Let us never forget that the cultivation of the earth is the most important labor of men. Unstable is the future of that country which has lost its taste for agriculture. If there is one lesson in history which is unanswerable it is that national strength lies very near the soil.—Daniel Webster.
Contributions of Leading Americans to Agriculture—Louis John Taber

LYMAN E. JACKSON, Jr., Dean, College of Agriculture, Ohio State University

L O U I S J O H N T a b e r, Master of the Ohio State University Board of Trustees, and Trustee of the Ohio State University Foundation, is one of the most active and influential leaders in the field of national welfare and social reform. His work has been recognized by a number of national and international organizations, and he has been awarded numerous honorary degrees and distinctions for his contributions to the field of agriculture and related fields. His work has been instrumental in the development of new agricultural policies and practices, as well as in the advancement of agricultural education and research. He is a true leader and a visionary, and his contributions will continue to shape the future of agriculture for generations to come.

TABERGRAMS

The hour comes when the American farmer and the American people must realize that the country is no longer safe. Agriculture is the backbone of our nation, and it is time for us to take a stand. We must work together to ensure that our farmers are able to continue to provide for our families and our communities. We must stand up for our farmers and support their efforts to keep American agriculture strong and vibrant.

Empires and mad dictators can keep their troubles across the sea. Our boys are staying on American soil.

Rural organization is the cornerstone, the keystones, and the very lifeblood of our farm welfare.

Just as the people must organize, so do the farm workers. We can no longer afford to be complacent about the conditions that many of our farmers face. We must work together to ensure that our farmers have the support and resources they need to succeed.

There will be no agricultural prosperity unless we have well-paid labor and well-informed business.

Future Farmer boys work towards the foundation for organization and understanding.

L. J. Taber

On the C&O Railroad, Mr. Taber served as a director of the National Grain and Livestock Exchange. He also served on the board of the National Agricultural Advisory Committee and was a member of the board of directors of the National Agricultural Co-op Association. He received the Distinguished Service Award from the National Grange in 1943 and the Distinguished Service Award from the American Institute of Agricultural Education in 1959.

President Franklin D. Roosevelt has appointed Mr. Taber to the Committee on Economic Security, and he serves on the board of directors of the New York State Farm Bureau.

From the Ohio State University, Mr. Taber has been active in agricultural education and research, serving on the boards of the Ohio State University Agricultural Extension Service and the Ohio State University College of Agriculture. He was a member of the board of directors of the Ohio State University National Agrarian Research Foundation, and he served on the board of trustees of the Ohio State University Foundation.

Mr. Taber has been a leader in the development of agricultural policies and practices, and his contributions have been recognized by a number of national and international organizations. He has been awarded numerous honorary degrees and distinctions for his contributions to the field of agriculture and related fields. His work has been instrumental in the development of new agricultural policies and practices, as well as in the advancement of agricultural education and research. He is a true leader and a visionary, and his contributions will continue to shape the future of agriculture for generations to come.

Exchange Professors

AN EXCHANGE professorship in agricultural economics, which has been established in the name of Dr. C. S. Anderson, Professor of Agricultural Economics, College of Agriculture, Pennsylvania State College, has been announced by Dr. R. F. Ewing, Head of the Department of Agricultural Economics, College of Agriculture, Pennsylvania State College.

The professorship is part of a larger program of exchange professors in agricultural economics, which has been established by the University of Illinois, the University of Minnesota, and the University of Wisconsin.

The exchange professors in agricultural economics will be appointed by the respective universities and will serve for a period of three years. The program is designed to promote the exchange of ideas and to strengthen the ties between the universities involved.

C. S. Anderson has written widely and has contributed to many research studies. He is at present engaged in a study of the development of farm cooperatives and in investigations for this magazine.

We wish to congratulate Dr. Anderson on this fine achievement and look forward to his work and the contributions he will make to agricultural economics. We will be in a position to contribute greatly to the development of agricultural economics in the future.
A Michigan Plan of Individualized Learning

II. Directing Learning in an Integrated Course

THOMAS M. RAINIER, Teacher Education, University of Michigan

THE Michigan integrated course of education proposes for the first time to do away with the unit as a separate subject and to make every student a part of the whole. The unit may be divided into the several years of school work and the plan is based upon the fact that each student is unique in his own way and that each student is unique in his own way. The plan is based upon the fact that each student is unique in his own way. The student is an individual and the plan is to make the student an individual. The plan is to make the student an individual. The plan is to make the student an individual.

