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DEVELOPING THE AMERICAN FARM BOY

AN ADDRESS

BY

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Superintendent Agricultural College Extension, University of Illinois, Urbana,

BEFORE THE

NORTHERN ILLINOIS HORTICULTURAL SOCIETY,
AT HARVARD, DECEMBER 7, 1905.

ALSO

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DEVELOPING THE AMERICAN FARM BOY

An address by Fred H. Rankin, Superintendent of Agricultural College Extension, University of Illinois, at Urbana.

Delivered before the Northern Illinois Horticultural Society, at Harvard, December 7, 1905.

A time comes in every young boy's life when he hears, amid the first stirring of his soul, the questions: "What next?" "Where is my place?" "What can I do?"

These are likely to be lonely hours in the day-dawn of young manhood; certainly no period is more important. He feels himself in a world before he had anything to say about it. He gets to thinking that the good places are all filled, and he will have hard, if not impossible work to push himself into anything worth working at. It seems to him—as has been occasionally expressed to me—that he is almost an intruder, that no one wants him. If any young man here this evening feels that way, I have a message for him, and I wish your attention in a talk regarding the American Farmer Boy,—what is in him and what surely awaits his grasp just before him, if he has a hearty welcoming readiness for a best future.

The most active period of all the world's activities is now waiting—as near as this busy world can wait about anything—peering anxiously into and along the ranks of all young men for those WHO KNOW HOW.

LIVING IN A DIFFERENT AGE

We are living in an age different from that in which our fathers and grandfathers lived and acted. The exacting demands of business in commercial, professional and other lines are different. This is an age in which the processes of labor are first thought out before the work begins if the laborer counts for much. And this being true it devolves upon the farmer boys to fit themselves for the business of farming, training themselves for it just as do their brothers who go into the professions.

Do you remember that motto in the old copybook, "Work is the engine which draws the car of success"? Now, while this is a very good motto yet in this age it can be improved upon for hard work alone will not always bring success. Let me draw a word picture for you: Suppose that we have standing upon the railroad track a huge car which we will call "success." In front of the car stands a powerful locomotive which we will call "work." Is the picture complete? Is the train ready to move? Yes, it can, but only to wreck and disaster without the skilled engineer in the cab of that engine, his hand upon the lever, his eye looking ahead, his brain alert for emergencies. Over him let us print in big letters the word "thought." Now we have the corrected motto which reads, "Thought is the skilled engineer who directs the engine, work, which draws the car success."

In short it is well directed thinking labor that pays. Young man, this is an age when all kinds of successful business must be thought out before being worked out, and that means the active exercise of the head as well as the hands of anyone engaged thus. The world is full of fairly good workers; excellent workers are scarce. It is not enough for a young man to say he will "try to do his best" but he must *do* the work given him to do, and do it *thoroughly and completely*. It is not a question of trying to do the best, but of actually doing the best. In short, to you young men going out into the world's work, it is a case of "Fish, cut bait, or get ashore."

A well trained mind is fundamental to success. A mind trained to concentrated study, to careful analysis of the subject in hand and to be content with nothing short of the complete mastery of it is the best equipment for business life a young man can possess.

It is vigorous thought which counts. The mind must be trained to exactitude. You must seize and grasp with all your might the thing you are undertaking and do it with vigor and enthusiasm if you wish your work to bear the stamp of superiority when completed.

The average young man needs to think less of his clothes and cigarettes and amusements and to fix his attention more upon the development of his thinking powers rather than let his brain rust and be idle. It is of vastly greater moment to develop the creases in the gray matter of the brain than it is to have a perfectly creased pair of trousers.

CHARACTER REVEALED BY THOROUGHNESS OF WORK

Remember that doing the work well is all that is necessary to make the humblest occupation honorable. It matters little whether you raise corn or apples, peg shoes or write books, doing it thoroughly well should be your true ambition. Such an ideal is a sure character builder. Nothing reveals character so much as the way in which you as boy or man do your work. A botched job shows the poor workman, while a good piece of work gives an impress for strength and masterfulness, advancing the worker towards better positions.

The fact that one young man may make a complete failure of his school work or business while another may take up the same work or business and make a success of it, plainly indicates that there is something in the man or the way a man gets at and pushes things, as well as in the institution and the method. In fact, almost everything rests with the man. This is my reason for urging you young men to bend every energy in acquiring the right kind of ideals for your start in life. The ability to do hard work, to think clearly and add to your manhood by honesty of purpose and integrity of work,

will secure the confidence of all who have to do with you and you will not only win success, but what is more, royally deserve it.

Edison was once asked to define genius. He replied, "Two percent is genius and ninety-eight percent is hard work." Again he was asked if he did not think that genius was inspiration. He replied, "No, genius is not inspiration; it is perspiration."

