

THE 4-H LIVESTOCK PROJECT AS RELATED TO KANSAS YOUTH

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by

RAE C. LUGENSLAND

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Approved by:

Walker D. Smith
Major Professor

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INTRODUCTION

As the livestock industry continues to specialize, it becomes the responsibility of each segment of the industry to make changes and meet the demands of the changing industry.

The educational arm of livestock industries, with leadership from the land grant colleges and universities, have been largely responsible for many of the changes that have occurred. New and useful information found through research is disseminated to the people involved with the livestock industry through many channels. One of these channels is the Cooperative Agricultural Extension Service. One of the educational tools used by the Extension Service is the 4-H club.

The 4-H club is one of the best known organizations for the development of youth in today's society. A large part of the success of this youth organization can be rightly credited to the association of these 4-H members with livestock and more specifically their livestock projects.

This report will deal with the 4-H livestock project. A changing livestock industry must be met squarely by those dealing with the industry and in this case the 4-H livestock project must also be geared to meet the change, so that it can continue to play a vital role in the development of youth through the 4-H program.

This study was divided into two major sections. The first portion of this study deals with a 4-H livestock program in action on a county basis. The purpose of this first study was to determine the key points that are a vital part of the 4-H livestock project and to gather some

factual information to reveal some weak aspects of the present livestock project.

The second phase of the study deals with a review of literature that is presently being utilized by 4-H livestock leaders and members throughout the United States, with the purpose in mind to determine what project material in use today is best able to meet the demands of a changing livestock industry.

PART ONE

Procedure

This study was conducted among 4-H members of Reno County, Kansas, that were carrying one or more livestock projects. The questionnaire was mailed from the Reno County Extension Council office December 8, 1966. Of the 200 sent out 60 were returned (30%). Of the sixty returned, eight were not filled out completely enough to be utilized in the study.

The questionnaire was developed with the advice and council of Cecil Eystone, Extension Specialist in 4-H Club Work, Kansas State University. The survey objectives were as follows:

1. To determine the value of livestock projects to members presently enrolled in one or more livestock projects.
2. To determine where 4-H livestock members get printed information concerning subject or production information.
3. To determine the value our present programs or projects have for future and later adult years of life.

4. To determine methods of possible approach for project leaders to be made more valuable to the program.

5. To determine methods of possible approach for Extension Agents to use as guidelines when devising new livestock project activities.

6. To determine if livestock projects support the County Fair?

7. To determine if 4-H livestock sales are a vital part of the 4-H livestock program. What could profitably improve and take the place of a 4-H livestock sale?

8. To determine if livestock judging adds to the learning experiences of the overall 4-H program.

9. To determine where the 4-H member receives guidance in selecting project animals, and to determine how difficult it is to find good animals.

10. To determine the kind of climax a long time livestock member would like as a termination for his 4-H experiences.

The questionnaire sent to the 4-H livestock members was subdivided, starting with Roman Numeral Number I through X. Under a portion of these subdivisions a yes or no question was asked and under all subdivisions a question was asked with choice answers listed from a to d, e or f. The student was asked to rank these answers in numerical order from 1-5, 6 or 7 whichever the case may be. The questionnaire was tabulated by indicating the number of students answering yes and no to the yes and no type of questions. The questions that were to be ranked numerically were tabulated by totaling the number of students that ranked each of the alphabetical answers as their number one choice for that question.

Questionnaire Results

OBJECTIVE: Determine the present value of livestock projects to members presently enrolled in one or more livestock projects.

QUESTION: I. Why are you enrolled in a livestock project?

- (a) 5 your brother or sister did.
 (b) 2 other members in club influenced me.
 (c) 8 your father or mother thought it a good idea.
 (d) 21 I just like livestock.
 (e) 8 I wanted something to exhibit and care for at the County Fair.
 (f) 8 Other _____

This could easily be the most important question of the entire survey. If the boys or girls that answered this questionnaire had not become motivated to join a 4-H club and then select a livestock project, a chance for the Extension Service to share in the development of a youth may have been lost. Secondly, the youth having missed an opportunity to grow with a livestock project could easily have missed a vital part of his or her education.

The twenty-one that chose to rank letter (d), I just like livestock, as their number one choice represent 40% of those answering. The letters (c), (b) and (f) all tied for second place rank. Those that chose (f) first gave the following reason:

1. I own livestock.
2. I like to work with livestock.
3. I like to work with horses.
4. I wanted to make money.
5. My dad had cattle.
6. I wanted income for college.
7. To train my horse.
8. I like to show and feed.

These "write in" answers by the 4-H members indicate that the interests in the livestock projects are many and varied. It would then be necessary if trying to promote a livestock project to approach the subject from many different points of view, indicating the importance of the above listed write in answers.

OBJECTIVE: Where do 4-H livestock members get printed information concerning subject, or production information?

QUESTION: II. Where did you get printed information telling you how to care for your animal?

- (a) 3 from a local feed company.
 (b) 1 from a purebred livestock association.
 (c) 42 from the Extension Office.
 (d) 0 from your school teacher.
 (e) 6 Other
-

It is indicated that the majority (81%) of the fifty-two 4-H members answering the question have obtained information concerning the care of their animals from the Extension Office.

The use of printed brochures, bulletins and circulars are very important educational tools. The result of this particular question points up the fact that the bulletins and brochures are reaching those that can and have the need for utilizing them. This reveals the importance for having the best possible, up to date, useable material in these publications. The result of this question also justifies the review of literature concerning project materials which is to follow later in this report.

The six that answered letter (e) as a first choice for their source of information listed the following:

1. Received from my dad, three support this answer.
2. Received from the beef leader.
3. Received from horseman.
4. Received from my parents and brothers.

It is highly probable that all six of these sources of information may have initially been obtained from the Extension Office, which would have indicated that 92% of the project information was obtained from the Extension Office.

OBJECTIVE: What value does our present programs or projects have for future and later adult years of life.

QUESTION: III. Do you plan to work with livestock as a career?
21 Yes 31 No

What do you plan to get from a livestock project?

- (a) 28 knowledge of the care and feeding of livestock.
 - (b) 0 knowledge that will help me in school.
 - (c) 20 skills that will help me later in life.
 - (d) 0 ribbons at the fair.
 - (e) 4 Other
-

Thirty-one of fifty-two or 60% when asked if they plan to work with livestock as a career answered no. This supports the answer given for question one when the members indicated that they just like livestock.

The 34% that answered letter (e) as their first choice for the second question is more difficult to explain, unless those that are not heading for a career in the livestock industry feel the same as the 36% in that they will gain skills that will help them later in life, perhaps in an agri-business related field.

OBJECTIVE: Determine methods of possible approach for project leaders to be made more valuable to the program.

QUESTION: IV. Is your project leader your parent?
22 Yes 30 No

Do you have project meetings?
39 Yes 13 No

What do you like best for the project leader to do?

- (a) 9 visit my home.
 (b) 17 have club project tours.
 (c) 16 help me to select my project animals.
 (d) 5 assist me with a feeding program.
 (e) 5 Other _____

Fifty-eight per cent of those answering the questionnaire indicates that their project leader is not their parent. This indicates that 42% of the project leaders are parents. It is important that parents have a real interest in their childrens' activities, but at the same time it is necessary for each 4-H member to have guidance from sources other than a parent, even though that guidance may be the best. This question emphasizes the necessity to plan project functions on a multi-club basis, giving the leaders a chance to be effective on a larger scale and giving other leaders a chance to share their ideas and leadership with their 4-H members or more specifically their own children.

