief of division of buildings and grounds, says that when completed it will be the peer and possibly the superior of the other campus dormitories.

The change is being financed by a W. P. A. grant as well as from University funds, and every effort will be made to have the dormitory ready for occupancy in October.

New Courses Enrich S.A.U.M. Curriculum

To meet changing conditions, the curriculum of courses in the School of Agriculture is revised and enriched every year.

This year, approval has been given to permit students to carry special projects independently of any class and receive credit according to the quality of the completed project. These courses are open to students who have shown their fitness to do superior work. Such projects are "Special Problems in Horticulture," "Special Problems in Home Economics," and "Farm Managers Course." It is expected that other divisions than the three giving those projects will offer like opportunities for independent work. The divisions of Animal Husbandry and Entomology are making plans for them.

The division of Physical Education and Athletics, newly named, has re-organized its courses and offers to men five courses, Physical Education Activities, Beginning Swimming, Boxing, Social Games and Recreational Sports, and Sports Administration.

This division offers to girls, Team Games, Recreational Games, Rhythmic Activities, Beginning Swimming, Life-saving and Water-front Safety, and Recreational Leadership.

Books and Reading has been reinstated as a 3-credit course in Rhetoric.

In the Home Economics division two new courses, besides the advanced projects, are offered. These are Food Preservation and a combination of dairying, poultry and some other line in a 3-credit course.

Activities of Interest to Aggies Continue Through Summer Period

June 1	Wednesday	Radio Address—"Minnesota's Folk School, a Leadership Training School"	Station WLB	12:30 p.m.	Ralph Miller
June 1	Wednesday	High School Commencement Exercises	Gibbon	8:00 p.m.	J. O. Christianson
June 3	Friday	High School Commencement Exercises	Jackson	8:00 p.m.	J. O. Christianson
June 4	Saturday	State Meeting of Rural Youth, Mission Farm (Medicine Lake, Hennepin County)	Mission Farm	9:30 p.m.	Leader—Discussion Group—J. O. Christianson
June 5	Sunday	State Meeting of Rural Youth	Mission Farm	9:30 p.m.	Leader—Discussion Group—J. O. Christianson
June 6-7-8-9	MTWTh	4-H Club Week	Univ. Farm		
June 8	Wednesday	High School Commencement Exercises	Keewatin	8:00 p.m.	J. O. Christianson
June 9-10-11	ThFS	Agricultural Instructors Conference	Univ. Farm		
June 11	Saturday	Midsummer Aggie Reunion (Dist. 9)	Univ. Farm	7:30 p.m.	Frank Marshall
June 12	Sunday	Aggie Reunion (Dist. 4)	New Ulm		Andrew Boss
June 12	Sunday	Finnish Delaware Tercentenary Celebration	Cokato	2:00 p.m.	J. O. Christianson
June 14-15-16-17	TWThF	National Junior Golf Tournament Conference	Univ. Farm		
June 15	Wednesday	Radio Address—"How to Conduct a Public Meeting"	Station WLB	12:30 p.m.	Ernest Baughman
June 16	Thursday	Blue Earth County Farm Bureau Picnic	Mankato	2:00 p.m.	J. O. Christianson
June 19	Sunday	Mahnomen County Farm Bureau Picnic	Mahnomen	2:00 p.m.	J. O. Christianson
June 19	Sunday	Southwest Minnesota Aggie Reunion (Dist. 5)	Westbrook		Ralph Miller
June 19	Sunday	West Central Minnesota Aggie Reunion (Dist. 6)	Redwood Falls		W. H. Danks
June 28	Tuesday	Pope County Rural School Graduation Exercises	Glenwood	2:00 p.m.	J. O. Christianson
June 29	Wednesday	Radio Address—"Opportunities for High School Graduates at the School of Agriculture"	Station WLB	12:30 p.m.	W. E. Petersen
June 29-30	WTh	Conference—State Veterinarians	Univ. Farm		
July 5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22		All State Summer High School Band School	Univ. Farm		
July 6	Wednesday	Radio Address—"The Physical Education Program at the School of Agriculture"	Station WLB	12:30 p.m.	M. W. Ryman
July 20	Wednesday	Radio Address—"Working Your Way Through the School of Agriculture"	Station WLB	12:30 p.m.	L. B. Bassett
July 31	Sunday	Northeastern Minnesota Aggie Reunion (Dist. 10)	Mille Lacs Trading Post, Mille Lacs Lake		

Donald Sandager Gets Caleb Dorr First Prize

To Donald Sandager was awarded the first Caleb Dorr prize for high scholarship and active participation in student affairs in the 1938 winter quarter. This prize was \$14.50.

Six other students, in the order named, were next in rank and received the following awards: Jack Steeves, 2nd prize, \$10.00; Esther Borg, 3rd prize, \$8.00; Milton Flohr, 4th prize, \$6.00; Frank Dombek, 5th prize, \$5.00; and Raymond Henschen, 7th prize, \$3.00.

Professor L. B. Bassett is the chairman of the Scholarship committee which nominated the candidates for these honors. Supt. J. O. Christianson has approved the nominations and announces the awards.

These honors are open to every student enrolled in any one quarter.

Recognition of high scholarship and acceptable citizenship is given to students at the close of each quarter when students with good conduct records and scholastic averages of over 3.5 are nominated to the School of Agriculture's Honor Roll.

Fifteen boys and girls rated as worthy of this honor on the basis of their records in the 1938 Winter Term.

