

EXTENSION SERVICE  
*Review*

MAY 1957

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Official monthly publication of  
Cooperative Extension Service:  
U. S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.

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

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

Vol. 28

May 1957

No. 5

Prepared in  
Division of Information Programs  
Federal Extension Service, USDA  
Washington 25, D. C.

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### EAR TO THE GROUND

Looking back on the thought and  
time that 4-H staff people and others  
put into this issue of the *Review*, I  
think it appropriate to give you some  
of the thinking behind the articles.

Here is the general theme: How  
can we make adjustments in the 4-H  
Club program to better serve the  
needs of members, at the various  
stages of maturity, and thus increase  
membership tenure and depth of pro-  
gram.

This question was posed to State  
4-H Club leaders to learn what is  
being done in the various States. The  
answers were evidence to the fact  
that everywhere Extension agents,  
leaders, members, parents, and  
friends are concerned with this prob-  
lem, and in many places are making  
substantial changes in the existing  
programs.

To fully realize the need for  
changes it is necessary to look back  
even a generation ago as Dr. John of  
Pennsylvania has done in his article  
on the physical changes, and as Dr.  
Duvall does in her observations of the  
social changes that are reflected in  
our daily lives.

But not to overlook the funda-  
mental values that have caused 4-H

to flourish through the last 50 years,  
Dr. Ahlgren of Wisconsin has brought  
into focus the principles in which  
4-H was rooted. These will continue  
to support and increasingly strength-  
en 4-H Club work.

As enrollment has increased, the  
4-H Club has become more and more  
dependent upon the community itself  
for understanding, support, and lead-  
ership. Parents, teachers, farmers,  
merchants, doctors, ministers, law-  
yers, and others are becoming in-  
creasingly involved in 4-H. As a re-  
sult, more young people are benefiting  
from the program, and the program  
itself is being enriched.

Some of the answers to basic ques-  
tions are suggested in the articles,  
and it is hoped that they will be  
stimulating and perhaps provocative  
enough to encourage further discus-  
sion and action in many towns and  
countrysides of the U.S.A.—C.W.B.

### COVER PICTURE

Allie Messer, local 4-H Club leader  
of Laytonsville, Md., with a group of  
his club members. Messer has a long  
record as a 4-H Club leader. Today his  
major responsibility is training 4-H  
members in selecting and raising good  
dairy cattle.

The *Extension Service Review* is published monthly  
by direction of the Secretary of Agriculture as administra-  
tive information required for the proper transaction of  
the public business. The printing of this publication has  
been approved by the Director of the Bureau of the Budget  
(July 31, 1955).

The *Review* is issued free by law to workers engaged  
in extension activities. Others may obtain copies from the  
Superintendent of Documents, Government Printing Office,  
Washington 25, D.C., at 10 cents per copy or by subscrip-  
tion at \$1.00 a year, domestic, and \$1.50, foreign.

# BUILDING PROGRAMS

to meet their needs



by E. W. AITON, Director,  
Division of 4-H and YMW Programs,  
Federal Extension Service

It's a heads-up game these days—trying to keep one step in front of livewire boys and girls. They grow so fast, in body and in mind. They pass through so many complex phases and stages. And each individual is different from every other. He *needs* to be different. That is a part of our way of life.

How can busy extension workers, local leaders, and parents manage to keep in tune with youth needs, farm and community problems, home situations? We'd better—or else! And this special issue of the Extension Service Review is designed to help all of us do just that—build better programs, or else!

First, we must start by clearly setting forth some objectives, maybe not all, but the major ones, like:

1. Help youth *grow* and *develop* (through each stage and phase toward adulthood).
2. Help boys and girls to learn facts, skills, and techniques (so they will be ready, prepared, and adequate for service in the complex technical age ahead).
3. Provide opportunity for youth to develop lasting and satisfying attitudes toward life and toward other persons.

Second, we should look at and listen to the young people themselves. How many are there; where are they located; what opportunities do they have now? What are their interests and what do they need in order to be prepared for a useful happy future?

Third, one needs to look around and inventory all possible resources available for serving youth. In extension youth programs, we average 1 adult leader or committee worker assisting about 7 boys and girls. Some youth-serving organizations increase this ratio to 1 adult for every 3 or 4 boys and girls. The multiplying effect of using volunteers to increase the effectiveness of professionals is well established. Too frequently we call only on the men or women club leaders or advisers. Consider also the part that parents can play; and the support which is available from farm, civic or commercial organizations.

Finally, the successful extension worker builds an organization or set of working methods and plans which incorporate the essential features of: (a) Self-determination and democratic control; (b) effective program planning; (c) flexibility; (d) comprehensive, honest public relations;

and (e) critical evaluation.

Within this overall county plan or program for getting the youth extension job done, the agent asks: Where do I belong? What is my job? Where can I help most? Some agents find an answer by comparing extension work to a school system and then asking this question. Am I a classroom teacher? A janitor? The bus driver? Or am I the county school superintendent — *responsible* for the recruitment, selection, and training of a corps of teachers (local leaders); responsible also to see that they have adequate books, visuals, and program materials to work with; good relations with the parents, committees, local boards, and others. Is your job the county organizer, expeditor and administrator? Or do you write your job description as a combination of a 1-room teacher, janitor, and bus driver?

In sizing up the magnitude of this job, one is impressed that it is far from easy. But just as the challenge is great, so the stakes are high. You are cultivating the Nation's number one crop. In a few short years your harvest will be "The Who's Who of 1975."

# Farm Life Is Different Today

by M. E. JOHN, Professor of Rural Sociology, Pennsylvania State University

**T**HE farmer today is a businessman subject to the risks and rewards that face all business concerns. This was not so true 25 years ago. Our technological changes have brought this about, have caused specialization in production. There is more diversity by regions, more conflicting interests among farmers. Perhaps they think less alike, but they must think more, they must know more.

To prepare a son adequately for farming is a more difficult task than a man faced a generation ago. For instance, in 1928, a 14-year-old boy named Francis Murrens knew that he wanted to be a farmer. So he joined a community 4-H Club in Adams County, Pa., and 3 years later he was showing a Hereford baby beef at the annual farm show.

Twenty-six years later his son Patrick, also a 4-H member, showed his Hereford baby beef at the same show. Like his father, he is preparing to be a farmer, and 4-H is helping him prepare for his life occupation.

But the 4-H program, if it is to make its greatest potential contribution, must be much different than the program available to Pat's father. Not only agriculture, but our whole environment is different.

Thirty years ago machinery played

a lesser part in farming. The hay loader, the mower, the grain binder, the grain drill, and corn planter all drawn by horses were typical of the laborsaving devices used by farmers. Today these have given way to many power-operated machines that perform new tasks and the old ones in shorter time and with less labor.

This means that many farmers have more invested in machinery and livestock than in land and buildings. The outlay of capital required to get started in farming is so great that many a boy cannot make the grade. If a young man tries to farm without modern equipment, he finds that inefficiency puts him out of business.

With the large investment required to support any one agricultural enterprise, farmers today specialize in order that they can spread their capital costs over cattle, or laying hens, or acres of wheat. Twenty-nine years ago, in Francis Murrens' day, the farmer's greatest investment beyond land and building was his family labor. He spread his risk from bad weather, insects and animal diseases by a system of farming that included several enterprises.

Technological developments have brought not only mechanization to the farm but also, through scientific

knowledge, increased production per acre as well as increase in the amount of meat, milk, and eggs produced per pound of feed. As a result, our farm production has increased faster than our population, until now farmers can produce more than they can sell at a profit. This has created what is frequently called the surplus problem.

Efficiency of production is more important now and to farm successfully more knowledge is needed. The 4-H program must teach how to lower costs as well as to improve the quality of the product. If Patrick is to be as economically successful as his dad he must know more about marketing. He must also know the preferences of consumers.

Other significant changes affecting farming have occurred. Improvement in communication, transportation, and conveniences of living have taken place, influencing the way of life on the farm. With electricity and running water have come laborsaving devices that change the whole picture of life on a farm.

The automobile, along with some decentralization of industry, made it possible for many people employed in the city to live in the country. Farmers no longer live unto them-

(Continued on page 110)



In 1928 Francis Murrens, a 14-year-old 4-H boy, showed his Hereford baby beef at the annual Pennsylvania Farm Show.



A generation later, Mr. Murrens' son Patrick is ready to show his Hereford at the same show.



# What teen-agers want to know

by EVELYN MILLIS DUVALL\*

As I meet with 4-H young people in local, State, and national sessions, I customarily give them a chance to raise the questions they would like to hear discussed while I am with them. In recent years, I have kept these questions and, from time to time, I analyze them to see what it is that teen-age boys and girls want to know.

This is not just a matter of curiosity, but implements the realization that even the best planned program falls short of its goal of meeting the needs of youth if it does not deal with their concerns and questions. Only as we who work with teen-agers keep close to their interests can we hope to give them the guidance they seek in growing up in a fast changing world.

Times have changed since mother was a girl, so much so that mother herself no longer knows what is right, as witness the many questions both generations have about such matters as the use of the family car for dating, and a reasonable time for modern youth to get home at night.

