

T H E S I S

J U N I O R A G R I C U L T U R A L
E X T E N S I O N W O R K

Submitted by
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THIS THESIS HAS BEEN READ
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Introduction

The old biblical injunction "Train up a child in the way he should go; and when he is old, he will not depart from it," is being put in practice today in the public school system.

Under the stimulus of the Smith-Lever Act of 1914, the extension forces put this injunction into practice in the form of the 4-H clubs.

Later in pursuance of the policy as laid down in the Smith-Hughes Act of 1917 the vocational forces have established a system of training the youth.

The commercial concerns have long realized the economic value by fostering work intended to emphasize this injunction.

The study in this thesis will be taken up according to the following major objectives:

- I. To make plain the meaning of Junior Agricultural Extension Work, and what it aims to accomplish.
- II. To furnish a background for the thesis by reviewing the history and development of Junior Agricultural Extension Work.
- III. To show that there is a vital need for Junior Agricultural Extension Work.
- IV. To compare the present status of the three kinds of Junior Agricultural Extension work and to give an estimate of its importance and to point out its defects.
- V. A constructive procedure for making Junior

Agricultural Extension Work more completely
fulfill its mission.

- VI. To cite specific examples that will demonstrate
the future possible achievements of Junior
Agricultural Extension Work in the United States.

Part I

Major objective-1.

To make plain the meaning of Junior Agricultural Extension Work and what it aims to accomplish.

Sub-objectives.

1. To define Junior Agricultural Extension Work.
2. To show the outcomes sought in Junior Agricultural Extension Work in the United States.
3. To show that there are three different kinds of Junior Agricultural Extension Work being carried on at present.
 - (a) 4-H club work conducted by Smith-Lever forces.
 1. County Club Agent.
 2. County Agricultural Agent or Home Demonstration Agent.
 - (b) Prevocational work conducted by Smith-Hughes Agriculture teachers.
 - (c) Junior Agricultural Clubs conducted by banks and other commercial organizations.

TO MAKE PLAIN THE MEANING OF JUNIOR AGRICULTURAL EXTENSION WORK AND WHAT IT AIMS TO ACCOMPLISH

In this part of my thesis I am going to introduce the subject by giving a clear understanding of what is meant by Junior Agricultural Extension Work. I intend to accomplish this in three ways; first, by giving a literal definition; second, by relating the objectives commonly held; and third, by indicating the three kinds of Junior Agricultural Extension Work.

A. Definition of term.

In 1920 a statement was prepared and adopted by a joint committee representing the Association of Land-Grant Colleges, the National Society for Vocational Education, the Department of Rural Education for the Advancement of Agricultural Teaching. Their statement concerning Junior Extension is as follows:

"Junior Extension, or boys' and girls' club work is the giving of instruction in, and the dissemination of useful and practical information concerning special problems of immediate economic importance to the agriculture of the several communities, to boys and girls. This work is done by means of definite projects conducted as far as possible at the workers' homes, under the supervision and direction of a competent leader, (and by lectures, demonstrations, bulletins, circulars, correspondence, and personal visits). It involves the

actual selection of a definite line of work by the worker. It presupposes that the planning, the keeping of an accurate cash and labor record, and, as far as possible, the manual labor will be done by the project worker and that he will pursue a definite line of reading and study in relation to the projects."

This definition includes the work done in the vocational agriculture and home economics courses in the high schools, commonly known as the Smith-Hughes departments. Since I do not consider the classical type of normal training agriculture, or the required agriculture of the average rural school, as functioning in the home or on the farm, I do not include it in this treatise. Also, while the work done in the Smith-Hughes department in high schools, is extremely valuable and usually distinctly vocational, it is a field in itself. So, for the purpose of this paper, I shall confine the discussion to that part of the work which functions as student activity on the farm or in the home. Thus, we distinguish this work from the formal study of the class room. In this paper, I am more concerned with the extension work done outside of the regular authorized school instruction, and will consider the work of these departments only in so far as they contribute something to the three types of work as follows: 4-H Club work, Prevocational Agricultural work, and, clubs fostered by commercial concerns.

ing quotation from Bulletin 32 of Indiana State Board of Education concerning his work with clubs.

THE COUNTY AGENT AS A CLUB LEADER.

"No class of club leaders believe in club work to a greater extent than the county agents. Much of the development of club work in Indiana can be attributed to this group of leaders, who in spite of increasing duties along other lines, still find time to supervise home project work. During the past year forty-two county agents, out of the total one hundred and thirty-nine club supervisors of the State, secured fifty-four per cent. of the total state enrollment and fifty-one per cent. of the total results based on net profits. This good showing was made possible by the exceptional training of the county agents. The county agent can be depended upon to strongly support club work in every possible way; but because of important work with adults the detailed supervision of many boys and girls must be done by township supervisors, vocational teachers and other workers."

There are two possible ways for the county agent to render effective work. First, To have entire charge of club work in county in co-operation with the county superintendent. Second, To have a definite portion of the county to supervise and not have any control of the rest.

Third, To have a definite portion of the work to perform for all clubs of the county such as training the judging teams, demonstration teams, or some other division. Any one of these three would be all right depending upon the number of vocational agriculture teachers in the county and their location. The attitude of the authorities must also be considered. If the second plan were used, there might be serious objection from the other sections. Again, perhaps authorities would refuse to allow him to help with the work at all. In this connection let us note that the county agent is hired directly by the local farm bureau after being approved by the director of extension, and his pay comes in a small part from the dues of the local members, the rest being from public funds. If the extension department or the local farm bureau would refuse to allow him to aid in this club work, let us remember that the county commissioners have to appropriate funds from the county treasury before there can be a farm bureau and they would have a moral and legal right to demand this service in exchange. There is considerable demand among farmers to eliminate the state farm bureau control and to become just a local unit. If the wrong attitude is taken in this case by the local farm bureau or the extension department it will ultimately result in the dropping of many more units because of friction and bitter

antagonism. Let it be plainly understood that I do not favor any such procedure, but am pointing out dangers that are right now threatening the system under present plans in many states. Of course this is not true of all states, but is true in many. My hope and plea is for a sensible whole hearted functioning co-operation organized in the system that will prove the best for the people of the country.

However, we must face the facts that in order to make this scheme function over the entire state it cannot be entirely dependent upon county agents for direction, because not over one-half of the counties have county agents, and many of the old counties are dropping their agents, the new ones about equaling the drop outs, thus maintaining the number about constant. In Kansas there are sixty-one county agents in one hundred and five counties. Of this number forty-seven are carrying on club work, making less than half the counties of the state. It is hard to estimate what will be the status and number of county agents ten years in the future. For these several reasons this plan must be such that club work will go ahead even without the aid of the county agent. When the county^{agent} is mentioned, the Home Demonstration Agent is also included.

Another important group of county workers is the vocational agricultural teachers of high schools. Again we

quote from Indiana Bulletin 32, as to the effectiveness of this group of club workers.

"THE VOCATIONAL TEACHER AS A CLUB LEADER

The data on club work for this year compels us to view the vocational teacher as a club leader most excellent in all particulars. During the year 1917, twenty-six vocational agricultural teachers enrolled seven per cent of the club members of the State. The seven per cent. of club members under the direction of these teachers produced 29 per cent. of the total results based on net profits.

Vocational agricultural teachers, like county agents, under whose direction they do their work, can give but a small fraction of their time to club supervision. Their chief duty is to give vocational agricultural instruction under the general direction of the county superintendent of schools and the county agricultural agent. Experience has proven that club work is one of the best means of developing interest in vocational work. For this reason the vocational teacher has found it highly advisable to devote a small part of his time to club project work with boys and girls."

The vocational teacher has usually been considered as a local leader, that is, he was expected to confine his work to the juniors of his district or close adjacent territory. The fact that he covered but a small territory and worked with only a small number of members probably accounts for the fact that his results rank high. The seven per cent enrolled, with twenty-nine per cent of results, as compared with fifty-four per cent enrolled with fifty-one per cent of results for county agents.

However, the tendency in Kansas has been to extend the activity of the vocational agricultural teacher beyond this district to take in even one-half to one-third of a

county. At least he would be able to have general supervision over several townships. At present there are eighty-four vocational agriculture teachers in sixty different counties in Kansas. Even with no definite official recognition from the College Extension Department, there are twenty-two of them actively co-operating in club work. The state leader says there may be others helping that he does not know of. One county has five vocational agricultural teachers, four counties have three vocational agriculture teachers each, and nineteen counties have two vocational agriculture teachers each. See Chart V. The number has been increasing at the rate of 16-20% each year. Inside of ten years time, there ought to be over 300 vocational agriculture teachers in Kansas, an average of three to each county. Texas has 175 teachers, this group of workers furnish a force that should not be overlooked. By utilizing them in a system whereby they may supervise other workers in a larger field, their influence will be enormous and a big improvement will result.

For instance, if a county were divided among the vocational agriculture teachers, where there are three or more men to a county, and when there are one or two men in a county, give them territory sufficient in size to handle, four or five townships perhaps, then the work would have closer supervision than at present.

CHART V.

CHEYENNE Yes ^X	RAWLINS X No	DECATUR X X	NORTON 1 ^X	PHILLIPS	SMITH Yes ^X	JEWELL 1 ^X Yes ^X	REPUBLIC	WASHINGTON Yes ^X	MARSHALL 3 ^X Yes ^X	NEMAH Yes ^X	BROWN Yes	DONIPHAN Yes
SHERMAN Yes ^X	THOMAS X	SHERIDAN	GRAHAM 1 ^X	ROOKS X ^C	OSBORNE X ^X	MITCHELL 1 ^X	CLOUD Yes ^X X	CLAY 1 ^X Yes ^X	RILEY X ^X	POTTAWATOMIE X	JACKSON Yes ^X	ATCHISON Yes ^X
WALLACE X	LOGAN	GOVE C	TREGO C	ELLIS C	RUSSELL	LINCOLN 1 ^X	OTTAWA Yes	DICKINSON 2 ^X Yes ^X	GEARY Yes ^X	WABAUNSEE X	SHAWNEE X ² Yes ^X	JEFFERSON X ^{No} X ¹ Yes ^X
GREELEY	WICHITA	SCOTT	LANE	NESS Yes	RUSH Yes	BARTON Yes	ELLSWORTH C	SALINE C	MORRIS Yes ^X	LYON Yes ^X	OSAGE No ^X	DOUGLAS Yes ^X
HAMILTON	KEARNY	FINNEY X ^{Yes} X	GRAY	HODGEMAN Yes	PAWNEE Yes	STAFFORD	RICE No	MC PHERSON No	MARION Yes	CHASE Yes ^X	COFFEY X ¹ Yes ^X	FRANKLIN No ^X
STANTON	GRANT	HASKELL No	MEADE Yes	FORD No ^X	EDWARDS X ^C	PRATT X ^{No} X ^C	RENO 1 ^X Yes	HARVEY Yes	BUTLER Yes ^X	GREENWOOD Yes	WOODSON Yes ^X	MIAMI Yes
MORTON	STEVENS	SEWARD	CLARK Yes	KIOWA X ¹ X	COMANCHE Yes ^X	BARBER X ¹ X	KINGMAN X ¹ Yes	BEDGWICK Yes ^X	COWLEY X ¹ X	ELK	WILSON No	LEAVENWORTH X ¹ Yes ^X
							SUMNER X ^{Yes} X			CHAUTAUQUA	MONTGOMERY Yes	LABETTE X ¹ Yes
												CHEROKEE Yes ^X

Numbers refer to Vocational men cooperating.

"Yes" - to county agents cooperating.

"No" - County agents, but not cooperating.

C - club work under other cooperating agencies.

Some counties marked "No" have club work, but either under H.D.A., or other local parties

"X" Approximate location of Vocational teachers

CHART V.

Perhaps the local district authorities would say we hired this man and he must not go outside of this district. Again let us note that he owes the public some consideration, about half of his salary usually comes from state and federal sources. Again the authorities may not be willing to relieve him from other teaching sufficient to do justice to the work. Here is another place where the importance of the work must demand recognition and action will result accordingly. The vocational agriculture teacher can function in several ways, that of supervising the township and volunteer local leaders within his territory and helping in the selection and training of these leaders, as well as planning and fathering progressive movements for his club members.

However, it is entirely possible to handle the club work effectively in counties with neither vocational agriculture teacher nor county agents. There are at present twenty-nine such counties in Kansas. See Chart V. The chances are very strong that these twenty-nine counties will have either a county agent or a vocational agriculture teacher within the next ten years. However, the work may be organized without either by utilizing the volunteer local leaders and township leaders.

In this discussion of county workers, we have not included the county club leader because of the fact that very few counties have them, and the number is getting less, and

the cost to serve every county would be very great, as pointed out by Director Monroe of New Mexico. Furthermore, as the number of vocational agriculture teachers increase, the demand for this work will decrease. Of course where the funds will allow a full time club supervisor for the county, he would be a valuable addition and would be the ideal organization.

LOCAL LEADER.

I shall propose the using of two types of local leaders in furthering junior agriculture extension work.

1. The township supervisor.
2. The volunteer local leader.

The first one, the township supervisor, is absolutely essential if junior agriculture extension work is to attain the place its importance warrants. This fact is attested by Indiana Bulletin 32 as follows:

"THE TOWNSHIP SUPERVISOR AS A CLUB LEADER

Township supervision of club work is a paying proposition. The average cost of each of the 45 township supervisors employed in Indiana in 1917 was \$165.00. The average results based on net profits secured by each of these township supervisors was \$733.06.

As in the case of the vocational agricultural teacher, the township supervisor works under the general direction of the County Superintendent of Schools and the County Agricultural Agent. As a general rule the supervisor who has had special training in agriculture and home economics, who has taught agriculture or home economics on a home project basis and has thereby created among the young people a great interest in practical farm and home projects, and

who has an enthusiastic interest in boys and girls, is the kind of supervisor that will secure satisfactory results.

Provision for employing township supervisors should be made by school officials at the time they employ teachers for the year. At least one teacher in each township, who is qualified by training, experience and natural ability for club supervision work should be employed as a teacher in the township, with the understanding that he or she will remain in the township during the summer and supervise club work.

The most serious handicap of club work is the scarcity of trained leaders. Township trustees in many cases find it impossible to secure either a man or woman trained sufficiently to care for their project work. The solution of the problem is in employing at least two or three teachers in the township who are qualified by training, experience and natural aptitude for leadership in club work. In some cases it may be necessary to plan a year ahead and insist that a teacher take agricultural training during the summer with the understanding that he or she will care for the project work during the next year."

I propose that township officials be given authority to select at least one talented, popular, public spirited school teacher, or young farmer in each township and require him to get proper training for his work.

But now how are we going to get this training of volunteer workers? In either case of the teacher or the farmer it would require looking after the work during the winter, transportation in going around to the projects throughout the year, and cost of time and expense of attending the school. This extensive program could not be put on without some compensation. It would be up to the ones in charge of club work to sell the bigness of the plan and its value to the county commissioners so that they will appropriate enough money from the county funds to meet this expense for one leader in each township. The expense will be decided

One of the important functions of the club work is to get hold of these young people and give them some guidance. Such phases as teaching them some of the inspiring things in agriculture, giving them some vision of its possibilities as a life job, giving them a part in the solving of the rural community's problems, getting close to them through actually working with them on things that are of particular interest to them, thus teaching them how to work together, play together, co-operate, and achieve. Junior Agricultural Extension Work gives actual training in conducting meetings in an orderly way, carrying on team demonstrations, **earning** money, and acquiring property. It shows the value of the trained mind and hand, thus, it creates in them the desire to finish the elementary and high school, even go on to college, or otherwise fit them-selves for life's work.

It is necessary to know some of the objectives of a work in order to really understand its limitations. In this thesis the question of the aims is one of the strategic points. The two opposed views are:

1. Some workers maintain that it is purely and simply a method of extension. That is, that the purpose is to see how rapidly the practices of the neighborhood may be improved rather than how the individual boy or girl may be helped.

upon and the salary be high enough to pay a little more than the actual expense to the leader, but it need not be a very great amount. The average cost of these leaders in Indiana is about \$165.00. These funds will have to be handled locally either by counties who wanted to put on the work or by townships setting aside funds if all the county did not want to start out at once.