Supt. J. O. Christianson announces that the following students are elected to this honor roll: Milton Flohr, Edmund Gensmer, Raymond Henschen, Paul Miller, Donald Sandager, Kenneth Skarien, Jack Steeves, Joseph Walstad, Robert Wolter, Esther Borg, Eleanor Eichers, Frances Eichers, Doris Jensen, Elizabeth Moris, and Mary Schwinghamer.

Harry Muir, former head of the Minnesota Agricultural Conservation Commission, is now regional director of the Farm Security Administration for Minnesota, Wisconsin, and Michigan.

Gerardo Cueva '34 returned to Minnesota in May from the Ontario Veterinary College. He is canteen clerk at a state camp near Togo.

Christianson's Spend Vacation in East

Supt. and Mrs. J. O. Christianson and their son John spent a two weeks vacation in the East after May 14. Sightseeing in rural New England as well as in urban Boston, Philadelphia, and New York City occupied their time enjoyably.

Points at which Supt. Christianson kept speaking engagements were before the Massachusetts Federation of Womens Clubs, Swampscott, Mass.; Indiana Bankers Association, French Lick, Ind.; County-wide Clayton County picnic, Elkader, Iowa; Boone County Banker-Farmer banquet at at Lebanon, Indiana.

One of the most popular numbers in the series of booklets called "Little Journeys to Minnesota's Folk School" is the "Visit to a class in parliamentary law," recently revised. They can be had in numbers large enough for a club and may be secured by writing to the Superintendent of the School of Agriculture, J. O. Christianson.

Several alumni and students have assisted in the dormitories as supervisors during the recent conventions and short courses. Among those Aggies have been Eugene Anderson, Edwin Hulin, Melvin Kullhem, Frank Anderson, Dudley Anderson, Douglas McCulley, Dick Behrends, Esther Bajari, Max Hinds, Albert Flesland, Marian Hillier, and Drusilla Lange. Virginia Barwise and Leona Reinecius will be added to the number in June.

Cooperation on Monday morning was the subject of an all-Ag campus Alpha Zeta lecture given by Former Director F. W. Peck, Wednesday, April 13. The lecture, sponsored by Alpha Zeta, national honorary agriculture and forestry fraternity, was the last in a series of three lectures given this year.

Harold Goltz '38 is managing his own apiary at Waterville this summer.

Now Is the Time To Keep Accurate Farm Accounts

Farm Accounts projects should be well started by this time. I hope that each student registered for this project took his inventory as of March 1 or earlier. If this were done, it will be possible to complete the project before school closes next March. If the inventory was not taken until April 1, it will be impossible to complete the project next year until after school closes which will mean that credit cannot be used by students graduating in the spring of 1939. Care should be taken to place normal value on all livestock equipment and feed shown in the inventory. Another matter that should be given consideration is the necessity of keeping up to date all expenses and receipts; also farm produce used in the house should be listed with values attached. If the opening inventory is properly taken and summarized and the cash and expense receipt record kept up to date, very little trouble will be experienced in closing the project next spring.

In the Household Accounts project the first step is to take the inventory of supplies on hand that were purchased. In this inventory do not use supplies on hand that came from the farm, such as canned vegetables or meats. These should only be charged when they are actually used. It is quite important that all supplies purchased be entered regularly with the values shown. Whenever farm produce is used it should also be listed with values shown. Another important point is to keep an accurate record of the meals served. These meals should be listed in terms of adult meals. At the end of each month summaries should be made.

In case any questions arise as to project entries or proper procedures to follow, they should be brought to the attention of the project supervisor or you may write this office.

—Agricultural Economics—L. B. Bassett

S.A.U.M. Will Observe 50th Anniversary in October.

Are You Enrolled in School of Agriculture on the Farm?

As we discussed at the time we went over the insect collection project before you left for home, the following were the things that you were to do. First, you were to collect and arrange by orders and families of insects 200 specimens of which there were to be no more than six of a kind of the smaller insects and no more than two of the larger forms. These insects were to be pinned and labelled according to instructions given in the museum before you left school. You were to make your own insect net, spreading board, and mounting step.

One important thing to remember in making the collection is that each specimen must have attached a label showing the date collected and the locality, such as township, town or city, or sometimes county is sufficient (nearest post office is preferable). Depending upon your keenness in collecting, your neatness and accuracy in determining the insects collected, you will be able to secure one of the following number of credits—0 (none), $\frac{1}{2}$, 1, or $1\frac{1}{2}$.

There are several interesting circulars on the market, some of which you unquestionably should get. One that might interest you is, "Field Book of Insects" by Lutz—published by G. P. Putnam Sons, New York City. Cost—\$3.00. New York State Museum, Albany, New York, "A popular guide to the study in insects," Handbook No. 6. Circular No. 25 of the Illinois Natural History Survey, Urbana, Illinois, on "How to collect and preserve insects" which I think costs about 50 cents a copy. Ward's Natural Science Establishment, Rochester, New York, has one on collecting and preserving insects that can be procured for less than 50 cents, I believe.

Spraying Projects: The spraying program should be followed as per Special Circular No. 50 which you can obtain from the Bulletin Room, University Farm, free of charge, and actual records must be kept of the amount of material, the time spent in spraying and results as estimated by a comparison of crops harvested this year with those of last year or with those of some neighbor who did not spray.

