

**EXTENSION SERVICE**

# REVIEW

U S DEPARTMENT OF AGRICULTURE \* AUGUST 1965

**4-H OPENS DOORS TO OPPORTUNITY**



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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## EXTENSION SERVICE

# REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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## ON THE COVER

Luci Baines Johnson, the President's younger daughter, meets with a group of 4-H'ers during the launching of a "National Youth Program for Natural Beauty" at the U.S. Department of Agriculture early in June. Miss Johnson is honorary chairman of the new program. The event was a part of Secretary Freeman's response to the May 24-25 White House Conference on Natural Beauty called by President Johnson to "produce new ideas and approaches for enhancing the beauty of America."

Representatives of 4-H, the Boy Scouts, Girl Scouts, Campfire Girls, and other youth organizations pledged their support of the youth for natural beauty program at the June event. At that same time the Sears-Roebuck Foundation was announced as the new donor of the annual National 4-H Community Beautification awards program. The Foundation will work through the National 4-H Service Committee in supporting 4-H programs to help preserve and promote community beauty. The Reader's Digest Foundation through The National 4-H Foundation is making available this year an annual Citizenship-in-Action grant to supplement funds for various community service projects, including beautification in selected States.



## OPPORTUNITIES UNLIMITED

- The ranks of U.S. teenagers are swelling at the rate of over 800,000 each year.
- Last year 3,700,000 youth celebrated their 17th birthday. This was 37 percent more than in 1963.
- By the end of 1964 there were 23 million U.S. teenagers and 20 percent more preteens.
- This is the greatest potential 4-H has ever faced. Youth today is seeking greater opportunities. There are many doors to opportunity through 4-H. Career exploration, personal development, citizenship training, and learning experiences in science, technology, management, homemaking, conservation, and community action.

by MYLO S. DOWNEY, *Director*  
*Division of 4-H and Youth Development, FES*

**T**ODAY'S OPPORTUNITIES for an expanded 4-H program are greater than ever before: there are more young people. We are witnessing a great social concern for youth and Extension has more know-how to work with young people from all economic strata and from all types of homes—both rural and urban.

We are in the midst of the greatest teenage population boom of all time. Never before has there been the opportunity to conduct 4-H and other meaningful Extension programs with so many young people. This great population explosion is the result of the increased number of marriages and births during and immediately after World War II.

Younger youth, 9 to 11—those of the early 4-H age—increased about 20 percent from 1960 to 1965 but are

expected to level off until 1975, when another increase of 25 percent is projected from 1975 to 1985. These will be the children of the greatly increased number of young people growing up now in the early 60's. Every upward wave of births, such as occurred in the early 1920's and in the 1940's, produces a subsequent upward wave of marriages and births 20 to 25 years hence. These cycles in population expansion have concurrently influenced the increases in 4-H membership. We are approaching another period when there should be an expanded enrollment in 4-H based entirely on population statistics.

A much more phenomenal growth in population is occurring in what we refer to as the middle and upper teenage group. The Population Reference Bureau calls 1964 "the year that America's Post World War II baby

came home to roost." About 3,700,000 youngsters celebrated their 17th birthday, a 37 percent increase in just one year. The ranks of U.S. teenagers are now swelling by over 800,000 a year and had reached 23 million by the end of 1964.

**I**n addition to the increased number of young people, there are rapid changes in the demography of our youth population. There is an accelerating decline in the youth population of Central City and an expanding number of urban people will be living in less crowded conditions. The great majority of people living in metropolitan areas reside in the newly-annexed parts of the city or the suburban towns outside the city limits. Rural sections contiguous to metropolitan areas are growing in population while more isolated rural counties are experiencing a strong

out-migration. The numbers of children in certain rural areas are declining more rapidly than the total population because it is usually the families of child-bearing age who are moving to the population centers.

We find some of our highest rural population loss in the interior coastal plains of the lower South—Georgia through Texas. This is also true of contiguous areas of the Great Plains.

At the other extreme are areas of sizable rural increase, which often grew from net migration as well as natural increase. This includes Florida, California, the industrial centers of the lower Great Lakes, and the Atlantic Seaboard.

The changing rural population is about to fall to around 25 percent of the United States total for the first time.

With all of this expanding and shifting youth clientele, we find that they are experiencing new and difficult problems.

Through 4-H, Extension can open doors of opportunity to help youth make adjustments to today's living and to prepare them for their future in greatly changed situations.

One major concern is the opportunity for employment. Jobs for the teenager are becoming much harder to get, simply because there are so many more teenagers in the labor market and too many lack marketable employment skills.

A recent opinion survey of the American people listed "Improving Public Education" as the major National problem they would like to see the Government devote most of its attention to in the next year or two.

4-H Club work is a highly accredited, informal educational program for youth.

There seems to be an unpublished mandate—

1. To extend 4-H opportunities to a greatly increased number of boys and girls.

2. To recognize that although there are fewer boys and girls living on farms, there are greatly increased numbers living in rural and suburban America.

3. To modify the program and expand its flexibility to serve the needs of this great populace that will be more and more included in Extension's major clientele of the future.

4. To provide appealing and meaningful education experiences that will help our most underprivileged boys and girls develop new and desirable knowledge skills, and attitudes.

5. To develop programs and activities that are specifically designed for the middle and late teenagers—the largest segment of our youth population of 1965. □

THE WHITE HOUSE

WASHINGTON

April 10, 1965

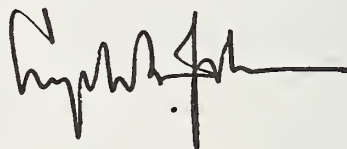
TO 4-H CLUB MEMBERS:

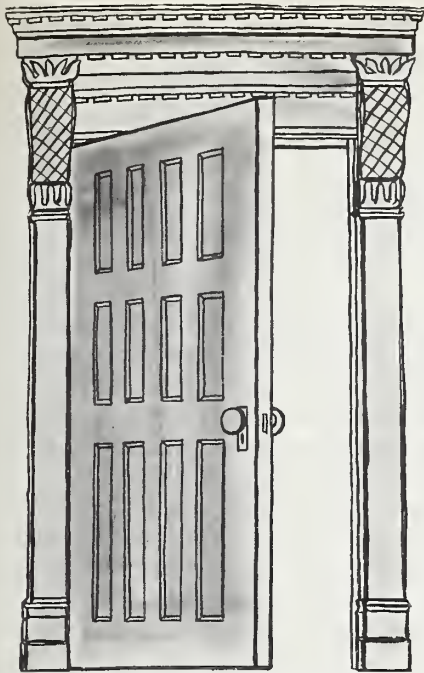
It is a pleasure to greet you, 2-1/4 million strong, as you look toward National 4-H Club Week. I commend you for your many accomplishments as you strive individually and together to gain new knowledge, skills, and attitudes in your head-heart-hands-health endeavors.

Your aims are directly in line with our Nation's goals to achieve fuller and better living for all. You will surely benefit, as will others, from your efforts to explore career opportunities and seek needed education, to practice healthful living, to use constructively your leisure time, and to strengthen your personal standards and citizenship ideals.

This reflects the ever-widening scope of your program and the increased participation by 4-H young people of all races, creeds, and economic conditions in the building of tomorrow's homes and communities.

May you continue to move forward and help other youth advance in this challenging age of change, growth, and progress.





## Education With Fascination

by ALBERT F. GEHRES  
*Assistant Extension Director  
and State 4-H Leader, Ohio*

**W**HAT comes to your mind when you think of education for young people? Do you immediately think of boys and girls practicing new skills, gaining greater knowledge and developing improved attitudes? Or, is it more likely that you visualize classrooms and teachers?

All of us agree that 4-H Club work is educational because it helps boys and girls to improve skills, knowledge, and attitudes. But, are classrooms and teachers also an important part of 4-H learning? Let's take a look!

A 4-H Club member and his dad are in a bank discussing with the banker a loan to buy a 4-H animal. A 4-H girl and her mother are planning an outdoor meal and have stopped at the meat counter of a supermarket to discuss with the butcher prices and nutritive values of a particular cut of meat.

Where are the 4-H classrooms? Who are the 4-H teachers? Do the bank and the supermarket become classrooms? Do the boy's dad, and the banker, the girl's mother, and the butcher, become teachers?