I shall now suggest the organization and operation of the local township.

There is a definite plan of local organization that has proven itself far superior to all others. This consists in thoroughly organizing an entire township into one club organization. Within this local organization, having the usual officers' duties, we have the units of the different types of work, like poultry, swine, dairy, food preparation, food preservation, or clothing. Whenever there are five or more members studying the same line of work, then they elect a vice-president to represent their interests on the program committee, and to be responsible for calling the meetings of that group at the critical times, and preparing the demonstrations necessary, and in general looking after the members of that division. This becomes a very important job and when ^{possible} there is a person carrying that project who has had the proper training and has the qualities of leadership, tactfulness, industry, and enthusiasm, for the possibilities of the work. When there

is no such member taking this project, then it is best to obtain a leader that is well versed in that project and has as many of the qualities mentioned before as is possible to obtain. This is especially important if the club is to be run at full force in all of its branches and this is the way it should be operated because it is important enough to challenge the respect of the community. Under these conditions it serves all the children in the community and carries with it the natural enthusiasm of the group. The girls should have their organization in the main club with vice-president and leader when necessary the same as the boys. Once a month there should be a meeting of the entire club with its program made up partly of boys' problems and partly of girls' problems. The songs and yells of this group, with its regular recreational activities and occasional picnics make it a big drawing card and is of great value to the members. We maintain that the enterprise basis club, organized with boys alone, with sow and litter as the only project, miss a great part of the true club work. They may learn as much about their project as in the community club but not necessarily any more. Mr. R. W. Morrish, Kansas State Club Leader, makes this statement. "This type of community club is rapidly replacing the other type. Every place where it is being tried (honestly) they much prefer it. Consequently it is only a question of time."

The vice-presidents of the different groups of projects, called demonstrations in the 4-H club system, are to compose the program committee with the club vice-president as chairman of that committee. At the beginning of the year this committee meets and together with the club and project leaders as well as the county supervisor and local sponsor and any other interested persons, such as perhaps members of the adult committee for the promotion of club work formulate a plan for the year's work and make out the yearly program as soon as the membership has been established. This should be done in the fall after the previous year's work is closed and when interest is still high, rather than to let it die down and wait until next spring to re-organize. The new officers are also to be elected at this time. It will be necessary to vary the type of work for the three groups of youth, namely the ages 10-13 years, pre-adolescent period, 13-17, the mid-adolescent group, and 17-21, the later or post-adolescent group. The fact that these groups differ so widely in their habits and interests precludes the possibility of effective work with them, all enrolled in one club and doing the same type of work.

The pre-adolescent group is marked by a dependence on the opinion of chums and playmates rather than of adults, by a competitive rivalry spirit, by a tendency to readily accept things that are for immediate use, the actual doing of things. They care little for the money side of things

and it is the beginning of the gang spirit. These youths care little for an adult community program of betterment and to attempt to force the usual extension demonstration system upon this group would be fatal. We believe that this group should be handled differently. The "do" part of the work should be featured to a considerable extent making this the prevocational or vocational guidance part of the work. This would, we believe, require a specially fitted leader and separate outlines of work with the objectives outlined being constantly kept in mind. It is to this group that the food work should be given, so as to establish habits of life and eating that will make for health of the body. At this time the appetite is likely to be freakish and besides if habits are not established now, it will be too late to do any reforming later in life. True, this will mean considerable thought and work and the old type of extension worker who cares only for the community demonstration value would not "be bothered" with this phase. This is one big reason why a change of system is imperative. The immediate direction of this work should be in connection with the school system for it is surely educational and requires the best thought of men trained in the education and direction of youth activities, not in hogs.

These ages are only comparative and of course will vary with the individuals, girls usually reaching the stage before boys do.

The second group approximately 13-17, or the mid-adolescent group is the one group from which the bulk of club members are drawn. It is at this age that motor habits are formed more easily and these habits become permanent. This is the age when the youth's need is in the formative state and when his viewpoints are molded. It is the age of hero worship and the greatest care should be used in selecting only the very best type of local and project leaders because of the example to the members. Money and prizes mean more to this group. They like free choice besides the process of vocational guidance is going on still, therefore we must expect more or less shifting of projects in order that the youth may be sure of his aptitudes. Looked at from a purely demonstration viewpoint, this is poor management, but it is only natural; and from an educational viewpoint it is absolutely essential. In fact, one advantage of the community organization and a longer period of club work is that the youth may, as the years go by, either increase the number of his activities or drop one project and take up another, thus getting a wider range of experience and training than he could possibly get with the one club alone. This group likes to earn money, to possess things, and are interested in adult problems. Thus by taking advantage of these tendencies we can enroll a rather complete list of projects and emphasize the community program and its needs for this group.

After members have gone through these two stages of club work and enter into the late or post-adolescent age they are anxious to be of special service. This is natural at this age and should be encouraged. It is now that young people are idealistic, and often want to become missionaries and such. This desire can be put to good advantage in directing them in the leadership of the units. Surely there is not a better missionary work anywhere than this, and by training and experience they can be fitted for it. It is a fact that after a man is 25 years old his habits and viewpoints seldom change. This is the reason that it has been so difficult to secure proper leaders among the adults.

B. Probably one of the most important problems of this proposed system is the scheme for the selection and training of leaders, both volunteer local leaders and paid township leaders, as well as the material for officers of the clubs. The training scheme centers around the vocational school where there is no one in the county and in different ways where there is no vocational school available.

The selection of leaders to be trained is an important job. When the system gets under headway the only ones eligible for selection will be those who have had successful club experience, or have shown outstanding

interest in leadership. To begin with, the township officers and county leaders should very carefully consider the qualifications mentioned as necessary for the job, especially that of township supervisor. They should look for a person that has a genial disposition, who is enthusiastic and resourceful and who has great faith in the possibilities of club work, one who possesses no detrimental personal habits and has a sterling strength of character. These qualities must be present as they are the most important and cannot be trained into the candidate. One had better start out with an enthusiastic unqualified leader, who knows nothing of the mechanics of club work, than a college graduate that is luke warm in his relations with the youth. This person, because of the nature of the work and the limited funds that will be available, will usually be a school teacher living in the township. They would be hired for the year, their evenings during the school year, and all the time during vacation. They play an important part in securing an enrollment, directing the selection of projects and helping the vice-presidents and local leaders in the supervision of their project groups and making out programs, calling project enterprise groups together for demonstrations.

He must be able to work with others and to take

suggestions for he is to work under the direct supervision of the vocational agriculture teacher when there is one, and otherwise under the County Agriculture Agent or the County Superintendent of Schools.

What means shall be used in training these leaders and officers? In communities where there is a vocational school it should function in three ways in the training of leaders, first, in the regular class work with the home project; second, the short unit courses and part time work, and third evening courses.

In this training work let us analyze the kinds of training these different leaders need. In the first place let us realize that what the leader needs is experience in carrying on a project of his own. The very best training then is actual participation in club work or else the project work of the vocational school. This experience in youth is to be preferred to the training that can be given to the adult teacher which will necessarily be different. The training for him will have to be a study of plans and organization and a technical study of subject matter.

The first means of training to be discussed is that to be given to the boys and girls by the vocational agriculture and home making departments of the High School.

These youths get an advanced training that is usually not possible in the unorganized or even in the

best club systems. They spend considerable time in studying the community problems, farm management and extended principles of feeding and care of live stock and crop production, in connection with their home projects, as well as securing the skills in the shop and repair work, rope work, It is all under very close and efficient supervision. Any club worker who through jealousy or because of friction with the authorities fails to avail himself of this opportunity to obtain excellent leadership material that will be more acceptable to the members than the old type of leader is missing a rare opportunity. This is the reason why all junior agriculture extension work should be definitely tied up with the department of education and the vocational school recognized as a training ground for leaders. I propose to utilize to the fullest extent this agency of training leaders. My plan is to study the ways and means of organizing and conducting club work, in our vocational schools just as we would study any other vital economic agency, like the farm bureau or the cooperating marketing associations. The time would be mightly well spent for the value of the future farmers, as well as the future fathers and club leaders. Mr. Morrish, of Kansas, has the following to say concerning young leaders of club work:

"I believe that 4-H club work is still in its infancy.

It has just been going long enough now for us to begin some study on methods and how it should be conducted. I look for many changes to be made in the next five or ten years that will make club work much more effective and reach many more boys and girls than we are at present. MORE EMPHASIS IS GOING TO BE PLACED UPON THE DEVELOPING OF JUNIOR LEADERSHIP IN THE OLDER MEMBERS."

The boys and girls will get the technical training necessary as well as the habit of the project method and the proper attitude towards work and farm life. This vocational course in high schools, if properly handled, is undoubtedly the very best system of training local leaders, vice presidents and even for the township supervisor. This last named leader will need further instruction, but as a basis for the work the vocational department is unequalled in the present condition of affairs.

PART TIME SHORT COURSES.

It can be readily seen that the objection will be raised that some of the best prospective leaders will not attend the vocational high school. For those who quit school early but remain in club work and would make good material for leadership, we have planned a short intensively practical, part time course in the vocational departments of the high school. This function of the high school departments is being put to work more and more, and will make an excellent training ground for

2. Others maintain the opposite view, that the education and development of the youth, rather than the improvement of the practices of the neighborhood, is the chief aim. They frown upon the use of the money incentive, expensive prizes, and all forms of boom and boost in the work for any person, organization, or idea. They warn against exploiting youth for any other purpose than the training of the youth.

Of course there are those who maintain a combination of these two views. Which is the correct one, will be discussed later in the thesis.

3. Kinds of Junior Agricultural Extension Work.

In order to further make plain the meaning of the subject, I intend to show that a slightly different form of Junior Agricultural Extension Work, is carried on by each of three different agencies, namely:

- (1) The Smith-Lever workers.
- (2) The Smith-Hughes teachers.
- (3) Commercial concerns.

Boys and girls 4-H club work is a definite part of the American system of extension work in agriculture and home economics. Its work centers in the United States Department of Agriculture and is handled through the Extension Department of Agricultural Colleges, by the state club leader.

leaders who have dropped out of school, just as the day school furnished for the others. Most assuredly, we would not want anyone to feel that it was absolutely essential to graduate from a vocational department of high school before they could be leaders, or that partiality was shown them for any other reason than for fitness to do the job.

Another means of improvement of subject matters would be the evening school classes conducted for adult farmers. By attending these classes the prospective leader would become acquainted with the vital problems of farmers and the best solution for them. This would give him excellent experience in adapting the work of his club to the community problems as far as practical without injuring the training of the youth. He would also gain in the friendship and confidence of the leading farmers, and breeders of the township. The tours of inspection taken in this work would get him well acquainted with the seed stock available for projects. The instructor can bring out some proper club procedure dwelling on the value of the individual work to the youth, the reason for encouraging the work by offering the stock for sale at fair prices, instead of holding up the boys and girls for exorbitant prices. Wholesome discussions on the idea of the boy doing his own work and directing his own project should be brought out at this time.

Thus the school in its various activities becomes the training center for the work and the people will look to the school and the vocational agricultural and home economics teachers to give information and direction in the work. The vocational teachers will naturally become the directors of the junior work in their sections of the country. This will be considered an important part of their work, they will be trained along this line in college.

The counties where there are no vocational schools near enough to the townships to be organized, there are three possible ways of training the leaders.

1. County leadership school.
2. Club camps.
3. Short courses at Agriculture College.

Where there is a County Agent the training work may be handled nicely.

In this case the County Agent should organize the work in a system something like the Indiana system. He should carefully select several in each township that can get away for some time in the year to attend a leaders' school. The young farmers that are chosen for volunteer local leaders will have their natural leisure time in the winter season. The county agent can arrange to get them together and the state project leader give the training to

all including the county agriculture agent, or if the state project leader could not arrange to be present and the agent had had sufficient training and experience he could handle the work himself. Very likely the first school should be conducted by the state leader himself. In order to accomodate both farmer and teacher the work will have to be given after four o'clock in the evening. The 4-6 period is not very good for the young farmer, because of chores, but perhaps it could be arranged. An intensive course of from 6-12 days or nights in succession would help much.

This system may be put in operation by the County Superintendent and the State Leader where there is no County Agent or vocational agriculture teacher.

Another means of training leaders in the county is the club camp. This is primarily intended as a school to train leaders and by organizing a special class for leaders at this camp much good could be accomplished by the state project leader. This instruction would naturally be rather limited because of the short duration of the camp.

The Agricultural Colleges could be of big value by organizing a short unit course of instruction for all township leaders of the state at the Agricultural College. This course would be conducted by the state pro-

ject leader and the teacher training department co-operating. A two or three weeks course with round table discussions would be valuable. At this time technical agriculture and home economics training will be given members of the teacher training staff, and the stock and points of interest at the college will be shown to the leaders and used as a basis of study.

In training the county leaders there is a difference in method. The only way the county superintendent could be reached is through the club camps or through the summer course at Agriculture Colleges. They could be required by law to take some such course, which might be of doubtful value. Or perhaps an increased reimbursement would stimulate interest and attendance without compulsion.

The vocational teachers could be trained in the best methods of organizing and conducting junior work by the teacher training department at the colleges where they are trained as an integral part of the Smith-Hughes program. Especially do the home economics teachers need this training in college because of a failure as yet to do anything with the home project.

This course should include observation and practice, the same as is done at present with the other line of work.

Improvement on the job may result from attending club camps, county leadership schools or the courses at the

Agricultural Colleges in the summer. This could be a part of a definite improvement scheme with credits toward an M.S. degree. Again supervisors and itinerant teacher trainers could help in improving the methods of the teacher in junior club work.

The county agent could be required to take this same training course as the vocational agricultural teacher before he becomes eligible to be a County Agent. This is one way in which the extension department may co-operate with the vocational forces in promoting club work.

State and national leaders will grow up in the work as club members coming up through the local leader route, and perhaps through county leaders' jobs to the state and national leadership.

C. I have already shown one way in which the extension department at the Agricultural College can co-operate in promoting junior agricultural extension work. Besides requiring the county agricultural agent to take proper training in college to fit him for this club work it can assist him in the three following ways: First, it can furnish bulletins and circulars; second, it can render service by supplying the subject matter and specialists; third, it can supply judges for fairs.

In the first place practical workers in the extension department are in a position to write some very

good bulletins that can be understood by club children. The average technical bulletin is not fit to use in club studies. The extension people have done a great work in writing bulletins and circulars in a popular manner for farmers and also many for club workers. More could be used along this line.

PART VI.

Major Objective-VI.

To cite specific examples that will demonstrate the future possible achievements of Junior Agricultural Extension Work in the United States.

Sub-objectives.

- A. To show that enrollment in Junior Agricultural Extension Work may be greatly increased.
- B. To show that this would result in improved agricultural practices.
- C. To show it would also improve conditions in the home.
- D. It will round out the school program, enrich it and cause a greater demand for Vocational Education in schools.
- E. To show that it develops the community spirit.
- F. To show that Junior Agricultural Extension Work trains the youth and develops his ability for leadership.

Major Objective VI.

To cite specific examples that will demonstrate the possible future achievements of Junior Agricultural Extension Work in the United States.

The achievements possible in extending the usefulness of Junior Agriculture Extension Work are many. It is entirely possible in the next ten years, provided the proper adjustments are made in the present system, for the following results to be accomplished throughout the United States.

At least 50% of the counties in the Agricultural sections can be closely organized according to the proposed system with 400-500 junior members per county. Fountain County Indiana has enrolled 500 members by adopting a logical system for Junior Agriculture Extension Work.

As a direct result of this club work there can be an improvement in agricultural practices on the farm as follows: A large increase in the number of purebred hogs and an improvement of the quality of the average herd, an increase of better quality beef cattle, an increase of the profitable dairy animals, and improvement in the orcharding phase of agriculture, and a long step toward elimination of the mongrel flock of poultry. Furthermore, there would be an improvement in seed and crop selection, in rotation of crops and in soil treatment.

