A good thought for every vocational pupil to ponder:
"I am doing what I am doing in the way I am doing it, only until I can find some better thing or better way."

— W.F. STEWART.
The Measure of a Teacher

ARTHUR K. GETMAN, Chief, Agricultural Education Bureau, State Department of Education, Albany, New York

The background from which one sets the measure of a teacher is of fundamental and profound importance. One's past experiences, one's educational background, one's social experience, one's professional experience, one's personal relationships, and many other factors will influence the measure one places on the performance of a teacher. The measure one places on a teacher will be influenced by one's own experiences, one's own knowledge, one's own beliefs, one's own values, and one's own prejudices.

A teacher is a person who has been trained to perform a specific role in society. That role is to transmit knowledge and skills to others. A teacher must be able to communicate effectively, to listen and to respond appropriately, to motivate and to guide, to challenge and to support. A teacher must be able to adapt to a wide range of situations and to deal with a variety of people.

The teacher's role is not limited to the classroom. A teacher must also be a role model, a mentor, a counselor, a friend, a confidant. A teacher must be able to provide a supportive and nurturing environment for all students, regardless of their backgrounds or abilities.

A teacher must also be able to evaluate students' progress and to provide feedback. A teacher must be able to assess student learning and to adjust their teaching strategies accordingly. A teacher must also be able to motivate students to learn and to encourage them to take responsibility for their own education.

A teacher's measure of success is not limited to academic achievement. A teacher's success is also measured by the impact they have on their students' lives, by the way they make a difference in their students' lives, by the positive effects they have on their students' futures.

A teacher's measure of success is not static. A teacher's measure of success can change over time as their students' needs change, as their students' lives change, as their students' goals change.

A teacher's measure of success is not limited to their students. A teacher's measure of success is also limited by the impact they have on their colleagues, on their community, on their profession.

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The importance of Future Farmers of America is no longer a matter of debate in the high school, school board, or those interested in the aim and objective of this organization. Therefore, one of the important things for the training institution for the high school is the preparation of the students for these organizations. The success of the Future Farmers of America's movement depends on the ability of the students to get the best preparation for their work. The success of the Future Farmers of America's movement is being demonstrated in the training institutions for the high school, which are preparing the students for the Future Farmers of America's movement.

Better Advisers Through College Chapters

L. O. MURRILL, Senior, Agricultural Education Department, Louisiana State University, Baton Rouge, Louisiana.

VOCATIONAL education in agriculture will be effective in proportion as the instructor has a more intimate knowledge of the subject, and is able to present the subject in such a way as to give the pupil a complete understanding of the subject. The success of the vocational education in agriculture will be determined by the ability of the instructor to present the subject in such a way as to give the pupil a complete understanding of the subject.

In all effective vocational training courses, the training must not only teach the pupil what to do, but must teach the pupil how to do it. The training must be directed to the pupil, the pupil must be the center of the training course.

The emphasis upon the pupil participation in the activities and project work of the organization is of paramount importance. The pupil must be the center of the training course. The pupil must be the center of the training course.

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Organizing and Conducting Part-Time Classes for Farm Boys Out of School
L. M. SASMAN, Supervisor of Agriculture, Madison, Wisconsin

A series of committee reports developed by a plan of the Wisconsin Rural Youth Committee at the State Colloquium held at Madison, July 10-12, 1935, under the direction of the writer, is presented below.

This outline was developed by a class of 20 in cooperation with three different states. Five or six of the men had conducted part-time schools. This procedure was used to have a committee that was familiar with the subject which had been selected for the class and arranged in the order of difficulty in which they would be met by anyone else. It was found that a large percentage of the farm boys and their families were interested in producing part-time schools, but the number of schools that had been reached thus far was not satisfactory. The members of the committee were unanimous in the opinion that this type of school would be well received by the average boy and girl.

The report is the result of the following factors:
1. An opportunity to provide more opportunities for the children of rural families to learn what is taught in the schools.
2. A means of providing employment of the farm boys out of school.
3. A means of providing a more adequate education for the farm boys out of school.

II. Methods and Problems of Recruiting Farm Boys

Objectives: What means of recruiting students for a part-time school in agriculture?

