New Jersey Public Speaking Contest

The agricultural education group of New Jersey and Pennsylvania has organized an annual Public Speaking Contest for students in the state. The contest consists of a series of speeches on various agricultural topics, and the winners are awarded prizes for their efforts. The contest is open to all students enrolled in agricultural programs, and judges from various organizations, including the state agricultural societies and the American Agricultural Economics Association, are invited to participate.

Agricultural Education

The agricultural education program is an essential component of any modern agricultural society. It provides students with the knowledge and skills necessary to succeed in the agricultural industry. The program is designed to teach students about the different aspects of agriculture, including crop production, animal husbandry, and agricultural economics. Students are also taught about the importance of sustainable practices and the role of technology in agriculture.

Up to the present time rural humanism has been outgotten by the forces of rural radicalism, which keep promising that all the good things of life will come of their own accord to rural society, if only everybody will turn in and make agriculture a paying business. The hour is coming, however, when the forces inherent in agriculture and country life will break the leash and strike out to find the way to modernized living; for they are now pretty well aware that agriculture will never be prosperous enough to cover its own costs, however well filled they may be, to guide farm men, women, and children of life which requires ideals of living to comprehend.

—Charles Josiah Galpin, 1924.
Small Foxes Spoil the Vines

R. M. STEWART, Cornell University

I was brought up on a farm and have always been interested in agriculture. My parents and grandparents were farmers and I was taught the value of hard work and the importance of taking care of the land. I have always been fascinated by the science and art of growing food and have spent my life studying and practicing farming techniques.

In recent years, however, I have seen a disturbing trend in the farming community. The use of harmful pesticides and fertilizers has increased dramatically, leading to soil degradation and water pollution. Farmers are also using more intensive methods of farming, which have negative impacts on the environment.

I believe that we need to find a balance between the needs of farmers and the health of the environment. We must develop sustainable farming practices that are both economically viable and environmentally sound. This will require a shift in thinking and a willingness to experiment with new methods.

In the meantime, I urge all farmers to take a careful look at their practices and consider the long-term consequences of their actions. We owe it to ourselves, our children, and future generations to care for the land that we depend on for our livelihood.

R. M. Stewart

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VOCATIONAL EDUCATION

Professional courses are not usually included in the regular curriculum of a high school. However, some schools are starting to offer vocational education classes to prepare students for careers in agriculture and related fields.

These courses can provide valuable training in practical skills, such as crop management, livestock care, and pest control. They can also help students develop a better understanding of the importance of sustainability in agriculture.

I encourage all schools to consider offering vocational education courses. These courses can help students make informed decisions about their future careers and provide them with the knowledge and skills they need to succeed in the agricultural sector.

R. M. Stewart

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INDEX TO AGRICULTURAL EDUCATION MAGAZINE AVAILABLE

An index of the magazine has been prepared to make it easier for readers to find articles of interest. It is available online and can be accessed through the magazine's website.

R. M. Stewart

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EDITORIAL COMMENT

In recent years, there has been a growing concern about the decline of the agricultural workforce. Young people are not interested in farming, and those who are leaving the profession are not being replaced by new recruits.

This is a worrying trend, as agriculture is a vital industry that provides food for our nation. We need to find ways to attract young people into the profession and ensure that the next generation is well-prepared to take on the challenges of agriculture.

One solution could be to offer more scholarships and financial support to students pursuing agricultural education. This would help offset the high costs of education and make it more accessible to those who are interested in the field.

R. M. Stewart

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PROFESSIONAL

Insecticides are vital tools in the fight against pests, but their use must be carefully managed to avoid harming beneficial wildlife.

We need to develop new insecticides that are more selective and have less impact on non-target species. This will require a multidisciplinary approach, involving scientists, farmers, and environmentalists.

R. M. Stewart

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Chairman of the Board, National Agricultural Education Association, Inc.

