Moo Valley, John F. Caine, the author of "Toes of Moo Valley," has brought out another book dealing with vocational agriculture. The story tells of the experiences of Tom Woodson, a young agricultural college graduate who returned to his native region to become the vocational agriculture teacher in the public school. He is in constant conflict with hostile mountainous and restless fellows. School life is a mixture of laborious task and friendship, and is filled with the feeling of a vocation, which he has to struggle to get established in the school and in achieving unity of purpose and thought among his pupils.

Achievements of the agriculture pupils in project work, stories of hand-built athletic contests, and a thrilling description of the winning of a sweetheart by the teacher are sold with the usual style of an accomplished writer.

Boys' Project Becomes the Major Farm Enterprise

There is an active demand in this section for less soybean, soft past cli- nician. Farming has entered to this demand from the start. Each year he tries to better his previous record in growing the crop in question.

Last year the bulk of his 5,000 shucks were harvested April 4; by the last of July when the demand for soft rosettes was keen, he sold the bulk of the crop at an average weight of 75 pounds each, recovering a profit of 2 cents a pound over the prevailing market price.

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

Furrow'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

If you see a bob-colored wall or a steeper hill, 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 classrooms, 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 diminishing the factors that tend to promote diseases, restlessness, or disciplinary problems.

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

It would be impossible for the teacher to make the pupil a full and competent living for himself.

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 which have prevailed in the past and those which will prevail in the future—an ideal."—Theodore H. Eaton.
EDITORIAL COMMENT

Trends in Farm Management
W. I. MYERS, Professor of Farm Management, Cornell University

The primary object of farm management is to determine the most profitable methods of production in order to adjust their business to changing economic conditions. This involves making estimates of probable returns and losses, as well as the time and labor required to produce the maximum income from the land and capital employed. The farmer should also consider the cost of production, as this is an important factor in determining the profitability of a given enterprise. He should also be aware of the environmental conditions that affect the productivity of his land, such as climate, soil type, and topography. In this way, he can make informed decisions regarding the type of crops to grow, the amount of labor and capital to invest, and the management practices to adopt.
of the way we think about things. Some people are happy in an environment where everything is in disarray, while others are not happy until everything is in order. The habits, attitudes, and behaviors of people are exceedingly important in understanding the activities they might be engaged in. However, we usually see them as an outcome of our objectives, but they are also a cause of the activities we observe.

The students in agriculture should be taught the skills of the classroom. This idea also refers to their work. The written beackets, the field work, and the farm practices will be arranged in a similar manner. A student's more practical approach will be more carefully prepared, and the student may be required to produce something further. What we want to say is that students should not only have a thorough understanding of the activities of the teacher, but also practice and carry out the same procedures they are taught in class. The student should be able to file and manage the book and the magazine should be arranged so as to present a pleasing appearance. The bulletin board should be a center of old diaries, pictures, and notices arranged around. It is the responsibility of the teacher to arrange the bulletin board in a way that makes it easy to read and remember all dates. The students as well as the teacher should feel responsible for keeping the bulletin board up to date.

The chairmen and the student leaders should see good housekeeping as their department—Georgia State University—Milton Visitor.

Some Factors Influencing Discontinuance of Departments of Vocational Agriculture in Georgia

Georgia State College of Agriculture

THE purpose of this study is to find the causes of the discontinuance of departments of vocational agriculture in Georgia and to determine the conditions which have been shown to be important in the operation of these departments.

There have been five departments of vocational agriculture in Georgia: the Georgia State College of Agriculture, the Georgia State Colleges of Agriculture, and the University of Georgia, the Department of Vocational Agriculture, and the State Board of Vocational Education.

The writer visited the schools and from the general office records scoured the names of all those who have studied at least one year of vocational agriculture between September 1, 1927, and June 30, 1928, who had left school by the latter date. This allowed a minimum period of nearly two years for the students to work and settle down. As much information as possible was collected, and a final decision was made to attempt to get all that could possibly be learned from the records. From this information was obtained from former students of vocational agriculture, a county agent, the state director of vocational education, and other professional personnel.

The writer made a survey of rural areas and farmers to a greater extent than that given by the other two departments.

approval

They spoke of the thing I had made, said that I had done it well, that I had met the test. Then, I, who had turned my heart to build a new world, was told that I had failed. Even such approval gave me power. I was brave to think of the night and to hope that I would try again.

From Young Farmers

The STINKER

Back of the baying mower by which the students were taught to do their work.

The back of the teacher's desk under the table where the students were taught to do their work.

Light of the heating oil, force of the wind, and strength of the wind away.

In the central part of the page, the students were teaching the students.

The students were taught to stack the books, the students who drove the trucks were teaching the students how to stack the books, and the students who stacked the books were teaching the students how to stack the books.

