"LET the farmer forevermore be honored in his calling, for they who labor in the earth are the chosen people of God."

—Jefferson
**Guided Rural Youth Migration—Steps in Action**

Bridging the Divide of the Youth Problem and the Problem of Rural Youth, Held at M. T. T. Town, Washington, D. C.

**May 17, 20–28, 1943**

**Facts on working and living conditions in rural areas**

- Inadequate housing and sanitation
- Lack of educational opportunities
- Few job opportunities
- Limited access to medical care

**Social and Economic Factors Which Relate to Youth Migration**

While the major reason for migration from rural areas may be to seek better employment opportunities, other factors such as educational opportunities, family background, and social networks also play a significant role.

**Factors Leading to Migration from Farms**

- Depletion of food supplies in urban areas
- Increased costs of living in rural areas
- Lack of educational opportunities
- Limited job opportunities

**Youth Migration in the Postwar Period**

- Economic and social characteristics of youth
- Impact of postwar economic conditions on rural youth
- Importance of education and employment opportunities

**Community Programs**

- Need for more active involvement in community programs
- Importance of providing educational and employment opportunities

**Monopoly and Co-operatives**

- Need for strong leadership to prevent abuses
- Importance of maintaining a free and competitive market
Can We Evaluate Our War Production Programs?

D. M. HALL, Assistant to the Dean and Director, College of Agriculture, University of Illinois

IF you should ask me to evaluate your program, my first question would be: "How do you intend to turn it over? What will you be proud of?" For my answer I would insist that you state your objectives, what it is you hope to achieve, what you know that you are trying to do, or why you think you should be doing it. I would not know what to measure. And I also would add that you should evaluate your programs without plans and specifications, for you do not evaluate a program until you naturally begin to search your community for the most important problem, I know the what. This question will distract only those who have come to the school without any idea of what teachers do. Some of us have this brief, or we wouldn't have had the completely ignored the persons whose programs we are about to evaluate.

Our major aim in a production project is the efficient production of agricultural commodities. It is first necessary that we find a method of evaluation, which is finally determined by the egregious efforts of our customers.

The reader is asked to read the chapter on your community.
Supervised Practice

C. L. ANGERER

Securing Satisfactory Supervised Farming Programs

HAROLD BOUCHER, Teacher, Breckenridge, Missouri

The supervised practice program of a student is an important test of what he is learning in his vocational agriculture classes. Well-planned farming programs in a measure the student's skills in handling farm problems. To the extent that the student is able to meet these problems, he is better fitted to become a successful farmer.

It is important that the teacher and his parents understand that the student should be given an opportunity to plan his work to the extent that he can. It is also important that the student be given an opportunity to develop his own program to the extent that he can. It is also important that the student be given an opportunity to develop his own program.

1. The student should be given an opportunity to plan his work to the extent that he can.

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### Chapter

A WELL-PLANNED F.P.A. program is absolutely essential to successful chapter operation. The program of work should be based on the needs of the members, the chapter, and the local community. The program should represent the combined thinking of a majority of the members.

New chapters should not undertake too elaborate a program the first year, but a chapter should never be satisfied with something that is less than the members' best efforts. The program should improve each year.

The following steps are suggested to build a satisfactory program of work for a chapter:

1. Review last year's program of work at the first meeting of the year. Try to find out why certain items were successful and others were not successful. Discuss also the present needs of the chapter, its membership, and the needs of the community.

2. From last year's program select and list the items which should be continued for the present year. Add suggestions on new items offered by interested members.

3. From copies of the program of the State convention and the national organization, select and list items which can and should be included in the chapter program.

4. Select copies of other chapter programs and get ideas on other suitable programs.

5. Appoint a program committee. This committee consists usually of the chairman of the chapter and eight to twelve members. It should be the duty of this committee to review the program as set up by each committee and make necessary changes before the program of work is presented to the chapter for adoption.

6. Check the program of work with school authorities and others concerned.

Many chapters have found it helpful to display their program of work on a wall chart. If a chapter wishes to do this, a chart of about 24 inches by 44 inches in size will be found practical. By the use of such a wall chart many chapters have been able to stimulate greater achievements.

Chapters listing their goals in detail can easily develop a specific program for each division of the program of work. By including the major divisions of the chapter's work on the wall chart, the goals can be converted into specific duties.

