

Chapter 18

Extension 4-H Youth

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The information that follows focuses on some of the Extension educational programs and activities in 4-H and Youth. It should not be viewed as a totally comprehensive review.

Early Youth Work—1905-08

The first reference to club work in Kansas was found in the November issue of the Industrialist in the year 1905.

Henrietta Calvin was attending a Farmers' Institute and she reported that, "There will be a Home Culture Club formed in Lincoln County by the young girls whose attention is to be devoted to the study of home questions and homemaking."

Corn Clubs—1906

In 1906, Corn Clubs were started under the supervision of the Farmers' Institutes and directed by John Miller, State Secretary for Farmers' Institutes.

The contest was limited to farm boys between the ages of 12 and 18 years.

Clubs were county-wide and sponsored locally by County School Superintendents, the Farmers' Institute committee, or a county fair. Each boy was provided with one quart of seed corn by the local committee.

The boy agreed to plant the corn, care for it, exhibit ten ears, and make a report. The report, was to include the number of stalks, the number of ears, and the number of barren stalks.

Boys' and Girls' Experiment Clubs—1906

In August of 1906, the Industrialist announced plans for Boys' Experiment Clubs to include crop production, dairy, gardening, and poultry.

Girls were invited to join Poultry and Garden Clubs.

It was announced that during the next year arrangements would be provided for Home Culture Clubs.

State Office Records—1906

Membership cards were distributed and the member asked to send a card to the State Office.

Membership certificates were then issued and a list of the names of those enrolled in each county were sent to the county. The dues were ten cents.

Boys' and Girls' Contests—1906

In October of 1906, the Industrialist urged boys to exhibit in the corn contest. Local committees were urged to encourage girls to exhibit bread, cakes, pies, canned fruits, jellies, sewing and embroidery.

The newspaper said that vegetable gardening and tree planting were to be added next year.

Boys' Corn Contests—1906

Forty-seven counties in Kansas had Corn Clubs in 1906, with a membership of nearly five thousand boys. Dickinson County had the highest enrollment, 480 members.

A total of \$2,000 was given in county prizes, and \$300 in state prizes on the corn exhibits.

At the State Farmers' Institute the program included talks to the boys on corn raising, judging exhibits, awarding prizes, and a two-hour drill in corn judging.

The state prize-winning exhibits were shown over the state in a Missouri Pacific railroad car.

The winners and the premiums in the first Boys' Corn Show were:

- First Prize - J. M. McCray, Riley County, \$50 cash contributed by Arthur Capper, publisher of the Topeka Capital and the Mail and Breeze.
- Second Prize - Paul Gilman, Leavenworth County, Midland two-row (value \$50) contributed by Midland Cultivator Co., Tarkio, Mo.
- Third Prize - Julian Clark, Labette County, corn planter (value \$40) contributed by W. S. McAuley and others.
- Fourth Prize - Frank Hauke, Morris County, Perfection Fanning Mill (value \$35) contributed by Lewis-Tuttle Co., Topeka, Kansas.
- Fifth Prize - Frank Jenkins, Cowley County, disk harrow (value \$30) contributed by John Deere Plow Company, Kansas City, Mo.
- Sixth Prize - Lloyd TenEyck, Riley County, ten bushels Hildreth corn (value \$25) contributed by C. E. Hildreth, Altamont, Kansas.

Seventh Prize - Everett Hamilton, Jackson County, eight bushels Legal Tender corn (value \$20) contributed by G. E. Hollister, Sabetha, Kansas.

Eighth Prize - Earl Garrett, Bourbon County, walking plow (value \$16) contributed by John Deere Plow Co., Kansas City, Mo.

Ninth Prize - Arnold Brooks, Labette County, corn grader (value \$10) contributed by Lewis-Tuttle Company, Topeka, Kansas.

Tenth Prize - Jerry Howard, Sumner County, (\$5 cash) contributed by W. R. Hildreth, Altamont, Kansas.

County Institute Winners—1907

As early as 1907, County Institutes arranged to send county contest winners to the State Farmers' Institute and state contest to be held at Kansas State Agricultural College in December.

They paid railroad fare and board while at the institute rather than award cash prizes.

Corn/Livestock Judging—1908

Records show that judging was done in the afternoon session of the third annual meeting of the Kansas Corn Association, held in Manhattan on January 1-2, 1908.

Time was given to practice corn and livestock judging. At those meetings the farmers and boys who had come to enter their corn in the Boys' Contest were taught how to pick the most perfect ears of seed corn, and select the most profitable breeding animals.

The club program for Kansas boys and girls continued until 1914 in much the same manner as mentioned in the preceding paragraphs.

4-H After Smith-Lever Act--1914

The year 1914 is considered a dividing line because of two factors:

- 1) Passage of the Smith-Lever Act.
- 2) Appointment of Otis Hall as State Leader of Boys' and Girls' Club Work in Kansas effective September 1, 1914.

First State Leader—1914

At that time, Otis Hall was assigned to the Rural Service Extension project with Walter Burr in charge.

Prior to the time of Otis Hall's appointment, J. H. Miller, first Field Secretary for Farmers' Institutes and later, Director of Extension, had supervised the

club program and witnessed great developments.

A 1907 graduate of Wabash College, Otis Hall had formerly been Superintendent of Public Schools, Crawfordsville, Indiana.

He began Extension work as a County Club Agent (one of eleven Agents in the county) with the Hampton County Improvement League, the organization sponsoring the County Extension program, Springfield, Massachusetts.

Hall was employed as State Club Leader in Kansas at age 34, after much correspondence with J. H. Miller concerning the nature of the youth work needed in Kansas.

Dept. of Boys' and Girls' Club Work—1916

The 1916 report of the Director of Extension states:

The largest department is Institutes and Demonstrations which conducts practically all the field work in Extension.

In that department are: County Agent Work, Boys' and Girls' Clubs, Extension Schools, Farm and Home Institutes, and Agricultural Specialists working in whole or in part under the Government Smith-Lever funds.

The 1917-1918 College catalog shows a separate Boys' and Girls' Club Work Department (created in 1916) with the following staff:

Otis E. Hall, State Club Leader, and Assistant State Club Leader.

Lottie Milam, in charge of Girls' Projects.

F. W. Kirk, in charge of Garden Projects with Negroes.

Ernest H. Wiegand, in charge of Poultry Clubs.

Louis C. Williams, in charge of Garden Club

Work.

Paul R. Imel, in charge of Swine and Baby Beef Projects.

National 4-H Pledge—1918

During his term of service in Kansas, Otis Hall wrote the present National 4-H Club Pledge. It was submitted in a contest in which fifteen state leaders participated.

The contest was conducted by O. H. Benson, then leader of Boys' and Girls' Club Work in the Federal Extension Office, in 1918.

4-H In Department Title—1926

In the 1926-1927 College catalog the name of the department appears as "Boys' and Girls' 4-H Club Work."

Furthermore, in 1926, the name "4-H Club Department" first appeared on the cover of the annual report of the State Club Leader.

Boys' and Girls' Clubs

During the spring of 1915, ten different kinds of boys' and girls' clubs were organized. Work was conducted along the following lines: raising corn, sorghums, pigs, poultry, tomatoes and potatoes, gardening and canning, cooking, sewing, and farm and home handicraft.

Club work was closely coordinated with other departments of the Extension Division. All follow-up work and instructions of a technical nature were approved by the subject matter departments of the College before they were mailed to club members.

During 1915, 247 clubs were organized and 805 members completed all the work required of them during the season.

Two hundred sixty-five boys and girls who were winners in contests attended the State Farmers' Institute at Kansas State Agricultural College for one week and were instructed in agricultural and home economics subjects.

Youth Projects Broaden—1917

In 1917, projects and clubs being promoted were: Mother-Daughter canning, square-rod gardens, garden and canning, bread making, farm and home handicraft, baby beef, sorghum, tomato, sewing,

potato, pig, dairy and corn.

There were 720 clubs in 1917 with 13,321 members enrolled.

In 1918 six counties of the state were paying full time county club leaders, ten counties were paying county leaders on part time, and 572 unpaid volunteer leaders were assisting with the club work.

Community Clubs Concept—1922

In 1922, the various kinds of clubs in which boys and girls were enrolled were: beef cattle, dairy cattle, swine, poultry, corn, sorghum, garden, foods, and meal planning.

During 1922, a few "community clubs" were organized. The community club was a federation of the various project clubs in a given community.

The advantages were:

- 1) To centralize the leadership within a community.
- 2) To obtain leaders more easily in sparsely populated communities.
- 3) To maintain interest of the members, leaders and parents through larger numbers of participating members.

Within a few years, the project club ceased to be organized and all club work was on a community club basis, with each member enrolling in one or more projects.

All-Star Clubs—1922

The "All-Star Club" was another development mentioned first in 1922.

The purpose of the All-Star Club was "to encourage boys and girls to achieve higher standards on their farm and in home demonstrations (projects), to continue their demonstrations and ultimately to become local and community leaders."

The following club members were eligible to the All-Star Club:

- 1) State champions named by the State Extension Club Leader.
- 2) Any club member completing three years' work on the same project.
- 3) Any club member completing four calendar years of club work.
- 4) Members of a winning state demonstration team or a winning state stock judging team.

Standard Clubs—1922

In 1922 a list of standards were identified that were believed to contribute to successful club work. Clubs that met these criteria were given special recognition by being designated a "Standard Club."

The requirements included:

- 1) At least five boys or girls in each project.
- 2) A local leader in charge throughout the year.
- 3) The club organized with a constitution, and officers.
- 4) An annual written plan of work developed.
- 5) At least six regular meetings held annually.
- 6) A local exhibit prepared or an achievement day held.
- 7) At least one public demonstration given by a team.
- 8) Projects completed and a report submitted by at least 60 percent of the members.

First 4-H Scholarships—1922

In 1922, the Union Pacific Railway Company offered a scholarship to the Kansas State Agricultural College to the highest ranking members of Boys' and Girls' Clubs in each of the 38 counties crossed by its railroad lines.

The scholarships were worth \$75 plus transportation to and from the College over the Union

Pacific lines. They were offered for courses in the Division of Agriculture, the School of Agriculture, or the Farmers' Short Course.

The 1923 scholarships were offered under the same conditions as those of the previous year with one change and that is that girls 16-21 years of age are eligible to compete for these scholarships under the same requirements and same demonstrations as the boys.

Eleven of the Union Pacific scholarships were awarded in 1923. The Pacific scholarships were continued through the years.

Who's Who Club—1923

Contacts with some of the outstanding club members of Kansas prior to 1923 indicated an interest in organizing a state-wide group of outstanding members. The Who's Who Club was organized during Roundup in 1923.

Qualifications for membership were:

- 1) Be in the upper ten percent of any club demonstration (project).
- 2) Be state champions in demonstrations, projects or judging.

Charter membership was made up of past state champions and team champions.

The first officers elected were: Franklin Homan, Harvey Co., President; Dan F. Reusser, McPherson Co., First Vice-President; Esther Omo, Pratt Co. Second Vice-President; Jennie L. Smith, Rice Co., Secretary; Marjorie Streeter, Brown Co., Treasurer.

The annual initiation of Who's Who Club members was held at the time of 4-H Roundup.

Charters and Seals—1924

During 1924, a special 4-H Club Charter was prepared and issued to Community 4-H Clubs only, to emphasize the place and importance of this group.

Each year after that an achievement seal was awarded to Community 4-H Clubs, to be attached to the charter.

Club Week Becomes 4-H Roundup—1924

After several years of conducting "Club Week" as a part of Farm and Home Week, it was held separately for the first time on May 5-12, 1923, with a special appeal to grade school members.

The attendance was 255 4-H members as compared to 121 the previous year. Boys were provided cots in the gymnasium, and girls were housed on the second floor of the new cafeteria.

The 1924 Roundup was held May 19-24. Since these dates were in conflict with many high schools that were still in session the dates of June 1-6 were selected for the conference in 1925.

The first week of June was the date for Roundup in succeeding years.

Model Club Meetings—1935

Model Club meetings were initiated in 1935 as a means of improving local club meetings. The spirit of competition developed into a series of district contests.

In 1937, model meeting district contests had other activities included. They were one-act plays, choruses, bands or orchestras, and instrumental ensembles.

The district contests, held during the spring months, were known as Spring Festivals.

Outstanding events were invited to appear on the State 4-H Roundup program held at the College in June.

Due to war conditions in 1943, no spring festivals were held. They were revived in 1944, with competition in model meetings, plays, music, (instrumental and vocal), project stories, project talks, and team demonstrations.

Club Work Grows—1940

By 1940 the state staff in the Boys' and Girls' Club Department consisted of:

M. H. Coe, State Club Leader.

Mabel Smith, Assistant State Club Leader.

J. Harold Johnson, Assistant State Club Leader.

Mary Elsie Border, Assistant State Club Leader.

Roger Regnier, Assistant State Club Leader.

There were 1,135 clubs with 23,460 members enrolled in the following projects: baby beef, swine, sheep, colt, dairy, poultry, corn, sorghum, wheat, potato, garden, clothing, food preparation, food preservation, home improvement, and junior leadership.

Members could also participate in activities in health, music, recreation, demonstrations, judging, and conservation.

4-H Club Days—1945

In 1945, with travel restrictions still prevailing due to WW II, no State 4-H Roundup was held.

