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# PLANNING EFFECTIVE EXTENSION YOUTH PROGRAMS

EXTENSION SERVICE  
*Review*

OCTOBER 1962

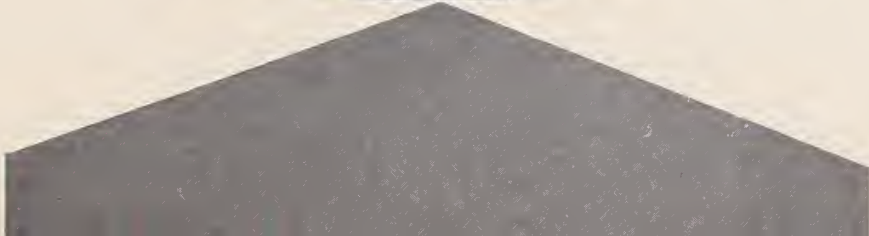
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**Official monthly publication of  
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U.S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.**

*The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

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### **EAR TO THE GROUND**

*Deep and wide, deep and wide,  
There's a fountain flowing deep and wide.*

*Deep and wide, deep and wide,  
There's a fountain flowing deep and wide.*

A favorite among 4-H youth groups, this song also aptly describes the type of planning needed for effective extension youth programs. We need to plan deep and wide for this "flowing fountain of youth" our country boasts.

As Mylo Downey, director, 4-H Club and YMW Programs, Federal Extension Service, explained it to club leaders some time ago:

"What do I mean by 'planning deep and wide'? I am referring to a program which is more than a superficial list of traditional activities—one which goes beyond that to really provide a series of interesting, exciting educational experiences, based on the real needs of the various members in the respective ages of their development. I mean a program which is not limited to the help you as their leader can supply, but which uses all the available assistance and resources in your community."

Plan "deep"—consider the real

problems and needs of all youth. Plan "wide"—involve all who can contribute.

Dr. J. L. Matthews (in the article to the right) says, "Extension programs are based on recognized problems and needs of the local people. . . .

"Extension programs grow out of the local social and economic situation. The social situation refers to the kinds of people who live in the area, their aspirations, abilities, and problems. This is the human side of the situation.

"The economic side includes financial status, natural resources, potential for improvement, and available facilities. These influence the quality of the program planning process and the program objectives that result. . . .

"Sound program planning procedures coordinate the efforts of many individuals, groups, organizations, and agencies."

Other articles in this issue are representative examples of extension efforts to involve all possible people in planning 4-H programs to fit all possible youth.—DAW

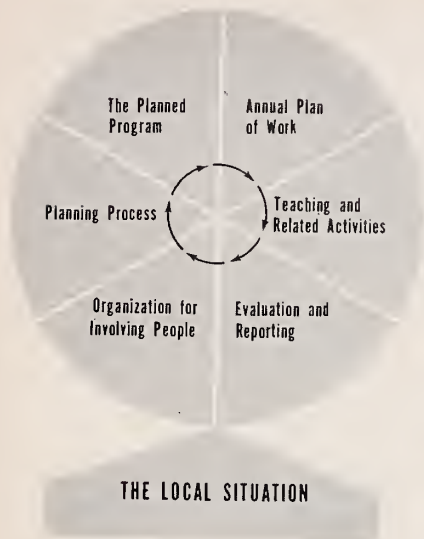
*Next Month: Public Affairs*

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# What is PROGRAM PLANNING all about?

by J. L. MATTHEWS,  
Director, Division of Extension  
Research and Training,  
Federal Extension Service

**P**ROGRAM planning is the process that extension agents and local people go through together to determine what the program (4-H or other) will be for a year or longer—usually longer.

It is a part of the business of developing the total of extension work in a county. Program development is a name commonly used for the total extension program planning and implementation operation.

The founders and early leaders of Extension and many people since have stated principles to guide the conduct of extension work. (A principle is a statement of policy to guide decisions and action in a consistent manner.)

The number of statements of program development principles that can be made depends upon the degree to which each is spelled out and its applications are suggested.

## *Principles Applied*

Here a principle is stated, then followed by comments about its application. They are arranged for convenience in thinking about them in three very general groups. The first includes those which have general application, a second category consists of operating principles, and the third has to do with the processes, the educational, and other results of the program development.

- Program development is a continuous process engineered by the extension worker. A major responsibility of any extension worker is to have an effective program. His role is to initiate and guide program development so that procedures conform to State policies and to the principles of sound program development. In this role the county extension agent is a process expert.

- In program development the roles performed by those who have a part are very important. However, the roles of the extension agent and the lay person are very different.

The county agent has two key roles and sometimes performs both simultaneously. One is the process engineer mentioned above. The other role is that of an expert on certain subject-matter and the local situation.

- Program development is an educational process. The planning processes and procedures followed have two kinds of results. First, there are the educational effects on the people involved in the planning activities. Learning and leadership development take place among the committee members and other individuals as a result of their involvement. A second kind of educational result is those that occur among the people who are expected to change in line with the program objectives.

- Extension programs are based on recognized problems and needs of

the local people. Obviously this does not mean basing the program alone on needs that the people recognize at any given time. As an educational leader the extension worker must stimulate the interests and recognition of needs by local people.

The second group of four principles suggests quality standards for the processes or procedures of program development. It is helpful to the extension worker to have standards of quality that the planning process is expected to meet.

- Extension programs grow out of the local social and economic situation. The social situation refers to the kinds of people who live in the area, their aspirations, abilities, and problems.

The economic side includes financial status, natural resources, potential for improvement, and available facilities. These influence the quality of the program planning process and the program objectives that result.

- Decisions about what the program shall be are reached cooperatively by extension agents and the people. They result from cooperative study of the problems, the potentials for improvement, and the available resources for implementing plans. This analysis is followed by agreement on objectives and courses of action to reach them. Being a party

(See *Program Planning*, page 214)

# The 4-H Program and the University

by DAVID D. HENRY, President, University of Illinois

**T**HE 4-H emblem is an insignia respected across the land. Many who cannot interpret the letters know that 4-H is a youth-serving program which has won the esteem of the millions who have belonged to it and in the communities where clubs have been located.

The widespread popular regard for 4-H is a high compliment to those who have participated (some 23 million) and to the volunteer workers (more than 400,000 currently) whose leadership has made the ongoing program possible. It is also a compliment to the land-grant colleges and State universities whose divisions of Cooperative Extension have administrative responsibility for 4-H work.

## *Natural Growth*

One explanation for the grass roots strength of 4-H is the history of year-by-year natural growth, now covering over half a century. Even before the organization of 4-H clubs and the creation of the Cooperative Extension Service, the seeds were planted in "corn clubs," "pig clubs," and similar groups of high school youth who were encouraged by teachers to undertake practical farm work outside of school hours.

University staff members were called upon for advice. The educational values of the clubs were immediately recognized, and both university staff and public school au-

thorities in rural areas encouraged their development. The 4-H club program was a natural outcome of this experience.

The 4-H program immediately became a challenge to school instruction, and a first outcome of the new activity was heightened effectiveness in the teaching of agriculture in schools.

Equally important was the birth of a new attitude toward farm youth at home. Under the influence of 4-H, the farm boy or girl became less a "hired hand" (with little pay) and more a junior partner. Earnings, in turn, often became college education funds.

It was soon obvious that 4-H was as important to individual personal development of rural youth as to the improvement of the teaching of agriculture and home economics, its first interest.

## *Resources Provided*

With the increased emphasis on youth development, university resources beyond the College of Agriculture were sought and provided.

At the University of Illinois, for example, staff members trained in counseling and guidance have helped prepare materials and participated in programs on choosing a career. Representatives of the Departments of History and Psychology have shared the 4-H Club Week program,

emphasizing citizenship and personal development. The College of Fine and Applied Arts has suggested craft counselors for 4-H camps. The College of Physical Education has recommended camp counselors and provided staff for training schools in safety, swimming, outdoor living, and nature study.

As new projects have been added to the 4-H program, a variety of staff members have helped prepare 4-H members' guidebooks as well as material for volunteer leaders.

Within the College of Agriculture, resident staff and extension specialists are directly concerned with preparing materials and devising methods of developing special skills. Specialists also point out specific opportunities for improving community conditions through the 4-H program.

Hence, community development has become an added point of emphasis in the 4-H program. With this concern, an even wider channel for university service has evolved.

## *Expanding Influence*

These newer goals of 4-H—personal growth and community development—have led to interest in the program in larger cities. Here, club projects must, of course, be adapted to the new environment, but the objectives and the benefits remain the same.

In Chicago, for example, 1100 4-H





club members are pioneering in the adaptation of 4-H to the metropolis. The support which has come from a great variety of families, on all economic levels and many ethnic groups, has been greatly encouraging.

Another interesting expansion of 4-H may be seen in its transplantation overseas. Colleges of agriculture in the land-grant institutions have become deeply involved in university services to underdeveloped nations, through the U. S. Government. The 4-H idea has been a natural and important export of American educational enterprise.