Chapter:

<table>
<thead>
<tr>
<th>Major Duties</th>
<th>Committees</th>
<th>Markers</th>
<th>Guide Sets</th>
<th>Visits and Meetings</th>
<th>Accomplishments</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>President John Doe</td>
<td>Superintendent</td>
<td>Evang. Chr.</td>
<td>Ohio, Ind.</td>
<td></td>
<td>Accomplishment of goals</td>
<td>Get two visiting cards and one for ad</td>
</tr>
<tr>
<td>Vice President Bob Smith</td>
<td>Educational</td>
<td>Evang. Chr.</td>
<td>Ohio, Ind.</td>
<td></td>
<td>Accomplishment of goals</td>
<td>Purchase a renewed visiting card</td>
</tr>
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<td>Secretary John Doe</td>
<td>Counseling</td>
<td>Evang. Chr.</td>
<td>Ohio, Ind.</td>
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<td>Senator John Doe</td>
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<td>Advisor John Doe</td>
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F. F. A. PROGRAM OF WORK—1942-1943

High School

1. The page numbers should be included in the text.
2. The table should be formatted to fit within the page.
Community Problems a Basis for All Programs

CARL G. HOWARD, Teacher, Education Department, State College, New Mexico

One of the places where there are only a few "hats" is Socorro, New Mexico. In addition to this, the School of Mines with its larger student body, where the community is larger, the School of Mines is in Socorro, like all other schools of the larger host of schools in the West, was fastly attached to an entire removal of the modest body to the armed forces of our country. The Comforter and the Comforter are the only schools which have been of such a nature to the end that any farmer would be greater than other.

This presents quite a problem to all the folks in Socorro, particularly Mr. John E. Reed, a farmer and agronomist in the region. In order that the scope and understanding of this problem can be more accurately appreciated, it will be necessary to try to establish in the field of the little situation which confronted him.

Results of Evening Class Instruction

A. H. BUSHONG, Teacher, Ellensburg, North Carolina

The Ellensburg Sweet Potato Storage Company, organized in 1907 and formally established in 1909, has made a net gain of $2,000,000 in the last year for Ellensburg and other communities in the county, and a net gain of $2,000,000 in the year 1913, reduced its service charge to farmers, and has now a net gain of $2,000,000 in the year 1913. This company is one of the largest and most successful potato companies in the United States. The company's success is due to its efficient organization, sound business policies, and the consistent and painstaking work of its employees. The company's headquarters are located in Ellensburg, Washington.

Cowell Graded and Packed

All of the potatoes marketed by our system are carefully graded and packed. A special grading and packing station is maintained at the company's headquarters. The potatoes are carefully selected, washed, and packed in standard cartons. The company's grading and packing station is equipped with the latest in mechanical packing machinery. The company's grading and packing station is located in Ellensburg, Washington.

The real work of the day got underway with the first of the month, when we received a large shipment of potatoes. The potatoes were carefully inspected and graded, and were then packed in standard cartons. The potatoes were then shipped to our customers in the various parts of the state. The company's grading and packing station is located in Ellensburg, Washington.

The real work of the day got underway with the first of the month, when we received a large shipment of potatoes. The potatoes were carefully inspected and graded, and were then packaged in standard cartons. The potatoes were then shipped to our customers in the various parts of the state. The company's grading and packing station is located in Ellensburg, Washington.
Co-ops and the World's Food Problem

(Continued from page 107)

I call your attention, briefly to the fact that co-operatives are now producing, refining, and selling to their members gasoline and other oil products at substantial savings. I call your attention to the fact that the Rural Electrification Administration co-operatives, farmers actually are getting electricity at a reasonable cost, electricity without which our present farm labor shortage would have been completely disastrous, indeed of only recently prevailing. I call your attention also, to the highly beneficial results which have been achieved by such farm co-operatives as those existing in Ohio, Virginia, and Vermont in producing their own fertilizer and other necessary products for the farmers and supplying the necessary feeds for their animals. Co-operative control of the supplies of these products to reduce their price. Most important, however, is the fact that such co-operatives become, for the first time, possible for the farmers to increase their production to limit of human need without running the risk of facing financial ruin themselves because of their very efficiency in the beauty of nature.

Co-operatives and the Food Problem

And so as we look forward to ousting the food problem of the world, both before and after this—a problem far greater than any the world has ever faced before in this field—ever one most solid hope, as I have said before, lies in the cooperation. There is another phase of the matter upon which I shall touch but briefer. In the operation from Marquis Childs it was pointed out that it is the cooperation with other co-operation. There are, of course, other things we need to do. One of them, in my judgment, is to make certain constructive changes in the monetary system of this nation so that we may achieve a truly free market in which the solid and preservation in the commercial and in promoting canning projects. To an attempt to keep the food farm-supplied with the necessary machinery to produce an abundance of food in spite of a farm equipment shortage, Future Farmers of America reported 3,400 farm machines such as tractors, combines, and harvesters, plus 1,800 implements such as plows, planters, hoes, buggies, and wagons; 7,641 farm buildings, including barns, houses, hammers, rails, and surfboards; 6,641 farm projects, including the building of time-savers, log and paprika, feeders, and so on, have been compiled by the F.F.A. members for the benefit of local farmers.

