

THE VISITOR

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

VOL. VII

January, 1920

No. 5

WHO GETS THE PROFIT?

Most of the boys and girls in the vocational agricultural classes have no doubt by this time selected their projects for the year. If these young people are to get the most out of the project work they should have projects in which they are vitally interested. This interest can be secured by enlisting the active cooperation of the parents to the extent that the student assumes complete financial responsibility for his project as well as complete managerial responsibility. Too frequently the boy selects his project in accordance with his father's personal wishes and too often becomes a sort of miniature unpaid hired man who carries out the directions given by his boss and thus has little or no vital interest in the things he is doing. He does the work mainly for school credit. Unless the project presents new and real problems to the boy he will get very little except physical exercise out of it. Let the boy shoulder the whole responsibility for the project and whatever financial gain is made from the project should be his to have and to hold.

It is needless to say that he should also be equally responsible should the project come out on the wrong side of the ledger. (It is comforting to know that refuge might be found in the fact that such projects may have high educational value.)

The money that is made from the first-year projects may be used in the purchase of pedigreed seeds or well-bred animals for the second year project. In this way the profits of one year may become the working capital for the next year. Without further discussion here the agricultural instructor no doubt will see and appreciate the excellent opportunity at his command for starting these young people out with the proper ideas in regard to the earning and saving of money.

This issue of *The Visitor* is given over largely to a review of interesting features of the work in the various agricultural departments in the state.

HOW TO GET THE BOYS

In the November issue of *The Visitor* a news item says that eighteen boys are studying vocational agriculture at Spring Grove. The following is the answer of Mr. Schriber, the agricultural instructor, to the question, "How did you get the boys?"

Getting the right kind of boys is the first essential in making vocational agriculture a success. After ten weeks of school I am sure that I have them here at Spring Grove and feel positive that Mr. Gile agrees with me.

We have a class of nineteen enrolled at present. (Some of them entered late.) Of course, the late entries make the teaching harder but let us not consider that. Taking them when they can come is one of the important factors in getting them at all. I am sure some of the boys are so much in need of further education that we can't afford to leave out any of them. I believe the Smith-Hughes school is for boys who have not had a chance in the past. I think we ought to help them for a month if we can't get them for a longer time.

Getting acquainted around the country is a most essential factor. Sometimes getting acquainted with the father is more important than getting to know the boy. While talking to farmers they will find out if you really know anything about agriculture. If they decide that you do they will be glad to have their boys attend school. Good teaching suggestions will also be developed during such talks. The school need not be mentioned a great deal, only enough to keep them thinking. Mr. Lundquist told us at our conference that Minnesota farmers are intelligent enough to get what they need if we will only direct their thinking.

Short articles in the local papers, occasionally, will aid in this respect. In my travels around the country I missed one of my boys entirely. The week before our course started his father stopped me on the street, inquiring, "What is this here agriculture you are going to have in school? Can my boy take it?" I apologized for not having been to see him and then explained that his boy surely could take the work.

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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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And he is taking it, not just being exposed to it.

I conscientiously believe that mixing with and knowing the farmers is the secret of enrolling the boys. Going to a barn raising made my muscles ache but incidentally made me some farm friends. Friendship does away with the skepticism often felt toward the man who has studied too much from books, and confidence takes its place. Having the confidence of your community, you are a poor salesman if you believe in vocational agriculture and can't put the job across.

BOOKS RECEIVED

A Year in Agriculture—Aretas W. Nolan. This book covers the general field of agriculture and is designed to teach the things the boys and girls should know in order to meet the demands of modern agriculture. Provision is made for the proper seasonal treatment of topics. A chapter on home projects is included in order to help the teachers to make the work practical. 394 pages. Row, Peterson Company. 1919.

Profitable Dairying—K. L. Hatch and G. H. Kenkendorf. This book endeavors to set forth in a simple and practical way the principles underlying profitable dairying as it relates to milk production, milk testing, separators and milk products. It provides for a large number of exercises for laboratory and field work and after each chapter several practical problems are provided. Every agriculture teacher should become acquainted with this book. 182 pages. Row, Peterson Company, Chicago. 1918.

SOCIAL FEATURES EMPHASIZED

The paragraphs below were taken from a letter from A. H. Frick, agriculture instructor at Grand Rapids. The data presented are interesting and the work that is being done with these boys is commendable. We are glad to pass it on to our readers.

