



Information from the State 4-H-Youth Office

VOLUME XVI, Number 6

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TO: Agents Responsible for 4-H and Youth Development

FROM: The 4-H Staff - Donald L. Stormer, Assistant Director, 4-H

IN THIS ISSUE:

- Camp Counselor-In-Training
- Marine Science Workshops
- Report Anytime
- South Carolina Training Report
- Urban Gardening
- Eye Care Program
- Nielson - Directions for 4-H
- New Leadership Sponsor
- Juvenile Delinquency Prevention
- New Resource Book
- Governor's Conference
- Care Line
- Electric Energy Kits
- Forestry Wildlife Camp Slides
- Camp Reports Needed
- Summer Food Service Program
- FHA Loans
- Needs Assessment Reports
- Voluntary Action
- Valuing Youth
- The Aggressive Volunteer
- Identification of Leaders
- Publications

CAMP COUNSELOR-IN-TRAINING

Applications for attending the Counselor-in-Training at Betsy-Jeff Penn July 4-23, 1977, are due. We have some good applicants but we still have space available for

others. The cost to participants is \$75.00 which is a cheaper rate than prior years.

We have a good program planned. While in training they can get certified in Advanced Life Saving, Canoeing, American Camping Association Campcrafter and can learn other skills.

High school graduates are preferred; however, those in the 11th and 12th grades are urged to attend.

Fred H. Wagoner

MARINE SCIENCE WORKSHOPS

We need to solicit your help in getting participation for our three Marine Science Environmental Workshops. At the present time only 14 spaces have been filled out of a possible 75. Please make every effort to fill these workshops. If you know of someone that might be interested in these workshops, please contact them (see enclosed brochure).

We urge your support of this Harbor House Program since it is an Extension-operated enterprise.

Donald L. Stormer



REPORT ANYTIME

Davie An Appreciation Coffee Break was held for supporters of 4-H. Exhibits, slides, and pictures of 4-H events and awards were shown. Preplanning allowed leaders and agents time to mix with guests.

McDowell A Balloon and Tag Day was used to call attention to the Heart Fund Campaign. 4-H'ers had a chance to develop civic responsibility through a volunteer activity.

Stanly Involving parents and local adults as project, program and resource leaders was highlighted at the Leader's Banquet where 71 volunteers gathered.

Surry Five counties combined for an all day 4-H Officer Training. Communications, responsibilities, community involvement and parliamentary procedures were discussed.

SOUTH CAROLINA TRAINING REPORT

The South Carolina 4-H staff conducted 10 multi-county leader training meetings across the state. When asked about topics they would like in future meetings, 277 leaders attending responded as follows:

1. Holding the interest of youth--131
2. Involving parents--94
3. How to help new leaders--92
4. Training for demonstrations--83
5. Involving older youth--68
6. Conducting 4-H meetings--58
7. Resources for 4-H--52
8. State and national awards--50
9. Getting sponsors--43
10. Recruiting new 4-H members--42
11. Recreation--39
12. Affirmative action in 4-H--22

(From "4-H Gets It Together," the newsletter of the State 4-H Staff at Clemson University.)

Donald L. Stormer

URBAN GARDENING

The "Doors of Adventure" is a new garden pamphlet created by the Ortho Division of Chevron Chemical Company who is the donor of the National 4-H Gardening Awards Program.

The six page pamphlet is packed with many ideas to help 4-H gardeners, and offer suggestions for enhancing project activities for young people with limited space and particular in urban congested areas. Please use the enclosed order form to request order for your county.

Henry Revell, Jr.

EYE CARE PROGRAM

The North Carolina Auxiliary to the North Carolina State Optometric Society has furnished us a list of names of optometric wives, by county, who are willing to help in the implementation of "Adventures of Vision," the new 4-H Eye Care Program. There are a few counties without contacts--these are primarily in the western district where there are not many optometrists. Hopefully, by July, there will be a contact in every county.

If you would like to contact the representative in your county for help in giving special interest meetings, club programs, etc., please write Mary Ann Spruill, Specialist in Foods and Nutrition, 4-H, P. O. Box 5097, N. C. State University, Raleigh, N.C. 27607.

Pauline E. Moore

NIELSON - DIRECTIONS FOR 4-H

Dr. Jim Nielson, filling in for Assistant Secretary M. Rupert Cutler, at National 4-H Conference told delegates and leaders, "I assure you that your recommendations will be taken seriously!" (Continued on page 3)

NIELSON - DIRECTIONS (cont.)