Social attitudes toward youth vary in different countries. But it is recognized everywhere that the hoped-for social and vocational changes in peoples' attitudes and practices will come more readily through youth training. Thus, 4-H is as natural an instrument for evolutionary change abroad as it has been in this country.

### *Built-in Support*

The historical relationship of the 4-H program to the land-grant college and State university, as an integral part of the off-campus program, is a mutual blessing. No other voluntary youth-serving program or organization has the financial and institutional support which is built into this relationship. Hence, 4-H has stability, continuity, and a pool of resources at its disposal not available to other organizations with comparable programs. It is this framework which sustains and strengthens the educational emphasis in 4-H.

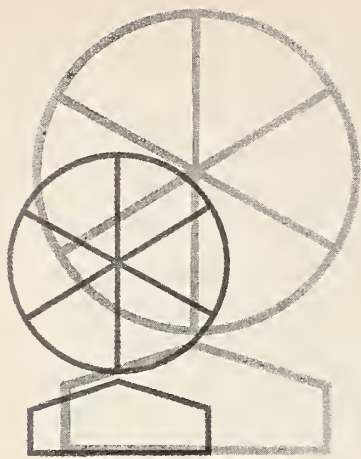
The university, in turn, has in its 4-H clientele a natural audience for its message to young people, an instrument for community service and adult education, and a field laboratory in human relations. It may be, in fact, a "clinical" facility for ob-

servations, demonstration, and practice as important for departments concerned as similar opportunities are for medicine, dentistry, pharmacy, and other university disciplines.

There are many problems confronting the university in its administration of the 4-H program. The demand for the organization of new clubs exceeds financial resources. The challenge to program and to organization in new environments is a continuing one. How best to motivate youth for careers and for maximum personal development is a basic query for research as well as for instruction.

These are the problems, however, which always press a university in its quest for new knowledge and new ways to serve. Overall, the 4-H program is a prime resource for the university for service, for teaching, for inquiry, and of course, for effective, meaningful contact with citizens. ■





# Phase of the County Program

by LYNN L. PESSON,  
Training Specialist, Louisiana

Is 4-H club work an integral phase of a county extension program, or is it a separate and distinct program? This is a question which has been raised by many extension workers.

In Louisiana, we say that it is by nature an integral part. As such, it should be planned, executed, and evaluated as part of the total program effort of extension work.

Modern extension work is problem-centered. Through the programing process, extension agents, in cooperation with representative groups of local people, attempt to define the problems of people as a means of determining the direction and intensity of efforts with them. The result of the planning process is a program that delineates the long-time economic and social ends that people want. Extension then, develops a plan to lead people to accomplishing the ends or objectives within its (Extension's) scope of responsibility.

Subsequent activities of the staff to implement the plan should help people make progress toward these objectives. Finally, the evaluation of progress, and the reconsideration of problem-areas complete the programing process.

There are perhaps three keys in this process:

*The extension staff*—should understand and accept the process and concept and coordinate their activities to achieve it. Strong, vigorous leadership from them is essential.

*The situation*—in which people find themselves should be precisely

defined and interpreted as the basis for the definition of problems and the establishment of long-time objectives.

*Local people*—representative groups should be involved in the process to aid in the determination of the direction and intensity of the program.

## Twofold Phase

The youth phase of the extension program is twofold. 1) Through the program, 4-H club members are helped in acquiring and applying knowledge in agriculture, home economics, and related subjects. 2) Through this process and the participation in democratic group experiences, boys and girls are helped to become useful citizens.

The major areas to which extension staff working with 4-H give emphasis can and should fit into the schematic design of the extension program and make a significant contribution to youth development.

It is also important to note that Extension works with families in helping them solve their problems. Young people, through 4-H work, can make a contribution. Agents working with 4-H members have the responsibility, where feasible, to impart to them information which contributes to the solution of basic problems facing families.

For example, research has shown that many teenage girls do not eat adequate breakfasts. The result is poor nutrition. This problem can be attacked by work with both adults

and young people. At present, several agents in several Louisiana parishes are working toward the solution of this problem.

This is also true for agriculture. For example, a major campaign for more efficient corn production was conducted 2 years ago in Morehouse Parish. One important point stressed was soil-testing.

The 4-H club members were asked to cooperate in getting this job done on their home farms. Appropriate training was given to them. In turn, they were asked to work with their fathers and others in getting soil tests run. A study to check the effectiveness of the whole campaign indicated that 30 percent of the farmers in the sample gave credit to 4-H members for providing the impetus to take soil samples.

This is significant, especially when it is noted that many of these farmers did not have children in 4-H. Besides the contribution to the program, the resultant benefits to the 4-H members themselves, through increased knowledge, should have been substantial.

Another example of 4-H contributing to the total extension program effort is in rural area development work. Through career exploration, extension agents doing 4-H club work can help youth explore possible career opportunities as a result of strengthened economy. Or, if there is a surplus of potential labor, 4-H members can be acquainted with career opportunities available in other areas.

Extension program development with 4-H, as an integral part of this effort, is important because:

- Youth development as identified by the Scope Report is one of Extension's major responsibilities.

- Extension's approach is problem-centered. It attempts to help people (families) solve their problems. Children are an important part of the family and research has shown that they can make a contribution.

- Maximum effectiveness can be achieved by the extension staff through the integration of their efforts. There should be a clear-cut understanding of the objectives to be reached and the process to achieve these objectives. ■

*The 4-H complementary principle has been a basic point of view in program development of the Southern Regional 4-H Committee appointed by the Southern Directors 2 years ago. Five major 4-H program areas have been projected by this committee under the title, "Design for Decisions."*

# Program Development through Leadership Development

by LLOYD L. RUTLEDGE, Program Leader, Southern Region, 4-H Club and YMW Programs, Federal Extension Service

**L**ET'S add more depth, breadth, and width to 4-H club work!

To do this job we need more application of a 4-H complements principle. A complement is that which fills or makes complete. Through this principle we can design a co-ordinated approach in 4-H program development.

Do you remember the researched agronomic example on the economic principle of complementary? Apply 2 tons of lime per acre; yields increase by 1 ton additional forage per acre. This represents one way of doing 4-H.

Apply 200 pounds of super phosphate— $P_2O_5$  per acre yields  $\frac{3}{4}$  ton of additional forage per acre. This

represents another way of doing 4-H in some places.

However, 2 tons of lime and 200 pounds of  $P_2O_5$  per acre yield  $2\frac{1}{2}$  tons of additional forage per acre. This represents the kind of 4-H club work we must have in our design for the sixties.

As we design a more comprehensive 4-H program, we need this complements principle in our framework.

Both quantity and quality are needed to make the whole of 4-H club work. Both are plus factors and must be added to create the whole. Always, your ultimate objective is a wider, deeper, higher, greater 4-H program.

The complementary principle to

program development has universality. It is applicable north, south, east, or west.

What program vitality do we propose to add to program development? Leadership development is the way for full application of a 4-H principle of complementary and development of the totality of the 4-H program. It is a way of adding an increased dimension to 4-H and the entire extension program.

The primary objective of your leadership program should be based on the philosophy of increasing the reach of 4-H for the development of more boys and girls. Greater numbers of boys and girls should be reached. Their informal educational needs and interests should be met more effectively and efficiently.

## 4-H COMPLEMENTARY THEORY

$$2T \text{ LIME} = 1T +$$

$$\begin{matrix} \boxed{P_2O_5} & \boxed{P_2O_5} \\ 200 \text{ LBS.} \end{matrix} = \frac{3}{4}T +$$

$$2T \text{ LIME} + \boxed{P_2O_5} + \boxed{P_2O_5} = 2\frac{1}{2}T +$$

### Importance of Leadership

Leadership development is an expanded effort to add more breadth to the 4-H program through recruiting, involving, developing, utilizing, and serving volunteer lay people. Leadership development makes a big contribution to extension education because it contributes toward the development of people's intellectual ability, skills, emotional qualities, and philosophy of service. It is adult education at its best.

In leadership development, specific roles for volunteer local leaders should be developed by a staff. These should define definite program roles and objectives.

The 4-H Club is your basic club

*(See Complementary Theory, page 214)*



# What is the 4-H Club Product?

by BURTON W. KREITLOW, Professor, Extension Education, University of Wisconsin

**R**ATINGS of 4-H club youngsters on personal and social behavior are no better and no worse than the ratings given other youngsters of the same age in the same community who have never joined a 4-H club!

When a pronouncement like this first comes from an electronic data processing machine, it seems only natural to suspect that the machine has developed a short circuit—or at the very least is working on last year's data on different feed mixtures for dairy cattle. Such is not the case.

Repeatedly, the Wisconsin longitudinal study of 4-H club work has provided findings that are as startling to the team of researchers as they are provocative for others interested in the 4-H program.

The longitudinal study is unique in that researchers began gathering data on potential 4-H club members in the 1st grade of school in 10 rural Wisconsin communities. These 700 youngsters (and later in a replication study an additional 875) were tested, their parents interviewed, and ratings obtained from teachers on their behavior, work habits, and family background.

As these same youngsters progressed through school they continued to come under the scrutiny of research teams—at the 6th grade, 9th, and 12th. They will be studied again 5 years after graduation.

