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EXTENSION SERVICE
Review

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U. S. DEPARTMENT OF AGRICULTURE

Learn, Live, Serve,
Through 4-H





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

*The Extension Service Review is for Extension educators—
T 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.*

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EAR TO THE GROUND

A lot of things are happening in 4-H—new projects, new methods, expanding interest in new areas. Why are these things happening?

Many people, including authors in this issue, say that 4-H is "adjusting to change." This is true. Adjustments are being made to try to keep up with the rapidly changing world in which we live.

But I think there's an even more significant reason for many of the new things that are happening. We in extension are taking a deeper look at our activities. As we do, we realize that our programs and projects must be geared to the needs and interests of people we serve. In other words, we're giving our audience what they want—not what we think they ought to have.

This is an approach, of course, used by every successful businessman. He gives his customers what they want and need.

Everyone knows there isn't a big market for refrigerators among the Eskimos. By the same token, you can't sell a program for 10-year-olds to 17- and 18-year-olds. In fact, an Eskimo might be more interested in a refrigerator than an 18-year-old would in an activity aimed at 10-year-olds.

This business of giving your audience what they want is something we've always known in extension. But we haven't always practiced it. Maybe we're a little like the farmer who was asked why he didn't try to learn things to help him operate more efficiently. "Shucks," he replied, "I ain't farming half as good as I know how now."

Perhaps this farmer was too busy with his everyday chores to stop and take a look at how he could improve his methods. Maybe that's what has happened to some extension workers, too. Programs have expanded so rapidly that we haven't had time to analyze ways we could improve.

Now many extension workers are taking time to do this. And they're coming up with new approaches, new projects, new teaching tools. In Michigan, for example, they took a close look at their 4-H program. Then they developed a new approach, called the multiphase, based on the needs and interests of youth at different age levels. Similar things taking place in many States are reported in this issue.

Yes, a lot of things are happening in 4-H. And the net result is a better, stronger extension youth program.—EHR

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Administrator Ferguson visits with six 4-H'ers who gave "Report to the Nation" during 1960 National 4-H Club Week. In Washington, 4-H members visited White House and met Congressmen, government officials, and other national leaders. Delegates are, left to right: Steve Parks, Tennessee; Janet Long, Michigan; Bowen Akers, Indiana; Janet Cavender, West Virginia; Rebecca Anne Parker, North Carolina; and Richard Juhl, Colorado.

4-H TODAY AND TOMORROW

by C. M. FERGUSON, Administrator, Federal Extension Service

EDUCATION today is racing to cope with the demands of an age that was just a dream a short time ago. This decade we're beginning is brand new in more than a calendar sense.

We are entering a New World. It is a world that speaks a new language—artificial satellite, launching pad, count down, radioisotope, plant growth regulator, broiler industry, suburbia, freeway, jet airfield, consumer acceptance, status seeker, electronics, pushbutton farming, recreation industry, career exploration, atomic power, closed circuit TV, eye-level oven, weather control, babysitter, communication, audience, motivation and built-in maid service.

In this bright new decade, 4-H enters this challenge: Learn-Live-Serve Through 4-H.

Since its inception more than 50 years ago, 4-H club work has been a pacesetter in American life. The 4-H idea of "learning-by-doing" has proven its worth and soundness not

only here but in many other lands as well.

Building on this basic idea, 4-H is now on the way to more fully incorporating another concept in its programs. This is the "why" aspect of science, well underlined in the report of the conference on More-Science-in-4-H-Programs. It merits your careful study.

Many Adjustments

Emphasis on the science aspects of 4-H club work is, of course, only part of the picture. Equally vigorous steps are being taken to keep all 4-H goals and programs abreast of the changing times. In order to view 4-H club work in proper perspective, there are basic reference points to keep in mind.

- Farming and ranching are only a part of American agriculture. Agriculture today is a giant industry that provides employment for 25 mil-

lion persons. Seven million workers are on the land and another seven million provide a host of "in-puts," ranging from agricultural chemicals to power, which support the farm plant. Another 11 million workers transport, process, package, and sell the products of our farms.

- The continuing advance in farm production efficiency has made it possible for fewer farm people to more than meet the needs of our rising population and export markets.

- This dramatic change in American agriculture, along with the equally massive adjustments taking place, has a direct bearing on 4-H work. Not more than 15 of every 100 youth growing up on farms today will find their careers in farm ownership or management. In sharp contrast, there is expanding opportunity for careers, both professional and vocational, in the other two main segments of agriculture.

- The merging of our rural and urban economy is bringing the values of 4-H club training and experience to increasing numbers of boys and girls. It is estimated that a third of the Nation's 62 million children live in rural areas.

- Forty-four percent of the children under 18 years of age now live in seven States.

Modern Charter

In the light of all these changes it is evident that none of us can take a "business as usual" attitude. The Cooperative Extension Service is taking vigorous steps to advance its educational stature. In the Scope Report, and in A Guide to Extension Programs for the Future, Extension's modern charter is outlined and documented.

There is one sentence in the Guide that I hope becomes part of the thinking of every extension worker. "The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship."

We need constantly to ask if we are really doing our utmost to help each 4-H member make sound decisions. Are we encouraging them to (See *Today and Tomorrow*, page 103)

Adapting to Needs and Interests of Youth

by AMALIE VASOLD, Assistant State 4-H Club Leader,
and WILLIAM TEDRICK, Program Specialist, 4-H, Michigan

How well do our 4-H projects and activities meet the needs and interests of different age members?

We often take the attitude that 10-year-olds join 4-H to learn to sew, cook, raise a dairy calf, or raise a vegetable garden. Then we have them grow a 100-square-foot garden the first year, a 200-square-foot garden the second year, and on and on. Size is not necessarily related to what the members learn.

Knowledge of child growth and development will help us to answer questions like these: Why do 10-year-old boys and girls want to join a 4-H club? After 1 or 2 years, why do boys and girls drop out of 4-H club work? Why is teenage enrollment so low?

Analyzed Program

From a study of enrollment and reenrollment patterns of 4-H club members, the Michigan multiphase program was born. We found, as many others have, that our program violated the generally accepted educational principle that developmental tasks should increase in difficulty as the participating member matures.

Our 4-H program did not fully reflect the fact that psychological characteristics and needs of later adolescence are quite different from those of early teen-age. And we realize that our 4-H program was more adapted to the younger group.

This new understanding presented some alternative plans. We could continue a 4-H program designed primarily for the 10-12 age group. Or we might study the situation further and try to decide exactly what it was about the program that the 10, 11, and 12-year-olds liked. Then perhaps we could develop a program that would be equally inviting to the 12 to 14-year-olds and on through high school graduation.

We did the latter. And a graded

program called "multiphase" is Michigan's answer to this problem.

When we began to think about ways to develop the multiphase approach, three well-defined steps became apparent. We would need to: (1) determine the age groups and specify their characteristics, (2) adapt educational tools to fit these age groups, and (3) launch a training program to help leaders and agents understand the basic reasons for the changes.

Age Groups Decided

State 4-H staff members, county extension agents, specialists, and outside resource people studied the available research on child development and behavior. Their findings were studied in relation to the needs (both physical and mental), interests, abilities, and general behavioral patterns of boys and girls between the ages of 10 and 20.

Age groups adopted were 10-12, 12-14, 14 through high school graduation, and 18 and over.

The overlapping age groups pro-

vide for flexibility in the program. They permit programing to a wider range of needs and interest among individuals.

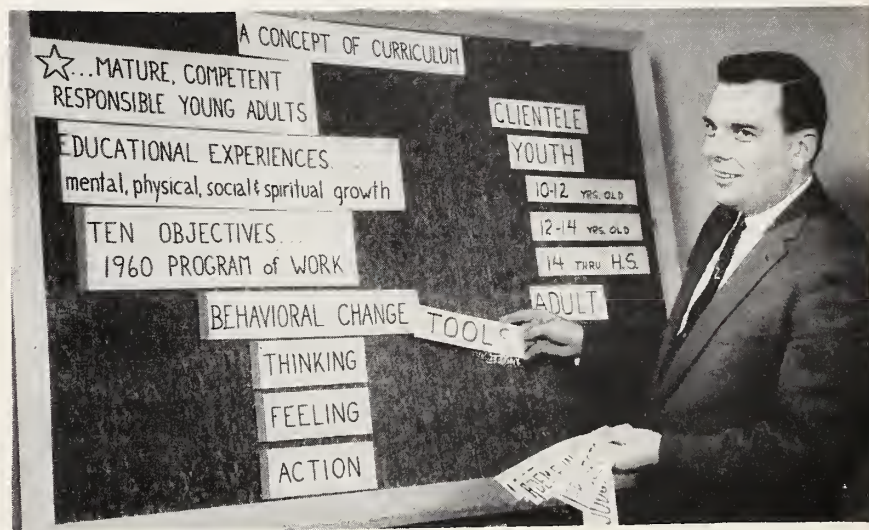
How and Why

For example, project work for the 10 to 12 year old group carries individual projects that are heavily "how to do it" oriented. For the 12 to 14 year old group, the "why" is added and some emphasis is given management and marketing. At this age level, members also begin to take part in group activities.

From 14 years old through high school graduation, "what would happen if . . ." is added to the how and why. Emphasis is given management and marketing and members participate in co-educational activities.

Similar developmental stages have been incorporated for demonstrations, judging, group action, community service, personal contact, evaluation, and other activities.

It was determined that special pro-
(See *Adapting to Needs*, page 96)



Multiphase program is explained at agent training meeting by Dr. Russell Mawby, Assistant Director of Extension for 4-H Club Programs.



