

COMMUNITY PRIDE PROJECT REPORT FORM

Club: _____ County: _____

Project leader: _____ Telephone number: _____

Street address: _____ City/Zip: _____

4-H member chairperson: _____ Telephone number: _____

Street address: _____ City/Zip: _____

Number of members in project: _____

Average number of years' experience in Community Pride: _____

How many members in each age group? _____ 9-11 _____ 12-14 _____ 15-19

The community action process is a set of guidelines or map that gives clubs direction when planning and implementing a 4-H Community Pride project.

The following is an abbreviated outline of the community action process. For a more detailed description, see the *Community Pride Program Guide*.

- Define your community.
- Analyze this community: determine people's concerns, needs and interests.
- Identify a genuine community need which is of interest to a number of people in the community.
- Examine all possible solutions. Examine possible resources. Gather the facts.
- Develop a plan of action.
- Carry out your plan.
- Arrange for publicity.
- Evaluate what you have done.

Provide the following information. If additional space is needed, attach extra sheets of paper. Put your club name on each additional sheet.

I. *Briefly* summarize your club's Community Pride project.

Was your release used on broadcasts or in newspapers? _____

Where did your release appear? (Attach any clippings)

What other methods did you use to publicize your project?

Ask someone to take a 5"×8" black and white photograph of your project members in action and attach it below. Send a copy of this photograph to local newspapers.

Community Pride



**4-H Program in
conservation and
beautification**

AGRICULTURAL EXTENSION SERVICE
UNIVERSITY OF CALIFORNIA

4-H COMMUNITY PRIDE

- P** – PLAN your work so that beauty and satisfaction will result.
- R** – RENEW your faith in the potential beauty of your community.
- I** – IMPROVE your community so that it will please the eye.
- D** – DEVELOP and enhance the beauty that may be dormant.
- E** – ENRICH what nature has provided.

"The conservation of our natural resources and their proper use, constitutes the fundamental problem of our national life."

Theodore Roosevelt

"Without natural resources life itself is impossible. Upon them we depend for every material necessity, comfort, convenience and protection in our lives. Without abundant resources, prosperity is out of reach. Conservation is the open door to economic and political progress."

Gifford Pinchot

Prepared by A. Douglas Aulenbacher and Dorothy Duncan,
4-H Club Specialists.

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FEBRUARY 1972 – 10M

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COMMUNITY PRIDE

A 4-H Beautification and Conservation Activity

With increasing numbers of young people participating either as individuals or in groups, the 4-H Community Pride Program is a growing activity in California. The goal of the program is to encourage 4-H Clubs to engage in meaningful beautification and conservation programs in their own communities and surrounding areas. Club members that do outstanding work are selected to attend one of the regional conferences that highlight each year's activities.

The program is co-sponsored by the Agricultural Extension Service and Standard Oil Company of California. The Company's support of the program reflects its long-standing interest in conservation activities. In addition, Standard and the Agricultural Extension Service believe the program is an effective means for developing youth involvement in activities which promote environmental awareness, preserve natural surroundings, and build socially responsible attitudes among an important group of young people.

Objectives

The California 4-H Community Pride Program hopes to:

- provide incentives to 4-H Clubs and individual members to initiate and take part in community beautification and conservation activities.
- stimulate other community groups to become aware of and cooperate in community beautification and conservation.

Specifically it is hoped that through this program, 4-H members will:

- develop an appreciation of beauty.
- appreciate more the value of conservation.
- learn about suitable ornamental plants that grow well in their community.
- add to the attractiveness of community surroundings including homes, towns, parks, and open countryside.
- begin to understand the economic and social importance to the community and the nation of conserving natural resources for both the present and the future.
- look for and use scientific practices and conservation methods.
- give leadership at community, state, and national levels, in achieving beautification and conservation.

Community Pride Conference delegates obtained booklets and brochures from Standard Oil exhibit.



How to Get Started

Here are several ideas to assist your club in developing a 4-H Community Pride program.

- Take a good look at your neighborhood or town to see why people say – “What a lovely town!” or “What a dull, drab spot this is!” How would you rate your own community?
- Prepare a list of additions and improvements that need to be made in your community.
- Discuss how the members of your club might combine their efforts with other community organizations to accomplish some additions or improvements.
- Decide on a project that would most benefit the community, and one that the club is capable of doing in terms of time and money. Many projects cost very little but take the effort of all members – sometimes parents, too.
- See if your community has a committee on community beautification, betterment, or conservation. If such a committee does exist, let them know about the 4-H Club’s enthusiasm for a project. The committee will be happy to give your club suggestions for a project and will explain ways of working with other groups.

Once your club has decided on a plan of action, you may find the following suggestions helpful in getting your activity underway.

- Get official approval to carry out your project. The club may need to obtain permission from the City Council, Park Commissioner, Highway Department, Forest Service, Bureau of Public Lands, Department of Fish and Game, civic or community organizations, or schools. Have your program well planned before meeting with these people.

- Obtain project materials that are needed. Local businessmen can often contribute or loan materials or equipment.
- Let the community know what you are doing. Write articles for the newspaper or send information to your local radio and TV stations and include mention of program sponsor as well as any local sponsors. Before-and-after photographs, store displays, demonstrations, and presentations to service clubs or other 4-H Clubs in your county should be prepared and used whenever possible.
- Follow up on your project so that the improvements you have made will continue to be a source of pride and satisfaction.
- Evaluate your club's effort. Are you pleased with the results? What Community Pride program would you like to complete next year?
- Build new enthusiasm and success on this year's accomplishments.
- Explore community resources that may be helpful to your program. Nurserymen, farm advisors, garden club members, forest service personnel, fish and wildlife services, city planners, carpenters, and painters all offer skills and knowledge. Bulletins from your county Extension office, as well as references from your local library will provide much valuable information.
- Find out if there are funds for assisting community development programs.
- Plan the work to be done. What do you expect to accomplish? Who will carry out each responsibility? Set up a timetable for your project. When must the project be completed? What local dates must be considered? Are there any special problems such as weather, etc.? Be sure that all members are interested in and able to do their assignments. Follow your plan, amending it, if necessary. Plan and record each step toward your goal. Finish what you start.



Vandalia 4-H'ers prepare exhibit at Community Pride Conference.

What You Might Do

- Clean up and plant roadside areas — cooperate with the Highway Department.
- Clean vacant lots.
- Plant shade trees along a street.
- Grow seedlings for landscape use.
- Improve local parks by building outdoor fireplace or drinking fountain or landscaping a section.
- Replant burns, investigate use of fire-resistant plants.
- Plant iceplant or other groundcover to stabilize banks.
- Plant an arboretum in the park. Label the different species of trees and shrubs — in cooperation with the Park Department.
- Help with schoolground or church beautification programs.
- Improve historical places, monuments, and buildings such as heritage houses, stagecoach stops, and cemeteries by cleaning and planting.
- Clean, mark, and plant historical trails.
- Grow native plant displays for park or other public places. Some nurseries and seed houses have native plants or seed available.
- Make an herbarium of dried native plants. Display and label.
- Plant a community ornamental garden.
- Make a shelter for small birds or animals.
- Develop a natural park.
- Each club offer one hours work per member to help homeowners in the neighborhood improve the appearance of their property.

Here Is What Some 4—H Clubs Have Done

Restoration and maintenance of an historic building by the **Hacienda Heights 4—H Club of Los Angeles County** gained country-wide recognition and honors. It began when the La Puente Valley Historical Society moved about one-half of the furniture in the Dibble Museum to the historic Rowland Home, leaving the museum bare of furnishings. Hacienda Heights 4—H'ers rearranged the exhibits, obtained new displays such as a spinning wheel, an old-time chicken incubator and brooder and dolls. Each item was labeled by the 4—H'ers. They landscaped the museum ground with more than 150 plants, did the routine museum maintenance work inside and out, and conducted tours for other youth organizations after school hours. Other club activities included distributing litter bags at all 4—H events and helping in the collection of calla lilies for the Hollywood Bowl Easter Sunrise Service. Club members participated in the La



American River 4-H Club picked up trash in the park area along the American River.



One of Oakvale 4-H Club's projects was building four benches for citizens of Kingsburg.



Curtis Jones, Emeryville teacher and naturalist, led one of the nature tours at Community Pride Conference, La Honda.



Regional Park Naturalist Josh Barkin used his 3-dimensional display of water birds at the Community Pride Conference, La Honda.

Puente Valley Historical Society Fashion Show which raises funds for refurbishing and reconstructing the Rowland Home. The Club was honored at the "Salute to Youth" sponsored by the Women's Division, Los Angeles Area Chamber of Commerce at the Biltmore Bowl, and the Club won the Community Award in the youth beautification contest sponsored by the Greater La Puente Chamber of Commerce.

The Westside 4-H Club of Lompoc established and maintained a truck garden at the La Purisima Mission State Historical Park in a section of the Mission garden where Franciscan Fathers and Indians once grew corn, fruits, vegetables, seasonings, and medical plants. Besides being a scenic attraction for park visitors, the truck garden provides vegetables throughout the year for the park. Westside 4-H'ers conducted a paper drive to pay for seeds and other needs. Part of the money was used to buy a soil test kit so that the 4-H'ers could determine what fertilizers were needed for their garden. They also installed chicken wire around the base of the garden to keep out the wild rabbits and park chickens which periodically had been depleting the crop yields.

Belmont 4-H Club, San Mateo County, undertook and completed the building of a park on a small piece of land converting a littered eyesore into an attractive and restful area for the community. The woodworking project group built and installed redwood headers for all the pathways and the plumbing project group installed a lawn sprinkler system. In addition, the

Club cleaned up trash and litter and landscaped the area in and around their 4-H farm in the Belmont Marina.

The Quartz Hill Club of Los Angeles County had members active in a number of community programs. They pitched in and cleaned the entire parade route for the annual Almond Blossom Festival. They designed a float on conservation for the parade. They landscaped around the water tank and maintained the plantings. A number of members served in the information booth where visitors to the dessert area were given directions on locating the most beautiful wildflower plots. The club had a program on soil conservation and also made dove nests. Each member carried out an individual beautification program at their own home.

A City Hall improvement activity was undertaken by the Eager Beavers 4-H Club of Villa Park, Orange County. The city offices are in an old building built in 1904 as a community center. Club members painted the trim around the door and windows, built a brick retainer and spaded and mulched the dry and rocky gravel soil and planted shrubbery around the entrance. But Eager Beavers felt it still didn't look very impressive for a city office. So they bought an aluminum door canopy and a redwood lattice to form a background for the landscaping. Club members took turns watering the shrubs and working up the soil around the plantings. Many residents, the Mayor, and City Council expressed appreciation and gratitude to the Club for taking pride in their community. Project costs were met from the Club treasury.



Each club or county reports their pride projects by presenting a skit at the Community Pride Conference.



Home landscaping designs were created in Community Pride Conference workshop, Idyllwild, under leadership of Vic Gibeault, Turf and Landscape Specialist, U.C. Riverside.

How to Get Organized

4-H members will enjoy working on every part of the program including:

- finding needs for community beautification and conservation.
- selecting the project.
- doing the job.
- evaluating the completed project.
- suggesting followup.

Some things are best done by several members working together as a committee. The committees your club forms will depend on

- the kind and size of your Community Pride program
- number and age of members in your club
- the ease with which members can get together
- resources in your community.

Good committees to have:

Investigation Committee

- Learn what the community is already doing.
- Arrange for permission to carry out your project.

Program Committee

- Find resource people to talk to the club.
- Assemble general project information.
- Arrange tours of similar projects.

Supply Committee

- Decide what tools and materials are needed.
- Contact local organizations to borrow or purchase these.
- Have tools and materials ready for use when needed.

Work Committee

- Determine the number of people needed for each part of the project.
- Assign members according to their interests and abilities.
- Schedule each phase of the job.
- Inform each participant of the schedule.
- Supervise the work in progress.

Publicity Committee

- Submit articles to the newspaper about the Community Pride program.
- Develop radio and TV programs.
- Write letters to civic leaders and service clubs telling about your program.
- Present talks and demonstrations.
- Report all club accomplishments.

Report Committee

- Prepare and assemble report for club's entry in the Community Pride contest.



Perris Panthers 4-H Club mixed soil in which to plant pine seedlings for a local park.



When Quartz Hill 4-H club was So. Calif. Regional winner, Mark Brandt accepted the award for his club from E.E. Wall, Vice-President Standard Oil, at right, and R.O. Monosmith, state 4-H leader emeritus.

Reporting Your Program

Each 4-H Club carrying out a Community Pride activity should prepare a report that includes

- the reasons for selection of each activity.
- a plan for the activity.
- a pictorial and verbal description of what was done.
- letters of appreciation, copies of news stories, and a listing of other publicity received.
- a statement from club members expressing their feelings toward their Community Pride program.

These written reports will be turned into the County Extension office in mid-summer.

4-H members attending one of the Community Pride conferences will be asked to tell the story of their program by skit, demonstration, role playing, or talk. They will also be asked to prepare a display.

Awards

Banner Clubs will be named in each county. Each of these clubs will receive a large green and white banner. Each banner club member will receive a Community Pride ribbon.

A **County Community Pride Club** will be selected from the banner clubs, and a county plaque will be presented by the Standard Oil Company of California to this club at a suitable ceremony arranged by the county Extension office.

A **Banner Club Key Adult** will be chosen by the club members as the person they consider to have done the most to help the club in its Community Pride program. This adult will be awarded a plaque provided to each banner club.

Two **Regional Community Pride Clubs** will be selected from the county winners at each conference. A special identification indicating they are Community Pride regional winners will be added to their county plaques. One regional award will recognize an "in depth" project and the other a combination of many projects.

Community Pride Conferences will be held in two or more parts of the state in the fall. Selected members and leaders from Banner Clubs will attend one of the week-end conferences, with expenses paid except for transportation. For specific annual information on awards please refer to the flyer issued annually from your 4-H advisors office.

Basis for Judging Records

- The plan for the activity is clearly described. This should include not only what was planned, but why this program was selected.
- The record shows involvement of members and others in planning and execution of the program.
- The activity was based on a need.
- There is a high degree of service and beauty to the program.
- The report is neat and presented in an organized way.
- The community was made aware of the program through news stories and talks given in person or on radio or TV.

4-H COMMUNITY PRIDE REPORT FORM

_____ (County)

_____ (Club Name)

(Name of 4-H Club President) (Address) (City)

(Name of Community Pride Chairman) (Address) (City)

(Name of 4-H Club Leader) (Address) (City)

(Name of 4-H Advisor) (Address) (City)

Your Club's Community Pride Plan: (Outline and give some details of what you plan to do.)

What have people said about your Community Pride activity?

Describe what you have done to publicize your 4-H Community Pride activity.

Pictures of the Community Pride activity. (Before and after pictures are good. Pictures of members at work on the project are interesting, too.)

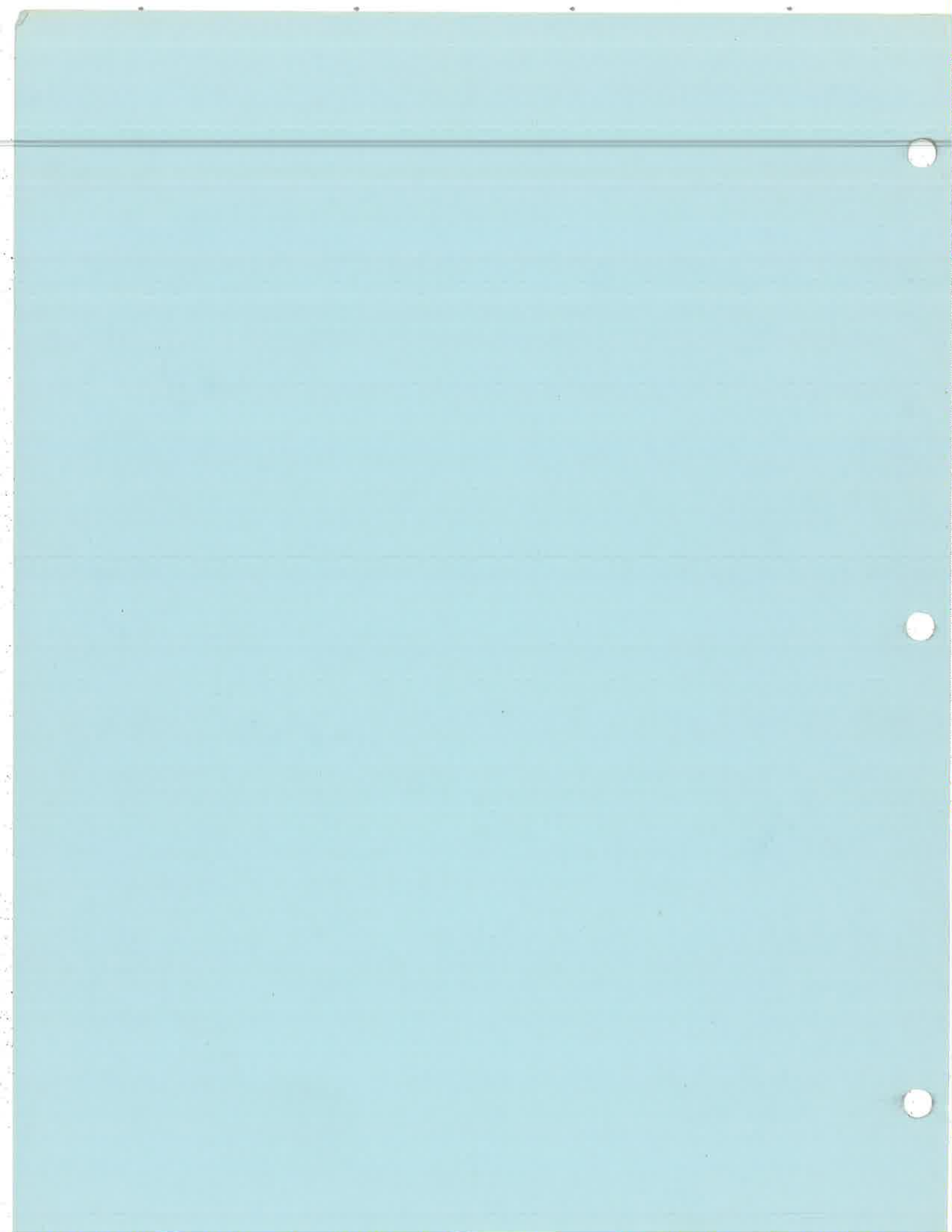
SAVE SPACE FOR BEAUTY

Keep a little space for beauty
When you build the highways wide;
Plant some trees and shrubs beside them;
They'll be looked upon with pride.
Leave some groves with picnic tables
Here and there in friendly shade,
Where the hot and weary traveller
Can enjoy the sylvan glade.

Save a little space for beauty
Mid the city's roar and stress;
Here the parks with trees and footpaths
Will suggest the wilderness.
Give each home a floral setting;
Plant the streets with sturdy trees;
Civic pride and gracious living
Are achieved in ways like these.

Now with added millions coming
As the busy seasons roll,
There is need for pleasant vistas
As a solace for the soul.
Let each builder add some beauty,
And we all should do no less
Than to recognize the duty
That we banish ugliness.

*Written by Woodbridge Metcalf
Extension Forester Emeritus*



4H/CRD LEADER'S GUIDE

YOUTH IN ACTION IMPROVING THEIR COMMUNITIES



ACKNOWLEDGEMENT

Ideas and format for this publication were developed and field tested by a development committee composed of Virginia Extension staff at the county, district, and State levels with consultation and support from the 4-H and CRD staffs, E.S., USDA, and Purdue University.

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4-H/CRD
YOUTH IN ACTION
IMPROVING THEIR COMMUNITIES

By

Del Dyer and Gene McMurtry

A Guide for Adults Who Are Interested in Helping Youth Learn about, and Take Action in, Their Communities

INTRODUCTION
TO THE
4-H/CRD PROJECT

It is important that youths learn about the communities in which they live. As our country grows older, we find that more and more of the decisions that affect our communities are made by people outside of them. In some cases, decisions are made by a few community members who really do not know the majority opinion in their area on the issue at hand. Consequently, the outcome of such decisions often benefits fewer and fewer people in the community.

Occasionally, individuals who are stimulated primarily by profit motives are in positions to make decisions about our communities. Unless community interests and profit motives coincide, the community often suffers. When the decision-making process is confined to just a few key individuals, to people who know little about the needs of the community, or to those who do not have the community's best interests at heart, the quality of the decisions they make is questionable.

Thank you for your interest in assisting youth in your area in this most exciting and much needed activity. You, as the adult leader, should find this program one of the most stimulating youth activities that you have ever been associated with. This activity is one which has been needed for a long time, so you can also take a great deal of pride in doing a public service for your community.

The 4-H Community Resource Development (CRD) program involves helping youth discover their community and encouraging them to engage in activities to improve the quality of their environment. It is hoped that through this study and action, the young people will want to involve themselves in their new-found community in such a way that both they and the community will benefit.

The objectives of this project are:

1. To have youth know more about and better *understand* the *community* in which they live and the impact it has on their lives.
2. To have youth *know how to relate to communities* in order to participate effectively in community activities, programs, and organizations.
3. To have youth develop knowledge and skills in *community leadership*.
4. To have youth develop and *carry out significant community action projects* to improve the quality of their environment.
5. To have youth *develop an interest in and a love for their home community*.

We are sure that you have either said yourself or have heard others say, "People just aren't interested in their community. It seems difficult to get people involved in what is going on within their community." One of the reasons for this is the great degree of mobility that characterizes the population of our nation. The census has found that an American family moves an average of once every 5 years. This makes it difficult for anyone to develop any sort of identification with the place in which he lives. Many times this problem works in the opposite direction. A newcomer may want to make a contribution to the community in which he is living; however, the more established residents will often feel that he is not well-enough acquainted with the community's problems to be of service. Consequently, they fail to listen to what might prove to be some very good ideas. This kind of attitude also discourages the new resident from participating fully in community activities. The trends of minimal involvement in community affairs, insincere motives on the part of community leaders, and skepticism towards new ideas, can and must be altered by teaching people about their community, how it functions, and then by urging them to become a part of that function.

The aim of the 4-H/CRD program is to do just that. The youth you see in your neighborhood today will live, on the average, in five or six different communities within his lifetime. This means that the more he understands about his present community and its decision-making process, the more effective citizen he will be in the other communities in which he will eventually live.

The importance of this type of local participation is emphasized by the former Secretary of Health, Education, and Welfare, John W. Gardner. He states:

One thing we are going to have to do is to restore a sense of community and participation at the local level, which is the only level that will have immediate meaning for large numbers of Americans.

Responsibility is the best of medicines. When people feel that important consequences — for themselves and others — hang on their acts, they are apt to act more wisely. It is not always easy to have that sense of responsibility toward a distant federal government. It helps if the ground on which responsibility is tested is at one's doorstep. Every man should be able to feel that there is a role for him in shaping his local institutions and local community.

To achieve that goal, we are going to have to have far greater concern for the vitality of state and local government, and for vigorous local leadership both in and out of government. To eradicate poverty, rebuild our central cities, lift our schools to a new level of quality, and accomplish the other formidable tasks before us will require a great surge of citizen dedication.

This is the kind of involvement that community resource development programs are basically designed to accomplish. All of these things point toward a movement to involve local people in the local decision-making process. In other words, there is a movement to make democracy work even more effectively.

Youth are part of any local community. All too often, adults and youth fail to listen to what each other has to say. This causes a great deal of ill feeling and closes the avenues to greater communication between the generations. The 4-H/CRD Youth in Action Improving Their Communities program should help to alleviate those shortcomings. Under current conditions, youth are very seldom involved in the community decision-making process, even when the decisions being made concern them. We want to help open the door to involving youth in local community decisions. We also want to help local decision-makers seek out youth as a possible source of good information and ideas about the way to correct a community's problems.

To help youth reach these goals, we have developed materials which teach the basic principles of community and community development. These materials form a base for developing an understanding of the communities in which we



live. The seven outlines give an overall plan for learning about communities and provide important learning goals for youth. Learning activities are also suggested and you, the leader, are given step by step procedures to follow in preparing yourself as a helper and the youth as learners.

The reading materials behind each outline, the 4-H/CRD Reader, and the supplemental readings in Section 8 have been provided so that you can be better prepared to raise the right questions, understand the nature of the issues raised, and, in general, be better equipped to lead and direct the members of 4-H clubs who are undertaking the 4-H/CRD project.

The following outline is designed to give you an overview of the steps and action involved in the 4-H/CRD project.