A. Type of meeting
B. Nature of meeting
C. Time of meetings
D. Place of meetings
E. Frequency of meetings
F. Length of meetings
G. Number of meetings
H. Frequency of meetings

3. Organization
4. Type of organization
5. Membership
6. Organization of clubs
7. Organization of classes
8. Organization of mass meetings

IV. Newspaper
A. Name of newspaper
B. Date of issue
C. Location of school

V. Radio
A. Name of radio station
B. Time of broadcast
C. Frequency of broadcast

VI. Social
A. Type of social
B. Time of social
C. Frequency of social

VII. Certificate of efficiency
A. Time of certificate
B. Location of certificate
C. Frequency of certificate

VIII. Table:
A. Number of boys enrolled
B. Number of girls enrolled
C. Number of boys graduated
D. Number of girls graduated

IX. Practical Work
A. Type of practical work
B. Time of practical work
C. Frequency of practical work

X. Training
A. Type of training
B. Time of training
C. Frequency of training

XI. Organization of Part-Time Schools
A. Determining the needs of Part-Time Schools
B. Recruiting students
C. Conducting the school
D. Conducting the school
E. Conducting the school

XII. Conclusion
A. Conclusion
B. Conclusion
C. Conclusion

This is a useful aid that can be used as a guide

To the development of part-time schools

To the benefit of the boys and girls

To the benefit of the community

PART TIME FARMER CLASSES EVENING

Agricultural Education, October, 1935
Part-Time Schools for Out-of-School Negro Youth

Z. M. McDAvies Supervisory Vocational Teacher, Vocational Education, Farm and Home Education, Texas A&M University

Foreword

THERE are 19,229 Negro boys in Texas farms who are out of school. Since the Negro agricultural departments in areas five are located in Texas, the present Negro community is in the process of organizing school rooms and is not in accordance with the desires of the parents to keep the boy with them. It is stated that they will get the consent of the parents to turn over some of the land to the boys for the development of the school. This will not be a great step, but the getting of certain detailed information that the boys will be able to take up the class in a matter that makes any further steps for the betterment of the rural life. The purpose of this paper is to present to this group of young people through the use of vocational education and their part-time school program created connected with their utilization of this valuable product of communal life.

During 1934-35 many teachers in areas five and six were very little motivated or their communities for educating part-time classes, but an informal survey revealed that very few communities had in a year of part-time work. Very few workers and teachers in areas five and six are interested in the future of the school for part-time work. Why it is so that some part-time work has been done but not controlled. The teachers and teachers in areas five and six are the same part-time worker in this community. The problem has been the same for the part-time worker. The community has been interested in the part-time work. The community has been interested in the part-time work, but it is not interested in the part-time work. The community has been interested in the part-time work.

To create interest in a long-time program of production improvement both individually and in the group. To encourage interest in and to get the work started as much as possible in the areas.

To improve the organization of the school and the group within the change of a better rural living in the community.

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Raising the Group

Who is made up to be a part-time class? First, a part-time class may be organized by the teachers and other workers in the community. Teachers and other workers must work and superintendence in the community. Teachers and other workers must work and superintendence in the community.

Quite often part-time classes may be organized by the teachers and other workers in the community. Teachers and other workers must work and superintendence in the community.

Time of meeting: The time of meeting the group may be any time of the year and may be any time of the year and may be any time of the year.

Clothing: The clothing of the group may be any clothing of the group may be any clothing of the group.

For a part-time group in ten meetings.

The above schedule is merely a suggested schedule and may be varied according to the needs of the group. It has been the observation of the writer that a schedule similar to this should be used.

3. Cotton cultural practices adapted to this community.

The above schedule is merely a suggested schedule and may be varied according to the needs of the group. It has been the observation of the writer that a schedule similar to this should be used.

Planned Part-time work is expected to be a vocational program and will not be supervised by the teacher. We are not concerned with the results of the program, but with the results of the program. The teacher is not interested in the results of the program. The teacher is not interested in the results of the program. The teacher is not interested in the results of the program. The teacher is not interested in the results of the program. The teacher is not interested in the results of the program.

