

# OREGON AGRICULTURAL COLLEGE EXTENSION SERVICE

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## BOYS' AND GIRLS' INDUSTRIAL CLUBS

Oregon Agricultural College, United States Department of Agriculture,  
and State Department of Education, cooperating.

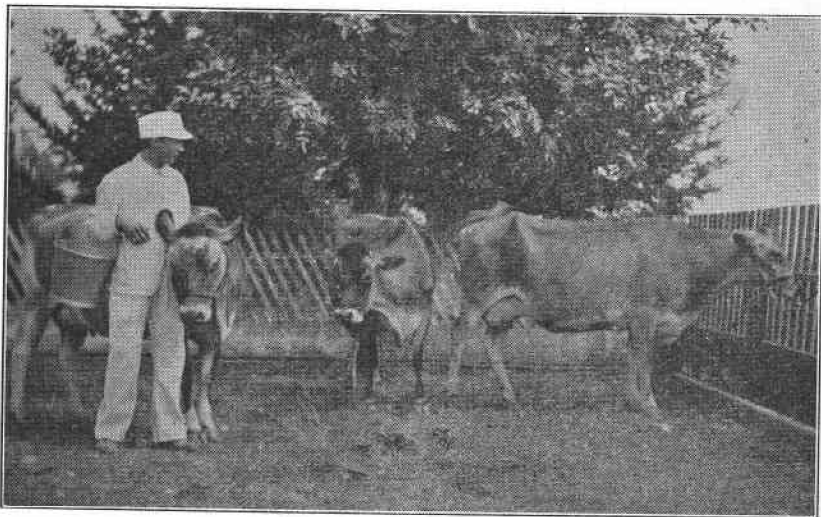
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Club Circular No. 1.

Corvallis, Oregon

November, 1914

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A Dairy Club Member and His Pets.

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## Suggestions to Teachers for Organizing Industrial Clubs From the State Department of Education

Any school with five or more pupils between the ages of nine and nineteen years, wishing to take up Club Project work, should organize an Industrial Club. The earlier in the school year the Club is organized and work begun the better.

Ask your County Superintendent or Supervisor to come and bring one of the Field Workers from the State Department of Education, or members of the Extension Staff, Oregon Agricultural College, if available, to assist in organizing your Club. If assistance is not available, proceed yourself by writing to the State Agent at Corvallis for Club supplies. These will consist of a charter, and an enrollment card for each member.

Read the Constitution and instructions to the school and then proceed to elect a President, Vice President, Secretary, Treas-

urer, and Advisor. We would suggest that you vote by ballot and elect according to parliamentary rules, in order to give the pupils instruction and experience.

Have the officers and members sign the charter and agree upon a name for the Club. We would also suggest hanging the charter on the schoolhouse wall.

It is well to emphasize the projects of most importance in your community and to get as many as possible to take up the same project, but do not prevent any one from taking up such other project or projects as may appeal to his natural bent. No member may undertake more than three projects. Boys and girls do not have to be members of an Industrial Club in order to undertake Club work. If you have less than five individuals in your school interested in Club work, encourage them to enroll and undertake a Club project. Girls who have had high school training in Domestic Art, however, may not compete in any Sewing Club contest.

Have each member fill out an enrollment card, stating what project he or she is going to take up, and mail the card at once to the State Agent at Corvallis. If a project consists of more than one division, the division undertaken must be stated on the enrollment card.

The office of the local Club Advisor is a very important one, so important, in fact, that it is seldom worth while to organize a Club without a local Advisor who is capable and willing to assist in carrying out its purposes and who can serve throughout the entire season. As a rule, you yourself, the teacher, should fill this office. If it is necessary for you to be away during vacation, secure some able person to serve during your absence. Take the matter up with your Parent-Teacher Circle, Grange, or whatever civic organization you have, and ask them to appoint a suitable assistant advisor and fair committee to assist in conducting a local school fair prior to your county fair.

