

EXTENSION SERVICE
Review

JUNE 1954

*President Eisenhower
greet 4-H members*



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Ear to the Ground

• The National 4-H Camp in session, June 16 to 23, was the inspiration for this issue. Here you will find information on the questions and topics being discussed by extension workers at camp.

• The theme, Your Government, 4-H, and You, is brought out in many of the articles. The background articles on the work of the project committees will, we hope, be useful to the committees meeting at camp as well as to all those interested in 4-H Club work.

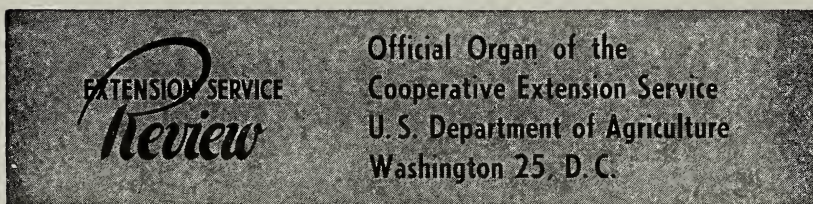
• The National Camp Committee of the Federal staff has taken an active part in planning this issue with the hope that it will bring all extension workers closer to this major event in the 4-H program. We wish you could all be in Washington to take part.

• Next month's will be a predominantly county number. The theme is the county extension office. Among the authors are 10 county agricultural agents, 3 home demonstration agents, 2 office secretaries, 2 State agents, and 2 State directors.

• The July REVIEW contains pictures of convenient bulletin racks, from a simple model which can be made in a short time to a more elaborate rack holding some 700 or 800 different titles. There will be some good ideas on easy ways to keep records; how to plan the office layout; good methods for increasing efficiency; how to conduct an office conference; and many other practical everyday suggestions for making the office function more effectively.

• Director H. C. Sanders of Louisiana writes of the important place of the county extension office in the Extension Service's public relations. He has given considerable thought to this matter as a member of the committee on extension public relations appointed by the Committee on Extension Organization and Policy of the Association of Land-Grant Colleges and Universities.

• The public relations of the county office are also discussed by County Agent G. J. Kunau of Minnesota and Lucien D. Paquette of Vermont, among others.



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Launching a Discussion of Citizenship Problems

J. P. SCHMIDT,
Extension Specialist,
Rural Sociology, Ohio



J. P. Schmidt listens in on a discussion of "4-H in War and Peace" at the National 4-H Club Congress.

National 4-H Club Camp delegates for years back still remember the way J. P. got some challenging ideas out for discussion. This is a sample of how he does it.

WATCH a bunch of cattle licking at a block of salt or nosing into a feed rack. A critter with the most weight or sharp horns comes along. He takes over the best spot. He "horns in" because he has the power.

Government has power, too. A citizen under the law does not throw his weight around as he pleases when it comes to pushing around weaker citizens—not if his government has the power to run things.

The police power of government takes the bullies in hand. Punishment by fines or imprisonment curbs individual offenders. The extreme power to put to death is a monopoly of the political power of government. Once the family, church, or tribe may have claimed this power.

Government has a number of powers: To punish, to tax, to raise armies, to regulate foreign trade, and others. One might more accurately say that the State has these several powers. The government then refers to the administration or party in control.

Man is really smart, isn't he—to invent this government power to replace jungle power in which "every man's hand is against his neighbor?"

The law is more than a match for sheer brute strength, cunning, trickery, and animal instinct. But the "animal" is ever present in or beneath our human nature. In the history of man, as man, it is not a very distant look back to slavery, feudalism, and barbarism.

Hold everything! Right this moment in history governments accuse others of slavery. Within our own Nation evil intent is charged by one citizen against another. Loss of all our precious privileges of citizenship guaranteed by the power of our Government, some declare, is just around the corner because we citizens are not intelligent enough or well-enough informed to run our Government "right."

What must a citizen do, not only to guard against evil forces, but also to make good government better? Where there is so much smoke, there is likely to be some fire, even if it is only a smudge pot. How does one get the facts? How does a nation, State, county, city, town or township make sure of having capable and honest men in office and a just government?

Well, we have a big advantage

over the dumb animals. We can talk things over. Another incalculable benefit is our written history of past successes and failures. What's more to the point, a single citizen or a voluntary factfinding committee can "go into the office" and check the records of present operations.

O. K., you are saying. Following this spiel about government, you will advise us to discuss citizenship problems in 4-H Clubs. How do we do it? What do we discuss? Who will help? When, where, and what kinds of program should be planned?

Right! Two million 4-H Club members have power, too. It makes sense to use discussion as the way to better citizenship. Develop civilized power through practice of orderly discussion to offset the brute power of ignorance.

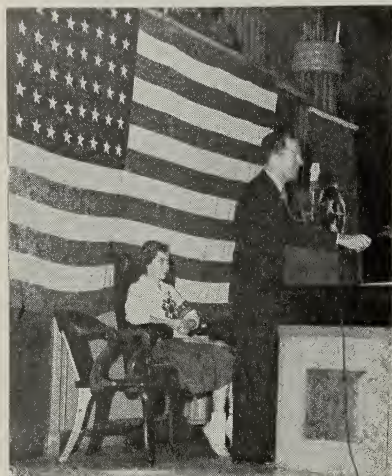
Supply a few ideas. Use huddles to get recommendations on things like what part to take in I Am an American Citizen Day. But that is far off—the third Sunday in May. Constitution Day is September 17. That sounds a bit academic for a 10- or 12-year old member.

(Continued on page 124)

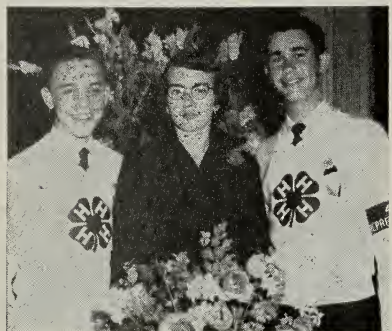
Tennessee's Annual 4-H Club Congress

Highlight of Citizenship Training

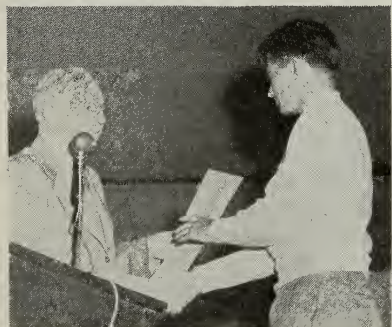
LONNIE SAFLEY, 4-H Club Specialist, and ROSSLYN WILSON, Assistant Editor, Tennessee



4-H Speaker of the House observes Speaker in the State Legislature.



(Left to right) the Governor, the Speaker of the Senate, and the Speaker of the House.



Director J. H. McLeod presents copies of the Constitution to new voters.

CITIZENSHIP training is part and parcel of 4-H Club work. The boy or girl who acquires confidence and skill through project achievement—regardless of what the project is—makes a better citizen of his or her community, county, and State.

Specific projects in Tennessee carry this training a step further. Responsibility for community affairs and for service to others, training in leadership, and awareness of citizenship responsibilities are a definite part of projects such as junior leadership, recreation and rural arts, safety, 4-H achievement, best record, community relations, public speaking, and competition for trips to Camp Miniwanca and National 4-H Club Camp. Tennessee has also a citizenship project which emphasizes knowledge of Government and other citizenship activities.

Perhaps the most outstanding 4-H event in Tennessee devoted primarily to citizenship training is State 4-H Club Congress, an annual affair since 1948. Outstanding 4-H Club members and their leaders are brought together in Nashville, the State Capital, for 3 days.

The congress is organized on the same lines as our State and Federal legislative bodies. Each county sends as delegates to the congress two "senators," one boy and one girl, who must be at least 14 years of age. Each county, is also allowed one boy or girl "representative" at least 13 years of age for every 500 members enrolled in that county. This adds up to about 500 delegates, who represent some 133,000 boys and girls enrolled in 4-H work in Tennessee. One volunteer leader from each county is also included in the delegation.

Citizenship training opportunities at the congress include election of a 4-H governor, speaker of the senate, and speaker of the house. The delegates nominate their candidates, make campaign speeches, and in general have a lot of fun with their

elections as they "learn by doing" the processes of democracy. The 4-H members pretty well "run the show" at their congress.

Each delegate is required to write an essay on How 4-H Club Work Develops Good Citizenship, or How 4-H Club Work Develops Leadership. District and State prizes are awarded for these essays, and some fine thinking goes into their preparation.

While at congress, the delegates go on a tour of the State Capitol. If the legislature is in session, they see their State lawmakers in action. Some of the 4-H sessions are actually held in the legislative halls; in these sessions the delegates learn and carry out in their own proceedings the processes of enacting laws.

The delegates also make a tour of Nashville, visiting historical shrines such as the Hermitage, home of President Andrew Jackson; and other places which play an important part in the heritage and economy in Tennessee.

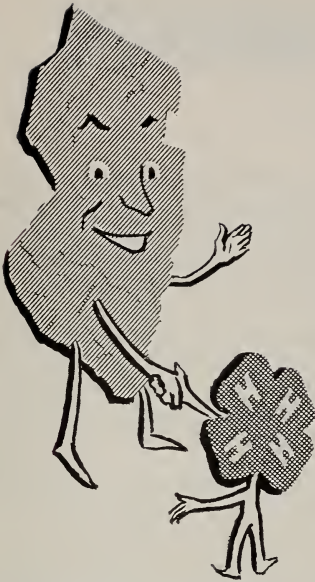
New Voters Pledged

One of the highlights of the Congress is the impressive citizenship ceremony, at which 4-H members who reach voting age during the year are given a solemn sense of their responsibilities as voting citizens and presented with a copy of the Constitution of the United States. The pledge to the flag and the 4-H pledge are both an important part of this ceremony. This year, members of the State 4-H council told of the significance of the pledges to them personally, and led all the delegates in repeating the two pledges.

Featured speaker at the citizenship ceremony was Tennessee's Governor Frank G. Clement, who reviewed the background of 4-H work and impressed the youngsters with its relationship to the development of good citizenship.

