

THE VISITOR

Devoted to the Interest of Agricultural Education in
Minnesota Schools

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FARMERS' AND HOME-MAKERS' WEEK

Farmers' and Home-Makers' Week Short Course at University Farm is becoming a red-letter day to those men and women of Minnesota who have attended. There will be nine separate programs in agriculture and six in home economics in operation each day from which those in attendance may elect whatever they choose. Those programs consist of lectures, demonstrations, conferences, and laboratory work. Besides these there are meetings of the State Federations of Farm Bureaus, and Farmers' Clubs, the various livestock associations, crop growers' associations, and other organizations interested in better farming and homemaking. There are two mass meetings each day, the evening one being devoted largely to entertainments.

No fees for instruction are charged to members of the short course. Living accommodations may be obtained on or near the campus. Printed matter will be sent to the high school teachers of agriculture keeping them informed of the details of the program. It is hoped they will bring it to the attention of such of their constituents as would be interested.

PROJECT RECORDS

At this time of the year, when projects are being completed, it seems proper to emphasize the following as some of the desirable characteristics of project records:

1. Data to be accurate, not a patchwork of guesses.
2. All calculations to be mathematically correct.
3. All information asked for on blanks to be supplied as far as possible, in other words, a complete report.
4. Results given, such as cost of production, net profits, and yield, to be a faithful account of farming possibilities for the year.
5. Story of project to be a summary of methods followed, difficulties encountered, results secured, and general benefits received from the project.

EXCHANGING IDEAS

This month's issue of The Visitor consists largely of news items from the field. The editors are pleased to give this publicity to the various activities carried on in the agricultural departments of Minnesota. The less experienced instructors should be able to gather many suggestions from these accounts. Even experienced men may receive some help therefrom. No instructor has established a monopoly of ideas in agricultural education. It will always be possible to learn from the other fellow. At least the ambitious man is looking for new fields of endeavor. Agricultural education presents to the progressively-minded educator a vast array of problems for solution. Any apparently satisfactory solution of one or more of these problems should be recorded for the benefit of all concerned. A contribution, however small, may shed some light upon future steps. The editors of The Visitor wish to make this paper a medium for exchange of ideas. To exchange on a fair basis means that every one who receives must have something to give in return. No one can give unless he is a producer. All cannot be consumers. Are you, dear reader, a consumer or a producer in agricultural education? Are you traveling along in the same old rut or have you had the temerity to try out something new? Your plans, your problems, your experiences, are solicited for publication. Are you willing to exchange ideas?

BOOK REVIEWS

Project Work in Education, James LeRoy Stockton. This book discusses the evolution of the principles underlying the project method and its place in the modern public school. The author contends that "project work in all subjects is a direct and inevitable result of the working out of the most fundamental of modern educational principles." He argues that "project material can be so organized as to fulfill a specific need not met by any other school subject." Houghton Mifflin Company, Chicago, 1920. 167 pages. Riverside Educational Monograph.

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STAFF

A. V. STORM
D. D. MAYNE
A. M. FIELD
W. P. DYER
F. E. ARMSTRONG
G. F. HOWARD
T. A. ERICKSON

NOTES FROM THE FIELD

W. O. Lutz, of Austin, writes as follows: "I have eleven boys enrolled in the vocational work in animal husbandry and farm management. The boys are making medicine cabinets for livestock, giving two double periods to this work each week. They expect to make up a list of medicines for their cabinets, and make a chart to accompany each cabinet. On this chart will be listed the common ailments of the different classes of animals, symptoms, what medicines to use and how to use them. Each boy will then have something he can take home and make practical use of. That is the way I intend teaching the common diseases of livestock. We are now devoting a good share of our time to studying the breeds of farm animals and livestock judging. We expect to do most of this work while the weather is nice and we can get out to the farms. During the winter we will study feeds and care and management of livestock. The boys in last year's class are completing their corn projects. A special contest was held at the county fair for the boys having corn projects. Prizes were given on fifteen ear samples picked from their fields. Most of the boys had purebred Duroc sows and litters, which they cared for as minor projects. We will have a purebred Duroc and Chester White sale this fall for the boys in the sow and litter contest."

Joseph Holger maintains his characteristic optimism in his new position at Hinckley, as evidenced by the following extract from a recent letter written by him: "I haven't quite the room and equipment I would like

to have, as the school is short of funds. I have not discovered any new helps or materials for class work, but I have made use of those suggested in our class last year. I have received charts and literature from quite a few of the breed associations and these are a great help in teaching animal husbandry. Most of the people up here are interested in agricultural work, and I don't have to go very far for laboratory material, such as potatoes, corn, grains, and grasses, as they will let me have anything I ask for."