"I believe that we have a somewhat unusual group in the Smith-Hughes class. There are twenty-six boys, and they live at an average distance of twenty-four miles from school. This makes a total of six hundred twenty-four miles that the twenty-six boys travel in coming to attend school. There are six boys who, when I visit them this summer, will be from seventy to eighty miles distant from Grand Rapids, the distances they traveled in coming from their home farms to school. Twenty-three of the boys are farm boys, and the three town boys all have farms owned in the family. We organized a basket ball team from this class, many of whom had never seen a basketball before in their lives. This team got into the semi-finals of the interclass series, competing against the four regular class teams, and won three out of the four games they have played so far. The beneficial effects of the basketball practice and gym work the entire class gets four times a week is so evident that I am sure it is well worth a small part of the time of any class of farm boys. These shy, slow, awkward boys from the remote clearings are becoming more aggressive, self-confident, and quick in wit and limb through the work on the gym floor.

"Six of the boys are working their entire way through school. The only financial assistance they receive is the \$7.50 rural aid which the Board pays each per month.

"With the Smith-Hughes agriculture class as the nucleus, we have formed in the High School a "Country Life Club," taking in all the students who come in from the country. This organization is officered and controlled entirely by the student-members and is the most energetic and flourishing organization in school. Monthly programs are put on and occasional social gatherings are held, which assures these diffident folks a chance to get that important part of the training and broadening effect that comes from this phase of high school life, which many of them would otherwise miss largely. In connection with the club we have a "Country Life Club Orchestra," two of the members of

which are from my Smith-Hughes class. This orchestra plays at club programs, occasionally for other school affairs, and last Saturday furnished the music on the program of the Annual Meeting of the County Farm Bureau."

NOTES FROM THE FIELD

The following extract from a letter from Guy S. Ellis, agriculture instructor at Kasson, illustrates some of the many ways in which agricultural work may be made practical.

"A couple of months ago I took ten boys in the farm engineering class out to a farm being drained. We had already mentioned and studied laying out land for drainage, fall, etc., and had had practise in "setting up" the level. Therefore, after asking the cost of tile, digging, usual fall given, and other questions we walked all over the farm, which was high and rolling but boggy, and examined the outlet. Most of the tile was laid, some blinded, but most not. After discussing joints, corners, outlet, depth of tile, etc., we set up the instrument on a certain line and took readings, and made a graph of these figures in the classroom. We then ran a series of levels on a tile string the tiler expected to put in. We were in the field from 9:00-11:45 a.m. and have referred to our experience many times.

"As a review of leveling, in the spring we are to lay out a line from a farm house over a hill and through considerable timber down to a spring, determining difference in elevation so the owner can figure on a hydraulic ram.

"Last week Mr. Chapman was here and these same ten boys and two men visitors sat in my classroom, each holding a hen. They followed Mr. Chapman in his culling demonstration and explanation. Several hens have suffered the loss of their heads as a result and after vacation I will take a record of the culling done. The same day eighteen men and women of one of our farmers' clubs sat in a farm kitchen, each holding a hen, following Mr. Chapman in his culling explanations. That evening all came back to the same home, where he gave them a talk on "Winter Care and Management of the Poultry Flock."

Is It Worth While?

The following paragraph is taken from a letter received by a high school agricultural teacher from one of his former pupils.

"I sure appreciate the agricultural course that I took in high school and will always remember the many lessons that I learned. One of the men from the main office of the Dan Patch took me to Orchard Lake with him to help buy some registered Guernsey stock last Sunday and what I learned at Central helped me to pick out the best cows for his purpose. I would like to say also that those trips that you took us on to Brackett's, Mound, and Arden farms were of greater value than you can realize to us boys; they are the things we remember through life, and will always appreciate."

The above quotation tells its own story so it is not necessary definitely to "point the moral." It is one of the many instances which tends to prove that we remember best the things we see or do. This instructor might have talked about dairy cows and farms and presented the matter clearly and in an interesting way, yet the thing that was of most lasting value to the student was actually seeing the cows and the farms. One real cow is more educative than one hundred word cows.

Victor E. Nylin, who taught at Lake City last year, is now the Agriculture Instructor at Lambertton.

K. A. Norsen, Agriculture Instructor at Alexandria, writes that he is interested in the news items in *The Visitor* stating what the other men are doing. The following quoted from his letter shows that some interesting work is being done at Alexandria.