He was referring to program recommendations coming from the discussion groups duplicating the categories in "4-H in Century III." This voice in national program planning was the "new look" of the 1977 conference. Among Dr. Nielson's other points--

- "We will continue to program for needs of all youth..." 4-H enrollments in central cities have almost tripled in the past five years. During the same period rural membership has doubled. "We need to continue emphasis on 4-H for youth in cities." With more youth buffeted by changing lifestyles, drug abuse/delinquency/crime, and consumer problems, "...we must reach more youth." (His underline)

- 4-H has a major role to play in natural resources such as wildlife, recreation, aquaculture and environmental policy. We should give much more consideration to strengthening youth programs in these areas.

- "The 4-H phase of EFNEP has been most impressive."

(Taken from ES/USDA Current Developments - Article by E. Dean Vaughan, Assistant Administrator, 4-H/Youth)

Donald L. Stormer

NEW LEADERSHIP SPONSOR

The North Carolina State University Chapter of Alpha Zeta Fraternity, Dr. Ronald Sneed, Advisor, will sponsor \$25 Savings Bonds for the State Runner-Up in the Girls' Leadership and the Boys' Leadership Projects. We welcome this new sponsor to the North Carolina 4-H Program.

Dalton R. Proctor

JUVENILE DELINQUENCY PREVENTION

Juvenile crime is accelerating and today it is one of the nation's most urgent problems. A federal program was established through the Juvenile Justice and Delinquency Prevention Act of 1974. This act provides for: coordination of federal delinquency programs; grants and funds for action in the juvenile justice field; research and evaluation of juvenile justice programs; and technical assistance to governmental and other agencies.

Enclosed is sheet with a description of two basic types of available aid - Formula Grants to the states and Special Emphasis Aid.

If you want more information contact the Law Enforcement Assistance Administration (LEAA), U. S. Department of Justice.

Rebecca W. Martin

NEW RESOURCE BOOK

"In Extension we are always looking for better ways of improving our Volunteer Program. Mrs. Marlene Wilson has put together some good information on the subject in her book, The Effective Management of Volunteer Programs. If you are looking for an excellent resource handbook to help with the 4-H Program, Homemaker Club or whatever, this is the one. The complete inside mechanics of Volunteer Programs are covered, role of a manager, motivation, planning, evaluation, recruiting, training, and more. Communication is sometimes hard to get across to Club Advisors or 4-H members. In this book, the author has intricately woven it into the content of every chapter.

(Continued on page 4)

NEW RESOURCE BOOK (cont.)

"It doesn't matter if you have just started working with volunteers or are an old pro. This book gives valuable insight and makes a good companion in providing help managing your volunteer program."

(From "About 4-H" the Mississippi State 4-H Staff's Newsletter.)

The Effective Management of Volunteer Programs was the text for Dr. V. Milton Boyce's course, Ed-596. You may purchase a personal copy by writing to:

Volunteer Management Associates
279 South Cedar Brook Road
Boulder, Colorado 80302

Enclose \$4.95 plus \$.55 for postage and handling.

Rebecca W. Martin

GOVERNOR'S CONFERENCE

July 6-7 will be the Governor's Conference on Aging at Meredith College, Raleigh. Youth and older persons have a chance to speak out on concerns. Refer to the coordinators letter on May 16 from Dr. Isabelle Buckley, Specialist in Aging, for more details. Any interested 4-H'ers are encouraged to participate. If you have questions contact Dr. Isabelle Buckley.

CARE LINE

Please post the enclosed sheet, Care Line, which gives a toll free number for HELP. Anyone can find answers to questions about human services available in the state by calling.

ELECTRIC ENERGY KITS

Enclosed is a list of kits and addresses of the source that can be used by 4-H'ers interested in an electric energy project.

FORESTRY-WILDLIFE CAMP SLIDES

A script and 50-slide set depicting the week's activities at 4-H Forestry-Wildlife Camp is available from Extension Forest Resources Office for loan upon request. It is hoped that your use will stimulate interest in potential delegates for this camp.

Bill Stanton

CAMP REPORTS NEEDED

The letter you received recently from the specific 4-H camp staff with whom you are camping this summer, had a form for you to report your number going to camp, the percentage in the special income brackets and program needs.