Know YOUR STATE

Prelude to Citizenship



CITIZENSHIP means many things to many people—from running for Congress to merely paying income tax and staying out of trouble. It takes on still another meaning for a 4-H Club member when it includes finding out about interesting, historical places to visit on a Saturday afternoon.

That's what New Jersey's "Know Your State" activity is doing for hundreds of Garden State club members. At least, that's part of it. There are some real lessons in civics in this activity, too. But when history, legislative procedures, travel, and folklore are intermingled, the result is far more interesting than one of these items could be by itself.

"Know Your State" is not a project, but a 4-H activity to be worked into a club's program when and where convenient. However, when the activity was started in February of last year, 178 volunteer leaders were trained to guide their clubs toward a better appreciation of the State.

Clubs in many counties have had some lively sessions following the planned programs outlined by Phyllis Page Bradshaw, extension specialist in human relations.

The nine-meeting program starts with "New Jersey Journey," a 30-minute film. This is followed by a quiz and a discussion of the answers, with each club member checking his own quiz sheet. And when it

comes to such questions as "What tribe of Indians lived in New Jersey?" and "Who were the signers of the U.S. Constitution from New Jersey?" Well, club members, leaders, and agents decided that "Know Your State" was going to be a highly enlightening activity!

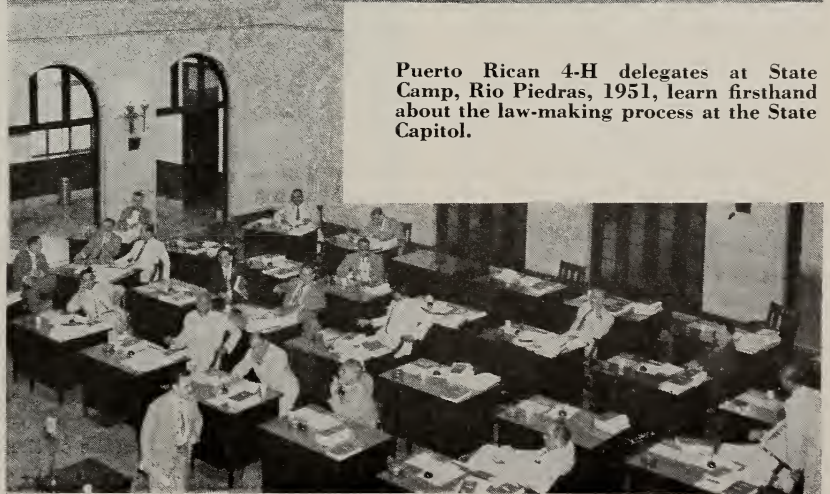
Other meetings are based on the quiz, and at subsequent sessions regional representatives of the State government, such as the district forester or park superintendent, as well as officials of local historical associations, are asked to speak. The plan also calls for tours of nearby places of historical interest.

Club agents praise the cooperation they receive from outsiders in promoting this project. To supplement

the members' and leaders' handbooks prepared by Miss Bradshaw, copies of a well-illustrated 44-page booklet called Know Your State were provided by the New Jersey State Department of Economic Development. Reprints of a magazine story about New Jersey published several years ago were also provided.

How do county 4-H Club agents feel about this extra activity? All agree that few club members know as much about the historical background, industrial importance, and scenic beauties of little old New Jersey as they should. All who have watched club members learn more about the wonders of the Garden State are enthusiastic about encouraging more meetings of this kind.

Learning About Government



Puerto Rican 4-H delegates at State Camp, Rio Piedras, 1951, learn firsthand about the law-making process at the State Capitol.

Why Train for CITIZENSHIP?

A progress report of the 4-H Citizenship Committee created in January 1952, given by C. B. WADLEIGH, State 4-H Club Leader, New Hampshire, chairman, 4-H Citizenship Subcommittee.

THE FOUNDATION and structure of our democratic society are challenged today as never before and may weaken dangerously unless the understanding and loyalty of our United States citizens are increased or strengthened. The public schools and various foundations are working on the problem. All youth organizations, the American Legion, and other adults' organizations have a youth citizenship program. 4-H Club work is helping to correct the situation and danger.

We do not have separate projects or programs in most States which are given the name "Citizenship," and the term is little used in 4-H literature, news releases, or publicity. Consequently the public does not recognize adequately the amount of citizenship training done among 4-H members.

The first action of the 4-H citizenship committee was to determine the scope of its objectives and to establish some guiding principles. It was agreed that the first need was a survey of the States to obtain a list of the numerous citizenship activities already conducted in the Nation by and for 4-H members.

Function of the Committee

The first principle adopted was that the committee accepts as its function "to obtain information and to submit suggestions to the States rather than to create standardized citizenship programs."

The second function was to help the States implement a more effective citizenship program. To do this, we agreed that there was a need for the employment of one or more individuals who could take the major responsibility for the further development and perfection of a national 4-H citizenship-service program, in-

cluding conducting a survey, preparation of a kit of background materials, and resources, also conduct staff and leader training schools.

It was agreed that the 4-H Citizenship Committee should function as the policy and guidance committee to this person, employed as the project leader. The funds for this person and program were to be obtained by the National 4-H Club Foundation.

In June 1953, the committee chairman conducted a survey of the States to determine what was already being done. The material received from the States and their replies indicated what was recognized by your committee from the beginning; namely, most State club leaders consider much of the normal 4-H program as citizenship training.

The survey showed that many different kinds of 4-H citizenship activities are being conducted in various States.

Representation on Committee

In January 1954, the 4-H Citizenship Committee was reactivated with the addition of some new members, so the present committee is composed of persons (1) from all four sections of our Nation; (2) from all levels of extension administration — county, State, and Federal; (3) with the addition of consultants from the National 4-H Club Foundation, the National Committee on Boys and Girls Club Work, and Columbia University Teachers College. Our committee met in Washington on March 30 and 31, 1954.

We reviewed our assignment or purpose and previous action or accomplishments of the committee. The latest revision of A Proposal for the Development of a Citizenship Program, including the 4-H Clubs of the United States was reviewed, discus-

sed, and revised. This is the proposal that is being used by Harold Sponberg of the National 4-H Club Foundation to obtain the necessary funds for a demonstration-pilot program.

Among the new developments were the review and approval of the plan to increase the impact or effect of the new citizen induction program at the National 4-H Club Camp. This has been distributed to the States and will be observed by radio and television in all States during this year's National Club Camp.

Another action of the committee was to discuss the possible wording for a statement which would summarize the expressions from the different States concerning their present 4-H citizenship activities. This statement will be presented to and discussed by the leaders at National Club Camp.

Citizenship Activities Listed

A start was made on the listing of the most common activities of the 4-H member which contribute to citizenship development. This list has since been completed and is available for distribution under the title, "Things a 4-H Member Can Do To Be a Better Citizen"—in the home, club, community, county, State, Nation, and world. We hope this will be useful to 4-H members and leaders in connection with the 4-H citizenship awards program. Another need in this connection is, in some way, to give citizenship recognition to many 4-H members for their activities at various levels—(a) local club, (b) county, (c) State, and (d) Nation.

We expect other contributions from the committee will include a list of special citizenship activities for the local 4-H Club, and citizenship programs for counties and States in 1955. When the latter are prepared we hope to have special flash statements to help the local leader and county extension agent.

4-H Develops a National Program

BURTON S. HUTTON, State 4-H Club Leader, Oregon

"THE RAPID GROWTH of 4-H Club Work . . . its significance in education . . ." That statement sounds current enough. It was good when made. It is good today. It is part of a statement approved by the executive committee of the Land-Grant College Association 24 years ago upon recommendation of the Extension Service directors on the committee on organization and policy at that time.

Possibly the significant changes that might be made in this observation on the part of the land-grant college association executive committee, is that growth of 4-H Club work has been more rapid, and that the significance of 4-H in education has become more widespread and fully recognized.

It was 17 years ago that the Extension Committee on Organization and

Policy asked a group of State 4-H Club leaders to present recommendations for the 4-H program. This committee formed the initial extension subcommittee on 4-H Club work which was made official and given full stature in the meeting of the organization and policy committee, July 1939. At this meeting the 4-H subcommittee was charged with the responsibility to:

"Promote the future welfare of 4-H Club work, to coordinate the national program, to facilitate the professional improvement of 4-H Club leaders, to study the trends and tendencies of 4-H Club work."

It has been said that boys and girls are like newly poured cement: "They take the shape of that which surrounds them." Educationally speaking the challenge has expanded for the 4-H Club program in serving the

boys and girls of this country today. The interests of these young folk are broadened. Our educational leaders tell us the boys and girls of today are more advanced at their respective ages than was the case 24 or 17 years ago. No doubt, our State leaders and directors in the 1930's had this in mind when they put into operation the Extension Subcommittee on 4-H Club Work.

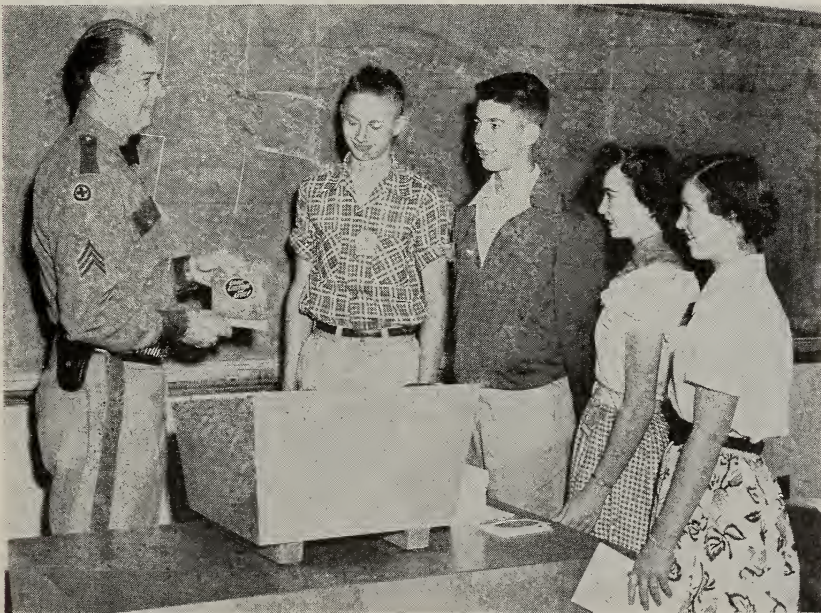
The basic organization was established through which an expanded program could serve a more versatile boy and girl and more of them. In 1953 the functioning of the Extension Subcommittee on 4-H Club Work was reexamined in the light of present and possible future requirements of 4-H Club work. Acting under the authority of the Extension Committee on Organization and Policy, the extension 4-H committee is now established to receive or propose items on 4-H policy, program development, and other matters related to 4-H Club work needing consideration and action. The committee is composed of 6 State 4-H Club leaders, 3 extension directors, 2 members of the Federal 4-H Club office.

