THE development of leadership plays an important part in the educative process; to be effective such leadership must be recognized and accepted by the group, and must avoid domination on the one hand and subordination on the other.—Selected
Agricultural Education Loses a Leader

Mr. L. M. Sheffer passed away in the fall of 1936. He was a well-known figure in the field of agricultural education, having held various positions in the Georgia Agricultural Extension Service. He was a strong advocate for practical and applied education, emphasizing the importance of hands-on experience for students.

Was Administrator

Mr. Sheffer was not only a great educator but also an excellent administrator. Under his leadership, the Georgia Agricultural Extension Service saw significant growth and expansion. He was instrumental in establishing several innovative programs and initiatives that have had a lasting impact on the field of agricultural education. His leadership was characterized by his dedication to the principles of fairness, integrity, and empathy.

Learning to Live in the World

Mr. Sheffer's passing was a great loss to the agricultural community. However, his legacy continues through the many students and educators who benefitted from his mentorship. The world of agricultural education is richer for having had Mr. Sheffer as a leader and a role model.
A. K. GETMAN

R. W. GREGORY

Proper of the Pacific Regional Conference

D. L. MACDONALD, Federal Agron., Agricultural Education Washington, D.C.

T H E 23rd Annual Conference of the Pacific Regional Conference was held in Chelan, Washington, from May 4-6. The conference was well attended from all the states of the Pacific Coast and its attendance overall, was 200+.

The emphasis of the conference was on the teaching and supervision of the training of farm labor to plant, care for, and harvest those crops that are so vitally needed in the war effort.

ALLEN REPEETT

The conference featured an offered a series of activities that should be considered for inclusion in the programs of vocational agriculture at the state and local level.

The committee on problems in connection with the training of teachers to the present situation there will be a need to secure 100 qualified teachers in addition to those being trained in the regular channels. That means that some high school departments will have to be closed if replacements cannot be obtained from the following:

Return of school administrators who were formerly teachers of vocational agriculture to part-time load as teachers.

In return for writing out any specific methods by which the farm-school connection can be improved, we get the following:

1. Extension of agricultural education.
2. Closer cooperation with the agricultural colleges.
3. More financial assistance from the state governments.
4. Greater appreciation of the value of agricultural education by the general public.

and can not endure the occupation are able to find some occupation which will enable them to obtain a living. Perhaps that is the reason why, among the farmers, the old man is much more respected.

The next day was the day of the all-day vocational agriculture instruction. There were 200 students enrolled in the various courses, and about 15 teachers in attendance. The total number of individuals who were present was approximately 450.

If we are to assume that all of the 330,000 students enrolled in all-day vocational agriculture instruction during this year, and that, on an average, 50 percent of those who enroll in the program, the total number of students enrolled is approximately 150,000. That means that the total number of individuals who are currently enrolled in all-day vocational agriculture instruction is approximately 300,000. And, if we assume that 10 percent of these students are in the final year of their program, the total number of students who are currently enrolled in the program is approximately 60,000.

We still have much work to do in the area of vocational agriculture, and we should continue to improve the program in order to meet the needs of our rural youth.
Methods

Methods of Meeting Farm Labor Shortages

HAROLD O. WELDON, Regional Supervisor, Bureau of Agricultural Education, California

It is probable that in no part of the nation will the shortage of farm labor be more acute than in California, and it is with this conviction that the vocational agriculture teachers and administrators in California are carrying out plans to meet this enormous task.

The principal reasons for the extreme shortage of farm labor in California are:

1. California produces large quantities of fruits, vegetables, grapes, citrus, apricots, tomatoes, broccoli, and melons, which have a very limited labor market.

2. A study of the records of the several vocational agriculture schools, the State Department of Education, and the U. S. Department of Agriculture shows that the number of students entering the field of vocational agriculture is far from sufficient to meet the demands of the labor market.

3. The lack of technical training for farm labor.

4. The high cost of living in California, which makes it difficult for farm laborers to find work.

5. The high demand for farm labor in other states, which makes it difficult for California to attract and retain farm laborers.

6. The lack of incentive for farm laborers to stay in the field of agriculture.

It is evident from the above that the shortage of farm labor in California is a serious problem that requires immediate attention.

High-school students pitched in to help solve the labor shortage. They are getting more yeonid seeds.

A. M. FIELD

Student Workroom as a Teacher-Training Device

R. W. MONTGOMERY, Teacher Education, Arkon, Alabama

SOMEONE has said that if he were running a university he would first build some dormitory space with air-conditioning, with comfortable chairs for the students, and that every campus would be given to informal group discussions or "bull sessions." Then, if he had some money, he would build a library, then some classrooms, and if there were any money left he would employ some professors.

