Future Farmers of America Building in the Heart of the Mid-South Fair Grounds, Memphis, Tennessee, Frank D. Fuller, Manager.

State presidents (reading left to right)—Stanley Peeke, Hazelhurst, Mississippi; Albert Kidwell, South-East-Missouri, Caruthersville, Missouri; Clyde McGinnis, Rogers, Arkansas; and Elmo Johnson, Maynardsville, Tennessee. (See page 101)

"Sense is better than sound."—Benjamin Franklin.
Professional
Vocalizational Guidance as a Responsibility in Agricultural Education

H. M. BYRAM, Assistant Professor, Vocational Education, Iowa State College, Ames, Iowa

Pursuant to all educational undertakings, we find it necessary that our Vocational Education be built upon philosophy as well as science and in accordance with the needs of the people. Thus, the Vocational Education program and the guidance program is only necessary if it is to become a vital part of the educational curriculum. This means that the Vocational Education program must be well designed and taught. It is also necessary that the Vocational Education program be taught in a manner that provides for the individual student's needs.

The Vocational Education program is a part of the educational system. It is designed to provide opportunities for students to learn about agriculture and to develop skills that will enable them to be successful in farming.

The Vocational Education program must be taught in a manner that provides for the individual student's needs. It must be designed to provide opportunities for students to learn about agriculture and to develop skills that will enable them to be successful in farming.

Whether the boy was planning to be a farmer or not, it is important that he be prepared for the future. This can be achieved by providing opportunities for him to learn about agriculture and to develop skills that will enable him to be successful in farming.

The Vocational Education program must be taught in a manner that provides for the individual student's needs. It must be designed to provide opportunities for students to learn about agriculture and to develop skills that will enable them to be successful in farming.

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N.E.A. President Speaks to F.A. Members

On this ARMISTICE Day it is proper to mention the sacrifices made by those who have served in the armed forces. One element in this observance, we are told, is the large number of women who have served in the armed forces. This we welcome, for we are not only of the opinion that women should serve in the armed forces, but that they should serve in all fields of work, and especially in those fields which are important to the nation's welfare. We believe that the women who have served in the armed forces have done a great service to the country and to themselves. We hope that the number will continue to grow and that the work will continue to be done.

Our Cover

For the F.P.A. Building was erected by the Mid-South Fair for the state of Missouri. The building has been a great success in the past, and we believe that it will continue to be so in the future. The building is a fine example of modern architecture and is a landmark in the community. The building is open to the public at all times and is a great attraction for visitors to the area.

Teaching Objectives for Agriculture in Elementary Schools

Teaching activities in agriculture in elementary schools are important and should be emphasized in all phases of education. The objectives of the teaching process should be stated clearly and should be based on the needs of the pupils. The teaching process should be based on the following principles:

1. To stimulate an interest in agriculture.
2. To become acquainted with various aspects of agriculture.
3. To arouse the pupil's appreciation of agriculture's contributions to the school year.

On November 11, 1954, Miss Agnes Short, N.E.A. President, addressed the Farmer's Association (F.A.) members at the Farmers' Association meeting. The meeting was held at the Farmers' Association headquarters, 55 West 42nd Street, New York, New York, U.S.A.

Glinn was a very popular student athlete in college and was especially active in track and field. He was a member of the 1924 Olympic team and was a world record holder in the 100-yard dash. Glinn was a very popular student athlete in college and was especially active in track and field. He was a member of the 1924 Olympic team and was a world record holder in the 100-yard dash. Glinn was a very popular student athlete in college and was especially active in track and field. He was a member of the 1924 Olympic team and was a world record holder in the 100-yard dash.
Methods

Creating Interest Thru the Use of Demonstrations

S. L. HUSLANDER, Supervisor of Agriculture, Fleetville, Pennsylvania

ONE of the vital functions of good teaching is the proper teaching of livestock. It is also important to have the livestock project present in the vocational agriculture program. It becomes the responsibility of the instructor to include in the annual plan some provision for securing the cooperation of both the pupil and the community. An agricultural demonstration in order to be effective must be practical and in an interesting, convincing manner. A study of the details of the job or problem field on which it is to be demonstrated is of vital importance. The knowledge of the details together with a sincere attitude on the part of the teacher will result in a successful and well-prepared demonstration. To secure interest such things as the variety of charts, actual materials used in the job, technique of actual workable, and correct stage characterization will be of importance in this part.

