



NORTH CAROLINA



# Adult 4-H Leaders

*Teach Others Through:*

EXHIBITS ★ JUDGING ★ DISCUSSION  
FARM-HOME VISITS ★ ILLUSTRATED LECTURES  
TOURS AND WORKSHOPS

## Southern Regional 4-H Leadership Program

The Southern Regional 4-H Leadership Training Program in which 13 southern states and Puerto Rico are participating is designed for the person in the community and county who will want and will receive training and then dedicate himself to leading 4-H Clubs and to serving 4-H Club members. The specific leadership training program areas and the states developing each are:

1. Understanding Young People - Texas
2. Knowing the Philosophy and Objectives - Kentucky
3. Knowing the Content of Project Work - Oklahoma
4. Being Aware of Local Club Activities - Georgia
5. Developing Skills in Teaching Procedures - North Carolina
6. Developing a Program - Louisiana
7. Knowing about County, State and National Events and Their Objectives - Florida
8. Knowing the Community Responsibilities and Opportunities - Tennessee
9. Knowing the County Responsibilities and Opportunities -Mississippi
10. Measuring Achievement of Members - Puerto Rico
11. Securing Parent Support - South Carolina
12. Teaching Through Method Demonstrations - Alabama
13. Learning How to Keep Records - Arkansas
14. Leadership Training Concepts for Extension Workers - Virginia

Each state developed and piloted its leadership training program area in several counties so that the program would be sound and profitable. Following the "trial training" period, the information prepared and used was revised, printed, and compiled in book form.

\* \* \* \* \*

The information in this book has been prepared by an appointed State Committee, state 4-H staff members, and certain specialists. The nine counties piloting the teaching techniques were: (White) Duplin, Durham, Iredell, Macon, Perquimans, Wilson; and (Negro) Guilford, Nash, Robeson. The experiences of eight counties are included; 142 leaders were trained-- 47 men and 95 women.

STATE COMMITTEE MEMBERS: Mrs. Callie C. Hardwicke and M. E. Hollowell, District Agents; Miss Marjorie Shearin and E. S. Coates, Extension Specialists; Mrs. Lois G. Britt and R. R. McNeely, County Extension Agents.

ADVISORS: Miss Margaret E. Clark and Lyman B. Dixon, District 4-H Club Agents.

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# Adult 4-H Leaders Teach Others

## Introduction

The prepared information is an attempt to reshape and strengthen the efforts of the North Carolina Extension agents in developing an adult 4-H leadership training program. This program is in cooperation with the Southern Regional 4-H Leadership Development Committee. Nine counties, one from each of the six white Extension Districts and one from each of the three Negro Extension Districts, piloted in a two-hour training session "Teaching Techniques" for adult 4-H leaders. Each county received training in two of the following techniques:

Discussions	Judging
Exhibits	Tours
Farm-Home Visits	Workshops
Illustrated Lectures	

## Situation

There are 8,831 white and 5,137 negro adult leaders now serving the present North Carolina 4-H membership. The increased youth population has resulted in a larger number of boys and girls eligible for 4-H membership and in a larger 4-H enrollment. The economical, social and technological pressure and changes of today are resulting in insufficient leadership in guiding youth to meet the challenge of today and tomorrow.

## General Trends

1. Increased potential 4-H membership
2. A decreasing number of farm families
3. An increasing number of non-farm families
4. Increased number of activities and youth organizations available to boys and girls
5. A change in the pattern of family living
6. More effective training for adult 4-H leaders
7. Increased number of trained adult 4-H leaders supervising 4-H projects and activities

## Needs

A larger number of 4-H adult leaders, trained in teaching techniques, to guide 4-H members in 4-H projects and 4-H activities. A broader vision, a united and cooperative effort, a more positive attitude and a greater appreciation and understanding of youth and the 4-H program by all Extension workers and adult leaders.

Overall Objectives of Unit in Teaching Techniques

1. Relating to Extension Agents -  
To instruct Extension Agents on how to train 4-H adult leaders in certain areas of "Teaching Techniques,"
2. Relating to 4-H adult leaders -  
To train 4-H adult leaders in certain areas of "Teaching Techniques" to be used to teach 4-H club members and others.
3. General -  
To evaluate the effectiveness of the tehcnique training given 4-H adult leaders.

## Schedule of Work Procedure Used in North Carolina for Developing, Executing, and Evaluating Southern Regional 4-H Leadership Training Program "Developing Skills in Teaching Procedures"

- |                               |   |
|-------------------------------|---|
| January, 1959                 | Two-day conference held with Lloyd Rutledge and state 4-H staff members. Margaret Clark, 4-H staff member, appointed by L. R. Harrill, state 4-H leader, to assume leadership of program.   |
| March 9, 1959                 | State 4-H staff members given progress report at regular staff conference. State leader contacted Director of Extension.  |
| April, 1959                   | Director appointed State Adult 4-H Leader Training Program Committee.   |
| June, 1959                    | State Committee held one-day workshop to study over-all program and to develop an outline on the discussion technique.  |
| August, 1959                  | Joe McAuliffe held one-day conference with three state 4-H staff members in Raleigh to discuss development of the program in the state. Lyman Dixon named by state leader to assist with program.   |
| September, 1959               | <ul style="list-style-type: none"> <li>(1) State Committee met and assumed responsibility to prepare tentative training for seven training techniques.</li> <li>(2) State 4-H staff was acquainted with progress of program. Each staff member assumed responsibility to assist state committee with preparation of materials.</li> </ul> |
| October and<br>November, 1959 | <ul style="list-style-type: none"> <li>(1) Materials were prepared.</li> <li>(2) Dixon and Clark assembled prepared materials in booklet form.</li> <li>(3) State Committee met to review prepared materials and to plan for the presentation of progress report of program to the director and district agents.</li> </ul>               |
| November, 1959                | Dixon and Clark had conference with director to acquaint him with progress of program and to set up date to acquaint district agents and administrative staff with program and make plans for its execution.  |
| December, 1959                | Using recommendations of state committee, Margaret Clark presented program and recommendations for its launching  |

to district agents and administrative staff at regular staff conference on December 18. Group adopted recommendations.

- December 19, 1959 District agents and state 4-H staff members selected in  
January 11, 1960 respective districts a pilot county to "trial run" a two-hour training session for two of the seven techniques. (six white and three Negro counties to pilot program)
- January 29, 1960- (1) Certain state 4-H staff members worked with state  
February 11, 1960 committee members to revise training materials based on recommendations made at "trial training."  
(2) Dixon and Clark assembled a training booklet for state committee members, Southern Regional 4-H Leadership Training Program Committee, state 4-H staff members, and nine pilot counties.  
(3) Dixon and Clark planned and made available literature needed for training in each of nine pilot counties.
- February 11, 1960- State teams trained extension agents in each of the nine  
February 29, 1960 pilot counties.
- March & The trained extension agents in each of nine pilot coun-  
April, 1960 ties trained adult 4-H leaders during a two-hour training session.
- April 15, 1960 The extension agents of the nine pilot counties submitted to Margaret Clark an evaluation of the two-hour training session.
- April 16- Dixon and Clark, assisted by members of the state com-  
May 1, 1960 mittee and state 4-H staff members, prepared and edited the final training program booklet.

# Suggested Procedure for Training County Extension Agents

Presiding, District Agent

Background of Southern Regional 4-H Leadership Training Program . . . . .	District Agent
General Introduction to Teaching Techniques . . . . (Situation, Needs, Trends, and Objectives)	District 4-H Club Agent
Understanding the Nature of Boys and Girls . . . . (Ten minutes)	District 4-H Club Agent
The 4-H Teaching Technique . . . . .	State 4-H Leadership Training Committee Member

## Discussion:

1. Distribute and explain literature to be used by extension agent for training adult 4-H leaders.
2. Review "Example Outline for Training Adult 4-H Leaders."
3. Discuss which county extension staff member will assume specific responsibilities, such as who to train the leaders, preparing and assembling materials and equipment, preparing meeting place, etc.
4. Discuss plans for type, place, and time of training meeting.
5. Discuss adult 4-H leaders to receive training.
6. Plan how leaders will be invited to training meeting.

## Summary



## Example Outline for Training Adult 4-H Leaders

(Time: Two hours)

\*Call Meeting to Order . . . . . Adult 4-H Leader

Purpose and Background of the Leadership  
Program . . . . . County Agricultural Agent

"Developing Skills in Teaching Procedures" and  
"Understanding the Nature of Boys and Girls" . . . . . County Home  
(Ten minutes) Economics Agent

\*Devotions or Invocation . . . . . Adult 4-H Leader

Meal or Recess

"Farm-Home Visits as a Teaching Method". . . . . Asst. Home Economics Agent

\*Skit - "A Make-Believe Visit" . . . . . Adult 4-H Leader  
and 4-H Club Member

\*Future Use of Training Received . . . . . Adult 4-H Leader

Summary of Training Session . . . . . Asst. Agricultural Agent

\*Prior to the training date the extension agents would work with these persons in preparation for their presentations.

## Evaluation Report

### ADULT 4-H LEADER "teaching technique" TRAINING PROGRAM

(For use of the North Carolina Adult 4-H Leadership Training Program  
Committee)

Information from \_\_\_\_\_ county

After the two-hour training session in the two "teaching techniques" the  
Extension workers who trained the leaders in the pilot county and the  
leaders who were trained will compile an evaluation.

