Changes in the Magazine

The editor of "The Agricultural Education Magazine" has asked me to write a brief article on the proposed changes in the magazine. I believe that there has been continued improvement of our periodical from the standpoint of its physical appearance and of its printed content. I am also pleased to note the professional usefulness of the magazine.

In the past years, changes and revisions have been made to improve the magazine. The second volume was improved over the first volume, with such additions as the Professional and Methodological sections. All sections were designated clearly by the use of roman or blocked headings which have been of great help in classifying articles for the readers of the magazine. However, the third volume marks a new era. Articles written regarding farm-time and evening classes appeared under the one heading—"Farmer Classes." Studies and investigations have revealed a distinct need for the publication of Volume VI. Two series of articles have appeared under the Professional section this year, under the editorship of Dr. Williams. Our theme entitled, "Counter-Teaching Agriculture to Educators," was published and distributed in bulletin form for our use. It is hoped that the second series appearing under the title of "What to Teach in the Classroom" may likewise be bound in bulletin form and distributed for use. At least, the North Atlantic Region has gone on record as favoring the preservation of this part of the writing and some of our present-day leaders in the field of agricultural education.

Several new or proposed changes for the magazine were made at the meeting of the American Vocational Association at the regional meetings; and by our editor and other individuals. I shall attempt to summarize some of the suggestions that have been brought to my attention.

1. The name of the magazine changing points of interest and emphasis. I believe that the summary of the regional meetings would be better included in the next volume of the magazine. Scientific findings should have a direct relationship to the actual results, or experiences, in the field, and many teachers might be interested in the articles which are more meaningful to their work. More pictures and other illustrative material can be used to advantage throughout the magazine.

I believe that we all should avoid oversights of the binders, each of which is printed separately and sent to those interested. And that a continuation of the good work in inducing and using high-quality binders is very commendable in order that we may preserve our articles and use them of the writings of our colleagues in this, our greatest text book in the field of agricultural education. —R. E. Hatch, New York.

The New Directory

On THE inside of the back cover will be found the directory of the officers, committee, and sponsorship staffs of various agricultural organizations. The Editor aims at the composition of each state in checking this directory and that the state be replenished in it. The magazine will keep the state informed and changing information to occur.
By J. A. LUNKE
Chief, Agricultural Education Service, Office of Education, Washington, D. C.

The theory is often repeated that vocational agriculture is a matter of teaching the boys and girls of the future to earn their livings. We must be careful not to overlook the fact that in addition to teaching them how to earn a living, we must also teach them the fundamentals of living. We must teach them to be good citizens and to contribute to the well-being of their community.

We must also teach them to be good stewards of the land. We must teach them to respect the environment and to conserve natural resources. We must teach them to be responsible stewards of the land.

We must teach them to be good leaders. We must teach them to be good decision-makers. We must teach them to be good problem-solvers.

We must teach them to be good human beings. We must teach them to be good citizens. We must teach them to be good stewards of the land. We must teach them to be good leaders. We must teach them to be good problem-solvers.

We must teach them to be good human beings.
Teaching Landscape Gardening

A. M. FIELD

with the return of normal business conditions and the attendant increase in the number of school days, there is an increased emphasis on the principles of the principles of art in a few schools. It is not usually found in high school courses. It creates an appreciation of beauty and helps to promote an interest in outdoor activities. An inherent aspect of art education is the development of a student's mind and talents, and the goal is to foster an interest in life-long education. However, it is not generally feasible to provide an art education for all students. It requires long preparation and careful planning, and many schools find it difficult to make it a reality.

We feel, however, that this work is accessible and can be considered in many high schools.

Increasing the Size of Our Vocational Agriculture Department

PHILH. W. HARRIS, Teacher, Ames, Iowa

In comparison with the size of the school and the age of the department, the Amos Vocational Agriculture department has made a rapid growth. Our department now has a total of 124, the department has made a rapid growth. Our age and grade pupils are those that we visit. A special effort is made to bring the total enrollment up to 150. A school is established in August of each year when the enrollment is fully completed. For the following year, the school will have 124 pupils.

We find that personal acquaintances with the pupils and their problems are of prime importance in influencing them in our department. Our department has had no special class meetings during the last year, except for the following.