In lieu of the Roundup, ten district 4-H Club Days were held, with discussions on civic responsibilities, citizenship responsibilities, service opportunities for

4-H Clubs, and plans for the development of a state 4-H camp.

The contests for the various activities that had been conducted in the Spring Festivals were continued, with the addition of musical games.

In 1946, 4-H Club Days were continued on a district basis during the spring months. Outstanding events were selected for appearance on the 4-H Roundup program in June.

By 1961, each county in the state was holding one or more 4-H Club Days, at which time outstanding events were selected to be entered in the district or regional 4-H Club Day.

The events included model meetings, one-act plays, chorus, bands or orchestras, vocal ensembles, instrumental ensembles, project or activity talks, demonstrations, promotional talks, and folk games.

By the late 1960's, counties had grouped themselves into "regions" and the County Extension Agents in each region planned for the next spring event during annual Extension conference.

4-H in 1960's-80's

The projects in which members enrolled in 1960 were: beef, swine, sheep, dairy, colt, rabbits, corn, legumes and grasses, sorghum, wheat, garden, potato, soil conservation, beautification of home grounds, dog, entomology, photography, automotive, woodwork, tractor, food and nutrition, clothing, and home improvement.

Activities included grooming, citizenship, community relations, grain marketing, meat utilization, news writing, promotional talks, recreation, safety, personal finance, and rodent control.

In 1963, the total 4-H enrollment in Kansas was 32,037 club members.

Some of the larger county enrollments were: Sedgwick, 1,382; Butler, 742; Wyandotte, 695; Reno, 668; Shawnee, 666; Dickinson, 654; Riley, 647; Montgomery, 618; Cowley, 612; and Johnson, 605 members.

Trends in 4-H club and other participation numbers are indicated on pages 75-76 for the 25-year period, 1964-88. Similarly, trends in 4-H project enrollment for that period are indicated on page 72.

The 4-H program had an urban presence for many years prior to 1965, mostly in the form of programs already well accepted in rural areas.

During the period, the suggested minimum enrollment age for boys and girls in community clubs was lowered to seven. Many counties accommodated

interested boys and girls younger than seven with day camps, mini-clubs, and enrollment as "Tag-a-Longs" in community clubs.

County Extension 4-H Agents

Reports of the State Club Leader from 1916 to 1920 relate the development of interest among the people in many Kansas counties for employment of a County Extension Club Agent.

World War I increased that interest because Emergency Agents for Agriculture and Home Economics were assigned to many counties and paid with special allocations of emergency funds from November of 1917 to June 30, 1919.

County Club Agents—1914

Soon after Smith-Lever funds became available in 1914, a portion of the funds were used to assist in the employment of County Extension Club Agents. Club agents were employed cooperatively with the people in the counties.

County funds came from appropriations made by the County Commissioners, or, in some cases, private funds were solicited and used for the county portion of the Agent's salary and expenses.

Sometimes these temporary county leaders were employed during the entire summer season while in other cases they were employed only for a few weeks.

In counties where no County Extension Club Agent was employed, club work was under the charge of County Extension Agricultural Agents and Emergency Extension Home Demonstration Agents.

Home Demonstration Agents were particularly successful in promoting canning, poultry, garden, and bread-making clubs, while County Agricultural Agents were most active with pig, canning, corn, and calf clubs.

Leaders In Farm Bureau Counties—1920's

Some club leaders were placed in counties not having Farm Bureaus. It was found, however, that the largest amount of permanent work resulted in Farm Bureau counties and it became the policy in the future to limit the placing of County Club Leaders to those counties that were organized for systematic Farm Bureau work.

Early County Club Leaders—1918-24

The County Extension Club Leaders employed prior to July 1, 1927 were:

<u>County</u>	<u>Leader</u>	<u>Appointed</u>
Anderson	Florence Sculley ²	N/A
Bourbon	George McCampbell	Jan 1, 1918
Brown	Florence Whipple	Mar 16, 1919
	Mary E. Griffith	Apr 1, 1920
	Maude Faulkinburg	May 1, 1921
	Hazel Scalapine	Mar 1, 1922
	Eldora Mann	Mar 20, 1923
	Eldora Mann	Mar 10, 1924
Chase	Harry C. Baird	May 1, 1919
Coffey	Thelma O'Dell	Apr 19, 1920
Comanche	Floyd V. Brower	Jul 1, 1921
Dickinson	Roy E. Frey	May 1, 1918
Douglas	Mrs. J. M. Timmons ³	N/A
	Mrs. Clyde Greene ⁴	N/A
Ford	Eulalia Nevins	Mar 1, 1918
Franklin	Hale B. Blair ¹	Apr 1, 1918
Jefferson	Margaret Carr ²	N/A
		Mrs. Jessie
Cafferty	Jan 1, 1918	
Jewell	Mrs. Jessie Cauthorn	Feb 1, 1918
	Mrs. Jessie Cauthorn	Feb 1, 1919
	Edna Metz ²	N/A
Labette	Chas. L. Gastineau ¹	Apr 1, 1918
Leavenworth	Thos. J. Cahill ²	N/A
	Leonard Ramsay	Jan 1, 1918
	Florence Snell	Jun 1, 1918
	Florence Whipple	Jul 15, 1919
	Eleanor Howe	Mar 2, 1922
	Mildred Leker	Jun 16, 1923
	Helen Dunlap	Feb 11, 1924
Lyon	Chas. A. Boyle	Jan 1, 1918
	Chas. A. Boyle	Apr 1, 1919
	George R. New ¹	Jun 1, 1918
Mitchell	B. H. Fleenor ²	N/A
Neosho	Winnifred Lewis	Jul 1, 1918
Ottawa	Jessie Adee	May 1, 1918
Republic	Floyd Hawkins	Jan 1, 1918
	Madge Hawkins	May 16, 1918
Rice	Bertha McCabe ²	N/A
	Mrs. David Townley	Mar 1, 1918
	Lola B. Thompson	Mar 1, 1919
	Lola B. Thompson	Apr 1, 1920

Riley	Ellen Batchelor ² M. D. Collins ²	N/A N/A	Wyandotte	W. F. Dewalt ² George W. Campbell Grace L. Honnell ¹	N/A Jan 1, 1918 May 1, 1918
Saline	H. P. Alexander	Jan 16, 1918			
Thomas	Edwin C. Mellick	Apr 1, 1918			
Wabaunsee	Ava L. Sells	Mar 1, 1918			
Wilson	Elsie L. Baird ²	N/A			
Woodson	Kathryn Bideau Elsie L. Baird ²	Apr 1, 1918 N/A			

¹Employed by local school boards to work largely with Garden Club members.

²Period of employment was not given in the reports. Some may have been public school personnel.

³For the Kaw Valley.

⁴For the area from Lawrence to Kansas City, including parts of Douglas, Johnson and Wyandotte counties.

Role of County Extension 4-H Agents

There were several efforts to define the role of the County Extension 4-H Agent and to identify the academic competencies required to fulfill the role.

KSU Task Force—1960's

An initial major effort to identify the role of County Extension Agents resulted from a report by a Task Force attending a two-week curriculum workshop in Fort Collins, Colorado in the late 1960's.

The report identified major responsibilities for County Extension 4-H Agents as they worked with volunteer leaders as:

- 1) To design, implement, and evaluate child development programs.
- 2) Teach principles for implementation.
- 3) Delegate the operation of the organization.
- 4) Promote programs involving boys and girls.
- 5) Teach principles of delegation.

Academic Base for 4-H Agents—1960's

The subject matter base for County Extension 4-H personnel was identified as coming from:

- 1) Sociology of children and youth.
- 2) Personnel administration and supervision.
- 3) Adult education.
- 4) Education of children and youth.
- 5) Counseling.
- 6) Child and youth development.
- 7) Psychology.
- 8) Cultural anthropology.
- 9) Psychiatry.
- 10) Teaching methods.

In-Service Training—1960's-80's

Training was provided by Extension Specialists to help County Extension Agents enhance or maintain

previously acquired competencies, or acquire new ones.

Competencies that had been identified as needs by County Extension 4-H Agents dictated the type of training.

National Curriculum Project—1970's

A second major thrust toward further defining the role of County Extension 4-H Agents was provided by a National Curriculum Project for Youth Development Professionals, headed by John Banning, Federal Extension Service, USDA, in the mid and late 1970's.

The final report of that project, written by Kansas representative Dale Apel, suggested the following responsibilities for County 4-H Agents:

- 1) Assess needs and interests, identify educational opportunities, and define objectives.
- 2) Determine the methods for working toward the objectives sought.
- 3) Build support to implement desired programs.
- 4) Organize and manage necessary resources, including volunteers and other staff.
- 5) Measure and appraise results of the program.

Relevant Fields for 4-H—1970's

Those responsibilities did not directly describe subject matter content necessary or desirable for County Extension 4-H professionals.

Fields identified as related to these responsibilities were:

- 1) Educational psychology.
- 2) Sociology of children and youth.
- 3) Curriculum development.
- 4) Personnel administration and supervision.
- 5) Management of resources.
- 6) Evaluation and appraisal of programs.

In addition, the Task Force report suggested that

a positive orientation to the helping professions, and competency in human relations skills, were of overriding importance.

Combs' Proposed Characteristics—1980's

A meaningful definition of that orientation was outlined by Arthyr Combs in terms of:

- 1) Empathy— sensitivity to others' feelings.
- 2) Belief in the goodness of people.
- 3) High positive self-concept.
- 4) Belief in helping people to grow.

Combs also suggested that evidence indicated those characteristics might be fundamental to the success of personnel in 4-H or other youth education programs.

In turn, this orientation made it possible for personnel in 4-H to help their staff, or their ultimate clientele to:

- 1) Develop social responsibility.
- 2) Enhance self concepts.
- 3) Cope with change.
- 4) Make decisions.
- 5) Use effective principles of systematic inquiry.
- 6) Strengthen interpersonal relationship skills.

KEAA Efforts—1985

Another major effort toward identifying required competencies and supporting academic knowledge needed by County Extension 4-H Agents was initiated by the Kansas Extension Agents Association (KEAA) in 1985.

The competencies they identified were:

- 1) To work well with others in planning and implementing programs.
- 2) Adjusting teaching methods and techniques to meet learners' needs.
- 3) Involving learners and others in the planning, conducting, and evaluation of learning experiences.

KEAA Identifies Courses —1985

Specific courses were identified by KEAA as desirable for training of County Extension 4-H Agents. They were:

- 1) Guidance and Counseling.
- 2) Personnel Management.
- 3) Human Development.

- 4) Group Dynamics.
- 5) Adult Education.
- 6) Sociology.
- 7) Curriculum Development.
- 8) Educational Management.
- 9) Educational Psychology.
- 10) Family Life.

National Study Team—1987

The latest major effort for identification of curriculum components for professionals involved in 4-H programs, at both the county and state levels was conducted by a National Team chaired by Dr. Charles Lifer, Ohio State University.

The final report called for competencies in five major areas:

- 1) Communications.
- 2) Educational design.
- 3) Youth development.
- 4) Youth program management.
- 5) Volunteerism.

Those major thrusts affecting Kansas Extension 4-H Programs resulted in a re-appraisal and realignment of the basic qualifications for County Extension 4-H Agents.

Minimum level requirements on County Extension 4-H Agents in early 1986 called for nine hours of pre-service courses in education, human development, family life, or guidance/counseling.

County Extension 4-H Agents—1965-88

The 25-year period, from 1965 through 1988, saw a reduction in the number of County Extension 4-H Agents formerly called County Club Agents.

There were 34 County Club Agent positions in Kansas in 1965, and 31 County Extension 4-H Agents in 1988.

The following counties had County Extension 4-H Agent positions in 1988: Finney, Ford, Grant, Barton, Ellis, Butler, Cowley, Dickinson, Harvey, McPherson, Reno, Saline, Sedgwick (3), Sumner, Douglas, Johnson (1.5), Leavenworth, Pottawatomie, Riley, Shawnee (2), Wyandotte (1.5), Cherokee, Crawford, Franklin, Labette, Miami, and Montgomery.

State Extension 4-H Specialists

In 1926, positions as subject matter Specialists in 4-H Club work were discontinued. Extension subject matter specialists in agricultural and home economics were assigned the responsibility of doing 4-H Club work in addition to work with adults.

The Extension State Club Leader and his assistants then gave all their time to organizing the 4-H Club program, assisting County Extension Agents, and training leaders.

Staff Size/Title Changes—1960's

By 1960, the state staff consisted of:

Roger E. Regnier, State Club Leader.

Glenn M. Busset, Associate State Club Leader.

Roberta A. Anderson, Assistant State Club Leader.

Cecil L. Eyestone, Assistant State Club Leader.

John B. Hanna, Assistant State Club Leader.

Nell Cline, Assistant State Club Leader.

Charles Y. Hoyt, Assistant State Club Leader.

Harlan Copeland, Extension Specialist in Boys' and Girls' Club Work.

On July 1, 1961, the title of each Assistant State Club Leader was changed to Extension Specialist in 4-H Club Work.

State Staff Roles—1960's

In 1965, the State 4-H staff included a State 4-H Leader, an Associate State 4-H Leader, and Extension Specialists with dual roles.