Where was the classroom and who were the teachers when 4-H members from Jefferson County visited the local hospital and had a physical examination? Where was the classroom and who were the teachers when the Franklin County 4-H Club Congress delegates met with their Congressman to discuss their trip to Ohio 4-H Club Congress and their session in the Ohio General Assembly?

A series of tornadoes left a terrifying swath of destruction in Lorain County on Palm Sunday. On the following Saturday over 800 4-H boys and girls and advisors responded to a call for help from the County Extension Office. They organized the cleanup work along a 9-mile stretch where the storm had done severe damage. Nearly 100 youths were assigned to each mile area. The youngsters lined up across the fields and walked slowly, picking up debris as they went along and placing it in piles. Farmers supplied wagons to haul the debris away. Will those youths ever forget this kind of a learning experience, even 50 years from now?

If you have ever been in 4-H, think back to your 4-H experiences. How many different real-life classrooms did you have? How many real-life teachers helped you in 4-H? Dr. Jerome Folkman, Rabbi of Temple Israel in Columbus, says that one of the most pressing needs of today's youth is to participate in adult-like experiences. His observation is that 4-H Club work provides a better opportunity for these experiences than any other youth organization.

From these examples, we can see that the scope of 4-H classrooms or the methods used by a 4-H teacher are limited only by the imagination of the 4-H Club members, their parents, and the advisors.

Work in 4-H can be education with fascination. Dr. Grant Venn says, we seem to think you can learn only if you sit in a seat for 6 periods a day.

Educational efforts of 4-H are flexible. For years clubs have been encouraged to have two or more leaders, sometimes as many as five, who assist each other in a procedure not unlike "team teaching." By developing project books with information and suggested things to do with their projects, as they progress, we see the concept of "programmed learning" coming into focus.

Allowing youth to take projects that challenge them according to their abilities, not according to their age, is a recognized process of good education. Basing all this learning on the developmental tasks of boys and girls makes the work interesting for the age group. Leaders in 4-H enjoy being "teachers" much more after they become aware of these tasks and their application through 4-H Club work.

Occasionally we hear persons say that the schools, the homes, the churches, or other groups are doing the job. Dr. Ralph Tyler, who is well respected for his concern for applied education, says ". . . the total educational task involved in inducting youth into responsible adulthood is far too great for any one of our social institutions to undertake effectively. Only by the fullest utilization of the potential educational efforts of home, church, school, recreational agencies, youth-serving organizations, the library, the press, motion pictures, radio, television, and other formal and informal activities can this Nation meet its educational needs."

County and Area Extension agents are constantly trying to make these lifelike classrooms as effective and helpful as possible. These agents conduct many training meetings, plan tours, write letters, carry on discussions, make phone calls, and present radio and TV shows—all to help make 4-H classrooms and 4-H teaching so real that growing up is fun. □

# Montana's Dual Approach to Citizenship

## Young Citizens Conference

by RUTH K. PIERSON

*Extension Home Demonstration Agent  
Billings, Montana*

"**A**S CITIZENS we should be thinking, feeling, and doing something about our place in our school, club, community, and country today. Citizenship is not passive. Let's all get together for a conference to learn, discuss, and search for ways to be better citizens." This, written by a 4-H'er, was the opening statement of an invitation to the 1963 Yellowstone County Young Citizens Conference.

The junior leaders wanted this conference. Sixty boys and girls were involved in planning and conducting it with help from the Montana 4-H Club Office, Extension agents from two counties, and six youth who had attended a citizenship short course in Washington, D. C. The young people liked it. It was theirs. The discussions were meaningful. It was a Saturday well spent for all participants and those involved in the weeks of planning benefited even more.

"Let's have another conference next year with other youth groups in our own county." Five enthusiastic junior leaders worked with the Extension agents and sold the idea to the directors and representatives of six youth groups. Planning meetings were arranged through the Extension Office. The young people chose "What is Education? How Much is Enough?" as a topic for their 1964

*Songs for the conference are selected by these young people who represent 3 different youth organizations.*



conference. Committees of young people from six local youth organizations with adult help from four groups worked out the details.

One adult met with each committee but the ideas, objectives, plans, and methods of the conference were worked out and decided by the youth.

At the 1½-day conference, one adult was interviewed by a young person, another adult participated on a panel summary, and in separate career sessions eight local representatives discussed jobs and training needed.

The rest of the program was handled by the youth: instructions, keynotes, inspirational talks, recreation, entertainment, reports, and the summary.

This was the first time these junior leaders had worked with other youth groups and with young people of another race. They discovered they all have similar interests, needs, desires, and values but that it takes time and effort to develop understanding.

One of the main strengths of 4-H is that there are opportunities for young people to decide what they want to learn. They can be involved all the way by setting objectives, planning, conducting, and evaluating a learning experience. We must gear ourselves to give guidance and direction. It takes longer, we must listen more carefully.

Young people appreciate discussions where *they* can express ideas, be creative, and learn to work with others to develop their self confidence, personal goals, and self direction. □

## Junior Leadership Camp

by ROBERT G. RACICOT

*County Extension Agent  
Big Timber, Montana*

"**D**IMENSIONS OF DEMOCRACY" was the theme of Montana's Fifth-Annual 4-H Junior Leadership Camp. The location was a mountainous area north of Red Lodge.

Here 100 4-H members ages 14 to 21 and representing some 19 counties in south central and eastern Montana were embarking on a new and challenging experience which was to last for one week. The camp staff was

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comprised of 24 county agents, Extension specialists, parents, 4-H leaders, and junior staff members. There were three guests; and IFYE from Japan, one from Australia, and an ICYE from Germany.

This all started many years before when in 1955-1957 a National 4-H Citizens Improvement study was conducted. It was sponsored by the Extension Committee on Organization and Policy (ECOP) and carried out by the National 4-H Club Foundation.

During 1958 and 1959 several adjoining counties in south central Montana became quite interested in the results of this study. These counties decided that ideas it generated might be put to use through a "new type" of Junior Leadership Camp at Red Lodge.

In 1960 the first camp in the "experimental" approach was held at Red Lodge. Extension agents found it was well worth the time and energy involved. It has answered the needs of the 4-H member between the ages of 14 and 21 in developing leadership potential.

The overall aim of the 1964 camp was *to better understand myself and others and to work with other campers and adults more effectively and responsibly in developing a democratic situation.* The experimental part came into play in the teaching program to accomplish this purpose. It was to give each camper a real responsibility for developing and carrying out the camp program with structure and guidance from empathetic, supportive adults.

This was done through nine camper-involvement committees which planned the day-to-day activities. These included committees for morning programs, mealtime activities, optional recreation, ceremonies, the camp notebook, evening programs, evaluation, camp living, and adult cabin counselors.

*Junior leaders at their camp in Red Lodge work together solving puzzles as part of their recreation program.*



*Striving for involvement of all Junior Leaders attending the 4-H Camp, the program provides numerous opportunities for young people to assume leadership roles.*

There were also five workshops at which skills were taught such as emcee ability, recreation and family fun, discussion techniques, folk singing, and the building of international friendships. Throughout the week these skills and ideas were used at various activities within the camp. Each workshop and committee, in addition to their work job requirement, had specific goals which tied back directly to the overall purpose of the camp.

One outgrowth of this camp was the Young Citizens Conference held in Billings, Montana. Other benefits have been a truer self-understanding by campers and staff; an appreciation for the other person; a better understanding between youth and adults; a definite trend towards more interest in international understanding; the development of leadership qualities for use at county clubs and camps; and the feeling that planning is so important in order to meet the total potential of such a camp.

In the planning of this camp both State and Federal Extension specialists have been used as resource people. In 1965, not only Extension agents but, also parents, leaders, junior staff, and 4-H'ers at the county level have had some responsibility in planning for Red Lodge Junior Leadership Camp.

This new type of camp has grown considerably in its 5 years of existence. Incorporating new ideas and teaching techniques has kept it interesting, challenging, and dynamic for the staff. For the 4-H Junior Leader it is usually the highlight of their 4-H year, as they tell it.

A new camp of this same general type will be started this year at Ekalaka, Montana. It will be spearheaded by some of the junior staff and Extension agents who have been to Red Lodge. Working closely with their resource people in the counties of eastern Montana, they hope to develop a similar experience for the young people of that area of the State. □

This leader is using a soil profile pit to teach the boys about soil types and capabilities. The camp has four pits, each illustrating a different type of soil.

