

Misc. Series 173

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COLORADO STATE BOARD
FOR
VOCATIONAL EDUCATION

RURAL WAR PRODUCTION TRAINING PROGRAM

Course No. 7

INCREASING POULTRY FOR MEAT PRODUCTION

(Turkey Production)

Prepared in

cooperation with the

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Teaching War Production Courses

The main purpose of the war production courses is to discuss with producers ways and means, and to assist them in outlining plans of action, by which the production goal can be reached in the shortest possible time and with the greatest efficiency.

Duration of Courses

All the production courses are to be planned to cover not less than twenty (20) hours of instruction extending over a period of not less than two weeks. Each meeting should be two hours in length. One meeting a week for ten weeks or five meetings a week for two weeks will meet these minimum requirements. Any arrangements of meetings within the above limits may be made. It may sometimes be desirable to hold a course a little longer than ten meetings. This is permissible providing the application for the course specifies the exact number of meetings. No course is to be extended beyond this specified number of meetings.

Determining the Course Content

Each course to be offered in this program must include only one of the commodities designated in the Rural War Production Program.

Before organizing a course the production situation of the critical farm commodity in the locality should be analyzed and the needs of the farmers determined.

In developing the course content emphasis should be placed on farm jobs and problems which lend themselves to an immediate increase in production. Some farmers may need to improve their feeding practices, some will need to use more sanitary measures, some will need to stress more careful management of their livestock and others will find it more desirable to improve other operations in the efficient production of the specific commodity made the basis of instruction of the course. Vegetable growers

may need to change the varieties grown; improve the fertility of their soils; plan ways and means of economizing on labor in harvesting and packaging their crops or improve other operations. Many changes are possible to bring about immediate increase of production.

By no means should a course be organized to cover all phases of the production and the marketing of one of the critical commodities in a general and informational way. On the other hand, the instructor should always have in mind the community practices which can be improved to secure greater or more efficient production. The instruction should, therefore, result in action on the part of each individual member of the class. This procedure definitely gears the instruction into meeting the present war needs.

Developing a Preliminary Outline of the Course

A preliminary outline of the course should be developed before the first meeting of the class. This outline will have to be made on a local community basis by each instructor.

In developing this outline he should confer with some of the leading producers in the community. It is possible that the advisory committee could be of assistance in this matter. In the second suggestive job of the outline on page 3, there is provided a scheme whereby the instructor can very definitely discover the problems that should be given emphasis in the course. The results of this meeting might naturally make some changes. However, it is always best to have a well developed plan before starting any undertaking.

A specific job or problem should be made the basis of instruction of each meeting. It is, also, very desirable in planning a course to finish at each meeting the subject taken up for discussion. Following this suggestion enables the instructor to start each meeting with a new job or problem. To aid an instructor in formulating a preliminary outline of a course there is presented on page 3 a suggestive outline of jobs and problems.

INCREASING TURKEY PRODUCTION

Suggestive Jobs and Problems for Meetings

1. Determining the need for increased turkey production.
2. Determining the important factors in turkey production.
3. Determining the significance of this enterprise in Colorado.
4. Determining sources of and buying poults.
5. Getting the brooder house and equipment ready.
6. Brooding poults.
7. Rearing and ranging poults.
8. Preventing and controlling turkey diseases and parasites.
9. Fattening and finishing birds for the market.
10. Marketing turkeys.
11. Killing and dressing turkeys.
12. Management of the breeding flock.
13. Making labor saving devices and equipment.
14. Taking one or more tours to observe good practices in turkey raising.

Note: This is merely a suggestive outline prepared to enable an instructor to select topics for ten to twelve meetings.

Making plans for each meeting

Careful planning in advance of each meeting is highly essential. The farmers attending the class will have had considerable experience in the production of the commodity under discussion. The experiences of the farmers supplemented by experiment station data presented by the instructor should furnish the basis for the farmers to determine the approved practices necessary in attaining the production goals. Unless a farmer gets something out of each meeting that will be a real help to him, it is doubtful if he will continue in the class. All of this puts a real responsibility upon the shoulders of the instructor. Most careful planning should enable him to better assume this responsibility.

This preparation for each meeting may consist of the following:

1. Listing motivating cues; that is, ways of arousing interest.
2. Writing a number of important key questions to direct the discussion.
3. Listing in condensed outline form important functioning facts or data.
4. Recording specific functioning references.
5. Deciding upon and securing worthwhile illustrative materials.
6. Determining where and how to use illustrative material most effectively.
7. Deciding upon the possibility of getting some person to give authoritative functioning data or facts that may help in clarifying discussions and in reaching decisions.

