

WORK LEADERS

for groups of nonfarm youth employed

IN AGRICULTURE

Why work leaders are needed

What a work leader does

Who can qualify for the job

Where to look for work leaders

How to prepare work leaders

For Use in the Victory Farm Volunteers Program

Prepared by the Children's Bureau, U. S. Department of Labor, in consultation with the Extension Farm Labor Program, War Food Administration, and the Office of Education, Federal Security Agency, and approved by these agencies.

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FOREWORD

Thousands of boys and girls who never worked on a farm before have been called upon, since the war began, to help harvest crops. Most of these young people have been taken in groups to the farms each day and returned each night either to their homes or to camps set up in the area. This means of providing seasonal labor is known as the day-haul method.

Day-haul operations in the past have ranged from haphazard affairs to carefully planned and supervised programs. For example, recruitment may consist only of a radio announcement asking young workers to meet at a certain corner to be picked up by farmers. Consequently, both farmer and worker take a long chance. The farmer may have to choose his help from a poor assortment of workers; the youngster and his parents will have no assurance that conditions will be satisfactory. Too frequently inefficiency, rowdiness, and serious accidents have marked unsupervised day-haul operations.

In contrast to this is the day-haul project in which plans for supervision by adult work leaders have been carefully worked out for the benefit of farmer and young worker alike. The farmer benefits from a better selection of young workers; the parents are assured that all aspects of their youngsters' work and welfare are supervised by a responsible person.

It is hoped that the suggestions made in this publication will be of help to persons who are interested in planning and conducting day-haul projects for the employment of groups of youth on farms.

This discussion amplifies general suggestions regarding the use of work leaders in day-haul programs that are contained in Guides to Successful Employment of Nonfarm Youth in Wartime Agriculture, issued by the Children's Bureau in 1943 (Pub. 290).

The term "work leader" as used in the present publication refers to a person who supervises the work of the group in the fields. The work leader should not be confused with the supervisor of the county farm-labor program, or the Victory Farm Volunteers assistant, nor with camp counselors, although some of them may also serve as work leaders.

In introducing this discussion it will be helpful to outline some assumptions underlying an organized day-haul program for youth:

1. Some agency cooperates with the farmer by recruiting and selecting young workers on conditions known to parents, workers and farmer.
2. Work leaders are selected by or with approval of cooperating agency.
3. Through an understanding between the cooperating agency and the farmer, the work leader, even though paid by the farmer, serves to promote the interests of all concerned—to help the youth contribute satisfactory work to the farmer and to help the farmer provide conditions protecting the welfare of the youth.
4. The work leader is expected to carry out his job in the spirit of this understanding.

The Subcommittee on Young Workers in Wartime Agriculture of the Children's Bureau General Advisory Committee on Protection of Young Workers at a meeting held in May 1943 suggested the preparation of this pamphlet. A group representing private and public organizations specially concerned with recruiting youth for farm work was called together by the Children's Bureau in June 1943 to plan the contents. The members of this group, under the leadership of Roy Sorenson, were: E. H. Bakken, Boy Scouts of America; Bernice Bridges, National Board, Young Women's Christian Associations; Molly Flynn, Office of Civilian Defense; Dr. Frederick P. Frutchey, Extension Service, U. S. Department of Agriculture; Walter E. Hess, National Association of Secondary School Principals; Dr. Frederick B. Knight, Purdue University; Dr. F. W. Lathrop, U. S. Office of Education.

WORK LEADERS FOR GROUPS OF NONFARM YOUTH EMPLOYED IN AGRICULTURE

WHY WORK LEADERS ARE NEEDED

The most successful day-haul programs for employing young workers on farms have provided for supervision on the job. This supervision is best given by trained adult work leaders.

The farmer, of course, has responsibility for the general direction and supervision of the work, but a farmer in the peak season is about as busy as a man can be. How is he to find time to teach "a bunch of green youngsters" all they must know to do their job properly? Things that are second nature to the farmer's own children, these city-bred boys and girls have to learn on the job. The work leader can save the farmer many a headache by taking over the personal direction of the young workers. Instead of struggling to show two dozen restless youngsters how to pick peaches without bruising them or how to tell a carrot from a weed, the farmer shows the work leader what he wants done. The well-qualified work leader is prepared to grasp quickly just what is to be done and how; he also knows how to handle youngsters in groups and how to explain to them the best way to do their work.