The city of Pennsylvania has for a number of years recognized the value of a demonstration program and has sponsored and conducted a statewide demonstration program in vocational schools, held in connection with the Pennsylvania State Fair. This contest has been of unexplainable interest to the public, with the interest increasing in proportion to the number of pupils participating. The following demonstration on poultry farming was conducted in a city of Pennsylvania where pupil participation was excellent.

Characteristics. These Vocational Boys Materials

One catching cage.

The one catching cage that the boys used was already in the barn. The pupils had the advantage of knowing that it would be easy to catch their birds. They knew how much water they had, and they knew just how long it would take for the birds to dry off after being caught. The boys used a small net for catching the birds, and they used a large net for catching the eggs.

Results. The boys did a splendid job in catching and handling the birds. They caught all the birds on the first try, and they handled them very carefully. They also did a good job in showing the birds to the audience. They picked out the birds that were sick or injured, and they took them to the veterinarian. They also showed the birds to the audience and explained the different parts of the bird.

Discussion: The birds were divided into three groups: the eggs, the sick birds, and the healthy birds. The eggs were all used for demonstration purposes. The sick birds were all taken to the school veterinarian, and the healthy birds were shown to the audience. The boys also explained the different parts of the bird.

Conclusions: The boys did a splendid job in catching and handling the birds. They showed the birds to the audience and explained the different parts of the bird. They also took the sick birds to the veterinarian and showed the healthy birds to the audience.

Next, the boys divided the birds into two groups: the eggs and the healthy birds. They showed the eggs to the audience and explained the different parts of the egg. They also showed the healthy birds to the audience and explained the different parts of the bird.

Discussion: The boys did a splendid job in catching and handling the birds. They showed the eggs to the audience and explained the different parts of the egg. They also showed the healthy birds to the audience and explained the different parts of the bird.

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Conclusions: The boys did a splendid job in catching and handling the birds. They showed the eggs to the audience and explained the different parts of the egg. They also showed the healthy birds to the audience and explained the different parts of the bird.

Next, the boys divided the birds into four groups: the eggs, the sick birds, the healthy birds, and the eggs. The eggs were all used for demonstration purposes. The sick birds were all taken to the school veterinarian, and the healthy birds were shown to the audience. The boys also explained the different parts of the bird.

Discussion: The boys did a splendid job in catching and handling the birds. They showed the eggs to the audience and explained the different parts of the egg. They also showed the healthy birds to the audience and explained the different parts of the bird.

Conclusions: The boys did a splendid job in catching and handling the birds. They showed the eggs to the audience and explained the different parts of the egg. They also showed the healthy birds to the audience and explained the different parts of the bird.

Next, the boys divided the birds into five groups: the eggs, the sick birds, the healthy birds, the eggs, and the eggs. The eggs were all used for demonstration purposes. The sick birds were all taken to the school veterinarian, and the healthy birds were shown to the audience. The boys also explained the different parts of the bird.

Discussion: The boys did a splendid job in catching and handling the birds. They showed the eggs to the audience and explained the different parts of the egg. They also showed the healthy birds to the audience and explained the different parts of the bird.

Conclusions: The boys did a splendid job in catching and handling the birds. They showed the eggs to the audience and explained the different parts of the egg. They also showed the healthy birds to the audience and explained the different parts of the bird.
Suggestive Procedure for Training Farmers to Understand and Discuss Economic Material

PROFESSOR E. R. ALDENDERFER, Texas A. & M. College

THE procedure here given was developed in the summer of 1935 for training workers in eight small rural communities and a large town in one of the seven Texas Agricultural Research Stations to prepare the farmers for their work. This required the combination of sagacity and patience by the investigators and was accomplished through the medium of the local Extension Workers who had the support of the Station scientists. The method is designed to do the following things:

1. To set up a sort of economic yardstick for farmers to use when attempting to evaluate their financial situation, the economic program or any other proposed program or fiscal measure that may be proposed to provide aid for the farmer.

2. To acquaint leading farmers with the sources of this agricultural economic information which may constitute the yardstick.

3. To encourage farmers to make use of this information, not only in their thinking but in their contacts with their neighbors.

The next chapter of this work is designed to demonstrate methods of interpreting this yardstick by means of (1) an analysis made during the 1932-35 period; (2) simple arithmetic calculations.

