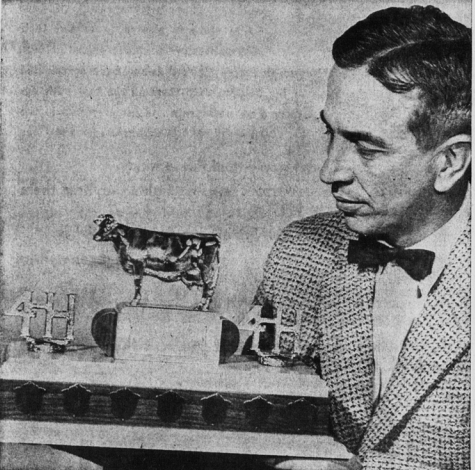




INSPECTING A CHARLOTTETOWN BANK IS INFORMATIVE



4-H CLUB TROPHY AND DONOR DR. GEORGE FISHER



WINNERS AT ANNUAL ACHIEVEMENT DAY



YOUTHFUL MEMBER HAS MAP PROJECT

# Controversy can be used to further educational aims of 4-H activity

By R.E. BRACK  
In preparing this paper, I have given considerable thought about the most useful kind of information that might be presented. Since I had chosen as my title "The Challenge Ahead for 4-H programs", I felt that it might be useful to examine some basic notions about our program and try to develop some principles or guidelines for the future.

On this occasion of celebrating 50 years of 4-H Club programs, we may become complacent and content to glorify in the praises that many people are paying to 4-H clubs. While I concur that this is an opportune time to pay tribute to those early pioneers in this program, I feel that it is just as opportune to lay the foundation for another fifty years of programming.

Some of the comments I make may be flavoured with personal bias and predicated upon experience in my own province: For this, I hope you will forgive me. Some of the things I say, I feel may not agree with. In fact, I hope some things are controversial. At a presentation on "Using Controversy as a Tool in 4-H Program Building", he asked, "How do we move from controversy to co-operation?"

Let's begin examining some of these notions and guidelines. 1. 4-H programs are basically and foremost, educational programs. This may sound redundant, but I wonder if all of us have accepted this as a guiding principle. Can we establish educational objectives for each activity? How many activities do we sponsor that we have difficulty in determining its educational value? What about all those money-raising activities that local clubs engage themselves in just so the coffers are filled to overflowing for prize money at local fairs and achievement days?

The rationale for prizes, trophies and awards in our program is that they are the incentives to the members to get the job done. A basic principle of learning is that the incentive should not be so great that the objective of the student is to win the award rather than go through the educational process for which the award was intended. Maybe we need to examine the exorbitant prices paid for grand champion calves—the gold watches, as a matter of fact, every local achievement day prize list.

I believe we have matured as an organization to the point where we need to examine external incentives and begin replacing these with program incentives. Surely we can make an educational experience sufficiently interesting in itself without having to dangle a carrot in front just to get the member to go through the motions.

2. 4-H programs are complementary to formal learning experiences. How many times have we heard the complaint at the local level that there is no cooperation from school officials? Who

is responsible for developing a relationship with teachers? In answer to this latter question I would answer that the responsibility rests at all levels. Firstly, the administration of the 4-H program should be responsible for keeping a liaison with top school administrators. We need to make them aware of the contribution our program can make that is complementary to the formal classroom situation. And yet, how many provincial 4-H staffs have met with Department of Education officials?

Our field staff needs to develop an understanding with school superintendents. Maybe we need to involve some of these people in planning district events. Have we ever attempted to become involved in teacher's institutes? To make an effort at keeping the local teachers informed of 4-H objectives and programs.

Enough said about developing a working relationship with school officials. PROGRAM CONTENT Another aspect of this guideline is in the program content itself. In the developing of project material, do we consider school curricula? Is the project work complementing school work; is it a repetition of the school curriculum; is our subject matter content in opposition to school content or do we teach the same principles? Maybe we don't know the answers to these questions, but maybe we should find out.

There are some gaps in the formal school programs. School officials will admit this. It is our

job to determine those gaps and where we have the resources to build a program that can fill them, these gaps and go full steam ahead. Several examples of this could be mentioned. I am thinking of career exploration, conducting meetings, understanding our communities, group project work, an awareness of current events.

3. The 4-H club project is a means to an end. Let's examine this statement rather carefully. Firstly, if we accept the statement that the project is a means, it doesn't necessarily follow that it isn't important. Project work always has been and I hope always will be the basic foundation of 4-H programs. What does cause me some concern is the fact that too many times, the emphasis is placed on improvement of livestock, cultural practices, home-making techniques, or whatever, rather than the change in boys and girls that is stated in our objectives. To put it another way, is the development of the club member the primary product of our program and project improvement a by-product, or is the reverse true?