### **SUGGESTIVE PROGRAM FOR INDUSTRIAL CLUB MEETINGS.**

Meeting Called to Order by President.

Roll Call.

Reading Minutes of Previous Meeting.

Report of Committees.

#### **Program.**

Song. (Sing "America," "Oregon," or some farm song, in which all can join.)

Give a Club Yell or two. (Get up a few good, lively Club yells, expressive of what you are doing and what you are.

Essay. (Take some subject in connection with the project the writer is interested in, such as: "How to Make Light Bread," "How to Make Money Gardening," "How to

- Handle Fifty Hens," "How to Keep Up Interest in Our Club," "How to Make Money on a Pig," etc.)
- Two-Minute Speeches. (Let each of the members make a little talk about the things he is doing, telling what and how he is doing, giving his successes and failures, his plans, ambitions, etc.)
- Debate. (Let two or more members debate some simple subject in connection with their work, such as "Resolved, That the common birds are worth more to the farmers than hard surfaced roads." Such a question would lead to valuable research on both sides of the question. And, "Resolved, That it is more important to be a good cook than a good gardener." Debating such questions as these will be interesting to the listeners, and will give the Club members who participate fine experience. It will cultivate self-expression and the very valuable and important habit of "thinking on your feet.")
- Addresses. (By the Advisor or Supervisor, County Superintendent, Field Worker, or anyone you may be able to secure who can give instruction in some phase of your Club work. Do not depend upon others too much. While it is profitable and proper to have someone address you occasionally, you will profit more by what you do yourself.)

Become thoroughly familiar with your subject and then prepare your speeches, have your debates, write your essays, etc., and you will have little difficulty in providing programs that will be interesting and profitable. Make your debates and other speeches short at first and increase their length as you develop the power of self-expression.

Study the Club circulars, bulletins and reference books suggested for reading in connection with the Club work. A good plan to follow is that of having the Club members who are interested in any given project read and explain sections of the Club circulars to those present.

The reading of articles from current farm papers, or reports based on the same, will do much to enliven the Club programs.

### ACHIEVEMENT EMBLEMS.

*"Achievement is the only patent of nobility in modern times."*

—Woodrow Wilson.

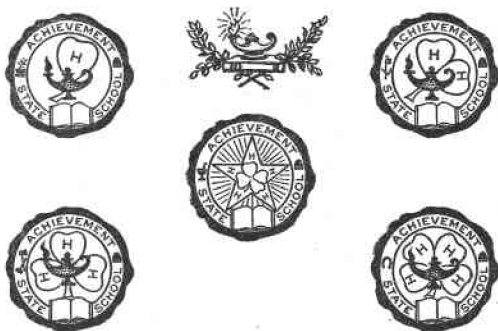
To undertake an Industrial Club Project and carry it through to a successful completion is an *achievement*. The County Superintendent of Schools, the State Agent of Club Work, and the State Superintendent of Public Instruction, have adopted the Star-

Clover Achievement Series Emblems as the special honorary award for Club work in Oregon. One of these emblems will be given to every boy and girl who completes a Club project, sends in a Project Report, and makes an exhibit at the County Fair.

### Story and Meaning of the Emblems.

The achievement emblem series is so arranged and designed as to convey a definite story and meaning to boys and girls. The word "achievement" should carry with it the meaning of a real accomplishment; and teach the child the difference between an activity or endeavor which constitutes an achievement worth while and something that is not an achievement.

The plant, plow, hammer, ax, horseshoe, etc., all have definite significance with reference to agriculture and industry. The three words "home," "state," and "school," recognize three local institutions which constitute the trinity of power in education,



and should show how they are related with the work undertaken with the school and the meaning of the "4-H" education. The book at the base of the emblem signifies the relation of the achievements to the fundamentals of education as represented by our public school system. The lamp signifies learning.

