

# THE VISITOR

Devoted to the Interests of Agriculture, Manual Training, and Home Economics in  
Minnesota High Schools

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## EDITORIAL

### NEED OF CO-OPERATION

The importance of team work between the superintendent and the agricultural instructor is so great that the *Visitor* reprints an extract from an address given by Professor Storm before a department of the M. E. A. at the annual meeting in St. Paul, 1912. Its perusal may be helpful to superintendents, agricultural instructors, and members of boards. The extract follows:

"One of the factors in the successful teaching of agriculture in our schools particularly in its present formative stage is failure on the part of some superintendents and some agricultural teachers to appreciate the proper relation of the agricultural work to the remainder of the public school system. The superintendent feels that the teacher of agriculture is insubordinate, independent, and impertinent. The teacher thinks the superintendent is narrow, bigoted, and tyrannical. One or both of them may be partly right and partly wrong. Both may be suffering from that 'little knowledge' which Pope says 'is a dangerous thing.' If the superintendent had a little fuller appreciation of how agriculture should be taught compared with how other studies are taught, of the great value of initiative and community activity on the part of a teacher, of the large degree of freedom in the execution of details made necessary by the character of the plot and community work of the agricultural teacher, of the necessity of having the farming community regard a man as bearing responsibility successfully before they will give him their confidence, of the need of this confidence of the farmers in the teacher of agriculture before the agricultural work of the school can in any measure be called successful, of the sympathetic inspiration which will permeate the remainder of the school work from live, wide awake, well-conducted agricultural work, he might be not only satisfied to give his teacher plenty of latitude, but even glad that this teacher was not like far too many teachers of other subjects, completely conventionalized, doing things as they had always been done before, wholly without initiative—chessmen who never move until the superintendent pushes them and then only so long as direction and pressure are applied.

Conversely, if the teacher of agriculture had a better appreciation of the fact that the public schools of a town are a system, that a system has parts that must work in harmony; that some one executive head must be responsible for the coordinating of these parts; that authority must always be equal to responsibility; that the superintendent is by law and by custom responsible for the coordinating of the public school system; that he must exercise authority over all parts of the system; that as the executive officer of the board all official business relating to the administration of school should be transacted through him; that both sound business principles and correct professional ethics make it imperative that no teacher working under a city superintendent should ever attempt to transact administrative or executive business direct or through any other avenue than the superintendent; and that these principles are just as applicable to the teacher of agriculture as they are to the teacher of Latin or of mathematics, then he will find cooperation with most superintendents very easy and his own work materially strengthened thereby.

A teacher of agriculture who arrogates to himself the authority of a chief executive may arouse a feverish excitement in the neighborhood and may even enjoy a brief season of effervescent popularity, but the situation created is so illogical and unbusinesslike that he is sowing the seeds of discord, discontent, discouragement, and disaster, both for himself, the school, and the community. Instead of trying to suppress the legitimate activities of the teacher of agriculture, the superintendent should unite with him in his outside work, tempering his youthful intensity with wise counsel and directing his impetuosity into safe channels by tactful restraint. The most unmanageable colts are sometimes by proper training developed into the best of steeds. He should give the teacher a large amount of liberty and chance of initiative in the origination and execution of work

within the limits of general plans previously agreed upon.

The teacher of agriculture, instead of assuming that the agricultural work of the high school is a law unto itself, should at all times be loyal to the system of which he is a part, recognizing clearly the responsibility of the superintendent in all administrative matters. He should be ever ready to propose plans to the superintendent, secure his cooperation, give due consideration to his advice both as to plans and methods, and acquiesce cheerfully in the decision finally reached. If he does this, he has a strong foundation for future success, and has in reserve sufficient latitude for the exercise of his initiative and executive genius in carrying forward to successful conclusions the plans already agreed upon.

This cooperation may not result in such brilliant agricultural pyrotechnics, but it will save this important work from the undesirable fate of going up a roaring rocket, and coming down a spent stick.

