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L. H. HARDEN LEAVES UNIVERSITY

The readers of the *Visitor* will be interested to know that Mr. Leigh Harden has accepted a position as assistant professor at Cornell University.

"I like it very much here at Cornell University and so far it seems to be everything you said it would be. A beautiful campus, a friendly and capable faculty, and many interesting traditions. I have now been on my new work a full week and it is interesting. The counseling and guidance possibilities in such a program of careful admissions as is practiced here I believe is challenging and presents much opportunity. From your interest in the selection and guidance of students in Agricultural Education, I am sure this program has elements of interest to you. . . ." That is a paragraph from a letter written by Leigh H. Harden, now assistant professor in personnel administration, Cornell University, Ithaca, New York.

It was a sad day for many of his friends in Minnesota when Leigh decided to cast his lot with Cornell. We had sort of grown up together in Agricultural Education. Mr. Harden enrolled as a student at the College of Agriculture in 1928, when the program in Agricultural Education in the secondary schools was still young and growing. He selected his major in Agricultural Education with the idea of becoming a teacher of agriculture. He proved to be an excellent student and graduated with distinction in 1932.

Mr. Harden's college days were not all study because he was a prominent leader in various social activities and student organizations, not only in the College of Agriculture but in the entire University. He held administrative official positions in many student organizations. He was president of the Agricultural Education Club and served as undergraduate editor of the *Gopher Countryman*.

The following brief chronological running account of Mr. Harden's activities gives some idea as to why we miss him in Agricultural Education and in the College of Agriculture, Forestry, and Home Economics program.

After graduation, Mr. Harden served as teacher of agriculture and community leader at Lakefield, where emphasis was placed on farm practice activities and on public relations through articles in the *Lakefield Standard*. He also acted as scoutmaster for a Lakefield troop.

In 1934, Mr. Harden moved to Owatonna, where he had accepted the position as teacher

of agriculture. Here he gave special emphasis to the development of the integrated course of study and farm practice activities



LEIGH H. HARDEN

based upon farm needs with a view toward establishing the boy in farming. The local FFA Chapter was developed so that it became one of the best in the state. He and his FFA boys inaugurated the Southern Minnesota High School Judging Contest at the Steele County Fair. The FFA boys won several first-prize agricultural booths at various county fairs. Mr. Harden coached several state judging teams which competed in the American Royal at Kansas City. His literary inclination resulted in featuring a column in the local newspapers. He was a member of the local Rotary Club and served as district boy scout leader.

In the fall of 1937, Mr. Harden returned to the University of Minnesota for graduate work. He held an instructorship in Agricultural Education and completed the requirement for the Master of Science degree in 1938. The title of his thesis is "Teaching Needs of Teachers of Agriculture." During the time of his graduate study at the University, he indicated considerable interest in the education of rural young couple, especially in counseling them in the selection of a vocational choice and preparation for it.

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THE STAFF

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Mr. Harden's interest in the problems of students resulted in his appointment to the position of assistant to the dean in the College of Agriculture, Forestry, and Home Economics, where his major work was in guidance and counseling of college students.

The following year, as assistant to the dean and instructor in Agricultural Education, he developed a course in rural youth leadership, which he taught in collaboration with staff members in Education and in Agricultural Extension. The importance of his work with University students is partly reflected in the fact that he was either chairman or a member of at least six all-University committees. It was in the College of Agriculture, Forestry, and Home Economics, however, that he really put in his most effective service. His value to the students and to the faculty can best be indicated by enumerating at least some of the committees on which he served.

Committees of Which Leigh H. Harden Was a Member

All-University

Military Personnel Committee
Campus Chest Board of Directors
Committee on Coordination of Advisory Services for Veterans
Sub-Committee on Counseling
Sub-Committee on Advisory Services for Veterans
Hillel Foundation Scholarship Committee

College and Department Committees

Student Organizations Committee, chairman
Student Orientation Committee, chairman
Agricultural Freshman Advisory Committee, chairman
Y.M.C.A. Board of Directors, chairman
Department Veterans Training Committee, executive secretary
Social Coordinating Committee, adviser
Student War Effort Coordinating Council, adviser
War Information Committee, adviser
Students' Work Committee
English Coordinating Committee
High School Congress Committee
Advanced Standing and Enrollment Committee

Farm Union Board, Ex-officio
University Farm Community Chest, captain
Committee to Study Procedures for Canceling and Adding
Committee on Post War Curricula
Junior Faculty Commission

As the war moved on from year to year, the problem of college education for returned servicemen became more and more important. Because of Mr. Harden's interest in the education adjustment of these men, it was natural that he should be appointed as executive secretary of the Department of Agriculture Veterans Training Committee. He evidently did a good job there, because on January 1, 1945, he was appointed director of the University Bureau of Veterans, which he developed into a smooth operating unit of the University.