—Entomology—A. G. Ruggles

Have Seed Certified To Insure Its Sale

The summer projects from the Division of Agronomy and Plant Genetics offer varied opportunities for School of Agriculture students to apply on the farm the newer principles and practices in crop production. During the past five-year period, the projects selected by students have shown a rapid transition from "cost of production" types to projects comparing yields of new improved varieties with the home varieties and finally to projects for the production of certified or registered seed of small grains and hybrid corn.

This change is especially gratifying since we believe, and teach in the classroom, the importance of growing pure seed of adapted recommended crop varieties. The production on the farm of certified seed should therefore provide the students with the opportunity to serve as leaders in this field in their respective communities.

Here You Will Meet Your Instructors

Reports sent in to date by project supervisors are mostly of a favorable nature, I am glad to say. With few exceptions the enthusiasm with which work was commenced has been maintained. Any of you who drop a project other than for legitimate reasons is in reality a *quitter*. Last year approximately 50 per cent under my supervision would have to be so classified, not an enviable record. I believe my 1938 group has enough personal pride to finish a project once it has been undertaken.

Special Notes to Summer Egg Production Students

I feel that you students should do what you can to produce good quality market eggs. The hen lays a good product but unless you do your part in their care and handling it soon deteriorates. The following are a few points that will aid you in marketing high quality eggs:

1. Produce infertile eggs as soon as they are no longer needed for hatching.
2. Collect eggs several times a day in hot weather.
3. If possible, cool eggs below 68 degrees F.
4. Produce clean eggs by providing clean nest and floor litter.
5. Do not wash dirty eggs because so doing allows them to evaporate more rapidly. Slightly dirty eggs may be cleaned by rubbing them with steel wool or emery cloth.
6. Market eggs several times a weeks (the more often, the better).
7. Sell eggs where possible to a merchant who appreciates them properly handled and is willing to pay more for them on that basis.

It is a good business practice to sell hens that are consistently broody also those which commence their annual molt in June, July, or August.

The success of a pure seed project from the standpoint of the individual student depends not only upon his ability to apply approved methods of culture such as seedbed preparation, time and rate of planting, etc., but also upon his ability to maintain varietal purity by field roguing and to reduce the weed menace by proper seed cleaning and control practices. The production of certified or registered seed of small grains is therefore a specialized farm business in which many principles taught in the classroom can be profitably applied to everyday farm problems.

In hybrid seed corn production, the student must exercise unusual care in following the directions supplied to him. Proper isolation from other corn fields must be provided to prevent contamination by foreign pollen, proper planting dates should be made of the two parents of the cross, and finally the plot must be given daily attention during the critical detasseling period so that the work is begun before the tassels on the female parent have shed pollen. Strict adherence to the above principles should enable the student to make the cross in the proper manner. The production of high quality seed corn with good germination is largely dependent upon harvesting the crop before danger of killing frost and proper methods of drying. The ears harvested from the detasseled female parent

Good producers properly fed should lay straight through the summer months. Failure to do so is an indication of a lack of *persistence*, an important factor for high annual egg yield. Do not feed these poorer hens until the annual fall culling but follow the practice of marketing a few birds every week or two.

Special Notes to Pullet, Turkey, and Duck Production Students

It is safe to say that the student who has the least mortality among his chicks, poults, or ducklings will show the greatest profit. True, the quality of stock, kind of feed and equipment one has to work with is of great importance. However, when reports are in next fall the factor which is most variable will be that related to death loss.

Constant care and good management will reduce losses due to accidents such as drowning, crowding, killing by animals that are natural enemies, etc.

Scrupulously clean houses and range, together with isolation from mature stock are our best guards against any of the disease organisms whether it be coccidiosis, worms, tuberculosis, roup, pox, or any others. If your flock becomes infested with any of the parasites or infected by some other organisms, it is because you have failed (possibly for reasons beyond your control) in protecting your birds completely.

I should be very glad to have you write me for information at any time and I will do all that I can to supply you with the desired help.

One last *plea* to you all:

Please keep accurate accounts of all feed used with accounts kept up to date.

—Poultry—Tom Canfield

should preferably be dried in a heated room with forced ventilation to rapidly reduce the moisture to 12-14 per cent for safe storage. When only a small acreage is grown, the student can usually provide for proper drying with the equipment available on the farm. If the student intends to continue on a larger basis, it is advisable to definitely plan for adequate seed drying equipment. After the corn has been dried and shelled, the seed should be graded before it is offered for sale or used on the farm. Grading is necessary to insure a uniform rate of planting, an essential feature in corn production.

Many of the students who have registered for pure seed and hybrid seed corn production projects plan to have the crop certified by the Minnesota Crop Improvement Association. If the seed obtained is to be offered for sale, it is always advisable to utilize the advantages of seed certification. From the standpoint of the seed purchaser, the official tag of the Crop Improvement Association is the best possible assurance that the seed offered for sale is of high quality and purity.

Farm demonstration trials with hybrid corn and small grain varieties during the past five years have been very valuable projects. In many instances, the demonstration trial of a new variety has been the means of replacing a poor variety with an im-

The Division of Agricultural Engineering offers several different opportunities for summer project work in the School of Agriculture. The lines which for several years have been most popular with the student body are those having to do with the erection of some building or the building of some piece of equipment, the painting of some building, refinishing furniture (for the girls), cement work, one in connection with the life and cost of farm machinery and tractor operation records.