When asked by the questionnaire if they have project meetings, 75% said yes and 25% said no. The 25% replying no are a large concern. This means that county wide project meetings should be held or a greater effort be made to encourage those leaders to hold project meetings.

The third question asked what the members most wanted their project leader to do, 33% of those replying indicated that they would like to have the project leader help them to select their project animals. This is supported later in the study under question IX when the reply reveals

that only three of the fifty-two receive help from the project leader to select their project animals.

The five that chose letter (a) as their number one choice list the following as their choice for project leader help:

1. Help me to know the requirements at a fair or contest.
2. Give me advice about grooming.
3. Just take an interest in my project.
4. Help me to figure feed costs.
5. Take a real interest in my problems.

These answers can be summarized by realizing that if the project leader takes an interest in the club member or the project, the other desires will also be solved or answered.

OBJECTIVE: Determine methods of possible approach for Extension Agents to use as guidelines when devising new livestock project activities.

QUESTION: V. What livestock activity do you like best?

- (a) 17 livestock judging events.
 (b) 12 fitting and showing school.
 (c) 7 spring livestock shows.
 (d) 8 trip to model farm that raises purebred livestock.
 (e) 0 county wide project tours.
 (f) 1 trip to stock yards.
 (g) 7 Other
-

Each Extension Agent continuously is confronted with the challenge to create new and better programs which will interest younger and new 4-H members and be a new and challenging experience for the senior 4-H members.

The answers given by the members answering question number five indicate the problem of activity importance is basically as varied as there are members involved. In this case 33% ranked livestock judging events as their number one choice of activities. Twenty-three per cent

ranked the livestock fitting and showing schools as their number one choice. Thirteen per cent ranked (c), 15% ranked (d), and 13% ranked (g) as their number one choice. Those ranking letter (g) as number one gave still other reasons as follows:

1. Livestock sales.
2. Cattle shows, open class and 4-H.
3. Training my horse.
4. Fairs, and all activities involved with fairs were the response of five members.

The county fair is one of the largest 4-H activities of any one year and as supported by 85% vote in question VI that a fair would not be successful without livestock. This support then would make the fair a livestock activity and should probably be treated as such.

OBJECTIVE: Do livestock projects support the county fair?

QUESTION: VI. Could we have a county fair with no livestock?
8 Yes 44 No

Why do you attend a county fair?

- (a) 1 just for the glamor of the show.
 (b) 1 because it's a requirement to complete my project.
 (c) 18 because it's an educational event.
 (d) 26 it's a climax for livestock projects.
 (e) 2 it's a good place to sell livestock projects.
 (f) 4 Other
-

Livestock exhibits play an important role in 4-H and county fairs. This statement is supported by 85% of the fifty-two answering the questionnaire. Fifteen per cent felt that livestock was not the only element of the fair that made it successful. Fifty per cent indicated that they attend the county fair because they feel it is the climax for their livestock project. Thirty-five per cent attend because they feel it is an educational event of which they want to be a part. Those answering

with letter (f) list the following reasons for attending the county fair:

1. The fun as well as the responsibility.
2. An interest in what other 4-Hers in the county are doing in their projects.
3. For the pleasure of showing livestock.
4. It's a place to see other friends and compare projects and judging results.

The eighteen that answered question number two with letter (c) indicate that they feel the county fair is an educational event. It is probable then that a great deal of effort should be made to provide for educational opportunities throughout the fair. This could be accomplished by the fair boards listing educational objectives and utilizing them while planning the fair.

OBJECTIVE: Will livestock sales continue to be a vital part of the 4-H livestock program? What could profitably improve and take the place of a 4-H livestock sale?

QUESTION: VII. Could we still have livestock projects with no livestock sales?

39 Yes 13 No

What are your reasons for having a 4-H livestock sale?

- (a) 21 make projects more profitable.
- (b) 5 necessary to get businessmen's support.
- (c) 2 just a convenient place to sell project.
- (d) 24 a reward for a hard year's work.
- (e) 0 Other _____

The 4-H fat livestock sale, generally conducted at the climax of the fair, does not seem to be necessary as 75% answering the questionnaire indicate that livestock projects could be a reality without a livestock sale. When asked what they felt the reason for having the fat stock sale, 46% felt it was a reward for a hard years work and 40% felt it

was to make the livestock projects more profitable to themselves. Ten per cent checked letter (b) as their number one reason for having a livestock sale. They then feel that having the business man purchase his animal at the fat livestock sale is a means of making the business man a part of the 4-H program and by this means obtaining their support for the entire 4-H program. The merits of a 10% vote could very well warrant a study of the nature of the businessman's support of the total 4-H program to determine the real truth behind their support.

The 40% that felt a livestock sale was necessary to make the project more profitable indicated the real need to determine if it takes a premium from a livestock sale to make the project profitable. If the project is not profitable without a premium it would appear that a change be made in the project to make it more profitable without a premium being paid for a project animal by a business man.

OBJECTIVE: Livestock judging--How does this add to the learning experience of the overall 4-H program?

QUESTION: VIII. Do you like to judge livestock?
34 Yes 18 No

What do you gain from livestock judging?

- (a) 9 ability to stand up in front of people and talk.
 (b) 31 knowledge to select good livestock.
 (c) 12 help in selecting my own project animals.
 (d) 0 honor for winning a contest.
 (e) 0 Other _____

The 63% answering yes to the question, "do you like to judge livestock?" have three main reasons for their interest. These interests were indicated when asked what they expected to gain from livestock judging. The leading reason for the interest was for the knowledge to

select good livestock. Fifty-nine per cent chose that answer. Twenty-three per cent indicated their interest was to gain knowledge to aid them in selecting their own projects. Seventeen per cent of those answering felt that livestock judging will help them to stand up in front of people and express their opinions. With the high percentage of the club members having a positive interest and desire to judge livestock, it may mean that this should be the approach to conducting a more extensive educational program. Through the channel of livestock judging it would be possible to teach production from management practices to studying meat qualities and characteristics in the packing house. This broadening of the total program may also work to stimulate an even keener desire to be a good livestock judge.

OBJECTIVE: Determine where the 4-H member receives guidance in selecting project animals and to determine how difficult it is to find good animals.

QUESTION: IX. Do you have a hard time finding good animals for your projects?
15 Yes 37 No

Who helps you select your animals?

- (a) 47 parent.
 (b) 3 project leader.
 (c) 0 county agents.
 (d) 1 fellow 4-H members.
 (e) 1 Other
-

Only 29% of the fifty-two questioned indicated they have difficulty finding good animals for their projects.

The matter of animal selection is somewhat controversial from the extension agent's viewpoint. It is impossible to select animals for all members, therefore, the question is asked "should any member be

assisted for fear of criticism from those not helped?" This deficiency is indicated in the answer to letter (c). The county extension agent not once was selected as the number one choice. It is obvious that the parents are carrying the burden of project selection assistance. This is true 90% of the time as indicated by the questionnaire. This observation indicates that a way for the extension agent to be effective is to devise a project selection training school for the parents of the 4-H member. This method of assistance would eliminate the possibility of not helping those that want help and would allow the agent to utilize his time in the most effective manner.

The alternative solution could be to train the project leader to perform this task of project selection, realizing that forty per cent of the parents are already project leaders. This may be the best method of approach, as 31% of the members questioned indicated that they would like to have this as a function of the livestock leader. This responsibility, in addition, would give the project leader a real sense of responsibility and a purpose for the job.