When the superintendent has a vision of the value of the work, a consciousness that it is best not to press this work into the hard and fast molds of the past, and a heart big enough to enjoy seeing other lights than his own shining in the darkness; and when the agricultural teacher realizes his own proper sphere in the school system, his own lack of pedagogic preparation and experience, that there is glory enough to go around and still leave plenty for him, that team work is much more effective than one-horse work, and when they both realize that efficient service to the community is of more importance than that either one should dominate the situation, a strong combination is formed that insures success—and there are many communities in Minnesota blessed with such a combination of good men."

### LABORATORY MATERIAL

The last issue of the *Visitor* suggested that a small portion of the school plot might well be used in raising material to be used for laboratory and illustrative purposes. The lack of such material is a decided handicap to instructional work in agriculture. The following list is suggestive of the material that should be raised on the school plot or collected from outside sources. The material which is most likely to be available on the neighborhood farms has been marked with asterisks. The cross-pollination of corn makes it necessary to collect most of the kinds desired.

Corn: Teosinte, pod, flint,\* sweet,\* varieties of dent,\* stalks and flowering parts in varying stages of development,\* corn bill bugs,\* corn-root worms,\* wire worms,\* grub worms,\* and root aphids.\*

Wheat: Emmer, Club, Minnesota No. 169,\* velvet chaff,\* fife, Turkey red Marquis, durum,\* samples of rust,\* loose smut,\* stinking smut,\* Hessian fly,\* and chinch bugs.\*

Oats: Silvermine, Swedish Select,\* Champion, Big Four, Kherson, Minnesota No. 295, Minnesota No. 281, smut,\* and rusted plants.\*

Barley: Oderbrucker, Minnesota No. 105,\* Manchuria, Blue Ribbon, Chevalier, Hanna, and Hull-less.

Grasses: Timothy,\* Kentucky blue grass, red top, orchard, brome, wheat, quack, blue joint, and such wild grasses as are characteristic of the community. It will be possible to collect all or nearly all of these in most places.

Legumes: Alfalfa, cow peas, vetch, and the following clovers: alsike,\* mammoth,\* sweet,\* crimson, white,\* and red.\*

Miscellaneous: Flax, fiber and seed; rye, ordinary\* and sample infected with ergot;\* buckwheat, silver hull, and Japanese; and some of the millets.

No instructor need be discouraged by the length of this list because it is not necessary to grow all of this material in one season. It may be divided into two or three groups and one group grown each year. It is desirable in case of some forms that may be collected to grow them on the school plot so that pupils may have the opportunity to see them during the growing stages.

No large portion of the plot will need to be devoted to this work in order to raise enough material for ordinary high school classes. A row ten feet in length is ample for each variety with the possible exception of corn. The seeds should be sown thinly, especially in the case of those plants that stool, so that the characteristic growth may be obtained. The rows should be arranged in order of time of maturing of the plants to facilitate harvesting.

Most of this material may be preserved by drying. In some cases it will be necessary to use formaldehyde in order to keep the specimens in the best condition. In any case it should be well cared for and not allowed to merely encumber the laboratory or be broken and destroyed by knocking about.

There are a number of sources that may be drawn upon to secure seeds for this purpose. Local dealers in seeds will undoubtedly be glad to give you samples of such seeds as they handle. There are seed houses that will gladly furnish material. In any case, the cost of securing the seeds will not be great.

If you should be leaving your present position during the summer do not offer it as a reason for not undertaking this work. Think how much more vital you might have made your work if you had been able to get material of this character. Plan for the ensuing year's work exactly as if you were to be in charge of it. Do this if for no other reason than to reflect credit upon the teaching profession.—E. C. Davis.

### THE MINNESOTA SEED LAW

Instructors in agriculture are in a position to be of material assistance in promoting the new seed law of the State. For this reason we are very glad to give space to this article by W. L. Oswald, who is in charge of the work of seed inspection.—Editor.

The new Seed Law, which only recently became operative is almost entirely educational in its nature. The main object of the law is to provide for a label which describes the quality of the seed sold for seeding purposes in the State. No sale of seed is prohibited, but every person who buys a pound or more should insist that a label be attached to the package. A copy of this law has been sent to all instructors in agriculture so that they may become thoroughly acquainted with its provisions.

