

at the university. Prizes of \$10, \$7.50, and \$5 were awarded.

The exercises of the day were under the direction of Dr. H. F. Cotterman, representing the University of Maryland; J. Homer Remsberg, president of the Maryland Agricultural Teachers' Association; Gordon Umstead, president of the Maryland Association of F. F. A.; and J. D. Blackwell, representing the state department of education.

### Books Books

*Moon Valley.* John F. Case, the author of Tom of Peace Valley, has brought out another book dealing with vocational agriculture. The story relates the experiences of Tom Woodson, a young agricultural college graduate who returns to his native region as the teacher of vocational agriculture and principal in a newly formed consolidated school. He comes in contact with hostile mountaineers and rebellious students. School factions develop, and hard feelings result in the burning of the schoolhouse. By courage and force of personality Tom succeeds in having the school rebuilt and in achieving unity of purpose and thought among his people. Achievements of the agriculture pupils in project work, stories of hard-fought athletic contests, and a thrilling description of the winning of a sweetheart by the teacher are told with the usual fine style of an accomplished writer.

Here is a book that will fire the ambition of farm youth and show some of the possibilities of vocational teaching in agriculture and the organization of the Future Farmers of America.

The publisher is J. B. Lippincott, Chicago or Philadelphia. The price is \$1.50 with quantity order discounts.—H. O. Sampson.

*Mechanical Training,* by Boss-Dent-White; published by Bruce Publishing Company; 280 pp., 273 illustrations; price, \$3; beautifully presented in large clear text, fine book paper, and bound in cloth. The authors, recognized authorities in their field, present in clear fashion 14 phases of mechanical training in a most attractive style. The photographs are unique and clear. The diagrams and illustrations present a minimum of detail in an attractive way.

The exercises presented in the different phases of shop have been carefully selected and are offered in a workmanlike manner. The technique appeals both to the mechanic and to the school man, as desirable teaching problems.

Because of its comprehensive character this book approaches a text for the general shop. Because of its clear directions, diagrams, photographs, and so forth, it is at once a manual of the best technique to be used in a school shop in any particular field. It is evident that every exercise offered has been thoroughly tested out in school work, and this book in the hands of the vocational teacher and his pupils is bound to stimulate a high level of interest in all phases of general shop.

This text is at once a handy man's handbook, a text, and a manual combined under one cover, and is a contri-

### Ten-Year Service Key

(Continued from page 5)

teacher trainers, state supervisors, and our Federal Board workers. If any state wishes to honor Dr. Lane and his agents, they have that privilege.

A sample key has been submitted to Vice-President Fife and the chairman of the committee, and both have expressed themselves as pleased with the design and workmanship. Agricultural workers who are interested in obtaining a key should correspond with their state supervisor of agricultural education.

The matter of the "certificate" for 10-year workers is still pending. A report will be made later.

### Boy's Project Becomes the Major Farm Enterprise

(Continued from page 7)

There is an active demand in this section for fast grown, soft meat chickens. Forrest has catered to this demand from the start. Each year he tries to better his previous record in growing the flock rapidly.

Last year the bulk of his 5,000 chicks were hatched April 4; by the last of July when the demand for soft roasters was keen, he sold the bulk of the flock at an average weight of 7½ pounds each, receiving a premium of 2 cents a pound over the prevailing market quotations.

For some years he has devoted his full time to the business he started in high school. The past year the poultry enterprise constituted the chief farm enterprise. Fields which formerly grew vegetables were used for range or for growing feed.

Forrest's father is gratified with his son's success and interest; he says that poultry is now paying the bills and yielding a profit even at present prices.

### Daylight Pictures

(Continued from page 9)

or 6 inches may be secured from the manufacturer of your machine.

As a screen, we recommend a buff colored wall or, simpler still, use a piece of ordinary brown wrapping paper placed on the wall with thumb tacks.

In this procedure you will have both light and fresh air in the classroom, as there will be no need to pull the shades or close the windows. This should make the teaching situation better by providing the proper environment for study and by eliminating the factors that tend to promote drowsiness, restlessness, or disciplinary problems.

There is an additional factor also in that it provides the opportunity to turn at any moment to the machine and show a picture to illustrate a particular point in the development of the lesson. By such procedure the picture would be shown definitely as illustrative material and the tendency to run a "picture show" would be lessened.

Teachers could be prepared for such illustrating by having available a number of pieces of ground glass the size of the usual slide, on which they could make drawings, quote data, make graphs, and so forth. These can be made by writing on the side that has been ground, with an ordinary lead pencil.

may be stored for future use, the teacher building his own set of slides, with local data and illustrations, to supplement those slides he secures from other sources for temporary use.

