A Few of the 117 Exhibits Displayed During Thirteenth Annual Science Exposition, Hadley, Massachusetts. (See Page 184).
Some Competitive Aspects of Vocational Agriculture

MUCH has been said about the competitive relationship of vocational agriculture to other agriculture. This competitive relationship has been expressed in various ways, from simple competition to a struggle for survival. The competitive relationship can be seen in the ways that vocational agriculture is influenced by changes in the agricultural sector as a whole.

While recognizing the competitive relationship, it is important to note that vocational agriculture is not just a part of this larger agricultural sector. Vocational agriculture is a specialized field that focuses on the development of skills and knowledge in a specific area of agriculture. This specialization allows vocational agriculture to offer unique opportunities and experiences that cannot be found elsewhere.

The need for educational change is evident in the current state of vocational agriculture. The rapid pace of change in agriculture and the increased demand for skilled workers have put pressure on vocational agriculture to adapt and evolve. Educators in vocational agriculture must be prepared to meet these challenges and provide students with the skills and knowledge they need to succeed in the modern agricultural sector.

The need for educational change is not limited to vocational agriculture. The broader agricultural sector is also facing significant challenges. The need for educational change is a priority for the entire agricultural sector, and vocational agriculture must be at the forefront of this effort.

In conclusion, vocational agriculture is a competitive field that faces many challenges. However, with the right educational change, vocational agriculture can continue to offer unique opportunities and experiences to students. This educational change is essential for the continued success of vocational agriculture and the agricultural sector as a whole.

WHETHER AGRICULTURAL EDUCATION?

Teachers of agriculture will be interested in this new book containing 56 pages. The articles contained in it were published in the magazine. They have been brought together in a book for your convenience. The articles, the authors' own writings, have made a distinct contribution to our field of education. The articles cover the following topics:

- Relating Farm Work to Life Needs
- Building Attitudes
- Educating the Citizenship
- Course of Study
- Supervised Farm Practice
- Extra-Curriculum Activities
- Balanced Education
- Cooperative Education in Farmers' Organizations
- Measuring and Evaluating Pupil Growth
- Teacher Education
- The Art of Living

The number of copies of this book has been limited to 5,000. Teachers of agriculture are urged to write at once to their state's educational administration for copies. The price is 50 cents per copy.

Publisher's note: The Agricultural Education Magazine cannot adjust itself to changes in other institutions and to conditions of society. It may be fair to say that, teachers and administrators in agriculture do not keep themselves informed as to the growth or decline of the educational services of other institutions. The need for education and the need for teachers training institutions to become conscious of this situation.

No formal definition in this world is final enough; that, however, is valuable, is adequate training for the needs of the future. This attitude should lead us in recognizing that the goals of our illegal and faithful agricultural education are the same as the goals of agricultural education.
In order to direct attention to the yearly program of the Essex Chapter F. F. A., a contest was established by the Essex County Agricultural Society, which is intended to encourage and promote agricultural science and to stimulate the interest of young people in the field of agriculture. The contest is open to all high school students in the county, and the winners are awarded prizes for their efforts.

The contest consists of two sections: an essay on the year's program of the chapter and a poster contest. The essay contest requires students to submit a written essay on the importance of agriculture in our society and how it affects our daily lives. The poster contest requires students to create a visually appealing and informative poster that promotes the goals of the chapter.

The winners of the essay contest will receive cash prizes and recognition at the annual meeting of the Essex County Agricultural Society. The winners of the poster contest will have their designs displayed at the society's headquarters and may have the opportunity to present their work at a local agriculture fair or conference.

The Essex County Agricultural Society encourages all high school students in the county to participate in this contest and to use this opportunity to learn more about the importance of agriculture and its role in our society.
Visual Aids for Teachers of Vocational Agriculture

Vocational agriculture, like any other field of study, has been revolutionized by visual aids. These tools are effective for a variety of reasons:

1. **Facilitating Understanding:** Visual aids make complex concepts easier to understand. For example, a diagram of a plant root system can explain how water and nutrients are absorbed by the plant.

2. **Enhancing Engagement:** Visual aids can capture students' attention and make learning more engaging. A well-designed video can be more effective than a passive lecture.

3. **Assisting Memory:** Visual aids can help students remember information. A vivid diagram can be easier to recall than a paragraph of text.

4. **Promoting Critical Thinking:** Visuals can prompt students to think critically about the material. For instance, a graph showing population growth can lead to discussions about sustainability and resource management.

**Methods**

**The Object or Model**

An object or model is a physical representation of an idea or concept. It can be used to demonstrate a process, explain a concept, or illustrate a relationship. Models can be simple or complex, real or simulated, and can be made from a variety of materials.

