

# THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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## SCORE CARD FOR DEMONSTRATION TEAMS

Teachers who are interested in preparing an agriculture demonstration team should find the following score card suggestive of some of the points to consider while working with the boys. The score card is used in judging demonstration teams at the Minnesota State Fair.

I. Subject matter (30)	
1. Importance and accuracy of subject matter .....	(10)
2. Completeness .....	(5)
3. Clearness .....	(10)
4. Replies to questions .....	(5)
Score	_____
II. Team work (20)	
1. Preparation and use of materials .....	(5)
2. Organization of work .....	(5)
3. Appearance and conduct of team .....	(5)
4. Effect of persons not demonstrating .....	(5)
Score	_____
III. Skill (20)	
1. Ease of procedure .....	(5)
2. Neatness in doing work .....	(5)
3. Workmanship and efficiency of manipulation .....	(5)
4. Speed, drive, system .....	(5)
Score	_____
IV. Results (15)	
1. Effect on audience and effect on materials used .....	(15)
Score	_____
V. Practicability (15)	
1. Demonstration should show club practice .....	(10)
2. Demonstration should reflect home conditions .....	(5)
Score	_____
Final total score	_____

## Keeping the Agriculture Library Up to Date

Agriculture represents a progressive science. Members of our experiment station staffs are constantly at work producing a literature of information on the new and improved practices in the production and marketing of plant and animal products. The most suitable and convincing device by which these materials can be made accessible to students in agriculture is in book form. Naturally the latest books contain the most recent and the most dependable information for use in the solution of the problems confronting the modern worker in the field of agriculture. Many of the agriculture libraries contain numerous out-of-date books which should be re-

placed by more recent publications. Each department should add a few good, recent books each year. The number of books in a reference library is a poor criterion of its value in teaching agriculture. The books should contain materials that are up-to-date, and suitable for high school students.

When new books are to be purchased they should be selected on the basis of their value in meeting the local agriculture problems. For example, if the production of beef cattle is relatively unimportant in a community it seems unwise to clutter up the reference library with high priced reference books on beef cattle. The following is a selected list of recent books dealing with problems of vital interest to the boys who are anxious to secure the latest information available for use in the solution of their farm problems.

### Recent Books

Quotations are in the words of the authors or the publishers.

Snapp, R. R. *Beef Cattle*. John Wiley & Sons, Inc. 1927. \$4.00.

"The book gives first, a general survey of the beef cattle industry, beginning with a discussion of the early history of beef production in the United States. A full discussion is included of principles of breeding and feeding and their application to beef cattle."

Wallace, H. A., and Bressman, E. N. *Corn and Corn Growing* (Third Revised Edition). John Wiley & Sons, Inc. 1928. \$2.50.

"The book is written by two of the foremost corn authorities in the country. It treats of every phase of corn growing, from choosing and planting the seed to the marketing of the harvested crop. The subject matter is divided into teaching and reference material in such a way as to be particularly valuable as a text or reference book for students and farmers."

McKay, A. W., and Lane, C. H. *Practical Cooperative Marketing*. John Wiley & Son, Inc. 1928. \$3.00.

"The authors describe in detail the policies and practices of succeeding cooperative marketing associations. The book is prepared especially for students

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## THE STAFF

A. V. STORM	D. D. MAYNE
A. M. FIELD	F. W. LATHROP
L. E. JACKSON	V. E. NYLIN

in vocational agriculture and for farmers who wish to gain an understanding of cooperative organizations."

Mason, A. F. *Spraying, Dusting and Fumigating of plants.* 570 pages. 1928. \$5.00. Macmillan Company.

"The book is divided into two main parts. In the first you find all the whys and wherefores of spraying, dusting and fumigating. In the second part twenty-three chapters take up the pests attacking the important crops. An unusually complete index, containing more than 1600 entries, puts every detail of pest control at your finger tips."

Cox, J. F., Megee, C. R. *Alfalfa.* John Wiley & Sons. 1928. \$1.50.

"Alfalfa is well fitted to answer the great demand of farmers and teachers of agriculture for explicit directions and suggestions in growing and utilizing alfalfa."

Hurd, L. M. *Practical Poultry Farming.* Macmillan Company. 1928. \$3.50.

"The book describes the best practices of successful poultrymen, including management, and layout of the plant, housing, breeding, selection, culling, feeding, and marketing of eggs and poultry. In it the author takes account of the latest scientific discoveries, especially as to feeding, the effects of sources of vitamins, selection for high egg-production, and management under artificial lights. Complete information is given on prevention and control of poultry diseases, and the raising of turkeys, guinea fowls, peafowls, ducks, geese and swans, pigeons, and pheasants."

Davis, K. C., and several specialists. *Field-Crop Enterprise.* J. B. Lippincott Company. 1928. \$2.00.