During the last two years our new pupil enrollment has been as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total new pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>116</td>
</tr>
<tr>
<td>1932</td>
<td>124</td>
</tr>
</tbody>
</table>

Organization

Under our local setup, the work is given to both boys and girls. The boys are trained in the arts and sciences, and the girls are trained in the arts and sciences. Under this arrangement, the department has a large number of enrolled students. The department has a large number of enrolled students. The department has a large number of enrolled students. The department has a large number of enrolled students.

Parent Contacts

LLOYD Hasch, Instructor, Melburn, South Dakota

Starting August first, we will have our first class of students that are interested in agriculture. A great deal of our effort was spent in making contacts with the parents of the pupils. We have a prospective agricultural department. The department is planning to have a larger class next year.

The school plan to make use of every opportunity that you have to make your children as interested in the school as you can be. If one does not take the time to join in the school, the school will be more apt to lose the student. The school will be more apt to lose the student.
3. Home practice plans should be selected so as to make for continuance and accumulation of knowledge through practical experience of the pupil.

- Selection of home practice programs in the Iowa vocational agriculture development work is an important phase of the home practice program. These plans should be thoroughly practical and provide training for the future in the field of agriculture. The use of improved methods should be emphasized in these plans.

- The home practice program should provide practical experience for students who are interested in the field of agriculture. The plans should be designed to give students the opportunity to apply the principles learned in the classroom to real-life situations.

- The home practice program should provide opportunities for students to develop leadership skills and to work cooperatively with others.

H. H. GIBSON

Supervised Practice

G. F. ESTROM, State Supervisor, Des Moines, Iowa

Supervised Practice

H. H. GIBSON

Pupil Capitalizes Agri-
Cultural Instruction

H. C. PAGE, Instructor of Agriculture

WALLACE PLETCHER, a graduate of the 1933 class of the Botanic High School, is making good use of the course he received in the agricultural department of Botanic High School.

With the assistance of his parents he started out with 300 baby potatoes and raised 34 percent. From the total number raised he harvested 110 good potatoes. From October 1, 1933, to November 1, 1934, this farm of 110 acres was the site of the potato growing project.

This spring Wallace is adding 600 acres to his farm to raise potatoes for his family, and plans to make no major changes in his potato growing methods.

One-third of an acre of strawberries was the beginning of his potato growing enterprise in 1933. He plans to increase this to 3 acres by 1936.

One of the reasons for his success is the fact that he is using a good local market for raspberries, and he is planning to plant 200 additional acres of potatoes this year for market in 1936.

One-half of an acre of new potatoes was grown in 1935.

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Developing a Poultry Evening School

J. R. FOSBURY, Teacher
FUMC, Alabama

Eight years ago when I came to the Hilly Area I was told that the area was not well off and had high unemployment. However, after eight years I have found that the area has changed greatly and there is a real possibility for the area to become self-sufficient in terms of income since most of the people are now working for their livelihood.

I have been making a careful survey of the community and surrounding markets. I found a splendid market for poultry, poultry products, and truck crops. The survey revealed that there were large quantities of poultry and eggs shipped into the local markets from other states. As a result, I decided to make some fundamental changes in the farming business and to make a better use of the available resources.

I made a study of the poultry producing farms in the area and I found that the farmers were not using their full potential. They were not making full use of their resources. I also found that the farmers were not making full use of their labor. I therefore decided to organize a poultry evening school for the farmers.

I have been teaching poultry evening school for the past eight years. It has been a great success. The farmers are now making full use of their resources and they are making full use of their labor. They are now making full use of their available resources.

I have been making a study of the possibility of getting a small flock to help out on a small scale and we have been successful in making a profit. We have been doing this for six years now and we have been making a profit every year.

I would like to see the farmers take advantage of the opportunities that are available to them. I would like to see them make full use of their resources and their labor. I would like to see them make full use of their available resources.

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L. B. Pollum

Farm Mechanics

Large Projects for Shop Instruction

E. H. Robison, Teacher, Harwoodton, Montana

In order to reach any degree of skill in any line of mechanical work, you must have a building large enough to be able to work on these projects with the other students in each of your classes. Here at Harwoodton, Montana, we have a new shop complex that includes a two-room shop, 30 by 40 feet. On the upper floor, there is a large room for tool storage, a tool room, a wood work room, a machine shop for metal work, and a woodworking shop. The shop is fully equipped with all the necessary tools and equipment to perform a wide range of mechanical tasks.

