

# THE VISITOR

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

SMITH-HUGHES EDITION

VOL. VII

September, 1919

No. 1

## FOREWORD

The first intensive training course for Smith-Hughes teachers of agriculture held at University Farm, St. Paul, July 21 to August 1, was well attended by most of the instructors in the Smith-Hughes agricultural departments of the state and by many teaching in the regular high school agricultural departments. Interest in the lectures and discussions continued to the end, which is an index of the high quality of the work given. Much credit is due to the State Vocational Board and the Department of Agricultural Education of the University for their wise choice of speakers and timely arrangement of the course. We have good reason to think that this session is the forerunner of greater things for the men who will be out in the field attempting to put across a work in our schools that will tell for better things socially and educationally in those communities which have adopted the most practical agricultural departments that have ever tried to operate for the advancement of the best and highest in rural agriculture. The men attending this conference, through an editorial committee, have prepared a summary of the various activities of the conference which appears as this issue of the Visitor.

If this report is read with as much interest as the work was received by those in attendance, it will find a place in the permanent files of every agricultural department in the state.

## CONFERENCE IN BRIEF

Agricultural men at the conference had an opportunity to hear from those who are in charge of related educational agencies just what their departments were trying to accomplish. Senator Holmberg, head of the newly established state department of agriculture, outlined the program for the department. The college of agriculture is to be relieved of the business end of the work and hereafter its purpose will be purely

educational. The policing of the state and the regulatory work which must be done for the eradication and prevention of disease and insect ravages and the organization of cooperative enterprises among the farmers will be undertaken by the state department. Mr. Holmberg emphasized the desirability of having a close cooperation between the agricultural men in the field and the state leaders.

James M. McConnell, state superintendent of education, brought greetings from his department and addressed the men relative to the economic phases of their work. He urged that the farmers should become better acquainted with the problem of marketing and the need for a broader education among the rural class if they are to meet successfully the problems of reconstruction.

E. M. Phillips, state director of vocational education, interpreted the Smith-Hughes plan as an attempt to fit ordinary children for their place in the world not solely with the aim of making them better money-getters but rather to show them greater possibilities in their chosen vocations and to make them broader men and women and more useful citizens. He criticized the attitude of educational leaders of the past who made the primary and secondary schools simply fit the students for college entrance and had no consideration for the real needs of the 85 per cent of the students who never had the advantages of further education. The Smith-Hughes work will effectively meet the needs of these boys and girls, predicted Mr. Phillips. He advocated the six months' course for agricultural students and urged that requiring vocational students to take the subjects prescribed for college entrance, would be a mistake.

Trade and industrial education in this state was discussed by G. A. McGarvey, the state supervisor of that branch of the Smith-Hughes work. His talk was supplemented by the remarks of Lewis H. Carris, member of

(Continued on page 2, col. 2)

## 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.

### EDITORS FOR THIS ISSUE

The following men are responsible for the materials found in this issue of the Visitor:

F. L. Crowe  
Guy S. Ellis  
D. Frank Adams  
George Girrback  
S. Allen Aldrich

### EDITORIAL COMMITTEE

It is the purpose of this staff to publish the most helpful things brought out by the directors and instructors who have helped to make this two-weeks' intensive training course a success in the hope that we may pass these good things along to others who were not privileged to attend. The editors have endeavored to cover the field carefully and accurately. Errors will occur.

### BOOST THE VISITOR

Each teacher of agriculture in Minnesota should feel that the Visitor is his paper and that he owes it to his fellow teachers to send all news pertaining to his successes to be published in future editions, for in so doing some discouraged and inexperienced teacher seeing may take heart and work with renewed energy and finish his task with great credit to himself and his community. If you have tried something which has succeeded, do not be selfish and keep it to yourself but be altruistic and pass it along. If there is any phase of the agricultural work you desire discussed through the medium of these columns make it known and your requests will receive attention. May every fellow teacher catch the excellent cooperative Minnesota spirit and be a booster of the Visitor and help make it the best paper of its class.

