

THE VISITOR

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

VOL. VI

NOVEMBER, 1918

No. 3

FARMERS' AND HOME- MAKERS' WEEK

This year of all years the agriculture teachers will be anxious to attend the Fourth Annual Farmers' and Home-Makers' Week at University Farm, December 30, 1918, to January 4, 1919. Urge every father, mother, grown son and daughter in your community to come. There will be something for each one of them. Such topics as the following will be presented: Home management problems, foods, textiles, clothing construction, dress design, house furnishing, home care of the sick, child welfare, business lessons for the farm, how to save labor, judging dairy stock, feeding farm animals, beef-killing (demonstrations), gardening, vegetable diseases, grading apples and small fruits, diseases of farm animals, dehorning, castration of pigs, farm carpentry and blacksmithing, plumbing, electricity and water on farm, cement work, taxation, poultry problems, methods of killing, picking and dressing of poultry (demonstrations), war-time honey production, and scores of other such subjects. *Don't forget to come yourself.*

For programs and other information apply to Secretary, University Farm, St. Paul.

The Visitor invites all of the teachers of agriculture and manual training to make rooms 209, 211, and 317 of the Administration Building their headquarters while in attendance at Farmers' and Home-Makers' Week. Come right in and get acquainted. Make yourselves at home. Examine the books which have been reviewed in the Visitor from time to time. Perhaps you have a question about visual instruction equipment, lanterns, motion pictures, or charts? Possibly it is a problem in methods, equipment, apparatus, books, or the like. We will be glad to talk it over with you. We are sure that you have some valuable experience to relate. Let us become acquainted.

AGRICULTURE MEN MEET

The following announcement has been sent out from the office of B. M. Gile, State Supervisor of Vocational Agriculture:

The agricultural instructors in the high schools of Minnesota offering vocational agriculture under the Smith-Hughes Act will meet during Farmers' and Home-Makers' Week, December 30, 1918, to January 4, 1919. Sessions will be held each day from 3:40 to 5:20 p.m. During the other hours of the day the instructors are expected to attend such lectures and demonstrations as seem to best meet their needs.

The purpose of the special sessions for the agriculture instructors is to improve the teaching and project work in agriculture. Talks and demonstrations will be given by the instructors themselves, by members of the faculty of the teacher training department, by the United States regional director, and others. Special programs will be sent on request.

While this meeting is planned particularly for teachers of agriculture in the Smith-Hughes schools, it will be of value to all teachers of agriculture, and any instructor or superintendent interested is urged to attend and take part in the discussion. All are welcome.

TYPICAL AGRICUL- TURAL ROOM

The Division of Agricultural Education at University Farm is planning a typical high school room for agricultural work, in which the classes of the department will be held. The students who are to be the future agriculture teachers of the state will see, handle, and use the apparatus, tables, charts, lanterns, and materials that should be found in every agriculture department. In the next issue of the Visitor will appear a working drawing of a wall case recently installed in this room.

THE VISITOR

Published monthly by the Division of Agricultural Education, University of Minnesota, University Farm, St. Paul, Minn.

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

Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized August 2, 1918.

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WAR SERVICE ROLL

Many Minnesota teachers of agriculture and manual training are engaged in war service. In accordance with the plan announced in the Visitor for October, we are printing this month only those names that have come to us since our last issue, together with the names of men who have changed their addresses. From time to time we will print the Service Roll in its entirety. Will you help keep it accurate and up to date?

Harold Borst, 363 Inf., A. E. F.
George E. Chandler, 2nd Lieut., Signal Corps, Selfridge Field, Detroit, Mich.
James P. George, with the Canadian Forces.
R. E. Harlan, F. H. Co. 249, 13 Sanitary Train, Camp Lewis, Wash.
M. L. Harney, U. S. M. C. 73, Co. C, Paris Island, S. C.
Edwin N. Johnson, Squad. B, Langley Field, Hampton, Va.
Perry Johnson, Aviation Line 20, Sec. 2, Kelly Field, Tex.
Archie Lang, School of Fire, Fort Sill, Okla.
L. B. Miller, Bat. E, 14 Reg., F. A. R. D., Camp Jackson, S. C.
Homer M. Price, address unknown.
Theo. Odland, Co. 5, U. S. Naval Aviation Det., Seattle, Wash.
L. E. Tillotson, Co. L, 362 Inf., A. E. F., via N. Y.
H. C. Timberlake, Cadet Co. A, Dallas, Tex.
Frank Schweiger, 2nd Lieut., Camp Dodge, Des Moines, Iowa.