Young people today are trying to grow up and stand on their own feet, as youth of any age must if they are to emerge as true adults. Teen-agers must stretch away from the close ties that bound them to parental authority when they were children. Yet adolescents need parents, and they want boundaries for their behavior. How much leeway then should youth be allowed in the matter of hours, or use of the family car, or any

of the other many questions that reflect today's pace? This is where parent-youth panels, community codes, and similar efforts to work out a consensus make sense in many an area.

Thirteen out of 20 questions asked me at the November 1956 National 4-H Club Congress in Chicago had to do with getting along with other young people in informal social settings.

Such questions as these were typical:

How long should you know each other before going steady?

What is your impression of parking?

What is mature love?

Should you date people of different religions, especially when you don't plan to be serious?

How can you tell a girl you don't want to go with her any more?

How do you get rid of "good old Joe?"

How long should a boy and girl go together before getting engaged?

Should girls be able to propose?

What do you think of marriages while in service or in college?

Do you have to drink to be a member of the crowd?

Today's young people are growing up rapidly. They date at earlier ages and go steady sooner and with more individuals before they settle down than was true of their parents at their age. They more frequently fall in and out of love, and face a host of questions about marrying in connection with school, college, and military service unknown in earlier generations.

No one knows the answers to all these questions for any individual young person. Many of them are

within the mysteries of the ways of a man with a maid that have baffled mankind since time began. Others are such new possibilities that few adults have any experience in them—getting married while still in school, for instance.

If there are no definite answers, how then can an adult give guidance to the young people who look to him or her for it? The simplest answer is that guidance in the best sense is not preaching, or giving answers, or making decisions for another person. It is, rather, providing the kind of atmosphere in which the young people can talk out, feel out, and work out their own problems in their own way, with the support and encouragement and wisdom of the adults who know and believe in them.

Parents have a major role to play in this kind of guidance. But young people need other adults as sounding boards, too. The adult leader who is aware of some of the personal questions young people are raising among themselves can do much to clear their confusions by providing opportunities for free discussion, for reading valid materials written for youth on their questions, for open meetings on hot-spot areas of conflict between the generations, and between the sexes, for debating the pros and cons of early marriage, or whatever the issues may be in the particular group.

Since the 4-H program exists not only for the cultivation of the arts and sciences of agriculture and homemaking, but also for the development of young people as human beings, such emphases have quite as central a place in its program as do the various other projects that are centered in the growing and making of things.

\*Mrs. Duvall is a well-known lecturer, author, and teacher. She has spoken before many 4-H Club audiences. Among her books are *Family Living*, *Facts of Life and Love for Teen-agers*, and *When You Marry*.

# The core of the 4-H CLUB PROGRAM

by HENRY L. AHLGREN, Associate  
Extension Director, Wisconsin



We are blind until we see  
Nothing is worth the making  
If it does not make the man.  
Why build these cities glorious  
If man unbuilt goes?  
In vain we build the work unless  
The builder also grows.

**W**E are living in a dynamic age. Change is the watchword of our times. We have become accustomed to change as a way of life. We think in terms of change. We measure our progress on the basis of changes that take place in our daily life and living. We expect change, and we consider that advantages are gained when changes occur. In general, we all put a high value on change.

I do not wish for a moment to leave the impression that I am opposed to change. Neither do I wish to imply that I am depreciating its underlying significance and value. We do need to remind ourselves constantly, however, that even though changes are going on about us all the time, and at an ever-increasing rate, there are certain basic or enduring values that have not changed.

It's easy to overlook them in the hurry and bustle of modern life. Yet, they have deep and far-reaching significance in our Christian and American way of life. They have given us the kind of America we have today. They have made possible the kind of economic, cultural, and spiritual life that we are privileged to enjoy.

These basic values or principles never change. They are basic to a rich, rewarding, full, and completely satisfying life. They are the ideals we

live by. They exist in our form of government. They exist in the hearts and minds of every one who is fortunate enough to be living in this great land of ours.

## *Our American Political Ideals*

Let's consider first our American political ideals. There's an old saying to the effect that "what is honored in a country will be cherished there." Actually our honored and cherished American system of free enterprise is founded on spiritual values. We are the beneficiaries of a rich and valued legacy in the form of our Constitution and the Bill of Rights. They have endured as the supreme law of our land because they were prepared with thoughtfulness, honesty, foresight, and a devotion to human rights and individual liberty. They provide the framework within which we build our ideals of liberty, freedom, tolerance, and personal rights. Because of them, ours is a land of freedom and opportunity such as no other land has ever known. They assure that government shall serve each and every one of us as servant and never as master. They guarantee us the right to live and develop as free men in a free society.

## *Our Individual Ideals*

Let's turn now to a consideration of the enduring values or ideals we hold as individuals. There are many who feel that if they can accumulate enough money, stocks, bonds, mortgages, and real estate, they will find the complete and satisfying type of

life they seek. I think we can all agree that the economic motive is a worthy one if it is a means to an end rather than an end in itself. Actually there are basic and more enduring values which are far more important in our lives than the satisfaction that comes solely as a result of material gain and the accumulation of wealth. They represent the goals which motivate our actions and decisions and which we strive to achieve because we believe they have the power to make life worth living. The following are among the most important: Human welfare, happiness, contentment, education, cooperation, service, friendship, understanding, health, neighborliness, helpfulness, and strong family and community life.

## *Helping People to Help Themselves*

Let's consider now more specifically the principles that we ourselves must look to for guidance and direction if we are to serve effectively in our role as educators and leaders. No one will deny that the Extension Service has made many significant contributions since its inception more than 50 years ago. I firmly believe that the reason for its remarkable success in providing out-of-school educational services has been that from the start the extension worker has been motivated by two assumptions, namely, that he can help to improve himself and others, and that he ought to do so. This is the real basis for our guiding philosophy of "helping people to help themselves."

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# Retool Periodically

... *it pays* ...

by MRS. MARION WATSON, *Middlesex County Club Agent*, and ROSEMARY CONZEMIUS, *Associate State Club Leader, Connecticut*



Nine-year-old Nancy Gustafson stitches the hem of her first skirt with the help of sister Carol, junior leader of the Howe Sew 4-H Club of Portland, Conn.

LIVING in our modern world demands that we have a 4-H program that is up to date for today's young people. To teach and help club members successfully a program must be styled to meet the interests and abilities of young people at different stages of growth. Recognizing that 4-H projects need retooling from year to year, local leaders and club agents several years ago suggested that there needed to be a plan to modify projects to keep them up to date in relation to the changing interests of boys and girls.

The idea started back in 1951 with requests to the clothing specialist from the counties for changes in the clothing program. Katherine Tingley, clothing specialist, and Fay Moeller, family life specialist, conferred with research specialists in child development on the preparation of a chart, "Girls from 9-13—Their Clothing Abilities." This chart was written to indicate the progress in growth and development of girls in this age group. Training meetings for leaders throughout the State followed to help them better understand and be able to help club members.

This study revealed many facts, some new and some known before, but not always followed. First of all, a satisfying project for this age should take only a short time to com-

plete. More startling was the fact that a 9- to 11-year-old can operate a sewing machine more easily than she can do fine hand sewing. Likewise, it was recognized that the standards of workmanship expected must be related to her abilities, which vary considerably. It was also emphasized that a girl can, with guidance, learn to choose her own clothing and can learn to adequately appraise her own work.

The next step involved the revision of project materials to suit the varying abilities and interests of girls today. Project units were gradually revised during the next few years, and today we have four units all planned on a progressive basis.

For a 9- to 11-year-old in the project "Learn to Sew," the leader threads and adjusts the machine and watches closely as the girl stitches straight seams and completes a small article or two. Then she makes a pretty little skirt, all done with straight stitching, because it has an elastic band at the waist. A 12- or 13-year-old will probably start with a simple blouse or skirt, using a pattern.

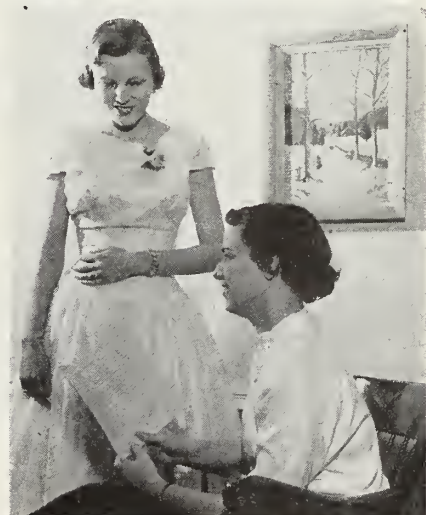
During the experience we also learned that if a girl of any age is judged by a standard of perfection which she has neither the maturity to understand nor the background to achieve, she can have a very unsatisfying experience. A spontaneous outgrowth of the new look in the clothing program was the request by

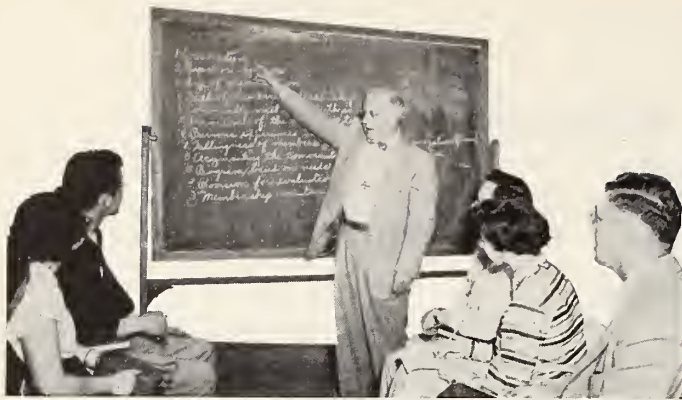
leaders for modifications in the judging of clothing revues, one of the important events for every 4-H girl.