The men attending this course wish to request our leaders through the columns of the Visitor to continue this helpful work.

(Continued from page 1)

the federal trade and industrial division.

Oscar M. Sullivan, in charge of the rehabilitation work in this state outlined what is being done to fit disabled soldiers for useful employment. Many cases have already been handled through this division. In most cases the man was put into the school, college, or factory where he could get the training for which he was best adapted. No attempt will be made to establish a school solely for training these men, but the present agencies for education will be used to suit the need of the individual. Some interesting anecdotes regarding the placing of some of the returned men, were told to show the great diversity of occupations for which the men desired to be fitted.

The scope and purpose of the Smith-Hughes law was explained by Calvin F. McIntosh, member of the federal board for agriculture. That the states may have ample freedom to conduct the work of vocational training to meet their own needs, the federal board is purposely laying down only such requirements as are necessary to fulfil the law. The great desire of the federal board is to cooperate and not to dictate the policies of the vocational departments of the various states. Agricultural training is more important at present than it has been at any time in the past, said Mr. McIntosh, because of the great movement toward the farm which has followed every great war, this war being no exception. Vocational training will give greater impetus to classical education, was another statement which was favorably received. Farmers and tradesmen will be broader and more successful and will be desirous of giving their children more cultural advantages than they themselves received.

Mr. Linke, regional director of the vocational work, spoke to the agricultural men concerning opportunities of meeting community needs through vocational schools. He predicted fewer but better departments of agriculture in the secondary schools.

Dean L. D. Coffman, of the College of Education, addressed the conference on "The Reorganization of Education." Salient points which he made were that the present education was for the upper classes and not for the classes most in need of

(Continued on page 3)

(Continued from page 2)

educational development. It meets the demand only of those who intend to take college work. As a result of the army test an astounding and dangerous condition of illiteracy was revealed. The rural classes have the poorest quality of education at present and there is a great need for more physical training and education in the schools. This also was revealed as a weak spot in our social structure by the army examinations. In a second talk before the agriculturists, Dr. Coffman told the part which educators had played during the war. Especially interesting were the applications made of principles of psychology in the selective placement of men in the service, and the development of the re-education and rehabilitation work with the disabled men.

Beginning with its first conception in Minnesota, A. D. Wilson, head of the Agricultural Extension Division, outlined the phenomenal growth of agricultural extension work in this state. Complimenting the far-sighted legislators who have been so liberal in providing funds, Mr. Wilson told of its rise from the time when a request for \$150 for extension work was refused as being extravagant, to the present time when the state spends annually \$400,000 from various sources for educational and developmental work among the rural communities. Tho the agricultural wealth of the state is more than four billion dollars and the annual production about three million dollars, only 50 cents per person is spent to

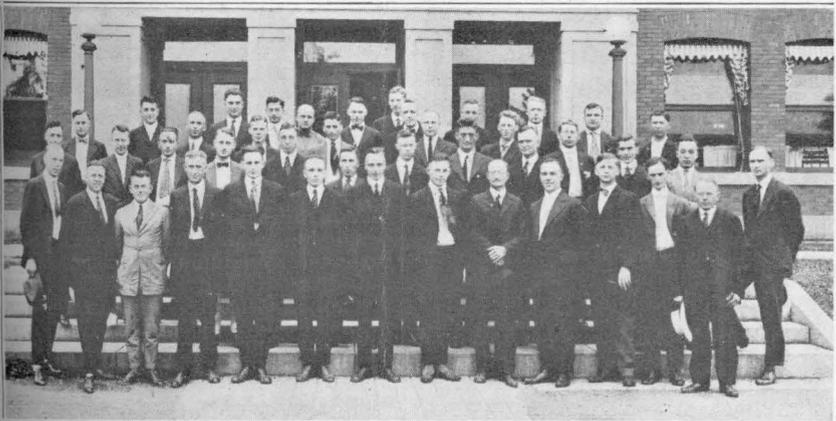
educate or improve rural communities through extension agencies despite the fact that this is one of the most fortunate states in that regard.