MAIL CHRISTMAS PACKAGES EARLY

Don't forget to help Uncle Sam by mailing Christmas packages early. Urge others to do likewise.

FIRST HOME MANAGEMENT HOUSE IN MINNESOTA HIGH SCHOOLS

So far as the Visitor knows, the home economics department of the Pine River high school is the first high school department in the state which maintains a home management house as part of its course. The home economics teacher directs the management of this house. Regular hours for rising, eating, work, study, and retiring have been established. One girl is manager, two others home-makers, and the rest are workers. A woman is employed one day each week to clean and a boy to clean walks and split wood. Two teachers besides the one in charge board and room at the house. Previous to the establishment of the house the school board had been paying \$10 per month to each girl in lieu of transportation to the central high school. This plus the income from the two teacher boarders makes it necessary for each girl to pay only \$4 per month. The girls keep careful accounts and keep their expenditures within a stipulated amount per month. A piano and victrola add pleasure.

ACID PROOFING SOLUTION

New tables and cabinets are frequently made locally for agriculture departments. In this case it is highly desirable that the tops have a durable black finish. The formula and directions below are for a standard finish which is said to be acid, fire and water proof and is used on most chemical laboratory tables. This may also be used on old tables, if all old finish is first thoroly removed.

Solution A.

Aniline hydrochloride
($C_6H_5NH_2 HCl$) 100 gr.
(Made by mixing 71 gr. Aniline and 75 cc. HCl)

Ammonium Chloride (NH_4Cl) 40 gr.
Make up to 650 cc. with water (H_2O).

Solution B:

Copper Sulphate ($CuSO_4$)... 100 gr.
Potassium chlorate ($KClO_3$).. 50 gr.
Make up to 615 cc. with water (H_2O).

Half of this recipe will finish a large laboratory table. To use, apply A and allow to dry. Then apply B and allow to dry. Repeat this until the required color is obtained. Then wash with strong soap suds (Gold Dust or other washing powder in water will do). When dry rub several times with paraffin oil or vaseline. Do not use linseed oil.

BOOKS RECEIVED

Shop Work—*Joining, Cabinet Making and Carpentry*, by Herman F. Rusch, Director of Manual Training, Oklahoma City, and Claud C. Conway, Director of Iron Work in the same city. In their preface the authors make the following statement: "The work presented in this text is so designed as to require two years, working two hours per day in its completion, and is intended as a ready reference for the pupil and teacher." Industrial Book and Equipment Company, Indianapolis, Ind. Price \$1. 1918.

NEWS ITEMS

George Girrbach, who recently graduated from the College of Agriculture and who expected to teach agriculture in one of our Minnesota high schools, some time ago completed a course in the Officers' Training School at Camp Custer, Michigan. By a recent order of the War Department he has been promoted to a first lieutenant along with other men of the Field Artillery Replacement Depot, the Field Artillery Central Officers' Training School, and the 159th Depot Brigade at Camp Zachary Taylor, Louisville, Ky.

The Visitor is glad to welcome Vol. I, No. 1, the October number of A Monthly Letter from the Department of Vocational Teaching, A. and M. College of Texas. It is a mimeographed booklet, size 8½x11 inches, illustrated with two pages of drawings and with "King Cotton" illuminating the cover.

M. H. Coe, County Club Leader for Blue Earth County, has 70 corn club boys who have saved seed corn, 100 pig club, 100 potato club and 40 calf club boys and girls. There are also about eight hundred boys and girls enrolled in the garden club work. The Blue Earth County canning team took second place in the competition at Sioux City, recently, in which the champion teams from ten states contended. The decision of the judges gave Nebraska first place score 92½ per cent, Minnesota next with 92 per cent, and Iowa third with 91 per cent. The Blue Earth team had the honor of being chosen to pose for a motion picture film of a canning club demonstration of bread making. This film is to be used over the United States in club work.

Good Thunder has a Liberty club of 65 boys and girls. Each member is engaged in some line of project work which has for its purpose to help Uncle Sam win the war.

BOOKS FOR SUPPLEMENTARY READING

The following list of books makes clean, interesting supplementary reading for young folk in agriculture classes:

Soil:

The Story of the Soil—Hopkins
Joe, the Book Farmer—Harris

Horticulture:

Johnny Appleseed—Atkinson

General:

Jim and Peggy at Meadow Brook Farm—O'Conner

School and Church:

The Brown Mouse—Quick

Hepsey Burke—Westcott

The House by the Side of the Road.