The form must be returned to camp 18 days before coming to camp or the director will have to call you collect, as we must report this number and income percentage to the State Summer Food Service Program fourteen days before your arrival. You must bring with you the individual forms with name of camper and family income status. Leave these forms with the camp director for federal auditors.

Since no one has written telling me you do not want to participate in this program, we will expect everyone to provide this information as I have provided in the camp letters. Therefore the camp fee for every boy and girl is \$25 each. Agents will pay \$35. If you have charged more you must return it or use it for travel, program, etc. All volunteer counselors will be free. Senior
(Continued on page 5)

CAMP REPORTS NEEDED (Cont.)

Teen camp is \$35. Week-end groups and special camps such as Horse, EFNEP, Bands, etc., rates are determined according to attendance, schedule, program and facility needs.

If there is any question in regards to the program, please let me know so I can help you.

Fred H. Wagoner

SUMMER FOOD SERVICE PROGRAMS

Our North Carolina 4-H Camps are fortunate in being able to receive the special Summer Food Service Program funds to provide children with free meals, making it possible for us to reduce the camp fees.

We offer the opportunity for any boy or girl in North Carolina to attend our 4-H Camps regardless of race, color, or national origin.

We hope this will provide the opportunity for more boys and girls to go to our camps this year.

Fred H. Wagoner

FARMERS HOME ADMINISTRATION LOANS

Loans for youth projects continue to be available from Farmers Home Administration. Many youth in North Carolina are taking advantage of these loans for business training and experience as well as to make money on their projects. More than a dozen young people in Tyrrell, Perquimans, Chowan and Transylvania Counties have negotiated loans. James T. Johnson, State Director of Farmers Home Administration, informs me that the repayment records on loans to young people have been outstanding. A leaflet

from Farmers Home Administration is attached for your information.

Donald L. Stormer

NEEDS ASSESSMENT REPORTS

The Center for Urban Affairs and Community Services at NCSU has published a Needs Assessment Report for each of the sixteen counties in the Department of Human Resources Region II. These counties are: Alamance, Caswell, Davidson, Davie, Forsyth, Franklin, Granville, Guilford, Person, Randolph, Rockingham, Stokes, Surry, Vance, Warren and Yadkin.

Developed in cooperation with the Kerr-Tar Council of Governments and The Piedmont Triad Council of Governments, each report lists several human conditional goals identified by the North Carolina State Title XX Plan. These goals are measured against an index to the extent which the county is experiencing need in attaining each goal.

Data was collected through interviews with randomly selected households in each county. Economic and health measures as well as abuse potential and institutional needs are included.

A planning workbook has been developed to help you use the report in program development.

For more information, contact either Dr. James Davies or Patrick Miller, Center for Urban and Community Services at the McKimmon Center. The phone number is 919-737-3211.

NATIONAL CENTER FOR VOLUNTARY ACTION

The National Center for Voluntary Action has moved. The new address is:

National Center for Voluntary Action
1214 Sixteenth Street N.W.
Washington, D.C. 20036

Thearon T. McKinney

NEW YMCA PROGRAM "VALUING
YOUTH" NOW AVAILABLE

The National YMCA has developed a new set of materials entitled "Valuing Youth." The material is formatted for use with youth or leader audiences and could be very valuable in assisting volunteer leaders toward more open communications with 4-H'ers.

Take a look at the enclosed material and see what you think. It is being considered for inclusion in our resource bibliography in the near future.

Thearon T. McKinney

THE AGGRESSIVE VOLUNTEER

The ideas contained in Nancy Miller's article, "The Aggressive Volunteer," are applicable to county 4-H programs and to situations which impact on the efficient management of volunteer leader systems.

Do you encourage or discourage aggressiveness in the volunteer leaders who work with you?

Thearon T. McKinney

IDENTIFICATION OF LEADERS

Enclosed is a paper, "Identification of Leaders," that resulted from participation in Ed-596, February, 1977. This is one of a series, more will be coming in future newsletters.

Thearon T. McKinney

PUBLICATIONS

4-H...-New USDA promotional publication is to be used when you or a program assistant talk personally with parents, potential leaders and civic people. Enclosed are 3 copies.

A limited number of copies were printed by USDA. These are not to be handed out.

Carry a copy with you. Thumb through it with a new leader and explain what 4-H is all about!