Part of their responsibility was to a specialized portion of the 4-H program. Another part was to general programs support to County Extension Agents within a specific portion of the state.

All of the Extension Specialists at the beginning of the period were former County Extension Agents who had undergraduate degrees in agriculture or home economics, and graduate degrees in Extension or Adult Education.

In their dual roles they served as a coordinator or program supervisor for a block of counties within the state and, at the same time, were responsible for specified state-wide 4-H programs or events.

One exception to this general pattern was a position of Extension Recreation Specialist, a position that was filled only some of the time. Frequently the person in that position was hired without hav-

ing come through the ranks as a County Extension Agent and without having an undergraduate degree in agriculture or home economics.

In response to the 1960's Task Force report, Hope Daugherty was hired as State 4-H Extension Specialist in the late 1960's.

She provided leadership in the areas of child development, educational psychology, and the application of research results in those areas.

Her responsibilities were to provide educational leadership to the teaching methods used by parents and leaders in the conduct of 4-H Club meetings and project programs.

Upon Dr. Daugherty's transfer to the Federal Extension Service, 4-H Office, USDA in 1971, Margery Neely, a person with similar qualifications and responsibilities, was employed in that position.

In addition, Dr. Neely provided leadership for research design in program evaluation and community development.

State/Area Staff Roles—1970's

In the early 1970's, Area Extension 4-H Specialists were appointed to provide program development leadership for County Extension Agents and Extension Councils.

As Area Extension 4-H Specialists assumed primary responsibility for working with County Extension Agents and their Extension Council members, the role of State 4-H Specialists was defined more narrowly.

4-H Positions/Assignments—1970

State Extension 4-H Specialist roles were:

State 4-H Leader — Overall administration and fiscal responsibility.

Associate State 4-H Leader — Program and Staff Development.

Specialist in Home Economics Project Curriculum Development.

Specialist in Agricultural Project Curriculum Development.

Specialist in Child Development and Educational Psychology.

Specialist in Camping and Outdoor Education Programs.

Specialist in State-wide Events and Activities.

Specialist in Volunteer Staff Development.

Changes in State Specialist Roles—1970's

During the mid 1970's, the Extension Specialist position in child development and educational psychology was dropped.

A Specialist position that had provided support for both home economics project programs and international programs, was re-allocated to volunteer staff development.

Another position was reallocated to provide leadership for strengthening local 4-H club meeting programs.

Starting with the hiring of Hope Daugherty in the late 1960's, the practice of hiring Extension 4-H Specialists almost exclusively from the ranks of County Extension Agents was broken. Future Specialists were hired on the basis of their academic specialization.

Specialists hired during the 1970's on that basis were Margery Neely, Paul Kasper, Major Boddicker, John Abell, Emily Kling, and Marcia McFarland.

Steve Fisher, a former County Extension Agent with a M. S. degree in Extension Education, was hired as a Project Curriculum Development Specialist, primarily in agriculture project programs.

Those changes in roles and qualifications were designed to more effectively apply relevant education and social science research bases to the development of 4-H programs.

Responsibilities of State Specialists—1970's

Consistent with program and staffing directions outlined in Kansas 4-H in the 70's, the addition of Extension Area 4-H-Youth Specialists enabled state 4-H staff members to specialize.

Specialization proceeded in subject matter areas judged to be most useful in strengthening County 4-H-Youth programs and program leadership.

Major responsibilities of state 4-H staff members included:

- 1) Coordinated development of project materials with other State Extension Specialists.
- 2) Initiated and conducted selected state-wide programs and events designed to reinforce county and local 4-H and Youth programs.
- 3) Communicated and cooperated with other youth oriented agencies and organizations.
- 4) Provided overall direction and guidelines for 4-H programs within their specialty area.

5) Assisted area 4-H and Youth Specialists and County Extension Agents with the various phases of program development by:

- a) Consulting with Area Extension and Youth Specialists or County Extension Agents.
- b) Participating in Agent or volunteer staff training meetings.
- c) Developing educational materials such as publications, tape/slide sets, etc.
- d) Assisting with planning committee meetings.
- e) Introducing new programs on a test or demonstration basis in a local community.
- f) Providing special assistance as required for intensified county or area programs.
- g) Presenting information at public meetings.

6) Provided specialized subject matter support in one or more of these areas:

- a) Volunteer leader
 - Identifying, recruiting, training, and supervising.
 - Working with groups in problem solving situations.
- b) Children and youth—problems, needs, and interests
 - Learning capabilities of various age groups.
 - The most appropriate methods for involving and teaching boys and girls in the various age groups.
 - 4-H Youth program evaluation techniques.

State 4-H Specialists Positions—1988

The State 4-H Specialist positions in 1988 were:

Professional Staff Development

Project Curriculum Development for:

Family Living.

Animal Science.

Plant and Mechanical Science.

Natural Resources.

Individual and Community Resources.

Volunteer Staff Development (2).

Youth Development.

Area Extension 4-H Specialists

The first Area Extension 4-H Specialist position was established in Concordia on April 1, 1967.

William Borst, County Extension 4-H Agent in Wyandotte County, was appointed to serve a seven county area, including Cloud, Republic, Mitchell, Jewell, Clay, Ottawa, and Lincoln.

The office, located in Concordia, was terminated February 28, 1970. Borst was re-assigned to work with the EFNEP (Expanded Food and Nutrition Extension Program) youth program in Manhattan.

In the early 1970's, Paul Kasper was hired as a temporary Area Extension 4-H Specialist in Lawrence to serve urban counties in northeast Kansas.

During the late 1960's and early 1970's, Area Extension Offices were established in Garden City, Colby, Chanute, Manhattan, and Hutchinson.

Area Extension 4-H Specialists continued to be employed largely from the ranks of County Extension Agents.

Exceptions were two Southeast Area Extension 4-H Specialists, William Seiders and Kirk Astroth. Neither had previous County Agent experience.

Seiders' specialty was program development, and Astroth had graduate degrees in political science and range management.

Special Funding

Area Extension 4-H Specialist positions at each of the area offices were funded by a special package of Federal funds to develop urban and community development 4-H programs.

That special funding package made it possible to employ an additional State Extension Specialist, and to add William Fultz as a County Extension 4-H Agent for urban programs in Wichita.

His office was located in the Sedgwick County Extension office in Wichita, under the supervision of the County Extension Council.

The State Extension 4-H Specialist initially hired with these funds was Major Boddicker, an outdoor education Specialist. He gave leadership primarily to camping programs for urban boys and girls in northeast Kansas.

The guidelines for the Federal money to fund the five Area Extension 4-H Youth Specialist positions suggested priorities for:

- 1) Urban 4-H expansion.
- 2) Involving young people in rural community development programs.

Affirmative Action-Expansion and Review Plans for 4-H and Youth Programs, and the guidelines suggested by Kansas 4-H in the 70's also provided program direction.

Responsibilities of Area Specialists—1970's

Area Extension 4-H Youth Specialists assisted County Extension Agents by:

- 1) Personal demonstration of techniques.
- 2) Involving State Extension Specialists or others to provide assistance.
- 3) Providing back-up training and assistance to Agents.

More specifically, the methods they used to meet their responsibilities included:

- 1) Demonstrating program development procedures, including the steps of planning, implementing, and evaluating programs.
- 2) Coordinating State Specialist scheduling for individual or multi-county programs.
- 3) Encouraging participation in multi-county and area leader and Agent training meetings.
- 4) Helping County Extension Agents interpret the opportunities for program expansion and increased efficiency offered by state programs.
- 5) Assisting County Extension Agents in working with committees.
- 6) Providing liaison among county, area, and state Extension personnel.
- 7) Coordinating state-wide programs and activities that were held in the area (events, awards, programs, television, camping, etc.).
- 8) Assisting other State Extension Specialists in identifying local 4-H-Youth program needs.

Realign Specialist Positions—1988

In 1988, administrative decisions based on financial and specialization needs for state-wide programs resulted in the reallocation of the Area Extension 4-H Specialist positions.

They were changed to State Specialist roles in Manhattan, with an overall reduction of three in the number of Specialist positions in 1988. Specialist staff responsibilities were realigned more in terms of academic specialization and 4-H organization requirements.

A core staff of nine Specialists were retained in 1988. Also, part-time and/or temporary Extension Assistants were employed to develop specialty pro-

grams, maintain events and activities, and respond quickly to youth and family issues that seem relevant at this time.

4-H Camping/Outdoor Education Program

The 4-H club camping programs began in Kansas in 1922. The first camps were separate for boys and girls.

First Boys' Camp—1922

A boys' camp was held at Camp Steeleway, Washington County, June 9-11, 1922, with four counties cooperating: Cloud, Clay, Marshall, and Washington. Seventy-one boys participated.

The first girls' camp ever held in Kansas was conducted at the YWCA Turkey Creek Camp in Pratt County, in the summer of 1922.

This was a six-day camp conducted jointly with the YWCA, with Maude Fowler, Rural Field Worker of the State YWCA, in charge.

Edith Holmberg, Extension Home Demonstration Agents for Pratt County, made all local plans and had general charge of the meals.

The Assistant Extension State Club Leader, Alene Hinn, visited the camp for two days and assisted the County Extension Agent in conducting some of the hand work.

Margaret Seaton of Waterville, Kansas had charge of recreation and nature study.

Celia Conner, County Red Cross nurse, gave instruction in health and first aid. Twenty-six girls attended the camp, 15 of whom were club members.

County Camp—1924

The 1924 report of the State Extension Club Leader stated that a few county camps were held. The boys' and girls' camps were held separately.

First Coed Camps—1925

In 1925, plans were made to hold the boys' and the girls' camps together for periods of three days.

The Extension Division furnished a camp manager to work with County Extension Agents to plan the camp program and help organize it.

Assistance was given in subject matter, handicraft, nature, health, athletics, 4-H Club programs, and leader training.

Seven camps were held in 1925. The locations of the camps and the number of 4-H members in at-

tendance were: Bourbon, 72; Reno, 40; Meade, 28; Leavenworth, 25; Lincoln, 72; Labette and Cherokee, 35; and Kingman, 55.

County Camp—1945

By 1945, 70 counties cooperated in holding 30 camps at 15 different locations. There were 3,360 club members, leaders, and Extension Agents participating.

Glenn Burnette, Patty Lou Mines and Ruth E. Wood were employed to assist with the camps.

State Camp Committee—1940's

A state camp committee composed of an Extension Agent, an adult leader and a junior leader from each Congressional district (6) was formed.

The committee developed general camping objectives and standards for county, district and state camping programs.

Proposed State Camp—1940's

A program was initiated to procure a permanent state camp site. Sears-Roebuck agreed to provide \$25,000 toward the cost of a building.

The legislature was asked to appropriate funds to purchase land but no action was taken.

Purchase Rock Springs Ranch—1946

The state camp committee considered many suggested sites for a state 4-H Club camp.

On January 8, 1946, the committee closed a deal with C. E. Rugh, an Abilene attorney, to purchase a 348-acre dairy farm known as Rock Springs Ranch, for \$22,500. A large spring, with a flowing capacity of 1,000 gallons per minute, was on the farmstead location.

Within a few months, 4-H Club members in 91 counties had contributed \$21,111.48 toward the purchase price.

The Rock Springs farmstead consisted of the ranch house, a large barn, two open sheds, a silo, and a cottage above the spring, which was used as a summer home by the owner.

Ranch-Leadership Training Center—1946

The first camps at Rock Springs Ranch were held in the summer of 1946.

Seventy one counties used the camp that year, and 2,261 people attended the camps.

Temporary facilities included army tents for housing and dining. The Kansas Power and Light Company constructed power lines to the site. The International Harvester Company donated farm equipment.

The title to the ranch was first held by the Kansas State University Endowment Association. In 1958, the title was transferred to the Kansas 4-H Club Foundation.

Improvements To Rock Springs—1947-63

The camp was improved as donations were received and funds raised by the counties and the 4-H Foundation. These included:

- 1947--Stable of Palomino horses (20) by Kansas Palomino Breeders Association.
- 1948--Concrete swimming pool at a cost of \$50,500.
- 1949--Ranch house for care-taker and bath house for swimming pool.
- 1951--A 120 by 120 foot concrete recreation area; sewage system under construction.
- 1952--Clyde Coffman Council Circle constructed.
 - Ten-place rifle range.
 - Two central bathhouses.
 - Machine shed.
- 1953--Shower buildings.
 - Oiled highway.
 - Bridge to Council Circle.
 - Entrance Gateway donated by the Master 4-H Club.
- 1954--All-weather metal roof for the dining area.
- 1956--A. D. Jellison Family Group consisting of the Meditation Chapel, the Health Center, and Conference-Auditorium completed; dedicated in 1957.
- 1957--Foot-bridge constructed across Stony Creek.
- 1958--Williams Dining Hall basement.
 - Water system.
 - Perimeter road, Folgers Drive, donated by Folgers Coffee Company.
- 1959--New stables donated by R. B. Christy, a Scott City horse fancier.
 - Asa Payne Cottage:
 - The R. H. Garvey Foundation, Wichita, donated a cottage, capacity 34, which was dedicated June 4, 1959 to the mem-

ory of Asa Payne, a pioneer in improved farming methods in northwest Kansas.