1. Total number adult 4-H leaders trained at this session. Men \_\_\_ Women \_\_\_

2. Two teaching techniques in which training was given: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. Extension workers answer:

a. Did the leaders seem to enjoy this training? Yes \_\_\_ No \_\_\_

Explain \_\_\_\_\_

b. What improvements need to be made in literature prepared and used  
for the training? (Be specific) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. What improvements need to be made in preparing for the training  
session? \_\_\_\_\_

\_\_\_\_\_

d. What improvements need to be made in conducting the training  
session? \_\_\_\_\_

\_\_\_\_\_

4. Adult 4-H Leaders answer:

a. Which of the two teaching techniques was most interesting? \_\_\_\_\_

Explain Why \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Can you use the two techniques to teach others? Yes \_\_\_ No \_\_\_

If yes, how and when can you use them? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. What did you like least about this training? \_\_\_\_\_

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. Are you interested in receiving similar training in other techniques?

Yes \_\_\_ No \_\_\_

Explain \_\_\_\_\_  
\_\_\_\_\_

5. Names of Extension workers who gave the training: \_\_\_\_\_  
\_\_\_\_\_

6. Additional Comments:

## Understanding the Nature of Boys and Girls in Order to Apply "Teaching Techniques" Learned

Purposes: To create more understanding between leaders and boys and girls.

Visuals Needed: Flannelgraph and easel

3 small cards with the following headings:

Acceptance, Approval and Affection

Head and shoulder picture of a boy and girl  
(symbolic of 4-H members)

1 4-H blue ribbon

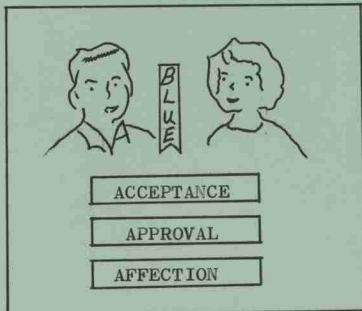
Lesson Leaflet: Understanding the Nature of Boys and Girls in Order to  
Apply Teaching Techniques Learned - one for each 4-H adult  
leader to be trained.

Reference Material: Family Life Notes (leaflet), Mrs. Corinne Grimsley,  
North Carolina State College Extension specialist in  
family relations.

### Presentation:

#### Use of Visuals

- a. Place picture of boy and girl  
(head and shoulder at top) center  
of flannelgraph. Place 4-H blue  
ribbon underneath pictures.
- b. Place ACCEPTANCE card underneath  
ribbon.
- c. Place APPROVAL card underneath  
Acceptance card.
- d. Place AFFECTION card underneath  
Approval card.



(North Carolina Adult 4-H Leader Training Program)

#### Discussion

- a. Make general comments - work for  
a blue ribbon 4-H club boy and  
girl.
- b. Make comments on youth being  
accepted (refer to Acceptance  
Paragraph of 4-H Adult Leaders  
sheet on "Understanding the  
Nature of Boys and Girls in  
Order to Apply Teaching Tech-  
niques Learned.")
- c. Make comments on Approval (refer  
to Approval section on lesson  
sheet for adults).
- d. Make comments on Affection.  
(refer to Affection section on  
lesson sheet for leaders).
- e. Summarize comments on the im-  
portance of a blue ribbon club  
member.
- f. Distribute lesson sheets.

## Understanding the Nature of Boys and Girls in Order to Apply "Teaching Techniques" Learned

The problem confronting leaders of boys and girls is to create situations in which the young people find satisfaction for their basic human needs and drives. Every individual needs to have experiences that will give acceptance, approval and affection.

Acceptance - Security is being at ease, knowing how, being accepted, feeling assured. Club work contributes to this development through practice in project work, increased skills in judging, demonstrating, exhibiting club products, etc. The desire for stimulation from new experiences, for the thrill of new ventures and for the excitement of change is a basic need in every individual. New experiences are sought in making friends, developing skills, exchanging ideas, accepting different responsibilities, identifying with others and creating new situations.

Approval - Recognition is secured from approval by others, both individuals and groups. It results from achievements, accomplishments, prestige, excellence and status. Recognition is given by attention, praise, understanding and sympathy. Youth normally craves approval. Too often approval and recognition are given mainly to mature club members as the direct result of a contest. The leader should seek ways to recognize often each individual. We are more apt to find fault and criticize than we are to express appreciation and approval-for effort as well as achievement.

Affection - The feeling of response from others is obtained from affection, love, trust, respect and fellowship. It is being accepted, being wanted, sharing with others and the feeling of belonging.

Methods of Teaching - Adult 4-H leaders are concerned with teaching club members. They want them to develop new and improved practices, habits, skills, interests, attitudes, ideas, appreciations, values and understanding. Many teaching methods may be used in order to do an effective job. The leader and the club members should add an occasional surprise to the 4-H Club program by using a variety of teaching methods. Suggested methods may include the "teaching techniques" included in this training program -- illustrated lectures, discussions, judging, exhibits, tours, workshops, and farm-home visits. Any method used must be interesting to the club members, must meet their needs and wants, must be suitable to the situation.

Resource Person: Mrs. Corinne Grimsley, North Carolina Extension  
specialist in family relations

(North Carolina Adult 4-H Leader Training Program)

## Teach by Discussion Group Method

- Purpose:
1. To train adult 4-H leaders how to use the group discussion technique in teaching 4-H club members.
  2. To get adult 4-H leaders to use the group discussion technique in their teaching of 4-H club members.

Materials Needed:

Group discussion check sheet (mimeographed) -one for each leader  
"Talk it Over" (mimeographed) sheet  
Blackboard  
Chalk  
Eraser  
Flip Charts

Preparation Needed:

1. Select a suitable place to meet, invite leaders, and 4-H Club Members giving date, time of meeting, subject to be discussed; and assemble needed materials for training.
2. Select a subject and plan a dry run "Group Discussion."
3. Give each participant a definite assignment: Chairman, recorder, blackboard recorder, materials persons.

When and How to Use Group Discussion:

1. When you want to compile and benefit from the thinking of a group of 4-H Club Members or others.
2. When you want to involve 4-H Members or others in developing and learning new things.
3. 4-H Members and others are usually for the things they help plan.

Training Procedure:(Use flip chart)

1. SUBJECT  
Simple, easily discussed and answered
2. GROUP  
People that have a common interest and are willing to cooperate, discuss and learn or share new ideas.

3. HELP NEEDED

Discussion leader  
Recording Secretary  
Blackboard Secretary  
Resource Person?  
Observer?  
Materials Person

4. MEETING PLACE

Comfortable Room  
Well lighted  
Well heated or cooled  
Comfortable chairs, properly arranged  
No outside confusion  
All necessary equipment

5. THE MEETING

Start on time  
Involve each member  
Have group state, discuss, reach conclusion, record findings  
of problem  
Adjourn on time

6. DRY RUN

- a. Introduce problem to be discussed and taught.  
(How can we have a 4-H community club in our community?)
- b. Select or Name a chairman.
- c. Name a recording secretary.
- d. Name a blackboard secretary.
- e. If needed, name a resource person.

Procedure to follow:

- (1) The chairman present the question.
- (2) Encourage and get group discussion.
- (3) Get group to state problem.
- (4) Record on blackboard.
- (5) Discuss problem thoroughly, be sure to involve all members of group--don't let some talk too much and some too little.
- (6) Record steps of accomplishment on board and secretary record.
- (7) If needed, get county home economics agent to discuss "How to organize a community 4-H club."
- (8) Get definite action and, if possible, get all of group to agree.
- (9) Appoint committee if needed.
- (10) Adjourn on time.

7. Summarize training session and discuss with leaders how they can use training received.

References: Conference Leadership, Air Force Manual, No. 50-8, Director of Training, Headquarters U.S.A.F., Washington 25, D.C.

Extension Teaching Methods Extension Service Circular 495  
(County Extension Agent)

The 4-H Club Leader's Handbook; T.T. Martin

(North Carolina Adult 4-H Leader Training Program)



## Teach by Discussion Group Method

Discussions, a teaching technique to be used by Adult 4-H Leaders

### Group Discussion Method of Teaching:

People are usually for the things they help plan.

**Objective:** In group discussion we have a meeting of individuals, preferably a small group of individuals, for the purpose of finding answers to a question or solutions to a problem and of adjusting differences of opinions. It is a pooling of the knowledge and experience of a group of individuals through consultation and the discussion of a problem in which they have a common interest.

**Discussion Teaching Technique May be Used:** In regular 4-H club meetings, subject matter training meetings, meetings with leaders, meetings with parents, farm and home visits, 4-H planning meetings, or at any other time when people are involved in decision making.

### Necessary Steps in Group Discussion Teaching:

#### 1. YOUR TOPIC

There is an art in stating discussion questions or topics. Remember:

\*We discuss questions, plans and issues. Pick discussion topics on which opinions differ or on which conclusions have not been reached. Statements of fact or questions that can be answered readily by "yes" or "no" do not lend themselves well to discussion--though they may require explanation.

\*We are most interested in questions that are related to our experiences. Let your group select the topic or pick one related to matters with which its members are concerned.