Outline of Process for 4-H/CRD Project

I. Initial Action

- A. Help members think about the place in which they live. Establish some ideas about community. Few of the members will have given much thought to how they fit into a community. The reading material behind Outline # 1 will help you get ready for this assignment.



- C. Restate the problem in light of the new information gathered. Do further research and reflection.

IV. *Review of Outline # 3: Information about the problem has been gathered through individual research, discussion, and outside experts.*

- A. Have members think through the possible solutions. Have each work group present its case for what it considers to be the best alternative.
- B. Continue discussion regarding the best possible choice.

V. *Review of Outline # 4: All the alternative solutions were presented and discussed.*

- A. Have each group present a summary of its chosen alternative.
- B. Vote to select the alternative to be put into action.

VI. *Review of Outline # 5: One alternative has been chosen.*

- A. Develop a list of individuals and organizations that should be involved in the action.
- B. Develop a diagram which shows your group in relation to all groups affected by the proposed change.
- C. Decide how your group is going to get others to help it carry out the plan.
- D. Begin to formulate the plan for action.
- E. Implement the plan of action.
- F. Make necessary adjustments in the plan as the situation demands.

VII. *Review of Outline # 6: The plan for action has been developed and implemented. Considerations prior to the plan's development included such items as who would be affected, how they would be affected, who would be assisting the group, and how they would be approached.*

- B. Develop a list of five things that the club members feel they would like to see improved in their community.

- C. Assign individual groups to collect information, through personal interviews, on the nature of the concerns of people within the community.

II. *Review of Outline #1: Your members have interviewed community members to determine their primary concerns.*

- A. Have individual groups give reports to the club concerning information gathered in the interviews.
- B. Combine this information with the list of five concerns that the group listed in the previous meeting and have them select *one* upon which they will take action.
- C. Assign individual groups to gather additional information about the one selection.

III. *Review of Outline # 2: One major concern has been selected.*

- A. Have members present additional information about the problem to the rest of the club.
- B. Have experts and other outside resource people present their facts to the group.

- A. Have individual groups explain what part they played in the implementation and what reaction they received.
- B. Evaluate the plan in light of original goals of the club and the community. The CRD resource team should be asked to attend these evaluation sessions.
- C. Discuss the continuation of the group as an action or study group.

The Leadership Team

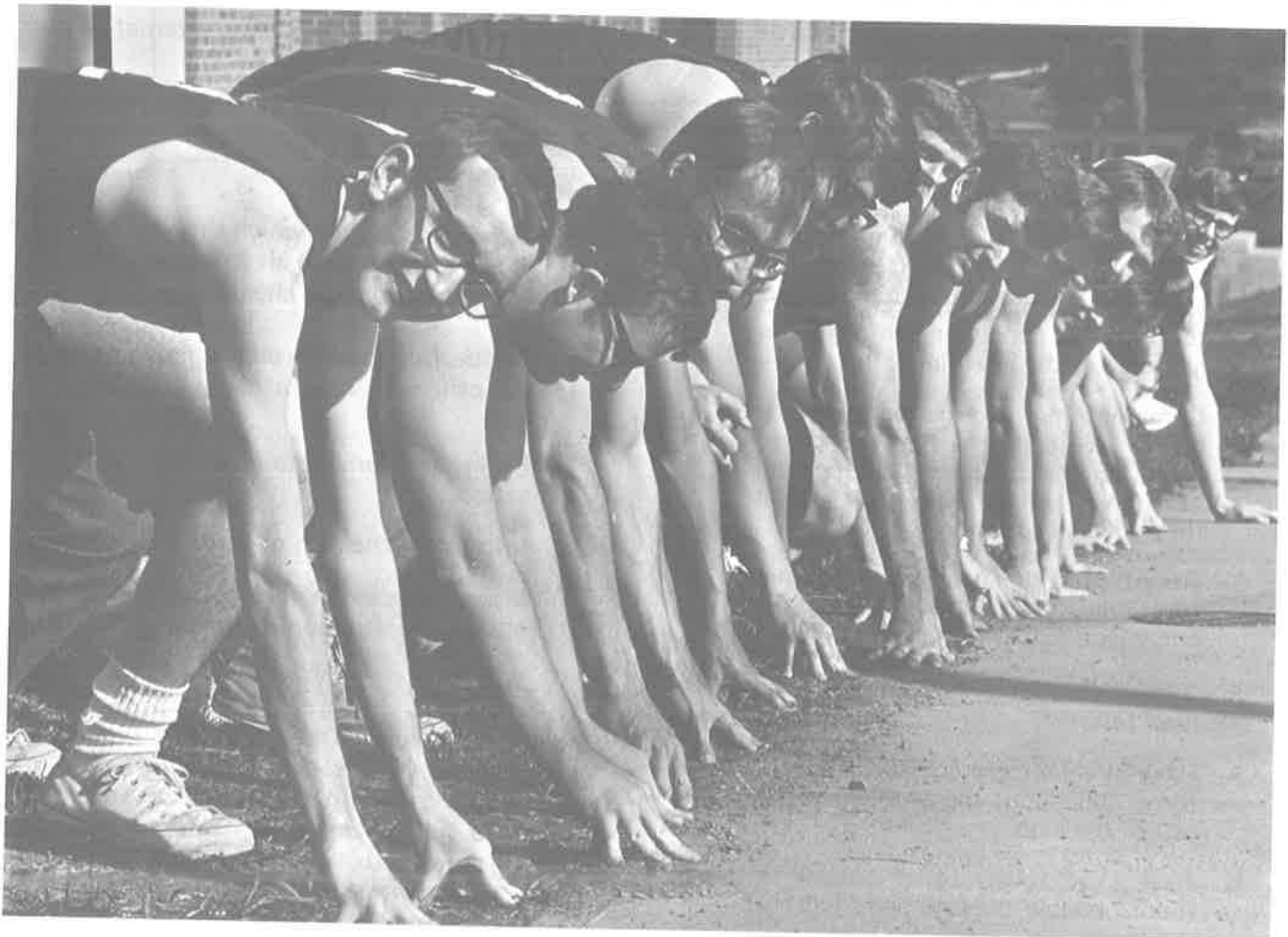
As in all 4-H programs, it is assumed that youth can learn from one another with the help of an adult or older youth. Helping youth decide what to do and helping them learn from doing are your main tasks as the adult helper. Materials for this program, then, are written as guides for you, the 4-H Leader.

Adults or teens planning to help youth discover their community may wish to consider a team approach. A leader team can combine the talents of several and enrich the learning for both adults and youth. In addition, the Extension Staff in your city/county are always ready to offer

guidance and assist you in planning the action parts of your program. The Leader's Guide suggests the idea of a special resource team and the use of experts to help your group with its learning action. Even at the learning level, 4-H/CRD is community involvement.

The supplemental readings have been prepared to give you more information about the technical subjects that you will be covering with your members. For instance, you and your members will be discussing the concepts of community. Few people clearly understand the different components which comprise a community. In the Supplement, these components are discussed in such a way that you will be able to understand the basic ideas necessary to guide the discussion of the members. Please consider all of the materials which you have received as *guidelines* rather than a *prescription*. Your own ideas and good judgment are of great importance to the success of this project.

Any questions you have about these materials or about how to organize a 4-H/Community Resource Development group in your community should be directed to the Extension Office in your city or county.



OUTLINE # 1 AWARENESS (EXPLORATION PHASE)

Leader Preparation

READ:

- Interviewing
- Helping Your 4-H/CRD Group Grow
- Introduction to Community
- Procedures for Outline # 2

MEETING READINESS:

- Make sure participants know date and place of meeting.
- Be sure leadership team is ready with specific assignments.
- See that materials needed are ready (paper, pencils, charts, pictures).
- Will everyone have fun learning?

Learning Goals

UNDERSTANDING:

1. what is a community.
2. how to see the community in a new perspective.
3. things that need improvement.
4. ways to make communities better places to live and which people and organizations can be relied upon for assistance.
5. how to conduct an interview.

Learning Activity

HELP THE MEMBERS:

1. understanding their community.
2. list 5 things they like about the neighborhood or community in which they live.
3. list 5 communities or neighborhoods which they know and like. Have them explain why they like them.
4. name 5 things they feel should be improved in their neighborhood or community.
5. determine which improvements they are really concerned about.
6. list the names of several people and organizations that make things happen.
7. learn to conduct an interview.
8. decide who will interview whom.

Action

MEMBERS:

- Organize into groups of 2 or 3.
- Interview 3 people and make notes to report at your next meeting. Ask them the same 3 questions you asked yourselves.

LEADERS:

- Determine which parts of Outline # 1 need to be covered or reviewed next time.
- Do what you must do to be certain that youth will reach their goal, satisfactorily completing their interviews. Encourage them.
- Explain to key individuals that the youth are going to be interviewing and why they are doing so.



OUTLINE # 1 LEADER'S GUIDE

THE MAIN POINT

The main point of Outline #1 is to urge the members to reflect upon their home communities. Young people should look critically at the world around them. There are good and bad things about all communities and there is no exception. Looking at their community in a more critical light provides them with an opportunity to become acquainted with the workings of change within it.

ACTION

From the moment the participants arrive, there should be action. Learning should be fun. Learning in 4-H must be fun. Use your imagination in getting member involvement. Members can learn about community through discussion, drawing a picture or word picture, constructing a collage (using pictures out of magazines), pulling objects or pictures out of a hat and describing how the item or the concept depicted benefits their community.

DO BOUNDARIES MAKE A COMMUNITY?

The first task of Outline #1 is to have the members tell the location and geographical boundaries of their community. This helps orient them and makes discussion of other aspects of their community easier.

COMMUNITIES HAVE BOTH GOOD AND BAD POINTS

Let's start with the good. Help generate a discussion among the members concerning *what they like about their local community*. Later you can have them talk about things they dislike.

Next, have your members list five things they like about neighboring communities or other communities they have visited. A discussion of the attractions of other communities usually provides the setting for a frank discussion of the shortcomings and advantages of one's own community. If you can think of other techniques

that will aid in getting the material about community across to the members, by all means use them.

COMMUNITIES

The members should discover that they live in more than one community in the sense that a community is perceived in terms of common interests. They may live in one school community, another in terms of church affiliation, and still another community in terms of services provided by a shopping area.

COMMUNITY IS PEOPLE

Boys and girls, men and women choose to spend their time outside of work with people they enjoy. The people they enjoy are generally found within their home community. People who have interests which are not held in common by those in their own community will travel to other communities to be with people they enjoy. The point here is that *a community is really nothing more than people.*

WAYS OF LOOKING AT A COMMUNITY

Next, you will need to help members understand other ways of looking at their community as suggested in your readings in the "Introduction to Community."

Help the members see their community as people. How many families? What groups and organizations? Why these groups? What buildings? What function do these buildings have? What natural resources, etc?

NAME FIVE IMPROVEMENTS YOUR COMMUNITY NEEDS

This activity is designed to help the group arrive at a problem with which it would like to concern itself. Have each member of the group write down on a piece of paper five things that he or she feels need to be improved in his community.

Occasionally, some of the listings are not too clear. If this is the case in your group, take some time to have the members clarify what they have written. Once everyone understands what the listings says, the concerns should be summarized. This might be done by reviewing all of the papers and then by creating a list of five community problems that the group can agree upon as being the most pressing. This list will be compared at the next meeting with the list compiled by the members after interviewing citizens within the community. Help the group members understand that interviewing is necessary in order that they may be able to determine whether the community-at-large shares their concerns.

PEOPLE AND GROUPS THAT MAKES THINGS HAPPEN

In every locality there are some organizations and individuals who have more influence than others when it comes to making decisions affecting the community. Because this is an important concept, it is suggested that you have the members list people and organizations in their community that make things happen. Depending upon the group's sophistication, these lists could range from a roster of mothers and dads as prime movers to a directory of the town council. The members will need to return to this exercise when they decide upon a specific problem to tackle.

INTERVIEWING

Before your members go into the community to interview other residents, it is important that they have some experience in and knowledge of interviewing. Let each member practice interviewing by pretending another member is an individual in the community whom your group wants to interview.

4-H/CRD READER

INTERVIEWING

An interview is a technique people use to get information on a particular subject or topic. Most often, interviews are conducted face to face. Sometimes, however, they are done by telephone or through an exchange of letters. Basic to the interview is the idea that the interviewer (the person doing the interview) is interested in the views, opinions, beliefs, and verbal position of the person being interviewed. The interview is not to be used to express the views, opinions, and beliefs of the person doing the interviewing.

Interviewing takes advance preparation and practice. On which topics does your group want opinions, views, and beliefs? Whom do they want to interview? What must they do to be assured of response from the person being interviewed? How will they conduct the interview?

Which Topics?

The topics could be any idea or object about which the interviewer is curious. Public opinion on water pollution, sanitary landfills, moon flights, or the need for supersonic aircraft are all topics of current interest.

The first topic for your 4-H/CRD group is, "What concerns do you have about our community (neighborhood)?" Stated another way, the question might be, "What do you think are the major problems in our neighborhood (community)?" How you put the question is another matter. The topic for the interview is, "Our Community's Problems."

Later on in the process, members will be interviewing people on other topics. The specific topics of these interviews will depend upon the problem identified and the alternative solutions of that problem.

Whom To Interview

The important question to answer in deciding whom to interview is, "Who's involved?" or, "Who should be involved or concerned about the community?"

You will want a good cross section of your community. Have the group make a list of different groups, organizations, and neighborhoods that constitute the community. The group may require specific information of individuals such as the mayor, a board of supervisors member, the superintendent of schools, or a school board member. Naturally, the members cannot interview everyone. The task, then, is to choose individuals from all groups, classes, and categories so that a representative sample is assured.

If you have several interviewers or interview teams, you can divide the load so that several individuals in each category can be interviewed.

Ensuring Response

The interviewer must remember that he really needs information from the person selected. He must also remember that the individual being interviewed is *giving* his time and thoughts. The interviewer must be most considerate of the individual's time, quality of response, and willingness to respond. He must assure the individual that he is grateful for his response. In short, he must be a good listener.

The person to be interviewed must be contacted in advance of the interview, or if that's not possible, he must be asked, before the interview begins, whether he has time available to answer a few questions. The message to give is, "We are interested in visiting with you about our community. Can you give us 15-20 minutes of your time? Could we visit you sometime after school this coming week?" After the contact has been made, a date and time for the interview should be set.

Once the interview has begun, it is important to show acceptance of the person's ideas. The interviewer should encourage the individual to talk freely and make him feel at ease about what he is saying. The task is to get answers to the questions,



to seek clarity of response, and to record the response for later use.

Your members may wish to take notes during the interview or to record the information immediately after they have completed the interview. If they are working in teams, one member can ask the questions and another record the responses. They should be sure to ask the person being interviewed if it's O.K. to take notes during the interview. The information is confidential and will only be used for summary purposes.

How To Conduct the Interview

The members' first task is to state who they are, who they represent, why they are conducting the interview, and what they plan to do with the information. They might say, "Mr. Graham, I'm Peggy Jones and this is my teammate, Sam Small. We've come to visit with you about our community. We belong to the 'Ready for Action' Community Study Group and we're interested in what people see as the major needs or concerns of our community."

The members should allow time for the person to be interviewed to relax. This often requires responding to questions he may have about the group, or telling him the reason for use of an interview procedure, etc. He may also want to chat a while before getting down to business. Informal conversation helps to break the ice and often leads to a more candid response by both parties during the interview.

The members should let the person talk freely while being interviewed, but should try to keep him on the track by their questions and comments. At the end, they should thank him for his time. It is important for the person to feel pleased that he gave time and information that could help make the community a better place to live.

Practicing for the Interview

You, as a leader, may wish to use role-playing to help your members prepare to interview others in the community. Role-playing means having the members act out an interview. Have one member or one team be the interviewer(s). Have another member pretend that he is a person to be interviewed. Give the interviewer or interview team a little time to decide how to approach the person to be interviewed, what to say, and what questions to ask. ("What are some of the needs in our community as you see them, Mr. Graham?") The individual to be interviewed should try to determine how the person he is pretending to be would respond to the anticipated questions.

Have this "play" take place in front of the entire group, so that all can learn from it. After the two members on the first team have tried this approach, then let each of the other members or teams perform. Help them understand what was well done in each play and what needed to be improved.

HELPING YOUR 4-H/CRD GROUP GROW

You, the 4-H leader, and the youth are both interested in learning. You, and they, want to discover how to take action in the community to improve the quality of the environment. For many of the members, this will be their first attempt at understanding their community and in analyzing its problems and its potential. This will very likely mean that you will be the only person in the group who rather clearly understands the community resource development process and the potential of the group. Your task is to help these members gain an understanding of the community resource development process and to help them help one another.

The most basic concept of 4-H is the idea of boys and girls learning from one another with the help of someone else. This idea should direct you in terms of your own behavior in relation to the work of the group. Initiate an action framework. This means that you should not do anything for the group that it can do for itself or that various members of the group can do for other members.

Your first task is to help each member of the group feel welcome, needed, and important. The second task is to urge the group members to work together on information-gathering and decision-making. They should also begin to think about taking action in their community. Throughout this phase, you will need to show enthusiasm, concern, and directness in order to convey to the members that you have a good idea about how to help them learn the process.

In order to move from your teacher-leader role to that of advisor, you should begin as soon as possible to delegate leadership responsibilities to members of the group. How quickly you can move to this new position will depend upon the skill and enthusiasm of your group members. When, in your judgment, the group is ready for its own chairman, by all means have it elect or select one. This chairman can then perform much of the leadership function that you normally would have performed. Your task is to counsel the chairman before each meeting so that he can take the leading role. In the same manner, encourage other members to take leadership responsibilities.

In the very beginning, members will be very dependent upon you for direction and help on each assignment. If you are successful in moving to your advisory role, there will likely be a period of time in which the group will resist most of your suggestions and, in fact, will want to do things just the opposite. This phase usually is short and not too complicated. It is short because members realize that it is not productive. It is not too complicated, if you understand it to be a development stage through which your group must pass before you can actively enter your role as advisor. With this in mind, you can help the members achieve a new level of maturity through which you can work together on problem-solving.

In your role as advisor, you should continually help the group set its short-range goals and move toward its overall long-range goals. During this process, you will, no doubt, have to help the members acquire certain skills and develop certain ideas for carrying out new phases of the project. Again, your major role is that of helping the members help themselves learn about the community resource development process and about action alternatives to improve the quality of their environment.

INTRODUCTION TO COMMUNITY

The discovery of community and all of its different aspects is a main goal which you will be helping youth attain in the 4-H/CRD project. Community means something different to each of us. This is true of everyone including sociologists, anthropologists, and community developers. No one can give a definition of community that is universal and applies to all communities. They are all different. There are urban and rural communities. There are Italian communities and there are Greek communities. There are white and black communities. How an individual will define his community depends upon how he identifies with and relates to the environment around him.

Environment

What is meant by environment? Most people when they hear the term, environment, think of the sky, the water, and the other physical things that surround them. It is true that these things are a part of the environment, but they are not all of it. Webster's definition of environment is: "a surrounding or being surrounded. All the conditions, circumstances, and influences surrounding and affecting the development of an organism or

group of organisms." As you can see, the definition includes all aspects of life by which people are surrounded. It includes the spiritual, social, and physical environment. An example of the use of environment to convey a broader meaning than just the physical side of life is often expressed by ministers when they talk about a person's being raised in a Christian environment. Or, you have probably heard people say that someone was raised in an environment of love. Environment, then, is all of the factors that people come in contact with in their daily lives. Each of these factors leaves its effect upon their development and helps to shape their personalities. Most social scientists say with regard to personality formation that people are probably more influenced by their environment than by their biological inheritance.

A person's environment includes his community. In fact, the community in which people live is the most immediate aspect of their environment. In other words, it provides a framework for living. Aside from the immediate family, the community has the greatest effect on how individuals view the world. It is extremely important to know more about the community because of its tremendous effect upon the development of people's personalities and its influences upon the way people think.

Community Is Many Things

Although community is a difficult term to define, there are some aspects that are common to all communities. These aspects are useful in helping your group understand what constitutes community. In a common sense way, the term, community, refers to a particular town or neighborhood. Another concept of community is that of a natural kind of social grouping whose members are bound together by a sense of belonging, created out of everyday contacts covering the whole range of human activities.

Some use the term, community, to refer to a group of families and other social units (such as groups and clubs), which are located in proximity to, and mutually dependent upon, one another for the satisfaction of a major part of their daily needs. In other words, a community is a group of families or individuals who see each other almost every day in the transaction of their everyday activities. Important in this concept of community is the dependency of people upon one another for the fulfillment and satisfaction of their daily needs.

There are three basic ways of viewing a community. One is to view it as a bond of interest. Another is to view the community as a social system. The last way is to view it as a geographic area. It is only for purposes of analysis that we are able to look at a community in these three different ways. In reality, each community encompasses all of these different views. Every community has within it special bonds of interests. All communities are comprised of social systems and all of these are located within a geographical area.

It is not probable that your club will claim just one particular community as its own. The members will come from various areas. One possible way of stimulating discussion about community is to suggest that each club member identify the community to which he belongs. It is also likely that you will have members who come from the same exact location who will claim different areas within this location as their community. Asking each member to give the boundaries of, and the groups within, his community is a good way of illustrating to the members different ways of looking at the community. This should stimulate consideration of the different aspects of communities. You can use the 4-H members' responses further to illustrate that each individual uses different criteria and draws upon different feelings to determine what constitutes his community.

Community as a Bond of Interest

To clarify more fully what community is, it can be said, without a doubt, that its bonds are determined by the interactions of people as they mingle in varying degrees for trade, business, social life, education, spiritual growth, and other common interests.



Thus, the size and nature of communities are influenced by the kinds of facilities, services, and activities available in them, and the distances to them. An individual's participation in these services and activities creates a feeling of belonging to a given place which is another aspect of community. An example of this might be an annual fall festival or a street fair that the community undertakes as a project to raise money for a community purpose. The Apple Blossom Festival is another example of a community project that creates a bond of interest within a community and aids in the establishment of an identification with that community.

A common bond of interest is the main factor which influences people to form and maintain communities. Examples of such bonds are common nationality, religion, (Can your members think of any communities in their area that are of primarily one religion?) race, trade or industry, and local government. Some communities are the result of several common interests, none of which may be very strong. Often this kind of community generates weak feelings of identity with the community and disunity among the people. People in these communities may, in fact, identify with several communities. An example is the many families living in a large apartment complex. A weak bond of interest often makes it difficult to stimulate community action on badly needed projects. Mobility of the population tends to make for weak bonds of common interests and an inadequate sense of belonging. Do the communities from which your members come have strong or weak bonds of interests?

In the United States today, the population is highly mobile. This mobility minimizes the amount of identification an individual has with a com-



munity. Up to the present, this nation has been one that has placed a very high value on mobility. Possibly, the population should start to reevaluate its attitude towards moving from place to place. If people are going to lose their sense of belonging and community identity when they move out of the state or into a large city, then they should evaluate this loss as a cost to be measured against the prospective job opportunity. If they have a good job, but no feeling of belonging or participation, they are likely to be less than happy. Communities must not fall apart, if civilization is to be maintained. A strong civilization is based upon a strong sense of community and of people's willingness to be involved in community decision-making.

Feelings of local community attachment sometimes have a negative or retarding effect on progress. For example, the attitudes of local people about school consolidation; abandonment of churches; rural-urban zoning; combining of counties; certain agricultural, timber, and mining practices; etc., can be damaging and detrimental to maintaining a healthy community. Strong feelings of community attachment often produce local pride, local leadership, a sense of stability during times of crisis, or other positive values that lead to progress and development. The crux of the matter is whether or not the community can incorporate needed change and continue to be strong and viable.

The Community as a Social System

A community is more than just a place with physical boundaries that are easy to point out. It is more than just a group of families or a bunch of people. A community can also be thought of as a network of groups and individuals. All of the people that you see on the street of your town can be classified in some way or another. They can be classified according to how much money they have, how much education they have, or to the type of work that they do for a living. They can also be classified by their race and their religion (Protestant, Catholic, Jewish, etc.). This is called stratification and all communities are stratified.

A social system is nothing more than two or more people interacting with each other on a more or less permanent basis toward a common goal. Thus, you can see how a social system can range in size from a family of just a man and wife to the largest possible social system — a society.

A social system can be a special interest organization or group, such as a civic organization, a church, a farm or business group, or a youth group; as well as a local government, a national grouping, or an informal visiting group. Some social systems overlap others. You, yourself, may be an example of this phenomenon. You may be a member of both the Farm Bureau and the Lions Club and go to the Methodist Church.