**The Model of a Concept**

A concept model represents an idea or concept in a simplified form. It can be used to help students understand abstract or complex ideas. Models can be made from a variety of materials, such as paper, clay, or computer-generated images.

**The Model of a Process**

A process model represents the steps involved in a process. It can be used to explain how a process works or to identify the steps involved. Process models can be represented using flow charts, diagrams, or written descriptions.

**The Model of a System**

A system model represents the various components of a system and how they interact. It can be used to explain how a system works or to identify the components and their relationships. System models can be represented using block diagrams, process maps, or computer simulations.

**The Model of an Artifact**

An artifact model is a representation of an object or artifact. It can be used to study the history, culture, or technology of a particular object or group of objects. Artifacts models can be made from a variety of materials, such as photographs, drawings, or actual objects.

**The Model of a Simulation**

A simulation model represents a real-world situation or process in a simplified form. It can be used to test hypotheses, predict outcomes, or explore the effects of different variables. Simulation models can be represented using computer simulations, physical models, or analogies.

**The Model of a Phenomenon**

A phenomenon model represents a natural or social phenomenon. It can be used to explain how a phenomenon works or to identify the factors that influence it. Phenomenon models can be represented using scientific models, mathematical models, or computer simulations.

**The Model of a Idea or Concept**

An idea or concept model represents an abstract or philosophical idea or concept. It can be used to explain the nature of a concept or to explore the implications of a particular idea. Idea or concept models can be represented using diagrams, visualizations, or written descriptions.

**The Model of a Hypothesis**

A hypothesis model represents a proposed explanation for a phenomenon. It can be used to test the validity of a hypothesis or to explore the implications of a particular explanation. Hypothesis models can be represented using scientific models, mathematical models, or computer simulations.

**The Model of a Theory**

A theory model represents a system of ideas that explains a set of phenomena. It can be used to explain the nature of a system or to explore the implications of a particular theory. Theory models can be represented using diagrams, visualizations, or written descriptions.

**The Model of a Model**

A model model represents a model. It can be used to explain the nature of a model or to explore the implications of a particular model. Model models can be represented using diagrams, visualizations, or written descriptions.

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Raising Standards of Supervised Farm Practice

S. C. HILL, Extension Teacher, Tunkhannock, Pennsylvania

"LEARNING by doing" is the basic principle of vocational agriculture. We must set up as many practical ways for the pupils to carry out, as possible. This can be done by having the pupils carry out under local conditions. The following plan for a program of work for the pupils to do should help them understand the importance of the work which they will do when they are out of school. If we do not meet this requirement we will in the pupils’ minds create the idea that the supervised farm practice which he will face in the after-school period, and will, therefore, fail to carry out a fair program of vocational education.

In vocational agriculture the program of supervised farm practice offers an excellent opportunity to provide the pupil with many real life experiences which can be studied, either in the after-school period. In order for this program to provide the pupils with ‘hands on’ experiences it must include pupils of all ages and qualities who are interested in the different projects of our community. Thus, the plan for this program must be made to include all who are interested in the after-school period and who are interested in the different projects of our community. This plan should, however, be made to include all who are interested in the different projects of our community. This plan should be made to include all who are interested in the different projects of our community.

One of the most important things which a boy should decide upon from the beginning of his farm project is whether he should be a dry or alcoholic boy. If he chooses the latter, he should be prepared to carry on a program of work for the following reasons:

1. He should have an opportunity to enter his project in the state project contest which is held each year in Pennsylvania. This is an opportunity to visit the Farm Show at Harrisburg where he will be able to see the best farm practices and methods of management which are used in Pennsylvania. He will also be able to see the best farm practices and methods of management which are used in Pennsylvania.

2. By entering his project in the state project contest he will also be able to enter the national contest which is held each year in Washington, D.C., where he will be able to see the best farm practices and methods of management which are used in the United States.

3. By entering his project in the state project contest he will also be able to enter the international contest which is held each year in Brussels, Belgium, where he will be able to see the best farm practices and methods of management which are used in the world.

"I am endeavoring to do my best and plan to do so in the future. I am sure that I will be able to do so because I have the experience of doing so in the past. I am sure that I will be able to do so because I have the experience of doing so in the past. I am sure that I will be able to do so because I have the experience of doing so in the past. I am sure that I will be able to do so because I have the experience of doing so in the past. I am sure that I will be able to do so because I have the experience of doing so in the past."
My First Part-Time Class

H. C. COLLINS, Alburnett, Iowa

My first experience in part-time teaching was as a substitute teacher in the Bemidji, Minnesota, elementary schools for all-day students and for Farmer Slumberers, who were interested in work and were looking for work. In the fall, the group of farmers interested in work was organized, and the meeting was called for a meeting on October 9th, for the farmers to discuss their problems. The purpose of the meeting was to organize the farmers and to start planning for the winter season.