By this time the people at Cornell University had discovered him and followed through with an attractive offer of a permanent position. On July 1, he became assistant professor of personnel administration in the College of Agriculture at Cornell University, Ithaca, New York. His work there will be largely concerned with the guidance and counseling of students entering the College of Agriculture, and he will have direct charge of admissions. The appointment is in the Office of Resident Instruction, where Dr. A. W. Gibson serves as director. The Office of Resident Instruction at Cornell University corresponds with the Office of the Dean of the College of Agriculture, Forestry, and Home Economics at Minnesota. Mr. Harden's work will open an opportunity to develop college and high school relationships, especially with the rural high schools that maintain a department of agriculture.

Professor Harden is a member of Alpha Gamma Rho, Alpha Zeta, Phi Delta Kappa, and Gamma Sigma Delta Fraternities. While at Minnesota he was a member of the Minnesota Vocational Agriculture Teachers Association, the American Vocational Association, and the Minnesota Academy of Science. During his employment at the University of Minnesota, he prepared more than twenty publications dealing with problems in Agricultural Education guidance and student personnel, and during his spare time he completed the course requirements for the doctor's degree.

Professor Harden has many interesting and productive years ahead. His many friends in Minnesota will get some satisfaction from knowing that he will have the opportunity to work, study, and do research in a field in which he is most interested. The *Visitor* joins with his host of friends in Minnesota to extend congratulations on his accomplishments and to express best wishes for a most interesting, enjoyable, and profitable service at Cornell University.

THE USE OF VISUAL AIDS IN HIGH SCHOOLS

Gerald McKay, Agricultural Extension Division, University of Minnesota

Teachers of vocational agriculture are usually out in front when it comes to using new techniques of teaching and putting into practice new philosophies of education. The use of recent developments in visual aids is no exception to this general statement. This is borne out by a survey just completed on the use of visual education equipment in sixty-five junior and senior high schools in Minnesota and the adjoining states. The study was made to determine the ways in which visual aids programs are handled in various schools and the trend of the future in this field, and if possible to pick up new ideas for improving our program of teaching agriculture in Minnesota high schools.

Seven of the sixty-five schools studied maintained departments of visual aids with a full-time or almost full-time supervisor. Forty-three schools have made definite plans for expanding their facilities immediately after the war. This expansion will include more full-time supervisors, more equipment, new movies, strip films and slides, and better instruction in the use of visual aids. The extensive use made of visual equipment by the armed services in speeding up their training programs has prompted many schools to look into its possibilities and make future plans accordingly. All of the questionnaires indicated that the science and agriculture classes make most use of these teaching tools at the present time.

The equipment recommended, from the standpoint of being used most, was listed in this order:

- 16 mm sound movie machine
- 35 mm strip film projector
- 2" x 2" colored slide projector

The University Department of Visual Education was suggested as one of the best sources of both 16 mm and slide films as well as 2" x 2" colored slides, and several voiced the opinion that this service should be enlarged even more. Many of the teachers, particularly vocational agriculture teachers, made considerable use of home-made slides and film strips. They agreed that approved practices in farming can be taught more effectively with the use of pictures of local students as they are carrying out those practices.

In summarizing the survey, the following suggestions were made for the total visual aids program in a school system of medium size:

1. One person in the system should be charged with the care and operation of all visual aids equipment and the instruction of teachers in its use.

2. A card file should be set up listing all movies, strips, and slides which are kept on hand or have been shown, including the dates of their use. A complete description should be given of each aid and the comments of each teacher who used it.
3. More classrooms should be equipped with dark curtains and sound-treated walls.
4. A local library of film strips and slides should be built up and a joint library of the most frequently used movies might well be built with one or two neighboring schools.
5. The teachers' lesson plans should include the method of using visual material and should plan for its use in re-teaching. Proper introduction and later discussion of each picture is essential.
6. The person responsible for this department could also keep large charts, graphs, posters, exhibits, collections, and other material available which is not used exclusively in one classroom.
7. This supervisor should keep the other teachers informed on latest equipment, methods of its use, and materials available. All teachers should have easy access to the facilities which he has to offer, and the setting up of this equipment should not entail a large amount of work for the teacher who is going to use it.

