Agriculture affords as stimulating a challenge to intelligence today as does any new college demanding higher education.

—Charles H. Judl
The Renaissance in Course Building in Vocational Agriculture

Most professional workers in agricultural education are aware that we are in the midst of a period of change with respect to theory and practice in building courses of study in vocational agriculture. For several years, movements of disinterested with courses organized on a logical subject-matter basis have been heard. Moreover, these protests have become more numerous and articulate and have been accompanied by cooperative work in course-building of a new and better type. All of us are aware of the emphasis that has been placed during the last few years on molding across subject lines and teaching boys' supervised-farming programs despite the large degree of the content.

The best feature of this magazine have carried articles by three teachers of agriculture in the different states. These teachers have based their writings on actual experiences with a type of approach to course-building that is in line with recent trends toward building. Because of current interest in those course-building trends it has seemed desirable to prepare a tentative point of view as a follow-up of these articles. At the editor's request, Dr. G. P. Dayes of Michigan State College has written the section which appears in this issue under his name. In it he discusses the emphasis that the ap-

Sarcasm—Never

W H I T E S I T H E target is "dullness" in class work or misbehavior, sarcasm is always a boomerang. The real victim is either the teacher himself or the cause he represents. Sarcasm brings resentment on the part of the intended victim and often of the other members of the class. It sometimes appears, at the moment, to get the desired result but never gives cooperation. It is a sharp sword and wounds and leaves scar in an open wound.

Often a teacher has a misunderstanding of all the facts involved, and, instead of using the word "sexual", the pupil feels that the teacher has abused his position of authority. If the teacher wishes to make this statement he is tempted to make, he will never make it but will attempt something constructive instead.

While the teacher seldom intends deliberately to hurt the pupil, whenever I hear it being uttered by any teacher I feel embarrassed and sorry for that teacher. I am sure the pupil has respect for the teacher and often repeats it. Any reference to limited intelligence, whether true or not, is out of place in the presence of other pupils. Personal de-
fense should be discussed outside the classroom. A failure to dis-
cuss a question well may be due to a failure to study, but it is the result of the pupil's experience by the teacher himself or by his supervision by the class. This is no personal fault. The pupil is not able to discuss the subject on any points on any aspects of the problem. We invite further discussion of the subject in the column of this magazine.

Democratic Ideals in Agricultural Education

IN THE early stages of any course all good teachers give special attention to the formulation and acceptance by pupils of this concept. People who reach advanced levels of achievement are those who have first set up goals most meaningful to them.

The way in which goals are stated is more important than many realize. A boy should determine to be the "fast" football player on his team. He should aim at developing into a farmer as he is capable of becoming "most valuable man" of his team, the "best feeder of beef steers" in the class," or "being high man on the winning football team". It is of little value.

The way in which goals are stated is more important than many realize. A boy should determine to be the "fast" football player on his team. He should aim at developing into a farmer as he is capable of becoming "most valuable man" of his team, the "best feeder of beef steers" in the class," or "being high man on the winning football team". It is of little value.

The way in which goals are stated is more important than many realize. A boy should determine to be the "fast" football player on his team. He should aim at developing into a farmer as he is capable of becoming "most valuable man" of his team, the "best feeder of beef steers" in the class," or "being high man on the winning football team". It is of little value.

The way in which goals are stated is more important than many realize. A boy should determine to be the "fast" football player on his team. He should aim at developing into a farmer as he is capable of becoming "most valuable man" of his team, the "best feeder of beef steers" in the class," or "being high man on the winning football team". It is of little value.
Methods

The Cross-Sectional Course in Theory and Practice

G. P. DEYOE, Teacher Education
Michigan State College

A. M. FIELDS

"Any theory and set of practices is a product of a conceptually elaborated consciousness of one's own understanding..."—Dewey

THE CROSS-SECTIONAL APPROACH for courses in vocational agriculture is being considered favorably by an increasing number of educators who desire to develop greater cultural education. As a significant movement of this type, it is to be expected that differences will be both in theory and practice. In the opinion of the writer, this uniqueness is illustrated by the following:

(1) (Is the cross-sectional plan) a new concept developed by two or three needs and interests as these are summarized in the programs of traditional farm practice and other activities in vocational agricultural education?

