

# THE VISITOR

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

Published Monthly by the Division of Agricultural Education, Department of Agriculture, University of Minnesota

VOL. III

UNIVERSITY FARM, ST. PAUL, MINN., NOVEMBER, 1915

NO. 3

Entered as second-class matter at the post-office at St. Paul, Minn., under the act of August 24, 1912

## STAFF

A. V. STORM  
D. D. MAYNE  
W. H. BENDER  
W. F. LUSK  
G. F. HOWARD  
T. A. ERICKSON  
GEORGINA L. LOMMEN

## EDITORIAL

One of the convictions which has been deepened through recent visits to rural schools, is that the best schools can exist only where there are organizations for social, educational, and neighborhood improvement. A good neighborhood spirit is so vital and effective in the making of a good school that its absence is distinctly noticeable. If for no other reason than the improvement of the rural school, the organization of a farmers' club is well worth while in every rural community in which one does not already exist.

The *Visitor* wishes to endorse the creed of A. D. Wilson regarding farmers' clubs, which is as follows:

"We believe in the farmers' club because it develops people. It tends to bring out the best there is in a community, and to get people to act concertedly for their own betterment. It is an ever-ready means of taking up and studying independently any matter of importance to the community. It makes the work of the unscrupulous promoter unprofitable and aids any movement for the real interests of the community. It makes any new movement undertaken the work of all the people, rather than something to be forced on them by some one from outside. A farmers' club is needed in every community."

## TIME TO PLAN

### SHORT COURSES

The time is at hand when the short-course work must be planned. Particularly for the consideration of those who are unfamiliar with this phase of the industrial work in the Minnesota schools, and for any others interested, an outline of the principal features of the short-course work as it has been carried on in the past is printed.

The rules of the state's high school board provide: "A young people's short course of at least three months shall be maintained each year. In case local conditions are unfavorable, the short course may, with the consent of the inspector, be discontinued for any year."

In accordance with the above, most of the agricultural high schools maintain the three months' short course, though a few have found it impracticable to do so because of peculiar local conditions.

### Time

Most short courses begin the first Monday in December and continue for twelve school weeks, though a few begin later, and sometimes one begins earlier.

### Hours

Since the short course students are not seated with the high school students, and do not conform to the regular high school program, and since many of them come from considerable distances and have chores to do at home, the short courses frequently do not open until 9:30 or 10:00 a. m. and close at 3:00 or 3:30 p. m. If local conditions permit, there is no reason why they should not observe the regular high school hours.

### Rooms

It is not customary to have short-course students seated in high school rooms or to require them to conform to the hours, movements, and restrictions of the high school. They are usually expected to come directly to the rooms where they work and to remain there throughout the day, though in some instances a vacant room is fitted up for them as a separate place of assembly.

### Students

It is customary to limit attendance to those who are not in the local school. Many schools make no age limit, though some make a minimum limit of 14 or 16 years, but no maximum limit. Usually no educational requirement is made for admission to short-course classes and every encouragement is given regardless of age or lack of preparation. There is no reason why men or women of any age should not attend the short course.

### Tuition

Schools differ regarding tuition, some making no charge, others making the usual tuition charge.

### Subject Matter

As the purpose of the short-course is to give men and women information which they can use immediately in the actual processes of agriculture, home-making, and community life, no instruction should be included in the course that cannot so be used. There

is vastly more of this kind of material than can be taught in the very brief time allowed for the work. The ideal should be to give to the short-course pupils those things most vital to their progress at home in the immediate future, regardless of conventional school standings.

### Industrial Work

These will include agriculture and manual training for the men and home economics for the women, together with such other work in English, practical farm business, and practical local civics as the needs of any particular group demand. The agricultural instruction should be largely laboratory work and in only a limited way the study of printed matter, though acquaintance with some good texts, reference books, bulletins, and agricultural pamphlets is very desirable. Crops (including an elementary study of soils) and farm animals are the two most important agricultural subjects. Some schools give work in both of these each year, while others devote the time one year to farm crops and the next year to animal husbandry. Each plan has certain advantages and certain disadvantages. If advanced courses are given in later years, farm machinery, farm mechanics, and simple farm management could be included. The selection of topics should be largely influenced by the local type of agriculture. No attempt should be made to give an all-round course in agriculture, but simply to prepare the students to meet the local needs in the most efficient manner. In this the short course differs very materially from the regular high school course.