Records are necessary in all of these projects. In most instances the final mark depends largely on the manner in which the records are kept. In connection with the keeping of these records, several things should be kept in mind. Make all entries promptly. If it is not convenient to put the items on the regular blanks at once, be sure to have the facts available in some note book in writing. Do not depend on your memory. See that these notes are transferred to the final blanks regularly.

Many times the project book, as it is handed in for our consideration, is the only thing we have on which to base our marks. A neat report always makes a much better impression than one which is carelessly done. Write so we can read it easily. If you could only realize the relief with which we accept a neat book as compared with one carelessly done and the reaction that unconsciously goes with it, you would make an extra effort toward that neatness.

Accuracy is, of course, the one important thing in connection with records. As one of our prominent radio characters says, "you must 'check and double check' your figures." If you acquire the habit of keeping these suggestions in mind, your records will mean much more to you.

We have in the past received books covering building, painting, and cement projects that contained pictures taken of the work at various stages. When well done, such pictures add much to the interest and must be quite a satisfaction to the student. Some sketches and "stretch outs" were required. These, when well done, raise the quality of the project.

Read the directions which were included with the project sheets. These explain what is wanted and were further enlarged upon where the various instructors went over the work to be done explaining the various items and answering any questions which arose.

—Agricultural Engineering
—J. B. Torrance

proved strain on the student's home farm. Many of the pure seed and hybrid seed corn production plots have resulted from the demonstration of the superiority of the new varieties and hybrids, indicating that School students have been ready to grasp the newer things in crop production and apply them in a practical way.

Students who have registered for demonstration trial projects should inspect their plots frequently to observe differences in disease resistance, lodging, maturity, stand, plant height, purity, and uniformity. Detailed directions for harvesting the plots should be carefully followed so that the data obtained represent the true difference between the home variety and the new improved strain.

Agronomy—Carl Borgeson.

Horticulture and Soils Projects Are Taught in This Forum

The keynote of all horticultural projects is improvement of home surroundings and products of garden and orchard. Although all summer projects have a similar objective, yet it is peculiarly within the province of much of the horticultural projects to have a distinctive appeal to the senses. An appreciation of better home surroundings is certainly within the reach of all students whether in the city or on the farm.

Give Shrubs Shaping Up

"Rundown" or "runover" lawns are not necessary and do much to detract from the beauty supplied by every tree, shrub, and flowering plant around the home. A great deal can and should be done early in the spring to improve conditions by cutting away dead branches from trees and poor non-flowering wood from shrubs, also to give a general "shaping up" to the latter. If large branches must be removed because of disease or when injured by wind or other causes, two cuts should be made, first making a cut underneath the branch to prevent the bark from splitting, after which the branch may be cut through entirely from the top. Do not leave "stubs" of any kind, whether on shrub or tree.

A "clean" cut should always be made. A great deal of the expected benefits to be derived by removing useless and unwanted branches may be entirely lost if clean cuts are not made; this also applies of course to the pruning of fruit trees referred to later.

When a general cleanup of trees and shrubs has been made and broken fences repaired, it will be necessary to look over the lawn. All low areas should be filled up while bare spots should be dug up and reseeded with a good type of lawn seed.

Special Circular 130 should be obtained as it gives the necessary information on all phases of lawn construction and maintenance. Special Bulletin 193 "Landscape Planning," the first step in home beautification, a recent publication, will be found extremely useful in all home beautification projects. Plans and lists of plant materials for Minnesota conditions are included in this bulletin.

In preparation for a well developed home planting, the School courses, Landscape I and II, should be taken by every student. Landscape I familiarizes the student with trees and shrubs; while in the continuation course, Landscape II, students are made acquainted with plans and simple designs which will be helpful in developing the home grounds.

Keep Lawn Open Space

The location of flower beds should be carefully planned. Do not "scatter" them over the lawn; keep the latter open, have shrubs or (and) trees on the side of the lawn. If a flower bed has to be used for both decoration and cutting purposes, the rear of the house is the logical place for it.

Perennials should be selected on the basis of adaptability and hardiness. As it is expected, it is desirable that the ground be well fertilized with rotted manure if possible, also that it be well drained.

Annuals are desirable for several reasons. They are easy to grow, will in most cases supply all the cut flowers needed for the home, and are valuable as fillers in the perennial border.

Records of materials used, planting dates, and if possible, seasonal development of plants used, are always helpful and the student should be impressed with the idea that he is planting not merely for the present but for the future. Consequently, any notes taken will have a far greater value than the supposedly temporary value of a project book when completed for the season when the project is taken. This possibly is one of the greatest benefits to be derived from a project whether in fruits, flowers, or vegetables. In the fruit projects, as in all others, the student is given an opportunity to put his knowledge of climatic conditions in his own locality to good use in choosing varieties.

The problem of the most suitable types and varieties to grow can be solved to a great extent by the various publications of the Division of Horticulture and the recommended lists issued from time to time by the Minnesota State Hort. Society.

Location aspect and soil must be considered when planting, the "lay of the land" for fruits, trees, and the best possible location for small fruits. Merely because a student is fond of strawberries for example, is no reason at all for a project in growing them unless conditions are favorable. The experience gained by the dry conditions in recent years has proved that irrigation pays. Care of the plants by keeping them in their allotted space, spraying for insect pests and diseases, tying up where desirable or necessary as in the case of raspberries, winter mulching of strawberries as with perennial flowering plants, should be regarded as part of any well considered project.