One of the approaches to the study of the 4-H Club program is through the committees named by the 4-H subcommittee. Since 1953 these special groups are known as "4-H development committees." There have been several of these committees. A few have been discontinued, others combined. Some new ones have been named to perform a special function held to be important in the development of recommended procedures in the area of 4-H Club work.

Now there are 17 such committees. They are named to serve specifically a certain segment of the 4-H educational program. There will be further combinations in the future and certain new assignments. The objective of the extension 4-H committee is to create an appropriate unit of development committees,

(Continued on page 124)

Good Citizens Stay Alive



Sergeant Ed Baker of the Washington State Patrol directs highway safety training for 4-H members under the intriguing title "Let's Stay Alive."

Spiritual Emphasis in 4-H

There are four basic problems in development of spiritual emphasis in 4-H Clubs as seen by a national committee appointed last year to study this phase of club work. Meeting this month at National 4-H Club Camp, committee members will consider the basic tenets as set forth here by the chairman, IMA R. CRISMAN, 4-H Club leader in South Dakota.

THE THING within us which "generates dreams and ideas and which sets up values" in life is generally referred to as the spiritual part of us. As 4-H Club leaders, we encourage the development of the spiritual in 4-H Club members, knowing that this is the thing that deepens and sweetens the quality of their lives and makes them good homemakers, good neighbors, and good citizens, so wrote Dr. C. B. Smith in the book, *Life Worth While*. With this in mind, let us take the attitude that we are not trying to spiritualize 4-H Club work but are trying to emphasize the spiritual already basic and present in the program.

The 4-H Club member, as he develops more efficient ways of doing things and assumes more responsibility in the home and community, is

also developing a way of life which is the "hub" for his wheel of life.

Many questions from 4-H Club leaders to the 4-H Club committee on this phase and its relation to their church prompted that committee to organize a group to develop or explore the possibilities of spiritual emphasis in 4-H Club work.

Last year at National Club Camp a group of 4-H State club leaders and church leaders met and talked about spiritual emphasis in 4-H Club work.

A review of the different things being done in the 4-H Club program which give spiritual emphasis was made. This included:

1. The objectives of the 4-H Club program, working with growing things; the pledge and motto have spiritual significance; and the contact with local leaders and advisers

who have religious convictions.

2. The annual observance of Rural Life Sunday.

3. The use of ceremonials, vespers, flag, candlelighting, and other inspirational events in the 4-H program.

4. The God, Home, and Country award initiated by the Lutheran Church.

As we recognize the fundamental values of 4-H to the boy and girl we must not forget the influence of the churches, homes, and schools in their development.

Many questions were raised that the committee will be thinking about and discussing at a later meeting, such as, What should we do to focus more attention on spiritual emphasis? Should more emphasis be in the area of individual activity as well as group? What constitutes worship? What can we do in 4-H Club work about the young people not reached by any church?

Could we reach the place where any church can recognize young people in the community regardless of church membership?

Our committee has a needed and challenging responsibility and opportunity in developing this phase of the 4-H Club program. It is our hope that the groups concerned will carefully study every avenue of such a fine program.



Candlelighting Ceremony Inspires

Youth leadership shone forth from lighted candles to background music of Beethoven for 350 delegates to the fourth annual Tri-State YMW Conference at Pocono Manor, Pa.

Home, church, school, and community serving organizations were presented by 4-H'ers in this candlelighting ceremony. With the community guiding the story, they told how each worked for a better community. The ceremony was written, produced, and directed by Pennsylvania Campus Club members.

The candlelighting ceremony was just one focal point in the 3-day conference which highlighted Better Communities for Better Living. Seven States and 6 countries were represented.

4-H Club Work in Soil and Water Conservation

W. R. TASCHER, Extension Soil Conservationist, and chairman of the 4-H Soil and Water Conservation Project Committee, meeting this month at the National 4-H Club Camp.



County Agent John Whitehead, Nelson County, Va., shows Paul Saunders, 4-H Club member, how to take a soil sample.

LAND is among our most precious resources. Its proper use will enable us as individuals and a Nation to live happily and stay strong. If we despoil it, misery and loss of strength are certain. There are many examples of good and bad land care in our country.

The purpose of 4-H Club work in soil and water conservation is to encourage members to appreciate the relationships of soil, water, plants, and people in Nature's plan. Club activities help them learn how to plan and apply conservation practices with proper land use and treatments in mind. Through experiences they will learn their responsibilities, both to themselves and their communities.

Although a big job in 4-H Club soil conservation work is being done, the stage is set for a much larger one. Some of the reasons for this are: Increasing number of young people enrolled in 4-H Club work; more than 1,500,000 farmers and ranchers are on the road to becoming conservation farmers or ranchers; about 85 percent of the "land in farms" of the United States is now in soil conservation districts with conservation farm plans already developed on much of it; and there is a rapid growing public interest in the intelligent care of the land. Adult leaders are learning how to carry out conservation farm plans and know firsthand about the good results. In most counties today there is leadership to help do the big 4-H Club job, providing leaders receive some training, have guiding materials, and feel that they

are taking part in an important local program. The Extension Service has a great challenge, in cooperation with other agencies, to provide the educational information so urgently needed.

In carrying out 4-H Club work in soil and water conservation, questions frequently asked are: What standards should the club activities meet? What yardsticks can we use for judging the usefulness of activities? One criterion should involve the age groupings of boys and girls.

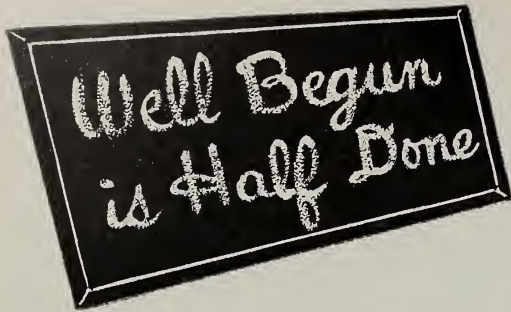
The activities should be within the normal range of their interests and capacities. Another criterion should be concerned with the objectives as to what is to be learned.

What should Extension undertake to teach boys and girls in on-the-farm activities about the land? A minimum would probably be these:

- (1) To show vividly that something is happening—that there are land problems.
 - (2) To convince club members
- (Continued on page 126)*

An impressive soil and water demonstration is the percolation test done by these two Montana girls before about 4,000 people. They gave the test 35 times in their own county. Bob Moss (left) SCS Work Unit Conservationist and County Agent Ed Atkins (right) were behind the successful demonstration.





CECIL EYESTONE, County Club Agent, Montgomery County, and MARJORIE TENNANT, Assistant Extension Editor, Kansas

AN EFFECTIVE, growing 4-H Club program calls for a continuous organizational program and action. To meet the ever-increasing demands of the leaders, club members, and parents, extension personnel are constantly planning and working with others on events that meet these needs.

As the 4-H Club program grows in scope, with each year bringing new activities and a wider range of interest, new events must be organized, carried out, and followed through with evaluation and reports.

Planning for 4-H events in Montgomery County could be classified in three ways. One division consists of the events that must be planned with civic organizations, other government agencies, schools, or any of the various groups working with county extension agents. 4-H Club events concerning only the members and their leaders call for planning within the clubs with the guidance of leaders and agents. Some club activities, judging schools, and leader-training meetings, for example, are most efficiently planned by the agents working together to organize the events.

A few of the countywide activities held in Montgomery County include leaders' recognition dinner, county 4-H Club day, businessmen's picnic, county fairs, judging schools, club and project-leader training meetings, county camp, junior leadership camp, 4-H Club Sunday, junior leaders' club events, demonstration contests,

**Time spent
on a good job
of organizing a
4-H Club event
will pay dividends**

style revue, talent show, and county 4-H Club council meetings.

4-H events that are worthwhile for those attending do not just happen. They take several hours of planning and then more hours to carry out these plans.

To get wider range of ideas and to train boys and girls in organizing and working together, most Montgomery County events are planned by committees. The 4-H council approves a certain event, and a committee is appointed to complete plans and carry this event out.

Plans for 4-H Club Sunday were made by a committee. Five junior leaders, who are members of the 4-H council, were appointed to plan a county-wide 4-H Club Sunday observance program. Following the council meeting, their chairman called the committee together. Using as a guide their experiences in taking part in previous years' programs; the committee outlined in about 20 minutes the 4-H Club Sunday service. They selected the town in which to hold this service, decided on a date, suggested several churches, and proposed a program of music, special numbers, and a speaker. This was accomplished without guidance of any adult members. After the committee meeting, various members made efforts to arrange a church meeting place, and others visited the different groups suggested for the program and obtained their help. The committee on 4-H Sunday will be present to help conduct the service.

The biggest mistake in organizing 4-H Club events can be that of starting too late to plan and make arrangements. Another difficulty is of not getting enough people involved as members of the planning committee or work group. Helpers and com-

mittee members may not receive adequate instructions to do a good job.

If the event wanted and needed, and who should be concerned, is a practical starting point when considering the planning of any occasion. Competition for the time and energy of club members, their leaders, and parents makes it important to plan and have an efficient program of work.

Checking up on details of arrangements and being prepared for emergencies can be insurance against rough spots in a meeting. An extra touch of polish to a meeting, put on with careful planning, can do much to inspire and motivate the audience.

Programs that move along without dull waiting periods keep audience attention and prevents a feeling that time is being wasted. People of all ages like to feel that the events they attend are worthwhile and have a purpose. Attendance and enthusiasm can be increased if 4-H Club events are noted for being snappy and well organized.

