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Some Suggestions Concerning the Management of the Laying Flock in Winter

Winfield Scott
Iowa State Teachers College

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SCIENCE BULLETIN

Issued Monthly. Entered as second class mail matter at the post-office, Cedar Falls, Iowa, under the act of August 24, 1912.

We have on our desk a great many answers to our inquiry concerning SCIENCE BULLETIN. Since letters are still coming in, we have not yet tabulated the information so as to come to any conclusion as to what most of you want. We do feel encouraged by your generous response and because so many Iowa teachers have found SCIENCE BULLETIN helpful. We will endeavor to furnish as nearly as we can within the limits of our space that which the high school teachers most desire. We welcome comments, questions, and contributions from you.

SOME SUGGESTIONS CONCERNING THE MANAGEMENT OF THE LAYING FLOCK IN WINTER

Agriculture

I. Community Poultry Survey.

The following outline will serve as a basis for the survey. After the completion of the survey make a study of data and draw conclusions as to cause of the failure of some flocks and the success of others.

Suggestive Survey

1. Are your chickens a paying proposition?
2. What do you keep in regard to records?
3. Do you cull your flock?
4. What method of culling do you use?
5. How often and when were the flocks culled?
6. What effect if any was noticed on the flocks after culling?
7. What do you do with your culls?
8. What price per pound did you receive for culls?
9. What number did you cull?
10. What method of selection was used in establishing the breeding flock?
11. What is done with male birds after breeding season?

12. What is the name of the breed? Variety? No. hens? No. roosters?

13. What is the egg production per week, month, or year?

14. Do you buy eggs for hatching or do you buy the chicks?

15. What method of incubation do you follow? Of breeding?

16. How many chickens did you hatch? How many chicks have you today?

17. What was the cause of your loss?

18. What feeds do you give the chicks?

19. What is the type of feeder?

20. What ration do you feed the laying hens?

21. Do you use a scratch litter?

22. Do you measure feed per bird?

23. Do you use any green feed in winter months?

24. What system of watering do you use? Fountain or pans?

25. What type of hen house do you use? Size and location.

26. What system of ventilation is used?

27. What kind of floor do you have?

28. What type of roost is used? Slant, level, material used.

29. What type of nests are used? Location, size, height from floor.

30. What do you do with broody hens?

31. How often do you disinfect? Material used.

32. At what weight are male birds marketed?

Name of owner.

Date.

Location.

II. Utilization of the Survey:

It is evident that the information secured by a survey can be turned to practical classroom work. For example, the class work on diseases, feeding, housing, or breeding can be built up from the facts secured in the survey. Let us see how this may be done in regard to the housing and the feeding of the laying flock in winter.

A. Select about one-half dozen of the most profitable flocks which were found in the survey.

B. Study the records carefully and list the managerial factors

which seemed to operate in deciding the success of the business.

C. To what extent was the home of the flock responsible for the flock production?

D. What were the desirable features of the home?

E. In what way were these birds prepared for this home?

F. To what extent did feeding influence the production of these flocks?

G. What were the good features of the feeding system?

H. In what way were the birds prepared to utilize the good features of the feeding system?

I. Last month we attempted to show how one could secure through improved methods in management, an increase in the yield of corn sufficiently large to buy a car or to pay for a college education. How much do you believe one could add to this fund by properly managing a flock of 200 hens?

J. Let us assume that this flock will lay an average of 160 eggs. (This is a high average) Let us assume that these eggs sell for an average of 25 cents per dozen, or \$666.66. If the cost of keeping this flock could be kept within the limits of \$366.66 a balance of \$300 would be left to pay the labor income. Study the cost account records which were secured in the survey. Can all expenses of a flock of 200 birds, labor excepted, be kept within the \$366.66 limit? Study cost account records of agricultural experiment stations. Do these records confirm the conclusions drawn from the survey? Would you like to try the management of a flock of 200 hens to see whether this \$300 can be made?

III. Presentation of New Subject Matter:

A. If you were given an opportunity to enter a race in which the winner was to receive \$300, would you make any preparation? What? Why?

B. Is it possible that some preparation should be made in order that this flock may return a labor income of \$300?

C. Some of the well-bred flocks found in the survey were not making as much money as they should.

See if by the following improved methods in housing and feeding these flocks can be placed on a basis which will make a labor income of \$1.50 per bird.