For instance, in suggestive Job 1, "The need for increasing production" of the commodity, the important questions to direct the discussion may be:

1. What are the production goals for the commodity for 1943?
(national, state and county)
2. Why is the increased production necessary?
3. What are the price prospects for 1943?
4. How efficient is our production?
5. Do we have a responsibility in trying to help more efficient production and increased production?
6. Can we or can we not increase production?

The conference procedure

The conference procedure is recognized as one of the most desirable methods of conducting classes with adult farmers who have had considerable experience in the production of the commodity made the basis of the instruction. To give farmers an opportunity to discuss their experiences and opinions when trying to solve a managerial problem is the purpose of the conference. The members of the group may want to decide upon the value of some practice; they may want to establish a standard way of doing something; they may want to agree upon some course of action; or they may want to correct some unsatisfactory practice. Whatever may be the immediate purpose, the collective judgment of the group on some problem is obtained through a general discussion. To this discussion the instructor or some authoritative person may add needed functioning facts obtained from experimental data or other reliable sources that should be considered in reaching a decision.

The conference serves only as an effective way for helping men to think straight on some problem or on deciding upon some action. It is not concerned with the development of doing abilities in which case the instruction procedure would be used. Nor is it essentially concerned with imparting information, in which case the informing procedure would be used. This latter statement does not mean, however, that the instructor or other selected person should not add important reliable functioning facts to the pool of experiences and opinions gathered from the group in reaching a decision on the problem under discussion. Decisions should come from the group, however, and not from the instructor who is essentially a leader of a discussion group and whose primary function is to guide and direct the discussions and particularly the thinking of the group.

The use of illustrative materials

At any meeting in which illustrative materials, such as strip films, pictures, charts and the like can have a functioning value, they should be used. This material may be used to present a preview, to clarify points or to confirm points developed in the discussions. These supplementary aids need careful selection and intelligent use. A list of available U. S. D. A. strip films is appended to this outline.

Demonstration

In many instances a demonstration by the instructor or by some other person may be very appropriate and helpful in clarifying some ideas developed in a discussion. Often, too, demonstrations can profitably be given while the group is on a field trip or tour to observe some approved practices.

Since emphasis of the course should be centered on practices leading to more efficient and increased production of the commodity made the basis of instruction, everything done in a class not specifically contributing to these ends should be excluded. Time consuming activities of a general nature need to be avoided if practical results are to be immediately attained in the little time given to a course.

Conducting the meeting

- Step 1. Begin the meetings on time and close them on the scheduled time. If some members wish to remain longer to further discuss some point, this is all right, but the class should be dismissed first.
- Step 2. Before starting a meeting it is an excellent idea to write on the upper part of the blackboard, in front of the group, the problem made the basis of discussion of the meeting. Doing this will greatly help in focusing and holding the attention to what was planned for the meeting. Cautiously side-tract irrelevant discussion and controversial questions. Let those who raised them remain after the group has been dismissed if they wish to discuss them.

- Step 3. Start off by clearly explaining the problem or question. Motivate it as best you can.
- Step 4. Put your first key question to the group. These key questions were to be part of the instructor's preparation for the meeting as previously suggested.
- Step 5. Get from the group facts, experiences, or cases pertaining to the question. This assembling of facts is the first phase of the conference procedure.
- Step 6. Record on the blackboard, whenever practicable, in the most condensed and outlined form, the essential functioning material presented. Add what may be needed to help out. This is the selection of functioning facts and the second phase of the conference procedure.
- Step 7. In some suitable way get an evaluation of the functioning facts. This is the third phase of the procedure.
- Step 8. Get from group members suggestions as to a solution or decision; and, if essential, get majority opinion. This is the fourth phase of the procedure. The development of a plan and the execution of a plan, the fifth and sixth phases, are individual matters, and are generally done outside of the meetings of the conference.
- Step 9. In a similar way try to bring the group to a decision in the other vital questions brought up in a meeting.
- Step 10. Before closing a meeting summarize the important questions that were discussed and the things agreed upon as a basis for action.

Follow-up work

Systematic follow-up work is an essential and necessary part of the War Production Program. The improved practices actually adopted, the improvements made in enterprise, and other results of the instruction needs to be known. Then, too, there is always an opportunity during supervision of rendering farmers additional assistance in carrying out their plans.