The faculty is drawn from the Cooperative Extension Service, the Soil Conservation Service, the State Forest Service, and the State Fish and Game Service. The Associated Industries of Vermont helps underwrite the costs, supplementing the modest registration fee. The Camp Downer Corporation, which operates the 4-H Camp during the earlier months of the summer, supplies the camp and administrative personnel.

This pooling of talents has been working for years, since 1947, in fact. As such, it could supply abundant material for an article on public and private teamwork to help Vermont youths. But the cooperators are insistent that the real story is the young people themselves and their growing efforts to harness nature.

Downer State Forest, with its 830 acres, is in Windsor County on the eastern border of Vermont. It was given to the State in 1910 by Charles Downer, a prominent citizen of nearby Sharon. Almost from that date, the gift has been used for educational purposes.

For a time, agriculture and forestry were taught in the manor house that accompanied the grant. A CCC camp was in operation during the depression years.

In 1945, 4-H leaders from five counties started a summer camp which has become a mainstay of the 4-H camp program in Vermont. And it was just 2 years later that the Extension forester and the assistant State forester, working with the State 4-H leader, established a forestry camp.

They wanted a camp that would build on the instruction received in 4-H Clubs. Downer Forest, originally established as a demonstration forest, offered the perfect place to observe and practice modern techniques.

After about 3 years, the program was expanded to include soil conservation and wildlife management. One other change was made. Instruction was put on a three-level basis. This made it possible to gear instruction to the knowledge of the youth. More than that, it made the education open ended so that the youth could keep coming back and keep growing.

How to measure the results?

Some day an educational genius will be able to correlate progress with academic input. But not today. However, it's no coincidence that two students have won National forestry scholarships.

Several other youths from the camp also earned State-wide recognition a few years ago when they pitched in to help stop a forest fire. Because of their training, they were able to follow orders and use tools without time-consuming instruction. The fire warden later singled



## The Program is Made For Learning —at camp in 800-acre forest

by TOM McCORMICK  
*Assistant Extension Editor, Vermont*

ANYONE who thinks the younger generation is going soft should visit the 4-H Forestry and Conservation Camp in Vermont. And folks who want to see across-the-board cooperation by public and private agencies should make the same trip.

At rugged Camp Downer in late August, they'd find scores of boys from age 12 on up learning the ABC's of the woodlands. These youth not only watch and hear experts but they also pitch right in and help.



them out for special praise.

This carryover from camp to community, although seldom so spectacular, has been typical of the effort, according to State 4-H Leader John D. Merchant.

"This is one activity where the knowledge really seems to stick with them," he commented. "Without going into too much theory, I suppose we could say it's the classic Extension formula of demonstration, instruction, and individual effort. After young people have worked hard to learn something, they seem particularly anxious to use the knowledge when they return home. And of course this repetition reinforces the learning process."

The program itself is made for learning. With nearly 20 years experience behind the curriculum, camp leaders have an excellent idea of what can be absorbed and what will capture interest.

In the first year, the *Pathfinders* are instructed in tree identification, planting, weeding and thinning of young timber stands, pruning, and the poisoning of trees that cannot be removed in any other way.

After a review, the second year *Guides* are briefed on the differences between trees and are instructed in cruising to learn how to measure trees and determine their value. They also learn to judge pruning done by someone else and they perform planting and thinning chores.

Instruction in wildlife management work includes study of the fish in the nearby pond, improvement of the stream leading out of the pond, and the elements of the deer herd management.

They also are shown how diversion ditches and other soil conservation measures are developed, get basic instruction in land judging, and are briefed on the Soil Conservation Service programs.

The summertime seniors, the *Rangers*, work on special projects such as camp improvement, visit nearby farms, and explore career opportunities with their instructors.

Recreation is a key part of the camp. In addition to chopping and sawing contests the youth enjoy baseball, volleyball, and horseshoes. In the evening, they see films on forestry, soil conservation, and wildlife management topics.

And it's a man's world, open only to boys. Evaluation forms occasionally list this womanless world as one of the attractions of the camp. (An evaluation we won't attempt to appraise here.)

A less-controversial response has been the report that the camp is lively. The youth say that they enjoy the feeling of working and learning, that they even get more out of it than regular 4-H camps.

Some have reported that the 3-day sessions are short enough to banish any parental objections. And more than a few have said they enjoy the close contact with adult experts on outdoor life.

Possibly this last reason is the most important of all, Merchant feels. The opportunity for partnership with an adult performing his regular occupation is one that comes infrequently to young people.

But it's not one-sided.

A number of faculty members have reported that a couple of summer days in a Vermont forest with interested youngsters recharges the batteries like nothing else can. As in all 4-H programs, it's still an open question as to whether the youngsters or the adults are helped the most.

But all agree it's a happy arrangement. □



# Career Exploration Program Helps 4-H'ers Prepare for the Future

by JOHNNIE SARTOR  
Associate Extension Economist, Mississippi

MISSISSIPPI is primarily an agricultural State with a large proportion of boys and girls living in rural areas. With the trend toward mechanization and fewer farms, our primary concern is to train youth for employment off the farm.

The 4-H Career Exploration Program, designed especially for high school juniors and seniors, is attempting to increase the number who will be seeking employment with the proper training and qualifications for the jobs available. A handbook, presented in three steps or phases, is given to each 4-H Club member who participates in the Career Exploration Program. In Step One the members look at themselves and explore their interest and abilities. In Step Two they look at the different careers available. Step Three helps them to compare their interests and abilities with the opportunities offered in the several careers they explored and decide which career to pursue.

Career Exploration handbooks are also provided for adult leaders and Extension agents.

Boys and girls are encouraged to stay in school and prepare for competition in the better jobs. This is done through news articles, newsletters, radio, television, and meetings—4-H Clubs, Junior Council, District and State 4-H Club assemblies, civic clubs, community clubs, and P-TAs.

Publications and leaflets from the USDA, State agencies, and the local

government have been helpful in this program. A slide series, "Don't Be a School Dropout," developed by the Georgia Extension Service has been used by many of our Extension agents. Slides and script developed from "Manpower, Challenge of the 1960's" have been very helpful. These slides point out the need for maximum education and career selection.

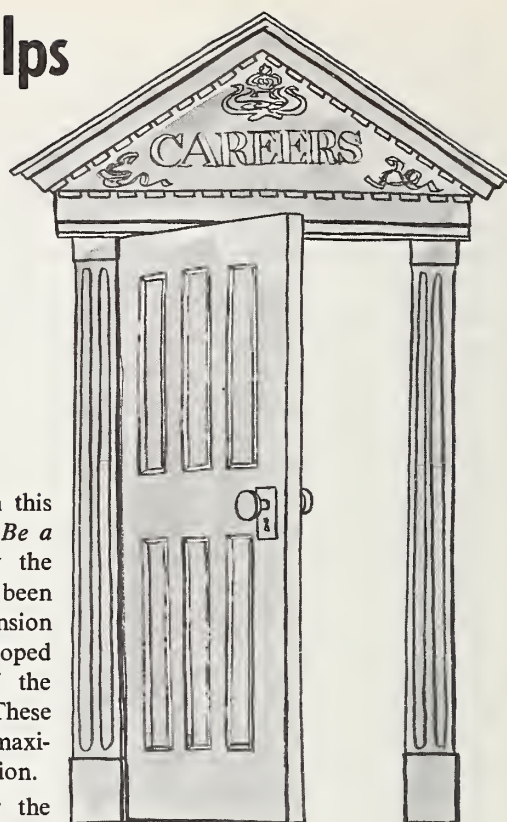
Two films, "More Power for the Job" developed by Montana State University and "Careers in Horticulture" produced by Mississippi State University are two other outstanding visuals being used.

Here are some of our county workers' experiences in this 4-H activity:

Mrs. Jean Allen Young, Extension Home Economist, Oxford, showed the school dropout slides to her 4-H members. During the recreation period the members dramatized the program by having a "paymaster" pay the weekly wages to boys and girls for various educational levels as shown in the slides. This was followed by a "bill collector" who emphasized the lack of finances of people with low education and income.

Jimmy C. McLain, Assistant County Agent, Senatobia, counsels with senior 4-H Club members and encourages them to continue their education. He helps them select a major area for study, choose their school, and plan their program.