R. M. Stewart, President, National Agricultural Education Association, Inc.

Editorial comment: This article has been submitted for publication and has been reviewed by the editorial board. The final version may be slightly different.
The Teacher of Agriculture Has Some Job

(The report of a day's activities of a teacher of vocational agriculture July 13, 1932)

9:00—Read mail and filed letters.
10:00—Made trip to F. P. A. enterprise, Bulldog Candy, to check on sales and give them some suggestions on what to do about the minor. In a great many cases the boy carries different experiences year after year. For the great majority of vocational students who are enrolled in courses in vocational agriculture for any length of time, the boys will need to receive very good, sound, practical instruction in vocational farming. During the past few years, increased attention has been given to other supervised practical activities, such as the camping trips. The boys keep hard records, test seed corn, inoculate hogs, apply fertilizer, or introduce some other form of improved practices on the farm. These practices grew out of the classroom instruction, and in many cases do give some very good practical information and managerial jobs with which the trained farmer should be acquainted.

Practice in Farming

Before one could be considered a successful farmer, one would need to gain some very good practical information in the classroom. The highest level of a farmer's knowledge is gained through practical experience. The training that one receives in the classroom is essential to becoming a successful farmer. It is important for students to gain practical experience in the classroom so that they can apply what they have learned to real-world situations. This helps students to develop the necessary skills and knowledge to succeed in their future careers.

In conclusion, it is essential for students to gain practical experience in the classroom so that they can apply what they have learned to real-world situations. This will help students to develop the necessary skills and knowledge to succeed in their future careers. Therefore, it is important for educators to create opportunities for students to gain practical experience in the classroom.
Project Tour for Prospective Freshmen

MANY INSTRUCTORS are not devoting enough time and interest during small group instruction to alert their students to the many opportunities available for experiences beyond their present studies. Freshman students are often interested in seeing what the other students are doing and have to find out for themselves the best projects of your school. This would be an excellent method of introducing the project ideas to the Freshman. As you all know, one of the most important methods of teaching is by having the boy see the idea as it is done, rather than having it explained to him.

Several results could be accomplished by a tour of this kind: (1) The instructor could become personally acquainted with each boy and learn his individual interests and abilities and possibilities for a project; (2) the boy would learn by observing other projects, some of the qualifications for a good project; (3) it would get the student in the proper frame of mind where he would be more likely to be interested in the project; (4) the boy would be more interested in studying the subject in question; (5) it would be better for a boy to volunteer to make his own selection, than for someone to do it for him; (6) it would reduce the number of visits of the instructor to the boy's home; (7) the instructor could have many boys lined up in work project before school starts.

After the tour, the instructor could make many of these freshmen at their homes, get acquainted, begin with the agricultural work, and tell them about the proposed tour. The members of the group would then be divided into small groups of four or five, and each group would be responsible for conducting the tour or projects. They would take their own notes and have them expanded in the course of the year. The tour could be conducted at any time during the school term, with the instructor giving the necessary information and help. Each group would select a specific project and work together on it.

The Tour of the Project

The tour of the projects would be conducted in such a way as to give the boys an idea of the work that is being done by other students and to help them in planning their own projects. The tour could be conducted in the mornings, after school, or on weekends, depending on the arrangement that is made for the work. Each group would be responsible for conducting their own tour, and the instructor would give them the necessary information and help.

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A General Outline for Developing a Home Project

George Washington Planned Projects

T HIS following quotation is from a speech by my father, George Washington, addressed to his son, James Madison, dated 1790. It is accompanied by some thirty manuscript pages of details explaining and elaborating on the quote. It is a small collection of notes that he held on his four farms. Knowing as we do that a practical farmer is a busy person, it is surprising to see how much time he has placed upon careful planning and investigation.

"When the market, the producer sees a profit..."  - George Washington

Teaching Livestock Judging in High School

P RUDENT teaching livestock judging should have more interest on the part of the judge when the student is not interested in the industry it is to grow in the future. It is much easier to sell a student on the knowledge of how to breed and select and exhibit livestock if he is interested in the animal industry. This interest may not be a major part of his knowledge on the same level as that of the student who grows up in the animal industry, but it is certainly something that he can learn if he is given the opportunity.

The judge must be able to pick the best animal in the class, but he must have evidence of his own that he has the ability. The instructor can do much to help in the development of his students by teaching them how to develop a skill in judging livestock.

The titles and errors that were not so bad in judging the type of livestock found at the stock shows today, not only, a systematic method of eliminating the undesirable and developing the type of animal which can put on the most consistent gains in the least time and bring the highest returns on the investment.

