How much more delightful to an undaunted mind is the task of making improvements on the earth, than all the volubility which can be acquired from snoring over an uninterrupted career of conquest.—George Washington.
Learning by Living: A Problem in Teacher Education

Working on the assumption that education is the process of living the life of the learner, the author develops a philosophy of agricultural education. He suggests that the teacher's primary responsibility is to create a climate of learning in which students can discover and apply the principles of living.

The philosophy of education discussed by the author is based on the idea that education is not just a process of transmitting knowledge, but also a process of living. The teacher's role is to facilitate this process by creating a supportive environment that encourages students to think critically and independently.

The article emphasizes the importance of practical experience in education and suggests that teachers should be role models for their students. It also highlights the need for teachers to be open-minded and flexible in their approach to teaching.

In summary, the author's philosophy of education stresses the importance of creating a learning environment that fosters growth and development. It encourages teachers to be active participants in the learning process, rather than passive transmitters of knowledge.

A HIGHER EDUCATION

The article discusses the need for higher education to be more focused on practical skills and real-world applications. It suggests that traditional educational institutions should shift their focus from theoretical knowledge to practical training.

The author argues that higher education should be more accessible and affordable to a wider range of students. It should also be more relevant to the needs of society and the economy.

In summary, the article advocates for a more practical and accessible higher education system that prepares students for the real world.

These extracts are from a larger article discussing the importance of practical experience in education. The full article can be found in the Agricultural Education Magazine, January 1960.
Contributions of Leading Americans to Agriculture—Cyrus Hall McCormick

A. M. Fied, Professor of Agricultural Education, University of Minnesota

FROM the dawn of civilization down to the present time, the processes of agricultural improvement have formed almost every new tool and labor-saving device, and have led to the development of new and improved methods of cultivation. But this universal influence of man on the soil did not begin to unfold its full force until the time of the Industrial Revolution. The factory system, which began with the manufacture of the cotton gin, has been the great contributor to the development of our national wealth, and has had a far-reaching influence upon agriculture.

A. M. Fied

In the second half of the 19th century, the progress of agricultural science was rapid, and the introduction of the reaper by Cyrus Hall McCormick in 1831 was a milestone in the history of agriculture. The modern reaper, which was developed by McCormick, is a significant improvement over the hand镰 and scythe, and has revolutionized the harvesting of grain crops. The reaper has not only increased the efficiency of agricultural labor, but has also contributed to the development of new farming techniques and the establishment of mechanical agriculture.

Cyrus Hall McCormick

Immediately after the failure of his father, Cyrus cleared his farm and started building a new one. He soon began to experiment with various ideas, and finally hit upon the idea of building a reaper. He worked on this project for several years, and finally succeeded in building a practical reaper. This reaper was the first practical reaper ever built, and it revolutionized the harvesting of grain crops.

Pioneering in Manufacturing and Selling Reapers

The young inventor was beset with difficulties. In order to get funds to continue his work, he had to find a way to sell his reaper. He began by renting a shop and started selling his reaper. He had to face many difficulties, but he persevered and finally succeeded in selling his reaper. He soon had several customers, and his business began to grow.

Two views of the world's first reaper awarded the medal of the Prince Albert Royal Agricultural Society in competition with the flail and scythe. The reaper was accepted by the judges, and a gold medal was awarded. This was the first time a reaper had been awarded a medal in a competition.

The reaper was further improved by Cyrus in 1836, and it was finally patented in 1837. The new reaper was much more efficient than the old one, and it quickly gained popularity.

The Agricultural Education Magazine January, 1960

The lack of harmony between the various interests involved in the development of the reaper was one of the greatest obstacles to its success. Many farmers were opposed to the new reaper, and they were afraid that it would make their work easier. But the reaper was too efficient to be ignored, and it soon became the standard tool of the farmer.

The Contributions of Cyrus McCormick to Agriculture

The greatest beneficiary of the McCormick reaper was, of course, the farmer. He was able to harvest his crops in a much shorter time, and he was able to do it with less labor. The reaper also had a great effect on the development of the agricultural economy. It made possible the large-scale production of grain crops, and it contributed to the growth of the American agricultural industry.

The reaper was also a great boon to the manufacturer. The reaper required a great deal of mechanical skill, and it was a major factor in the development of the mechanical age. Many of the modern manufacturing processes developed in the 19th century were based on the principles of the reaper.