Business people will respect club work and be loyal cooperators more readily if they can know that the program is efficiently planned and has practical goals. The general public is more likely to support an active, growing organization with solid planning behind its activities. A wise extension agent considers every event. The planning and reporting of it is a part of his public relations program which includes every person with whom he works.

The Southeast Junior Leadership Camp, including 12 counties, involves the planning of civic groups, 4-H Club members and extension agents. The Coffeyville Chamber of Commerce rural youth committee, extension agents, and eight 4-H Club members form a planning committee. The 4-H'ers are elected at the camp to serve for the following year. This continuation committee plan is also used for the State health, conservation, and junior leadership camps.

The Coffeyville Chamber of Commerce committee also sponsors the 4-H Club achievement party, attended by more than 1,000 members, leaders, parents, and businessmen. The club agent is a member of the committee and brings to this group

(Continued on page 125)

4-H CLUBS and the Indian

4-H Clubs for Indian boys and girls are active in 18 States with more than 5,000 enrollment. Typical of the Indian 4-H Club work is this in New Mexico described by JOHN M. WHITE, extension editor.



CARL MARTIN is a 13-year-old American boy, living with his family on a small ranch near Crownpoint, N. Mex. Like other rural boys and girls in the United States, he rides the bus to and from school. He regularly attends the meetings of his 4-H Club. He learns about better ways of farming and living, and carries the message home to his parents and neighbors. He learns what it is to be a good citizen, too.

Carl is a Navajo Indian, living on the reservation in northwestern New Mexico. He's one of 777 Indian boys and girls who are members of 4-H Clubs in the Sunshine State.

New Mexico, third largest State in Indian population, had more than 34,000 Indians registered in the 1950 census. The Indian 4-H Club enrollment in the State in 1953 was the

second largest in the Nation. And the steadily increasing interest of Indian boys and girls in club work is evidence of the effectiveness of the program.

The 43 Indian 4-H Clubs in New Mexico are conducted like 4-H Clubs anywhere. The members carry the usual projects (with certain specialties) under the supervision of local Indian leaders, elect their officers, present demonstrations, and participate in achievement days and county and State fairs. County winners compete at the State encampment at New Mexico A. & M. College. Their leaders attend the annual New Mexico Club leaders' short course. Some members go on to college to specialize in agriculture and home economics.

Club work is very practical for

Indian 4-H'ers. What they have learned about livestock improvement, especially in sheep and wool, has done much to improve the livelihood of their families. They excel in gardening project work. They take easily to embroidery, and other handicrafts, especially weaving. At county and State club camps, they astound their fellow campers by their knowledge of native plants and wildlife.

Indian 4-H Club boys and girls in New Mexico have established records that compare favorably with their "palefaced" fellow club members everywhere. Their percentage of project completions is almost 90 percent. They win their share of ribbons at State and county fairs. The estimated value of Indian 4-H Club projects in New Mexico last year was more than \$15,000.

There are outstanding Indian 4-H

(Continued on page 125)

The girls of the Salt River 4-H Club exhibited these articles at the county 4-H Fair in Phoenix. (Upper right) Louis Lujan, Taos Indian leader, assists his 4-H boys in shearing their purebred sheep.



THEY'RE counting the weeks now. Almost every day a colored 4-H Club boy or girl somewhere in the 17 Southern and border States flips the months of the calendar and points to August 9. That's the date the seventh annual Regional 4-H Camp opens at Jackson College, Jackson, Miss.

More than 125 outstanding youths, representing the Nation's 343,000 Negro 4-H'ers, will be there spruced up in their attractive uniforms. For a full week, every day will seem like Sunday to them. Few will look up at the sky and wonder about sundown. And the puffing tractor, squealing pigs, and bleating calves will be forgotten, except during recorded interviews for radio broadcasts, or during dormitory discussions when the youths will be talking about their projects back home.

One may be saying he has practically taken over the family farm; another may say proudly that he has a dairy farm of his own; still another may talk of the 20 head of beef cattle, or 30 or 40 hogs he is raising. A prim girl, who looks no different from any well-dressed city high school coed, may report that she planned and prepared 100 meals last year and canned 300 jars of fruits and vegetables; and another may tell about a room she redecorated, or a calf that brought her \$1,000 at the State Fat Stock Show.

To a listener, unfamiliar with 4-H work, these reports may seem exaggerated. He is likely to conclude that the youths are letting their imaginations run wild in the overexcitement of camp activities—speeches by nationally known leaders, tours of interesting places, and sights they had never dreamed of seeing.

Frankly, I, too, was skeptical at first, and I followed some of the 4-H'ers home to see for myself. To my amazement, the boys and girls were not only telling the truth at camp, but modestly understating it.

Take Jerry Thomas of Gallion, Ala., for example. Shortly after the first regional camp at Southern University in 1948, State Leader W. B. Hill and I visited him. We found the youth in one of his pastures, spreading lime from a metal drum attached to the back of his tractor. Grazing in an



Robert Dixon in the agronomy laboratory at Fort Valley State College in Georgia where he is a student. (Left to right) Dr. C. L. Ellison, College Director of Agriculture, Robert, and T. M. Campbell, retired extension field agent.

I Followed 4-H Campers

SHERMAN BRISCOE, USDA Information

adjoining pasture were 140 grade and purebred Jersey cattle.

Jerry had started all this with three 4-H calves 8 years before. Because he was unable to build an acceptable barn, he sold grade B milk to a cheese factory for 4 years. Finally, he succeeded in persuading his father to go into partnership with him and help build a grade A dairy barn so that they could sell their milk for fluid uses and get a better price for it. The attractive \$3,000 barn stood on a hillside. It was clean and airy with a scrubbed concrete floor. The year before, Jerry and his father had grossed \$15,000 from milk alone, and they had sold some calves, too. While Jerry runs the dairy, his father sticks to cotton and peanuts.

Just before the encampment at Tennessee State University in 1949, I visited a delegate who was getting ready for the trip. She was 15-year-old Olivia Davis of Leflore County, Miss. Her parents were sharecroppers on a large cotton plantation, but this hadn't stopped her from being a top 4-H Club member. Olivia had bought 100 baby chicks with some of her extra money from picking cotton, and had raised all but 4 of them. Her home agent, Mrs. Bessie R. Gray, ex-

plained that the 4-H girl had sold 60 fryers at a dollar each, kept 20 to supply eggs for the family, and served 16 on the dinner table.

With part of her earnings from the project, Olivia had redecorated her room in her sharecropper home. Her brother helped her to convert an old washstand into an attractive knee-hole desk, make a dressing table, and modernize the high wooden bed by sawing off the foot and lowering the head. Then the 4-H girl bought cloth and made a bedspread, curtains, and dressing table skirt, all to match. And, on the floor was a beautiful rag rug she had made. I have seen rooms more richly furnished, but none more attractive.

Out in Texas last year, State Leader W. C. David took me to see Robert (Bobbie) Adams of Luling, another former 4-H camp delegate. Now 22, young Adams has taken over the 300-acre family farm and is operating it with skill and efficiency. From a variety of crops and livestock, including cattle, hogs, turkeys, peanuts, and watermelons, he grossed around \$14,000 the year before.

Inside his home, where he lives with his parents, Mr. and Mrs. C. H.



Jerry Thomas, a delegate to the first Regional Camp in 1948, has become an outstanding Alabama dairy farmer. Seated on his tractor, he is telling State Extension Leader W. B. Hill about his pasture program.



Jean Ethel Tompkins is successful at growing turkeys in Florida. She also sews and cans.

Back Home

Specialist

Adams, he showed us 53 ribbons he had won during his 8 years as a 4-H member.

I guess I have followed a dozen 4-H'ers home from camp. And each visit has been a revelation. I remember Samuel English of Lawrenceburg, Tenn. He was selected as a delegate to the 1949 camp for his corn and livestock projects. Samuel had netted enough from the sale of some corn and two prized calves to make the downpayment on a farm

for himself and his parents. Assistant State Agent W. H. Williamson, and Bessie Walton, supervisor of Negro home demonstration work, told me Samuel had set an outstanding example for 4-H'ers in his county.

Then there is Jean Ethel Tompkins of Madison, Fla., who was finishing 100 turkeys for the Thanksgiving market when Floy Britt, district home agent, took me to visit her. You never saw a youngster more proud than Jean Ethel as she showed us her flock. Her parents, Mr. and Mrs. Dessie Tompkins, who own 480 acres, told us their daughter does most of the home canning for the family and makes nearly all of her clothes.

In Georgia, State Agent P. H. (Continued on page 125)

home and report the trip to club, family, and neighbors, they face certain of the old routine that they left just a few days before; people back home are the same, the old farm has not changed. But are the club members the same? Do they still hold on to the goals they have set for life? Did the camp impress them to go on and upward toward their goals?

This has given me great concern. So we decided to contact, by use of a survey sheet, the agents in counties that have sent representatives to the Regional 4-H Camp. If so, what year? Where is he or she now? If in college, what course is he or she taking? If in the community, what is she or he doing? The information received was very impressive. We found that since the first camp at Southern University in Louisiana in 1948, South Carolina has sent 46 young people to this proverbial fountain. And now, through the armed services and marriage, they are scattered to all parts of the world. Eighteen of them have enrolled in six different colleges, some of these, of course, are in the Armed Forces. Six are married and are working in various occupations, such as dress designing, cafeteria employment, wholesale food handling, and in doctor's clinic as an attendant. Six are employed on the home farm. Four of these six are working toward partnerships with their fathers. Two have finished college and are teaching. Eight are still in high school and every one of them plans to enter college.