\*We need to understand a topic or proposal in order to discuss it. Be sure that it is clearly stated.

#### 2. YOUR GROUP

People discuss most freely when they are in small groups. These groups provide maximum opportunities for all members to take part.

\*It may be necessary prior to the meeting to send those attending factual information on the problem to be discussed. You may want to invite someone to give the group facts before the discussion starts. Don't expect people to make decisions without facts.

### 3. YOUR SETTING

A comfortable seating arrangement with members of the group facing each other is essential for good discussion.

\*Have a well-lighted and well-ventilated room or an out-of-door meeting place.

\*Seat the members in an informal face-to-face group. If possible, have them around a table.

\*Avoid competing or disturbing attractions.

\*Individual conferences should be informal.

### 4. YOUR TIME

Set a time schedule for your discussion. Interest fades when a session drags out.

\*Announce a time to begin and a time to close. Changes can be made as the discussion develops--when advisable the chairman can extend the allotted time.

\*Plan the schedule in relation to the situation. Often a clearly focused question can be discussed adequately in less than five minutes. Complex issues will require more time.

### 5. YOUR SPIRIT

Attitudes are very important. For good discussion, be sure that:

\*Members of the group are acquainted.

\*Open-mindedness and tolerance of differences are respected.

\*There is an informal, friendly spirit.

\*Each is encouraged to participate.

\*Lengthy statements are discouraged.

### 6. YOUR LEADER

Discussion leaders are most helpful when they:

\*Keep attention focused on the topic under consideration.

\*Present progress summaries from time to time.

\*Suggest appropriate questions which invite others to express opinions.

\*Remind members of the time schedule if necessary.

\*Encourage the more reserved members to contribute.

\*Guide and "referee" rather than dominate.

### 7. YOUR INFORMATION

Discussion need not be a "pooling of prejudices" as some critics have said.

\*If during the discussion period problems arise on which you do not have factual information, you may bring in your extension agent to

set you straight or you may appoint a committee to get the facts and report back to the group.

## 8. YOUR PREPARATION

Careful preparation involves:

\*Arranging for a blackboard or large sheets of paper on which main points can be noted.

\*Introducing the subject by relating it to the interests of group members.

\*Being equipped with pamphlets and discussion guides if such are available for the subject considered. Check sheets stating

alternative proposals often are useful. Invite all members to indicate opinions regarding specific points related to the topic.

\*Be prepared to handle emergency situations.

## 9. YOUR HELPERS

\*A secretary or recorder may be as important as a chairman. Group discussions, as a rule, should be summarized and reported.

\*Resource people, recommended by the Extension Agents, may be enlisted to supply pertinent information. They should contribute only as needed. Lengthy speeches limit time for discussion.

But summaries need not be lengthy. They are best when key points are briefly stated.

\*Individuals are sometimes asked to serve as observers. One serving in this role assists the chairman and notes things that can be done to improve the procedure.

## 10. YOUR SPECIAL PROBLEMS

Discussion may be the purpose of exploring thought where it isn't necessary to arrive at a conclusion. Or discussion may be the means of developing steps in a program. The above statements point up procedures that can be used to advantage in both situations.

References: Conference Leadership, Air Force Manual, No. 50-8, Director of Training, Headquarters U.S.A.F., Washington 25, D.C.

Extension Teaching Methods Extension Service Circular 495  
(County Extension Agent)

The 4-H Club Leader's Handbook; T.T. Martin

(North Carolina Adult 4-H Leader Training Program)

## I Saw It on Exhibit

People look--and learn. "You retain ten per cent of what you hear, fifty per cent of what you see, and ninety per cent of what you do." Good exhibits arouse interest and stimulate a desire or determination to adopt new practices.

### OBJECTIVES

- A. Exhibits --to develop interest, influence attitudes, increase knowledge, stimulate action, recognize and tell a story.
- B. Exhibit techniques - to provide the adult 4-H leader with information, knowledge, training and resource materials so that he may more effectively teach and serve boys and girls.

### Prepare for Training

- A. Make arrangements for meeting place, date and hour.
- B. Designate Extension agents to actually do the training with other agents in a supporting role.
- C. Invite leaders to be trained.
- D. Secure and arrange properties and materials needed.
- E. Publicize meeting and its purpose.

### Materials Needed for Training

Blackboard	Project Record Book	Lamp
Ear of corn	Slides or pictures of group exhibits	Letter of congratulations
Pot Holder	Pistol	Ribbons
	First aid kit	Certificates
	Paper plate	Poster Exhibit
	Tag and label	Picture of Club
	Dust cloth	Member and exhibit

Note: The above are examples of items that can be used in training adult 4-H leaders. Extension agents will need to adapt properties to own situation.

DEFINITION: An educational exhibit is the arrangement of realistic materials and articles (charts, posters, graphs, pictures, models, products, etc.) to present for viewing, for showing, for publicity and/or for competition.

### TYPES of exhibits

- A. Individual - an arrangement of an article or articles, a product or products, and a poster or posters, etc. made or grown by a club member and displayed by the club member for viewing and/or competition. Example: club member enrolled in corn project could exhibit ears of corn; club member enrolled in clothing will exhibit dress.

B. Group - an idea having a central theme, cooperatively planned, developed and displayed by several club members and leaders for viewing and/or for competition. Example: safety, wildlife, swine production, canning, etc.

C. Leader-aid - an article, equipment or materials (not necessarily made or grown by the leader) displayed and used to more effectively instruct others. Example: display of recommended containers for freezing foods; soil sample box for taking soil samples.

PLAN the Exhibit:

Visuals

Discussion

A. Who:  
(List on Blackboard)

A. Club member, leader or group of club members and leader. (Have group name these.)

B. When:  
(List on blackboard)

B. (1) Whenever there is an event or occasion that an exhibit will help to promote, influence and educate, and tell accomplishments.

(2) Whenever a leader can use them to help teach a subject.

C. Where:  
(List on blackboard)

C. Local school 4-H Club meetings, Community 4-H Club meetings, County 4-H Council, County Fair, 4-H Achievement Program, National 4-H Club Week, Poultry Shows and Sales, Dairy and Livestock Shows, special occasions such as 4-H Development Fund, rallies, historical events, civic organization programs, State Fair, 4-H Tours, 4-H discussions, 4-H Workshops, 4-H Farm and Home Visits, Illustrated Lectures, 4-H Judging Training. (Have group name these.)

D. What: Show example such as -  
ear of corn  
lamp  
pot holder  
project record book

D. (1) Club member exhibit - Any article or product made or grown by a club member such as ear of corn, apron, dress, vegetables, tobacco, foods, demonstration results, crafts, poultry, eggs, animals, etc. (Have group name others.)

Show example such as -  
slides of group  
exhibit  
picture of group  
exhibit

(2) Group exhibit - An idea having a central theme, cooperatively planned, developed and displayed by several club members and leader.

Show example such as -  
project record book  
pistol  
first-aid kit

(3) Leader-aid exhibit - Any articles or products that will be an aid to the leader in teaching or helping to strengthen any subject being taught to 4-H members such as a 4-H record book exhibited during a recordkeeping lesson, pistol during safety, etc. (Have group name others.)

E. How

1. Individual Exhibits displayed by a club member to give the club members an opportunity to show accomplishments.

Visuals

Discussion

- d. Show example such as -  
ears of corn  
e. paper plate
- g. Show example such as -  
tag and label
- h. Show example such as -  
dust cloth
- i.  
(1) picture of poster exhibit  
(2) picture of club member and exhibit
2. Group Exhibits displayed by a group of club members with leader helping gives a group an opportunity to tell a story by working together.

Plan for:

- a. Purpose or occasion  
b. Length of time for displaying  
c. Observing exhibit regulations  
d. Uniform articles or products
- e. Appropriate containers or mounts for articles or products  
f. Quality articles or products to be displayed.  
g. Labeling correctly and adequately  
(1) club member's name  
(2) club member's address  
(3) name of product  
h. Attention to exhibit while on display  
i. Telling the story  
(1) self explanation  
(2) someone to tell

Visuals

Discussion

- c. Show example such as -  
dust cloth
- e. lamp  
f. group tag or label
- Plan for:
- a. The purpose or occasion  
b. The length of time for displaying  
c. Attention to exhibit while on display  
d. Attractiveness of exhibit  
e. Quality of workmanship  
f. Correct and adequate labeling of exhibit  
g. Effective title and captions  
h. Factual and up-to-date information

- i.
  - (1) picture of poster exhibit
  - (2) picture of club member and his exhibit
- i. Telling the story
  - (1) self explanation
  - (2) someone to tell
- j. Neatness and simplicity
- k. Action committee to:
  - (1) Study slides and pictures of exhibits
  - (2) Visit and measure exhibit space
  - (3) Select a theme for exhibit
  - (4) Determine an expense budget
  - (5) Determine appropriate colors and design
- l. Appoint work committees to:
  - (1) Make model of proposed exhibit
  - (2) Delegate specific responsibilities to secure materials, painting, lettering, transportation, etc.
  - (3) Dismantle exhibit for future use
- 3. Leader-aid exhibits displayed by a leader to a group of club members. The exhibit should directly relate to the subject being taught to a captive audience to explain, to provoke discussion and to motivate self-expression as a part of the learning experience. The leader will:
  - a. Secure the article (exhibit).
  - b. Refer to article at proper times during the lesson being taught.
  - c. Display article for easy viewing.
  - d. Give club members an opportunity to discuss.