McLain used the school dropout slides in a 4-H Club meeting during



the spring of 1965. He checked to see if members were interested in this type of program and if it had any influence on them. He found that four members would not graduate with their class and this program had caused them to take more interest in their studies. All four are now planning to go to summer school or attend another year of high school and graduate.

J. C. Oatis, Associate County Agent, Hattiesburg, has used lectures, news articles, and special programs and is making an effort to reach 4-H members, parents, and adult leaders with the Career Exploration Program. Main emphasis has been to point out the opportunities and values of education.

Mrs. Sadye H. Wier, Associate Home Economist, Columbus, presented the Career Exploration Program to the Adult Leaders Council which is composed of teacher sponsors. The Council is working with Mrs. Wier in organizing a Career Exploration Club

of junior and senior high students.

The 4-H Club at Prentiss, according to Mrs. Bonita S. Bridges, Associate Home Economist, chose Career Exploration as its major study for the year. The first program was a panel discussion by the girls, *Why I Should Be Thinking of a Career*. A survey was made to determine areas of interest and throughout the year speakers presented the information the students wanted.

Guest speakers and topics of discussion were: (1) Employment Security Commission representative—*Advantages of a High School and College Education*, (2) representative from local welfare department—*Social Service Career for You in Public Welfare*, and (3) local business woman—*Advantages and Disadvantages of Self-Employment*. Each member agreed to have five interviews with persons engaged in a career in which she is interested.

The Booneville 4-H Junior Council invited a teacher, a minister, and a banker to participate in a panel discussion. Miss Mary Evelyn Edwards, Assistant Home Economist, said they discussed questions on college, rewards of various occupations, and salaries.

Another interesting approach to career exploration comes from J. H.

Price, Associate County Agent, Canton. Price contacted the principal of the school and asked him to urge all junior and senior boys not enrolled in 4-H to attend a 4-H program on careers presented by Price and 4-H junior leaders. Fifty-one boys attended and discussed: *How To Get and Hold the Right Job, Look at Yourself, Look at Careers, Make a Decision*, and *The Co-op Program at Mississippi State University*.

A great deal of interest was indicated by the questions raised and requests for more information.

Mrs. Annie B. Jennings, Assistant Home Economist, Ripley, reports that school dropouts are of concern to all people of that area. Ten junior and senior 4-H Clubs chose school dropouts as a topic for discussion; four clubs invited the school guidance counselor to speak and several clubs invited professional and business people to present programs. Radio programs and news articles were presented on *Choosing A Career* and *Stopping School Dropouts*.

Charles R. Fletcher, Associate County Agent, and Mrs. Graftie M. Randle, Associate Home Economist, Hernando, work with local teachers in presenting talks and plays emphasizing jobs waiting to be filled by youth with educations, together with the dis-

advantages of dropping out of school.

The highlight of the career program in Corinth, according to Mrs. Ophelia S. Warren, Associate Home Economist, was a countywide meeting of 4-H members and students from the seventh grade through high school. The principal address was by a bank president—*The Changing Outlook for Future Careers*. The county superintendent of education discussed the value of an education; professional people discussed careers in science, industrial arts, home economics, business, teaching, music, social science, religion, and library science. An exhibit of bulletins and leaflets on careers added interest to the program.

James R. Davis, Assistant County Agent, and Miss Frances Echols, Assistant Home Economist, Jackson, use group discussions, individual counseling, tours, and student employment in their career exploration program. Thus far, 14 boys have been employed for summer work.

4-H project work, associated with career opportunities, oftentimes serves a dual purpose in working with 4-H'ers.

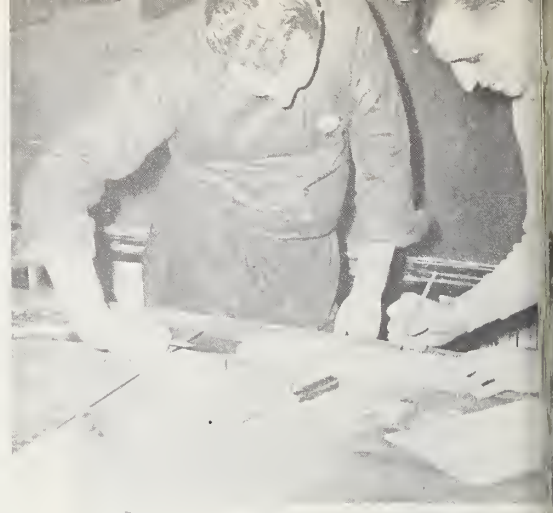
Career Exploration is an important program and it is extremely useful in terms of helping young people make the right decisions about their future. □

*Prentiss County 4-H'ers met with a banker, a minister, and a teacher to discuss the choosing of an occupation.*



*Two members of an Alcorn County 4-H Club put the finishing touches on an exhibit about career exploration.*





1.

## Buffalo Inner City 4-H Program

by ALFRED LASKY, Erie County 4-H Club Agent, New York

**“W**ELL BE HAPPY to provide any facilities you need.”

With this promise from the director of the Buffalo Municipal Housing Authority, the 4-H School Dropout and Youth Employment Program was off the ground in Erie County.

The Erie County 4-H staff and executive committee had been planning an inner city program for 2 years. A concentrated public relations campaign and visits to several existing urban program areas were part of preliminary preparations. Methods of approach were being considered when State 4-H Leader Wilbur Pease came to us with an offer that we act as a pilot county for a State-supported program aimed at preventing school dropouts and increasing youth employment opportunities through 4-H. In our case the target was to be a low-income, inner city area.

The State office and local staff cooperated in selecting personnel. Two agents, a man and a woman, were

hired with specific responsibility for the city program. Assistance in establishing the program and facilities was given by existing staff and Pease.

The offer of space by the Municipal Housing Authority resulted in initial facilities at the Commodore Perry Homes. A one-bedroom apartment was converted to office use and two community halls were used—one for homemaking training and one fitted out for a shop and mechanics. These facilities have since been expanded to include a two-bedroom apartment for home management training and another community hall for use by Junior Chefs Clubs.

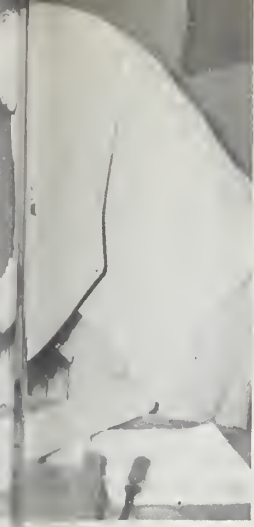
Care was taken to be “invited in.” Arrangements were made for the local Community Council to ask us to explain our program to them. The Commodore Perry Homes, a low-income area was selected as a target area. Perhaps the comment, “If you can succeed there, you can succeed anywhere” had something to do with

1. The career exploration activity included skills. 2. Volunteer leaders work out a plan with youth at a later meeting. 3. This junior member points to a young member who finds the saw handle. 4. Throughout the summer this sense of pride to the youngsters and was much appreciated by the members. 5. Sharon points with pride to the 13 plants. Good relations with the street were a key factor in her being able to re

our choice of this housing project.

We moved in and started organizing clubs in March 1964. Those of us connected with this 4-H attempt weathered some mild ridicule for even making the effort. It is interesting to note that one year later an organization of agencies concerned with the needs of families living in Perry Homes had been formed. Over a dozen agencies are represented and the list is growing. Our home demonstration department which has arranged several excellent adult programs was instrumental in forming the interagency association. Several groups are starting some work there.

The initial program approach was twofold. For the core program at Perry we started with an abridged version of our regular county program. For a special program for girls at East High School, the emphasis was on self-improvement. Since then, quite a bit of effort has been made to adapt programs to the needs



2.

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3.



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of our clientele and objectives.

Quite a bit of emphasis has been placed on career exploration. In an area where this phrase has been worked to death, we were cautious to include the exploration with project work and supporting activities. Projects in automotive safety and care, electronics, Junior Chefs, home maintenance for both personal and commercial use, commercial sewing, photography, ornamental horticulture, woodworking, and furniture refinishing, are either underway or planned. All of these have practical, commercial potential in the area.

It is rather early to say, but observation seems to indicate that some progress is being made in the area of encouraging youngsters to stay in school longer. Every effort is made to include inner city members in countywide activities. Trips and tours are planned whenever possible. These youngsters are making contacts with education-oriented groups and indi-

viduals through 4-H that they probably would never have made. We get an occasional indication that this is rubbing off on our new audience.