YOUTH COMES BUT ONCE

It is my aim in speaking these earnest words to you, to more thoroughly awaken the young men to the fact that youth comes but once, and the pathway of life is only trodden once, therefore it is all-important before taking up the chief work of life to be fitted for it the best you can. Now, is not the farm boy worth educating just as much as is the boy who lives in town? I speak of the farm boy who will go back to the farm, for in the large majority of cases these boys will remain upon the farm both by reason of environment and choice. The time is near at hand when the influx from the country to the cities will stop and turn back to the country, and we are in this country coming rapidly to that condition which prevails in Europe where the true aristocracy resides on the farms.

I do not advocate that every boy who was born and reared upon a farm should remain there regardless of likes and adaptability, any more than that the boy who was born near a corner drug store should become a druggist. I believe that so far as possible every young person should follow the lead of his inclination and adaptability. We believe in encouraging the young men who expect to farm to be good farmers and to fit themselves for the business of farming just as would their brothers who take up the professions. Thus is being developed a class of men true and tolerant and useful in the home and potential in public affairs. Let us not forget to quicken the aspirations of these young people by endeavoring to carry the thought of culture and higher educa-

tion into the farm homes, thus giving them a glimpse of the greater things that contribute most effectually and directly to agricultural prosperity. It is not necessary for a man to live like a hog in order to successfully raise a hog, and I believe that we are going to realize this more and more.

THE COUNTRY SCHOOL AND ITS RELATION TO THE FARM BOY

I take it that you will all agree with me in the general statement that boys on the farm should be educated, but the speaker takes the ground that the country schools, which are often the farmers' preparatory and finishing schools, should consider more fully the environment and probable future life of the pupils, and while these young people are in leading strings, so to speak, there should be some recognition of the life which they are to follow. The district schools recruit the academies; the colleges recruit the universities, and they in turn have been recruiting every profession under the sun except farming. Out of these training schools should come back to the farms a constant stream of healthy life especially instructed for agricultural interests.

The majority of workers in this state are engaged in agriculture; the environment of their children is rural. But, the dominant question is not expansion in acres or national possessions, but rather expansion of brain, skill and judgment of these farm boys. Am I asking too much when I plead for the co-operation of the rural school teachers that their instruction be based somewhat in harmony with the calling which the majority of their pupils must eventually engage in and thus make their influence at least correlative with the work of the Agricultural College of our state.

All about our school buildings are objects of intense interest to the average human being but in many cases I fear that the average country school teacher of today is as indifferent to these objects as though the school were in a great city. Why cannot these boys be instructed along lines which will enable them to devote some time to the intelligent

observation of the natural objects about them? A growing corn plant, the root development of a clover plant are objects of keenest interest to children whether living in the city or the country.

There are at least a few scientific terms which should be as familiar to the farmer boy as the multiplication table is; they are such as the elements which go to make up food ration—protein, carbohydrates; or the essential elements of soil fertility—nitrogen, phosphorus, potash, etc. These terms are neither harder to understand nor use than “minuend,” “subtrahend,” “greatest common divisor,” “aliquot parts,” “conjunctive adverb,” etc., words which are rarely used outside of the school room, yet are daily drilled into the children as though vital to their existence.

I do not advocate that our schools should teach practical farming or very much agriculture, but they can teach many things about crops, soils, animals, foodstuffs, trees, etc., which will help to make more practical farmers and will help to make all who live in the country have a keen appreciation of rural life and its opportunities. To lead up to this work: I believe that it is possible for a teacher to interest the boys in legumes and plants which are more fascinating than any novel can be. The following suggestions are offered: Get the boys to carefully dig up some clover roots and show them the tubercles or nodules wherein the bacteria are at work; explain how the roots of these legumes are little laboratories, as it were, and how countless bacteria can entrap the nitrogen from the air and make it available as an element of fertility to the growing crop. Explain how four-fifths of the air we breathe is pure nitrogen; and how suspended over every square inch of the earth there are about 12 pounds of nitrogen, worth from 14 to 15 cents per pound; and how over every acre of land there are 38,000 tons of this the most costly element of soil fertility, worth over \$11,000,000.

Then take up the wonderful possibilities of the corn plant and explain how from it are manufactured over seventy distinct commercial products; how the very rubber boots that

he wears through the mud were largely made from the corn plant; the syrup he eats on his cakes, and the taffy he gives his best girl,—all of these things are largely produced from this cereal. In this way his interest may be aroused. All these things may be taught in the school room, thus interesting the boys in the commercial side of crop production.