As a proof that the possibilities are as I have indicated, I shall quote from the most recent bulletin by the Indiana Division of Vocational Education, Education Bulletin 54, Club and Vocational Training in Farm and Home Making in Fountain County. The proposed system is an adaption of the Indiana one and these statements of facts strengthen our claim that the improvement mentioned actually will result.

First we will consider the increase in the number of pure bred hogs.

"Pure bred hogs are expected to be found on every good farm in Fountain County. There was a time when this was not true, and pure-bred hogs were regarded as a fancy of the well-to-do farmer. Pig club work has proven to the average farmer that pure-bred hogs pay. I have noted that every grand champion of the Fountain County pig club exhibit at Covington has been won by a pure-bred. Thousands of people have seen this show each year and it has had a great influence upon making Fountain County approach one hundred per cent work in pure-bred hogs.

Five years ago, when club and vocational work was started in our county, there were no more than five outstanding breeders of pure-bred hogs in the county to supply the needs. To-day there are more than a score of breeders endeavoring to meet the demands of the farmer trade in pure-bred swine. We have not only increased the number of men raising pure-breds but have greatly

improved the quality and almost doubled the quantity of pork production."

J.S. Reed,
Breeder of Big Type Poland China Hogs,
Veedersburg.

That the quality of beef cattle and the best methods of feeding and handling the same can be rapidly increased by club work is testified by Mr. Dan C. Reed in the following:

"Mr. W. W. Layton, President of the First National Bank of Covington, Indiana says, 'The boys and girls vocational and club work with calf and pig projects has been the means of developing livestock throughout the county to a high quality in a much quicker way than could be successfully accomplished by any other method.

Practically every township in Fountain County has been at some time in the baby beef club contest. Over 200 youngsters have been instructed and can produce the goods. As a result of club and vocational work there is a greater number and better livestock on Fountain county farms than five years ago. Boys and girls "baby beef" feeding work has been a great incentive for better beef cattle. If the standard is to be maintained we expect the young folks to do it. They know how."

Dan C. Reed
Attica.

If these far reaching results are obtained in Indiana, there seems to be no logical reason why the same results should not be obtained in other sections, provided that serious consideration is given to the task and the entire corps of available workers utilized.

The meaning of the 4-H's as given by the club pledge is: "I pledge my head to cleaner thinking, my heart to greater loyalty, my hands to greater service, and my health for better living, for my community, my state, and my country."

In the counties the work is handled in three ways. First, if there is no county agricultural agent, the work is carried on directly by the state leader, through whatever volunteer, local leaders he can obtain. Second, if there is a county agent, he directs all of the club work, and follows the plans and suggestions of the state leader. Third, when the work has developed to the place where there is danger of **slighting** the adult work, a special club agent is put in charge of the boys' and girls' work, he is of course, subordinate to the county agent.

Colorado has installed a modification of this third system by adding an assistant county agricultural agent who may take charge of the club work or who may relieve the regular agent of some of the other work so that he may put more of his energies into this club work.

The 4-H club work includes calf, pig, poultry, own-your-own room clubs, and many others for boys and girls over ten years of age. In this connection I shall define the meaning of two terms used in 4-H club work.

That profitable dairying may be boosted through junior agriculture projects is evident from the following testimony:

"Fountain County in years passed has not been regarded as a dairy county, but conditions are rapidly changing in regard to this industry. Some fundamentals prior to the undertaking of dairying is being advanced by the club people. Within the last five years the number of pure-bred dairy cattle has doubled and a pure-bred dairy sire is now used. The testing of dairy cattle for tuberculosis has also come within the last five years. The first work of this kind was done by the vocational class at Veedersburg three years ago. At present we have 75 men signed up for tuberculosis test with 500 cows. These men are lending a helping hand by using their herds to improve the health of Fountain County. We plan to boost more dairying in Fountain County through the boys and girls club work."

J. V. McKnight
Veedersburg.

Orcharding is an enterprise which is greatly helped by the junior agriculture extension work. It is a phase of farm work badly neglected on most farms and it is here that a great amount of good is done by club members.

"Orcharding in Fountain County is profitable. At least one-half of our acreage is adaptable to fruit growing and particularly is there a need for a home orchard. The old home orchards have about died out but could be

rejuvenated if taken in time. Since club work and vocational agriculture have been introduced into our rural schools a great stride has been made along this line. Eighty percent of all old orchards now being treated are being looked after by boys in orcharding projects in the various localities of the county. As commercial growers we hear a lot about the demonstration orchards conducted by vocational boys, and we are sure that new orchards planted and old ones renewed will be done in a large measure by the young people in vocational and club work."

Coffing Brothers, Silverwood, Indiana.

I shall quote just one example of how club work can improve crop conditions.

Corn Production,

"The Palin ear of corn a few years ago advertised Fountain County far and wide as a "Corn King" County. When the opportunity came I moved to Fountain County to raise corn. I found that Fountain County would produce fine corn, and I also found that the schools and club leaders in Fountain County were boosting better corn. As a producer of seed corn has proven to the parent and to the community that better seed increases the yield. Fountain County has a reputation for good corn. Boys' and girls' corn club work has helped to increase the quality of our corn by the disease free seed and ear to the row work. Thru club and vocational work the reputation of Fountain County as a corn county will be main-

tained."

W. J. Ulrey,
Hillsboro.

Many, many others could be given such as introducing and disseminating a new and improved variety, use of lime and fertilizer, and the like.

However, improvement in agricultural practices is not the only benefit that will result from club work. There will be a great improvement in beauty and conveniences of the farm home. As a direct result of the improved agricultural practices, a greater net profit will accrue to the farm family making more money available for the added conveniences for the farm home. Any amount of propaganda may be carried on, but it takes money to buy the conveniences that everyone admits farm women need. Who can doubt the increased efficiency in homemaking and interest in home conveniences on the part of those completing such work on the following:

Household management;

"There were one thousand girls' exhibits at the county fair in 1921, consisting of baking and canning club products from every section of the county. It has been interesting to me in my supervision of exhibits to note the quality of work done by these girls. In many instances the girls have excelled the women's department. The friendly rivalry, the mingling of the contestants, fixing ideals for better homes in Fountain County was evident to the interested onlookers. Club and voca-

tional work among the girls has been a real contribution to better rural life, better health, comfort and happiness for our people."

Mrs. George Williams,
Secretary Women's Division at County Fair

Besides this interest on the part of the girls, remember that the boys are working right along with the girls and in their meetings will absorb the importance of these labor savers in the home. As a result there will no longer be found the best of equipment at the barn and on the fields but more in the home.

Again both boys and girls will take an interest in beautifying the home inside and out. Decorations will be found within and a scrupulous^u landscape without.

This idea of beauty will extend to the schools and other public centers. Club work will fill out the school program, the study in the class room will not be of the textbook type, but will be on the leaflets, bulletins, etc. directly affecting the child's home project. Thus will the school be made to really function in the life of the pupils. Note the words of the County Superintendent of Fountain County.

"One of the outstanding and far-reaching results accomplished is the discovery and development of leaders. Space will not permit the mention in detail of all of these leaders. Naturally one's attention is turned to the county superintendent of schools. The present

incumbent of that office, Mr. Guy A. Waldrip, and his county board of education have been consistent and loyal supporters of the county program of club and vocational work. Mr. Waldrip says, "We have evolved a system that vitalizes the teaching of agriculture and home economics. Through the club work the child does things, and makes practical application of school instruction. We regard the club work as a part of seventh and eighth grade agriculture and home economics, and to omit it would be a step backward in our scheme of education. This county is essentially agricultural and the club work rounds out the outline of the study that would certainly be incomplete without it."

Boys and girls club work makes the school become the community social center and thus unites the people. As a result there comes a greater demand for vocational training in the schools. Note the trend of events in Cain Township.

Community Development.

"Boys' and girls' club work in Fountain County is primarily constructive. For example, in Cain Township there were a few young people in club work. The County Leader visited the trustee who was a firm believer in club work but felt that he did not have a local leader. A teacher was secured as leader and by the end of the second year club work was flourishing. As a result

there came a strong demand for vocational agriculture and home economics to be taught. The township had a consolidated school but the building was not adequate. There was no place large enough for community meetings. The boys were forced to travel six miles to play basketball. The community was not united. As a result of one year's work in vocational agriculture, the support of the community was strong enough to enable the trustees to construct a \$100,000 addition to the school building. In addition to rooms for vocational work, the new building contains a large gymnasium, an auditorium with seating capacity for 1,000 people and one of the most attractive stages seen anywhere. The building is in almost constant use, which discloses the fact that this community has had an awakening and is taking her place among the foremost townships.

Can anyone doubt the value of junior agriculture extension work in this community?

Junior Agriculture Extension Work will give boys and girls an ambition to do better things and train them so that they will actually be able to do them. The case of Edward Mallett of Fountain County, Indiana illustrates this point.

Edward Mallet graduated from high school in the vocational agriculture course in 1921. He served in the army one year. He was a pig member 1915, '16, '17, '18.

In 1920 he completed projects in the sow and litter and corn clubs. He was a calf club member in 1918 and has started to develop a Guernsey herd. Has now a cow and calf. He made his expenses last year in high school selling milk. His dairy interest has given him a position with Purdue University where he is now doing advance registry work. He is one of the oldest and most consistent club members in the county.

Besides Junior Agricultural Extension Work can be expected to develop the qualities of leadership in the youth. Several examples of this development have been quoted in this thesis and many others could be cited. Let us note one of Ada Duncan of Indiana.

Nor must we forget the club members who have developed into leaders of club groups and without whose aid a program of the present scope would be impossible. Development of leaders is one of the outstanding results accomplished through the vocational and club project work in sewing, baking, canning, and home making.

Ada Duncan has done club work in canning, sewing, baking for the past four years. After her first year she assisted in enrolling members and promoting the club interest. After she had had three years experience, she became a local leader and now has taken up leadership for the whole township in girls' club work. September, 1921, she was an outstanding successful exhibitor in the canning contest at the state fair.

SUMMARY

Junior Agricultural Extension Work originated in the North and spread to the South. It developed rapidly and attained a world wide reputation. It developed steadily in the north and west after the passage of the Smith-Lever Act. It is a part of the extension program today.

There are several factors that show a vital need for this work among farm boys and girls. The lack of a good social and recreational life for farm youth is taken care of by this work. The need of having trained farmers makes club work eminently worth while. And the need for the solution of rural problems of production, marketing, and social nature demands that there be some means of educating the youth for this important work.

There are several reasons why Junior Agricultural Extension Work is not at present doing the most good it is capable of doing. There is no one directing head to whom all the three agencies conducting the work are responsible. The largest one group of possible workers, the Vocational Agriculture teachers, are not being used in most places and aid of the public school system is not even sought by most of the workers at least in the 4-H and commercially organized clubs. There is no adequate system of securing and training leaders in the present plan.

In correcting the defects and insuring the greatest possible good resulting from Junior Agricultural Extension Work, there must be a directing force that will utilize all possible workers and will train and direct them. It will be necessary for a careful consideration of the problems of the community by the leaders of the work and a very definite effort to educate the people to the value of this kind of work in order that the proper support may be obtained from the community for this the greatest of present day work.

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16. University of Kentucky Ext. Cir. 141.
17. Alabama Polytechnic Insticute, Ext. Service Cir. 42.
18. University of Nevada, Extension Cir. 31.
19. Lousiana State Univ. Ext. Cir. 45.
20. K.S.A.C. Manhattan, Kans. X Forms 193 and 193.

They are "demonstration" and "contest". "Demonstration" is meant to include an enterprise such as swine production, dairying, poultry and the like. While the term "contest" is applied to the special part of the "demonstration" to be taken up by the member such as a sow and litter contest. There are usually three "contests" within the poultry "demonstration", the egg hatching contest, the egg laying contest, and the breeding pen contest. This word "contest" is misleading and some attempt has been made to substitute the word "project" but because this term has been applied to the home practice work of the Smith-Hughes schools, the term "contest" still holds sway in the 4-H clubs.

The second main type is the Prevocational work as conducted by the Smith-Hughes teachers. This work is similar to 4-H club in its content, and is but slightly different in organization, and is confined to the boys and girls of the grammar school grades.

The report of the joint committee in 1921 quoted above has the following to say concerning this type of work.

"Prevocational Agricultural Education is construed to mean the instruction offered as part of a general education in the grades to pupils, the majority of whom are less than 14 years of age."

The third main class is the commercially propagated clubs. At one time it was quite common for banks or

21. Univ. of Kentucky Cir. 121.
22. Montana Ext. Service, 68.
23. Wyoming Ext. Service, Cir. 8
24. New Jersey Ext. Bul. 24
25. U.S.D.A. Dept. Cir. 66, Boys and Girls Club Work, 1918, Benson and Warren.
26. Same Dept. Cir, 152, Organization Boys and Girls Club Work 1919, Northern and Western states, G.E. Farrell.
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34. Club Work Surety for Business; Banker Farmer, 12;10, Feb. '25.
35. Club Rules Should be Adapted to a Community. Banker Farmer. 12;12. Apr. '25.
36. Boys and Girls Club. Farming 22-52; May '24.
37. Cornell Ag. Clubs; Cornell Countryman; 21-203; Apr. '24.
38. Junior Ag. Clubs. Playground; 17-288-9; Aug. '23.
39. Measure of Success in Club Work; C.F. Koontz; Furroughs Clearing House; 8:12-14; Mar. '24.

40. Opportunity Lies in Development of the Youth. E. T. Meredith; B.F. 11-14; Feb. '24.
41. Recruit Voc. Boys from Clubs ; J.D.Pope; Voc. Ed. Mag. 2-369-79; Jan. '24.
42. Voc. Guidance Through Jr. Projects; J.D.Pope; Voc. Ed Mag. 2-434; Feb. '24.
43. What Club Work has done for me. F.Peletier; Boards Dairyman; 66-792; Jan.11-24.
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45. Noble, G.L. Sec. Nat. Committee on Boys and Girls Club Work, "Importance of Boys and Girls Club Work in America".
46. Noble, G.L. Three million square miles of Happiness.
47. National Boys and Girls Club News, Jan. Feb. March and April. May and June numbers.

other commercial houses to organize clubs such as calf clubs, and to finance the buying of purebred individuals and distribute them to boys and girls. The amount of supervision and follow up work varied, but was not often very extensive.

JUNIOR AGRICULTURAL EXTENSION WORK IN THE UNITED STATES

Major objective-II.

To furnish a background for the thesis by reviewing the history and development of Junior Agricultural Extension Work.

Sub-objectives:

1. To show how Junior Agricultural Extension Work originated.
2. To show the development of Junior Agricultural Extension Work.
 - (a) To show the history of 4-H club work in the Southern States.
 - (b) To show the history of 4-H club work in the Northern and Western States.
 - (c) To show the history of the bank clubs.
 - (d) To show the history of Prevocational Agricultural Work.
 - (e) To show the growth in numbers interested and importance of Junior Agricultural Extension Work.

PART II

TO FURNISH A BACKGROUND FOR THE THESIS BY REVIEWING THE HISTORY AND DEVELOPMENT OF JUNIOR AGRICULTURAL EXTENSION WORK

In this section of my thesis I intend to give a setting for the thesis by reviewing the history and development of Junior Agricultural Extension Work. I expect to show the origin of club work and to give an account of its development in the following ways:

1. To show the history of 4-H club work in the Southern States.
2. To show the history of 4-H club work in the Northern and Western States.
3. To show the history of clubs fostered by commercial concerns.
4. To show the history of Prevocational.
5. To show the general growth in numbers, interest and importance throughout the United States.

A. Origin of Junior Agricultural Extension Work.

The origin of Junior Agricultural Extension Work is vividly described in "The Demonstration Work", by O. B. Martin.

