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NOTE.

Copies of Volume 1, number 2, (February, 1914) of the *Visitor* are needed to complete the office file. We will be grateful for any copies that may be sent in.

NEW STANDARD FOR HIGH SCHOOL TEACHERS

The new professional requirements for high school teachers as prescribed by the State Superintendent of Education in accordance with an act of the legislature of 1913, will become effective for all high school teachers entering upon their work after August, 1915.

In general these requirements are graduation from a standard college, and professional preparation equivalent to fifteen semester-hours credit, which shall include three semester-hours credit in special method and three in practice teaching. Interpreted in the case of the agricultural instructor the requirements in substance are:

1. A bachelor's degree in agriculture from a standard college accredited by the State Superintendent of Education.
2. Special study from the high school teacher's view-point, in two or more subjects covering three semester-hours credit (special method of agricultural teaching).
3. Practice teaching and observation in agriculture covering three semester-hours credit.
4. Additional professional work equivalent to nine semester-hours credit.
5. Graduates of standard agricultural colleges who cannot qualify for the year 1915-16 by attending the six-weeks' session of the University summer school and obtaining three semester-hours credit in special method of agricultural teaching.

These regulations are of particular importance at this time when school boards are contracting with new teachers for the next school year. Every superintendent or board of education should ascertain that the teacher whose employment is contemplated can be certificated under these rules. Failure to do so may result in serious embarrassment and inconvenience later.

SUMMER SCHOOL AT UNIVERSITY FARM

Educational activities will be at high tide during the summer at University Farm, St. Paul. The State Teachers' Training School and the summer session of the College of Agriculture, together aggregating about eleven hundred students, will be in session from June 14 to July 24.

In addition to the regular college courses in agriculture and home economics, and the regular training courses in academic subjects, there will be a special course for consolidated school and graded school principals, which will include manual training, agriculture and home economics. The manual training will include woodworking, blacksmithing, cement work, harness work, gasoline engines, and practical electrical work. The home economics work of the training school will include such courses as are required of teachers in graded schools other than Putnam or Benson-Lee schools.

The consolidated school principals' course has been extended to four summers. Courses for the first, second and third summers will be offered this year, including agriculture, manual training, school supervision, school organization and management, and the related work in home economics.

The first years' course for graded school principals includes the same work in school supervision and organization and management as that given to the consolidated school principals, and similar work in agriculture, manual training and other subjects.

During the week July 19 to 23 there will be a conference of agricultural instructors, the subjects to be suggested largely by themselves. There will be class instruction on agricultural topics important to Minnesota during a part of each day. Previous conferences have proved very successful and it is hoped a large attendance will be present this year.

A special course is provided for teachers of normal training classes in high schools.

A catalogue of the summer session of the College and the State Teachers' Training School can be procured by writing to A. V. Storm, University Farm, St. Paul.

RULES CHANGED BY HIGH SCHOOL BOARD

The High School Board has recently issued rules relating to high and graded schools for the year 1915-16.

The changes from the old rules, which will be of particular interest to industrial instructors are as follows.

"The amount of state aid for industrial instruction is limited by law to the salary of the special instructor, as follows: (1) agricultural training, \$1000; (2) manual training, \$600; (3) home training, \$600; (4) commercial training, \$600.

"In case any industrial instructor gives part time to teaching subjects other than those in his own department, the amount of state aid to which the district would otherwise be entitled for such department shall be diminished by the ratio which the time thus given to other teaching bears to the length of the school day, provided that in case of the agricultural department, the time of the instructor during the summer vacation shall be allowed full credit for aid.

"The industrial instructors shall visit each associated school at least once each month to advise with the teachers in matters pertaining to industrial instruction.

"For the work of thus supervising the associated rural schools the central school district shall furnish necessary transportation.

"All schools are advised to maintain an agricultural plot of five acres. This plot should either be owned by the district or held under a long lease.

"Each instructor shall give to the work in his own department as much time as may be necessary properly to complete the required course of study in accordance with the needs of the school. Such time may be given to teaching subjects not in the industrial department as the superintendent or principal may decide. Provided, that the agricultural instructor shall have one-fourth of each school day free for the short course and such extension work as the superintendent or principal may deem necessary.

