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# Ideas... 4-H and YOUTH DEVELOPMENT



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## ADULT LEADERSHIP DEVELOPMENT

Adult volunteer leaders make a tremendous contribution to the 4-H program. No one knows this better than State 4-H staff members and others working professionally in 4-H. In the 1970 fiscal year, 338,000 adult men and women served as volunteer leaders. Research studies indicate that their input was an average of 25 days service to the informal education of 4-H members. If Extension were to replace these volunteers with paid aides it would mean a national cost of around \$200 million, or approximately three times the present private and public funds now being spent for the 4-H portion of the Extension program.

Our goal for the 70's is to double our 4-H educational effort. This will require at least a doubling of our volunteer leaders. It is not reasonable to expect that 4-H will ever have funds to employ enough professional people to work directly with significantly expanded numbers of young people. So it is necessary to depend increasingly upon paid aides and adult and teen volunteer leaders in conducting the 4-H program.

Many examples illustrate how 4-H volunteer staffs are being trained and utilized.

TEEN LEADERS: In the complex society of the United States, it is ever more important that every individual assume appropriate responsibilities for group action and leadership. An important contribution of 4-H experience then can be to develop attitudes and skills in young people who can become effective leaders in their adult lives. Some of the activities that are being carried on with this potential leadership group may give ideas to you and others.

TEEN LEADER FORUM: The 1970 Teen Leader Forum marked the second year for this type of programming in the Western Kentucky areas. About 175 4-H'ers between 14 and 19 years of age participated in this even, themed to "Youth and What's Happening". The basic purpose was to help young people better understand themselves so that they could better understand others. Interpersonal relationships including boy-girl relations, family relations, and relationships with minority and other social groups were stressed.

Dr. V. Milton Boyce has prepared this special issue on adult and teen volunteers.

EXTENSION SERVICE, U.S. DEPARTMENT OF AGRICULTURE, WASHINGTON, D.C. 20250  
COOPERATING WITH LAND GRANT COLLEGES AND UNIVERSITIES.

Dr. Maurice E. Volland, Extension Specialist in Rural Sociology, commented that in general the responses were favorable and that many individuals had positive growth experiences. An area of conflict in the group was that some participants wanted more adult-like responsibilities while others felt that more free time and flexibility were desired. A dual-type program is suggested by Maurice to meet the needs of both types of youth.

TEEN LEADER NUTRITION CONFERENCE: Illinois offered a three-day conference to teach teen leaders some basic concepts of nutrition and leadership. Opportunities were offered to take part and do what was being taught. Program Assistants and Advisers participated to emphasize team-teaching and understanding, but teens were encouraged to develop their own activities and interests.

CROSS-AGE HELPING PROGRAM: The Older-Younger program is an extension of the old one-room school practice of having students help their younger or less capable peers. Michigan is trying this concept in 4-H. To make it work, the older youth receive information on what younger children are like and are taught techniques for helping younger youth to learn.

As adults we know that teaching others is a very effective way for us to learn. Youth of all ages want to teach others. My experience with this plan is that it can work well if adults will step back. If we are in the room, most of the youngsters would rather listen to us.

SPECIAL TEEN PROGRAM: A special teen program has been introduced into the New York 4-H Program to provide team leadership for community groups. According to Lois McGurk, the purpose of "STP," Special Teen Program, was to develop a model to train adults and youth working in a variety of community programs. The need arose from requests by counties asked to furnish junior leaders to aid in community programs. To provide more opportunities for youth involvement in community development type work, need exists for trained adult leadership to supervise youth who are in a teaching or leading capacity and to provide skills for programs.

At least one adult and two or more teens make up a leadership team. The group is trained as a team so each member can see his relationship to other team members as all strive to reach their objectives. The major content of the workshop included:

- Understanding Yourself and Knowing Others
- How to Relate to Others
- Understanding the Teenager, the Adult
- How to Relate to One and Another
- Understanding Children 6-12 years of age
- Program Design and Supervision
- Teaching Children

COLLEGE VOLUNTEERS: The student volunteer movement is reaching more and more into the 4-H program. The college student has exhibited a deep concern for social problems and their solution.

The 1969 Gallup organization reported:

Seventy-one percent of the students polled said they would consider working as part-time volunteers if there were projects operating in or near their college communities.