The four-leaf clover and the five-point star are the ideals to be attained, the clover leaf suggesting nature study, agriculture, application to the business of soil building and economic production. The star suggests that the winner of this fifth emblem of the series has won his place in the community as an All-star member of the contest group.

The 4-H's represent the equal training of the head, heart, hand, and health. The following will give the trinity of values suggested for the development of each of the four parts:

#### *Train Head to*

- (a) Think
- (b) Plan
- (c) Reason

#### *Train Heart to be*

- (a) Kind
- (b) True
- (c) Sympathetic

*Train Hands to be*

- (a) Useful
- (b) Helpful
- (c) Skilful

*Train Health to*

- (a) Resist disease
- (b) Enjoy life
- (c) Make for efficiency

The fifth "H" in the five-point star represents the word "hustle."

### **Basis of Awards.**

The No. 5 Achievement Emblem will be awarded to the contestant winning first place in each Club project at the County School Fair.

The No. 4, 3, and 2 Achievement Emblems will be awarded to the second, third, and fourth prize winners, respectively, in each Club project contest.

The No. 1 Achievement Emblem will be given to every boy and girl who completes a Club project, sends in a Project Report, and makes an exhibit at the County Fair, and who does not attain first to fourth place inclusive in the Club Project awards.

### **OTHER REWARDS FOR INDUSTRIAL CLUB WORK.**

The Boys' State Fair Camp and School was established by the Oregon State Board of Fair Directors at the request of the Oregon Agricultural College Extension Service and the State Department of Education, for the purpose of encouraging the Industrial Club movement throughout the State.

The two boys who made the best records in Club work in each county contest were entitled to membership in the 1914 Camp and School. The thirty-one members this year had their traveling expenses to and from the Fair Grounds paid by their County School Superintendents who procured the necessary financial support from their County Courts, Commercial Clubs, and interested citizens. The living expenses of the boys while in Camp were paid by the Fair Directors.

It is very likely that, through the generous support of the State Board of Fair Directors, at least five boys from each county in the State who excel in Club work this year will enjoy the wholesome educational activities of the next State Fair Camp and School.

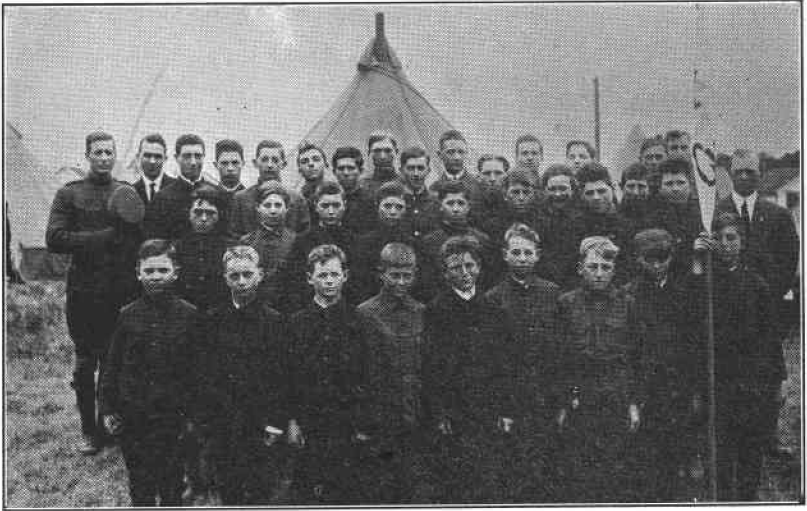
The following story of one boy's experience gives "inside" information regarding the Camp and School from a member's point of view:

### **MY TRIP TO THE BOYS' CAMP.**

The prize awarded to the two boys scoring the highest in any two Industrial Club projects in their respective counties was a trip to the Boys' Camp and School at the State Fair for a week of entertainment and instruction, with all expenses paid. I selected and carried out the work in the Gardening and Manual

Arts Projects, and was fortunate enough to be one of the winners at the Polk County Fair.