(2) It is a plan of giving a grade-division of course material in such a way as to have successively increasing levels of understanding of activities in a well-planned farm business.

(3) It is a plan of grading the principles of learning which can only be accomplished by a person in a very general way. It appears to state that the farmer's practice is one of the most important parts of the learning process. In addition, it appears to state that the learning process is one of the most important parts of the learning process.

(4) It is a plan of giving the principles of learning which can only be accomplished by a person in a very general way. It appears to state that the farmer's practice is one of the most important parts of the learning process. In addition, it appears to state that the learning process is one of the most important parts of the learning process.

(5) Is it a plan of giving the principles of learning which can only be accomplished by a person in a very general way. It appears to state that the farmer's practice is one of the most important parts of the learning process. In addition, it appears to state that the learning process is one of the most important parts of the learning process.

(6) It is a plan of giving the principles of learning which can only be accomplished by a person in a very general way. It appears to state that the farmer's practice is one of the most important parts of the learning process. In addition, it appears to state that the learning process is one of the most important parts of the learning process.

THEORY OF THE CROSS-SECTIONAL COURSE

Many persons who still think of the cross-sectional plan of organization as a method of teaching have been shown by experience that it does not lead to the same level of understanding as that which comes from a program of programs which are designed to meet the needs and interests of the students in the school. For example, the use of a cross-sectional plan of organization does not necessarily lead to the same level of understanding as that which comes from programs which are designed to meet the needs and interests of the students in the school. This is the major point of organization for all teachers who undertake the development and use of a cross-sectional plan of organization. The plan of organization for the cross-sectional plan of organization, however, is an agreement that the conceptual nature of the program of programs should be considered.

In the traditional plan of organization, there is a clear recognition that the conceptual nature of the program of programs should be considered. This recognition is important because it implies that the conceptual nature of the program of programs should be considered.

In the traditional plan of organization, there is a clear recognition that the conceptual nature of the program of programs should be considered. This recognition is important because it implies that the conceptual nature of the program of programs should be considered.

In the traditional plan of organization, there is a clear recognition that the conceptual nature of the program of programs should be considered. This recognition is important because it implies that the conceptual nature of the program of programs should be considered.

In the traditional plan of organization, there is a clear recognition that the conceptual nature of the program of programs should be considered. This recognition is important because it implies that the conceptual nature of the program of programs should be considered.

In the traditional plan of organization, there is a clear recognition that the conceptual nature of the program of programs should be considered. This recognition is important because it implies that the conceptual nature of the program of programs should be considered.
Sevenoys Years in Vocational Agriculture

BROM E. DECKER, Agricultural Economics, East Campus, Pennsylvania State College

The problem of how to evaluate pupil progress in agricultural education is a problem that is frequently raised by teachers of vocational agriculture. In educational institutions in general, the principles which are used for establishing acceptable forms of evaluation are not entirely consistent; this fact is even more true in vocational agriculture, where the standards for pupil progress are often determined by the local school and community. The problem is complicated by the fact that the evaluation of pupil progress is often measured in different ways, depending on the particular program or institution involved.

In the case of vocational agriculture, the evaluation process is often influenced by the following factors:

1. The nature of the pupil's work in the classroom and in the field. The teacher's evaluation of the pupil's progress is often based on the pupil's performance in these areas.
2. The pupil's attitude and cooperation. The teacher's evaluation of the pupil's progress often includes an assessment of the pupil's attitude and cooperation.
3. The teacher's personal judgment. The teacher's evaluation of the pupil's progress is often influenced by the teacher's personal judgment.