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Evening Unit Courses in Massachusetts

RUFUS W. STINSON, Supervisor of Agricultural Education

The instructor had an experimental land of raspberries from his own farm and used his own orchard as a source of material for his lecture. On this farm he demonstrated the results of a study he had made on the cultivation of raspberries. He showed how the plants were grown and harvested, and what improvements had been made in the culture of this fruit. The students were able to see the actual results obtained in the field and were able to compare them with those of other farmers. The instructor was able to answer any questions that the students might have had, and to give them practical advice on the subject. The results of his study were published in a report that was distributed to the students who were enrolled in the evening unit course.

RUFUS W. STINSON

In the future the instructor plans to experiment with other fruits and vegetables, and to continue his research on the cultivation of raspberries. He is also planning to conduct experiments on the cultivation of other fruits and vegetables, and to publish the results of his work in a report that will be distributed to the students who are enrolled in the evening unit course.

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**Methods**

**Individual and Team Demonstration As A Method in Teaching**

A. M. FIELD, University of Minnesota

**T**OACHERS of agriculture are familiar with a variety of useful methods and devices that may be employed in planning and conducting demonstrations. Many different kinds of demonstration have been used in the teaching of agriculture. Certain of these methods are effective in teaching certain aspects of the subject matter. The field of demonstration activity is vast, and it is important for teachers to be familiar with the various methods of demonstration and to select the one that is most appropriate for the particular lesson being taught.

**What is a Demonstration?**

A demonstration is an activity engaged in by one or more individuals designed to illustrate a concept or principle. A demonstration is an activity that is designed to help the learner understand the concept or principle being taught. The purpose of a demonstration is to help the learner understand the concept or principle being taught.

**The Objectives of a Demonstration**

The objectives of a demonstration are to provide the learner with a clear understanding of the concept or principle being taught. The objectives of a demonstration are to provide the learner with a clear understanding of the concept or principle being taught. The objectives of a demonstration are to provide the learner with a clear understanding of the concept or principle being taught.

**Value of a Demonstration**

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**Features of a Demonstration**

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**Market Information Available to Teachers of Vocational Agriculture**

E. M. LUTHER, Graduate Student in Agricultural Education, Pennsylvania State University

**Market information is the second largest single category of materials used in vocational agriculture instruction.**

As a rule, market information is divided into two sections: information on market commodities and information on market conditions. The first section provides information on the supply and demand for various commodities, while the second section provides information on the supply and demand for various commodities.

**Market Information Related to Market Commodities**

Market information related to market commodities includes information on the supply and demand for various commodities, the price and quality of various commodities, and the availability of various commodities.

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Supervised Practice

A Gardening Project With Urban Families

G. P. DEYOE, Instructor in Agriculture, State Teachers College, Platteville, Wisconsin

DURING the past year the urban gardening project has been in progress in Platteville, Wisconsin, among residents of the city. The project has been a success and has shown promise of being extended to other cities. The primary purpose of the project was to cultivate a garden on the grounds of the city's public school in order to provide food for the students and to encourage interest in agriculture. The project was managed by a committee consisting of the writer and a group of volunteers.

Activities and Outcome of Committee

The activities of the committee included the following:

1. Planning and preparing the garden
2. Developing a marketing plan
3. Cultivating the garden
4. Harvesting the crops
5. Distributing the produce

The outcome of the committee's activities was a successful urban gardening project that provided fresh produce for the students and encouraged interest in agriculture.
Farm Mechanics

Methods Used in Trying to Do a Good Job in Teaching Shop

I am a strong believer in the idea that if you want to learn, you must start by doing. This is especially true in teaching shop. As far as I am concerned, there is no better way to learn than to try to do a job yourself. This is not to say that you should not seek advice or help when you need it, but I find that the best way to learn is to do it yourself.

In my teaching, I have tried to use a variety of methods to help students learn. I have found that some students learn best by seeing what others do, while others learn better by doing it themselves. I have also found that some students learn best by working with their hands, while others learn better by working with their minds.

One of the most effective methods I have used is to have students do a trial run of the job. This allows them to see how the job is done, and it also gives them an opportunity to ask questions and get feedback. I have also found that having students work in pairs or small groups can be very effective. This allows them to learn from each other, and it also helps to build their teamwork skills.

In summary, I believe that the best way to learn is to do it yourself. I have found that using a variety of methods can help students learn and that working with their hands can be very effective. I hope that these ideas will be helpful to you when you are teaching shop.

Shop Skills Taught From Actual Farm Jobs

In Teaching Shop

Perhaps the most important skill that students can learn in shop is the ability to do things for themselves. This is especially true in a farm setting, where many of the jobs that need to be done are relatively simple. I have found that many students are afraid of getting their hands dirty, but I believe that this is a mistake. If you want to be a successful farmer, you need to be able to do things for yourself.