New

Landscaping Lawns (4H M-16-12)
Landscaping Home, Grounds, Service,
and Private Areas (4H M-16-11)

Now in Stock

Babysitting (4H M-10-21) reprinted

Temporarily out of stock

Photography I
Photography III
Handbook of Insect World
Citizenship Education (mimeo)

Leadership Record

Enclosed is a card that you may find useful in keeping track of new leaders' interests in the 4-H program.

Place orders on 4-H Publications Order Form. If you do not receive publications, please re-order as they may be temporarily out of stock and are being reprinted. I will always notify you when a publication is no longer available or discontinued.

Rebecca W. Martin

THE AGGRESSIVE VOLUNTEER

By Nancy Scott Miller

Editor Note: Nancy Scott Miller is coordinator of volunteers at the National Center for Voluntary Action. Years of volunteer work provide the backdrop for her solutions to the difficulties facing volunteers within the organizations for which they work. The following article appeared in the Voluntary Action News, March/April, 1973.

In an organization where they work with paid employees, volunteers are often considered a convenient labor force that will perform almost any task, under any conditions, with no complaints and few demands. Volunteers are delegated everything the paid staff would rather not do or finds too time-consuming.

These functions are not wrong, but they are wasteful. The true potential and growth of a volunteer program encompasses much more.

Most volunteers are committed or resigned to doing a job that needs to be done. Personal demands are suspended in the name of the cause, be it politics, community efforts, fund raising or service. The cause determines the conditions and the volunteer learns to accept them, whatever their shape. In most cases he would never think of complaining about missing materials, uncomfortable conditions or distasteful work. He convinces himself that the satisfaction of finishing the job is enough. He actually sacrifices his own identity.

The irony of that sacrifice is the ultimate disenchantment it brings for the act of volunteering. Flexibility and cooperation are essential for a successful volunteer, but submissiveness is not. And the situation cannot be corrected by encouraging volunteers to express their complaints and then giving them what they want. Both paid staff and volunteers must discover why the situation occurred and why the volunteer was not considered an equal member of the organization.

Most often the reason is a lack of professional respect. No positive working relationship exists between the volunteer and the staff. It is not necessary, nor is it desirable for the organization to turn cartwheels over its volunteers. But ultimately the volunteer must be equal to the paid worker. To do so requires an entirely new identity: the volunteer must become a professional.

Five points are essential:

The aggressive volunteer must look on his job as a personal problem, review and organize it to fit his own methods. He must feel free to change and expand an activity so he can feel responsible for what he is doing. Even standard procedures should be organized and discussed by the team of volunteers that does the job.

The aggressive volunteer must be encouraged to comment on and criticize any part of the program. He must have the respect and audience of any paid worker. At the same time, he must accept the final policy established by the people responsible for the program. Most important, he must be allowed to see the overview of the project, to see why something is done, in order to see that his part is essential.

The aggressive volunteer must recognize his obligations not only to the organization, but also to the volunteer function within that organization. Volunteer activity will fail unless it constantly sustains itself and remains a strong, reliable source of help. The volunteer must recognize his responsibility to insure the program doesn't fail for lack of people. He should be encouraged to move from project to project but only after he fills the space he leaves.

The aggressive volunteer must recognize his own capabilities and ask for work that matches them. When everyone is needed to pitch in and help with a bulk job, he will always be ready to help, but he should also be given added responsibility to utilize all his skills.

Finally, the aggressive volunteer must realize that recognition should come not only from the organization, but from his fellow volunteers. Awards and service badges issued periodically by the more sophisticated groups are functional for what they symbolize, but they should never be mistaken for genuine gratitude. The "thank you's" poured on in the first few days seem to lack sincerity as the person becomes a faithful volunteer. What the volunteer needs is appreciation and friendship. He wants to be accepted as a contributing member of the team, not a patronized non-entity who comes in and out from time to time.

For this reason, volunteers must learn to recognize other volunteers. There should be a guild-like pride in striving for the admiration of peers. Nobody can understand what it takes to be a volunteer unless he has been one. Even the aggressive volunteer feels vulnerable, because he is giving of himself. For some reason, the gift of oneself has never been applauded as much as the gifts of money, prestige, penitence or praise. Volunteers must establish standards and rewards that will be as universally respected and understood as a high salary in the paid world.

The future of the volunteer movement lies with the aggressive volunteer. The responsibility for creating aggressive volunteers lies with all of us.