There are certain qualifications which a student must possess before he can become an expert judge of livestock, and probably the most important of these is interest. The instructor can arouse the interest of a student if he can show him that judging livestock will put a benefit to him and that it will be of benefit to others. When a student has made up his mind to become a judge he must then become the judge that he will become.

There are times when we can and should judge livestock. The judge must make the processing interest by being an excellent livestock judge. The judge can do much to help bring about this situation by being able to pick the best animal in the class, but he must have evidence of his own that he has the ability.

The student must have a clear concept of the ideal and the exotica of the class of dairy cattle, for example, it is essential to have the knowledge which is required in order to judge cattle. It is the same with the student who is interested in judging the type of livestock found at the stock shows today.

In the field of judging, one must be patient and persistent. If the student continues to work on the subject, he will find that the more he studies, the more he will be able to enjoy himself and will be more likely to be successful.

Choosing Problems

I wonder how many of us, when we are presented with a problem for classroom work, do not see the difficulty of the problem and do not see the difficulty of the problem? When a problem is presented to us, we often do not realize how complex the problem is.

Our main problem, and another that is difficult to discern, is the matter of the student's ability to solve the problem. The process of solving the problem is not sufficiently performed by the student, and is not recognized by many students because of the lack of practice in solving problems which have no solution or are not recognized by anyone else. After solving a complex problem several times, the student might recognize a few solutions from the many that are possible. The student should always try to make his judgments clear and concise. He should seek to develop the trust of other students and judges, and this will be the basis of the student's success.

The student should use the judgment he has in determining the correct answer, and should be subject to the judgment of the instructor. The student should use the judgment he has in determining the correct answer, and should be subject to the judgment of the instructor. The student should use the judgment he has in determining the correct answer, and should be subject to the judgment of the instructor. The student should use the judgment he has in determining the correct answer, and should be subject to the judgment of the instructor. The student should use the judgment he has in determining the correct answer, and should be subject to the judgment of the instructor.
**Follow-Up Work in Agricultural Evening Classes**

C. H. VAN VLACK, Instructor in Vocational Agriculture, Audubon, Iowa

Newspaper reports summarizing discussions indicate that a good many individuals may well be used as part of the solution to the problem of adoption of improved practices.

The second task is to determine where farmers whose practices have not been converted to better methods. This involves assigning an investigator to each of the counties and making a visit to each of the farmers in the county who are engaged in farming.

The third task is to determine what needs farmers may have and what practices they are doing.

In conclusion, it may be said that the work of supervising and improving the practices of these farmers is a valuable contribution to the development of better methods of farming.

**Evening Schools**

C. H. VAN VLACK, Instructor in Vocational Agriculture, Audubon, Iowa

In the next few years, most of the classrooms in the country will be used for the teaching of evening classes.

Evening classes are a valuable part of the educational program of the school. They provide an opportunity for those who are unable to attend day classes to receive a quality education.

In conclusion, evening classes can be an effective tool for improving the agricultural practices of farmers and for increasing the productivity of their lands.

**Activities of Wally Young's Men's Farming Club**

L. R. JERSEY, Parent, Men's Farming Club, Yuba, CA

The Men's Farming Club holds meetings throughout the year, with one or two meetings each month. Last year, 200 meetings were held in farm shop, and 100 meetings were held in the auditorium. The club has a membership of 300, and the enrollment is 100. This year the club has doubled its membership, and the enrollment is now 600. The club meets once a month, and the meetings are held on the second Saturday of each month.

The Men's Farming Club is a great way for young men to get involved in agriculture and learn about farming practices. It is a great way to meet new people and to learn from those with experience in the field.
Fitting the Farm Shop to Advantages of Location

H. R. NEUMAN

Farm Mechanics

The Construction of Our Passenger Trailer

FIVE YEARS AGO when 1 entered upon my present duties, the upper-class electric luxury buses and the lower-class solid-above wagons of the old times were succeeded by a new style of vehicle. A large type coach was used to attract to the farm the young men who were interested in agriculture. This large type coach was the forerunner of the modern farm shop. A ground type coach was used to attract to the farm the young men who were interested in agriculture. This large type coach was the forerunner of the modern farm shop.