Records should be kept on every factor which has a bearing on the individual project. Although cost of production records are not absolutely necessary where fruits and vegetable crops are grown for home use, yet it is interesting to be able to have comparable data for home grown versus market material.

The advantage of being able to go into the garden and pick or gather the products of one's own labor should be an incentive to every student to carry on a project on a businesslike basis, more especially summer projects in fruits or vegetables.

Horticulture—Louis Sando.

Pick a Flower Every Day

I trust that by this time you will have your project half done or at least have become intimate enough with it to know what it is about. I hope too that you are familiar enough with it to learn to enjoy it and that the plant world will have more significance. One cannot really enjoy a subject until he knows something about it.

There are a few things about which I must remind you. Plants will not just miraculously jump out of the field into your press simply by your wishing them to do so. Neither by taking any old specimen and chucking it into the plant press can you prepare specimen sheets that will be a pleasure to own and to look at. Much of pride, neatness, order, and artistic sense will be reflected in the kind of a collection you will turn in in the fall. Gather typical specimens that will press neatly and fit the sheet on which you intend

The Division of Animal Husbandry offers summer project work of two distinct types, viz., that dealing with the use of draft horses and that dealing with meat animal production. Since the latter includes beef cattle, hogs and sheep, any student, therefore, has the opportunity of taking a project with each of four kinds of livestock.

It should be emphatically stated that it is not the purpose of the horse project to encourage or discourage the use of horses, but instead to determine the cost per hour of horse labor. This leads to the realization that if the farm work is to be done economically, it is necessary to get the maximum use out of each team. This can be done only by proper feeding, especially during periods of hard work; and by reducing the number of idle horses. Project records show that the cost per hour of horse labor is twice as high on some farms as on others.

The main object of the meat animal project is to determine the profit or loss from the animals that are being fed. Inevitably, this causes the student who is interested in his animals and the records obtained to inquire as to how he can make more money or prevent a loss in another year. He also learns that the most important consideration, and one over which he has control, in his success with fattening livestock, is proper feeding.

There is so much information available on feeding livestock, information which can be so readily used, that it is regrettable that more of it is not made use of. Perhaps the most common mistakes are to feed scantily when feeds are high priced and to buy expensive feeds with attractive names, most of which cost too much for what they contain and many of which have so little value that they should be purchased for practically nothing. Students are encouraged to use the information they obtain in feeding courses while attending the School of Agriculture; and they find it is just as easy to feed correctly as incorrectly, and much more profitable. Bulletins on special feeding problems, such as Feeding of Hogs, Sheep, and Beef Cattle, can be received from the Bulletin Room, University Farm, St. Paul, upon request.

—Animal Husbandry—Don Johnson

The soil projects are designed to give the student information regarding the needs of the soils on the home farm. The projects consist of field trials with various fertilizers on different crops. During recent years a large amount of work has been done at many of the Experiment Stations with the so-called "rapid tests" for available plant food substances. Considerable progress has been made in developing the tests and they are now of some assistance in making recommendations for applications of fertilizers. However, they cannot be depended upon on many soils hence field trials are desirable and many times necessary to determine whether a soil is deficient in available phosphate or other plant food material.

Follow Directions Exactly

Students who wish to carry a summer project in soils should first take the School course in soils, register for the project before leaving school in the spring, secure the directions for the project and get the necessary fertilizers from the instructor.

Quite complete directions are given to each student for the project he has selected. These directions specify how the plots should be located, the size of the plots and give directions for the application of the fertilizers and the determination of the yields. All too frequently students fail to read carefully or to study directions. Full credit cannot be given for a project unless the directions are followed.

The credit given for any project will not depend in any degree upon the results obtained for the application of the fertilizer but entirely upon the manner in which the student has followed his instructions, has done his work and kept his records.

In past years some very striking results have been obtained. In some instances fertilizers have been used extensively on the home farm as a result of the summer projects. On one farm in Cottonwood County a student applied superphosphate on clover as his summer project and the yield of hay was over 1.25 tons more where the phosphate was applied. As a result of the information gained from the project, they applied superphosphate on 30 acres of clover the next spring.

Some of the stories written by the students are very interesting and have a personal touch as illustrated by the following taken from a student story:

"When I came home in the spring with my project book, Dad didn't think the fertilizer would show up at all. Just the same he helped me select the places for the plots. So I fertilized these plots when Dad was planting.

"I went out to look over the plots when the corn was up two inches and to my surprise the fertilized hills were taller and bushier. Dad didn't like to believe this but seeing is believing.

"Dad was along and weighed the corn. He was surprised at the difference when I got the yield figured out.

"I find that our soil needs a good complete fertilizer. The phosphate showed up good but when complete fertilizer pays \$4.53 more per acre I think we will use it. Our corn planter will have a fertilizer attachment on it in the near future, so Dad says.

Yields Complete fertilizer	37.8 bu.
Phosphate	31.8 bu.
No fertilizer	23.7 bu.

Soils—Geo. H. Nesom.

to mount them. Carefully place the specimens in the press the way you want them to appear and be sure to jot down all the characteristics of the plants that will help to make an interesting account for each and to fix them in your mind. Because of the objectives of your project is to learn to know nature and to understand how she cares for her wards. This should increase your enjoyment of a day in the field, the woods, and waters.

One of the most important steps in making a neat and attractive plant mount is to dry each plant quickly and thoroughly. This means using plenty moisture absorbing material around them, such as newspapers or blotters, and changing them frequently for dry ones. This should be every day at first.