A group of leaders requested assistance in helping their members evaluate their own experience in making a garment, and from this grew a new idea, "self-evaluation." Today each project unit bulletin includes an evaluation guide. In the clothing revues each girl evaluates her costume prior to the revue with her leader and/or parent. Then in a series of district previews in each county the girl confers with an adviser about her costume and together they reach a decision about her

(Continued on page 118)

Joan Jackson, 16, of Portland, Conn., confers with an adviser, Mrs. Marion DiMauro, in evaluating her costume.





## A STEP BEYOND 4-H

by C. P. LANG, Assistant State Club Leader,  
Pennsylvania

**M**ANY young men and women who have been in 4-H Clubs, as well as those who have not had such experience, feel the need for a program of their own. In Pennsylvania, one of the ways used to meet this need is the development of Extension-sponsored groups called Senior Extension Clubs, known as the Young Men and Women program in many States.

Some 45 counties in Pennsylvania have such groups, organized either on a countywide or community basis. These groups are coeducational. Members are generally between the ages of 18 and 30, either single or married.

The responsibility for this work has been placed in the State 4-H Club office, with one person devoting his full time to it. In the counties, this is a joint responsibility of the county agricultural extension agent and the extension home economist, generally with the primary responsibility being assigned to one man and one woman.

Many members think of their program and activities in relation to what it means to them in terms of further education, worthwhile social and recreational experiences, and community service. Extension agents generally agree that one of the main objectives is the development of leadership for present and future service in Extension and other community or county organizations and activities.

Methods used vary from county to county, of course. The following are some in general use.

**Program Planning**—There is no set program for all groups to follow.

Each group tries to develop the program and activities that seem to fit their needs. This is determined by a program committee using information gathered from the members by huddle discussions, check sheet, or some other means. Programs are outlined for the period of a year with details being worked out by responsible individuals or committees. County extension agents are consulted by this committee.

**Regular Meeting**—Practically all groups have regular monthly meetings. This consists of business meeting, informational feature, and social activities. The informational feature includes topics of common interest, such as insurance, credit and banking facilities, legal problems, farm and home planning, courtesy and personality development, family relationships, safety, citizenship, landscaping, social security, delinquency, and many others. Technical subject matter on topics of interest to only a few is avoided. The presentations may be made by members of the club, qualified persons in the county, county extension agents, and specialists from the Pennsylvania State University.

**Additional Social and Recreational Activities**—Many groups plan and carry out additional social and recreational activities. These might include square dancing, skating parties, tours, banquets, visits to a club in a nearby county, bowling or softball contests with nearby groups, campfires, and hikes.

**District Conferences**—Each fall a series of district conferences for of-

ficers and members is held in various parts of the State.

Attendance at such events in the past years has totaled about 500 a year. Topics discussed have included program planning, duties of officers, recreational leadership, song leadership, and community service.

**Tri-State Conference**—In cooperation with New York and formerly New Jersey, a regional conference has been held at Pocono Manor Inn for the last 7 years. This is a weekend conference. The total attendance is generally around 325 with about 200 from Pennsylvania.

**Community Service**—Satisfaction in the doing and status in the community result from planning and carrying out such services as raising \$100 for the International Farm Youth Exchange program, raising money for landscaping a community hospital, putting on a program for a children's or old folks' home, sending gifts to their members in the armed forces, being responsible for a home talent show at the county fair, being responsible for a community rat-control program, running a plowing or horseshoe contest, sponsoring a Rural Life Sunday program, serving as leaders for 4-H Clubs, acting as extension demonstrators, collecting and repairing toys for needy children, and many others suited to the needs of the community.

**Newsletters and Program Booklets**—Practically every group puts out either a monthly newsletter or a yearly program booklet. Some few do both.

(Continued on page 117)





# CLUES TO 4-H CLUB program vitality

by LLOYD L. RUTLEDGE, *Federal Extension Service*

### *Eight Program Indicators—Hawkins County, Tenn.*

<i>Program Indicators</i>	<i>U. S. Average</i>	<i>Hawkins County, Tenn.</i>
1. Number of 4-H members per county	667	3,064
2. Number of 4-H members per year of Extension agent's time devoted to 4-H	605	1,480
3. Percentage of potential rural youth, 10-20 years of age, served by 4-H	17.8	43.8
4. Percentage of 4-H membership that is 14-20 years old	30.6	42.5
5. Percentage of potential 14-20 years served by 4-H	4.3	32.8
6. Average age of 4-H member	12.7	13.2
7. Average tenure of 4-H membership	2.7	4.0
8. Percentage of reenrollment	68.4	85.1

TEEN-AGERS might call it "oomph." At another age, it's vitality. In Extension, program vitality is what yeast is to good bread. It is the enlivener. What gives a program vitality? Here are some clues, or indicators.

More than a year ago, State 4-H Club leaders were asked to nominate a few counties which were conducting outstanding 4-H Club work in their respective States. A few leading factors were suggested as a guide. Most States nominated 3 to 4 counties. As could be developed from county statistical and narrative reports, some 35 factors were selected from an analysis of these counties. All the counties nominated were run through a screening or sifting process.

Two things began to happen. First, many of the 35 factors were eliminated because they did not indicate significant and constant differentials in these county programs. Second, obviously the high county was coming to the top. What county would it be!

The search began to make real progress. It was as exciting as using a Geiger counter in rich uranium country.

Here are the results. The pictures can best be seen in the following table. In the extreme left columns of the table are the eight program clues or indicators which appeared to show significant differences in the county programs. In the center you note the United States averages. These may

*(Continued on page 106)*



Junior 4-H Club leaders in Hawkins County, Tenn. have their own organization in which they share experiences and receive instruction in the art of conducting clubs and training the younger members.

## Program Vitality

(Continued from page 105)

be compared to the high county—Hawkins County, Tenn.

The next step was to visit Hawkins County, ride with the agent, chat with the local leaders, attend 4-H Club meetings, talk with educational leaders, visit parents, look at 4-H projects, and learn from 4-H members some intimate revelations about their activities. So, from now on this might be called a case analysis of Hawkins County.

Although the county is in Tennessee, it could have been in Virginia, Kentucky, or North Carolina, for it is near all three States. Actually it might have been in any State, for there isn't anything unusual about its location except Rogersville is the county seat. (Ask a 6-year-old boy and he will know that Rogersville is the place of David Crockett's grave.) It is a rural Tennessee Valley county that has received the full impact of urbanization.

What causes such program vitality in Hawkins County? Of course, there were many factors involved but there were nine which seemed most significant. They were as obvious as a beacon light at an airport.

**Club meetings:** These were small group meetings, well balanced—formal openings, business, education, and recreation. There was lots of participation—plays, skits, quizzes. The meetings had variety, spiced with demonstration. After each meeting, the club received a rating on its meeting from its leader.

**Good organization of county club work:** The county goals, activities, and the calendar of events are planned with the county council of 4-H members. Then these are discussed in local club meetings and the clubs set goals and develop local programs accordingly. There is a close integration and relationship of the local club programs and the overall county program. It is a two-way flow.

**Participation is extensive:** The district agent points out, for example, that brood sows were placed with over 500 4-H members. This is typical across the entire program. All members have opportunities to participate in many activities. Preceding the

Parents' Fun Night in 1955, each club was encouraged to hold a community talent fun night. A total of 976 4-H members competed in the community run-off participation which led to the county Share the Fun Show. Current 4-H membership in the county is 3,320.

**Parent and Leader Training:** Notice that this has been labeled "parent and leader training." This seems to be a unique combination in Hawkins County. Leader training is conducted through a series of meetings for parents as well as leaders.

There are some unusual features. For example, in the clubs there are volunteer leaders and teacher-leaders. The volunteer leaders advance through the clubs with their members; that is, a volunteer leader in a 7th grade club advances with her club into the 8th grade club the following year.

**County activities:** The program of countywide activities is outstanding and this is a means by which local club participants feed right into the county program. There are an average of 17 4-H countywide activities during the year.

**Publicity:** A good publicity program is in operation. Radio, television, and newspapers are working for 4-H. Each club reports news; there is lots of news to report, and 4-H stays in the limelight.

