

THE VISITOR

Devoted to the Interests of Agricultural Education in Minnesota Schools

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SUGGESTIONS FOR TEACHERS ON CONSERVATION AND NATURAL SCIENCE

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(Continued from April issue)

AMERICAN TREE ASSOCIATION
1214 SIXTEENTH STREET N.W.
WASHINGTON, D.C.

This association was organized by Charles Lathrop Pack in 1923; in that year and in 1924 it offered membership to every man, woman, or child in the United States who planted a tree. It is closely associated with the American Nature Association and has the same officers and directors.

Suggestions:

1. Request copies of the "Forestry Primer," now in the 43 hundred thousand. These can be obtained in sets of 25-50 or whatever number is needed.
2. Have your name placed on the mailing list of "The Forestry News Digest."
3. Order enough copies of "White Pine Blister Rust" so each member of the class may have one.

AMERICAN FORESTRY ASSOCIATION
1713 K STREET
WASHINGTON, D.C.

The work of the American Forestry Association is educational. The entire income from membership dues is spent to help the nation achieve lasting benefits, such as:

1. Adequate Forest Fire Protection.
2. Reforestation of Denuded Lands.
3. Protection of Fish and Game.
4. Prevention of Soil Erosion.
5. Preservation of Wilderness for Recreation.
6. Establishment of State and National Forests and Parks.
7. Development of Forestry Practices.
8. Education of the Public in Regard to Conservation.
9. Forest Recreation.

Suggestions:

1. Join the American Forestry Association. The dues are \$4.00 per year, which include a subscription to the official publication, "American Forests."

2. Write the Association for any literature it may have for free distribution.

NATURAL HISTORY SURVEY
DIVISION OF DEPARTMENT OF REGIS-
TRATION AND EDUCATION
UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

This division, located at the University of Illinois, was created to make a Natural Survey of Illinois. From time to time reports are published on zoology and botany; preference is given to subjects of educational and economic importance.

Many bulletins are being published but most of them are too technical for even the high school teacher. In 1929 a committee of high school teachers made up the list of those most useful in the classroom; for this the state was divided into two districts and bulletins were chosen for Chicago and for down the state. Packages of these selected bulletins were then sent to all accredited high schools in the state, according to the divisions set up.

Suggestions:

A. "What the Natural History Survey is Doing for the High School." This gives a list of 68 publications of the division and rates each in a manner which shows how it is best adapted for use in the classroom.

B. "How To Collect and Preserve Insects," by H. H. Ross. Circular 25 with 27 pages, 11 figures, 1934. The last three pages give a complete list of circulars published by the Survey.

BUREAU OF RECLAMATION
UNITED STATES DEPARTMENT OF
INTERIOR
WASHINGTON, D.C.

The building of irrigation works by the federal government was begun in 1902. Since then the government has constructed 27 irrigation projects. No part of the expense of this federal activity is paid by general taxation. The crop values of products raised on these irrigated lands total 1.1 per cent of those of the entire United States.

Suggestions:

1. "Federal Reclamation in A Nutshell" is a desirable four-page leaflet.

THE VISITOR

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THE STAFF

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2. Send for a complete set of samples of material available for free distribution. Some of this material may be had in lots of 25, 50, or 100.

3. Lists of sets of lantern slides available for free distribution may be had. These have lectures to accompany them and may be had by paying shipping charges both ways. The Bureau also has a few 35 mm. films.

EMERGENCY CONSERVATION COMMITTEE
734 LEXINGTON AVENUE
NEW YORK CITY, N. Y.

This organization is a group of persons banded together for conservation. Contributions are solicited and numerous pamphlets are sent out. The tendency of this Committee is to lean over backwards in its discussion, probably to *counteract* what is being done destructively in the belief that only drastic action and exaggerated statements will accomplish its purpose.

Suggestions:

1. "Four Teaching Units," by Ellsworth D. Lumley, Teacher of Biology, Great Falls, Montana. Price: 10¢ each.

Contents:

- a. The Shortage of Waterfowl.
 - b. Hawks.
 - c. Eagles.
 - d. Fish-Eating Birds.
2. Free materials are as follows:
- a. "The United States Bureau of Destruction and Extermination."
 - b. "An International Appeal."
 - c. "The Collapse of Waterfowl Protection."
 - d. "Twelve Immediately Important Problems of the National Parks and of Wild Life Conservation."
 - e. "Where Do We Stand on the Matter of Shooting?"
 - f. "Save the Bald Eagle. Shall

We Allow Our National Emblem to Become Extinct?"