We have several examples in 4-H that show the students mean what they say. In the past three years, about 250 college students from three different campuses in Nebraska have been demonstrating their concerns through volunteering to be a 4-H leader for inner-city youth. They have made a genuine contribution to the Expanded Food Nutrition Education Program for youth as well as other segments of the Nebraska 4-H program. For instance, they have arranged project meetings, discussions, project work, camps, tours and family involvement. They have been in contact with nearly 1,300 different young people during this period.

John R. Duff, a Michigan State University 4-H Youth Volunteer Coordinator, has in less than one year recruited about 80 Michigan State students and 20 Lansing Community College Students. They work in cooperation with the Extension 4-H Youth Agent and are helping in the Lansing inner-city 4-H program. These volunteers work in most 4-H leadership roles, however, project groups appear to be the most popular.

John holds orientation sessions in the dormitories, fraternities, townhouses, and community college. During the orientation the students receive information on:

1. What is happening in Lansing 4-H Urban Programs
2. Importance of working in the area
3. Purpose and flexibility of programs
4. What is expected of the student as a volunteer
5. How to involve 4-H members in planning
6. Relationship to the volunteer coordinator, and
7. Matching students to the jobs to be done.

The program has stimulated interest and support from professors, businessmen, parents, high school students, and other young adults. The success is also spreading to other universities in Michigan.

In Pennsylvania, college students have planned and conducted a month's program of day camps for inner-city youth of Pittsburgh. Others have volunteered during their summer vacation. More than 60 students at one university have received training and are helping in the youth expanded nutrition program.

College students can offer creative and new energies to your 4-H program. You may already know this from firsthand experience. However, like other leaders, you know they need training, guidance, the reward of success, and a feeling that their work is important.

TEEN PROGRAM AIDES: In northern Kentucky - the towns of Covington, Newport, Ludlow, Belleview and Dayton - launched a campaign to recruit 4-H members and volunteer leaders. Sixteen inner-city teens were employed as program aides to visit low-rent and public/municipal housing and to "tell the 4-H story". At the end of each week or twice a week, a training session was held by the agents and aides with interested people to help determine the role each could play in the 4-H program.

Results of the campaign were 411 new 4-H members in 33 new clubs with 224 new leaders (134 teens and 90 adults). The 16 program aides made 2,489 contacts between June 29, 1970 and August 7, 1970, or in about six weeks' time.

RESOURCE LEADERS: Citizenship weaknesses are spotted by a National Assessment of Educational Progress committee. Findings released by NAEP showed that 54 percent of the young adults queried thought they could personally influence government. However, the majority of these young people knew of only one way to influence government and very few could list as many as five ways.

One political leader last spring remarked that "These young men and women want to get involved but they just don't know how. We keep telling them to work through the system but fail to tell them how this can be done effectively."

Several youth talked to believed they could draft a proposed bill and present it themselves from the floor of Congress. None of them knew how a candidate was picked to run in the primary election. The political leader stated that he and others like him would be interested in working with these youth but most organizations working with them call this politics rather than citizenship and shy away.

Resource leaders such as this one, appear to be a trend for this decade. Many adults cannot commit themselves for a year or even for 6 to 10 weeks to serve as an organization or project leader. They will, however, donate their specific skill to interested youth groups for a few educational programs. In fact, many adults are pleased that you recognize their talent.

TEACHING VOLUNTEERS: One of the reasons first year leaders often give for ending their service as a volunteer is that they were not adequately trained for their job. In the past, county-wide training meetings have been used, but now they appear to be becoming less effective, especially as adults find more uses for their leisure time. Therefore, new training approaches are being implemented. These include college courses, telelectures, tape recorders, "self-learning" materials, and leader forums.

COLLEGE COURSES: A six-week course designed to help women explore some of the opportunities for volunteers in the greater Washington, D.C. area was given by Georgetown University's continuing education department. It was offered as a non-credit series of weekly panel seminars, entitled "An Approach to Volunteer Services." Assignments in field work and interviews were also a part of the course. A total of 104 adults paid the registration fee and attended this course.

TELE-LECTURES: Use of the tele-lecture is being made to train 4-H leaders. Minnesota is offering tele-teaching for both junior leaders and adult leaders development. The lectures are supplemented by self-study materials.

Lessons are also made available for leaders to utilize in teaching subject matter to their youth participants. With this method one resource person can teach youth over several counties at the same time.

Missouri has used the tele-lecture to train professionals in leadership development. There was a cooperative effort involving outside resource people. The program was offered by "Continuing Education for Women" but utilized Home Economics, 4-H, the Missouri Association of Social Welfare, and other agencies who work with disadvantaged people.