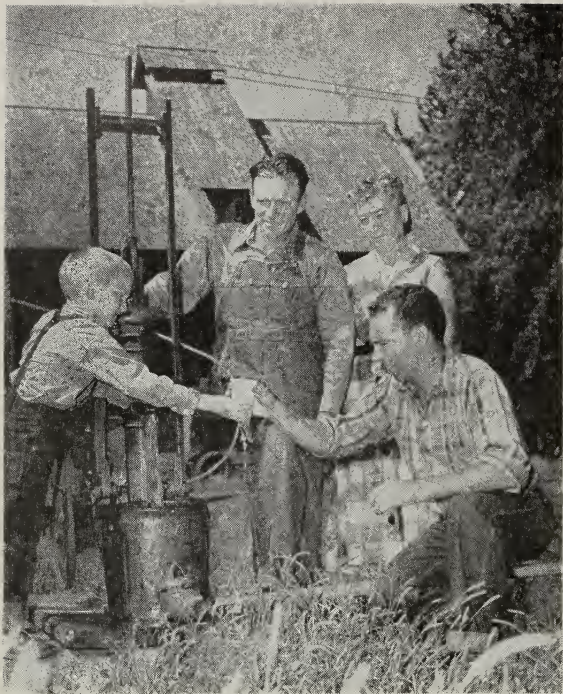
After Camp—What?

WAYMON JOHNSON, Assistant State Supervisor
Negro Agricultural Extension Work, South Carolina.

IT WILL soon be time for the seventh annual Regional 4-H Camp.

Have we taken time to find out what happens to 4-H members who attend these camps? We see them there in work and play; we observe the reactions from the various educational tours; we hear them as they put their whole heart into some group

discussion or panel; we see the parade of talent as they present themselves on the talent night program. Then we take them to their various homes over the 17 Southern and border States. Hopes are high that this experience has made another contribution toward developing a personality, a good citizen. After they get



The George Zinnels of Calhoun County, Iowa, took to their hearts young Hector Contreras of Chile (right).

A Fertile Field for 4-H

The International Farm Youth Exchange grows and offers a challenging chance for 4-H citizenship development.

EVERETT E. BIERMAN,
National 4-H Club Foundation of America.

IFYE Operated Cooperatively

The operation of the program is typical of the cooperative approach that has been tested in half a century of extension development. IFYE is conducted cooperatively at the county, State, and national levels. The National 4-H Club Foundation coordinates and services the program on the national level.

Private financing has always been one of the strong points of IFYE. It is a source of wonderment in other countries that no government funds are used to finance the actual exchanges, and that approximately one-third the cost of financing the exchanges is raised in the local communities.

Can every county participate in the IFYE program? The number of delegates to go abroad each year is small as compared with the number of counties. Does that mean your county must get on a waiting list? Not at all! If your county can't send a delegate, perhaps it can be host to an exchangee (each State receives two exchangees per delegate because the exchangees divide their time between two States) or, you can arrange for one of your State's delegates to speak at county meetings. In this way, the people of your county can share the experiences of your State's grass-roots ambassadors and gain a better understanding of their world neighbors.

All can help "Wage the Peace!"

Part of Extension's Youth Program

As IFYE has grown, it has taken on a new significance to extension workers.

An increasing number of 4-H members are giving their interest and support to IFYE in line with the 4-H guidepost, "serving as citizens in maintaining world peace." Many are beginning to prepare for the time when they will be eligible to participate in the exchange.

We have seen these young men and women (aged 20-30) go abroad and return a few months later with a new maturity, a better understanding of their fellow man, and a new interest in working with people. Significantly, the interest in working with people has been coupled with a greater appreciation of the importance of extension work. As a result, more IFYE's are returning home convinced that their life's work lies in Extension. In a real sense, IFYE has become a training ground for Extension.

THE "H BOMB" means one thing—that the only way to win the next war, is NOT to have one. We must win the peace!

Several months ago a national farm magazine carried a feature story entitled, "15 Ways You Can Wage the Peace." One of the 15 described was the International Farm Youth Exchange (IFYE), a program for promoting world peace with which extension workers have become familiar since its inception in 1948.

IFYE sends rural youth abroad to live and work with farm families. In the process, they clear up misconceptions about the United States and learn to know our world neighbors. At the same time, we receive their counterparts in our rural communities. The exchange has grown from the 17 delegates sent to 7 western European countries in 1948 to a program that in 1953 sent 117 delegates from 44 States and territories to 37 countries while 135 exchangees from 34 countries visited 41 States and territories. Millions have felt the impact of this dynamic program.

Do Contests Serve 4-H Aims?



PHILLIP E. BLOOM, County Agent
Kittitas County, Wash.

Based on a study made in a graduate course in Extension Education at Colorado A. & M. College.

THE DESIRE to excel, to gain recognition, or prestige has been the motivating force behind the continued existence of competition and contests. Contests are merely a vehicle under which competition is conducted. The basic reason for a contest in any program is its use as an incentive to stimulate interest, action, and participation in a program through giving satisfaction of accomplishment and recognition.

It is human nature for everyone to want to be a winner or be associated with a winner, so it is easy to lose sight of the fundamental purpose of the program, and let the tail wag the dog. The 4-H Club leaders and others who direct 4-H Club work must see that the fundamental purpose of 4-H Club work is never lost sight of, and be ever mindful of the development of boys and girls into self-reliant men and women. The many devices and methods used, such as projects, camps, tours, and contests are only tools and ways by which this purpose can be accomplished. If we allow the contest or any other activity to become our main objective, we are not accomplishing our purpose, but we have also done the boy or girl a great injustice.

The dress, cake, or calf raised are but products of the work done by the boy or girl. The products are here today and gone tomorrow, but that boy or girl lives on to make more

cakes, dresses, or raise more calves. It is the development of the boys and girls that we are interested in.

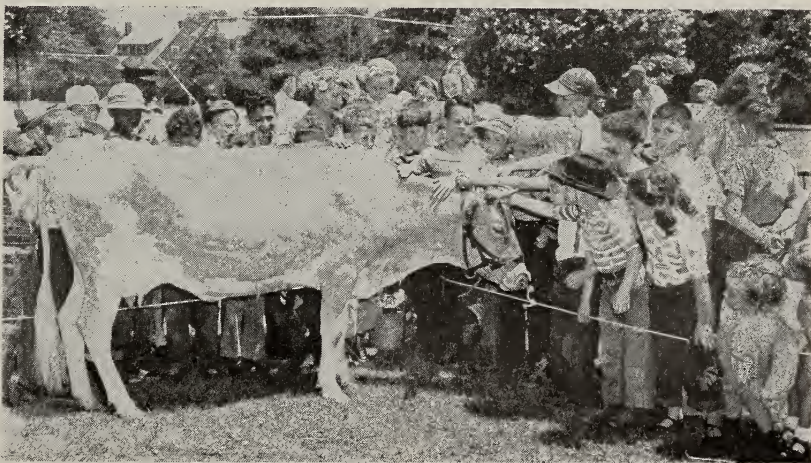
The contest that is properly handled sets the stage for doing the job more effectively, and in this way, aids in the development of the boy or girl. The contest needs to be chal-

lenging to all of the members; the standards need to be high enough to insure an earnest struggle on the part of all. Has the contest shown what the winner has accomplished or what the others below him have not done? Many of our contests often recognized certain individuals because of the lack of interest or participation on the part of many of the members eligible to compete.

In the setting up of a contest, the possibility of winning must be available to a large percentage of the membership, so they feel that they have a chance to be recognized, or else they won't compete. Success is a great motivating force, and generally after a taste of success, a member has the desire for greater accomplishments. Many studies have shown that a number of moderate awards are of far greater value in making contests functional than are one or two large and highly treasured awards. I think we all realize this for we know that we have to have recognition and attention and a feeling of accomplishment to be happy.

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A Real Live Cow

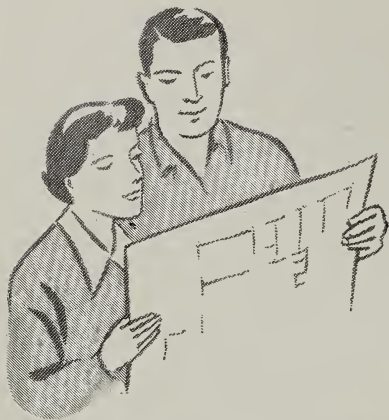


A cow owned by a 4-H member made the rounds of the city playgrounds in Akron and several other cities in Summit County, Ohio, just to give the city kids a chance to touch a cow and understand more

about the source of their everyday milk. "We think it did some good promotion of the dairy industry and gave 4-H Club work recognition," says County Agricultural Richard Howard.

Farm and Home Planning with Young People

ROBERT C. CLARK, Assistant Director of Extension
in Charge of 4-H Club Program, Wisconsin.



MODERN farming and homemaking are becoming increasingly complicated. Each farm and each family presents an individual set of problems. Even experienced adults often find their "know-how" lacking as they try to work out satisfactory solutions of day-to-day problems. Imagine the confusion that can well exist in the minds of young people as they think of establishing themselves in farming and raising a family.

The Extension Service is in a strategically important position to help young people, especially those who have chosen farming as their way of earning a living, fit the findings of research and experience together so that they will work profitably for a particular family on a given farm.

Farm and home planning, one phase of the program of the Agricultural Extension Service, is designed to offer special assistance to the young farmer and his family. A program of this nature can help the beginning farmer analyze what factors should be considered in buying a farm or going into partnership with an already established and experienced farmer. The type of farming for which he is best suited, the investment required for buying land, equipment, and livestock, the kind of home and furnishings desired, and the community in which the family can find certain satisfactions are decisions of vital importance.

Furthermore, the beginning farmer must decide on his cropping system

in relation to his soil resources. He has to decide on his livestock program, the quality of products he wishes to produce, the most efficient method of marketing his products, and how much he can do with his available labor supply.

Farm and home planning should be directed at the whole farm. It is designed to establish a sound base for each farm and for the family operating it. Upon such a base young families can educate their children, participate in the programs of farm organizations, churches, P.T.A.'s, social clubs, and thus become respected community citizens.

Through 4-H Club work many boys and girls get their first introduction to the application of science to their projects of livestock breeding, feeding and management, soil conservation, disease and insect control, food production and preservation, clothing construction and design, and ways of improving the efficiency of their homes.

Keeping records of their time, expenses, and earnings is another important skill which is developed.

Through their organized 4-H Clubs they learn to plan together, work together, and have fun while learning. 4-H and YMW programs are important ways to help rural youth develop leadership and train for their responsibilities as citizens (and often discover their future life partners!)