**Recognition and status:** When people participate in 4-H in Hawkins County, they receive some recognition. Recognition features are spread over many different avenues. For example, 962 members received out-of-county trips. In the last 5 years, the county has had 8 National Club Congress delegates.

**Public Support:** Club work seems to be an ingrown part of the county. The people know what it is, and believe in it. It is recognized as an integral part of the total educational program. Here is an example of public support. Twice each year there are meetings held with the school superintendents and principals. In the fall, there is a county planning meeting on 4-H Club work and the school programs. In the spring these educational leaders are guests of honor at a big steak dinner sponsored by the county 4-H council.

**Extension agents' attitudes:** The extension agent in charge of club work must be given credit as a key factor. How could it be otherwise? In cafes, on the street or school campus, and in farm and home visits, you can see boys and girls vying for the agent's attention. A smile from him means recognition and approval. He likes and trusts them. The feeling is mutual. Also due credit must be given to strong coordinated support from the total extension staff and their integrated program.

**Conclusion:** Well, this is how it is in Hawkins County, Tenn. There are many less significant factors, but the combination of these nine make for great vitality in their program.

What gives vitality to your county program? Have you found these same factors important? Or are there others you can attribute the growth and life of 4-H to? We must find criteria for evaluating 4-H Club work. Perhaps the clues mentioned above can guide you in your own analysis of the factors that give your program vitality and value.

## The Core of the Program

(Continued from page 102)

If we ourselves fully recognize the deep-seated importance of basic values or principles to the people with whom we work—the ideals they live by, if you please—and if we are to be effective in achieving our objective of "helping people to help themselves," then we in turn must be motivated by guiding principles which are themselves rooted in the above-mentioned basic values.

As we look out toward the dim horizon that is the future, we might well all be guided by the words of David H. Burnham: "Make no little plans; they have no magic to stir men's blood and probably themselves will not be realized. Make big plans, aim high in hope and work, remembering that a logical diagram once recorded will never die, but long after we are gone will be a living thing asserting itself with ever-growing intensity. Remember that our sons and grandsons are going to do things that will stagger us. Let your watchword be order and your beacon beauty."

# Your CITIZENSHIP IMPROVEMENT Study

## An interim report

by GLENN C. DILDINE,  
Coordinator, Citizenship  
Improvement Study, The  
National 4-H Club Foundation

WITH good reason, extension workers believe that our 4-H Club program helps build good democratic citizens. Strong public support for the program indicates that many others believe this, too.

But we also want to continually improve our help to young people, making our present best a future better. In 1949, Extension organized the National 4-H Club Foundation to help agents carry out their dedication to continual program improvement. One of the five original Foundation projects was called Citizenship and Character Building.

The National 4-H Citizenship Development Committee, with help from the Foundation staff spent considerable time between 1949 and 1954 exploring and planning a national study of citizenship work. In 1954 the Foundation received a 3-year grant to conduct this study, and work began in January 1955 to continue through December 1957.

We are concentrating on a few counties in each of five pilot States—Vermont, Ohio, Texas, Oregon, and Puerto Rico. The study centers around the key question, how can a small study staff help extension agents on the job to improve their help to 4-H Club members, in becoming good democratic citizens?



A circle of Iowa campers at the start of activities for the day. Campers gain experience in conducting flag ceremonies, campfire programs, discussions, recreational activities, and worship services.

As we have worked together since 1955, we have broken this question down into four more specific ones, corresponding to recognized steps in program development:

- What do we mean by "a good citizen" in our democracy? (Stating objectives clearly and concisely.)

- How can we plan and conduct 4-H Club activities so as to help our young people become such citizens? (Planning and conducting appropriate program activities.)

- How do we know when we have really helped them? (Evaluating results.)

- Can our work in citizenship help us with other extension jobs, too?

The small Foundation staff serves as consultants to agents in pilot counties, making three or four visits a year to each State. A member of the State 4-H Club staff serves as State coordinator, and works with pilot county agents between Foundation staff visits. Consultants and State coordinators have had periodic help from our National Technical Advisory Committee, which includes recognized experts in Extension and in citizenship education and research.

What is citizenship? What qualities do Extension folks want to develop in boys and girls? How many of these qualities of thinking, feeling and act-

ing can agents in any one pilot county hope to foster in a short 2 or 3 years? Participating agents needed answers to these two questions before they could select and plan effective programs with their club members.

So we began the study by helping agents to phrase our "guiding definition" of a good citizen, and then to select a few of these inner qualities to focus on for their contribution to the whole study.

The definition we arrived at aims toward deepening those ways of *thinking* and *feeling* within a person which lead him to *act* with concern both for himself and for other people. This implies that he should want and be able to contribute intelligently and cooperatively in the following ways:

- In a wide variety of personal relations in family, school, club, economic, political and religious activities.

- With concern for people face-to-face, and also beyond to people he may never see.

- So that he fits into present ways of living, and is also able to help improve present ways.

- With concern both for his rights and his obligations to self and others.

From this guiding definition, each  
(Continued on page 110)



# LET'S BE CHALLENGED

by LAUREL K. SABROSKY,  
Federal Extension Service

PEOPLE look to research and evaluation studies for possible answers to questions about how to bring about reenrollment in 4-H Club work. It is right that they should, and many answers have been found. However, some have not been found. Always, the results have led to more questions, and to the identification of more problems. While this may be very frustrating at times, it does and should challenge a person to try to find the answers to the new questions and solutions to the identified problems.

4-H Club studies are particularly rich in the questions and problems they reveal, and have caused us to look to basic research in human behavior, education, and child develop-

ment for possible answers and solutions. This has set up a chain reaction: Basic research in child behavior, education, and child development has, in addition to answering many questions, revealed further questions and problems, many of which are solvable only by the people actively engaged in the program—in our case, 4-H Club work.

My discussion involves the importance of looking to basic research in human behavior and child development for answers to and identification of new problems. Therefore, I should explain my viewpoint in regard to the importance of human behavior and child development knowledge in the field of 4-H Club work. Regardless of the specific objectives

that any of us may have for a 4-H Club or for any member in it, if principles concerning human behavior and child development are followed, the 4-H member will find satisfaction from working in the club, and will make an effort to be a successful club member. My idea is not that we should be teaching human behavior or child development in 4-H Club work; my idea is that we should use all facts known in those fields in order to bring about the learning desired.

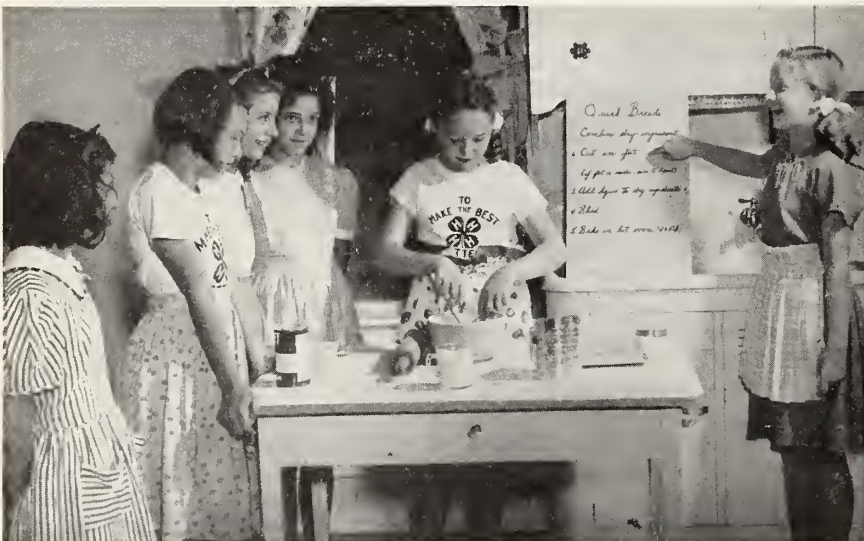
Restricted as anyone is when writing an article of this length, I cannot attempt to cover the field of 4-H studies and bring out and discuss all the findings concerning reenrollment. I shall, therefore, choose a few, state them, relate them to basic research findings in the fields of human behavior, education, and child development, and then, as challenges to extension workers, raise some of the problems which they identify.

## 4-H Study Finding No. 1

Within the age limits of 4-H Club work, the younger a child is when he first enrolls in 4-H Club work, the more likely he is to reenroll in 4-H work for several years.

*Related basic research findings:* Children of the ages of 10 to 11 have many basic needs common to all people, many common to all children, and some particularly their own. One of these latter is their need for recognition of what, to them, is a real accomplishment. If a child is recognized only for what an adult considers an accomplishment, or if he

Priscilla Standish and Marianne Gould of Spencer, Mass. gave a demonstration at achievement day.





is ignored because an adult does not realize that that which he has done is a real accomplishment, he will turn to other activities that better satisfy him. A child of 10 or 11 feels accomplishment at each step as he progresses toward the final goal of the project, and he needs to be recognized all along the way in order to maintain his continued interest. If recognition is withheld until the final product has been finished, many accomplishments which are real to the child have been ignored.