Coop Cottage:

James McGuire secretary of the Kansas Cooperative Council, provided

the

leadership for solicitation of funds from cooperatives to construct another permanent cottage. It was dedicated in September 1959.

Collegiate 4-H Club Shelter with its fire place was donated by the Collegiate 4-H Club, Kansas State University.

1962--Williams Dining Hall completed; the first meal served July 5, 1962.

1963--Fireplace in the lobby honored Gene Shipley who was director of the WIBW farm program at the time of his death.

The landscape plantings and terrace fountain honored Herb J. Barr, rancher and civic leader who contributed greatly to establishment of this training center.

1970's--Heritage Hall.

Johnson Administration Center.

Cottages.

1980's--Kansas Council of Women Cottage.

Flinthills Educational Building.

Rock Springs Ranch facilities were made available to all worthy groups so far as possible, with 4-H Club groups receiving priority.

In 1962, more than 7,000 youth and adults camped at Rock Springs Ranch.

4-H Outdoor Education—1960's-70's

Camping was always a significant part of Kansas Extension 4-H Youth programs.

However, the 1960's and 1970's saw a diversification of camping programs, the rise and decline of some emphases, and a legacy reinforcing the potential impact of well designed and conducted camping programs on leadership/citizenship development of boys and girls.

Emphasis on urban 4-H programs, EFNEP youth programs, and the greater concern for natural resource preservation bolstered 4-H outdoor education and camping efforts.

Camp Counselor Training —1970's-80's

The interest of Darrell Spoon, Extension Home Economics Family Life Specialist, resulted in emphasis on intensive training for county camp counselors in the early 1970's.

Counselor training emphasis continued, declined, and was resumed in the late 1980's.

Increase Emphasis On Camping

There was renewed recognition of the value of camping for developing positive self-concepts and interpersonal relationship skills.

The initial youth emphasis in EFNEP with Rip Rocket Day Camps gave impetus to other day camps programs. It continued through the 1980's.

Rip Rocket Day Camps

Rip Rocket Day Camps were designed to teach good nutrition to children 8 to 12 years old in low income areas. The approach was on learn by doing.

Each day camp centered around the preparation of a noon meal and snacks. The result was have-fun-while-doing-it as low income youth learned about nutrition.

Rip Rocket films, literature and other educational materials were used to teach good nutrition.

Trailers were used, stocked with food supplies, cooking gear, recreational materials, a super-8 projector, Rip Rocket films, literature, craft materials and a 40-gallon water tank with an outside faucet.

The trailers were made and stocked at a cost of \$600 per unit, financed by EFNEP Youth funds. Each trailer averaged 1,500 miles in seven weeks. The program began with six trailers and more were added as the program continued.

The Extension Service employed State workers to operate the Rip Rocket Day Camps in cooperation with County Extension Agents and local agencies.

Sites for camps were parks, school grounds, neighborhood centers, or fair grounds. Two professional camp counselors came to a low income neighborhood with a trailer full of supplies.

The counselors and trailer remained at the site from 9:30 a.m. to 3:30 p.m., Monday through Friday. Then they moved to a new location. Six camps were run simultaneously in the summer.

Camping Programs—1960's

In the 1960's, the Extension 4-H Specialist, Richard Tomkinson, was responsible for camping programs. His assignment included social recreation for other 4-H programs as well.

However, in the later 1960's, the need for more

depth of education in camping programs began to be felt. A push for youth programs in the major metropolitan areas led to the establishment of a 4-H Center at Lake Perry.

The Lake Perry 4-H Center served as the site for innovative 4-H Camp programs until it was closed in 1982.

Educational Camping Emphasis—1973

Major Boddicker was hired as Extension 4-H Specialist in 1973. He brought a background of environmental education that influenced early Lake Perry 4-H Center programs, development of environmental education programs for local 4-H clubs, and cooperative programming with schools.

John Abell, Extension Specialist, 4-H Education, employed in 1975, added leadership development and interpersonal relationship skills to the Lake Perry programs.

He fostered an early emphasis on decentralized camping programs, i.e., canoeing, back packing, trail rides, and day camps.

Abell developed the broadest spectrum of outdoor education programs, ranging from three-week hiking/canoeing programs to one-day camps.

Emily Kling, Extension 4-H Specialist employed in 1979, brought a return to the earlier environmental education emphasis.

Close Two Camps—1980's

In the 1980's, both the Lake Perry and Southwest 4-H Centers were closed as residential camp facilities.

There was a reduction in emphasis on canoeing and backpacking, with an expansion of emphasis on day camps and strengthening county camping at Rock Springs 4-H Center.

The Rock Springs camps now reach more than 5,000 4-H members annually. There was more emphasis on adding new program features and additional efforts for more training for camp counselors.

Goals of 4-H Programs—1970's

The evolution and acceptance of measurable life skill goals for Kansas 4-H program was a major

4-H story of the 1970's. There are five components of leadership and citizenship. The goals served as

a model nationally, and were adopted by much of the rest of the country.

The goals were:

- 1) Building a positive self- concept by experiencing feelings of acceptance by others and successfully mastering increasingly difficult challenges.
- 2) Relating to others in a positive way by communicating information and feelings, learning to respect differences, dealing with conflict, and applying democratic practices in problem solving.
- 3) Learning to make sound decisions by using knowledge, skills, and values to identify, define and analyze problems, and selecting from alternative solutions.
- 4) Developing a concern for the community by becoming aware of the natural and social

communities and their interrelationships, learning to respect differences, and assuming responsibilities.

- 5) Developing an inquiring mind by becoming stimulated mentally exercising one's curiosity, and developing enthusiasm for learning about the world and its peoples.

Statements of those five life skill goals were used to explain 4-H's "reason for being" to County Extension Agents, volunteers, parents, and public and private supporters.

Once the goals were accepted by the staff, they began to lend meaning to the design of programs in local communities, and at county and state levels.

They formed the basis for a major evaluation of the impact of 4-H programs in the 1980's.

Broad 4-H Program Thrusts—1965-88

There are many ways to describe the several broad thrusts and long-range programming efforts which occurred during the period.

In the late 1960's, diversified ways of reaching boys and girls with educational programs were initiated.

A major reduction to that principle in the late 1970's was defined as "4-H Programs in New Dimensions."

Multiple ways for reaching youth flourished into the 1980's.

The 1970's brought emphasis on three major methods of working with boys and girls:

- 1) Individual agriculture and home economics learn-by-doing projects.
- 2) Small group meetings and activities (various formats of clubs and groups).
- 3) Events such as camps, workshops, and county fairs.

A long-range set of program plans, in the early 1980's, called for:

- 1) Improved community leadership, citizenship, and vocational skills among 4-H members, alumni, and volunteers.
- 2) Greater awareness of the importance of agriculture and rural Kansas.

- 3) Improved health, employability, and family life.

- 4) Reduced societal costs stemming from delinquency, unemployment, family break ups, and health problem related to poor nutrition and chemical abuses.

Early 1980 plans called for:

- 1) Strengthening local club meeting programs.
- 2) Focusing camping programs on personal and interpersonal relationship skills.
- 3) Improving project programs.
- 4) Emphasizing communications training.
- 5) Cooperative programming with other agencies.
- 6) Adding emphasis to volunteer training.

A "Future Focuses" document, in the mid- 1980's, outlined projected changes for 4-H in program planning, avenues of participation, curriculum development and management, volunteer staff development, professional staff development, promotion, and resource development.

Program plans in the late 1980's called for special focuses on substance abuse prevention, self-care training for children, financial management education, and economic interdependence understanding.

Urban 4-H Programs

That type of presence continued and expanded from 1964 through 1988 as rural populations decreased in relation to the total.

During the 25 year period, the urban areas became the scene for two major added emphases to 4-H programs.

They were: providing support to other child and youth serving agencies and organizations, and developing new ways, other than the community club, of working directly with boys and girls.

Special Federal funding was provided for an Expanded Food and Nutrition Education Program

(EFNEP) for low income youth and adult audiences, and for urban 4-H programs.

Kansas used the special funds for urban 4-H programs for a temporary County Extension Agent position in Wichita, filled by William Fultz; five Area Extension 4-H Specialists, and a State 4-H Specialist, Major Boddiker.

The State Specialist was to focus attention on outdoor education programs, primarily for city boys and girls.

There were two major professional staff workshops devoted to urban 4-H programs in the mid-1980's—one at Topeka and one at Lenexa.

4-H Community Development

Special Federal funding for 4-H community development programs was used in Kansas in two ways: to develop printed materials for use by adults in working with children, and for partial support of the five Area and one State Extension 4-H Specialist position, Margery Neely.

4-H CD Activities—1978

A major study of community development activities in Kansas Extension youth programs was made in 1978 by Dale Apel.

The study reported that a large number and variety of community development projects were conducted annually by Kansas Extension community 4-H Clubs and PRIDE youth groups. The latter were teens involved in specific community development activities in 40 Kansas counties.

More than 5,000 community development activities were conducted by the state's 962 community 4-H Clubs and another 150 by the PRIDE youth groups.

In total, the community projects involved 70,010 youth, some were counted more than once, and 25,724 adult volunteers. The youth and adults contributed 1,900,000 hours of time and raised \$486,746 to partially fund the activities.

The leaders reported that 22,194 youth were involved in a leadership capacity in the 5,044 activities. Most significant was the support generated in the community once it was initiated by the youth group, the leadership experience gained by the youth, and the experiences gained by the youth in working with adults.

Youth also developed self-identity with the community in gaining recognition as functioning community leaders.

Findings were obtained by face-to-face interviews conducted by Area 4-H and Community Resource Development Specialists, with 4-H leaders of a randomly selected group of community 4-H Clubs.

The results showed an overwhelming number of community development activities in community 4-H club programs.

They were recognized by leaders and members in terms of specific community programs rather than by the broad umbrella term of community development.

Volunteer service to individuals and communities by serving on, or helping with, councils, committees, and associations made up 42.8 percent of the reported activities.

Community history and culture, community health, safety, and natural resource and environment accounted for an additional 30.5 percent.

Citizenship, know your government, community planning and leadership, and development of community facilities and services were included in 16 percent of the reported activities.

In conducting their community development activities, community 4-H Clubs worked most closely with civic clubs and/or organizations, government agencies and organizations, and local business and industry.

Expanded Food & Nutrition Program—1969

Specific funding authorized by Congress called for emphasis on nutrition to adult and youth low-income audiences, starting in 1969. Extension Specialists, Ruth Wells and William Borst, provided early leadership for Kansas adult and youth EFNEP programs.

Schools and Other Agencies

Many of the successful Kansas Extension youth programs were conducted in cooperation with other agencies, using Extension resources for the teaching of foods and nutrition while securing support in organization efforts from other agencies and organizations.

For example, Barton County's Extension staff arranged for a white rat feeding experiment in all grade schools in the county using materials developed by the Dairy Council and securing the cooperation of the schools.

Douglas County staff developed a curriculum input for grade schools in which Extension aides and their supervisor supplemented regular classroom teaching with nutrition lessons and demonstrations.

Linn County Agent Helen Barnes, though in a low-population area and a rural community, reached more than 1,700 boys and girls by having Extension aides teach nutrition in grade school classrooms.

Other counties very effectively involved large numbers of boys and girls in classes—after school, in evenings, on week-ends, and in intensified summer programs.

Three counties used puppets as teaching aids. Many counties conducted nutrition day camps. Equipment and teaching outlines were provided by state nutrition and youth specialists.

Effect on Other Youth Work

Emphasis given to nutrition education for low-income audiences also gave impetus to nutrition education programs for other audiences.

Generally, enrollment in 4-H foods and nutrition projects among community 4-H Club members was about 20,000 annually. One 4-H education television series—Mulligan Stew—was popular for a number of years.

4-H Drug Education

Two major Extension youth education programs focused on substance abuse. The first, initiated in 1970, was an interdisciplinary effort involving the fields of communications, education, medicine, psychology, legal professions, and law enforcement professionals.

An Extension Specialist in education, Paul Kasper, was employed to provide consultation services on substance abuse in the Northeast Kansas counties of Shawnee, Douglas, Leavenworth, Wyandotte, and Johnson.

In addition, a multi-media public presentation supported by printed materials was developed and presented at a series of eight public meetings attended by more than 1,000 people.

This and other Extension staff efforts in the 1970's for drug education involved Wilber Ringler, Martha Brill, Ralf Graham, Darrell Spoon, Bruce Woods, Paul Kasper, and Dale Apel.

Drug Program "4-H CARES"—1988

Always high in public interest, the issue of substance abuse prevention surfaced again in

Extension program development processes in the mid-1980's.

A task force composed of Extension staff members, Dale Apel, Kirk Astroth, Mike Bradshaw, Marcia McFarland, and Nada Thoden, studied the problem and surveyed existing programs.

They determined that while research showed many young people believed drug abuse was dangerous and claimed they would not participate, many did, and at younger ages.

Conclusive evidence indicated young people participated because of the many subtle pressures brought on them to smoke, drink, and get high.

Despite many other drug abuse prevention programs, most Kansas youngsters did not learn the necessary skills to resist those pressures.

So the Task Force members developed 4-H CARES (Chemical Abuse Resistance Education Series). It provided a clear "no-use" message with a focus on prevention and an emphasis on strengthening family communication.

The program consisted of a teaching plan for a series of ten one-hour sessions to be conducted by volunteers in small group settings, i.e., club meetings or classrooms.