But effective as these programs have proved to be, they do not provide many of the individual or personal type of services desired by these young people entering farming. How, then, can the Agricultural Extension Service staff provide more effective leadership for helping youth with these problems?

A well thought-out program in

farm and home planning, which places emphasis on the role of young people will need to recognize the following:

(1) The particular interests and needs of youth as they relate to getting started in farming.

(2) Involving young people in planning for the service they are to receive.

(3) The individual's desire for personal service versus the helps that can best be developed through group effort;

(4) The close integration of three major phases of extension work, namely; agriculture, home economics, 4-H and YMW programs at both the county and State level;

(5) Designating one or more persons of the staff to assume major leadership responsibility for the program; and

(6) Full support from other staff members, including the administration, in providing the needed technical information and services required.

As Extension moves forward in developing sound, long-range plans for this broadened and intensified service for young people, we need to bring together capable representatives from among older 4-H members, organized YMW groups, and families already getting started so as to profit by their counsel and support. We need to develop farm and home planning *with* young people, *not for* them. We should help to create and make articulate a *felt need* on their part for the information and counsel Extension can offer. The final results should be truthfully referred to by young farm families as "*our program.*"

Farm and home planning is synonymous with the characteristic
(Continued on page 126)

There are three principal organizations taking leadership in various phases of the National 4-H Club program. Each has its own functions and responsibilities, and all work together on the overall aims and objectives. This outline of the programs, purposes, and personnel will help you clarify the field of work of each of them. In addition, the Extension Subcommittee on 4-H Club Work represents all the States on policy recommendations and program development. Burton Hutton, chairman, tells their story in this same issue.

FEDERAL EXTENSION SERVICE

The Division of 4-H Club and YMW Programs of the Federal Extension Service cooperates with the States in the development of policies, plans, programs, and operations in the field of youth, including 4-H Club members and young men and women. This office maintains relations with allied youth organizations and agencies having youth interest, and provides assistance on all matters relating to youth extension work.

The overall leadership in planning, development, correlation, relations, and YMW programs is under the direction of E. W. Aiton, director.

General leadership in the Northeastern States and national responsibility for program development in dairy, livestock, and poultry, as well as urban and international 4-H Club activities, is the field of Mylo S. Downey, associate leader.

General leadership in the Central States and national responsibility for program development in activities, studies, councils, and local leadership is in the field of C. C. Lang, associate leader.

General leadership in the Southern States, and national responsibility for program development in agricultural projects, visual aids, camping, recreation, and spiritual emphasis is in the field of George Foster, associate leader.

General leadership in the Western States, and national responsibility for program development in home economics, health, literature im-

Working Together for 4-H in the Nation

provement, and information programs is in the field of Fern Shipley, associate leader.

The Young Men and Women's Program involving planning, relationships, and studies is under the direction of W. W. Eure (part time).

THE NATIONAL 4-H CLUB FOUNDATION 3561 FENTON STREET SILVER SPRING, MD.

The director and chairman of the National Policy Board is J. O. Knapp, Agricultural Extension Service, West Virginia.

The chairman of the Board of Trustees is A. G. Kettunen, State 4-H Club Leader of Michigan.

The Executive Director is Norman C. Mindrum, National 4-H Club Foundation.

The National 4-H Club Foundation is an educational, nonprofit organization established in 1948 to assist the Extension Service and local communities in helping millions of rural boys and girls to prepare themselves for happy, useful, and well-adjusted living in today's world.

The foundation occupies a spearheading and experimenting role, constantly exploring new frontiers of research, service, and training as it carries out projects requested by the Extension Service of the Department of Agriculture and the land-grant colleges and universities. The foundation undertakes those projects which the Cooperative Extension Service feels can be best carried out by an agency outside the government.

Currently these programs are:

The development of the National 4-H Club Center.

The International Farm Youth Exchange administered by Project Co-

ordinator Warren Schmidt and aided by Leslie Nichols and Clinton Gaylord.

The research project on the developmental needs of youth and training in human relations, under the direction of Coordinator Dr. Glenn C. Dildine.

Experimental Film Discussion Project (YMW) with Project Leader W. W. Eure (part time).

National 4-H Club Builders Council with Dr. Harold Sponberg as executive secretary.

Information services in charge of Everett E. Bierman.

NATIONAL COMMITTEE ON BOYS AND GIRLS CLUB WORK ESTABLISHED IN 1921 59 EAST VAN BUREN STREET, CHICAGO 5, ILL.

The honorary chairman is the President of the United States. The other officers are: Chairman, Thomas E. Wilson, Edelynn Farms, Wilson, Ill.; vice chairman, John W. Coverdale, Waterloo, Iowa; treasurer, E. E. Brown, First National Bank of Chicago; director, G. L. Noble, National Committee on Boys and Girls Club Work; and associate director, Kenneth H. Anderson, National Committee on Boys and Girls Club Work.

The purpose of this citizens' committee is to aid the Extension Service in advancing the *membership, influence, and prestige* of the 4-H Club program.

The committee enlists the support of business and civic organizations in providing *awards, literature, leader training aids, and other services*.

It coordinates and guides the efforts of interested organizations in accordance with *needs and policies* of the Extension Service.

(Continued on page 125)

Coordinating Programs Increases Results

KENNETH R. BOORD

Associate Extension Editor, West Virginia

THE coordination of countywide 4-H farm and home electric, safety, and health programs resulted in top State honors for 4-H Clubs in Lincoln County, W. Va., in two of these programs last year.

As extension workers in Lincoln County express it, the success of the whole program, from beginning to end; was due to cooperation from all the people—in and out of 4-H Club work—including newspapers, business people, parents, other individuals, and the local power company. Pride in accomplishments and a realization of achievements were outstanding factors.

Lincoln County 4-H'ers, 237 strong, enrolled in the electric project. They gave 96 individual and 120 team demonstrations on some phase of electricity; held 12 workshops with 100 percent attendance, which resulted in 138 extension cords and splices, 35 table lamps, 44 vanity dresser lamps, 3 outdoor lights, and 4 brooder units being made.

Four schools have been rewired or remodeled cooperatively by the board of education, parent-teacher association, and 4-H Club members. Other schools have added wattage or rearranged seats after light-meter tests.

They had 162 entries of more than 200 articles from 16 clubs in the county rural electric exhibit; won partial camp scholarships in county-wide competition; for the seventh consecutive year took top tricounty honors; held a lamp clinic; conducted a series of electric cookery workshops for 4-H girls who carried foods projects; held a Better Light—Better Sight poster contest; participated in the annual hobby show at Huntington; exhibited at the Kyowva Fair at Huntington; held a class on safety with electricity at county camp; and helped to install new lights in the county extension office.

Best of all, perhaps, rural electrification project completion was 97 percent last year. The excellent percentage of completion and early completion was due largely to the exhibit and contest because both exhibit and project circular were required for entry. Entries in the county exhibit contest rose from 13 in 1947 to 162 in 1953.

A kit of related materials was prepared for each 4-H'er taking part. The kit contained demonstration suggestions, information on use and care of equipment, "how-to-do-it" booklets, and program helps. When taken home, these materials drew parents into the program. Most advanced members carried a *related* project and made articles to use in that project.

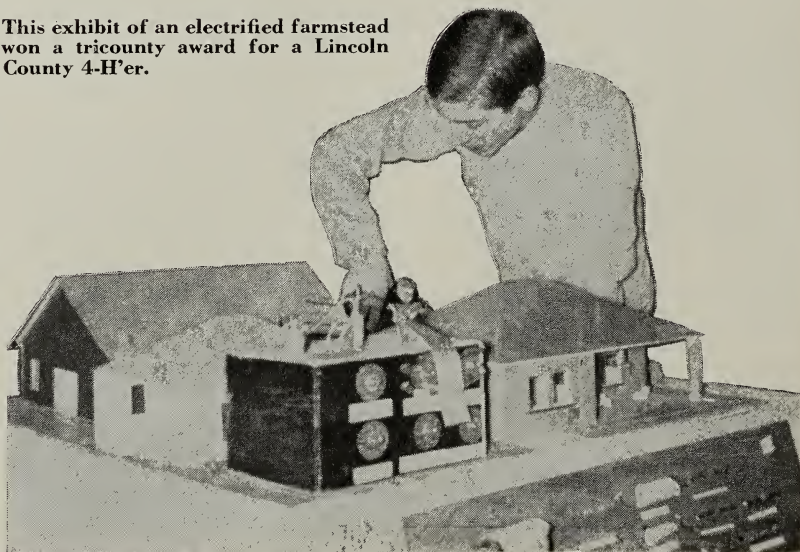
The safety angle has always been stressed—but increased emphasis was placed on it last year since the slogan of the State-wide safety pro-

gram—"Safety First with Electricity"—made it a "natural." Lincoln county added a poster contest, used the State cartoon on "Mistakes Galore," and check sheets for homes and schools. Of the 447 club members who enrolled in safety, 350 made a safety survey to check fuse, plug, and extension cord use. A safety day and a class on firearms safety were featured at county camp; many safety demonstrations were given, and "bike" safety was stressed.

To further coordinate 1953 activities, Lincoln County added "The Eyes Have It" (health) program to the electric and safety programs, and worked on the angle of "Better Light—Better Sight." About one-third of the illustrated talks given on County Health Day stressed this phase of eye health. The local power company provided a booth at the Hobby Show in Huntington where Lincoln County 4-H'ers demonstrated glare and non-glare fixtures and contrast light as applied to TV watching, in addition to construction principles.

The county's 4-H health program won a blue ribbon award in State competition, while the West Hamlin Hilltop club was among ten clubs in the Mountain State to receive a blue award of \$20 in cash for health improvement in 1953.

This exhibit of an electrified farmstead won a tricounty award for a Lincoln County 4-H'er.



Using Your Time

How I translated the information from our State Time-use study into every-day action.

MARGARET C. WENTZEL,
County 4-H Club Agent, Chittenden County, Vt.

THERE were 14 of them—new volunteer 4-H Club leaders eager for information. As county 4-H Club agent, I had never met most of them, and yet, here they were ready for help in doing their job. This situation, in the small community of Underhill, Vt., resulted from the efforts of the community 4-H Club committee.