RECOGNIZE

Visuals

Discussion

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1. (List on blackboard)</li> <li>2. Show example such as -<br/>letter ribbons certificate</li> </ul> | <ul style="list-style-type: none"> <li>1. <u>Who</u> -<br/>club members, group, others</li> <li>2. <u>How</u> -<br/>(a) Complimentary remarks (verbal or written)<br/>(b) Ribbons, certificates<br/>(c) Awards (material)<br/>(d) Banquet or special occasion<br/>(e) Publicity</li> <li>3. <u>When</u> -<br/>(a) Upon completion of judging of exhibit<br/>(b) At conclusion of occasion or event<br/>(c) At conclusion of viewing<br/>(d) Designated future date</li> </ul> |
|---|---|

### ANALYZE

Your exhibit will rate high if you can answer yes to all the following questions:

1. Is it of educational value? \_\_\_\_\_
2. Is it creative? \_\_\_\_\_
3. Is it attractive? \_\_\_\_\_
4. Is it simple? \_\_\_\_\_
5. Is it practical? \_\_\_\_\_
6. Is it coherent? \_\_\_\_\_
7. Is it properly explained? \_\_\_\_\_
8. Is the title effective? \_\_\_\_\_
9. Are the captions effective? \_\_\_\_\_
10. Is the spelling correct? \_\_\_\_\_

### PROBLEM

Jane, a 12-year-old 4-H Club member, brought a box of cookies she made to the community 4-H Club meeting. She brought this on her own accord without being requested to do so. No other club member brought anything. The box is unattractive and poorly wrapped; the cookies are unattractive; the taste unknown.

Bringing these cookies is probably the result of a cookie demonstration last club meeting. Jane does not tell you what she wants you to do with the cookies - she is a timid little girl.

- A. What would you as leader do if this had happened to you? You have three minutes to decide before club meeting starts how you will handle this situation.

1. Tell the group about the cookies!
2. Show and exhibit to other club members!
3. Let the club members eat the cookies!
4. Hide and don't mention to club at all!
5. Praise Jane individually or before group although she admits the cookies are the first she has ever made and that they are not too good yet she is very proud of them!

- B. How can you as a leader plan to use club member's individual exhibits as a teaching aid at future 4-H Club meetings?

Summary - The leader should look around and make use of articles on hand as an exhibit technique in teaching. He should also plan the use of exhibits more in working with club members.

### References:

1. "Education Goes to the Fair," National Education Association of the United States, 1201 16th Street, N.W.; Washington 6, D.C.



References: continued

2. "Skilled Techniques in Guiding Group Action," Educational Service (Sept. 1954); J. Walter Thompson Co.; 420 Lexington Ave.; New York 17, New York
3. "Your Exhibit, Make the Most of It," by Earline G. Cain, Progressive Farmer, Raleigh, North Carolina
4. National 4-H News; 59 East Van Buren Street; Chicago 5, Illinois
5. Educational Exhibits - How to Prepare and Use Them; Miscellaneous Publication #634, U.S. Department of Agriculture; Washington 25, D.C.
6. Exhibit slides and pictures when available and where available.

(North Carolina Adult 4-H Leader Training Program)

## I Saw It on Exhibit

Exhibits, a teaching technique to be used by Adult 4-H Leaders

People look -- and learn. "You retain ten per cent of what you hear, fifty per cent of what you see, and ninety per cent of what you do." Good exhibits arouse interest and stimulate a desire or determination to adopt new practices.

### OBJECTIVES

- A. Exhibits - to develop interest, influence attitudes, increase knowledge, stimulate action, recognize and tell a story.
- B. Exhibit techniques - to provide the 4-H adult leader with information, knowledge, training and resource materials so that he may teach more effectively and serve boys and girls.

### TYPES of exhibits

- A. Individual - an arrangement of an article or articles, a product or products, and a poster or posters, etc. made or grown by a club member and displayed by the club member for viewing and/or competition. Example: club member enrolled in corn project will exhibit ears of corn; club member enrolled in clothing will exhibit dress.
- B. Group - an idea having a central theme, cooperatively planned, developed and displayed by several club members and leaders for viewing and/or competition. Example: safety, wildlife, swine production, canning, etc.
- C. Leader-aid - an article, equipment or materials (not necessarily made or grown by the leader) displayed and used to more effectively instruct others. Example: display of recommended containers for freezing foods; soil sample box for taking soil samples.

### WHERE the exhibit

Local school 4-H Club meetings  
Community 4-H Club meetings  
County 4-H Council  
County Fair, 4-H Achievement Program, National 4-H Club Week  
Poultry Shows and Sales, Dairy and Livestock Shows  
Special occasions such as 4-H Development Fund, rallies, historical events, civic organization programs  
State Fair  
4-H Tours, 4-H Discussions, 4-H Workshops, 4-H Farm and Home Visits,  
Illustrated Lectures, 4-H Judging Training

PLAN the exhibit

A. General planning for individual, group and leader-aid exhibits:

Purpose and objectives of the exhibit  
Where or occasion for the exhibit  
When and length of time for displaying the exhibit  
Size and space for exhibit  
Person or group to display the exhibit  
Audience to be reached  
Quality of articles, products and workmanship  
Attractiveness, labeling, neatness, simplicity  
Factual and up-to-date information  
Attention exhibit will need while on display  
Expense that will be involved  
Arrangement, proportion and balance  
Colors and lighting  
Action  
Effective title and captions

B. Specific planning for different type exhibits

1. Individual exhibits displayed by a club member to give the club member an opportunity to show accomplishments.
  - a. Select uniform articles, products, etc.
  - b. Select appropriate containers or mounts for articles, products, etc.
  - c. Label with name, item, address.
  - d. Display in proper condition.
  - e. Enter exhibit according to regulations.
  - f. Tell the story simply.
2. Group exhibits displayed by a group of club members with leader helping to give group an opportunity to tell a story by working together.
  - a. Group will select a theme.
  - b. Group will appoint or elect an action committee to:
    - (1) Study slides and pictures of exhibits.
    - (2) Visit and measure exhibit space.
    - (3) Determine a basic design for the exhibit.
    - (4) Make sketches of proposed exhibit.
    - (5) Set up a budget for exhibit.
    - (6) Appoint work committees.
  - c. Work committees:
    - (1) Make a model of proposed exhibit.
    - (2) Delegate specific responsibilities of securing materials, equipment, transportation, lettering, painting, etc.

- (3) Set up completed exhibit.
- (4) Care for exhibit while on display.
- (5) Dismantle and salvage parts for future use.

d. Check the group exhibit for:

- Effective title and captions
- Correct and attractive lettering
- Factual information
- Good arrangement, balance and proportions
- Effective use of colors
- Action, motion or gimmick to attract attention
- Simplicity
- Sufficient lighting

3. Leader-aid exhibits displayed by a leader to a group of club members. The exhibit should directly relate to subject being taught to a captive audience, to explain, to provoke discussion and to motivate self-expression as a part of the learning experience. The leader will:

- a. Secure the article (exhibit).
- b. Refer to the article at proper times during the lesson being taught.
- c. Display articles for easy viewing.
- d. Give club members an opportunity to discuss exhibit.

C. Your exhibit will rate high if you can answer yes to all the following questions:

- 1. Is it of educational value? \_\_\_\_\_
- 2. Is it creative? \_\_\_\_\_
- 3. Is it attractive? \_\_\_\_\_
- 4. Is it simple? \_\_\_\_\_
- 5. Is it practical? \_\_\_\_\_
- 6. Is it coherent? \_\_\_\_\_
- 7. Is it properly explained? \_\_\_\_\_
- 8. Is the title effective? \_\_\_\_\_
- 9. Are the captions effective? \_\_\_\_\_
- 10. Is the spelling correct? \_\_\_\_\_

D. RECOGNIZE the individual or group making the exhibit by making complimentary remarks, written remarks, ribbons, certificates, material awards or a special occasion such as a banquet or picnic.

E. WHERE to go for help when planning an exhibit.  
County Agricultural and Home Economics Agents.

## So You're Going to Make a 4-H Farm and Home Visit

- Purpose:**
1. To train adult 4-H leaders to use the farm and home visit as a teaching technique for the 4-H Club members being served.
  2. To create a desire for the adult 4-H leader to use the farm and home visit as an aid in teaching the 4-H Club members being served.

**Materials Needed for Training:**

- Blackboard and chalk or flip chart for outlining purposes of a visit
- "So You're Going to Make a 4-H Farm and Home Visit" (Lesson sheet for adult 4-H leaders) - one for each leader to be trained
- Examples or samples of materials, supplies, etc., to be used as references during visit
- One copy of "Project Selection Guide for North Carolina 4-H Club Members," project record book and manual

**Preparation Needed for Training:**

1. Decide who will assume certain responsibilities for the training session.
2. Assemble needed materials.
3. Become familiar with outline for training adult leaders in the farm and home visit technique.
4. Make preparation for "make-believe visit."