Some of the social systems found in, or making up, communities also have subsystems within them, such as informal cliques. Possibly some of your club members are members of a clique. As members of a pep group at your high school, they would be members of a social system, but as members of a clique within the pep group, they would be members of a subsystem. Committees within organizations are also considered to be subsystems. All of these contribute to the total organization or system. In this respect, communities are like an automobile or tractor which includes an electrical system, a power transmission system, and the wheels. They all combine to make the whole function.

All of the social systems of a given area make up the total social organization of the community and produce in it distinctive activities, feelings, customs, and programs of the people. A certain midwest area provides an excellent example which illustrates how different combinations of social systems produce unique community characteristics. In this section of the country, there are old settlements of Swiss farmers, Amish farmers, merchants, and industrialists. All of these social systems have combined to make up one of the most interesting communities in the country. Barn raisings are common among the Amish of the area. There are horses and buggies amid the Cadillacs of the successful executives, who have come to the community to manage the furniture factories. The furniture industry began when the Swiss brought this skill with them when they immigrated to the region. The Swiss residents value cleanliness so highly that they feel that it is legitimate for the "clean-livers" to band together to tell others of the community, who display shortcomings in building and grounds maintenance, to make improvements or more intense social pressures will be brought to bear.

Each of the social systems that makes up a community will have certain elements within itself, such as ranking of people, predominant values and attitudes, norms and customs of action, sanctions and controls upon members or rules to observe,



and objectives and goals. The military is another good example of a social system. Here there is a very definite pattern of status and ranking. Privates have a lower status than generals. Predominate attitudes and values include such concepts as bravery in battle and the authority of superior officers.

Generally, social systems endeavor to maintain themselves. By maintain, it is meant that they strive to remain viable. When this is the case, self-preservation becomes a primary concern, so this value becomes built into the social system to insure its continuation.

Patterns of Communication

Patterns of communication generally exist within organizations and sometimes, between them. To help solve today's community problems, a major step would be the building of linkages of communication and cooperation between social systems having different values, programs, and resources. The success of such an undertaking would permit different social systems to function together effectively on improvement projects of concern to the total community. It is the lack of this major step that is partly responsible for the problem people refer to as the generation gap.



If the adults learn how the youth feel and vice versa, each group can assist the other or, if unable to offer assistance, each can at least develop understanding and thus, mutual tolerance. This project is an attempt to bridge the generation gap, inasmuch as one of its goals is to involve each youth in such a way that he will better understand his local community, and thereby establish patterns of communication with its adult members.

Organization Boundaries

Every organization has an invisible boundary around it. Some boundaries are designed to keep people in, others to exclude people. Some tribes in Africa are examples of a social system that builds values and behavior into its system for its own preservation. The Masons preserve themselves with a secret ritual and handshake. Other social systems maintain themselves through the use of special language.

Every social system has a clear way of excluding people. In some instances, location is the factor which acts as the deterrence. The Eskimos will probably be able to preserve their social system primarily because of their isolation from other cultures and from the pressures for social change which would be exerted by these cultures.

Norms are standards of behavior. In the hippie commune, norms are established which basically differ from the norms of general society. In the commune, the norms of hair style, dress, sexual behavior, and drug use are very different from accepted norms. The commitment to a hippie commune's norms is made at the expense of being rejected by large segments of the general society. To many, this is a high price to pay. If an individual is willing to make that kind of commitment, then the members of the commune can be reasonably sure that the new member has already internalized the ideals and goals of the commune. Thus, the commune members are assured of self-preservation. They can be fairly certain that the incoming member will pose little threat to the existing social system and that the continuance of their way of life will be guaranteed.

Community as Geographic Area

The geographic area notion of community is probably the most common to everyone. Generally, when someone asks where your community is located, you would say Abingdon, Richmond, or Denver. These places are communities with definite geographic boundaries. This concept originated because most organizations and other social systems operate within limited geographic areas; some even have an official territory to serve. Your 4-H group is an example; it is to serve the same geographic boundary, for instance, as a school district. Furthermore, contacts for trade and social life generally are confined to areas of limited distance. Sometimes even natural factors, such as mountains or rivers, determine the boundary of relationships. Legal boundaries determine governmental communities; that is, the town or city, the county, and the school district.

In this country with its high degree of mobility, the different types of contacts, or feelings of belonging, generally are not confined to one geographic place. You, yourself, may go to church in one community, trade in several communities, and visit people in still other places. The organizations you or your members belong to may have different territories. The outreach of a town or city varies, according to the drawing power of the different services in it. You can see why it is not altogether valid to view a community in terms of just its geographic area. By now, it should be clear that the concept, community, has both social and geographic characteristics. It can never be described by either one alone. Both provide a basis for understanding the total social structure of an area.

Types of Communities

Demography is a term often used to refer to numbers of people, where they live, and other characteristics such as their level of education, income, etc. Much of the data of this kind is available from the United States Census Bureau. A census is conducted every 10 years. The idea behind a census is to determine the rate of growth in population in order to plan on a more intelligent basis for the needs of the people. If you plan a dinner for 10 people and 20 arrive, there are going to be some guests who will go hungry. The same reasoning applies to the census. If production is planned to take care of 200 million people, and the census shows that there are 200 million people to be fed, then things work out well. If production output is greater than the needs of the people, production must be cut back.

The census data are only for legal communities, such as towns, counties, and states. Census data pertaining to all of the different social systems in the United States would be impossible to obtain. However, it is possible to obtain information concerning the number of people included in the different racial and religious groups. In case you are not familiar with the word data, it means nothing more than information gathered about a specific subject.

As has been stated before, communities are more than mere numbers of people, more than mere names or places. Size of population alone is also an inaccurate measure of the merit or progress of a community. Many times, large communities hinder individuals' abilities to identify with them. The smaller the community, the better the possibility of all members communicating with each other. The basic thing to remember is that *the relationships and feelings of people make a place a community; the people make a place a community.*

Educational, Recreational, Governmental, And Mixed Communities

Communities vary greatly in many ways. Some are exceedingly small, containing only two or three interdependent families. An example of this kind of community may be Taylor's Valley located at the south end of the Mt. Rogers National Recreational Area near Damascus, Virginia. Some communities, such as New York, London, Shanghai, Buenos Aires, and other major metropolitan centers, contain millions of interdependent families and other social units. Some

communities are highly specialized. Cape Cod, Niagra Falls, and Virginia Beach, for instance, are resort centers. They are specialized communities in the sense that their members engage in only a limited range of productive activities, namely providing services to tourists.

Other communities, such as Washington, D.C., have become governmental centers. On the other hand, a community may be said to be an educational community, if its major productive activity is centered around an educational institution such as a university. By contrast with these specialized communities, there are many others which engage in a wide variety of diversified productive activities. Examples of diversified communities can be found all over the world. Some of these communities are located in agricultural areas which have productive activities that include not only farming, but also coal mining and lumbering. These communities may also contain small colleges and possibly governmental offices for the county or district.

All of the activities that have been mentioned cannot be carried on independently of each other. The coal cannot be moved without the aid of the railroads or the truck lines. The trucks cannot run without gasoline; thus, there must be a gasoline distributor in the community. Colleges cannot hold



classes without students, teachers, and janitors. Students are necessary to help pay the costs of the college through tuition fees and to give purpose to the function of the teacher. Janitors are necessary to keep the buildings in a good state of repair. If the janitors did not do their job, then it would fall upon the shoulders of the students or teachers to do it, thus minimizing their effectiveness in their own roles. So you can see that everyone is a part of a large system that extends beyond each person and what he does. People are a cog in a large wheel which is oiled by each individual's competent performance of his job. It is all an interrelated operation.

Stationary and Mobile Communities

Most communities remain in a single geographic position throughout their history. The community of Flagstaff has always been located at Flagstaff, Arizona. The typical American community is stationary. Contrast this with the typical Masai community in Kenya, East Africa. The Masai are a nomadic community of cattlemen. They move their cattle from one pasture to another, depending upon the rainfall and the quality of the grass. Keep in mind that when they move their herd, the new pasture may be as far away as New York is from Philadelphia. Although they move from place to place, depending upon the weather and other factors, can it be denied that the Masai

represent a community? Of course not, especially if you use as your basic criteria for community the fact that the people see each other every day, are dependent upon one another, and have a common bond of interest. They are, at times, extremely interdependent, for necessity often demands that they share with each other their food and water. This is particularly true during times of drought. All of the Masai's recreational outlets are centered around the community of which they are members. Many people in the United States at times can, and do, find recreational outlets in communities outside of their own.

As the leader of a group of 4-H youth who are thinking and learning about their community, you must determine the best ways to increase their understanding. One means with which you might aid their comprehension is to discuss with them the various aspects of community that you have learned and ask them to classify their communities according to type. Are their communities agricultural, mining, or mixed? Are they rural or urban, etc.?

Community Is Alive

Although a great deal has been said about community so far, it is yet to be stated that a community is alive. A community *is* alive and in this respect can be compared to any other live organism. A community can be compared to the frog that the club members have been dissecting in their high school biology classes. A frog has bones, veins, and arteries. It has a heart, a nervous system, and other vital organs. The same is true of a community. What is the heart of your community? What are its veins and arteries? What are its vital organs? The next section of this manual will discuss the dissected portions of your community in such a way that the club members will be able to look at their community piece by piece.

Institutions of the Community

Community life operates within an institutional framework. Institutions are characterized by sets of behavioral rules and established procedures for carrying on activities. You have already been made aware that each individual family unit of which you and your members are a part is a social system. However, the family is also viewed as an institution in this society because it has standardized rules and functions. Everyone understands, and most accept, these rules and norms. The expected relationships between father, mother, son, and daughter, for example, are determined by the family institution within a society, and may be defined differently in different



cultures. For instance, the fact that your father has only one wife is culturally determined by the familial institution within our society. The fact that your father and mother, when they were married, probably did not live with your mother's mother is another example of how this culture imposes characteristics upon the institution of marriage. In some cultures the boy of the family, if he has sisters, must leave the home at the time of puberty, and live with other youths his age in a separate part of the village. This allows him to prepare for manhood and begin to carry on his unique courting practices. He, of course, would think picking up a date in a car and going to the drive-in movie an odd courting practice.

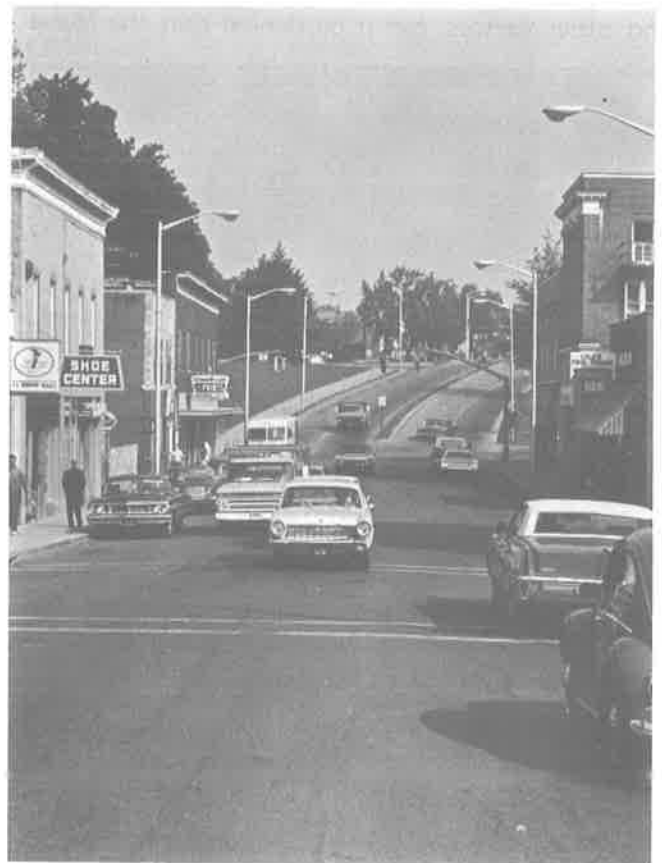
Other institutions involve the physical idea of them. The church is an institution in two ways: first, most people consider it to be basic to their way of life; second, the activities of the church are conducted within a well-defined framework, follow a set program, and often have a building from which most activity is directed. The state prison is another form of institution.

As individuals function within an institution, they generally abide by certain norms (standards of behavior) characteristic of it. Therefore, when we see people praying, marching in formation, exchanging money for goods, reading books, or kicking footballs, it can be said that those individuals are operating within the framework of a given institution. Certain symbols such as a dollar sign, a cross, or a salute are identified with different institutions. Physical objects such as a bank building, a church, money, golf clubs, or a painting are also recognized as belonging to specific institutions. The development and evolution of a community's institutions are a product of that community's culture and history.

Communities Develop Within A Natural Setting

Communities, like people, are unique and individual. A particular community is a product of the efforts of its founding fathers, as well as those of all of the people who have ever lived or worked in it. A community is also a product of all of the activities and events staged in it to meet the needs and interests of the people over the years. Building styles, street layouts, monuments, and public landmarks are the unique aspects of a particular community.

A community is also a product of its natural setting. Natural setting refers to the geographic location, the climate, the soil conditions, the





waterways, and natural harbors that preceded the town's development. All of these factors influence an individual's decision on whether to locate in a given spot.

The natural setting utilized by a community helps to clarify its history and culture. It also helps people understand, in turn, why certain pageants or celebrations have become a part of a community's tradition. As the founding fathers came to the United States and traveled westward, different nationality groups looked for particular land and settings that were familiar to them. If you were given the task of leaving this state to establish a new settlement in a new land, you would choose an area closely resembling your home location. Part of each community's building styles, art, drama, and culture can be understood in this way.

Another aspect of the natural setting that played a part in community development was the tendency to locate towns along natural waterways, on the edge of a hill, in a valley, or whatever. Examples of towns located on waterways are St. Louis, New Orleans, and San Francisco for its harbor. Each of your members can think of towns that are located on the edge of a hill or situated in a valley.



Year-around climate conditions also play an important part in the activities that become traditional in a community. Recreational activities that center around snow are not as prevalent in Georgia as they are in Vermont. An example of the effect of climate on architectural style is provided in the snowbelt, where houses have higher pitched roofs than those in parts of the country where it is warm all year around.

Communities do not start with a whole complement of laws, schools, churches, factories, and services. Each community has an initial starting point. This initial starting point many times tells us a good deal about why a community developed as it did. What were the initial starting points of the communities from which your club members come?

In the beginning of every community, one individual or group came to the location and began to live and work there. No doubt there were very few buildings or streets, and likely no public utilities at that time. Soon others came and decided to settle there, also. Thus, it might be imagined how the first page of the history of the community was written. If people trace the step-by-step development of a community, they will understand the history of it. The history, then, can

explain, quite specifically, why a community developed into the kind that it is today.

Culture and Traditions

Culture refers to the way people believe they should act toward one another. It also refers to the values they held and now hold; the way they worshipped and now worship a god or gods; the specific ceremonials and holidays they observed and now celebrate; the way in which they once organized and now structure their work and play; and the tools they once used and have perfected for their work. Culture also refers to the skills and crafts that the community members developed in the past and maintain today; the kind of music and dance that they once loved and delight in today; and the poetry, plays, and other writings that they have produced and still enjoy. Culture is the key to understanding a community's past, which in turn helps to understand its present values and outlook.

A tradition is often defined as something that has been done so often that it is just expected to be continued. More broadly, traditions are those things which are done, because they are a part of the total community.

Thus, exchanging work with a neighbor in a rural community is part of that community's tradition, a part of the local culture. Here again, it can be seen how high mobility can cause an individual to overlook the traditions that prevail within a given community. If a person moves into a

new community, he may not feel as compelled to honor the local traditions as the person who has been a part of that culture for a long time. It is primarily these historical traditions that give one pride in his community. The older a community is and the more it has emphasized its traditions and its uniqueness, the more likely people are to identify with it.

Fine Arts

Fine arts is a part of culture as it has been defined, but a unique part in that it more often refers to the things a group of people do for enjoyment, rather than to what they do for a living. Attending plays and concerts, and visiting art galleries and museums, are often defined as taking part in the fine arts. Almost every community has certain fine arts or art-related activities such as community bands, theater groups, historical societies, symphony orchestras, and so on, that are traditions.

Developing Traditions

The rapid movement and high mobility of society make it difficult for people to identify with a particular community and its traditions. Of even greater concern is the emergence of many new communities that, at this point in time, have no history or developed traditions. If people find themselves in such a new or developing community, and if they understand how communities develop and establish traditions, then they should be in an excellent position to function effectively and take an active part in helping theirs develop a history of its own.



OUTLINE # 2 LEADER'S GUIDE

TIME SPAN FOR LESSON # 2

Lesson #2 will involve at least two meetings and possible three, depending upon the size of the group with which you are working. It is more important that the members carry out all of the learning steps in order, than it is that they complete them in one meeting.

A logical breaking point might come after all of the reports of the interview teams have been presented and discussed. The next meeting could begin with an evaluation of the concerns expressed in the interview reports and those expressed by your club members. Your group then can begin to decide which concern will be the one upon which the action is to be focused.

COMBINING CONCERNS

During this crucial meeting, the members of the group will combine their concerns with the concerns that they learned about through interviews with other segments of the community. After they have evaluated both sets of concerns, they will then select one which they feel satisfies both groups. Their choice should also be one with which they feel confident of some degree of success.

REPORTING INTERVIEWS

Start this meeting by having the groups present summaries of their interviews of the past week. You must be careful not to allow groups to take too much time. Establish a schedule and stick to it. The report should include the following information:

1. The names of the interview team members
2. The place where the individual was interviewed. (The name of the individual who was interviewed is not important.)
3. The ethnic and socio-economic group to which the individual belongs. Any other identification that might indicate why

he feels the way he does. (If members report their own opinions such as, "We interviewed this old 'duffer' who was really funny.", you should encourage them to use more complimentary terms. The members should realize that if they are to gain support, they must respect everyone in the community.)

4. A summary of the individual's concerns.
5. The interviewee's response to the interview. (Was he cooperative?)

In order to keep all of the concerns before the group, it is recommended that a chalkboard or some other large writing surface be used. Write the top five concerns of the group, followed by the concerns of the citizens interviewed as reported by the interviewers.

After the interview teams have presented their findings, separate the members into new groups of two or three to discuss the concerns that have thus far been listed. Each of these groups should select two concerns they would like to work on. They should attempt to incorporate both their concerns and those of the citizens that have been interviewed.

SELECTING A CONCERN

After the groups terminate their discussions, all of the concerns on the chalkboard should be erased. This will allow room for the listing of the two top concerns that each discussion group has selected. After the new listing has been made, it is the group's task to select the top, overall concern. At this point the meeting should be open to general discussion. Then a vote should be taken to determine one primary concern on which the group would like to work. Here, it must be noted, that a majority vote is not as desirable as a consensus. If a consensus is not reached, the chances of enthusiastic member participation are minimized. Majority vote is

the way to elect officials, but the way to instill cooperation and a high level of interest is to work toward a consensus. (Refer to "Decision by Consensus" further on in this section.)

A consensus is much more difficult to reach than a majority vote, but it is possible. Determine which individuals are in disagreement and then call on them to state and clarify their positions. Once their positions have been made clear, you can usually call for some compromise, thus allowing the dissenting views to be accommodated and incorporated into the plan. The essence of compromise is full and extensive communication of each dissenting view. When a person dissents, he has a reason. It is you and your group's task to find out what that reason is.

It is also important for the members to realize that if the concern they select is not perceived to be critical, they will have difficulty generating support for the project. Here again, they must rely upon the information gathered in their interviews.

GETTING INFORMATION ON THE CHOSEN CONCERN

After the group has agreed upon one primary concern, it will be necessary to gather information about the problem. This activity will engage the youth until the next meeting. There are many sources of information available; the library at school, the public library, experts on the subject who live in the community, and outside resource people.

Divide the group into information gathering teams of three. If the whole group feels that it would like to have an expert speak to them about the problem, delegating one team to make the arrangements would provide ideal training for its members. This approach would require some advance work on your part. It would be appropriate for you to inform the individual that the team will be contacting him. Likewise, you might tell the local librarian that the group will be doing research and that he can expect requests for specific information.

Decisions by the Majority

Sometimes the issue is important to all members in a group and most of them have adequate information to affect a decision on the specific proposal put forth. During these times, they are likely to take a formal vote and take action, if a majority of the total number of people voting choose to favor the proposal. For example, if the item to be decided upon is whether or not to do door-to-door interviews on a given Saturday and everyone has equal information, the vote could very well be 11 in favor and 10 against. Under these circumstances, it is very likely that some, or all, of the 11 individuals in favor of the proposal will actually do door-to-door interviewing.

In community development work, it is usually more important to achieve an almost unanimous decision on each action point to ensure that almost all of the members will support the action. In the 4-H/CRD program, the emphasis is on teaching action by *consensus* rather than majority (one more than half) rule.

4-H/CRD READER

DECISION-MAKING IN GROUPS

Groups of all sizes make decisions in many different ways. Often these decisions are not quality decisions because very few of the members have had an equal opportunity to voice their position or, in many cases, to even develop a position on a particular issue. This situation is seldom caused by any one individual in a group or by a group leader. More often, it is a function of the importance of the decision. Often the shared information among select members enables them to make a decision which would, in the long run, be in the best interest of an entire group.

Decisions by a Few

Very often, in groups of 10 to 20 members, one or two individuals who raise a particular question, or propose a particular action, are only asked by the remaining members to give a good reason why the group ought to take that action. Quite often then, the members are satisfied (particularly if those who proposed the action, plan to carry it out themselves) and the decision is made.

Decisions by the Leader

In still other groups, a well-meaning leader will make decisions for the group, or lead the group into making decisions most compatible with his own inclinations; thus, affecting something very close to a single person rule or a dictatorship. Of course, the leader does not think of himself as a dictator, he simply feels that he knows best what is good for the group.

Decision by Consensus

Consensus means agreement in opinion or, in other words, a general opinion. Consensus is also a process by which a group comes to a general agreement on a course of action. It differs from other methods of decision-making in that individuals are not compelled to take the final vote on any particular course of action until one has been proposed upon which almost everyone can agree. Formal voting in the consensus process is to be interpreted only as an indication of how near a group is to general agreement. That is to say, if there is a proposal that a group do door-to-door canvassing on Saturday, April 3, and the result of the vote on that proposal is 10 in favor and 8 against, it should be taken to mean that 8 people are not yet in agreement with doing door-to-door canvassing on Saturday. The next step toward a consensus is to ask those voting against the proposal to state their reasons for not supporting it. Once those reasons have been given, the entire group must work toward a compromise such as the selection of another date, or the resolution of whatever problem is hampering general agreement.

Sub-Grouping, Power, and the Silent Ones

During this process of seeking general agreement, a group must be very careful to have each member feel of equal value. Neither one nor two individuals, nor a clique should be allowed to dominate the group or force it to accept the

individual(s) or clique's position. The appropriateness of any argument or statement should be determined by whether or not it takes into account each individual and his particular circumstance. The idea is to arrive at a decision that everyone can agree upon and support in action.

Oftentimes, individuals who are competitive by nature and who must win their points can cause a group to make a decision which later it would feel was not a quality decision.

The individual conducting the process should be careful not to read silence as consent or dissent. He should ascertain the position and feelings of each member on the issue at hand.

Adjusting Decisions

In the community development process, oftentimes decisions are made on a particular course of action based on the best information at hand. Later, new information may make that decision seem unsuitable. It is very much appropriate for a group to return to that decision and to alter it in whatever way is desirable based on new information. This may be a new way of thinking for many individuals who have been accustomed to voting on a particular course of action and standing by that original vote.

Decisions in Haste

In working through the community development process in its various steps and stages, often it will seem appropriate to take action or make a particular decision just at the moment when all time for the meeting has elapsed. Many times, then, a decision will be made in haste. It would perhaps be better to postpone that decision until more time is available to affect it. Another alternative is to make the hasty decision on the premise that it will be evaluated at the opening of the next regular meeting and tested for quality.

Decision-Making in Small Groups

Many times in the community development process, very small groups work together on some set of decisions that must be made. If your club approaches its project in the same way, you, as a leader and advisor must help the members understand that their work on these teams must also be by consensus, with each individual carrying his full share of the load in getting the facts, applying the facts to the problem, and in sorting out the areas for decision-making.



Consensus versus Unanimous Opinion

You may be wondering how the idea of consensus differs from the notion of a unanimous vote. Actually, they are similar. The concepts are alike in that they both mean everyone agrees. They are different in that *unanimous means that all agree to have someone else do it* and *consensus means that all agree to do it*.