A CLOSE LOOK AT OUR PROGRAM

by RALPH KITTLE, Brooke County Agent, West Virginia

WHY aren't we getting desired results in return for the amount of time spent in carrying out a 4-H club program? This is one question partially answered by an evaluation of our county 4-H program.

Time to develop new ideas and activities necessary to enrich a 4-H club program has been at a premium. Our evaluation is incomplete at this time but it points to leadership training as one of the weak links in the program chain.

We further suspect that too many different activities might have some bearing on how well we do each program. More intensive basic training for leaders might be part of the answer to release time for new ideas and activities to enrich the program.

During the 1959 Winter 4-H Conference, State Girls' Club Leader Mildred Fizer presented a proposed 4-H evaluation plan. We weren't satisfied with the results of our county 4-H club program and asked for her

assistance in developing a formal evaluation.

In November 1959, the extension staff from Brooke and Nicholas Counties met with Mary Frances Lyle and Mylo Downey of the Federal Extension Service, our State 4-H club staff, extension supervisors, and Dr. Leonard Sizer of the Sociology Department of West Virginia University. Here we carefully adjusted a proposed national evaluation outline to the West Virginia 4-H program. This would obtain the desired information for evaluation of our 4-H program.

Study Outline

The program was divided into several phases for study purposes.

- *Project Work*—projects carried by 4-H club members, project requirements, and completion of projects.

- *Local Club Program*—*Annual Program Planning*—regular club meetings, club meeting program,

planning the local club meeting, participation in meetings and other local club activities, holding local club activities, planning local 4-H activities, participating in local club activities, and evaluating the local 4-H club program.

- *Adult Assistance* (Average pattern for past 3 years)—local 4-H club leaders, leader-training program, and other adult assistance.

- *4-H Age Population*—percentage of eligible boys and girls, coverage, and re-enrollment.

- *County Program*

- *Out of County Activities and Events*

- *Keeping the Public Informed*

A benchmark was established in each division with room for short and long-time goals. These goals will be determined by the program needs.

Methods Combined

Many methods and devices were used in getting facts and information. A questionnaire was developed to get basic facts on each club. The club agent interviewed each club leader, gathering facts and information to establish the benchmark. These in turn were used to set up goals for the evaluation.

Together we decided the participation and determined the goals in each phase of the program. Club records, enrollment cards, club reports, and a school census were valuable in agent estimation.

Other facts were uncovered and challenges placed before us as we discussed some of the tentative conclusions. How will we meet these challenges? What is going to be our attitude toward them?

What's Ahead

We found that in the next few years our potential 4-H club enrollment will be increasing. Every boy or girl is within a reasonable distance of an organized club, yet we have only 15 percent of the potential enrolled at present.

There is a feeling of accomplishment, as long as you continue to grow in number or the quality of your program. How can we continue to grow, both in numbers and qual-

(See *Close Look*, page 98)

Youth Plan Their Future

by G. A. LINEWEAVER, 4-H Leader, and GLENN HOLMES, Vocational Education Specialist, Iowa

EXTENSION programs in career exploration follow a variety of patterns in Iowa counties. But one thread common to most is their cooperative effort with other groups. The most successful programs are those in which all agencies are working together.

A career exploration workshop in Des Moines County, for example, was attended by representatives of school administrators, guidance counselors, churches, organized labor, employment service, chamber of commerce, Boy Scouts, and Extension. It served as a springboard for creating greater awareness and understanding of the needs of young people in choosing a vocation. In this county, 542 4-H members in 37 clubs are participating in the career exploration program.

Team Effort

In cooperation with other groups, West Pottawattamie County extension agents conducted a series of five meetings for young people interested in career exploration. The programs included information on the current farm situation, self analysis, nonfarm job opportunities, opportunities in jobs requiring college training, opportunities in jobs requiring less than a college degree, interviewing for a job, and business tours.

The teams that conducted career exploration programs for service clubs in Monona County included the president of the county board of education, the county superintendent of schools, a high school guidance counselor, an attorney who is chairman of county career day, a local 4-H leader, and the county extension staff.

Most of these activities resulted from a career exploration workshop sponsored by the Iowa Extension Service in December 1959. Delegates from seven counties had chosen career exploration as a special 4-H activity. Each county was invited to

bring 6-10 persons who were interested in or working with different aspects of career exploration.

The first part of the workshop featured presentations by resource persons representing the State Department of Public Instruction, Iowa Employment Security Agency, AFL-CIO, Iowa Council of Churches, YWCA, and Iowa State University.

In the second part of the program, local situations were discussed and preliminary plans made by county groups. Counties were encouraged to experiment in their approach.

Serve as Catalyst

State extension workers suggested that the county staffs invite representatives of the many interests to the workshop. Representatives of other State agencies and organizations were invited to assist with the workshop. In both cases, it was made clear that extension was serving only as a temporary energizer. We feel that as soon as the career program gets underway, Extension should be-

come just one of the cooperating groups.

This philosophy is not new to extension workers. In 1959, the Role of Extension in Career Exploration was discussed with county workers at district conferences. In this presentation, the importance of all groups coordinating their efforts was stressed.

A set of objectives for a career exploration program was presented. Background for the objectives were studies which show that a relatively high percentage of young people lack information and guidance to most effectively choose their life work. And they lack awareness of the need to continue education to best fit them for jobs they might like.

Studies also indicate that parents play a major role in the decisions by young people as to the careers they choose (or do not choose) and the amount of education or training they get before seeking employment. Often parents are not aware of their influence in these decisions. The informal relationship extension has with many families provides a favorable climate for creating awareness, arousing interest, supplying information, and motivating action in career exploration.

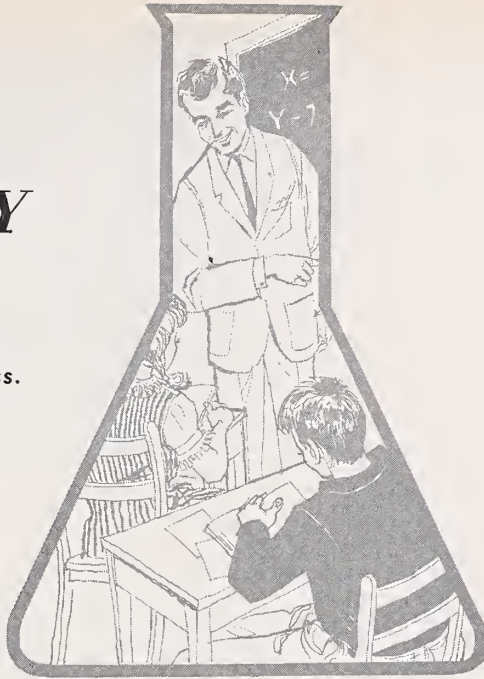
Glenn Holmes, vocational specialist, explains career exploration at high school assemblies, career days, (See *Plan the Future*, page 103)



Iowa 4-H boys, with aid of local leaders, fill out worksheets on job analysis in relation to interests and goals.

Teach How and TEACH WHY

by MERLE L. HOWES, Head,
4-H and Youth Programs, Mass.



ONE reason that 4-H maintains strong appeal to young people and volunteer leaders is the constant effort to keep the program modern. The thought of science as a new dimension gives us another opportunity to make 4-H a living and real educational force in the lives of young people.

Looking back to earlier 4-H work, we see home economics and agricultural projects designed for the farm girl and boy. This work was evaluated on the degree of expansion. The boy with the dairy project was encouraged to start building his herd; the girl to learn the techniques of sewing, food preparation, and other skills relating to rural life.

The present situation suggests that we reconsider some earlier practices in 4-H. We must recognize that a small percentage of the boys enrolled in agricultural projects will be making their living from farm production. Limited land area, zoning and related economic factors make it difficult to expand the 4-H project into a farming business.

The educational level and interest of the family has changed. This means that Extension clientele has a greater variety of interests, values, and potentials.

If you agree that these factors influence our thinking about current

agriculture projects in 4-H, let's consider the opportunity that these projects hold for developing an interest in science.

Exploring the Area

At a conference last fall sponsored jointly by Extension and the National Science Foundation, considerable thought and discussion centered on Science in 4-H. Meeting at Michigan State University, extension workers and scientists came together:

1. To explore ways of expanding the understanding and appreciation of science in the present 4-H program.

2. To consider additional scientific areas that could be added to the 4-H program.

3. To point the way for a design of 4-H program features that will interest and motivate qualified youth to prepare for careers in science.

4. To help 4-H members become more intimately acquainted with the principles of science that affect their everyday living.

5. To recommend next steps for Extension to follow to improve its science teaching.

Raymond D. Larson, Chief, Manpower Branch, U. S. Department of Labor, told the group, "The educational attainment of the new labor

force entrants is important because of the changing occupational distribution of employment. The greatest increase in employment during the 1960 decade will be in occupations requiring the most education and training—the fastest growth will occur among engineers, scientists, and technicians.

Workshop groups reported:

- Take present projects of 4-H program and introduce the "why" in addition to the present "how" content.

- 4-H as a part of the Cooperative Extension Service has traditionally emphasized the development of skills through the project procedure in the fields of agriculture and home economics. As we consider science emphasis and content in 4-H, we need to build into our methods opportunities for more creative thinking and experimentation.

- Boys and girls can be shown the way of thinking through a problem using the scientific method, rather than given a definite answer to a problem.

- It appears that the Extension, resident teaching, and research staff should cooperate in planning and writing 4-H bulletins with emphasis on science.