Underhill is a rural town which nestles on the slopes of Vermont's tallest mountain—Mt. Mansfield. It was a very busy place this spring, but its citizens took time out from making maple sirup to form three 4-H Clubs.

Forty boys and girls became members, with more to follow. The 14 hard-working farmers and villagers armed with preclub leader training confidently stepped into the roles of 4-H project and organization leaders. Parents came with their boys and girls. They listened as instructions were given to the new members. They watched the election of 4-H officers with interest and sometimes surprise. They nodded approval at decisions involving meeting times, places, projects, and club names.

These parents had had a chance to learn previously what their responsibilities were in the 4-H program. They learned how their children could benefit from the 4-H program and had seen the accomplishments of other 4-H'ers in colored slides. They were prepared to accept their role and understood the part the leaders and other members of the community played.

Of course this didn't just happen. It had to be planned—it had to have

a jumping-off-place—it wasn't accomplished overnight.

The town of Underhill had had no 4-H Clubs for several years. A few boys from the town traveled to a club in a neighboring town. Now more boys wanted to join, the transportation problem became worse, and the overburdened leader was ready to quit.

At the leader's request and with his help, a special 4-H program was presented at a meeting of a community club in Underhill. People in the community became interested in having 4-H in their town. A month later I met the same group to show how a group of civic-minded adults could become a 4-H sponsoring agency and what they might accomplish. Such a group is known as a community 4-H committee.

Survey of School Children

Four persons were delegated to meet with me to consider organization of community sponsorship and to plan for a survey of school children in the town.

Several weeks later 5 men and 3 women met officially as the Underhill Community 4-H Committee. In teams of 2, they represented all 4 sections of town. They elected a chairman and secretary and buckled down to their first official work.

First, the survey of school children of 4-H age was discussed. Three sections of town were set up for 4-H work. Knowing the age group, the areas in which they lived and their probable project interests, the committee fixed goals as to the number of clubs and leaders needed. The committee began its recruitment of local leaders and determined the next steps to be taken. A two-point approach was decided upon—information and promotion.

The first step was to explain 4-H work to the children at the two town schools. I did this with posters and colored slides. Each child took home 4-H information bulletins. They talked the program over with their parents. Many parents attended a special meeting the following week.

Two of these meetings were held—one in each school district.

Radio and newspaper publicity, combined with word of mouth by children and committee members, resulted in overflow meetings in both places.

Meanwhile, 4-H committee members were seeking out local leaders. They had a nucleus of persons interested in leadership present at both meetings and recruited others at the meeting to make a total of 18 volunteers.

Before the 4-H Clubs were organized, these new leaders had received training and information on 4-H objectives, organization work, and the basic needs of boys and girls.

This is one example of how Vermont 4-H Club agents have tried to use their time more effectively, as a result of our time-use study in 1950-51 and our evaluation of it in 1952. At that time, we adopted these major emphases in our 4-H Club program:

1. To do a more effective job of developing understanding of 4-H objectives among adults.
2. To develop a program of community sponsorship of local 4-H Clubs.
3. To develop an adequate program of training local 4-H leaders.
4. To develop methods of reaching more boys and girls at 10 years of age, and working more effectively with the 10-to-15-year-age group.

• Two women prominent in the development of home demonstration work have recently died: MRS. MYRTLE DAVIDSON PETERSON, former home demonstration agent, assistant State 4-H Club leader and home demonstration leader in Utah, who retired in 1950; and NORA M. HOTT, a native of Kansas, formerly home demonstration agent in Montana and Rhode Island, clothing specialist in Minnesota and Colorado, and State home demonstration agent in Colorado and South Dakota.

A Report to the President

MARGARET E. CLARK,
Assistant State 4-H Leader, North Carolina.

THE SIX National 4-H winners in achievement, citizenship, and leadership in 1953 recently made a 4-day visit to the Nation's Capital, and I had the chance of going along with the two citizenship winners from North Carolina. These winners were given the trip following the National 4-H Club Congress, and while in Washington they presented to President Dwight D. Eisenhower a report of the Nation's 4-H Club achievements in 1953.

Other highlights of the trip included participation in a 4-H Sunday program in a rural church near Washington; meetings with J. Edgar Hoover of the Federal Bureau of Investigation; Charles E. Wilson, Secretary of Defense, and the Assistant Secretary John Hannah; Secretary of Agriculture Ezra T. Benson and Assistant Secretary J. Earl Coke; and C. M. Ferguson, Administrator of the Federal Extension Service; a tour of the Pentagon; a sightseeing tour of Washington; a visit to the National 4-H Club Center; appearances on national radio and television pro-

grams; a performance at the Shubert Theater, banquets with national farm organization officials; participation on a panel before U.S.D.A. staff members; and luncheon with Senators and Congressmen from their home States. The program was planned and directed by the 4-H staff of the Federal Extension Service and the National Committee on Boys and Girls Club Work.

Attendance at this event gave one these very definite impressions: (1) That 4-H club work is great, is held in high esteem by the leaders of our Nation, and has prestige; (2) that the 6 outstanding club members, who were representative of the more than 2 million 4-H boys and girls of the Nation, have been able to attain top honors in their respective programs by steadily climbing from their first year of club work to the present time, thus portraying "A quitter never wins; a winner never quits;" and (3) that extension workers have a vital mission—that of guiding youth "To make the best better."

other government officials. Conduct mock legislative sessions. In Ohio a club member consults his county's State representative or senator and occupies his seat at the capitol.

Use your Congressman, school superintendent, judge, and others. Don't put them on the spot or just listen to them spout off. Select a problem, talk about it in huddles, and bring back your questions and recommendations to these persons for comment and advice.

Ask the League of Women voters and other groups for help. The publications listed below will give you

some help in your discussion sessions.

The American Citizen Handbook, 637 pp. National Education Association, Washington 6, D. C.

Democracy Is You, 312 pp., Richard Waverly Poston, Harpers, N.Y., 1953

U. S. Government Organization Manual, 657 pp., Federal Register Division, National Archives and Record Service, Washington 25, D. C.

The U. S. Political System, 152 pp., David Cushman Coyle, New American Library of World Literature, N.Y., 1954

Sweet Land of Liberty—booklet of 20 charts and explanation by Francis Bacon, and Discussion Outlines by J. P. Schmidt, Denoyer-Geppert Co., Chicago, Ill.

4-H Develops a National Program

(Continued from page 111)

each charged with the responsibility to examine the specified area of interest in the light of the major contribution that can be made available to the boy and girl. Committee members are State Administrative, subject-matter, and 4-H Club staff members, and some county workers and consultants from industry and from other educational groups.

Those development committees now functioning are in the fields of citizenship, electricity, dairy, entomology, foods and nutrition, forestry, health, home management, livestock, national event in Washington, project criteria, recreation and rural arts, safety, soil and water conservation, spiritual emphasis, tractor program, 4-H uniforms, and supplies.

Actions of development committees become final after being reviewed and approved by the Extension 4-H Subcommittee and (when applicable) by the Extension Committee on Organization and Policy.

The accomplishments of some of the committees already are being employed by the States in the development of their 4-H programs. Leader guides have been provided as well as member materials. Others now are under consideration for possible distribution in 1955. When local

Citizenship Problems

(Continued from page 107)

Suggest some specific activities:

Babysit for voters at election:

Clean up the school and church yards.

Hold open house for candidates

Visit a county or other government office.

Then arrange the members in huddles to get their suggestions for bettering government. List these, and adopt at least one as a project. The power to do things is in our hands.

For junior leadership club meetings, senior camps, State congress and such occasions use State, county, or

groups of volunteer 4-H leaders have this material available, there is the resource for guidance in building added vitality into the local and State 4-H programs.

The boys and girls in 4-H Club work today and tomorrow face the problem of "selection" more than ever before. All organizations dealing with boys and girls have a greatly expanded program of service to those whom they reach.

Well Begun Is Half Done

(Continued from page 114)

the interests and wishes of 4-H'ers. The information is used to plan a program that appeals to those attending.

The sometimes lengthy presentation of awards at county achievement programs was streamlined in Montgomery County. Last year more than 80 club members were recognized in 30 minutes. The well-organized method of presentation was possible because all awards for each 4-H'er were packaged and given to members as they were introduced and recognized. Such a system eliminated the calling of a club member to the stage several times.

Extension agents have to develop some material that is needed for programs, for example the recognitions at achievement events. Planning for this type of presentations included getting needed facts and the collection and arrangement of the material so it can be presented easily, systematically, and effectively. Whatever the occasion—leader recognition, leader training, or announcements—the material can be made interesting and inspiring.

Another example of the cooperation of civic organizations is the county adult leaders' recognition dinner, sponsored by the Independence Rotary Club. This annual event is planned by the agricultural committee of the club. One member of the committee is the county agricultural agent. The club agent prepares the recognition program, and, with the assistance of the other extension agents, presents the leaders' certificates and pins.

In organizing 4-H Club events, the planning is the foundation and the framework necessary to build an

appealing and worthwhile program. There is no substitute for planning that is based on past experience and the needs and desires of the people attending the event.

I Followed 4-H Campers Back Home

(Continued from page 117)

Stone and I called on Robert Dixon, a delegate to the 1951 encampment at Arkansas State College. We found him studying agriculture at Fort Valley State College, Fort Valley, Ga. He was working in a laboratory, analyzing soils.

Follow any club delegate home, and you will find that this trip to the camp has been a well-deserved recognition for solid achievements. However, as important as the encampment is, it is merely a secondary reward to most 4-H Club members who get their real satisfaction out of their accomplishments themselves—raising a better calf, canning a blue-ribbon jar of fruit, brightening up a room, or helping to give more fullness to community life.