The following interesting account of activities in the department of vocational agriculture at Sauk Centre has been received from the instructor, E. M. Gillig: "The agricultural class is made up entirely of farm boys this year. Our agricultural department has purchased a Bausch and Lomb Balopticon which is a combination opaque reflector and slide machine. We have an aluminum coated screen with it. The school board willingly footed the bill when I put it up to them. It is giving very good satisfaction, widens the field of work in that line, and eliminates the buying of so many expensive slides. With the financial aid of the county fair association, the agricultural department is conducting a purebred pig project in the county. The fair association has voted to spend \$1,000 if necessary for this. About ten boys will start. These boys, designated by the agricultural instructor, will each receive a purebred gilt. The gilts are selected by the instructor and paid for by the fair association, and given to the boys under a contract. The boys are to feed properly and care for the sows. The fair association will select two young pigs from each sow's first or second litter, these to be given to two other boys under a similar contract. After the boy has surrendered the two pigs to the fair association, the association turns over the title of the pig to the boy, and the sow and balance of litter and subsequent litters will be the boy's property. The sow and all her offspring are the property of the fair association until the boy has filled his part of the contract. The contract is made with the boy's father. This is a good way of promoting the purebred hog industry in the county, and incidentally affords the agricultural instructor a good aid in the animal husbandry projects, as he is bringing as many of his pupils as possible into this work. The agricultural instructor writes a weekly article on some agricultural subject for the local papers."

Superintendent Lewis, of Sleepy Eye, writes to the state supervisor regarding the class in vocational agriculture, as follows: "Mr. Lawson has a splendid group of boys this year from the standpoint of mentality, as well as from the standpoint of interest. They rank at least seventy-five per cent above last year's class. He has about twenty boys in this work. None of these boys, not one, would be in school were it not for this Smith-Hughes course. I feel that we have a splendid future in this work in this school."

Louis E. Schreiber, agricultural instructor at Spring Grove, has twenty-seven boys taking vocational agriculture.

R. J. McCausland, instructor in agriculture, reports a change in the character of work being done in the associated rural schools of Faribault. Each boy in agriculture is required to complete one "school-home project" before he gets his credit. The boy picks his own club work and studies only that subject in and out of school for the year. For instance, a boy in the pig club works on hog problems in school. He studies types and breeds, housing, feeding, and care of hogs. Then, when he picks his sow and cares for her young, he knows how. The school also furnishes farmers' clubs twenty-minute talks on vital subjects, to help on the programs. Each department of the school does this. The following are some of the subjects discussed by the various instructors: Agricultural instructor, Project Methods, The Agricultural Department in Community Work; Science instructor, Nature's Wealth in the Soil; Home Economics instructor, Farm Conveniences in the Kitchen, Renovating Old Clothing; English instructor, Debate, Farmer's Reading Table; Manual Training instructor, Gas Engines, Auto Repair, Concrete on the Farm; Physical training instructor, Hygiene and Health. These talks help to keep the farmers' clubs alive.

J. E. Glasspoole, agricultural instructor at Brewster, writes the folioes: "Last spring through the efforts of the local Community Club (composed of farmers and townsmen) thirteen purebred sows were purchased and distributed among as many boys and girls living on farms in the vicinity. The sows were already bred. They were of the following breeds: Duroc-Jersey, Poland-China, Chester-White, and Hampshires. The purchase money was furnished by the club. In return

for this, they were to have their pick of four of the offspring from each litter this fall. The selection has been made and a sale was held of these selected pigs. At this sale the pigs brought \$1,038. One litter, which was not ready at the time of sale, will be sold later on. A garden contest was conducted during the summer for pupils of the fifth to the eighth grades. The work was supervised by the agricultural instructor. The first six prizes were won by girls, prize money being furnished by the Community Club. Lawrence Berg, a farmer living in the community, distributed, among the lower grades, a potato to each pupil. They were to raise the best quality and largest amount possible from the individual potato. The winner of this contest, judged from standpoints of quality and quantity, was George Obermoller, aged ten years, of Brewster. He produced over twenty-six pounds of salable potatoes from his one seed potato. Mr. Berg furnished the prize money."