*Resulting question raised for 4-H Club workers:* Do these findings mean that we, as adults, have developed a program which meets the basic needs of most beginners (ages 10 to 11), but that we need the help of the older beginners in the recognition of their values and in setting standards and goals. In this way, can older beginners also have satisfying experiences which will lead to their continuing in 4-H Club work?

#### 4-H Study Finding No. 2

Those boys and girls who stay in 4-H Club work the longest are (1) those who start out their 4-H Club experience being busy with responsibilities and involvement in the club program, and continue to be so; and (2) those who are the most active in other organizations.

*Related basic research findings:* Youth of all ages need to have a feeling of importance, of being recognized for their achievement, and of acceptance by the group.

*Resulting questions raised for 4-H*

*Club workers:* Considering these findings together, do they mean that organizational activity, whether it be in 4-H Clubs or in other organizations, are such that a selected group are continually so involved that they feel important and accepted and get enough satisfaction to stay in as many organizations as time can possibly allow for? Do they mean that others, with less poise, or aggressiveness, or talent, feel unimportant and ignored, and turn to nonorganized activity for their greatest satisfactions? Can 4-H Clubs reexamine their use of organization for an educational program and the usual concentration on the use of the natural leaders within the clubs, and plan for involvement of total club mem-

bership, with recognition and acceptance of all? It is well to keep in mind N. Cantor's statement stressing the importance of being "concerned primarily with understanding and not judging the individual."

#### 4-H Study Finding No. 3

The contest and award system in 4-H Club work seems to have little effect on reenrollment of first-year members.

*Related basic research findings:* I can repeat here the need of the younger member for the feeling of real achievement, his need for recognition of that real achievement; the uselessness of rewarding him for what, to him, is less than real

*(Continued on page 118)*

Annie Gutierrez, national 4-H achievement winner, from Westmorland, Calif., is showing her 4-H Club members how to groom a calf for showing. Her mother, adult leader, watches with interest.



## Your Citizenship Study

(Continued from page 107)

pilot county has chosen somewhat different groups of inner qualities to emphasize in their pilot club—from qualities needed for effective group participation, to those for serving basic needs of club community; from taking positive leadership roles to using a good balance between parliamentary procedures and discussion-agreement methods.

### Effective Citizenship Activities

As agents have realized their own teaching objectives, they are seeing their next steps much more clearly. Of course, they have been regularly helping their pilot club members plan and conduct club and community activities. But now, instead of unconsciously assuming that good will result from their work with young people, agents are beginning to become much more selective, more consciously choosing activities which promise to help their young people learn the particular qualities chosen for county objectives. Examples of activities that agents are choosing include:

- How junior leaders work with younger club members, and with adults.
- How adults learn to understand club members better, as a basis for better adult leadership.
- Community studies and services (as in Puerto Rico), such as improving sanitation, water supply, recreational facilities.
- Better balanced club meetings.
- Improving local Citizenship Day when club members take over adult community roles.

Increasing care in selecting activities has gradually helped agents to realize the importance of *how* an adult can work most effectively with young people, toward qualities aimed for. Agents are now intensely interested in understanding some key principles of how young people learn in club groups, and how to apply these principles in action as adult advisers. Familiar "book principles" are now taking on deeper meaning, as they test out "That people learn best whenever:

"Teachers (agents) start where

young people are now, from the young person's present understandings, present feelings and interests, present skills;

"Young people have responsibility in deciding and carrying out the program at all stages in their club work;

"Motivation is therefore intrinsic. They are working at things deeply important to themselves;

"They have frequent chances to be a part of cooperative, mutually encouraging groups."

Because many agents have felt they need most help with older club members, many of our pilot groups are junior leadership age. During our last field visits, many agents suddenly discovered that now they have active, ongoing clubs, with programs which are attracting and holding older club members. This has helped agents recognize that our study procedures are helpful, effective and practical.

### How Have We Helped?

This is a pilot study, designed to explore and develop program guides for future application in other counties and States. Therefore, we must be able to show clearly what growth and learning have actually occurred within our young people, and the relation of our adult help to this learning. We cannot simply assume positive results on faith.

This has required that we build-in evaluation procedures all along. From early in the study, agents have been helped to record as objectively and accurately as possible, what they have been doing and how club members have responded.

### Beyond Citizenship?

We should have foreseen that agents would gradually find they were applying principles and procedures learned in the study to many other aspects of their extension jobs. Because agents have themselves remarked on this value of the study so frequently during 1956, we now recognize it as an important additional contribution.

### Summary

In summary, your Citizenship Improvement Study is providing Extension with:

1. A tested, detailed definition of democratic citizenship, developed with

agents and their own 4-H Clubs, focusing on qualities of thinking and feeling within people which lead them to act democratically, with concern for the general welfare; and a tested procedure for helping agents learn to focus on some important part of this definition, adapted to their own working conditions and relationships.

2. Tested examples of activities which prove to help young people learn these inner qualities; and ways of conducting these activities, following demonstrated principles of learning, which have tested out in practice.

3. Ways of checking to see what young people and agents have actually learned by following these procedures.

4. Tested materials and procedures in 4-H program development which can be applied to many other extension jobs, in addition to the improvement of citizenship programs.

Extension's 4-H Citizenship Development Committee is now working on ways to use study findings with other counties and States, in order to communicate results more broadly within Extension.

### Farm Life Is Different

(Continued from page 100)

oneselves but find as neighbors industrial workers and business executives. The consolidated school and the churches of the communities of rural areas frequently have more nonfarm members than farm people. Rubbing shoulders with people of other occupations has affected the thinking and understanding of all.

When we add to these changes the expansion of mass communication and ease of travel, we can truly say that the farmer is no longer isolated from the city but is so interwoven into all aspects of American community living that the nature of his employment is the only thing that differentiates him from his neighbors.

Just as the world is different for our sons than it was a generation ago, so must the program change to serve them. Indeed, 4-H must examine its structural parts as well as its services to determine their adequacy for today's world.

# They Seek Their Own Age Levels

by VIRGIL E. ADAMS,  
Extension Editor, Georgia



Typical of many services throughout the Nation on Rural Life Sunday is this group's observance at Georgia's Rock Eagle Center.

THERE was a time when enrollment was lower than 4-H Club members, regardless of differences in age and interest, lived together, worked together, and played together. Extension agents and 4-H leaders who worked with club members under these circumstances know well the headaches involved in trying to adapt a program to the wishes and abilities of 10-year-olds and 20-year-olds. And those who have bothered to look at the records know that the different age groups often left 4-H and sought their own age level. This has been true especially with older 4-H members, who don't like the idea of being in a program developed for mere children.

Fortunately, 4-H leaders and others are aware of this problem and are doing something about it. Age-group division is under way in Georgia, and while extension workers can't cite anything definite, they believe that the plan will increase the tenure and depth of the 4-H program. They see it as a means of better adapting to the needs and problems of youth today. They've long recognized that the needs and problems of junior 4-H'ers are different from the needs and problems of senior club members. And now Georgia 4-H leaders

are going one step further and adding a third group, the Cloverleaf. The Cloverleaf group includes members 10 and 11 years old. The junior division—members 12 and 13—remains, as does the senior classification for boys and girls 14 and over.

The three-way division began last year at Georgia's Rock Eagle 4-H Center. For 8 periods during the summer, 700 to 1,000 boys and girls lived, worked, and played there from Monday through Thursday in 4-H's annual camping program.

The division was initiated by Mrs. Martha Harrison and Harold Darden, extension State 4-H leaders who supervised the Rock Eagle camping program. As county extension workers and as 4-H leaders, they were aware of the problems involved in having the same program for all ages.

After dividing into age groups, attitudes of the boys and girls in all three groups improved. Members within each group were housed together; they swam together; they participated in interest (instruction) groups together. The only time the different age groups were together was during meals.

"The seniors did not hear all over again material they had heard be-

fore," Mrs. Harrison stated. "Some interest groups were offered to seniors, some to the Cloverleaves. The junior division took the same courses as the Cloverleaves, with some extras added."

Mrs. Harrison said that housing the members together by age groups made the camp more enjoyable for everyone. There was no interrupting by the little fellows in a "grown-up" conversation. And the younger members were ready to go to bed before the seniors. Being in a cottage to themselves, they could go to sleep without the talk of the seniors keeping them awake.

The three-way division is being tried in two girls' projects this year—canning and frozen foods. The subject-matter specialists and 4-H leaders have developed objectives and project procedures in line with the capabilities and interests of the three separate groups.

Also, the county and home demonstration agents who went to Rock Eagle with their club members last summer are now talking in terms of junior and senior camps. And the organization of county councils on junior and senior levels is on the increase, too.

# INVITED TO NURTURE PEACE

4-H is a potential force in President Eisenhower's

## People to People Program

by T. A. ERICKSON, former State 4-H Club Leader, Minnesota

PRESIDENT Eisenhower called to Washington on September 1, 1956, a group of leading American citizens to decide on ways to build international understanding and friendship. The 4-H Clubs had the honor and distinction of being one of the 41 groups asked to share in this important conference on the President's People to People Program.