EDUCATION FOR VOCATION

The object of all this is to teach these boys observation; to teach them to think more concerning the work which they are doing, and to impress upon them that they may be educated for their life work. Inspire the boys with the thought that above all things they must get an education; an education for practical use and vocation rather than for culture's sake alone. Encourage them to get a portion of that education in the College of Agriculture, even if they cannot do better than take the Two Weeks' Course in Agriculture which every year is offered to the farmers and the farmers' sons. They will thus have inspiration to study books and bulletins and literature bearing upon their business. No young man who expects to farm can afford to miss the opportunities afforded by the Illinois College of Agriculture. Any boy who is 16 years of age and can read and speak the English language may take up work in this college. He may begin at any time of the year, but of course it is more advantageous to start in at the beginning of the semester or half semester periods.

There are more than eighty different courses offered in this institution. The latch-string of the College of Agriculture hangs out to every boy and girl. Through the scholarships offered by the Farmers' Institutes the tuition is free. To every young man comes this personal question, "Will you embrace the opportunity to go forward to a higher, nobler, and better farming?" Look into this opportunity to educate yourself directly *in* your business and not *away* from it. There is smaller sphere for the uneducated man in each succeeding decade, and a diminishing possibility of success

for the man who does not read and think. I have only discouragement to suggest to those who pass that way. The reading and thinking man is in the saddle. The thinking man is guiding our Nation's destinies. Only that which is alive can impart life.

With the changing conditions we are fast coming to see that these farmer boys should be made more capable to successfully meet the demands of their calling. Hundreds of young farmers are educating themselves in their business in the same sense as would be considered necessary were they to become successful doctors, lawyers, bankers, or manufacturers. This is the most cheering outlook of the young century.

GIVE THE BOYS A SQUARE DEAL

Now, are you older people and parents living up to your privileges? You hear someone say, "I never attended an agricultural college, and what was good enough for me is good enough for my boys." Now, is that giving the boys a "square deal"? You certainly want your boys to advance and improve. In your day perhaps there were no agricultural colleges to speak of; they have been largely developed in recent years. Therefore I plead with you to look into the matter and do not neglect to give your boys the opportunity to get the information in a practical way which will be of incalculable value to them in after life.

How many of you farmers take the time to take your sons out to the orchard and explain to them carefully and painstakingly the details of pruning, budding, and grafting; how to prepare and apply a spray mixture; the setting out of orchards and small fruits? How many of you stockmen take your boys with you when you go to buy a carload of cattle, or a breeding animal, and explain to them all those various points which you as practical and successful stockmen know that these animals must have if they are to return profit to you? You know these points; probably you have learned them from the hard knocks of experience, but you are not

trained to tell about them. You cannot impart such information to others, even to your own sons, as well as can the man who has been trained to do so. The man who was educated in a special line and has had practical experience in that line—and perhaps he has had as much experience as yourself no matter how well you may be posted—yes, that man is more capable to impart such knowledge; that is his business; he has been brought up and trained to do that very thing. You have that kind of men at the College of Agriculture today. For instance, in Horticulture, you know that there are no better posted men both theoretically and practically, than Professors Blair, Lloyd, and Crandall, Dr. Burrill and Dr. Forbes; these men are experts in their respective lines.

I refer to the men connected with the Department of Horticulture because you are familiar with them, but you may be assured that in the Agronomy, Animal Husbandry, and Dairy Husbandry departments there are men who are just as worthy of your confidence,—such men as Dean Davenport, Dr. Hopkins, Professors Mumford and Fraser, and many others whom I could name. You can send your son here to the Agricultural College and if he can remain but a few weeks he will get an inspiration from his association and contact with these men. I confidently claim that in six months' time the boy, if he is of the right sort, can get more practical information along given lines—horticulture, animal husbandry, dairying, etc., than he could get in as many years at home, learning by the hard knocks of experience.

WHAT IT IS TO STUDY AGRICULTURE IN A COLLEGE

We try to inculcate in these boys a thirst for information, all the time keeping their feet upon the ground, as it were, and to teach them the true dignity of labor, which is the dominant thought of the College of Agriculture. About half of a boy's time is devoted to practically carrying out the theories he gets in the class room. For instance, he studies principles or theories of stock judging, and then goes into the stock judging room and looks over the specimens of dif-

ferent breeds which he has been studying about, and under the direction of an expert applies the knowledge thus gained.

If a boy has a special interest in some phase of horticulture, for instance, fruit growing, he is not only taught the theories of the subject from a botanical standpoint and those things which pertain to scientific horticulture, but he is taken into the laboratory or out to the field in the busy season where he is engaged in budding, grafting, pruning the trees, or studying the effect of spraying upon insects and fungous diseases. He learns to judge fruit and to identify the different varieties, thus creating an interest in gardening and orchards.