1. Factors in Successful Housing.

a. Make the house parasite and disease free. (See "Practical Poultry Management" by Rice and Botsford, pp. 33-208-9); ("Make More from Farm Poultry", International Harvester Co., pp. 29-32); ("Poultry for the Farm Home", International Harvester Co., pp. 20-23); (Special Bulletin 103, "Common Diseases of Poultry", Agriculture Experiment Station, St. Paul, Minnesota.)

b. Provide adequate interior fixtures. (1) Nests (2) Drooping boards (3) Perches (4) Receptacles for water, grit, and shells (5) Hoppers for dry mash.

c. Repair and clean windows.

d. Provide proper litter. (See Practical Poultry Management, Rice and Botsford, pp. 34-194-222).

e. Place young birds in the house. ("Make More From Farm Poultry" and "Poultry for the Farm Home". International Harvester Co.)

f. Treat all birds for lice ("Practical Poultry Management", pp. 35-36).

g. Make the birds comfortable by keeping the home dry, clean, warm and well ventilated. ("Practical Poultry Management", pp. 36-63; 215-217.)

2. Factors in Successful Feeding.

("Make More from Farm Poultry", pp. 15-21); ("Poultry for the Farm Home", pp. 25-23); (Cir. 114, Agriculture Experiment Station, Ames, Iowa); (Write Quaker Oats Co., Chicago, Ill. for "Ful-O-Pep" poultry courses).

IV. Summary and Conclusion:

A. Note those flocks with which approved methods of care have been used. What is the return per flock, and per bird after all expenses except labor are deducted? Do you believe a labor income of \$300 is practicable from a flock of 200

hens? Are 200 hens the approximate number which one should keep on an average farm? What are you going to do with this \$300 if you make it?

B. Write a paper for your English teacher. Show why you think a labor income of \$300 is or is not practicable from a flock of 200 hens.

Winfield Scott.

HEALTH PROGRAM

(Continued from page 3)

may not only produce a consciousness of the situation, but an interest in the game.

As yet, we have not mentioned the reasons for absences, and probably it has not occurred to many people that illness was the most prevalent excuse. Suppose now we ask one of the senior classes (preferable the class in physiology or hygiene if you have one) to prepare a chart showing the cause for absences. If the executive officer has kept the excuses for absence filed it will be a simple matter to prepare such a chart. If there are no records available have the class make a survey using any procedure they may decide upon, and prepare their results in such a way that they may be made readily available to the school. In this, we will have accomplished a twofold purpose. We will have enrolled one group definitely in the cause of health; and will have added a little more fuel to the fire of curiosity.

The preceding suggestions are only a few of the many studies that may be made and charted. Consult your State "Course of Study for Elementary Schools" and have different pupils write to some of the references given in the part dealing with health. Also write to any of the leading life insurance companies or consult local agents for health statistics. You will soon have collected a mass of data which can be used in many ways. You can compare your school with others in the health problem; you can compute the economic loss to the community resulting from poor health; you can chart the types of illness which are most prevalent; and in fact there is almost no limit

to the possibilities for health education propaganda.

If charts of the type mentioned are rotated with sufficient frequency so that students will have time to digest them but not to tire of them, each addition will add to the health consciousness of the students. If, in addition, different groups of students are used to make these studies and prepare the results in a form suitable for the rest of the group, you will have secured many converts to a health campaign.

With this sort of a campaign well launched we must look about for something that will not only educate the student body as to the value of being well and produce a health consciousness, but will develop a motivating idea. In a sense we are all idealists. Our intellect may tell us the proper procedure to follow, but unless we have some sort of an ideal which will arouse our emotions, we are prone to neglect the dictates of our intellect. Consequently we need something more than educational propaganda to properly launch a campaign.

Why not secure the cooperation of the art teacher and the art classes in the campaign? It will add to the efficiency of the art work because it provides a more definite purpose for the work. It will also secure the interest of another group of students in health as an ideal.

The possibilities of using posters in such a campaign are almost unlimited. First of all we must study the people who are to be approached and determine what particular types of ideals will have the greatest appeal. Some will be interested in becoming great athletes, some will be impressed by the value of health in personal appearance, some will be enticed by the prospect of better grades with increased physical efficiency, while others can be induced to enter whole heartedly into the program merely from the standpoint of the idea as a game. In no case should the idea of "health for health's sake" be held up as an ideal. Health in itself has no value worth striving for only as it enables the possessor to be of service. Consequently we