Juvenile Justice and Delinquency Prevention Act of 1974

AID AUTHORIZED:

A. FORMULA GRANTS TO STATES

These are based on the number of persons in each State under the age of 18. They assist States to plan, establish, operate, coordinate, and evaluate juvenile justice projects. To qualify, each State must develop and submit a comprehensive juvenile justice and delinquency prevention plan. In fiscal year 1976, 45 States and territories applied for and received formula grants.

To be eligible to receive these grants, States must provide that juveniles not be held in institutions where they have regular contact with convicted adults or adults awaiting trial and, within 2 years, that status offenders no longer be held in juvenile detention or correctional facilities. Status offenders are young people whose offenses would not be considered criminal if they had been committed by adults: running away, truancy, promiscuity, incorrigibility, and similar behavior. The juvenile justice system often represents the only available resource for these youth. But placing status offenders in juvenile detention or correctional facilities with delinquent youths does not offer assistance for their troubled behavior.

A significant percentage of each State's formula grant money must be spent to implement advanced techniques in juvenile programming as described in the legislation. Examples of such innovative models would be community-based programs and services, youth service bureaus, educational programs, and youth initiated programs and outreach services.

Each State must demonstrate that local governments and private non-profit agencies were involved in the development of its comprehensive plan. It must also appoint a broad-based group to advise the SPA on juvenile programming. At least one third of this citizens' group must consist of persons under the age of 26. Youth participation in all aspects of planning and programming is encouraged.

B. DISCRETIONARY OR SPECIAL EMPHASIS AID

The second kind of financial aid is granted by LEAA directly to public and private non-profit agencies, organizations, and individuals to foster certain promising approaches. The Act calls these funds Special Emphasis aid. Its uses are:

- To develop and implement new approaches, techniques, and methods in juvenile delinquency programs;
- To develop and maintain new community-based alternatives to institutionalization;
- To divert juveniles from traditional criminal justice and correctional systems;

- . To improve the capacity of public and private agencies and organizations to provide services to juveniles who are thought to be in danger of becoming delinquent;
- . To develop and implement model programs and methods to keep students in elementary and secondary schools and to prevent unwarranted and arbitrary suspensions and expulsions; and
- . To facilitate the adoption of standards for juvenile justice at all levels of government.

Discretionary funds may be granted to States, local governments, organizations, or individuals. At least 20 percent of the Special Emphasis funds are earmarked each year for private nonprofit organizations and institutions that have had experience in dealing with youth.

For information, contact the Law Enforcement Assistance Administration, U. S. Department of Justice, 633 Indiana Avenue, N. W., Washington, DC 20531

VALUING YOUTH

- a new, exciting and effective tool for helping youth learn better ways of making important decisions
- a sequence of values education strategies for use in clubs, camps and sports programs
- available through a staff training program that equips leaders with the skills to lead the strategies and create an environment for learning
- a significant contribution to prevention of alcohol and other drug abuse by developing valuing persons--teaching and reinforcing valuing skills

VALUING FAMILIES

- a series of communications skills and values education strategies for use in family programs
- available through a training program that equips family program leaders and staff members to add new dimensions to family nights and family life courses
- a major step towards improving the whole climate in which youth mature by strengthening family life

TRAINING

- the key to quality youth and family programming is the time and energy invested in training staff, group leaders, camp counselors, coaches and volunteers
- if your YMCA or organization wants to take the time, the Youth Values Project is ready to help you get geared up for valuing

The Youth Values Project, Akron YMCA, 80 W. Center Street, Akron, Ohio 44308

IDENTIFICATION OF LEADERS

by

Ray Harris, Carteret County

and

Reginald Piland, Pamlico County

A paper in the series resulting from participation in ED-596, February, 1977.

SITUATIONAL STATEMENT:

Before engaging in any social action process, you must have a thorough understanding of the structure, composition and scope of the social system within which you are working. In other words, you must know and understand your county situation. These situations are rarely the same from county to county. There are, many times, similar factors in counties with a similar make-up. We feel that Carteret and Pamlico County are similar in many physiographical and sociological aspects.

There are various ways to acquire this understanding of your county situation. A critical factor in this process is the time element. It takes time to identify and understand the key people in the various geographical areas of your county. This process can be expedited by taking advantage of the experiences of former Extension personnel, staff members, 4-H leaders, key community leaders, other agencies and deliberate analysis like Extension's Overview.