"As far as the records of the United States Department of Agriculture go, they indicate that the first Boys' Corn Club was organized in Macoupin County, Illinois, in 1899. It grew out of the failure of the Farmers' Institute to secure an attendance. The Secretary of the Institute conceived the idea of distributing some good seed corn to the boys of the county, having them grow some good ears of corn and bring them to the annual meeting of the Institute. He reasoned that if the boys came, their fathers would come also. He was not mistaken, for they came in large numbers. In this and other counties in Illinois, as well as in other states of the Middle West, this idea was generally taken up between 1900 and 1905. Boys grew small plots of corn in order that they might have beautiful 'ten-ear exhibits' to take to the fairs. In fact, the 'ten-ear exhibit' idea seemed to be the sole basis of award for prizes. It was felt that by emphasizing the good points of an ear of corn, that better seed corn would be used. Perhaps this idea was overworked until some of the Experiment Stations began to show that these beautiful ears did not always produce the largest yields, because it was

found that the yielding power of seed corn depends more upon its ancestry and history."

This is the earliest record of organized club work in the United States, that we have.

B. In order to give an understanding of the history of 4-H club work in the Southern States, it will be necessary to trace briefly the development of the work in the North from its origin in 1899 until it was inaugurated in the South. The reason for this is, the work got its early start in the North and the South followed their lead. From this start in Illinois in 1899 the corn clubs rapidly gained in popularity. They had passed the zenith of their activity and usefulness and were somewhat on the decline when, about the years 1906-07, 4-H club work was started in the South.

It is interesting to note that the demand for the work from the states of Mississippi and Texas, came from the boys themselves. In the year 1903 Dr. Seaman A. Knapp had started demonstration work in the state of Texas in an effort to control the ravages of the boll-weevil. This insect pest had attacked the cotton crop and threatened extermination of the industry. He had not yet met this crisis, but he had become a personal hero of the people of the South. Quite naturally, when the boys of these states heard of the 4-H club contests in the Northern States, they asked Dr. Knapp to allow them to organize

4-H clubs in their neighborhoods. Dr. Knapp was quick to realize the demonstrational value that these clubs could have in his campaign to modify their system of agriculture in order that they might successfully meet the crisis.

Dr. Knapp had foresight to see that the club work was falling short of its possibilities, and therefore, he organized the work in the South on a more logical and permanent basis. As a result, it escaped the decline that the 4-H club work experienced in the North. For an example of his insight, one should consider; the objectives that he first held up before club workers of the Southern States; his reasons for majoring on corn clubs; also the basis of awards as compared with those used in the Northern States.

The objectives that Dr. Knapp maintained for workers were: first, to place before the boy, family, and community an example of crop production carried out under modern scientific methods; second, to show the people that there is more strength in the soil than has been used; third, to instill into the boy a love for that soil; fourth, to give the boy specific, definite, and worthy aims that stimulate rivalry; and lastly, by furnishing actual field examples in crop production that it was possible

to correlate agricultural education with general education.

His reasons for using corn clubs and not some other type of club were: corn can be produced at a profit everywhere, besides, all boys know corn, also corn is needed in the rotation system to produce better farm conditions and most food per acre can be produced by raising corn.

The idea of the exhibit carrying all of the weight where prizes were awarded did not bother Dr. Knapp's workers because the following basis was used in awarding prizes.

Yield-----	30%
Profit-----	30%
History-----	20%
Exhibit-----	20%

The idea of yield although it counted but 30% came to hold practically the center of interest. This was due to the unusual records produced by club members. Dr. Knapp and his assistants insisted on equal importance of net profit. He pointed out that if their enormous yields were produced at a loss, the demonstration was of but little value. However, in spite of this attempt, the idea of yield held sway in the public minds. No one thought that a yield of two hundred bushels per acre was possible, nevertheless, 1,751 boys have made yields in excess of that figure. The records and far reaching

results read more like a fairy tale than a story of work actually accomplished, for instance, Jerry Moore of South Carolina produced two hundred and twenty-eight bushels of shelled corn on his acre. The far reaching results were due to increase of interest and the amount of publicity that was given to the better methods employed by boys like Jerry. The yield of corn crops in South Carolina jumped from seventeen million to fifty million bushels in three years.

Dr. Knapp planned that all of the clubs should be standardized from the beginning. In order to be a standard club it was necessary to meet the following requirements:

1. The major item for consideration shall be the cost of production.
2. Each project must be on a full acre basis.
3. The corn exhibit shall be considered only a small item of the entire project.
4. A history and report shall be kept of all work done and things accomplished. Dr. Knapp was the originator of these reports and they are still used.

In 1906-08, clubs were organized in several of the states. In some places county superintendents helped to enlist boys in the work and aided in instruction of the groups. Club work spread rapidly throughout the

the Southern States and by the time it became thoroughly established, public spirited citizens were giving more than \$50,000 worth of prizes annually to the boys. These prizes were usually cows, pigs, plows, colts, calves, and the like, besides educational trips and scholarships. Dr. Knapp advised that these prizes be given to teams from clubs that would make the best average record, thus making use of group rivalry and striving to bring honors to their home community. When scholarships in agricultural colleges were offered as prizes, many boys worked to obtain them. Hundreds of Corn Club Boys in the South have graduated from agricultural colleges, and thousands of them remained on the farm and became active and successful farmers. In the communities where they live it is far easier to promote organization of farmers and the co-operation of the people along market lines than was true at the time the first Corn Clubs were organized.

Dr. Knapp fully realized that the corn clubs would lead to pig, calf, potato, and similar clubs, and this is what actually happened. The successful clubs of the South attracted world wide attention. Congress passed the Smith-Lever Bill in 1914. This bill made money available to the United States Department of Agriculture and the Land-Grant Colleges for the promotion of this demonstration and extension work, so Dr. Knapp's entire

program was included. Thus did the club work become an official part of the program of the United States Department of Agriculture.

The history of the 4-H club program in the Northern and Western States is considerably different from that in the Southern States. In the first place, the North lacked that vital driving force of a crisis that so helped the South to accomplish such outstanding results. The North also had the misfortune to get started off in the wrong way, and the South profitted by this mistake. The contests in the North rapidly increased in number from the start in Illinois in 1899. The reason for the slump in 1906-07 was the fact that the exhibit had practically become the only basis for awards. There was no record kept of the work accomplished, during a specified period of time, accompanying the exhibit. While this method brought an improvement in the general standard of exhibits at fairs, it did not have any material effect in securing a general use of better practices, and so, was not practical. Clubs came into disrepute, and a decline resulted. This decline was followed by a steady, logical development.

Following the exhibit contest, was the production contest, whose aim was to promote the settlement of undeveloped land. This contest succeeded in attracting attention to the problems of the farm, but failed to improve farming conditions.

A decrease in the value of farm products caused leaders in the work to develop the net-profit contest, which had as its incentive the need of making farming more business-like. This method, aided the progress of the work, but proved of little value, since it called attention to the profit, rather than to the practice.

Much of the success of these earlier developments was due to the work of superintendents of county schools who saw in club work a chance to motivate the tasks of the school-room and to bring about a closer relationship between the home and school.

As a result of the fore-going contests, the Extension Department of the State Agricultural Colleges in Iowa, Illinois, Indiana, and Ohio started to do extension work in corn growing, home gardening, poultry raising and milk testing, hoping to promote better practice in agriculture and to interest farm boys and girls in community activities.

In the spring of 1912 the United States Department of Agriculture arranged for the Office of Farm Management, Bureau of Plant Industry, to expand the demonstration work to include the North and West as well as the South. In doing this, they planned to promote higher standards on the farm through their work with the boys and girls. Thus the objective of the club work in the North and West became the demonstration of better methods of Agriculture

and home-making rather than merely the promotion of interest in these methods.

In August 1912 a small amount of Federal funds was made available for initiating club work, and the Office of Farm Management appointed a leader whose duty was to conduct and develop that work. A State Leader was employed co-operatively in Iowa and in Indiana, in 1912, to start the organization. When the Smith-Lever Act, providing for the co-operative Agricultural Extension by the State Agricultural Colleges and the United States Department of Agriculture went into effect in 1914, the club work had already been established in Nebraska, Massachusetts, Utah and Michigan, Iowa and Indiana, as well as that of Southern States.

In many states the contest idea gave way to the project idea, which denoted a plan of work, demonstrating a better practice in agriculture or home-making to be performed by club members within a certain period of time. Boys and girls wishing to become club members were enrolled, through the schools, by the state leaders. Each club member received instructions from the state leader, also record forms for carrying on his work, and when his work was finished, sent his record to the leader and was awarded according to the merits of his work. During development of the work we find it was state-wide in character, flexible, and planned for school boys and girls who worked individually.

The clubs fostered by commercial concerns form a third phase of Junior Agriculture Extension Work.

The work done by banks in stimulating interest and financing agricultural clubs has been a distinct contribution to the history of club work. While the clubs fostered by banks, had their weaknesses, it is true, that they developed enthusiasm and loyalty that was sometimes absent in the cut-and-dried methods of some of the other agencies.

BANK CLUBS

Many wide awake bankers were quick to see an opportunity in boys and girls club work. Some enterprising member became interested and fostered some form of agriculture club, depending upon the fancy of the man, the times, or the demand. Each bank made its own rules, solicited its own members, decided on the winners on any basis that it desired, gave its own prizes, and in every way was independent of any outside agency. The instructions often times were little more than rules of the contest and little supervision was attempted. Usually pure seed was insisted upon. Good quality of stock, not always purebred, was furnished, and where the boy did not have the money the bank loaned it to him either on his note or a joint note with his father. The main function of the bank was the financing of projects so that a better grade of stock or seed was brought into

the community. The clubs met monthly but this phase was not always insisted upon. This type of club flourished quite extensively during the World War. In some cases banks even hired trained agriculturalists to supervise the work. This was very unusual, however, and did not last long. Thus, it is evident that there was no uniformity of system, and that the extension forces had no authority over the clubs. At this time many of the extension divisions were utilizing the schools in an attempt to make the club work more general. Another feature that did not please the state club workers, was that the banks usually required that the animals be brought together and sold at the end of each year. This failed to instill into the minds of the youth the idea of a stable enterprise. These and other factors caused friction between the extension forces and the bank clubs. The schools often became jealous of the success of these clubs and tried to harm and hinder them. Soon the extension people asked that the banks cease to form independent clubs but to confine their activities to the financing and to the furnishing of prizes for the clubs that were formed by the regular extension methods. This is what happened in most instances, but a glance at the "Farmer Banker" a magazine published by the Agriculture Committee of National Bankers

Association convinces one that this type of club is still existing in many places in 1925. New York, Colorado, and Oregon are states that still have bank clubs, for example a calf club is sponsored by the First National Bank at Medford, Oregon. The following banks in New York have organized clubs: The First National Bank of Earlville sponsors a poultry club; The First National Bank of Oswego sponsors a potato club; Mexico National Bank, a corn club; Canadaigua National Bank, a sheep club and many others.

Other commercial concerns such as large farm weekly newspapers, Capper and Meredith publications, took up club work and some of the better known clubs were organized. They drew up a set of rules for governing the work; offered specific prizes to the winners, and loaned money direct where it was needed. This type was at one time quite popular.

A club department was created in the papers where the enrollment, notices, directions, news, and things of general interest were published. This was a commercial enterprise on the part of publisher for keeping up their subscription roll. However, these clubs are still organized but now the editors co-operate to a great extent with other agencies interested in the work.

PREVOCATIONAL WORK

I believe it was this early work of the extension

forces in promoting the club work through the school that gave the starting point to the **Prevocational Work**. This came as a result of the Smith-Hughes law of 1917. When the Smith-Hughes program got under way, it was evident to the workers that there was a need for project work with the junior group. Some of the states agreed that the extension forces should not enter into territory where a Smith-Hughes man was employed but to let him do the junior work.

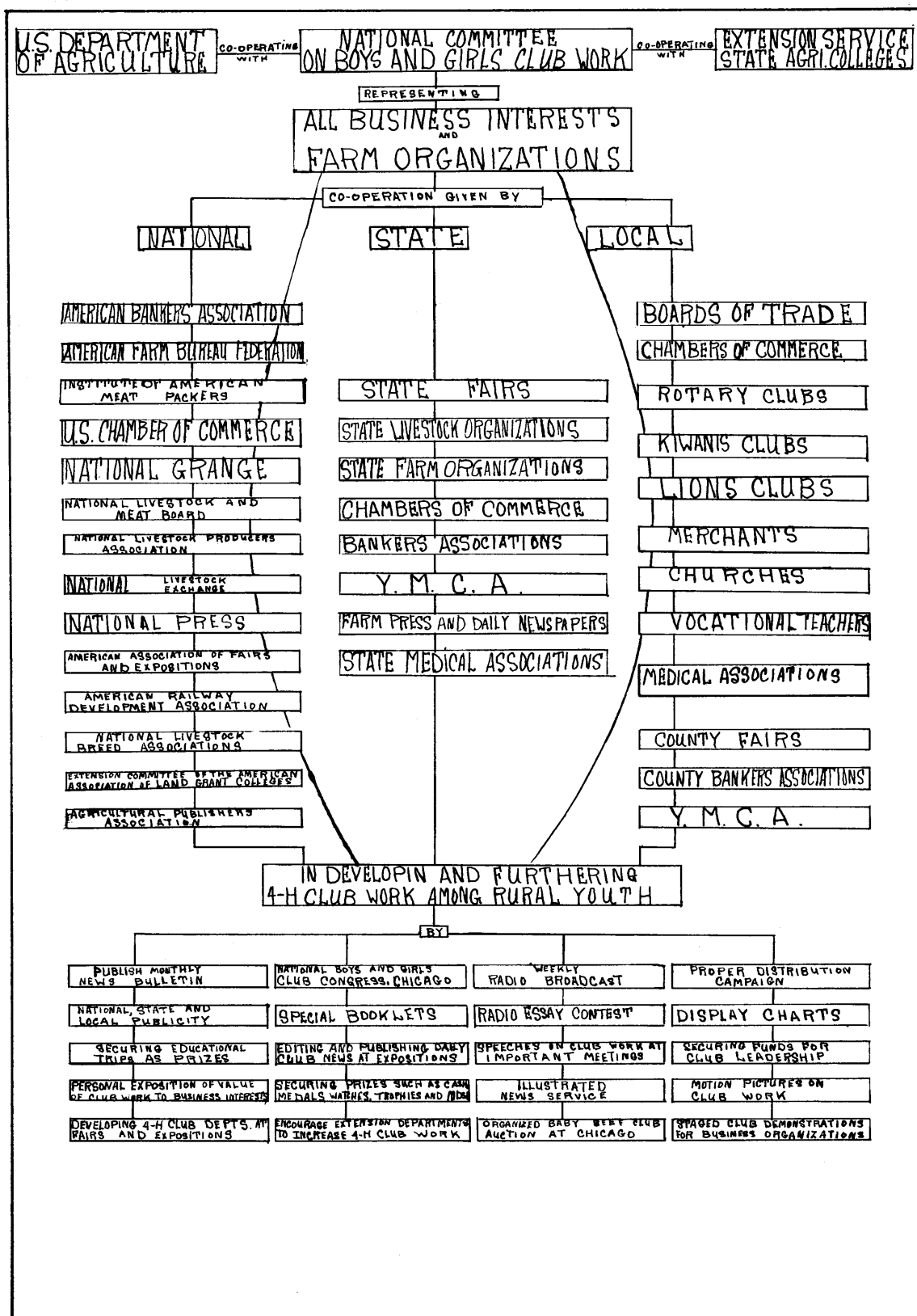
This work seems to have been handled differently from the 4-H club work or the commercially formed clubs. Instead of meeting in a central place and carrying the social phase of the work it has been almost entirely an individual matter in which each boy kept a project. Supervision and instruction varied according to the time **and interest** of the instructor. This work is fostered by the Smith-Hughes Vocational Agricultural teacher and is modeled after his project in the all-day school but usually has the disadvantage of not having contact of the classroom and with its socializing function. The extent to which this is being done varies in different states. No definite statistics are available concerning the number of Junior Projects, due to the fact that the Federal Board does not require a report on them.

There are many signs that indicate the growth in interest and of importance of the Junior Extension

Program in the United States. Among these are; first, the increase in the number of enrollments; second, the greater per cent of completions in spite of the increased enrollment; third, the increased amount of money that is available for the work; and fourth, the increase in the number of organizations that are actively supporting club work.