Early Monday morning of Fair week found a very happy boy at the Dallas Depot with a suit case in one hand and a blanket in the other, ready for whatever fun and enjoyment there might be in store. Arriving at the Fair Ground Depot, I was met and conducted to the camp by Supt. H. C. Seymour. On reaching the camp I was put under the supervision of Lieutenant Aker and



### MEMBERS OF THE STATE FAIR CAMP AND SCHOOL.

**Left to Right: First Row.**

Perry N. Pickett, Marion County.  
Eddie Scofield, Washington County.  
Homer Bursell, Polk County.  
Russell Train, Coos County.  
Wilbur Godlove, Jackson County.  
John Cumming, Hood River County.  
Dean McFarland, Clarke Co., Wash.  
Miles Blalock, Tillamook County.  
Charles Hollowell, Josephine County.

**Second Row:**

Gilbert Fones, Yamhill County.  
Chester Jensen, Tillamook County.  
Irwin Bowerman, Hood River County.  
Floyd Thornton, Union County.  
Bennie Baker, Josephine County.  
Roy Johnson, Malheur County.  
Raymond Pearcey, Wasco County.  
Julian Henningsen, Wasco County.

**Third Row:**

Lieut. H. F. Aker, O. A. C. Cadets,  
Instructor, Camp and School.

Charlie Beeman, Washington County.

Elmo Chase, Lane County.

Claus Charley, Jackson County.

Dewey Reams, Columbia County.

Carl Edvalson, Union County.

Claude Profitt, Yamhill County.

Elmer Roth, Marion County.

Supt. H. C. Seymour, Prin. Boys' Camp  
and School.

**Fourth Row:**

Prof. F. L. Griffin, State Leader, Club  
Work.

Harry Wilson, Columbia County.

Oscar Schneider, Lane County.

Harold Carter, Douglas County.

James Mills, Benton County.

Harold Peterson, Douglas County.

Guy Steiger, Polk County.

Paul Yeager, Clackamas County.

Sergt. W. J. Koenig, O. A. C. Cadets,  
Instructor, Camp and School.

Sergeant Koenig, who assigned me to Tent No. 2, which I shared with six other boys, and they then introduced me to the "bunch." Eight militia tents had been reserved for the boys to sleep in. The boys' tents were on one side of a sort of road and the militia tents were on the other side. Sergeant Koenig and Lieutenant

Aker slept in one tent, while we boys "held down" the other seven. We got up just in time to make a hurried toilet and get our necessary work done before morning mess.

The tents were round, with a stove pipe projecting out of the top. The stoves were made out of sheet iron in the shape of a dunce cap, without any bottom. The tables were made out of rough boards, and we used candles for light. The "lights out" signal was sounded at 9 o'clock.

The food was cooked and served in large pans. A man stood by these dishes and gave each of the boys what he wanted as he passed by. When each had all he wanted on his plate, he sat down at the table assigned him. Each boy furnished his knife, fork, and spoon. The plates, cups, and saucers were furnished at the camp. Having finished eating, each one took his dishes to a tank and washed them. We used sticks with rags wound around one end for dish cloths, and the dish towels were very large so that more than one person could use them at one time. When our dishes were washed and dried we all piled up our plates, cups, and saucers, and put our knives and forks in our suit cases. This done, we were permitted to do what pleased us most until it was time to "drill."

Each day we drilled from eight until nine in the morning and from three until four in the afternoon. We had a large banner that we carried when we marched. The Sergeant called the roll in the morning before the drill and if any boy was absent, he had to report to the office the reason for his absence. They furnished each one of us a uniform of tan khaki so they would know us. As long as we wore our suits we could go into the grandstand and many places, free, as often as we wanted to.

When the afternoon drill was finished we went to the races, watched the stock being judged, or studied the exhibits; from this we learned a great deal about the good exhibits, and many good points in the judging of stock.