In conclusion, the McCormick reaper has had a profound effect on the development of agriculture. Its invention has led to the development of new farming techniques, and it has contributed to the growth of the American agricultural industry. The reaper is a symbol of the progress of agricultural science, and it is a tribute to the ingenuity and perseverance of Cyrus Hall McCormick.
Methods

A Diary of School Journeys in Agriculture

Warson Fowl, Instructor, Traverse City, Michigan

The instructor of vocational agriculture

Weber, of the Michigan State College of Agriculture, says that the

The project is on the farm of Dick Logan, one of the students. Samples were

The crops were harvested and tabulated. Each student

September 22:

The day before the last period of the day

Preparing Hybrid-seed Potato Tests

September 29:

The last of the test period was devoted to

September 20:

The class spent an hour at the state

November 18:

The boys visited the farm of Mr. Kratovil to look over

May 12:

Classes sprayed in orchard. Three

May 10:

Classes sprayed in orchard. Trees

December 6:

The class visited the harvester, cleaned

November 15:

Mr. Harris explained the various parts of the

October 22:

Two biology students went to the school

October 18:

Two classes spent two hours at the Michigan State College

October 12:

Two classes spent two hours at the Michigan State College

October 8:

Two classes spent two hours at the Michigan State College

October 1:

Two classes spent an hour at the state

September 24:

The class visited the orchard and did

September 21:

The class visited the orchard and did

Harvesting Hybrid-seed Potato Tests

September 26:

The class had an opportunity to make

September 20:

The class spent an hour at the state

The boys visited the farm of Mr. Kratovil to look over classes of

The boys visited the farm of Mr. Kratovil to look over classes of

Preparation of Hybrid-seed Potato Tests

November 19:

Mr. Harris explained the process of

October 21:

Mr. Harris explained the process of

October 15:

two classes spent two hours at the Michigan State College in

September 21:

The under-direction of Professor March

September 24:

The class visited the orchard and did

The class visited the orchard and did

The class visited the orchard and did

The class visited the orchard and did

The class visited the orchard and did
Developing Ability to Finance a Farm Business: A Major Objective in Vocational Programs in Agriculture

H. H. Gibson

The Agricultural Education Magazine, January, 1940

This was one of 14 major objectives identified in the recent preliminary report of the national committee on vocational education in agriculture. The general statement emphasizes the close relationship between the objective and the day-to-day operation of the farm business. It is recognized that sound financial planning is essential to the overall success of the farm business. Financial planning involves determining what the family can afford, making responsible expenditures, and providing for emergencies.

The study analyzes the various aspects of farm financial planning, including the use of credit facilities and the importance of understanding credit facilities. The role of banks and other lenders is discussed, as well as the need to understand the terms and conditions of loans and the importance of creditworthiness. The study emphasizes the importance of developing a clear understanding of the financial needs of the farm business and the need for careful planning and decision-making in order to ensure financial stability.

The study highlights the potential for vocational programs in agriculture to provide valuable training and education in financial planning and management. It recommends that vocational programs focus on developing skills and knowledge in areas such as budgeting, financial analysis, and risk management, in order to prepare students for success in the farm business.

The study also underscores the need for continued research and development in the area of farm financial planning, in order to address the changing needs and challenges facing the farm community. It is clear that financial planning is a critical component of farm management, and that vocational programs in agriculture have an important role to play in preparing the next generation of farmers to succeed in this important area.
Training Program In Farm Shop for Teachers of Agriculture

GEO. T. SARGENT, Teacher Education, Auburn, Alabama.

TO ASSIST further in promoting the farm-shop program in Alabama, a workshop in the form of a teacher-training program will be given. This workshop will be in cooperation with the new shop and shop equipment programs for teachers. On July 7, 1939, an additional teacher-training workshop was held which was attended by twenty teaching men and women. Each participant in this workshop was given an opportunity to build, by classwork, the various parts of the school shop and shop equipment program. The program was then set up on a co-operative basis between the teacher training and the industrial arts department of the school.

During the first session of the workshop, the shop equipment, building, and materials were set up. The plans and specific work were presented to the teachers for the design of the shop, the tools for the shop, etc. In addition to this, the teachers were shown the various shop equipment and materials used in farm-shop teaching.

Exphasis on Farm Needs

The shop was set up on the basis of the needs of the farm, the shop equipment, the building, and the materials were designed to meet these needs. The teachers were given an opportunity to build, by classwork, the various parts of the shop and shop equipment program. The program was then set up on a co-operative basis between the teacher training and the industrial arts department of the school.

During the first month of the course, the students were given an opportunity to build, by classwork, the various parts of the shop and shop equipment program. The program was then set up on a co-operative basis between the teacher training and the industrial arts department of the school.

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How Fifty Young Men Became Established in Farming

C. S. ANDERSON

Agricultural Training. The farms on which these young men have owned or operated were selected by the status of their fathers in Table I.