- g. "The Wallgreen Mount Olympus National Park."
- h. "Sanctuary—Do We Mean It?"
- i. "The White Pelicans of Great Salt Lake."
- j. "Framing" the Birds of Prey."
- k. "Save the Yosemite Sugar Pines."

OGLEBAY INSTITUTE
OGLEBAY PARK
WHEELING, WEST VIRGINIA

A museum is maintained at Oglebay Park on Waddington Farm at Wheeling, West Virginia. A. B. Brooks is the park naturalist and from him interested persons may learn of significant forms of wild life. There is some cooperation between Waddington Farm and the University of West Virginia.

Publications:

A. "Outline for Construction of Simple Crafts—Toys and Games." 17 mimeographed sheets on how to make things ranging from cork toys, and nature teaching devices that include smoke, spatter, and blue prints to native dyes.

B. "Suggestions for the Nature Corner of Your School Room." Eight mimeographed sheets. To one new in nature work, this offers many suggestions. It has picked out the best suggestions from many sources.

Page 2 contains 27 suggestions for the Nature Corner of the schoolroom.

Page 3 offers directions for making an ant nest.

Page 4 gives a simple way to make an aquarium.

Page 5 presents a simple way to make a terrarium.

Pages 6 and 7 give lists of nature books recommended for public schools.

Page 8 shows a correlation chart of Nature Study and other school projects.

C. "Some Nature Teaching Devices." 12 mimeographed sheets. These contain instructions on making of smoke prints. India ink prints, oil paint prints, spatter prints, blue prints, plaster casts, and dyeing from native material. This is repetition but with fuller details of publication listed as A. above.

D. "Nesting Houses and Feeders for Song Birds." Eight mimeographed sheets. These form a good collection of material and should be ordered unless plenty of this type of material is at hand.

E. "List of Companies Handling Nature Books, Nature Pictures, and Other Nature Material."

GEOLOGICAL SURVEY
UNITED STATES DEPARTMENT OF INTERIOR
WASHINGTON, D. C.

The reports of the Geological Survey may be found in the library of the University of Minnesota. The most interesting report concerning the natural resources of the United States, prepared by the National Resources Board under date of December 1, 1934, may be had from the Superintendent of Documents, Government Printing Office, Washington, D. C., for \$3.25.

Send for a free circular entitled, "The Natural Resources of Our Public Lands."

DIVISION OF GRAZING
UNITED STATES DEPARTMENT OF INTERIOR
WASHINGTON, D. C.

Authority for Federal regulation of grazing on the public domain in the interests of national conservation and of the livestock industry was created by an act of Congress on June 28, 1934. This act established grazing districts with an aggregate area of not more than 80,000,000 acres and gave the Secretary of Interior extensive powers.

The material distributed really is not suitable for classroom use except possibly in states which include the grazing areas and all of these lie west of the Missouri River.

SCHOOL NATURE LEAGUE
ROOM 200, AMERICAN MUSEUM OF
NATURAL HISTORY
NEW YORK CITY, N. Y.

This League was organized in 1917 and it is located in the "Model Nature Room" at the Museum. Its main objectives are to acquaint city children with the world of nature and to collect living plants and animals for exhibiting in Nature Room. It always observes the principles of conservation and aims to have a Nature Room in every school in New York. It works with the schools as much as possible supplying material, setting up exhibits, and conducting field trips. Children Members' dues are \$1.00 per year. Teacher Members' dues are 50¢ per year, for which they receive authoritative elementary science bulletins and also other aids.

Suggestions:

1. Join the League. You will be benefited by more than 50 cents worth.
2. Send for the price list of bulletins and a sample. These are mimeographed sheets with illustrations. They make good lesson plans for the teaching of nature study and stimulate original ideas

to help make your work interesting. The present list has 32 titles. They are 5¢ each or a set of 22 (your selection) for \$1.00.

GENERAL BIOLOGICAL SUPPLY HOUSE
761-763 EAST 69TH PLACE
CHICAGO, ILLINOIS

Here is a biological supply house which does not use agents but carries out a program of service for the teacher which is very helpful.

Suggestions:

1. Send for "Turtox Catalogue and Teacher's Manual." It is not only a list of all the materials useful to the biology teacher but it supplies an outline for the teaching of the various subjects.

2. Consult the "Turtox Service Leaflet List." There are now 48 different titles available for the teacher, each one definite and complete. These leaflets are not written in such a manner as to make it necessary to purchase supplies to carry out the instruction given. Of course, it is easier if the designated apparatus is purchased. These leaflets are especially helpful in carrying out projects that will stimulate interest in the classroom.