All this is true, but little, I believe, of education has been attempted by the teacher-training department at the Arkansas A. & M. College, in the establishment of a student workroom. The idea has been from the field of placement. There are many reasons to believe that such a system would be successful, namely:

1. It would provide a place where students could get practical experience in agriculture, which is essential to a good education.

2. It would provide a place where students could develop their skills and abilities, which is essential to a good education.

3. It would provide a place where students could develop their leadership skills, which is essential to a good education.

4. It would provide a place where students could develop their communication skills, which is essential to a good education.

5. It would provide a place where students could develop their teamwork skills, which is essential to a good education.

The student workroom is located in the agriculture department of the college. It is a large room with several work areas, including a greenhouse, a milking parlor, and a barnyard. The students are divided into groups and are given a variety of tasks to do, such as feeding the animals, tending the crops, and caring for the equipment.

The student workroom has been very successful in attracting students and providing them with a valuable educational experience. It is a model for other teacher-training departments to follow.
**Follow-Up Program in Vocational Agriculture**

**John G. Glavin, State Supervisor, Massachusetts**

**Supervised Practice**

**L. Anger**

**Making Survey**

Before planning this can be done effectively, the instructor must be aware of the farming opportunities in the area. Some type of survey must be conducted to determine what is possible in the town. This can be checked periodically and kept up to date, to help plan for future opportunities.

- **1.** Make up a list to work for wages for a good reason.
- **2.** Make up a list to work at home to work for wages or to establish an enterprise.
- **3.** Make up a list of opportunities open to buy farms.
- **4.** Opportunities to buy farms.

If opportunities for employment are not available within the allotted time, opportunities for farming may be found. The instructor must be aware of the fact that it is our responsibility to discover and report all farming opportunities for farming in our area if we are to assist our students in the future.

The greatest opportunity of farming at present for the student is farming. With a definite placement objective in mind and a plan for instruction and supervision, the student will have a head start on all farming.

**Planning Course of Study**

The community surveys to which are supplied are a basis for planning the work of the students who may be able to be recognized in their own homes in their various groups. The opportunities for this have been established at home. This community survey must also help the plan the program for these boys who may be in a position to rent or buy farms. This round foundation of known facts and proven practices can be utilized in developing programs, with a better chance of being less likely to fail than any others.

The results brought out by a community survey may be taken as the basis for planning part-time or evening work for adults and graduates who desire positions as wage earners or in buying positions. The community survey must also be utilized in the planning of a lot of things to which they are not likely to be exposed to experience. An academic approach or a hap hazard plan cannot lead to success in this field, and therefore, defines the basic principle of the follow-up program.

- **The follow-up study**
- **The follow-up program**
- **The follow-up plan**
- **The follow-up information**
- **The follow-up program**

The Wisconsin system of educational opportunities is recognized and they are the highest in the state. This is in no case either a plan or a report used for analysis. The plan furnished for analysis is of the greatest importance to those who will be responsible for the training of farmers.

The follow-up program for farm work may be taken as the basis for planning part-time or evening work for adults and graduates who desire positions as wage earners or in buying positions. The community survey must also be utilized in the planning of a lot of things to which they are not likely to be exposed to experience. An academic approach or a hap hazard plan cannot lead to success in this field, and therefore, defines the basic principle of the follow-up program.

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**Basic Principles of After-School Follow-up**

Dr. Raphael W. Stripling, Supervisor of Vocational Agriculture Education, has developed the 10 basic follow-up principles in the course of his training. These principles have been adopted by this institution, and it is believed that they will result in the improvement of the follow-up programs. These principles are:

1. The follow-up of former vocational agricultural students should be planned and should result in continuing instruction as an unscheduled or part-time part-time or evening-school work.
2. By such personal relations the instructor is aware of conditions as they are.
3. The instructor may learn more about the student.
4. The instructor may be taken to help the student.
5. The instructor may be taken to help the student.
6. The instructor may be taken to help the student.
7. The instructor may be taken to help the student.
8. The instructor may be taken to help the student.
9. The instructor may be taken to help the student.
10. The instructor may be taken to help the student.

The follow-up study should be conducted in the most part-time or evening-school work. It is necessary that the instructor be aware of conditions as they are, that the instructor may learn more about the student, and that the instructor may be taken to help the student.

The follow-up program is important to the student, and the instructor should be aware of conditions as they are, that the instructor may be taken to help the student.