Thirty-one home economists, in six locations, received training on "Using Volunteers in the Food and Nutrition Program." The session maximized open discussion via the tele-lecture and was intended to motivate more active use of volunteers.

West Virginia, also working through continuing education is using the tele-lecture for in-service training of Program Aides. They have 10 locations across the state.

CONFERENCE ON THE HANDICAPPED: A National Training Conference on 4-H for the Handicapped was held at the Curtis Hotel, Minneapolis, Minnesota, October 28-30, 1970. About 40 persons were in attendance from Minnesota and six other states: Colorado, Nevada, South Carolina, Kansas, Texas, Iowa.



Persons at the meeting also attended selected sessions of the National Association for Retarded Children which was attended by 1,400 delegates from 35 states.

Participants at the meeting became more aware of the need for understanding and developing programs for handicapped youth who need a chance to grow in their own ways. The concept of normalizing work with youth in as near normal a situation as possible was discussed. Most retarded youth do realize when they are being treated differently.

The idea of youth wanting or feeling the need to participate in 4-H programs was also explored. We can design all sorts of special programs but if youth don't feel a need for this, we haven't accomplished much. This is particularly true of blind youth.

A follow-up report which will include keynote speeches as well as discussion and reports, is being compiled. It will be sold to interested persons not at the conference, if requests are sent to Mrs. Phyllis Worden, 360 Coffey Hall, University of Minnesota, St. Paul, Minn. 55101.

FOUR-TRACK TAPE RECORDER: Plans are under way in Washington to develop leader training materials for a four-track tape recorder. The four tracks permit self-learning with immediate feedback. It can be used as a teaching tool by the professional, program aide, or by the leaders themselves. The lesson materials can be developed by a professional staff member and used on several tape players throughout the state.

DISTRICT TRAINING: Virginia and Texas are using district training of 4-H leaders as a way to reach more 4-H leaders with relevant educational programs. 4-H leaders themselves are actively engaged in identifying and carrying out specific training activities. All six of Virginia's Extension Districts held a conference (one held two) and one Texas district conference was held.

Leaders clearly indicate that they prefer district or multi-county meetings because one of the most important parts of the conference is the exchange of ideas by the leaders themselves.

National and Regional Leaders Forums served as a model for some of these forums. Texas, Virginia, and South Dakota use leaders who attended such Forums to put on a state leader forum. State and district 4-H Leader Associations are active in helping to make the leader training events successful.

4-H CLUB LEADERS' KIT: A highly successful Florida 4-H Club Leaders' Kit has been developed and implemented for their leaders. Today over half of Florida's counties are utilizing almost 1,000 of these kits in their 4-H program. The kits have proved invaluable as a means of helping recruit new leaders, present leaders, and deploy organizational leaders.

The following topics represent individual file folders which contain appropriate selections of educational materials. Each kit contains a set of these folders and respective information.

Camping Program	Finances	National and Junior
Charter and Membership	4-H Records	Report Forms
Correspondence	Individual Member's Record	National Supply Catalog
County Council	Junior and Teen Leadership	Overview of 4-H
Special Activities	Leadership Forms	Program Planning
Decals and Stickers	Leaders Handbook	Project Guide
Devotions	Meeting Report Cards	Recognition
Extension Publications	Membership Application Cards	Recreation
Fairs and Shows	Miscellaneous	Resource Materials
National 4-H News	Secretary's Record	Statement of Understanding

4-H LEADER FORUMS: A 4-H Leader Forum brings together 4-H leaders from many counties and several states to offer a new learning experience designed to enhance leadership potential. In 1971, 10 regional and national Leader Forums are planned.

Leader Forums scheduled at the National 4-H Center are:

Spring, March 1-6, March 8-13, March 15-20 and March 22-27.

Fall, October 4-9, October 11-16, October 18-23, and October 25-30.

The Western Regional 4-H Leader Forum is scheduled for March 4-8 at Reno, Nevada. Plans for the Southern Regional 4-H Leader Forum will be made at the Southern Agriculture Workers Conference in February, 1971. It is expected to be held in October at the Rock Eagle 4-H Center.

For the most part, Leader Forums in the past have been very successful and are well accepted by the leaders in attendance. Most leaders leave the forums very enthusiastic. Applying what they have learned after they return home is another matter. Some return and help put on county, district, or state leader forums. Others simply plan to do a better job as a 4-H leader.

