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UNITED STATES DEPARTMENT OF AGRICULTURE,
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**HOW TEACHERS IN RURAL ELEMENTARY SCHOOLS MAY
USE FARMERS' BULLETIN 756, CULTURE OF RYE IN
THE EASTERN HALF OF THE UNITED STATES.**

Range of use.—The States east of the Dakotas and Texas.

Relation to the course of study.—To be used in elementary agriculture classes in connection with crops in general and grains especially.

Topics for study.—The bulletin may be used for one lesson on rye, or, where the subject is of major interest, three or more lessons may be used. In either case the following topics should be developed: (1) Importance of the crop, pages 1-3; place in the rotations, pages 6 and 7; rye as a substitute crop for wheat, pages 7 and 8; (2) varieties of rye, pages 3-4; soils for rye, page 5; preparation of seed bed and seed; fertilizers; time, method, and rate of seeding, pages 9-12; pests and diseases, pages 15 and 16; (3) harvesting the crop; cutting, shocking, and thrashing, pages 13 and 14.

When used as three or more lessons, topic 2 should be taken in the early fall and topic 3 in the spring, to permit seasonal application. Topic 1 may be taken up at any convenient time.

Study questions.—How much of the rye crop of the world is produced in our country? In what part of the country is this grown? How much is grown in your State? How much in your township or your district? Is it grown for grain or as a cover crop in your district? Consult the Census Reports or the latest Yearbook of the United States Department of Agriculture for a comparison with other grain crops. What place has it in the rotations of your district? What place in a rotation with corn? With other grains? With some other cash crops? What peculiar advantages has it in rotations? Why should it ever be grown instead of wheat? Consider the 10 reasons given in the bulletin and decide which ones apply in your district. Which varieties are grown in the district? Is there need of an improvement in varieties? Has the district developed any superior strain? What disadvantages in volunteer rye? What soil conditions favor rye? Is the soil of the district better for wheat or rye? How should the seed bed be prepared? How fertilized? How sow in the presence of cotton, corn, or other crops? How and why clean the seed? How test for vitality? When should the seed be sown in the district? Explain the rate and methods of seeding. When should rye ripen in this section? How is it harvested and shocked? Explain the process of thrashing. Consider any pests or diseases which may be troublesome in the locality.

Illustrative material.—Secure heads of rye of different varieties and for comparison heads of wheat, barley, and other grain. Sheaves of grain are sometimes desirable. Mount these properly and label accurately. (See F. B. 586.) Save grain in vials and label properly. Save from farm papers or catalogues pictures of farm machinery used for preparing seed bed, seeding, harvesting, and thrashing.

Practical exercises.—(1) At school, identify grains, inspect for impurities, and test for vitality. (See F. B. No. 428.) Separate ergot from rye. (2) At farms, study machinery, mix fertilizers, participate in various phases of the work at home. At some schools small plats of different grains may be grown for study. Take field trips for observation.

Correlations.—Have pupils describe, in oral or written language lessons, the field trips taken, machinery studied, seed-testing exercises, etc. Have spelling exercises include all new words. Drawings of heads of different grains may be included with the written story.

Geography: Locate the States which produce 50,000 acres or more of rye. Compare these with the wheat States and the corn States. Locate also any markets for rye. What foreign countries produce much larger rye crops than the United States? Look up the history of rye and the date of its introduction to this country, also dates of introduction of certain well-known varieties.

Arithmetic: Compute total acreage and production for your group of States. Find percentage increase in recent years for periods of 5 or 10 years. By inquiry find acreage and production of each grain crop on each farm in district and tabulate the results. What percentage of acreage is rye? Of total of field crops, in bushels?

District survey of grain production.

Farmer, location.	Aeres, all crops.	Corn.		Wheat.		Rye.			
		Acres.	Bush- els.	Acres.	Bush- els.	Hay.	Cover.	Grain.	Bush- els.
Mr. A, Round Hill.....
Mr. B, Sandy Lane.....
Etc.....
Total.....

Grain summary of district.

Grain.	Total acres.	Acres for—			Bushels. of grain.	Per cent of all grains.	Per cent of all crop acres.
		Hay.	Silage.	Grain.			
Corn.....	
Rye.....	
Etc.....	
Other crops.....	
Total.....	100	

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