After evening mess we went to a band concert or to hear singers, or perhaps a play put on by some county or school. Some of the plays were very comic indeed. Sometimes we played games and had great fun. We went to the State House, where we paid a visit to the Governor and Superintendent Churchill. We also went through the State Penitentiary.

The boys left for home Sunday.

Homer Bursell,  
Monmouth, Ore.  
Mistletoe School,  
Polk County.

# INDUSTRIAL CLUB PROJECTS

## CLUB PROJECTS FOR GIRLS.

1. **Sewing.**  
The making and repairing of garments and other articles of wearing apparel for member's own use. Enroll not later than March 15, 1915.
2. **Baking.**  
The baking of bread and cake for home consumption. Enroll not later than March 15, 1915.

## CLUB PROJECTS FOR GIRLS AND BOYS.

3. **Canning.**  
The canning of fruits, vegetables, etc., for home use, or for sale. Enroll not later than March 15, 1915.
4. **Vegetable Gardening.**  
The growing of the greatest possible amount of vegetables, at the least possible expense.  
Div. I.—A garden area of at least 1 sq. rod but not more than 15 sq. rods.  
Div. II.—A garden area of at least 16 sq. rods. Enroll not later than March 15, 1915.
5. **Poultry Raising.**  
Div. I.—The care and management of 5 or more laying hens for a period of at least six months. Enroll not later than Jan. 1, 1915.  
Div. II.—The incubation of at least 3 settings of hen's eggs and the care and management of the chicks for a period of at least eight months. Enroll not later than March 15, 1915.  
Div. III.—The management, for breeding purposes, of 2 turkey hens and 1 gobbler. Enroll not later than March 15, 1915.  
Div. IV.—The incubation of at least 1 setting of turkey eggs and the care and management of the young turkeys for a period of at least 6 months. Enroll not later than March 15, 1915.
6. **Dairy Herd Record-Keeping.**  
Obtaining the milk, butterfat, and feed records of two or more cows for a period of at least 8 months. Enroll not later than Jan. 1, 1915.

## CLUB PROJECT FOR BOYS.

7. **Pig Raising.**  
Div. I.—The care and management of a brood sow and litter, the work to extend over a period of at least 8 months. Enroll not later than Jan. 1, 1915.  
Div. II.—The care and management of one pig for a period of at least 6 months. Enroll not later than March 15, 1915.
8. **Corn Growing.**  
The growing of the largest crop at the least expense on 1-16 acre or more of ground. Enroll not later than March 15, 1915.\*
9. **Potato Growing.**  
The growing of the largest crop at the least expense on 1-16 acre or more of ground. Enroll not later than March 15, 1915.\*
10. **Fruit Growing.**  
The pruning and spraying of the trees, cultivating and fertilizing of the soil, harvesting, packing, and marketing of the crop and disposal of the by-products.  
Div. I.—10 or more bearing apple trees, the basis. Enroll not later than Jan. 1, 1915.  
Div. II.—10 or more bearing pear trees, the basis. Enroll not later than Jan. 1, 1915.  
Div. III.—10 or more bearing prune trees, the basis. Enroll not later than Jan. 1, 1915.
11. **Field-Pea Growing.** (For the Eastern Oregon Wheat Belt.)  
The growing of at least 1 acre of field peas in the rotation with wheat, wherever the rainfall exceeds 15 inches. 1 acre or more, the basis. Enroll not later than March 15, 1915.
12. **Seed Grain Selection.**  
Div. I.—The special preparation of the seed bed, selection of seed, or management of 1 or more acres of wheat, oats, or barley for seed and the selection in the field, before harvest, of at least 1 to 2 bushels of grain in the head for planting a special seed grain plot next year. Enroll not later than Jan. 1, 1915.  
Div. II.—The selection in the field, just before harvest, of 1 or more bushels of wheat or barley heads, or oat panicles for the purpose of planting a special seed breeding plot next year. Enroll not later than March 15, 1915.

\*Contestants desiring membership in the national Demonstration Clubs must grow at least 1 acre.