The program focused on developing positive self concepts, interpersonal relationship and communica-

tions skills, decision making, and drug information aimed at seven to nine year-old boys and girls.

The teaching strategies developed called for involvement of older boys and girls as well as adults in teaching roles.

Enrichment Projects—1979-88

Four-H was involved in special "agriculture/home economics" projects from the late 1960's. Many counties originated, developed, and conducted live animal/agriculture related activities such as petting fairs, farm visits, and conservation tours.

These activities put agriculture and 4-H in the community spotlight—highlighting agriculture and the farmer. It gave tens of thousands of city boys and girls a first-hand experience with farm animals and soil-plant life environment.

4-H Enrichment Programs

An early step toward providing educational materials and consulting support for other youth serving agencies and organizations, including the schools, was a cooperative working relationship with the public schools.

It was established in the early 4-H educational television programs, and furthered by providing career decision making materials in 1960's.

The next major added impetus for providing educational materials was in 1979, with an emphasis on agriculture-home economics related project supports for school teachers.

The end result was an extensive network of annual active programs of cooperation between a majority of Kansas County Extension offices and other youth serving agencies and organizations, primarily local schools but including other community agencies as well.

Nearly 100,000 different Kansas boys and girls were involved annually in those cooperative education programs.

Ag./Home Ec. in Classrooms—1979

An extraordinary thrust to add emphasis to Kansas 4-H was a special "agriculture/home economics in the classroom" program started in 1979. It grew out of County Extension Agents' efforts to work with elementary and secondary school teachers.

Extension Specialists in agriculture, home economics, and 4-H developed and packaged subjects for classroom use.

Programs and activities offered the first year were Mulligan Stew nutrition, chicken embryology, science and horticulture, mini-garden, keys to the Kansas environment, bicycle care and safety, and youth and the law.

Classroom Objectives—1979

Objectives included creating a greater awareness of the importance of agriculture by Kansas youth.

The acceptance of that emphasis among school teachers and County Extension Agents was fantastic, considering the limitations of staff time for development and packaging, and the limited funds available for publications and visual support.

Classroom Project Participation—1982

Sixty-two County Extension Offices reported more than 70,000 different elementary and secondary school boys and girls in approximately 3,000 classrooms in 1982 with many of the children participating in multiple programs. The total included nearly 50,000 enrollments in ag-related project packages in 1982.

In Douglas, Reno, Wyandotte, Cowley, and Shawnee Counties especially, classroom teachers were so receptive to the program that most of them requested two to eight programs a year.

Many asked "what will be available in six to twelve months" so they could incorporate the material into their curriculum. Increasingly, County Extension Agents involved local volunteer "experts" in supporting the teachers' efforts.

Chicken Embryology—1982-88

Chicken embryology, one of the most popular classroom projects from 1982 through 1988, allowed children to observe incubating eggs and hatching eggs in special see-through incubators. Teachers

reported that classroom attendance was higher during those three weeks, and frequently afterwards.

Wheat Science Program—1982

A wheat science program developed by the Wyandotte County Extension Agents, Sheila Gains, Eugene Lanham, and Extension Grain Science Specialist, Robert Schoeff, involved over 3,000 Kansas City youth in learning of wheat's importance to Kansas and the world economy.

Students viewed slide sets; examined wheat kernels, mixed flour into dough; and baked a miniature loaf of bread in the classroom.

As Wyandotte County Extension Agent Sheila Gains, said, "We want to show the children that bread doesn't just come off a grocery store shelf."

The success of that approach to teaching economic interdependence is documented by a research project in Kansas City schools.

Children in classes where teachers had used 4-H materials scored significantly higher on a 30-item test assessing knowledge and understanding of their economic interdependence with the agriculture community, than did children in Kansas City and

Wichita schools whose teachers had not used the materials.

Advisory committees and Agents affirmed their belief that the "agriculture/home economics in the classroom" approach was really working, and had significant value. They continued to encourage increased emphasis.

Financial Management and Careers —1983

A 4-H economics decision-making program called "Trade-Offs" was a most effective Extension economics education program available for grade school age children.

4-H participants demonstrated their knowledge of problem solving, opportunity costs, trade-offs, give-and-take, capital investments, human capital, and the importance of education in increasing productivity and life satisfaction.

Blue Sky Under My Feet—1980's

Introduced by the Federal Extension Service in the late 1980's, the three one-half hour video series, "Blue Sky Under My Feet," covered gravity and its effects on life, fiber and fabrics, and food.

Diversification in Club Formats

A number of models for varying club formats were tried—clover clubs, project clubs, school clubs, and less structured groups called special interest groups.

Youth Ext. Project Club (YEPC)—1960's

The YEPC (Youth Extension Project Club) programs in Russell County were similar, with each project club holding five weekly meetings lasting one hour each.

Again, many boys and girls were reached that were not otherwise in 4-H. More than one-half of those participating in YEPC were not members of community clubs.

Clover Clubs

Clover Clubs were small groups, usually ten or less, of boys and/or girls of similar age. Members took several projects, one at a time, over a period of several weeks.

Generally, the clubs lasted less than a year and required significant amounts of County Extension Agent support for maintenance and reorganization.

As many as 550 boys and girls were involved

in Sedgwick County annually. There were fewer members in other counties.

Junior KSU—1968

An example of a 4-H special interest group was a series of four courses called Junior KSU in Ottawa County.

Each was five hours long and offered a program for five consecutive weeks to boys and girls. There were 72 enrolled. Seventeen, nearly one-fourth, were not otherwise involved in 4-H programs.

Those enrolled were not required to participate in activities usually required in community clubs, such as to keep records, produce exhibits, talks, demonstrations, or judging.

The Ottawa County 4-H families, leaders, and County Extension Executive Board members expressed satisfaction with that approach. It was repeated in a number of other counties in the following years.

Project Club Formats—1970's-80's

In the late 1970's and 1980's, there was an emphasis on project clubs. The State 4-H office advocated a variety of formats, with the choice to be made by

the local community on the basis of preferences.

Various Club Formats—1980's

A survey of parents' preferences for their children in youth organizations showed that most parents of 4-H'ers preferred monthly club meetings of all age clubs.

Most parents of boys and girls who were not in 4-H preferred more frequent meetings of clubs, or single meeting educational activities.

The survey results suggested the need for promotion of a variety of club formats.

Choices presently identified are:

- 1) Multi-project (community) club.

- 2) Neighborhood (mini-) club of youth taking one or more projects, but living in a neighborhood.

- 3) Project clubs with youth taking one project.

Despite some small growth in the number of project clubs toward the end of the last 25-year period, the success of any format, other than the multi-project (community) clubs, was weak.

Providing for continuity of clubs other than community clubs was a continuing problem.

Club membership generally declined from the 1960's to the late 1980's, corresponding almost exactly to the decline in the potential youth population during the period.

4-H Education on TV

In 1967, the first year commercial television channels were used to involve Kansas children and youth in the 4-H educational experience on a systematic statewide scale.

A series of ten half-hour television programs on various aspects of natural and nuclear disasters was telecast over seven Kansas television stations, and four Missouri and Nebraska stations, with large Kansas audiences.

4-H TV Promotion Methods

Participation in the 4-H TV Action Club was promoted by some methods unique to the Kansas Extension Service. A three-pronged effort was used.

First, the Department of Extension Information prepared a series of news articles for use by County Extension Agents in local newspapers.

Second, County Extension Agents promoted the program by direct mail with community 4-H Club members.

Third, the program was promoted through the public schools. The latter approach was the most successful.

4-H TV Participation—1960's-70's

A total of 51,616 boys and girls participated in the initial 4-H educational television effort with leadership provided by Dale Apel. That was 18.7 percent of all third to eighth grade students in Kansas. Ninety-seven percent of Kansas counties participated.

The percentage of potential students enrolled ranged down from highs of 67.5 percent in Russell and 63.3 percent in Kearny counties. Wyandotte county had the largest enrollment (5,412), followed by Sedgwick (4,684), and Shawnee (3,689).

Attempts to involve youth enrolled in this program in other aspects of 4-H met with limited success, suggesting that the transfer of interest from one 4-H delivery system to another was difficult.

That difficulty was not overcome. The most effective strategy was to promote specific programs rather than 4-H generally.

Results of Promotion—1960's and 70's

4-H educational television programs on a variety of other topics followed during the next 20 years—several series on nutrition, electricity, photography, nuclear energy, and agriculture as a basis for daily living.

The highest level of involvement for each of the succeeding series was consistently based on close working relationships with the public schools.

After the first several series, video tapes or films were distributed to teachers interested in using them in their classrooms, reducing dependence on television scheduling.

An important secondary benefit was a change in Agent and leader attitudes on methods of conducting 4-H education programs, permitting flexibility in delivery structures.

4-H in the 70's

The primary audience of early 4-H programs was farm boys and girls. The purpose of early 4-H programs was to provide educational experiences

in agriculture and home economics to boys and girls; and to reach adults through their children with helpful information.

Graphic 1		Major 4-H Project Areas—1964-1988					
1964	1974	1984	1988	1964	1974	1984	1988
Alfalfa	—	—	—	Landscape Design	Horticulture	Horticulture	Horticulture
—	Animal Science	—	—	—	Knitting Management for Youth	Knitting	Knitting
Automotive	Automotive	—	—	—	—	—	—
—	—	Agronomy	Agronomy	Meat	Meat	Meat	Meats
Beef	Beef	Beef	Beef	Utilization	Utilization	Utilization	—
Bees	Bees	—	—	Junior Leadership	Leadership	Leadership	Leadership
Bicycle	Bicycle	Bicycle	Bicycle	Other Crops	—	—	—
Citizenship	Citizenship	Citizenship	Citizenship	People-to-People	People-to-People	People-to-People	—
Civil Defense	—	—	—	Personal Development	—	—	—
Clothing	Clothing	Clothing	Clothing	Personal Finance	—	—	—
—	—	Commodity Mktg	Commodity Mktg	—	—	—	—
—	—	—	Computer	—	—	Pets	Pets
Conservation	Conservation	—	—	Photography	Photography	Photography	Photog.
Corn	—	—	—	Poultry	Poultry	Poultry	Poultry
—	Crochet	Crochet	Crochet	—	Poultry Science	—	—
—	Dairy	Dairy	Dairy	Public Speaking	Public Speaking	Public Speaking	Public Speaking
—	Dairy Goats	Dairy Goats	Dairy Goats	Rabbits	Rabbits	Rabbits	Rabbits
Dog	Dog	Dog	Dog	Reading	Reading	Reading	Reading
—	Ecology	Ecology	Ecology	Recreation	Recreation	Recreation	Recreation
Electric	Electric	Electric	Electric	—	Rocketry	Rocketry	Rocketry
—	Emergency Preparedness	—	—	Rodent Safety	—	—	—
Entomology	Entomology	Entomology	Entomology	—	Safety Self-Determined	Safety Self-Determined	Safety Self-Determined
—	Exploring 4-H	Exploring 4-H	Exploring 4-H	Sheep	Sheep	Sheep	Sheep
—	Exploring Your Future	—	—	—	—	—	—
—	—	Family Strengths	Family Strengths	—	Small Engines	Small Engines	Small Engines
—	Field Crops	—	—	Soil Conservation	—	—	—
Food/Nutrition	Foods	Food/Nutrition	Food/Nutrition	Sorghum	—	—	—
Food	Food	Food	Food	—	—	—	—
Preservation	Preservation	Preservation	Preservation	Swine	Swine	Swine	Swine
—	Forestry	Forestry	Forestry	Tractor	Tractor	Tractor	Tractor
—	Fun with Children	Fun with Children	Fun with Children	—	Veterinary Science	Veterinary Science	Veterinary Science
Gardening	—	—	—	—	Weed Control	—	—
—	Geology	Geology	Geology	Wheat	—	—	—
Grain	Grain	—	—	—	—	—	—
Marketing	Marketing	—	—	Woodwork	Woodwork	Woodwork	Woodwork
Grass	—	—	—	—	—	—	—
Grooming	Grooming	—	—	—	—	—	—
Health	Health	Health	Health	—	—	—	—
Home	Home	Home	Home	—	—	—	—
Environment	Environment	Environment	Envir'ment	—	—	—	—
Horse	Horse	Horse	Horse	—	—	—	—
—	—	Horseless Horse	Horseless Horse	—	—	—	—
—	—	Horseless Horse	Horseless Horse	—	—	—	—

From 1914, there were dramatic, sometimes traumatic, technological and sociological changes affecting rural America. Differences in the lives of boys and girls were accentuated by the move from one-room rural schools to modern, complex community schools.

Broadened fears of influence caused by television, modern travel, and improved education also had their impact.

Complex concerns facing youth included getting an education, making a vocational choice, establishing a family, coping with shifting moral values, a need for self-expression, and an appreciation of self-worth.

In Kansas, there was an unknown but surely a large number of rural and urban youth who faced problems of too little food, clothing, education, and hope for a bright future.

The primary goal of 4-H in the 70's was to help boys and girls in Kansas live in, and adjust to, their changing world. This goal took into account both recognized needs and interests of youth and societal concerns for youth.

During the decade of the 1980's, 4-H was specifically concerned with such priority needs as—careers, health, decision-making, adapting to change, environment, and citizenship.