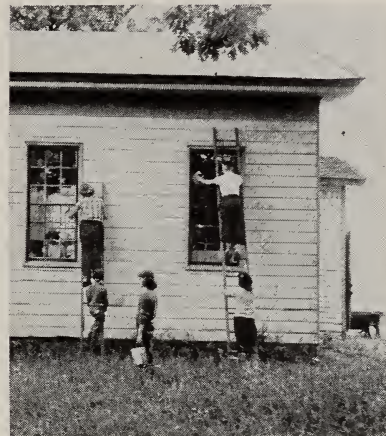
4-H Clubs and the Indian

(Continued from page 115)

Club members in New Mexico, of course. Virginia Arquero, for 6 years a club member and now a junior leader of the Cochiti 4-H Club, placed third in the make-it-yourself-with-wool contest at the State fair last year. Lawrence Sarracino, a 28-year old Laguna Indian, was one of New Mexico's IFYE delegates in 1953. Since his return to this country, he has made 66 public-speaking appearances before 4-H Clubs and councils, parent-teacher association meetings, civic groups, and school assemblies. More than 3,000 people have heard him tell about his experiences in India.

The Indian 4-H Club program in New Mexico is supervised by county agents and specialists of the Extension Service of New Mexico and extension officers of the Bureau of Indian Affairs. These extension workers of both services, working together, administer the 4-H Club program for the Navajo, Jicarilla Apache, Mescalero, Apache, and the many pueblo reservations in New Mexico.

4-H at Community House Cleaning



These members of the Sinking Valley 4-H Club in Blair County, Pa., are doing a good job of cleaning their community building where 4-H Clubs of the county hold their regular meetings. This building was once a one-room schoolhouse. But, now a consolidated school serves the valley's young folks, and the old school serves as a community meeting house. It is under the control of a board of trustees elected by the people of the community.

Working Together for 4-H

(Continued from page 121)

The services offered by the committee include:

- (1) National 4-H Award Programs directed by T. W. Thompson.
- (2) The National 4-H Club Congress, the responsibility of the entire staff.
- (3) National 4-H Supply Service is in charge of Norman E. Johnson and Lois Winterberg.
- (4) Field contacts are made by Emmie Nelson and Leon M. McNair.
- (5) National 4-H News, edited by Irwin B. Johnson, L. E. Troeger, and Gail Wilson.
- (6) Press, Radio, and Television with Dene C. Ratermann and Arthur B. Heiberg taking the lead.

Other services include scholarships, studies, 4-H calendar, 4-H history, and legislation.

Soil and Water Conservation

(Continued from page 113)

that something can be done in a practical way—that there are solutions.

- (3) To learn skills about soil conservation work through participation in field work or demonstrations—learn by doing.
- (4) To become familiar with community organization and leadership for action — become personally a part of the social pattern.

There are so many activities that can be carried out that some discrimination in choosing them would be to the interest both to county extension workers and to the boys and girls.

Perhaps the activity with most potential usefulness in soil conservation 4-H Club work is the demonstration. It is interesting that it has been one of the most effective tools in extension work with adults. This has developed far enough so that it is evident that suitable demonstrations are available everywhere. They provide for participation of large numbers of boys and girls and are exceptionally effective in bringing the story to audiences. They are ideally adapted for television and can be recorded in motion pictures. An example of a demonstration which can be carried out with the simplest pieces of equipment is that of rain-drop splash erosion and yet it reveals clearly basic principles of land use and treatment.

Another 4-H Club activity with a bright future is land appreciation schools and land judging. This activity is being carried out to some extent in about 30 States. Its great value is in bringing the 4-H Club members face to face with land conditions and treatments. To the extent that judging motivates the activity, it, too, has value. Local adult leadership should be able to contribute much in the land appreciation activity.

A National 4-H Club Soil and Water Conservation Committee is meeting for the first time this year in connection with the National 4-H Club Camp. With Extension representatives, the young people, and

others, it developed program ideas for State consideration. A committee has informally appraised the 4-H Club work in soil conservation for several years and has contributed much to its progress.

During the past decade the national 4-H soil and water conservation program has encouraged and motivated interest through substantial awards and participation of State winners in the National 4-H Club Congress. The 1954 announcement for this program has been changed to permit more elasticity and fuller adaptation of the program to State situations. As State 4-H Club work in soil conservation is extended, the usefulness of the national program will be increased. An excellent manual prepared by the donors of this program for local leaders is available.

One of the brightest spots in the conservation club work has been the preparation of 4-H Club guiding materials. One of the very new ones is from Montana, Learn to Conserve Our Soil in 4-H Clubs.

Extension publications on soil conservation, especially for young people and for use by 4-H Clubs, have been widely prepared. The general story of land and its care has been useful to young people in the cities as well as in the country and to members of youth organizations other than 4-H Clubs. More attention to the preparation of these two types of publications would seem desirable.

A question that has been with us since the beginning has been that of the better way of handling soil conservation—through projects as such or by relating conservation to established projects. A recent study of a closer relating of the production factors of land, crops, and animals in 4-H work indicated a preference for relating conservation to our present projects and activities. This is significant because it indicates the belief that land is a basic factor in the success of farming. An interesting example of a 4-H Club project which ties factors of production together is from Nebraska, Feed for My Livestock. There are, however, excellent projects in soil conservation.

While all of us would agree that State and national activities have their places in a balanced program

of 4-H activities, the key to nationwide progress is in the counties. Here it is that plans are made, leaders and club members carry on club activities, and extension workers are in close touch with the people and their needs. The national effort is simply the county efforts all put together.

The functioning of the National 4-H Soil and Water Conservation Committee as a part of National 4-H Club Camp bids well to add impetus to this phase of 4-H Club work everywhere.

Farm and Home Planning

(Continued from page 120)

“family approach” in extension work. This philosophy should be applied at all levels of planning and execution. Although many of the decisions beginning farm families are called upon to make are economic in nature, they also require the expert counsel of the family relations and group organization specialists.

To avoid the “piecemeal approach” the personnel engaged in the farm and home planning program in the county should strengthen the “team approach,” recognizing the role of the coach, the captain, and the participating members.

Likewise a coordinating committee should function at the State level. Such a group might well include the associate director of extension, or his administrative representative, one supervisor in each of agriculture, home economics, and youth programs, and a specialist in agricultural economics, home management, and family relations. Through such a coordinating group the many resources of the land-grant colleges and the U. S. Department of Agriculture can be focused on helping beginning farm families make the best decisions for their particular farm situations.

By Extension helping those who are just entering farm careers they can, as Secretary Benson has so well stated, “acquire an early understanding of scientific methods and develop other qualities that will enable them to make their maximum contribution to the Nation’s welfare.”

Do Contests Serve 4-H Aims?

(Continued from page 119)

A big contest with only a few large prizes doesn't create a feeling of accomplishment for the majority. A large number have a feeling of being rejected and of failure. So they drop from club work, and we have lost our contact with many boys and girls because we haven't been able to give them that feeling of belonging, the feeling of accomplishment and attention that they need. We have not helped in the development of these individuals, but actually retarded their progress.

The making of awards by groups or classes spreads the satisfaction among the participants and gives each of the members a feeling of accomplishment. This system has been adopted and used at the majority of 4-H Club exhibits throughout the Nation, and has increased the educational value of the fairs many times. The exhibits have increased, and the large percentage of the members have a feeling of accomplishment.

The manner of selecting the winners must be fair and objective. There is a need for measuring the progress that has been made. Too many of our contests are built entirely on the measurement of skill, and oftentimes we are not entirely sure as to just whose skill we are judging. Awards should be made to the ones showing progress and a desire to improve their abilities and knowledge, rather than ranking the articles made or the calves raised or activity conducted on just the quality or appearance.

It cannot be said too frequently that those of us who are directly or indirectly associated with boys and girls are setting an example for them to follow. If contests have been abused and the emphasis put on being the superior one and the development of champions, the boys and girls are not to blame. They have been encouraged by one condition or another to reach for the stars. It is the obligation of all of us who are working with these boys and girls to see that when they step from the ranks of 4-H that they are better prepared for future life because of what they have learned in 4-H and not less well

prepared because of some illusion gained. This can happen when we pile many honors on the one individual.

Let us strive to see that at all times our leadership in the use of contests is in the right direction, and on the sound foundation upon which the boys and girls have assurance of de-

veloping into self-reliant men and women. If we always keep our fundamental purpose clearly in mind, there is no danger of the tail wagging the dog. We are developing boys and girls for future life. The accumulation of prizes and awards is secondary and incidental to their training and development.

What Place 4-H Club Work?

Extension agents must satisfactorily define for themselves the reason for the work in which they are engaged.

LEE DYMOND, County Club Agent, Salem County, N. J.

HAVE you felt drawn to 4-H Club work because you thought it worthwhile and been unable to explain in broad and basic terms the reason for your belief? Have you wondered about the philosophic place of 4-H Club work in our community today? So have I; and so have many before us. They spoke of the "Spirit of 4-H Club Work" in an attempt to label that intrinsic plus value of club work which defied definition. To say that this "Spirit of 4-H Club Work" bordered on the mythical might be unkind, but not necessarily untrue. There was no denying that 4-H Club work was, and is, good. Good not only for the improved livestock started as projects, the improved and more productive crops tried first on a farm as a 4-H project, and good not only because a girl could learn the best in homemaking skills; but good because here was a free power of organization which brought large numbers of mutually interested people together.

4-H Club work belongs. As members, we did things because of our 4-H projects which we would not have done without the incentive of such a sensibly organized program. We belonged to a 4-H Club because we wanted to, and we also learned again that the process of learning is fun. We found out that learning is often assisted by organization but not dependent entirely on any formally organized system. We learned how to improve our efforts as our

products were judged critically by an outside expert. And we learned that winning and losing were only guides in playing the game. Still we can ask what is the place of 4-H Club work in the organization of things educational. Warned in advance, you may disagree, but here is the situation as I see it.

New Role Ahead

4-H Club work is passing, or has in some places passed, the point where it is used mainly as a method of getting new and improved practices established. A new role lies ahead. 4-H Club work is the most sensibly and simply organized system of bringing together adults who have the ability to work with children who want to learn. And all this on a free volunteer basis. 4-H Club work offers motivation, organization, assistance, and incentive to accomplish informally that which would be prohibitive and impossible formally. No wonder educationally wise legislators are interested in promoting 4-H Club work. Through 4-H Club work the natural and gifted teacher, often ineligible for public school certification to teach, is afforded an opportunity of using his or her talents and multiplying them. This, too, is done in any informally and natural basis, such as in small groups where children live. This then is the place of the 4-H Club in the scheme of things educational as one mind sees it.

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