Dr. Watson Davis, Director of Science Service, said: "4-H must continue the unique contribution that it has made through projects related to agricultural production and homemaking. But the determination to give major attention to science and technology by encouraging its members to ask 'why' as well as learn 'how' will be a historic decision."

Dr. Paul Miller, Provost, Michigan State University, said: "One of the things Extension should be doing is anticipating the needs of society." Opportunities for further development of this idea are:

Recruitment of different and specialized leadership. Our communities are filled with specialists—in addition to the resources of the land grant college. This trend to more specialized workers is likely to continue. Their special talents will give an impetus and challenge to the 4-H program.

A way to serve the member who shows little interest in the how-to-do

(See *Teach Why*, page 100)

Another Project to Develop Youth

by FRANCIS R. CALDERWOOD,
Cuyahoga County Extension Agent, 4-H, Ohio

WHY can't we have a dog project in 4-H? Even 'city kids' have dogs.

Parents repeated the question first asked by 4-H members. It was asked again by a panel of junior leaders on television. They wanted to learn more about dogs—how to care for and control them.

The Cuyahoga County 4-H Council studied this request. They reviewed Extension purposes, listed the values of club work, and answered these important questions: What is a project? How does it meet 4-H objectives? What does it do for the boy or girl?

Urban Influence

We have asked these and similar questions many times in our urban county. More than 1.5 million people live in the 30 cities and several fast-growing suburbs that make up Cuyahoga County.

Farms have been swallowed up by massive housing developments. Zoning against animals is popular. Ask people about 4-H and they shake their heads, "Never heard of it."

Our 4-H people have met this situation with understanding, imagination, and leadership.

Capable leadership has been responsible for the success of urban 4-H projects originated in this county, including such topics as lawn care, small engines, herb gardening, and radio. Skilled citizens of the county now are volunteering to help with proposed projects such as tropical fish, advanced electronics, weather, and marketing.

Leadership in developing a dog project came from Loy Green, a 4-H parent and professional dog obedience instructor. He was interested

in young people and aware of the values of 4-H.

In May 1958, using project material prepared by Mr. Green and the author, four boys and nine girls started on the first dog care and training project. They held weekly meetings and put on the first 4-H dog show at the county fair.

In 1959 we had two clubs: Mr. Green's and the "Seven Hills Woof and Barks." Three boys and 34 girls started and completed the project, aided by nine adult advisors.

Members in this project attend meetings and take part in county activities like other 4-H members. They give at least one demonstration before their local club on such topics as how to groom and care for dogs, handle a dog, and fit a dog for showing.

The boys and girls have demon-

strated to clubs for the aged, children's homes, service clubs, PTA's, sportsmen shows and other 4-H clubs. They also appear on television and have been invited to show their dogs at a major league baseball game.

Veterinarians meet with each club to explain how to keep dogs healthy. Lawyers help members to understand laws affecting their dogs.

Control Exercises

Youngsters learn to use "correction and praise." Correction is accomplished with the leash and a commanding voice; praise by a pleasant voice and a pat. Control over the dog is established in "control" exercises. 4-H training is adapted from the American Kennel Club descrip-

(See *Dog Project*, page 100)



Fairfield County, Conn. leader looks on as member teaches commands to her project animal.



4-H members receive training for showing of projects.

Opportunities Unlimited in an Urban County

by MRS. DOROTHY P. FLINT, Nassau County 4-H Club Agent, New York

NASSAU County is a youth community today. Families are young, elementary schools are crowded, new high schools are being built, and colleges established or enlarged.

Nassau, which lies just outside of New York City, has been called the fastest growing county in the United States. The population jumped from 672,000 in 1950 to 1.6 million today. And it's expected to climb to 3.7 million by 1970 and 6.3 million by 1980.

Developing People

Most people have small homes and small yards. Grass probably is the biggest crop. But the development of people into wholesome individuals and good citizens with high standards of living is our main concern.

As the county has grown, extension has expanded its programs and changed techniques so we can continue to serve all the people. This open door policy is valuable in program development and in getting local support.

We have 18 agents—7 4-H agents, 6 agricultural agents, and 5 home

demonstration agents. Ten part-time local leaders help 4-H and home demonstration agents with organization and leader training. The 4-H department has a central office, two branch offices, two leader training centers, and a camp.

The stability and progress of a 4-H program in an urban area rests in community 4-H councils. These parent-leaders get training for community leadership as well as for 4-H through their council activities. Because of the continual shifts in population—families moving in and out of the area—these leaders need to be continually oriented in extension philosophy, programs, and techniques.

These community councils develop and carry on the local 4-H activities, assisted by a team of two professional 4-H workers. The councils help put on officers workshops, practice demonstration days, and community achievement days. They plan leadership training and suggest community service activities. They are, in fact, the key to the local 4-H effort.

We feel that 4-H can offer a continuing educational experience through junior high school and into

senior high school. But membership must start early if this continuing experience is to be effective. So our membership pattern works out to 4 years in elementary, 3 years in junior high, and 3 years in senior high school. And long term membership is only possible if parents and teachers understand the values.

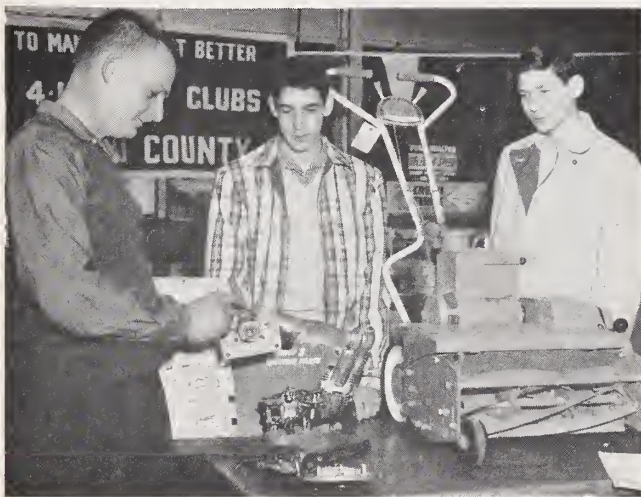
Activities with Appeal

Leadership development, community service, group work, and project skills are all useful to the teenager who lives with a crowded schedule. Junior leadership is especially interesting to older youth.

As one phase of junior leadership, these teenagers organized clubs of younger brothers and sisters. Parents and 4-H alumni felt that 8- and 9-year-olds were ready for group experiences and could carry on parts of 4-H projects.

This pre-4-H group, called the Clover Buds, is sponsored by the community leaders councils and the county leaders federation. Leaders and agents guide the program.

(See *Opportunities*, page 102)



Power lawn mower project appeals to teenage boys in Nassau County, where biggest crop is grass.



More than 12,000 boys and girls participate in bicycle safety project, conducted through schools.



4-H camp offers many opportunities to develop leadership.

Camping—Leadership Ladder

by J. T. ROGERS, and G. H. BAKER,
District 4-H Club Agents, South Carolina

WHAT does a camping program mean to 4-H boys and girls? What is involved in its operation?

Perhaps these questions can best be answered by asking another. Who have been your district, State, and National 4-H winners during the past 25 years? You will probably find that they have been the campers—4-H members who have attended and participated actively in camp.

Gradual Growth

Camping is considered an important 4-H activity by all extension workers, who encourage boys and girls to attend. Camping is also the most satisfying activity from the member's standpoint. Its value to the member lies in training and developing leadership qualities. Members who reach the top in 4-H work are usually those who played a leadership role in camp.

How does this "ladder to leadership" work? It doesn't happen by accident.

Early in the club member's 4-H experience, agents are able to detect

potential leaders. After boys and girls attend camp for 2 or 3 years, agents give them increasing responsibility. Conducting vesper services, assisting in demonstrations, and organizing and leading recreational events are part of the pattern in leadership development.

In addition to the value in terms of their personal development, having members assuming leadership at camp also takes a big workload from the agents. It gives agents more time for educational leadership.

Attendance at 4-H Camp and other State and National events provides many leadership opportunities for 4-H boys and girls. Observing their own county agents, leaders, and others discharging leadership responsibilities inspires 4-H members to want to become leaders.

Outstanding members attend camp many times during their 4-H club career. After they have attended camp a few times, the younger ones begin to observe the leadership roles of older club members.

Recognition of the leadership of these older club members by camp

directors impresses younger members with the importance and value of helping others. They begin to accept with pride small leadership responsibilities. And soon they are ready for progressively larger and more responsible leadership.

Our agents, leaders, and camp staff members are constantly on the alert to provide leadership opportunities at camp for as many boys and girls as possible. We keep leadership assignments in line with the campers' abilities and experience.

Just as important as developing leadership is the training given campers in the importance of being a good follower. They should be trained early to respect authority and appreciate the value of experience gained over the years by older 4-H members and adult leaders.

Extension workers and 4-H leaders in South Carolina plan a camp program with goals for "full" development. Equal value is placed on spiritual, social, mental, and physical development of the boys and girls. County agents and specialists take part in the planning, with the program varied from year to year.

Campers are divided into junior and senior groups on the day of arrival. This makes possible instruction and recreation on an age basis and group interest. Recreational events, for example, are conducted for different age levels. County agents, leaders, and staff members marvel at the sportsmanship shown by the boys and girls.

Location Values

The geographic location of the camps is important, both from a travel standpoint and for giving members varying environment experiences. In South Carolina, camps are located in each of the major geographic regions of the State.

At Camp Bob Cooper, for example, members have an opportunity to get some "low-country" atmosphere. They see flue-cured tobacco growing on the fertile, level land. From the highways they see the huge moss-laden live oaks, some several centuries old.