"Twenty-one enterprises are included. Each enterprise has been divided into a number of jobs according to the most approved plans of job analysis now so commonly followed in the different states. The jobs or teaching units are in turn

analyzed into problems for study and discussion. A statement of conditions is attempted for each job. Aims are given in each of the jobs. Local inquiry questions are offered or suggested in all jobs. Job analysis is the organization of subject matter. It is an analysis of content and a setting forth of problems involved in the job. The jobs included here as teaching units are the same as the natural farm jobs or work units of the farm."

Davis, K. C., and several specialists. *Livestock Enterprises.* J. B. Lippincott Company. 1928. \$2.00.

"Livestock Enterprises is a new book on a new plan with a great deal of new subject matter based upon the latest experiment station findings in all the livestock classes of the farm. The job-analysis plan of organizing the subject matter has been followed. This practical plan is rather uniform in all of the seven enterprises treated. Each enterprise is first analyzed into its logical farm jobs to be used as teaching units. In all enterprises these include not only production jobs but also business and marketing jobs. Problems and aims are given under all of the many jobs. Conditions which usually confront the class in attacking each job are stated in very general terms."

Field, A. M., Olson, R. W., and Nylin, V. E. *Farm Mechanics.* A guide book for students and farmers. The Century Company. 1928. \$2.50.

"It is the purpose of this book to furnish the farmer and the student with a guide which will make it possible for them to do on the farm the ordinary repair and construction work that should be done. By following the carefully prepared step-by-step directions for the representative farm repair and construction jobs, the farmer or the student can do much of the needed mechanical work of the farm independent of the guidance of a teacher.

Burling, Beverly B. *Preparatory Electricity.* Bruce Publishing Co. 1928. \$...

"A loose leaf manual for junior high schools, technical schools, and classes beginning work in applied electricity. It includes instruction sheets for 28 jobs beginning with the short Western Union Splice and ending with a Radio Set with Crystal Detectors."

### For the Teacher

Schmidt, G. A. *Efficiency in Vocational Education in Agriculture.* The Century Co. 1928. \$2.25.

"It clearly explains the objectives of vocational training in agriculture, shows

what must be included in an effective training program to achieve these objectives, presents a number of guiding principles and standards, and illustrates how these can be applied to measure the efficiency of a program. The study touches all phases of vocational education in agriculture, giving particular attention to part-time instruction and evening classes. Schmidt, G. A., Ross, W. A., Sharp, M. A. Teaching Farm Shop Work and Farm Mechanics. The Century Co. 1928. \$2.75.

"The book answers three questions which are of vital importance to teachers of vocational agriculture: What sort of farm mechanics should be taught in vocational classes? When should farm mechanics be taught? How should farm mechanics be taught?"

#### Items of Interest

The Long Prairie judging team that represented Minnesota at the Kansas City Livestock Show placed sixth in sheep, sixth in horses, and sixth in beef cattle. The team placed ninth in the contest. Idaho placed first, Kansas second, and Wyoming third.

W. S. Wiegand, Austin, Minnesota, has organized five evening classes for adults. The total enrollment is 135. In one class forty persons are enrolled. Mr. O. R. Grover, former teacher of agriculture at Hector, is the special teacher employed to help in providing the instruction.

The following letter from Leo Knuti, teacher of agriculture at the Thomson Township High School, shows an interesting departure in evening school work:

"Thomson Township schools, of which Mr. Winterquist is superintendent, are entirely rural, as they are situated in a Finnish farming community ten miles from Duluth.

"An evening class of farmers has proved the best method of reaching these farmers, few of whom can speak and read the English language fluently. Most of them, however, can carry on a light conversation but would get very little out of talks or discussions in English. For this reason all the meetings have been conducted in Finnish.

"To get the class started I visited a few farmers, wrote an article in a Finnish paper, *The Paivalehti*, and sent out a circular letter in Finnish, explaining the nature of the course.

"Forty-three farmers attended the first meeting, fifty the next, and about sixty at the rest of the meetings so far. Sixty-

nine has been the largest number in attendance and eighty-five different farmers and their wives have attended the meetings.

"The subject under discussion is dairying, which has been divided into a number of different topics. Dairying is the major enterprise in this community, which is no doubt the reason for the great enthusiasm shown toward the course. Women enter in the discussions as well as the men. Lunch is brought by the farmers and a social gathering is held after the meeting, which makes it possible for me to get better acquainted with the farmers. A livestock judging meet is planned for this coming Saturday. Suggestions have been made to organize the class into a club to foster a better social feeling in the community and promote the raising of certified seed potatoes and better dairy stock."

The letter which follows is a copy of one of the notices which Mr. Knuti sends out to his evening class members. Can you read it? No? Well, send us a contribution for *The Visitor* and we shall send you a translation of it.