RESOURCE TEAM

The resource team can be one of the most significant helps to you. Individuals selected for the resource team should be those who have a feel for community problems. It is of equal importance that they be able to relate to you. The number of team members should be limited to perhaps two or three in order to prevent overwhelming the young people with a large number of adults. This project is designed to encourage meaningful participation by the boys and girls. It is desirable for the resource team members to have an interest in youth, but, while this is judged to be important, the major criterion for their selection should be based upon their understanding of how community decisions are made. You are encouraged to work with the Extension Agent in selecting the individuals who will be members of the 4-H/CRD resource team.



The resource team members need not attend every meeting. However, you may want to ask them to help, particularly with lessons One, Four, Six, and Seven. If there are several members of the resource team, you could ask them to participate on a rotating basis. You should ask the team member who will participate during a given week to check signals before the meeting with you and with the resource person who participated the preceding week. Although the resource team members are not responsible for the success of the lessons, they are committed to provide you with back-up support.

The resource team members should be included among the individuals to be interviewed by the student teams. This will provide not only interviewing experience for the youngsters, but also an opportunity for the resource team to contribute.

In understanding any problem, it is necessary to provide information as a basis upon which a decision can be made. One of the quickest and most effective ways of doing this is by contacting individuals whose job or study has resulted in a large amount of factual information that can be made available to your members. In every community, there are individuals who could qualify as information personnel. These people are not to be

confused with the resource team members, who are well acquainted with the overall view of the community and the process of decision-making. An information person is an individual who can provide factual data about the problem. This approach utilizes the expertise of individuals from organizations or agencies which are dedicated to the area of concern. The club members may want to involve the resource team staff in determining who the information person(s) should be.

Your role as the leader is vital to helping young people in the 4-H/CRD project really understand community problems. Your image should be one of concern about the progress of the community. Significant and long-lasting contributions can be made to the development of these boys and girls. The challenge is for you to believe in both communities and young people. The strength of this democracy is reflected in the willingness to improve communities and young people.

GOVERNMENT

Government is that part of community life established to help people guide their conduct and decisions on matters of public concern. The notion of government emerged originally from the belief that laws and judgments were needed to define the way people should act toward other community members.

Another way of saying this is that government is a kind of division of labor, whereby some people in the community are given the authority to direct and control the actions and affairs of all the people. Whether or not this authority is exercised democratically is another matter. Government is any form of public authority.

Five Basic Forms

There are only five basic forms of government in the world. They are:

Dictatorship — where one person or a very small group makes all of the major decisions about how people will relate to one another. This individual or group maintains control through power and intimidation. ("I am the only person smart enough to know what is best for my people.")

Caste System — where people are born into a certain position or group, generation after generation. Each already

understands his station and function and the system always continues in the same balance, by the same rules.

Anarchy — where there is a complete absence of laws and government. Every person acts for himself, motivated by whatever rules he wishes to apply at the moment. This usually means utter chaos.

Social Democracy — where a representative form of government (elected officials) works toward laws and rules that give each person being governed, equal goods and services, equal rights and responsibilities. Great Britain and Sweden are two examples.

Capitalistic Democracy — where a representative form of government (elected officials) work toward laws and rules that afford each individual equal opportunity, but still allow for individual differences and initiatives. West Germany and the United States are examples of this form of democracy.

You live in a democracy. How that democracy functions depends upon how citizens work to make it function. At every level, from small group to nation, the following two rules must apply: 1) Abide by the will of the majority; and 2) Live by the rules laid down by the majority, until the majority changes the rules. A democracy cannot function if these two main cornerstones are discarded. Unlike the other three forms of government, a democracy has particular rules to help in this process of living by the will of the majority. Such rules are freedom of speech, freedom to write, freedom to publicly disagree with the current laws and rules, and freedom to offer suggestions for their modification.

The policies made about the right way for people to relate to one another are referred to as laws. Laws are a formal set of do's and don'ts, which are usually applicable to some governmental unit, such as a town or country.

Customs and Unwritten Laws

Customs are informal rules or regulations that may or may not carry much weight. In most places in Virginia, stores are closed on Sunday. This may or may not be a law. In those communities where it is not a written law, it can be said that it is the custom to close places of business on Sundays so that its residents may observe the Sabbath.

One of the problems for people as they move from community to community is that not all laws are written and published. Some laws are rules for conduct which are simply *understood* by all of the people living in the community or governmental unit. These laws are passed by word of mouth from person to person and from generation to generation.

Unwritten laws are many times referred to as natural laws. These natural laws are often very old and widely distributed, not only in a particular community, but also across an entire state or nation. Others of these natural laws are specific to a particular community.

Local Control

A very important idea of local government in the United States is that the people residing in an area should be allowed to make their own rules and regulations or, in other words, be allowed to govern themselves. Together with this idea is another one which can be interpreted to mean that larger units of government, such as a combination of communities — a county or state, or the United States, itself — should be responsible for establishing those laws which define how people of one place should relate or behave in relation to people of other such governmental units.

Some rules and laws are made by families just for families. Some community laws govern only those people who live in that community or who come to that community to visit or work. It is the belief of many that local governments must remain strong in order for people to continue to know that they govern themselves.



Interlocking Laws

Each level of government must be sure that it has ways of communicating with all other levels of government. The local community government must keep in touch with county and state governments and help those governments establish rules and regulations by which the people can live.

Representative Lawmaking

Many decisions about the conduct and action of people in a community are made not by every member of the community, but by people who have been elected or appointed to public office for the purpose of making these decisions. Individuals are elected or selected to represent the people at every level of government. They are elected or appointed for a specific period of time, and may continue to serve during that time so long as they meet the intent of that office.

Elected and appointed officials may make decisions about the distribution and use of public monies and resources already approved by the general population. They may not, however, assess new taxes or unduly alter public liberties without a total vote of the population. For instance, a new bond issue to assess additional taxes for schools, streets, or other public facilities would come before the voters. The mayor of a city may not assess its citizens for a new city sewage system until the issue is brought to a vote and approved by the population of the municipality.

The smallest units of government are those of unincorporated towns and villages. The unin-



corporated villages and towns usually have few elected officials. They generally take their direction from the next largest unit of government in which they reside, such as the county. Other units of government are the city, the state, and the United States.

A local unit, or any smaller unit, may not make laws that violate the rights of citizens as established at the next highest level. At the same time, the next highest level cannot impose rules of operation on any of the citizens it represents, without their approval. Approval here means the decisions of the elected representatives.

Government in Action

Every day, we see physical aspects of government at work. In courthouses; town, city, and municipal halls; we see permanent buildings in which elected and appointed officials make decisions that help the people work together in a community spirit. Individuals who work within these buildings and offices not only help to make laws, but also often actually carry out responsibilities of the people. Communities agree to pay for the performance of these tasks. Police and sheriff departments, libraries, schools, and public utilities are examples of public services provided by government and paid for by the people.

Government officials and workers do not simply work within the framework of existing laws; nor do they simply carry out action programs. In addition to these functions, it is their job to continually write, and rewrite, laws and regulation to either reinforce, or alter, existing ones in order to suit new conditions and the changing needs of the people.

Taxes

Taxes are monies paid by people to cover the cost of services and social responsibilities transferred to public officials and government. The exact amount of tax an individual, family, or firm pays is usually determined by ability to pay. Measures of ability to pay include income received, property owned, and goods purchased.

Taxes are paid at many different levels. Government also receives monies from fees, licenses, special taxes, interest on investments, and grants from other levels of government.

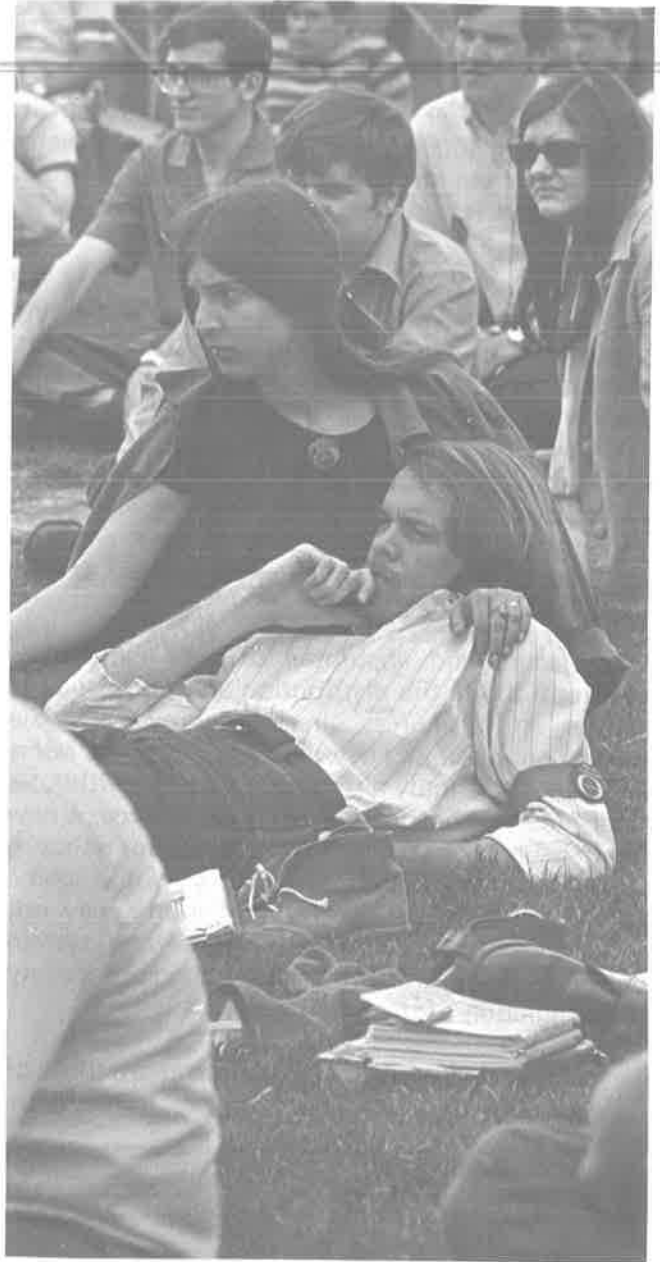
Government Direction

Candidates for public office must tell voters what they will do, if elected. Of course, they do not always keep their promises, but usually they



make an attempt. At the local level, the officeholder is generally known personally by the people. They know that he will represent their best interests. In larger units of government, people generally have to rely on the promises of individuals, their records of performance, and on the platforms of political parties.

Political parties are organizations of people who have similar beliefs about how government, or some part of it, should operate. In our country, the two main parties are the Democratic and Republican parties. These political parties provide an important control over the kinds of laws and regulations that people can expect their representatives to support.



A platform is a set of statements that explain what the candidates of a particular political party believe, what they will stand for, or what they will do.

People can learn about government by trying to understand what the political parties and governmental buildings represent, and what the individuals in them believe and do. They can see for themselves which function of the total community responsibility each particular unit is specifically designed to serve. They can also review the laws by which they have agreed to live. These laws establish a harmonious, productive environment for work and recreation.

OUTLINE # 3 ANALYSIS – INFORMATION ON THE CONCERN (DISCUSSIONAL PHASE)

Leader Preparation

Learning Goals

Learning Activity

Action

READ:

Ideas, Concerns, and Problems

Problem Recognition

MEETING READINESS:

— Check with interview teams and determine which will present reports at the meeting.

— Provide time for special guest resource people, if any are expected.

— Encourage different people to report than those reporting from the interview teams.

— Decide whether more than one meeting must be devoted to this information gathering.

UNDERSTANDING:

1. that not all information is fact.
2. that people operate at the opinion level.
3. tests for credibility.
4. how to look at sources of information.
5. that the responsibility for putting any of this information to use rests with the 4-H/CRD members, not the special information givers.

HELP THE MEMBERS:

1. present information on their concern.
2. learn from resource team members, if any have been invited to this meeting.
3. initiate ways of listening for information that suggests treating the traditional views of the concern (or a possible solution) in a new way.
4. vigorously question each information source to discover values and facts:
5. define the concern in relation to this new information.

MEMBERS:

Divide into work groups (2 or 3 in a group) to consider and discuss the various alternative actions that might be taken to solve the problem. The teams should come to the next meeting prepared to present their alternatives and describe the merits of each.

LEADERS:

— Establish credibility for the right of youth to learn about community.

— Check with work groups to see if you can assist them in preparing their presentations for their next meeting.

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OUTLINE # 3 LEADER'S GUIDE

CHECKING SIGNALS

It is important that you make contact with other adults in the community. It is necessary to explain to these people the idea and philosophy behind the 4-H/CRD project. This alerts them to the fact that the members are involved in something legitimate and sanctioned. When you inform the public of the activities of the members, you are, in effect, establishing credibility in the right of youth to learn about their community. This information can be dispatched in many ways. In the beginning stages of the process, word-of-mouth, face-to-face or over the telephone, is the best method. After your group has formulated a plan of action, it may wish to use radio, newspaper, and other mass media methods.

GATHERING FACTS

The group's activities are now moving into the information-gathering stage, in an effort to establish what the best alternative or plan of action should be. This aim requires gathering as much sound and accurate information as possible. Sound decisions cannot be made on the basis of opinion but rather, they must be made on the basis of facts. Refer to the passage entitled "Facts, Myths, and Values" in this 4-H/CRD Reader section.

Most people operate on the opinion level. Therefore, it is imperative that your group become fully aware of the alternatives that are open to it. Research done in the library, and conversations and educational meetings with experts will help uncover facts that can be used to make the right decision.

SEPARATING FACTS FROM OPINIONS

When listening to experts or discussing the problem with other knowledgeable individuals, it is important to know the speakers' biases and values. Their biases (preferences) and values color their entire way of looking at a

problem. It is possible that the values and biases they hold would work in opposition to a solution of the problem.

These biases and values must be determined before your group decides to proceed on the basis of the information delivered by an individual or a small group. These biases can be determined through vigorous questioning. Such inquiry will also reveal whether or not the person being questioned has accurate information. An example of how individual bias and conflict of interest can enter into a fact-gathering session was experienced by a group of youth who wanted to stage a clean-up campaign. The major focus of their campaign was to eliminate no-deposit, no-return cans and bottles. One of the speakers on their agenda was a public relations man from a nearby business establishment that specialized in making these containers. Naturally, he was defensive of the industry's position and advocated that the group concern itself with some other endeavor. His suggested activity, of course, would pose no threat to the glass bottle industry. If the group to which he spoke had engaged in vigorous questioning and had been fully aware of the facts, it might have disproved the man's claim that no-deposit, no-return bottles do not contribute to the litter problem in most areas.

Redefining the Problem

Once the members have gathered information and are reasonably sure of their facts, they should redefine the concern in relation to the new information. It is of little value to construct a new teen center if it is found that there are only a few youths who would use it. It might also prove to be prohibitive in cost. *The questions of who is going to pay for the new improvements and who is going to benefit from them are crucial ones* which many groups fail to ask. If the 4-H group is the only group which stands to benefit from the activity, then it is somewhat absurd to expect many of the community

residents to involve themselves in the project. It is doubly absurd if the 4-H group is the only one which will benefit and it expects some other group to pay for the improvements.

CHOOSING AN ALTERNATIVE FOR ACTION

The final activity of this lesson is to divide the group into work teams of three members each. They should then discuss among themselves and others of the community the problem and the alternative solutions using the information presented by experts and the facts gathered by the group. At the next 4-H meeting the team members should be prepared to present what they consider to be the best solution to the problem. Each team should also be prepared to defend its position with facts and figures.

into hostile factions. Community relations can become seriously damaged. Open antagonism and even, at times, violence can result.

Objectivity is a crucial aspect of understanding problems in the community. The term means honesty in recognizing the various sides of a problem. Objectivity is difficult to obtain, for each person sees the problem and its solution through his own eyes, through his own values, and through his own selfish interests. If decisions are to be made in the community's best interest, personal interests must be subordinated to the needs of the community. Personal opinion should not be stressed beyond the need for providing information for understanding. Objectivity does not mean believing in the issue, but it does mean being able to see all sides of the problem and helping other people to do the same.

4-H/CRD READER

IDEAS, CONCERNS, AND PROBLEMS

Individuals in many communities have an opportunity to explore ideas different from the ones currently accepted. Often, these ideas have been obtained through advanced education or extensive travel. Ideas can also be obtained through books, group discussions, radio, television, or newspapers. If an idea has merit, there occurs a widespread acceptance. It is usually expressed in terms of an overall *concern* by a group of people, rather than individuals.

When it becomes apparent that choices must be made about the concern, it then becomes a *problem or an issue*. While many of these problems are not of controversial nature, some are. Decision implies change of some sort and inasmuch as people frequently do not understand change, they may be fearful of it.

Most problem areas that involve controversy have three common characteristics: 1) The issue touches upon an important aspect of the lives of the people in the community; 2) The issue will affect people differently. (Some will gain and others will lose in terms of rights, privileges, or positions, while still others may be relatively unaffected.); and 3) The issue is one on which the people, or the particular group, or community feel that action can be taken.

Conflict arises when group discussion and interaction become serious disagreement. Intense disagreement can cause polarization of the group

Studying how decisions are made in the community helps people understand each issue under discussion. They will then be able to make their own decisions within the framework of their own value systems rather than through the influence of those of others. Identification of the real problem, not its symptoms, is a crucial part of work in this area. It is important to understand how ideas are translated into problems and issues. It is clear that most controversy usually involves group decisions.

There are threads of common problems throughout most communities; however, no community should borrow solutions from another. Leaders of each community must define their own problems and initiate programs that will fit their own unique community needs.

In order to contend with the list of community concerns one by one, you might find it necessary to break the problems down into small manageable projects. It has been said that the best way to peel a sack of potatoes is to start on the first one.

To solve community problems, several ingredients are necessary. First, there must be community leadership. This includes people who are identified as being influential leaders in the community, as well as other capable people who can be developed into leaders. Secondly, there must be real problems to solve. They may be things which simply constitute the greatest annoyance to a community or they may be of a more serious nature.

Access to community leadership can be gained through a number of sources. Do not overlook seminars, advisory committees, various organizations, and study committees. In each of these, the type of leadership differs; however, each approach should include early involvement, problem identification, analysis of alternative solutions, and evaluation of the decision-making process.

PROBLEM RECOGNITION

What are the problems which arise in the pursuit of goals? Problem identification is a major way of separating big decisions from little ones. A problem, well-identified is more than one-half solved. In other words, if a group knows what is wrong, then it can try to do something about it. Its members cease treating symptoms and treat instead, the real problem.

Many times people look, but fail to observe. For instance, some cattle feeders can look across a pen of fattening cattle and pick out a sick animal, while the hired man could be standing right next to

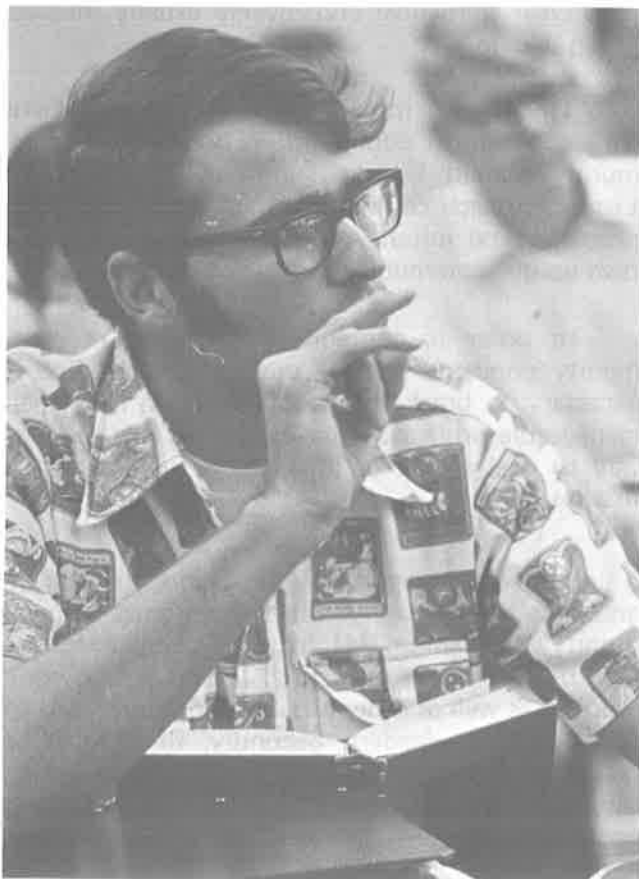
the steer and not recognize the problem. There is a great difference between perception and looking. The decision-maker should be able to look beyond the obvious problem and see the significant one.

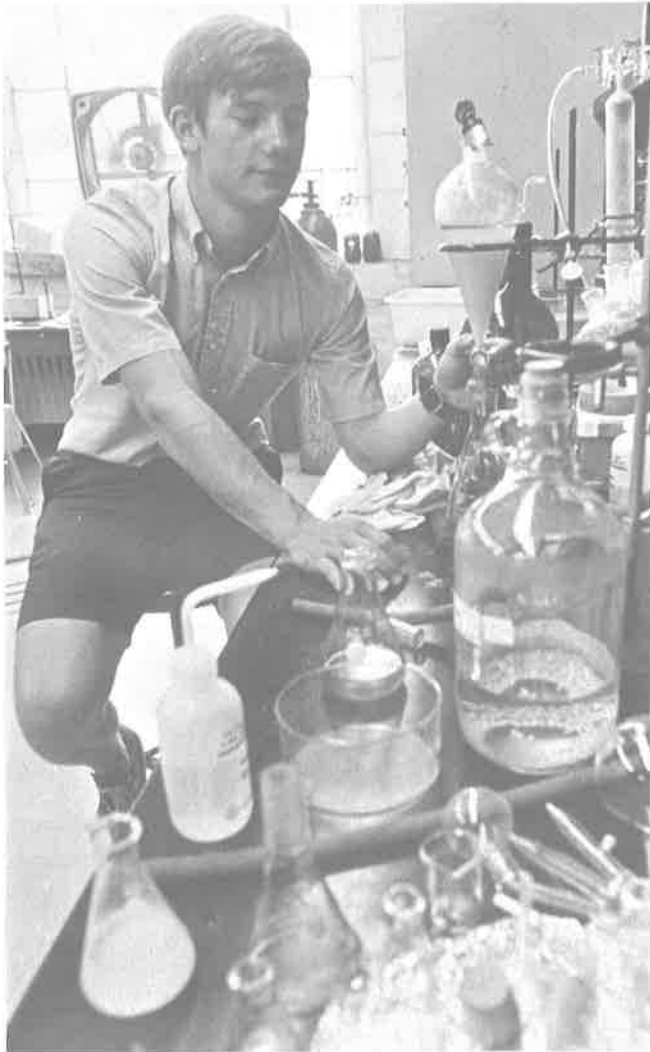
Information

To make a sound decision, it is *not* necessary that the decision-maker have *all* the facts. It is necessary, however, that he know what facts are missing, so that he may make allowances for the gap and determine the degree of flexibility required when he makes decisions. A cardinal rule in decision-making is that the decision must be an adequate solution to the problem. There is no use in attacking a tank with a bow and arrow, and it is wasteful to shoot squirrels with a big game rifle.

Facts, Myths, and Values

Problem recognition is a requirement for sound thinking. You, the leader, must use experience and observations in a way that enables you to see not symptoms, but the real problem. Many times problem-recognition difficulties result from an inability to organize the different sources of information. Basically, there are three broad categories:





Facts — things known to be true; such as water consists of two parts hydrogen and one part oxygen. Another example might be: the greater the involvement of leaders and citizens in a community project, the greater chance of successful completion of the project. Records and budgets are a major source of factual information.

Myths — things thought to be true. Sometimes they are ideas which have been handed down over time. Many times, they are simply the result of reason by association. For instance, there are some who believe additional monies could be saved or used for a worthwhile purpose, if government officials were more efficient. This may, or may not, be true. Many times, some of the information that is classified as fact should in reality be categorized as myth.



Values — the worth placed on an item or a concept. Values are subjective (concepts of what ought to be). An individual should never attempt to convince others that his values are facts. They are not the same thing.

Decisions

The character of each community is determined by the way decisions are made. This is even true in those instances where communities postpone or fail to make decisions. Different communities can sustain different types of decisions. Communities are affected by resources available to them. Many forces are continually working. A community must be willing to bear the economic and social responsibility for its decisions. The decision-making principles must be utilized in light of changing conditions. It must be hoped that citizens are flexible enough to adjust to them.