The "Dick" plan for making the farm boy a partner in the business of the farm was an important feature of D. D. Mayne's address before the high school men. That this plan of capitalizing the boy's labor value and gauging his share in the proceeds of the farm by its proportion to the total capital and labor value of the father, is workable and altogether desirable as a final project for Smith-Hughes agricultural departments was clearly shown by Mr. Mayne, who as the head of the largest school operating under this plan, has fully investigated the problem.

In a general way Professor Andrew Boss discussed some of the problems of farm management. In showing that while continuous cropping decreases yields, rotation increased for a time but gradually showed decreased production, and that rotation and manuring will build up and maintain fertility, Professor Boss vividly brought out the needs of a system of farming in this state which will make for permanent production. The necessity of applying only the best methods of farm practice was also brought out by the statement that whereas in 1910 the average capital on the Minnesota farm was \$10,000, the average capital invested now is \$18,000 to \$20,000.

Professor Ankeney demonstrated practical and advisable means of visual instruction by the use of charts,

(Continued on page 4)



SOME OF THE TEACHERS WHO ATTENDED THE CONFERENCE

(Continued from page 3)

pictures, stereopticons, and moving pictures.

Professor Dyer, also of the Division of Agricultural Education, painted an optimistic picture of the future of agricultural education in this state and presented figures regarding the project work now being done.

In the Animal Husbandry work Professor Eckles "hit the high spots" in discussing dairy breeds and management. Professor Eckles stated that considering all features there is little difference between the main dairy breeds in profitability. The market, the community breed, and the climate should be the main factors influencing the choice of a breed. Teachers should present an ideal to their students in beginning judging work. "For this purpose stereopticon slides are valuable," he said. Records are essential to efficient management of the dairy farm, because they will show when a cow is improperly or carelessly fed or milked, when the cow is sick or off feed, and they will be a constant stimulation to the men to increase the production. Mr. Eckles also pointed out that a common fallacy among agricultural men is the idea that the Babcock test should prevail in culling out the cows. On the other hand the scales are more important than the fat test, as the weight of the product varies four times as much as the test. Bull ring associations will prove an important factor in bringing up the production because they are a means of determining the ability of the bull even as the cow testing association determines the ability of the cow.

Dr. Fitch dwelt largely on hog cholera and so-called swine plague, about which many erroneous conceptions have arisen. He stated that hemorrhagic septicemia, necrobacillosis, and mixed infections are forms of what was formerly considered swine plague and that in general they are secondary invaders after hog cholera. He discussed methods of treatment. Contagious abortion is very widespread. Very few abortions not caused by the disease ever occur. There is a larger loss from contagious abortion than from any other one disease, asserted Dr. Fitch. He also discussed major diseases of other animals.

Salient features of the main poultry breeds and essential steps in the judging process were demonstrated by Professor A. C. Smith. An inter-

esting paper on animal breeding was read by Professor H. W. Vaughan, who also handled the horse and hog demonstrations. The paper on breeding is to be available to the agricultural instructors at an early date. Interesting work on sheep was given by Professor Philip Anderson, and some points on conducting a judging contest were shown by Mr. Fudge, of the Agricultural Extension Division.

Professor W. H. Peters, in charge of beef cattle, in lecturing before the meeting pointed out the characteristics of the various beef breeds and showed the trend of the market animal today as contrasted with the market type of ten or fifteen years ago. Whereas at that time steers four or five years old were brought to the market from the range at weights of 1,400 to 1,600 pounds, the present tendency is to produce early maturing, full-fed animals to reach the market as yearlings or junior two-year-olds weighing 1,200 to 1,500 pounds. There is a strong demand and a wide range of profit in baby beef production, said Mr. Peters.