Other educational groups, such as the agricultural extension people, are already working on visual aids programs. Cooperation with these groups should be mutually helpful in enriching the programs of all concerned.

High school teachers, and especially teachers of vocational agriculture, who do not take advantage of new ideas in visual aids, will find themselves left behind in the march of sound, progressive education.

POSTWAR OCCUPATIONAL OPPORTUNITIES

in the
STAPLES COMMUNITY

Richard R. Mitton*

A recent survey was conducted to acquaint prospective factory owners with the employment picture of Staples. The first step was to send a postal questionnaire to city and rural residents, and it was determined that there are now an equal number of men and women between 15 and 28 who have an-

* Extract from a term paper prepared by Mr. Mitton, who is a returned serviceman, enrolled in the College of Agriculture with a major in Agricultural Education.

swered that they will accept work. They are listed as follows:

Rural Women	81
Rural Men	73
City Men	189
City Women	181
Total	524

The survey does not show the percentage who are returning servicemen and women, nor does it indicate how many are now employed, who would desire positions elsewhere. It would be safe to assume, however, that the total of 524 rural and city men and women who desire to work should take into consideration some percentage of fluctuation. This city is not equipped to conduct such a survey as will give the exact picture; but it can go on record as being seriously eager to accommodate workers in all classes and is so charting its civic course to absorb labor by a promotional plan that will encourage industry to engage their enterprises in the city of Staples.

The author first interviewed Mr. Atwood, the Superintendent of Schools at Staples, about the postwar occupational opportunities in the Staples community. Mr. Atwood made the statement that the community had great possibilities. He took an extremely optimistic view toward the situation. The following are some of the community needs that a postwar planning committee have discovered.

1. Staples is in need of a good feed store. The men that expect to start this store plan to employ six men, when it opens, and will probably have more men employed as truckers who will haul goods to and from the establishment.
2. The need for an implement shop is urgent. This would take a manager and from two to four men to carry on the business. It should give full employment for at least two men and one woman. This shop could handle farm machinery and repair parts. It would also be well to have a repair shop in connection with the implement shop.
3. There is need for another barber in Staples.
4. There is a wonderful opportunity for some young man to start a commercial canning factory on a small scale. Such a project could give employment to many individuals, depending upon the size and capacity of the factory.
5. Vegetable growers are very few and far between. There are over 500 bushels of tomatoes shipped into Staples an-

nually at the average price of \$2.00 a bushel. Thus there is \$1,000 worth of tomatoes alone that is a profit to someone else outside of the community.

6. There is not a delicatessen within thirty miles of Staples. This is an excellent enterprise for some young man and his wife.
7. There could be a floral shop in Staples, which would be a very profitable enterprise.
8. A Rural Electrification Administration store in Staples would be a profitable business.
9. An airport is being built about two miles from the city and some people expect such a large traffic of freight that it would pay a man to establish a dray line between the city and the airport.
10. Cabinet makers and carpenters are going to be much in demand because of postwar building plans.
11. There is to be a new recreation center built for youth. This project will require two recreational directors for a twelve-month employment period. They are to do nothing but organize and carry out a program for recreation for all youth both in and around Staples.

There are a number of other employment opportunities that the author has not been able to definitely locate. But with all the prospects for a bright future, it is not going to take care of 524 people and returning service personnel.

To meet the demand, Staples is offering some vocational training courses for out-of-school youth. These classes are in welding, blacksmithing, sheet metal work, wood working (carpentry mostly), and farm mechanics. Any young person can enrol for these classes. When there is demand for it, Mr. Atwood, Superintendent of Schools, stated that he would offer special courses in auto or tractor and airplane mechanics.

In the local high school vocational courses are provided which include business methods, typing, bookkeeping, home economics, vocational agriculture, and industrial arts. Nurses training is also offered in the local hospital.

The high school agriculture department could well expand and give employment to another man whose duty would be to scout around, arouse interest in vocational education in agriculture, and conduct classes for adults in addition to the regular high school agricultural courses and the FFA program.