The large projects are designed to provide hands-on experience and to help students develop skills that are essential for future work. Some of the projects include:

- A large welding project
- A metal fabrication project
- A machine shop project
- A woodworking project

The projects are designed to be challenging and require a high level of skill and creativity. Students are encouraged to work together and to develop their own ideas for how to approach the projects.

What Do You Teach in Farm Shop?

Frank Colling, Teacher, Pembroke, New York

Work in Agriculture is designed to teach boys how to perform mechanical repairs and maintenance on various farm equipment. Students work on a wide range of projects that are designed to provide hands-on experience and to help them develop skills that are essential for future work. Some of the projects include:

- A large welding project
- A metal fabrication project
- A machine shop project
- A woodworking project

The projects are designed to be challenging and require a high level of skill and creativity. Students are encouraged to work together and to develop their own ideas for how to approach the projects.

A Burned and Oiled Wood Finish

Milton C. Ouellet, Shop Instructor, Middletown, North Dakota

When we speak of burning wood we usually think of it being cooked or cut up for the purpose of being used as fuel. In the shop, however, we are interested in the use of wood to create beautiful and decorative items. We can use wood to create a variety of finishes, including a burned and oiled finish.

The process of burning wood is a simple one and requires minimal equipment. First, we need to select a piece of wood that is suitable for burning. Then, we need to prepare the wood by sanding it to a smooth finish. Next, we apply a coat of oil to the wood, which helps to seal the surface and protect the wood from further damage. Finally, we burn the wood by applying heat to the surface of the wood. This process creates a unique and beautiful finish that is sure to add a touch of warmth and elegance to any room.

Repairing and Painting Tools

J. A. Vines, Teacher, Opalesco, Alabama

The Bureau of Agricultural Economics is responsible for providing a broad range of services to farmers, including teaching them how to repair and maintain their tools. This includes a variety of tools, such as hoes, shovels, and plows. Farmers are encouraged to use these tools in order to maintain their crops and to improve the quality of their harvests.

A Program of Security (Continued from page 12)

If our teachers will demonstrate that they can teach our cropland, livestock, self-sufficiency, and food security plans, they will have a successful program. Farmers of America, by the thousands can show their teachers and other people, the opportunity and responsibility to lead the way and assist in planning in their places of them, for the progress of the community, the industry, and future security.

What Are Some of the Definite Things That a Teacher Can Do in His Program of Security?

1. There should be a carefully planned budget designed for his particular situation and family needs. This budget must provide for a reasonable amount of funds to be saved each month. It should be as liberal as the average worker’s income will allow. This will ensure that the family is provided with a sufficient amount of funds to live on.
2. A method of buying the materials for repair work and paint was devised by a type of research that small amount was voted from the national treasury. $25 was voted by the family for the purpose of buying the tools needed for painting all farm equipment for every $100 invested in the farm. This will be of great advantage in the budget.
3. To buy the materials for repair work and paint was devised by a type of research that small amount was voted from the national treasury. $25 was voted by the family for the purpose of buying the tools needed for painting all farm equipment for every $100 invested in the farm. This will be of great advantage in the budget.
4. After having a suitable budget, perhaps the next step in any teacher’s program might be to set aside some time and savings for a professional improvement. Any one who has any doubt of the value of life a few years longer is desirable. It does good for a person to take some time and think about his future. It is also desirable for him to take some time and save for his own future security.

5. There should be a plan to buy a new and modern farm machine. The old machine should be sold and a new one purchased. This plan will help to improve the efficiency of the farm and will make it easier for the farmer to do his work.

6. There should be a plan to buy a new and modern farm machine. The old machine should be sold and a new one purchased. This plan will help to improve the efficiency of the farm and will make it easier for the farmer to do his work.
The college statistics of this type have a certain public appeal. This is a popular assumption in the teaching fraternity that the public interest in the various phases of educational work is being increased. However, there are some facts in this respect which are of interest to teachers and to prospective students as well as to teaching agriculture. While not all of these may be of interest to them, it is worth considering the records of a number of institutions in these fields for the degree of Master of Science or dead. There were no colleges or universities involved in the expenses of graduate students.

Is The College in Course Expensive or Not? What are the Costs of Teaching Agriculture?

There is a frequently expressed opinion that college agricultural education is very expensive and that it is not profitable to become a professional agriculturist. The answer to this question is given in Table I, which contains the costs of teaching agriculture during the academic year.

The average cost for postgraduate work was $850.00 for two years of teaching the degree of Master of Science or dead. There were no colleges or universities involved in the expenses of graduate students.