Materials used:

1. Twelve copies of a recent issue of The Agricultural Outlook, the Encyclopedia of Agriculture, etc.
2. One copy of a recent issue of The Outlook for Agriculture, forty-eight copies of the monthly outlook, etc.
3. Twelve copies of Country Farm Journal, Country Life and other agricultural journals.
4. A number of newspapers, magazines, etc., and a small amount of other reading material.

General Instructions:

1. Farmers generally are anxious to learn something of economics. They are especially eager to learn how to judge their present economic condition and to anticipate future developments in their farming enterprises.

2. Farmers are particularly interested in learning the meaning of such terms as "economic" and "economic factors" and in the relationship of these terms to their own economic condition.

3. Farmers are interested in learning how to evaluate the economic situation of the nation, state, and county, and how this situation affects their economic condition.

4. Farmers are interested in learning how to read and interpret current economic reports and how to use this information to guide their decisions.

5. Farmers are interested in learning how to use economic information to solve their own economic problems.

The Procedure:

Step 1. Ask the group of farmers that you are to work with to answer the following questions:

(a) What is the price of cotton today?
(b) What is the price of tobacco today?
(c) What is the price of corn today?
(d) What is the price of wheat today?
(e) What is the price of cottonseed today?
(f) What is the price of cottonseed oil today?
(g) What is the price of cottonseed meal today?
(h) What is the price of cottonseed meal today?
(i) What is the price of cottonseed meal today?
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(z) What is the price of cottonseed meal today?

Step 2. Ask the group of farmers that you are to work with to answer the following questions:

(a) What is the price of cotton today?
(b) What is the price of tobacco today?
(c) What is the price of corn today?
(d) What is the price of wheat today?
(e) What is the price of cottonseed today?
(f) What is the price of cottonseed oil today?
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(x) What is the price of cottonseed meal today?
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(z) What is the price of cottonseed meal today?

Step 3. Ask the group of farmers that you are to work with to answer the following questions:

(a) What is the price of cotton today?
(b) What is the price of tobacco today?
(c) What is the price of corn today?
(d) What is the price of wheat today?
(e) What is the price of cottonseed today?
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(z) What is the price of cottonseed meal today?

Step 4. Ask the group of farmers that you are to work with to answer the following questions:

(a) What is the price of cotton today?
(b) What is the price of tobacco today?
(c) What is the price of corn today?
(d) What is the price of wheat today?
(e) What is the price of cottonseed today?
(f) What is the price of cottonseed oil today?
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(y) What is the price of cottonseed meal today?
(z) What is the price of cottonseed meal today?

Step 5. Ask the group of farmers that you are to work with to answer the following questions:

(a) What is the price of cotton today?
(b) What is the price of tobacco today?
(c) What is the price of corn today?
(d) What is the price of wheat today?
(e) What is the price of cottonseed today?
(f) What is the price of cottonseed oil today?
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Farm Mechanics

A Plan for Grading Farm Shop Work

By J. H. WILSON

Of the difficulties of maintaining an interest in a given farm mechanization program is finding a satisfactory method of grading the work done. This is due, as we shall see, to the fact that we have no definite testing rules for the instructor’s judgment of quality of work. This is a problem that is too often in need of some reworking.

A number of methods have been and are being tried in different departments; however, one of the most promising one of all is that of grading the work done. The system is simple, and of course, because of the bugs, the same number of points may be used for any given grade on any given project or task. The system is as follows:

1. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

2. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

3. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

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5. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

6. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

7. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

8. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

9. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

10. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task. A basis for grading work is to see the point system of a given project or task.

The point system should be worked out for each and every phase of the project and should be made available to all students. The system should be worked out for each and every phase of the project and should be made available to all students. The system should be worked out for each and every phase of the project and should be made available to all students.

Remodeling Barn for Farm Shop

WHEN

It became time to plan a remodeling of the barn of the Ber- nard College of Agriculture and Home Economics in New York, it was decided to find a way to improve the barn by the addition of a new wing. The new barn was designed to accommodate all the equipment necessary for the operation of a farm shop.

When the remodeling was completed, the barn was found to be a much better place to work in, with more space and better lighting. The new barn was equipped with all the necessary equipment for the operation of a farm shop.

The new barn was designed to accommodate all the equipment necessary for the operation of a farm shop. It was equipped with all the necessary equipment for the operation of a farm shop. It was equipped with all the necessary equipment for the operation of a farm shop.