In order to effectively evaluate pupil progress in vocational agriculture, it is important for the teacher to:

1. Establish clear objectives for pupil progress. The teacher should establish clear objectives for pupil progress and communicate these objectives to the pupil.
2. Use a variety of evaluation methods. The teacher should use a variety of evaluation methods to assess pupil progress, including classroom participation, field performance, attitude, and cooperation.
3. Provide constructive feedback. The teacher should provide constructive feedback to the pupil, identifying areas of strength and weakness.

By following these strategies, vocational agriculture teachers can effectively evaluate pupil progress and provide guidance for pupil improvement.
A Joint Vocational Program that Results in Improvement Projects

C. O. Roda, Trenton, Missouri

Man carries a book with the title "A Joint Vocational Program that Results in Improvement Projects" and a subtitle "C. O. Roda, Trenton, Missouri." The page number is 68.

Projects carried cooperatively by boys and girls are the outgrowth of a joint vocational agriculture program at the University of Missouri. The project involves the use of a grader and the maintenance of a garden. The project was implemented jointly by the vocational agriculture and the horticulture programs.

The project is a great success for the students, who have learned valuable skills and gained valuable experience. The project has been recognized by the Missouri Agricultural Education Association, and the students have been invited to present their findings at the national conference.

The project has been a huge success, and the students have been able to use the skills they learned to improve the local community. The project has been well-received by the local community, and the students have been able to make a positive impact.

The project has been so successful that the students have been invited to present their findings at the national conference. The students have been able to use the skills they learned to improve the local community. The project has been well-received by the local community, and the students have been able to make a positive impact.

The project has been so successful that the students have been invited to present their findings at the national conference. The students have been able to use the skills they learned to improve the local community. The project has been well-received by the local community, and the students have been able to make a positive impact.
Professional Growth Thru Evening-School Instruction

By Y. C. MARTIN

Editor's note: This article is an abridged account of the request of the author, for personal reasons, to become obvious to the reader as the superintendents of schools in a superintendent is not the exceedingly important role superintendents must play in the development of our nation's educational leaders. For this reason, we have granted him the privilege of presenting his views in this series.

The third series of meetings was quite small, but it was represented by 10 superintendents in attendance, and the superintendent's role in the procedure for selecting the best educational leaders was emphasized. The preparation for the superintendents to meet the demands of these meetings proved to be a source of great growth for me.

Two years later, the superintendent's role in the selection of educational leaders was discussed at the annual conference of superintendents, and the superintendent's role in the selection process was emphasized. The preparation for the superintendents to meet the demands of these meetings proved to be a source of great growth for me.

As a result of this experience, I became convinced that the superintendent's role in the selection of educational leaders was a crucial one, and that the superintendent's role in the development of our nation's educational leaders was a crucial one.

In conclusion, I would like to express my appreciation to the superintendent for his encouragement and support, and to the superintendents for their cooperation and assistance.

The Human Side—A Teaching Force

One presenting a member who had been with us for three years was not packing out our needs. Much had changed since that time, and he was no longer the same person. In fact, he was even more attractive. I had to admit that the superintendent was quite right. The superintendent had been a model of my own, and I had to admit that I was not doing as well as I had thought.

As I returned home, I thought about the superintendent's role in the selection of educational leaders. I was, in fact, quite impressed with his role. I was, in fact, quite impressed with his role.

In conclusion, I would like to express my appreciation to the superintendent for his encouragement and support, and to the superintendents for their cooperation and assistance.
Farm Mechanics

Teaching Economy thru Farm Shop

L. S. CRAWFORD, Teacher Educator, Laramie, Wyoming

IF THERE is money to spend, any farmer can go to the store and buy some new iron, wood or other material. The fortunate and enterprising farmer who can rely on himself and his tools and who has a piece of land he can also make the best of an opportunity and make a bare bone, ell or two out of scrap and iron and wood. It takes a bit of skill and know-how of farmer who invests his spare money, with which he sweats of his own economy, to bridge the lean years that every farmer knows will be his winter seven or later. Teachers of vocational agriculture must have forthright knowledge of this fact in order to prepare boys to make a more satisfactory adjustment to vocation, that is, farming or machining.