Our objectives were arrived at and listed, but because of the pioneering nature of the situation, they were not always crystal clear. Briefly stated, they are to provide training in skills and knowledge for the younger groups and to add career exploration and vocational opportunities for the older youth. Throughout the entire program a subtle emphasis on education is maintained in order to help develop positive attitudes toward continuing education and training beyond high school. An early decision was made to present this as a "4-H" program and to soft-pedal broadcasting it as a "School Dropout and Youth Employment Program." These people are sensitive and some of these expressions have become overworked.

Plans for the future include an in-depth evaluation, a camping program

consistent with the above-mentioned methods and objectives, inclusion of new geographical areas (they are asking for us), and a continued informal evaluation and changing of program for meeting needs. The imagination and initiative of those connected with the effort know no bounds.

The program could not have gotten off the ground were it not for the liberal and open-minded attitude of State staff, local executive committee, and all connected with it. The absence of rigid barriers seems to make us a more effective instrument.

It is too early to make categorical evaluations. Those of us connected with the project are only too aware of the many problems. Difficulty in getting leadership, reading barriers, transportation, gang rivalry, and other very real obstacles are there. However, our anxious senses are detecting progress. The row looks long and difficult, but the harder we work the smoother it gets. □

# Unparalleled Opportunities — ahead for the young women of America

by ROSE TERLIN, Chief, Employment Opportunities Branch  
Economic Status and Opportunities Division  
Women's Bureau, U. S. Department of Labor, and  
Chairman, Interdepartmental Committee on Children and Youth  
Subcommittee on Services to Adolescent Girls

DR. JOHN B. PARRISH, Professor of Economics at the University of Illinois, stated in a significant article last year: "We are now in the early stages of [a] revolution which will fundamentally alter the employment of both men and women, but most profoundly affect women." He pointed out that by the end of the decade of 1950's, "an entirely new set of social and economic forces had begun to determine the work pattern of women"—and that "we are now in a period of accelerating change." What are these social and economic forces? What changes do they portend, and what implications have they for the leaders of the 4-H Clubs who are working with teenage girls?

The components of this revolution are rooted in physiological, social, economic, and educational factors which have created far-reaching changes since the turn of the century and indicate even more for the future. Put in capsule form, these changes can be summarized as follows:

- In 1900, the life expectancy of a girl baby was 48 years; it is now nearly 74 years.
- The most frequent age at which girls marry today is 18 years. In fact, it is estimated that more than 96 percent of today's young women will marry—and at an earlier age than their grandmothers.
- Family planning is far more characteristic of young couples today, irrespective of religious faith, than was true in the early 1900's. A greatly decreased rate of infant mor-

tality and reduction of maternal disability in childbirth, are also factors in enabling young women to plan a "second career" at an early age.

- Half of today's young women will have had their last child by about age 30 and by the time the last child enters school they will have 40 or more years of life before them.

- Many families today must have two pay checks to meet the greater economic demands which continuously face them. These budget items, contrasted with grandmother's day, include the higher cost of education, the higher cost of health care (and the wider use of health services, such as orthodontistry), and the cost of the great variety of goods and services now processed outside the home, but still considered essential to meet the American standard of living, circa 1965.

- The anticipated work-life span of girls has increased even more than their life-span expectancy. A baby girl born in 1940 had a work-life expectancy of 12 years; for girls born in 1960, it is 20 years.

- In 1920 the average woman worker was single and 28 years old. In 1964 she was married and 41 years old.

- The more education a girl has the more likely she is to be employed. The ratio of girls graduating from high school increased from 7 per 100 girls aged 17 in 1900 to 73 per 100 in 1963. Approximately a million girls graduated from high school in 1963 compared with 57,000 in 1900.

College graduations increased from less than 1 out of 100 girls 21 years old in 1900 to nearly 14 out of 100 in 1963.

- In March 1964, 72 percent of all women who had completed 5 or more years of college were in the labor force—in contrast with only 25 percent of those with less than 8 years of formal schooling. A spectacular 86 percent of all women aged 45-64 who have 5 or more years of college are in the labor force!

Even when swallowed in capsule form, statistics are indigestible. What all these data really add up to is that **THERE IS NOT A SINGLE GIRL IN JUNIOR HIGH SCHOOL OR HIGH SCHOOL TODAY WHO DOES NOT NEED TO PLAN SERIOUSLY FOR A CAREER!** In many ways, her 4-H Club leader can help her do this, even more than her teacher or her guidance counselor—even granted there is a counselor—and he is assigned less than 500 students.

The "revolution" to which Dr. Parrish refers is, like all revolutions, attended by crises. The Chinese symbol for "crisis" is composed of two other symbols: *danger* and *opportunity*. Surely the young girl coming to maturity in 1965 is faced with an abundance of both of these elements.

Wherein lies *danger*? It lies in the tendency of the mass media, of parents, teachers, counselors—and yes, even some youth leaders, to assume a different and outmoded pattern of life from the challenges that today's young women will actually face in the course of their lifetime.

The idea that "good little girls" are composed of "sugar and spice and everything nice" and never should bother their pretty heads about a

math major—or which university offers the best science curriculum—is very close to the surface. The prevalent idea is still that for women paid work is a stop-gap between school and marriage. The result is that far too many women in their 30's and 40's, returning today to the labor force, are settling for jobs far below their own potential. Jobs that are far below their own educational attainment, and the need of our society for trained workers at the more sophisticated technical and professional levels.

Another very real danger is that if

girls are not motivated *early* in their school careers to prepare for a dual role, they will fail to meet the curriculum requirements for the vocational goal they may eventually choose.

The other side of the coin of "crisis" is the opportunity which invariably comes with far-reaching social change. Today's young woman in America faces unparalleled opportunities:

- for achieving excellence in homemaking without much of the

drudgery. . .

- for preparing herself to become a volunteer who makes a truly significant community or church contribution, because she is *trained*. . .

- for participating in the challenging paid work of the world, if she chooses. . .

- and all of these at levels where she can realize her own fullest potential. . .

Our Nation needs such young women today—and will need them even more in the challenging years ahead. □

## Our Younger Farmers —their status in agriculture

by FRED L. GARLOCK, *Agricultural Economist*  
Economic Research Service, USDA

SINCE WORLD WAR II, growing concern has been voiced about the opportunity for young men to get started in farming and, if they do get started, about their ability to develop economic-sized farm units. This concern stems from the rapidly-increasing capital requirements for efficient farming. Technological advances and the cost-price squeeze have increased the size of farm and the investment in livestock, machinery, and other production goods needed for efficient operation. Rising land values have driven up the required investment in real estate.

Today the capital needed for typical farms of many kinds ranges from \$50,000 to \$100,000, and for some types of farms it is much higher. How is the young farmer to get a foothold in an industry requiring so much capital? And if he does get started, how can he build up an operating unit of efficient size?

The 1960 Sample Survey of Agri-

culture conducted by the Bureau of the Census provided data that show what young farmers had been able to accomplish during the preceding 10 to 15 years of rapidly rising capital requirements in agriculture. Their accomplishments in that period suggest what other young farmers may be able to accomplish in the future.

The survey revealed that young farmers at the end of 1960 were not conducting small-sized operations, when compared with those conducted by middle-aged and older farmers. In proportion to their number, more young farmers were conducting large and medium-sized operations than either of the older groups. Moreover, fewer of them were located on non-commercial farms.

As indicated by the average value of the land and buildings operated and by the value of the products sold in 1960, young farmers operated on about the same scale as middle-aged farmers but on a larger scale than

older farmers. Their net cash farm incomes were as large as those of the middle-aged farmers and larger than those of the older farmers. Thus, it appears that the young farmers—those who began to farm in the post-war period—had succeeded as well by 1960 in developing "efficient-sized" operations as those who began farming earlier when capital requirements were lower.

How were the younger farmers able to attain this comparatively favorable position in the size-scale of the industry? They did it mainly

FARM OPERATIONS: Percentage distribution by size of farming operation and age of operator, end of 1960.