Upon close examination of our two counties, we find that they are very community oriented. The majority of the social action that occurs in our counties originates and is conducted within these segmented communities. There appears to be a well defined power structure in each of the individual communities. These key people are very visible and most members of the community see them as the power people.

This community set-up stems from the distribution of population. Both counties are rural in nature with the areas outside these communities very sparsely populated. Agriculture and the fishing industry comprise the main economic opportunities in both counties. There are very few job opportunities outside of these two industries within the county.

Both counties have very few organizations, associations, or councils that draw their membership from the entire county. This factor must be recognized and taken into consideration when implementing our survey method of leader identification.

Objective: To identify at least three potential leaders in each of ten different communities that do not have existing 4-H clubs.

Purpose: The success of the 4-H program in any county is attributed to mainly leadership. The leadership referred to here consists predominately of volunteer leadership. No matter where you look, you will see leadership in action. For instance, some form of leadership is present anytime the behavior of two or more people begin to take on the characteristic of social structure. Everyone should realize that the present fund of leadership is not completely adequate and that the job of development is not complete.

Leadership development refers to the development of people to fill positions of leadership which are presently or will sometime in the future be vacated, or to development for the purpose of filling newly established positions as the organization grows and matures. Leadership development must be continuous and there must be conscious efforts of all concerned to improve and maintain the leadership of the organization. Leaders not dedicated to fulfilling this role can themselves become obsolete and alienated from the organization. Unless there is conscious effort to develop others, it is likely that the organization will become outmoded and will cease to grow and meet the needs and interest of its members or of society.

There are several sub-processes or phases involved in the leadership development process. These sub-processes or phases are:

1. Leader Identification: the process of finding people who have the competence and attitudes essential to fill specific leadership positions.
2. Leader Selection: the process of studying the backgrounds of those potential leaders identified and desired and motivating them to fill selected positions.
3. Leader Orientation: the process of orienting those leaders selected in the role expectations of the leader position.
4. Leader Training: the process of stimulating and supporting leaders' efforts to acquire knowledge and to develop attitudes and skills that will improve the quality of their performance in leadership positions.
5. Leader Utilization: the process of providing the opportunity for leaders to put acquired knowledge and skills into action in the most appropriate way and provide them an opportunity to function.
6. Leader Recognition: the process of recognizing the rewarding sound leader performance
7. Leader Evaluation: the process of determining results of leader performance.

All leaders pass through several or all of the related but distinct phases. However, some are by-passed and this may cause certain deficiencies. The sequence of the phases were listed above.

Because leader identification appears to be the initial step in the leadership development process, we considered it the focus of our attention. The leader identification process is one of determining who existing and potential leaders are and where they are to be found. This is a very important step in the total process and is very often one of the most neglected.

Identification of Present Leadership should be done to begin with so that one determine not only who present leaders are and where they are located but also whether or not leaders fit into the scheme of the program. The adequacy of leadership may be determined. The question may be asked, "are there enough leaders of each type available"? This answer is nearly always "no". But one can determine the degree of balance between the various types of leaders. The present leadership maybe categorized by types of social systems to determine the availability and type of leadership in each social system. In addition, one may determine if the leaders were drawn from one segment of the community, organization, etc. Such an operation opens doors to new and unexplored possibilities and may point to avenues leading to potential leadership.

More specifically, identification of present leaders involves:

- (1) Maintaining current leaders file.
- (2) Determining the leader positions filled and vacated.
- (3) Determining the types of leaders needed.

Identification of Potential Leadership: Sources of potential leadership should be pinpointed. The inventory of present leadership will help to accomplish this to some extent. However, the professional and voluntary leader may determine possible sources which are virtually "unlapped" but are willing and able to volunteer their services. In addition to this operation, the professional leader may then single out sources from which no leadership is used.

There are two approaches to the identification of potential leadership. They are the subjective approach, which is based on value judgments, and the objective approach, which is based on an analysis of facts. For example; in the subjective approach, possibilities for leadership positions are based on subjective measures. Although this is an expedient approach, there is a tendency to name the same people over and over and many capable potential leaders are not found. In the objective approach, studies are made of the community social structure and sources of potential leadership are identified.

Regardless of the approach followed, as much as possible should be known about the qualities and skills of the potential leaders, their backgrounds, and the situation in terms of the leadership needs. Such information should be recorded.