**Training Procedure:** (Refer to "So You're Going to Make a 4-H Farm and Home Visit" lesson sheet.)

**What to Talk About**

- A. Introduction (Refer to first paragraph of leader's lesson sheet to SELL the farm and home visit as an effective teaching technique for leaders to use.)
  - B. Purposes of a visit (Discuss why a leader makes a visit to the farm or home of a club member. Ask the leaders to give some of the reasons. Refer to "Let's Plan for the Visit").
- B. Divide leaders into two or more groups, not to exceed ten in each group. Discuss farm and home visit problems and give solution to each.

### Home Visit - Problem 1

Twelve-year-old Sally is enrolled in the 4-H clothing project. Her parents do not have ready cash to purchase the material needed to make a dress. In order to complete the year's work in the project, Sally must make the dress. What would you as a leader do if this were your problem?

### Home Visit - Problem 2

Twelve-year-old Sam is starting a poultry project. At seven weeks of age ten of the original one hundred chicks have died. The other chicks appear sick. The leader did not know of this loss until the visit was made. What would you as a leader do if this were your situation?

- C. List on board or record on flip chart.
- D. 1. List on board or record on flip chart each point as it is discussed.  
2. Display and direct attention to the following as you tell about them:
  - a. Sheet - "List of 4-H Club Members Being Served"
  - b. Booklets -
    - (1) Project Selection Guide for 4-H Club Members
    - (2) Project Record Book
    - (3) Project Manual
  - c. Show and point out how to use effectively one or more examples of materials, supplies, etc., on a visit to a club member.
- E. Have "make-believe visit" (a leader visits a club member's home or farm).
- F. Record answers on blackboard.
- G. Show how to use "List of 4-H Club Members Being Served."
- C. Discuss how a leader prepares for a visit to a club member's home or farm. (Refer to "Let's Plan for the Visit.")
- D. How the leader makes the visit. (Refer to "So You're Making the Visit.") Review each point.
- E. Discuss the effectiveness of the "make-believe visit." (Refer to "How Did I Do.") Ask leaders to answer each question.
- F. Point out what to do after the visit is made. (Refer to "After the Visit is Made.")
- H. Summarize training session.
- I. Discuss how leaders can effectively use visits to teach club members.

References: "Extension Methods" - pp. 33-35. Ext. Serv. Circ. 495, USDA.  
"4-H Home Improvement - A Guide for Leaders" - Page 18.  
Published by Sears-Roebuck Foundation in cooperation with  
Federal Extension Service and National Committee on Boys and  
Girls Club Work.

(North Carolina Adult 4-H Leader Training Program)

## So You're Going to Make a 4-H Farm and Home Visit

Farm and Home Visits, a teaching technique to be used by Adult 4-H Leaders

The farm or home visit made by an adult 4-H leader to assist a 4-H club member can "add spice" to the 4-H club work of the club member and family. A visit will help the leader to meet and to know parents of the 4-H Club members. It will give an understanding of home and farm environments. A leader's visit is of great value for encouraging a club member to do a better job. Any leader can make an effective and worth while farm or home visit.

### Purposes of a leader's visit to a club member:

1. To give information
  - a. Give understanding of overall county 4-H Club program.
  - b. Help select 4-H project(s) and 4-H activities for the member to participate in.
  - c. Advise on project(s) being conducted by member.
  - d. Assist with 4-H record keeping of the member.
  - e. Give recognition to member and parents.
  - f. Motivate parents' 4-H interest to:
    - (1) Encourage and recognize achievements.
    - (2) Provide opportunity for participation.
    - (3) Help select projects.
    - (4) Be familiar with 4-H and its goals.
  - h. Develop confidence and appreciation.
2. To gain information
  - a. Know the member and parents in home and farm environments.
  - b. Observe and discuss project(s) accomplishments and other 4-H activities of the club member.
  - c. Observe and discuss situations and problems.

### Let's plan for the visit -

A leader always makes advanced preparation for the most effective visit. (The leader will need assistance from the extension agent.)

1. Have certain information on each club member
  - a. Name
  - b. 4-H project(s) being conducted
  - c. Parents' name and address
2. Know something about project(s) being conducted by each member
  - a. Secure and become acquainted with Project Selection Guide for 4-H Club Members in North Carolina.
  - b. Secure and review the record book(s).
  - c. Know the requirement for completion of the project(s).
  - d. Secure and become acquainted with project manual(s).
3. Know each club member's and family's other interests.



4. Know the overall county 4-H Club program and schedule of activities.
5. Definitely know the purpose of the visit.
6. Decide the most effective approach to be made.
7. Decide the time and length of visit convenient to member's and family's schedule.
8. Review previous visit made to club member.
9. Provide and prepare materials, supplies, etc. (if needed) to be used as reference during the visit.
10. Arrange with the family a time for the planned visit.

#### So You're Making the Visit

1. Be appropriately dressed.
2. Greet family pleasantly. Remember you are the visitor, the family the host.
3. Talk briefly with daughter or son about 4-H interest.
4. Remember to be a good listener.
5. As opportunity presents itself make known the purpose of the visit.
6. Avoid idle chatter and waste of time.
7. Be modest and patient.
8. Arouse interest and create desire to take action.
9. Render service if possible.
10. Be clear in speech.
11. Bring visit to a close and leave.

#### How Did I Do?

Check the effectiveness of the visit by asking yourself the following questions:

1. Was purpose accomplished?
2. Or was another need more important?
3. What are plans for follow-up?

#### After the Visit is Made

1. Make a written comment of the visit - date, purpose and follow-up commitments made to the club member visited. (Use "List of 4-H Club Members being served.")
2. Ask the county extension workers for information, literature or materials needed by the club member which you were unable to furnish on the visit.
3. Fulfill the commitments made to the club member visited.

#### Where for Help?

The adult 4-H leader should contact the extension agents.

(North Carolina Adult 4-H Leader Training Program)

For Adult 4-H Leaders  
(North Carolina)

LIST OF 4-H MEMBERS BEING SERVED

Name	Address	Project(s) Conducted	Dates Visited	Comments Concerning Visits

## Teaching by Illustration

- Purpose:
1. To train adult 4-H Leaders how to use an illustrated lecture as a teaching technique for the 4-H Club members being served.
  2. To motivate the adult 4-H leaders to try the illustrated lecture as a teaching technique.

Materials Needed:

1. "Planning an Illustrated Lecture" check sheet (Mimeographed)-- one for each leader.
2. "Teaching by Illustration" (Mimeographed) - one for each leader.
3. Visuals
  - a. Charts
    - (1) Talk - Talk - Talk
    - (2) Graphs (Bar and Pie chart)
  - b. Blackboard and chalk, or large easel with paper pad for flip chart and crayon
  - c. Appropriate piece of equipment
  - d. Model
  - e. Large picture
  - f. Slide with projector and screen

Preparation Needed:

1. Make arrangements for suitable meeting place. Invite leaders, giving date, time of meeting; assemble materials needed for the training.
2. Decide specific responsibility for each county extension worker in:
  - a. Preparing for training meeting.
  - b. Presenting material before leaders.
  - c. Evaluating results of training provided on illustrated lectures.

Training Procedure:

Use of Visuals

1. Show chart  
(Talk - Talk - Talk)

Discussion

(Use "Teaching by Illustration" leaflet)

1. Introduction  
Discuss importance of talking as means of sharing information.

2. a. Show a descriptive picture. (Appropriate to catch attention of group)
- b. Show picture or draw on blackboard a diagram to illustrate this point.
3. a. Display piece of equipment.
- b. Draw bar graph and pie chart.
- c. Display model.
- d. Show large picture.
- e. Project slide on screen.
- f. Freehand sketch.
- g. Blackboard or chart outlines.
4. Give each leader a copy of "Teaching by Illustration" (For Adult 4-H Leaders)
- 5.
6. On blackboard or flip chart use one concrete example of how to teach one 4-H idea by the illustrated technique. Example: How to arrange foundation plantings around a dwelling.
2. PURPOSE of illustrated type lecture. Point up the importance of an illustrated lecture.
  - a. Visual aids aid in
    - (1) Getting and holding audience attention
    - (2) Making a point more easily understood.
3. Selecting Visuals

Since it is often easier to "show" something rather than merely "talk" about it, planning should be given to using right type of visuals - visuals that will appeal to the audience to whom you are talking.

  - a. Equipment
  - b. Graph
  - c. Model
  - d. Large picture
  - e. Slide on screen
  - f. Sketch
  - g. Outline
4. Developing the lecture. Review characteristics of good illustrated lecture.
5. Use visualization step by suggesting to the leader the ease with which an illustrated lecture can be prepared and presented and how each club member in the local club can develop a feeling of confidence through this method of sharing information.
6. Use action step by suggesting that the leaders study the leaflet. Have leaders decide how this technique can be used to teach their club members.

(North Carolina Adult 4-H Leader Training Program)

## Teaching by Illustration

Illustrated Lecture, a teaching technique to be used by Adult 4-H Leaders

One of the primary functions of an illustrated lecture is to provide an interesting avenue for the transfer of knowledge. By means of an illustrated lecture, an adult 4-H Club leader or a 4-H Club member is able to give others information which he or she has acquired. An illustrated lecture differs from a demonstration in that an illustrated lecture is talking with use of visuals, whereas a demonstration is doing something or making something. An illustrated lecture is used principally to tell how, and a demonstration is used principally to show how.

