

probably but a small part of that brought in. On the other hand, if the system of irrigation is such that the root zone is leached occasionally, and a part of the soil solution, rich in boron and other salts, is replaced by the more dilute solution of the irrigation water, it may be safe to use water having a higher boron content than otherwise.

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BOYS' and Girls' Club Work Has Influence on Family Relationship

Educators have long since recognized the function of the teacher in directing the learning of his pupils toward certain specific objectives. Changes

in knowledge, skill, and attitude with reference to certain objectives continue to be the primary concern of the school.

Recently the problem of improving the health of school children has brought many educators face to face with the fact that the school alone can not greatly improve the children's health unless changes are also made in the health program of many homes. Not only must the school recognize the family unit as an elementary influence to be dealt with in any program of change directed toward the individual child, but all agencies working with youth are forced sooner or later to face this problem.

On the other hand, whatever changes the school, the 4-H club, or other organized youth movement may make in the boys or girls included in it will be reflected in the family situation and lead either to improved relationships or to more tensions within the group.

The following interview with a 19-year-old farm boy illustrates how the family relationship is affected by the tension developed between an older and a younger brother because of the participation of one in 4-H club work. There are many other factors in the family situation than just the club activities of the younger boy that are causal to the total situation, but the interview illustrates how carefully an outside agency must consider not only how its program may affect the individual, but the total of human family relationships of the entire group.

Boy's Problem Told to Interviewer

After spending an evening with the family the interviewer talked to Henry, the younger son.

"Henry, you have made a good start in the dairy business."

"Yes," the boy replied, "but I would like to buy a place over by K. The owner will take a note for it. My older brother and I don't get along together very well. He says that I feed my stock too much. When I told dad that I thought I would leave this place he said that he was sorry that was the way I felt about it. If I would stay I could have the home place, but mother and brother would be sore (especially as the brother and his wife are now living with the family) and it would not be pleasant living here."

The interviewer asked, "Has your father always been interested in club work?"

"Yes; but my older brother has not been. I work here and I don't get a cent. I take care of my stock, pay for their keep, and dad gets the milk. He owes me \$900, which I could get if I wanted to take

stock. He was sick and I had to quit school to work. I had a scholarship to the college short course this winter, but I can't go as I have my stock to care for. I wouldn't ask dad to milk and care for them as he doesn't feed as much as I do. I hate to leave dad, but there isn't anything here for me."

"Why don't you stay until you are 21 and save enough money to make a payment on your place and have a little working capital before you leave?"

"It might be best to wait awhile. I have 14 head of purebred stock of my own and a good team. I guess I ought not to have told you all this."

This ended the interview. The club participation of the boy no doubt changed him greatly in his knowledge and skill in raising dairy stock and in his attitude toward scientific farming. And it also was an important factor in creating family tensions centering principally around the older and younger brother relationship.

Solidarity Between Parents and Children

In contrast to this story, the following statements made by parents illustrate effects of club work on parent-child relations that have tended to produce greater solidarity and more frequent and wholesome relationships.

Mrs. Johnson, mother of six children, four of whom are in club work, said:

Well, I am sure club work has had some effect on every family. I know it had on ours. It makes the parents take more interest in what their children are doing and help them more. They can't help noticing the work that the children do when they go to the fair with them and help them with their records and their work throughout the year. It, of course, leads to more knowledge on the part of the parents as to what the children are doing and what the work is all about, and at the same time may also take more of the parents' time, and many do not want to give this much time and attention to their children's work.

Mrs. Hoxie, mother of four children, said:

Yes; we are a club family. All our children have been in as long as they could stay. The boy's work has made him want to take the short course at the college if he can get away, and the oldest girl, who is now a teacher, is also a local club leader. I always helped the children since we had no leader, and they have all learned to make their own clothes and have won some prizes and trips as a result of their work.

Interviews with over a hundred farm families whose children are club members from which these comments are taken show that in 75 per cent of the cases a closer and more wholesome parent-child relationship results from participation in the club program, while in 25 per cent of the cases tension of one kind or another develops.



FIGURE 9.—Club girls cooperate in making the home attractive

Club Influences Widely Felt

The study upon which the foregoing statements are based indicates that such organizations as elementary schools, secondary schools, 4-H clubs, boy scouts, and camp fire girls can not change individual members without some effect upon the social relations of the entire family, whether or not such change is intended. Participation of any member of the family unit in a new activity becomes immediately a stimulus about which the immediate attention of the entire family centers and results in a changed relationship between the person who participates in the new activity and the rest of the family. This changed status of the individual either leads to readjustments which makes the family life more pleasant and interesting or produces tension in the group

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BOYS' and Girls' Clubs Promote Cooperation in Community Affairs

One of the outstanding needs of rural life is the development of greater cooperation among farming people in community affairs. The 4-H club program recognizes this need and aims to develop constructive group action and group control. Club leaders strive to focus the attention of their groups on vital issues in home making and agriculture. They arrange for contacts with other organized groups and encourage members to respect the rules laid down by the majority. They make it possible for each member to assume a share of responsibility and to conquer self-interests when necessary for the good of the group. Throughout, club leaders aim to develop constructive ideals with every attempt in organized group effort, especially through club meetings, club programs, public demonstrations, trips to other parts of the State and county, contacts with other organizations, and the attainment of the club goals established by the members themselves. Because good fellowship is essential to group unity, many opportunities for its development are provided in the recreational program of each club.

The attention of club members is continually centered upon community affairs, particularly as they affect the farm and home. They learn to recognize and to meet local needs under varying conditions, and gain valuable experience in citizenship. Loyalty to the group and the desirability of giving up personal desires for the good of the group are increasingly emphasized. It is a common practice for 4-H clubs to elect members as delegates to general extension meetings and other farmers' and young people's meetings, where they report what the clubs have done toward carrying out the community program in the growing of crops, the raising of livestock, the preparation and conservation of food, the making of clothing, or the general beautification of the home. It is a part of their responsibility also to take back to their own club groups reports of these meetings, and of general observations made en route, especially those relating to farm and home life.

Club members engage in many community activities as effectively as do adults. These activities give them a feeling that they are a definite factor in community development. In addition to the activities relating to farming and home making, the general community activities undertaken by clubs as a whole often include landscaping the school grounds, refurbishing the town hall, improving the grounds around the