## *New Comparisons Possible*

The data from a longitudinal study permits intensive new kinds of comparisons. Youngsters with varying years of 4-H club experience can be

compared. Nonmembers can be compared with members. Late joiners can be compared with early joiners. Youngsters' estimates of parental interest in 4-H club work at the time they joined can be compared with the tenure of that membership. Questions about the nature of the 4-H product can at last be answered by something more valid than guesses.

Many previous guesses about the influence of 4-H work on boys and girls seem to have been made by enthusiasts who blandly believe that such influence is always for the good.

Evaluations have often been made in the light of the good old club motto and the grand old pledge, assuming that members and clubs unreservedly lived up to both. Motto and pledge were considered objectives and descriptions of a 4-H club "way of life." The result was a conviction that 4-H club work produces in young people a high regard for:

Thinking—thoroughness and togetherness

Loyalty—liberty and love

Service—science and security

The research suggests that the 4-H influence is not always so direct or positive. A short summary of findings will demonstrate the point. More comprehensive results are available in several forms upon request.\*

Among the findings of the study to date are:

- Young people join a 4-H club primarily because they want to learn.

- The length of time they stay in 4-H club work reflects, more than anything else, their parents' interest in club work.

- Those who drop out of 4-H club work tend to criticize the program as being weak.

- Those active in club work exhibit no higher level of social skills than non 4-H'ers (based on teacher ratings and pencil-paper tests).

- 4-H club youngsters also get no different ratings on personal and social behavior than do youngsters who never joined a 4-H club. (Teacher ratings and pencil-paper tests were used.)

- Boys who join 4-H come from families of significantly higher socioeconomic status; there are no such differences among girls.

- In the lower grades, 4-H club work attracts youth who have had higher academic achievement (based on standardized achievement tests and grades given by teachers).

- As youngsters progress through school, however, 4-H members and nonmembers are more similar in their academic achievement.

- Measured intelligence of youngsters at the first grade was slightly higher (not statistically significant) for those who later joined 4-H clubs. This difference became greater after participation in a 4-H club program. In the 9th grade there was a significant difference in intelligence in favor of those who at that time were 4-H members.

It should be noted that as comparisons are made from grade to grade, the data used for 4-H members are only for those youngsters who are continuing in the program. At grade 9 the 4-H club data refer to those still in club work, but supplementary data for these same



**Dr. Kreitlow reports on a study** which every extension worker should follow closely during its remaining years. We in Extension Service do not have the facilities nor the time to carry out individually the kind of longitudinal study he is working on.

As is true with any good researcher, Dr. Kreitlow collects reliable data, accepts the facts they bring to light, and then thoroughly enjoys letting his mind wander into the realms of questioning, wondering, suggestion.

Notice that Dr. Kreitlow is a question-asker. He does not expect everyone to draw exactly the same conclusions he does. He asks questions which the data arouse in his mind. Let us accept his facts, and question, wonder, suggest with him—and improve the 4-H program.

—Laurel K. Sabrosky, Extension Analyst, Youth Programs, Federal Extension Service

youngsters can be extracted from the 1st and 6th grade basic data and can be used in the comparisons with non-members, early drop-outs, and other groups.

If the findings do not always support the subjective judgment of the 4-H club enthusiast, neither are they as negative as detractors would suggest. The findings do raise many pertinent questions about the total

program, and warn us not to take lightly the critic who expresses 4-H club objectives in terms of:

Fun—fairs and phantasy  
Self—status and success  
Projects—play and prizes

### Implications To Study

These longitudinal studies point out the need for a more objective and penetrating examination of the 4-H club program than has been forthcoming in short-term cross-sectional research. Several implications can and should be faced squarely by county extension agents, local leaders, and State extension staff. Two examples provide some clues.

1. If there are no differences between members and nonmembers in social skills and personal behavior, is it because 4-H has never actually placed this objective in focus and programed for its accomplishment? Do we educate local leaders so they can help youth in positive social development? Do we select leaders who are positive examples of maturity in this regard? Is the Cooperative Extension Service equipped to accomplish this objective? Should this be an objective of the 4-H club program?

2. Do we want the 4-H program to be selective in terms of early school achievement? Would we do more for youth if the program became even more selective and established high standards of school achievement as a criterion for accepting youth for membership? Or

is there a place for the low school achiever in club work? What program changes would be necessary to encourage the low school achiever to membership and give him positive success patterns?

As these and other questions and implications are pondered by interested groups, it is clear that the traditions of 4-H club work may hamper and curtail the creativity of the discussions.

### Traditions on Trial

Sixty years ago 4-H club work was an "out front" educational idea. The most creative educational minds of the time liked the idea and from it developed the project, the concept of volunteer local leadership, the local club, the 4-H record, the contest system, and a host of other ideas we now take for granted.

To appreciate the findings of the Wisconsin longitudinal study, we must question frankly some of these program traditions which date back to the social and cultural setting of Rural America in the early 1900's. If 4-H club work were a totally new idea, conceived in answer to youth's needs today, would it emerge in its familiar present program patterns?

To respond objectively to findings of research often requires a courageous brush to blank out some of the stultifying tradition of the past. Only by doing this can we respond to the 4-H club idea against the backdrop of the social and cultural forces of today. It is time that this is done. ■

### \*Comprehensive Results

Burton W. Kreitlow, Lowell Pierce, Curtis Middleton, *Who Joins 4-H Clubs*. Research Bulletin 215, University of Wisconsin, October 1959.

Film—*Research Report V—4-H Club Work*. Prints available for purchase or rental from Bureau of Audio-Visual Instruction, University of Wisconsin, Madison, Wis.

Burton W. Kreitlow, Robert F. Barnes, Echo Lidster, *Film Use Guide—4-H Club Work. Research Report V*. Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wis., 1961.

Burton W. Kreitlow, Robert F. Barnes, *4-H Impact?* Special Bulletin No. 8, University of Wisconsin, Madison, Wis., 1962.



Science projects challenge and fascinate 4-H'ers of all ages and degree of interest. For example, poultry projects can range from production to studies of diet or breeding shown on hatched chicks to the handiwork involved in building an incubator.

# What's the Situation?

by W. R. JENKINS, Extension Poultryman, Federal Extension Service

“**W**HAT'S the situation?” That's a phrase long remembered by ex-servicemen. It became to them a form of greeting instead of Howdy or Hello. It was also a good cover up for forgetting a person's name.

But it really meant: “What are the conditions under which I am to respond or perform? If I know that much, I can plan my response or performance. In this way my mission can be more efficiently and completely accomplished.”

Once you know the situation, your job is to see where you fit in. What have you to offer? To gain?

Businessmen are more and more interested in being sure that a new person and even his family “fits” into the organization. He thinks not only of the present but the future as changes and developments will take place. This means, of course, a set of standards flexible enough to allow them to remain current as time passes.

All this is a buildup to ask: “Do 4-H projects fit the local situation?” Naturally, some do and some don't. But will this answer satisfy? Don't

we have to make them fit, or make some fit?

What must we do to make them fit? We must discard some, revise others, and develop new ones.

How do we decide what must be done to make our projects fit? As always in problem solving, we must first determine the situation.

First, maybe we should define our audience. Theoretically it could be all boys and girls in the U. S. between the ages of 10 and 20.

Surely we cannot expect to get them all. But why aren't we enrolling more?

## *Sizing Up the Situation*

From this point, turn to look at your local situation. What does your audience look like? Is it homogeneous? Is it mixed as to age; sex; economic background; rural or urban; mechanically, biologically, or socially oriented?

Do your projects fit the local situation? If you are serving a high percentage of your potential audience, it is obvious that they do.

If not, why not? Is one reason that you do not have anything to interest certain groups of youth? Do your projects always fit the needs of your audience? Of course not, but you might also look at how you implement and use what you do have.

How do you determine the local situation? Survey, observe, check statistical data, and generally know the conditions under which you operate. One of the most apparent weaknesses is failing to recognize that the situation changes from time to time. Failure to remain current results in obsolete aircraft, machinery, ideas, and even 4-H projects.

Every individual in your 4-H audience operates under a different situation. Let's look at some of the main factors which contribute to these situations.

Location of the audience is basic in determining the situation to which your projects must be adjusted. Rural farm, rural nonfarm, and urban youth all have different space and facilities available. And these can limit the size and type of project. (See *The Situation*, page 209)



# Adjusting Projects to the Local Situation

by JAMES COOPER, Tuscaloosa County Assistant Agent, Alabama

"I CAN'T join the 4-H club because my family doesn't farm and there's nothing I can do for a project."

Such a statement by a boy, or his parents, was not uncommon in the late 1940's and early 1950's in Tuscaloosa County. It may still be heard but less frequently now and only from the uninformed or misinformed. Projects designed to meet almost every conceivable need are now offered.

## County in Transition

A gradual but continuous adjustment in the county 4-H project program has been in progress for over a decade. Let us examine some of the changes and some of the factors making adjustments necessary.