### Illustrated Lectures Can Be Used To:

1. Provide a clear understanding of ideas being presented to 4-H Club members.
2. Create an interest on the part of the 4-H Club members in new information.

### Characteristics of the Content of an Illustrated Lecture:

1. It should be clear in its organization.
  - a. Do not have too many main points. Reduce ideas to three or four principal topics.
  - b. Make clear the logical relation between the main points.
  - c. The speaker should make the transition from one main point to another as clear as possible. (If necessary, enumerate points, "First, Second, Third, etc.")
2. Use concrete data. Don't be vague. In presenting facts, remember that they may be dull, vague, or clear.
  - a. Do not sacrifice clarity for accuracy of detail.
  - b. Use visual aids extensively. Oftentimes a point can be more clearly seen than heard.
  - c. Connect the unknown with the known. People learn new things by associating them with what they already know.

3. Develop lecture with certain steps in mind.

a. Attention Step.

- (1) If the audience already has considerable interest in the subject, time can be saved by going immediately into the subject with a simple reference to the theme.
- (2) If the audience is unaware of the importance of the subject to them personally, use a startling statement or an unusual illustration at the beginning in order to focus their attention.

b. Need Step. (Should be short, but it is exceedingly important.) Don't assume that the audience is eagerly awaiting to hear new information, and anxious to take action on it.

Show that information will be valuable to the audience. Suggest how information will:

- (1) Help them get ahead.
- (2) Save them money.
- (3) Help them to do their work more easily and safely, or
- (4) Provide more convenient living.

c. Satisfaction Step. This part of the illustrated lecture comprises three-fourths to nine-tenths of the entire presentation.

- (1) At this point the actual information is presented to the audience.
- (2) This step should end with a summary of the main points in the order in which they were presented.

d. Although the summary in the satisfaction step may be used as the end of an illustrated lecture, there are times when it is desirable to encourage further interest and study of the subject. In this event the following two steps could be considered:

- (1) Visualization Step. Suggest to the audience the value or pleasure this knowledge will be to them. Merely give a quick look at the reason for giving them this information.
- (2) Action Step. Close quickly by suggesting that the members of the audience make a further study of the matter. Give them one or two sources of further information, or call attention to the printed matter which is distributed.

(North Carolina Adult 4-H Leader Training Program)

PLANNING AN ILLUSTRATED LECTURE

1. Title of my illustrated lecture:

\_\_\_\_\_

2. Am I thoroughly familiar with the subject of my talk? Yes \_\_\_\_\_

3. What types of visual aids could I use to illustrate my talk?

a. Chart \_\_\_\_\_

b. Free-hand sketch \_\_\_\_\_

c. Picture \_\_\_\_\_

d. Slide \_\_\_\_\_

e. Scale model \_\_\_\_\_

f. Actual equipment or material \_\_\_\_\_

4. Are the visual aids I have selected the very best available for getting and holding the audience's attention and making my information easily understood? Yes \_\_\_\_\_

5. Does my lecture outline include the following steps?

a. Attention Yes \_\_\_\_\_

b. Need Yes \_\_\_\_\_

c. Satisfaction Yes \_\_\_\_\_

d. Visualization Yes \_\_\_\_\_

e. Action Yes \_\_\_\_\_

(North Carolina Adult 4-H Leader Training Program)

## Everybody Judges

- Purposes:
1. To train leaders to teach 4-H Club members the technique of judging products, livestock, and activities.
  2. To encourage leaders to use judging technique to teach the 4-H'er to make comparisons, set standards, make decisions, observe, express self and be more tolerant.

Materials Needed: Easel and flip chart showing:

1. Purpose of judging
2. Objectives
3. Who Judges
4. What to Judge
5. Standards and Qualities
6. Score card for Product Being Judged
7. Outline of suggested club meetings to be held by leader

Printed score card for product being judged and other instructional material when available such as set of sample reasons

Class of 4 products to be judged

Four small pieces of cardboard, each with a different number, clearly printed on each 1, 2, 3, & 4.

A placing card for each person participating in training program (similar to the one in the leaflet, "Everybody Judges")

Watch

Preparation Needed: Select or prepare classes to judge.

1. Choose classes to judge with clear differences. (Ideal class is four but two or more may be used.)
2. Label classes left to right, 1 - 2 - 3 - 4.
3. Make official placing.
4. Decide on time limit for participants to judge classes (10-18 minutes).

Procedure:

### Visuals

1. Show on flip chart pictures of examples of different items that can be judged.

### Discussion

1. Prior to the judging training meeting agents decide with leaders what they want to teach boys and girls to judge, based on club members' interests. Examples of what can be judged: dairy, poultry, clothing, etc.



2.
    - a. Show actual sample of top quality product being judged.
    - b. Show characteristics that apply to product being judged.
    - c. Show some different kinds or varieties of product being judged.
    - d. Show defects or evidences of poor quality.
  
  3. Show the score card and other educational material which would be used in judging.
  
  4. Give out placing cards. Point to arrangement and number of products.
  
  5. Participants judge and report placing by circling placing on card and turn card in to teacher.
  
  6. One participant give reasons.
  
  7. Have participants ask questions to better learn how to give reasons.
  
  8. Show on flip chart suggested plan for club meetings on judging to be held by leader.
2. Teach standards and qualities of article to be judged.
    - a. Top quality article
    - b. Teach characteristics such as color, texture, shape, size, etc.
    - c. Teach how to recognize varieties, kinds, etc.
    - d. Teach how to recognize defects.
  
  3. Explain score card for product being judged. Mention that leaflets or score cards are available for judging other things.
  
  4. Explain how classes are set up, how to use placing card and time limit for judging.
  
  5. Tell participants to judge class and make decisions independently of others.
  
  6. Ask one of participants to give oral reasons for their placing.
  
  7. Teacher states official placing and gives reasons. Discuss how to give reasons.
  
  8. Encourage leader to use the judging technique with their 4-H Club. Ask leader to copy down the suggested plan for club meetings on Judging.

Suggested plan for club meetings to be held by leaders.

First Meeting:

1. Discuss standards and study pictures or samples of ideal animal or article to be judged.
2. Practice judge one class. Instructor point out differences, giving reasons.

Second Meeting:

1. Review Standards
2. Set up several classes for members to judge.
3. Have members to discuss orally their placings.

### Third Meeting:

1. Set up more difficult classes on a contest basis. Have Club Members judge classes and give reasons.
2. Grade members' placing and reasons and give results.

Encourage club members and point out corrections club members should make in future judging. Additional meetings could be set up depending on the degree of proficiency desired.

### REFERENCES:

1. Covington, Henry; "4-H Vegetable Judging, Grading and Identification," Club Series 94, N. C. Agricultural Extension Service.
2. Score Cards where available for the product or activity being judged.
3. Martin, T.T., "The 4-H Club Leader's Handbook," page 85, Harper & Brothers, Available from National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago, Illinois.
4. "Judging Livestock, A Guide for Beginners," Circular 752; University of Illinois, Urbana, Illinois. Available from Extension Livestock Specialists, N. C. State College, Raleigh, North Carolina.
5. "Guide for Setting up a Corn Meal Muffin Judging Class." Agriculture Extension Service, N. C. State College.
6. "Jersey Judging Made Easy" secured from American Jersey Cattle Club, 1521 East Broad Street, Columbus 5, Ohio.
7. "How to Select Foundation Animals" from the American Guernsey, Peterborough, New Hampshire.
8. "Holstein-Friesian Judging Manual" from Holstein-Friesian Association of America, Battleboro, Vermont.
9. "Suggested Score Card for Judging Conserved Products," Extension Food Conservation Specialist, N. C. State College, Raleigh, North Carolina.
10. "N.C. Junior 4-H Enriched Corn Meal Activity Record Book," N.C. Agricultural Extension Service, N. C. State College, Raleigh, North Carolina.
11. "A Dress for the Dress Revue," N. C. Agricultural Extension Clothing Specialist, N. C. State College, Raleigh, North Carolina.
12. Dairy Judging helps available from the N. C. Agricultural Extension Dairy Department, N. C. State College, Raleigh, North Carolina.
  - (a) Dairy Cow Score Card, The Purebred Dairy Cattle Association
  - (b) Set of slides on Judging Dairy Cattle
  - (c) Suggestions for Giving Oral Reasons in 4-H Dairy Cattle Judging
  - (d) Comparative terms for use in Oral Reasons in Judging Dairy Cattle (North Carolina Adult 4-H Leader Training Program)

## Everybody Judges

Judging, a teaching technique to be used by adult 4-H leaders to train club members.

When you say, "I like," you are judging by comparing and making a choice.

### Objectives of Judging Are:

1. To teach an individual to think for himself when making decisions.
2. To learn to compare one object with another to determine which one most nearly approaches the ideal.
3. To develop ability to recognize objects which meet tested standards.
4. To develop within the individual the ability to organize thoughts and to express decisions orally.
5. To help individuals to be tolerant of the decisions of others.
6. To stimulate interest of club members in 4-H Club work through group activities.
7. To be able to apply in everyday living what was learned through judging.

