He is a successful teacher who arouses in his pupils a desire for learning. The teacher is not someone in charge of the knowledge supply whose sole business is to feed out information to inquiring minds. His business is to create an appetite. When a boy or girl wants to learn he can be said to have the rudiments of culture—not until then.—Dr. Frank Crone.
Hitching to a Star

People seldom improve when they have no other model but themselves to copy after—Goethe.

HISTORY reveals that many men have attained greatness through the dominating influence of some one person or persons. That individual perhaps represented the ideal toward which such a man aspired. He recognized the degree of success beyond his own capabilities and, like those before him, he sought a cornucopia of inspiration and guidance to help him cross the chasm to knowledge and true greatness.

If you should ask a teacher what he considered his greatest source of inspiration, he would mention the name of one person whom he revered as a model. That model may have been a father, a brother, a mentor, or a friend. But regardless of who it was, that model had a significant influence on the teacher's life and career.

In teaching, the role of the mentor is crucial. A mentor can provide guidance, support, and encouragement, helping teachers to develop their skills and become better educators. A mentor can also serve as a role model, demonstrating the qualities and behaviors that teachers should strive to possess.

The success of a teacher is often determined by the quality of their mentorship. Without a mentor, teachers may be left feeling lost and unsupported. A mentor can help teachers to navigate the challenges of teaching and provide them with the tools and resources they need to succeed.

In conclusion, the role of the mentor in teaching is important. By providing guidance, support, and encouragement, mentors can help teachers to develop their skills and become better educators. They can also serve as role models, demonstrating the qualities and behaviors that teachers should strive to possess.

The challenge is to find and cultivate these relationships. It is up to administrators and colleagues to create opportunities for teachers to find mentors and for mentors to mentor teachers. It is our responsibility to ensure that teachers have the support they need to succeed.
Contributions of Leading Americans to Agriculture—Henry Cantwell Wallace, 1866-1924


In Enterprise, Alabama, there stands a monument erected by a grateful people in honor of a man who had appeared at first to spell complete ruin for the then powerful and prosperous cotton industry. This man had been elected mayor, and his policies had succeeded in reducing the city's taxes so that its citizens could afford to purchase more cotton. His name was Henry Cantwell Wallace.

Wallace was born in Indianola, Alabama, in 1866. He was the son of a farmer and began working on his father's farm at an early age. At the age of 16, he went to work for a local cotton gin, and in 1883 he married Mary Ann Cantwell, who died in 1913.

Wallace was a farmer and an economist, and he was the first to introduce the concept of soil conservation in the United States. He was also a strong advocate of free and open competition, and he fought against the monopolies that were holding back the farmers.

In 1911, Wallace was elected to the United States Senate from Alabama. He served for two terms, from 1911 to 1923. During his time in the Senate, he was a strong advocate of farm legislation and was known for his work in the field of agriculture.

Wallace died in 1924, but his legacy lives on through the many contributions he made to the field of agriculture. His work has helped to improve the lives of millions of farmers and has paved the way for modern agricultural practices.

The End
Agreement, because to him the farm and its economic and social development was "the foundation of life." He was a prosperous farmer, a professor of agronomy, a writer on agriculture, and, as a journalist, he was one of the most influential of American farm journals.

During his term as Secretary of Agriculture, the department under his leadership was established as one of the most influential in the federal government. His dedication to the principles of agricultural economics and social justice was reflected in his work, and he was widely respected for his intelligence and integrity.

His commitment to the development of agricultural policy was evident in his work as Secretary of Agriculture for the years 1897-1901. He was known for his innovative and forward-thinking ideas, and his tenure was marked by a focus on the economic well-being of farmers and the importance of agricultural education.

In conclusion, Mr. Wallace was an influential figure in American agriculture, and his contributions to the development of agricultural policy and education continue to be remembered and celebrated.

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On the campus of the Iowa State College, there was a book salon hosted by the American Country Life Association as an extension to the farm worker's service to agriculture. The discussion centered on the need for improved education for farmers, which was essential for the development of a successful agricultural economy. The discussion was led by Dr. Wallace, and he emphasized the importance of providing educational opportunities to farmers, particularly in the areas of business and management.

There were four main points discussed:

1. The need for better education for farmers, particularly in the areas of business and management.
2. The importance of providing educational opportunities for farmers, particularly in the areas of business and management.
3. The need for better education for farmers, particularly in the areas of business and management.
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The methods used in this study involved a combination of interviews and observations to gather data. The students were assessed through various methods, including quizzes, tests, and project evaluations. The data collected were then analyzed to determine the effectiveness of the teaching strategies used.

In Part B of the evaluation guide, the teacher was required to rate the students on their participation in class activities. This was done by observing the students during class time and assigning grades based on their level of engagement. The grades were then compared to the national average to determine if the students were meeting the expected standards.

The final section of the evaluation guide focused on the students' progress in the course. This was assessed through a variety of methods, including homework assignments, class projects, and exams. The grades were then averaged to determine the final course grade.

In conclusion, the evaluation guide proved to be a valuable tool in assessing the effectiveness of the teaching methods used in this study. The data collected were useful in identifying areas where improvement was needed and in determining the overall effectiveness of the course.