He is taught how to grow and take care of small fruits and vegetables; how to prune grape vines; how to select a site for an orchard; how to prune and graft trees after they are planted,—with the why and wherefore of all this so far as known.

He is also given enough practice in treatment of neglected fruit trees to understand the work of renovating the home orchard when he leaves the University. He is taught ornamental landscape gardening with special reference to beautifying the home surroundings.

A LIVING BUT SILENT WITNESS

Again students are taught not only concerning the effects of injudicious cropping and how these broad and fertile prairies of ours will become depleted if not properly handled, but they are shown many object lessons as well. There stands one field upon which nothing but corn has been grown continuously for 29 years. Last year the yield on this ground was about 19 bushels to the acre. In another plot, the same kind of soil, where corn and oats had been rotated for the same length of time, the yield was 44 bushels of corn to the acre. On the third piece of ground where rotation of corn, oats and clover was practiced, the yield was 59 bushels of corn to the acre. And still another plot, which had been handled according to the best known methods, produced 96 bushels to the acre.

Now do not make the mistake that one farmer did who visited the College of Agriculture last year and ridiculed that poor field of corn. He said if the farmers of the state raised corn like that they would have to quit the business. You will understand of course that that field of poor corn stood there as a living but silent witness of the effect of constant or injudicious cropping. That is the way these great fertile prairies of ours would look after they had been farmed for generations by men who did not read and think.

Every day in the year is full of interest at the College of Agriculture. Every month is a principal one to the students there. Hundreds of experiments are constantly in progress and in all stages of completion. There are many experiments under way of which you will probably see but little. They are designed for use a quarter of a century from now. The student or visitor cannot fail to get some hints or facts which will be suggestive to him the rest of his life. Surely it is worth a day's journey and the spending of a few dollars to send your boy to this school where he may see what it has taken the University a quarter of a century to demonstrate.

YOUNG MEN STUDY FARM MACHINERY

Probably your boy has an aptitude for machinery. If so, he can go into the wood shop and forge room and get the practical knowledge of how all kinds of carpenter work and blacksmithing should be done, and how to handle these tools; he can go into the farm mechanics laboratory and study farm machinery to his heart's content. That there is a demand for young men trained for this work is evident from the fact that last season 24 young men who had received special training in farm mechanics went out from the University in the employ of different harvester companies. They started out in May, spending the time from then until school commenced in September following the harvest season from the southern states into the extreme north, putting up and doing expert work with harvesting machinery. These young men got from \$40 to \$50 per month and their expenses paid. A

number of these boys were working their way through school, but had been especially trained here and knew how to put up machinery; they had worked for days and weeks with these machines when properly adjusted and when improperly adjusted, studying all their intricate parts. In one of their examinations they were required to take apart three binders, a Deering, a McCormick and a Champion, leaving them in smaller pieces than when the machines came from the factories, throw them all in one pile, and, more rapidly than you or I could handle scrap iron, they sorted out the pieces, threw them in three separate piles, put the machines together, turned on the power and had them running. These boys were experts; they were trained to do something; in short they KNEW HOW and then they found that there was a demand for young men who had that very kind of training. The "KNOW HOW" man need never be idle.

ATTENDANCE AT THE UNIVERSITY

The attendance at the College of Agriculture is very much increased. Seven years ago there were only 19 students here; the enrollment this year numbers 430 persons. The whole University of Illinois has an enrollment of more than 4000 students, 100 of the 102 counties of our state being represented and also 43 states of the Union and 13 foreign countries. More than 400 instructors devote their entire time to instructional work in the different departments. So you see the University of this state is cosmopolitan. It draws upon the whole world, as it were, not only for its instructors, but for its student body, and is an institution of which we Illinois people may feel justly proud. You have paid for it and you should use it for yourselves and your sons to the fullest possible manner.

As I said before, we are trying to inculcate in these boys a love for the soil and an appreciation of the dignity of labor. It is the aspiration of every American boy to own his own home, and if there is any one thing especially taught to the boys by environment and in the College of Agriculture it is the appreciation and value of hard work and careful thinking as contributing factors in their life work.

My young friends you are soon to face the problem of self-support, and I believe that the majority of you would prefer to remain your own masters and enjoy the independence of your own homes. It is the aspiration of every American boy to own some land and spend money in improving and beautifying his home. Now, if you had some older friend who had made a pronounced success of farming would it not be worth your while to spend some time associating with him and learning what he knows about work in stock feeding, rotation of crops, systematic farm management and the like?

We recognize that experience is a dear school. Can you afford to spend years learning methods which are well known perhaps only a few miles from your own home? The Agricultural College of which I have been speaking is in close touch with practical farming everywhere so that its ideas of instruction and advice are of general and not merely local value. Why not acquire these ideas and profit by them? Why not spend a few months or a year or two at the College of Agriculture of your state?