I have found that teaching students how to do things for themselves is best done by showing them how to do it. I have found that having students do a trial run of the job is very effective. This allows them to see how the job is done, and it also gives them an opportunity to ask questions and get feedback. I have also found that having students work in pairs or small groups can be very effective. This allows them to learn from each other, and it also helps to build their teamwork skills.

In summary, I believe that the best way to teach shop is to show students how to do it. I have found that using a variety of methods can help students learn and that working with their hands can be very effective. I hope that these ideas will be helpful to you when you are teaching shop.

Salvaging Material for Use in Farm Mechanics

A teacher who is interested in teaching farm mechanics should be aware of the fact that there are a number of materials that can be salvaged for use in the shop. These materials can be used to make a variety of tools and devices that can be used in the farm. I have found that salvaging materials is a great way to save money and to teach students about recycling.

I have found that teaching students about salvaging materials is best done by showing them how to do it. I have found that having students do a trial run of the job is very effective. This allows them to see how the job is done, and it also gives them an opportunity to ask questions and get feedback. I have also found that having students work in pairs or small groups can be very effective. This allows them to learn from each other, and it also helps to build their teamwork skills.

In summary, I believe that the best way to teach salvaging materials is to show students how to do it. I have found that using a variety of methods can help students learn and that working with their hands can be very effective. I hope that these ideas will be helpful to you when you are teaching shop.

Cost Accounting in the Shop

I have found that teaching students about cost accounting is best done by showing them how to do it. I have found that having students do a trial run of the job is very effective. This allows them to see how the job is done, and it also gives them an opportunity to ask questions and get feedback. I have also found that having students work in pairs or small groups can be very effective. This allows them to learn from each other, and it also helps to build their teamwork skills.

In summary, I believe that the best way to teach cost accounting is to show students how to do it. I have found that using a variety of methods can help students learn and that working with their hands can be very effective. I hope that these ideas will be helpful to you when you are teaching shop.

How to Stop Leasing in the Shop

I have found that teaching students about how to stop leasing in the shop is best done by showing them how to do it. I have found that having students do a trial run of the job is very effective. This allows them to see how the job is done, and it also gives them an opportunity to ask questions and get feedback. I have also found that having students work in pairs or small groups can be very effective. This allows them to learn from each other, and it also helps to build their teamwork skills.

In summary, I believe that the best way to teach how to stop leasing in the shop is to show students how to do it. I have found that using a variety of methods can help students learn and that working with their hands can be very effective. I hope that these ideas will be helpful to you when you are teaching shop.

ASYSTEM for keeping account of the farm shop is that by using a book kept under lock and key, no one except the teacher and a few trusted students may have access to it. The book is kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop. The main entries are kept in a locked cabinet in the shop. The book is divided into sections for each type of job done in the shop.
Future Farmers of America

Future Farmers Arrange County
Collective Exhibit

ALTON YOUNG, Vocational Agriculture Teacher, Minidoka, Nebraska

The Future Farmers of America chapter at Minidoka, Nebraska, has taken a unique place in showmanship at the Nebraska State Fair. For the past two years they have successfully gathered and shown the county collective exhibit in competition with the other counties of the state.

The project was taken over by the Future Farmers organization in 1926 when the exhibitor declared his inability to serve longer. The boys under the direction of Alton Young, their advisor, volunteered to assumes the responsibilities of representing the county. Six boys were selected to do the work of gathering the handsome exhibit of samples of grains, seeds, grasses, hay, and vegetables to fill the allotted space. The boys used a five-day week at work as a center theme for the exhibit, arranging the gathered materials to form a background. Seventeen Nebraska counties were represented the first year. The boys' exhibit was placed 10th and received $80 in prize money.

In view of their past experiences the same boys were selected to continue the exhibit in the fair of 1921. A much larger exhibit was gathered in competition with the 20 counties entered. It was beaten by the three counties of the state but was considered a very popular exhibit. Minidoka County in which Minidoka failed in number of samples in competition in the Nebraska State Fair. The exhibit was awarded prize money in several hundreds dollars awarded for the exhibit.

Achievements of the Provencher F. F. A. Chapter, Provencal, Louisiana

P. E. SIMILARTY,

Soon after school opened last fall the Future Farmers organized a local chapter of the F. F. A. and set up 26 objectives. A few of the results of the year that have been attained, received money and publicity as follows:

1. (1) Popularity contest.
2. (2) National Public Speaking Contest.
3. (4) Father and Son Banquet.
4. (5) Enter local newspaper contest.