### Judging May Be Done by:

- |               |         |          |
|---------------|---------|----------|
| 1. Individual | 2. Team | 3. Group |
|---------------|---------|----------|

### What May be Judged:

1. Products, Livestock or Projects
  - a. Clothing
  - b. Dairy
  - c. Field Crops
  - d. Foods
  - e. Fruits
  - f. Livestock
  - g. Poultry
  - h. Vegetables
  - i. etc.
2. Activities
  - a. Club meetings
  - b. Demonstrations
  - c. Exhibits
  - d. etc.

### Actual Procedure:

1. Determine what to judge based on club members' need and interest.
2. Determine club members to be trained.  
Example: Club members enrolled in dairy may be trained in dairy judging; those enrolled in canning may be trained in canning judging.

3. Teach standards and qualities that have been proven best by test.
  - a. Show actual sample of top quality product.
  - b. Pictures of model or ideal.
  - c. Samples of official government grades in crops, vegetables or meats.
4. Teach members to observe size, shape, parts, quality, purposes, varieties, etc., depending upon the material being judged.
5. Refer to score card where available that applies to products being judged. (It is impossible to learn standards by judging a poor product or from the score card alone.)
6. Select or prepare classes to be judged.
  - a. An ideal class is composed of four objects but two or more may be used.
  - b. Objects should be labeled left to right, 1-2-3-4.
  - c. Choose classes with clear differences.
  - d. Make official placing (leader decides placing but does not reveal official placing).
  - e. Set a definite time for all participants to complete judging class (10-18 minutes).
7. All individuals place objects.
 

Example: Rate objects 1-4-2-3-because number 1 is "best"; number 4 is "second"; number 2,"third"; and number 3 is "last."

  - a. Report placing by circling placing on a card similar to the one below.

4-H JUDGING PLACING CARD	
Name	<u>John Doe</u>
Class	<u>Jersey Dairy Calves</u>
(Circle your placing)	
1234	3124
1243	3142
1324	3214
1342	3241
<b>1423</b>	3412
1432	3421
2134	4123
2143	4132
2314	4213
2341	4231
2413	4312
2431	4321

8. Leader states official placing and gives reasons.
9. All individuals judge additional classes and give reasons orally.

10. Each individual gives oral reasons by:
- a. Deciding why the objects were placed as they were.
  - b. Visualizing a picture of the whole class.
  - c. Jotting down notes of good and bad points.
  - d. Organizing thoughts to tell clearly why choice was made.
  - e. Stating reasons by giving first the name of the class and order of placing: for example, "I placed this class of Jersey dairy calves 1-4-2-3." Then tell why you placed each pair accordingly stressing the outstanding differences and why one is superior to another in short, definite, descriptive terms. Stress the most outstanding reasons first. If a lower ranked animal or product is superior in some characteristic, give this recognition: i.e. "I placed 1 over 4 because she has greater body capacity, has better developed mammary system, is straighter and stronger in the top line, is tighter in the withers, etc. I admit, however, that number 4 has straighter legs than 1...; number 4 over 2 because...; number 2 over 3 because...; and number 3 last because...." Summarize by stating, "For these reasons I placed this class of dairy calves 1-4-2-3."

Evaluation:

1. Discuss the good and bad points of the judging technique of training.
2. Did each individual express himself orally in giving reasons?
3. Would you use the judging technique again?

Where to go for Help:

1. County Extension Agents.
2. Other qualified leaders in the particular subject when recommended by the extension agent.

(North Carolina Adult 4-H Leader Training Program)

## Tips on Tours

- Purpose:
1. To train adult 4-H leaders how to use a local tour as a teaching technique for the 4-H club members being served.
  2. To motivate the adult 4-H leaders to try the tour as a teaching technique.

Materials Needed:

- "Are You Ready for the Tour" check sheet (mimeographed) - one for each leader
- "Tips on Tours" (mimeographed) - one for each leader
- Slides
  - 2 or more on General Tour
  - 2 or more on Project Tour
  - 1 or more on Facility Tour
- Projector
- Screen
- Blackboard and chalk
- Pencils
- Gimmick
- Flip chart (if preferred)

Preparation Needed:

1. Make arrangements for suitable meeting place; invite leaders, giving date, time of meeting; and assemble materials needed for the training.
2. Plan a "make-believe" tour of two visits to be conducted and evaluated during the training session.
3. Decide specific responsibilities of each county extension worker. Name one worker to assume the chairmanship.
4. Assemble all materials needed for the training session.

Training Procedure:

Use of Visuals

1. Use clever gimmick.

Discussion

(Use "Tips on Tours" for Adult 4-H Leaders)

1. Introduction
  - a. SELL the tour idea as a teaching technique.
  - b. Define a tour.

2. List values on blackboard or flip chart.
2. PURPOSE of tours - what would be the value of a local 4-H tour? (Allow group to answer.) Refer to section, "Purposes of Tours."
3.
  - a. Show slides of "General" tour.
  3. TYPES of tours - Explain types of tours:
    - a. General
    - b. Project
    - c. Facility
 Refer to section, "Types of Tours"
  - b. Show slides of "Project" tour.
  - c. Show slides of "Facility" tour.
4. (If preferred, use flip chart to list each point as discussed.)
  4. PLANNING for a tour:
    - a. Give each leader a copy of "Tips on Tours" for Adult 4-H Leaders.
    - a. Quickly review 13 points in section, "Planning for a Tour."
    - b. Give each leader a copy of "Are You Ready for the Tour?"
    - b. Explain how to use "Are you Ready for the Tour?" leaflet.
    - c. Each leader will partially complete the check sheet.
5.
  5. CONDUCTING the tour:
    - a. Review "During the Tour."
    - b. Group makes a "make-believe" tour of two or more projects.
    - b. Announce plans for a "make-believe" tour.
  6. EVALUATING the tour:
 Refer to "Evaluating the Tour." Ask group to answer such questions as listed.
  7. Summarize training session and discuss with leaders how they can use training received.

References: "So You Are Planning A Tour" (booklet), N. C. Agr. Ext. Service. "To Successful Tours," Page 25, National 4-H News, August, 1959. Ext. Teaching Methods, Ext. Service Circ. 495, USDA. "4-H Home Improvement, A Guide for Leaders," pp. 18-19. Sears-Roebuck Foundation. "Manual for Local Leaders in the 4-H Field Crops Program," pp. 8-11, National Committee on Boys and Girls Club Work.

(North Carolina Adult 4-H Leader Training Program)

## Tips on Tours

Tours, a teaching technique to be used by Adult 4-H Leaders

A tour is one of the best ways to help club members learn while having fun. Boys and girls like "to go places and see things." Adult leaders can take advantage of these desires by planning and conducting a local 4-H tour for the club members they are serving. A lively 4-H spirit can be maintained by visiting together something of common interest and recognizing its superior quality.

PURPOSES of tours are:

1. To teach 4-H project information.
2. To stimulate greater work on the part of each club member.
3. To recognize club members who are doing quality club work.
4. To acquaint club members, parents and others with the 4-H opportunities offered to young people.
5. To develop leadership by giving club members an opportunity to help plan and to participate in tours.
6. To hold interest of club members, parents, and leaders in the 4-H program.

TYPES of tours:

1. General - a visit by a group to club members who are conducting different 4-H projects and activities. Example: beef, electric, home improvement and frozen foods.
2. Project - a visit by a group to club members conducting the same project. Examples: beef or home improvement.
3. Facility - a visit by a group to a place where something can be observed and studied which relates to 4-H projects or activities. Examples: Electric project to a power plant or frozen foods project to freezer locker plant.

PLANNING for a tour - adult leader and committee of 4-H club members:

(Use check sheet "Are You Ready for the Tour?" provided by extension agents).

1. Determine type of tour.
2. Choose the time of year to visit places when the most can be seen and learned.
3. Decide place or places to be visited.
4. Decide date tour will be made.
5. Work out a definite time schedule to include starting time and time of arrival and departure at each place.
6. Secure necessary permission from each person or place to be visited.



7. Explain to each person why they were selected, how to prepare for, and what to do when the tour is made.
8. Secure parents' permission.
9. Plan transportation.
10. Decide the properties which will be used.
11. Send time schedule of tour to each club family.
12. Make provisions for refreshments or lunch (if necessary).
13. Provide recreation at end of tour (if desired). Examples: a softball game or a weiner roast.

DURING the tour:

The adult leader should:

1. Acquaint the group with what will be visited and give traveling instructions.
2. Encourage each person to make notes of things they see and hear.
3. Have each person to be visited act as host or hostess when the tour group reaches his or her project.
4. When a tour stop is made.

a. The adult leader should:

- (1) Call the group together.
- (2) Give the purpose of the stop or visit.
- (3) Introduce the person or persons being visited.

b. The host or hostess should:

- (1) Guide the group to the area to be observed.
- (2) Point up certain observations.
- (3) Explain briefly the recommended practices used (in some cases a club member could present a demonstration).
- (4) Answer questions.

5. Try to keep in a group when traveling and making visit stops.
6. Suggest that those who have cameras take pictures of things of interest to them.
7. Encourage safety at all times.
8. Conduct the tour to avoid delays. Stay on schedule.

EVALUATING the tour:

When the tour is completed, the adult 4-H leader should provide an opportunity with those making the tour to answer such questions as:

1. Did you like the tour?
2. What did you learn on this tour?
3. What were the strong points of the tour?
4. What would be your suggestions for improving it?