#### ARVOISAT KANSALAISET:

Ensi keskiviikko iltana Lokakuun kolmas paiva Lincoln koululla pidetaan maanviljelys kokous. Tassa kokouksessa keskustellaan tarkeimpia maanviljelys asioita.

Esimerkiksi, jos otetaan lehman hoito puheeksi, voitasiin jakaa sen kymmeneen eli kahteentoista eri osaan.

Naita kokouksia pidetaan joka keskiviikko ilta, jolloin namat eri asiat, niinkuin lehman taudit, odetaan puheeksi.

Kokouksen tarkoitus on antaa kaikkein kesdustella omista kokemuksista. Talla tavalla voi toinen toiselle antaa tiedoksi mita han on kokemuksen kautta oppinu. Puheet voitaaan pitaa Suomen kielella ja ei ole tarpeellinen olla joka kokouksessa. Sissaan maksoa ei tule olemaan, ja toivotaan etta kaikki tulee ottaa osaa keskustelemaan maanviljelys asioita.

Kunnioituksella,

Thomsin Koulun  
Maanviljelys Departmentti

#### Teaching Helps

The Agricultural Commission of the American Bankers' Association, Madison, Wisconsin, publishes a special bulletin dealing with current problems in agriculture. Subscription price is 35 cents. The director is D. H. Otis 522 First National Bank Building, Madison, Wisconsin.

The National School Service Company, Valparaiso, Indiana, publishes a set of charts on practical agriculture. The materials are designed to be used as aids in teaching agriculture in secondary schools. The following quotation is from a letter from the company, dated December 18, 1928:

"Our new 'Practical Agriculture' Chart—illustrated on the following pages—will be ready for general distribution January 1. This series of sixty charts is assembled in a loose-leaf metal head, mounted on a pressed steel stand. A question book of 143 lessons accompanies each chart. The pages are 30x40" in size, and bear large and clear illustrations which ordinarily may be seen from any part of the school room."

"Vocational Course in Concrete" is the title of a textbook for classroom and laboratory work published by the Portland Cement Association, Chicago.

#### Progress in Rural Life

In reviewing social and economic changes in American life Boyd H. Bode, Professor of Education, Ohio State University, has the following to say about the changes that have taken place in the activities of farm folks:

"The farmer of today is an excellent illustration of what is going on. Only a few decades ago he led a lonely existence, filled mainly with arduous, routine work. For the boy with a taste for intellectual things all roads led away from the farm. Now, however, farm life is becoming a fairly adequate medium for the expression of a wide variety of interests and capacities. The automobile, the telephone, the radio, and the daily newspaper bring the outside world to every door and labor saving devices provide a margin of energy and leisure. The farmer is beginning to give up his traditional individualism and to engage in various co-operative enterprises. Up-to-date agriculture requires an extensive background of science combined with skill in the handling of fairly complicated machinery. Rural homes are becoming more convenient and more attractive. In brief, all sorts of intellectual, social, and esthetic opportunities are now becoming available, which is to say that the farmer's aspirations for the true, the good, and the beautiful now permit of extensive translation into terms of his everyday activities."\*

\* Reprinted from Teachers College Record, December, 1928 (courtesy of C. J. Tidwell, Director, Bureau of Publications, Teachers College).

#### Beekeeping in the High School

The readers of *The Visitor* may be interested in the part the vocational agriculture schools of our state and other states play in educating the boys who are on the farm and who enroll in vocational agriculture, concerning the life habits and the benefits of the honeybee, as well as the practical side of making money with bees.

Here in our community beekeeping would be considered of minor importance and yet I think it should find a place in every boy's course of study. Every farm boy should have a knowledge of the benefits the farmer derives from having this useful little insect fertilize his fruit blooms and help in the pollination of so many of his other farm crops. Most farm boys are practical-minded, and I have found very few who are not eager to include the fundamentals of beekeeping in their course of study either the first or second year in school.

At Long Prairie, Minnesota, the instructor has a small apiary and the pupils have ready access to it. Thus they obtain the practical knowledge while attending school. Should such an apiary not be available, one could easily find a half dozen others within a radius of ten or fifteen miles that might be used for demonstration purposes.

As a result of including some of the fundamentals of beekeeping in the boys' course of study, the writer finds that the boys become interested, their parents are interested, and even the neighbors like to see what is being done. Thus not only the boys but the community is taught a worth-while lesson about the habits and the usefulness of these little creatures which so many people (owing to misinformation and fear) regard with disdain.

The writer feels that the vocational agriculture departments in most states are doing the farmer a real service through their all-day schools, evening schools, and part-time programs. He also feels that the efforts of such departments should be encouraged by beekeepers everywhere, as a worth-while agency in spreading a real gospel, and of doing a good piece of work which will blossom and bear fruit in due season.

J. W. Kauffman.

Long Prairie, Minnesota.

—A. M. F.