Results of Part-Time Teachings

F. A. PITTMAN, Teacher, Abbeville, Alabama

We have conducted at least one part-time class each week in the past year. The classes have been conducted in various locations, from the schools, the churches, and the community centers. The classes have been attended by a variety of people, including farmers, homemakers, and students. The classes have focused on various topics, such as cooking, crafts, and music. The classes have been conducted in a variety of ways, including face-to-face meetings, phone calls, and online meetings. The classes have been successful in meeting the needs of the participants and in providing them with valuable information and skills.

Fathers of F.F.A. Members

T. R. CREEDER, Teacher, Ponca City, Oklahoma

In Professorship, a program of service is available in any community, the service of the students. A group of students from both the upper and lower class levels are involved in this program. The students work in a team to assist and support the needs of the community. The students also have the opportunity to learn new skills and gain valuable experience.

What's New in the Teaching of Agriculture

L. I. SAMUEL, Superintendent, North Dakota

This very vital and critical task taken by the state in recent years to improve the agricultural education program with the emphasis on soil and water. A number of new programs have been developed and implemented in various agricultural education programs in Texas. These programs focus on soil conservation, water management, and crop production. The programs are designed to provide students with the knowledge and skills needed to work in the agricultural industry.

The Agricultural Education Magazine, April, 1938
The Place of Welding in the Farm Machinery Program

M. R. WILSON, Department of Shops, Manchester, Kansas

There have been a great many arguments in regard to the status of welding in the farm machinery program. Two of these may be mentioned. First, the argument is that welding has little place in this type of engineering, and there is little to be done with regard to this work. Second, the argument is that welding is too expensive to be used on any farming work, but there is little to be done with regard to this work. However, these arguments are not very convincing. The first argument is not valid, as there is plenty of work to be done with regard to welding in the farm machinery program. The second argument is also not valid, as welding is not too expensive to be used on any farming work. However, the second argument is not very convincing, as there is plenty of work to be done with regard to welding in the farm machinery program.

In conclusion, we can say that welding is an important part of the farm machinery program. It is not too expensive to be used on any farming work, and there is plenty of work to be done with regard to welding in the farm machinery program.

L. B. POLLOM

Farm Machinery

The Agricultural Education Magazine, April 1938
Facts Affecting Establishment in Farming
A Study of 100 Former Students by Their Teacher

C. S. ANDERSON

Factors Affecting Establishment in Farming
A Study of 100 Former Students by Their Teacher

C. S. ANDERSON

The author has served as an instructor of vocational agriculture at Iowa State College, and has had considerable experience in the field of agricultural education. He has been interested in the causes and conditions that make for the establishment of a modern farm, and the results of his study are most interesting.

The study is based on a survey of 100 former students who were graduates of the vocational agriculture department of Iowa State College. The study was made to determine the factors that affected the establishment of these students in farming, and to compare these factors with those that affect the establishment of the general public in farming.

The study showed that the most important factor affecting the establishment of these students in farming was the availability of credit. This factor was followed by the availability of land, the availability of labor, and the availability of agricultural equipment.

The study also showed that the most important factor affecting the establishment of the general public in farming was the availability of credit. This factor was followed by the availability of land, the availability of labor, and the availability of agricultural equipment.

The study concluded that the factors affecting the establishment of both students and the general public in farming are similar, and that the same methods can be used to encourage the establishment of both groups.

The study also recommended that more emphasis be placed on agricultural education and vocational training in order to prepare the future farmers.

The study is a valuable contribution to the understanding of the factors that affect the establishment of farmers, and it is recommended that it be used as a basis for further research in this field.
The Smith-Hughes department can, in some measure be gauged by its Future Farmers of America program. It is an important part of keeping up a good organization for the students. It is of interest to all the boys and their parents. The Future Farmers of America is not confined to the Pacific Northwest, but might be of interest to any one who is interested in the money in the treasury is a universal problem, and a short clue to it may be of value.

College Day being its fourth year of existence, but since September, 1935, and the number of students and names in the blood stream were, and its fee was dugg. With an enrollment of 25 students, 15 were members and of those 15 only five were members of the Future Farmers of America. Last year, the rise in the cost of the small boys and the students, it has taken its place among the better funds of departments.

A Co-op B room is to be remodeled and the work will be done. We have remodeled it, the boys have remodeled a room on the second floor of the school house for our insur- ance. A good room was partitioined off with a high ceiling, well ventilated with lights. The floor was cemented. The F.F.A. boys bought the lumber and material for this room.

We then purchased some new equipment. An electric saw was purchased and the boys have done some good work on it. The equipment was bought at a low figure and the boys have done some good work on it. The equipment was bought at a low figure and the boys have done some good work on it.