I am wondering if you have been working as much as possible on your project. Of all the projects that were signed for, only one student has to

(Continued on page five)

Both Human and Animal Societies Are Summer Project Studies

Leadership Requires Plan With Work for Everyone

The community betterment or rural organization projects as a class are some of the most challenging projects a student may carry. These projects involve working with the people in your own home community, the establishment of a new organization, or working through one already established, the spreading of a cooperative spirit among members of the society, and actually improving the living conditions in the community. This brings us to the fundamental objective of any community betterment project—to create an atmosphere in the community which will permit the people to enjoy a fuller life either through the social, educational, or athletic activities of the organization. These activities will vary from one club to another and for the same kind of club from one community to another.

Herein lies the challenge to each student carrying one of these projects. Every community is different—has different problems to solve, is composed of different types of people living under varying conditions. These problems and needs must be met from different sources and in different ways. Your resourcefulness will be taxed to the limit. You will need to plan programs, to sponsor a "fund-raising" plan, contact and talk to many different people both individually and in groups. There is no set plan to follow which will bring the desired results under any and all conditions. You must analyze the needs of your community and formulate your plans accordingly. There are many ways to meet a need or to reach a desired goal. You must select and develop the plan best suited to your local conditions.

There are a few fundamental principles to bear in mind in any group activity:

1. Have a definite, well-organized group through which to work. If there is a local club or organization through which you can accomplish the desired goal, bring the activity into the club's program. It may be necessary to work through several local clubs or to set up a new organization for the express purpose you have in mind.

2. Interest enough people to make it a community project—not just a family group activity.

3. Put everyone to work. Don't do everything yourself. Have every member of the club responsible for some definite piece of work or activity. Good committee work is essential in a successful organization.

4. Include enough activities in the program to hold the interest of everyone. For example, a 4-H club or young people's society should do more than merely hold meetings. There should be group activities such as one-act plays, a diamond-ball team, debates, picnics, a tour of member's projects, group discussion, a traveling library for the club members, etc. There is a very real danger in trying to do more things than can be done well but there must be enough activities to include everyone and give them a feeling of responsibility and importance. Let the interests of the group be your guide.

5. Don't say, "I think we should do this." Say, "Do you think . . . ?" Never say, "I," always say, "We" or

"the club" or "you."

6. Give others credit for work accomplished, even though you did most of it yourself.

7. Don't hesitate to assume responsibility for mistakes made. An "Alibi Ike" never makes a leader.

8. Hold regular meetings. Nothing will cause loss of interest sooner than irregular dates and times for meetings. Many members will forget about it and won't bother to find out when and where the next meeting is to be held.

9. Be ready to suggest concrete plans to the club on any new activity. Always have something in mind for the club to do.

10. You don't need to be the president to be a good leader. Very often the best jobs of leadership are accomplished by members of an organization through suggestions and active participation in the club activities.

Boys carrying athletic projects should make a very definite attempt to:

1. Include as many boys as possible on your teams—have an A and B squad.

2. Have regular scheduled games with other teams.

3. Have a business organization including president, secretary-treasurer.

4. Give the team some publicity so people will come to see it play.

4-H Clubs and young people's societies should attempt to have a well-balanced program—activities which will be: 1. educational; 2. social functions; and 3. athletic events.

There is a great opportunity in some rural communities to develop a traveling library project. Books will be furnished by the Minnesota Free Traveling Library, St. Paul, Minnesota. Write to Miss Eleanor Davis, State Office Building, St. Paul, for information. The only expense is transportation. These libraries can be placed in stores, homes, churches, filling stations, post offices, etc., where people can select books from them to take home and read. This would be a very worthwhile project for students living where library facilities are not available or are inadequate.

Regardless of what project you are carrying, PLEASE KEEP ACCURATE AND COMPLETE RECORDS OF ALL ACTIVITIES.

—Social Sciences—Ernest Baughman

(Continued from page four)

date sent in plants to get or verify their names. Perhaps you have been quite busy this spring. Be that as it may, there should be a few minutes now and then when you could skip out and collect a few plant specimens. Remember to collect two or three of each kind so that you might use the best appearing one in the collection you will turn in when you return to school.

One thing I like to do is to answer questions about the great outdoors, and it would be a pleasure to help you.

Agronomy—Alvin Larson.

Professor and Mrs. A. G. Ruggles, godparents of the Class of 1911, spent the 1938 Winter Term vacationing in the south.

They visited all experiment stations and Agricultural Colleges in Louisiana, Mississippi, Alabama, Georgia, South Carolina, Tennessee and Kentucky.

Dairy Records Demand Your Attention

The characteristics of dairying which tend to make it one of the most stable and substantial types of farming have made it especially difficult to set up projects which can be carried through to completion in the summer months with a definite and clear cut measure of progress and accomplishment. For this reason it has been considered advisable to center attention on a few projects rather than to offer a large number.

The Dairy Herd Records Project deals with one of the most important factors in determining success or failure in the dairy farmer. In any well managed business, records are carefully kept and studied frequently to determine which units are paying dividends and which are operating at a loss. These records also serve as a guide to more efficient management. The dairyman is operating a business made up of a number of units of production which may differ widely in efficiency. One cow may pay good wages for the time spent on her care, while the dairyman may actually be paying another cow for the privilege of feeding and milking her. He can raise his own wages by eliminating the star boarders and working for the profitable cows. Carefully kept records are necessary in order to pick out the cows which pay the best wages.