Like so many other counties, Tuscaloosa has felt the impact of industrialization and urbanization, especially during the past 15 or 20 years. Farms decreased in number, while urban population increased at an almost unbelievable pace. Further-

more, a large segment of the rural population is now supported by non-farm employment.

Despite this, farming in the county is not dead. The 1961 annual income from agriculture, including forestry, was about \$7 million.

What about the 4-H club program during this transition period? Numerous adjustments have been made and still are. But in this article, we will mention only one phase of the total 4-H program—boys' projects.

Before World War II, boys enrolled in our 4-H clubs were primarily from farm homes. Boys' projects, as a rule, were farm projects.

At the close of World War II more and more boys from nonfarm homes sought membership in the 4-H club and we began to see the need for adjustments in the project program. The 1950's brought still more adjustments—fewer farm projects and higher enrollment in nonfarm projects.

The table below, comparing enrollment in certain projects for 1954 with 1961, illustrates the tremendous

change in Tuscaloosa County in a 7-year span.

Enrollment in traditional projects such as cotton, corn, poultry, and swine has undergone the sharpest drop. Projects in electricity, forestry, beef, and dairy animals have remained more or less stable.

The greatest change in enrollment has occurred in projects adaptable to rural nonfarm boys. Note the big increase in enrollment in garden and yard and home improvement. Note also the addition of several projects adaptable to nonfarm boys.

## Alerting Ourselves

Many factors influence project enrollment. We are well aware of the tremendous influence exerted by agents and local leaders. However, are agents and leaders always alert to the need for adjustments due to social and economic influences, etc.?

One very valuable source of information to the extension agent is the U. S. Census. Answers to many questions, especially those pertaining to population and economic trends, may be used in doing a more effective job of program planning.

For example, the U. S. Census on Tuscaloosa at the beginning and end of the 1950's clearly points out the tremendous growth in urban population, the reduction in rural population, and the reduction in the number of farms. These facts, combined with all other information and observations, enable us to better evaluate our past course and to more wisely project our future course.

Project adjustments—sure they have been necessary. They will continue to be necessary as farming changes, as rural nonfarm residence increases, and as more and more urban boys and girls become 4-H club members. ■

## TUSCALOOSA COUNTY, ALABAMA

	1954	1961	Change
Total boys enrolled in:	1030	1030	- 50
Corn	191	132	- 59
Cotton	60	10	- 50
Tractor maintenance	52	35	- 17
Poultry	159	77	- 82
Swine	113	91	- 22
Garden	288	439	+151
Yard and home improvement	187	353	+166
Fish bait production	67	67	0
Dairy animal	59	51	- 8
Forestry	99	103	+ 4
Entomology	32	42	+ 10
Wildlife	Not offered	60	+ 60
Safety	Not offered	30	+ 30
Automotive	Not offered	34	+ 34
Jr. Leadership	Not offered	20	+ 20
Photography	Not offered	14	+ 14

# Give YOUTH a SHARE in Planning

by RICHARD R. ANGUS, Assistant Olmsted County Agent, Minnesota

**W**HAT are the needs of youth? What creative outlets are necessary? Does the local 4-H program meet youth needs? If not, how can it be improved? These were questions asked as an Olmsted County long-range planning committee on 4-H and young adults began work in the fall of 1960.

A committee was selected by four adult leaders who had attended a briefing session on long-range planning. A minister, a vo-ag teacher, representatives from three different farm organizations, the county superintendent of schools, a high school superintendent, an elementary school teacher, two young-adult group members, and five 4-H leaders comprised the working committee.

The goal of this general committee was, "Working all programs for youth together instead of working against each other."

## Youth Problems Discussed

Discussion of problems faced by youth leaders and youth groups enabled the committee to start from a common denominator. From this session came the thought, "How can you get kids to think—each one for himself?"

Drop-out from high school received attention in the next session.

Other problem areas for youth mentioned were: car safety, development of responsibility, lack of money in our dollar-oriented society, need for ownership, need for creative outlets, spiritual security, and need for greater education.

The next step was research by committee members. The group attacked the youth problem by age brackets: 9-13; 14-17; 18 and over.

The committee working on the 9-13 age group found significant differences in interests between rural and urban children. Interviews conducted in three elementary schools showed that urban children had far more leisure time than rural youngsters. They wanted recreational outlets that were not costly yet close to home.

The committee working on ages 14 to 17 sent questionnaires to 41 county 4-H members asking what they liked and disliked about the county program and how they felt it could be improved. Answers were stimulating and thought-provoking. They suggested new projects such as auto, music, and photography; classes in printing, shop, archery; and foreign languages.

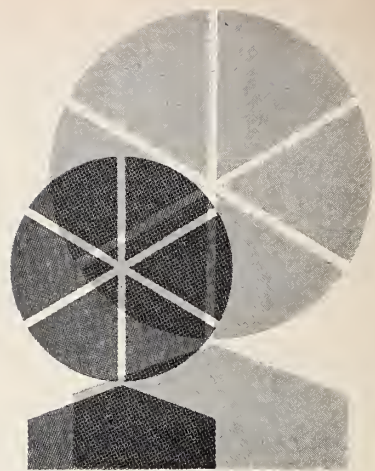
The 18-and-up committee held a meeting with several older members. Concrete suggestions gleaned were: graduate from 4-H at time of high school graduation; a special group through the age of 21, much like a service club; a special club for older 4-H'ers; and establish contact with other youth their own age.

Meanwhile, school committee members were contacting PTA's, Scouts, mothers clubs, and county teacher organizations to explain the extension program and 4-H offerings.

Thirty-two clergymen throughout the county received a letter, outlining youth committee work and availability of extension personnel and materials to church groups.

Net results of this work were: 1) a better informed public, 2) Extension's influence in areas previously not acquainted with the program, and 3) a better awareness of needs of county youth.

The committee pointed out prob-



lem areas and suggested some solutions. After that the work of planning the county 4-H program was given to the 4-H executive committee of 6 adult and 3 junior leaders. They evaluated the report and made suggestions to implement parts of it.

Since that time a pilot photography project has been introduced with 94 members enrolled. A selected group of 15 members 15-18 years old have participated in a pilot family life project covering steady dating and selecting a marriage partner.

## Local Adaptations

Local leaders go through program planning sessions for their local clubs on a countywide basis. Educational materials, mechanical procedures, and visits by the extension staff are covered at these planning sessions.

Leaders and officers take the materials to their communities and with the junior leaders map out a yearly program. Leaders plan their programs to fulfill the needs of youth. They are modifying existing programs to keep up-to-date. Future expansion is dependent on sound leadership development coupled with progressive club programming.

Through these procedures we hope the local 4-H program serves as the creative outlet needed by our county youth. Each youngster has a talent. Our job is to find out what it is and give him a chance to use it. Developing this talent in youngsters may make each an entirely different individual. This is our goal. ■





# Committee Concept

## —Key to Program Planning

by JOHN JOHNSON, District Extension 4-H Leader,  
and JIM ALMQUIST, Area Extension 4-H Leader, Iowa

**A** PROBLEM common to most extension youth workers is how to plan a program based on the recognized needs of our clientele—young people.

Such a program provides a “blueprint” which allows the extension worker to maximize returns for time spent working with youth, and helps establish continuity of effort over the years.

Planning for a youth program actually varies little from that of other phases of extension planning. The procedure explained in this article cannot be regarded as the final answer, but may present some suggestions to those concerned with developing purposeful planning techniques.

### *Basic Assumptions*

The very process of planning a program rests on a number of assumptions.

We must first be convinced that program planning is necessary.

Next we must see that planning is a continuous process. A program may be stated in written form at any given time; but as progress is made toward objectives, and new circumstances arise, replanning may be necessary.

We must also assume that extension workers and certain lay people have the ability to cooperatively identify the real needs of young people.

If we can agree on these points, we are ready to consider the procedure of developing a well-planned, yet flexible, program.

One of the first concerns is the selection of the lay people who will make up the program planning committee. Because this is so important, several criteria should be considered.

The potential committee member must have some *interest in and understanding of young people's needs*. It is not enough for the lay person to have one or the other. He must have enough understanding of these basic needs to see past symptoms to the real problems, and then have enough interest to do something about them.

The committee should include both people who are “*planning oriented*” and those who are “*action-oriented*.”

Experience and research lead us to believe that some people have the capacity and desire to analytically think through a problem and then formulate plans for the solution. We refer to these people as being *planning oriented*.

On the other hand, some people are quite bored with planning. They wish to move into action immediately. We refer to these people as being *action oriented*. Of course, many people have a combination of these characteristics.

Both types are necessary on a committee.

Potential committee members must be *able to adequately communicate*. Though this criterion may seem obvious, it is too often ignored. Committee members must have ideas and be able and willing to put them into words meaningful to others. The committee member who utters only a few sentences during the course of a meeting makes little contribution to the group effort.

Secure some committee members who are *professional people*. Ministers, teachers, etc., normally have

valuable understandings and insights of the problems and interests of young people and can make a real contribution.

Obtain some committee members who have *relatively high recognized status*. This adds credence to the significance of your effort and will give the program a boost when you reach the implementation stage. Experience has shown, too, that the most effective program committee members are of above average status in the community.