"The summer vacation shall be given to the work, the organization of clubs, the direction of home agricultural activities among pupils and the handling of the school plot if it is maintained. The instructor shall be allowed a reasonable amount for transportation expenses.

"Each school receiving aid for this department shall maintain a four-year course in agriculture as follows:

"At least one class in elementary agriculture for boys in either the seventh or eighth grade, or both, giving to the work at least two forty-minute periods per week throughout the school year.

"During the first year for which a school receives aid it shall maintain at least one high school class in agriculture which shall be the first in the required three-year high school course in this subject. With each succeeding year that the school receives aid it shall add classes until the full course is in operation. In small schools alternation of classes will be permitted.

"Agronomy and animal husbandry shall each be given a full year. Farm mechanics, farm management and accounting, horticulture and soils are also recommended for consideration in high school courses.

"Each school shall engage in special work in accordance with the most important local interests.

"Assistance shall be given to the extension division of the College of Agriculture in the organization and operation of institutes, short courses and farmers' clubs."

WORTHINGTON'S PLANS.

Six Projects Outlined in Pamphlet Recently Issued.

The Worthington High School (Floyd C. Tripp, agriculturist; C. A. Patchin, superintendent) has recently published a little pamphlet outlining summer project work and agricultural contests for 1915. Six projects are described: 1, Acre-yield contest; 2, Pig-growing contest; 3, Ear-to-row test; 4, Farm record project; 5, Potato-growing project; 6, Care of twenty-five hens for egg-production.

Students were required to notify the agriculturist by May 1. One-half credit only is allowed during any one summer. The work is subject to supervision of the agricultural instructor and may be disqualified if not up to standard. A written report will be required on projects 3, 5, and 6. Projects 1 and 2 are also open to farm boys not in the high school and credit will be allowed in case they enroll later and take agriculture.

The pamphlet contains detailed information for the carrying out of these projects and also a census of farms growing alfalfa and the farmers' clubs in the vicinity of Worthington.

SCHOOL PLOT IS A FINANCIAL SUCCESS

Financially the ten acre school plot at East Grand Forks has been one of the year's successes. The work has been carried out under the direction of L. H. Hauter. Work on the plot began April 1, 1914. A five year rotation occupied 2½ acres, alfalfa 2 acres, clover ½ acre, corn and barley the rest of the plot in equal parts. With no income from the alfalfa the plot earned a net profit of \$11.55 per acre.

The sales were: Wheat hay (cut to eradicate wild oats), \$10; barley (pedigreed Oderbrucker), \$33.75; corn (Minnesota 13), \$187.40; total, \$231.15.

Expenditures were: labor, \$86.50; rental of tools, \$13.50; seed, \$15.65; total, \$115.65.

Net proceeds, \$115.50, to which should be added the educational value to the school classes and community.

The cost of maintaining the plot has been a matter of considerable interest since the beginning of the work. The figures below give the result of an inquiry sent to all schools in the State. Of 78 schools reporting plots 21 gave no data on income and expenditure. The data on the remaining 57 plots are as follows:

Reporting gain, 27; neither gain nor loss, 6; reporting loss, 24; percent losing, 42.1.

Gain or Loss on Basis of Size.

Acres	No. Showing Gain	No. Showing Loss	Per cent Gaining
0-1	0	1	
1-2	1	2	
2-3	3	1	
3-4	0	2	
4-5	4	4	
5-6	3	2	
6-7	2	1	
7-8	3	0	
8-9	0	0	
9-10	5	6	
10-11	1	0	
11-12	1	1	
12-13	3	0	
13-14	0	1	
14-15	0	0	
15-16	0	0	
16-17	1	0	
17-40	2	2	
Size not given	4	1	
Under 5 acres	8	10	44.4
5-10 "	13	9	54.5
10-40 "	8	4	66.6

THOROUGH WORK DONE AROUND TWO HARBORS

Associated with the Putnam school of Two Harbors are eight rural districts, whose agricultural work is under the direction of A. A. McPheeters. The work in these schools, limited to the sixth, seventh, and eighth grades, is outlined monthly in typewritten form by Mr. McPheeters.

The course covers three years, the work of each year dovetailing into the work of the preceding year but dealing with new subject matter. During the fall elementary agricultural botany, weeds, and different crops are studied. The winter months are spent in the study of animal husbandry, dairy farming, and poultry raising. In the spring soils, seeds, gardening, and crops are taken up. The subjects are selected with regard to their suitability to the district.