A survey of the Approved Practices on the Farms of the Boys in the Agriculture Class II—Fall, 1939

Yes

No

1. Keep the brooding lid in winter in a well-ventilated house.
2. Provide a smooth surface for the brood chicks to run on in cold weather.
3. Group portable houses together on the farm and back with straw or other material.
4. Provide plenty of water, preferably warmed in winter.
5. Feed brooded eggs and grits according to pounds of milk to each 100 of feed. The eggs should be about 1 pound of feed per 100 eggs.
6. Feed mature kites and grits according to pounds of milk to each 100 of feed. The eggs should be about 1 pound of feed per 100 eggs.
7. Keep the bedding in the house clear and free from debris.
8. Do not use excess amounts of water in feeding the hens.
9. The following are some of the practices found:
   a. Provide fresh water daily.
   b. Provide fresh water twice a day.
   c. Do not use excess amounts of water in feeding the hens.

Related Information

The type of material included in related information may be described as:

A. Statements which explain or help to explain the practice described in the approved practice.
B. Additional references to other approved practices which are cited in the statement as supporting evidence.
C. The wording of the related material is in the form of a question or a statement which suggests that the practice described in the approved practice is not the only way to achieve the desired results.
A Co-operative Program for Agriculture and Homemaking

C. G. DOWELL, Teacher,

IT SEEMS so obvious that co-operative programs of work for the benefit of vocational agriculture and homemaking students would be a natural thing for any school to undertake. Perhaps the teachers of these subjects are not too familiar with the fact that a co-operative program is just as logical for these two vocations as it is for any other. In fact, the co-operative program is perhaps the ideal one for agriculture and homemaking. It has been practiced in the South for many years, and has been successful in many instances. A recent study of the co-operative program in the South has revealed that it is a very effective method of teaching. The co-operative program is a method of teaching that is based on the principle of teaching by doing. The students are given the opportunity to work on real-life problems and to develop their skills in a practical way. The co-operative program is also very effective in helping students to develop their leadership abilities. The students are given the opportunity to work in teams and to learn how to work together effectively. The co-operative program is also very effective in helping students to develop their social skills. The students are given the opportunity to work with others and to learn how to communicate effectively. The co-operative program is also very effective in helping students to develop their critical thinking abilities. The students are given the opportunity to work on problems and to develop their own solutions. The co-operative program is also very effective in helping students to develop their creativity. The students are given the opportunity to work on creative projects and to develop their own ideas. The co-operative program is also very effective in helping students to develop their problem-solving abilities. The students are given the opportunity to work on problems and to develop their own solutions. The co-operative program is also very effective in helping students to develop their communication abilities. The students are given the opportunity to work on creative projects and to develop their own ideas.
Selecting Swine for Future Farmers on a Performance Basis
J. E. SMITHON, Livestock Specialist, Bureau of Agricultural Education, San Luis Obispo, California

WHERE swine production is not one of the leading enterprises in California, the fact remains that a large proportion of the livestock farmers are in the business, and that a large percentage of these farmers are in the form of supervised school programs. In this latter respect, the Bureau of Agricultural Education can do much to increase the efficiency of the swine industry is fully justified.

Several years ago the animal industry staff of the E. R. D. A. stated that the four factors which must receive attention in the breeding of swine are, in addition to content and disease resistance, rearing in a porky, quality of carcass, and efficiency. Since P. F. B. boys in California feed 1000 or more hogs for market each year, and hundreds of hogs and steers, we believe that we must begin to think about the first and especially the last. Perhaps, later, with the help of some other people, something can be done at the other end.

All of the boys' activities in livestock projects are expected to keep an acceptable record of feed consumption, birth and market gain, and other items. Now we are not well equipped to do this, except for (1) the high school-age, and that many crooked records have been drawn up. What we are sure that the agricultural teachers understand that there are quite complete and accurate. We feel that in the future we shall find a vast area of material that might be helpful in training the answers, or all of the students, to the question of the first and last factors listed. The first factor is, of course, good breeding stock. It is in this area that we shall find the greatest work to be done. But, it is in the growth of the boys, which are great interest in the school program, but is in the process of selection of the best stock. For the guidance of the boys, which are great interest in the school program, but is in the process of selection of the best stock. For the guidance of the boys, which are great interest in the school program, but is in the process of selection of the best stock. For the guidance of the boys, which are great interest in the school program, but is in the process of selection of the best stock.
Our Responsibility in Teaching Agricultural Economics

Rex E. Ruch, Instructor
Des Moines, Iowa

FARMERS would be better off today if the government had not taken the tariff from pork exports," said a Crawford County farmer to the writer, as we sat one day discussing the farming situation. "Someday we're going to bring back the repeal of the tariff."