### *Contacting Committeemen*

These are the people you want. Now, how do you go about getting them?

Personally contacting the potential committee members will be well worth the time involved. A letter or phone call won't do the job. Be convincing when you represent the position as something important and worthy of the time it might take. Don't be apologetic—this is really an opportunity for them.

For his first contact, the extension worker may find it wise to select a relatively high status person who will agree to serve. In following contacts, he may then casually mention that this person will be one of the committee members. It seems to be human nature to wish to be associated with people whom we respect.

Don't overlook the possibility of involving two or three young people on the planning committee. Cass and Clarke Counties in Iowa have found this especially effective.

Now we have selected a committee loaded with potential. By some means this potential must be acti-

(See *Committee Concept*, page 215)



## Strengthening Leaders To Plan

by MRS. VIRGINIA S. LAMB,  
Cumberland County 4-H Club  
Agent, Maine

**T**HIS is 4-H." This and this and this. How many times have I been guilty of outlining to a potential leader the 4-H program! Regardless of community, interests, economic or social background, *this* was the 4-H program.

Of course there were choices of projects, activities, and alternative methods. And the 4-H program was good; the proof is in what members did and the results of their work.

It reached a point, however, where leaders asked how little they could get away with and still "pass" a requirement for Blue Ribbon status! With such incentive, surely whatever good members got from the experience was accidental, not premeditated.

Furthermore, and much more important, we were missing a boat—the boat carrying the educational and development benefits of the program planning process.

Why is the planning process itself so valuable? Think of the ultimate purpose of 4-H. Stated loosely, it is to help members develop into useful citizens.

And what does good citizenship re-

quire? Whether in the home or the community, it requires an awareness of the needs of others, respect for the other person's viewpoint, ability to think through a problem, and willingness to compromise personal ambitions for the common good. These personal assets and many others are developed through a good experience in the program planning process.

Reams have been written and there are charts galore explaining problem solving techniques and program planning steps. It seems simple. Applying it, however, is a different matter. There must be incentive for 4-H leaders to try it, to take the time for it. It is very time-consuming and unless they realize the potentials from the beginning, they may not want to bother!

### *Leader Frame of Mind*

A stage has to be set. Leaders must be in the right frame of mind for it; they must want it.

We made a real beginning in 1961. A majority of our leaders were project and activity oriented, not de-

velopment of boys and girls oriented. This had to be corrected.

Our leaders' association decided to hold a training class on planning local programs of work. The first step at this meeting was to discuss the purpose of a program of work.

Up to this point, a program meant a calendar of activities and workshops. First responses were the usual: "The purpose is to plan what we are going to do at each meeting." The president of the association and the executive committee, prepared in advance, stuck to discussion of purpose until they heard, "Provide opportunity." And this answer stayed with us throughout the meeting.

One leader wrote afterwards: "I learned a lot of things which will help me in the future and, oh, how I wish I had known them before! I am truly horrified . . . all the unnecessary work, extra meetings, etc." She must have been thinking of the "meaninglessness of busyness."

This was the beginning of the leader frame of mind opening to program planning. But it was not enough. Sights had to be set. Provide opportunity for what? Helping boys and girls to help themselves toward those 4-H objectives? If so, how?

### *Using National Objectives*

Since February 1962, all our leaders have been exposed to the National 4-H Objectives many times. We used the Objectives in revamping our member evaluation system, we used them in discussing awards, and we are now using them in county program planning. (Repeated exposures are resulting in deep-seated ideals.)

So, after 2 years, are we now doing the program planning process according to the book? No, but we're getting there.

In July, the county program planning committee, four senior leaders and two junior leaders, sent a questionnaire to all leaders. (The questionnaire, incidentally, was formulated without the agent present. Agent sent suggestions but did not attend.) Its purpose was to get lead-

(See *Strengthen Leaders*, page 211)



# To Capture the Interest and Meet the Needs

by ROLLYN P. WINTERS, 4-H Extension Leader, New Jersey

**M**EETING the needs of people where they are is something 4-H does everywhere it flourishes. If it didn't, it wouldn't flourish.

But there are degrees. The degree of success 4-H enjoys in a community is in direct proportion to the degree that the 4-H program meets local needs.

This is scarcely a world-shaking conclusion. The same principle applies to anything you want the public to accept—compact cars, air conditioners, a movie comedy, dresses with lower hemlines, urban renewal, modern art.

The need has to be there, and you have to be on hand to meet it at the right time.

People in show business place great importance on timing. The quick quip, the slowly lifted eyebrow, the pause just before the punch line—all these things can "make" a performance. Right timing is just as important in business. Fortunes are made by people who know not only the commodity in which to invest, but precisely when to do it.

## Met Early Needs

4-H has met needs of young people since its beginning. The program got its big impetus during World War I when food was scarce and youngsters were encouraged to cultivate gardens and can vegetables and fruits. It met a need to produce more food and to give boys and girls a feeling of doing something for their country.

New Jersey's oldest club, the Yardville Junior Dairy Club of Mercer County, was started 40 years ago, just when the area was ripe for a change from grade to purebred cattle. Members of the Yardville group like to think the club was largely responsible for their families' shift to

registered stock, eradicating TB and Bang's Disease, and adopting better herd management. The club members are probably right. The club did these things, but the effort was strongly aided by existing need and proper timing.

Years ago 4-H girls made dresses from feed bags. Today's 4-H fashion reviews would bring admiration anywhere. The clothes are well made and fashioned of high quality fabric. Here again, it's a case of 4-H meeting changing needs of the people.

## "Natural" Projects

Some projects come to life almost spontaneously. One example is our horse project, fastest growing project in New Jersey. Few young people can or want to keep farm animals in this highly populated area, but horseback riding is the rage. Leadership is available and willing. What more could a county club agent ask?

With greater urbanization and bigger family incomes, many of the penny-saving projects have given way to those of a more recreational nature. One example is a fishing club in Ocean County, where New Jersey juts out into the Atlantic and off-shore islands provide extra coastline to be explored and enjoyed.

A little farther north, in Somerset County where the terrain is more uphill-and-down-dale, there are two bicycling clubs. Both groups have leaders who saw what fun younger members of the families were having with other projects and decided to put their own talents to work.

Members learn how to care for their bicycles properly and practice highway safety. Both are important preparation for driving an automobile when members become of age.

The leader of one of these cycling clubs is a physical education major



(See Capture Interest, page 213)

# ADD and SUBTRACT for MULTIPLIED EFFECTIVENESS

by ROBERTA ANDERSON, Extension Specialist in 4-H Club Work, Kansas



“**W**E'RE always adding, but so seldom drop anything!” This is a common complaint of extension agents. And they're so right!

Whether in the county or State program, we have a tendency to add—add—add without evaluating or looking at the total picture to see what could be subtracted. But if an effective program is our goal, it must be a workable one. And a workable program is an up-to-date one—based on present needs and interest of local people.

A workable program has involvement—to the point that 4-H'ers, parents, leaders, and friends say, “It's our program.” Yes—and they're proud of it because it comes from their own planning, ideas, and efforts.

## *Full County Involvement*

Pawnee County, for an example, has done good work in developing an up-to-date workable 4-H program. The program has been completely evaluated and a 4-year plan has been set up to tie in with the home economics and agriculture programs.

There is real purpose for every phase of the work and real involvement of the people. As a result, extension meetings and events are well attended.

At present, Cliff Manry, agricultural agent, is the only extension worker in the county. (A home economics agent and an assistant agricultural agent took part in the intensive program planning work, also.) But with the help of trained leaders,

the program is moving ahead. These local leaders are carrying through as they always have.

Pawnee County agents believed that program planning should be done cooperatively by adults of the community (leaders, elected representatives, and interested parents), by youth themselves, and by professional people.

Involvement of adults and youth is an educational process in itself. They learn a great deal more about their county, local resources, the 4-H program, and the people involved.

Youth cannot plan by themselves because they cannot know the needed skills, understandings, and knowledge that will help them toward best personal growth and development. They do know what interests them *now* and this is important. Adults can contribute experience in formulating a long-time 4-H program based on the needs of youth.

Can everyone be involved? No, an effective committee system needs to be established. A guiding principle in the use of a program planning committee is that it be representative of and accepted by the others. The people must select those to serve.

In Kansas, each county has what is called an agricultural extension council consisting of elected township representatives. Each township elects a 4-H, home economics, and agricultural representative. All 4-H representatives in the county make up what is called the county 4-H advisory committee. Another important group is the county 4-H council.

It consists of two adult leaders and two older members from each club.

The county 4-H advisory committee and the county 4-H council were the two key groups approached in launching Pawnee County's intense program planning effort.

Pawnee County agents felt that committee members should be familiar with the program to the extent that they could discuss it intelligently and objectively. With this in mind, they obtained permission from the county extension board for an all-out effort in evaluating the present 4-H program.

## *Steps to Evaluation*

Briefly here are the steps followed:

The advisory committee gave approval and made suggestions regarding procedures. The county 4-H council also gave approval and made additional suggestions.