But the successful work leader does much more than help the young workers to learn good methods of work. Alert to see that no harm befalls those in his charge, he also sets the keynote of steady work with reasonable periods of rest, fosters group spirit, and sees that every boy and girl is treated with fairness. All this makes for high morale on the part of the youngsters. It is also advantageous to the farmer because under such conditions the workers will do a more satisfactory job.

Skilled and understanding leadership of each group of workers is an advantage to everyone concerned with the youth farm-labor project. The farmers

are pleased because their crops are gathered with a minimum of delay and without the damage that unsupervised youngsters are likely to cause. The young workers learn how to do a job well; they also have the satisfaction of feeling that they have made a useful contribution to wartime food production. The parents are grateful that some responsible person is helping their children build good health and work habits and is looking after their safety and welfare.

Indeed, the extent to which good leadership is provided may well be a determining factor in meeting the demands for young workers. Unless parents and others in a position to influence recruitment feel assured that reasonable safeguards for the young workers are set up and maintained under responsible supervision, they will be loath to let their boys and girls go out to work in farm-labor programs.

THE JOB OF THE WORK LEADER

What the exact function and duties of the work leader are in any individual project depends on the understandings reached locally by the cooperating groups and the farmers. The most desirable arrangement would be to have the work leader represent the best interests of all those concerned with the project—the employer, the young worker, the parents, and the cooperating agencies—insofar as these interests do not jeopardize the health, safety, and welfare of the young workers. It is on the assumption of such an understanding that the job of the work leader is here discussed.

Relationships with cooperating agencies and farmers.

It is important that the work leader know to whom he is responsible for direction besides the farmer, what understandings have been reached as to the purposes of his job, and what his duties are. Under Public Law 229 the agricultural extension service of the land-grant college in each State is authorized to recruit, train, place, transport, and supervise emergency farm workers (except foreign workers), and to provide for their shelter, subsistence, protection, and health. An integral part of this farm-labor program is the mobilization of youth under the name of Victory Farm Volunteers. In each State these young workers are recruited under the leadership of the assistant State farm labor supervisor of the Victory Farm Volunteers program in cooperation with the State educational authorities and other interested groups. Locally this program is conducted by the county extension agent in cooperation with schools, youth-serving agencies, and others. In many counties a farm-labor assistant is assigned to the extension agent's office to help with the Victory Farm Volunteers program. The work leader will need to know what the farm-labor set-up of the county agent's office is, what other organizations are cooperating in the program, in what ways he will be working with them, and what his duties and relationships are with respect to them.

It is equally important that the work leader come to an understanding with each farmer as to the exact extent of his duties in supervising the work. Some farmers

may delegate a great deal of responsibility to the work leader; others may prefer to exercise more direct supervision themselves or to supervise through their foremen.

The work leader will need to be familiar not only with the organizational pattern of the program but with the policies and agreements made concerning minimum age, wages, hours, working conditions, transportation, provision for first aid and medical care, insurance, and so forth, in order that he may be able to make the contribution expected of him in carrying out these policies.

Presumably during recruitment of the youngsters, the parents were informed of the conditions and type of supervision to expect, but occasions will probably arise when work leaders will need to get in touch with the parents directly.

The work leader and his group.

The maximum number of youth whom the work leader will be able to supervise effectively depends on what type of work is to be done and how widely scattered the workers are.

A group of 35 workers is perhaps the largest that a work leader should try to handle at any one time. Supervision of a larger group is too difficult for any but the most skilled and experienced leader of young people.

It is desirable, if possible, that the work leader spend his full time with the same group. But when groups assigned to single farms are small, perhaps not more than a few workers each, a full-time work leader usually cannot be provided for each group. In these circumstances it may be well for the work leader to assume general responsibility for several groups at a time, visiting during the day the various farms on which they are employed.

In order to facilitate closer supervision on the job and to supervise small groups working on different farms, the work leader may find it helpful to appoint and train assistant work leaders, or squad leaders, each in charge of a small squad of workers. These assistant leaders might be older boys or girls in the group.

Some work leaders in a day-haul program may have recruited their own groups of workers whose membership will remain relatively stable. Others will be appointed to take charge of groups whose composition varies daily. A group of workers that is organized around a nucleus already existing, such as a club or a class that has its regular leader and continuity of membership, has an initial advantage over a newly organized group with a new leader.

What the work leader may be expected to do.

The suggestions outlined in this section on the duties of a work leader are based on the assumption that the work leader has been given a fairly wide range of responsibility for the workers in the project but that he is not responsible for operating the whole project. They also assume that the project is one in which the work leader is staying with and supervising the same group of workers throughout the day. In situations that vary from these assumptions, the duties of the work leader might be modified.