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Functional Education Prepares Rural Youth

FRANCES HARTING, Instructor, Homemaking, and GORDON R. STEN, Superintendent of the Dunn County School System

If the men and women of tomorrow are to erect a new society, they must today be educating to meet constant changes. If they are to be able to do this, their education must be geared up to meet the needs of everyday modern living. If they are to be able to do this, their education must be geared up to meet the needs of everyday modern living.

In the Dunn County School System, efforts are being made to fulfill this need. One such effort is the implementation of a functional education program. This program is designed to help students develop the skills and knowledge necessary to succeed in today's world.

Rural Youth Cooperative

Establishing a Farm Home Management Program for Farm Families

The Young Adult in Family Life Care and Guidance of Children is a cooperative effort of the Dunn County Extension Service and the Dunn County School System. The program is designed to help young adults develop the skills and knowledge necessary to succeed in family life care and guidance of children.

Developed

Some of the units included in the cooperative effort are: "Establishing a Farm Home Management Program for Farm Families," "Rural Youth Cooperative," and "The Young Adult in Family Life Care and Guidance of Children." These programs are designed to help students develop the skills and knowledge necessary to succeed in family life care and guidance of children.

A County-wide Farm-Machinist Repair Program

THOMAS H. BLOW, County Agent, Calumet County, Wisconsin

For Farm owners, the repair of their machinery is a constant problem. In many cases, they do not have the necessary skills to repair the machinery themselves, and they must rely on outside services. These services can be expensive, and the time it takes to get the machinery repaired can be costly.

Because of the importance of the machinery to the farm's operation, it is important that the farm owners be able to repair their machinery themselves. This can be done by learning the necessary skills through a program such as the Calumet County Farm-Machinist Repair Program.

The program is designed to help farm owners develop the skills and knowledge necessary to repair their machinery. It includes both classroom instruction and hands-on training, allowing participants to learn in a variety of ways.

The program is open to all farm owners, and it is designed to be flexible to meet the needs of each individual. Participants can choose to take courses that meet their specific needs, and they can also choose to take courses in different locations.

The program is funded by the Wisconsin Department of Agriculture, Food and Commerce, and the Wisconsin Department of Workforce Development. It is also supported by local businesses and organizations that are committed to the development of rural communities.

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A Continuous Evening-Class Program

SAMUEL F. SIMMONS, Teacher, Batesville, Pennsylvania

This week we are conducting the third annual farmers’ evening-class program at the local school. The purpose of our organization meetings for the following years was to make sure that the people in our community understood and shared our ideas. A total of 15 members attended the meeting.

The local tractor dealer has announced the dates for the next meeting.

Two units have been taught at all of these meetings, and Farm mechanization instruction has been given every year. The program has been reviewed by social solicitation, telephone calls, letters to the editor, and newspaper articles.

Each member was given a copy of the monthly newsletter and the date for next year’s meeting was announced.

The average age of members was 26 years old.

The fact that the “best time to learn and practice” is mentioned in the newsletter seems to be the principal reason for the success of our farmers’ evening classes.

Continual education is very necessary for success in modern farming and improved farming practices.

The rapid progress and the many changes that are being made in agriculture today.

New School for Teachers

The Educational Policies Commission is pleased to announce a new school for the education of teachers who want to meet new needs. In cooperation with the U.S. Office of Education and the U.S. Department of Agriculture, the new school has a conference kit based on a War Policy for American Schools.

“Building of a round-table discussion by a group of educational leaders” is mentioned as a way to help those interested in “defending the War.”
Rural Youth's Occupational Choice

E. B. Knight, Teacher Education, University of Tennessee

The study reported in this article was undertaken to determine the extent to which the rural youth population is making a realistic occupational choice. The study covered 1,560 Tennessee rural youth, as they were attending school in 1940. The study was based on a sample of 1,560 students, 803 of whom were high school students and 757 of whom were non-high school students.

The study found that the rural youth are making a realistic occupational choice. The study also found that the rural youth are better prepared for their future occupational roles than the urban youth. The study further found that the rural youth are more likely to be satisfied with their occupational choices than the urban youth.

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What Can We Do to Help Win the War?

HENDRY ROSS, Teacher Education

The War Board Chairmen are making four useful suggestions to teachers of vocational agriculture, and the state unive rsities are making similar suggestions to teachers of home economics. These suggestions are designed to help people to get the most out of the army and to help the war effort. The suggestions are as follows:

1. That teachers of vocational agriculture should give special attention to the training of farm boys and girls in the use of farm machinery and in the care of farm animals.
2. That teachers of home economics should give special attention to the training of home economists in the care of the sick and in the care of the aged.
3. That teachers of both vocational agriculture and home economics should give special attention to the training of young people in the use of farm machinery and in the care of farm animals.
4. That teachers of both vocational agriculture and home economics should give special attention to the training of young people in the care of the sick and in the care of the aged.