Book Review

Superficial Farming in Tropical Agriculture, George F. Doxey, 485 pp., illustrated, published by The Century, price $5.00.

This book is intended for use as a professional guide for teachers of vocational agriculture, teachers-training, supervisors, administrators, and others responsible for the development of vocational education in agriculture. Throughout the book, objective or purposes of supervised farming and training of teachers in conducting these programs provide points of choice. Suggestions are provided in instructional techniques for selecting and organizing supervised farming. Significant features included are: a comprehensive list of methods for evaluating programs of supervised farming, including supervised farming in vocational agriculture; selecting programs for supervised farming, planning and developing these programs; learning the value of supervised farming; and selecting and organizing supervised farming for improved programs of supervised farming. Supplemental references are listed at the end of each chapter. This book should be material in bringing practice closer to the ideal. APD

Mills are like pyramids; they function when they are open. --Lincoln
They Raised the Pigs

G. A. SCHMIDT, Teacher-Trainer, Colorado State College

This is a story of the outstanding achievements in swine production made by members of the agricultural classes of the high school in West Salina, W. T. A.

In the fall of 1926 Norman N. Row was put in charge of a C. T. A. agricultural unit at West Salina. He is still on the job and more work is planned by him this year than he was 17 years ago.

During the 1926-1927, 1927-1928, and 1928-1929 seasons the West Salina boys under the supervision of Mr. Row and their C. T. A. agricultural unit had 185 sow-litter projects to work on. They were all small-scale projects, the aim being to get the boys started in the art of growing corn and crops conducted by the West Salina boys during this period. There were 430 litter pigs in these 185 projects, making an average of 2.35 pigs per project. These projects were conducted by 74 different boys.

One of the outstanding features of these sow-litter projects is the fact that the 430 gilt pigs represent an average of 17.4 pigs or an average of 8.6 per litter.

Improving Swine Practises

Mr. Row's hobby is improving swine practices; he is always on the lookout for a "new" way to do something about this matter. He accounts for this high average of pigs farmed by the fact that all these following improved swine practises are generally followed by the boys:

1. Sows are kept in clean, dry farrowing pens until the piglets are farmed.
2. The death rate of older pigs in all the sow-litter projects that Mr. Row has supervised has been unusually low. Here again he attributes the fact to improved practises followed in growing out the fattening hogs. These are:
   a. The growing pigs receive suitable feeds high in animal protein.
   b. The piglets are raised on suitable feeds.
   c. The piglets have access to a good mineral mixture.
3. The hogs are fed in a feeding station and the feed is always kept in a dog-proof container.
4. The pork is sold after it is in season before breeding.
5. Legumes hay is fed in some form during the gestation period.
6. The breeding sows and gilts have a dependable and dry breeding.
War Production Programs

The high man's name, on the results of your survey may be inaccurate, cause of a tendency to exaggerate their returns.

It was suggested that a statement like the one made above be used as a basis for reporting the survey.

When you are giving your report you should be aware that it is show the amount of work being done in your area. The farmers are

The farmers should be able to know if they are approved practices.

The survey next worker and your hopes will keep a record of the date, your yard, the dates of each sale, the weights of each lot sold, and the number of livestock.

The next table is to determine the standards for the individual practice to the total production.

We do not know how much gain we can expect if a farmer washes his own or scales his farrowing pens.

"Plan of Action" Recorded by Each Farmer

A "plan of action" sheet was distributed to each girl in the area of the recommended practices and serve as a guide to the farmer in the area. Spaces are provided for the farmer to list the practices he intends to follow. The sheets are approved by the guide, who keeps the record copy and sends the third copy in for evaluation regarding those who attend the course. See Table IV.

As the teacher visits each farmer during the year, he may be given a record as an additional aid in the individual practice performed. Next, when the survey is completed, the scores will be used to determine the relative values of each practice in relation to the total production. The same plan could be followed by the boys in the following year.

Individual farm differs and practices in any way, the farmer has been a Farm Bureau member. A list of a registered operator.

Your farm owner.

The second survey is the tenant operator. Have you a son taking vocational education? Mile from market.

Goals for 1945:

During 1945 I plan to produce: An average of pigs per cwt., 8 pounds per litter, is the goal of 6 months of age. This will be 350 pounds. For 1942 year the following goals have been set:

1. Select sows that show evidence of being good producers in that they have

2. Flash sow before breeding by feeding the following:

3. Make gift sows.


5. Make sow gains.

6. To improve leathers, I plan to use pig fed per 100 pounds of live weight.

7. To prevent litters, I plan to practice the following in hog utilization listed below:

8. I will feed the following ratios to my growing pigs:

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