Decision-making in a community is a network in which every decision is connected in some way with others that preceded it and will have a bearing upon those to be made in the future. Decision-making never has been easy, even for a highly trained individual. A community leader has to know goals and objectives, what resources he can call upon, and the capabilities of those who will make his decisions effective.

Decision-making is a continuous process. This is because the environment of this competitive society is dominated by change or the expectation of change. Each individual and every community is continually affected by changing economic, social, and political conditions. Technological changes, in most cases, can readily be seen and evaluated. However, economic and social changes are more difficult to analyze and adjust to. Although only a portion of the changes can be foreseen, the principles of decision-making will allow you and your members to handle those changes as well as the unforeseen ones.

Goals

Since decision-making is primarily an exercise of the mind, each resulting choice is the product of the goals, values, and attitudes of the choice-maker. Some citizens do not know where they have been, where they are, where they are going, or when they get there because they have not determined their goals and values. A need for definite goals requires that the community leaders look beyond the normal day-to-day operation.

As a young person, your goal might have been simply to get through school. Yet, when you meet the sweet-young thing that you find is dear to you, you may have to adopt a different set of goals. A community needs to stretch its goals and reevaluate them as time goes on. Goals should be a realistic, challenging, and stimulating basis for planning. What are the goals for your community?

OUTLINE # 4 LEADER'S GUIDE

ALTERNATIVE SOLUTIONS

To begin this meeting, each team will give a report on its selected solution and its reasons for the selection. After each group has presented its choice, the meeting should be opened to a discussion of all the alternatives presented. There will be some reports that need clarification and ample time should be allotted for this question and answer period.

GETTING THE FACTS

The entire meeting should be given not to idle talk based upon opinion, but to intelligent discussion of the alternative solutions. The choices presented by the teams should be accompanied by facts. It is imperative that you, as the leader, impress upon each club member that he has a responsibility to the entire group. If each member fails to do his homework, the club is merely pooling its ignorance.

It is important to remember not only that each team must be given equal time for its presentation, but also that all of the presentations must be concluded early enough to provide sufficient time for a thorough and comprehensive discussion. The means by which you effect the proper time schedule for each segment of the meeting will depend upon your local situation.

MOVING TOWARD A DECISION

After all of the teams have presented their choices and the discussion period has come to a close, refrain from voting on the best alternative solution until the next meeting. The only assignment that you need to give the members is to rethink all of the alternatives. The members can discuss the various alternative solutions with their parents, their neighbors, and their friends. They may want to check some of the facts and assumptions that were presented by other teams. This inquiry might involve visiting with a local expert. Here again, you are reminded that you have at your disposal a resource team that can be called upon at any time to council your group in its decision. These individuals,

knowledgeable in community resource development, were selected to be on the resource team because of their experience and judgment in these matters.

MEETING ENTHUSIASM

You may feel that for some unknown reason your meetings are bogging down. In order to revive them you should feel free to call upon members of your resource team for personal advice. You may want them to simply observe meetings in progress and suggest ways you can encourage more group interaction.

CHECKING SIGNALS

It is important to continually check signals with the local citizens who will be affected by the activities of your group. You must constantly be ahead of the group in terms of foreseeing each successive activity. If you can project future activities and predetermine which community leaders will be contacted, you can save your group, the community leaders, and yourself some puzzling moments. When you make contact with the individuals that will be involved in your group's activities, merely tell them what will be the purpose of the group's visit and nature of its project. It should also be emphasized that it is not necessary for the citizens who are contacted to make concessions to the youth simply because they are youth. Such condescending attitudes would defeat the purpose of this type of project. Have them deal with your members as they would any adult involved in the same concern. In this way, the 4-H members will be able to view the problem and all of its ramifications in a realistic perspective.

Before the meeting is terminated, the members should be informed that at the next meeting, after a short summary of the different alternatives, a vote will be taken to determine which course of action the club wishes to pursue.

You were asked to read "Taking Action in Communities" prior to this meeting. The group will not actually be working with this action outline for several meetings. You, however, should be familiar with it so that you can begin to guide the members to its use.

4-H/CRD READER

TAKING ACTION IN COMMUNITIES

Taking action in communities is a people-involvement process. Those seeing the need for action must recruit others to help them achieve their goal. Social scientists have studied and recorded each step in the action process from problem identification, to action and successful completion. You and your group can apply this action process to your selected alternative.

Social action implies that there is to be more than one individual and likely, more than one organization involved in, concerned about, or affected by the proposed idea for action. The diagram entitled, "Taking Action in Communities" gives you step-by-step procedures for developing and carrying out this process.

Learning To Use the Process

So that you can see more clearly the points to be made at each step, let it be assumed that your group has decided that it will attempt to build a recreation center to be used primarily by teens in the community. It shall also be assumed that at this moment, your group is the only one that is really aware of that decision. A final assumption is that you had some outside experts talk with the group about the problems in securing a teen center. You're ready to take action in the community.

The area at the bottom of the diagram is designed to allow you to write out each step,

indicating the specific groups or individuals that need to be contacted, and the specific plans you hope to utilize in reaching your goal.

This diagram corresponds with the seven steps that you and your group are studying in this project. Understanding these steps and processes will allow you to be effective in helping communities make better decisions.

Setting

This simply means that there already were a number of groups, organizations, patterns of behavior, and individuals in your community, relating to one another in a particular way, prior to your arriving at a problem idea. Very likely, if you were to think of the example, there already was some concern about the fact that teens had "no place to go and nothing to do."

Getting Going—Gaining Support

This is a most important step, because you and your group are attempting to gain support for your idea from others whom you believe will uphold the alternative that you have chosen. The basic question is, "Who are the groups and/or individuals who will likely see the problem and the suggested solution in the same way that you do?" These individuals could be other youth groups, other youth leaders, educators, and community leaders who understand the problems of youth.

You and the group will want to make a list of all those who you think will have an affirmative reaction to your proposed solution. Their willingness to stand by your group when the plan of action is implemented should not be overlooked. Of all those listed, who should be the first ones to know?

Checking It Out with Key Individuals

There are individuals in your community who can say, "This can't be done." or "That's a good idea." and in so doing, rally the support of most members of the community behind them. These are very powerful individuals or groups. Your group must learn to identify these people and groups and seek their support for its idea. Who are these people in your community? If you have a recreation director in your town, it is very possible that he could give you strong support or strong opposition, depending upon how he viewed the situation. The same would be true for the local governing official, a school official, the youth director of your church, or other individuals in similar capacities.

TAKING ACTION IN COMMUNITIES

Getting the Idea Getting Acceptance from Key Persons Planning for Action Action and Evaluation



The problem _____

Telling others _____

What to do (goals) _____

Action steps

1. _____
2. _____
3. _____
4. _____

People involved _____

WAYS

Door to door _____

Newspapers _____

Group meetings _____

Handouts _____

Radio & TV _____

Getting going _____

Checking signals _____

Note the words, formal and informal, directly below the key individual box. Those holding office or in a public position would be the formal key persons. Individuals who have power and influence, but are not public office holders would be the informal ones. Do your members know anyone who has the power to influence what people do, even though he does not belong to an elected or appointed group? Do you?

Telling Others

If you start back at the beginning of the process, you will note that you and your group had a problem situation and a particular proposed solution. In the next step, you both tried to get other individuals with similar interests to agree that your chosen course of action would be a good one. In the next step, you and your group tried to convince those who had power and influence to agree with the solution which you had proposed. Now your group approaches the task of informing many other people about the idea in such a way that each understands it and, hopefully, supports it.

All during these steps, your group should continually test the correctness of its selected alternative course of action. The members must redetermine whether it is appropriate or whether it should be altered in some way. It is at the end of the "Telling Others" step that your group must settle on a specific course of action and must implement the best possible strategy for achieving the goal.

The entire process, from the problem alternative choice to telling many others, need not take long, particularly if you assign teams to talk with the various groups and individuals whose support or consent is needed.

Explaining What's To Be Done and Why You Want To Do It

In this step, your members must tell as many different people as possible, in as many different ways as possible, why the youth center is needed and why the procedure which has been chosen is the best way of achieving the goal. You will notice that there are several different techniques suggested which your group might use in carrying out this step.

During this step, your group will want to take accurate notes on responses in order to determine whether it will need to mobilize a larger action

team to garner further commitment from a greater number of individuals. Your members will want to keep a running list of whether each individual or group contacted will actively support them; will agree with what they are doing, but will not help; or will not see the need for a teen center.

Planning for Action

In this step, your group must ask others to specifically join forces with you in getting a teen center in your town.

What's To Be Done

This step and the next one are very closely tied together. What are your group's action goals? How does it intend to reach these goals? As your group spells out what's to be done and how it's to be done, it is beginning to develop a specific plan of action. For example, its first goal might be to raise funds for the teen center. Its second goal might be to make special arrangements with building contractors for reduced costs and its third goal may be to organize members of the community in a self-help building program.

How It's To Be Done

In this step, your group sets down specific dates and time allotments by which it plans to complete certain phases. This plan should set forth who must be involved, for what period of time, to do what tasks.

Handing Out Assignments

Your group has laid out its plan of action. It knows what its goals are and how it plans to reach them. Your members now need to pull together all of the various kinds of human and other resources necessary in order to complete each step. At this point, all members of your action group must concentrate on securing commitment of people and materials for their goal.

When your members are asking for resources, and handing out assignments, they must indicate very clearly when they need the human or other resource and where the individual should be, or where the material should be delivered.

You and your members should ask yourselves, "What is the plan of initial action and how will it help achieve the goal of building a teen center?" The diagram suggests that you might have several action steps.

Evaluation

You and your members should look both backward and forward in order to effectively evaluate the entire program. Did you and your members reach your goal? In the process, did everybody remain involved? Is your community a better place now because of the action? Did you make some mistakes along the way that could have been avoided with more planning?

CHOOSING ALTERNATIVES THROUGH GROUP DISCUSSION

Gaining Perspective

You and your group are beginning the third phase in the community development process. If you are interested in putting the events into a structural framework, you might want to use the following analysis. You and your members have gone through two phases. The first was the *awareness* phase. In this phase, all explored their own definition of community and its problems. The second was the *organizational* phase during which you and your members organized to get information from others. Now you are ready to enter the *discussional* phase.

Involvement

Perhaps, you think that much discussion has already occurred during the organizational phase. This is correct. However, in order to make the discussion between group members, and among group members and the larger community, creative and meaningful, much more has to be learned. This learning occurs during the period of extensive study and planning which is stimulated by discussional exchange.

Few people are skilled in the art of creative discussion. Some people are always quiet, some lack comprehension, some monopolize the discussion, some are indifferent, and still others are in disagreement, but fear prevents them from voicing their dissent. People also have a tendency not to listen to what is said. They sometimes react to the person that is speaking, rather than to the idea that he is expressing. Many feel that disagreement is an introduction to battle, rather than an opportunity to broaden understanding. Discussional skills must be learned, if the group is going to understand and

deal effectively with the problem that it has focused on. As the adult leader, you can be sensitive to feelings. You can help guide the group over the rough spots, if it strays too far from the core of the issue or if some members become over-zealous in defending their own ideas.

The Discussion Process

The problem must be very clearly defined and viewed in relation to other problems and activities of the community. The purpose of the specific definition of the problem is to direct the discussion to a decision upon an action of improvement. A successful action may be expected to grow out of a clear definition.

Also basic to the discussion process is the willingness of the participants to search for workable answers to problems. Facts and opinions are needed to aid in this search. Here is where you, as the leader of the group, play an important role. Any qualified outsider may be invited to act as a resource discussant. You may personally know an expert, whose area of special concern relates to the problem to which your club members are addressing themselves. You can also contact the Extension Agent in your locale who, if he lacks knowledge in a particular field, may call upon the vast resources of the state university. This type of training may be used to stimulate your group. The procedure can be repeated again and again, depending upon changing needs and concerns.

The art of discussion is further cultivated through examination of the different ways of solving a problem. Your 4-H group should be encouraged to examine numerous alternatives, before moving to a decision.

By encouraging the examination of a number of alternatives, you will help each member learn that he can maintain his own stand on a particular issue, while remaining friendly to those whose positions differ. Thus, within the group, those who favor opposing solutions to a problem can accept each other as individuals. Each member's recognition of friendliness in his opponent can then be extended beyond, to include other people in the community. Tolerance and understanding of others are very important parts of the total project. If your club members are unable to build a recreation center, or whatever they choose as a project, but gain through the process tolerance and acceptance of others within the community, they have not really failed.

Arriving at a Decision

The termination of the initial discussion stage is marked by a decision to take some steps designed to contribute to the solution of the problem. You will want to apply your reading about group decision-making to this process of problem identification and alternative solutions.

It is sometimes considered a good idea to keep records not only of encounters with people, but also of events and meetings that have taken place. Such records, once compiled, can provide invaluable feedback upon which to base further decisions and action steps.

REACHING COMMUNITY DECISIONS

The decision-making process involves a series of steps: identifying and defining the problem, appraising the resources, analyzing the alternatives, evaluating the consequences, making the decision, and implementing the decision in light of the stated objectives and goals. There are four types of decisions which may be classified as follows:

Individual

Group

(1) *Personal* (2) *Aggregate* (3) *Permissive* (4) *Binding*

These types of decisions are illustrated in the scenes below.

Scene I shows Joe's yard littered with trash. Joe's attitude is, "It's my yard, I'll throw my trash where I want!" He is exercising his right to make a personal decision.



Scene I. Individual Decision – Personal

Scene II shows an adjacent gully being filled. Joe and his neighbors all feel that this is a better place for the trash than their yards. They say, "Let's all throw our trash in the gully!" This is an example of aggregated individual decisions. A changing community may require these citizens to reevaluate the results of their decisions. The trash in the gully and community growth set the stage for Scenes III and IV which illustrate decisions implemented through group action.




Scene II. Individual Decision – Aggregate

Scene III shows the community with more houses and more people. It is no longer possible simply to throw the trash in the gully. The community's development has spawned a problem greater than can be solved by individual decisions.



Scene III. Group Decision – Permissive



NO MORE TRASH
BUT WOW! THE BILL!

WORKING ON CONTROVERSIAL ISSUES

A problem may be controversial; however, this should not deter your group's efforts to provide factual, unbiased information necessary to help people understand it. An effective problem-solving group is one whose knowledge and information are well organized and whose ability to communicate with various audiences is excellent.

It is important that the information applied to a problem or its proposed solution be highly credible. Reliable sources of information provide the basis upon which credibility is established. In every problem situation, people apply this criterion to information before it is used in their decisions. It is clear that to undermine this criterion would mean a loss of effectiveness. A study group that lacks credibility weakens people's confidence in its ability to help with the community problems. Credibility is a very precious commodity which must be adequately understood and protected.

The more controversial the issue the more credible must be the information source. Be certain that your group has done its fact-finding very well and that its presentation to the community is accurate and complete. Remember that controversial issues arise when people to be affected by the problem solution see either great personal advantage or disadvantage. Remember also, that people read and listen selectively and tend to gather information which supports their preconceived conclusions.

In controversial issues then, your group has to exert special effort to be sure that people hear and see all the facts. Only in this way can they understand how these facts alter or support their own foregone conclusions. Aside from generating more intense emotions, such issues are no different from any other community problem and must be approached in the same way as all other community problems.

Scene IV. Group Decision – Binding

The group permissive decision allows the community members to arrive at a solution. They say, "We will contract to have Sam haul away our trash." Each home owner has the opportunity to participate for perhaps a fee of \$2.00 per month. While participation is voluntary, there may be some neighborly arm-twisting, if Joe's yard becomes an eyesore.

Scene IV shows the community with more residents and even an apartment complex. A city-owned and operated trash disposal truck picks up the refuse. A referendum was conducted on the trash disposal system and a bond issue was passed. The group decision is binding. Now the community attitude is, "No more trash, but wow! The tax bill!"

The above discussion puts into perspective the kinds of situations which community leaders face. Each situation requires an effective information system about the problem. The amount of controversy increases as a community moves from individual decisions to binding group decisions.

OUTLINE # 5 LEADER'S GUIDE

SORTING OUT THE ALTERNATIVES

Begin the meeting by having each group present a summary of the alternative which it thinks would be the best solution to the problem. It is important that these summaries be given because there may have been some changes in attitudes concerning which solution is best. It is also possible that some of the more forceful members of the club might have done some campaigning on behalf of their solution. If this is the case, they may have minimized the other solutions and alternatives in order to present their own in a more favorable light. A summary will allow each group another opportunity to present the advantages of its alternative. Thus, individuals who may have felt intimidated by the campaigning of the more aggressive members will have a final chance to express their views. In the democratic atmosphere of the club, it is possible that the impressions made by some of the stronger personalities may be balanced by the impressions of those whose personalities are weaker but whose logic and perception speak for themselves. After the presentation of the summaries, the entire 4-H group should vote for the alternative it wants to adopt in order to solve the problem.

Everyone Has a Voice

In the process of deciding which alternative solution to select, the importance of giving each member an opportunity to express himself, either through his team or in discussion periods, has been emphasized. Through this approach the members should develop an understanding of the difference between individual and group decisions. Because the sources of information cannot be as broad and the support that is needed will not be as great, a decision made by an individual is usually not as sound as one made by a group. If the members see the implications of involving a large number of people in the decision-making process, a very useful goal has been achieved. An example of how this type of procedure can effect the eventual outcome of an issue is provided by a situation which occurred in a small town in the Midwest. This sleepy village of approximately 2,000 people

located in the heart of a vacation area was losing much of the tourist business that it had once enjoyed. An enterprising individual opened up a rodeo arena, but his venture was unsuccessful because he failed to recognize the need for involving other community members in his project. Consequently, the Chamber of Commerce, as well as restaurants, motels, and other attractions in the area would not promote the event and much tourist trade was lost. The individual in question began to see the inadequacy of his plan only after he began to lose money in his venture. He then began cooperating with the Chamber of Commerce, the Lions Club, the Motel Owners Association, and other local groups. He also involved the local citizens in the affairs of the rodeo. It was only after the man encouraged the members of his community to help him promote the rodeo that he was able to realize a profit. With the help of the local people, the rodeo began to draw many more spectators than had ever come before. Not only did the larger crowds mean larger profits for the rodeo owner, but they also helped the general economy of the entire area. Thus, it is clear that the inclusion of as many people as possible in a project is highly desirable and has a great many ramifications.

TIMELY? PRACTICAL? BENEFICIAL? SUPPORTED?

It is important to remind the group that the choice they make will affect many people. It is essential that they ask the right questions about each alternative solution.

1. Is it timely? Not only must the problem be perceived as a concern by the majority of the community members, but also if outside support is expected, the action must be initiated at a time when most people who have pledged their help will be able to participate. In rural areas, community development activities which require the support of local farmers are doomed to failure if they are scheduled during the planting season in the spring of the year. Consideration must be given to what has occurred prior to your 4-H group's decision

to attack a community problem. The community may have just completed an extensive, long-range project related to the one with which your group wishes to concern itself. If such is the case, then possibly the timeliness of your group's project has been miscalculated and the members should consider another problem.

2. Is it realistic and practical? Your group should not undertake a project that is completely beyond its own capabilities. For your group to attempt to end all of the pollution in a large urban county is a bit unrealistic. Narrow the focus and deal with a problem that is manageable.

3. Is it best for the majority? As a general rule, the more people that a project will benefit, the more value it has.

4. Is there community support? Remember the example of the rodeo owner. If there is no community support for the project, then there is little chance that it will succeed. This is not to say that it will never do so. As time goes by, the community may begin to perceive the problem as being worthy of its attention, and may consequently support projects designed to correct it.



4-H/CRD READER

A STRATEGY FOR ACTION

A strategy is a well-thought-out plan that takes into account not only the proposed action, but also the reaction of others. "For every action there is an equal and opposite reaction", is a well-tested rule in the world of physics, but it does not apply to the world of sociology. In the social world, each object is a living, thinking, maneuvering individual with his own goals, directions, and abilities. For example, if you approach an individual about joining you in a cause, you may receive sufficient support and enthusiasm to not only reach your goal, but to surpass it. On the other hand, you may meet with strong resistance and be forced to retreat still further from your goal. What can you do to ensure popular support of your group's goals?

A strategy for action is very much like a battle plan. Your members' strategy is to enlist others in the cause, and to neutralize the opposition.

The very first step in strategy-building is for your group to decide upon one specific course of action. Next, it must decide who in the community will be affected by this action and how they will be affected. The group should make a list of friendly

forces and those forces which are not likely to take kindly to its idea. Not all of these people will be on the outer limits of the continuum. Some will be very close to the friendly-unfriendly midpoint. Your group's strategy then becomes, "How should we talk with people to ensure the achievement of the proposed goal?" Does it first focus on getting support from the decidedly friendly force? Does it develop ways of persuading the slightly unfriendly forces to join its cause? Does the group ask some members of the slightly friendly forces to influence the unfriendly ones to join it?



A good principle for the group to use in garnering support is to demonstrate to each individual how his own aims can be achieved by his joining its effort.

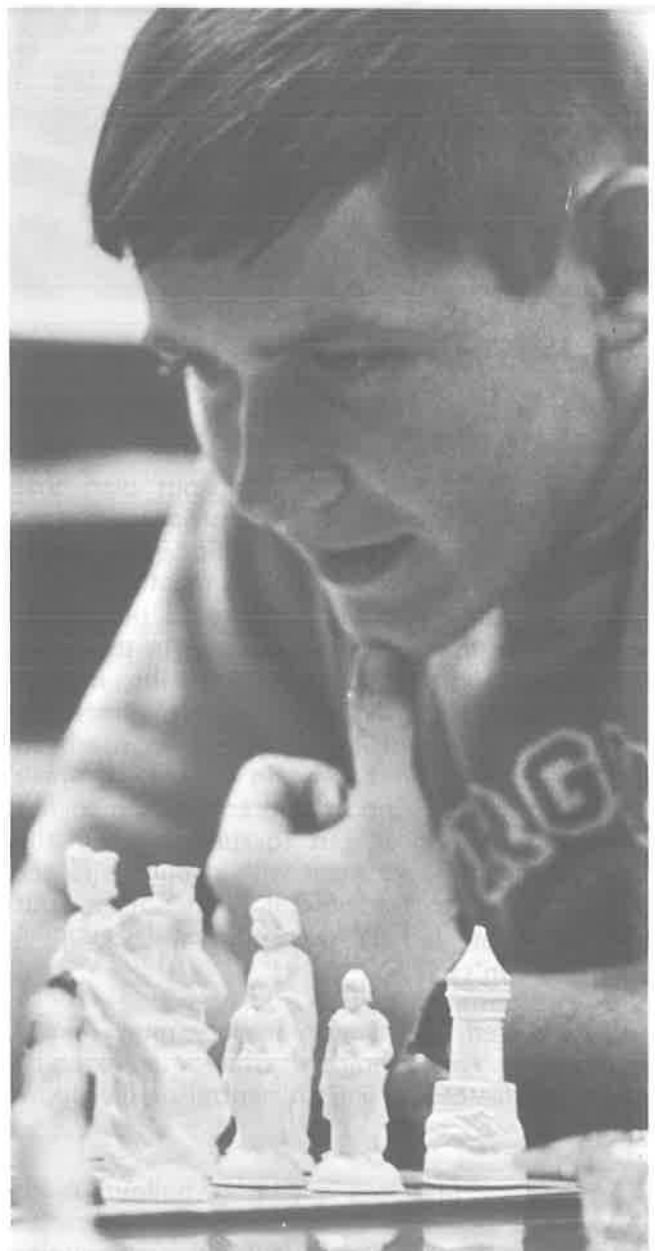
In another way, strategy can be regarded as a winning argument. Your group has decided upon an individual or organization to be contacted. It has decided why this individual or organization is important to the success of its project and it has

determined a time to make the contact. The group now must decide what to say and how to say it in order to obtain the desired response. In preparation, your members must go through a mental game of "If I say this, they will react by doing this. On the other hand, if I say that, they will counter with - - -", etc. It is through this mental analysis that they finally arrive at a way to approach the other fellow.

A strategy is important to the achievement of both the short-range goals and the longer-range ones. Strategy is dynamic. The group must continually reflect on what has happened up to the moment and what will likely happen with the next

move. In many ways, planning a strategy is like playing a game of checkers or chess. Players lose in both of these games because they do not plan far enough in advance or do not adequately assess the moves of the other player. While life is not a checker game, it does require plans and strategies, if your group goals are to be realized. Hopefully, by using the community decision process, you will be able to win more than half the time.

In planning your group's strategy, you will want to review "Taking Action in Communities" in Outline # 4 and have members refer to their notes on who was anxious to support the proposed solution and who seemed opposed.