When they come to Camp Long,

(See *Camping*, page 102)

FOCUS ON THE HEALTH



by AGNES M. HANSEN, Assistant
State 4-H Leader, Wisconsin

H EAD, Heart, Hands, and Health. What's the meaning behind the fourth "H"? What do we expect to accomplish with boys and girls through a program of health activities?

Everyone agrees that health is important. But what program guidelines will get results? That's the challenge: health is important, so let's do more about it.

What Is Health?

As we seek better health programs for young people, the root of our concern is suggested by such questions as: Are our concepts of a health program too limited? Actually, we can't separate health from the other H's.

There's an interesting parallel in the inclusive fitness program of the President's Council on Youth Fitness. Its aim is the fivefold development of youth: physical, emotional, mental, social, and spiritual.

In describing the fitness program, Executive Director Shane MacCarthy said, "Fitness is health plus. Fitness,

everyone agrees, embraces all factors in the human being . . . intellect, will, and physique . . . so interlocked they cannot be unraveled."

Breadth of Program

We in Extension need to ask, Are we thinking broadly enough about health? Our program should include appearance, personality, citizenship, character, leadership, and happy living. The 4-H literature of many States shows that knowledge, skills, and attitudes for better living are being developed through projects. And social and spiritual development come through recreation, camping, community service, and Rural Life Sunday.

We can make an almost endless list of activities that clubs report as their health program. Reports from Barron County, Wis. are typical—polio immunization center, family health records, vesper services, community health meetings, special programs in nursing homes and homes for the aged, and window displays.

Factors to Study

What else can we do? We can add depth and meaning to programs by emphasizing better living. We can use better program planning procedures. And we can join hands with others in the communities to further important health work.

We need to consider the developmental needs of boys and girls and strive to serve them. Good grooming, courtesy, understanding oneself and others will be welcome in a program for teen-agers.

We must remember to include boys and girls when planning total county extension programs. Club members find satisfaction from being a part of the larger community program. And they'll cooperate better if they're in on the ground floor.

We must use the help of all extension specialists in furthering health programs. Many areas of health development can be related to 4-H projects. Or they can be organized as specific health activities. We must make better use of the resources of public and professional health organizations.

Wisconsin's development in the 4-H

health activity is not unique. But some of our methods may suggest ideas you can use.

The State 4-H health committee helps to select areas of emphasis and suggests ways and means. The committee is made up of: members of the State Medical Society, State Board of Health, State Dental Society, local 4-H leader, home demonstration groups, extension specialists, county agents, and the State 4-H Club staff.

The committee meets annually to review programs and set guidelines for the coming year. Suggestions from local leaders help direct attention to the things that make programs click with members.

"Leaders need to be enthusiastic," they say, "and believe health is important." Leaders need to know about materials and help available in the different health programs.

The leaders ask for help on how to teach health and make it interesting. They want suggestions for skits and ideas for action programs. They want to know how to involve their members in planning and executing the program.

Following the lead of the State health committee, a series of 4-H leaders' guides were written. Subject matter and a variety of ways to present ideas are included. The interests of teen-age members are suggested for a series of programs which help meet social needs.

State Programs

The first program developed was H for Happiness. It deals with mental health and includes such topics as understanding others, understanding yourself, getting along with others, making friends, learning to make decisions. Skits, check lists on personal traits, and discussion guides to use with movies are suggested.

Courtesy Counts is a program on courtesy at home, club meetings, and other occasions. The program is designed to follow H for Happiness or it may be used alone.

Focus on Food, new in 1960, deals with good nutrition for teenagers. It applies to general knowledge of good

(See *Focus on Health*, page 96)

LEARN, LIVE, SERVE, T

4-H Helped Me Learn

by NANCY EWING, 4-H Club Member, Missouri

LEARN through 4-H? But what better way! Looking back over my years of 4-H work, I thank my lucky stars there is such an organization with which I could be closely associated.

My past, present, and future I owe to 4-H and parents who realize the benefits it offered. 4-H offers the opportunities, but members need the interest and backing of parents to get the most out of it. What parent wouldn't support such a character-building program?

How can I actually list the many skills that have been learned? It's impossible. They might be divided into two main categories, material and immaterial, but there are many shades between.

Material gains or skills include learning how to care for my Jerseys, to breed for better quality, to be a judge of type, to fit animals for show, and to show them to the best advantage.

Generally speaking, I have become thoroughly acquainted with a significant phase of farming—the dairy industry. Its importance in the maintenance of a healthy nation is obvious. My future may not be directly connected with farming although I hope my work will concern farm people.

The immaterial skills also are numerous. The most important are the ability to get along with people, the ability to build lasting friendships, the ability to win and to lose gracefully.

Through 4-H work, a member is constantly learning skills connected with his or her project. If it stopped at this point, the experiences in 4-H would be of little value. Anyone can



Nancy Ewing received heifer from Missouri Jersey Cattle Club. At right is John Fawcett, herd manager for School of the Ozarks.

learn to sew, cook, make a rope halter, grow vegetables, build a bird-house or feed a cow properly. But it is the experience of dealing with people that really counts. Without the human element, these skills would be less profitable and pleasurable.

My 4-H work has been a series of goals—beginning with the determination to win a blue ribbon on my first calf. Much later my goal was a national dairy scholarship and attending National 4-H Club Congress in Chicago. Although my work in 4-H is finished with this year, I still have one big goal—to become an International Farm Youth Exchangee.

Seeing how well the 4-H goals work in connection with 4-H work, I set goals for myself in everything I do. Now that I'm nearly through college, I find myself faced with an even greater challenge. With the background of experiences in 4-H, I feel confident to tackle whatever lies ahead after graduation.

An important part of growing up is the acceptance of responsibility. From the day I was given a calf from the family herd for my eighth

birthday, it was my responsibility to see that she was taken care of properly. This experience has carried over into all phases of my life. I learned that what I gain will be equal to the effort put forth.

My first calf was the beginning of my 4-H career. She was the nucleus of a small herd of registered Jerseys that has financed most of my 4 years of college. So college education is another of the many ways in which 4-H has directly or indirectly helped me to learn.

Naturally the monetary value is important but I am by no means overlooking the benefits gained and the skills learned from 4-H that will be carried throughout life. 4-H has presented numerous situations which challenge me to become a better person.

My college major is home economics journalism and I am looking forward to working with farm people. My 4-H background will greatly aid me in dealing with people whether in a job, as a member of an organization, as a part of the community, or in the role of wife and mother.

4-H Helped Me Live

by ROBERT MACNAUGHTON, 4-H Club Member, New York

LIKE thousands of other people, I owe a tremendous debt to the 4-H clubs of America. 4-H has done much to help me to live in our modern high pressure, high tension society.

It has given me a great deal of valuable training, not only in agriculture, but also in public speaking, demonstrating, leadership and community relations. The list could go on forever. Of course, I must not forget the training in citizenship that I've picked up during my 4-H "career".

Contacts and friendships have been of tremendous personal value to me.

THROUGH 4-H

These folks were and are the ones I would not hesitate to ask help from when beset by problems. They were with me in high school. They were here when I came to Cornell. And I know that many of them will be with me throughout my life.

A common bond of shared interests and experiences means that these are people who know and understand me. Friends like this are something everyone needs.

The training a 4-H'er gets in citizenship is invaluable. Participation in club elections teaches the responsibilities of voting and selecting representatives. It also does much to bring out leadership qualities in an individual.

In New York State, we have a capital day program. Club members go to Albany, our State capital, and watch the functioning of State government. I know that this training has made me a better citizen of our democratic society.

I've also learned how to relax and have a lot of fun through 4-H. Council dances, club recreational activities, and work with the Cornell 4-H Recreation Team (a group that leads recreational programs throughout the State) all have helped.



Shirley Schulz shows a few of her projects.

Another really wonderful thing I've learned, and one which has done a great deal for me, is how to say "I'll be glad to" when asked to do something. I've had more fun, and learned more, and gained more because I've said, "I'll be glad to."

I'd like to conclude with thanks to those people who have, through 4-H, helped me to live. They do wonderful jobs.

4-H Helped Me Serve

by SHIRLEY SCHULZ, 4-H Member,
South Dakota

I obtained a new lease on life through 4-H work. When I first entered the Busy Bee 4-H Club at the age of nine, I was a bashful girl with no leadership qualities and little creative imagination.

The 15 older members treated me with kind, helpful friendship. This broke the ice and I really became interested in this 4-H business. The all-around enthusiasm which launched me into this great community service work has never died.

4-H taught me current and effective methods of food preservation, meal planning, and sewing. I learned how to manage a breeding poultry flock and a large garden, as well as how to make useful handicraft items. And I also learned the importance of good health maintained through exercise, proper nutrition, and personal good grooming habits.

Through club demonstrations, county get-togethers, camps, judging, State club week and by doing the best possible work in each field, I received a wonderful educational background for any career.

I progressed to the position of junior leader and vice-president of the county council. Last year I inaugurated the first county-wide Rural Life Sunday program in this area.

Despite unfavorable weather conditions, a large crowd attended and a similar program will be held again this year.

Through demonstration experiences at State Fairs and at county shows, I feel that I am in a position to help younger club members plan and write their demonstrations and talks. I find this work most satisfying and extremely enjoyable.

Growth and educational development under the influence of my parents—avid 4-H enthusiasts—and helpful consultations with the county agricultural and home demonstration agents have brought me to an appreciation and understanding of public life and to a realization of its demands.