Also considered were the needs for substance abuse prevention, self-care training for children, financial management, and economic interdependence understanding.

Meeting the challenge of helping youth in the 1970's and 80's required some shift in 4-H emphasis;

from subject matter knowledge and skills in agriculture and home economics, to a broader concern for personal development of youth.

The philosophy was that subject matter emphasis or personal development emphasis alone yield narrow growth. Together, they can develop youth who are better able to cope with the challenges of today's world.

4-H projects in agriculture and home economics remained important because of Extension's historical roots, Extension's continued strength in rural areas, and the availability of Extension subject matter Specialists to prepare 4-H materials.

However, new project subject matter areas were developed in the decade of the 80's which promised rich opportunities for both rural and urban youth.

Opportunities were great for experiences into additional areas that might contribute to personal development.

The specific methods selected depended upon the 4-H youth, his or her situation, the educational goal, and the subject matter.

For example, specific goals, such as woodworking, sewing, and photography skills might be taught best by demonstration or in a do-it-yourself project with reinforcement from an interested adult.

On the other hand, developing self-assurance with peers might better be accomplished in group situations such as meetings, parties, camps, or discussion groups.

Trends in Project Programs

Four-H projects have had a varied emphases since their beginning. The first projects stressed tests, demonstrations, and exhibits. Corn, calf, and canning clubs were the important interests.

Experiment stations used clubs to demonstrate some of the newer research test results because this was an effective way to teach and reach parents.

Later, importance was placed on production, skills, shows, and awards. Ownership and profit, and how to do it, were especially emphasized.

Following World War II, the trend was toward using the 4-H project as an educational tool for developing the 4-H member. Earlier, the core of the project

program was based on projects which taught more of a "how to do" program than a "why it is done this way" program.

There was the general feeling that more depth, along with variety and flexibility, was needed in projects.

Projects with the science approach could be equally challenging to both urban and farm youth, and to members with all levels of family income.

The objective for including more science in the 4-H program was to help boys and girls become more intimately acquainted with the principles of science and everyday living, and to create an interest in club members in scientific areas, thereby motivating young

people to prepare for careers in scientific fields.

Some of the more applicable emerging project programs for including more science were chicken embryology, veterinary science, and entomology. Within other projects this objective might place

greater emphasis on nutrition, breeding, and health in animal science projects.

As a part of a major curriculum redevelopment effort in the late 1980's, a shift from member publications to leader-directed project notebooks was evolving.

4-H Program Thrusts—1980's

Four-H, in 1988, involved 113,000 Kansas youth— one of four of all youth in Kansas from 7 to 17 years of age— as well as 23,291 adult volunteers. Kansas 4-H was second only to public schools for number of participating youth.

4-H Mission—1980's

The role of the "Department of 4-H and Other Extension Youth Programs" in the 1980's was summarized in the Mission Statement for the 4-H staff:

Kansas Extension 4-H Youth Program is a publicly-supported informal youth education program dedicated to helping the young people of Kansas to become healthy, self-directing, contributing members of society.

Supported by the resources of the U.S. Department of Agriculture, Kansas State University, and County Extension Councils, the mission of Kansas 4-H is to interpret, extend, and encourage the application of subject matter knowledge in the areas of self-esteem, interpersonal relations, decision-making, community awareness, and lifelong learning through experimental instruction in relevant and current research-based information from other academic areas.

Cooperative Extension Specialists and County Extension Agents work with other private funding sources, parents, community leaders, and other adults who serve as volunteer leader for youth involved in 4-H programs to encourage knowledge transfer.

The ultimate object is to help youth understand and adjust to society as they built self-confidence, developed inquiring minds, learned to make sound decisions, related positively to others, and developed a concern for the community.

Issues of Youth

Even more Kansas children and their parents needed help in coping with all kinds of stresses in the late 1980's than in earlier years. Boys and girls found it difficult to cope with such problems as financial management, time alone after school, and the attractions of delinquency, drug abuse, and

premarital sex.

Kansans asked 4-H to help. 4-H responded by placing a high priority on programs relating to substance abuse prevention, financial decision making, economic interdependence, sexuality, and self-care training for children alone after school.

Human Sexuality

Information on AIDS and human sexuality was the focus of videotapes and accompanying viewer/leader guides aimed at teens and their parents developed in cooperation with Human Ecology professor, Betsy Bergen.

Training meetings, a satellite video conference, a newsletter for camp counselors and supervisors, and a TELENET conference were used.

Thirty Kansas counties had downlinks for a satellite video conference, as did 38 locations in six other states. The materials were used for a video conference conducted for the Kansas Hospital Association.

Cooperating agencies for this special project were the Kansas Department of Education, and the Department of Health and Environment, K-NEA (National Education Association), Kansas Children's Service League,

Crisis centers, junior colleges, Kansas associations for public libraries, school boards, home economics education, vocational education, drug and alcohol counselors, secondary school principals, pharmacists, and public health departments.

Self-Care Training

Boys and girls who were alone at home after school received special attention in a 15-county pilot program initiated by 4-H Specialist Marcia McFarland. It reached 12,000 children and their parents. Topics emphasized were safety and emergencies, self-esteem, communications, nutrition, clothing care, and use of leisure time.

Counties reported using the information in

Graphic 2. Boys and Girls in 4-H Programs, 1965 -1988

Year	Number	Boys		Girls	
		Number	Percent	Number	Percent
1965	14,503		44.0	18,434	56.0
1970	15,067		44.9	18,472	55.1
1975	20,142		46.8	22,937	53.2
1980	32,562		48.1	35,180	51.9
1985	44,107		50.3	43,657	49.7
1988	59,813		53.0	52,973	47.0

Graphic 3. Residence of 4-H Youth Involved in 4-H Programs 1965-88

Residence	1965	1970	1975	1980	1985	1988
On Farm						
Number	19,475	17,959	17,617	20,493	21,215	24,046
Percent	59.1	53.6	40.9	30.3	24.2	23.1
Cities (Under 10,000 Pop.)						
Number	5,476	10,188	13,319	20,775	21,339	27,506
Percent	16.6	30.4	30.9	30.7	24.3	26.2
Cities (10,000 - 50,000 Pop.)						
Number	0	3,783	6,509	8,878	16,553	20,142
Percent	0	11.3	15.1	13.1	18.9	17.9
Suburbs						
Number	2,255	839	3,106	1,574	8,099	5,471
Percent	6.9	2.5	7.2	2.3	9.2	4.9
Cities (Over 50,000 Pop.)						
Number	5,731	770	2,528	16,022	20,588	33,621
Percent	17.4	2.3	5.9	23.7	23.5	29.8

Graphic 4. Type of Club Membership of 4-H Youth 1965-88

Year	Type of Club or Group			Members
	Community	Other	Total	
1965	1,271	62	1,333	32,937
1970	1,085	0	1,085	33,539
1975	1,079	237	1,316	43,079
1980	934	753	1,687	67,742
1985	875	2,780	3,655	87,764
1988	892	1,967	2,859	112,786

Graphic 5. Percent of Boys and Girls in 4-H by Age Groups, 1965-88

Age	1965	1970	1975	1980	1985	1988
11 Yr. Olds	45.7	45.5	52.4	66.4	74.8	76.7
12-14 Yr. Olds	34.8	34.9	31.8	22.1	16.9	13.4
15 Yr. and up	19.5	19.6	15.9	11.5	8.3	9.9

Graphic 6. Number of 4-H Youth by Age, 1965-88

Age	1965	1970	1975	1980	1985	1988
8	0	0	5,456	16,162	30,986	37,362
9	6,160	6,482	6,057	9,411	12,088	19,164
10	4,412	4,411	5,516	10,557	12,751	16,796
11	4,484	4,371	5,525	8,880	9,859	13,175
12	4,444	4,288	5,353	7,422	6,694	7,706
13	3,917	3,704	4,172	4,022	4,289	4,263
14	3,108	3,711	4,154	3,513	3,815	3,122
15	2,882	2,844	3,340	2,929	2,322	2,198
16	1,852	1,875	1,908	2,247	1,930	1,639
17	1,205	1,296	1,165	1,666	1,161	1,364
18	384	483	391	627	771	734
19	89	74	42	306	1,098	5,363

Graphic 7. Percent of 4-H Youth by Age 1965 to 1988

Age	1965	1970	1975	1980	1985	1988
8	.0	.0	12.7	23.9	35.3	33.1
9	18.7	19.3	14.1	13.9	13.8	17.0
10	13.4	13.2	12.8	15.6	14.5	14.9
11	13.5	13.0	12.8	13.1	11.2	11.7
12	13.5	12.8	12.4	11.0	7.6	6.8
13	11.89	11.0	9.7	5.9	4.9	3.8
14	9.4	11.1	9.6	5.2	4.4	2.8
15	8.8	8.5	7.8	4.3	2.7	2.0
16	5.6	5.6	4.4	3.3	2.2	1.5
17	3.6	3.9	2.7	2.5	1.3	1.2
18	1.2	1.4	0.9	0.9	0.8	0.6
19	0.3	0.2	0.1	0.5	1.3	4.8

newsletters and newspaper columns. Metropolitan counties used excerpts in newspaper columns that reached more than 100,000 homes. The

4-H teen leaders in one county taught the material to all third and fourth grade students.

Priority Setting/Curriculum Development

As the first step in a major 4-H project curriculum redesign process, initiated by 4-H Specialist Steve Fisher, County Extension Agents were asked to work with local legitimists in a priority setting process for 4-H project and events that should be offered in county programs.

Results were used by task forces and design teams of Extension Agents, Specialists, and volunteers to redesign Kansas Extension 4-H youth project programs during a five-year period. This laid the foundation for a new look in 4-H project programs for the next quarter century.

4-H Delivery Systems

For many years prior to 1965, Kansas 4-H programs were exclusively 4-H Community Club programs. Membership in a community club was a prerequisite for participation in a wide variety of other 4-H events and activities such as fairs, camps, festivals, and awards programs.

In the late 1960's, diversified ways of reaching boys and girls with education programs were initiated. Multiple ways for reaching youth flourished into the 1980's. A major rededication to that principle in the late 1970's was defined as "4-H Programs in New Dimensions."

Methods

Methods included working with boys and girls:

- 1) On individual agriculture and home economics learn-by-doing projects.

- 2) In small group meetings and activities.
- 3) In events such as camps, workshops, and county fairs.

Results

With its successful programs, 4-H helped Kansas, and the nation, with:

- 1) Improved community leadership, citizenship, and vocational skills among 4-H members, alumni, and volunteers.
- 2) A greater awareness of the importance of agriculture in rural Kansas.
- 3) Improved health, employability, and family life.
- 4) Reduced societal costs stemming from delinquency, unemployment, family break-ups, and health problems

4-H Membership Trends—1965-88

Generally the percentage of boys involved in all types of 4-H programs increased significantly during the 25-year period. (See Graphic 2, page 77.)

Place of Residence

Since 1970 generally fewer than half of the boys and girls in Kansas 4-H programs lived on farms—to a low of 23.1 percent in 1988. (See Graphic 3, page 77.)

The year 1978 showed a sharp increase in the percent living in cities, probably resulting from successful efforts at introducing 4-H project materials to large numbers of city boys and girls by cooperating with the schools.

Generally, however, the percentage of 4-H'ers living on farms and in places under 10,000 population nearly equalled the percentage of those living in suburbs, and in cities of 10,000 or more population, even in the late 1980's. (See Graphic 3, page 77.)

The age of boys and girls participating in Kansas 4-H programs dropped also during the 25-year period (See Graphic 7, page 76). The decline of adolescents (12+) dropped from 54.3 percent in 1965 to 23.3 percent in 1988. (See Graphic 2, page 77.)

The number of 4-H Clubs declined steadily, from 1271 in 1965 to 892 in 1988.

Working with Other Youth-Serving Agencies

An effort to establish Extension 4-H Youth programs in an educational leadership role for out-of-school educators began in 1967. It was based on recommendations of a special Task Force of Extension staff members who urged that this be a major effort.

4-H Specialist in Psychology—1969

The first step toward implementing the training phase of that outreach effort was the hiring of Hope Daugherty in September, 1969. She was charged with upgrading the training of Extension staff and professionals of other organizations and agencies in educational psychology.

Teen Scene Series—1969

The desire to try a new approach to strengthen the 4-H program, and to provide educational assistance to other youth-serving groups, prompted the scheduling of a week-long "Teen-Scene" symposium in Wichita in September 1969.

Evelyn Duvall, nationally known family life educator, was the headline resource person. Daytime workshop sessions were held for professional youth workers, and evening sessions for parents and other interested adults.

More than 1,000 people, representing a wide range of interests, attended the various sessions. They included parents, teachers, church youth workers, college students, personnel from Boy and Girl Scouts, Campfire Girls, family life agencies, social agencies, juvenile courts, law enforcement agencies, and a large delegation of county and state Extension personnel.

Evening sessions centered on Dr. Duvall's lectures about current concerns of teenagers: "Today's Teenagers," "What Do They Want? Questions Young People are Raising," "The Three D's—Drinks, Drags, Drugs," "What Does Education Have to Offer?," and "Becoming Involved."

A series of ten-minute films summarizing Dr.

Duvall's lectures was developed and distributed for a number of years through the Extension Film Library.

