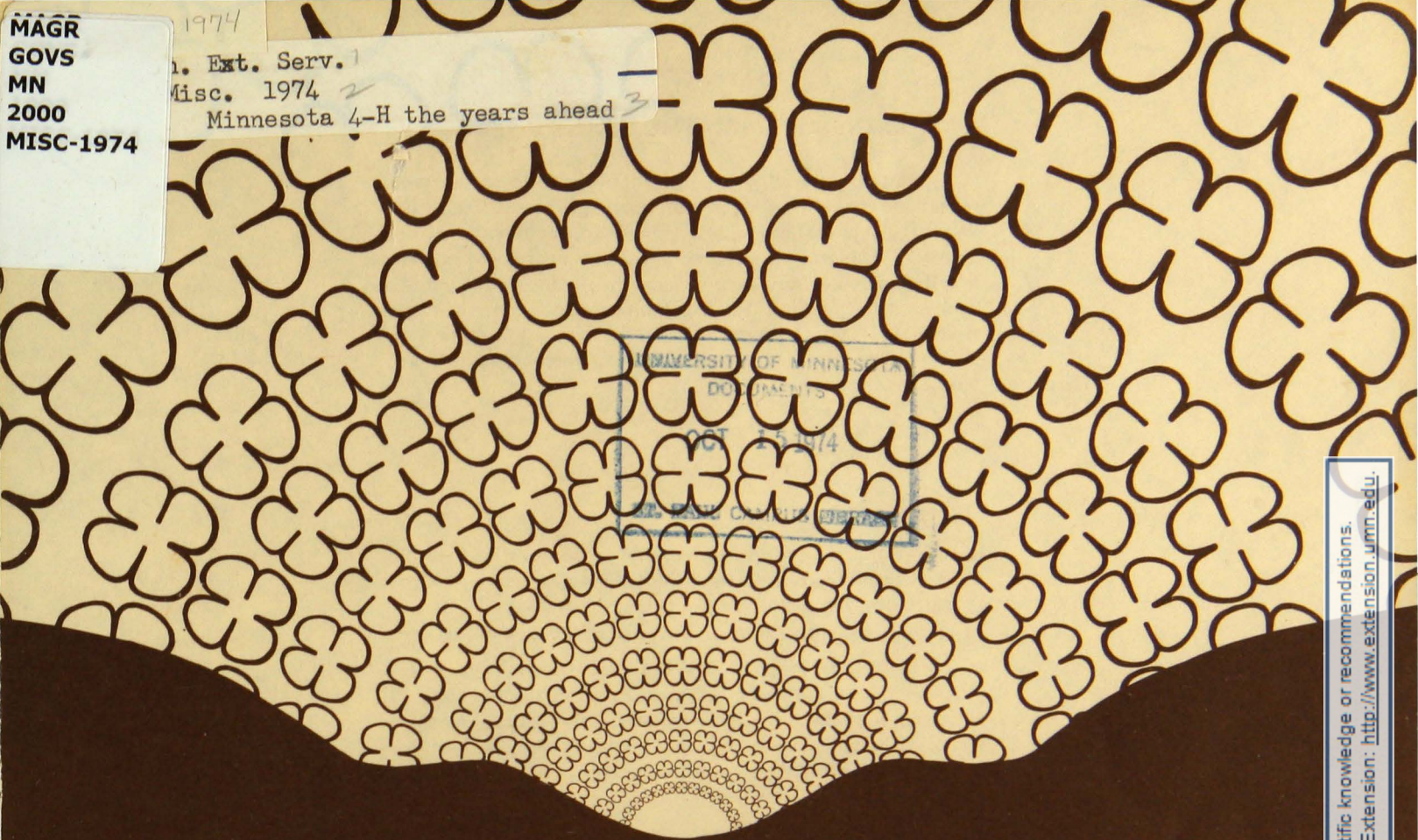


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Minnesota 4-H...

THE YEARS AHEAD

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MINNESOTA 4-H—THE YEARS AHEAD

All of us interested in youth and 4-H should occasionally reexamine where the 4-H program is going, where it should go and why, what changes (if any) are needed, and how they will be made. Tomorrow's 4-H program can be an accident of chance or a design by decision. People most involved with 4-H youth now, including youth themselves, can help determine the future course of 4-H youth programs in the Agricultural Extension Service. The following questions and statements may help provide a basis for discussion.

4-H IS . . .

- the youth phase of the Agricultural or Cooperative Extension Service and part of the land grant University (University of Minnesota) in each state, the federal government, the local government through the County Extension Committee.
- an educational program that may include organizational aspects. There are several ways of organizing 4-H including community clubs and project clubs. Other ways of reaching youth include TV series, special interest groups, and short-term projects. All are organized to enhance the learning opportunities of youth.
- a method of contributing to the mental, social, physical, and interpersonal development of children and youth of certain ages. The traditional age range of 9-19 could be made more flexible. For example, those 18 or older may assume adult roles and those 8 or younger participate when they are ready. Children as young as 5 years could be allowed to participate in activities appropriate to their own interests and abilities.
- a program that can involve entire families by involving their children.
- a means for adults to learn as they assist children and youth. Parents and volunteer leaders gain personally through teaching and supporting youth in 4-H.
- Your ideas of what else 4-H is

4-H COULD BE . . .

1. 4-H could reach and serve more youth in both rural and urban areas.
 - a. 4-H in our county now reaches ____ percent of the farm youth. In 5 years we could reach ____ percent.
 - b. 4-H in our county now reaches ____ percent of the rural nonfarm and town youth. In 5 years we could reach ____ percent.
 - c. 4-H in our county now reaches ____ percent of the suburban and city youth. In 5 years we could reach ____ percent.
2. 4-H could give priority to reaching those youth not served effectively by other organizations or programs. How could 4-H programs reach the following youth more effectively?
 - a. Those most motivated—achievers;
 - b. Those with special needs—handicapped, emotionally disturbed, disadvantaged, etc;
 - c. Hard-to-reach teens . . . unemployed, institutionalized, delinquents, unmarried parents, etc;
 - d. Younger than 9 years (5-8) as part of teen leader programs;
 - e. Inner city, rural, low income, boys, minorities;
 - f. 13 and 14 years olds—a high drop out group;
 - g. Other . . .

3. 4-H could strengthen volunteer leaders—adults and teens—as they continue to be the mainstay of effective, expanded programs. Consideration could be given to changing title from 4-H leader to 4-H advisor, consultant, or similar title. Other considerations might be:

- Name some more effective ways to involve volunteers in the program decisionmaking process.

- How should volunteers be recruited, assisted, recognized?

- How can a greater variety of positions be defined for volunteers in club, area, or county and as direct workers with youth, in support positions, and in assisting other volunteers?

4. What rules or regulations discourage or restrict 4-H participation? How could these be eliminated or changed?
 - a. Review rules that apply to individual situations (a specific contest) to see if these are being used for all situations or members;
 - b. Resident or ownership requirements;
 - c. Parental involvement;
 - d. Attendance or participation requirements;
 - e. Membership, completion, exhibition requirements;
 - f. Other . . .

5. How could the 4-H program development process be improved? Could we strive for . . .
 - a. More youth-directed than adult-oriented programs?
 - b. A model for youth involvement in community action?
 - c. Involving people across county and state lines?
 - d. Working cooperatively with other community agencies and institutions?How can this be done? . . .

6. To accomplish the above goals, 4-H will need the following additional resources or changes in methods:

Methods—

People—(professional, paraprofessional, volunteer)

Finances—(state, federal, county, city, private)

Other—