Size of operation <sup>1</sup>	Age of farm operator <sup>2</sup>		
	Young	Middle aged	Older
	Percent	Percent	Percent
All farms			
Commercial			
Large .....	15	12	7
Medium .....	45	40	25
Small .....	20	25	28
Noncommercial	20	23	40
Total .....	100	100	100
Commercial farms			
Large .....	18	16	12
Medium .....	57	52	42
Small .....	25	32	46
Total .....	100	100	100

<sup>1</sup> For commercial farmers product sales in 1960 were: \$20,000 and more for large farms, \$5,000-\$19,999 for medium-size farms, and under \$5,000 for small farms.

<sup>2</sup> Ages of operators were: Under 35 for young farmers, 35-54 for middle-aged farmers, and 55 and more for the older farmers.

by leasing land and borrowing capital. Although all age groups of commercial farmers leased some land and buildings, the younger farmers were the only group that leased most of the land and buildings used in their operations. About half of the young farmers in each size-group leased all—and many of the remaining young farmers leased part—of the land and buildings they operated. Full ownership was found chiefly among the older farmers and was more prevalent among middle-aged than among young farmers.

Relative to the size of their operations, the young farmers used more credit than the older farmers. Moreover, half of the mortgage debt of the young farmers, compared with a fourth for middle-aged farmers and only a seventh for the older farmers, was owed to persons from whom they had bought the land they owned. Sellers of land usually extend credit on much more liberal terms than financial institutions.

As of 1960 the young farmers were skating on thinner financial ice than the older groups of farmers, and they would continue to do so for some time. Most of the land they operated was rented and their equities in the land they owned were relatively small. In both respects, their control over the land they operated was less secure than that of the older farmers. On the other hand, since they rented so much more land, the young farmers were able to pass on to landlords a greater part of their production risks. However, this advantage was gained at the cost of turning over to landlords part of their production.

The survey does not show the extent to which the postwar generation of farmers had family assistance in getting started in farming. Since half of the younger farmers rented all of the land they operated and relatively few were full owners, it is clear that most of them had not inherited the farms they operated. Yet many, if not most, probably received help from

their parents or other relatives in one form or another.

A study of 62 farmers in Missouri who started to farm in 1953 indicated that 38 began farming on land owned by their parents or other relatives and that 18 more had family assistance in buying or renting land from others. A third, or 21 of these farmers earned their starting capital while working on their parents' farms; 30 received gifts averaging \$557 per operation; and many received other assistance to which a monetary value could not be assigned.

How the oncoming generation of farmers will make out in tomorrow's agriculture can only be surmised. Capital requirements and competitive pressures in the industry are now much greater than in the early postwar years and they probably will increase in the future. Nevertheless, the experience of the postwar generation of farmers gives hope that the oncoming generation will be able to carve out a favorable place for itself in the industry.

This does not mean that the doors will be open to all young people who may want to become farmers. The number of farms is declining rapidly and opportunities to make a successful career of farming are becoming fewer for people of all age groups. Family assistance may be essential. Nevertheless, there will be opportunities for some young people to enter farming each year as older farmers retire or give up farming for other reasons.

The relatively favorable position attained by young farmers should not blind anyone to the fact that in 1960 many farmers of all ages were operating on too small a scale to earn much income, even when their off-farm activities were included. If the proportion of low-income farmers is to be reduced, many of the small farms will have to be consolidated with other farms and young farmers entering agriculture will have to start on a larger scale than many of their predecessors did. □

**AVERAGE PER OPERATOR:** Value of land and buildings operated, leased, and owned, equity in land owned, and debts, at end of 1960, and income during 1960, by age of operator.

Item	Age of farm operator <sup>1</sup>		
	Young	Middle aged	Older
	<i>Dollars</i>	<i>Dollars</i>	<i>Dollars</i>
Value of land and buildings operated .....	42,855	43,084	33,574
Value of farm products sold from farm .....	11,329	10,827	6,927
Operator's net cash farm income .....	2,560	2,467	1,987
Value of land and buildings owned .....	14,504	23,867	25,767
Value of land and buildings leased .....	28,351	19,218	7,806
Operator's equity in land and buildings owned	10,394	20,230	24,063
Operator's debts:			
Major real estate debt .....	4,110	3,637	1,704
Non-real estate related debt .....	3,285	2,721	1,098
Total debt .....	7,395	6,358	2,802
Off-farm income of operator and family .....	1,933	2,442	1,966
Total net income of operator and family .....	4,493	4,909	3,953

<sup>1</sup> Ages of operators were: Under 35 for young farmers, 35-54 for middle-aged farmers, and 55 and more for older farmers.





LOW INCOME

## Creating New Opportunities Through 4-H Club Work

by LEIGHTON G. WATSON  
State Extension Editor and Head-  
Office of Communications and Visual Aids  
Appalachian Center, West Virginia University

**DOES** 4-H have anything to offer an economically-depressed area?

What can it do for the children of unemployed or underemployed parents?

Can 4-H Club work help the physically handicapped?

The answer to all three questions is "yes" and the proof is in the results.

For instance, we know one 15-year-old boy who fits all three categories. Joe is small for his age and afflicted with a speech defect. John D. Cutlip, County 4-H Extension Agent, first noticed Joe at the organizational meeting of his club because the boy was too timid to come inside the building where the Extension agent was talking to the group.

His father was unemployed, and Joe enrolled in the Pig Feeding Project mainly because an American Legion Post would loan 4-H members money to buy pigs. His par-

ents did their best to see that Joe fed his pigs properly but this was difficult.

After carefully following directions for curing and smoking the meat, the ham Joe exhibited at the County Ham and Bacon Show was selected as the grand champion. The money Joe received from the sale of his hams and bacons enabled him to pay all costs and net a profit. He was honored at school when the principal presented him to the entire student body and told them of his achievement.

Joe's experiences in 4-H have helped him to have a more optimistic outlook on life. He steps forward with greater determination, and exhibits greater self-confidence. True, he still has his speech defect and he still is a member of a low-income family, but his experiences may help him overcome both problems.

An unusual case? Perhaps. An isolated example? Yes, from the standpoint that not every boy and girl in a similar situation becomes a champion. No, from the viewpoint that every experience is valuable to a growing boy or girl.

Let's look at another example—urban 4-H Clubs in low-income areas. Mary D. Conrad, County 4-H Agent in Ohio County, a populous county bordering the Ohio River in the heavily industrialized Northern Panhandle of West Virginia, has organized several such clubs. One came as a result of an announcement on a television program that 4-H Clubs would be organized in the city if interest and leadership were available. The next day, a former 4-H'er, who heard the announcement asked what she could do to start a club in her neighborhood—East Wheeling. (This is the area in Wheeling with the lowest median income and the highest number of juvenile delinquents.)

Together, a plan of action was mapped. Mrs. Conrad presented the idea of a 4-H Club at a PTA meeting. Two mothers agreed to help as adult leaders, and a club was later organized. The club now has 38 members, holds regular meetings, and to date has had good representation in countywide 4-H events. Work project meetings have been held and at the April meeting a good grooming contest helped transform the appearance of many of the boys and girls. Their general behavior has improved, too, Mrs. Conrad says.

The county 4-H agent has worked closely with this club to help it get started. But much credit also should go to the leader. When there's any sign of a member losing interest, she makes a home visit to find out what the trouble is and help correct it, if possible.

Two clubs on Wheeling Island (a residential area located on an Island in the Ohio River), have been organized following a request by a young minister who established a "House of the Carpenter" community center. The combined membership in the two clubs is 67.

Since the leaders and all but two members were new to 4-H Club work, junior leaders from established clubs in the county assisted with the first few meetings. Mrs. Conrad indicates more emphasis will be placed on special interest or project areas to hold members. It is too early to judge success or failure, but the seed has been planted, she says, and with careful nurturing will take hold.

In all areas of West Virginia efforts have been made to enroll members in 4-H Clubs regardless of income or other status symbols. In Nicholas County, at the present time, 30 percent of the 4-H enrollment comes from families with less than \$3,000 annual income. The leaders do give special consideration to these boys and girls, however, the project requirements have been adjusted to meet their resources.

In Kanawha County, where there are more than 2,800 4-H Club members, many clubs have members from low-income families. Although the Kanawha County schools have special teachers who are trained to work with mentally retarded children, our Extension agents work with mentally retarded groups in five schools.