1. *The work leader may be responsible, under the farmer's direction, for proper performance of work.*—If the farmer so desires, the work

leader may take much of the responsibility for the actual performance of the work. After he has found out from the farmer what is to be done and what methods are to be used, he may find it helpful to proceed somewhat as follows:

- a. Lay out the work, divide the group into squads if necessary, appoint squad leaders, and assign the workers to their tasks in accordance with their age, physical qualifications, experience, and aptitudes.
- b. Show the workers how to perform their jobs efficiently and safely, and see that they do so.
- c. Check frequently with the farmer, especially early in the day, to see that the quantity and quality of the work are satisfactory.
- d. Develop and maintain good work habits in the workers, and a sense of responsibility toward the job.
- e. Keep records, on behalf of both the farmer and the workers, of the units produced by each worker, the rate of pay, the number of hours worked, and the amount earned.
- f. Preserve group morale by seeing that all members of the group have equal opportunity to earn, and by correcting conditions as far as possible that might lead to grievances.

2. The work leader will maintain good relationships between the workers and the farmer.—He will want at the outset to foster friendly acquaintance and understanding between them. He will be spokesman for the workers with the farmer and for the farmer with the workers. There may be occasions when he will need to act as mediator and adjuster if friction should occur, but his main purpose would be to foresee difficulties and to keep them from becoming issues. This will require developing in the workers a sense of obligation toward their employer. It will also mean watchfulness that the workers are fairly treated—that the farmer pays them properly and gives the group its share of “good pickings.”

3. The work leader prepares the workers for their jobs.—The work leader’s supervision will be much easier and the interest of the boys and girls in their jobs greater if they know something in advance about their work. Therefore it would be desirable for the work leader to discuss with them the specific tasks to which they will be assigned and what will be expected of them. They may also be interested in a little background information about the particular area and crops in which they are to work.

Admittedly it is difficult for a work leader who has constantly changing membership in his group to find time and opportunity to give all the preparation that would be useful. A little might be done by utilizing some of the time while the group is traveling to or from the farm, or when waiting or resting. A camp, however, should present excellent facilities for preparation of this kind.

Orientation and training of inexperienced youth for farm work are being provided by many schools in connection with the Victory Farm Volunteers programs. This training is usually given before the schools close for the summer and before the youth actually go to work. However, not all the youth recruited for farm work will have received such preparation.

The work leader should find out what preparation the workers have already had and, if necessary, supplement this preparation, covering some or all of the following points:

- a. **Importance of the war food-production program, description of the youth farm-labor program, and responsibility of youth for making it a success.**

- b. Kinds of farming carried on in the region; how the crops are raised, harvested, graded, packed, processed, and marketed; something about the prices the farmer gets for them, his costs, the costs of distribution, and the cost to the consumer.
- c. Description of kinds of work the youth are to do, and explanation as to why special care is needed in handling the product so that it will not be injured.
- d. Special problems faced by farmers in the region.
- e. Preparation for the day's work (proper kinds of food and clothing, necessity for plenty of sleep) and avoidance of accidents and injury to health.
- f. Rate of pay, hours worked, rest periods, time allowed for lunch, and other details.
- g. State laws governing the employment of young workers in farm work and requirements for proper certification of such workers, for the protection of the youth, their parents, and their employers.

4. The work leader will gather the workers together and go with them to and from the farm.—Presumably arrangements for obtaining eligible young workers, assigning them to farms, notifying them when and where to assemble, and providing safe transportation have already been made. The work leader then supervises the gathering of the group. He will permit only those children to go along whose names are on his list of eligible workers, for at loading time there will be no opportunity to check whether the child's parents know he is going, or his age or other qualifications. He will see that the workers are safely seated in the vehicle and that it starts promptly at the time agreed. He himself will accompany the group to the farm. On the return trip he will make sure that everyone is accounted for and will stay with the group until it disbands.

5. The work leader endeavors to guard the health, safety, and welfare of the young workers in his group.—The work leader presumably has been informed, before starting for the farm, not only of general understandings with the farmers regarding wages, hours, water supply, sanitary facilities, working conditions, insurance coverage, and the like, but also of any specific agreements made with the farmer concerned. He will then be careful to see that the agreed conditions are provided for his group.