Through my extensive work with people of all ages and by pursuing my projects faithfully, in spite of obstacles—a car accident, a year of ill health, and project failure—I have become a community leading junior leader.

I have helped plan summer 4-H camps, schools conducted during the camp, recreation activities, camp crafts, rally nights, talent nights, and achievement days. I even helped construct the 4-H building in our county. And I have served community banquets, visited the old folks homes, worked with mentally retarded children and donated food and clothing to the needy.

During my 10 years of 4-H work, I have entered 115 county exhibits and 43 have won State Fair ribbons. This year I was awarded a trip of a lifetime to the National 4-H Club Congress in Chicago where I was named a national achievement winner and granted a \$400 scholarship.

This was a start to a new and vivacious chapter in my life. To share with so many other young people the interests that have grown and developed through the years is one of the most gratifying experiences I have even known.

Now as a freshman nurses' training student, I find my 4-H background extremely useful. Through my projects and activities, I gained patience and understanding as well as know-how of handling difficult situations and the ability to develop them into successful and interesting situations.

Award Donors and the 4-H Program

by KENNETH H. ANDERSON, Associate Director,
National Committee on Boys and Girls Club Work

WEBSTER says that the word "donor" means giver. But to extension workers, 4-H club members, and volunteer leaders, donor means much more than that. It means National 4-H Club Congress, scholarships, savings bonds, medals, wrist watches, and project material. It also means cooperation, incentive, opportunity.

Since the beginning of 4-H work, the donor has been an important member of the Extension family. Many people—in and out of Extension—may wonder how and why these leaders of industry, merchandising, transportation, and the like have the interest, time, and money for 4-H.

Long Tenure

At present 56 donors support 42 national and 10 regional 4-H programs, in cooperation with Extension, through the National Committee on Boys and Girls Club Work. And 24 donors have a tenure of 20 years or more.

Now let's take a backward look and see how this "donor" entity came into being. At the time of our initial contact with management people, we give them an up-to-date view of the 4-H Club program.

Next we go into the details of the particular program under consideration. A typewritten presentation outlines the objectives and scope of the program, benefits to the donor, responsibilities to be assumed, obligations and cooperation expected, role of National Committee and Extension.

After management approves the memorandum, they designate a contact person. Through this representative, we continue our active relationship. Then the lines of communication begin to hum.

Here are a few examples: "Would you recommend that I plan to attend the 4-H Conference." We encouraged

this donor representative to attend and pointed out the splendid opportunity the conference affords to become acquainted with extension personnel, 4-H members, and other 4-H friends.

One company man sought information about the presentation of medals at a county achievement banquet.

We suggested to him that if the extension agent invites a donor representative to join in achievement day activities, the invitation should be accepted. We pointed out the mutual advantages of personally meeting the young medal winners and professional 4-H workers.

We are also called upon to explain the National Committee's role in the 4-H program in relation to Extension and National 4-H Foundation. We regularly furnish donors with current lists of State extension directors, State club leaders, and the Federal extension staff.

Preceding National 4-H Club Week, we mail the official Club Week kit to donors and friends of 4-H. The

accompanying letter suggests ways they can participate in this nationwide observance.

Many donors include news about 4-H activities in their internal publications for employees and stockholders. Some insert their program leaflet in the policy manual to orient the men and women who are likely to come in contact with local leaders, members, or agents.

Among other media employed by donors to relate the 4-H story to the public and their employees are radio, television, advertising, trade publications, and the like. We assist with planning, subject matter, and timing.

Dual Benefits

Donors and 4-H members frequently benefit from the same experience. This is illustrated by the recent tour of the 1960 Club Week delegates to Washington, D. C., Wilmington, Del., and Detroit, Mich. Not only did the 4-H'ers tell their

(See *Award Donors*, page 102)



Norman C. Mindrum (center), director of National Committee, congratulates representatives of old and new donors: Al Albini (left), Montgomery Ward and Co., which has sponsored 4-H home economics awards for 38 years; and Clark W. Davis (right), E. I. duPont de Nemours & Co., new donor of beef awards in 1959.



DOES 4-H LEAD TO SUCCESS ?



by KENNETH S. OLSON, Assistant State 4-H Club Leader, North Dakota

EVERYWHERE we see evidence of change, more change to come, and the challenges it will present. As members of Extension, we are committed to helping people identify and deal effectively with the problems resulting from changing situations.

One major area of extension work is with 4-H youth. And the question arises—Do 4-H activities contribute toward our job of helping people adjust to changing situations? This question stimulated a study in Barnes County, N. D., during the summer of 1958.

Selected Farmers

One hundred and three pairs of farmers were included in the study. In each pair, one had been a 4-H club member and the other had not. All were 30 to 45 years of age, married, farming continuously for 5 years or more, living on the farm being operated, had worked less than 100 days off the farm, and earned less than a fourth of their 1957 income away from the farm. Each pair compared had the same size farm, the same amount of schooling, and either rented, owned, or owned part and rented part of their farmland.

The 103 pairs of farmers were

scored on adoption of change which was represented in the study by 26 improved farm practices. Among the practices were use of 2,4-D, registered sires, heat lamp farrowing, and the latest recommended wheat variety.

Differences Revealed

Findings of the study showed that:

- Of the former 4-H'ers, 62 percent had a high adoption score compared to 46 percent of the nonmembers.

- Of the former 4-H'ers, 16 percent of the 1 and 2-year members were early adopters compared to 33 percent of those with 3 to 5 years of 4-H experience and 43 percent of those with 6 or more years experience. (This compares with 21 percent for the nonmember).

- Forty-five percent of those who could recall learning and using one or two improved farm practices in the first year of 4-H work were early adopters. Of those who recalled no practices learned and used in their first year 21 percent were early adopters.

- All who had been in 4-H 6 years or more could recall improved farm practices learned and used. However, 21 percent of the 3 to 5-year mem-

bers could not and 45 percent of the 1 and 2-year members could not recall any improved farm practices learned and used while in 4-H.

We concluded that 4-H membership, especially when certain types of learning are included in the program, does influence the adoption of change.

Previous studies have shown that diffusion and adoption of technological change are not acts, but processes in which communications and attitudes hold a vital place. More recent studies are placing emphasis on factors related to attitudes, personality, and related concepts.

We find, too, that attitudes are easily formulated or modified in young persons and in primary groups. These are both qualities of a 4-H club—a primary or small group of young people.

Stimulating Change

How do we go about helping 4-H youth acquire an attitude or habit system receptive to change? We do it the same as with any habit acquired. "A stimulus is present; a response is made; the response is rewarded. When the stimulus is again presented there is a tendency to make the same response."

For example, if a 4-H boy had a rewarding experience in adopting a practice recommended by extension, you might expect him to feel a similar response to another extension recommendation at a later date. This idea seems to be borne out by the findings and the comments made by many farmers interviewed.

No evidence of planned attitude change was found in old annual reports. But there was evidence, that the late T. X. Calnan, county agent during the years the surveyed farmers would have been in 4-H, did change 4-H members' attitudes toward new farm practices.

For example, one farmer said that when he joined 4-H, the county agent brought out a bushel of Ceres wheat (a new variety) for his first crops project. "Ever since," said the farmer, "I have always tried to obtain these new varieties as soon as they are available."

What does this all mean to you as an extension worker?

(See *4-H and Success*, page 96)

4-H AND SUCCESS

(From page 95)

When change occurs as rapidly as it has in the last decade, much of the knowledge and many skills taught in the 4-H club are out of date before the member becomes an adult. However, if an attitude toward improved practices can be established which helps the individual discard the old and embrace the new, it can be an asset during his entire life.

Such an attitude in times like ours produces an incalculable effect on the human situation. Such a person yearns for the new and constantly asks the county agent and others for new ideas. And he attempts to originate his own new ideas.

In nearly every farm paper, we see stories of what farsighted farmers are doing or plan to do. In this period of American agricultural history, when change is piled upon change, the wise prove their wisdom by accepting change as it comes. It may even mean accepting change to being a city worker instead of a farmer.

This implies that extension workers need to provide experiences in 4-H activities which promote receptive attitudes toward change. "Learning by doing" is no longer enough. It must be "Learning by doing in a better way."

FOCUS ON HEALTH

(From page 89)

nutrition, better breakfasts, and selecting between-meal snacks.

Skits, quizzes, crossword puzzles, and games help teach the information in this program. Focus on Foods follows the suggestions of *Teen-age Nutrition*, developed by the National 4-H Food and Nutrition Development committee.

Adult Training Aids

As a part of the program on sanitation, materials are provided on rat and mouse control. To train agents, a movie on rat and mouse control was shown at a district meeting. As a result, 15 counties requested sets of materials for their clubs.

The State Department of Health has developed 4-H leaders' guides on

safe water, dental health, and immunization. Movies are offered free for 4-H club use. A leaders' guide on good grooming for boys and girls will be developed by clothing specialists for next year's program.

The State Medical Society supports the work of 4-H groups with materials and awards and provides expenses to the nonprofessional people who attend the annual meeting of the state 4-H health committee. A year's subscription to *TODAY'S HEALTH* is provided to clubs reporting outstanding health programs.

Clubs are eager to do things that they think are worthwhile. But we have to help the leaders by defining activities and providing literature and training.

What are the ways in which 4-H health programs may serve people better? Decide the objectives of your program first. And let a carefully selected committee help.

Plan interesting programs that blend members' interests, leaders' suggestions, and health agencies' counsel. Then help leaders to develop confidence in teaching effectively.