In his presentation, the President made a very significant statement. He said that the problem is for people of all countries to get together to devise, not one method, but thousands of methods by which they can gradually learn a little bit more about each other and how we can strengthen our friendship.

From its beginning, 4-H Club work has been a person to person program. Our philosophy has been to start with the person where he is, give him a chance to learn some simple job in the home or on the farm. As he progressed, he showed his neighbor the new way. This led to clubs and community service; it built friendship, cooperation, and good will.

Starting with something easy, person to person, we can do the same with other peoples. Some of you will remember when President Theodore Roosevelt created the Country Life Commission to help farmers and city people become better acquainted. About the same time, the 4-H Club work for rural boys and girls gradually came to the attention of busy industrialists. Now witness the National 4-H Club Congress where about 1,300 4-H members are guests of several hundred outstanding leaders in business. This is a wonderful example of what can happen when people get acquainted and under-

stand each other's work.

To encourage this the National 4-H Club Foundation has sponsored, in cooperation with the Federal Extension Service and the State Extension Services, the International Farm Youth Exchange, an outstandingly successful venture. Through this plan, young people in 4-H exchange homes for a short period with young people in other countries.

In 1956, 125 Americans spent 5 months in rural communities of Europe, Latin America, Near, Middle, and Far East. Meanwhile, 181 young ambassadors from cooperating countries came to live and work with farm families in the United States. The IFYE plan is a very successful activity for developing friendships between America and other lands.

To encourage the exchange in this hemisphere, a rural youth workshop was held in Quito, Ecuador in Octo-

ber 1956 by the 4-H Club Staff and other technicians from the United States. Over 50 leaders from the Republics of Bolivia, British Guiana, Costa Rica, Ecuador, El Salvador, Haiti, Panama, and Peru attended.

Meeting with them for a reunion were nine of the first United States and Ecuadorian IFYEs. Inscribed on a marble tablet in Ecuador were these words: "The spirit of the farm youth of America here united lives forever in the hearts of its people."

Not many of us can participate in workshops, or even visit personally in another country. But we can encourage friendship through many devices. To help with the IFYE program is one of the best ways we can promote the People to People Program. At our 4-H People to People committee meeting, hundreds of suggestions were made, such as pen pal

(Continued on page 118)

An American IFYE, Caroline Varitz Leuthold, Oregon, lived with a Belgian family and learns their way of living. The International Farm Youth Exchange program is one move toward better international relations.





# Leadership Development Through Camping

by HARLAN E. GEIGER,  
State Older Youth Leader, Iowa



**T**RAINING for Leadership." That's the title used in Iowa to describe leadership camps for older 4-H members—camps where young people plan, work, and play together—where they learn to work with people in groups.

"I never knew you could get so close to people," a 1956 camper told his folks after a week at the State 4-H Camp.

That statement contains a hint of the program enjoyed at these camping sessions. Twenty-four hours after they arrive, the young people are in complete charge of planning and carrying out camp activities.

Staff members revert to an advisory role after orienting the campers. Here's the routine employed at the 8th annual youth leadership camp last summer, when 133 Iowa 4-H'ers and other selected young adults, all over 16, participated in weeklong training conferences.

The young people arrive Monday morning. Registration opens at 10 a.m. An hour later, at a general assembly, the staff introduces themselves, and state the general camp objectives.

Following lunch, the staff leads the entire group in a discussion of leader-

ship and group action. They try to define groups and learn how they are formed and how they function. The formation of group objectives and the roles of individuals in groups are also talked over.

This discussion terminates in time for 2 hours of swimming, volleyball, exploring, and similar activities before the evening meal.

After supper the staff plays host at a get-acquainted party. It's the last party the staff will plan for the week.

Lights are out at 10 p.m.—and a good thing! It's "early to bed, early to rise" at the 4-H camp. Camp activities are under way at 6 a.m. the next morning.

A matins program first thing Tuesday morning is the last staff planned and led activity. Of course, the theory sessions are presented by the staff, but the campers conduct the balance of the camp program with only suggestions from the staff.

Having had a day to become acquainted, campers elect cabin or tent representatives which make up a "town council." The council meets each afternoon to transact camp business.

Campers are divided into four

groups for the purposes of rotating them through program sessions and committee assignments. Work assignments are supervised by the camp council. This cross-assignment system throws campers into close association with many campers.

Before Tuesday is over, the camp is rolling into the routine that will carry them through remaining days. Class sessions, discussion groups, recreation activities, special campcraft classes—with parties, cookouts, campfire and vesper programs adding pleasant conclusion to the day.

The core program of the Leadership Training Conference includes the following:

1. Kinds of groups, how they are formed, and their importance.
2. The conceptional framework of how groups function.
3. The basic needs of the individual as he expresses them through his interests.
4. Essentials of group formation.
5. The formation of group objectives.
6. The internal dynamics of groups.
7. Group building, group tasks, and individual roles.

(Continued on page 118)

# Business Backs 4-H

by MARGARITE McNALLY,  
*National Committee on Boys and  
Girls Club Work, Chicago, Ill.*

THROUGHOUT the land 4-H Club work is recognized as a proven educational force. Its influence is felt in the home, farm, community, and Nation. The propellant of this vast "learn by doing" program is its leadership—paid and voluntary. But the leaders are effective only so far as the scope of their training and knowledge enables them to be.

Importance of adequate local leader training has been emphasized over and over again. E. W. Aiton, director of 4-H and YMW programs, Federal Extension Service, has stated that among the basic ingredients for 4-H growth are "volunteer leaders who are trained to carry the responsibility for local 4-H teaching and organization work."

G. L. Noble, director, National Committee on Boys and Girls Club Work, addressing a group of local volunteer leaders said, "Certainly there is no single need in 4-H Club work greater than that of more training for volunteer leaders."

Among the many individuals and agencies which do just that are private business and industrial concerns. Many of them are donors of awards in the national 4-H programs. These public-spirited enterprises have included valuable contributions to 4-H leader training, and also awards to 4-H winners. There are half a hundred friends of 4-H whose financial and moral sup-



Leader training in 4-H tractor maintenance projects is supported by private business concerns. Here some of the business men and leaders in 4-H are seeing a demonstration of teaching methods.

port have helped in a major way to develop better men and women leaders.

Many aids, services, and materials have been provided by these far-sighted organizations so vitally interested in the Nation's youth. They have lent top-notch personnel to conduct training sessions at local, State, and district meetings and to consult with extension folks on their own college campus and in Washington, D. C. Busy businessmen and women have spent precious time in telling the 4-H story, its objectives and needs to company presidents.

Directors of some of the Nation's leading industries have voted funds to pay for up-to-date educational literature, films, and other assistance needed to inform 4-H leaders, county agents, home economics specialists, and club members.

Perhaps one of the most outstanding examples of Extension-National Committee-Donor-Leader cooperation is leader training in the 4-H tractor maintenance. Eight oil companies have participated. To date nearly 40,000 leaders have been trained in a carefully planned program which was launched in 1945. Their travel and subsistence expenses during the training period have been paid by the sponsoring oil companies. A variety of pamphlets, manuals, and charts have been prepared by experts in this field for leaders' information and use.

They in turn have passed along their know-how to almost half a million boys and girls enrolled in the tractor project.

A relatively new 4-H leader training program is called Getting the Most Out of Your Sewing Machine. The program was developed by a committee of Federal and State 4-H leaders and clothing specialists in cooperation with the donor organization and the National Committee. Within the past year more than 10,000 volunteer 4-H clothing leaders and extension workers completed the course which includes instruction in using all makes and models of sewing machines. The 4-H girls who enrolled in sewing and clothing projects are the real beneficiaries of this training procedure.

Another donor has published "4-H Home Improvement—A Guide for Leaders" which has been widely used. This modern manual was prepared by Tena Bishop, Federal Extension Service, and Ruth Jamison, Virginia Extension Service, in cooperation with the National Committee. Land-grant colleges and universities conduct schools for leaders and invite representatives of the interested donor-companies to take part. Leader training in the 4-H electric program is one example. The attractive booklets provided serve as useful tools in

(Continued on page 118)

# 4-H junior leadership

## A 4-Fold Program

- To improve the quality and quantity of 4-H Club work
- To develop and improve community leadership
- To hold interest of older members through maturing years
- To provide help to overburdened local 4-H leaders

*Editor's note:* A number of State extension leaders in 4-H have contributed information for this article. John Banning of the Federal Extension Service selected and organized the data.

**4-H** junior leadership is not new in some States and enrollment can be high. Minnesota writes:

"The junior leadership project in Minnesota ranks second in enrollment in projects in which boys and girls participate. The project was started in 1923 with 155 enrolled. During the 33 years the project has been in existence, the enrollment has grown progressively larger until in 1956 there were 8,298 older boys and girls enrolled. To participate, a 4-H member must be 14 years of age, have 1 year of previous club experience and be enrolled in one or more additional projects."

Indiana writes: "Last year 498 Indiana 4-H junior leaders celebrated a silver anniversary at their annual State conference. With a big 4-day program they saluted 25 years of junior leadership training in the Hoosier State.