The youngsters are organized into clubs in the usual manner, but projects are adjusted to fit members' needs, ability, equipment, and materials available. The officers, meetings, and programs also are adjusted to fit the special conditions. The County 4-H Agents—Jacqueline J. Hunt, Charles B. Maxwell, Wilma Ferrari—work with leaders, teachers, school board officials, and the Council for Retarded Children to make these adjustments. The schools permit the special teachers to instruct in projects such as handicraft, sewing, cooking, and electricity as a part of classroom activity.

In Cabell County, work with retarded children has been underway for 6 years. These boys and girls have had special emphasis placed on learning to operate a sewing machine. Several members with muscular troubles have had a difficult time and patience and understanding is required, points out Mrs. Violet Brandon, County 4-H Agent.

Members have branched out into simple foods projects and they also have tried their hand at handicrafts. They are not expected to do the same quality work as normal children but they do receive certificates of achievement and are encouraged to do their best.

Leaders give these advantages for retarded children belonging to 4-H: It gives them the opportunity to gain the satisfaction of belonging; to meet and work with other people; to learn skills and gain information they would not learn otherwise; to improve muscular coordination; and to develop pride in accomplishment.

In Mason County, Gilbert V. Barnette, County 4-H Agent, has directed a Retarded Youth Camp for 2 years. Thirty-three campers attended the first year and 63 the second.

Many of the usual 4-H camp activities have been used at these special camps including crafts, informal classes, fireside activities, and vespers.

Problems encountered include programming for the various degrees of retardation and securing qualified personnel. The objective of the camps is to provide a situation where these children can participate in a social atmosphere with their own peer group and develop more independence. Most of the children come from poor homes where many health habits are neglected. It is interesting, Barnette comments, to observe the children as they arrive at camp and to see the change that takes place during the week in appearance and habits.

Another type of educational work is underway at the Hodges School in Putnam County. Evangeline Hedrick, County 4-H Agent, has organized the program with the assistance of an adult church group from an adjoining county. There are 44 children between the ages of 6 and 14 enrolled in grades one through six. Approximately 90 percent of the children drop out of school when they get to junior high school or reach 16 years of age.

The objective of this program is to provide more learning experiences for the children and to create the desire to stay in school longer. More than 50 children (which includes some high schoolers) and several parents have been involved in the program. Meetings are held every 2 weeks on a Saturday afternoon for 2 hours. Included are work sessions; instruction periods on manners, courtesy, and current topics, group singing; refreshments; and recreation. The boys and girls are divided into age groups or interest groups each time they meet.

*These handicapped boys and girls, members of a Cabell County 4-H Club, are proud of their handicraft exhibit.*



The children seem to be enjoying their experiences, the Adult Forum is enthusiastic about the program, and the school principal reports he has noticed a definite change in the pupils. They are more interested and seem to be making more progress in school. He has attended all meetings to see what is being done and to arrange for follow-up work the next week.

Another approach to meeting the needs of teenage boys and girls has been taken by Mrs. Janie V. Carter, Marion County 4-H Agent, and Mrs. T. J. Livisay, State Extension Specialist in Child Development.

Miller Junior High School in Fairmont has an enrollment of more than 1,200 students. Ninety percent of the children come from low-income families in both rural and urban communities and include both Negro and white. Social problems have been created because most of these children have not been given guidance at home.

A series of Youth Forums was held in March 1964, designed to improve citizenship and human relations attitudes of the boys and girls. The Forums were designed for the older children who were ready to move on to senior high school and stressed both group and personal conferences with the County 4-H agent and the State specialist.

As a result of these Forums, a large number of children from low-income families were reached with guidance and personal counseling on many problems. After an evaluation of this first series of meetings, the principal and teachers reported such a change and improvement in student behavior and attitudes that another series was requested and held in March 1965.

In the two Forums held, emphasis has been placed on student participation and discussion of problems the students want to talk about. The role of the Extension workers has been to lead the discussions and provide guidance and counseling. In addition to the Forums held in March, check sheets are distributed and programs are held several times during the year to sustain interest and to gather information on which to base the discussions.

Another example of a way to work with the disadvantaged is the approach by Rebecca H. Riggs, Marshall County Extension Home Demonstration Agent. A Salvation Army worker asked Mrs. Riggs to lead a discussion on dating for a group of girls. This was something these girls—14 to 18 years old—badly needed because they were seeking attention and affection which they did not get at home.

This project was between the Salvation Army and the Extension Service and ran for 10 class sessions, one 2-hour class each week. The first class period was used to get acquainted. From then on the group of 12 to 20 girls and Mrs. Riggs studied and discussed personalities, what makes people like us, what is dating, and similar topics. The last session was a mock wedding and reception.



*The Junior High home economics teacher and the county Extension 4-H agent cooperate in conducting a teenage forum using "A Teenager's Guide to Personal Success."*

Mrs. Riggs charted these experiences: 1. The girl's emotional feelings change from week to week. 2. They appreciate help but it is hard for them to express it. 3. When they make a change in their personalities, they won't admit it, but say that they have always been this "new self." 4. In order to work with these girls you must first accept them as they are, and they must accept you as a friend. 5. Learning must be interesting and fun. It must be completely different from the in-school learning situation. 6. They are reluctant to mix with others, because they feel inferior. 7. They are more free in their discussions in their cliques than with strangers.

Throughout the State, Extension workers work with youth on an individual basis or through established welfare agencies. Clifton Dotson, Mercer County 4-H Agent, for instance, just recently contacted several farm families to find a home for a 15-year-old "dropout." He has been placed in a farm home where he will have the opportunity to develop into a worthwhile citizen. Other young people are encouraged to consider the Job Corps and other special-help programs.

In the State 4-H office, many program adjustments have been made to provide the materials and opportunities needed to reach the disadvantaged youth. Project circulars, for instance, have been thoroughly reviewed and many have been revised to fit special needs. Some new projects have been developed to meet the special needs of urban youth and low-income youth. Also special training programs for leaders are underway.

These are typical examples of what is happening throughout West Virginia as Extension workers strive to reach the disadvantaged—whether their situation is caused by lack of money, lack of educational opportunities, lack of home experiences, or lack of guidance and counseling.

As Mrs. Riggs said, "Progress with the disadvantaged is slow, but in the long run it is noticeable and rewarding if you have patience and an understanding that these people have values and feelings of their own, just as you do." □



## Bilingual 4-H Clubs

by MARY ANN OWEN  
*Home Agent at Large  
Mora and San Miguel Counties,  
New Mexico*

SINCE the time of the Spanish settlers in the early 1500's, New Mexico's population has been chiefly bilingual. Only recently have other cultural groups migrated into the State but the majority are still of Spanish extraction. At present there are 548 4-H Club members of Spanish descent and 85 of other cultures in the county program.

Forty-one percent of the population of San Miguel County live in rural areas—a few on large ranches but mostly on small, subsistence farms. Drought and financial difficulties have forced many to move to the city or seek other employment.

The Extension Service recognized that 4-H educational programs could help members keep pace with changes taking place throughout the county. Through the 4-H Club program an interest has been instilled in the betterment of the member's environment, culture, and attitudes.

An awareness of their individual needs, health, morals, and citizenship has been successfully attained. They have learned self-confidence, loyalty, responsibility, cooperation, sharing, respect and understanding of others. The home-making and gardening skills learned in 4-H are especially useful in this community where most of the youth marry quite young. Also because of the solid foundation acquired, many of the San Miguel members have furthered their education in colleges and universities.

The schools in San Miguel County have been most cooperative and given a great deal of time to the program. Teachers have donated their time and efforts as leaders

to further 4-H. About half of the 43 local clubs are school clubs.

The 4-H Club members have been active in working with civic organizations in landscaping public parks, highway medians, and school grounds. They have also helped in drives such as the Heart Fund, Muscular Dystrophy, Cancer, and the United Fund and many have served as hospital aides.

Many 4-H members are from families receiving Food Stamps. San Miguel County was chosen in 1961 as a pilot study area for the Food Stamp Program. With the aid of the county home agent the committee action program included nutrition classes for welfare case workers, community meetings on food buying, marketing tours to local stores, and home visits.

Nutrition information was distributed through the local grocery stores and over the radio. Often a 4-H Club member served as the translator for his family.

Three proposals under the Economic Opportunity Act of 1964 have been approved for San Miguel County. The Neighborhood Youth Corps Program will include work with high school dropouts.

A personal appearance clinic for teenage girls is now underway at the New Mexico State Hospital for mental patients. The home agent meets twice a week with these girls to help them in their efforts to return to society.