OBJECTIVE: What kind of climax should a long time livestock member look forward to.

QUESTION: X. What I would like best to receive for my efforts in 4-H livestock work.

- (a) 12 project champion winner.
- (b) 31 a scholarship to the college of my choice.
- (c) 3 recognition at the annual 4-H Achievement Night.
- (d) 4 a trip to some distant event.
- (e) 2 Other _____

A Scholarship to the college of my choice was the answer chosen first by 60% of those answering the question "What I would like best

to receive for my efforts in 4-H livestock work." This answer indicates the desire for some type of scholarship to be available to senior livestock members. A real effort should be made to locate and make available to senior 4-H livestock members that meet certain requirements a scholarship to the college of their choice. Twenty-three per cent of the fifty-two members answer that they would like best to be a project champion winner. The project champion is the present incentive in the program for the senior members. The solution to an ideal climax for a senior 4-H livestock member with several years of club work tenure would be a combination of answer letter (a) and (b). If the reward included the possibility of being a project champion and obtaining a scholarship to the college or university of the member's choice, it would satisfy 82% of the total number that answered the questionnaire.

Several suggestions written in for answer number (e) include the following:

1. I would like to represent my county at some convention held for a particular project.
2. I would like only to have been successful enough to have enabled a start in ranching.
3. I would like only the knowledge that I am happy.
4. I would just appreciate the satisfaction of having or having had good animals.

Considering the first write-in answer it may be a possibility that some type of activity on a state-wide basis may be organized for a county project champion representative from each county. This could be conducted for each of the species of livestock recognized on a state-wide basis. A trip for project champions is supported by 5% of those answering the questionnaire by indicating letter (d) as their first choice

answer, "a trip to some distant event," could well be a trip to a convention held for project champions.

Conclusion

The purpose of this study was to determine, from 4-H livestock members presently enrolled in one or more livestock projects during the 1967 4-H club year, the answer to each of the following questions:

1. Why are you enrolled in a livestock project?
2. Where did you get printed information telling you how to care for your animals?
3. Do you plan to work with livestock as a career?
4. What do you plan to get from a livestock project?
5. Is your project leader your parent?
6. Do you have project meetings?
7. What do you like best for the project leader to do?
8. What livestock activity do you like best?
9. Could we have a county fair with no livestock?
10. Why do you attend a county fair?
11. Could we still have livestock projects with no livestock sale?
12. What are your reasons for having a 4-H livestock sale?
13. Do you like to judge livestock?
14. What do you gain from livestock judging?
15. Do you have a hard time finding good animals for your projects?
16. Who helps you select your animals?
17. What I would like best to receive for my efforts in 4-H livestock work.

The data obtained for this study were secured by mailing questionnaires to 200 presently enrolled 4-H livestock members of Reno County, Kansas.

1. 4-H club members are enrolled in livestock projects for many and varied reasons. The statement, "I just like livestock," was the most popular reason and given by 40% of the respondents as their reason.

2. The majority or 80% of the members obtained printed information telling how to care for their animals from the County Extension Office.

3 and 4. Sixty per cent of the questionnaire respondents do not plan to work with livestock as a career, however, 54% wanted to gain from the project knowledge of the care and feeding of livestock.

5, 6, and 7. Twenty-two of the fifty-two respondents have as their project leader their parent. Thirty-nine of the total have project meetings. Sixty-three per cent of those indicate they would like the project leader to hold project tours and assist with the selection of their project animals.

8. The livestock activity liked best by the members varied greatly. Some of the most favored activities are livestock judging events, fitting and showing schools, spring livestock shows, trips to model stock farms and county fairs.

9 and 10. The majority or 85% felt that a county fair could not be held with the absence of livestock. Fifty per cent of these members attend the fair as a climax for their livestock project, whereas, 35% attend because they feel it is an educational event.

11 and 12. Seventy-five per cent of the members feel that livestock

projects are not dependent upon a 4-H fat livestock sale, but 86% felt that the sale is a reward for a year's hard work and makes the projects more profitable.

13 and 14. Sixty-five per cent of the respondents indicated that they like to judge livestock. The majority felt that this gives them the knowledge needed to select good livestock.

15 and 16. 4-H members generally do not have a difficult time finding good animals for their projects as indicated by 71%. It is definitely the parent that has the responsibility of assisting the members with their selection of project animals. This was the case 90% of the time.

17. As a terminating reward for a member's work with their livestock projects, 60% indicate that they would like most to receive a scholarship to the college of their choice.

PART TWO

The second phase of this report will be a review of literature that is presently being utilized by 4-H livestock leaders and members throughout the United States.

The purpose of this literature review is to determine if a composite grouping of project materials could better serve the 4-H livestock member and at the same time meet the demands of a changing livestock industry.

The project information material utilized in this report was obtained from forty-five states. A letter was written to the state 4-H

leader in each of the states in the United States asking for the following materials:

1. Project selection guide
2. Beef project materials
3. Sheep project materials
4. Swine project materials
5. Horse project materials
6. Livestock judging manuals
7. Livestock fitting and showing manuals.

Ninety per cent of the states responded to the request for the above information.

This section of the report will be divided into seven sections as follows:

- I. Project selection
- II. Beef projects
- III. Sheep projects
- IV. Swine projects
- V. Horse projects
- VI. Livestock judging
- VII. Livestock fitting and showing.

Project Selection

Twenty-eight states answering the requests included some type of project selection guide. It is interesting to note that thirty-two per cent of the twenty-eight states have livestock projects listed under the sub-title of animal science or in some manner refer to their livestock projects as animal science projects. The remaining sixty-eight per cent, however, have retained the term, "livestock projects," to describe that phase of the 4-H program.

Those states that have adapted to the animal science type of program gave the following objectives: The "Oregon 4-H Project Preview," stated

that animal science projects provide opportunities for boys and girls to learn how to feed and care for animals; to learn responsibility by having an animal of their own to care for regularly; to keep and use records; to develop patience and understanding by working closely with an animal; to learn about animal health, nutrition, physiology, and reproduction; and to understand marketing and the economic importance of our livestock industry.

It is also appropriately stated in the "Oregon 4-H Project Preview," that 4-H members are responsible for the feeding and care of their animals and should do most of the work themselves. Younger members may need assistance in teaching their animals to lead, trimming hoofs, dehorning, and other difficult tasks, but they should always help and do all they can.

4-H members must have time and be willing to take time each day to feed and care for their animals.

Parents are advised to help their children get full benefit from their 4-H experiences. 4-H'ers learn by doing, not by what someone does for them. With guidance, 4-H'ers should have full control of their projects. They should use their own money or borrow in a business-like manner for the purchase of animals, equipment, and feed. They should also receive the income for animals and products sold. Parents should pay for animals or products used at home. A livestock project is a business venture that offers excellent experience in record keeping and handling money.

Animal science activities include showmanship, judging, demonstrations, exhibiting, tours, and national awards programs in agriculture,

beef, conservation, dairy, dog, horses, poultry, sheep and swine.

The objectives of 4-H livestock programs as listed in the "Pennsylvania 4-H Livestock Leader's Guide" indicated that the purpose of the livestock program is to help 4-H club members:

1. Develop character traits such as: leadership, initiative, self reliance, and sportsmanship.
2. Experience the pride and responsibility of owning animals and receiving training in their care, feeding, management, and related costs.
3. Demonstrate sound livestock feeding, management, and safety practices on the home, farm, and in the community.
4. Develop a clear understanding and appreciation of the livestock-meat industry and its role in the agriculture and commercial economy of the country.
5. Develop an understanding of the values of scientific research and its influence upon the livestock-meat industry.