### Work in English

The work in English should include composition and reading. The composition of business letters, articles for the local press, and such other things as interesting farmers might desire to write. The course in reading should emphasize a knowledge of books, pamphlets, and papers relating to the farm life of the locality and such a knowledge of the best literature relating to rural life as the academic capabilities of a particular group of pupils make possible. The business instruction should include very simple farm accounts, the transaction of ordinary business through legal papers, checks, deposits, leases, and mortgages, and farm arithmetic. Civics should include a very simple and practical study of the student's rights and duties as a citizen and as a member of the community.

### Care and Use of Tools

The manual training work should teach the care and use of such tools as farmers need, the simple principles of working and guides, as are of worth, that he will be likely to use, the construction and repair of farm buildings and equipment, and the repair of farm machinery. When possible, iron work should be included. The making of articles of furniture is not objectionable, but should not be permitted to the exclusion of the other work. For advanced work, harness repair, cement work, installation operation, and repair of mechanical conveniences in the house and other buildings may well be undertaken. This work may be included in agriculture or manual training as local conditions make desirable.

### Text Books

Students should become familiar with the best books on the various subjects, but great care should be taken not to make it a study of books instead of a study of real things and actual practices and processes. Many short-course students are not in the habit of studying and must therefore be given frequent laboratory work.

### Teachers and Programs

The teachers of agriculture, home economics and manual training in the high school will be expected to teach those subjects in the short course. Farm business and farm civics may be given by the superintendent, the agricultural teacher, or any other man familiar with the subject matter. The English may be given by any one of the high school teachers who has a proper knowledge of the subject matter, and who understands the needs of these students and is broad enough not to make them conform to some conventional English course.

The program should be arranged to meet the needs of the students so far as the regular high school program permits. Alternation of laboratory and recitation work is best. The time of each student should be utilized to the greatest advantage. Every effort should be made to adapt the daily instruction to the conditions in the home. Frequent visits to farms and homes in the neighborhood will be of great value. It may be well also to have some of the best farmers and home-makers talk to the students about work in which they have been unusually successful. Students should be encouraged to work problems of their own in which they are especially interested.

If a sufficient number of students return the second year it will be necessary to furnish them different work. In most schools this can be done for two years. It is rather difficult to keep three good courses in operation, though by alternation first and second year pupils can be combined in something different the second year for which the first year's work is not prerequisite.

### Publicity

Public school teachers do not often make special efforts toward inducing students to enter school, but for the short course they must be willing to work to arouse interest and encourage attendance. The short course is new and is intended to serve those who have decided not to attend school. To change their attitude, the real purpose of the short course must be brought vividly before them and their parents.

Different schools have done this in different ways. Notices in the local paper, announcements at various meetings, visits to boys and girls and their parents, printed, mimeographed, or typewritten letters of invitation, or printed pamphlets explaining the short course are all effective methods. Many schools have published excellent descriptive pamphlets. Some schools keep a card index of the families in the vicinity showing, among other things, the school attendance of the children. When properly conducted the short course is of great value to the students that the school board and teachers as well as other influential members of the community should make every effort to enroll as large a number as possible.

## MAPLE LAKE BOYS AND GIRLS AT WORK

R. B. Smith, agricultural instructor in the Maple Lake school tells interestingly of the boys' and girls' club work in his school. He says:

"For the last two years we have had an active mothers' club which has furnished prizes for a flower show and for home gardens. Last spring I asked the club to give me some assistance in starting a canning club for the girls of the community. A meeting of the girls was held, a constitution written, and eighteen girls signed for tomato, garden, and canning-club work. The school board authorized the purchase of a small steam canner for demonstration work. The mothers' club lent money for the purchase of one thousand tin cans, to be paid back as the cans were used. Many tomato plants were raised in the school hotbed, and each girl in the canning club received some fine plants. As most of the girls live in town, few of them expected to have large tomato gardens.

"When the time for canning came, everything was ready but the tomatoes. This was mostly due to the season, although few of the girls handled their tomatoes right for getting early fruit. The tomatoes that were raised were too valuable to can. Peaches, pears, apples, and vegetables were canned while the tomatoes were scarce.