"My boys in Farm Accounts have agreed to begin to keep books and are going to begin by taking an inventory during the Christmas vacation. We are using Professor Boss's system."

Floyd R. Adams has been elected as agriculture instructor at Preston, to take the place left vacant by Mr. Norris Nupson, who has entered newspaper work.

Blanche A. Corwin, agriculture instructor at Northfield, is requiring every student in the agricultural class to do some special outside work. The boys in the class in dairying fed and tested cows as part of their required work.

A. E. Whiteside, Agriculture Instructor at St. Cloud, has spent several weeks at International Falls with the National Guard.

W. Reiley, agriculture teacher at Renville, lost his entire private library, including books, bulletins, and pictures, when the high school building burned last month. The agriculture department will be housed in the sample room of the local hotel until the new building is completed. Mr. Reiley is making plans for a complete and modern agricultural department for the new high school building.

HOME-TALENT FARMERS' INSTITUTE

Miss Corwin and her classes in agriculture are making plans for a two-day home-talent Farmers' Institute to be held some time in February. It is planned to hold all of the meetings in the high school gymnasium. The first day will be devoted to a discussion of corn, including the preparation of the soil for planting, the selection of seed, planting, and care of the plants to maturity.

The second day will be dairy day, to be devoted to a general consideration of the necessary care for dairy cattle. The talks will center around the subjects of a balanced ration, the care of the dairy cow, disposal of dairy products, and the sale of surplus stock. An address on "The Relation of Bankers to Dairymen" and another on "The Value of Milk and Butter as Food" will be given. The speakers will be experts from the Northfield community.

Plans are also being made to hold a corn and grain show in connection with the institute. This is rather unique and interesting work and The Visitor will make a further report in a later issue.

Former students will be interested in knowing that the Agricultural Education club at the College of Agriculture has been reorganized with a pre-war membership and an after-the-war enthusiasm that is going to mean a successful year. The following officers were elected: Gregor Pirsch, President; George Highmark, Secretary; Benjamin Dunn, Treasurer.

A great many of the Agriculture men attended the Farmers' and Home Makers' Week at University Farm. Among those who called at The Visitor office we recall the following: D. J. Heppner, Louis Kelehan, George Ilse, Harold Aase, J. J. Szama, J. C. Henning, George Girschach, S. A. Aldrich, A. J. Souba, M. Knoblauch, W. Reiley, Theodore Thorson, D. C. Dvorack, A. V. Storm, Jr., J. B. Benner, Frank Tibbitts, Jackson Demary.

POULTRY FEEDING SHOWS RESULTS

The following chart shows the result of a practical poultry feeding exercise by three boys in the eighth grade agriculture class at Montevideo where J. H. Lefforge is agricultural instructor. Altho this practicum ran only ten days it shows a steady increase in egg production from proper feeding. The following ration was used:

Grain	Dry Mash
10 lbs. corn	5 lbs. bran
10 lbs. wheat	5 lbs. shorts
5 lbs. oats	3½ lbs. meat scraps or 50 lbs. sour milk

Charles Seiler

	No. of hens	No. hens laying*	Per cent laying
Dec. 9.....	60	4	6
Dec. 10.....	60	4	6
Dec. 11.....	60	5	6
Dec. 12.....	60	7	11
Dec. 13.....	60	8	13
Dec. 14.....	60	10	16
Dec. 15.....	60	10	16
Dec. 16.....	60	9	15
Dec. 17.....	60	11	18
Dec. 18.....	60	12	20

Edwin Knight

	No. of hens	No. hens laying*	Per cent laying
Dec. 9.....	40	3	7
Dec. 10.....	40	4	10
Dec. 11.....	40	4	10
Dec. 12.....	40	5	12
Dec. 13.....	40	6	15
Dec. 14.....	40	7	17
Dec. 15.....	40	8	20
Dec. 16.....	40	9	22
Dec. 17.....	40	12	30
Dec. 18.....	40	12	30

Neil Miller

	No. of hens	No. hens laying*	Per cent laying
Dec. 9.....	12	2	16
Dec. 10.....	12	2	16
Dec. 11.....	12	3	25
Dec. 12.....	12	2	16
Dec. 13.....	12	3	25
Dec. 14.....	12	3	25
Dec. 15.....	12	4	33
Dec. 16.....	12	6	50
Dec. 17.....	12	5	41
Dec. 18.....	12	4	33

*"Number of hens laying" indicates number of eggs received.