It is our object to acquaint the boys with facts and principles and the ability to use them, taking the stand that a portion of a boy's education should be drawn out of the subject matter of his profession and that it is a mistake to educate a boy without the slightest reference to matters which he will be expected to know when he comes to be a man.

There are a great variety of interests from beginning to end of an Agricultural College course. While the young men are growing deft and skillful with their hands, they are thinking clearer and the desire and thirst for knowledge grows as the way to get it is pointed out to them. Not only are their hands and intellects trained, but with the right kind of sensible, level-headed boys their hearts grow more kindly and tolerant through social and intellectual intercourse as they rub up against each other and they realize that they are building the best that can be received in this life, which is true manly character.

It is not the aim of Agricultural College training to

pound a lot of knowledge into a boy's head which may or may not be of practical use to him afterwards, but rather to fill him with a boundless enthusiasm and set before him high ideals, intellectual and moral. Agricultural education pays in dollars and cents, in desirable positions, in opportunities for promotion, in usefulness, influence and happiness. A better knowledge of the science of agriculture and modern practices is essential to the highest achievement in successful farming.

SUGGESTIONS TO THE YOUNG MAN DESIRING AN EDUCATION

Now, a definite word of suggestion to these young men before me: You perhaps have heard it said that an education would unfit you for the farm. I know there are some so-called "educations" that might do so. But I want to assure you that a real education, a bringing out of native faculties, which trains the eye to see, the hand to work and the mind to perceive the truth in all things will never unfit any man for the farm who is fit to be a farmer. The College of Agriculture can show you such students every semester.

Your success in getting this sort of an education which will be of practical value to you will depend primarily upon what sort of a boy you are, how hungry you are for knowledge, how willing you are to apply yourself, and upon the natural strength of your mind. If you have not already gotten all you can from the schools near your home, let me suggest that you devote the next year or two to mastering thoroughly the subjects taught in that school. Get on good terms with your teachers and get their help. Send to the Agricultural College at Urbana, for a catalog of the College and bulletins from the Experiment Station. Ask for suggestions as regards books to read. There are men connected with this College whose business it is to attend to such things and they are only too glad to help you. Keep your mind constantly at work in this direction. Remember that nothing can keep you from getting an education, and we want you to get the education which will bring out the very best

that is in you, but remember that you must GET YOUR EDUCATION YOURSELF. No book, no teacher, no college instructor can educate you; you must educate yourself. Neither money, nor position, nor teacher, nor college can give development of mind and real education except you have a determination to appropriate these opportunities. Yes, it is "up to you."

If financial difficulties stand in your way put your wits to work and get money enough during the next year or two to get started in College. Work extra time and raise some crop; do the work yourself and pay rent for the land, if need be; sell the crop and with the money buy some pigs, or sheep; fatten and sell these and in this way start a fund to be used for books and to pay your way for a year or two in the College of Agriculture.

THE PURPOSE OF AGRICULTURAL COLLEGE EXTENSION

I believe that most farm boys sincerely desire to better their prospects and become useful men. The trouble is they sometimes do not know just how to go about it. To aid in starting them right and to make their pathway plainer and easier is the object of Agricultural College Extension. This work has in view the bringing of the educational forces of our State Institution in touch with the largest number of boys living upon Illinois farms and inducing them to avail themselves of the advantages of higher education in agriculture and other lines.

Much of our work is done in co-operation with the Farmers' Institutes in their corn growing and corn judging contests. Through the medium of excursion parties which are encouraged to visit the University, many parents come here and bring their children and personally investigate the opportunities offered at the University. Who can tell the thoughts that run through the minds of these young people when they first go through the College halls? I know that they return to their homes with a new incentive for diligent work.

We have a list of the names of several thousand boys and girls with whom we are in direct correspondence and to whom we send literature concerning the College and Station work.

In short, the leading features of the work of College Extension are: Personal correspondence, personally visiting the homes of these young people, the organization of young people's experimental clubs, and excursion parties to visit the University.

You older people may recall how a few words of encouragement and sympathy helped you in your life, and this work gives an introduction, as it were, and enables the young people to come more gracefully into College life and helps them to meet the demands which are made upon them. Briefly, the results which attend this work are as follows;

First—An interest in agriculture is awakened early in life.

Second—A marked increase in the attendance at the College of Agriculture.

Third—The better preparation of the students.

Fourth—A more general appreciation among young people upon the farm of the advantages of higher education in all lines.

Fifth—A wider and more intelligent conception of what the College of Agriculture and the University are doing and of their needs.

There is much about this work which cannot be tabulated or expressed in words or figures, but it is evident that fruit has been borne along the lines mentioned and the belief is cherished that what has been accomplished is but a fraction of what is bound to follow the cumulative effects of this line of work.