#### Conference Hour Notes

Many questions uppermost in the minds of the Smith-Hughes men attending the intensive training course were answered and many minds set at ease when Mr. Gile, state supervisor of vocational agriculture, handed out Circular No. 7 giving suggestions and information affecting the organization and administration of vocational departments of agriculture in Minnesota for 1919-20. He stated that contrary to the general accepted notion the agriculturist is not required by law to visit the associated districts at all but suggested if it were deemed advisable and practical it might be well to carry on some definite work there, either through the rural teachers or in person, as it might prove a feeder for the agriculture classes. Mr. Gile further called our attention to the 2-, 3-, and 4-year courses and advised us to get in touch with our local situations thoroly so as to decide on the length of course in years; but stated that the most bonafide students so far were of the six months' course. "In the main," to quote him further, "our extension work is really among our boys, tho we should plan to do community work and look after club work members in our territory, as they are likely to be feeders for our agricultural classes."

Continued in Supplement

It was furthermore brought out during the discussions that where Smith-Hughes aid would be prorated, if given at all to schools offering cultural (old-style) agriculture, it was not the intention for those in charge to do so where instruction was given to normal-training or eighth-grade pupils. The former, under proper guidance, should prove to be a valuable asset to us in our work and the latter would be given instruction to get the viewpoint of our proposed training and should possibly also be a feeder for our vocational agriculture classes.

**POINTS WORTH REMEMBERING**

Vocational agriculture is the most difficult subject in the world to teach.—Hummel.

The primary thing is to train or teach the boy to think.—Field.

Community is the biggest word in the English language.—Lundquist.

Keep your samples of threshed grains in mason jars properly labeled.—Field.

The public school is wrongly organized when its main object is to fit for college. It should benefit the many rather than the few.—Phillips.

The school of the future is the school that will function in its own community.—Linke.

The rural church has no program.—Lundquist.

The lecture has no place in the high school course.—Field.

The welfare of this nation rests on a happy, contented, and prosperous rural people.—McIntosh.

Avoid questions requiring "yes" and "no" for an answer.—Field.

The day is coming in this country where the schools will be open to men and women of all ages.—Coffman.

Eighty-five per cent of country school teachers change yearly.—Coffman.

The average teacher talks too much.—Field.

I recently visited a school where the agriculture teacher was trying to teach the pupils how to select seed corn, with the nearest corn field more than a mile away, and no samples of ear corn in sight.—Linke.

Personality is a powerful factor in the school room. The pupils must feel that they are in the presence of a master of the subject.—Field.

Three hundred thousand children die annually in this country of preventable disease.—Coffman.

The high schools of this country will become centers of extension work.—Coffman.

Seven hundred thousand of the first draft could neither read nor write.—Coffman.

That period known in history as the dark ages was largely due to the decline of agriculture.—Lundquist.

Agriculture is the largest and most important industry in the United States.—Lundquist.

The boy is the big item, not the book.—Linke.

A good question requires thought to answer.—Field.

As long as we make good butter the dairy industry in Minnesota has a splendid future. The production of poor butter means that the people will turn to substitutes.—McGuire.

**CITY VERSUS COUNTRY**

To Dean Coffman we are indebted for the following facts and figures to emphasize some of the important factors which concern those who are in the educational business. They should suffice to show that country boys and girls are not amply provided for.

The average country boy gets 46 days a year less schooling than does the city boy. About 85 per cent of the country school teachers change schools each year. In the United States 95 per cent of country pupils never go further than the country school. Sixty-five per cent of all children in schools are country children and get 46 per cent of the funds for school work. At present 51 per cent of our teachers in Minnesota are holding such positions with only a high school education. In the workings of the draft it was found that one man out of every three was unfit for military service, those from the country being just as unfit as those from the cities. Therefore, he stated, health should be a social necessity and some attention must be given to the physical improvement of our school children.

As an impetus for us to do our best and for the rural population to feel that it is to come into its own, he further mentioned that the commission working on one of the "fourteen points" came to the conclusion that present prices will remain for twenty-five years. Can you use such data?