Mail questionnaires were sent to all 4-H community, project, and activity leaders. Township representatives were asked to obtain information concerning potential 4-H membership in their respective townships.

Key leaders were contacted and the procedure to be followed at the county program planning meeting was outlined in detail. The first meeting of the county program planning committee was held under the leadership of a State Extension 4-H staff member, extension agents, and the chairman of the county 4-H advisory committee. All 4-H leaders



and township representatives were invited, as well as other key youth leaders in the community. Many of these were elected by the local 4-H groups.

Half of the first meeting was devoted to evaluation of and recommendations for the local club program. The remainder was spent examining the county 4-H program.

Three subcommittees were named for further county 4-H program evaluation and planning: membership, leadership, and program content.

Each person attending was given an opportunity to select the subcommittee of greatest interest and concern.

### *Working Out Details*

After this first meeting, much of the work was done by the subcommittees. They held several meetings to obtain further data and information. Subcommittee members made individual contacts and held local club discussion meetings to obtain "grass roots" suggestions from 4-H members, parents, and others. Following this, they met two or three times more to formulate objective statements for the report to the entire committee.

Junior leaders and older 4-H club members got in the act, too. They met to discuss the 4-H program, especially the older member program since it seemed to be a key problem area. They worked out some objectives for it.

At the meeting of the entire program planning committee, reports of the subcommittees were discussed. This meeting was well attended by the original committee members and other adults who became interested because they had been involved.

State Extension staff were invited. Extension agents were present to offer suggestions, but they gave a great deal of freedom to the committee in finalizing the objective statements and future plans.

The final step was editing the 4-year plan so it could be printed and distributed.

We can see at least three major accomplishments:

A total of 17 meetings held in which local people evaluated and planned for the future.

Hundreds of people better informed about the 4-H program.

A 4-year plan established whereby the 4-H program can move ahead more smoothly, efficiently, and effectively.

This effort has had an impact of far-reaching importance. ■

## **THE SITUATION**

*(From page 202)*

There are probably no space limitations on the farm and only a few in the suburbs. But the city has restrictions as far as live animal and certain agronomic or horticulture projects are concerned.

Certainly each age bracket of youth has different interests. The scope and depth of interest should be greater in older members than in beginners. Boys look at projects from a little different viewpoint than girls.

Is the audience mechanically inclined or interested in the biological sciences or social sciences? Are they interested in production, processing, marketing, preparation, or consumption? Do they prefer plants, animals, things, or activities?

Economics certainly play a big role in determining the local situation. In low income areas, we would expect more interest in production and marketing projects. Projects to provide food for the family, clothing for members, and reduction of capital outlay would probably be of primary interest. Tractor maintenance, car repair, home garden, livestock, clothing, and foods projects should be readily accepted. Certain projects requiring sizeable investment in equipment and supplies and which return no income would better fit older youth whose economic situation permits participation where profit is not the motive.

Family influence, and attitudes based on the family economic, social, and educational situation, also determine what types of projects might be acceptable.

Finally, is the project needed to provide income, recreation, or knowl-

edge? Is it to aid in economic development, personal development, or the learning of skills and information?

The answers to these will tell us what type of project to develop to fit the local situation. We need all sizes and all kinds of projects to fit all kinds and sizes of youth.

Science projects can be developed at all different levels of complexity. Biology, the science of life, offers a good field for development of 4-H science projects. The embryology of the developing chick is of great interest to all ages, for example. This can be an outgrowth of a poultry production breeding or incubation project as a regular step in the development of the total 4-H poultry program or as a separate science project. It can end with the building of the incubator and hatching chicks or continue on in the study of dietary or breeding effects shown in the chicks that are hatched.

### *Adaptable Projects*

Science projects can be easily adapted for either rural or urban situations. Horse and other livestock projects require rural surroundings while pet projects or riding clubs could fit well in urban areas.

Individual projects require little space while group undertakings require room and facilities. Group projects offer an excellent means of combining talents and resources for the benefit of the group involved. Pooled resources and talents often permit accomplishments beyond the grasp of individuals or even small clubs. An illustration might be a group project on small boat building with preliminary projects in carpentry, painting, swimming, life saving, water safety, and navigation. A project of this type could appeal to both sexes and all ages.

All these points must be considered when making an honest attempt to fit 4-H projects to the local situation. But it can be done.

The possibilities for 4-H projects, like other opportunities young folks have in this country, stretch from here to infinity. Your own imagination will determine how far you go in the development of project possibilities. ■



# Call on Friends of 4-H

by KENNETH H. ANDERSON, Associate Director, National 4-H Service Committee

**"I**N PROGRAM planning, don't ever forget the valuable help available from business men and women, service clubs, and other friends of 4-H in your community." This advice, given to me some 20 years ago as a 4-H agent, is more valid today than ever.

Extension workers and volunteer 4-H leaders quite naturally look to their own State land-grant institution for major assistance. But there are countless opportunities for enriching the 4-H program by utilizing other resources in your locality.

## *Active Backing*

Recently I had occasion to look through some State 4-H club reports. As always I was impressed with the amount of help supplied to 4-H by interested groups in the community and county.

Probably no youth organization in the world receives as much assistance from adults in the community as 4-H does. Among the cooperating groups recurringly named in these reports were: farm organizations, home demonstration clubs, police and fire departments, safety councils, local business firms, traffic associations, newspapers, radio and television stations, hospitals, Red Cross chapters, health and sanitation departments, garden clubs, camping and recreation groups.

In planning your 4-H program, why not call on the companies and organizations in your locality which can provide assistance of value to 4-H boys and girls?

These people and the organizations they represent have high regard and high interest in 4-H. Because of this, they have much to contribute and could well be included in program planning groups.

As for assistance later, the owner of the local grain elevator would no doubt be happy to arrange a tour and

give a talk tracing the grain movement from field to market.

Or how about the local photographer? Ten to one, he'd be delighted to show your club members through his studio and teach them how to use a camera intelligently.

For your 4-H home economics program, have you been in touch with the local gas or electric companies? Most of them have women on their staff who will gladly assist extension home economists by discussing safety

in the home, new color schemes for kitchens, or any number of similar topics.

At National Committee headquarters in Chicago, we see constant evidence of business and civic interest in 4-H. We know, too, that this interest is by no means limited to the mere giving of 4-H awards. Serious in wanting to help develop good American citizens, donors try to provide as many educational helps as possible.



A Lafayette, Ind., tire dealer gives club members valuable tips in the 4-H automotive program. He is typical of many representatives of donor organizations which encourage company participation in and assistance to 4-H club work.



So the efforts of a national donor may filter from headquarters to branch offices and dealers' stores. A number of companies publish special 4-H newsletters carrying suggestions on how local personnel can assist with the program.

You'll find that these local representatives, as well as other local firms, will be happy to help if you invite their cooperation. Business men and women will no doubt be glad to help:

Provide a meeting room, PA system, visuals, or other facilities for 4-H training sessions.

Supply a film on a subject related to 4-H.

Sponsor attendance at a workshop for club members or leaders.

Provide instruction on a specific skill at 4-H camp or short course.

Serve as a resource person for assistance on a special 4-H project.

Become a member of your county 4-H council.

Make display space available (either in store windows or showrooms).

Furnish transportation to a 4-H event.

Contribute 4-H support by newspaper advertising or radio-TV recognition.

### **National Support**

At the national level, our organization works with both Extension and donors to develop educational 4-H materials including booklets for members, leaders' guides, films, slides, and other program aids.

Recently, for example, the 4-H tractor literature was revised to provide four units of work, rather than three. Through funds provided by the tractor sponsors, these training materials have been rewritten and modernized to provide useful teaching material for the next 6 to 8 years or more.

A new recreation leaders' guide was published last spring by the donor of recreation awards and 100,000 copies distributed free to clubs across the country. This publication, as well as others, is now

available from our 4-H Supply Service.

As a magazine tool for volunteer 4-H leaders, *National 4-H News* consistently carries articles designed to strengthen the 4-H program. And through its "Booklet Helps," the magazine relays many sources of free leaflets which are valuable program helps.

These and many other activities of the National Committee are part of our goal of "providing educational services above and beyond those available through public funds." In our 40 years as a supporting arm of 4-H, we've learned what a wealth of assistance can be obtained from private sources. That's why we encourage the fullest utilization of such community resources, not only for action and monetary support, but for thoughtful contributions during 4-H program planning. ■

## **STRENGTHEN LEADERS**

*(From page 206)*

er evaluation of the traditional local and countywide 4-H activities and to find the areas of most need in leader training.

A copy of 4-H Objectives was enclosed and the question was asked: "Using 4-H Objectives as criteria, how would you rate the following activities as a means of helping boys and girls develop themselves through 4-H experiences?"

The agent compiled the results of the questionnaire and the committee met to interpret them.

The next step was reporting to the executive committee and trying to establish goals and plan a program to submit to the full association.

Goals! For the first time, the committee had definite knowledge of needs and interest. They found it made quite a difference. Previously what little discussion there had been of goals was based on what they thought the leaders as a group needed and wanted.