Leaders who apply the most of what they learn at a forum are those who are encouraged to be creative by their state and county 4-H staffs. In fact, most adult leaders say they would accept more responsibility for implementing the 4-H program if it were delegates to them. Teen leaders also have said they would be capable of doing much more for the 4-H program if adults and agents would involve them.

Hopefully in 1971, both you and we can do more follow-up to maximize use of the adult leaders' forum learning experience after these leaders return home. The more all of us can stimulate and motivate them, the better for 4-H.

#### /NEWS OF OUR COWORKERS/

We were all proud of have Dr. W. E. Skelton, Dean of Extension in Virginia, receive the Epsilon Sigma Phi Ruby Award for Distinguished Service. It was presented November 8 in Washington, D.C.

John Conrad Feltner is named as Kentucky's Assistant Director 4-H, replacing Dr. H. H. Van Horn. He has been a member of the State 4-H staff.

Dr. Arden N. Huff joined the Virginia 4-H staff December 1. He formerly served as 4-H Livestock Specialist. Dr. J. A. "Andy" Reynolds has returned to the Virginia staff after two years of educational leave at North Carolina State University. Shirley Patton Richards now resides at 767-A Springfield Drive, Ottawa, Ontario, Canada.

Nancy Ann Palmer has been appointed an assistant State 4-H leader in Wyoming, the position formerly held by Joyce Croft. Nancy recently received a master's at Oregon State, and has been an Extension agent in Idaho.

Elmer Wright Jr. is a new staff member in Illinois, with special responsibility for urban programs. He has a background in vocational education and will soon receive his doctorate. Mrs. Beatrice Bagby joined the State staff in Illinois November 1. She has been an agent in Will County.



Susan Soule, serves in the Vermont EFNEP program with youth programs. Mrs. Janet Paz, New Mexico replaces Janet Caudle on the youth facet of EFNEP and some other home economics assignments. She was formerly an agent in Don Ana County.

Lynda Kay Bowers, Assistant Editor for Home Economics in Texas, was a National 4-H Reporter in 1967.

Mrs. Margarite McNally, long on the editorial staff at the National 4-H Service Committee, died recently after an illness of several months. She worked to help with 4-H promotion and was always especially busy at the 4-H Congress Press desk.

Mrs. Margo Tyler--not Margo Phillips--is the new information director for the National 4-H Club Foundation. We erred understandably since Margo Phillips has served as a 4-H information consultant. Mrs. Tyler's most recent assignment was information director for the College of the Virgin Islands. Two other appointees on the Foundation staff are Wilbert E. Rodgers, a program leader in the education division with special responsibility for volunteer leaders training conferences, and Raymond Meisgeier, coordinator of the Japanese Agricultural Training program, based at Seattle.

Donald Johnson, formerly of Georgia, is joining the National 4-H Service Committee staff, working with Don Osburn in Program Services.

Mr. and Mrs. W. Sherard Wilson, formerly State 4-H Leader in Maryland, are on another long overseas tour. They spent Christmas holidays in Thailand.

Some key committee assignments: George Baker, South Carolina, was adult advisor with the 4-H Exchange group to Canada. Francis Mansue, New Jersey, was 4-H representative at an interagency meeting on youth work with the blind, called by the Prevention for Blindness society. Lee Jinks, Pennsylvania is chairman of the committee planning the NE State staff meeting to be held in March, ably supported by Dr. John Gerwig, New Jersey, Director advisor. Bob Davis, California, is chairman of the committee planning the State staff meeting in the West scheduled February 15-19 in Oakland. W. W. Brown is chairman of the 4-H Section meeting at the Southern Agricultural Workers Conference, to be held at Jacksonville.

Just announced: Dr. Dwight E. Palmer, associate 4-H leader in North Dakota since 1957, has accepted a position with Washington State University, as assistant State leader of human resources for 4-H and home economics.

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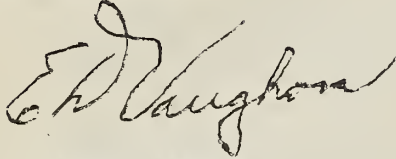
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/IN CLOSING/

Speaking of leader training, you will recall that J. C. Penney has long been associated with the 4-H Leader Forums. Recently the Penney Company and the J. C. Penney family made a contribution of \$500,000 to the expanded National 4-H Center in Washington, D.C. At about the same time ECOP approved a 4-H Subcommittee-developed policy statement which will unmeasurably expand the capabilities of professional as well as volunteer staff training at the Center.

Sincerely,



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