WHERE FOR HELP when planning a tour?

The adult 4-H leader should get in touch with the Extension Agents.  
(North Carolina Adult 4-H Leader Training Program)

## Are You Ready for the Tour?

(A check sheet to be used by Adult 4-H Leaders and 4-H Club Members in Planning, Conducting and Evaluating a Local 4-H Tour)

1. Type of tour that will be held \_\_\_\_\_

2. Are you making the tour at the best time for club members to see and learn the most? Yes \_\_\_\_\_

3. Persons, places or projects to be visited:

<u>Person(s)</u>	<u>Place(s) or Project(s)</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Date of tour \_\_\_\_\_ (month) \_\_\_\_\_ (day) \_\_\_\_\_ (year)

5. Have you visited each person and place to be included on the tour? Yes \_\_\_\_\_

6. Time Schedule:

	<u>Place or Project</u>	<u>Hour</u>
Leave	_____	_____
Arrive	_____	_____
Leave	_____	_____
Arrive	_____	_____
Leave	_____	_____
Arrive	_____	_____
Leave	_____	_____
Arrive	_____	_____

	<u>Place or Project</u>	<u>Hour</u>
Leave	_____	_____
Arrive	_____	_____
Leave	_____	_____
Arrive	_____	_____

7. Does each person to be visited know:

(a) Why they were selected?	Yes _____
(b) How to prepare for the visit?	Yes _____
(c) What to do when the visit is made?	Yes _____

8. Total number of club members who will make the tour \_\_\_\_\_

9. Total number of cars needed \_\_\_\_\_

10. Who will provide cars:

<u>Name of Driver</u>	<u>Capacity of Vehicle</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. What properties will be needed for the tour?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have arrangements been made for these properties? Yes \_\_\_\_\_

12. Has each club family been sent time schedule of the tour? Yes \_\_\_\_\_

13. Who will be the timekeeper? \_\_\_\_\_

Has timekeeper been given instructions? Yes \_\_\_\_\_

14. Have provisions (if needed) been made:

(a) for refreshments?	Yes _____
(b) for lunch?	Yes _____

15. If recreation has been planned at end of tour:

(a) Who will be in charge? \_\_\_\_\_

(b) Recreation to be conducted \_\_\_\_\_  
\_\_\_\_\_

(c) Place \_\_\_\_\_

16. Will safety precautions be taken during the tour? Yes \_\_\_\_\_

17. Have you made plans for evaluating the tour? Yes \_\_\_\_\_

18. Have you discussed the tour plans with your county extension agents?  
Yes \_\_\_\_\_

19. 4-H Members to be invited to make this tour:

NAME

ADDRESS

20. Have all club members received permission from parents to make the tour?  
Yes \_\_\_\_\_

IF YOU HAVE COMPLETED THE FORM AND ANSWERED "YES" TO ALL THE QUESTIONS,  
YOU ARE READY FOR THE TOUR!

(North Carolina Adult 4-H Leader Program)

## Work in Workshops

### Purpose:

1. To train adult 4-H leaders in how to use a workshop as a teaching technique for the 4-H Club members being served.
2. To motivate the adult 4-H leaders to use a workshop as a teaching technique.

### Materials Needed:

1. Flip chart or blackboard and chalk.
2. Items needed for the simple workshop conducted.
3. Leaflets, "Work in Workshops," for adult 4-H leaders.

### Preparation Needed:

Extension agents decide (1) type of workshop to be conducted, (2) specific responsibilities of each county extension agent, (3) leaders to be invited, (4) date, time, and place for meeting.

Assemble all materials needed for the training session.

### Training Procedure:

#### Use of Visuals

1. Use flip chart or blackboard.
2. Show examples by use of slides or displays.
3. List on blackboard or flip chart steps in planning.
4. Actually conduct a simple workshop.

#### Discussion

Use "Work in Workshops" for Adult 4-H Leaders.

1. Introduction - Explain application of workshop as a 4-H teaching technique. (Define, give purpose, etc.)
2. TYPES of workshops - Explain:
  - a. Project
  - b. Record Keeping
3. PLANNING for a workshop. Discuss each step.
4. CONDUCTING the workshop.

#### a. Introduction:

- (1) Tell what you plan to do or make and the purpose in making it.
- (2) Show and discuss an example of finished product.
- (3) Discuss briefly articles on exhibit (if practical).

b. Steps in Teaching:

- (1) Show the group how to do the first step.
- (2) Discuss the use of equipment and supplies used in the first step.
- (3) Give individual help to those who may need it.
- (4) Stop your class when you think it necessary to demonstrate any other steps.
- (5) Repeat steps (3) and (4) until leaders and club members have finished.

c. Summary:

- (1) Briefly review the steps you have taught.
- (2) Offer suggestions to leaders and club members for additional ways they might use what they learned in the workshop.

d. Follow-up Suggestions:

- (1) Encourage leaders and club members to continue practicing new skills learned in workshop.
- (2) Ask leaders and club members to bring articles which they have made at home to the next meeting of the group. These should be of the same type as those made in the workshop.
- (3) Provide an opportunity for each leader and club member who brings an exhibit to show and discuss it, and ask questions about it.
- (4) Train and use older club members, when practical, to help teach in future workshops.

## Work in Workshops

Workshops, a teaching technique to be used by Adult 4-H Leaders

A Workshop is an excellent method for leaders to use in teaching 4-H Club members. Boys and girls learn more quickly by LISTENING, SEEING, DOING. A workshop offers club members an opportunity to learn by "making" and "doing."

### A. Purposes of Workshops are:

1. To teach skills in agriculture, homemaking, and related projects.
2. To increase the club members' knowledge of the subject being taught.
3. To broaden club members' interest in all phases of 4-H Club work.
4. To encourage greater participation in all 4-H activities.

### B. Types of Workshops:

1. PROJECT: A workshop in which club members actually "make" or "do" something with their hands.  
Examples: a. "Making" - a calf halter, an electric lamp--corn meal muffins, a dress.  
b. "Doing" - taking a soil sample--sewing on a button--making a bed or canning tomatoes.
2. RECORD KEEPING:
  - a. Individual 4-H record book. Example: Show how and help club members in filling out project record books--clothing, canning, tobacco, etc.
  - b. Year-by-Year Record. Example: Show how and help club members assemble 4-H project record books and other 4-H materials and summarize 4-H participation for one year in notebook form.
  - c. Long-time Record. Example: Show and teach club members the important materials and information needed for setting up a long-time record book.

### C. Planning for a Workshop:

1. Select the subject to be taught.
2. Select the club members to receive training in the workshop.
3. Decide on the date, time, place. (May be determined by number attending, age, and subject taught.)
4. Determine the steps to follow in teaching.
5. Decide on equipment and supplies:
  - a. For which the leader is responsible, and
  - b. For which the club member is responsible.

6. Plan for lunch or refreshments (if necessary or desired).  
Example: Club members might prepare and bring sandwiches, cookies, drinks, etc.

7. Plan for an exhibit of finished product.  
Examples: a. If workshop is on canning tomatoes, you might exhibit jars of other foods that would be canned by the same method, as pears, apples, peaches.  
b. If workshop is on making electric lamps, you might exhibit several other lamps that club members might make.

#### D. Conducting the Workshop:

##### 1. Introduction:

- a. Tell what you plan to do or make.
- b. Show and discuss finished article (if something is to be made).
- c. Discuss briefly articles on exhibit.
- d. Explain the importance of the particular workshop being conducted.

##### 2. Steps in Teaching:

- a. Show the group how to do the first step.
- b. Discuss the use of equipment and supplies used in the first step.
- c. Give individual help to those who may need it.
- d. Stop your class when you think it necessary to demonstrate any other steps.
- e. Repeat steps (c) and (d) until club members have finished.

##### 3. Summary:

- a. Briefly review the steps you have taught.
- b. Offer suggestions to club members for additional ways they might use what they learned in the workshop.

#### E. Follow-up Suggestions:

1. Encourage club members to continue practicing new skills learned in workshop.
2. Ask club members to bring articles which they have made at home to the next meeting of the group. These should be of the same type as those made in the workshop.
3. Provide an opportunity for each club member who brings an exhibit to show and discuss it.
4. Train and use older club members, when practical, to help teach in workshops.

**F. Note:** Get in touch with your county extension agents if you need help in conducting workshops.

#### References:

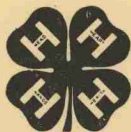
\*4-H Record Books and Manuals

Adult 4-H Handbooks on certain 4-H projects

\*Subject matter bulletins on agriculture and home economics

\*These publications can be obtained from your county extension agents.  
(North Carolina Adult 4-H Leader Training Program)





THE 4-H CLUB PLEDGE

I Pledge:

My Head to clearer thinking;  
My Heart to greater loyalty;  
My Hands to larger service; and  
My Health to better living, for  
My Club, my Community, and my Country.

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The 4-H Club Motto:

"To Make the Best Better."

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North Carolina  
State College of Agriculture and Engineering  
and  
U.S. Department of Agriculture Cooperating  
N. C. AGRICULTURAL EXTENSION SERVICE  
D. S. Weaver, Director  
State College Station  
Raleigh

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