Sometimes a single letter or a half-hour's conversation contains the destiny of a life. To give one concrete instance: Not long ago I visited a farm home in which were four boys, the oldest about 20 years of age. He was a senior in the high school and expected to take a course in electrical engineering. His brother had been out of school for two years and told me

that he expected to follow farming and did not believe that an education outside of the district school would be of value to him. The family was not familiar with the work of the College of Agriculture, although well informed upon general topics. After supper we lighted a lantern and got some corn which we scored for the boys, and told them of the work of the College of Agriculture, how we judged live stock, something of the work in the wood shop, forge room, farm mechanics laboratory, etc. They were interested and we sat up until late in the night discussing the advantages of an educated over an uneducated man. The next morning the father thanked me for my visit and promised to bring his two sons to visit the College of Agriculture. They came during the next summer's vacation. We spent the day in showing them over the grounds and through the buildings of the University. As a result the oldest boy came to enter the Engineering School and his brother came with him to enter the College of Agriculture where he expects to spend at least two years. Then, there were two younger boys in that family who will be influenced by that evening's visit. DID IT PAY?

To the older ones in this audience I would say, were you privileged to return to your childhood days could you not with the knowledge which the years have brought, give a more certain trend to the acts of that period? And yet to you as friends, teachers or parents, there comes the opportunity to place yourselves in a measure beside this latter-day child, the farm boy, and by words of sympathy and encouragement lead him to that higher plane of which true manhood is the summit.

THE BUILDING OF CHARACTER

I have spoken earnestly and positively along these lines, for, if you will allow a personal reference, all my life was spent upon a farm until four years ago, and I know whereof I speak. Remember that after all the greatest success lies not in the mere making of money, or in making a great stir

in the world, but rather it consists in the building up around this personality which incloses the body, of true and manly character. In that alone comes peace and happiness. Remember that your acts are immortal through their effect upon the world and upon others. Try to live so that others may be lifted up by you.

We Americans love our homes, and we want to make them the best homes in the world. We know that in order to make this Nation stronger and wiser true homes must be built up. We must teach and educate these farm boys that to be strong, clean, honest, true men is to find the best heritage that can be given to a man, and with a head to will, a brain to plan, and a hand to do, means the best of attainment.

And now I am done. I have taxed your patience, but it has been a pleasure to talk to you and you have helped me by being good listeners. I believe that these young men before me will succeed, for

“We all believe in Illinois; she’s the state,
 With all the elements to make her great—
 Young men, high hopes, proud dreams; ‘tis yours to see
 Your state succeed to what a state should be.”

CIRCULAR OF INFORMATION.

COLLEGE OF AGRICULTURE,
UNIVERSITY OF ILLINOIS, URBANA.

WHO ARE ADMITTED

Anybody who reads and speaks English and is sixteen years of age may be admitted to the College of Agriculture.

CONDITIONS OF ADMISSION

For graduates of accredited high schools and for students eighteen years of age there are no conditions, unless the person is deficient in English, when, if under twenty-one, he will be assigned to the Academy for that subject. If between sixteen and eighteen years of age and not a high-school graduate, he will take one-half his work in the Academy and the other half may be taken in agriculture.

WHAT ADMISSION MEANS

When a person is admitted under any of these plans, it means that all studies of the University as well as of the College of Agriculture are open to him in the same way as to any other University student.

It means, too, that whether his stay be long or short he will obtain *University credit for whatever he does, whether it be much or little*, and this credit can be applied to graduation at any time the student may desire.

WHAT CAN BE STUDIED

Everything taught in the University is open to a student admitted to this College. The system is elective, and the student chooses his own work, under guidance and advice. The College of Agriculture alone offers over 100 courses, some elementary, others exceedingly difficult. Naturally the student would take the more elementary courses first.

WHAT CAN BE STUDIED AT ONCE

After the student has been on the grounds he will be able to make his selection intelligently, but for his first guidance the list on page 26 is printed. It contains nothing that the student may not take the first year, and is thus a good list to choose from on entering. If he expects to stay a year or more, he would do well to choose chemistry as one of his studies. Under the United States law, all students take military drill.

HOW MUCH CAN THE STUDENT TAKE

After each study in the list is a number. A student may ordinarily take studies adding up to eighteen credit hours in each semester, or thirty-six in one year. Exceptional students may take a little more.

WHO OUGHT TO GO

Everybody who expects to live on the farm should go to this College, if only for a brief period.

WHEN SHOULD HE COME

At any time when it is possible, but the best time is at the opening of the school year. A good time is at the opening of any half semester, when new studies are started.