Agricultural instructors in high schools can do much in aiding the good-seed movement which is sweeping over this State at the present time. It is hoped that they will cooperate in every way with the Seed Laboratory in making this law a success, thereby materially improving the quality of the seed sold in the State.

This cooperation may be accomplished in different ways. The new law should be discussed in classes, instruction in seed testing should be given, the law should be explained in the local newspapers so that the farmers may become acquainted with it, and whenever seed is sold by the agricultural instructor as agent, it should, by all means, be properly labeled.

The Seed Laboratory is very willing to aid agricultural instructors in every way possible, and it is hoped that the Laboratory will be called upon often to make purity and germination tests of seed, to identify weeds and weed seeds, and to give information and supply material which may be used in class instruction.

Remember that the seed law is an educational law and that there is a tremendous educational possibility in the seed label. Let every instructor in agriculture teach the seed label.

The *Visitor* staff has been pleased and encouraged by the words of commendation and cheer that have come from those who received the initial number. We appreciate your good words, but we appreciate also that a publication that must be edited and prepared during the odd minutes left from other duties must have many defects.

It is interesting to notice that the teacher of agriculture and the superintendent of the city schools where agriculture is taught are recognized by the farmers and business men as a genuine part of the community's business life by making them officers of such organizations as business men's clubs, county fairs, local products shows, committees to purchase well-bred stock, short courses and farmers' weeks. This is one of the many indications of an improved relation between home and school interests.

An Agricultural Education Club has been formed at the College of Agriculture. Students and members of the faculty interested in the teaching of secondary and elementary school agriculture are eligible to membership. The speakers who have addressed the club thus far this year are D. D. Mayne, who spoke on Industrial Education; F. R. Crane of the Great Northern Railway, on Commercial Side of Extension Work; and A. V. Storm on Agricultural Education in Massachusetts.

### THE TRAVELER

This year shows a decided improvement in the practical nature of the manual training work being done with short-course students. The number of wagon boxes, wagon jacks, and ladders made this year has been much larger than usual.

The Traveler attended an interesting meeting of agricultural instructors and superintendents at Crookston, February 28. These men spent the day in discussion of the problems that they are facing in their daily work in connection with class-room exercises, school-plot work, and extension activities. The problems were vital and the discussions were to the point. A permanent organization was formed and plans made to hold two meetings annually. The following officers were elected: President, Frank H. Koo, Stephen; Vice President, Claude Wentsel, Ada; and Secretary-treasurer, H. F. Sargent, Crookston. C. G. Selvig of the Northwest School and Experiment Station, where the meeting was held, proved the best of hosts.

### COMING EVENTS

A short course in traction engineering will be given at the University Farm May 5 to June 5, 1914. Programs are ready for distribution and may be secured upon application to J. M. Drew, Registrar, University Farm, St. Paul, Minn.

The Summer Session of the College of Agriculture and the Summer Teachers' Training School will be held on the University Farm campus, June 15-July 25. During the week of July 20-25, a conference of high-school agricultural teachers, similar to the one of last year, will be held.

A one week's conference of teachers of agriculture and also of home economics will be held at University Farm July 20 to 25, which will be during the summer session of the College of Agriculture. The forenoons will be devoted to special instruction given by the college faculty and the afternoons to conferences regarding the work in Minnesota high schools. These conferences are especially helpful to men who are new to the State and Superintendent C. G. Schulz is very desirous that all new men attend during the entire week in order to become familiar with the problems here and thus do better work from the start.

### NEWS

The industrial department of the high school at Hibbing issues a bulletin "daily, sometimes." The school owns a printing plant and all of the work on the bulletin is done by pupils. In addition, the school printing is done by the students. Since this work has been started it has stimulated the work in English to a marked degree.

The agricultural department of the high school at Red Lake Falls is continuing its steer-feeding this year.

Miss Genevieve Burgan, a senior Home Economics student in the Department of Agriculture, substituted during the first part of March for Miss Rena Sherwin in the high school at Grove City.