Attendance records

A record of the names of members of a War Production Class, together with the attendance of each must be kept and reported upon.

Some things to remember

1. There is a vital need for increasing the production of the commodities made the basis of instruction in the Rural War Production Training Program; namely,

Beef
Milk
Pork
Eggs

Mutton, lamb and wool
Poultry for meat
Commercial vegetables
Home garden vegetables

2. The production of these commodities can and must be increased.
3. The 1943 production goals for these commodities are much higher than they were for 1942.
4. This special rural training program for out-of-school rural youth and adults is an emergency measure that must be and can be an important factor in increasing the production of these critical commodities.
5. Food production goals can only be met if each farm and each community produces its share.
6. Instructors and producers must fully appreciate the need for increased production of these commodities.
7. Producers must have a wholehearted desire to help out in the situation as far as economically and physically possible.
8. Producers must analyze their utmost opportunities for more efficient production and for increasing the scope of their production wherever advisable.
9. Improved or most efficient methods will in nearly every instance increase production, and often with smaller units.
10. Losses due to diseases, pests, or management can be reduced and thus increase production.
11. A better quality of the product will increase production by preventing waste.
12. Ways and means of economizing on labor in production and in marketing can and must be worked out.
13. A greater use of labor saving devices is essential.

Film Strips and Kodachrome Slides on Poultry

U.S.D.A. FILM STRIPS

The following film strips can be purchased from the Photo Lab. Inc., 3825 Georgia Ave., N. W. Washington, D. C., at price indicated. When placing a purchase order, send a request to the Extension Service of the U.S. Department of Agriculture, Washington, D. C. asking for authorization of the sale and for the supplementary lecture notes. There is no charge for the latter. Authorization blanks can be secured from the local extension service if desired.

- No. 515 Eradicating tuberculosis from livestock and poultry. 36 frames - 50 cents
- No. 413 National poultry improvement plan. 48 frames - 50 cents
- No. 126 Selecting hens for egg production. 55 frames - 55 cents
- No. 133 Standard breed of poultry. 48 frames - 50 cents
- No. 271 Marketing of eggs in the United States. 53 frames - 55 cents
- No. 571 Preparing turkeys for market. 46 frames - 50 cents
- No. 574 Grading and packing turkeys. 46 frames - 50 cents
- No. 575 Turkey marketing today. 48 frames - 50 cents
- No. 560 Cooking poultry - young birds. 51 frames - 55 cents
- No. 561 Cooking poultry - older birds. 38 frames - 50 cents
- No. 239 Care of the laying flock. Make inquiries about this
- No. 234 Chicken lice and mites. " " " "
- Misc. Pub. No. 458, U.S.D.A., obtainable from the Division of Publications of the U.S.D.A., Washington, D. C., gives a complete list of film strips.

Other Film Strips

The College Photo Shop, Colorado State College, Fort Collins, has a large assortment of strip films which it rents. If interested, write for its circular - Visual Aid and Photographic Service.

Kodachrome Slides

The College Photo Shop has a very complete supply of Kodachrome Slides on all agricultural subjects. A set of about 50 slides can be made and rented as desired. These slides are colored and measure 2 x 2 inches. Then, too, it is possible to add one's own local pictures to a set. Kodachrome Slides are considered the very best visual aids in instruction.

Poultry Department Slides and Film Strips

The Poultry Department at Colorado State College, Fort Collins, has sets of slides (2 x 2) on housing, brooding, rearing and cost of production of chickens and on turkey raising which can be rented at a modest cost from this department.

All of the U.S.D.A. film strips on poultry are also available from the Poultry Department of Colorado State College on a rental basis.

INCREASING POULTRY PRODUCTION FOR MEAT

(Turkey Production)

Reference Material

Bulletins

1. Turkey production in Colorado, Colorado Ext. Bul., 370-A
2. Turkey raising. F. B. 1409
3. Principles of poultry feeding. Colo. Ext. Cir. 1721
4. Selection of feedstuffs for poultry. Colo. Ext. Bul., 367-A
5. Controlling diseases and parasites of poultry, Colo. Ext. Bul., 369-A
6. Pullorum disease. Colo. Ext. Bul. 372-A
7. Chick brooding rules. Cir. 1688, Poultry Dept. Colo. State College
8. Build a droppings pit. Colo. Ext. Cir.
9. Incubation and brooding of chickens. F. B. 1538
10. Underground heating system for brooding. Ext. Cir. 7437-38, Poultry Dept. Colorado State College.
11. Dressing and packing turkeys for market. F. B. 1694
12. Grading dressed turkeys. F. B. 1815
13. Building electrical equipment for the farm. Voc. Div. Bulletin 209, U. S. Office of Education
14. Plans of farm building for Western States. Misc. Pub. 319, U.S.D.A. See booklet in County Agent's Office. Send to Extension Service, Colorado State College for list of available blueprints.