ADAPTING TO NEEDS

(From page 84)

graming is needed for the 18-year-old and over group. Programing to this age group will be in a more adult fashion with special emphasis on leadership.

The second step was to evaluate and redesign our educational tools to fit the developmental stages. This is not easily accomplished and, of course, is a continual process. New methods and approaches are also being explored.

Let's look at the clothing project and see how it has been adapted to reflect the multiphase programing concept.

In the Young Miss Series for 10 to 12 year olds, members can select from these activities: hem a tea towel or head scarf by machine, make a cotton apron or skirt, make a cotton dress or skirt and blouse, make a hemmed patch.

Optional activities for the Junior Miss Series, 12 to 14 years old, include: cotton school dress, sportswear, including choice of playsuit with skirt, shirt and slacks, or Ber-

muda shorts and skirt; lounging costume, including housecoat and nightgown or pajamas; skirt and blouse; make buttonholes by hand or by machine; learn to darn.

In the Senior Miss Series, for 14 year olds and over, members make a: skirt or jumper (corduroy, wool, or wool blend) and blouse or weskit; costume for general wear; costume for formal wear; costume for rain wear; two "easy to wear" children's garments of washable materials; and make or assemble the necessary accessories.

Training Plan

The third step was to design a leader and agent training program to help them understand the philosophy and reasons for the multiphase approach. This was conducted concurrently with steps one and two and is a continuing activity at all levels of organization.

The leader training program was first directed to all county extension agents. Agents, assisted by State Staff workers, then worked directly with local leaders in county training meetings.

While it is too early for formal evaluation, reactions from specialists, county workers, and leaders indicate that Michigan's multiphase approach is off to a running start.

Favorable Response

Specialists like it because it enables them to develop projects and activities that have real educational meaning for all age groups. County workers indicate that they have been able to more realistically evaluate and change their programs to meet the needs and interests of members.

The leaders had to make more adjustments, as this approach is a shift away from the idea of prescribing all project requirements. These adjustments make it difficult for leaders to determine specific goals in project completions. But with proper training, leaders have responded enthusiastically to the multiphase program.

After nearly 2 years of operation, Michigan is happy with the results of this program. And we are looking forward to even greater program effectiveness in the future.

The Nation's Capital Is Your Classroom

by GRANT A. SHRUM, Executive Director, National 4-H Club Foundation

DREAMS have a way of growing. The dreams of yesterday become the realities of today, and new plans and ideas take their place as our dreams for tomorrow.

More than three decades ago, a National 4-H Center existed only in the imagination of a few 4-H members and leaders who dared to dream. Through the years, this idea grew.

Early in 1951, fancy was transformed into fact when a site was purchased. Less than a year ago the President of the United States cut the green and white ribbons to formally make this dream into reality. Now 4-H has a "home in the Nation's Capital."

The National 4-H Center is a working memorial to the pioneers who nurtured 4-H club work through its formative years to become a truly great educational program for rural youth.

With the realization of one dream, 4-H leaders are again looking to the future. Our objective now is to use this facility to make the greatest possible contribution to the youth program of the Cooperative Extension Service. And this dream is more inspiring, more daring, and more challenging than the first.

Training Young Citizens

With this in mind, the National 4-H Club Foundation is announcing a series of 4-H Citizenship Short Courses. This educational experience at the National 4-H Center will enable club members and their leaders to learn more about their government, as well as gain a better understanding of national problems and their citizenship responsibilities.

The National 4-H Center is a fitting site for this dynamic citizenship training program. The Capital area, rich in the shrines and memorials



Graduates of Citizenship Short Course pose with their bus in front of National 4-H Center.

which bring to life our democratic heritage, becomes your classroom.

Citizenship Short Courses will begin each Monday morning and run through Friday afternoon. Each term is limited to a minimum enrollment of 25 and a maximum of 200 persons. A group of about 100 is ideal. Persons 15 years of age and older may enroll either as individuals or as members of a group. There must be at least one adult leader for every 25 young people.

Several individuals, county, and State groups will be combined to complete the enrollment for each term. Participants must have approval from their State 4-H Club leader or his representative prior to enrollment.

The curriculum includes discussions, tours, lectures, and recreational activities. It is planned and conducted by the National 4-H Club Foundation in cooperation with the Cooperative Extension Service. The 4-H and YMW Programs Division, Federal Extension Service, assists in teaching and training.

A 5-day session, of course, cannot explore the topic of citizenship in depth. But participants will have opportunity to develop new meaning for their role in our democratic society. Assembly and discussion programs are conducted in: The Meaning of Citizenship, Citizenship Opportunities in Today's World, What it Means to be a Good Citizen, and Washington—Nerve Center of the World.

Expanding Center Use

The Citizenship Short Courses are just one opportunity to study citizenship in the inspiring historical environment. Plans are underway for longer forums or workshops to take a deeper, more intensive look at citizenship as it relates to people in our democracy. An experimental session for a group of older youth may be held within a year.

The National 4-H Center will also provide inspirational training experience. (See *Capital Classroom*, page 102)

Training Leaders in Advance

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

I light my candle from their torches, said writer Robert Burton. This expression could well apply to volunteer leaders and the relationship of the 4-H member to the leader.

Many guiding lights today have their origin among adult 4-H leaders. And we are all interested in how more of these lights might burn a little longer than usual.

Each State studies its 4-H education program to make improvements. Many times a variety of approaches are made to the same phase of the program. This depends on the location of the State and local conditions.

Study Suggestions

The Western States 4-H Study provides some guidelines for consideration in helping 4-H education provide the service desired, both for the 4-H member and the volunteer leader. For example, the study emphasizes one fact which concerns all States. This is the number of first year leaders who do not return.

This subject, plus others, drew the attention of the Washington County extension staff in October 1958. The occasion was the analyzing of the county 4-H program. This was being done by the Washington County staff, two members of the State 4-H club staff and the two district supervisors.

The group concluded that improvements wouldn't be noted unless something was tried. We agreed that it might be worthwhile to see if potential leaders would attend a meeting to hear about 4-H before they started. How could this be done?

Oregon uses community leaders to help the county staff as the 4-H program increases. The community leader may or may not be a 4-H leader but he assumes some details that extension agents formerly performed — reorganization, recruiting leaders, helping first-year leaders, arranging 4-H community meetings.

Washington County community

leaders have functioned for many years. We called them together to see what they thought of a "preleadership training" session.

This meeting included a general discussion of the county program, where it is now, and where it might go. Requirements for expansion were discussed, including the need for many more leaders. The community leaders agreed on this need and returned to their communities to "seek out" potential leaders.

Community leaders had 2 weeks to "find" their potential leaders. Meanwhile the date was set for a preleadership training session.

The program for the preleadership meetings was divided into two units.

One was to acquaint these men and women with what 4-H club work is—its place in the educational picture for boys and girls, its relationship to Oregon State College, USDA, and the county court—and some satisfactions gained from 4-H leadership.

The second unit described 4-H in Washington County. The chairman of the county staff told how local people work with the county court and the Extension Service and explained how leaders, members, and the staff work together in the development of the county program. The two agents with 4-H duties illustrated certain items a first-year leader needs to know.

Two preleadership training meetings were held in October 1958. A third was held later. Total attendance was approximately 100. And what has happened? Of those present, 92 percent became 4-H leaders for 1958-59. And thus far about 72 percent of those persons have started their second year of 4-H leadership. The year before this preleader training program, first-year leader reenrollment was 47 percent.

It's a little early to draw any final conclusions. But the results thus far are satisfying.

A counterpart of the leadership

training program is the series of meetings attended by the county agents who carry major 4-H responsibilities. This series was based on the subject, "strengthening the 4-H leader training program."

Agents were given information and examples of training techniques on what Extension is, how 4-H came to be a part of our educational system, how people are motivated, our concept of leader training, understanding boys and girls, communications, and the role of the extension agent as a teacher. The agents discussed what they thought leaders need to know, how we can reach leaders with this information, and how a county leader training program might be developed.

Research Pointer

Again the Western States Study pointed out an important need. That is the need to train county extension workers in the subject of "training volunteer 4-H leaders."

The preleader training in Washington County and the series of extension agent training meetings are two efforts Oregon is making to strengthen 4-H education. If progress continues, 4-H members will be the beneficiaries of a long-term educational policy that is heavily endowed with Learning for the 4-H members, Living a fuller life on the part of the 4-H leaders, and Serving more people better by the Extension staff.

CLOSE LOOK

(From page 85)

ity? This is an important question in Brooke County, where we are going to have increasing competition for the time of extension workers, 4-H leaders, and members.

The general conclusions of the evaluation are only tentative. We know, of course, that extension workers spend a lot of time in planning and conducting a 4-H club program. If we are going to make best use of our time, and the time of our clientele, we must continue to work on a formal evaluation.

An evaluation will reveal valuable information. And this can be used as a foundation in building a better 4-H club program.

Arkansas Prepares for the Future

by D. S. LANTRIP and U. G. WORD,
State 4-H Club Agents, Arkansas



The authors discuss three major changes in Arkansas 4-H program

A revolution may no longer be news. But three revolutions going on at the same time are. That's what is happening in Arkansas 4-H club work.

These revolutions are marked by: change from 4-H school clubs to community clubs; change from a man and women leader to a minimum of three leaders per club; and change from project literature for all ages to literature designed to meet the developmental needs of different age and maturity levels.

Change in Clubs

Taking these one at a time, let's look first at the change to out-of-school or community 4-H clubs. Arkansas now has about 700 or 45 percent of its clubs organized in the community. This has not happened overnight, but since 1948 when Arkansas had 80 such clubs.