These objectives are further supported by the "Colorado 4-H Projects Leader's Guide," when they listed their objectives to animal science as follows:

1. To acquire knowledge and an understanding of sound livestock production and management practices and to learn their use through the experiences of owning and caring for livestock and keeping enterprise records.
2. To provide a business experience and an insight into ethical values and principles of purchasing, marketing, record keeping, and financing which will provide a basis for understanding the essential factors for income development.
3. To develop integrity, sportsmanship, cooperation, decision-making ability, and the capability to speak in public through participation in activities, such as demonstrations, talks, judging events, tours, and exhibits.
4. To develop a clear understanding and appreciation of the livestock-meat industry and its role in the agricultural and commercial economy of the country.

An example of what projects are included under the animal science topic can be well illustrated by reviewing the "Washington 4-H Projects Selection Guide." They include the following projects:

1. Beef
 - (a) Show steer
 - (b) Commercial steer
 - (c) Purebred breeding project
 - (d) Commercial cow-calf project
2. Dairy
 - (a) 4-H Heifer
 - (b) 4-H Cow
 - (c) 4-H Dairy herd
3. Dog
4. Goats
5. Horses
 - (a) Horse project
 - (b) Foal project
 - (c) Breeding project
6. Poultry
 - (a) Poultry for production
 - (b) Poultry for exhibition
 - (c) Science in 4-H poultry
 - (d) Conservation and wildlife
7. Rabbits
8. Sheep
 - (a) Ewe and lamb project
9. Swine
 - (a) Sow and litter
10. Introduction to 4-H veterinary science program.

The Utah outline of 4-H projects supports the above project outline utilized by Washington, with the exception of the goat project. The goat project is unique to very few states. The Utah project outline included two additional projects under the animal science series including:

1. Animal Nutrition--Learning about:
 - Introduction of animal nutrition
 - Pathways of feed
 - Feed nutrients
 - Digestion, absorption, metabolism
 - Learning about nutrient requirements
 - Using nutrient requirement tables
2. Animal Production--Learning about:
 - Introduction to animal reproduction
 - How inheritance works
 - Heritability of traits
 - Improving a beef herd
 - Improving a swine herd.

The Utah Veterinary Science Program contains the following:

Unit I. The Normal Animal

The skin membranes and intestinal discharges
 Body temperature, pulse and respiration rate
 Maintaining animal health
 Cleaning and disinfection
 The structure of the animal body, including cells,
 tissues, organs and systems of the animal body.

It can be concluded then that basically the 4-H livestock project, has for its objective, along with all other 4-H projects, the development of youth.

The trend is for all animal and animal related projects to be classed under the animal sciences. It is also evident that regardless of a modernising trend in name, the five animal species beef, swine, sheep, horses, and dairy are the main base projects.

It is the observation of the author that as long as these base projects can continue to be supplemented and supported by new projects mentioned previously such as animal nutrition, animal production and veterinary science, the animal science portion of the 4-H program can continue to play one of the major roles in the total 4-H program and its youth development.

Beef Project

The purposes and objectives of the 4-H beef project's, as outlined in the "Wyoming 4-H Beef Cattle Handbook," all have a common aim for the 4-H club members. They are planned for boys and girls who wish to learn more about beef cattle production. The philosophy of these projects is that you learn by doing.

Through the routine of taking care of the animals, members learn about the problems associated with beef cattle and new responsibilities can be assumed which will lead to confidence in one's self.

The fundamentals of the cow business can be learned by the records kept and by the financial obligations undertaken. The training will help one to understand the basic economics of beef cattle production. It is, of course, desirable to make a profit from the project; however, it is more important that an understanding of why a profit was made or a loss was incurred.

Another aim is to learn good management practices and how to cope with problems. Through experience and study one can learn about beef breeding, feeding cattle, cattle diseases, equipment for handling cattle, parasite control, and other important factors of beef cattle production.

When entering the project in competition, a lesson on learning to win and lose graciously should be learned.

Finally, the beef project should be enjoyed by having fun while learning and learning while having fun.

Also outlined in the "Wyoming 4-H Beef Cattle Handbook," are the four units included in the 4-H beef cattle project. These are market beef, registered beef; commercial beef and stocker-feeders. These projects are designed to fit the many farm and ranch conditions that exist. One or more of the project units may be carried at one time. One unit may lead to another, for example, one could use calves from the registered or commercial units in either the market beef or stocker-feeder units.

A typical subject matter outline, as illustrated in the Arizona circular titled "Your 4-H Beef Calf" is an example of the most commonly used subject matter material. The contents of that circular were:

- Choose your breed
- Select your animal
- Feeding the show calf
- Equipment you will need
- Care and handling
- Controlling insects
- Beef projects
- Definition of terms
- Judging beef cattle
- 4-H show trapping chest
- Points of the beef animal

The table of contents found in the "Illinois 4-H Beef Manual" supported the Arizona material with this outline:

- Project units you may choose
- Other things you can do
- Topics for demonstrations or talks
- Words cattlemen use
- Some facts about beef cattle
- Parts of a beef animal
- Selecting your heifer or steer
- Feeding your calf
- Caring for your calf
- At the show
- After the show

In addition to the previously mentioned projects and activities some states have, in addition, designed modifications and additional projects and activities.

"The Oregon 4-H Beef Advancement Program," which is a supplement to their beef project, is divided into four steps. The steps are ranch hand, junior herdsman, senior herdsman and cowman. These four phases are organized, itemized steps to help the 4-H beef project member:

Read and learn more about beef cattle
 Make the 4-H beef project more interesting
 Help to develop greater skill with beef animals
 Give the 4-H'er credit for extra work done
 Allow the 4-H'er to advance according to his ability and
 willingness to work and study.

"The Oregon Beef Advancement Program" is a voluntary activity.
 It is not a requirement of the 4-H beef project, but is something you
 can do because you want to.

"The Missouri Young Cattleman's Project" is a little different
 elant to an old project. It is basically the deferred fed steer project
 with a change of emphasis to management and marketing.

"The Iowa Beef Improvement Program" is a 4-H club project that
 provides a beef cow-calf project for 4-H members consistent with beef
 performance testing programs and objectives. The objectives of the
 improvement project are to:

Interest 4-H members in performance testing of beef cattle
 Teach members the procedures to be followed in performance
 testing
 Emphasize the importance of growth rate and other economic
 traits in beef cattle raising
 Develop members' management and decision making skills in a
 practical project.

The purpose of the "Ohio Feeder Calf Production and Marketing,"
 project is to teach 4-H'ers the fundamentals of producing feeder calves.
 The objectives of the project are to teach:

1. Selection of beef cows
2. Breeding of the cow
3. Feeding of the cow and calf
4. Care of the cow and calf
5. Marketing of the calf
6. Keeping accurate and complete records

Animal breeding (genetics) of beef cattle is one of the featured units of subject material in the "North Dakota Beef Project Member's Manual."