"In August the mothers' club held its second annual flower show, and at that time an all-day program was given. One of the principal features of the day was a canning demonstration by a class of girls, conducted by Miss Mary L. Bull, of University Farm. This demonstration stimulated an interest which led to canning days for the women of the community. When school opened the domestic science teacher, Miss Bradley, took charge of the girls' club. The girls now have canning one or two afternoons in the week. Canning days are held for the women Saturday afternoon. Most of the canning has been done in the domestic science room at the high school. A portable outfit was selected that we might take it to the lake east of the town where outings are held. It was used in this way several times. Each girl provided lunch and something to can. After the fruit was in the cans, the girls prepared their spread about the campfire. After lunch came a corn and marshmallow roast. These jolly good times were certainly a drawing feature, yet the educational value was present, as the girls were constantly learning something new about canning.

"One of the serious drawbacks to the canning work has been a prejudice against canning in tin. Some of the parents seem to doubt the statements of Miss Bradley and myself, and object to their girls' canning in tin, because of their fear that some one will get poisoned. For that reason much of the canning has been done in glass. Few of the girls have canned tomatoes to sell this year, as tomatoes were scarce and high.

"Our boys' corn club has been just as live as the canning club. Meetings and outings were held in the summer months. A school rule requires each boy studying agriculture to choose and carry out a home project some time during his high school work. Outlines were prepared for the boys to follow. This year one had a half-acre of pota-

toes, another had a quarter-acre of beans, others had gardens, still others had poultry, and fourteen had an acre of corn each. Both the corn club and the canning club were live groups this year in spite of the unfavorable season. With their aid, a school industrial booth was taken to the Wright County fair. About \$55 was won in prize money, the booth winning first prize.

### The Boys' Garden at Wayzata

E. C. Magill of Wayzata cooperating with K. A. Kirkpatrick, the county agent of Hennepin County, has shown us a piece of real constructive work in practical education in the Boys' Garden and Canning Club, organized last spring. Ten boys from twelve to seventeen years old constitute the membership of the club. Each member was required to plant one-eighth of an acre as a garden, and to grow beans, beets, and tomatoes, and was allowed to grow other products if he wished.

Their stories of their efforts to grow tomatoes in spite of the frosts are very interesting.

The work of the club has been very successful. No member failed to have a good garden, though some of them failed to have good tomatoes. The boys became interested in the canning of vegetables early in the season and under the direction of their leaders learned how to can, using tin cans. They have put up several hundred quarts of vegetables and have used the 4-H label which indicates a good marketable product. One of their ventures was to put up ten ears of sweet corn in a one-gallon tin can. These sold readily for 50 cents. The boys have made money on their work in a good many ways. They gave a canning demonstration for two days at the state fair and their work was one of the most interesting features of the educational exhibit.

The work that this club accomplished shows what may be done in the garden and canning work, if an effort is made to interest the boys and girls and if they are given the right kind of work to do.

### Walker School Fair

The Walker public schools held their first annual industrial school fair on October 15 and 16, under the direction of Fred G. Allison, instructor in agriculture, Lucy A. Leonard, instructor in home economics, and Superintendent W. H. Allen. As this was planned not only as an incentive for pupils but as an educational event for school patrons, no admission was charged. Regular class work was carried out on the first day. Special demonstration classes were open to visitors the first evening, and an entertainment was given the second evening. A blue, a red, and a white ribbon were awarded in each of the 60 lots in the industrial exhibits. Cash prizes of \$2, \$1 and 50 cents were awarded in each of the nine classes into which the 60 lots were grouped. In scoring for cash prizes the ribbons counted 20, 15, and 10 points, respectively, and each article exhibited in the class, 4 points.

### Exhibit at Grand Rapids

Professor W. J. Corwin, in charge of the agricultural work at Grand Rapids, reports a most excellent plan which they have used in their garden work this summer.

About forty boys and girls were enrolled in a garden club using home gardens. In order to stimulate the interest a series of club fairs was planned. The first exhibit was a lettuce and radish fair which was held early in July when radishes and lettuce were at their best. Each member brought a bunch of his best radishes and an exhibit of lettuce. These were scored, and counted toward the final awards. In August, when beets and carrots were ready to show, a carrot and beet fair was held, when the young gardeners brought their best samples of these vegetables and were again scored. The final exhibit was held later when all products were matured.

This plan has created a great deal of interest in the garden work at Grand Rapids. Mr. Corwin is now planning to add the canning work.