The 4-H Club Program in San Miguel County is aimed at helping the youth increase their desire for a better standard of living. □



## 4-H Dollars and Sense Program

**“JUST \$90 down and \$90 a month for 30 years. Only 1½ percent interest per month on the unpaid balance. Let us pay your bills at no cost to you!”**

Just how much do these dollars actually cost? How do you make sense out of them? Recently 125 western 4-H members tried and they discovered that money and personal credit can be bought and sold just like any other commodity.

These 4-H'ers, plus their leaders, were delegates to the 46th annual National Western 4-H Roundup held January 17-21. The event is held in conjunction with the National Western Stock Show in Denver. Delegates are selected from accomplished older 4-H boys and girls from Kansas, Oklahoma, New Mexico, Utah, Wyoming, Montana, South Dakota, and

Colorado. National Western 4-H Roundup is conducted by the Extension Services in participating States with assistance from many Rocky Mountain region business and civic sponsors.

In 1965, a different type of educational theme was emphasized—"Dollars and Sense." Educational objectives and experiences were organized and carried out to help youth understand principles of wise management of personal credit and to illustrate the effects of wise and unwise use of personal credit. The idea behind the program was to introduce young people to the realities of finance.

The "introduction to financial reality" occurred in four installments. On Sunday evening the president of a savings and loan association gave the keynote address and explained the role of consumer credit in our National economy.

Monday, 12 groups of delegates were sent to observe particular financial or business institution operations in downtown Denver. Mrs. Madeline Moos, Colorado State University Home Management Specialist led a "report back session" held on Tuesday. Wednesday, "So What" questions (in relation to 4-H'ers and Dollars and Sense) were discussed by Miss Arliss Honstead, Extension Specialist in 4-H Work from Kansas and J. M. (Jim) Nicholls, Wyoming State 4-H Leader.

Specific discussion information was gathered by each group from a designated department store credit section, bank, savings and loan association, credit union, or credit bureau.

Groups visiting department stores tried to discover features of charge account plans and actual credit costs. Groups investigating installment loans attempted to determine the complete cost of a sports car at a given list price. Home mortgage loan requirements and the influence of a person's short term credit record occupied the

attention of groups visiting savings and loan associations. 4-H members who observed credit bureau operations learned the value of sound credit ratings and how they are established.

Each group collected facts and reported its observations. All reports were posted on large charts and Mrs. Moos helped assembled delegates note important similarities, dissimilarities, and strong points of the information.

What were some of the points stressed by the hosts and 4-H'ers?

*Credit bureau manager . . .* "Americans are operating so close to the belt that half our working people will be bankrupt if they lose two paychecks."

*4-H boy from Colorado . . .* "My gosh, that's \$40,000 for a \$25,000 house at that rate of interest and payment!"

*Home agent from Montana . . .* "The basis of credit in all cases is character, capacity, and collateral."

*4-H girl from Utah . . .* "I had no idea a good personal credit rating was so important."

*Department store credit manager . . .* "Our operation couldn't function except for the fact that most people are generally honest."

*Home management specialist . . .* "You can shop for money just like any other thing, but it requires a clear mind and sound thoughts."

Extension was involved in arranging for the various visits and in briefing hosts on what information was desired from each visit. Each host, we discovered, was excitedly interested in doing all he could to make sure each visit was successful.

Did these 4-H'ers make "sense out of dollars?" The use of the "Three C's of Credit" (character, capacity, collateral), they found, was just another way of emphasizing the 4-H pledge. For many, the experience brought the 4-H pledge philosophy into practical application. □



*On a tour of the bank, these 4-H'ers interested in money management receive instructions on check writing.*

## Teaching Youth the Principles of Management and Decision-Making

by LAVERNE FARMER

*Extension Home Management Specialist, Tennessee*

"I'VE FOUND THAT 4-H members, regardless of age, income, or where they live, can find something in management to interest them," says Mary Elizabeth Lawler, Assistant Home Agent in Gibson County, Tennessee. But Miss Lawler, like all Extension workers, has found that the interest of the youngsters depends on the approach used to teach them.

In Tennessee, agents use a variety of teaching methods and techniques. The basis of many of the techniques is the Home Management Project recently developed. A series of nine members' guides and several outlines

for leaders and agents are available to use in teaching the principles of management and decision-making. The guides, first planned in 1960, are the result of efforts by a committee of county Extension workers, State and Federal home management specialists, and University of Tennessee home economics faculty members.

Beginning 4-H'ers enjoy the first unit, "Let's Groom Your Room." It provides a number of learning experiences that can be completed in a reasonably short time for the youngster with a short attention span. The following units become progressively harder, but are consciously aimed at

activities that will interest the particular age group.

Since management of the dollar takes on increasing importance as the 4-H'ers begin earning their own money, four of the more advanced units stress money management. The units provide record forms for weekly expenses and income. Members are encouraged to refer to this record when they make a plan of how they will use their money in the future to get things they want and need.

Susie Proffitt, an East Tennessee girl who recently showed a prize-winning Angus calf, says her home management project helped her to do a better job of effectively using money she won with her beef and other 4-H projects. Susie, as well as many other Tennessee 4-H Club members, has started a savings account with "4-H" money earmarked for a college education.

Susie and fellow club members from her county learned that the money they save can earn for them. And, they learned it through a very simple technique—the tour of a local bank. A discussion of the services offered by the bank and demonstrations on banking procedures prepares the members for the tour. While at the bank they see the "inside" workings and have a chance to ask questions.

Tours of stores also show Tennessee 4-H'ers what to look for when they select food, clothing, and household items. It teaches them how to judge a good product—and how to decide which product is a good buy.

Older girls are eager to learn quicker and easier ways of doing home tasks with as good or better results than their old methods. And what better way is there to show manage-

ment principles and practices than applying the principles in a demonstration? *Work Smarter—Not Harder*, *Manage Your Way to a Better Day*, and *Time Savers in Cleaning*, have been used in effectively teaching management principles in doing household tasks.

Demonstration is an effective way to emphasize the importance of consumer credit and getting your money's worth in shopping also, agents agree. The members have an opportunity to study different sources of credit and learn to figure true interest rates.

Sample problems are sometimes given to members on a judging team to help test their understanding of business procedures. They judge the best source of credit rather than products.

In Rutherford County, agents Martha Jo Smith and Ben Powell have adapted these techniques to fit into a specialized group—the special education class they've been working with for 3½ years.

The handicaps of the children are not drawbacks in teaching them home management, the agents believe. The entire group works on the project together. Each month they teach a lesson in management based on ideas from 4-H member guides.

The 4-H Club helps meet the needs of these children by allowing them some form of recognition, giving them an opportunity to participate in extra-curricular activities, and teaching them skills they can use in their homes and schools, the agents report.

**M**iss Lawler pointed out that the home management project could be considered a teaching technique in itself. She says it has certainly helped her impress upon parents that both farm and nonfarm children can benefit from 4-H. As adults become better acquainted with the management project, the job of obtaining support and leadership becomes easier.

Boys and girls eagerly respond to whatever techniques are used in teaching management skills! □



*Above, a 4-H Club girl talks with a bank executive about her savings program which she has tagged for her college education. Below, Assistant Extension Agent, Esther Hatcher teaches these young 4-H members the rules of money management—thrifty spending, continuous savings, and sharing.*



## From The Administrator's Desk

This is an appropriate time for an issue of the *Review* dealing with youth for many reasons. But speaking as a parent, it seems a particularly appropriate time because at this season our youth are with us in a way they are not during most of the year. They are with us on the streets and highways, and we must exercise particular caution for their safety. They are with us in the home, rather than in the classroom. The older youth are with us looking for something to do—something profitable, productive, educational, and perhaps enjoyable.

President Johnson has emphasized the need for the older youth to have something to do during the summer—something to do that is productive and educa-

tional. He has recently urged employers throughout the Nation to provide summer jobs for our older youth—jobs that would provide them income, experience, and training—helping them to prepare for adult life. It is certainly an important need of our society to provide such opportunity for our older youth.

We can look with pride on 4-H as a program that has served millions of youth in satisfying this important need. While 4-H has many values, surely one of its greatest is in serving this need of youth—to do something that is useful, productive, profitable, educational, and that provides satisfaction of accomplishment and inspiration for greater development.—*Lloyd H. Davis*