We notice a great increase in interest as measured by the number of organizations that are helping in the work. The list of co-operating agencies is so great that I am including here chart I, showing the workings of these under the organization. This chart is taken from the report of the National Committee on Boys and Girls Club Work. This committee was formed by a score of National Business leaders who realized the vast importance of the work. The purpose of this committee is to co-ordinate the efforts of business men and bankers in behalf of this splendid movement among the farm young people. This committee maintains offices at Chicago, has a paid secretary, Mr. G. L. Noble, and has an active program under way to secure leadership, financial assistance when needed, national publicity, and recognition for what these farm boys and girls are doing in developing a greater agriculture and a higher standard of farm life.

CHART I



This committee has direct charge of the national club congress at Chicago, and has made it one of the most outstanding features of the International Livestock Exposition. They also give assistance at other fairs and expositions where club work is emphasized, as at Portland, Oregon, the Pacific International, and The Eastern States Exposition, Camp Vail, at Springfield, Massachusetts. In the words of the committee, "there is a real need for a national committee to co-ordinate business efforts in this direction and a budget of \$40,000 was voted at the annual meeting in Chicago to finance the work of the national committee." When a group of business men will voluntarily organize, as they have done, to launch a program, as they have launched this one, it is good proof that the Junior Agricultural Extension Work is of considerable importance and holds much interest throughout the nation.

We find in chart I, a diagramatic presentation of the forces that work together in causing the club work to function. Besides the organizations named, we find that most of the individual railroads, The Grain Marketing Company, corporations like Montgomery Ward and Co., different packer establishments, and the millers, besides dozens of other firms, actually contribute money and prizes for club work.

TABLE I

ENROLLMENT IN JUNIOR EXTENSION WORK 1912-22.

YEAR	TOTAL ENROLLMENT	YEAR	TOTAL ENROLLMENT
1912-----	115,291	1918-----	1,018,870
1913-----	144,738	1919-----	635,798
1914-----	228,611	1920-----	436,789
1915-----	317,601	1921-----	538,220
1916-----	333,594	1922-----	600,957
1917-----	662,461	1923-----	722,508

This table was taken from United States Department of Agriculture, Department Circular 312.

Referring to table I and to chart II, it is evident that there has been an increase of membership from 1912 to 1922 of over 500%. If the unusual conditions of the war period, 1917 to 1919, are eliminated from consideration, a steady upward climb in membership is noted. The National Committee estimated an increase of 18% for 1924, and started a drive for one million members for 1925. All the organizations are working together toward this aim. How nearly they will come to reaching the goal remains to be seen.

With considerable increase in membership one might expect a falling off in completions because there might tend to be a poorer quality of members accepted in club work. This, however, is not true; a steady increase in the percentage of completions as well as the number of completions has resulted. Due to a change in the system of figuring percentage of completions these figures are

CHART II

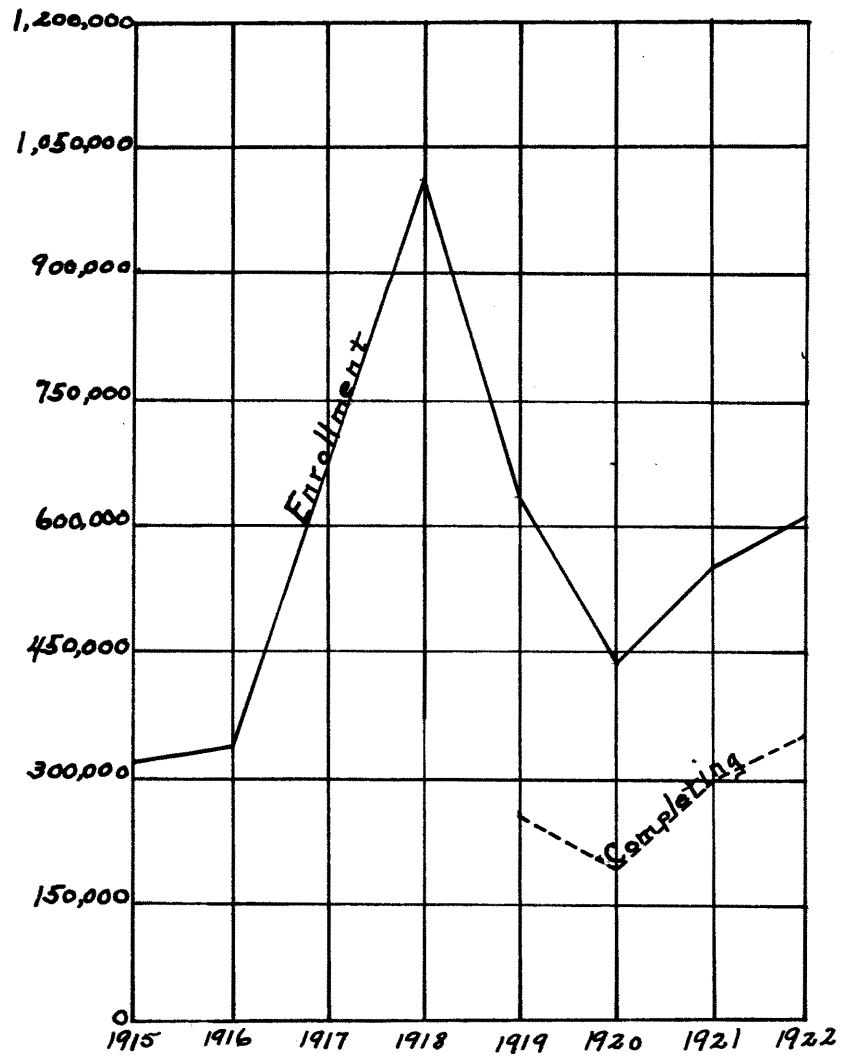
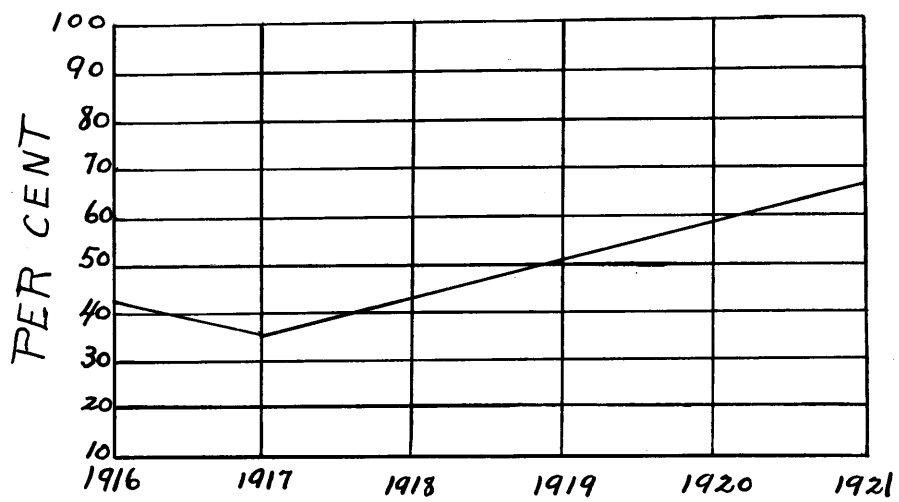


CHART III.



*The growth of boys' and girls' club work
measured by the percentage of club
members completing the required work.*

not as high as were quoted in the earlier bulletins on club work, but it is the relative figures that count. The figures for the years from 1919 to 1922 respectively are 40, 44, 57, and 59 percents, as indicated on chart III.

Following is a history of club work from the standpoint of increase in the financial support given it.

"The various states, organizations and individuals have supported Boys and Girls Club Work more and more every year since they came to know about it until their contributions are seven to ten times greater than those provided by the Federal Government. In 1912-13 the United States Department of Agriculture expended \$12,000 and the states \$3,900, while in 1920-21 the United States Department of Agriculture expended only about \$105,000 and the states approximately \$766,000 for club work. In 1921 the banks of the country loaned to the boys and girls approximately \$1,750,000 and business and educational organizations contributed approximately \$300,000 in prizes to encourage the work and focus the attention of the communities on the value of these practical farm and home demonstrations conducted by the boys and girls.

JUNIOR AGRICULTURAL EXTENSION WORK IN THE UNITED STATES

Major objective-III

To show that there is a vital need for Junior Agricultural Extension Work.

Sub-objectives.

- A. To show that farm practice has made little improvement.
 - (1) In crop yields.
 - (2) In ratio of grade to purebred livestock.
 - (3) In use of facts developed by experiment stations which are far ahead of general farm practices.
 - (4) In the slowness of adult farmers to adjust themselves to new methods.
- B. To show that the rapid turnover of farmer's demands some efficient system of vocational training for these new farmers, sustained by the following statistics.
 - (1) There are 160 new farmers in each county every year, and that-
 - (2) ninety percent of these farmers come from the sons and daughters of farmers.
 - (3) Seventy-six percent of the farm boys are motor-minded.
 - (4) The demonstration method is the best method of vocationally training these new farmers.

C. To show that Junior Agricultural Extension Work is the most important part of the extension program.

- (1) To show that it saves time.
- (2) To show that it is more plastic.
- (3) To show that it reaches more people.

PART III

THERE IS A VITAL NEED FOR JUNIOR AGRICULTURAL EXTENSION WORK

In this section of my thesis, I propose to demonstrate that there is a vital need and a real place for Junior Agricultural Extension Work. I propose to do this, by discussing improvement in farm practices; by discussing the rapid turnover of farmers; and by pointing out the importance of the work in an Agricultural Extension Program.

A. It is not very difficult to show that there is a vital need in this nation for Junior Extension Work. In the first place it is a matter of common knowledge borne out by statistics that even with our comparatively virgin land the yields of crops per acre are on the average higher in other countries. There has been but slight increase in the percent yield in the United States if we consider the ten year periods of 1866-76 and 1910-20.

For the last seventy years our Government has recognized that efforts should be put forth in this direction. The Land-Grant Colleges have been busy in an attempt, to increase yields per acre. Several means have been used, instruction for farmer, research for benefit of Agricultural and Extension work with the farmer. What

progress has been made in increasing our unit production is shown in the following table made up from the 1922 year book of the United States Department of Agriculture showing the average yields in bushels per acre of our six principal food crops, for the ten years from 1866-76, as compared with the average yields for the ten years 1910 to 1920.

TABLE II

	Corn	Oats	Barley	Wheat	Rye	Potatoes
1866-76	26	28.3	22.9	11.9	13.8	92.9
1910-20	26.4	32.4	25.3	14.5	15.3	96.8

Although general and intensive work has been done, and thousands of bulletins have been printed and distributed, only a very small percentage of the farmers have adopted the better practices.

If the yield of our crops is low per acre the status of our livestock, is found little better. Figures recently published by D. S. Burch of the United States Bureau of Animal Industry states that, based on utility alone, purebred livestock is 40% more effecient than all the other livestock. This is due to the more effecient utilization of food, quicker gain in the case of meat animals and higher milk production per hundred-weight of food consumed in the case of dairy animals.

The census records show that only ten percent of the farmsreporting in 1920 had any purebreds, and that the entire number of animals was less than three percent.

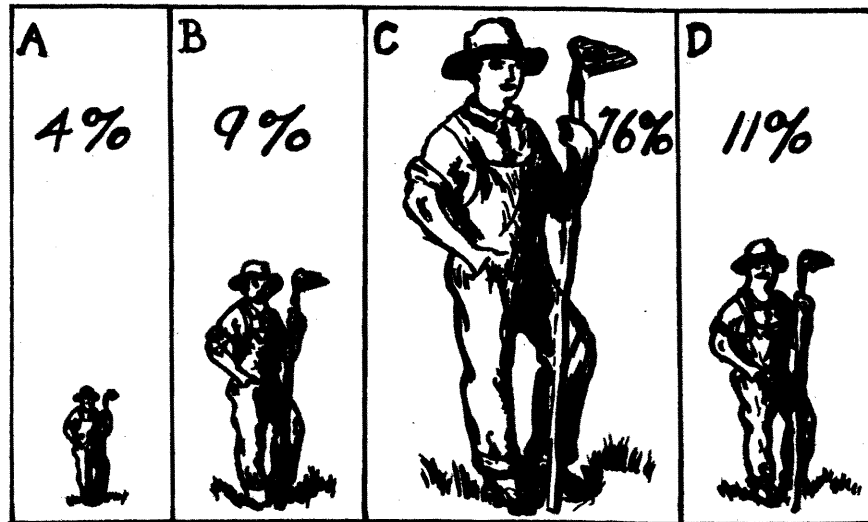
The demand for purebred animals is not what it should be in view of the enormous amount of literature and publicity given to this phase of the work in the last decade.

Thus, it can be readily seen that the knowledge of improved methods developed by the experiment station is far in advance of the actual practices on the ordinary farm. This is probably because the adult farmer is so slow to change his methods in the light of experimental proof. His habits are firmly fixed and he does not usually take up new ideas readily.

B. The rapid turnover of farmers demands some efficient system of vocational training for these new farmers. There is a vast economic waste in the turnover of farmers every year. Statistics show that on the average 160 new farmers go to farming in each agricultural county in the United States every year. Where do they come from, and what is their preparation for their job? Ninety percent of these new farmers are the sons and daughters of the present farmers and unless some system is used to help them they are no better prepared to meet the problems of the farmer than were their parents.

Statistics gathered in the United States Army showed that 76% of these farm boys fall into class "C", or the motor minded class, as illustrated on chart IV, which is taken from the bulletin published by the National Committee on Boys' and Girls' Club Work.

CHART IV.



Only four percent of the rural boys and girls in the United States have the imagination and initiative necessary to work from principle to practice, while nine percent can understand principles and put them into practice, after they have been explained; but seventy-six percent of all boys and girls in the United States learn by doing. In other words, they are motor-minded, and accomplish merely by imitating. Explanation, alone, does not make fundamental principles clear to this group of boys and girls, but if they are given an object lesson and shown how to use these fundamental principles, they are able to put them into practice. Eleven percent are below ten years of age in mentality, constant care and supervision is needed in the putting across of agricultural education. Club Work affords this group the best method of learning farm and home methods.

The demonstration or club work method is the only way to train this large group of 87% of boys and girls that would likely become farmers. Of course our Vocational Agricultural Schools are doing a good piece of work with those that they reach, but the number that they actually reach is so small that they have little effect on the training of future farmers. One reason for this is that the boys who are out of school, that 43% group between ages of 15 and 17, as recorded in the table III, are much more likely to become actual farmers than are the boys enrolled in the vocational agricultural

courses as now conducted in high schools.

TABLE III

The Cycle of Farm Youth Showing Need of Club Work

Age	In School	Out of School	Percent Farm Laborers	Percent Farm Operators
10-14	86%	14%		
15-17	57%	43%		
18-20	18%	82%		
20-24			75%	25%
25-34			37%	63%
35-44			25%	75%

These figures were compiled by the Extension Division of the United States Department of Agriculture from data secured by the War Department during the World War.

C. The question is asked, of what importance is Junior Agricultural Extension Work in the Extension program?

The National Committee, after seven years spent in observing the workings and benefits of this system of education for farmers and the farmer's children, became convinced that boys and girls work is the most important phase of Extension Work. The following reasons were given: a boy or girl that adopts a modern practice has from forty to fifty years to use it while a man adopting a new practice can use it only about twenty years: boys and girls are more easily influenced to take up the newer

methods; more girls and boys can be reached because the demand upon their time is not so great, thus, they can be formed into clubs. As the boys and girls put the methods into practice, the adults see their results and are then more willing to change their methods. Thus, the committee was convinced that the Junior Extension Work is the more important part of the Extension Program.

JUNIOR AGRICULTURAL EXTENSION WORK IN THE UNITED STATES

Major objective-IV.

To compare the present status of the three kinds of Junior Agricultural Extension Work and to give an estimate of its importance and to point out its defects.

Sub-Objectives.

- A. To compare the three kinds of Junior Agricultural Extension Work.
- B. To show the value of Junior Agricultural Extension Work to the community.
- C. To show the value of Junior Agricultural Extension Work to the school.
- D. To show how Junior Agricultural Extension Work is of great value to the youth.
- E. To show how the present system fails to make the best possible use of Junior Agricultural Extension Work.