Interest Enlivens Routine

There is a considerable amount of routine work involved in the herd record project, and work of a type which often does not appeal to the student. It becomes particularly tiresome if the student gets behind with his work. A few hours each month will keep the records up to date and will add greatly to their interest and value. This rather tedious work of calculating production, feed costs, etc. is much less tedious if the student is watching each cow's records and wondering whether Bess or Blackie will be in the lead this month and finding that Dad's favorite cow is a skim milk cow which milks like fury for a month or two and takes a four or five months vacation each year. This is not a project to take for credit alone as it does not yield easy credit; but the student who is really interested will be amply repaid in what he finds out about the herd and in the lessons he learns and, after all, isn't that the purpose of taking the School of Agriculture to the farm?

The Dairy Sanitation project is probably needed more than any other and deserves more interest than it has received from the students. One of the greatest responsibilities of the dairyman is that of producing a clean, pure, wholesome food product which is fit for human food with no cooking or other drastic processing before it is used. The very fact that milk is so generally used, particularly as one of the principal foods of children, makes this responsibility greater. The dairyman is being forced to face this responsibility by increasingly strict sanitary requirements for the sale of his products. Perhaps the thought of doing clean-up work does not appeal to the average farm boy, but after all there can be almost as much sport in hunting microbes as in hunting wild game. Certainly they are just as elu-

sive and there is no closed season! There is also a lot of satisfaction in knowing that you are turning out a product of the highest quality.

There are many boys in the School of Agriculture who have problems in dairying at home which would make ideal summer projects. It is hard to set up separate projects for all of these, but they may be carried as *Special Projects*. One of the finest projects which has been carried out in dairying was a special project in which the student set up and put into operation a complete set of herd records on his home herd. If we may judge by the satisfaction and enjoyment he got out of putting this system into operation, these records will be continued as long as he is breeding cattle; and the longer they are kept the more value they will have as a guide to his breeding operations. Dozens of our students need such a system of keeping breeding records and similar information on the home herds, and they could do an equally fine job. We have seriously considered setting this up as a definite project and would be glad to do so if sufficient interest is indicated.

Some of the students may have herds at home which have cow test association records covering a number of years. It is a safe guess that these books have not been studied as carefully as they might and that they contain a wealth of interesting and valuable information if it were assembled. Such an analysis of the herd's history over a period of years would make an ideal project.

These are only two of many possibilities for special projects. A visit with your project instructor during the year might suggest others.

Possibly some more specific suggestions on details of carrying out the projects might be included. Rather detailed instructions have been given, however, and letters are always welcome. We will be glad at any time to help you with any details.

Results Are Important

The principal value of the project lies in a study of the results. The instructions set up for the projects are the barest outline of what may be done. The outstanding project student is the one who not only meets these minimum requirements in carrying out the routine of his project but introduces original ideas of his own. There is opportunity for originality, particularly in summarizing the results of the project and in writing up the story which should show the ideas you have received and the things you have learned from the experience of carrying out the projects. Photographs, drawings, and similar devices often add greatly to your story. The records show how you have carried out the routine of your project, but it is often the story which tells us whether the student has profited by the experience. After all, the value of the project work lies not in carrying out a summer's work and the profits of that particular summer but in the knowledge gained from the experience and in the formation of worthwhile habits which the student will retain when he is operating his own farm.

W. E. Petersen.

Well-Kept Daily Records Make Your Finals Easy

Carry 4-H Banner to Washington



DONALD SANDAGER
LINCOLN COUNTY



CATHERINE DORAN
WASHINGTON COUNTY

Two Ags. Merit 4-H Trip On Achievement Records

For outstanding achievement and leadership during a long and active 4-H club career, 2 girls and 2 boys have been selected to represent Minnesota's club membership of 45,000 at the 12th annual national club camp at Washington, D. C. June 15 to 22, announces T. A. Erickson, state club leader. They are Donald Sandager '37, Lincoln county, Catherine Doran '37, Washington county, Eileen Mittelsteadt, Waseca, and Wilfred Denisen, Mower.

Donald Sandager of Tyler has been a club member for 9 years during which time he has made outstanding records in several projects, winning state championship in garden work. By his club work he has paid his way through the School of Agriculture at University Farm and has a flock of 450 chickens and two plots of hybrid corn, 2 acres of 301 and 2½ acres of 403. His local leader says of him, "Donald is much more thorough than any young person I've ever known." He has held several offices in his own club, in the county 4-H council, and in the state 4-H Federation.

Catherine Doran, of near Stillwater, has been a member for 8 years. She has been especially interested in baking, canning, sewing, thrift and leadership projects, has also taken part in the dairy calf project, and has made an outstanding record in the conservation, safety and health activities. Two years ago she was judged outstanding conservation member for the state. Catherine has paid a large part of her expenses while attending the School of Agriculture. Her county agent says she represents the finest type of junior leadership in the 4-H clubs of Washington county.

All four of the delegates are active in church and community affairs, and all are enthusiastic about the advantages and opportunities offered rural boys and girls through participating in the well-rounded program of 4-H club projects.

4-H Home Comes to Fair

To cost about half a million dollars and to house 2,500 members as well as exhibits and other club work, and to afford space also for an auditorium, dining room and kitchen, are some of the items that will feature the new 4-H Club building to be built at the Fair.