Book Reviews

Farm Mechanix and Farm Equipment, by Fred H. Osterle, Cruton, and McCloskey, Inter-State Printing Co., Chicago.

Agricultural Education January, 1936

Agricultural Education January, 1936
Tune in on F.F.A. Broadcast Over N. B. C. Farm and Home Hour, Second Monday of Each Month
How to Win the Public Speaking Contest

1. Decide now to try out.
2. Start to prepare right now.
3. Write short, one-minute speeches.
4. Practice and deliver short speeches.
5. Join a club and practice in public speaking.
6. Attend a public speaking course.

Leadership Activities

1. Each member of the chapter to be appointed to the leadership committee during the year.
2. Organize a local speaking contest to select speakers to compete at the state convention.
3. Send demonstration teams to compete in contests.
4. Encourage state delegate to speak.
5. Send judging teams to compete in contests.
6. Arrange for parliamentary procedures.
7. Each member appear on program in leadership activities.

Thrift Activities

2. Have a savings bank in your school.
3. Keep your savings bank up to date.
4. Save all money that is not required for school or personal use.
5. Encourage your local banks to join the F.F.A. Thrift Fund.
6. Offer prizes for saving the greatest amount in bank and invested in stocks.

Co-operative Activities

1. Buy equipment for boys to catch themselves.
2. Buy feed for co-operatives.

Suggested Activities for Programs of Work

1. Organize a post-graduation contest.
2. Organize a film festival, to plan and grow tree foresters.
3. Grow shrubs for planting around school.
4. Give baskets of food to poor children.
5. Improve school grounds.
6. Improve school buildings.
7. Improve school buildings by buying new school equipment.

Social and Recreational Activities

1. Hold a farewell banquest.
2. Organize two teas and play musical chairs.
3. Grow a baseball team.
4. Make a trip to the city.
5. Hold a summer camp.

Subject of Meetings and Membership Loyalty Activities

1. Have the F.F.A. pin worn by every member.
2. Have regular meetings and printed schedules.
3. Have one regular meeting a month.
4. Have all dues paid by December 1st.
5. Have each member own an F.F.A. manual.

Money-Making Activities

1. Sell eggs for farmers.
2. Sell bread for farmers.

Ohio F.F.A. Co-operates in Building Better Herds

Little Valley Future Farmers Association is co-operating with the breeder of California County in a plan to improve the running and dairy cows from farmers of this community. The boys have been heeding the words of the breeders by purchasing oxen and feeding them. They have completed two bull surveys and found one of the best indices of merit.

LITTLE VALLEY, Ohio

January, 1936

Agricultural Education

Chapter Floats

This year they featured as their float a two-foot-tall emblem of a F.F.A. corn stalk, which was sure to attract attention. The corn stalk was made to represent the growth of the students in the past year, with each kernel representing a year in school. The stalk was attached to a wooden frame, with a golden corn cob at the top, and a green stalk with leaves. The float was pulled by a group of students dressed as farmers, who were all wearing overalls and straw hats.

Letter From a Former F.F.A. Boy

The letter follows:

"As a former member of the F.F.A. I have always been proud of the organization. It taught me valuable skills and lessons that I have carried with me throughout my life. I want to express my gratitude to the F.F.A. and to the leaders who guided me during my time in the organization."

The letter was signed by a former F.F.A. member who had gone on to become a successful businessman. He encouraged current members to continue to work hard and to take advantage of the opportunities that the F.F.A. offers.

The letter was printed in the local newspaper and was widely regarded as an inspiration to other students who were considering joining the F.F.A. organization. It was clear that the F.F.A. had a positive impact on the lives of its members, and that it was an organization that deserved to be continued.
Facing a Crisis
(Continued from page 98)

incapable of doing the job of education, or because hostile influences have operated to defeat what this work being assigned the public schools?

Lack of adequate funds to compete with other agencies for well trained teachers, combined with strong, if not large, opposition to agricultural education thru the public schools will result soon in seriously impairing, if not destroying, the educational work of the vocational force of this country.

What shall we do about it? "Put our job over," someone says. To be sure, this must be done, yet we feel that we have done a pretty good job already. There is need for a courageous and aggressive policy, setting forth what the public schools in general and vocational agriculture in particular, have to contribute in the way of meeting the practical everyday needs of society.