"In those 25 years, State conference attendance has been just short of the 10,000 mark—9,097. And during 1956, 4-H Club State leaders announced that their junior leader program alone had passed the 10,000 figure. Last year 10,590 were enrolled

in Indiana junior leadership projects."

*Not all States have had a junior leader program.* New Mexico just recently started. They write:

"In November 1955, a committee of 4-H Club leaders, agents, and State 4-H Club leaders met to evaluate the 4-H Club program in Bernalillo County.

"In order to present a complete picture of the 4-H Club program in Bernalillo County, the agents prepared charts which showed the enrollment and completion, number of boys and girls enrolled by ages, and the number of years in club work, and number of members enrolled in the various 4-H Club projects in the past 4 years. These charts showed that the majority of the older 4-H Club members were not staying in 4-H Club work.

"The committee recommended that a special junior leader club be formed to try to create more interest among the older members as well as to help them learn how to handle more responsibilities. The committee felt that the older members enrolled in the junior leader project did not quite



A Minnesota junior leader in 4-H demonstrates how to freeze peaches.

understand their responsibilities and opportunities in their local clubs. Lack of interest among the older 4-H Club members was noticeable at the county recreational activities. It was felt that by forming a junior leader club and conducting a program of interest to them that perhaps the older members would get more from the 4-H Club program."

*County extension agents feel that 4-H junior leadership work is well worth their time and energy.* Ibrey Mae Oge, home demonstration agent, and Dalton P. Landry, assistant county agent, from Louisiana write:

"The 4-H junior leader program has been a very valuable and necessary program in St. Mary Parish. We feel that it has been a great help in promoting the program and in meeting the needs and interests of our older members.

"In 1951, our parish was selected as one of the four pilot parishes to inaugurate and test a new approach to junior leadership. M. M. LaCroix, associate State club agent, worked very closely with us to plan and execute this program. At that time our

*(Continued on next page)*

total enrollment was 496 members, of which 15.1 percent were 14 years and older. Today, 6 years later, our total enrollment has risen to 1,163 members with 25.1 percent of the membership being 14 years and older. We feel that the junior leadership program has been an extremely valuable aid in achieving this progress."

*All States indicated that the junior leaders want definite responsibility.* Vermont writes:

"The local leaders report that the junior leaders help them a good bit in their local clubs. Each junior leader has a definite responsibility in his club. It may be one of the following:

"To obtain one or more new 4-H members, help them get started, and help them carry out their 4-H Club work.

"Help one or more officers plan and carry out their responsibilities in the Club.

"Lead or assist in leading one project group in your club.

"Serve as an adviser to a lone 4-H member."

"Help plan the 4-H Club program for the year and see that copies of the program go into each 4-H home.

"Assist members with planning one or more of the following: Demonstrations, project talks, judging activities, club exhibits, action exhibits.

"Be responsible for organizing and carrying out a community service to your club.

"Be responsible for advising all members about keeping their 4-H

records up to date.

"Be responsible for keeping the yearly 4-H Club reports.

"Help plan and conduct club events such as tours, hikes, community 4-H meetings, and plays."

Indiana also mentioned jobs, saying:

"In judging, for instance, LaPorte County junior leaders put on a county judging contest for the younger 4-H Club members. The contest not only helped the younger boys and girls, but it gave important training to junior leaders.

"Another example would be the county fair activities of Noble County junior leaders. They supervised the planting of several hundred trees for the fairground area. It gave a strong boost to the whole program in the county. Such a project makes for community responsibility and gives emphasis to a program. But the everyday job in junior leadership remains that of working with 3, 4, 5, or 6 boys and girls who live nearby. Junior leaders show them, tell them, and help them with project work and with keeping records. Beyond that, the young leaders try to understand the people with whom they work, and get acquainted with parents by making home visits."

*This age group likes a variety of activities in their own program.* Russ Robinson, Waukesha County 4-H Club agent, Wisconsin, writes:

"At the present time the group includes over 100 active members with an average attendance at events of

80. Average age of the members is 16 plus.

"This past year's activities included a Christmas party, softball tournament, basketball tournament, barn dance, hayride, splash party, bowling party, skating party, as well as square dancing and social games at meetings. The group attended Milwaukee Braves games and sponsored a county dance and carnival to raise money for 4-H. At regular meetings they had speakers and films on a variety of subjects, including Dates and Dancing, What Makes Kids Go Bad, Safe Driving, and Shall I Go to College."

*4-H junior leaders like their work and will often sacrifice to do it.* Utah writes:

"Can you imagine a 19-year-old boy driving nearly 300 miles a week to lead a couple of 4-H Clubs?

"That's how interested some older youth are in 4-H work in Carbon County, Utah. And perhaps the secret of their interest is a countywide Older 4-H Club, a club giving them the opportunity to get together as grownups.

*All States are agreed that junior leaders like to be trained for their job and this is very important to the success of the program.* Merle Eyestone, Shawnee County Club agent, Kansas, writes:

"Training of members enrolled in junior leadership is not difficult. Training is not the problem. Motivation of the member to put into action what we hope he has learned is our challenge. The motivation of the club



A junior leader in Indiana demonstrates how to use a steam iron correctly.



A Minnesota junior leader in 4-H gives a talk on how to judge poultry.

member is a continuous process for agents and leaders."

Indiana has had a training program in the county, district, and State for over 25 years. They write:

"In addition to the 6 to 12 county training meetings, Purdue University and the Indiana Farm Bureau cooperate each year in putting on 13 district junior leader 1-day training conferences. One boy and 1 girl from each township are named as regular delegates and 2 boys and 2 girls are chosen to represent the county as recreation leaders. Close to 2,500 junior leaders attend these district meetings each year.

"At the State level, the junior leader conferences are sponsored by Purdue and the Kiwanis Clubs of Indiana in a program that has been going for 25 years. In this 4-day program, the leaders get some inspiration, exchange ideas, collect useful information on projects and methods, and usually make lifelong friends."

*It is important to give junior leaders proper recognition.* Kansas writes:

"A countywide Who's Who club, in Shawnee County, composed of older 4-H Club members, has increased our junior leader interest. One of the requirements for club

membership is enrollment in the junior leadership project. The club offers members a variety of social events and service projects during the year. Highlighting the club's yearly activities is a 10-day educational trip to some part of the United States. Recognition of junior leaders is important, yet less than 3 percent of the members enrolled will receive a trip, medal, or a scholarship in the project. Recognition must come to the other junior leaders through club and county planning. Serving as a superintendent of the fair or chairman of a club or county committee, organizing a club, or getting a 'pat on the back' from the local leader or extension agent will also serve as a form of needed recognition.

"Are we getting longer tenure from junior leadership enrolled members? The 116 members average 4.8 years of club work compared to the 2.6 years for the overall county average. There are 242 members eligible to carry the junior leadership project in the county. Members in Kansas must be 14 years of age.

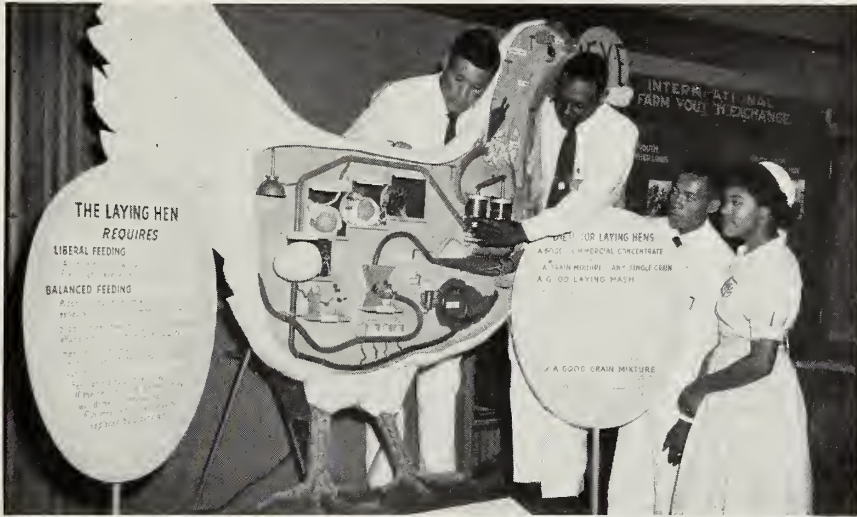
"Youth are no different from adults when working with and for other people. They must get satisfaction from their experiences. Our training, incentives, and recognition should assist them in securing it."

## A Step Beyond 4-H

*(Continued from page 104)*

**Folk and Square Dance Festivals** — Several sections of the State plan and carry out a folk and square dance festival. This gives each club a chance to put on in costume a special folk or square dance. The culmination of this is a State folk and square dance festival held at the Pennsylvania State University in August.

**Leadership Awards** — With special funds, leadership awards are given to many clubs. These are based on a self-scoring evaluation sheet filled out by the group on organization, education, recreation, and community service. The awards are scholarships to the Tri-State conference and vary from two given to the highest scoring group, one to next highest scoring groups and one-half to the lower scoring groups. This has stimulated interest in evaluating and improving their own programs.