From N. E. Schwartz, Superintendent, comes the following account of the vocational work in the Sandstone High School: "Last spring about 1,500 chicks were hatched and 2,500 day-old chicks brought in, all high-class stock, by the pupils of the agricultural department. In 19 weeks some of the chickens were laying; these were White Leghorns. A large number of prizes were won at the local and county fairs. Wherever you see chickens in Sandstone, they are usually White Leghorns and purebred, a result of student interest in poultry. Several students took bees as their project. There never was a year so favorable for honey, and beekeeping is considered with great favor. Edwin Van Shepen intends to turn the whole of his father's farm over to bee raising and has a fine start as a result of this summer's work. Six students sent different varieties of potatoes to the Duluth potato show and competed for prizes with growers from all over the northern part of the state. Four won prizes. Prize winning is not "the" aim of the agricultural work but it always is an indication of quality."

Robert B. Fall, of Clinton, reports encouraging results from club work. His canning team won seventh place at the state fair. Four boys bought purebred Hampshire sows last spring. Two boys entered the calf club. Three country schools are visited regularly for the purpose of giving instruction to thirty boys in corn production.

VALUE OF PROJECT WORK

A boy in the Renville High School writes in a convincing manner concerning the value of project work: "When I started working on the farm the apple orchard was in need of a large amount of reconstruction work. Practically every tree had a large number of shoots or suckers growing from its roots. The trees had never been pruned since they were planted, five years before. They contained a large amount of dead and diseased wood which had to be removed at once. During my first day, I discovered the presence of several lichen diseases. These, as I remembered from my class work, could be killed, to a certain extent, and prevented from further spreading by the application of a strong solution of corrosive sublimate. I did this, and before leaving in the fall I noticed that most of these places had begun to grow over. The fact that I applied some of the knowledge acquired in the class room doubtless saved many of the trees and possibly the whole orchard. When the trees became infested with insects, by applying information gained in taking the course in Horticulture, I saved this year's crop, which incidentally amounted to an average of eight bushels for ten trees and that on trees that never bore fruit before. I sprayed the apple trees three times, the first and second times with no special purpose except prevention. I sprayed them with lime and sulphur and bordeaux mixtures, respectively. Later, after I had noticed the presence of leaf miners, I sprayed them with bordeaux mixture made up 4:4 and added to that one pound of arsenate of lead for fifty gallons of solution. This proved very effective and doubtless saved the crop. Altho these trees might have prospered without spraying, they could not have done so without pruning and general care. Even in the matter of pruning, I doubt greatly if we would have gotten any apples had they not been sprayed. Had I not taken this course in Horticulture or had I taken it and not applied the information learned by taking it, I would have been out the experience of caring for an orchard and the orchard would not be in its present good condition."

A COMMUNITY FAIR

"The community fair held at Glyndon, Minn., was a splendid achievement, if attendance and quality and quantity of exhibit material are at all indicative of success. In spite of a heavy downpour during the previous day and night, the crowd gathered in good season and shortly after noon the lower floor of the consolidated school building was crowded. The Ladies' Aid society served dinner to several hundred hungry folks and other refreshments were obtainable throughout the day. A good musical program was furnished by the Moland band. Free movies were shown as part of the afternoon's entertainment and there were races outdoors in spite of the mud. The baseball game, however, was abandoned because of the condition of the field.

"To the uninitiated the task of judging the exhibits was not an enviable one except perhaps that of judging the cooking and baking. Most people would have been willing to assist at that as it involved tasting the exhibits, and they certainly looked good enough to eat. As for the agricultural exhibits, especially the potatoes, it seemed like a case of deciding on the better of the best. The stock exhibit should have a column to itself. There were some splendid specimens of Shorthorn, Holstein, and Guernsey cattle, Duroc-Jersey and Poland-China hogs, Shropshire sheep, and horses. Suffice it to say that so long as such animals can be raised and such food products grown on Minnesota farms; so long as the girls are being taught cooking and canning, baking and sewing, and the boys do the aforesaid farming in up-to-date scientific ways, we are far from going to the bow-wows as some would have us believe.

"A fair such as this may be of untold value to the community served, as it brings out many new ideas and facts and gives the neighbors a chance to meet socially, which is very difficult at the large centralized fairs. We hope that other small communities may have the benefit of the neighborhood fair in the future."—Glyndon Press.

"One of the Smith-Hughes agriculture instructors includes in his weekly report the following item: 'Cut one student's hair.' If that wouldn't come under the head of 'Community Service,' we would like to know what would."—Exchange.