The four main beef projects market beef, registered beef, commercial beef and stocker-feeders plus project and activities such as beef advancement, young cattlemen's project, beef improvement program, feeder calf production, marketing and animal breeding of beef cattle have the following purpose for 4-H beef project members, as can be illustrated by the "1966 4-H National Beef Program" information flyer. Their purpose is to illustrate how young people have improved themselves through accomplishments in the 4-H beef program. This has been done by:

1. Accepting responsibilities of ownership by purchasing beef animals.
2. Gaining knowledge of feeding and economics by fattening steers.
3. Recognizing the importance of good branding through starting a beef herd.
4. Working toward greater efficiency by herd improvement and management.
5. Using research for improved feeding efficiency.
6. Gaining self-confidence by serving as a club officer.
7. Sharing knowledge with others through junior leadership and demonstrations.
8. Improving decision-making ability through judging and selection.
9. Gaining skill in evaluating animals and ability to recognize and capitalize on individual differences through citizenship.
10. Establishing a good foundation of experience for a career in agriculture or related fields.
11. Accumulating savings for a college education.
12. Making new friends--4-H'ers, branders, feeders, educators and others.
13. Experiencing the fun of winning, the disappointment of losing, while observing the rules of good sportsmanship.

Sheep Project

The purpose of the 4-H club sheep project as found in the Massachusetts 4-H leaflet "Your 4-H Club Sheep Project," will provide an opportunity for the 4-H'er to:

- Learn how to select and raise good sheep.
- Learn to accept responsibility by having a live animal of their own to care for regularly.
- Develop business ability by having a business of their own.
- Learn how to keep and use records.
- Learn how animals live and produce their young.
- Learn proper feeding, parasite control, and proper management of sheep.

The projects that are available to 4-H members are greatly varied from one state to another. An example of possibly one of the most complete programs is presented in the Texas "Sheep Production Member Guide." This guide refers to the project section as "result demonstrations with sheep and wool," and are divided into the following categories:

Commercial Breeding Flock: This demonstration involves a flock of unregistered, high quality ewes. Members should learn the most practical and efficient methods of feeding, breeding, management and marketing. They should learn to select high producing animals and the best methods of preparing and marketing wool and lamb.

Registered Breeding Flock: This demonstration involves the purchasing, feeding, breeding, showing and selling of registered breeding animals or maintaining a flock of registered breeding sheep.

Commercial Lamb Feeding: Commercial lamb feeding projects require members to feed lambs in groups of five or in multiples of five. Use of home grown lambs and feed is encouraged whenever possible.

Feeding Lambs for Show: This demonstration is designed for those interested in feeding lambs for exhibition in livestock shows. Lamb selection is an important phase of this demonstration.

Producing Wool for Show: Members learn to select sheep with outstanding fleeces, the proper preparation of wool for market and show. They also learn about the popular types of wool on the market and the marketing of good quality wool.

With the exception of the last project "producing wool for show," the Texas project outline is somewhat representative of the Michigan project outline offering projects such as: feeding commercial lambs, breeding purebred flock, breeding commercial flock and feeding market lambs. The Illinois project varies from the Michigan project outline only by including the commercial and purebred flocks under one project termed "sheep production." The most extensive sheep project offering is found in Wyoming. They offer orphan lamb, market lamb, purebred yearling ewe, ewe and lamb, small farm flock, farm or range sheep flock, and feeder-lamb fattening project. A much simpler example of project selection is the sheep breeding and sheep feeding project offered by North Dakota.

The majority of the sheep project material was very consistent with their subject matter content. The Massachusetts 4-H leaflet "Your 4-H Club Sheep Project" outlines their information as follows:

- Selecting the breed
- Selecting for individual characteristics
- Raising orphan lambs
- Care of the ewe and her lamb
- Lambing preparation
- Disease and insect control
- Fitting and showing.

Sheep activities that local 4-H clubs can sponsor are outlined in the Maryland sheep project manual "Learn about Lambs" as follows:

Livestock judging school
 Sheep shearing demonstration
 Sheep fitting and showing school
 Project tour
 Visit to a sheep farm
 Visit to a sheep market and a trip to the sheep show at
 the state fair.

The sheep industry like the other livestock programs continue to change. The changing industry must be provided with changing programs. Oregon's "4-H Sheep Advancement Program" designed to make the 4-H sheep project more interesting, help 4-H'ers learn more about sheep, develop greater skill with sheep, give credit for extra work done and allow the 4-H'er to advance according to his ability and willingness to work and study. The activity is divided into four steps:

Sheep raiser
 Junior shepherd
 Senior shepherd
 Flockmaster.

In Idaho the sheep club is an important part of their sheep project activity. A leaflet titled "Suggested Program for Meetings of 4-H Sheep Clubs" suggests program topics for twelve meetings, all to be held in one year. An example of the topics as suggested for the second meeting is, selection of sheep and age of ewes. New Jersey also emphasizes sheep club meetings. Their leaflet, "Topics for 4-H Sheep Club Meetings," also lists program topics for each of the twelve months. In addition, it lists three pages of suggested films for 4-H sheep meetings. For example a film titled, "Fences," showing various types of fences especially designed for protection of sheep flocks from rabbit and wild dog menaces. Rabbits destroy vegetation and leave sheep without food,

while wild dogs attack and kill sheep. The film can be obtained from "The Wool Bureau Incorporated."

Three states placing emphasis on the commercial lamb program include Michigan, California and Wisconsin. Their project subject material in the same sequence is "Finishing Feeder Lambs," "4-H Club Commercial Lamb Feeding" and "Feeding Market Lambs." These pamphlets include information concerning selection and buying feeder lambs, methods for calculating costs before buying feeder lambs, equipment and housing, feeding your lambs, marketing your lambs and new words for the commercial sheep producer.

Possibly the most utilized idea to adapt the sheep project to a modern industry is the dividing of the project into units or phases. States attempting this are: Nevada, Pennsylvania, Illinois, Delaware, Utah, North Dakota, Indiana and Ohio. The Ohio example of this approach divides the market lamb and sheep breeding project into three units each. The three circulars for the market lamb project are titled "4-H Market Lamb--I, --II and III," respectively. Each circular is then subdivided into lessons. The 4-H market lamb I is outlined in the following manner:

- Lesson 1. Getting started
2. Check the practices you plan to carry out
3. Managing the lambs
4. Feeding the lambs
5. Veterinarian's recommendations
6. Fitting your lambs for sale and show
7. Showing your lambs at the fair.

The Ohio sheep breeding project circulars are "4-H Sheep Breeding I, II, and Advanced." The advanced unit contains thirteen lessons in the project outline. These are:

1. My 4-H sheep breeding record
2. Know your breed and type
3. 4-H club breeding exhibit
4. Talking like a shepherd
5. Let's handle sheep like a shepherd
6. Plan to raise two lambs per ewe
7. Let's be sure to raise all lambs dropped
8. Dock and castrate lambs early
9. Feeding your lambs
10. Parasites--you must drench
11. External parasite control--let's dip
12. Increase your profit--prepare wool for market
13. Generalized total feed requirements.

The New Mexico bulletin "4-H Farm Flock Sheep Project" is designed for senior 4-H boys and girls that plan to make sheep raising a permanent enterprise. To complete this project the member must own, care and keep complete records for five or more ewes from the time before lambing until the lambs are marketed. Part or all of ewes and lambs must be exhibited at a fair and a complete story written on the project. The above bulletin contains a subject outline of ewe selection, care of the flock, shearing and care of the wool, and a subject matter reference section.

Within the sheep project there are a large number of variances in subject material and project type. Some of this is a result of geographical area, but apparently is also, in part, a result of an effort being made to update and produce new life in an aged project.

Swine Project

Swine project material ranks second only to the horse project as to updated modern subject matter information.