But now with so many needs, which should have priority? It was a long, hard-thinking session. Finally a set of goals were down in black and white.

Once the goals were decided upon, how quickly the program of county-

wide activities and leader training meetings fell in place!

The real proof of our advancement in the program planning process came at the meeting of the whole association. In the past, the recommendations of the executive committee have had so few amendments that you could call them "rubber stamped." This year, however, leaders had ideas and wanted to express them.

### **Proof of Advancement**

Real improvements were made, including a County 4-H Mechanics Jamboree to provide incentive opportunity for boys not enrolled in agricultural projects. And an able leader, whose boys are mostly rural nonfarm, volunteered to be chairman! This should help accomplish two of our goals: more challenging and competitive activities for members of junior high age with appropriate awards and increased enrollment of boys.

Our next step will be a fall training meeting on local program planning. This meeting will be on assessing the "Where-you-are" of each member, establishing goals, and involvement of the members in program planning and implementation. Leaders will be warned not to expect too much from the members too soon.

As you see, our approach to good program planning is a "learn by doing" one. And if results of education means a change in feeling and behavior, evidence is already shown in the new attitudes of leaders and junior leaders who have participated.

The agent too has grown. The discipline of patience in teaching subject-matter has long since been learned. With skills, it's easy to know where people are; you can see what they are doing. But program planning is a process of mind and feelings. The agent has to sense where the leaders are in their thinking and keep at their level.

Is it too much to hope that when the leaders have learned the know-how and dignity of program planning they will share it with their members? I think not—and it will be one of their most useful tools in developing future good citizens. ■



# Study of Science in 4-H

by KARL S. QUISENBERRY, Project Leader, and GARY SEEVERS, Associate Leader, National 4-H Club Foundation

**S**CIENCE—does this word inspire images of test tubes, telescopes, and rockets? Yet we all see science in our everyday lives and in a much broader scope than is often recognized. Science is the basis for most of our work in agriculture and home economics.

While "science" is now a household word, many extension personnel are asking how this popular term fits the 4-H program. This is coupled with a desire to upgrade the subject matter of 4-H projects in line with the better training young people are re-

ceiving in schools. More interesting and challenging projects should cause members to continue in 4-H work longer. The increasing urban membership also demands different types of projects.

The National Conference on Science in 4-H Work, held in 1959, recommended that more "whys" be included in projects along with the "hows." The conferees urged more study on the problem, which led to a National Science Foundation grant to the National 4-H Club Foundation for a "Study of the Possibilities of

Expanding the Understanding and Use of Science Through 4-H Club Work."

The study got underway early in 1962 with the appointment of a technical advisory committee of outstanding science and education leaders and the selection of a staff. Basically, the study is to provide an objective analysis of the effectiveness of current 4-H programs in relation to science education along with recommendations for improvements. Behavioral sciences will be stressed as well as natural sciences.



Technical advisory committee of the "Science in 4-H Study" being conducted by the National 4-H Club Foundation under a grant of the National Science Foundation, includes: (left to right, seated) E. W. Aiton, assistant administrator, Federal Extension Service; Ralph W. Tyler, director, Center for Advanced Study in Behavioral Sciences; Jean Warren, professor, Household Economics and Management, Cornell; Ercel S. Eppright, assistant dean, College of Home Economics, Iowa State University; Walter J. Peterson, dean, Graduate School, North Carolina State Col-

lege; (standing) G. L. Seevers, associate leader, National 4-H Club Foundation; J. D. Ryder, dean, College of Engineering, Michigan State University; N. P. Ralston, director, Cooperative Extension Service, Michigan; W. E. Skelton, assistant director, Cooperative Extension Service, Virginia; Mylo S. Downey, director, Division of 4-H Clubs and YMW Programs, Federal Extension Service; and Karl S. Quisenberry, project leader, National 4-H Club Foundation.



As a benchmark, many institutions already producing materials and conducting programs of science education for youth groups were contacted.

State Extension Services responded to a request for 4-H project bulletins having some science emphasis.

To probe even deeper, intensive on-the-spot studies have been made in New York, New Jersey, Kentucky, Georgia, Minnesota, Iowa, California, and Oregon. Additional interviews have been conducted with individuals in other States and with business organizations which might have special information available.

### **Important "Science Factors"**

Several "science-factors" have been identified as important in 4-H science education:

*"Discovering" new information by 4-H'ers.* Young people learn by discovering answers for themselves either working alone or with adult guidance. The thrill of learning why seeds germinate, why bread rises, or why a bulb lights is a rich satisfaction to youth.

*Making comparisons.* With encouragement young people will compare two or more ways of doing something rather than just the one "right," recommended way. Usually there are several correct ways.

Experiments for 4-H'ers, simple for beginners and more advanced for teenagers, offer a good method of comparison. For example, a comparison of various temperatures and times for boiling eggs will show different color, texture, and flavor.

In plants, a comparison of mulching, fertilization, light, temperature, and other factors can develop into dramatic and interesting projects. Older members can be introduced to concepts of control, experimental methods, and repeatability.

*Spirit of inquiry.* Youngsters have a natural inquisitiveness which can be developed. Younger 4-H'ers might be encouraged to investigate such special interests as collecting and identifying rocks, plants, insects, leaves, or seeds. Older youth show more interest in people and have many unanswered questions in behavioral sciences.

*Keen observation.* This essential

ingredient of science is valuable to everyone. Recording information goes right along with observation. Observing the growth of chick embryos, the growth curve of a calf, the effect of a weed chemical, or the production of CO<sub>2</sub> by using household chemicals, are exciting experiences.

*Learning by experiments.* Much emphasis in 4-H and all of life is placed on being successful. Yet learning can be accomplished by experimentation, not necessarily successful. Such experiments as heat tests on fabric samples, experiments producing diseases on growing plants in pots, or trying a wrong technique on one sample of preserved food, are ways in which members can determine "what would happen if" they did it a different way.

These "science-factors" do not just happen. They require the support, encouragement, and guidance of parents, local leaders, and extension personnel at all levels.

### **Questions Under Study**

The Science in 4-H Study is considering many questions:

Are projects meeting these opportunities for science education with youth?

What age is most receptive to science?

What types of projects offer more science education to youth?

What should be 4-H's relationship with science education in schools and other youth agencies?

How can more science be introduced in 4-H?

How can materials be prepared to include more science?

Will new types of training be needed for extension personnel and local leaders?

The appraisal of the present situation will be a basis for suggested improvements to reach the desired level of science emphasis in 4-H projects. Certainly recommendations will aim to help youth learn to: Be curious to explore and understand why things happen as they do in the world about them; appreciate the value of science to a better way of life; think objectively, logically, and imaginatively. ■

## **CAPTURE INTEREST**

*(From page 207)*

in college and takes part in local bicycling races. The other leader is a chemist who commutes about 5 miles to work via bicycle.

In the middle of the city of Pater-son, there are two 4-H clubs in a federal housing unit—one club devoted to clothing, another to gardening. Each meets a need of the people and both projects take advantage of existing facilities.

These groups are making plans to build window boxes for growing flowers. This is patterned after a program in Philadelphia where 30 4-H clubs are learning floricultural practices while making their dwellings more attractive. The Plan and Plant for Beauty Project meets this need.

### **Techniques of It**

Obviously, some of these projects are going to come about merely if nobody stands in the way. In this case, the main job of the agent is to see that democracy and good sportsmanship prevail and that the members learn from group experiences.

Other projects are simply bright ideas. These bright ideas come largely from knowing your area.

Read the newspapers. Get to know people. Circulate. Talk. Listen. Get acquainted with organizations in your area. Find out where new homes and industries are, what people like to do in their spare time, what they can afford to do.

Not all projects that enjoy high popularity fulfill the basic objectives of 4-H 100 percent. But every group activity will bring out leadership and at least acquaint members with the more serious aspects of the program.

Paul Whiteman once paid tribute to John McCormack for cultivating America's taste for classical music. McCormack sang not only the Irish ballads which won him fame, but also sang arias and other classics. Before long the public found it was liking classics as well as lighter ballads.

It's the same with a 4-H program. It, too, needs some "light ballad projects" to capture the interest and meet the needs of the people. ■



## PROGRAM PLANNING

(From page 195)

to planning insures full understanding and commitment to action.

- Definite procedures are followed in developing a program. In other words, a sound extension program results from a carefully planned and followed procedure. Furthermore, the procedure must have prior approval of the leadership such as the extension sponsoring body or county governing board. Also, the procedure must be agreed upon by the program planning group and extension staff.

- Sound program planning procedures coordinate the efforts of many individuals, groups, organizations, and agencies. The planning body is a mechanism for bringing together people in an organized effort to reflect the interests, thinking, talents, and other resources to analyze, make decisions, and take action to achieve planned change. Common purpose is expressed in stated objectives and coordination of effort is applied in their achievement. In this sense the procedures have a coordinating effect.

- Program development requires considerable time from members of the planning bodies, extension agents, and other active participants. Sound extension programs, like Rome, are not built in a day.