PART IV

TO COMPARE THE PRESENT STATUS OF THE THREE KINDS OF JUNIOR AGRICULTURAL EXTENSION WORK, TO GIVE AN ESTIMATION OF THEIR IMPORTANCE, AND TO POINT OUT THE DEFECTS OF THE PRESENT SYSTEM.

In this section I propose to give a clear understanding of the comparative status of the three kinds of Junior Agricultural Extension Work, to show their importance; first, to the community; second, to the school; and third, to the child in the home. Also to point out the defects of the present system of handling the work as a whole.

A. In a comparison of the three types of Junior

Agricultural Extension Work, the average conditions must be considered, not special situations. The bank clubs as stated before, deal largely with finances and results but provide little real supervision, which is the real basis of good training in a vocational field. It is plain from the basic scientific statistics given in Chart I that the 76% in group "C" are not going to have the best success by reading printed generalized literature, rules and such, with no supervision whatever. This will result in a hit and miss, trial and error, method of learning. One of the foremost club leaders of this type, the leader of the First National Bank Club of Muncie, Indiana, only considered it necessary to visit his members once a year.

This club has been running for eleven years and is considered one of the most successful of its type. For five years the bank merely furnished the money while the County Agent was in actual control and sponsored the club. This evidently did not satisfy the officials for some reason. Five years later, in 1919, the bank itself took charge of the work and put on a real constructive program. Last year 81 members in the corn club completed projects, and 91 calves were shown in the calf club. The vice-president handles the work and he states that each member is visited one or more times a year. However, while his minimum of one visit seems absurdly low, yet apparently good work is done by the club. In the one year of 1923 the bank placed 22 head of breeding cattle permanently on farms of the club members. This is indeed an enviable record. The bank loans money to the boys alone in the production classes and in addition requires the signature of the parent, in the case of the pure-bred breeding classes. The social feature is also maintained by requiring each boy to attend the monthly meetings of the club. The vice-president helps the boys locate good stock and often ships calves and seed corn in from other places. The money does not have to be gotten from the bank and quite often the boy is able to finance the project by

himself. It is evident that the financial side of the club work is very important, as it seems to have appealed to the boys quite strongly in this case. I feel that it would be safe to say that, in general, this type of club lacks the necessary supervision and often fails in its purpose through lack of understanding a clear cut objective in the work. In numbers this class is undoubtedly the smallest of the three at present, although no authentic figures are available.

The next larger class, the Prevocational Work, is the newest type. However, this class probably receives the most supervision of a competent type of the three.

The average conscientious teacher during his regular visits to his own projects will stop and see the junior projects also. Thus the youth ought to get the maximum of the best kind of supervision that will function for success and start him on the road in his vocation if he decided to follow farming. It is felt that the social and recreational side has been neglected for this group. However, there is no apparent reason why it should be, except as a matter of habit or lack of appreciation of the needs of the group.

Several states have taken an interest in Prevocational Work. Missouri in 1923-24 reported a total of 2,954 members enrolled and Pennsylvania reported 5,000. H.C. Fetterolf has the following to say concerning their Prevocational Work.

"In reply wish to state that we have this year put on quite an extensive junior project program. We find the junior project program is a great help to us in recruiting boys for our classes in vocational agriculture. It is also extending agricultural education to the consolidated and one room schools of the rural districts. This work is organized and supervised by our teachers of agriculture with the assistance of local teachers. We will have approximately 5,000 of these junior projects in Pennsylvania this year.

Junior project work is taking the place of club work in communities where we have teachers of vocational agriculture. This, of course, is as it should be because it is tied up very definitely with the public school system.

The relation between our Smith-Hughes and Smith-Lever people in this State is very cordial. However, there is no overlapping of organization and supervision of the work. We feel that under the Smith-Hughes law we can not organize and supervise Smith-Lever work."

Signed,

H.C.Fetterolf.

Texas is doing considerable with this line of work with approximately 175 Vocational Agricultural Teachers. Ten vocational teachers in Utah are carrying 150 junior projects. All of these are entirely separate from the

Smith-Lever 4-H clubs.

The Supervisor from Utah states concerning this relationship.

"In regard to junior project work in Utah. I think ten of our sixteen Smith-Hughes teachers carried on junior project work in 1924-25 with an average enrollment of about fifteen, this in addition to their Smith-Hughes groups. In this work we have had no relation whatever with the Smith-Lever forces. In Utah we have no local club leaders except county agents, and until January 1925 we have had no state club leader for four years. Consequently, club work has been at a low ebb. At the present time a new state club leader has been appointed and the county agents are taking a renewed interest in club work. They will carry this on entirely separate from the junior project work of our Smith-Hughes men. In a few cases the same boy may be carrying a project in Smith-Hughes work and also another project in club work, but in no case will he have one project and have this one project enrolled in both Smith-Hughes and Smith-Lever work. I do not think we will have more than twenty boys who will be enrolled in both lines of work in the whole state.

The Home Economics teachers do not co-operate in directing the girls work. There may be one or two exceptions to this rule. The home demonstration forces of the state carry this on through county agents."

Signed,

I.B.Ball.

Maryland also is starting in the Junior Project Work. The following letter from the Director in Maryland will give the status in that state.

"In accordance with your request of July 12 we take pleasure in attaching hereto a page from our annual report showing the status of junior project work in Maryland during 1923-24 and 1924-25. So far as I know, no definite junior project work was carried on prior to 1923.

Prevocational

1. For 1924-25

<u>Character of project.</u>	<u>Scope</u>	<u>Number enrolled</u>
Animal husbandry-----	2,604 animals-----	177
Plant production-----	15.12 acres -----	19
Total enrollment-----		248
Duplicates-----		5
Number of different individuals-----		243

2. For 1923-24

Character of project	:Number of pupils		: For completed projects		
	: Enroll- ed	: Number completed projects	: Scope	: Yield	: Net profit
Animal husbandry-35-----	32-----	532 animals-----			\$614.67
Plant production-29-----	19-----	24.51 acres-----			\$1,285.66

Total enrollment-----74
 Duplicates-----5
 Number of different individuals---69

Signed,

J. D. Blackwell

Director of Vocational Education.

New York has also been doing Prevocational work for several years.

However, it is apparent that the largest majority of states have not touched upon this large field of prevocational work.

The 4-H clubs conducted by the Smith-Lever forces form the last group to be considered.

This comprises the largest number of boys and girls and has definite organization and objectives. Under this system the county agent attempts to look after all of the demonstrations. Of course this is impossible so they combined them in groups or clubs, sometimes a community or township club or just a local club featuring one line of work, such as a calf club. The county agent deals with them as a group instead of as individuals and selects a volunteer, local leader to supervise and generally look after the work. This is the part that has given grief in the 4-H club plans. In the first place the adults do not know what club work is and they are hard to teach. Besides, it requires a great deal of work to properly look after projects. It is a good deal to expect a volunteer leader to take his time and stand expense to supervise the projects without any material recompense. There are

many other ways in which a local leader is rewarded but the fact remains that it is indeed difficult to get a competent local leader that has enough time to give to make a success of the work. Then too, we have the type of adult leader that will insist on teaching his own particular ideas rather than the work outlined by the college. For example a leader happens to believe that Purina feed is the only thing to feed hogs. The boys carry out his suggestion and all they learn is that Purina feed is good feed, instead of learning some cheaper substitutes that can be grown on the farm that give as good results, thereby yielding a greater profit to the farmer. The leader may not realize the need of close supervision of the contests or gets too busy with his farm work to do it. The County Agent can not possibly personally supervise the contests of around 150 members in different parts of the county so that if the local leader for any reason fails to do so, then it is not done. However, some improvement has come by using young leaders that have had successful experience in club work or who maybe natural leaders. This furnishes some new problems that of jealousy of mates and a failure to look up to him as they do to an adult. In spite of this factor the youthful leader furnishes a big ray of hope for the future. The regular 4-H system has the advantage of the local, county and state organization, with the splendid county encampments so common at the

present time, its district meetings and its state round-ups. It has the additional incentive of the club charter and the standardized club and the four-fold objective of the program, the development of the head, the hand and the heart and health. Also the spirit built up through years of work in trips to the International Livestock Exposition , to the National Club Congress and to the Capital City of the United States.

Measured from the standpoint of completions the most effective system is that of the special county club agent for each county. According to the United States Department of Agriculture statistics for 1920, "the county club agents enrolled 441 members per county and have a 67% completion against 119 members per county with a 51% completion in counties employing both county agent and home demonstration agent, and where the work is going good, that is having been organized and conducted long enough to get it on its feet. In short, the county club agents finished 290 members per county or 15 to each township whereas the other extension workers completed only 61 members to each county or 3 to each township. The reports of the 148 club agents in 1920 reveal the fact that they did over one third of all the club work done in the United States, when there are over 2,000 county agents in the United States. This analysis points to the need of an agent employed to work with the young people

if the latter are to play an effective role of bringing about a wider use of the better practices of agriculture and home making."

These figures are convincing and indicate a definite need. I shall now point out some of the factors that may make Junior Agricultural Extension Work of value to the community, to the school and to the youth in his home.

The community is benefitted by Junior Agricultural Extension Work in several ways. In the first place the community always has a problem when the surplus energy of youth is turned into channels that lead to valuable endeavor. This is the reason that the boy scout program and many other movements for the benefit of city boys and girls are fostered to such an extent in the cities. The need is just as great in the country but the scout movement has never done much good in the country. The junior agricultural club movement has filled in this gap that is represented by the scout work in the cities.

It is a matter of fact that adult farmers are, because of their isolated condition and independent habits of life, very suspicious of each other and as a result have caused the failure of many of the co-operative attempts which they have started. In other words farmers have not been in the habit of co-operating. A boy that has been engaged in club work for a few years will be a good deal more likely to be a good co-operator when he becomes

a man.

Besides teaching co-operation among the members, club work gives them a chance to develop initiative and other qualities of leadership that will help to develop leaders for the future.

Of no less importance is the fact that when the youth begins to do something for himself then the community becomes interested in his activities, and gives considerable time, thought and money to the work. When junior clubs are organized in a community the different adult organizations soon become interested and soon the entire neighborhood is alert for solutions for the welfare of the activities of their young people. Too often the adult group does not concern itself with the problems of their youth, being too busy with their own social affairs, until after having been jolted into a realization of the needs of the boy and the girl.

As has been mentioned before the project of the club member if properly supervised and successful, is one of the very best improvement demonstrations in the community. The club members all visit and discuss as much of the teaching as their make-up will allow.

The fact that club work makes an excellent demonstration has been illustrated by the case of Jerry Moore in South Carolina. Another good example is that of Herbert Zwisler, as reported by Charles E. Potter, State Club

section who did not have his patch of corn, and strange to say a goodly percentage of the seed used traced back to the high quality, acclimated corn grown by the club boy of Park City."

C. The presence of active, functioning, Junior Agriculture club in the school district is of great value to the school. There are four ways in which club work becomes valuable to the school under these circumstances, namely; **first, by furnishing an excellent point of contact between the school and the community; second, by compelling the farmers to respect the school for its practical work; third, by making the teacher the natural leader of the youth in all activities; fourth, one of the very most important factors, Junior Agricultural Extension Work delivers a better type of student to the vocational agriculture class of the high school.**

Club work furnishes a valuable point of contact between parents and the school. Dr. L. H. Bailey, who is a well known agriculturalist, maintains that schools need this vitalizing point of contact with **the interests of the child.** He has given considerable attention to agricultural education, has edited many books of the different phases of agriculture for schools as well as such books as "Training of Farmer," "The State and the Farmer," "The Country Life Movement," besides his special

line of horticultural text books. He has held many important positions as a horticulturalist and agriculture leader. He was selected by President Roosevelt to head his country life commission in 1904. His voice carries weight in the agricultural field. When club work is established and projects started the school fairs, and the vocational teachers and the superintendents visits to the home to see the project, bind the parent to the school in a way that makes for a better understanding between the home and the school.

Farmers have always held the theoretical work of the so called "book farmer," teacher in contempt. It is only through results of this pupil that will change that attitude to one of respect for the work of practical value, accomplished with the boys and girls. This will gain the confidence of the practical farmer quicker than worlds of theoretical write-ups in the paper.

When the teacher shows an interest in this extra curricular activity and helps in every way possible to make the work more valuable to his students, the children notice it and a new loyalty to the teacher springs up so as to improve the spirit of his entire school. The teacher becomes the natural leader in and out of school, besides the students have confidence in him. This is true in whatever capacity the teacher acts. He may be a vocational agricultural teacher and have official charge

of the club work in his district or he may be a grade school ^a teacher and act as a local leader or he may be only acting in an advisory way, in each case it reacts to his advantage. In other words it gives the teacher another opportunity to get next to the hearts of his pupils.

As a result of club work no matter who conducts it, a better type of student will be drawn to the vocational agricultural courses. Perhaps, we should say that the attitude of the pupils is changed by club work rather than a better type of student, because we have found it true that when students come to study vocational agriculture, they come with the idea of doing as little actual work as possible, besides they consider the project an abomination. To show an example of that change of attitude a boy after a year in vocational agriculture and club work was absolutely sold to the idea of the necessity for the project. He became an enthusiast and was selected club president of the largest club in the county as well as its leader. In fact he was the leading spirit in the club. Contrast the result with the idea he held when he came, that of getting as far from agriculture and the work in the dirt as it was possible for him to get. The effect of his gilt and corn projects are so outstanding that it would not be believed if recorded here. The younger boys who finish work in his

club will have an entirely different attitude of project work and manual labor than he did when entering the vocational agricultural course. It stands to reason that if the youths have been given the proper attitude several weeks will not be wasted on building up this attitude they have already planned their projects and in most cases they are ready to begin to keep records the first week of school or at least as soon as they can analyze their project, then a good deal more can be accomplished than in the other case. This is what made the world record class projects at Wakefield, Kansas, possible. These boys would cut a football game or trip of any kind without a whimper when their turn came to feed and care for the hogs and steers. Those acquainted first hand with boy nature can measure the tremendous hold this work had upon them. There is no use trying to put over class projects until one gets at least some of this attitude instead of the attitude of let 'John do it.' It is evident that the method of recruiting valuable members for the agricultural class is quite general from an article in the January issue of the Vocational Education Magazine by J. D. Pope on "Recruiting Vocational Students From Boys Clubs". He sent the two following questions to the Supervisors of each state and also to the club leaders.

1. Is junior club work used by your teachers of Vocational Agriculture as a recruiting

agency for vocational high school classes in Agriculture?

2. Do you approve of this as a state policy?

From the answers he drew up the following conclusions:

1. That boys junior agriculture project work and club work is being used to a considerable extent and in a conscious sort of way to attract boys to the vocational work in high school.
2. That while this seems to be a fairly common objective on the part of the vocational forces, the club people aside from general encouragement of their boys to take up vocational agricultural work, do not seem to have any conscious objective of this sort, and in many cases do not seem to be aware of the recruiting going on in their states.
3. That in general recruiting as they understood the term meets with the approval of both state supervisors and club leaders.

It is interesting in this connection to note that out of some 32 or 33 state supervisors that eight replied "no" to the second question while only four approximately the same of club leaders reported "no". We fail to see why a state supervisor should oppose this plan unless that contained in the statement of the supervisor of the state of Oregon.

"Where club work is properly handled by an agricultural teacher, recruiting results are satisfactory. Where club work has been done "hit or miss" in the hands of the average untrained teacher, results have been very unsatisfactory. The boy gets a small conception of project work that is hard to overcome."

It seems to us that the supervisors are missing their aim here, because one of the outstanding weaknesses^{es} of the all day vocational agricultural schools is the fact that very few of their pupils come up to that fifth theory of the fourteen points developed by the leaders of vocational education in the United States. (Allen and Prosser, in Vocational Education in a Democracy, page 211). The theory is as follows: "Effective vocational education for any profession, calling, trade, occupation or job, can only be given to the selective group of individuals who need it, want it, and are able to profit by it". This means that teachers can not do effective work with a bunch of boys 50% of whom never intend to farm, 40% of whom have not yet decided and 10% are fairly sure that they intend to be farmers. This type of school is a prevocational school in actual practice and is not what was intended by the authors of the Smith-Hughes Act. In fact there was much opposition to including the day agricultural school in the benefits of the act and one of its strongest supporters for including the all day school made this

statement recently, "I sincerely doubt the wisdom of including the day agricultural school in the benefits of the Smith-Hughes Act. They are not now, and, show little signs of coming to the point where they will greatly effect the agriculture of the community because of the failure to recognize this point. I am not so sure that the club work comes more nearly being vocational than any of the other work of the teacher". This statement was made by Dr. Chas. R. Allen, special agent for the Federal Board for Vocational Education.