In supervising the workers so as to provide the greatest protection for their health and safety, the work leader will find it desirable to keep the following points in mind:

- a. No young worker should be assigned to a dangerous task or work with equipment that is in unsafe condition.
- b. The work leader might discuss commonly accepted safety and health rules and discourage unsafe or unhealthful practices on the part of the workers.
- c. The heavier work, such as moving ladders, lifting and carrying heavy boxes, crates, and so forth, ought to be done only by the older and stronger youth, or by adults.
- d. Boys and girls work best if they are given rest periods, and if they are kept from working beyond their strength and endurance. New workers usually need a gradual "breaking-in" period.
- e. The work leader ought to find out as soon as he can where first aid or medical care can be obtained in case of illness or injury.¹ If possible,

¹ Infection may follow even the most trivial wound. First-aid treatment, therefore, should be given at once for blisters, scratches, abrasions, shallow cuts, and the like. If a worker receives a deep wound of any kind, he should be taken to a doctor as soon as possible.

first-aid supplies should be taken on each trip, and the work leader should know how to use them.

- f. Workers need to be advised how to dress so as to avoid accidents, blisters, and overexposure to sun. It would be well to encourage them to drink plenty of water. If they are exposed to extreme heat for protracted periods, they might take salt to prevent heat exhaustion.
- g. It is important that the young workers have an adequate supply of pure drinking water and that water for washing should also be available near their work. To prevent the spread of communicable diseases, the workers should be warned to use their own individual towels and cups, which they could easily bring from home, and they should be cautioned not to dip their cups into the common water supply.

If any of the young workers becomes ill or is injured while under the work leader's charge, the work leader would see that first-aid treatment or medical care is given as soon as possible. He ought also to inform the farmer and the parents immediately if the illness or injury is serious enough to require medical or hospital care. If the person injured is covered by workmen's compensation or other accident insurance, it would be desirable for the work leader to do what he can to see that the appropriate insurance company is properly notified.

For the protection of all concerned—the worker, the farmer, the cooperating agencies or groups, and the work leader himself—it would be well for the work leader to record the circumstances of every injury and illness, as far as he knows them. Such records might contain full particulars on the nature of the injury or illness, how it occurred, what the worker was doing when injured, what kind of treatment was given, by whom and where it was given, how much it cost, who paid for it, and other pertinent information. These records will be useful to the persons or groups interested in seeing that further treatment, if necessary, is obtained, that any insurance due is paid, and so on. All these steps may become very important in case a suit for damages is instituted, or if there should be any dispute over the payment of insurance.

6. *The work leader consults with and carries out his responsibilities to the agencies or groups cooperating in the project.*—In performing his duties the work leader may need advice and guidance from the persons or groups who direct his general activities. Many problems that arise the work leader can handle by talking them over with the persons directly involved, whether they be the employing farmer, the workers, or others. At times, however, the work leader may need the counsel and help of the person, other than the farmer, to whom he is responsible for direction. This person would ordinarily be a representative of one of the groups cooperating in the local program.

Illustrations of some kinds of questions the work leader may wish to take up in this way are:

- a. What can be done if a farmer fails to carry out his part of understandings previously worked out by the farmer and the cooperating agency or group?
- b. What can be done if workers fail to do their part at work or turn out to be under age or otherwise ineligible for work?
- c. What can be done if dangerous, illegal, or other undesirable conditions arise that were not foreseen in the original agreements made between the farmers and the cooperating groups?
- d. What improvements appear to be desirable in selection of recruits, provision of safe transportation, working conditions, maintenance of morale of workers, and the like?

The person assuming responsibility for the general direction of the work leader will probably expect the leader to keep him informed of the progress of the work.

The work leader also has a moral obligation to his project to improve the quality of his services as time permits. This might be done by availing himself of opportunities to discuss the job of the work leader and its problems with other work leaders and with representatives of cooperating agencies.

QUALIFICATIONS OF THE WORK LEADER

The work leader, ideally, should have both successful experience in leadership of youth—for example, in schools, churches, or youth-serving agencies—and familiarity with agriculture in the areas in which he or she is to work. But often it will not be possible to find this combination of experience in the persons who are available to serve as work leaders. It may be helpful, therefore, to distinguish between the basic qualifications that the man or woman should possess regardless of his or her experience, and the additional specialized qualifications that are desirable though not indispensable.