Books

1. Turkey Management. Marsden and Martin, The Interstate Printers and Publishers. Danville, Illinois, \$3.50. (This is considered a comprehensive and up-to-date book.)
2. Poultry: Science and Practice. Winter and Funk. J.B.Lippincott, \$4.00.
3. Keeping Livestock Healthy. 1942 Yearbook, U.S.D.A. Secure a free copy from your Senator or Representative in Congress.
4. Food and Life. 1939 Yearbook of Agriculture, U.S.D.A.
5. Feeds and Feeding, Morrison. Abridged Edition, Morrison Pub. Co. Ithaca, New York. Can be secured for \$2.20 if cash accompanies order.

Magazines

1. Turkey World. Monthly magazine, \$1.00 a year, Mount Morris, Ill. The January issue is a directory and annual review number.

F. B. (Farmers' Bulletins) are obtainable from County Agents, Bulletin Mailing Room, Colorado Extension Service, Fort Collins; and from your Senator or Representative in Washington, D. C.

INCREASING POULTRY FOR MEAT

(Turkey Production)

Teaching Suggestions and Aids

Arranged in order of suggestive jobs as given on page 3.

1. Determining the need for increased turkey production.
 - a. Since this will be the first meeting, get group acquainted.
 - b. Explain the purpose of the course and the nature of the meetings.
 - c. Explain the "Conference Procedure." See page 5.
 - d. Obtain data from County Committee on 1943 production goal and also the 1942 estimated production, especially emphasizing the need for meat.
 - e. See January issue of "Poultry World." This issue is a directory and annual review number.
 - f. Bring out and develop some of the facts mentioned on page 8.
 - g. Determine number of turkeys produced in 1942 on the farms represented.
 - h. Get a general opinion from members of the group regarding the outlook of this enterprise on their farms for 1943.
 - i. References from Bureau of Agriculture Economics, U.S.D.A., Washington D. C.
 1. Numbers and value of chickens and turkeys on farms, Jan. 1.
 2. Farm production and disposition of turkeys.
 3. Intention to buy and hatch--turkeys.
 4. Outlook for poultry and eggs (includes turkeys).
 5. Agricultural outlook chart 3, poultry and eggs.
 6. Special turkey outlook.

2. Determining the important factors in turkey production.
 - a. This job might also be taken up in the first meeting.
 - b. Get the factors from members of the group and record them on the blackboard.
 - c. Suggest others, if necessary, to complete the list.
 - d. In general, these factors are in line with the suggestive jobs and problems listed on page 3.
 - e. On blackboard make a table showing the extent to which the factors are operating favorably and unfavorably.
 - f. Determine the factors which should be stressed in the course. These should largely determine the course content.
 - g. Do not enter into a discussion of the factors in this meeting.

3. Determining the significance of turkey raising in Colorado.

- a. Bring out the fact that Colorado ranks high in turkey production but has declined in rank since 1930. Why?
See January, 1942, issue of "Turkey World."
- b. Conditions favoring turkey production in Colorado are:
 1. Favorable climate
 2. Ample range
 3. Suitability of feeds grown
 4. Good market outlets
 5. Availability hatcheries
 6. Financing agencies
- c. Present, again, the 1943 market outlook for turkeys.
- d. Determine the average number of turkeys raised in 1942 by members of the group.
- e. Determine the extent to which their facilities permit an increase in production.
- f. Discuss the advisability of expansion of the enterprise. Consider:
 1. Great need for increased meat production.
 2. Available equipment
 3. Available home-grown feed
 4. Cost of feed
 5. Market outlook
 6. Labor
 7. Available financing
- g. Determine death losses in 1942. By reducing death losses how many more turkeys could be produced?
- h. Determine extent and success of contracting the enterprise with financing turkey agencies.
- i. Here is a good opportunity to show some films or slides on good, modern practices in turkey production.
- j. See chapter 1 in "Turkey Production" by Marsden and Martin.