Look at the saving in time, expense, and energy if 75 or 80% of the boys taking vocational agriculture could have definitely decided upon their vocation before enrolling in the department. How much more value the student would get out of it and how much more the community would be effected by it. It seems the present form of vocational agriculture in the day schools sprung up from following the line of least resistance, the easy thing to do, and, **once** it is established it is hard to correct. The fight to establish this type of education is not won and it behooves all to examine the objectives of the work and put the measuring stick to the results according to those objectives. Club work will aid every vocational school to do a better vocational job of teaching and will aid the youngsters to an untold extent.

D. To show how Junior Agricultural Extension Work is of great value to the youth on the farm in many ways. In the first place, it furnishes an excellent opportunity for the youth to acquire a proper financial experience under supervision. In the second place, Junior Agricultural Extension Work adds to the child's store of knowledge, develops his social spirit, his ability for leadership as well as his manipulative skills. It also forms the habits and attitudes that will make for success on the farm, and lastly it is the best known system of vocational guidance.

Even as important as is club work to the community and to the school we believe in the final analysis that if the benefits could by some means be accurately measured it would indicate that those benefits accruing to the child in the home are the most important ones of them all.

Club work furnishes an opportunity for a good financial experience. In the first place "dad" has become too busy and preoccupied to really take time to carefully consider and give the boy a fair chance from a financial standpoint. Consider the thought as quoted from W. M. McKeever.

Give Your Son a Square Deal

"Deal with your son on business principles from the beginning. Do not hastily and unwisely give him a piece

of property that will have to be taken from him in the future because of its having grown into a disproportionate value. This old form of mistreatment of the country boy has been the means of thwarting the business integrity of many a promising youth. If the boy's small beginning develops under his care into a business of large proportions, the only check or hindrance that the ethics of the case will allow is that you treat with him on fair business terms, just as you would with any good business man. You may cause him to bear all his own personal expense and all the expense connected with the care and development of his livestock or his crop. Then the matter of curtailing him must stop. And if the son soon becomes able to buy you out, it is certainly an affair to be proud of, not a thing to hinder by unfair means.

The requirement of all club work is that the boy actually ~~own~~ the animal or crop he produces and have entire control of it. This is not always lived up to through lack of functioning supervision and the almost incredible stubbornness of the parents. This stubbornness is probably one of the worst factors the club leader has to combat. However, if this point is rigidly adhered to, the benefit that the child receives from a real dynamic, financial experience, is of first importance. He borrows his money or perhaps he gets out and works for it, and then he spends it on his project and has a real incentive

for taking the best possible care of that project. When there is a financial profit he gets it, and not his dad. The little poem quoted below illustrated this point.

WHY BOYS LEAVE THE FARM

Why did you leave the farm my lad?
 Why did you bolt and quit your dad?
 Why did you beat it off to town,
 And turn your poor old father down?
 Thinkers of platform, pulpit, press,
 Are wallowing in deep distress;
 They seek to know the hidden cause
 Why farmer boys desert their pas.
 Some say they long to get a taste
 Of faster life and social waste;
 And some will say the silly chumps
 Mistake their suit cards for their trumps
 In waging fresh and germless air
 Against the smoky thoroughfare.
 We're all agreed the farms the place,
 So free your mind and state your case.

"Well stranger since you've been so frank,
 I'll roll aside the hazy bank,
 The misty cloud of theories,
 And tell you where the trouble lies.
 I left my dad, his farm, his plow,
 Because my calf became his cow;
 I left my dad--twas wrong of course--
 Because my colt became his horse.
 I left my dad to sow and reap
 Because my lamb became his sheep.
 I dropped my hoe and stuck my fork,
 Because my pig became his pork.
 The garden truck that I made grow,
 Twas his to sell, but mine to hoe.
 It's not the smoke in the atmosphere,
 Nor the taste for life that brought me here;
 Please tell the platform, pulpit, press,
 No fear of toil or love of dress
 Is driving off the farmer lads,
 But just the methods of their dads.

---Anonymous.

Club work makes a very interesting and effective way of increasing the knowledge of the child without that

painful aid of compulsion found so often in the school room. In fact, it is the natural way of learning; first having discovered a need for certain knowledge; and then going after that knowledge with the enthusiasm and determination that is not manifest when text book assignments are made in the school room. As a matter of fact, it seems to us that the present method of teaching elementary agriculture from a text book alone and as a text book subject does actual harm in many cases. We believe the Missouri system by which they dispense entirely with the class study of agriculture provided agriculture clubs are organized in the school, is a movement in the right direction. It may be objected to on the ground that not all of the young people in the country schools join these clubs. There is nothing to keep them from doing so if they are sufficiently interested.

✕ Club work fulfills a much needed function in furnishing clean wholesome recreation and developing the social spirit of the farm boy and girl.✕ If there was no good by the demonstration of better practices to the community, and not a bit of knowledge, skills, or habits formed the club work would still be eminently worth while just for this excellent social and recreational feature. If one is skeptical on this point, the only way to be convinced is to go with the youngsters to one of their meetings

hear them sing, and yell; or attend a picnic held by these country folks or, perhaps, a State Club Round-Up or a County Club Camp to which the boys and girls look forward as the city people look forward to their vacation, and where recreation, amusement, and education are all holding sway. It cannot be adequately described to one who has not viewed it first hand. This all results when club work actually is organized so that the youths make the club their own, direct its destinies, and decide its policies without too much compulsion from without.

It is plain to see that this organization would be sure to develop the leadership qualities of those in the group. It is surprising how a bashful diffident boy comes out of the "kinks" and develops in a short time into an **excellent** presiding officer, a contest vice-president, or a local leader or a trainer of demonstration teams. Those taking part in club activities get used to getting up before people and talking and demonstrating. Boys that could not be forced to get up and do this will actually fight for the privilege of doing it and woe to the fellow who says too much and steals the other fellows thunder. These youths will make good leaders all through life.

Besides the general knowledge and social experience gained each one develops personal habits and skills worth while. Club work relieves the **dreaded** monotony of the ceaseless chore and in its place gives an opportunity in gaining skill in the doing of the job efficiently that

Dad and Mother are unable to give. How many fathers have noticed a greater alacrity in movement of the boy whose interest has been awakened in feeding and caring for the hogs, the skill he acquired in plowing, preparing and cultivating his own corn when he had little enthusiasm in doing the same for Dad's corn field.

It is the ability to see beauty in the excellent bucket of swill that turns chores from a drudgery which often the boy from the farm experiences, into a pleasure of unfolding possibilities. If one is to enjoy his life work he must gain this attitude of mind and in so doing he will enjoy the development of the common skills that make for success in his or her profession. Note this mother's contribution taken from a report in 1921 to the federal officers. (#255 D. Cir. U.S.D.A.).

"I can teach my daughter to bake bread as well as anyone, but I would not take anything for the inspiration to the work in the kitchen as a result of the Bread Club Work." A Kansas Club girl says, "I have learned greater things in the club during my two years of work than baking, I have learned to talk before an audience and to tackle the hard things. I have more friends and higher ambitions than I had before I joined the Club." Thus do we have testimonials from girls and women. Men and boys do not testify as readily

in most cases but the same feeling holds true for them.

As yet there has been no adequate system of vocational guidance put into practice in the United States but in the absence of such a system so far as agriculture is concerned the prevocational work forms the best method of helping young people to decide whether or not they wish to become farmers.

This does not seem to be a distinct conscious objective on the part of state supervisors. Quoting from J.D. Pope in Vocational Education Magazine, February 1924, "In general the Agricultural Supervisors seem to have no deliberate plan of selecting vocational students from boys of the prevocational period. They have apparently only in a few cases endeavoured to help the boy to decide the question as to whether he wants to make farming his life work or not, before he is actually enrolled as a vocational student. Either the problem has not challenged their attention or else they have not thought of the prevocational project field as offering hopeful possibilities as far as developing a state plan is concerned. Even in the states where the prevocational work is directly under the control of the State Department of Education, vocational guidance phases as one supervisor states are "largely incidental". Another supervisor, however, believes "that this is the field where junior project work will be the most beneficial".

The replies from the club leaders were very different. "They showed that in the opinion of these leaders that the junior project field does have distinct possibilities as an aid to the boy in deciding for or against farming as a life career. They consider that the participation in the farming activities which the club boy gets, helps him to an intelligent choice. There was no evidence, however, that the projects and practice work were planned with any such end in view. For instance, there is no evidence that in a fruit region, the club boy would be assigned or induced to take up some sort of fruit project instead of a poultry or pig project, so that he might get a better idea of fruit farming in order to make a more intelligent choice as to whether he wanted to be fruit farmer or not". This is a good point but has its difficulties.

It is quite evident that the youth might be fitted by nature to make a good dairyman but not be interested at all in the enterprise of his region such as the fruit. He need not necessarily farm the same type or in the same region as does his dad.

E. Showing how the present system fails to make the best possible use of Junior Agricultural Extension Work.

It has been pointed out in another section of this thesis that there are several ways in which each of the three kinds of Junior Agricultural Extension Work fails

to measure up to the ideal. However, I expect in this section of my thesis to definitely point out wherein the present arrangement fails to develop the fullest possibilities of club work. Mr. L.H. Bailey points out, in the following quotation that club work as now organized is far from perfect:

L. H. Bailey

Taken from Phelan's "Readings in Rural Sociology".

Among the many enterprises that are at present undertaken for the betterment of country life and agriculture, boy's and girl's clubs are holding much public attention. These clubs are in the nature of organized contests, with emoluments, prizes or public recognition standing as rewards. Contests may lie in the growing of prize crops, in the feeding of animals, in the making of gardens, in the organizing of prize-winning canning-clubs, bread-clubs and others. The organization of these clubs in recent years has undoubtedly constituted a distinct contribution toward the stimulation of interest in rural affairs and the development of pride and incentive on the part of many of the country people.

I have watched their growth with much interest and have had something to do in giving them encouragement and facilities. However, there are certain perils in this kind of effort, and I desire to offer some suggestions of

warning, while at the same time reaffirming my approval of the general idea of organizing boys and girls for mutual emulation and improvement. We are now coming to a new era in our agricultural work, consequent on the passage by Congress of the great extension bill and the beginning of the organization of many kinds of rural betterment enterprises on a national basis. It is time, therefore, that we challenge all our old practices and make plans in a new way.

I see considerable dangers in the boys' and girls' club work, as some of it is undertaken at the present time or into which it may drift in the future".

X I shall discuss the problem in the following eight ways, quoting from Dr. L. H. Bailey in several places. First, often the youth is rewarded for effort that is not his own. Second, there are few county club agents and the tendency is toward a diminishing in number rather than an increase. Third, the tendency seems to be in the state and nation, the elimination of the special club workers and combining forces. Fourth, as a result a tendency to exploit the youth. Fifth, the county agent is too busy or lacks the proper view point. Sixth, there is no system of securing adequately trained and enthusiastic leaders. Seventh, the objectives are wrong. Eighth, the work is not organized under one directing agency.

Why might the child be rewarded for results that were not a product of his or her efforts? Mr. Bailey states that all such effort should be under "careful continuous control". In other words, there must be regular supervision by competent, well trained individuals. This is where the present system has fallen down since the county agent cannot possibly supervise except in a loose manner and the local leader is very seldom fitted to do this type of supervision. This is the reason that club work is so much more efficient when handled by a separate club agent who has time to do it properly.

Mr. Bailey indicates very definitely the tendency of the present situation as regards this point. "These clubs or contests may not represent real effort on the part of the child. Work that is credited to the child may be done by father, mother, brother, sister, or by associates. Probably in many cases the child's responsibility is only nominal. The boy or girl may receive credit for accomplishments that are not his or hers and that therefore are not real; and if they are not genuine, then, of course, they are dishonest. They start the child on a wrong basis and on false pretenses. All such work should be under careful and continuous control."

At one time it seemed to be the hope for the future of club work for a rapid and steady increase in the number of county club agents until there was one for each

county. This was the hope of the National Committee on Boys and Girls Club Work based upon the facts that these agents were so much more efficient as measured by the percent of project completions. However, the agricultural retrenchment policy in dropping county club agents has made it next to impossible to realize the hopes of this national committee to speedily increase the number of special county club agents until in ten years, instead of having only some 153 there will be 2500. The tendency of the times seems to be the other way as the number dropped from 166 in 1921 to 153 in 1923. As one state extension worker stated it is hard enough to support two extension workers in most counties (county agent and home demonstration agent) without supporting an additional one. This is especially true in most regions of the West and Middle West where population and wealth is less concentrated.

The tendency seems to be in the state and nation toward the elimination of the special club leader and agent and to subordinate and to limit the work by combining offices.

The fact that the United States Department of Agriculture has subordinated club work by combining jobs and eliminating special club agent has already been mentioned. In 1925 the United States Department of Agriculture dispensed with the special club agents and

incorporated all club work as Junior Extension under the regular existing extension forces. This was supposed to give added prestige to the work by making it an official part of the national program for the improvement of agriculture.

Many states have combined the club leader's job with some other job and that is often the leader of home demonstration agents. As if all the club work is for girls. There has been too much of a tendency to have too large a proportion of girl membership. The boys, especially the older boy problem should be attacked as was started by Miss. Gertrude Warren by means of her study of the Junior mind in relation to Boys' and Girls' Club Work. She showed that there were three distinct groups of youth that required different kinds of work. Some little work has been done as mentioned before to provide work for these three types especially for the older group. This type of work will very likely all cease now that the club work has been subordinated in the Federal Department. In order to find club statistics in the report for 1923 one has to wade through a mountain of statistics in order to find a few meagre facts about club work.

That the present subordination of the work is due to lack of funds to properly carry on the work is unquestioned. That this will tend to limit the number of rural youth reached under the present 4-H Club plans is also true.

As a proof of this let us study the case of New Mexico. New Mexico discontinued the full time county club leaders they had and divided up the duties of the State Club Leader among the assistant directors and extension specialists. Following is a controversy between Director Monroe of the New Mexico Extension Service and G. L. Noble, Secretary of National Committee on Boys' and Girls' Club Work, which appeared in the May and June issues of the National Boys' and Girls' Club News, which throws some light as to the cause and probable results of this movement.

A Director of Extension in one of the Southwestern states believes in limiting the number of club members having enrollment sufficient only so that the clubs may demonstrate to the remaining rural boys and girls the value of the work. We are in accord with the group which believes that a large proportion of rural boys and girls should participate in club work. No one ever learned to play ball by sitting in the bleachers and watching the game. To learn the game and receive its fullest enjoyment and benefits, it must be played.

Where Are We Going In 4-H Club Work?

I am wondering if your issue of the Boys' and Girls' Club News of May 10 has reference to our policy where you refer to a Director in one of the Southwestern states.

If so it would be a little more accurately stated if it read, "A director in one of our Southwestern states believes in limiting the enrollment to the number that can be given sufficient supervision so that at least 80% will complete their project and so that every member will be an actual demonstrator, giving at least one public demonstration at which time the method or practice learned in his work will be demonstrated to adults and juniors.

From the practical standpoint, even granting that it might be desirable to enroll all children as demonstrators, have you estimated the forces and funds necessary to reach all country children of club age and give them the supervision that would realize the objective mentioned in my first paragraph? I have no data for the country as a whole, but it should be easy to arrive at. When we had full time club workers in several counties of this state, the average enrollment was about 250 per worker (and with a rather low percentage of completion). Using this figure as a basis, let us determine the number of workers necessary. We have 63,615 rural children of club age. Deducting those we are already reaching, approximately 2,000. We would need 246 field workers to reach the remainder. The employment of these workers would require an expenditure of about six times our total expenditures from all funds, not taking into account the cost of employing a supervisory force to lead this young army of

workers. I realize that this is an ideal that the most optimistic could hardly hope to reach, but a study of such figures has caused some Extension administrators to question the policy of stimulating a greatly increased enrollment in view of the funds available and the proved value of conducting junior work by means of demonstrations the same as is done with adults.