What are the prospects for the future of rural youth in Tennessee?

The prospects for the future of rural youth in Tennessee are good. The rural youth are making a realistic occupational choice, and they are better prepared for their future occupational roles than the urban youth. The rural youth are also more likely to be satisfied with their occupational choices than the urban youth.

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**Factors for Success in a Dairy Production Project**

C. Y. CANNON, State College, Ariz., Iowa

**Three factors characterize every successful dairyman.** The first is that he feeds adequately. Secondly, he keeps his facilities in constant maintenance and operation. Lastly, he keeps his herd in constant health. If he is to be successful, he must constantly strive for new improvements in his operation and for new knowledge of his business.

The first factor described above brings into sharp focus the importance of adequate and well-balanced feeding. Dairy feeding and management are now under the watchful eye of the entire world. With the same care and attention that we give to the feeding of beef cattle, we should see to it that our dairy cattle are fed as well.

C. Y. Cannon

**High Milk Production: Low Cost**

There is much evidence to show that when cows produce at high levels of production the unit cost of production is much lower than when cows are producing at a level of production. For instance, in the Dairy Herd Improvement Association this year, the average unit production of butterfat was $0.40 per pound of fat produced, while the cows producing 3 tons of butterfat annually produced 1 ton of fat at a cost of 21.5 cents.

**Good Management Pays**

A recent report from the Bureau of Dairy Indicators shows that 28% of the farmers in the United States are spending a larger amount of their butterfat from their dairy cows.

**Supervised Practice That Develops Farmers**

R. J. BISHOP, Teacher, Powell, Wyoming

POWELL is located in the northwest of the state of Wyoming, where the climate is very dry and the land is poor. The school is made up of a small community and a large area of farmland. The students are taught not only the sciences but also the arts, so that they may be able to make a living in their community.

The Agricultural Department of the school has an extensive program of instruction with the program which is approved to establish three rural youth on an income basis. The program includes 80 percent of the boys who have grown up in the school, thus training them to be self-sufficient.

It is necessary to provide something to be done to improve the farming practices in the community as well as the program set up to teach boys to become farmers.

**Supervised Practice Program**

All boys are carrying supervised projects on the home farms. This is one of the programs used to develop the skills necessary for future farmers. The students are encouraged to continue their learning and to become independent farmers.
have borrowed more than $3,000 this fall for the operation of these projects. The boys, with the support of the local boards of education, can now participate in the activities of the local boards of education, and we have not yet been disappointed in the results obtained.

Our organization has the full cooperation of the local commercial club, church, community, farm organizations, and the entire school system, which is essential for the full operation of this program and helps to inspire boys to do better work.

**Adult Classes**

At these boys finish high school, they are welcomed into part-time classes and evening-school classes where they study problems which they have on their own farms. Classes planned this fall included poultry problems, home gardening, farm machinery maintenance and repair, and instruction in electricity and acetylene welding. This program helps the boys work together, further their agriculture training, and builds closer cooperation.

**Nolan Screenings**

A Catholic priest speaking at an F.F.A. banquet said that the co-teacher of agriculture in our community was a God-send. He said that his field was one of the happiest and most successful in his life. Thousands of community leaders are using the new teaching aides to improve the teaching of agriculture in a few hundred schools have found them. No higher reward comes to a teacher than the appreciation of pupils and parents. Only a true teacher appreciates these rewards and is inspired to more whole-hearted cooperation in teaching. They value the contribution of agriculture to the community. The school approved these recommendations by a vote of four to one, and the work will be carried out.

**Supervised Practice That Develops Farmers**

(Continued from page 57)

in getting lower prices for their goods and consequent higher profits. The chapter bought 100 tons of corn this year. A supervised Poland China box was purchased this year from a University cooperative and is used to build up the standard of our University cooperative and to demonstrate the advantages of cooperative marketing. A variety of other organizations in the community help to grow the boys interested in farming.

The chapter boys and girl garden clubs are doing a splendid job of growing their crops. The group participates in the state and regional agricultural fairs, shows, and exhibitions, and in the community garden projects. They are financed. Thus co-operation of the local boys are doing a splendid job of growing their crops. The group participates in the state and regional agricultural fairs, shows, and exhibitions, and in the community garden projects. They are financed. Thus co-operation of the local boys are doing a splendid job of growing their crops. The group participates in the state and regional agricultural fairs, shows, and exhibitions, and in the community garden projects. They are financed. Thus co-operation of the local boys are doing a splendid job of growing their crops. The group participates in the state and regional agricultural fairs, shows, and exhibitions, and in the community garden projects.