4. Determining the variety and securing poults.

- a. Could start out with showing pictures of common varieties of turkeys and pointing some important characteristics of each.
 - b. The common varieties of turkeys are:
 1. Bronze
 2. White Holland
 3. Bourbon Red
 4. Naragansett
 5. Black
 6. Slate
- See F. B. 1409 and Chapter 3 in "Turkey Management."
- c. Determine varieties raised and develop reason for selection.
 - d. It may be worthwhile to develop the desirable market characteristics of the varieties raised with special emphasis on broad-breasted bronze, if this did not come out in "c."
 - e. Determine sources and prices of poults purchased in 1942.
 - f. Determine other reliable sources and probable 1943 prices.
 - g. Develop important factors to consider in buying poults. Such as:
 - a. Hatchery breeding program
 - b. Hatchery pullorum-control program and sanitation
 - c. Reliability of hatchery
 - d. Success with previous purchases
 - e. Prices

5. Getting the brooder house and equipment ready.

- a. Many of the practices in brooding chicks can be used for poults, space rule being doubled.
- b. Determine the essentials of brooding houses. See page 264 in Turkey Management.
- c. Have a discussion of types of brooder houses used with poults.
- d. Develop advantages and disadvantages of each type.
- e. If possible show pictures of brooding houses.
- f. Discuss type of brooders used and determine success with each. See pages 264-274 Turkey Management.
- g. See Colorado Extension Service Bulletin 370-A for requirements for brooding.
- h. Have a discussion of other brooding equipment.

Feed devices	Litter
Watering devices	Flooring
- i. Stress the importance of having the brooding house and equipment clean and disinfected.
- j. This job lends itself to the use of visual aids.

6. Brooding poults

- a. The growth period of turkeys may roughly be divided into three stages or periods.
 1. Brooding period the first 6 to 8 weeks.
 2. Rearing or growing period from 7th to 21st week.
 3. Finishing or fattening period from 22nd to 28th week.
- b. In this job we are concerned only with the first period.
- c. Determine the size of several brooding houses and the number of poults kept in them.
- d. Develop importance of not over-crowding.
- e. Develop minimum space requirements for a few situations. See page 6, Colorado Extension Bul. 370-A.
- f. Discuss conditions and care of poults on arrival.
- g. Pool experiences of group on feeding poults. See schedule and suggestions on page 13 to 16 in Colorado Extension Bul. 370-A.
- h. Bring out importance of preventing spread of disease by prompt removal of sickly and unthrifty poults.
- i. Discover particular problems the group has had with brooding and discuss these.
- j. See also:

F. B. 1409, Turkey Raising
Chapter 10 in Turkey Management.

7. Rearing and ranging poults.

- a. Discuss the importance of suitable and clean range in raising turkeys and the necessity for continual moving.
- b. Pool experience of group on kinds of range used and determine advantages and disadvantages of typical situations.
- c. Determine kinds of range shelters used.
- d. Discuss range rations, feeding and watering devices used.
- e. If possible have some of these devices on hand for display.
- f. This job is well adapted to visual aids.
- g. References:
 - Turkey Production in Colorado, Colorado Extension Bul. 370-A, pages 10 to 12.
 - Turkey Raising, F. B. 1409, pages 31 and 32.
 - Turkey Management, pages 309 to 318.
 - Slides from Dept. Poultry Husbandry, Colo. State College.

8. Preventing and controlling turkey diseases and parasites.

- a. Bring out importance of rigid sanitary measures as the secret of disease control.
- b. Some important factors in disease control are:
 1. Healthy, vigorous, disease-free poults.
 2. Clean brooder houses
 3. Clean litter and grounds
 4. Clean range; moving every week
 5. Clean feeding and watering devices; moving feeders daily
 6. Prompt separation of unthrifty and sickly birds.
- c. Some of the more common turkey diseases are:

1. Blackhead	5. Coccidiosis
2. Pullorum disease	6. Roup or sinusitis
3. Paratyphoid	7. Arthritis
4. Trichamoniiasis	8. Fowl pox
- d. Get cases of diseases that have caused trouble. Develop symptoms, probable disease, causes and control measures.
- e. Discover the parasites which have caused trouble and discuss their control.
- f. The Poultry Department of Colorado State College will be glad to answer questions on turkey diseases
- g. References:
 - Turkey Management, chapter 14 and 15.
 - Turkey Raising, F. B. 1409 page 13.
 - Controlling diseases and parasites of poultry, Colo. Ext. Bul. 369-A.
 - 1942 Yearbook of Agriculture, part 7.