The teachers are furnished outlines of the subject matter. They may correlate the work with other subjects. With each month's work projects are outlined, which the pupils carry out at their own home farms. School experiments are also provided. Projects and experiments have a direct relation to the fundamental principles of the subjects which the pupils are taking up in class.

The theory prevails that the best way to carry out practical projects in order to benefit the farmers as well as to train the children is to have the work done on the home farms. This creates interest on the part of the parents and it helps the pupils. It is felt that two things are accomplished by this method. First, the farm is used as a laboratory and the boys and girls are educated in the school of experience. Second, the farmer is educated through his observations. The projects are very carefully planned and outlined by the agricultural director, Mr. McPheeters, and the teachers are instructed in such a manner that they help the students in working out their problems. Hastily planned projects and poorly organized instruction mean failure so far as the work is concerned.

The pupils are required to make booklets upon the different subjects studied in class. The booklet work is correlated with the English, writing and drawing. There is a daily period set aside definitely for this work. Reference books are placed in each school for the use of both pupils and teachers.

LIVE PROBLEMS IN COOPERATIVE LAUNDRY

Through the kindness of R. A. Humphrey, teacher of agriculture in the associated schools of Chatfield, a few interesting quotations relating to the success of the cooperative laundry in Chatfield are given. The problem of the cooperative laundry is a live one for farmers' clubs, cooperative creamery companies, commercial clubs, instructors in agriculture in high schools, and county agricultural agents.

The first two quotations are the opening and the closing sentences of a booklet giving essential facts about the establishment and operation of the cooperative laundry. The booklet can be obtained by writing to the Chatfield Cooperative Laundry Co., C. J. Manahan, Secretary, Chatfield, Minnesota. The other quotations are from a letter by Mr. Humphrey and an article in the Dodge County Republican, of Kasson.

"Chatfield, Minnesota, claims the first incorporated cooperative creamery in the state. It also claims the first rural cooperative laundry in the United States."

"The enterprise is an assured success and every one concerned believes that it will continue to prosper and increase in popularity."

"The secretary's report shows that the laundry did 12 per cent more work last year than in 1913. The Company will pay a rebate of 10 per cent on all family washings and a dividend of 6 per cent to the stockholders."

"The subject of cooperative laundries operated in connection with cooperative creameries has been discussed for twenty years or more, but the plan met with little success until tried out by the Chatfield laundry."

"The success of the cooperative laundry is assured, and its development in connection with our cooperative creameries is but a question of a short time. It is another added blessing to the over-worked housewife, whether she be on the farm or in the city."

"The laundry features will make a success of a creamery and the economy of operating both together is apparent on the face of it."

"I was talked with a number of farmers as business men at Chatfield, and all were unanimous in their praise of the laundry feature of the creamery-laundry combination. The testimony of the women in and around Chatfield is equally convincing and interesting."

For further particulars about this laundry see Farmers Institute Annual No. 26.

TRAVELER

The traveler recently found a plan for the use of the school plot that seems to promise good results. The plot of five acres is divided into acre tracts which are rented to five boys who live in town. The rent is two-fifths of the crop which is corn. Each boy makes a cash deposit to insure against loss in case he abandons the project before completion. The plot is plowed and disked and the cost charged against the boys' share of the crop. The boys mark out the fields, plant, cultivate and harvest the crop. A farmer provides a team of horses which the boys harness and use in the field under the direction of the agricultural instructor.

On another 20-acre plot the labor problem is handled largely through the employment of boys from the high school. This plot is equipped with a barn and dairy cows are kept. The boys do all the chores and most of the field work. A light team is a part of the equipment. This method of securing labor, has supplanted that of hiring a man by the month and has been found more satisfactory. The receipts from this place during the past year have amounted to about \$1900. This includes sales of stock, dairy products, poultry, seed, and rent from the house on the plot. Nearly this amount has been expended during the year the part of it has been used on improvements.

In another town a 20-acre plot was being used largely for pure seed production. An improved strain of barley and one of rye were particularly in demand by farmers and the sale of these at an advance over market prices made the plot self-sustaining in spite of the high cost of labor. This year a supply of high-grade potato seed of one early and two late varieties has been secured. This seed will be used to grow a crop to be sold for seed potatoes. Hill selection will be used to provide seed for the plot for another season.