OUTLINE # 6 LEADER'S GUIDE

The result of these initial team contacts will govern your next action step. The action of each additional step will, likewise, give direction to a subsequent one.

DEVELOPING A PLAN

Your group members have decided upon which problem and alternative they would like to concentrate their efforts. However, before meaningful action can be undertaken, a sound plan must be developed. It is necessary for your members to realize that a community is a system of interrelated groups, individuals, and activities. To alter the activities in one sphere of the community's life is certain to affect other segments of the community.

LOOKING FOR SUPPORT AND OPPOSITION

Generate a list of organizations and individuals that should be involved in your group's attempts to solve the community problem. The list of individuals and organizations should include both the target faction and the action set. Target faction refers to the group or organization upon which you wish to affect change. The action set refers to those groups and individuals whom you consider supporters of your group's attempts to create change.

ASSESSING YOUR POSITION

Next, the members should draw a chart showing the group in relation to all other groups that will be affected by the proposed change. For instance, if the project that your club members are working on involves the school in some way, the chart might include such groups as the taxpayers, the school board, the PTA, the teachers, and other student groups in the local school and possibly throughout the area. Other groups, such as the bus drivers, the janitors, and the cafeteria cooks should be included, if they will in some way be affected. Specific individuals, if they are a key to the success or failure of the project, should also be listed in the chart.

DEVELOPING A STRATEGY FOR ACTION

Once the chart has been developed and your group is relatively sure of who will be affected in what ways and

who will not be affected at all, a strategy for action should be devised. It should include such items as who is going to help your group and in what way their assistance will be utilized. Will your group use the newspaper, the radio, or the television to publicize its project? If so, how will they go about it? A timetable should also be developed. Basically, the plan of action should answer the questions: who, what, where, when, how, and with whom.

The last step is to put the plan into effect. Here you will have to use your own best judgment in determining the means of implementation that will most effectively produce the desired change and provide a learning experience for your members.

Before the action is implemented, it is important to check signals once again. You must foresee which organizations and individuals are going to be involved and inform them of the planned activities. You might also want to invite the resource team to observe this action stage of the project.

FOLLOWING THE PLAN

Each initial action assignment must be well conceived. Again, it will be best to have the group work in action teams consisting of two or three members. Each team should have a specific assignment and all members must understand the task. That is, what are they to say, ask, propose, or promise? What action do they want from each person or group contacted? Do they want the individuals contacted to talk with others about the idea or do they want their discussions to remain confidential? Each team member must clearly understand the strategy.

REPLANNING THE WORK

The group must maintain a central control and reporting system so that the action of one team and the reaction of those they contacted can be utilized by other teams. Perhaps one of the three-member teams can serve in this role. If you have a group chairman, you and the chairman could perform this control function.

4-H/CRD READER

EVALUATION OF GROUP DECISIONS

Your group has already learned that a community is an interrelated set of individuals and social groups. An action in one sphere of the community's life has effects and ramifications in other areas of the community.

Before the members can develop fully their battle plan (strategy of action), they must consider each set of plans carefully and assess what effect each will have on other individuals, groups, and organizations. Once they can put all these plans into a cause and effect perspective, they can then choose, with greater assurance of success, the best overall plan.

No individual group or organization stands in isolation. An illustration of this fact is offered in the example of the teen center. Assuming your group chose to work on this project, it might discover that the community already has groups and organizations which offer recreational activities to fill the vacuum of not having a recognized teen center. The CYO may have an on-going program which is coordinated with other church organizations. The local theater proprietor or drive-in restaurant owner may have a great deal of extra business due to the lack of a teen center. The creation of a formal teen center may pose a threat to them.

All of these possibilities must be taken into account when your group develops a strategy of action. This is most important to the group's development of ways to enlist the aid of its would-be opponents. They must be convinced that it is in their best interest to assist your group and the community in developing a teen center.

The step in the action process that entails determining who is involved and how they will be affected is the most important part of the entire process. If a key individual, who is potentially opposed to your project, is overlooked, the effect he could have on your club's efforts might be disastrous. On the other hand, getting key individuals to work for you and your group could make the road you must travel a lot easier.

CHANGE?

Change is a very difficult business. The masses of people, whether they be considered on a national level or local level, are essentially conservative. Innovations present unknowns that are feared and avoided. Most people want to hold on to what they have. It is for this reason that they are sometimes easily manipulated into resisting the very changes which would be in their best interest to accept. This is not to say that people won't accept change. Your experience tells you that they will. You and your group have seen it happen. However, before you can ever expect them to accept the desired change, they must be convinced that it will in some way benefit them. Once they have been convinced and accept the change, you and your group can take a great deal of pride in having made a contribution to the improvement of the community. Though change is difficult work, it is very rewarding for yourself and your group.

People Power

In a previous article, we talked about key individuals. Key individuals are people who by virtue of power or position influence the actions of others. If one wants to discover these key individuals he can ask community members, "If you needed help in making decisions affecting the community, whose judgment would you value most highly?" Another way of asking the question is, "In your opinion, whose judgment is most valuable when community decisions are being made? Who would you recommend we talk to on this issue?" If the same individual's name is given when you ask the question of many different community members, the person named is a key individual.

Key individuals can give your project excellent chances for success, if they support your plan. They can also cause it to fail. A few words from them, for or against, will have a tremendous impact, for as you have already learned, many people will be influenced by what they say.

Upon determining who the key individuals are, your group must try to gain their support. If you can win them to your cause, you and your group are well on your way to application of the action program. With careful attention to detail and sound planning, you can be assured of success.

If, however, the key individuals are against your proposed solution, then community members will not readily join with you and your group's task will be more difficult. If influential individuals oppose your recommended solution, you must carefully reassess the information which led to its adoption. On the basis of this review, you and your group should either reaffirm or change your plan of action. If you decide to stand by your original proposal, you must make a special effort to convince key individuals and the community at large that your solution is both logical and desirable.

The key individuals in your community could also be neutral. That is to say, they may not be either for or against your proposal. If such is the case, you and your group are not home free, but neither are you under severe handicap.

Signal Patterns

People in the community can be characterized as "green lighters," "yellow lighters," and "red lighters." Green lighters are people who are amenable to every suggestion and who want to forge ahead with a plan. They are liberal in their approach to solutions of a problem and embrace

the idea of action as essential. These are the individuals who are enthusiastically involved in all phases of a project.

The yellow lighters are people who are usually willing to be involved but whose reticence, at times, must be contended with. They are not enthusiastic in their support of all aspects of a project, but can usually be counted on to lend a hand. They are valuable contributors to the direction of planning, simply because they are cautious and probing. They tend to act as reflectors which prompt the green lighters to consider a plan more thoroughly. They are valuable members in any group, if they do not act in an overly cautious manner.

The red lighters are individuals who are generally opposed to any plan or project in which a group wants to participate. People usually become red lighters when the activities of the group are in conflict with their vested interest. Red lighters are the main obstacle to the success of any project advocating change. If they can be persuaded to become green lighters or even yellow lighters, the success of the project is usually more secure.

It might be wise for the group members to look at themselves in this manner. A great deal of caution should be exercised in permitting criticism of members by their peers. It must be a constructive exercise or it should not be attempted. In your capacity as leader, you will be the proper judge as to whether or not this exercise would benefit your group.



OUTLINE # 7 EVALUATION AND FOLLOW – UP

Leader Preparation

Learning Goals

Learning Activity

Action

READ:

- Community Balance and Change Evaluation
- Community Goals Looking Back, Learning Ahead

REREAD:

Taking Action in Communities

MEETING READINESS:

- Maintain enthusiasm and encourage members to keep on learning and doing.
- Invite the resource team.
- Decide upon how best to evaluate the whole project.
- Decide whether you want the group to continue, so that when they ask you'll know your answer.

UNDERSTANDING:

1. how to carry out group goals and evaluate the impact of group activity.
2. the methods to use in assessing the appropriateness of the original idea.
3. how decisions are made in a community.
4. how to regard itself and the community as dynamic systems.
5. that not all change is desirable. Whenever change occurs in one area, it causes many other changes. Most are desirable effects; some are not.

HELP THE MEMBERS:

1. share their team activities and the reactions to that activity.
2. involve the CRD Resource Team in an assessment of the action.
3. discuss ways decisions were made at each step in the CRD process.
4. list the community's immediate and long-range goals as they now understand them.

LEADERS:

5. develop a chain of changes that have resulted from your action program. Why did change in one place result in change in other areas? What is the new balance in this whole problem area?
6. list other problems that some action group should tackle in order to make the community a better place to live. Who should tackle these?

MEMBERS:

- What were your goals in initiating this project?
- What were the community's goals?
- Were your goals in tune with community goals?
- Discuss the continuation of the group as an action or study group.
- Have a swim party or other celebration.

LEADERS:

- Help community understand not only what youth have learned, but also their future action plans.
- Thank all those who took part as members, resource teams, or adult supporters.



OUTLINE # 7 LEADER'S GUIDE

BEGINNING TO ASSESS SUCCESS

You and your group have come a long way in your 4-H/CRD project. You have moved through a series of steps that began with learning and thinking about the local community. You are presently engaged in, or have just completed, the action step of the project which, hopefully, is bringing about the desired change and community improvements. Regardless of where you are in the action, it has become apparent, if your experience is typical, that the attitudes of the local citizens are varied. The attitude with which a resident views your group's project will, in large part, be determined by how that individual is affected by the project. Probably the project's goals have been altered and the strategy modified to accommodate a change in attitude or other extenuating circumstances that were unforeseen at the time of the original planning. These are all normal occurrences in community projects. You need not worry that you have failed if you are unable to carry out your original plan in exact detail. New situations call for new ways of dealing with them. To cling to the original plan when a new situation clearly calls for different action is as poor a community development practice as to proceed without any plan at all.

WHAT YOU DID — HOW YOU DID IT

It is recommended that a review of the group's goals, the community's goals, and an assessment of how well they meshed be included in this meeting. After the group has reviewed the goals, it is suggested that you give each team an opportunity to explain the role it played in the change project. They should be encouraged to relate how their activities were received by the individuals, groups, and organizations which were affected by their activities. It is important to establish a time schedule so that each team will have equal opportunity to relate their experiences in the action. Schedule sufficient time for the group to discuss other aspects of the action, including the efforts of all of the people who were involved in the change project.

UTILIZING THE CRD RESOURCE TEAM

Another suggested activity is to invite the CRD resource team to the meeting. As individuals who are familiar with the community development process, they are well qualified to help your group judge the success or failure of the procedures which it utilized in its efforts to realize change in the community.

LOOKING BACK

The project has probably been completed by the time this meeting is held. It is now time for reflection and follow-up. In this project, one of the essential things that should have been learned is how decisions are made in the community. In order for you to assess the degree to which your members have developed an understanding of the decision-making process, it is suggested that you help them initiate a discussion on this topic.

It must be impressed upon the members that the project in which they have been involved has had effect in segments of the community other than just those upon which it was focused. As part of the meeting, have the members state and explain how their activities affected groups and organizations other than the target group.

LOOKING AHEAD

It must be re-emphasized that the successful realization of the desired change by use of the plan developed is not always a good measure of the success of the entire project. If you have created a desire on the part of your group members to involve themselves more intensely in the affairs of the community and a desire on the part of the community to involve the youth in activities from which heretofore they had been excluded, then you may conclude that your efforts have been successful.

Your group is ready now for the next important decision. Will they tackle another community improvement project?

A second good source of information about the community's goals is the local newspaper. Often the editors of newspapers represent the community in the editorials they write. An examination of the local news articles will also tell you something about the goals people have for the community. What kind of community would you say yours is? Is it open, growing, concerned about quality education, welcoming industry, building for the future? Is it stable, trying to maintain its current life styles and discouraging expansion?

Community goals, then, are arrived at by observation and discussion of people's wants and desires. Changes in community goals can take place when people observe other communities and see aspects they would like to incorporate into their own. Changes can also occur when new people move into communities and make known their needs and wants.

Communities would benefit greatly by a thorough examination of their goals. Individuals who are knowledgeable about and interested in their communities should undertake such an analysis. Once your 4-H/CRD Youth in Action group has satisfactorily completed an action program, it is in an excellent position to help your community further examine its goals.

COMMUNITY BALANCE AND CHANGE

People live, work, and play in communities. They are born into them, grow up in them, move into them, and move out of them. People influence communities by their presence and are, in turn, influenced by the life styles which communities embrace. Communities are composed of people and people's problems, wants, and desires; physical structures; institutions; cultures; and mores. These components are ever changing, ever in flux. Communities are dynamic entities, life-like in their characteristics — alive, in a sense.

A community which is dynamic, alive, and changing is not necessarily unstable. People, being what they are, usually do not want exactly the same things, do not hold the same desires, and do not see their wants and desires served in exactly the same way by community services, institutions, and programs. Thus, when one looks at a community at any given point in time, what he sees is a

4-H/CRD READER

COMMUNITY GOALS

The community is a living idea. It is a composite of all the individuals living there. To the extent that the people who make up the community are either dynamic, stable, or working to maintain the status quo, the community will be dynamic, stable, or stagnant. Community goals can only be determined by a close examination of what the people want.

People usually do not think in terms of either personal or community goals. They only discover goals when they ask themselves questions about what they want and what they do not want. How, then, can you and your group arrive at an analysis of community goals? How do you decide whether your action program can contribute to fulfillment of these goals?

Think about the people you know. What would they say to the question, "What do you want our community to be?" Chances are they would talk about community size, complexity, safety, education, change, employment, etc. Each of their statements about these various things will tell you what their goals are for the community. Adding the responses of many, you and your group are able to arrive at an idea of community goals.

quasi-stable equilibrium or balance. As he examines a community, he sees some individuals wanting a teen center or a new park, but does not see evidence of movement toward the construction of either a teen center or a park. As he looks further and visits with still other individuals, he sees about as many opposed to the idea of a park or teen center. Thus, a balance exists between the wants and don't wants.

A careful analysis of almost every aspect of community life would reveal this balance. Communities change, or some aspect of a community changes when enough people want the same thing; thus creating a significant imbalance between their desires and those of others.

Any time an action program is initiated and successfully completed, the balance or equilibrium changes. This altered balance affects not only the groups directly involved, but also all other groups in the community. This is so because, as we learned earlier in this project, all groups in a community are interrelated. As change occurs in one group or one set of forces, all others are affected.

For example, certain people in the community felt that a teen center was needed. As they visited with others, they found that (1) Most teens and many parents of teens were for the idea. (2) Two church groups and one civic club were attempting to hold parties and rap sessions for teens. (3) Many people felt a teen center would be expensive to operate and would precipitate teen disturbances around town. (4) School officials were for the teen center. (5) People felt the school was not doing a good job of helping youth mature into responsible, law abiding citizens. (6) Youth were seen by some to be responsible. (7) Youth wanted to prove they could manage their own affairs. (8) The town had recently taxed itself for new fire equipment and a building to house this equipment. (9) Several leaders of school, business, and the greater community were willing to work with youth in exploring the possibility of a youth center.

To make a long story short, after one year of exploring, planning, and acting, the community accepted the idea of having certain areas of the high school open to teens three evenings each week. This program was managed by teens and the activities were planned by teens. The equipment was purchased from teen and citizen contributions.

In the example, what balances were affected by this decision? Look at your own community and review the 4-H/CRD Youth in Action program. What new community balances have occurred as a result of your activities? Can you think of ways to generate discussion of these with youth and other adults in your group?

EVALUATION

Evaluation will help you and your group judge the effectiveness of your project and provide you with an opportunity to improve future decisions. In a real sense, it can provide a feeling of accomplishment and confidence in the community development process.

You should use evaluation as a means of helping young people determine the strengths and weaknesses in their community efforts. In order to evaluate the effectiveness of a project, it is necessary to know where people in the community stood on the issue in question when the project started. This type of information is obtained through the records kept by the members as they determined the concerns and attitudes of the community. Evaluation should be a systematic approach to reviewing records of the project as it progressed.

Perhaps the most important part of evaluation is the group's development of a critical attitude about the impact of the 4-H/CRD project. The members should be able to recognize and take under consideration their personal biases.

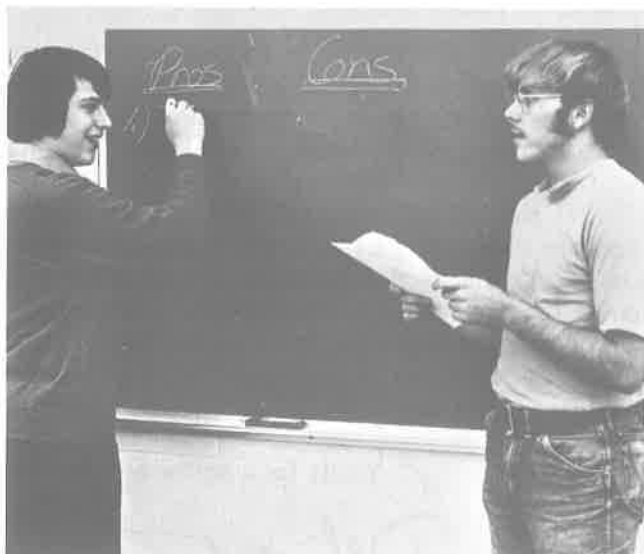


There are a number of forces working within the community that can influence the results of a project. Built-in checks should be provided so that your group can carefully observe and interpret the cause and effect of a given action. Groups should avoid jumping to conclusions, and should try to make several observations in order to determine the attitudes of community members. Sometimes individuals and groups tend to see what they hoped to find rather than examine the results of their efforts analytically and objectively.

Several evaluation techniques can be used. The most readily available source of information on the total project is your own group. By the end of the project, however, this may be the most biased source of information. This would be particularly true if the group had experienced, in their minds, a smashing success or a dismal failure. Keeping good notes and saving all work sheets will help the group remain objective in its evaluation process.

A second useful technique is to ask the members of the resource team or other community action observers, (such as a newspaper editor or an outstanding community leader) to give your group the benefit of their observations and thoughts about the way the community improvement action was handled.

A third technique, especially useful for determining the community's views on whether or not the group's efforts were beneficial would be to poll several people in the community.



Looking Back, Learning Ahead

The Youth in Action Improving their Communities Group has rounded the bend and is heading for home. It has been an involving and exciting event. It's time for looking back — for learning ahead. A time for reviewing the principles learned during the past few weeks or months. What did you and your group do that was successful? What would you do differently, were you to do it again? In the past few meetings of the group, no doubt you and others raised these questions many times. Everyone learns from past experiences.

In this outline you looked back. Hopefully at:

The Community — Is it a better place in which to live because of your action?

Are people more cooperative, more concerned, more involved because of the action you and your group initiated?

The Community Development Process — Did you take each step in turn? Did you skip steps and have to back up or find other ways to overcome the problem? Do you better understand what communities are and how they operate?

The Group as a Working Unit — Did it share in work and play? Did each person learn to lead, to follow, to pull side-by-side? Did the group learn to work with other groups, those in support of, and those opposed to, its plan?

Yourselves — Did you and your group grow as individuals? Did you gain an awareness of community problems and the dynamic forces at work to keep a community from problem-solving? Do you and your group understand how to solve community problems; how to look for problem-solving resources?

There appear to be one or two more lessons worth exploring — learning ahead. Ask yourself and your group, "Who knows more about our community, right now, than we do? Who has more understanding about what people say they will do, and will do, than we have? What does this mean in terms of future action in this and other communities?"



Now, looking ahead, what will you and your group do?

What's next for you and your members as individuals?

- non-involvement in community?
- community observations; watching others?
- new involvements and continued learning about community and about community problem-solving?
- encouragement of others to join Youth in Action?

What's next for you as a group?

- a farewell party (a perfectly good alternative)?
- a wrapping up of loose ends of the past project and a rest and reorganization?
- planning to attack another project with open membership and a new resource team?
- conversion to a study group; one that discusses problems, conducts surveys, but leaves the action to others?
- compilation of a list of problems in priority and presentation of this to the community for whatever action it cares to initiate?

The lesson or two? In many ways it's given above. This young group is extremely knowledgeable. In their heads and hearts they hold a wealth of information, a fund of goodwill, and the confidence of many. Seldom, if ever, can a group successfully complete a community action program and not, in the process, accumulate a storehouse of knowledge about the community and its future ability to solve problems. The question is, what will your group do with this knowledge? The lesson is — do something.

At the very least, the members owe it to themselves and others to share the unfinished, unsolved things they'd like to see improved in their community. Such an activity would not be complete without some statement from your group about who should undertake each suggested improvement.

If the group decides to forge ahead on a new project, you have but to turn this book to page one and begin again. The second time around is always more relaxing, more enjoyable, but just as exciting.

If the group decides to do nothing further you can always find a new learning group, if you so desire. If this is not feasible, please return this guide to your local Extension office to be used by yet another group interested in learning how to take action in its community to improve the quality of its environment.

Yours for a better community,

Del and Gene
The Authors

SUPPLEMENT TO THE 4-H/CRD READER

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Education

What is the _____ ?

I wonder why _____ ?

Where is _____ ?

I know how to _____ .

How much _____ ?

I think I'll go see _____ .

These are expressions which are heard and used every day. The topics may be dancing, arthritis, painting, a trip to a national park, television, rockets to outer space, getting a job, keeping house, raising children, operating a bulldozer, painting a house, or you name it.

With all the new knowledge every day, people fall behind the times if they do not continue to learn. Learning begins at birth and continues til death. John Dewey, famous philosopher and educator, had the same idea in his statement, "All experience is education." Some of the American Indians had a rule that anyone who could learn no more had to die.

When people talk about education or learning, they usually think of the schools, but there are many other places of learning. Parents, brothers, sisters, playmates, schoolmates, supervisors, policemen, libraries, newspapers, radio, television, magazines, books, clubs, and sports are all examples of people and places that help individuals learn.

Education is learning What is, Where, How to, or Why. Everyone around an individual and everything he sees has a place in his education throughout his lifetime. Education may be part of a definite program, such as a school, or it may be part of living in a family or in a neighborhood.

SCHOOL

There are elementary school communities and high school communities. Perhaps attendance areas would be a better term than school communities. Usually, other community services also are located in the town where the school is. There may be more complex services near the high school than there are near the grade school. Going from elementary or grade school to high school entails entering a larger world of more numerous and more varied experience and people.

Some schools are public schools, financed by taxes; others are private schools, often operated by church groups. Some buildings are modern, while others are out-of-date. Some schools have considerable equipment (including educational television), while others have very little.

Some schools employ people to operate buses, provide school lunch programs, give physical examinations, and provide physical education programs to care for the physical welfare and development for the students. Some have kindergartens (or other preschool programs), special classes for retarded or gifted children, and special classes for adults.

Most schools now offer special training in art, music, and dramatics, in addition to the standard classes in languages, mathematics, history, natural sciences, and social sciences. The pupils are tested frequently and a guidance person is available to help pupils with their problems and decisions.

Although these are the general situations in all schools, every school is different. In some, the learning programs and services are very limited, while in others, these features are far advanced, providing an extensive and excellent education to all the students, if they capitalize on their opportunities.

Young people should begin to think about and make plans concerning what they are going to do after high school. Of course, further education of some kind is essential for successful employment today and will be even more so in the years ahead.

You should encourage your 4-H members to discuss this subject with their parents, friends, clergymen, school teachers, and counselors. They should begin to ask themselves: "What are my interests? My abilities? Do I have certain opportunities open to me because of my family or location, or other factors?"

As they think more and more about the subject, things will become clearer and clearer in their own minds as to the direction of their futures. Shall they pursue this or that kind of profession? Do they hope to go through a four-year college, then pursue graduate studies in order to prepare for specialized scientific or professional work of some kind? Should they start in a community college or junior college? Should they spend the first four years in a large university or in a smaller college? In the last analysis, does their thinking and planning lead towards vocation or trade school education, or to some practical experience first in employment?

All of these are important aspects which they should consider. The most important fact that they should keep in mind is that completion of high school is necessary to almost any kind of future employment. Also, the further they can go in higher education related to a chosen line of work, the greater their advantage in the long run. The following information should help you in your efforts to both answer your members' questions concerning learning opportunities and offer them sound guidance.

In 1971, there were about 1,665 colleges in the United States offering a four-year education program and over 891 junior colleges offering two-year programs. These college communities are considerably larger than high school communities. In general, about half of the students live within commuting distance of the college. About three-fourths of the colleges in the United States are privately funded institutions, while the remaining fourth are public institutions supported by taxes.