9. Fattening and finishing birds for the market.

- a. Pool experience of group on practices followed in finishing turkeys for the market. Consider:
 1. Length of period
 2. Rations fed
 3. Methods of feeding
 4. Management practices
- b. Find out to what extent the grain mixture is moistened and how prepared.
- c. Determine whether yellow or white finish is desired and bring out the fact that 40 per cent of more yellow corn in the ration, and of unlimited green range, has a definite tendency to produce a yellow finish.
- d. Develop the fact that fish oil and fish meal and other feeds that are known to produce off-flavors should be avoided in the fattening period.
- e. Stress the fact that special developing or fattening rations are not necessary.
- f. This job lends itself to the use of visual aids.
- g. See:
 - Colorado Ext. Bul. 370-A pages 12 to 15.
 - F. B. 1409, page 15.
 - Turkey Management, pages 372-376.

10. Marketing turkeys.

- a. Determine the seasonal market demands.
- b. Develop the prevailing marketing practices:
 1. Pools
 2. Individual selling
 3. Selling to hucksters
 4. Selling to commercial concerns
 5. Selling to local buyers
- c. Determine the advantages, disadvantages and the returns of the prevailing practices.
- d. Determine the practice of selling live birds and dressed turkeys and the advantages and disadvantages of each method.
- e. Pool experience of the group on selecting birds ready for the market. Consider:
 1. Size
 2. Weight
 3. Finish
 4. Condition of feathers
 5. Loss in marketing unfinished birds
 6. Loss in holding birds too long.
- f. Determining any other turkey marketing problem and discuss these.
- g. See:
 - List of films on page 9.
 - F. B. 1409, pages 34 and 35.
 - Turkey Management, pages 490 to 504.

11. Killing and dressing turkeys.

- a. Determine the extent to which birds are prepared on the farm for the market.
- b. Determine the availability of local processing plants.
- c. Discuss the advantages and disadvantages of preparing birds for the market on the farm and at processing plants.
- d. If advisable discuss the formation of a growers' operated processing plant.
- e. Discuss the labor problem involved in killing and dressing turkeys.
- f. If there exists a labor shortage, discuss possible ways and means of securing labor.
- g. Determine other problems group has had in preparing turkeys for the market and discuss these.
- h. It may be practicable to have an expert explain and demonstrate the grading of turkeys for the market.
- i. References:
 - F. B. 1409, pages 35 and 36.
 - Turkey Management, chapter 12.

12. Management of the breeding flock.

- a. If group desires to take up the management of breeding stock one or more meetings could profitably be given over to this problem.
- b. Some important problems in this connection are:
 1. Shelter and equipment.
 2. Breeding units
 - 15 to 20 hens to each young tom.
 - Up to 14 for old toms.
 3. Summer care and feeding of breeding stock.
 4. Winter care and feeding of breeding stock.
 5. Feeding for hatching egg production.
 6. Preventing overfatness.
 7. Sanitation and disease control.
- c. Determine with group specific problems it has with the care and management of breeding stock.
- d. Use the conference procedure in solving these problems.
- e. This job lends itself to the use of visual aids.
- f. See:
 - Ch. 6 in Turkey Production for a good outline and discussion.
 - F. B. Turkey Raising.
 - Colo. Ext. Bul. 370-A, Turkey Production in Colorado.

13. Making labor saving devices and equipment.

- a. The primary purpose of this job is to acquaint producers with the various kinds of labor saving devices and equipment.
- b. Plans and rough specifications can very profitably be discussed.
- c. As far as possible have on hand such equipment as can be brought in.
- d. Emphasize the fact that Course 5 in the O.S.Y.A. Program can be organized as a special course devoted entirely to the construction of equipment.
- e. Make use of visual aids.
- f. References:

Voc. Div. Bul. 209, U. S. Office of Education
Misc. Pub. 319, U.S.D.A.

14. Taking one or more tours to observe outstanding practices.

- a. It may be profitable during the duration of this course, or after the instruction is completed to take one or more tours.
- b. Sunday afternoon should be a good time for such a tour.
- c. Plan tours to economize on use of cars and travel.
- d. Be sure to plan tour to make it really profitable.