HOW LONG SHOULD HE STAY

As long as circumstances permit. He should take a college course and graduate, if possible, but he should come, if only for a half semester or even a month.

IT IS A GOOD PLACE TO GO

The elective system is in operation, and the student gets what he wants and is not required to take what he does not need. Whether his stay is long or short, whatever he does is thoroughly done, and he gets credit for what he accomplishes.

Many interesting experiments are in operation and plainly to be seen by the student. There is a staff of thirty-five teachers. The laboratory system is used, whereby the student does the work himself under the personal direction of the specialist. The College and Station own extensive laboratories, well equipped, from 200 to 300 head of cattle, with horses, sheep and swine in proportion, extensive plantings in horticulture, and a complete agricultural and general library.

Many important meetings are held at the College every year, and a two weeks' convention is held each winter, in January, attended by leading farmers from all over the state, and addressed by men prominent in agriculture. This is known as the Corn Growers' and Stockmen's Convention and the Two Weeks' Course in Agriculture. The first two hours of the morning and all of the evening are given to the convention. During the remainder of the day, classes are conducted in stock-judging, corn-judging, farm mechanics, butter-making, and household science.

NO DISTINCTION AMONG STUDENTS

Some institutions discriminate against agricultural students. It is not so here. The University of Illinois is a democratic institution, and all classes of students are welcome—engineering, and agricultural students, scientists,

literaries and lawyers, all mix without distinction. Everybody is happy and everybody is busy at the University of Illinois.

OPPORTUNITIES EXCEPTIONAL

It is generally conceded that this College offers courses in soils, crops, animal husbandry and horticulture second to those of no other institution. It is not so generally known that five men devote their entire time to dairy husbandry, and that butter-making is in progress throughout the year, offering unusual opportunities to students of dairying at any time they may find it convenient to come.

WORK TAKEN IN THE UNIVERSITY

Students in the College of Agriculture aiming to graduate take a little less than half their work in technical agriculture, unless they increase it by election. Certain other subjects as chemistry, English literature, military tactics, and physical training are required; again a given number of credits must be elected from botany, zoology, geology, physics, and physiology, and any remaining credits are open electives from anything taught in the University. Briefly, a student in the College of Agriculture may take any subject taught in the University whenever he meets its conditions and is able to do the work. In these other subjects he receives the same instruction and enjoys the same advantages as other students of the University. Special students not candidates for graduation take such subjects, agricultural or otherwise, as they prefer, except that holders of agricultural scholarships take at least half their work in technical agriculture.

The University offers work in the following studies: Agriculture, Anthropology, Architecture, Art and Design, Astronomy, Biology, Botany, Chemistry, Civil Engineering, Drawing, Economics, Electrical Engineering, English Language, French, Geology, German, Greek, History, Italian, Latin, Law, Library Science, Mathematics, Mechanical Engineering, Mechanics, Mineralogy, Municipal and Sanitary

Engineering, Music, Paleontology, Pedagogy, Philosophy, Physical Training, Physics, Physiography, Physiology, Psychology, Railway Engineering, Rhetoric and Oratory, Spanish, Training for Business, and Zoology.

SCHOLARSHIPS IN AGRICULTURE AND HOUSEHOLD SCIENCE

The University offers every year to each county in the State, except Cook and Lake, and to each of the first ten congressional districts, one scholarship for prospective students of agriculture in the College of Agriculture and one for prospective students of Household Science in the College of Literature and Arts, the College of Science, or the College of Agriculture.

Appointments are made by the Trustees of the University to scholarships in Agriculture upon the recommendation of the executive committee of the Illinois Farmers' Institute, and to scholarships in Household Science upon the recommendation of the County Domestic Science Associations. Young men under 16 years of age and young women under 18 years of age and those who have already attended the University are not eligible. Acceptable candidates, residents of counties or districts for which appointments have been made, may be assigned to counties or districts not yet represented.

The scholarships are good for two years and relieve the holders from the payment of the matriculation fee, \$10.00, and the incidental fee, \$24.00 a year. The term of a scholarship may be extended four years, if, before it expires, the holder satisfies in full the requirements for admission to the freshman class of the college in which he is enrolled.

EXPENSES

What will it cost? This is an important question with every one, and with some it settles the possibility of a college course. The best estimate is about as follows:

1. Matriculation fee, paid once..... \$10.00
2. Graduation fee, paid once..... 5.00

3. Incidental fee, for half year.....	12.00
4. Tuition fee, in University for half year.....	7.50
5. Tuition fee, in Academy for half year.....	7.50
6. Laboratory fees, vary from nothing to.....	10.00
7. Room rent, each student, two in room, per year, \$35.00 to	65.00
8. Board, per year.....	90.00 to 126.00
9. Washing, per year.....	12.00 to 18.00
10. Books, from nothing to.....	10.00

N. B. Only regular students pay 1 and 2; only special students pay 4. Holders of scholarships do not pay either 1, 3 or 4. Laboratory fees apply to but few subjects and are light except in chemistry. Books are to be had at reduced rates, and are often sold to succeeding classes.