Why did we make such a change? There were several reasons but two stand out. One was that community 4-H clubs with active adult leadership seem to do better work both in quantity and quality per member. The other was the consolidation of schools with better organization, stricter schedules, and short activity periods in which all clubs were to conduct their meetings.

Today, every county in the State has some community 4-H clubs. At the last count (December 1959), 25 of the 78 counties had all clubs or-

ganized in the community. Twelve more counties plan to change over during 1960.

This type of club work is certainly not new. A study made last year at the University of Chicago showed that while only about 12 percent of the clubs in the 13 southern States are out-of-school, almost 95 percent are out-of-school in the other States.

From the experiences of these other States, we are trying to develop a pattern of community club work to fit Arkansas. We believe that community 4-H clubs will make possible a greater involvement of parents and active leaders. This will not only strengthen 4-H club work but will add to the total extension program.

Specific Duties

Next, let's look at the change from dual leadership of the club to a type in which each leader has a specific role.

Under our new concept, a community 4-H club is led by leaders. Agents visit the club from one to not more than three times a year. This means that definite leadership roles and responsibilities must be understood and accepted by adult leaders, parents, and members.

The minimum leadership pattern calls for three leaders. One is the leader of the club and activities. This may be a man or woman. A man serves as project leader for boys. The third leader is a woman for the girls' projects.

As a club develops, more project leaders are added with each leader responsible for only one or two projects. Some clubs, of course, have a project leader for each major project and an activity leader for method demonstrations, etc.

For example, the Saffel Club in Lawrence County has only 15 members. Yet it has a club leader, six project leaders, and an activity leader.

How is this pattern taking shape in Arkansas? About two-thirds of the clubs in the 25 counties with all community 4-H clubs have the minimum pattern of three leaders. Several counties have all clubs organized with three or more leaders. Time and the education of leaders, parents, and members on this new concept will continue to bring about this change.

Maturity Considered

The third change was necessary if we were to accomplish the first two. If leaders were to actively lead the clubs and teach project work, they had to be given all the assistance possible. Better project literature was a must.

Leaders seemed willing but often got lost in what a 4-H club member could do as a project. The new project literature is designed so that both leader and member have a clear understanding of what can be done. (See *Prepares for Future*, page 100)

PREPARES FOR FUTURE

(From page 99)

These are written to meet different developmental needs.

Seventeen workbooks for junior members include four projects each, one for each year. More than one, or all four, may be conducted in one year.

Seven workbooks include two projects each for advanced junior members 12 and 13 years of age. These 24 project areas include the regular type projects along with some like leadership, photography, personality improvement, and recreation.

Senior members are provided handbooks instead of workbooks. Social and personal development type projects are featured in the senior handbooks since these are of great concern to this age group. A number of projects are designed so that two to five members may work together.

Boys are provided a handbook of boys' projects and a handbook of personal development projects. Girls get the same handbook of personal development projects and one on girls' projects.

These handbooks simply outline the project work, with about 125 projects in the two handbooks. They contain no subject matter. Extension publications are listed as references and may be obtained as needed. A record book is provided seniors annually.

Leader Guides

Adult leaders' guides are being prepared for all leaders: club, project and special activity leaders. This literature change has just been completed, climaxing about 4 years work by county and State extension personnel.

How well can a State survive three simultaneous major changes? What happens to the number of members enrolled? What are the attitudes of the members, parents, and leaders as a change begins? What are their attitudes as change progresses? What kind of leader training program will be necessary?

These and many other questions can be only partly answered at this time. One thing, however, seems certain. These changes can mean

progress—progress toward the ideal of Extension organizing and helping people to help themselves in their own communities under their own leadership.

DOG PROJECT

(From page 88)

tions and requirements for obedience trials.

All this leads up to a show at the county fair. First the beginners put their animals through exercises at the judge's command.

Second and third year members do the same type of exercises but they do these things without a leash. This is comparable to showing a steer or cow without a halter.

Most advanced work is done by hand signals alone. In addition, all members must answer questions about grooming, health, first aid, and laws pertinent to dogs.

Project Values

The real values of this project are not in educated dogs but in poised youngsters. Through this project they gain confidence and an understanding of sportsmanship, leadership, and responsibility.

This project is centered on the individual boy or girl. From the first meeting, through the show at the fair, there are many opportunities for individual growth. In fact, this project embraces the 10 modern 4-H objectives.

Dog project groups are organized like all 4-H clubs. Each has a minimum of five members, elects officers, and takes part in local and county-wide activities.

A sincere interest in boys and girls is the one common requirement for adult leadership. In addition, advisors of this project must understand dog obedience training.

Leadership with understanding, imagination, and integrity is the key to our total program.

What does all this mean? It means, "Yes, you can have dogs in 4-H." 4-H can use dogs to develop youth. Just as boys and girls have been reached through corn production and canning in the past, they may be reached with "outer space study" and "electronics" in the future.

TEACH WHY

(From page 87)

program. We have been recognized for successfully teaching the how-to skills. What about the boy or girl who tires of the approach or who is interested more in the why? Are we giving this group the proper attention?

To help 4-H adjust to meet current interest and future needs. If we believe that 4-H is training young people to develop a better understanding of their world, we must provide an opportunity for science interest. With current interest in science and the specialized leadership in our communities, Extension is provided with a workable combination for emphasizing the science aspect in youth programs.

Some might say we are teaching science through 4-H now. But are we stimulating basic science interest intentionally? Are we planning this experience for the young people with a plan and real purpose in mind? This emphasis on science is consistent with present 4-H programs but we must go deeper into the project.

We have only started to seriously consider this opportunity. The response, however, from research and scientific groups has been wonderful. Their interests range from helping determine the possibilities to planning and developing demonstrations.

One research-oriented corporation is planning to radiate the garden seed of a group of members. They plan to invite the group to the plant for a discussion on Radiation and Plant Life, then subject the garden seed to different levels of radiation.

The 4-H members will complete an observation chart and report their findings at the end of the growing season. The corporation is assigning a staff member to visit gardens and local club meetings to aid in the interpretations. This experience may be followed by a visit to a laboratory where plant scientists are working on this problem of radiation and plant life.

With the advancements being made each day in the science world, this thought of science in 4-H holds a challenge for Extension. And it offers a promise of training youth for the future.

TRAINING FOR TOMORROW

by CHARLES A. GOSNEY,
Assistant in 4-H Work, Indiana

HAVE you ever found that today is the tomorrow that you worried about yesterday? We did in Indiana.

For 26 years, the State 4-H Club staff cooperated on a series of leader training meetings. The local leaders and extension agents at these sessions all had different levels of experience and training. This meant we generally had to plan a program for an "average" leader.

We felt there should be a better way of teaching leaders. And we wanted to build a strong foundation for our future program.

So we decided that the approach this time would be to hold separate sessions for new leaders, experienced leaders, and extension agents. And there should be separate objectives for each session.

Specialized Training

For new leaders, the prime objective was to make them feel secure in their jobs. We discussed types of club organization—advantages and disadvantages of each, based on the needs and interests of young people. We discussed the philosophy of 4-H club work and emphasized that our job is to teach 4-H members how to think, not what to think.

Then we went into the "how's and why's" of various jobs—election of officers, project selection, program planning, and recognition of members.

With the experienced leaders, we discussed club organization and group activities in relation to the needs and interests of young people. The day's

program was divided into three age-group sessions: understanding the 10 to 13-year-old, understanding the 14 to 17-year-old, and understanding the 18 to 21 year-old.

We pointed out that every 4-H member needs to be noticed, to feel important, to win, and to be praised. And we emphasized that leaders must understand the different ways in which these needs may be met in members of different ages.

Solid Foundation

The sessions for extension agents and county 4-H club leaders laid a foundation on which to build programs for future sessions. Titled *The Hills Ahead*, this program was devoted to a discussion of present problems or those coming up in the near future.

Each county staff had previously been sent an evaluation sheet on which to rate its county program. These ratings were used as a basis for discussion. Other "hills" will be discussed in the future.

Each of the three groups also had a session on the importance of club recreational activities. We discussed the philosophy of recreation, taught games which may be used in local club meetings, and informed the leaders of additional training available.

For these meetings—23 in all—our staff was divided into two teams of four members each, including a recreation specialist on each team. Each team worked in half the State.

About 35 percent of all 4-H leaders



A flannelgraph, *The Hills Ahead*, summarized discussions by agents and leaders.

in Indiana, 1,462 people, attended. This attendance, plus the pinpointing of each session to the levels of previous knowledge or training of the participants, indicates that the staff time was well spent.

The value of the information in these meetings was supplemented by the inspiration and recognition provided by sponsors. The three Rotary districts of Indiana joined with local Rotary clubs to provide transportation, a dinner, and an inspirational speaker for each meeting. Local rotarians served as meeting hosts and joined 4-H leaders for the dinner.

We plan to follow a similar procedure outline in our district junior leader conferences. In these meetings, the county quotas consist of one boy and one girl per township, plus four people for recreational leadership and four for training in song leading.

The sessions will be pinpointed much the same as those for the adult leaders, with sessions for new junior leaders, experienced junior leaders, and extension agents.

Leaders' Reactions

Experiences this year indicate it is almost certain that this format of leader training will continue. Here are a few comments taken from evaluation sheets which were turned in by leaders at the meetings.

New Leader: "I feel I have more confidence in myself as a leader after attending this meeting."

One-Year Leader: "I think I gained more from this meeting than I did all year as a leader last year."