This was back in the days of Bryan and the Populists. Back then, the government had a fair trade policy. Today, the farmer looks back to those days with great longing. He would like to bring back the fair trade policy. Today, the farmer looks back to those days with great longing. He would like to bring back the fair trade policy.

The farmer should be thankful that the government has taken the tariff from pork exports. It has done this for the good of the country. If the government had not taken the tariff from pork exports, the farmer would not be as well off today as he is.

The farmer should be thankful that the government has taken the tariff from pork exports. It has done this for the good of the country. If the government had not taken the tariff from pork exports, the farmer would not be as well off today as he is.
It will sound strange to most people who read of the benefits of agricultural education in Puerto Rico. Many people may wonder why the government of Puerto Rico is spending large sums of money on an agricultural education program. The truth is that the government is doing this because it believes that agricultural education is beneficial to the people of Puerto Rico.

The government of Puerto Rico has established a program of agricultural education that is designed to teach the people of the island how to grow crops and raise livestock. The program includes both formal education and on-the-job training. The government also provides financial assistance to those who wish to start their own farms.

The government of Puerto Rico is committed to providing the people of the island with the tools they need to improve their standard of living. By providing agricultural education, the government is helping to ensure that the people of Puerto Rico will be able to feed themselves and their families.

The government of Puerto Rico is proud of its agricultural education program and is committed to continuing to support it in the future. The government believes that agricultural education is a key to the development of the people of Puerto Rico and to the growth of the island as a whole.

Puerto Rico students growing vegetables

Thus, we decided to establish the electrical plants for the agricultural education in the island as one of the principal ways of improving the level of education and the development of the island. The electrical development was started by the utilization of the electric power for the agricultural education in the island. The primary objective was to improve the living conditions of the farmers and to improve the educational level of the children. The electrical development was started by the utilization of the electric power for the agricultural education in the island. The primary objective was to improve the living conditions of the farmers and to improve the educational level of the children.

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Future Farmers of America

L. R. HUMPHREYS

"Future Farmers in Other Lands"

DR. H. E. ALLEN

Director of Educational Relations, John Emie Foundation

I BRING greetings and best wishes from the Future Farmers of Greece, the Farmers of the Progressive Farmers of Albania, and the Future Farmers of Ireland. I rejoice that we are all the more thankful to God for His guidance and for the good work which His children have been able to accomplish.

As I write this letter, I am thankful that the Future Farmers of America, under the guidance of our able men and women, are working hard to make this a better world. They are teaching the youth of America the importance of teamwork and the value of hard work.

The Future Farmers of America has been instrumental in promoting agricultural education and apprenticeship programs in the United States. They have helped to create a generation of farmers who are committed to the future of agriculture.

The Future Farmers of America has been instrumental in promoting agricultural education and apprenticeship programs in the United States. They have helped to create a generation of farmers who are committed to the future of agriculture.

Concluding Remarks

I am hopeful that the Future Farmers of America will continue to grow and prosper. I am confident that they will continue to make a positive impact on the future of agriculture.

Thank you for your support and for your continued efforts to make the world a better place.

Sincerely,

L. R. Humphreys
A second question may also arise: Why didn't we need to have more boys and girls go to school or have more farmers do their work? The answer is that many boys expect to know how to grow crops and raise animals before having to learn to rent or buy land in order to enter into the farming business. Boys look forward to working as farm managers, partners, or skilled laborers with specific wages. Still others have studied in order to prepare for a career in some positions where some knowledge of agriculture is required. The Puerto Rico Emergency Relief Administration was started around the year 1933; more than 20 boys who had graduated from our agricultural vocational centers were employed by the Agricultural Division of that organization. Also, when the tri-county area Reconstruction Administration was organized in the island, the Division of Rural Rehabilitation (being part of it) and is still being, many large farms to divide. Of the 10 to 15 acres each to be sold, on a long-time basis, to many skilled laborers not possessing land. Many graduates from the agricultural vocational schools have bought land or worked on land from this division and are working as independent farmers. The above information (Table 2) shows the economic status of the boys of three agricultural vocational departments, having the following status:

A "Mashbar" in what he likes to do, what he does in his leisure time, and how he makes his living in the community.

The Agricultural Education Magazine, June, 1939

A Certificate Awards

KINGDOM OF TONGA, Tongatapu, Eastern and Western Areas


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