Usually, the first two years of college are of a general nature and the last two years provide specialized training. Professional degrees are given for specific study beyond four years. Many jobs require a professional degree. There are many opportunities for learning in college that are outside the classroom. College offers a life style which represents a transitional stage between that which is sustained by one's living at home with his own family and that which is adopted by an adult with a home of his own. College usually entails living in a huge dormitory or a dormitory-like house of some student organization.

Trade and Vocational Schools

Courses are offered by trade and vocational schools in business training, the skilled crafts, nursing, and secretarial work. Some of these schools are supported with public funds, while others are operated privately. Most have required classes of a general nature similar to those taken by students in colleges.





OTHER EDUCATIONAL OPPORTUNITIES

There are many other learning opportunities that are not as structured as schools, colleges, and trade schools. Cities offer a wide variety of activities, programs, and materials which appeal to every interest. They generally are free to the public or entail only a small fee. A partial list of sponsors includes libraries, the YMCA, the YWCA, churches, museums, zoos, parks, forests, book stores, private teachers, newspapers, radio stations, television stations, recreation programs, and special interest clubs and organizations. Extension centers, correspondence courses, short courses, and the like are becoming available in more and more places.

Libraries — There are public libraries and school libraries. Colleges, churches, YMCA, YWCA, and other organizations also have libraries for general use. What is available in your community?

Many libraries offer courses in certain subjects for adults or youth during the year. Some have

exhibits of rare books or historical items. Since many libraries are part of larger organizations, they can acquire materials on an inter-library loan basis. How many people use the library in your community? What percent is this of the total population?

Museums — These offer about the same services as libraries, but are limited to larger cities. Some museums have special programs on China, Africa, South America, the American Indian, and other interesting subjects. In these programs, exhibits of the clothes, work tools, books, music, and customs of those people are open to the public. Some of the larger museums also have on exhibit meals indigenous to the particular countries.

Zoos, Parks, Forests — Many of these are like libraries and museums in that they have programs and tours. They also have specimens of trees, plants, and animals that are from all over the world. There are places to picnic and learn all in the same day. Some parks have historical interest.

Churches – About two-thirds of the United States population are members of some church. Most churches have religious education programs for youth and adults. In addition, many people learn how to serve on boards, committees, and work groups. Some churches have summer vacation Bible schools that include handicraft, music, and play activities. Special study courses such as "Parent Education" for teenage parents, and "Helping Youth Get Along" are offered by some churches. The church usually offers opportunity for music, art, and dramatics. The larger ones have one or more skilled persons to direct and teach activities along these lines.

Private Lessons – Music lessons, dancing lessons, and a few other such services are offered in many communities. What is available in your community?

Book Stores – Some of your members will want to buy books in order to create libraries of their own. Some book stores which are similar to libraries, rent books. Usually, libraries have no charge unless you are late returning the book. Book stores generally charge by the day. Book stores have a list of every book that is available. The paperback books are one of the greatest inventions of our day. Almost all of the good literature of our times is available at a low cost. In addition to the book store, the neighborhood grocery or drug store has a limited variety of paperbacks for your members.

Radio, Television, Newspapers, Magazines – These are in nearly every home. They answer the question – "What is new?" They tell the ball scores, what new books have been written, what has been invented by scientists, where there are plays, musicals, courses of study, meetings of the bird-watchers, or the dog clubs. Have any of your members ever watched educational programs on television? Have they ever been on the radio or television, or had their names or pictures in the paper?

A visit to the newspaper office, the radio station, or television station is a glimpse into a new world. Most offer guided tours – especially to groups. How many different kinds of jobs are there in these offices? Help your members become acquainted with some of the people they see every day on television, or hear on the radio, or read in the newspaper. Encourage your members to write letters to the editor, request records on the radio, and be a part of the programs.



Employers – Practically every employer gives training to his workers. It may consist of the necessary information on how to operate certain machines or do a job, or how to observe company regulations, safety rules, and the like. Sometimes, the employer will pay part or all of the cost of college or trade school courses for his employees in order to help them better handle their jobs. Some will pay for or will offer courses in personality improvement, such as "How to Get Along with People."

You might encourage your members to investigate the company policies and employment benefits offered by a large concern in the community. They should not forget to look upon government as an employer.

Clubs – There are thousands of special interest clubs on practically every subject. The schools offer some. There are many specially for youth such as 4-H and Scouts. The ones named offer projects in hundreds of subjects with leaders, study outlines, and recognition and rewards for completion.

Recreation Centers – These centers offer study courses in swimming and other forms of athletics. These courses are usually concluded with competition of some sort and awards. Further examples of recreation center activities are stamp clubs, birdwatchers, hiking, bicycle clubs, dancing, skating and bowling leagues, dog clubs, horse shows, historical societies.

Can your members make a list of those clubs available in their community, the corresponding number of members in each, their major interests, and the dates of their public events?



Transportation, Communication, and Public Utilities

Transportation and communication are public services important to the operation of every community. Public services offered by government-owned businesses and closely-regulated private corporations are called public utilities.

TRANSPORTATION

Transportation within the community and between communities provides for movement of people and goods. People depend upon each other for goods and services and this exchange or trading requires some kind of link between producers and consumers who live far apart. Individuals may want to transport themselves from one place to another to visit relatives and friends; to purchase things they need; to see new places; to find work; to get to school or church; or, to move about for many other reasons. Fast, low-cost transportation helps people in the community do all these things quickly and easily.

Transportation may be classified into several types. It now is provided through a network of highways, railroads, waterways, and airways. In a city community, cars, taxicabs, buses, and delivery trucks carry people and freight. In large metropolitan areas, trains and subways are also used to carry people around the city at high speeds. In the rural communities, cars and trucks are the most common form of transportation, although the school bus is a familiar sight to young people.

Between communities, several transportation agencies carry people and goods. Carrier firms include truck and bus companies, giant railroad

systems, inland waterway shipping lines, and airline corporations that link communities all over the nation.

Between nations, shipping lines and air transportation tie together communities separated by oceans. Enough cargo to fill thousands of ships moves in and out of our seaports each year.

All types of carriers operate terminals where people and freight are assembled and loaded. Your members have probably been to a railroad station, a bus depot, a market terminal, an airport, or a seaport.

Choosing the right kind of transportation is an important decision when planning a trip. Some of the factors which must be considered are distance, speed, convenience, cost, and safety. Whenever individuals send away for a product, plan a trip, work out arrangements for a summer vacation, or plan a club tour, decisions on transportation must be made.

Fortunately, U.S. citizens do not have to depend on horse-drawn buggies, oxcarts, bicycles, or sailboats to get them wherever they want to go. In fact, it is predicted that before many years, people will be able to travel to the moon and other planets in space vehicles just as amazing as the first automobile Grandpa dared to drive.

COMMUNICATION

Communication is the process of exchanging information between persons, just like marketing is the process of exchanging goods and services between producers and consumers.

PUBLIC UTILITIES

In a community, information must move from one person to another, for each person is not self-sufficient in ideas or knowledge. Information is transmitted through all of the senses — sight, hearing, smell, touch, and taste. Most means of communication depend on sight and hearing, however. Can you imagine how you would feel if you could not communicate with anyone? You may recall the story of Helen Keller, who was blind and deaf, and her struggle to communicate with the world around her.

Long ago, man discovered that his voice could not carry far, and his ears could not pick up sounds from great distances. Tools were invented to help in person-to-person communication and to help give information to many people at one time.

The telephone is one of our most useful devices for keeping in touch with each other. Young people learn to use the phone to call their friends very early in life, as most parents know! The U.S. postal system is another important communication service.

Several forms of mass communication are available every day. Television, radio, and newspapers bring news, entertainment, and information rapidly into peoples' homes. Magazines, books, and other written materials provide information in greater depth and in more detail, to be read and enjoyed when time permits.

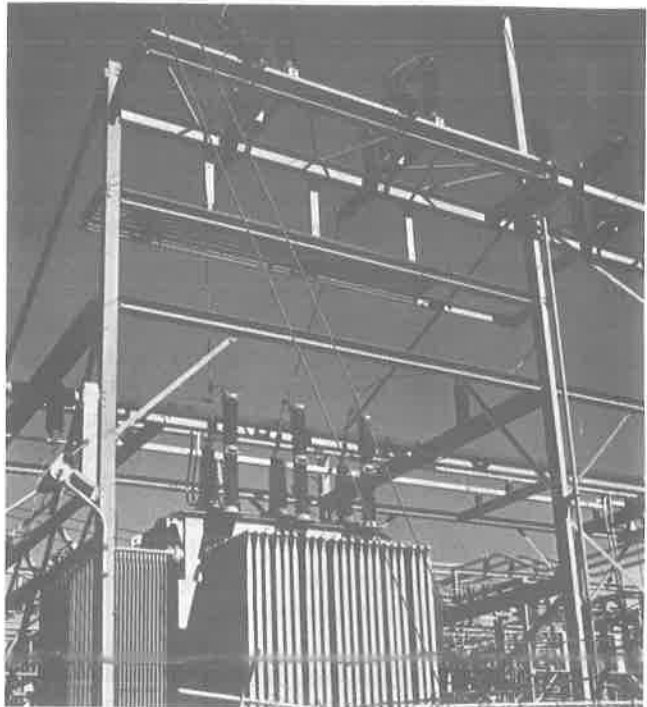
Business and social organizations in the community use many forms of communication to keep members informed. A 4-H Club newsletter is an example. The public address system in the school is another.

As individuals become more dependent upon each other in their business and social activities, the need for better, faster means of communication becomes even greater. The democratic form of government calls for informed citizens who know what's going on in the community. Your group will find that lack of factual information can deter progress in the community.

The success of each member of your group in his chosen occupation and his value to the community will depend a great deal upon his willingness and ability to communicate with other people.

Many communities have businesses which are owned by the public and run by local government for the benefit of all of the community members. Other businesses serving the community are operated for profit. Such businesses may be owned by private corporations which have the exclusive right to offer a service to all consumers in a given area. Whether owned by the public or by private corporations, these businesses charge a fee for their services. These businesses are called public utilities, for they exist to serve everyone and offer useful services at uniform prices set by the government in control of them. If you live in an urban community, your water and sewer systems are public utilities. Some communities own their electric power and gas systems, but most are privately-owned systems or corporations. Many transportation and communication services are really public utilities, for example: telephone and postal services, railroads, and airlines.

Public utilities play an important part in the community by ensuring everyone an equal right to enjoy the benefits of these basic community services. Without them, each family might have to get its own water, dispose of its own garbage, generate its own electricity, or carry its own messages. Some isolated rural families must do this even today, but most are happy to buy these services from community public utilities.

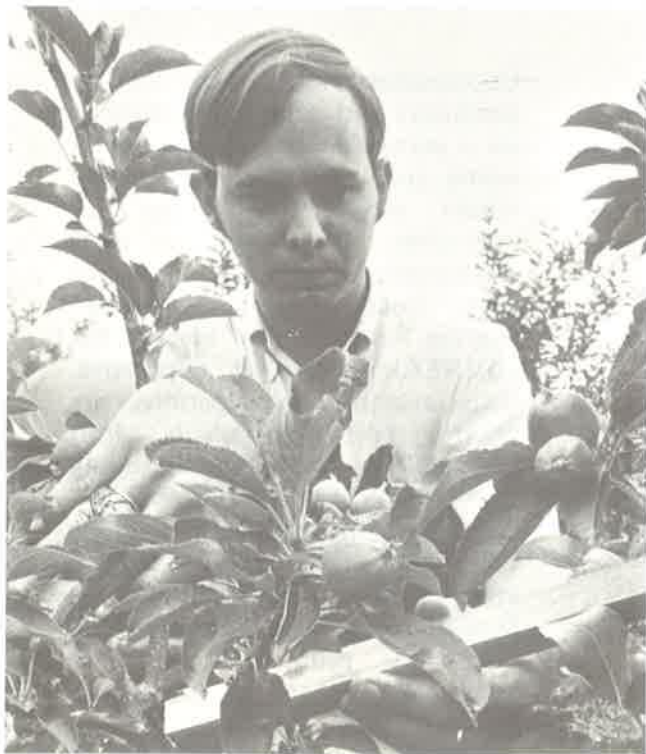


Production and Marketing

Long ago, our forefathers discovered the advantages of dividing labor so that each person did one particular job. Because people began to specialize in one task, they gained greater skill in work and increased productivity. Division of labor means that no one produces all that he needs for himself; in fact, no community produces everything it must have. People depend upon each other for their needs. This dependence upon each other makes trading necessary and has led to a complicated production and marketing system.

PRODUCERS

Useful things such as bicycles, dresses, suits, or loaves of bread are called "goods." Many millions of people are working on assembly lines in factories or in fields on farms producing goods for general use. An almost equally large group of workers does not make things but does useful work for others. These people are producers of services. The doctor, the telephone repairman, and the hairdresser or barber produce services that are quite as valuable as goods. Anyone who does useful work producing goods or services is considered a producer and is part of the production and marketing system.



Labor involved in production and marketing can be divided three ways:

1. *Man can divide labor by occupations.* There are several hundred kinds of occupations: truck driver, teacher, salesman, farmer, store clerk, and so on. People employed in a particular occupation often join special organizations for those doing similar work. Such groups as labor unions, chambers of commerce, industrial associations, professional groups, and farm organizations are active in many communities. These occupational groups can have considerable influence in community economic and social development.
2. *Work can be divided geographically.* Natural resources and natural assets in some parts of the country encourage people to produce automobiles in some regions and clothing in others. Farmers in New England produce milk and poultry, while farmers in the Great Plains operate wheat farms or cattle ranches. Alaska's leading industry is based on fishing. Florida is known as a winter vacationland. A person's location may have a great impact on the kinds of goods and services he can offer.



3. *Work can be divided technologically.* There are different machines used for special jobs and specially trained people to operate these machines. Some people become experts at welding with electricity, others use oxygen and acetylene to weld metal together. Farm machines vary from small to large tractors and from plows to grain combines. Agriculture also has other technology, such as that related to varieties of crops, scientific products or practices, processing of food, and complex marketing facilities and practices.

Therefore, people develop technical skills to operate, service, or design machines and processes. Examples of such skilled workers are welders, machinery assemblers, telephone repairmen, agronomy scientists, and engineers.

Technology is entirely man-made. It can be learned and it can be improved. Technological changes affect all people by creating better goods and services. Changes in ways of doing things may also compel people to obtain special training for their occupations. It is predicted that in the future, many people will be changing occupations during the course of their lifetime because of changing technology.

BUSINESS ORGANIZATIONS

Five common types of business organizations that produce and market goods and services are found in most communities. You are likely already familiar with them, but perhaps some of these terms are new to your members:

1. *A Single Proprietorship* — Mr. Brown is a farmer who owns and operates his own farm with the help of his family. This is a business owned by one person. Most professional people such as dentists and lawyers are also examples of this class of business.
2. *Partnerships* — The Smith and Samson Hardware Store is a partnership business owned by two people. Partnerships can be formed by two or more owners. Each partner is responsible for the business agreements made and the debts incurred. This form of business organization is the least common of all.

3. *Corporations* — These are businesses owned by large numbers of people called stockholders. Corporations run most of the large businesses that are too expensive for one person to own. General Motors is the largest industrial corporation in the United States.

Corporations sell shares of stock or bonds to many people in order to obtain money for machinery and buildings. The stockholders are paid part of the profits of the company for the use of their money. These payments are dividends and interest. Corporation are the fastest growing form of business organization and produce by far the largest part of the goods and services of the nation.

4. *Cooperatives* — Cooperatives are like corporations because a lot of people own a part of them and they can be very large organizations. Co-ops are special forms of corporations. Cooperatives are usually owned by the producers or consumers that do business with them; they do not often sell shares of stock to the general public, and each member or stockholder has only one vote.

Cooperatives were organized by producers and consumer groups to do a particular marketing or processing job. Many co-ops mainly render services. Very few cooperatives are engaged in basic production like farming or making steel. Your local Rural Electrification Association or Electric Co-op (REA) is a typical cooperative. Other examples of cooperatives are poultry processing plants, fruit marketing co-ops, and co-op supply stores. One of the largest agricultural co-ops in the country is the California Fruit Growers Association, which markets the famous Sunkist orange. Land-of-Lakes is a big dairy products cooperative located in Minneapolis, Minnesota. Many farmers belong to special

interest producer organizations that do not operate production and marketing industries.

5. *Government* — The Government runs businesses also. The National Institute of Health is a medical research organization owned by the Federal government. The Government Printing Office which is responsible for publishing almost all government forms, annual reports, research papers, and information pamphlets is also a Federally-owned business. Many city governments own and operate electric power and gas systems. Different governmental units — local, state, and national — build dams for generating power, develop recreation areas, operate laboratories, operate bridges, and engage in a wide range of service and business activities.

The United States economy is sometimes called a mixed economy since both private enterprise (individuals, partnerships, corporations, and cooperatives) as well as governments, own and operate businesses. The term is also used because of the varied sources of income and types of occupations in businesses.

The private businesses depend upon profits from the sale of goods and services for stability and expansion. Profits are those assets which remain after all expenses of the business (including wages for people in the organization) are paid. Successful, progressive businesses benefit the community by increasing family incomes.

Communities depend upon taxes paid by business organizations to support many community services. When a community includes several valuable business organizations, it has a good tax base from which it can draw public tax revenue. Expanding, growing communities have an increasing tax base, but this is needed to provide public revenues for expanding school systems, constructing streets, and the like.

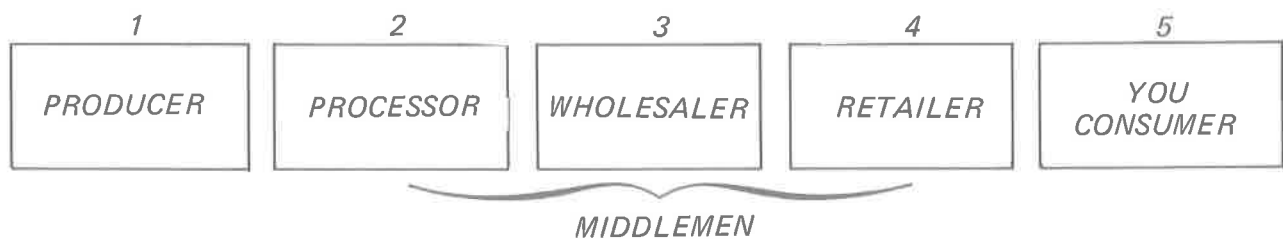
One fact of community economic life is that economic growth generally takes place where good business already exists and resources are favorable. Thus, some big towns grow bigger, and small ones further decline.

MARKETING

The economic system of the United States, based on specialized jobs and goods produced all over the world, requires that people trade with each other, since no one person produces all that he needs himself. Most goods must be sold before they are used.

Thus, marketing is the process that directs goods and services from producers to consumers. In the market, producers and consumers find each other and establish the price at which goods and services will change hands. Consumers make choices between products after considering quality and price.

Several functions or jobs need to be performed on products as they move from the factory or farm to the consumer. Some of these jobs are done by people called middlemen. The following diagram of the marketing system depicts the functions of the middlemen and their relationship to the producer and the consumer.



The three big jobs or functions of a marketing-distribution system are processing, wholesaling, and retailing, but there may be many smaller steps and special services done within the total marketing process. Goods need to be transported, classified into grades and standards, priced, and advertised. Some big companies perform all of these functions themselves. In other cases, products are bought and sold several times by different businesses in a community before they reach the consumer.

The consumer really decides what kind and quality of goods will be produced when he chooses what to buy. His choices influence the middlemen, processors, and producers (manufacturers and farmers).

If young consumers choose to buy a lot of notebooks, the stores selling notebooks will put in more orders to their wholesalers, who in turn will order more from manufacturers of notebooks. Goods and services that are not desired are soon not produced — for example, hoola hoops.

One of the important things that your group members should be learning is how to be intelligent consumers. People all wish for more things than they can afford and this means they have to make choices. Acquiring the ability to make good choices is part of the whole business of growing up. Parents and communities can help young people learn how to choose and buy the things that will give them the greatest satisfaction.

Recreation

Normally defined, recreation means recreation of one's mental, physical, or creative powers through use of his leisure time. It is an activity or experience which one chooses because of the personal enjoyment and satisfaction it brings directly to him. It is doing what people don't have to do for a living. It is the use of leisure time. For example, a ten-year old boy may find recreation in a game of ball after a period of schoolwork. A professional baseball player may work all day in his flower garden.

Each will be refreshed from his new activity. He will possess renewed physical and mental readiness for whatever is his normal routine of life. Each community is unique in the way it provides this necessary recreation. Almost every community has sandlot ball, family parties, group meetings, and socials; or barn dances, billiard halls, picnic places, and parks. Some communities not only provide recreation for their own members, but also provide recreational facilities for others, such as tourists and sightseers. This is to say, income from recreation is the primary income for the total community. Have your members name some places of this kind in your area, state, or region.



This chapter focuses not on those communities that make their living providing recreation for others, but rather on the recreation habits and facilities of the local people.

SPECTATOR – PARTICIPANT

Many times, we think of recreation (recreation) as an active go-go thing. Some people do enjoy an active form of recreational involvement. Still others get re-created by watching other people in action. Thus, large stadiums, ball parks, auditoriums, etc., are built to accommodate spectators. What do your members like to do? Does this vary depending on their moods and physical conditions?

There are combinations of participant-spectator behavior. For example, there is the football fan (normally thought of as a spectator), who exerts physical energy on every play by actual body movement as if he were on the active field of play. Alternatively, a person may day-dream all day. To an observer he would appear to be inactive, while in actuality he is very much a participant.

One tendency today is that many people would rather be spectators than participants. Is this a good trend or not? Why?

FAMILY RECREATION

The Kennedys play touch football, go boating, ride horseback, and go hiking. Each family has



sets of family recreational activities. What do your members' families do? Does each family provide the resources for its activities, or does each utilize public parks, commercially-owned recreational facilities, or borrow from the neighbors?

Water and snow-skiing, bowling, camping, hiking, story-telling, gardening, woodworking, sight-seeing, games at home, and singing are forms of family recreation. Many families enjoy recreational activities which are singularly their own special outlets. Celebrations of holidays and family anniversaries are good types of family recreation; they build tradition and values. Recreation leaders claim that the family that plays together stays together.

Individual or personal activities at home are also a wholesome form of recreation; for example, playing a musical instrument, painting, reading, or collecting.

PUBLIC RECREATION

Public recreation is that provided for by public funds, such as taxes or United Fund drives. Public parks and playgrounds are the oldest and most visible examples of facilities created through funds earmarked for public recreation. Parks and playgrounds are property owned by community and often maintained by the Public Works Department or a special unit, such as a Department of Parks and Recreation. Most parks provide swings, slides, and similar permanent play equipment. Most have sports areas for baseball and tennis, but seldom provide the equipment for such games. These facilities are recreation areas for families or groups to enjoy. Sometimes in the parks, equipment can be rented or borrowed.

Many communities now have recreation departments with a trained staff to organize and conduct recreational activities. These departments either have their own buildings and playgrounds or utilize those of the schools or other facilities of the community.

Athletic leagues, playground activities, craft programs, hobby clubs, model buildings, Golden Ager programs, dog training, bike rodeos, festivals, fairs, pageants, and the like, are all programs planned and conducted by these public recreation directors. People are not charged each time for use of the facility. There may be a small charge for special materials used in certain programs.

Additional recreational facilities are made available through state and national departments of Conservation, Forestry, Interior, etc. Public recreation funds provide for access to facilities such as public fishing sites and for the development of camping, hiking, hunting, and riding areas. Maintenance of historical monuments, natural phenomena, and homesteads are still other ways in which public funds are utilized in the development of recreational facilities.

An important need in many communities is the saving of open space for recreational development. All too often, this is overlooked or rejected until it is too late and the community finds itself short of space for needed facilities.

PRIVATE RECREATIONAL FACILITIES

Recreational facilities owned by individuals, corporations, or groups are called *private*. They differ from *public* in that they are not tax or public fund supported. Rather, they are financed and controlled by private or personal monies and are operated for a profit return to the individual. Bowling alleys, golf courses, miniature golf, theaters, billiard halls, penny arcades, dance halls, and riding stables are examples of such facilities. Ski lodges, summer resorts, family and youth camps, farm vacation recreation, and the like are examples of large scale specialized private recreational facilities.

Many churches, lodges, fraternal orders, schools, hospitals, and other public, semi-public, and private organizations provide recreational programs or facilities for their members or customers. Large industries provide recreation facilities and services for their employees.