The third category of principles includes those that have to do with the results of the program development procedures. These four principles are:

- The program is written for recording and communicating to all interested and concerned, what is expected to be accomplished and the general means to be used. As a minimum it contains background information, identifies problems, states major program objectives, and indicates the parties who were involved in its preparation.

- A sound program is practical in several ways. The objectives are practical in that the changes are possible for the people to be affected considering the resources. Also, the program is practical in terms of the available leadership, extension staff, and other needed resources.

- A written annual plan of work is an aid in implementing the program. It contains a statement of annual goals based on the objectives in the program. In addition, it sets forth what will be done to reach the goals, how it will be done, and who will do it.

- The program and annual plan of work provide for and facilitate evaluation of results. Program objectives are expressed in terms that clearly identify the kinds of changes people are expected to make. Content and methods to be used are specified so activities and results can be related for evaluation and reporting accomplishments.

### Visualizing Planning

Program planning is a process that does not naturally have a definite form and structure. A few people have described it as a series of steps. But the illustration for this article conveys a visual image of program development as a cycle with a beginning stage, followed by five others that lead back to the first. The cycle indicates a continuous process that is repeated over and over.

Program planning includes only the first two of the six stages or elements of program development. (An element is one of the primary parts of program development.) The last four elements are products of the first two.

The six elements of program development are (1) *organizing people for participation*, (2) *the planning process itself*, (3) *the planned program*, (4) *the annual plan of work*, (5) *extension teaching* and related activities, and (6) *evaluation and reporting*.

Some extension workers think of program planning as including both the means of involving people—program building committees, 4-H club committees—and the planning activities, such as committee meetings. They are separated here to emphasize their importance. Their importance is clear when we remember that the quality of the written program, the annual plan of work, the extension teaching activities, and the results to be reported all depend upon how well the first two elements are performed.

*What does this have to do with 4-H club work?* Youth programs are a part of the total extension program, and if program development includes all extension work in a county, it includes youth work.

Even when youth work is perceived as an independent phase, the six elements are applicable.

*How scientific is this concept of program development?* This framework has been used as a guide for planning some research in Extension. The results have consistently supported its soundness.

Several individuals have studied in this framework the findings from research in the behavioral sciences. They, too, have found much that relates to program development and much to support this view of it.

*How can this framework aid extension workers in doing their job?* Identified elements are helpful in assessing progress because it lends a sense of accomplishment as each is completed. Ordering a task into a series of events or activities helps guide those who are doing it. Evaluation is easier because it is possible to establish standards and identify places where program development can be strengthened. ■

## COMPLEMENTARY THEORY

(From page 199)

unit. A basic objective of leadership development is to support and expand the leadership capacity and potential of these club units. A suggested and definite pattern of leadership should be defined and developed; the leader roles, intra-leader group relationship, the inter-leader group relationship, structure, and mechanism of the basic group should be clearly analyzed.

To do the job much "retooling" is required. When the 4-H complementary principle is applied, leadership development is the core. However, there is a complementary relationship to 4-H literature development since literature is your basic teaching tool. The literature pattern must fit into the leadership pattern.

Club organizational structure is affected. Much program projection must be done.



There is a direct influence on 4-H program content and educational methods. Program content needs to be developed by a process based on involvement and participation of members, leaders, and agents. Program content and methods must be constantly brought into realignment, assessment, and evaluation. Local club programs should be built on the varied needs, interests, and concerns of members, leaders, and local situations.

Agent development and improvement is essential. A clear cut leadership pattern must be defined on relationships of agents to leaders.

### *Agents' New Role*

When you work in these new ways, you grow in stature as a professional worker. One might say as an agent you are "elevated."

When you work primarily with 4-H members, you play the role of itinerant teacher. You move from club to club and are in most instances the real leader. Under the program complementary principle, leadership development becomes your primary role. You become a leader of leaders. You not only grow in height, but your program grows in depth and width.

You become a leader of leaders by working primarily through sponsoring committees, junior leaders, and effectively trained volunteer leaders. These leaders in turn increase your reach a hundredfold.

You become a planner of planners. You plan a systematic program of leader recruitment, training, and servicing.

How fast do you go? You move as fast as you have leadership drive. You accelerate and expand your program as fast as you build your leadership base. Development of a stronger 4-H community-centered program with a close tie to the total educational forces within a county, can be only as strong as Extension's lay leadership base in a community.

Where do community institutions (schools, churches, and others) fit into your program design? Again, your informal education should complement formal education. In leadership development, your adjustments

and realignments should be designed so as not to uproot the club program from any place where it serves effectively at present.

On the other hand, your program should be designed so 4-H will serve every place in the community, church, home, and family where its uniquenesses can share a complementary relationship. Just as formal education teaches the basis of education, so may the informal educational process in 4-H and extension complement formal education.

The complementary principle in 4-H program development is a criteria for a program design for the future. This principle makes for an integrated approach—keeping in true perspective the totality of program design.

The design represents the kind of 4-H program development which we must have for the sixties and the future. Herein lie our challenges—the challenges which make our work more meaningful. ■

## COMMITTEE CONCEPT

*(From page 205)*

vated and directed. Little will be accomplished until the committee members clearly understand their role.

Without a thorough and effective orientation the group will tend to wander. The possibility of their planning a program which meets the real needs of young people will be left to chance.

Program planning research conducted in Iowa shows that committee members derive a greater sense of satisfaction from their work when they have an adequate understanding of their task and how to go about it.

You can help committee members find answers to the following questions:

What are the ends or purposes of the committee? A vague understanding is not enough.

What are the means at their disposal in planning a program? They must understand that they may call in outside resource people.

What is their authority and how far does it extend? They

need to know if they are the final authority on the youth program or if this rests with some other group.

What is their relationship to other committees in the same system?

Extension workers, too, must understand and accept their roles. There may be some controversy over the degree of influence they should exercise in the final written program statement. Most would agree, however, that they are charged with the responsibility of providing program leadership and that it is their professional obligation to have considerable knowledge of the needs of the people they serve.

Following these suggestions should help you develop a program that is a blend of the best thinking of the trained extension worker and the people of the area he serves, represented by a carefully selected and oriented committee. ■

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

- F 1951 Blueberry Growing—*Revised July 1962*
- F 2185 Growing Cherries East of the Rocky Mountains—*New (Replaces F 776)*
- G 84 Controlling Mosquitoes in Your Home and on Your Premises—*New (Replaces L 386)*
- L 382 The Fowl Tick—How to Control It—*Revised August 1962*
- L 383 Poultry Mites—How to Control Them—*Revised August 1962*
- L 385 Automatic Livestock Waterers—*Revised August 1962*
- L 449 Okra Culture—*Revised August 1962*

# Role of YOUTH in Development Efforts



YOUTH are the most important and universal resource of any area. Because we in Mississippi sincerely believe this, special consideration is being given to establishing youth committees in all our county and area RAD organizational structures.

The feeling that a State RAD Extension Youth Committee should be established was shared by many State and county extension workers. They thought it should develop suggestions and guidelines for county agents and county RAD committees to use in forming youth sub-committees and in initiating programs.

## *Youth Committees Appointed*

This effort got underway when Director W. M. Bost appointed a State Extension RAD Youth Committee to develop guidelines and ideas for involving youth in the RAD program in all counties. The committee includes representatives of the State 4-H club staff, the agricultural economics department, the State extension program leader, and the resource development specialist. The State committee has held several meetings and made definite suggestions that might be used by county RAD youth committees.

Youth committees have been appointed in many counties, initiating programs of interest to youth. These county youth committees include representatives of all organizations and agencies that serve youth.

Among the projects they have undertaken are surveys to determine the greatest needs and problems of young people. They are also studying the educational needs of boys and girls, the number in school, the number that fail to finish high school each year, and vocational training needs. The committees also are:

- Encouraging greater participation in the 4-H Career activity.
- Securing and training more volunteer adult leaders to work with youth, especially those enrolled in 4-H.
- Establishing county budgets for youth programs.
- Establishing community recreation facilities, securing athletic equipment, and promoting ball teams.
- Developing or strengthening county recreation programs.
- Promoting stay-in-school campaigns.
- Promoting plans for training youth in vocational skills.
- Including plans for youth programs in county O.E.D.P.'s (Overall Economic Development Plans).

• Providing more adequate county facilities for youth exhibits and demonstrations.

As surveys reveal needs, additional other projects will be undertaken.

## *Discussing Roles*

Youth in the RAD program has been top discussion material for adult leaders in their district and State meetings this summer. Volunteer adult leaders are serving as members of youth committees along with junior leaders.

Junior leaders at the State Junior Leadership Training Conference also gained insight into their part of the RAD program. All participated in workshops on, "My Role as a Junior Leader in the RAD Program." These young people will pass on to other 4-H'ers what they learned about how the RAD program can help them.

Through this basic educational work, progress should continue in the youth phase of the RAD program, and many worthwhile accomplishments will have an important bearing on Mississippi youth. ■

—by H. C. Robinson, Specialist in Resource Development, D. W. Rivers, Program Leader, and C. I. Smith, State 4-H Club Leader, Mississippi.