### Pipestone Garden Club

Professor A. J. Secor, of Pipestone, has conducted a very successful garden club this summer. Eight or ten of his high school boys and girls were anxious to take up the work. Under Mr. Secor's plan each member must plant one-tenth of an acre. Interest, plan of the garden, and a report of the work were some of the points considered in the final score. Each member was given one-fourth credit on the high school course for the work done. Anna and Rose Ryan showed two of the best gardens that we have seen in the entire state this year.

Professor A. Z. Arehart, at Benson, reports a very successful plan for his garden work. One of the members

was appointed local inspector and was supposed to oversee a certain number of other members' gardens. On certain days Prof. Arehart inspected the gardens in company with these local inspectors and he tells us that they generally were accompanied by ten or twelve of the other boys and girls.

Superintendent Schopmeyer, of Graceville, reports that 34 students have had home gardens this summer. Twelve of these were high school students, receiving credit for their work if well done.

H. Olin, in charge of the agricultural work at Rush City, has had a very successful year with his home garden work. Fifty boys and girls have taken care of home gardens under his supervision.

At several of the above places the club members have done some canning this year and all are planning to pay more attention to the canning of the products which cannot be used or sold fresh another year.

Other places reporting excellent home garden work are Breckenridge, Stephen, Canby, and Willmar.

### Bovay Becomes County Agent

A. G. Bovay, agricultural instructor in the Jackson high school has resigned to become county agent of Jackson County. Harold Harrison of the class of 1915, Minnesota College of Agriculture, succeeds him.

## INDUSTRIAL LITERATURE

Recent agricultural bulletins of interest to agricultural instructors.

Poultry House Construction. Bulletin 81, Agricultural Experiment Station, Storrs, Conn. Gives plans for various poultry houses, trap nests and feed hoppers.

Third Annual International Egg-Laying Contest. Bulletin 82, Agricultural Experiment Station, Storrs, Conn. A description of the plant used, methods, and results.

Rations for Growing and Fattening Roosters and Capons. Bulletin 284, Agricultural Experiment Station, Wooster, Ohio.

A Simple Trap Nest for Poultry. United States Department of Agriculture, Farmers' Bulletin 682.

Silage and Grain for Steers. Bulletin 160, Agricultural Experiment Station, Brookings, S. D. Results of a series of feeding experiments.

Raising Calves on Skim Milk. Circular 48, Agricultural Experiment Station, Manhattan, Kans. A comparison of calves raised on skim milk, on whole milk, and by running with dam. Directions for care of calf raised on skim milk.

The Value of Barley for Cows Fed Alfalfa. Bulletin 256, Agricultural Experiment Station, Berkeley, Cal. Report on experiments with barley and alfalfa.

The Intradermal Test in Bovine Tuberculosis. Bulletin 105, Agricultural Experiment Station, Bozeman, Mont. An account of such tests at the Montana station.

Rape Pasture for Pigs in Corn Field. Bulletin 157, Agricultural Experiment Station, Brookings, S. D. Results of tests with rape and three varieties of corn.

Live Stock Management. Swine. Bulletin 191, Oregon Agricultural College, Corvallis, Ore. General treatment of housing, feeding, care, and marketing.

How to Produce Cream That Makes Good Butter. Circular 51, Agricultural Experiment Station, Lafayette, Ind. Deals with separation, care, and marketing of cream.

Milk Quality as Determined by Present Dairy Score Cards. Bulletin 398, Agricultural Experiment Station, Geneva, N. Y.

Breaking and Training Colts. Farmers' Bulletin 667. United States Department of Agriculture.

Potato Insects. Bulletin 155, Agricultural Experiment Station, Ames, Iowa. Life history and means of control of potato insect pests.

The Apple Tree Tent Caterpillar. Farmers' Bulletin 662. United States Department of Agriculture.

House Flies. Farmers' Bulletin 679. United States Department of Agriculture. Life history, relation to disease, control measures.

The Silverfish an Injurious Household Insect. Farmers' Bulletin 681. United States Department of Agriculture. Description, habits, and means of control.

Insect Pests of Field Crops. Bulletin 134, Agricultural Experiment Station, Columbia, Mo. Treats of several insect pests common to Minnesota.

Field Mice as Farm and Orchard Pests. Farmers' Bulletin 670. United States Department of Agriculture.