The basic qualifications most important for the work leader to have are:

1. Dependability and integrity.
2. Ability to command the respect of, and to handle relationships with youth, farmers, parents, and cooperating agencies.
3. Sympathetic understanding of youth, liking and respect for them, and a sense of fun.
4. Interest in agriculture and appreciation of the farmer's point of view.
5. Maturity of judgment, sense of responsibility, ability to think and act quickly in unusual circumstances, and sensitiveness to situations that, if they are allowed to develop, may cause difficulties.
6. Ability to develop good work attitudes among the youth and to stimulate appreciation of their responsibility in the war food-production program.
7. Interest in the program, physical fitness, and ability and willingness to give time when needed.

Additional qualifications desirable for the work leader to have, though not so necessary as those given above, are:

1. Experience in handling youth in informal groups combined with ability to work democratically with groups.
2. Knowledge of skills useful in farm work and of measures for protecting safety and health, with ability to convey such knowledge effectively to the group.
3. Experience demonstrating ability to carry out administrative duties of a work leader, such as mobilizing the group for work, negotiating with the farmer, organizing and laying out the work, rectifying bad conditions, and keeping records.

RECRUITING WORK LEADERS

In order to obtain a sufficient number of work leaders for the crop season it will be necessary to make plans for recruiting them far ahead of the season in which they are expected to work. The fall or winter preceding the crop season is

none too early to begin exploring sources from which work leaders may be drawn, developing ways of attracting them to such employment, and making arrangements for their necessary training.

Recruitment of desirable work leaders will be made easier if the conditions of their employment, arrangements for paying them, and a definite rate of pay are settled and well understood in advance. Experience indicates that supervision is more satisfactory when the work leader devotes his full time and attention to supervising the workers. It would be well to avoid anything that might interfere with this duty. Therefore it would usually be desirable that the work leader be paid for supervision only, on a time-rate basis, and not be expected to earn his compensation by working on the crop. If, in order to encourage the workers or for any other reason, he does any work on the crop, he ought not to do so much that he hinders his effectiveness as a supervisor. As one report expressed it, picking a few tomatoes or adjusting peaches in a box could distract the work leader's attention quite easily at the wrong time. The pay offered work leaders should be high enough to attract qualified persons. It should not be made conditional on the amount of work done by the workers, as this might tempt the leader to "drive" them beyond their strength. It would also be undesirable to require the young workers to contribute to the cost of their own supervision.

In considering the sources from which work leaders may be drawn, attention should be directed both to groups and to individuals in the community. The groups likely to have some members who possess at least the basic and often some of the additional qualifications discussed previously are those that serve youth in some form, include youth in their membership, or are composed of members who have a special interest in youth. Examples of such groups, though by no means a complete list, are:

- Farm organizations having youth membership.**
- Youth-serving agencies (both rural and urban).**
- Schools and colleges (teachers, older students, athletic coaches, bandmasters, instructors and students of agriculture).**
- Churches and Sunday schools.**
- Service clubs.**
- Settlements.**
- Recreation agencies.**
- Civilian-defense organizations.**
- Women's organizations.**
- Parent-teacher associations.**
- Women's Land Army.**

Each community has individuals, not necessarily identified with organized groups, whose personal qualifications for serving as work leaders are excellent. Such individuals may be found among persons who formerly were teachers, coaches, youth leaders, farmers, or members of professional staffs of public and private social, recreational, and health organizations. Parents, men and women in business, and others in the community may also be very well qualified to serve as work leaders.

In addition to persons who can devote their time to the program whenever needed, there may be some qualified men and women who are too busy to give their full time but who are willing to serve as work leaders on a regular part-time schedule—perhaps 1 day a week.

PREPARATION OF WORK LEADERS

In order that work leaders may be able to serve most effectively in farm-labor programs, they should be given some preemployment orientation and training for their work. If possible, this preparation should be undertaken well in advance of the time the work leaders are needed in the fields. The training program should be developed under the guidance of the organizations interested in the youth farm-labor program, such as the extension service, local schools, departments of vocational agriculture, and any State or community committees cooperating in the program. The number trained should be carefully planned in relation to need.

The program for preparing work leaders for their specific responsibilities might be so organized as to include information on the following:

1. The National, State, and local war food-production program as a whole.
2. The administrative organization of the farm-labor program—National, State, and local—with special reference to the Victory Farm Volunteers program.
3. Farming practices in the community and special information concerning the crops to be harvested and methods of harvesting them.
4. General responsibility of the work leader to the agencies or groups cooperating in the local youth farm-labor program, to the farmer, to the youth, and to the parents.
5. Specific responsibilities and duties of work leaders.
6. Laws and policies concerning child labor, minimum age, school attendance, health, safety, hours and conditions of work, wages, transportation, insurance against accidents at work and during transportation, and availability of first-aid and medical care, as they affect agricultural employment.
7. Specific arrangements and agreements that may have been made with farmers by cooperating agencies or groups.
8. Methods of giving job instruction, including safety training.
9. Methods of protecting the health and safety of workers on the job and during transportation.
10. First-aid training.