Mark McCarthy Renews His Interest in Judging

In a recent letter to Professor Al. Harvey of the animal husbandry division, Professor Mark A. McCarthy, once of the same division and now filling a like position at Pennsylvania State College, asked to have names of all the student to whom the McCarthy Medal had been awarded.

Search has made and on the list of awardees appeared their names and the year the award was made as follows: Stanley Campbell, Utica, 1928; Henry B. Langenfeld, Hastings, 1929; David W. Morgan, 309 Elmwood Ave., Buffalo, N. Y., (formerly of Ottawa, Minn.), 1930; Allan Baughman, Hastings, 1931; Willard Holmberg, Avaco, 1932; Myron Clark, Stewartville, 1933; Wilbur Kraus, Vernon Center, 1934; Jesse Nantkes, Fulda, 1935; Donald Sandager, Tyler, 1936; Aaron Boettcher, Princeton, 1937; and Woodrow Wilson, Round Lake, 1938.

The medal is won by the student who earns first place as the best judge of general livestock in the annual livestock judging contest in February.

Professor McCarthy taught livestock courses and helped train some of the judging teams that represented the School of Agriculture in the Red River Valley Shows. His interest in the judges was personal as well as professional, and the medal award which he established was an evidence of the regard he had for the students in the School of Agriculture and encouragement to them to strive to be good judges of general classes of livestock.



William Boss Retires From University Staff

Professor Will Boss, Chief of the division of Agricultural Engineering, will bring to a close a long teaching career in that field when he retires from his position at the University on July first.

From 1890, when he entered the School of Agriculture as a student, until now, Professor Boss has been actively associated with the Department of Agriculture except between 1910 and 1918 when he devoted himself to his manufacturing business.

Professor Boss is a firm believer in man as a master of the machine over which he must exercise control and thru which he can get maximum results with a minimum of effort.

As an alumnus of the School of Agriculture he has always had the interests of the School at heart, and has influenced the character of the practical curriculum offered the students in his division.

Youth Seek To Know At Youth Assembly

Several hundred young men and women gathered at the State Capitol on the week end of May 13-15 to consider matters of current interest in the Second Annual Minnesota Youth Assembly.

The session was organized on the plan of a "model legislature." Indorsed by the delegates were: compulsory health examinations for all marriage applicants, anti-lynching legislation, a \$50,000 appropriation to the state educational program to further studies in co-operatives, cheap housing for University of Minnesota students, legislation prohibiting states from passing oath of allegiance laws that infringe on the constitution, a graduated income tax law with exemptions up to \$2,000, further segregation of first offenders from hardened criminals in state institutions, alterations of neutrality laws.

Lyndon Raff of St. Paul was elected president; Joyce Simpson, Minneapolis, was re-elected secretary; and Raymond Smith was renamed administrative secretary.

The main speaker of the session was Thacker Winslow, Division of Public Relations, N. Y. A., Washington, D.C.

AGGIE REUNIONS—SUMMER 1938

The following is the schedule for Aggie Reunions, plans for which have definitely been made:

- June 11 Midsummer Aggie Reunion (District No. 9) School of Agriculture, University Farm, St. Paul. (This central organization includes the counties of Sherburne, Isanti, Anoka, Chisago, Washington, Ramsey, Hennepin, Wright, McLeod, Carver, Scott, Dakota, and Rice, although Aggies from all parts of the state are invited to attend).
- June 12 Aggie Reunion (District No. 4) New Ulm. (Includes counties of Sibley, Nicollet, Brown, Watonwan, Le Sueur, and Blue Earth)
- June 19 Southwest Minnesota Aggie Reunion (District No. 5), Redwood Falls (Includes counties of Lac qui Parle, Chippewa, Renville, Yellow Medicine, Lincoln, Lyon, Redwood).
- June 19 Southwest Minnesota Aggie Reunion (District No. 5), Westbrook. (Includes counties of Pipestone, Murray, Cottonwood, Rock, Nobles).
- July 31 Northeastern Minnesota Aggie Reunion (District No. 10) Mille Lac Trading Post—As guests of Mr. and Mrs. H. D. Ayers, former Aggies. (Includes counties of Cass, Crow Wing, Aitkin, Carlton, Morrison, Benton Mille Lacs, Kanabec, Pine).
- Sept. 18. Aggie Reunion (District No. 11) Interlachen Park, Fairmont. (Includes counties of Faribault, Jackson, and Martin).

Arrangements have not yet been completed for Aggie Reunion District No. 3, which includes counties of Waseca, Steele, Dodge, Freeborn, and Mower; Aggie Reunion District No. 2, which includes counties of Goodhue, Olmsted and Wabasha; Aggie Reunion District No. 1, which includes counties of Winona, Fillmore, and Houston.

Aggie Reunion District No. 7, which includes the counties of Clay, Becker, Hubbard, Wadena, Ottertail, Wilkin, Grant, Douglas, Todd, Stevens, Pope, Traverse, Bigstone, Swift, might well join in with the Ottertail Aggie Association, which is one of the oldest School of Agriculture Aggie Associations. It might be well for the other counties to schedule their reunion in Ottertail County. The Ottertail reunion has usually been held sometime in July.

Aggie Reunion District No. 8, which includes the counties of Sterns, Meeker, and Kandiyohi, might well utilize the facilities at Lake Koronis near Paynesville.

Plans for district organizations have not been completed for Districts 1, 2, 7, 8, and 10.

Come to Summer Reunion June 11.

Come to Summer Reunion June 11.