There are several approaches which could be useful in leader identification however, the one approach used most often by 4-H agents is the reputational approach. This approach allows flexibility in identifying leaders with different leadership qualities. Some people possess certain skills, or knowledge that allows them to function in different roles such as club organizational leaders, project leaders, resource leaders, etc. In order to identify more leaders in our county, a simple form was developed to provide some names of potential leaders in certain communities. This form identified certain communities and was distributed to the 4-H County Council, the Extension Homemakers County Council, the volunteer fire departments in each community, the teachers in the schools. Each person was asked to list three people and any special skills, talents, or hobbies that these people possessed in each of the communities listed. This form would identify people in each community, provide some insight to their likes, when contacted by the 4-H Agent, a volunteer recruiter, a recruiting team. A file system could be established on each potential leader.

JUSTIFICATIONS AND IMPLICATIONS

- (1) Its a very uncomplicated method to acquire a lot of qualified names for potential 4-H leaders.
- (2) It develops an instant rapport, due to the way the names are gathered, between the recruiter and the recruitee.
- (3) It is very manageable and understandable and this could be administered by more than just the agent or leader recruiter.
- (4) It gives you a place to start in a community and can be especially valuable if you are a new agent.
- (5) These people are instantly recognized by their peers due to the method.
- (6) Adaptable to any county situation.

The major implication that this method presents is that leader identification is a continuing process and this method enables the agent to identify potential leaders with the least effort on a continuing basis.

References:

Boyce, Milton, A Systematic Approach To Leadership Development
Extension Service, U. S. D. A. 4-H-5 (5-71)

Dolan, Robert J., The Leadership Development Process in Complex Organizations. North Carolina State University at Raleigh, 1969

Katz, Daniel, and Robert L. Kahn, 1966, The Social Psychology of Organizations. John Wiley and Sons, Inc. New York



YOUTH PROJECT LOANS

The Farmers Home Administration can make loans to individual rural residents who are not less than 10 years old, but under 21 years of age to establish and operate income-producing farm or nonfarm projects of modest size.

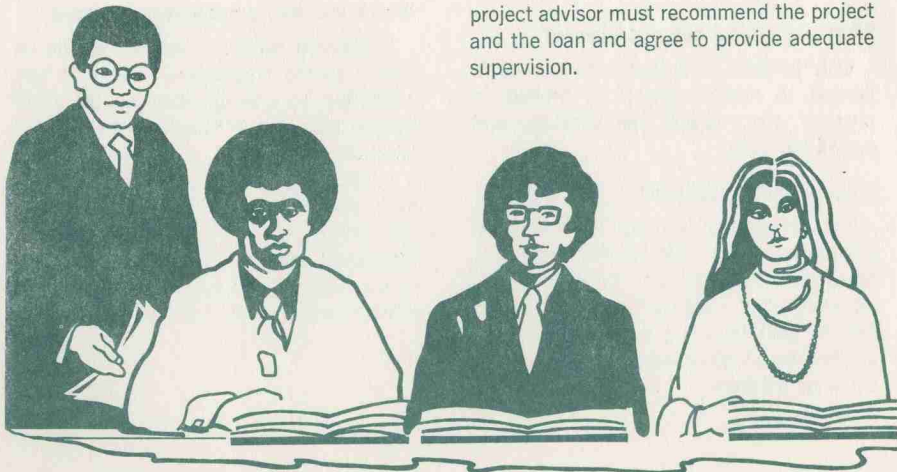
Each project must be part of an organized and supervised program of work. The project must be planned with the help of the organization supervisor and operated under his guidance, must give indication that it will produce sufficient income to repay the loan, and must provide the youth with practical business experience.

Who may borrow?

To secure an FmHA Youth Loan one must:

- Be a citizen of the United States
- Be 10 years old, but under 21 years old
- Live in the open country or in a town of less than 10,000 people
- Be unable to get a loan from other sources
- Conduct a modest income-producing project in a supervised program of work, as outlined above.

Also one must have a good character, and be capable of planning, managing, and operating the project under guidance and assistance from a project advisor. The project advisor must recommend the project and the loan and agree to provide adequate supervision.



Each person who applies will receive equal consideration regardless of race, color, creed, sex, marital status, or national origin.

What are some possible projects?