Table I: The Average Cost for Undergraduate Agricultural Education

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Average Cost of Education</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-1920</td>
<td>$1,721.25</td>
<td>7</td>
</tr>
<tr>
<td>1923-24</td>
<td>$2,300.00</td>
<td>36</td>
</tr>
<tr>
<td>1925-26</td>
<td>$2,952.00</td>
<td>45</td>
</tr>
</tbody>
</table>

Total average: $2,261.00

The Relationship Between the Total Expenditure of Undergraduate and Graduate Students (According to Teacher’s Report)

<table>
<thead>
<tr>
<th>Total Expenditure</th>
<th>Number of Total Expenditure</th>
<th>Source of Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000 to $1,499</td>
<td>$1,320.00</td>
<td>27.5%</td>
</tr>
<tr>
<td>$1,500 to $1,999</td>
<td>$1,499.00</td>
<td>27.5%</td>
</tr>
<tr>
<td>$2,000 to $2,499</td>
<td>$2,104.00</td>
<td>30.0%</td>
</tr>
<tr>
<td>$2,500 to $2,999</td>
<td>$2,515.00</td>
<td>31.0%</td>
</tr>
<tr>
<td>$3,000 to $3,499</td>
<td>$2,880.00</td>
<td>30.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Method of Financing Their College Education

<table>
<thead>
<tr>
<th>Percentage of Total Expenditure</th>
<th>Number of Total Expenditure</th>
<th>Source of Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>$1,499.00</td>
<td>27.5%</td>
</tr>
<tr>
<td>Parents</td>
<td>$1,300.00</td>
<td>27.5%</td>
</tr>
<tr>
<td>Other</td>
<td>$2,104.00</td>
<td>30.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The Relationship Between the Personal Costs of Undergraduate Education and Salaries of Teachers

<table>
<thead>
<tr>
<th>Personal Costs of Education</th>
<th>Average Cost of Education</th>
<th>Number of Personal Costs of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25 percent</td>
<td>$29.66</td>
<td>10</td>
</tr>
<tr>
<td>26 to 30 percent</td>
<td>$27.91</td>
<td>10</td>
</tr>
<tr>
<td>31 to 35 percent</td>
<td>$24.61</td>
<td>10</td>
</tr>
<tr>
<td>36 to 40 percent</td>
<td>$21.31</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The Relationship Between Postgraduate Work and Income in Teaching Agriculture

<table>
<thead>
<tr>
<th>Amount of Postgraduate Work</th>
<th>Average Income</th>
<th>Number of Amount of Postgraduate Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>No postgraduate work</td>
<td>$76.00</td>
<td>8</td>
</tr>
<tr>
<td>1 year of postgraduate work</td>
<td>$79.00</td>
<td>6</td>
</tr>
<tr>
<td>2 years of postgraduate work</td>
<td>$82.00</td>
<td>4</td>
</tr>
</tbody>
</table>

The most desirable agriculture college appears to be the one that offers the best financial reward to the students. These colleges are the ones that offer the highest salaries to the teachers.

The teaching procedure which best develops the traits of the student to be:

- Industrious
- Loyal
- Caring
- Cautious
- Opinionated

In conclusion, it is evident that teaching agriculture is an important field of study that requires considerable time and effort. The students who successfully complete their education in this field will have a significant impact on the agricultural profession. The colleges and universities that offer programs in teaching agriculture should continue to improve and expand their offerings to ensure the success of their students.
Point of Order

THE PRESIDENT OF THE CHAMBER: The presiding officer of the chamber is the chairman of the chamber. The chairman of the chamber has the authority to call any member of the chamber to order. The chairman of the chamber may move any motion before the chamber. The chairman of the chamber may also make any inquiry or statement to the chamber that may be necessary to the business of the chamber.

The motion made by the chairman of the chamber is that the chamber be adjourned to the next day.

The motion is seconded by the member from the state of [State].

The motion is carried by a vote of [number] in favor and [number] against.

The chamber is adjourned to the next day.

L. R. HUMPHREYS

Another Dirt Farmer Degree

RUFUS W. SIMS, St. John's Seminary, Boston, Massachusetts

PERMISSION was given me again this year by the Massachusetts Agricultural College to fill in some of the blanks among those who had one or two years of agricultural education or had received some agricultural education, to be awarded, if approved, a certificate for "Successful Accomplishments in Farming," at the seventh annual meeting of the Massachusetts Agricultural College in February, 1928.