A group of 4-H Club members examine one of the exhibits at Howard University, Washington, D. C. headquarters for the Regional 4-H Camp in 1956. One hundred and twenty-eight winners from 17 States spent a week in the Capital City. Their full program included some inspiring talks, stimulating discussions, and interesting sightseeing.



Steve Martin, junior club leader in California, displays his bee project equipment to other club members during the annual project tour.

## Let's Be Challenged

(Continued from page 109)

achievement; and his need for acceptance by his own group (the younger he is, the smaller that group is). However, I must add these findings: (1) Some boys and girls like to compete with others; their reactions to winning or losing in competition varies from stimulus to further growth to despair, discouragement, and lack of motivation; from conceit and vain pride in one's own superiority to humility and willingness to share one's talents and abilities; (2) some boys and girls do not like to compete with others because of many reasons, among them insecurity and recognition of their own lack of real achievement; and (3) constructive effort on the part of the member must come from forces within himself.

*Resulting questions raised for 4-H Club workers:* Can the awards, or other methods of recognition, be equated to the amount of real achievement on the part of the member? Can participation in a contest in which individuals vie with other individuals be made a cooperative undertaking, so that, whether winning or losing, the participant becomes more than ever an accepted member of the group? Is it a possibility that award systems and contests be set up by the competing members instead of being arranged for them? If so, would the forces motivating individuals be more likely to come from within them, rather than from outside them and from outside their local environment?

I have been able to illustrate only briefly the multitude of questions that might be raised by considering 4-H Club study findings concerning reenrollment together with basic research findings. Some of these questions can obviously be answered only through more basic research of a deep and thorough nature. Others can be answered only by extension workers who are themselves deeply involved in sponsoring and supervising the extensive educational effort known as 4-H Club work. I hope in the future that the local leaders and the members, from the ages of 10 to 20, are more and more often just as

deeply involved as extension workers in the sponsoring and supervising of the 4-H Club program.

## Business Backs 4-H

(Continued from page 114)

the hands of club leaders. Local power companies often are asked to participate in electrical educational training sessions.

Another example is a 4-H dairy foods demonstration handbook and more recently, another friend of 4-H has offered a "how to" booklet that should be fun for every youthful bread baker.

Hand-in-hand with the literature and visual aids go the clinics, workshops, demonstrations, and meetings where tested methods and tried knowhow are put into practice.

Continuing to encourage participation in community 4-H activities, business supporters are ready to assist where and whenever called upon by the Extension Services.

## Retool Periodically

(Continued from page 103)

placing. The word, adviser, has been used rather than judge.

Most of the advisers are leaders, former leaders, and people familiar with the 4-H clothing program so that they can be more helpful to the participants. This procedure has been modified by the counties to meet their individual needs and is still being experimented with. However, we think that it has helped considerably to make this a more truly educational experience. In Middlesex and New Haven Counties competition has been eliminated except for the older girls who want to compete for the opportunity to participate in the State revue.

In addition to the project bulletins, records and the separate evaluation forms have been developed for younger and older girls. The aim has been to integrate the entire program and develop it on a progressive basis.

The results indicate that the new program is more adequately meeting the needs of members and is helping leaders to be more effective. In 1951 when these changes were begun, 1,970 girls were enrolled in the clothing project. There are now 3,279, a

66-percent increase. In the same period the total 4-H membership in the State increased by only 24 percent. Also between 1951 and 1956 the number of girls participating in the clothing revues increased from 893 to 1,587 or 78 percent, an even greater increase.

## Through Camping

(Continued from page 113)

Presentations were made using the flannelgraphs, movie clips, role playing, dialog, and panels. The young people were involved through discussion groups, buzz sessions, evaluating and reporting, role playing, panels, committee hearings, and individual presentations.

On Saturday camp ends. At a final assembly, committees on community problems report their analyses. They've figured the causes and solutions for these problems.

When the campers say goodbye after Saturday lunch, they part with many new friends, and they carry away a new vision of leadership and its responsibilities. They've found by actual "doing" at camp what they as individuals can accomplish when working with other people.

## Nurture Peace

(Continued from page 112)

letter writing, the exchange of garden seeds and photographs, assistance in clothing collections, invitations for foreign students and visitors to attend our meetings and participate in them, and mailing books and magazines.

The story of our People to People Program and ideas on how you can participate has been given the State Extension offices for distribution to county extension workers.

Every one of the two and a quarter million 4-H members and leaders should have the opportunity to do his or her part in helping to build world peace.

As President Eisenhower said, "There is no problem before the American people—indeed, before the world—that so colors everything we do, so colors our thinking, our actions, as does this problem of preserving peace and providing for our own security."



## SCHOOL CLUBS AND THE COMMUNITY

by C. I. SMITH, *State 4-H Club Leader, Mississippi*

FOR many years 4-H Club work has been carried on in Mississippi in close cooperation with the schools. This is as it should be, because 4-H is one of our most effective educational youth organizations. County superintendents of education, county school boards, local boards of trustees, and school principals and superintendents, as well as teachers, are very cooperative and their efforts are of great value in the 4-H program. This cooperation is greatly appreciated. Many teachers serve as leaders and sponsors and they, too are making an important contribution to 4-H Club work.

We are anxious to continue our close working relationship with the schools and to improve and strengthen the 4-H Club program so it will become an even more desirable part of school life.

To strengthen 4-H Club work we believe that the members should also participate in small out-of-school groups that meet in neighborhoods and communities. Enrolled through the regular school clubs, the members will attend the school club meetings and carry on their programs as they have in the past with their officers, leaders, and committees. In addition, small neighborhood groups will make it possible for them to spend more time in meetings. They can meet when they desire in homes, community houses, churches, and in other buildings. They can have community or neighborhood tours, practice live-

stock judging, prune trees, or have many other activities that are not feasible for school club meetings.

This would serve also to increase the interest of parents in 4-H Club work. Parents can be a part of these meetings near their homes easier than they can attend school club meetings. Many parents become active leaders as a result of having an opportunity to see club work in action.

In Oktibbeha County, there are 12 out-of-school clubs. Eight are attended by both boys and girls. In addition, there are 2 clubs made up entirely of girls and 2 of boys. All of these clubs have active volunteer adult leaders who carry much of the responsibility of working with the boys and girls in clubs. The meetings are held in homes and usually last an hour and a half. At least once each year every club member gives a demonstration, makes a talk, or participates in some other way in the club meetings. All clubs meet once each month except three which meet twice each month.

Mrs. Lucille Stennis, the home demonstration agent, says the parents of these club members take a great deal of interest in the program because the meetings are held in their neighborhood, and they learn much more about 4-H Club work. She also said that the people of the neighborhood who do not have 4-H members in their families also support 4-H Club work. They hear about it and

see it when meetings are held nearby.

Leaders help the members with their records and their projects. A higher percentage of members complete their projects in these joint school-community clubs. Junior leaders are more active and the quality of 4-H work generally is better because they can spend more time in meetings. Mrs. Stennis, O. F. Parker, county agent, and L. D. Glover, assistant county agent, said these neighborhood clubs provide some of the answers to the questions of strengthening and improving every phase of 4-H Club work. They are making plans to organize more of them as soon as volunteer leaders are available to work with the members.

There are approximately 200 members of these clubs or an average of 17 members per club. According to a recent survey the number of these out-of-school clubs is increasing. Plans are being made in many counties to organize clubs of this kind as a means of working more closely with 4-H Club members.



## 4-H Leaders

Somewhere between the sternness of a parent and the comradeship of a pal is that mysterious creature we call a 4-H leader.

These leaders come in all shapes and sizes, and may be male or female. But they all have one thing in common—a glorious twinkle in their eyes!

4-H leaders are found everywhere—at judging contests, junior fairs, square dances, and talent shows. They always are preparing for, sitting through, participating in, or recuperating from a meeting of some kind.

They are tireless consumers of muffins, expert at taking knots out of thread, peerless coaches, and spend hours on the telephone.

A 4-H leader is many things—an artist making a float for the Fourth of July, a doctor prescribing for an underfed calf, a counselor at camp, a lawyer filling out reports, and a shoulder to cry on when that dress just won't fit.

Nobody else is so early to rise and so late to get home at night. Nobody else has so much fun with so many boys and girls.

We sometimes forget them, but we can't do without them. They receive no salary, but we never can repay them.

They are angels in aprons, saints in straw hats. Their only reward is the love of the kids and the respect of the community. But when they look around them at the skills they've taught, and the youth they've built, there's an inner voice from somewhere that says, "Well done."

BONNIE HILL, Colorado

Accompanied by Secretary of Agriculture Benson, 6 national 4-H Club winners, 6 local club winners and 2 local club leaders call on President Eisenhower during National 4-H Club Week. They are, left to right: Patricia Johnson, Georgia; Earl Davis, North Carolina; Secretary Benson; President Eisenhower; Billy O'Brien, Tennessee; Annie Gutierrez, California; Mrs. Clinton Ehrhardt, local leader, Wisconsin; Allie Messer, local leader, Maryland; Linda Schermerhorn, Indiana; and Daniel Davis, Tennessee.



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