Lecture Series—1969

As a follow-up to the teen-scene series, an eight-stop 4-H lecture series was scheduled for November featuring Dr. Povl Toussieng, child psychiatrist with the University of Oklahoma Medical Center in Oklahoma City.

More than 1,700 people attended sessions at Iola, Prairie Village, Manhattan, Lindsborg, McPherson, Garden City, Colby, and Wichita. A short film was made to summarize Dr. Toussieng's lectures on "Preparing Children for the Space Age—Color TV is not Enough."

Cooperative Programming

The late 1960's and much of the 1970's was a time for expanding educational materials and services to other youth serving agencies and organizations.

The 1965 Extension Annual Report highlighted the successes of Wyandotte Extension Agent William Borst working with youth leaders in churches and with school teachers.

His program highlights included providing project literature and assistance with teaching projects to church-sponsored summertime youth program participants.

Another program involved more than 400 high school sophomores in a 4-H careers decision-making program.

Those early efforts provided a pattern for working with other child and youth organizations. Such cooperative efforts were followed annually in more than half of the Kansas counties by the late 1980's.

Strengthen Local Club Meeting Programs

In the late 1970's, there was a rekindled interest among both County Extension Agents and Extension Specialists in strengthening the local club meeting program.

To add substance and impetus to that thrust, Marcia McFarland, with academic training and experience in elementary child counseling, became a 4-H Specialist in February, 1980.

Her primary responsibility was to provide educational tools for use by local 4-H leaders at community 4-H Club meetings.

Leader Learning Laboratories—1980's

Her efforts during the ensuing ten years resulted in a series of four local volunteer workshops called Leader Learning Laboratories.

There was a series of "How-To" publications with ideas and exercises and ideas for:

- 1) Local 4-H club meetings and local club program planning ideas.
- 2) Procedures for helping local club leaders evaluate their local 4-H club programs.
- 3) Procedures for organizing a project enrollment fair to help leaders counsel with boys, girls and their parents in project selection.
- 4) Revised operations manual for local 4-H club organization leaders, and a renewed emphasis on training meetings for local 4-H leaders.

A major effort to strengthen local 4-H club meetings was the development and distribution of "4-H CARES" materials. They provided specific helps for ten one-hour "model" meetings of community 4-H clubs.

Organization Leader Training—1980's

As a follow-up to the Leader Learning Laboratories,

a special curriculum for club organization leaders was developed, and introduced at a series of 20 area "Spotlighting 4-H Clubs" meetings.

It was used as a basis for leader training meetings in more than 60 counties through the next three years.

Teaching the content were State 4-H Specialists Marcia McFarland, Program Assistant Nancy Anderson, and numerous volunteers who had received the initial training.

The objectives were to help volunteers develop skills in:

- 1) Building self esteem.
- 2) Strengthening interpersonal relationships—**including listening and responding.**
- 3) **Setting goals and making group decisions.**
- 4) **Identifying and clarifying values.**
- 5) **Measuring and evaluating outcomes.**

Volunteer Management/Development

Emphasis on development and support of volunteers in the conduct of Extension's 4-H youth programs was reinforced during the last quarter century as one staff resignation in the mid-1970's led to a reallocation of the position's responsibilities.

Charles Lang was hired to provide a focus on supporting County Extension Agents in developing and maintaining a system of volunteer staff involvement in 4-H programs.

Many of leadership development activities from the mid-1970's to 1988 can be attributed to Lang's leadership.

More volunteer involvement was needed than ever before because of a relatively level staffing pattern; introduction of new delivery methods to attempt to involve "harder to reach," low income and urban audiences; and an increasing level of involvement of boys and girls.

Commitment to a program staffed by volunteers was restated in the publication, Guidelines for Kansas 4-H:

The role of the County Extension Agent is to develop and manage a system that helps volunteers work with youth. Adult volunteers provide direct contact and support of 4-H youth on a continuing basis.

Identification of new volunteer roles was important to reinforce volunteers: in working with other volunteers, adding support to 4-H representatives on the County Extension Council, reinforcing training of teen-agers to promote 4-H programs and improve teaching of boys and girls, and to evolve strategies for providing training for 4-H adult volunteers.

Parents Committees—1950's

The importance of each local 4-H club selecting a Parents Committee was re-emphasized. This built on the concept of a 4-H Club Parents Advisory Committee that was initiated in the 1950's.

The priority responsibility of Parents Committees, was to identify and recruit leaders. Other re-sponsibilities were to orient new volunteers, provide recognition for volunteers, and act as parent "representatives" in handling leadership or other problems that tended to arise in each club.

New Volunteer Roles—1960's-80's

For many years Kansas 4-H Clubs faced a series of nagging annual problems. They involved finding new 4-H leaders, helping the new leaders get started, and sparking more active parent support.

It was difficult for most 4-H community leaders who were already overloaded with work to deal with those issues effectively. In addition, the use of new

ways of reaching boys and girls in 4-H programs increased the complexity of the task for County Extension Agents.

Two approaches were initiated in the 1960's, 70's, and 80's to deal with those problems. First was an attempt to support local 4-H club leadership by identifying new roles for leaders, and techniques for finding, recruiting, placing, and orienting volunteers, including parents, into each 4-H club.

Second, new roles for leaders were identified at the county level to assist County Extension Agents in two ways: by supporting various aspects of the community 4-H Club program, and expanding the program with other ways of working with boys and girls.

Generally, those new county level support roles were to reinforce community 4-H Club programs, leaving more of the Agent's time for expansion efforts.

A 1983 survey of volunteer involvement in the 4-H program indicated the progress which had been made to that date. It showed a need to continue the effort of "Spreading the Load" of support for the 4-H program by having more widespread involvement of adults.

County Project Chairman—1964

The first of a series of new volunteer roles identified and promoted in the last quarter century was that of County 4-H Project Chairman. It was introduced in November, 1964, at a Rock Springs Ranch training meeting for chairmen in woodworking, foods and nutrition, and local 4-H club programs.

A second clinic in November, 1965, was for chairmen in home improvement, horse, photography, reading, and clothing projects. By 1967, 450 Kansas 4-H project chairmen had been trained.

The county project chairman was heralded as the link between the County Extension Agent and the local project leader. The chairman's main job was to work with other adults, training them to work in project areas with the boys and girls enrolled in that project.

A chairman's sensitivity to the needs and problems of project leaders was a big help to the County Extension Agent for expanding 4-H services and information.

The chairman's responsibilities were identified as follows:

- 1) To conduct subject matter training with local club project leaders.
- 2) To answer local leaders questions about the project, either by telephone, or with face-to-face visits.
- 3) To act as chairman of special activities involving the project at regional and county events.
- 4) To assist in the promotion and development of understanding about all phases of the project.
- 5) To act as superintendent, or to arrange shows.
- 6) To manage county-wide judging contests and demonstration schools and clinics.
- 7) To counsel with Extension Agents on policy changes within the project area and to implement new policies.

In the case of popular projects such as foods and clothing where a large number of leaders were involved, county project chairmen often worked with a committee rather than with the total of all the individual project leaders.

Program Develop. Committees—1970's-80's

The roles and responsibilities of county Extension Council members elected to represent 4-H Youth programs were interpreted from Kansas statutes and Extension policy statements. Their responsibilities were:

- 1) Review and establish a priority of education needs, issues, and concerns for the county's children and youth.
- 2) Assess the ways 4-H programs were helping to meet those education needs.
- 3) Plan programs to propose to the county Extension Executive Board which would most effectively and efficiently meet those needs.
- 4) Plan for increased involvement of youth who needed 4-H education programs.

Special attention was paid to the training of Program Development Committee members. A series of printed materials was developed, including lesson plans for use by County Extension Agents or Committee chairs.

Additionally, there was training by Area Extension 4-H Specialists with County Extension Agents and individual County Committees.

In the early 1980's, there was a special emphasis on providing committee members with youth situation material in a series of 15 multi-county meetings.

Project Leader Trainer—1982-87

A new role of Project Leader Trainer was identified

to provide support for local club project leaders, with Steve Fisher and Lois Redman, Extension 4-H Specialists, providing the leadership. A series of meetings throughout the state was conducted repeatedly for five years.

Nearly 1,000 adult volunteers were involved. Concepts taught at the meetings for the trainers to use with their local club project leaders were teaching methods concepts, generic to all 4-H project areas.

Records and Awards Leaders—1983-85

Clubs were encouraged to identify one volunteer to work with 4-H records and awards. They received specialized training at a series of area workshops in 1983 and again in 1985 so they could reinforce efforts of other local club leaders, and be of assistance directly to boys and girls. Steve Fisher was the 4-H Specialist in charge.

Multi-County Presentation Trainers—1980's

Multi-county public presentation trainers were identified, recruited, and trained in the late 1980's on a multi-county basis. They provided training for county and club demonstration/public presentation trainers in several counties. In 1988, they were supervised by a part-time program assistant.

County Project Coordinator In 1990

The basis for a County Project Coordinator role, to be introduced in 1990, was a major 4-H project curriculum redesign effort.

County-wide volunteers were to be identified and trained in specific subject matter. They were to work with and support local club project leaders both in teaching methods and in the project subject matter.

Training For Teens

Ambassadors—1980's

Intensive and specialized training in communications skills was provided for teams of teen-age 4-H members, and an adult volunteer advisor, starting in the early 1980's.

The teams of 4-H'ers promoted 4-H programs and participation in those programs within their respective county. The special training was in speech, writing, audio/visual aid preparation, radio and television programming, and salesmanship techniques.

The impact of this specialized training upon both the oral and non-verbal communications abilities of the participants was tested in the mid-1980's.

Teen Leader College—1980's

A two-step training program was initiated in the late 1980's to prepare teens for assuming leadership responsibilities within the local 4-H club.

The first step was conducted in local county or multi-county meetings of teens. It consisted of training in interpersonal relationships, including listening and group discussion leadership skills.

The second step was on a state-wide level. It provided training to assist teens for a role as an assistant organization leader or as a project subject matter leader. The first-step training was a prerequisite for involvement in the second step.

Statewide 4-H Leader Programs

The first conference for 4-H Club leaders was held at the 4-H Club building on the State Fair grounds in Hutchinson, Kansas, April 20-22, 1936.

People other than the State 4-H Staff, and their contribution to the conference program, were:

Mrs. E. A. Holmes, Kansas City, a registered parliamentarian, discussion and drill on parliamentary practice.

Ben Kohrs, County Club Agent, Sedgwick County, problems and practice of recreation and entertainment.

George Gemmell, Kansas State College, psychology of leadership and problems in sociology.

L. I. Frisbie, State Club Leader, Nebraska, leadership problems and programs.

Louise Evans, Emporia, Kansas, music appreciation.

A. E. Croft, University of Wichita, leadership of youth.

Carl Elling, Extension Specialist in Animal Husbandry.

Prof. M. J. Harbaugh, Kansas State College,
Department of Zoology, conservation in
the 4-H program.

Henry Gilbert, Extension Specialist in Land-
scape Architecture.

Eugene Cleavinger, Extension Specialist in
Agronomy.

Christine Wiggins, Extension Specialist in
Clothing.

Elsie Pine, Teachers College of Emporia, books
and reading for 4-H members.

The first conference in 1936 was attended by 71 men
and 189 women from 55 counties. A state-wide con-
ference was conducted annually beginning in 1936.
Most counties sent delegates with expenses paid.

Leaders' Conference—1960's

A three-day state-wide 4-H leaders conference
was held in Hutchinson for many years.

The conference in 1961 was attended by 190
leaders full time and 159 leaders part-time.

Special interest sessions one hour in length were
devoted to:

4-H Public Relations.

IFYE and People-to-People.

Record Keeping.

Junior Leadership.

Planning Better Club Meetings.

Money Raising Ideas.

First Year Leader Problems.

Personal Development.

Demonstrations.

Ideas for Ceremonies.

Secretary's Book and Seals.

Awards and Competition.

Junior and Senior Groups.

Recreation.

Camping.

Effective 4-H Councils.

4-H Activities.

Ten workshops in two hour sessions were offered
in:

Photography.

Entomology.

Career Exploration.

Working with Teenagers.

Home Grounds Beautification.

Woodworking.

Livestock.

Meat Utilization.

Foods.

Clothing.

One-Day Conferences—1966-67

Beginning in 1966, the tradition was expanded
to include a one-day conference in Scott City. The
total number of participants was doubled from ap-
proximately 250 to 500.

In 1967 three conferences were held; one-day
conferences at Scott City and Ottawa, and a two-day
conference at Rock Springs Ranch. Attendance of
volunteers reached 900.

Meetings were scheduled in each of the Extension
administrative areas at later dates.

Spotlight Meetings—1980's

In the mid-1980's a series of 20 leader training
meetings was conducted for organization leaders,
project leader trainers, parents committee members,
and County Extension Agents.

That series of meetings, called "Spotlighting 4-H",
involved nearly 1,000 people. Follow-up meetings
were held in many counties and multi-county areas
by those receiving training at the "Spotlight" meet-
ings.

Thereafter, emphasis was placed on providing
for training of new leaders at the local club level by
project leader trainers and Leader Learning Labora-
tory graduates.

Project Leader Training—1980's

There were a number of project leader training ef-
forts initiated in the 1980's. These included area and
state-wide meetings for leaders in such projects as
shooting sports, sheep, dog, and horse. Some meet-
ings have been maintained on an annual basis.