The Blazed Trail—White

The Harvester—Porter

Farmers of Forty Centuries—King

The Visitor would be pleased to hear of other books of the same nature that might be used for outside reading.

TEN USES OF PICTURES

So many of the men teaching animal husbandry in the secondary schools complain of not having enough desirable animals available for their class work. The Visitor does not believe that there are any great number of communities in this state where a sufficient number of animals can not be found for class work. The real difficulty is that they are so far from the school that the time needed to get to them is the real limiting element. Every school giving a course in animal husbandry should grant a reasonable amount of time for the class to make these trips for study of the leading breeds of animals in the community. While this is true in a general way, it is often very difficult to get representative individuals of the various breeds, or one class of farm animals may be entirely wanting in a particular community. These conditions would necessitate another device.

Next to the animal itself for study, is a good picture. Excellent pictures of all classes of livestock can be obtained from the various breeders' associations and prominent breeders, or from magazines, posters, and consignment sale catalogs. Ten ways in which pictures may be used effectively in class room instruction are suggested here.

1. Secure large pictures and mount them on cardboard. These may be set up along the wall and the class can place or judge them as they would if they had the same number of real

animals before them. They should give reasons for placing and receive grades for their work, as in any other livestock judging. A great deal of interest can be aroused in this work if the teacher obtains the record of production, weights, pedigree, etc., of the various animals. A picture may be set up and the student asked to score the animal by using a score card for the particular breed used. The following condensed placing cards may be expanded and made up by the class or they can be obtained from the Division of Agricultural Education, University Farm.

UNIVERSITY OF MINNESOTA

COLLEGE OF AGRICULTURE
DIVISION OF AGRICULTURAL
EDUCATION

Placing Sheet

Breed.....

Class.....

Student's Name..... Date.....

First Place	Estimated Weight	Reasons: I placed No... over No.... because:
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Second Place	Estimated Weight	Reasons: I placed No... over No.... because:
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Third Place	Estimated Weight	Reasons:
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Reason (75%).....; Placing (25%).....

Student's Grade.....

2. Students may be asked to make a collection of pictures with the understanding that on a certain date there is to be a county fair or exposition where each will enter his animal in its proper class. The students will prepare the premium list for this occasion. (The prizes may be in the form of extra credit or they may count as grade mark.)

In this way we can have a dairy cattle show, horse fair, poultry show, and others. There are a great many interesting possibilities in this exercise. The class may elect the fair officers. Part of the class may act as judges while others act as exhibitors.

3. The students may be asked to make a picture display of good animals of some of the breeds in which they are interested. At the same time they may also make a "rogue's gallery," which will serve to add interest

to the work. This should consist of poor types or poor production in dairy cattle, poor beef conformation, and other points in beef cattle. Color and color markings may be taught by having an exercise in coloring the pictures from magazines with wax crayon, water color, or pastel crayon. These may then be pasted in the pupils' note books at the proper place under each breed.

4. The teacher may make a collection of pictures of herd sires or of good individuals and ask the student to estimate their value in dollars. They can base their estimate on facts told by the teacher or by looking up the records of the animal. This will help in giving the student an appreciation of the value of raising better livestock. (The teacher can get the actual value of the animal by writing to the owner.)

5. The class may be asked to build up a herd in pictures for an imaginary farm, the school farm, or their own home farm. This should be based on size of farm, crops grown, type of farming, and the like. The value of the animals should be given and should be within the means of the particular farmer for whom they are selected.

6. Select a few pictures of well-known animals and ask the students to write out the pedigree to four or five generations.

7. For quick review work cut out pictures of animals from magazines and paste them on cards. These can be used in the same way as the perception cards used by primary teachers. They may be held up before the class and one student may name the breed, another the place of origin, another the color, and so on.

8. A few cards may be used for a quiz by handing each pupil one or more pictures and asking him to name breed, discuss its importance, characteristics, and other points.

9. Lantern slides may be made and students may be asked to discuss the various animals as shown on the screen. Many possibilities and opportunities for the effective use of these slides will present themselves to any teacher who is at all interested in the work.

10. And last but not least, an exceedingly valuable, interesting, and fascinating exercise would be to conduct a camera hunt that would give the agricultural department in the school a set of pictures of all the good individual animals in the community. Certainly no agriculture teacher should be without a camera.