Should we examine the true purpose of project work in relation to our objectives? Do we have projects carried by members so that they gain a sense of responsibility; they develop good work habits; they preserve to see a project completed; they learn to work together; they develop a concern for others? Or is project work a

means of getting new technology into the hands of the parents—the farmers? Surely, there are more economic means of distributing technological information to farmers through mass media than through 4-H programs. I would like to spend some time on developing new concepts in project development.

4. 4-H Club Work is a voluntary organization. This has been a basic principle underlying the development of the program from its inception. If we examine the genesis of the voluntary aspect of our program, we should and does not see the voluntary aspect inherent in the philosophy of the early extension workers. Let us not take this principle too lightly. Perhaps you have already had pressure brought to bear to give school credit for 4-

H club work. To me, this would be the beginning of the loss of this very important aspect of our program. The voluntary aspect of our program should and does not see the voluntary aspect inherent in the philosophy of the early extension workers. Let us not take this principle too lightly. Perhaps you have already had pressure brought to bear to give school credit for 4-

H club work. To me, this would be the beginning of the loss of this very important aspect of our program. The voluntary aspect of our program should and does not see the voluntary aspect inherent in the philosophy of the early extension workers. Let us not take this principle too lightly. Perhaps you have already had pressure brought to bear to give school credit for 4-

## S. R. Johnston Ltd.

### We Salute All 4-H Club Members

### Here's Why

- ... The fine training provided the young people better prepares them for all phases of rural life.
- ... Through 4-H projects they acquire skills and knowledge of better methods for better living.
- ... They gain a better knowledge of today's problems and through their efforts develop pride in their accomplishments.
- ... By demonstration they gain experience in public speaking and learn better ways to serve their community by informing others of improved methods.
- ... The 4-H Club Members point the way to better citizenship and to happier ways of life.

## S. R. Johnston Ltd.

"Your Ford Dealer"

St. Peters Road Parkdale

WE SALUTE 4-H CLUBS ON P.E.I. ON THEIR 50TH ANNIVERSARY 1913 - 50 - 1963

### Ten Good Reasons for Choosing Ayrshires

1. Ayrshires Are Heaviest Producers of 4% Milk. Tested in Dairy Herd Improvement Associations and under the Ayrshire Herd Test Plan, hundreds of herd records have been made, showing that under good farmer care Ayrshire herds may be depended upon to produce annually from 9,000 to 12,000 pounds of 4% milk per cow.
2. Ayrshires Make the Most of 4% Milk at Lowest Feed Cost. Official records of feed costs reveal that no breed can equal the Ayrshire in economy of milk production. Ayrshires use the maximum amount of roughage and with a reasonable gain allowance return the largest amount of high quality milk.
3. Ayrshire Are the Best of Rustlers and Ideal Grazers. They make the most efficient use of pasture lands.
4. Ayrshire Milk is Ideal. In analysis, Ayrshire milk resembles mother's milk more closely than the milk produced by any other breed of cattle. In fact, it is so different from ordinary milk that it has unusual retail sales advantages. As a nursery milk it has a special appeal, and because of its 4% test it is the easiest and most profitable to market in bulk.
5. Ayrshire Udders Are Shapely and Well-balanced. Strongly supported against the cow's body, where they are kept clean and free from disease and injury.
6. Ayrshires Are Uniform in Type. Symmetrical and beautiful, adding to the beauty of the farm or estate and making their sale to other farmers relatively easy and profitable.
7. Ayrshires Make Good Beef. They have a carcass value that enables breeders to secure very satisfactory returns from cows that have outlived their usefulness, or from the sale of surplus males as steers or at veal.
8. Ayrshires Are Hardy. The calves are easy to raise, good feeders and unusually thrifty and active. Ayrshire cows are particularly noted for their long periods of usefulness and their freedom from ordinary cow ailments.
9. Ayrshire Bulls Cross Well With Grade Cows. Ayrshires are prepotent. The highly desired Ayrshire characteristics of profitable production, long-life and attractive type will quickly predominate in a grade herd when Ayrshire sires are used.
10. You Will Like Ayrshires and That is Important.

PRESIDENT - WENDELL MOASE  
VICE PRESIDENT - WINDSOR BELL  
SEC'Y-TREASURER - JAMES WILLIAMS  
P. O. Box 1210 Charlottetown, P.E.I.

## Working Together To Make The Best Better

Our 4-H Club Members Have Made Our Community A Better Place To Live!

Yes, we at Robinson Supplies realize the importance of the training given by 4-H Clubs throughout P.E.I. These clubs are giving the youth of our province the background they need to enter the career of their choice. So keep your son interested by keeping your farm machinery rolling on Firestone tires.

Need Your Support

TOP TRADE ON OLD TIRE \$59.15

## ROBINSON SUPPLIES

Your Firestone Tire Dealer.

187 Queen Street Dial 4-8561