All farm-shop instructors will well recognize the plan of not making a special training class out of the farm-shop class, and with a few years of experience, the farm-shop class teaches dexterity and accuracy as well as the ability to buy new stock if money is available. And the boys shall also learn the art of planning and using discarded material. When a farm is prosecuted later, the first materials were scarce during the so-called depression years, because money was scarce. This means that the equipment for the shop was bought only when the funds were readily available. In the shop, he would be able to make his own tools, should the occasion; for the science of making tools is also taught. If the instructor was able to say to the boys that they had to work with the apparatus and the tools they had, then the task of the instructor gave the boys approval after weighing the value of the tools used.

The farm-shop instructor must be of the utmost importance in the teaching of farm mechanics, as it is the only way to train the boys in the various phases of farm work. The farm-shop instructor must be able to teach the boys to work with their hands and the equipment provided, and to give them a more decorative finish.

Farm Shop Class Discovers Scrap Iron

After carefully analyzing the situation one instructor realized that few of the farmers in the district were getting much out of the iron and wood material already on hand or had a complete set of tools. The steel and iron object, therefore, was designed to keep it, and give it the boys the opportunity to work on over that of purchasing new.

Nearly every ranch or farm has a scrap pile, and too, the discarded material can be purchased. As a matter of fact, the rancher around, this instructor found that the problem of the steel was to be solved by another scrap iron for 76 cents per cwt. The scrap iron was then cut and used to make the other tools for 65 cents per cwt. The work done in this way, and the scrap iron were used to make the other tools for 65 cents per cwt.

Useful Farm Tools From Scrap Iron

Many of the students made queen bee keepers, and some of the old cars. The steering rods and axles, and a tool for cutting nails, are examples of the work done. Various types of tools were made, such as pick and shovel, hoe and fork, and other tools were made from old iron. Many of the boys were able to make their own tools, and with the work done in this way, and the scrap iron were used to make the other tools for 65 cents per cwt. The tools were made of scrap iron and wood, and were used to make the other tools for 65 cents per cwt.

Ferrous Metals in the Farm Shop

M. R. WILSON, Department of Shop Practice, Kansas State College, Manhattan

For those who have been through the farm machinery school and have experience in working with iron, the connection of farm machinery and iron work is especially important. The understanding of this subject is necessary to be able to work with iron.

In farm work, the boys should be taught to work with iron, and to use iron in a more decorative finish.

Ferro-Metal Scrap Shop Makers

At the Christmas season many of the boys made dressing-table sets or hall-standers from scrap iron and wood. Some of the boys also made clothing-hanger sets, and the others made clothing-hanger sets with the use of old clothes pins. The boys had help with the sewing of the fabric, and the others helped with the sewing of the fabric, and the others helped with the sewing of the fabric. The boys who did the work for themselves should be encouraged to utilize scrap iron for repair work where possible. The work for the boys should be of more use.

Hammer handles made from scrap iron can be made in a similar way and are quite useful. Some of the boys made a set of handles from scrap iron and the others helped with the sewing of the fabric. The boys who did the work for themselves should be encouraged to utilize scrap iron for repair work where possible.

To make the iron, the boys had the opportunity to make the iron, but they had the opportunity to make the iron in a more decorative finish.

Spring steel is plentiful and, from the point of view of the farmer, very useful in the average run of farm work. It is sometimes necessary to have a little extra for spring work, but in this shop it is easier to replace a drill than to replace a top drill.

Spring steel is made up, but from the point of view of the farmer, very useful in the average run of farm work. It is sometimes necessary to have a little extra for spring work, but in this shop it is easier to replace a drill than to replace a top drill.

Spring steel will make a very hard and useful tool, and it is used for many different purposes. The boys who did the work for themselves should be encouraged to utilize scrap iron for repair work where possible.
A Follow-Up Study of Distinguished West Virginia Future Farmers

W. H. WAYNE, Teacher, Taylor County High School, Middlebush, West Virginia.

FARMERS who maintained their interest in agriculture after graduation from high school were the subject of a follow-up study by W. H. Wayne, teacher of agriculture at the Taylor County High School in Middlebush, West Virginia.