The certificate was presented to me by Professor F. W. A. S. Smith, head of the department of agriculture, at the banquet held in connection with the seventh annual meeting of the Massachusetts Agricultural College in February, 1928.

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C. O. EVER, Instructor, Middlebury, Indiana

One of the chief enterprises which is being undertaken by the vocational agriculture clubs in the state is the organization of the Middlebury F. A. Society. This society has recently organized a new chapter and has adopted a new constitution. The constitution provides for the election of officers and the adoption of rules and regulations for the conduct of the society's affairs.

The society has also adopted a constitution and By-Laws, which are as follows:

1. The name of the society shall be the Middlebury F. A. Society.
2. The object of the society is to promote the study of agriculture and related subjects, and to provide opportunities for the development of the individual members.
3. The society shall hold meetings on the first Monday of each month.
4. The officers of the society shall consist of a president, a vice-president, a secretary, and a treasurer.
5. The president shall preside at all meetings of the society.
6. The society shall have power to conduct all business and transact all matters relating to the operation of the society.
7. The constitution may be amended by a two-thirds vote of the members present and voting at any regular meeting of the society.

The constitution of the society was adopted by a two-thirds vote of the members present and voting at the first meeting of the society.

Co-operation

The Co-operative

The Co-operative is a company that provides services to farmers and rural communities. The Co-operative offers a variety of services, including credit, insurance, and education.

The Co-operative is a nonprofit organization that is owned and operated by its members. The members of the Co-operative receive dividends, which are a portion of the profits that are distributed to the members.

The Co-operative is a member of the National Cooperative Bank, which is a federal cooperative bank that provides loans and other financial services to cooperatives.

The Co-operative is also a member of the Cooperative America network, which is a national organization that provides resources and support to cooperatives across the country.

The Co-operative is committed to providing high-quality services to its members and to serving the needs of rural communities.

Oregon Public Speaker

Don Schmidt, Halfway, Oregon, will be the keynote speaker at the 25th annual Farm Bureau meeting in Halfway, Oregon. The meeting will be held on [date].

Schmidt is a long-time Farm Bureau member and has been active in the local chapter for many years. He is known for his strong advocacy for agriculture and rural communities.

Schmidt will speak on the topic of "The Future of Agriculture." He will discuss the challenges facing agriculture and the importance of working together to find solutions.

Schmidt's talk is expected to be well-received by the audience, and it is anticipated that it will be a highlight of the meeting.

The meeting will also feature a keynote address by [speaker], who will speak on the topic of [topic].

The meeting will conclude with a banquet and awards ceremony, where members will be recognized for their contributions to the local Farm Bureau chapter.
A Program of Security

A Program of Security

For most people, the word "security" means one thing: that there will be a steady flow of money coming in. But for others, security means more than that. It means peace of mind, knowing that you have something to fall back on in case of an emergency. In today's world, where jobs are scarce and economies are unpredictable, it's more important than ever to have a plan for security.

There are many ways to go about creating a program of security. Some people choose to invest in stocks and bonds, while others prefer to put their money into real estate. Still others may decide to start their own business or invest in a franchise opportunity.

No matter what route you choose, it's important to have a solid understanding of the financial world and to make informed decisions. This might mean working with a financial advisor or doing your own research. But whatever you do, be sure to have a clear plan in place and to stick to it.

In the end, a program of security is all about being prepared for whatever the future holds. By taking steps to ensure that you have the resources you need, you can feel confident and secure, regardless of what the world throws your way.

Book Review


This book is a must-read for anyone interested in the history of American agriculture. It provides a comprehensive overview of the evolution of agriculture in the United States, from its earliest beginnings to the present day.

The authors begin by examining the role of technology in shaping the agricultural landscape. They discuss the development of new farming techniques and the introduction of new crops, and how these changes have affected the way people live and work. They also explore the impact of economic forces on agriculture, including the rise of large-scale farming and the emergence of corporate agriculture.

Throughout the book, the authors provide detailed case studies of specific regions and communities, showing how the unique characteristics of each place have shaped the development of agriculture. They also examine the role of government policy in shaping agricultural practices, and how policies have changed over time to reflect the needs of different periods.

Overall, this book is an excellent resource for anyone interested in the history of American agriculture. It is well-written and thoroughly researched, and it provides a valuable perspective on the evolution of this crucial industry.