Loans can finance nearly any kind of income-producing project, including:

- Crop production
- Livestock production
- Repair shops
- Woodworking shops
- Reupholstering and refinishing furniture
- Roadside stands and many others.

What may loans be used for?

Young people may use the money to:

1. Purchase livestock and farm equipment
2. Buy, rent, or repair needed tools and equipment
3. Pay operating expenses for running the project
4. Buy supplies.

What size project can one finance?

Only projects of modest size can be financed. A modest project is limited in physical size, capital requirements, and overall objective.

What is the interest rate?

The interest rate for youth loans is determined each July 1 for the following year, based on cost of money to the Government. However, when a loan is made the interest rate for that loan will not change, but if another loan is made later, the interest rate could be different.

What security is required?

To receive a loan one must sign a promissory note making him personally and fully responsible for the debt. Loans greater than \$2,500 must be cosigned. Sometimes the county supervisor may require a cosigner for loans \$2,500 or less.

In addition, loans will be secured by liens on products produced for sale and on chattel property, including livestock, equipment, and fixtures purchased with loan funds.

How about repayment?

The schedule for repaying the loan will be worked out with the FmHA county supervisor. Payments will be determined by the type of project for which the loan was made. If it is raising livestock or crops, for example, the loan can be paid when the produce is sold. If the project is a repair shop or some other service operation, the loan can be paid from the weekly or monthly earnings.

Where and how are applications made?

Completed plans and budgets should be signed by the organization supervisor and submitted by the applicant to the local county office of the Farmers Home Administration.

Application forms for youth loans are available from the FmHA county supervisor. The FmHA has more than 1,750 offices throughout the country. Usually the telephone directory will give the nearest office location under "U.S. Government."

USEFUL KITS SUGGESTED FOR 4-H ELECTRIC ENERGY PROGRAM

Note: This list provided for your information and convenience. For further information, copies of catalogs, or price lists, contact the companies listed.

Each source has confirmed availability of kits. This list, which may not be all inclusive, is not an endorsement of products or kits. Suggested additions and/or your evaluation of quality and service will be appreciated.

Type of Kit	Name & Address of Source
Lamp parts & kits (catalog—p. 49)	Craft Service 337 University Avenue Rochester, NY 14607 Phone: 716/325-5547
Electric Incubator Kits (brochure & price list)	Lyon Electric Company, Inc. 3425 Hancock Street P.O. Box 81303 San Diego, CA 92138 Phone: 714/297-9000
Electronics & Radio Kits (catalog)	Heath Company Benton Harbor, MI 49022 Phone: 616/982-3200
Electric motor, radio and others (catalog)	Instruct-A-Kits 1407 Industrial Blvd. P.O. Box 225 Elk River, MN 55330 Phone: 612/441-2000
Electric motor, buzzer, bell, circuit, radio and other kits (catalog No. 26)	Industrial Arts Supply Co. 5724 West 36th Street Minneapolis, MN 55416 Phone: 612/920-7393
Table and pin-up lamp kits Better Light, Better Sight Approved	Modern Lightcraft, Inc. 320 Elizabeth Avenue Newark, NJ 07112 Phone: 201/242-4646
Radio and other electronic educational Kits and publi- cations (catalog)	Radio Shack (try local outlet or write) 2617 West 7th Street Ft. Worth, TX 76107
Electric Kits, electric components (wire, plugs, small lamps & receptacles, tools, tape, etc. (catalog)	Graymark Enterprises, Inc. P.O. Box 17359 Irvine, CA 92713 Phone: 714/540-5480
Electric Components — switches, receptacles, batteries, magnets, bells & buzzers (NASCO Science & Mathematics catalog)	NASCO 901 Janesville Avenue Fort Atkinson, WI 53538 Phone: 414/563-2441 or: 1524 Princeton Avenue Modesto, CA 95352 Phone: 209/529-6957

Compiled by: NATIONAL 4-H COUNCIL
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great garden ideas for 4-H.
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ed in areas such as: mini
vegetable gardens, forcing
spring bulbs, planting
annuals, vegetables from pot
to pot, making terrariums,
lawn care, growing herbs,
making corsages, flower
arranging, plus many, many
more helpful suggestions.

<u>Unit</u> <u>Price</u>	<u>Number</u> <u>Ordered</u>	<u>Total</u> <u>Price</u>
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Full payment or purchase order for the above order is enclosed.
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