The Indiana swine project offers the selection of barrow, gilt, sow and litter and herd expansion for club member participation. The suggested project plan offered by Michigan is somewhat more complex and includes feeding feeder pigs, breeding gilts, breeding purebred or grade sow, feeding commercial-growing or finishing-feedlot hogs, breeding purebred or grade swine herd, and breeding producing feeder pigs for market. Texas offers a boar project that is designed for counties participating in the Sears Swine Program. The boy or girl that the boar is placed with in each county is expected to keep a boar project record. It may also be carried as a project by 4-H members who own one or more boars used for outside breeding and who collect a substantial amount of breeding fees each year.

States that have developed project material with the information divided into unit or age classification include: Illinois, West Virginia, Ohio, Utah, Delaware, Georgia, North Dakota, South Carolina, and Pennsylvania. An outline of the Delaware swine project unit system serves to provide a favorable example.

Units I and II--In these units the 4-H'er will be expected to select, feed, exhibit and market at least two finished hogs. They will be expected to keep accurate feed records as to amount consumed and the cost of the feed. They also will be expected to keep a record of other costs such as cost of pigs, bedding and medicines. Extra activities should include participation in judging contests and demonstrations.

Unit III--In this unit the 4-H'er will be expected to select, feed, exhibit and sell four market hogs, in addition to keeping records of costs and receipts. Activities such as judging and demonstrations are more important than ever in this unit.

Unit IV--Select, feed and enter two hogs in the carcass show. Feed and show at least four pigs in the regular 4-H swine feeding program. This group of four hogs will consist of a pen of three plus a single entry. In addition the 4-H'er will be expected to submit a complete record on carcass information, costs and receipts for the carcass show and the regular program animals.

Unit V--This unit will be called a production unit and a choice may be made between phase (A) (B) or both.

Phase (A)--Select, feed, and breed at least one gilt of your choice. Farrow one litter and market feeder pigs or feed out to market hog weights. Keep accurate records on all costs and receipts. Submit project record book with a picture and story.

Phase (B)--Purchase and feed out a minimum of ten market hogs exhibiting at least two head in a carcass show and sale. Submit a complete record on costs and receipts as well as a summary of income over feed costs.

Other project materials that have been devised to meet a modern demand include a program "Tennessee's 1967 Junior Market Hog Program," which involves the many production practices necessary to profitably finish hogs to slaughter weights.

The Indiana leaflet "4-H Club Pig Club Manual and Record" contains the most needed subject material plus all needed record blank materials. The Nevada circular "4-H Swine Notes," includes information on swine selection, nutrition, swine creep rations, swine management practices, and fitting and showing tips.

The "Oregon 4-H Swine Advancement Program," is similar to the beef and sheep programs set up in Oregon. The four steps designed for swine are:

1. Pig feeder
2. Junior swine herdsman
3. Senior swine herdsman
4. Master swinegrower

In Ohio the purpose of the project "The Farm Herd Commercial Hog Production," is to gain experience in the management of commercial hog herds. In addition to all needed record blanks, the circular contains information on this hog business, management of the commercial herd, commercial marketing methods, and disease and parasite control and prevention.

"Probing for Profit" the title to a Montana circular that suggests an on-the-farm testing program to be conducted by senior 4-H members.

Another Montana circular "Swine Feeding" also a supplemental addition to the normal project provides the 4-H'er to study swine nutrition. It contains rations for starting pigs, mixing commercial supplement with home grown grains, considerations in mixing complete feeds on the farm and feeding breeding stock.

The swine project manual for New Mexico, which is a circular titled "Your Pig and You--" is a complete project manual. The section "Other Work to Do," suggested activities for your club, subjects for 4-H club talks, subjects for demonstrations and several sections of questions to answer about your swine projects.

A general project outline that is not varied a great deal from state to state except for a few modifications is typical of the swine project. Nine states have adapted their project material to a unit system which is also typical of a modernizing trend in today's swine project.

Horse Project

The 4-H horse project is probably the most rapidly expanding of all the livestock species. The project material has progressively kept pace with the project expansion. The one important factor responsible for the step ahead with project materials is the publication of a series of materials on a cooperative basis. The Horse Publications Series was prepared by the Federal and State Extension Services in cooperation with the National 4-H Service Committee and the American Quarter Horse Association, for use by the Cooperative Extension Services in connection with the 4-H Horse Project. Of the states responding, Illinois, Louisiana, Massachusetts, Florida, New Jersey, Tennessee, Idaho, Delaware, Utah, Michigan and Kansas indicated that they have adopted the above materials to use in their states. The materials are divided into three publications:

Unit I--Horses and Horsemanship

Unit II--Horse Science and 4-H Horse Record Book.

The record book divides the horse project into five divisions:

1. Pleasure horse
2. Breeding
3. Growing and training
4. Horsemanship
5. Junior leadership

The record book in addition to describing the project and its objectives contains all needed record blanks for the different divisionary projects.

Unit I--publication for the horses and horsemanship phase, contains the following project information material: breeds of light horses, color and color markings of horses, judging horses no. 1--what to look

for, judging horses no. 2--how to judge, gaits of the horse, western horsemanship, tack and equipment and its care, grooming and preparation for the show, the show ring--are you and your horse ready, showing light horses at halter, care of horses feet, training your horse, safety rules and precautions and a glossary.

Unit II--the manual for horse science phase contains information concerning behavior and nature of the horse, functional anatomy and action, unsoundness and blemishes, determining the age of a horse by its teeth, principles of reproduction in horses, how inheritance works in horses, the digestive system of the horse, feed nutrients, feeds for horses, balancing rations for horses, health and sanitation principles important in horse care, disease problems of horses, external parasites effecting the horse, internal parasites of horses.

A guide for club leaders "4-H Horse Program" produced by the Federal Extension Service offers suggestions for supervising the project and teaching methods.

The pattern or trend developed in the previous three livestock classes of dividing the project materials into units or phases has been even more highly utilized by states in producing horse material. The horse science material discussed above somewhat supports the unit system. Also utilizing the unit system is Arizona. Their materials are divided into four units. The beginning 4-H'er completing unit I and then proceeding to and through the units II, III and IV. West Virginia in addition to the use of the cooperatively produced horse science materials have developed record books I through VII. The requirements are listed

at the beginning of each year and an activity record book is provided for each year through the seventh year. Pennsylvania divides their materials similarly but with a different method. Rather than use the unit system, they have named the phases, tenderfoot horseman, novice horseman, junior horseman and senior horseman.

Oregon, as in other livestock classes, has developed an advancement program for horses. This is divided into:

- Step 1. 4-H rider
- 2. 4-H trail rider
- 3. 4-H horseman
- 4. (a) Senior horseman
- 4. (b) 4-H colt trainer
- 4. (c) 4-H stockman

In addition to the above publication, Oregon utilized a horse project leader's guide and a horse project manual.

Michigan and Virginia are the only two states responding that indicated they have projects in their state on trail riding. The Virginia circular "Trail Riding 4-H Horse and Pony Project" included information on trails, equipment, food, lodging and safety. The Michigan 4-H Club Trail Horse Project" in addition to the information offered by Virginia included bridling, saddling, and mounting, maintenance of equipment, horse transport and a section on trail class events.

A useful circular "A Guide for 4-H Light Horse Shows and Events in Iowa" contained light horse project requirements, management considerations, show rules, and a standard score sheet for all classes offered for competition. The standard score sheet included general regulations for the class and the scoring procedure used by the judge.