The first car was built of wood and was pulled by horses. It was not until after the war that cars were built of steel. The early cars were small and could only carry a few people. They were not very comfortable and the roads were rough. Gradually, as the cars became larger, they became more comfortable and the roads improved, the cars became more comfortable and the roads improved. Eventually, cars became large enough to carry a family and were built with seating for the whole family. However, until recently, cars were not efficient enough to be used as a practical means of transportation.

The construction of the car was a complex process that involved many different components. The body of the car was made of wood and was shaped by hand. The wheels were made of wooden spokes and iron rims. The steering was done with a wheel and the brakes were operated by a pedal. The engine was a small steam engine that was located in the back of the car. The car was not very fast and could not go very far. However, it was a practical means of transportation and was used extensively in the early days of the automobile.

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Future Farmers of America

Bulletin Board, Future Farmers of America

Call for National F.F.A. Convention

To the State Officers of the Future Farmers of America:

The national convention of the Future Farmers of America is scheduled for July 10-20. Please encourage your state officers and members to come to the convention.

The convention is being held in conjunction with the National Congress of Vocational Agriculture Students which takes place at the time of the HSU American Livestock Show.

Each state's State Association of F.F.A. meeting is entitled to two delegates to the national convention. It is required that the delegates be members of the state association.

The convention will be held in conjunction with the National Congress of Vocational Agriculture Students which takes place at the time of the HSU American Livestock Show.

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Instruction by Means of Signs in the Shop

(Continued from page 45)

some sort of lesson is being taught by something the boy can see.

An opportunity is afforded by means of the farm shop to also place on signs and charts some of the instruction taught in the regular classes. It is here that the painting may be done.

Our program calls for advertising one’s farm by giving it a name, placing this on a large sign at the entrance. It lends dignity. We encourage our boys to print signs for their projects and for protecting places from hunters, agents, and the like. Is it not as logical to place signs in the shop to emphasize to beginners the lessons they must learn?

Educators point out the value of illustrative material in the classroom. Businessmen realize the cash value of effective sign advertising. It has a place in the farm shop as well as in the agriculture room. If one wishes for variety and constant attention, he has but to make the same lessons he wishes to put across by using charts and hanging them in place of the signs. These he may change as the different units of instruction are considered and the jobs demonstrated and practiced.

Third and Four-Year Farm Shop at Lamoure

(Continued from page 44)

and Carter as text, the advanced class has made a study of building materials, planning farm buildings and farmstands, roofing materials, cost estimating, roof framing and rafters cutting, the mechanics of building, steps in building, and the details in building the common farm building. At the time of taking the building materials the class made a field trip to the local lumber yard where they studied the materials studied in the classroom.

This unit will be completed soon by a class project in building a 10x14 poultry brooder house for one of the members of the class. The rafters and framing will be cut in the farm shop and the building put up outside as soon as milder weather comes.

Farm engines will be taken up this year also for the first time. The principles of operation, care, repair, and adjustment will be studied and repair work will be done in the shop in the same manner as with farm machinery.

The shop work in the other units taken up in the past have worked out in the same way with the idea in mind of keeping it as practical as possible. I have found that the boys take a greater interest in this course than in any other course offered.

Mothers to Be Guests at F. F. A. Conference

H. D. ELDREDGE
Vocational Instructor in Agriculture
Greeley, Colorado

The F. F. A. conference, including fathers and sons interested in agriculture, which meets weekly at Greeley High School, will meet Wednesday evening with mothers of the boys as guests. The meeting will be in the agriculture room at 7:30.

Project work in vocational agriculture will be the chief subject for discussion. A boy will talk about its requirements and his own project. Films taken by Mr. Eldridge will be shown by him; they show the value of educational projects.

Prosperity Cow Circle

ABOUT a month ago we decided to start a Prosperity Cow Circle in our chapter, using the plans of the Blue Valley Creamery Institute. The members of the circle test their home herds and one or two herds belonging to neighbors. We go to the farms once a month and take samples of milk and weigh the feed for each cow. Then we take the samples to school, test them for butterfat and determine the cost of production. In this way, the farmers can tell which cows are paying and which are not. We charge the farmers a small amount for each cow tested, to pay for the acid and other equipment used. At present, we have nine boys enrolled in our circle.—Frank Hodges, Reporter, Stonington Chapter.—From The Illinois Future Farmer.