Ice Houses and the Use of Ice on Dairy Farm. Farmers' Bulletin 623. Deals with the cooling of milk and cream with ice water; the harvesting, cost, and quantity of ice required. Methods of construction of ice houses with plans occupy the greater portion of the bulletin.

INDUSTRIAL LITERATURE

Foot and Mouth Disease. Press Bulletin 46. University of Minnesota.

Farmers' Clubs. Extension Bulletin 56. University of Minnesota. Contains valuable suggestions for next year's work with farm clubs.

Spraying Calendar. Special Bulletin No. 1. University of Minnesota. Gives spraying mixtures and time of application.

Statistics of Cooperation among Farmers in Minnesota—1913. University of Minnesota.

Cost of Producing Minnesota Farm Products 1908-1912. Bulletin 145, University of Minnesota.

Lime in Agriculture. Bulletin 80, Department of Agriculture, Dominion of Canada, Ottawa, Ontario. A brief concise treatment of the subject.

Method of Analyzing the Farm Business. Farmers Bulletin 661. Contains blanks for farm records.

The Community Egg Circle. Farmers Bulletin 656. Deals with marketing eggs from the farm.

The San Jose Scale and Its Control. Farmers Bulletin 650.

The Sheep-Killing Dog. Farmers Bulletin 652.

Farm Experience with the Tractor. Bulletin 174. United States Department of Agriculture.

Lime-sulphur vs. Bordeaux Mixture as a Spray for Potatoes. New York Experiment Station. Gives results of a comparative trial of the two sprays.

Effect of Various Dressings on Pruning Wounds of Fruit Trees. New York Experiment Station. Indicates that undressed wounds heal quicker than others.

Dairy Farming. Kansas State Agriculture College. A brief treatment of dairy breeds, selection of cows and sire, records, feeding, barn.

The Hessian Fly. Circular 22. Iowa Experiment Station.

Chickens. Bulletin 80. Storrs Experiment Station. A study of the value of sweet and sour milk in chick feeding.

Farm Credits in Wisconsin. Bulletin 241. University of Wisconsin. A study of farm credit systems.

Disposal of Creamery Sewage. Bulletin 245. University of Wisconsin. Describes a septic tank method.

Strawberry Culture in Wisconsin. Bulletin 248. University of Wisconsin. A discussion of culture methods and varieties.

A New Test for Soil Acidity. Bulletin 249. University of Wisconsin. Describes a simple test for soil acidity.

Organization and Construction of Creameries and Cheese Factories. Bulletin 244. University of Wisconsin.

Relation of Sulphur to Soil Fertility. Bulletin 188. Kentucky Agriculture Experiment Station. Reports the results of applying fertilizers containing sulphur on various crops.

Experiment with the Sharples Mechanical Milker. Bulletin 186. Kentucky Agriculture Experiment Station.

Life History and Habits of the Corn Ear Worm. Bulletin 187. Kentucky Agriculture Experiment Station.

Studies on Oat-Breeding. Selection within pure lines. Bulletin 235. University of Maine.

POULTRY CLUBS AT ELMORE.

Two Have Been Formed—Will Hold An Egg Contest.

Two poultry clubs have been organized among the pupils in the Elmore schools. The purpose of the clubs is to promote the raising of standard-bred poultry and the better care of the common stock. An egg contest has been arranged for the coming winter, similar to one held last winter. April 30 was "Exhibit Day." The results of grade and high school work including the industrial subjects was on display. Two-hundred fifteen patrons visited the school on this occasion.

FESTIVAL AT SHAKOPEE.

Fund Raised to Buy Silver for Home Economics Department.

The Home Economics Department of the Shakopee high school recently gave a costume festival as a means of exhibiting the products of the department. Groups of girls costumed as Hollanders, Japanese, Irish milk maids, model cooks, Red Cross nurses, butterflies and flowers, Gypsies, Puritans, Americans, and athletic girls presided over booths, each decorated in keeping with the costumes of those in charge. The booths exhibited the sewing and cooking of the girls and served as stands for the sale of refreshments. The proceeds of the sales are to be used to buy silver for the department. The exhibit was planned and directed by Lucile Timberlake, teacher in home economics.