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Agricultural Education, October, 1935

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California Future Farmers of America Exhibit at Pacific International Exposition

JULIAN A. McPhee, Chief, Bureau of Agricultural Education, San Luis Obispo, California

Call for F. F. A. Convention

To Members of the Future Farmers of America:

As National President of the Future Farmers of America, I am issuing a call for the Eighth National Convention of the organization to be held at the Baltimore Hotel in Kansas City, Missouri, October 24-26, 1955. The convention will occur in connection with the Twenty Sixth National Congress of Vocational Agricultural Students at the time of the American Royal Livestock Show.

Chartered associations of F. F. A., in good standing with the national organization, are entitled to two delegates each. The officers of such associations are requested to make immediate plans for adjournment of their state organization and to urge other members and friends to attend the convention. With the active membership roll over the 100,000 mark this year and with corresponding advancement of other major activities, 1955 is a "banners year" for the F. F. A. We may have full and complete representation at the Eighth National Convention in order to lay plans for a still greater year of accomplishment in 1956.

ANDREW SUNDSTROM
President
Berea, South Dakota

August 1, 1955

How I Have Inherited Mountain Boys in F.F.A. Work

GEORGE MILLER, Teacher in Agriculture, Bunnell, Kentucky

Mountain boys do not have very many facilities for recreation. The mountain boy just like all other boys must have some fun. When there is nothing to occupy their spare time they usually resort to drinking, shoplifting, and selling cigarettes. The F. F. A. offers a splendid opportunity to bring this group of neglected and idle youths into a group of young men that have worthy aims. goal...
A Collegiate Chapter of Future Farmers of America (Continued from page 55)

and one of its worthy rivals, the homecoming dance, and the homecoming parade. In the year 1933-1935, the collegiate chapter of Future Farmers equipped a float which set forth in legend the ideals of Future Farmers of America.

5. Spreading grain, vegetable, and other farm products, exhibited by rural school students at Farmers' Week. All students in the sixth, seventh and eighth grades in the rural schools are eligible to participate in the exhibit. The special committee of the collegiate chapter of Future Farmers has as its responsibility the selection of the classes of farm products which may be entered in the exhibit, the stimulation of students in rural school to desire to participate in the exhibit, the determination of the prizes to be offered for these exhibits, and the award of the prizes as a part of one of the programs of the Farmers' Week. This item in the program of work requires that the trainees from the college contact the students who are to make entries in the exhibits they attend. This is excellent experience for the trainees. The chairman of the special committee from the collegiate chapter invariably is present to present the awards. This also is an item of no small value in the training of the young man.

6. Demonstration of agricultural skills in rural schools and at meetings of rural community clubs. The skills demonstrated by members of the collegiate chapter dealt with the analysis of magnesium limestone, and neutralizing effect in terms of calcium, the testing of milk for butter fat, the testing of soils for the content of acidity, and available phosphorus, and the culling of poultry for the elimination of the low egg producers. In each case the demonstration was prepared before appearing before the open group was required to present his demonstration at a regular meeting of the collegiate chapter. After the demonstration and the accompanying explanations, the demonstrator was subject to critical questions by the members of his chapter. Finally the adviser of the collegiate chapter constructively criticized the demonstrator from the standpoint of the clarity of the presentation, the purpose and the values of the demonstration, the technique and execution. In the different steps in the demonstration, and the correctness and the completeness of the answers to questions asked by his members on different aspects of the skill.

7. Sponsoring a basketball team to represent the campus department in intramural basketball tournaments. Every year for a number of years the athletic department has sponsored an intramural basketball tournament in which teams from the different departments in the college, as well as from the department of secondary education, industrial arts, agriculture, etc., compete. The winning team at the end of the contest is awarded an appropriate plaque. Outside of the whole-some exercise and improvement in skill in the playing of basketball, some friendly rivalry is developed among the students in the different departments, and a fine spirit of loyalty results among those in the same department.

Two other items in the program of work for the year 1934-1935 were appreciated by the students, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficult to be sure whether or not the college contributed to the development of the students' personality. However, I am sure this was the case, but it is difficu...