A. M. Field of Northfield reports the establishment of twenty farmers' clubs. It is stated that there is not a farmer within a radius of ten miles of Northfield who has not access to at least one of these clubs. Has any school a better record?

E. G. Olson, instructor in agriculture at Winthrop, writes up the happenings of the farmers clubs and the local paper runs them under the caption "Farm Club Notes." This device has served to stimulate interest in the clubs.

The manual training department at Le Sueur has taken a contract to erect a barn.

H. W. Watson, director of elementary agriculture for the Manitoba Department of Education, spent the second week of March visiting high schools in Minnesota. He also paid a visit to the University Farm.

The public schools of Bemidji have a ten-acre school plot upon which, in addition to other things, they do school gardening work. Their regulations may interest others. Each pupil desiring a garden makes written application on a blank containing rules and conditions as follows:

Rule 1. Each member shall care for his garden in person, under the direction of the Agricultural Director and keep it free from weeds and in good condition.

Rule 2. The gardens and property of others must not be disturbed or injured.

Rule 3. Each member shall be present at all the regular weekly garden meetings unless excused by the Director.

Conditions:

1. The gardens shall be allotted by chance.

2. Seeds and plants from the hotbed will be furnished by the school to each member, for which a fee of 50 cents shall be paid to the High School Agriculturist when the application for membership is presented.

3. Each member may purchase and use his own garden tools.

4. The school will furnish a hoe and a rake to each member depositing 50 cents as a breakage fee, with the Agricultural Director. This fee shall be refunded at the close of the garden season if the tools are returned at the close of the same unbroken and in good condition.

In addition, each pupil who does successful work receives credit in his agricultural work. Each pupil is entitled to the produce from his garden and to compete for the prizes offered therefor. The application blank contains spaces for keeping subsequent records.

Stanley Clark, instructor in agriculture at Nashwauk, has accepted a position in his home state (Kansas) and was succeeded March 1 by H. O. Herbrandson of North Dakota. Changes in the middle of the year are unfortunate and should be avoided when possible, but if they cannot be made August 1, then February 1 or March 1 is the best time.

Ralph Loomis, agricultural instructor at Bird Island, is Secretary-Treasurer of the Renville County Swine Breeders' Club. They are just now pressing the fight against cholera and trying to improve the quality of the herds.

The *Visitor* acknowledges a call from P. E. Miller of the West Central School and Experiment Station, at Morris.

### NOTICES OF INDUSTRIAL LITERATURE

**Garden Farming**, by Lee Cleveland Corbett, 463 pages. Ginn & Company, Chicago, Ill. Intended for those who are in gardening as a business as well as for those who depend on the garden for home needs.

**Farm Management**, by Andrew Boss, 237 pages. Lyons & Carnahan, Chicago. "This text has been published for use in secondary agricultural schools and in high schools giving courses in agriculture."

The following chapter titles indicate the nature of the subject matter which is treated: Choosing a Farm, Planning the Farm, Crops and Crop Rotation, Farm Equipment, Farm Labor, Determining the Cost of Farm Products, and Some Factors that Affect Farm Profits. "It is expected that the text, with exercises and problems, will make a full semester course."

**The Industrial Arts Magazine**, The Bruce Publishing Company, Milwaukee, Wis. "This publication shall recognize some distinction, but certainly no conflict between Manual Training and Vocational Education."

In the January number there are three articles that may appeal to high school instructors in industrial work, viz: Practical Correlation in House Furnishing and Decorating, Practical School Shop Forging, and Manual Training in the Country School.

**The Educational System of Rural Denmark**, by Harold W. Foght. Issued by the United States Bureau of Education, Washington, D. C. Free. A study of the efforts that have been made in Denmark to adapt the rural schools to the needs of the rural population.

Education, to be worth while, must be broadly vocational. It must deal with citizenship. All a man does or thinks should lead to citizenship. Life and the interpretation of life must go hand in hand.—Claxton.

The primary purpose of teaching agriculture in the high school is not to make better farmers. It is not strictly vocational; but complementary to the regular school subjects.—Hart.

The teacher of agriculture must possess an adequate training in both agricultural and professional subjects. They are equally important.—Storm.