A. M. FIELD

A Minnesota Plan of Individualized Learning

THOMAS S. W. Roine, Teacher Education, University of Minnesota

By Integration is to be achieved, some unifying force must be present. In the world of teaching, the unifying force is the teacher, the separate persons and their relationships which we have organized him to inspect. An evaluation guide can be used to aid the student in utilizing the integrated work. It will enable him to see the results of his labors, not as a conglomerate mass, but as a unified whole, which the guide will help the student see that he is the master of his success or failure, an important perspective from a disciplinary viewpoint. He will see how futile his efforts may be, that the teacher's role is to be the helper in his own development. It is significant that many of the individualized activities have improved study habits with the help of the guide. In the present study, the teacher has been asked to develop his own plans, not to follow a rigid set of rules. The guide is intended to be a flexible tool that can be adapted to fit the needs of each student.
Supervised Practice
H. H. GIBSON

Supervised Practice...
Farming Mechanics

Rural Electrification in Vocational Agriculture

CLYDE WALKER, Associate Professor of Agricultural Engineering, Oregon State College

For many farm families, electricity is one of the most important aspects of their lives. This is true especially for those who live in rural areas. In this field, the problem of农村 electrification is a challenge that many farmers and policymakers face. The purpose of this study is to examine the impact of rural electrification on farm families. The study was conducted in a rural area of Oregon, and the results show that rural electrification has had a positive impact on the farm families' quality of life.

The study found that rural electrification has improved the quality of life for rural families. The results show that rural electrification has led to improvements in various aspects of their lives, including health, education, and economic opportunities. The study also found that rural electrification has improved the quality of life for rural families in terms of health, education, and economic opportunities.

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Placement Opportunities in Farming for Young Men From All-Day and Part-Time Classes in Hardin County, Kentucky

C. S. ANDERSON
Jane T. Choate, Agent
Vine Grove, Kentucky

During 1937-38 a study was made of the placement opportunities in farming for young men who attended the All-Day and Part-Time classes in Hardin County, Kentucky. The study was made in order to determine the percentage of the students who were placed in farm work; also, what kind of work was provided and the conditions under which work was found. The study was also made to determine the amount of capital required by the farmers willing to engage in farming with desirable young men who are indicating a desire to farm.

The amounts of capital required by the farmers who are not interested in farming are given in Table 2. The amounts of capital are given for the three age groups of 35 years and under, 36-45 years, and 46 years and over. The amounts of capital are given in dollars and are based on the average amount of capital required by farmers in the county.

Concluding Statements of Findings
Each year there are available for placement on farms in Hardin County approximately 100 young men, trained and experienced. Normally, this number is 70. In the past few years the number has been as low as 50. The reason for this is that a large number of young men are going to college and do not want to farm. The number of young men available for farming is determined by the amount of capital required by the farmers who are willing to engage in farming with young men.

The community of Vandalia consists of a town of 3,500 population surrounded by a general livestock farm area. The community is in the center of the state and is located on the Illinois, Indiana, and Ohio borders. The community is a typical small town in Illinois and is the center of the area.

A STUDY of the ages of farmers in the Vandalia area reveals that the median age of the men is 65 years of age or over. There are more men in the 65 years of age or over than in any other age group.

The table shoules the distribution of the population by age groups for the years 1937 and 1938.

A Survey of the Agricultural Resources and Possibilities of St. Louis County, Minnesota
J. I. McCann, Teacher
Gilbert, Minnesota

An important aim in vocational agriculture should be to develop in boys the desire for heroism in the country. By working on farms and by developing the habit of looking for new opportunities, the boys will develop this heroism. The goal of this study is to determine what is the best way to help young men in the development of their agricultural abilities.

The study was made by sending questionnaires to all of the high schools in the county. The questionnaires were sent to all of the high schools in the county, and the results were tabulated. The results were then analyzed to determine the best way to help young men in the development of their agricultural abilities.

Another survey was made, thru the County Extension Office, of each township in the county. The results of the survey were tabulated and the results were analyzed to determine the best way to help young men in the development of their agricultural abilities. The results of the study were then compared to determine what is the best way to help young men in the development of their agricultural abilities.

In many towns the land is essentially used to agricultural purposes, and the boys who live in these towns will have the opportunity to learn about farming. They will have the opportunity to participate in the many activities that are related to farming. They will have the opportunity to learn about the many aspects of farming, and they will have the opportunity to learn about the many opportunities that are available to them in farming.
Future Farmers of America

L. R. HUMPHREYS

Roadside Stands

A. GREENWAY, Reporter, Exer Chapter
F. F. A., Ashmont, Massachusetts

What an attractive stand you have!" "This stand looks like some great, new stand!" Schaal's remarks were the remarks of many people commenting on our F. F. A. roadside stands.

The stand had been erected during the early spring by students as part of their F. F. A. roadside stand project. The appearance was so improved that people started to call the stand "Schalls stand." The roadsides in other years have begun to look and take notice of their stand. The trees, shrubs, and other plants were trimmed and watered.

The stand was sold to some vegetables as a result of this Natural Science. Most students are trained to make a good display. Harriett and co-teachers of the display presented importance in the setting up of a balanced display.

The display of the particular produce in demand was always kept open to the public, in order to carry the display of the produce arranged to make a good display. Harriett and co-teachers of the display presented an important part in the setting up of a balanced display.

The stand was sold to some vegetables as a result of this Natural Science. Most students are trained to make a good display. Harriett and co-teachers of the display presented importance in the setting up of a balanced display.
Harry C. Wallace

(Continued from page 10)

Wallace was a man among men. The following statements exemplify this sentiment:

(Continued from page 10)

agricultural program. In Delaware we have no ideal education with which it is possible to get the maximum value of teaching and educational leadership. The public is well educated, the rural population, because of its education, social, and economic status, is able to understand and appreciate the good work of the agricultural leaders. It is possible to state that in the educational and cultural movements the public have been vitally interested and that it is well for educators that the people have been vitally interested.

A Useful Tool

(Continued from page 10)

Many men owe their grandest of their lives to their tremendous difficulties.