Leadership Development Guide—1960's

A comprehensive and detailed guide for use by County Extension staff to train local 4-H leaders was developed by Charles Bates.

The first part of the guide suggested specific procedures and timetables to be used in developing an intensive leadership training program for adult leaders.

The second part of the guide consisted of eighteen lesson plans for use by county Extension staffs in conducting training sessions for adult volunteers.

District Extension 4-H Specialists delivered the guides and trained County Agents in their use.

Camp/Recreation Workshops

The State 4-H Club department initiated a State Camp Workshop which was conducted in the 4-H Encampment building on the State Fair grounds in Hutchinson in May, 1946.

The purpose of the workshop was to give training to persons who had responsibilities for conducting youth camps. The training was made available to leaders in organizations other than 4-H Club work.

Seventy-three persons from 35 counties participated in the State Camp Workshops in 1946. Participants included:

County Agricultural Extension Agents.

County Extension Club Agents.

County Extension Home Demonstration Agents.

Ministers.

Businessmen.

Commercial organizations.

Extension Specialists.

Rural school teachers.

Office secretaries.

Representatives of women's clubs.

College students.

Scout leaders.

Adult 4-H leaders.

The camp workshops continued on much the original basis until 1951. Attendance varied from 75 to 100 representatives of many interested groups.

Training subjects included recreation, crafts, astronomy, music, camp administration, outdoor cookery, philosophy of camping, group dynamics, folk games and similar camp supervisory responsibilities. Plans for each workshop were made by a committee

selected by the participants in the previous year's workshop.

Kansas Recreation Workshop—1952

Following the 1951 workshop, an effort was made to organize an independent group of interested leaders to take the responsibility for organizing and administering the workshop.

This group became known as the Kansas Recreation Workshop. It consisted of twelve directors, four of whom were elected each year for three-year terms by those persons attending the workshop.

The directors in 1962 were:

Dick Tomkinson, Extension Specialist in 4-H Club Work, Chm.

Irene Rogers, Extension Office Secretary, Junction City, Sec.-Treas.

Rev. Steve Cloud, Minister Church of Christ, Kinsley.

William Greenwood, County Ext. Agricultural Agent, Scott City.

Don Love, County Extension Agricultural Agent, St. Francis.

Margaret Boyd, Girl Scouts, Baldwin.

Geneva Dies, Local 4-H Club Leader, Hays.

Rev. Eddie Downey, Minister Church of Christ, Arkansas City.

Harold Eversmeyer, Graduate Student, Manhattan.

Cecil Eyestone, Extension Specialist in 4-H Club Work.

Robert Nebrig, Leavenworth Recreation Commission, Leavenworth.

Stann Lyman, Tandy Leather Co., Wichita.

4-H Clubs At Collegiate Level

The Collegiate 4-H Club was organized in 1927 through the efforts of M. H. Coe, State Extension Club Leader. Its purposes included:

- 1) To promote wider acquaintance among the members.
- 2) To maintain and increase members' interest in 4-H Club work.
- 3) To develop leaders in 4-H.
- 4) To aid in campus activities relating to club work.
- 5) To foster the best interests of Kansas State College.
- 6) To interest other 4-H Club members to attend the College.

The Collegiate 4-H Club assumed the responsibility for publishing *Who's Whoot*, the annual yearbook of 4-H Club work. About 50 members did editorial work on this publication.

The Collegiate 4-H Club members developed a weekly radio program that was broadcast over station KSAC.

Assistance was given during 4-H Club Roundup, Farm and Home Week, and at other College and state-wide events.

Monthly meetings were devoted to planning an activity program and to social activities.

University Extension Club—1948

The University Extension Club was organized

October 25, 1948 as a result of the efforts of a committee appointed by the Collegiate 4-H Club.

The committee, consisted of Kate Clark, Dick Winger, Dale Watson, Floyd Ricker, Margaret Pixley, Armin Samuelson, Marian Dunbar, Bill Parker, Frank Carpenter and Lloyd Wiseman as chairperson.

The Extension Personnel Training committee consisting of Leonard Neff, J. Harold Johnson, Georgiana Smurthwaite, and George Gemmell, also assisted with the organization of the group.

The first officers were: Lloyd Wiseman, president; Jim Leathers, vice-president; Iris Rahn, treasurer; and Mary Schlagel, secretary. Leonard Neff and Velma Houston were faculty advisors.

The objectives of the club were to:

- 1) Provide its members with opportunities to become better acquainted with the students interested in Extension and with Extension personnel.
- 2) Learn about Extension teaching methods.
- 3) Provide opportunities for leadership.
- 4) Promote interest in Cooperative Extension work.

Collegiate 4-H Clubs—1964-88

The past 25-year period saw a dramatic increase in the number of Collegiate 4-H Clubs located at various Regents institutions and community colleges.

County Rural Life Associations

Kansas Rural Life Association—1935

The number of clubs and members varies significantly from year to year, depending upon the interest of local faculty, students, and County Extension Agents.

Kansas Rural Life Conference—1935

A Rural Life Conference was held for the first time at Kansas State College, March 29-31, 1935, at which time the Kansas Rural Life Association was organized.

The officers elected were: President Howard Moreen, Saline County; Vice-presidents Ruth Phillips, Lyon County, and Kenneth Middleton, Miami County; and Secretary Marje Blythe, Morris County.

The objectives established for the Kansas Rural Life Association were:

- 1) To increase the contacts and stimulate fellowship among rural young men and women, all of whom are anxious to cooperate for permanent improvement of agriculture and rural life.
- 2) To promote discussion of rural affairs and issues among students and farm youth for their own development and preparation as leaders in rural communities.
- 3) To provide a clearing house of program suggestions for rural young peoples' groups organized in the state.

This first conference, in 1935, was devoted to discussions on social adjustments needed for better

rural living, agricultural adjustments desirable for better rural living and advisable vocational adjustments.

In 1936, Vernal Roth, Lyon County, served as state president and was elected president of the American Country Life Association. Their annual meeting was held at Kansas State College on October 14-16, 1937.

County Rural Life Associations—1940's

County Rural Life Association groups were designed for young persons from ages 18 to 28. In the 1940's, they were organized in about 30 counties with a total membership of about 1,250 people.

World War II brought about a decline in the number of county organizations. In 1953, a YMW (Young Men and Woman) program was initiated by the Federal Extension office.

Velma McGaugh, Assistant State Club Leader, supervised the YMW program for a few years but when she resigned in 1955 no further state conferences were held.

By 1961 only 10 counties reported activity with young men and women. Following World War II most of the participants in this program were young married couples.

The period, 1964-88, saw a further decline in the number of county associations, until in 1988, there was no record of any.

International Youth Programs

Armin Samuelson, Topeka, was the first International Farm Youth Exchange (IFYE) delegate to visit a foreign country, Sweden, in 1948.

In 1949, Stanley Meinen of Ruleton, visited Switzerland and Evelyn Haberman of Heizer visited Holland.

By 1952, 23 Kansas young people had visited 19 different European countries. From 1949 to 1952, 26 youth from 18 different European countries, Australia, India, New Zealand, Mexico and Bolivia visited Kansas farm families.

By 1961, 107 delegates from 60 Kansas Counties had visited with farm families in 41 other countries; and, 213 young men and women from 54 other countries have lived with 563 host families in 103 Kansas counties.

Kansas Extension 4-H Youth programs were recognized nationally from the late 1940's for the depth and breadth of their involvement in 4-H international education programs. Programs ranged from one-hour meetings to 18-month study and training experiences.

An example of the range of programs that had developed was reported in 1980. Three Kansas youth spent six months visiting other countries, one each in Sweden, Poland, and Mauritius.

Through personal reports and pictorial presentations, they reported their observations of life and culture in the country they visited to a combined total of 18,000 Kansans with 28 county presentations.

Japanese children were guests of 156 Kansas families that year. Thirty-four 4-H members and three adult volunteers lived with Japanese families.

Seven International 4-H Youth Exchange delegates from six other countries lived with 21 Kansas families.

One 4-H'er participated in an International Teen Ambassador program in the Netherlands and two Kansas young adults spent 18 months serving as Assistant Extension 4-H Agents in Thailand and Guatemala.

Two young Paraguayans spent five months with Kansas 4-H families and one Kansas IFYE (International Foreign Youth Exchange) spent four months in Paraguay.

The IFYE Teen Ambassador, IFYE Delegate, Japanese Exchange, and Paraguayan Exchange programs continued to be popular through the end of the period, 1964-88.

Also continuing to be popular were the IFYE delegate report, given on their return to Kansas.

4-H Foundation

The Kansas 4-H Foundation was established in 1952. Its sole purpose to assist the Kansas Extension Service in the promotion of 4-H Club work.

A Board of Trustees of eleven members directed the Foundation program. All financial support came from private sources.

The Foundation's five-point program included:

- 1) Aid local volunteer 4-H leaders.
- 2) Enlarge membership in 4-H Club work.
- 3) Encourage parents to give their children the advantages of 4-H work.
- 4) Help to provide 4-H facilities.
- 5) Assist with the IFYE program (International Farm Youth Exchange).

Kansas 4-H Journal—1956

The Kansas 4-H Journal was given to the Foundation by Mr. and Mrs. Frank Pettit of Topeka in 1956. Dale Apel, a former 4-H Club member and County Extension Club Agent, was employed as editor. He was succeeded by Don Esslinger in 1962.

4-H Colt Project—1962

In 1962, the Foundation received a gift of 200 registered saddle mares which were placed on loan to 4-H Club members. Colts raised provided the basis for the 4-H colt project.

The business of the Foundation became sufficiently voluminous that it became necessary to employ assistants.

Erna Bly was employed February 1, 1958, as a full-time secretary. J. Harold Johnson, former State Extension 4-H Club leader, was employed half-time beginning May 1, 1958, as Executive Secretary for the Foundation.

In 1962, Merle Eyestone was employed full-time as Director of Rock Springs Ranch. Under Eyestone's supervision, all facilities and meals were provided each group using the camp, but the group organized its own camping program.

Expand 4-H Support—1965-1988

The magnitude of private financial support for the Kansas 4-H program provided by the Kansas 4-H Foundation expanded significantly from the start to the end of the period. Part of the expansion was due to significant increases in annual giving to the Kansas 4-H Foundation, Inc.

In addition, two major fund-raising projects raised nearly \$3,500,000. The first of the fund drives was in the mid-1970's and raised nearly \$500,000 for expanded camping, strengthened leadership, and broadened program activities.

The second major effort in the late 1980's raised more than \$3,000,000 for on-going activities, educational facilities at Rock Springs Center and the National 4-H Center, and an endowment for 4-H volunteer development, educational scholarships, innovative programs, recognition, promotion, and care of physical facilities.

Numerous new facilities were added to Rock Springs Center and a Clovia scholarship house was established at Ft. Hays State University.

Change Administration

J. Harold Johnson served as the Foundation's founder and first Executive Director from 1944 to 1958. He was succeeded by Merle Eyestone, former Associate Executive Director and Director of Rock Springs Ranch, 1958-86. Bill Riley, former Rock Springs Ranch Director, has served as Executive Director since 1986.

Additional Funding For 4-H Youth Work

The Memorandum of Understanding between the Kansas 4-H Foundation, Inc.'s Board of Trustees and Kansas State University administrators was reviewed and updated in the early 1980's.

Balfour Jeffrey of the Foundation's Board and Fred Sobering, Cooperative Extension Director, took leadership in the review and updating.

In addition to the major additional federal monies provided for Kansas 4-H programs in the late 1960's and early 1970's, there were two other major funding changes for Kansas 4-H programs.

Departmental Budgets—1970's

First was a change in budget policy initiated by Director of Extension, John Dunbar, that established departmental operating budgets within Extension.

The initial 4-H youth programs budget provided for a minimum level of funding for travel, publications, and office supplies, in addition to two classified and two unclassified personnel positions.

It quickly became apparent that the base level of funding for publications was totally inadequate to meet the growing needs of the Kansas 4-H program because of sharp increases in participation in 4-H programs, from about 32,000 in 1965 to more than 100,000 in 1988.

Director of Extension John Dunbar, and later Fred Sobering, aided in providing adequate funds for educational 4-H and youth materials, including publications, in the late 1970's and 1980's.

The budget base for 4-H and Youth work established in the early 1980's was enhanced in line with other Extension budgets, as financial support came from the Kansas Legislature and the Federal Congress since that time.

4-H Foundation Funds—1980's

The second major funding change was in the early 1980's, from an effort stimulated by Kansas 4-H Foundation Board members Richard Dillon, John Dunbar, and Fred Sobering.

It led to the providing of significant amounts of money for special innovative programs as identified by County Extension Agents and State Extension Specialists.

The money came from unrestricted contributions, and ranged from \$20,000 to more than \$100,000 annually. It was a significant factor in the financing of innovative programs on a county and state basis.

Contributing Author. The primary contributing author to this summary of the Cooperative Extension Service educational programs and activities in 4-H and Youth, from 1965 through 1988, was J. Dale Apel, Extension 4-H Youth Specialist.

A complete list of personnel involved in Extension 4-H and Youth programs is included in Chapter 6, Extension Personnel, pp. 60-65.