The purpose of the study was to determine the extent to which the interest in agriculture continued after graduation. The study covered a period of 10 years, from 1935 to 1945.

The study was conducted in three steps:

1. A survey of the number of former students who were still interested in agriculture after graduation. This was done by contacting the former students directly and asking them about their current interest in agriculture.

2. A follow-up survey of the former students who indicated an interest in agriculture after graduation. This was done by asking them about their current activities and whether they were still involved in agriculture.

3. A follow-up survey of the former students who had not maintained their interest in agriculture after graduation. This was done to determine the reasons why they had lost interest.

The results of the study showed that many of the former students maintained their interest in agriculture after graduation. The majority of these students continued to be involved in agriculture either through employment or as a hobby.

The study also revealed that many of the former students who lost interest in agriculture after graduation had moved away from the area or had changed their careers from agriculture to other fields.

In conclusion, the study showed that the interest in agriculture can be maintained after graduation through proper follow-up and support. The study also highlighted the importance of providing opportunities for former students to maintain their interest in agriculture after graduation.
F.F.A. and N.Y.A. Co-operate in Building State Camp for Rural Youth

T. G. WALTERS, Executive Secretary, Georgia Association of F.F.A.

The Georgia Association of Future Farmers, in co-operation with the National Youth Administration, is building one of the most outstanding summer camps for rural boys in the nation. The project has the value of the buildings, equipment, and land conservatively estimated at $325,000.

In August, 1937, the Georgia Association of Future Farmers of America purchased 150 acres of land near Lakeland, in Itawamba County, which is located approximately 80 miles northeast of the state capital. The land was purchased by the association for $25,000. After the land was purchased, the association began to build the camp.

The camp was designed to accommodate 200 boys, and it was completed in time for the 1938 season. The camp is located on the shores of Lake Hamilton, and it has a large swimming pool, a gymnasium, and a cafeteria. The camp is designed to accommodate 200 boys, and it has a large swimming pool, a gymnasium, and a cafeteria.

F.F.A. Well Represented at World’s Poultry Congress

G. C. COOK, Teacher and Director, East Lansing, Michigan

Thirty-five states were represented by F.F.A. judging teams at the poultry congress held in the Hall of State, New York, and sponsored by the World’s Poultry Congress in Cleveland on March 3 and 4.

Demonstration Teams

In training funds to make it possible for these teams to attend the congress, a number of leading poultrymen and educators were represented from all parts of the country. The following indicates how some of the teams secured their funds.

The Texas, West Virginia, and Indiana teams were all away in the states, and the students were in charge of the teams. The Texas team was composed of three students who were not on the team. The West Virginia team was composed of four students who were not on the team. The Indiana team was composed of five students who were not on the team.

The Ohio team was composed of two students who were not on the team. The team was composed of three students who were not on the team. The team was composed of four students who were not on the team. The team was composed of five students who were not on the team.

The Michigan team was composed of seven students who were not on the team. The team was composed of eight students who were not on the team. The team was composed of nine students who were not on the team. The team was composed of ten students who were not on the team.

The Michigan team was composed of seven students who were not on the team. The team was composed of eight students who were not on the team. The team was composed of nine students who were not on the team. The team was composed of ten students who were not on the team.

The Michigan team was composed of seven students who were not on the team. The team was composed of eight students who were not on the team. The team was composed of nine students who were not on the team. The team was composed of ten students who were not on the team.

The Michigan team was composed of seven students who were not on the team. The team was composed of eight students who were not on the team. The team was composed of nine students who were not on the team. The team was composed of ten students who were not on the team.

The Michigan team was composed of seven students who were not on the team. The team was composed of eight students who were not on the team. The team was composed of nine students who were not on the team. The team was composed of ten students who were not on the team.