During their preparation prospective work leaders will need to discuss techniques of leadership that are of value in dealing with boys and girls in groups. Some suggested techniques are:

1. Consider each member of the group as an individual and learn, if possible, something of each worker's interests and of his school, home, and neighborhood life.
2. Incorporate into the day's schedule some element of fun and relaxation and stimulate friendliness among the workers.
3. Be specific in giving instructions, repeat them more than once in a clear voice, and allow time for questions.

Individuals and representatives of organizations having special interest in and knowledge of the subjects in which the work leader should have some preparation may be asked to participate in planning and conducting the training program. Examples of persons who might serve in this way are members of the extension-service staff; supervisors and teachers of vocational agriculture and other teachers familiar with farm work; farmers; and representatives of youth-serving agencies, of departments of agriculture, labor, health, and welfare, of safety councils, and of the American Red Cross.

In addition to material prepared for study, the training program for work leaders might well include talks by persons equipped to discuss the subjects to be covered. For example, extension-service officials, farmers, farm safety experts, and experienced youth leaders might conduct special sessions on phases of the program in which they are expert. Talks may be supplemented by visits to farms and by demonstrations of working techniques and safe practices. Films might be obtained showing farm-work processes and safe ways of working. The work leaders will need to learn how to give instruction to inexperienced young workers. Above all, it is important that there be discussion of effective ways of dealing with young workers in groups.

SUGGESTED READING

These publications may be helpful to prospective work leaders and might well be used in their orientation and training

- Boys and Girls Employed in Agricultural Programs—1943**, by Ione L. Clinton. Reprint from *The Child*, vol. 8, No. 8 (February 1944). Children's Bureau, U. S. Department of Labor, Washington. 7 pp. Free.
- Farm Accident and Insurance Problems of Young Workers**, by Miriam Noll. Reprint from *The Child*, vol. 7, No. 8 (February 1943). Children's Bureau, U. S. Department of Labor, Washington. 4 pp. Free.
- Farm Aides**; a guide for group leaders. Prepared jointly by Camp Fire Girls, Inc.; Girl Reserve Staff, National Board, Y. W. C. A.; and Girl Scouts, Inc. Woman's Press, New York, 1943. 46 pp. 25¢.
- Farm Job Instruction Training**, by L. J. Fletcher, War Activities Committee, American Society of Agricultural Engineers. Extension Service Circular No. 405. U. S. Department of Agriculture, Washington, April 1943. 8 pp. Free. Mimeographed.
- Guides to Successful Employment of Nonfarm Youth in Wartime Agriculture**, for use in Victory Farm Volunteer Program 1943. Publication 290. Children's Bureau, U. S. Department of Labor, Washington, 1943. 14 pp. Free.
- Organization of Student Harvest Labor and Standards for Student Harvest Camps**. Compiled by California State Department of Education and issued by California State Farm Production Council, Sacramento, May 1943. 45 pp. Price not given.
- Safety for the U. S. Crop Corps**; suggestions for safety instructors of U. S. Crop Corps workers. Published by U. S. Department of Agriculture in collaboration with U. S. Department of Labor, U. S. Office of Education, and National Safety Council, Washington, 1943 (AWL-42). 15 pp. For sale by the Supt. of Documents, Washington, 5¢.
- Supervised Student Labor on Farms**; the Stockton plan, by Fred K. Spooner and J. W. Halleen, Stockton, Calif. Reprint from *The Child*, vol. 8, No. 1 (July 1943). Children's Bureau, U. S. Department of Labor, Washington. 7 pp. Free.
- Training In-School Nonfarm Youth for Wartime Food Production**; suggestions for organizing training programs. OSYA Misc. 2685. U. S. Office of Education, Federal Security Agency, Washington, January 1944. 13 pp. Free. Mimeographed.
- V. F. V. on the Farm Front**, Victory Farm Volunteers of the U. S. Crop Corps. Extension Service, War Food Administration, Washington, 1943. 15 pp. Free. Processed.
- Victory Farm Volunteers**; its purposes and functions. Education for Victory, vol. 1, No. 25 (March 1, 1943), Office of Education, Federal Security Agency, Washington.

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