Six-Year Leader: "I think this was by far the best leader training school I have attended in all respects—division of classes, newness of approach to the materials, etc."

Fifteen-Year Leader: "I have attended several of these meetings and this was one of the best."

Five-Year Agent: "This has been the most stimulating leader training conference I have ever attended."

In program planning, as these comments indicate, we must make tradition a guidepost rather than a hitching post. We have found that in the 4-H program, many valuable ideas are not marketable until you take them somewhere.

AWARD DONORS

(From page 94)

story, but the donors had an opportunity to show the young people something about their business operations.

Over the years, great personal pride has developed among 4-H sponsors regarding "their" winners. Some concerns keep in touch with national winners.

One donor wanted to know if any others continued to give independent aid to winners after the scholarship award was exhausted. A veteran donor is now making a survey to determine the present location and status of all their National winners.

About six weeks prior to club congress opening, the National Committee holds the annual Donors' Conference in Chicago. Representatives attending this meeting carry back to their chiefs the thinking, planning, and trends.

At National 4-H Club Congress, both new and seasoned donors see results of one of the finest examples of 4-H achievement and teamwork anywhere in the world. They also feel quite keenly their responsibility to 4-H youth and the prominent place the congress has in the 4-H program.

The 4-H donors—like the rest of us—are never too old to learn more about the constantly changing 4-H panorama. So our board of directors, members, and professional staff are always mindful of donor interests and needs. We endeavor to supply the necessary counseling and information.

Donors' education is a continuing thing. And in our opinion, as a class they rate an A plus.

CAMPING

(From page 91)

a contrasting picture is presented. Sandy soil of the lower Piedmont, long-leaf pine, black-jack oaks, and almost mountainous terrain go into the making of a picturesque camp scene. The variety makes camp life more interesting and enjoyable.

4-H camping in South Carolina is a big program. Approximately 10,000 4-H members attend the three camps annually. In addition, the facilities are used for State 4-H Conservation

Camp, State Council Camp, District 4-H Achievement Roundups, and many adult extension conferences and workshops.

C. W. Carraway, retired Charleston County agent, at a recent 4-H leaders' meeting said, "No extension worker ever stands more erect than when he is stooping to give a helping hand to a 4-H boy or girl." Our camping program is a tool that assists extension workers in extending a helping hand to many boys and girls.

OPPORTUNITIES

(From page 90)

The Clover Bud program is growing faster than any other part of the program. We have twice as many youngsters to draw on for this age group, with more coming along each year.

Camping is enthusiastically supported and about 1,000 4-H'ers attend camp during the summer months. About the same number attend weekend camps during the spring and fall.

Projects are taught in junior leadership, homemaking, nature, woodworking, electricity, arts and crafts, as well as swimming and recreation. At camp youth learn more about 4-H, complete projects, give demonstrations, and recognize their responsibilities as officers and leaders.

We also have an exchange program which offers 4-H'ers adventure, travel, and chances to meet new people and see different family living patterns. We arrange for exchanges of junior counselors between 4-H camps and exchanges of club members from farms and urban areas.

The values of these intercounty and interstate exchanges parallel those of the IFYE program. They build an understanding and appreciation of rural and urban living patterns.

These are just a few of the many ways that 4-H is serving youth in our urban county. Our challenge is to serve more young people and to tell the urban 4-H story.

4-H has an unequalled program backed with skillful techniques. Our opportunities for the future are unlimited.

CAPITAL CLASSROOM

(From page 97)

periences for selected adult 4-H leaders. Several State and county groups are scheduling programs of this type. This recognition for the leaders would include a unique educational training experience at the Nation's Capital.

Extension personnel have already discovered that the Center can serve them as a site for conferences and special training meetings. The 6-week Human Development-Human Relations workshop is held here each year. Plans are being developed for a special workshop to assist extension personnel in planning and conducting more adequate leader training programs.

The International Farm Youth Exchange has helped focus World-wide recognition on the 4-H Center, as delegates and exchangees use this as the crossroads of their people-to-people experience. Many other international groups are also holding educational programs at the Center.

The dream of a "home for 4-H in the Nation's Capital" is a reality. Now new dreams are insuring that this working memorial will make a significant contribution toward fulfillment of the objectives of the Cooperative Extension Service.

Our dreams must keep on growing as we work for positive and constructive changes within people who have the opportunity to make use of this National 4-H Center.



An interlude with the past was part of this Citizenship Short Course when Congressmen gave 4-H'ers a tour of the U. S. Capitol, including impressive Statuary Hall.

PLAN THE FUTURE

(From page 86)

PTA meetings, and extension meetings. Last September, he trained one staff member from each county on this material at the 4-H agricultural program schools. This presentation, which aims at career awareness, can be presented to local 4-H clubs at a family night or dads' night.

Although much extension work in career exploration is now being carried through the 4-H program, we believe that career information should be a part of the total county program. Some phases will be conducted through the family living program and some through the community development and public affairs programs.

We also agree that schools are in the most favorable position to administer and interpret interest, aptitude, and achievement tests. The term "career exploration" is used by extension to minimize confusion with vocational guidance, which involves testing, personal counseling, followup work, and other services.

Materials prepared for county use include outlines for discussions on Understanding Ourselves, Understanding Occupations Where People Work, and Looking at the Job. Accompanying these are three worksheets—Surveying the Needs of Your Group, the basis for planning the career program; Points to Consider in Analyzing Jobs in Relation to Your Interests and Goals, for use in connection with the discussions on Understanding Ourselves and Understanding Occupations; and A Look at My Future Job, to test interests and abilities with the opportunities and requirements in certain jobs.

Future Steps

What are the next steps? Preliminary observations show:

- A major need is to develop parents' awareness of young people's needs in choosing a career and the role of parents in this decision.

- The awareness stage is about as far as the program should be taken with younger boys and girls.

- Special meetings and materials are needed for older boys and girls. The State staff plans to work with

counties to evaluate what they have done and to evaluate the program conducted in various manners in different counties. With that as a basis, they hope to assist all counties which include career exploration in their program for 1961.

TODAY AND TOMORROW

(From page 83)

accept responsibility for the decisions they make?

Adults today sometimes think that children and young people have an easy time of it. They forget that in the past tradition did a good deal of decision-making for people. Today's citizens-of-tomorrow live in a world of baffling complexity and tradition is secondary. Technology rather than nature is the dominant influence.

How are young people today adjusting to the changing community?

Many one-time farm counties have been largely or partly suburbanized in the space of a few years. Industries have come to one-time strictly rural areas. Super highways bring new problems but also new opportunities to many communities.

There is an increasing awareness throughout the land of the need for better understanding between farm and city. Farm people are keenly aware that they face a big problem in making their voices heard in our urban society.

4-H club work can be an effective bridge in building understanding. The potential of 4-H in helping build the America of tomorrow is virtually unlimited.

Extension needs to seek out more boys and girls to join the 2.5 million now in 4-H programs. Let's not forget that some 20 million children live in rural America.

Consider, too, the many possibilities for expansion of 4-H club work in Rural Development Program counties and areas. Are we doing our best to reach the "hard to reach"?

We are just getting our feet wet in helping youth to make career decisions on the basis of their abilities, their training, and present and future possibilities in agriculture, industry, education, research, and other fields.

We will reach these goals only when we pay more attention to dis-

covering and training local 4-H club leaders. Just how fully have we tapped the potential leadership from among the 20 million who have "graduated" from 4-H?

Educational research is opening up many new opportunities for making 4-H club work more effective. There is increasing realization that you fit the program to the age level and interest of the boy or girl rather than the member to the program.

Reading the Future

This decade should see 4-H attain new heights of accomplishment. It has the support and cooperation of Federal, State, and county governments. It is an integral part of the great partnership of the land-grant colleges and the U. S. Department of Agriculture. Through the National Committee on Boys and Girls Club Work, National 4-H Club Foundation, and State 4-H foundations, industrial leaders are lending their support.

Yes, 4-H is on the high road. This issue of the Extension Service Review tells more of the story of how 4-H is meeting the challenges and how it will attain its goals.

Monthly Revisions in Publications Inventory

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

- F 2146 Winter Annual Legumes for the South—New (replaces F 1663)
- F 2147 The Boll Weevil . . . How to Control It—New
- L 468 The Cotton Leafworm—How to Control It—New
- L 470 Mr. Field Crops Producer—It Pays to Use Chemicals Safely—New
- L 471 Mr. Fruit and Vegetable Producer—It Pays to Use Chemicals Safely—New
- L 472 Mr. Livestock Producer—It Pays to Use Chemicals Safely—New
- G 13 Food for Families With School Children—Revised 1960

4-H'ers Serve as Grass Roots Ambassadors

Secretary of Agriculture Ezra Taft Benson and 4-H delegation to World Agriculture Fair, New Delhi, India, look over model of U. S. pavilion. Nearly 3.5 million visitors toured the fair, held Dec. 11 to Feb. 29. The 8 boys and girls, selected from 75 nominees in 43 States, demonstrated projects and answered thousands of questions about American life, farms, politics, and education. Left to right are: Patricia Bottomley, Minnesota; Stanley Stewart, California; Nancy Nesbitt, New York; Mrs. C. P. Lang, Pennsylvania; Ferdinand Thar, Michigan; Secretary Benson; Rebecca Passmore, Tennessee; Mr. Lang; Kay Mihata, Hawaii; Paul Hendrick, Florida; and Kenneth Kehrner, Connecticut.



Paul Hendrick explains American do-it-yourself tools to fairgoers.



4-H team demonstrates American dances.