The 4-H horse project at the present time is enjoying the satisfaction of utilizing the most updated, modernized project material of the four project classes. This can be credited somewhat to the development of a horse science series produced cooperatively by the Federal and State Extension Services, National 4-H Service Committee and the American Quarter Horse Association. New projects and activities such as trail riding, horse clubs, riding clubs and horsemanship schools will continue to hold the popularity for this project.

Livestock Judging

Livestock judging as stated in the "Texas Livestock Judging Manual" involved the following purposes and objectives: Selecting the most profitable livestock is a science that must be geared to keep up with modern trends in consumer demands and livestock production. Proficiency is acquired only through many hours of study, training and practice. By participating in livestock judging 4-H members learn the principles of livestock selection and how to evaluate differences among both breeding and market animals. They develop the power to make accurate and quick observations. The time limit required in making observations pressures the member to think clearly and make accurate and complete observations. The 4-H'er must catalogue the information mentally and make written notes for the preparation of oral reasons. Members visit successful livestock producers, which helps them realize that excellence found in certain herds or flocks does not just happen. The ability to recognize important differences between animals, combined with accurate

production records and carcass information are the necessary tools needed for a good selection program.

Developing decision-making ability with the capacity to give concise, definite reasons to substantiate judgment are skills that will be valuable throughout life, regardless of the club member's chosen profession.

Thirty-six states responded with livestock judging materials. Eighty-three per cent combine into one publication judging information for all three classes of livestock.

The Illinois livestock judging material is in two publications, beginning livestock judging manual and advanced livestock judging manual. This is an example of uniform materials for all livestock activities as all their materials are provided in this same manner.

The major difference found in the livestock judging materials was the presence or absence of horse judging information. Virginia, Delaware, Hawaii, Colorado, and New Mexico are the only states including horse judging materials in their livestock judging manuals. New Jersey is the only state that submitted a horse judging guide, separate from the composite judging manual. Tennessee and Iowa were the only states that provided separate circulars for each class of livestock.

The typical lineup of information is much the same as contained in the Hawaii circular "4-H Livestock Judging Manual." It includes judging beef cattle, judging hogs, judging sheep, judging dairy cattle, judging quarter horses and a section on reasons and contests.

The Colorado "4-H Livestock Judging and Grading Manual" is much the same as the Hawaii judging manual except that Colorado subdivides each livestock class into slaughter and breeding classifications.

Livestock judging is a livestock activity that is designed to be an educational supplement to the livestock project members are enrolled in. Materials are basically the same with the exception of the presence or absence of horse judging information.

Livestock Fitting and Showing

The poorest response of materials asked of the states was returned in this section. It is the opinion of this writer that many of the states turn to the livestock breed associations for their technical information on this subject. The majority of the material was of the loose mimeograph type generally prepared for a particular livestock class. Six states did have an all animal circular, however, it was sectioned as to species.

The New Hampshire "4-H Beef Fitting and Showmanship Circular" classified their three subject matter areas by a point system:

I.	Appearance of animal	50 points
	a. cleanliness of animal	15
	b. condition of animal	15
	c. curling and clipping	10
	d. condition of feet	10
II.	Showing the animal in the ring	30 points
	a. skill at showing and posing of the animals	15
	b. leading and control of animals	15
III.	The exhibitor	20 points
	a. appearance and knowledge of projects	10
	b. poise, alertness and attitude	10
	Total	<hr/> 100 points

Featured in the "4-H Livestock Showmanship and Grooming" manual is the show ring procedure. The show ring procedure is illustrated by figured drawings showing correct procedure as opposed to the most often used wrong procedure.

The livestock fitting and showing material is largely devoted to rules for fitting and showing contests and the scoring system used for the contest itself. Very little information is supplied as to how a particular job of fitting or showing should be accomplished. This would seem to me an area that would profit greatly from new and improved materials.

QUESTIONNAIRE SUMMARY

The purpose of this study was to determine the reasons why 4-H livestock members are presently enrolled in one or more livestock projects during the 1967 4-H club year. In addition, opinionated questions were asked of the same club members about their projects and activities, in an effort to obtain information that may be utilized to conduct a more effective 4-H livestock program.

The results obtained indicate that 4-H club members are enrolled in livestock projects for many and varied reasons. The statement, "I just like livestock," was the most popular reason and given by 40% of the respondents as their reason.

The majority or 80% of the members obtained printed information telling how to care for their animals from the extension office.

Sixty per cent of the questionnaire respondents do not plan to work

with livestock as a career, however, 54% wanted to gain from the project knowledge of the care and feeding of livestock.

Twenty-two of the fifty-two respondents have their parent as their project leader. Thirty-nine of the total have project meetings. Sixty-three per cent of those indicate they would like the project leader to hold project tours and assist with the selection of their project animals.

The livestock activity liked best by the members varied greatly. Some of the most favored activities are livestock judging events, fitting and showing schools, spring livestock shows, trip to model stock farm and county fairs.

The majority or 85% felt that a county fair could not be held with the absence of livestock. Fifty per cent of these members attend the fair as a climax for their livestock project, whereas, 35% attend because they feel it is an educational event.

Seventy-five per cent of the members felt that livestock projects were not dependent upon a 4-H fat livestock sale, but 86% felt that the sale was a reward for a year's hard work and made the projects more profitable.

Sixty-five per cent of the respondents indicated that they liked to judge livestock. The majority felt that this gave them the knowledge needed to select good livestock.

4-H members generally did not have a difficult time finding good animals for their projects as indicated by 71%. It is definitely the parent that has the responsibility of assisting the members with their selection of project animals. This is the case 90% of the time.

As a terminating reward for a member's work with their livestock projects, 60% indicated that they would like most to receive a scholarship to the college of their choice.

LITERATURE REVIEW SUMMARY

As long as the base projects are supplemented and supported by new projects and activities such as animal nutrition, animal production and veterinary science, the animal science portion of the 4-H program can continue to play one of the major roles in the total 4-H program and its youth development.

The four main beef projects, market beef, registered beef, commercial beef and stocker-feeders, plus projects and activities such as beef advancement, young cattleman's project, beef improvement program, feeder calf production, marketing and animal breeding of beef cattle serve a purpose in youth development. The main base projects and the new projects and activities will meet the demands of youth development and the demands of a modern industry.

Within the sheep project, there are a large number of variances in subject material and project type. Some of this is a result of geographical area and apparently is, in part, a result of an effort being made to update and produce new life in an aged project.

Typical of the swine project is a general project outline that is not varied a great deal from state to state except for a few modifications. Nine states have adapted their project material to a unit system, which is also typical of a modernizing trend in today's swine project.

The 4-H horse project at the present time is enjoying the satisfaction of utilizing the most updated, modernized project material of the four project classes. This can be credited somewhat to the development of a horse science series produced cooperatively by Federal and State Extension Services, National 4-H Service Committee and the American Quarter Horse Association. New projects and activities such as trail riding, horse clubs, riding clubs and horsemanship schools will continue to hold the popularity of the project.

Livestock judging is a livestock activity designed to be an educational supplement to the livestock project in which members are enrolled. Materials are basically the same with the exception of the presence or absence of horse judging information. Only five states included horse judging information in their livestock judging materials.

The livestock fitting and showing material is largely devoted to rules for fitting and showing contests and the scoring system used for the contest itself. Very little information is supplied as to how a particular job of fitting or showing should be accomplished. This would seem to be an area that would profit greatly from new and improved materials.