CORNELL RURAL SCHOOL LEAFLETS
NEW YORK STATE COLLEGE OF
AGRICULTURE
CORNELL UNIVERSITY
ITHACA, NEW YORK

Dr. E. Lawrence Palmer, Department of Rural Education, New York State College of Agriculture, Ithaca, New York, has been of great assistance to the teachers of New York by preparing the "Cornell Rural School Leaflet." Some old copies are available and these may be purchased by teachers of other states at a very nominal price.

The department of education issues four leaflets a year. These are free to teachers of New York. They may be obtained by teachers of other states for 50¢ per year and they really are very valuable.

BUREAU OF MINES
UNITED STATES DEPARTMENT OF INTERIOR
WASHINGTON, D. C.

The material sent by the Bureau of Mines is too technical for classroom use. A list of available publications may be had for the asking by anyone interested.

OTHER POSSIBLE SOURCES

Free material is abundant both from the above agencies and from the various State Experiment Stations. However,

the supply is exhaustible and teachers should order only those publications which they are going to use. No attempt should be made to secure large collections only to occupy space on shelves.

The following list of museums and commercial concerns include those issuing various publications and exhibits. Some of these are free and some are sold for a nominal sum. Upon request one may receive a list of material available.

1. American Museum of Natural History, New York City.
2. Museum of Science and Industry, Jackson Park, Chicago.
3. Field Museum of Natural History, Chicago, Illinois.
4. The Slingerland Cornstock Company, Ithaca, New York.
5. The Quaker Oats Company School Health Service, Chicago, Illinois.
6. Hawaiian Sugar Planter Association, Honolulu, Hawaiian Islands.
7. Plymouth Cordage Company, North Plymouth, Massachusetts.
8. International Harvester Company of America, Chicago, Illinois.
9. Hershey Chocolate Corporation, Hershey, Pennsylvania.
10. The Home Economics Department, Southern Rice Industry, New Orleans, Louisiana.

Opportunities for Agriculture Teachers

This brief story is written for the purpose of directing the attention of school administrators, school counsellors, farm boys and parents of farm boys to the fact that there is a shortage of good Agriculture teachers for the secondary schools. At the time of unemployment in so many occupational fields this presents a unique and challenging situation. Many high school graduates will plan to enter the College of Agriculture for the purpose of preparing to qualify as teachers of Agriculture. Many older persons will also seek information concerning the technical and professional preparation necessary for a certificate to teach Agriculture. The following information is given to answer three questions that are frequently raised:

1. Qualifications for Agriculture Teachers—In order to qualify for the special certificate to teach Agriculture, a candidate must be a graduate from a College of Agriculture. He must have adequate practical farm experience. Persons who are not farm reared are not encouraged to prepare for the positions as teachers of Agriculture.

2. Scholastic Requirements—At the University of Minnesota, students in the College of Agriculture who major in Agricultural Education are also enrolled in the College of Education. The scholastic standard in the College of Education requires an honor point ratio of 1.5. This means a C plus scholastic rating for permission to enter the senior college with a major in Agricultural Education. For this reason, only those farm boys who have a high scholastic record in the high school should be encouraged to enter the University with the view of preparing themselves to become teachers of Agriculture.

In addition to the various individual course examinations, students who wish to prepare for a teacher's certificate must pass four qualifying examinations. Two of the examinations are in Agriculture. One of these is intended to sample the content usually taught in Agriculture in the secondary school, and the other deals with the materials usually taught in the college courses. One examination is designed to cover the essential content of the fundamental courses in the field of Education. The fourth examination is intended to sample the student's mastery of the fundamental materials in the field of English. This includes such items as grammar, vocabulary, literature, and composition.

A printed copy of the scope of the qualifying examinations is available upon request from the office of the Dean of the College of Education.

3. Personal Qualities—The activities of the teachers of Agriculture are somewhat different from those of the teachers of academic subjects. The Agriculture teachers are required to make a great many personal contacts with parents and adults, in addition to the leadership in activities among the rural youth in the community. For this reason the teacher must be a person of superior personal qualities. Among the traits in which the teacher of Agriculture should have a high rating, the following might be listed:

1. Physical appearance
2. Intelligence
3. Judgment
4. Character
5. Tact
6. Initiative
7. Emotional control
8. Reliability
9. Enthusiasm
10. Interest in people
11. Co-operation
12. Social background
13. Professional attitude