Popularity Contest

The F. F. A. boys appointed a committee of five to select and engage students from the high school to run in the contest for popularity. There were 13 students to be filled as follows: prettiest girl, uglyest boy, best athlete (girl), prettiest boy, prettiest girl, prettiest boy, best athlete (boy), prettiest girl, prettiest boy, prettiest girl, prettiest boy, prettiest girl, prettiest boy.

Each member of the committee made five ballots for each of the five offices. The committee then got together and discussed the merits of each candidate. The candidates were notified that they were to run in friendly rivalry and to submit their names and not reveal the names of their opponents. They all costs to do their best.

Political speeches were made by each candidate. In general assembly both candidate made a point that he would make an equal opportunity to get a position in the Nebraska State Fair.

The fall count showed 3,453 voters. The membership used for the advantage of the F. F. A. was 25 cents per year.

Future Farmers Organize College Chapter of F. F. A.

The Wyoming College Chapter of the Future Farmers of America was recently organized at the University of Wyoming. It was the desire of the Wyoming College Chapter of the F. F. A. to have a chapter organized in the Wyoming State University. The chapter was recognized by the National Executive Committee of the F. F. A. and the Wyoming College Chapter of the F. F. A. was granted charter status.

Sponsored Future Farmer Chapters

1. The National Organization of Future Farmers of America in Kansas City on November 17, 1926, organized Future Farmer chapters at Kansas City, Los Angeles, and San Francisco.

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Training Advisers for Future Farmer Chapters

ROY L. Davenport, Department of Agricultural Education, Louisiana State University

The national organization of Future Farmers of America in Kansas City on November 17, 1926, organized Future Farmer chapters at Kansas City, Los Angeles, and San Francisco. This action of the national organization was significant in the development of the Future Farmers of America. The Future Farmer movement is an important part of the program of vocational education in agriculture. The success of the organization will depend upon the interest of each member and the functioning of each local chapter. The interest of each member and the functioning of each chapter will be in large measure dependent upon the intelligent leadership and wise direction of the local advisor. The ideal of the national convention realized that the success of the organization depends largely upon the training, vision, and wisdom of the local advisors.

Training Advisers for Future Farmer Chapters

ROY L. DAVENPORT, DEPARTMENT OF AGRICULTURAL EDUCATION, LOUISIANA STATE UNIVERSITY

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Market Information Available to Teachers of Vocational Agriculture

(continued from page 25)

ers 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 all schools.

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

1. Cold storage holdings.
2. Cotton.
3. Crop and livestock reports.
5. Fruits and vegetables.
6. Grain and hay.
7. Livestock and livestock products.
8. Prices.
9. Recent agricultural publications.
10. Seeds.
11. Acreages and farm values.
12. A general outlook of agriculture.
13. 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 Report of Fruits and Vegetables—This mimeographed page issued by the Bureau of Agricultural Economics and can be had free by writing the Department of Agriculture, Washington, D. C. Gives brief reports of crop conditions and prevailing prices, movements of fruit and vegetables, and in storage. Of value to schools located in the major fruit and vegetable producing sections.

VII. The Daily Market Report of Butter, Cheese, Eggs, and Dressed Poultry—This mimeographed report is issued daily by the Bureau of Agricultural Economics at 615 Market 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. It is obtained by writing the Pennsylvania and United States Department of Agricultural 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 markets and the prices paid. It is well valued 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 the Market News Service, 615 Mariners and Merchants Building, 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 woolen districts, the writer recommends to the woolen spinning business his additional practice and gains increased confidence in his ability to appear before an audience.

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 of prices.

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 Roundup 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 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, there is an article by Professor Gibson on "A Summary of Inaccuracies and Suggestions in Keeping Hog Project Records," which should prove very suggestive to you.

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, when about 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. Among those speaking were the president of Rutgers University and the dean of the College of Agriculture, and also, to the credit of vocational agriculture, the F. F. A. Public Speaking Contest. This young man talked of co-operative marketing in farmers, and many favorable comments of his talk were heard after the meeting.

Prizes for the first, second, and third place in the state contest were awarded by the undersecretary of agriculture. The advantage of having an F. F. A. contestant appear before such a state meeting of farmers is obvious. The farmers learn that vocational agriculture and the F. F. A. are training the boys for leadership, and in the future, the watching 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 25)

I did not use an outside teacher until the closing evening. I believe he 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 thing.

The graduation exercises were one of the high spots in the school. Each member who 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-five of the 36 members received diplomas.

Success of any evening school can be determined by the improved practices 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 hay, pasture.

Twelve to seed field for hog pasture.

Fourteen to use sanitary measures in hog production.

Six to grow brood sows with more exercise.

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

Five to improve breeding of stock.

Two to grow rape for pasture.

One to raise clover for 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 on the extreme edges of the community are copying the methods used by their neighbors who attended evening school; and the fruit, forage, and livestock of the county are certainly improving.