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APPENDIX

COOPERATIVE EXTENSION SERVICE OF
KANSAS STATE UNIVERSITY

Reno County Extension Service
Box 353
Hutchinson, Kansas 67501

December 7, 1966

TO: 4-H Livestock Members

Dear 4-H'er:

Rae Luginsland, Assistant County Agricultural Agent, who has been responsible for 4-H livestock programs in Reno County is working on requirements for a Master of Science degree in animal husbandry at Kansas State University at the present time.

He has ask me to send this survey to all 4-H members working on livestock projects.

I'm sure you have appreciated Rae's fine help with the 4-H program and here is our opportunity to be of some help to him. Would you complete this questionnaire and return it to me as soon as possible?

Sincerely yours,

(Signed)

Bill Umscheid

Sylvester C. Umscheid
County Club Agent

SCU:bas
Encl.

P.S. Please bring or mail this survey to the County Extension Office Box 353, Hutchinson, Kansas, or Tenth & Woodie Seat Freeway, by January 15 at the latest so we might return it to Rae.

Dear 4-H livestock member:

Please read and carefully answer the questions.

Example: I like ice cream X Yes ___ No

Example: Why do I like ice cream?

- (a) 2 it tastes good)
 (b) 3 it looks good) Rank in order of importance
 (c) 1 it is good)

I. Why are you enrolled in a livestock project?

- (a) ___ your brother or sister did
 (b) ___ other members in club influenced me
 (c) ___ your father or mother thought it a good idea
 (d) ___ I just like livestock
 (e) ___ I wanted something to exhibit and care for at the County Fair
 (f) ___ other _____

II. Where did you get printed information telling you how to care for your animal?

- (a) ___ from a local feed company
 (b) ___ from a purebred livestock association
 (c) ___ from the Extension office
 (d) ___ from your school teacher
 (e) ___ other _____

III. Do you plan to work with livestock as a career? ___ Yes ___ No

What do you plan to get from a livestock project?

- (a) ___ knowledge of the care and feeding of livestock
 (b) ___ knowledge that will help me in school
 (c) ___ skills that will help me later in life
 (d) ___ ribbons at the fair
 (e) ___ other _____

IV. Is your project leader your parent? ___ Yes ___ No

Do you have project meetings? ___ Yes ___ No

What do you like best for the project leader to do?

- (a) ___ visit my home
 (b) ___ have club project tours
 (c) ___ help me to select my project animals
 (d) ___ assist me with a feeding program
 (e) ___ other _____

V. What livestock activity do you like best?

- (a) ___ livestock judging events
 (b) ___ fitting and showing school
 (c) ___ spring livestock shows
 (d) ___ trip to model farm that raises purebred livestock
 (e) ___ county wide project tours
 (f) ___ trip to stock yards
 (g) ___ other _____

VI. Could we have a county fair with no livestock? Yes No

Why do you attend a county fair?

- (a) just for the glamor of the show
 (b) because it's a requirement to complete my project
 (c) because it's an educational event
 (d) it's a climax for livestock project
 (e) it's a good place to sell livestock projects
 (f) other _____

VII. Could we still have livestock projects with no livestock sale?

Yes No

What are your reasons for having a 4-H livestock sale?

- (a) make projects more profitable
 (b) necessary to get businessmen's support
 (c) just a convenient place to sell project
 (d) a reward for a hard year's work
 (e) other _____

VIII. Do you like to judge livestock? Yes No

What do you gain from livestock judging?

- (a) ability to stand up in front of people and talk
 (b) knowledge to select good livestock
 (c) help in selecting my own project animals
 (d) honor for winning a contest
 (e) other _____

IX. Do you have a hard time finding good animals for your projects?

Yes No

Who helps you select your animals?

- (a) parent
 (b) project leader
 (c) county agents
 (d) fellow 4-H members
 (e) other _____

X. What I would like best to receive for my efforts in 4-H livestock work.

- (a) project champion winner
 (b) a scholarship to the college of my choice
 (c) recognition at the annual 4-H Achievement Night
 (d) a trip to some distant event
 (e) other _____

COOPERATIVE EXTENSION SERVICE OF
KANSAS STATE UNIVERSITY

Division of Extension
Extension Animal Husbandry
Weber Hall
Manhattan, Kansas 66502
Phone: 913 JK-9-2211, Ext. 485

February 24, 1967

Dear Sir:

I would like to request from your office material concerning 4-H livestock projects in your state.

Please include:

1. Project selection guide
2. Beef project material
3. Sheep project material
4. Swine project material
5. Horse project material
6. Livestock judging
7. Livestock fitting and showing

This information will be a supplement to my Masters Report titled "The 4-H Livestock Project as Related to Kansas Youth."

Thanking you in advance. I will anticipate receiving this material from your office.

Sincerely,

(Signed)

Rae C. Luginsland

Rae C. Luginsland
Asst. Co. Ag. Agent

REL:cjh

THE 4-H LIVESTOCK PROJECT AS RELATED TO KANSAS YOUTH

by

RAE C. LUGINSLAND

B. S., Kansas State University, 1959

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Animal Husbandry

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

The purpose of this study was to determine the reasons why 4-H livestock members are presently enrolled in one or more livestock projects during the 1967 4-H club year. In addition, questions were asked to obtain information that may be utilized to conduct a more effective 4-H livestock program.

The results obtained indicate that 4-H club members are enrolled in livestock projects for many and varied reasons. The statement, "I just like livestock," was the most popular reason and given by 40% of the respondents as their reason.

The majority or 80% of the members obtained printed information telling how to care for their animals from the extension office.

Sixty per cent of the questionnaire respondents do not plan to work with livestock as a career, however, 54% wanted to gain from the project knowledge of the care and feeding of livestock.

Twenty-two of the fifty-two respondents have their parent as their project leader. Thirty-nine of the total have project meetings. Sixty-three per cent of those indicate they would like the project leader to hold project tours and assist with the selection of their project animals.

The livestock activity liked best by the members varied greatly.

The majority or 85% felt that a county fair could not be held with the absence of livestock. Fifty per cent of these members attend the fair as a climax for their livestock project.

Seventy-five per cent of the members felt that livestock projects were not dependent upon a 4-H fat livestock sale, but 86% felt that the

sale is a reward for a year's hard work and makes the projects more profitable.

Sixty-five per cent of the respondents indicated that they like to judge livestock.

Often 4-H members do not have a difficult time finding good animals for their projects. The parent 90% of the time assisted the members with their selection of project animals.

As a terminating reward for a members work with their livestock projects, 60% indicate that they would like most to receive a scholarship to the college of their choice.

The review of literature indicated that the animal science portion of the 4-H program can continue to play one of the major roles in the total 4-H program and its youth development.

The four main beef projects, plus projects and activities such as beef advancement, young cattlemen's project, beef improvement program, feeder calf production, marketing and animal breeding of beef cattle serve a purpose in youth development.

Within the sheep project, there are a large number of variances in subject material and project type.

Typical of the swine project is a general project outline that is not varied a great deal from state to state except for a few modifications. Nine states have adapted their project material to a unit system.

The 4-H horse project at the present time is enjoying the satisfaction of utilizing the most updated, modernized project material of the four project classes. New projects and activities such as trail

riding, horse clubs, riding clubs and horsemanship schools will continue to hold the popularity of this project.

Livestock judging materials are basically the same with exception of the presence or absence of horse judging information. Only five states included horse judging information in their livestock judging materials.

The livestock fitting and showing material is largely devoted to rules for fitting and showing contests and the scoring system used for the contest itself. Very little information is supplied as to how a particular job of fitting or showing should be accomplished.