Also seemingly paradoxical, there is need for convincing the public that schools are educational institutions. Education must be looked to as the primary means to achieving recovery and permanent security in agriculture. Organized instruction in agriculture in the public schools must be accepted as the best educational program to be found.

Next, there must be adequate financial aid to support a program in agricultural education that is capable of doing the right kind of an educational job and reaching all who need this kind of education. In this connection, there must be provided more Federal funds. While probably the best opportunity to get more Federal funds has passed, yet nothing should be left undone from now on to bring this about.

Unless public schools are to be regarded as the best agency for agricultural education, and unless sufficient remuneration can be offered to keep our best teachers of vocational agriculture, then, indeed are we facing the gravest crisis in our history. — V. C. M.

Suggestive Procedure for Training Farmers to Understand and Discuss Economic Material
(Continued from page 105)

Step 33. Tell the group that you are going to show them how you can get a pretty good idea about the number of people at work in factories.

Step 34. Write on chart or blackboard: Judging the outlook for sales of farm products in the United States.

Step 35. Explain that you are to put down the index numbers of factory employment as shown in The Survey of Current Business.

Note 1: State that this is the largest group of worker consumers of farm food and textile products.

Note 2: Explain the use of the base period as a means of understanding the index numbers.

Step 36. Have someone read the index numbers of factory employment as shown in the current issue of the Survey of Current Business, beginning with a month in 1928, and using the figure for the same month thru the current year.

Note 1: It is effective to stop at the figure for 1932 and ask farmers what they were doing from 1929 to 1932.

Note 2: Write the index numbers of factory payrolls from 1929 thru 1932 and ask for comparisons as to trends.

Note 3: Complete both series and call attention to the increase of employment, exceeding the increase of payrolls, and ask how this may affect the farmer's chance to sell his goods.

Step 37. Warn group against letting favorable trends lead them to forget price relationship factor.

Step 38. Lead group to agree that a national farm program should be adjustable to changing demands in the United States.

Step 39. Review briefly the importance of each of the four items in terms of their use:

(a) Price relationships. (b) Parity. (c) Outlook for foreign sales. (d) Outlook for domestic sales.

Step 40. Ask group if they are willing to use this information in their contacts with their neighbors, on the farms, and in town.

Step 41. Hand out slip with titles, order to place, and cost of each source used in the discussion.

Publications:
1. The Agricultural Situation, Suppt of Documents, Washington, D. C., $2.50 per year.

Book Reviews
(Continued from page 107)

Farm Enterprise Mechanics, edited by K. C. Davis, published by J. B. Lippincott Co., price $2.00. This book contains 408 pages, treats 965 mechanical jobs, and carries 594 illustrations. The publication indicates most of the mechanical skills needed in farm work, and is organized on the plan of teaching skills in connection with actual jobs. When one considers the number of jobs presented and the number of illustrations included, it is obvious that the treatment of the jobs must be considerably curtailed. The publication is especially valuable from the standpoint of listing the skills that should be mastered in connection with the major enterprise divisions of farming, and in listing suitable references. Teachers of vocational agriculture with good farm shop libraries should find this publication helpful.—A. P. D.

Agricultural Engineering Job Sheets, A series of Engineering Job Sheets including all types of the common pieces of farm machinery, also specific job study sheets in farm buildings, painting, farm plumbing, farm water supply, farm lighting, fencing, farm drainage, and explosives has been prepared by E. P. LeGrand, instructor in vocational agriculture at Midland, Illinois. Series of job lessons is spread over 136 pages neatly mimeographed and securely bound in loose-leaf style.

This publication should prove a great help to the teacher in teaching the advanced classes in farm mechanics and farm engineering. The compilation can be secured from Mr. E. P. LeGrand at one dollar per copy, postage prepaid.

—L. B. P.

Elements of Farm Management by John A. Hopkins, Professor of Agricultural Economics, State College, Ames, Iowa. A well round book, especially for text book for high school use. It contains 250 pages and sells for $1.40 per copy. This is the second edition of the book. Teachers of agriculture will find this a valuable addition to their libraries. The book is organized and covers the major field of the fundamental principles of production economics in a practical way, by considering the farm as a going concern, and not around the abstract principles. The discussions center around farm management bringing in the relationship of the other problems in an appropriate manner, such as marketing, record keeping, crop and livestock production, problems of financing, etc. Order the book directly from the author.

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