<table>
<thead>
<tr>
<th>TABLE 1. FARMING STATUS OF PARENTS</th>
<th>Number of Young Men Owned Farms</th>
</tr>
</thead>
</table>
| Number owned farms: 90% | 60%
| Number of farms: 90% | 60%
| Average age of farms: 29.9 years | 21.9 years
| Average size of farms: 100 acres | 70 acres
| Number of farms: 90% | 60%
| Average age of farms: 29.9 years | 21.9 years
| Average size of farms: 100 acres | 70 acres

The average size of the home farms of the young men was 100 acres, whereas the average size of the farms in Richland County in 1920 was 168 acres. This would indicate that a large majority of young men are becoming farmers in the country who have raised their farms considerably above the average as to age.

Since 49 or 50 percent of the young men were from farms whose income was not high enough to obtain the latest in fixes on the home farm. Twenty-five percent of the rented land was owned by tenants related to the landlord.

Table 2: Number of Years of Schooling Completed

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Since 24 percent began farming before the age of 20 and 34 percent, it would seem that young men of this age group should be encouraged to carry on practical service work in connection with either all-day or part-time classes.

The question of how many farmers is needed to begin farming and how to obtain it is a per-

5. Number of Salesmen. From the data in Table 2 it is evident that the parent had made no provision for the young men to begin farming. Since the average age of capital owned by the young men was 28 years or 5 years older than the age at which they started farming, it would seem that the young men were better equipped financially when they began farming. Since 24 percent began farming before the age of 20 and 34 percent, it would seem that young men of this age group should be encouraged to carry on practical service work in connection with either all-day or part-time classes.
TABLE 9. GROUPING OF FACTORS REPORTED AS BEING MORE IMPORTANT IN HELPING 50 YOUNG MEN BECOME FARMERS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number</th>
<th>Ranking Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental influence</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Farming background</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Financial status</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Opportunity to get a job</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Future in farming degree</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Interest in livestock</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Personal initiative</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Experience with nature</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Farm life story</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Customer service</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Opportunity for credit</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Healthful living</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Father's example</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Gilchrist's employee</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Hard work as a laborer</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Eleven Years With the State Farmers of Texas

R. L. THURMAN, Teacher, Kountum, Texas

A TOTAL of 502 boys have been members of the Star Farmer degree during the eleven years that the 
State Farmers of Texas have been operating. The original group, 
formed in 1918, had 126 boys. Since then, the membership has grown 
steadily. By 1929, the Star Farmer degree had been awarded to 502 
boys, and there are now 126 girls on the rolls. This growth can be 
traced to the efforts of the STAR FARMER ASSOCIATION, which was 
founded in 1918 by the State Farmers of Texas. The association has 
been successful in reaching boys and girls in rural communities 
throughout the state. It is an organization that is open to all children 
aged 10 to 16 years, regardless of race or gender. The membership 
requirements include attending meetings, participating in projects, 
and working to improve their communities.

The STAR FARMER ASSOCIATION is a nonprofit organization that 
focuses on teaching young people about agriculture and rural life. 
Its goals are to promote education, leadership development, and 
community service. The association offers various activities, such as 
yard work, livestock shows, and community service projects. These 
activities help young people develop life skills, such as teamwork, 
communication, and problem-solving.

The STAR FARMER ASSOCIATION is an important part of rural 
life in Texas. It provides a valuable resource for young people who 
are interested in learning more about agriculture and rural life. 
The association is funded through membership dues, donations, and 
grants. It is a proud tradition of the State Farmers of Texas that 
will continue to serve young people for generations to come.
A HOME of their own is the ultimate goal of the members of the P.F.A. chapter at Sugar-Salem, Idaho. A log cabin 20 by 20 feet in the Idaho State forest near Yellowstone National Park was purchased with chapter funds. It was necessary to sell this cabin when the chapter decided to move the grounds for a dam site. The chapter made a bid on the structure which was accepted. Ambitious chapter members under the direction of the chapter adviser planned the landscaping of the cabin and the moving of the logs to the high-school grounds to be re-assembled as a chapter house.

Twenty-one boys made the long, arduous trip to the cabin site, disassembled the logs, and hauled them to Sugar City. Work immediately started on the reconstruction program. Eventually the cabin will be the headquarters for the young farmers.

Chapter house under construction

The cutting of the roof and the floor have been started, and great chunks of wood have been carted to the grounds for the construction of the chapter house. The building is near completion, and will be a rustic structure that will provide a home for the chapter members.

Finance

(Continued from page 119)

Question

1. It will increase its interest rate by four percent, or six percent, in view of present-day credit facilities?

2. Are the P. F. A. chapters, and students to whom loan is made, in need of different financial assistance, or are they all in need of such assistance?

3. Is it desirable for a school to make loans to different students, or are they all in need of similar financial assistance?

4. How can the boys secure the greatest possible benefit from financial transactions with their parents?

The Agricultural Education Magazine January, 1940