### Evening School Proves Worth of Vocational Agriculture

(Continued from page 13)

I know that farmers are literally forced to wield a cleaver on all their tax expenditures. Vocational agriculture must expect to be put on the bargain counter along with the other school departments to sell on merit alone. The signs of value will have to appear right on the surface. Evening school work will produce more actual as well as visible worth than any other part of vocational agriculture. I can give concrete examples to prove this but you need only to consult your neighbor vocational agriculture instructor who has been conducting evening schools, to find plenty of backing for almost any of these statements.

I might add that it took a lot of pressure from the state supervisor to get me to attempt this kind of work some six years ago. It is not easy, but any well-qualified vocational agriculture teacher can, with study and work, become proficient at it.

### More Books

*Farm Practice for Vocational Agricultural Boys—A Message to Parents,* is an attractive 10-page booklet written by H. O. Sampson, state supervisor of agricultural education, State College of Agriculture, New Brunswick, New Jersey. The booklet clears up for parents many questions about the boy's taking vocational agriculture. Almost any department of vocational agriculture might profit by such a message in the hands of the parents.

*Marketing Agricultural Products,* Clark & Weld, published by The Macmillan Company, pp. 665, price \$4.25. A clear, thoro, scholarly treatment of one of the most important phases of the business of agriculture. "Altho the fundamentals have not changed, there have been many developments of importance in the field of marketing during the past 15 years . . . Most of the changes that have taken place mark real improvements in the efficiency of the marketing system . . . On the whole the marketing machinery of the country is fundamentally sound and generally efficient; and progress comes, and will come in the future, not from revolutionary changes, but from the gradual improvement of our present system." This statement briefly gives the point of view of the authors. This book is too advanced for high school pupils, but should find a place in the reference library of every agriculture department. Especially helpful to teachers in dealing with fundamentals of marketing whether in connection with the day school, part-time, or evening school.—A. P. D.

Mr. Wayne Dinsmore, secretary of the Horse Association of America, Union Stock Yards, Chicago, has several ex-

# Agricultural Education

## What a Father Owes His Son

1. A happy boyhood
2. The advantage and influence of fatherly companionship
3. The heritage of a respected and honest name
4. An education that will enable the boy to make a full and comfortable living for himself and those dependent on him.

"Before a man can take an intelligent part in creation of change for the better he must be aware of the standards of the present and have in mind a standard for the future—an ideal."—Theodore H. Eaton.

















## Market Information Available to Teachers of Vocational Agriculture

(Continued from page 25)

bers of livestock and poultry, and so forth. Since it is so full of useful marketing information, it should be in all schools.

III. *The Agricultural Outlook*—Issued each March by the Bureau of Agricultural Economics. Gives the outlook of all phases of agriculture, and estimates the probable acreage for the coming season. While not strictly marketing information, it should be in the schools.

IV. *Crops and Markets*—Issued monthly by the United States Department of Agriculture. The price is 60 cents for one year. Secured by writing the Superintendent of Documents, Government Printing Office, Washington, D. C. Its informational matter is grouped as follows:

1. Cold storage holdings.
2. Cotton.
3. Crop and livestock reports.
4. Dairy and poultry products.
5. Feedstuffs.
6. Fruits and vegetables.
7. Grain and hay.
8. Livestock and livestock products.
9. Prices.
10. Recent agricultural publications.
11. Seeds.
12. Acreages and farm values.
13. A general outlook of agriculture.
14. Many other informational articles.

This publication should be in the schools.

V. *Monthly Crop Reports for the United States*—These reports begin with January, are issued by the Bureau of Markets of the U. S. D. A., and are free. A mimeographed report of about sixteen pages, and contains a wealth of material of value to the vocational teacher.

VI. *Weekly Market Review of Fruits and Vegetables*—This mimeographed page is issued by the Bureau of Agricultural Economics and can be had free by writing the Office of Publications, United States Department of Agriculture, Washington, D. C. Gives brief reports of crop conditions and prevailing prices, movements of fruit and vegetables, and holdings in storage. Of value to school located in the major fruit and vegetable growing sections.

VII. *The Daily Market Report of Butter, Cheese, Eggs, and Dressed Poultry*—This mimeographed report is issued daily by the Market News Service of the Bureau of Agricultural Economics at 615 Mariners and Merchants Building, Third and Chestnut Streets, Philadelphia, Pennsylvania, and can be had free upon request. It gives daily reports of market conditions for butter, cheese, eggs, and dressed poultry, with statistical reports for Philadelphia, New York, Boston, and Chicago, giving the receipts, cold storage movements, and the holdings at these points. This report is of value to vocational departments.