I hope this will not be taken as a criticism of you personally or the movement you are heading. I think you are doing a valuable piece of work in a fine way. I have simply attempted to set forth views which I know are shared by many Extension directors.

Sincerely yours,

C. F. Monroe,

Director of Extension.

It is quite evident that this policy will tend to limit rather than extend the number of club workers. Does this sound like meeting the problem as set up by the Office of the Secretary of United States Department of Agriculture itself in the same issue of the same paper?

What a work is here for the colleges of agriculture, whose particular concern the rural boy and girl is! An average of 60 boys and girls to the county from 10 to 18 years old are out of school, or the equivalent of more than 19 one-room, 50-pupil schools without teachers in

the average county of the United States. What can be done about it?

The 4-H Club work would seem to be peculiarly adapted to reach and interest this group. Shall the agricultural colleges and the Department not reach them in larger degree? Shall they not make a special effort to do so? Because these young folks do not fit in with, or do not like, the public school as organized, shall the nation wash its hands of them, or shall it follow them up a little longer and see if an increasing number may not be put on the road to higher education and greater usefulness? There is a great need here, and 4-H Club work is especially fitted to meet it.

If the whole 11,223,226 rural boys and girls from 10 to 18 years old are considered, 4-H Club work is now reaching only about 500,000 enrolled, or but 1 in each 23. Many of these 500,000 are in school; but, if they were all out of school, the work would be reaching but 1 in 6 of those out of school.

While it is the belief of the Federal Department of Agriculture that the effort in 4-H Club work should be directed especially towards reaching and influencing those out of school, no boys or girls either in or out of school should be debarred from the privilege of the work if they are in position to take it.

The public school system is now reaching 10 out of each 13 rural boys and girls from 10 to 18 years of age. In club work the extension system is reaching but 10 out of each 230. Is that enough? What should be the goal?

From the eager support given 4-H Club work by men and women everywhere, it is believed the time is here for considering ways and means for greatly increasing this phase of rural extension work.

How shall it be done?

-From Office of the Secretary,
U.S. Dept. of Agriculture,
Washington, D. C.

L. H. Bailey's fourth point of exploiting the children has been mentioned. This would practically eliminate the banks from taking over the entire club work because of rivalry and jealousy for the advertisement it gives. So we cannot expect hope from this source. Dr. Bailey comments: "The children are liable to be exploited, and this is one of the most apparent dangers in the whole situation. They are likely to be used in the making of political or other public reputation, or in accomplishing advertising and propaganda for institutions, organizations, publications, commercial concerns, and other enterprises, or to exploit the resources of the state or the agriculture of a region. Children should never be

made the means of floating anybody's enterprise.

Every part of the "boom and boost" element must be taken out of this work, as well as all efforts to make a display or a demonstration. Substantial enterprises may stand on their own feet, (and the work with children may stand on it's own feet and not be tied up to undertakings to which it does not belong)".

As pointed out in the previous section, the tendency seems to be a splitting of authority for club work, among extension forces, with the following results; instead of each set of specialists rendering service to club boys and girls in order that the boys and girls might get more good from contact with the latest improved ideas, they seem to be exploiting the boys and girls to further their plans and accomplish their purpose regardless of the good gained by the boys and girls.

The report from the United States Department of Agriculture says that the increased demand on the county agent and the home demonstration agent necessitates extra help in order to handle the club work. The county agent finds himself literally swamped with specialist appointments of all sorts and speaking demands, until he absolutely does not have much time for actual participation in club work without slighting the adult work. Some farm bureau boards are asking the county agent to confine himself to the adult work, at least to adult work first.

Many county agents are looking for some place to unload their club activities. Besides, many county agents are not fitted by nature or experience to work with the young folk and not particularly liking it will naturally slight it.

Again, the hard times have driven many counties to drop their county agents and so we do not seem to have much hope in this direction. In many counties there has either been no attempt on the part of the county agents to do club work or a very feeble attempt. In Colorado the Director of Extension has required his county agents to do club work. In many states the directors would like to have more club work done but have not taken steps to accomplish it.

Club workers seem to agree that the biggest factor in the success of a club program is to obtain properly trained and qualified leaders. This refers to the average county that does not have the special club leader in charge of the work, and where organization and supervision of the work falls upon the county agricultural agent, the vocational agricultural teacher and other volunteer local leaders. All of these must be taught and trained in conducting club work because the average person has a very hazy notion as to the field to be covered. Probably the problem that has caused the state leaders more trouble than any other one factor is, that the local club leader has failed to grasp the true meaning of club work or perhaps the best means of carrying on

the work. In Bulletin 32 of the Indiana State Board of Education, we find the following definite statement; "The most serious handicap is the scarcity of trained leaders. Township trustees in many cases find it impossible to secure either a man or a woman trained sufficiently to care for their project work." Again under the heading of "Factors that make for Success in Club Work" the same bulletin goes on to say:

1. Leaders Must be Well Trained and Enthusiastic.

The foregoing report emphasizes the fact that results in club work will be in proportion to the training of the club leaders. Club work is so valuable, however, that often it is best to start with a leader lacking in training rather than to give up the work entirely.

Although in exceptional circumstances it may seem best to sacrifice training in leaders to some extent, enthusiasm should never be sacrificed, no matter what the circumstances may be. An enthusiastic, poorly trained club leader will secure better results in all cases than a half-convinced leader even though a graduate of an agricultural college. A mere knowledge of agriculture is not sufficient for a club leader. The qualities of leadership, sympathy with young people, and willingness to keep in close touch with each club member are all of the most fundamental importance. At no place in the

State has the unenthusiastic club leader given success, and no matter how backward the community happened to be the real club leader has in every case been able to secure results."

Another interesting feature connected with this discussion was that of the four club leaders who said "no" to the approval of the system of recruiting agriculture students from their success in club work before reaching high school. Only one gave as a reason the notion that the objective of the club work was entirely extension. This came from the club leader in New Jersey. "I do not approve of recruiting students as a state policy. Extension work, as I understand it, is for the purpose of carrying on demonstrations in agriculture and home economics, the direct object being, to improve agricultural practices and home conditions on the farm. We try to keep our minds on the things we are supposed to do." This likely represents the reasons of the other three that did not state reasons why they opposed the policy. While this number is too many to hold any such idea yet there is a big improvement along that line and a practical admission of the fact that education and training of the youth is at least of equal importance to extending agricultural knowledge.

Note what L. H. Bailey has to say concerning this point.

BOYS' AND GIRLS' CONTEST CLUBS

"The fundamental consideration is that all this kind of work is educational. It is not primarily agricultural work, not undertaken directly to improve the farming of a region. The primary consideration is its effect on the child. If we cannot accept these propositions, then I should be in favor of giving up the boys' and girls' contests.

It is legitimate to use domestic animals and crops for the primary purpose of improving and advertising the agriculture of a region; but we must not use children in this way. Animals and crops are agricultural products; children are not agricultural products.

If these positions are granted, we shall agree that this contest work between children must be put more and more into the hands of those who are trained in education and who carry the responsibility before the public for educational effort. I think that this kind of work should be a part of the public school system. On their own account, schools must take up this and similar work if they are to secure the best results for themselves and to cover their own fields. The organizing or laboratory work at home under the direction of the teacher is one of the most important means of tying the schools and the homes together and making the school a real part and parcel of the community.

When this time shall come, the work with crops and domestic animals and home practices will be a regular part of the school day, incorporated inseparably with the program of education. We must hope for the time when there shall be no necessity for the separate organization of such clubs, the school having reached and stimulated the situation on every farm and in every home. It is sometimes said that the agricultural agents organize the contest work better than the teachers. Perhaps; but the work is essentially school work, nevertheless, and we should now be looking for results in the long future.

Supervisors and superintendents of schools and teachers will need the demonstration-practice and the subject-matter that the agricultural agent can give them; they will increasingly call on this agent; and herein will be another effective means of tying all rural work together on a basis of co-operation and co-action."

Junior Agricultural Extension Work is not organized under one directing agency and the usual results of that condition are apparent.

Mr. Pope, whose surveys have been previously mentioned, found an outstanding lack of unanimity of plan and purpose between the state supervisors of Smith-

Hughes agriculture and the State Club Leaders, (Smith-Lever). This state of affairs is entirely wrong and cannot endure. There must be a change to correct their faults.

The fact that there is an overlapping of the Smith-Hughes and the Smith-Lever activities in the Junior Agriculture Club Work, has caused lack of co-operation, a waste of effort and often times bitterness and jealousy. The commercial organizations usually operate independently. In some states they have 4-H Clubs and commercially organized clubs; in another, Junior Agriculture projects and commercial agricultural clubs; while in another the 4-H Clubs and Junior Agriculture projects are fighting for supremacy, or any combination of two or three; while in other sections there is none. It has been experienced in the past that a vocational agriculture man would organize clubs and do all the work and the extension forces, county agent or state officials step in, take all the credit for it and not even mention the Vocational Agriculture man.

Mr. Bailey's last point is that the work is essentially educational and should as such be tied up with the schools. He points out that this is the logical procedure. He calls attention to the fact that it has been said that county agents supervise the work better than the school teachers but he still insists that it is a

function of the school and that it had better be discontinued rather than to be carried on as it is now. Club leaders are eliminating the school teacher in this work because they are not stable and do not remain in the community in the summer time. However, there has come a new type of teacher that can organize and supervise junior work better under the present conditions than can the county agent. It is our next job to offer a constructive plan utilizing these new agencies to foster and expand Junior Club Work.

The following objectives are the proper objectives to be attained and I shall present a plan to meet these objectives to greatest possible extent.

1. Vocational guidance with the younger group, that is to give a boy or girl an enlightened conception of farm life in general and the main farming enterprises in particular. This objective naturally comes first in listing but is second in importance.
2. To educate--to attempt to develop in the youth the knowledge, skills, habits and attitudes that will make him a successful farmer or to make her a successful farmer's wife. This is the first objective in point of importance.
3. As a result of the first two--to carry over into the home some of these attributes and to demon-

strate better farm and home practices. This objective is secondary to the other two.

Thus we maintain, that the main objective is the training of the youth and that along with this training there will be a considerable chance to demonstrate better farm practices. These two objectives are not necessarily inimical providing that the proper perspective is maintained. Thus the home project of the boys in vocational agriculture is meant primarily for the training of the boy but at the same time if a conscious objective of helping to demonstrate improved practices is present when selecting the project then a good deal may be accomplished and still not diminish the training value of the work for the boy. The same thing holds true in the club work, but if the demonstration objective is the only conscious one, the all important one of training will not come as a matter of course.

JUNIOR AGRICULTURAL EXTENSION WORK IN THE UNITED STATES.

MAJOR OBJECTIVE V.

To offer a constructive procedure whereby Junior Agricultural Extension Work may more completely fulfill its mission:

Sub-Objectives:

A. To show the proposed fourfold organization:

A. National

B. State

C. County

D. Local

B. To show a scheme for the selection and the training of leaders:

A. Local,

B. County

C. State

D. National

Major Objective V.

Sub-Objective III.

C. To show how the Extension Division of the State
Agricultural College may help out in the Junior Agricultural
Extension Work.

PART V.

A CONSTRUCTIVE PROCEDURE FOR MAKING JUNIOR AGRICULTURAL
EXTENSION WORK MORE COMPLETELY FULFILL ITS MISSION.

In this section of my thesis I intend to propose a constructive procedure whereby Junior Agricultural Extension Work may more completely fulfill its mission. I have already indicated that the main objective of Junior Agricultural work is to train the boy and girl to become better fitted for life on the farm, the other results being incidental and not objective.

I intend to attack this problem by the following means: first, by explaining the proposed fourfold organization, local, county, state and national, giving the agencies and method of operation of each; second: by explaining how adequately trained, enthusiastic leaders may be secured; and third by showing how the extension division of the Agricultural Colleges can help with the work.

A.

The first problem to consider is that of the proper national organization to stimulate, unify and direct the various state and local units.

There are in the main three possibilities for national organization: First, the present system; Second, Combination of Smith-Hughes and Smith-Lever work under one department; Third, Under the direction of the Federal Board of Vocational Education, or its successor.

The present system has been shown to be very faulty, failing to use all forces efficiently in developing the Junior Agricultural program.

The second way would necessitate that a national law be passed absolutely requiring the combination of all the activities of the Smith-Hughes and the Smith-Lever forces similar to the Indiana plan. This might be the best way to a solution. However, we must realize that there are two distinct functions represented by these two forces which are quite generally accepted. One of them by mutual consent goes to the extension forces, that of immediate improvement of the present practices on the farm and in the home. They are not so much interested in the training for the next generation, but are immensely concerned in improving just as rapidly and as extensively as possible, the present farm conditions thru any means possible. On the other hand, while the Smith-Hughes people are interested in the

present conditions on the farm and home they feel that the most effective permanent function is theirs, that of so training the youth in its formative stage that the next generation of farmers will be better able to solve their own problems than if the work was confined to the adults alone. Both are aiming at the same ultimate end, that of improving farm conditions but the method of attaining that end is different, and so the present objectives of the two are different.

Which of these two functions does Indiana emphasize in conducting her club work? The answer is plain that they consider club work as belonging to the training function. The logical solution is to place the work where it rightfully belongs under Smith-Hughes supervision.

The National supervision would be by means of the Federal Board of Vocational Education, and would be handled in the same way that the supervision of the class work and project work of the Smith-Hughes Vocational Agricultural teacher and Home Economics teacher is handled at present. That is, the national office would make investigations, prepare charts, bulletins, and outlines concerning the work. They would also tabulate results from all states and through the office of the state supervisor keep in touch with their progress of the work and stimulate the states to greater efforts along this line. In case a bill such as the so called "Reorganization Bill", or any such plan would be put into effect, then the work would be handled by the Head of the Department of Vocational Education, under the Bureau of Education.

The United States Department of Agriculture can cooperate in several ways with this movement by encouraging the compiling of specially adapted bulletins for the different phases of club work.

It is evident from a study of the Indiana system that it is very essential to have the active support of the state department of public instruction and that the work be boosted by each and every teacher of the entire state. This means active support of the program and not a passive attitude. If this be true, then why not have the work under the supervision of the state department that has the vocational division functioning now? This work would, because of its nature, come under this department and as a result of the connections would practically insure the cooperation of the entire teaching force of the state. It would become the duty of the State Superintendent of Public Instruction to acquaint the County Superintendent of Public Instruction and all teachers of the state, with the plans for and purposes of the work and of the exact part for which each is to be held accountable. This work could be done by circular letters, articles in school papers, and through talks at county institutes and other gatherings of teachers. Organized propaganda would be encouraged in every school district to create a proper interest in an attitude toward the work. The State Superintendent should help the County Superintendent in organizing this campaign in their counties.

Thus, under the proposed plan, the reports would be handled through the office of the county superintendent of schools, he would be in direct charge of all work in the county and would maintain at all times a supply of all forms, blanks, bulletins, charts, record books and all other supplies so that local workers would always be within driving distance of the same. This would eliminate the decided embarrassment of local leaders due to failure of being supplied with proper materials when needed. The county superintendent would put on a campaign to extend the benefits of club work with juniors into every township of the county. His job would be the important one of promotion, the interesting of farmers through school house meetings; demonstrations at fairs, and then the officials of the township and county so that they would be willing to care for the necessary expense. He would handle all the clerical part of the work, together with the county agent and vocational agricultural teachers of the county would compose the executive board for the work. He would recommend to the state officers and the junior leaders in particular, the apportioning of the county into districts in which the county agents and vocational agricultural teachers are to have jurisdiction, or other division of labor between them.

While the county agents are too busy to carry this work alone, they are a valuable aid when willing to help at the job. As proof of their use take note of the follow-