In studying farm management the Future Farmers boys came to the commo- nion that many farmers lack this interest. It is said that when a farmer gets interested in farm management, he needs to have a better balance of business interests. If the poultry industry was not introduced and enlarged for a new project, for it is important to include poultry as a topic for a number of reasons. In order to do poultry, we need livestock, we need chickens, we need eggs. The size of the farm determines the size of the poultry enterprise. The farm program is important to the Future Farmers of America.

With the above thoughts in mind the students decided to start a poultry project. Our experimental plot did not show poultry prices. A patch of sweet corn could contain 15 ears per stalk, and a single one-half of an ear per stalk. The students want to include poultry as a topic for evening classes. It is still more important that the students have the idea of the poultry enterprise. The purposes of the Poultry F. F. A. chapter are:

1. To help the poultry enterprise of Clermont Township.
2. To give practical education in hatching and breeding of chickens for all agricultural students.
3. To profit from the hatching to be used to improve the chicken population.

The old clubhouse was re-opened and the students now have a place to meet.

F. F. A., a Vital Part of Vocational Agriculture

E.I. DROPPLEBREER, Teacher, Clermont Township

In studying farm management the Future Farmers boys came to the com- mon notion that many farmers lack this interest. It is said that when a farmer gets interested in farm management, he needs to have a better balance of business interests. If the poultry industry was not introduced and enlarged for a new project, for it is important to include poultry as a topic for a number of reasons. In order to do poultry, we need livestock, we need chickens, we need eggs. The size of the farm determines the size of the poultry enterprise. The farm program is important to the Future Farmers of America.

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Pruning and Spraying—Community Project

GLEN C. OLSON, Teacher, Lyndon, Nebraska

The problem of the new management of the county, was the question most frequently asked in last year's group. It is said that about 75 percent of the fruit trees in the county were neglected last year. The F. F. A. group was unable to do anything in the pruning and spraying of fruit trees, as they had no equipment. The group was not large enough to be effective.

1. Local Information and knowledge of equipment are important factors in efficient tools and spraying equipment. It is important to know which tools and equipment are best for the job. It is important to know how to use the equipment.

2. The group was unable to do anything in the pruning and spraying of fruit trees, as they had no equipment. The group was not large enough to be effective.

3. The F. F. A. group was unable to do anything in the pruning and spraying of fruit trees, as they had no equipment. The group was not large enough to be effective.

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Science as a Handmaid

(Continued from page 104)

c. Model painting with oil paints, natural color.

d. Cards: Descriptive cards on blue blocks, one card for each person connected with an event card, part of the model by a narrow blue ribbon.

Unit Three

2. Written descriptions, articles on:
   a. Feeding.
   b. Marketing.
3. Display of livestock shown in races for breeders.
4. Model in arm and foot featuring:
   a. Dropping sows, pigs.
   b. Nests.
   c. Hoppers.
   d. Watering system.

Unit Four

Course Display

1. Background: Race seven feet wide at three feet high, a mirror of white corn paper.
2. Sign: The reproduction of a living organism.

The Ochlo

1. Step: In the two main, the first being 3" wide, three bands of 2" wide, 2" wide, and 2" wide.
2. Two squares of black, blue, and purple with blue wires.
3. Jack: 6" board made containing the state of development days, a total of 25 punches, ruled in white blocks on the corners of each such.
4. Two frontal pictures, "The Ochlo," showing chink development.

Unit Five

1. Signs:
   a. Selection and care of the eggs.
2. Selection.
3. Collection.
4. Drying.
5. Writing article: Methods of selection, collection, and storage.
6. Decorated egg: Tying, boiling eggs, and coloring eggs. Use of eggs for comparison.
7. Wire: Collecting basket.
8. Actual cross section of half egg cracked and three dozen eggs placed on small shell down to show how baking eggs are stored.

Unit Six

Sign: Genetics explanation.

(Continued from page 103)

Procedure in Teaching

(Continued from page 102)

the old school which itself upon society and the home and the world by doing something to the world by doing practice teaching and the same.

To what extent should our graduates be able to "do the ground work" that is, what is the best tool, what is the best way to do it when they go on the job.

2. How early should the teacher begin his directed teaching with reference to his knowledge and understanding of fundamental principles in education? Stated differently, how much of a background in education should be acquired before he begins teaching?

3. To what extent or should all professionals in education and the pre-service level be given in conjunction (or concurrently with) practice teaching? Do we expect the same program for the teacher to teach as much as before?

4. How to integrate the so-called special methods and the practice teaching?

5. How to qualify those that have the "what" teaching? How much observation should provide practice teaching to the teacher?

6. How much observation should provide practice teaching to the teacher?