VIII. *The Daily Market Report of Livestock*—This mimeographed report is free and is issued by the Bureau of Agricultural Economics of the United States Department of Agriculture at

secured by writing the Pennsylvania and United States Department of Agriculture Livestock Market News Service, 306 Livestock Exchange Building, Pittsburgh, Pennsylvania, for the Pittsburgh report. It is not of much value except to those schools located in strong livestock regions or in regions where many steers and lambs are fed.

IX. *The Weekly Milk and Cream Report*—This mimeographed sheet is issued by the Bureau of Agricultural Economics and is secured free by writing the Market News Service, 615 Mariners and Merchants Building, Philadelphia, Pennsylvania. It gives the reports of the receipts of milk and cream in the Boston, New York, and Philadelphia market and the prices paid. It will be of value in schools in market milk areas.

X. *The Weekly Review of Wool Statistics*—Issued by the Bureau of Agricultural Economics, it can be secured free by writing Market News Service, 723 Appraisers Stores, Boston, Massachusetts. It gives the reports of market conditions of the Boston, Philadelphia, and New York markets, as well as the foreign wool market conditions. Of use only in wool-growing sections.

XI. *The Monthly Review of the Wool Market*—This publication is similar to the preceding one in all but the time of issue, this one being monthly.—Pennsylvania Rural Life Letter.

## Individual and Team Demonstration As a Method in Teaching

(Continued from page 25)

Enthusiasm and intensity of purpose serve to hold the interest of the audience.

The demonstration should be designed to meet the needs of the group served.

The demonstration should set a strong pattern for practice.

A demonstration is not a lecture on a problem or practice.

Long, involved, and highly technical demonstrations are not effective.

Avoid long and uninteresting descriptions or stories.

Demonstrations designed primarily to win are not effective. It is better to select a unit of some practical project carried out by the members and then develop a winning demonstration from actual practice.

## Suggestions for Improving the Weekly "Project Round-up Period"

(Continued from page 27)

guide him in keeping and bringing his project records up to date.

4. More class time should be taken in the discussion and comparison of the project results and practices. When this is done the boys begin to see more use in keeping records. Too much insistence and practice in merely keeping records without making use of them in a class discussion and otherwise, soon makes the whole business dull and uninteresting.

[In other columns of the magazine, is an article by Professor Gibson on "A Summary of Inaccuracies and Suggestions in Keeping Hog Project Records," which should prove very suggestive to the teacher in locating difficulties and

## New Jersey Public Speaking Contestant Talks to 2,500 Farmers

THE big annual get-together of New Jersey farmers is Field Day at the College of Agriculture, June 15, so 2,500 farmers and their families gathered at the college to learn what the college and experiment station are doing for the agriculture of the state. One speaking program were the president Rutgers University and the dean of the College of Agriculture, and also, to the credit of vocational agriculture, the state winner in the F. F. A. Public Speaking Contest. This young man talked of co-operative marketing for farmers, and many favorable comments of his talk were heard after the meeting.

Prizes for the first, second, and third places in the state contest were awarded by the university at this meeting. The advantages of having an F. F. A. boy appear before such a state meeting of farmers are obvious. The farmer learns that vocational agriculture and the F. F. A. are training the boys for leadership, and incidentally, the winning speaker has additional practice and gains increased confidence in his ability to appear before an audience.

## Neighbors Gather for Double Evening School

(Continued from page 28)

I did not use an outside teacher until the closing evening. I believe it is a mistake to give the men the idea that they are to be entertained and that they have no work to do. I believe in having each man work out his problems in black and white. This gives him more of a feeling of accomplishment than any other one single thing.

The graduation exercises were one of the high spots in the school. Each member that had attended at least two thirds of the meetings received a diploma. We had an outside speaker and a program was given by the F. F. A. chapter. Twenty-six of the 36 members received diplomas.

Success of any evening school can be determined by the improved practice resulting from the instruction. As a result of the unit in swine production, the men chose to do the following in the way of project work:

Eleven were to seed alfalfa for hog pasture.

Twelve to seed field for hogging down.

Fourteen to use sanitary measures in hog production.

Six to give brood sows more exercise.

Twenty-two to feed a better ration including bonemeal, alfalfa, protein supplement.

Five to improve breeding of stock.

Two to grow rape for pasture.

One sweet clover pasture.

I have visited each member of the school this summer, and I find that they not only are doing their project work but in many cases several additional improved practices suggested at meetings. I also find that men on the extreme edges of the community are copying the methods used by their neighbors who attended evening school; and the results of the work have been