WORK.—No regular labor can be guaranteed to students, yet many do get some employment about the University or in the adjacent cities.

For all necessary expenses of the year, the average student is not likely to live for less than \$275.00 or \$300.00.

There is a large number of suitable private places in Urbana and Champaign, within walking distance of the University, where students can obtain table board and room. There are several students' clubs at which the cost of meals is about three dollars a week.

THE CHRISTIAN ASSOCIATIONS

The Young Men's and Young Women's Christian Associations have come to occupy a prominent place in the University life. Both are affiliated with the World's Student Christian Federation. Each association employs for full time a general secretary.

The Association House furnishes free for the use of all students reading room, library, parlors, piano, magazines and papers, correspondence table, and telephone—a college home.

Religious meetings for men are held on Sunday mornings, for women on Thursday afternoons; and for both men and women on Monday evenings. There are frequent meetings for the promotion of social intercourse and good fellowship.

A most helpful feature of the work is that in the interest of new students at the opening of the school year. Desirable

rooms and boarding places are found and lists posted for reference at the Association House. Representatives of the Association meet the trains, assist students in finding satisfactory locations, and endeavor in every way to make them feel at home. The employment bureau helps to find work.

A copy of the Students' Hand-Book, containing a map of the cities, and giving information about Urbana and Champaign, the University, and the various college organizations and activities, will be sent free to prospective students.

For this Hand-Book, address the General Secretary of either Association.

AGRICULTURAL CLUB

This club meets weekly. It is devoted to the discussion of topics of theoretical and practical interest to students of agriculture. All students connected with the University are eligible to membership.

The College of Agriculture will at all times welcome requests for further information whether presented in person or by letter. Address,

EUGENE DAVENPORT, Dean,
College of Agriculture,

or

FRED H. RANKIN, Supt.,
Agricultural College Extension,
Urbana, Illinois.

FIRST SEMESTER

FIRST HALF: SEPTEMBER 17—NOVEMBER 16. SECOND HALF: NOVEMBER 19—JANUARY 25.

Drainage.....	2½	Power Machinery.....	3
Field Machinery.....	3	Meat.....	2½
Farm Crops—Corn Judging.....	2½	Beef Cattle—Judging.....	2½
Elements of Stock Feeding.....	1	Feeding and Care of Dairy Herd.....	2½
Dairy Cattle—Judging.....	2½	Plant Propagation.....	2½
Stable Management—Horses.....	1½	Milk.....	3
Cheddar Cheese.....	3	Bacteria and Allied Organisms.....	1
Milk.....	3	Elements of Stock Feeding.....	1
Beef Cattle—Judging.....	2½	Sheep.....	2½
Breeding, Rearing of Horses.....	1		
Geology.....	1		

FULL SEMESTER: SEPTEMBER 17—
JANUARY 25.

Injurious Insects.....	2
Fruit Growing.....	5
Plant Houses.....	5
General Horticulture.....	5
Home Sanitation.....	2
Textiles.....	2
Animal Diseases.....	5
Medicines.....	5
Chemistry.....	5
Botany.....	5
English.....	5
History.....	5
Mathematics.....	5
Physics.....	5

SECOND SEMESTER

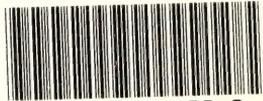
<p style="text-align: center;">FIRST HALF: JANUARY 28—April 3.</p> Crop Production..... 2½ Market Classes of Horses..... 2½ Beef Production..... 2½ Butter Making..... 3	<p style="text-align: center;">SECOND HALF: APRIL 6—JUNE 7.</p> Drainage..... 2½ Farm Machinery..... 2½ Spraying..... 2½ Farmers' Institute Management..... 1 Fancy Cheese..... 2½ City Milk Supply..... 2½
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FULL SEMESTER: JANUARY 28—JUNE 7.

Swine.....	5
Farm Buildings and Fences.....	5
Small Fruits.....	2
Vegetable Gardening.....	3
Home Decoration.....	2
Selection of Food.....	3
Personal and Public Hygiene.....	1
Animal Diseases.....	5
Medicines.....	5
Geology.....	5
Chemistry.....	5
Botany.....	5
Zoology.....	5
English.....	5
History.....	5
Mathematics.....	5
Physics.....	5

NOTE: The above list shows studies open to any student regular or special upon entering. He will choose an amount aggregating approximately 18, and will be guided in his choice by his personal preference and needs and by the counsel of the faculty.

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