COMMUNITY RECREATION

People in communities do many things that are recreation, but do not fall into the categories above. Some of these are traditions, such as the fall taffy pull or cider press. Other activities may be visiting friends and neighbors on Sunday afternoon, attending seasonal programs, shopping on a Saturday night, participating in July 4th celebrations, caroling at Christmas, pitching horseshoes in the town square, attending band concerts, and dancing at the local tavern or town hall on a Saturday night. Community recreation, then, is that which is provided in some way by the community and considered refreshing and relaxing by the people within it.

Religion and Churches Moral and Spiritual Values

Religion is the spiritual center of the community. It is a segment found in all communities and is exemplified in 4-H Clubs through the activities inspired by the "Heart H". Religion is the realization of the fact that man must look beyond himself and his fellow men for strength and direction in his personal life. This research for personal guidance is centered around the belief in a God and in the wisdom of that God. In much of America, this God is a Christian God whose presence was made known to us in the teachings of Jesus and his disciples. Other religious beliefs such as Judaism, Hinduism, and Islam focus on different interpretations of God.

CHURCHES

The term church is here defined as the religious facilities of any given religion. It is recognized that many centers for worship are not called churches, but rather synagogues, mosques, temples, etc.

Churches are the center of the spiritual life of a community. It is here that people unite to study and understand the wisdom of their God, and question the appropriateness of their own personal behavior in light of these spiritual directions.

Churches also exert a certain amount of control over various aspects of community behavior by fostering certain practices which are part of their doctrine of morality and faith. Sometimes churches take public stands on appropriate action



or behavior in the community. The opening of stores on Sunday was a recent issue in some communities on which churches tried to provide direction. Church organizations, through pronouncements of their leaders, speak to the people on war and peace, economic justice, race relations, and the like. Individuals express their personal witness by what they say and do on various matters.

The local church is, in many cases, the focal center of rural communities and urban neighborhoods, providing programs and services that develop a sense of community unity as well as meeting personal religious needs of individuals. However, because of the changing community patterns of the people, church consolidation has closed many small churches in rural areas.

CHURCH AND STATE

In several countries, there is a complete unity between church and State. That is the State (government) either dictates what the church should be and how it should function or the church, because of its power, runs the State. The American founding fathers did not like these arrangements. Instead, the first amendment of the United States Constitution makes it clear that the church and State must be separate. In local communities where there is only one church to which all of the local people belong, there is close similarity between decisions made affecting the community, and those made regarding the church. However, today there are very few such communities in the United States.

There are no laws in the United States governing church membership. Membership in the

church is not compulsory by law, nor is it, as it is in some countries, against the law. People join the church of their own choice and relate to it as they wish for the spiritual and moral guidance which it provides. Many communities in some states attempt to control church membership by custom, race, or station in life. Such controls, however, are not provided for by law.

Since there is no national church of the United States, many different denominations and sects have emerged in this country as a means of serving people of different beliefs, customs, and conditions. Most of the larger denominations have national headquarters and staffs to provide materials, programs, and leadership for the benefit of the local churches of that denomination.

SECTS OR DENOMINATIONS

Because of the number of diverse religious sects in communities, you and your members have probably wondered about the interpretations of the various teachings, the historical development of each region or area, and particularly the conflicts which gave rise to each specific new church. Everyone is fairly familiar with Luther's proclamation which separated the first Protestant church from the Roman Catholic church, but they may be less certain about the situations giving rise to other sects and denominations.

While some communities will have only one or two churches, others will have many. Knowing about churches and what each represents helps an individual relate to a specific church when he goes to another community to visit or to live.

THE LOCAL CHURCH AS A SOCIAL CENTER

While local churches are the focal point for the religious aspects of the community, actual participation in religion permeates into community life. Examples of this are prayers before meals at public gatherings, neighborhood living room discussions and lessons on the teachings of God and his followers, weekend retreats, and encampments, revival meetings, and community missionaries.

On the other hand, many communities find that the church is a good meeting place or perhaps, the only one, for many activities other than the specific worship and study of God. In rural areas especially, various kinds of gatherings are held at churches because they are the only suitable facilities for such a purpose. The fellowship of worship and work among churchmen leads to the establish-

ment of men's clubs, women's societies, young people's groups, sports leagues, welfare programs, and other social activities.

CLERGYMEN

Clergyman is here used to mean the appointed or elected religious and administrative head of a church in a community.

Clergymen are the symbol of a group's ideals. The clergyman is most often trained in the teachings of his particular church's beliefs about God. Churches with large memberships often have more than one trained clergyman serving them. The clergyman becomes the teacher, administrator, organizer, around which the work of the church evolves. Large local churches also have other staff members such as directors of music, Christian education, and youth programs, as well as various secretaries or clerks and business managers.

Membership boards of directors take on the responsibility for raising funds, maintaining church buildings, assisting with the teaching and missionary work, and doing other projects.

Church members are expected to think of the church as their church and to work hard at maintaining and enlarging membership. They are also expected to provide income to pay operating expenses for the church and its projects. Their stewardship of service and talent as well as their gifts contribute to the preservation of the purposes of their church.

FUNCTIONS OF THE CHURCH

A basic belief is that everyone is a child of God. Many individuals in keeping with this belief, look to the church for many functions in their lives. Many times, they ask for special prayers at significant points in their lives. Individuals name godparents — people whom they hope their children will grow up to be like. Parents have children baptized and ask the church to take primary responsibility in educating their sons and daughters in the area of religion. They hope to have the church perform all marriages and to officiate at the time of death.

People further look to the church for moral direction. They expect the church and its representatives to let them know if they are violating principles or behaving in ways that are different than its teachings.

Health

To be healthy is to be able to carry on the daily activities of living. Being healthy is an individual matter, but the community has many programs to help. Some programs consist of providing facilities and services such as hospitals and doctors. Others, such as the vaccination programs, protect people from diseases.

Thus, you can see that to be healthy involves a number of specific things. Community health programs are sometimes called public health, because they are open to the total public and all of the people pay for them through taxes.

Even though facilities and services are provided by the community or public, individual persons and families still must take the initiative to use them. A major need in improving health is for people to make greater use of the health resources available. Prevention is much better than trying to cure an individual after he has developed a health problem.

WATER

Providing a plentiful supply of pure water has become a community kind of problem for most people in the United States. Water should be free of bacteria and harmful chemicals from the soil and rocks. Cities must find sources for large supplies of water, treat the water, and pipe it to the homes, factories, and businesses where it is used. Lakes and rivers, with man-made reservoirs, are the usual sources of large amounts of water. In modern cities, proper chemicals are added to the water in controlled amounts to kill harmful bacteria and to provide certain minerals needed for good health or disease prevention.



Sewage Disposal

Waste products from industries and homes must be treated or they will pollute streams. Pollution may cause disease or may kill wildlife that uses the streams. Providing for safe disposal of sewage is the most important public health need of communities. They do this in different ways. Modern sewage systems and disposal plants are found in most cities. Even small towns are now developing water and sewage systems.

AIR POLLUTION

Some kinds of industries cause air pollution that is harmful to people. Today there is much discussion about this problem. Laws are being drafted to control and prevent air pollution as much as possible.

Major sources of air pollution are automobile exhausts, factories, heating plants of buildings, airplane engines, and open burning of trash. Air pollution is much worse in urban areas than in rural communities.

FOOD

Most of our food is produced at one place, processed at another, and sent to a retail store for sale. Then, it must be prepared in homes or restaurants for eating. Many people handle it and there are many ways it can become unfit to eat. Great care must be taken to keep all foods free of disease and spoilage which can cause human illness and even death.

SAFETY AND ACCIDENTS

Some occupations have a high accident rate. Farming is one of the most hazardous. Traffic accidents are numerous and have become a subject of major concern. A great effort is being made to educate drivers on safe driving habits and thus, reduce accidents. Laws and rules are enacted and enforced for the same purpose. Yet such accidents are still one of the main causes of death and crippling.

DISEASES

There are many diseases caused by bacteria or virus organisms. Some can be controlled by immunizing the people against the diseases. In other cases, the person who is sick is isolated from the rest of the community. If this is done by law, it is called quarantine and is necessary for diseases such as smallpox and diphtheria. When your members are kept home from school by their mothers or sent home by their teachers because of illness, they are experiencing a kind of quarantine. This does two things: it helps them get well sooner, and it helps prevent spreading the sickness to other people in the community.

New drugs help people recover from diseases. Impure water and food are major causes of disease. Rats, flies, and other animals and insects often carry disease germs. Cleanliness in preparing food and in eating helps a great deal to prevent sickness. The first and most important health practice to learn and habit to form is cleanliness.

Public sanitation programs provided by the community, such as dairy and restaurant inspections, are important means of protecting public health.

PHYSICALLY HANDICAPPED

Physically handicapped people can be treated and given help so they can do most of the activities that anyone else can do. Some of the causes of physical handicaps can be eliminated by safety rules and medical care. Public programs are available for helping handicapped people to hold jobs and live happily.

DENTAL HEALTH

Most schools have clinics to aid and advise individuals in need of dental care. Many cities add small amounts of fluorine to the public water supply to help prevent tooth decay.

CIVIL DEFENSE AND EMERGENCY PREPAREDNESS

Many communities have arranged for community fallout shelters and provided them with food, water, and other necessary items. Civil Defense systems are also helpful in times of floods, tornadoes, and earthquakes.

HEALTH FACILITIES

The list of community health facilities and services is a large one — hospitals, clinics, doctors, dentists, nurses, public health departments, druggists, nursing homes, ambulance services, and veterinarians. Large, modern towns and cities have all of these available for the use of the people. Many rural communities are working on improving their health facilities and services, too. Many are cooperating with other communities. State and Federal resources are available for assistance.

Today, public health is a subject of nationwide interest. Not only research programs, but also preventive and treatment programs of all kinds have been greatly expanded. The U.S. Public Health Service is one of the major agencies of the Federal government. Working with state and local departments of health, it has given much leadership and assistance to improving health facilities and services for all the people.

More and more communities are establishing local public health departments, in cooperation with one another and with the help of their state health department. This is one of the most important public health needs of the nation — to improve and increase local public health systems.

Community Welfare

Welfare means being well and able to care for one's own needs. Many people are unable to care for themselves at times during their lives. Babies and some older people need someone to care for them. Other people may need help because of sickness, disability, unemployment, fire, flood, tornadoes, earthquakes, or other difficulties.

A family usually cares for the needs of its own members. Sometimes, however, special training is required to meet certain needs. Sometimes, there are no other family members, or the whole family is in need. So, the community has many organizations to help people. Some of these are branches of government and others are voluntary organizations.

GOVERNMENT IN PUBLIC WELFARE

Government is becoming more important from day to day in the field of public welfare. Some services are preventative, such as the Old Age and Survivors Insurance program, the Unemployment Insurance program, and the compulsory



school attendance laws. Other public welfare services are involved with treatment such as the institutions for the blind, the deaf, the feeble-minded, and delinquents. Institutions established for the study of specific diseases, and those which provide rehabilitation services for the handicapped also fall into this category. Veterans of military service are provided a variety of programs to help them return to civilian life. Still other public welfare services are custodial in that they provide homes for older people and some of the handicapped who are not able to be rehabilitated. Public assistance programs provide grants of money to families with dependent children, assistance to the blind, permanently disabled, and the aged.

Monthly payments are made to eligible people who are in need. Professional welfare workers visit homes, advise individuals with family problems, and certify their eligibility for assistance under particular programs. Public works programs have also been developed. They provide emergency work for unemployed people during periods of high unemployment.

Local governments have had homes for older people for many years. Most of these have been replaced by low cost public housing units, which the residents pay for through direct grants of public assistance or through their OASI pension payments.



Foods bought by the U.S. Department of Agriculture as surplus farm products are donated for use in public health programs. Local governments certify those who are eligible to receive donated foods and distribute the provisions accordingly. Donated foods are also used by schools and other groups to supplement lunch programs. A food stamp plan is beginning to replace the donated food program. Local governments also pay the medical and hospital expenses of needy people. Many communities provide a free recreation program to all people, including those being aided by one or more welfare programs.

State governments operate hospitals for mental patients, and institutions for the blind, the deaf, and the delinquent. Public health and mental health services are available to all citizens on the basis of need. In cooperation with the Federal government, the states operate the public assistance program, public works programs, an employment service, the Old Age and Survivors Insurance program, and an Unemployment Insurance program. States may also regulate various programs for migratory workers, day care centers for children with working parents, and vocational rehabilitation programs. The Office of Economic Opportunity, through its local Community Action Agencies, offers a variety of services for education, vocational training, temporary public works, credit, and recreation to help local communities break the cycle of poverty from generation to generation. Some of the help is given directly to individuals and some is dispensed to community institutions. Federal and state aid to schools is a means of giving financial help to communities so they can improve their educational institutions.

The national government has many programs. Special services such as medical care, educational benefits, credit for housing, and general help as needed, are given directly to veterans or their families. However, most of the welfare programs of the Federal government operate through the state and local governments. In addition to those already named, the Federal government also co-sponsors the Accelerated Public Works program, the Hill-Burton hospital grants, the Manpower Training program, special grants for literacy education, and certain provisions of the Economic Development Act.

Governments generally provide opportunities which are optional for individuals or institutions. On the other hand, there are some programs in which all eligible people are required to participate.

Compulsory education, OASI or Social Security Insurance, and Unemployment Insurance are examples. It is also compulsory that those who break laws or are mentally incompetent be committed to institutions for treatment or custodial care.

PRIVATE WELFARE AGENCIES

Many private welfare agencies and organizations are in operation to serve various kinds of problems. Many are found only in the larger cities. Large communities may have a council of welfare agencies and a single fund-raising campaign, such as the Community Chest or the United Fund. Many private agencies are health-related and deal with specific diseases. Some examples of such agencies are the Cancer Fund; the Heart Fund; Multiple Sclerosis, Distrophy, Polio, and Tuberculosis organizations; and the Society for Crippled Children. Others have a more general responsibility, but are usually identified with specific services. The Red Cross is concerned with disasters and with a blood bank. The Salvation Army is known for its emergency soup kitchens, bedrooms, and religious services. Travelers Aid gives help to those away from home who are in need. The YMCA, YWCA, and YMHA provide many services of an educational, recreational, and housing nature to people at low cost. Fraternal organizations provide children's homes and homes for retired members, and help with other services for the public, generally. Some civic groups provide eyeglasses and free milk to needy school children.

With all these helps for those in need there should be no problem, but in most cases the needy person must apply for the help. There is a problem of getting the agency and the needy person together. Many such persons are shy, do not want to accept "charity," or do not know where to apply for assistance. The agencies often have a deficiency of money and volunteers.

The most important need of people is to have someone who cares. The basic function of public welfare is rehabilitation so that the client may become a contributor to the community, rather than merely a receiver of goods and services. Both professional people and volunteers are needed to get the job done.

About 8% of all the personal income of the nation consists of welfare kinds of income. In some communities the percentage is as high as 30%.

CHURCHES

For years, churches have traditionally provided a variety of welfare services for their own members and for other people, both in home communities and in mission fields. They maintain schools, hospitals, children's homes, homes for the aged, and other welfare facilities and services. These are financed partly or altogether by the churches. Most of the churches have home mission and foreign mission budgets of money and labor. In emergency situations, the church is the first to offer help. What is your church doing in this field of work?





Glossary

DEFINITIONS OF SOME IMPORTANT WORDS

Social System — Any group having some continuity of form or structure whose members are people held together by one or more common beliefs and practices. Examples are a civic organization, a church or religious body, the staff of a business establishment, the Extension Service, the county government, the school system, and informal visiting or card-playing groups.

A Community — A group of people who seem to be held together by certain common interests, concerns, contacts, and feelings of attachment to a given area. It is a combination of both social and geographic dimensions. It may be small or large — a neighborhood, a town-centered trade area, a county, or a multi-county area or region depending on the territory of the common interests or problems under consideration and whether the people can work together.

Demography — The study of populations. This study includes such things as marriage rates, birth rates, death rates, morbidity and fecundity rates, plus information regarding migrations.

Development — Increase, growth, upward trend or progress toward some goal or end. Ideas of change and trend are important aspects of development.

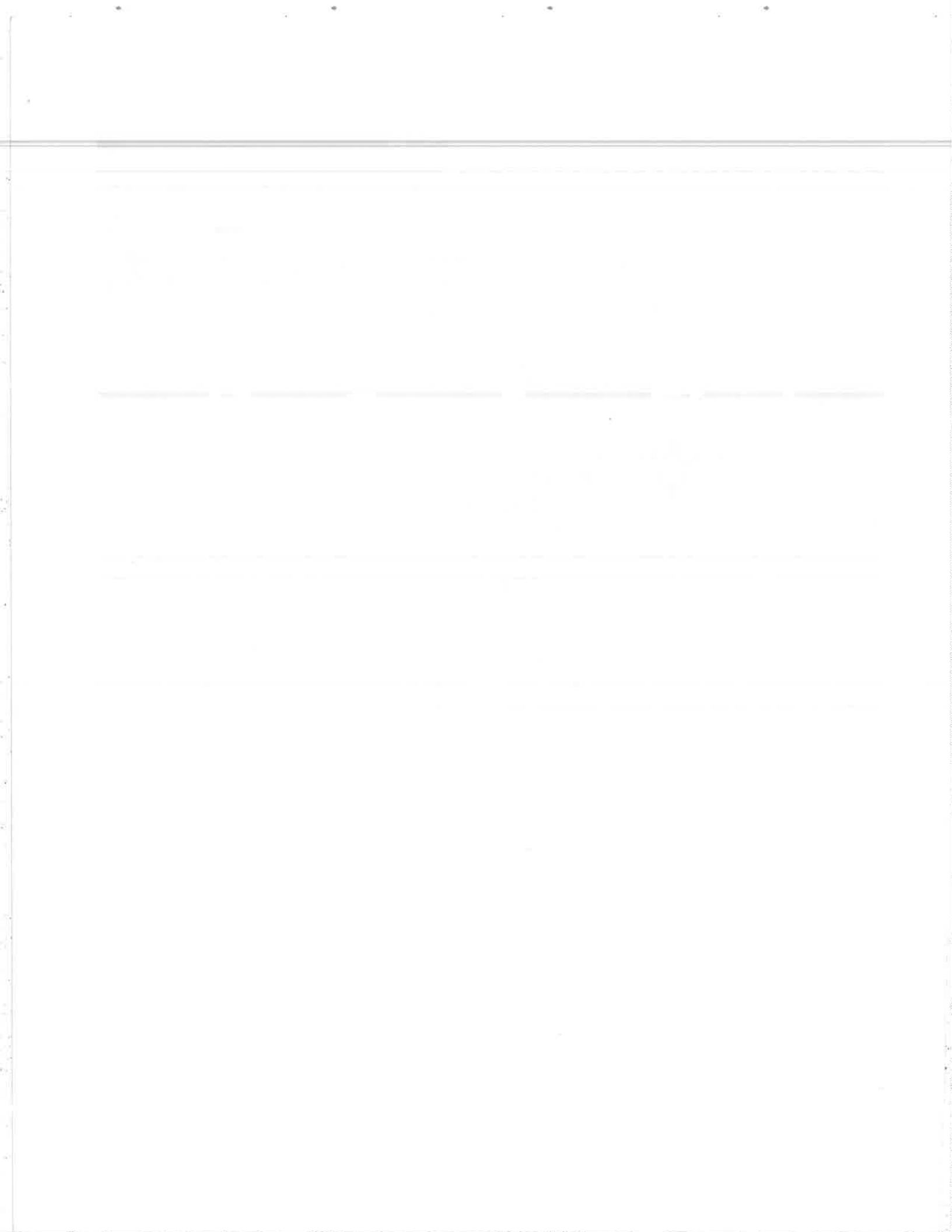
Environment — All that surrounds people. This refers to not only physical things such as trees, but also to other aspects such as social, political, economic, and spiritual life.

Economic Development — Increasing or improving the economic base of the community, thus, increasing its income. Examples of this kind of development are providing more business and more jobs, or improving the production and marketing of farm products.

Process — A particular method of doing something, generally, involving a number of steps or procedures.

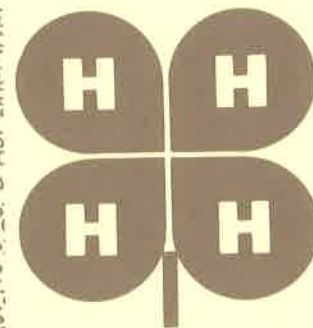
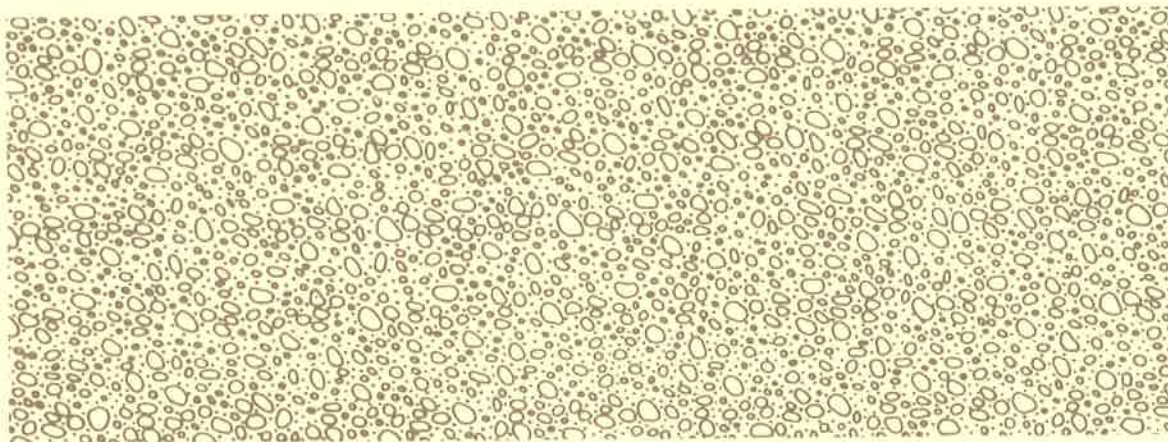
Community Development — Increase or growth in feelings of common interests and attachment and the ability of the people to function as a group on matters of community-wide concern. The quality of degree of community development varies depending upon the attitudes, leadership, and group action of the people.

Social Action Process — The steps taken in planning, launching, and carrying out a given project or program. They may be performed by a small or large organization, a governmental unit, a committee or council of some kind, or by a total community functioning as a group.





4-H Community PRIDE Project



HERITAGE and CULTURE



Prepared by James M. Meyers, 4-H Community Resource Development Advisor
with the assistance of the Riverside Public Library, Riverside, California.

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HERITAGE AND CULTURE



Why study the Past?

Your community is what it is and where it is because of the beliefs and behavior of its founders and those who subsequently settled there. It's fun and interesting to know who they were and how they acted. It's also important to know about them in order to understand the values, beliefs and attitudes that we hold today. Studying our heritage and culture helps us understand that our communities were planned and developed by the people in and around them and that they can be preserved or changed at any time by the people in and around them. Finally, discovering what was important to our predecessors helps us to understand the cultural beliefs they left for us and to evaluate the beliefs we hold.

Culture

The body of customary beliefs, social reforms, and material traits constituting a distinct complex of tradition of a racial, religious, or social group... Webster's Dictionary

Heritage

Something transmitted by or acquired from a predecessor.... Webster's Dictionary



WHO AM I ?

Ethnic

Relating to community of physical and mental traits possessed by the members of a group as a product of their common heredity and cultural tradition... Webster's Dictionary

Ethnic heritage is a good place to begin. Your family name, race, religion and the place of origin of your family are all keys to learning ethnic heritage.

Some things to look for

Family history
Language of origin of Family name
Original meaning of Family name
History of your racial group
History of your religious group
Family Place of origin
Original ethnic culture of your family

Some places to Look

Ask parents and Grandparents
Family or Library
Family or Library
Library or school
Library or Church
Family or Library
School or Library



Some Ideas about Family History

Names

Names seem pretty common. After all, everybody has one. But your family name keeps you from being confused with all the other Bills, or Marys, or Joses, or Marias in the world, and it can tell a lot about your family history.

Once, most people only used a first name. But by the middle ages towns were getting bigger and more confusing and more people began using a last name. Some kinds of names were:

Occupations

Baker
Farmer
Miller
Smith
Molino

Fathers' names

Williamson or Williams
MacDonald
Ivanovitch
O'Kelly
Hernandez

Place Lived

Castle
Underhill
Marsh
Campos
Rios

Birthdate

Summer
Valentine
Calore

Features or Reputation

Young
Strong
Goodman
Del Gado
Moreno

HOW TO FIND
OUT?

ASK YOUR PARENTS - OR -

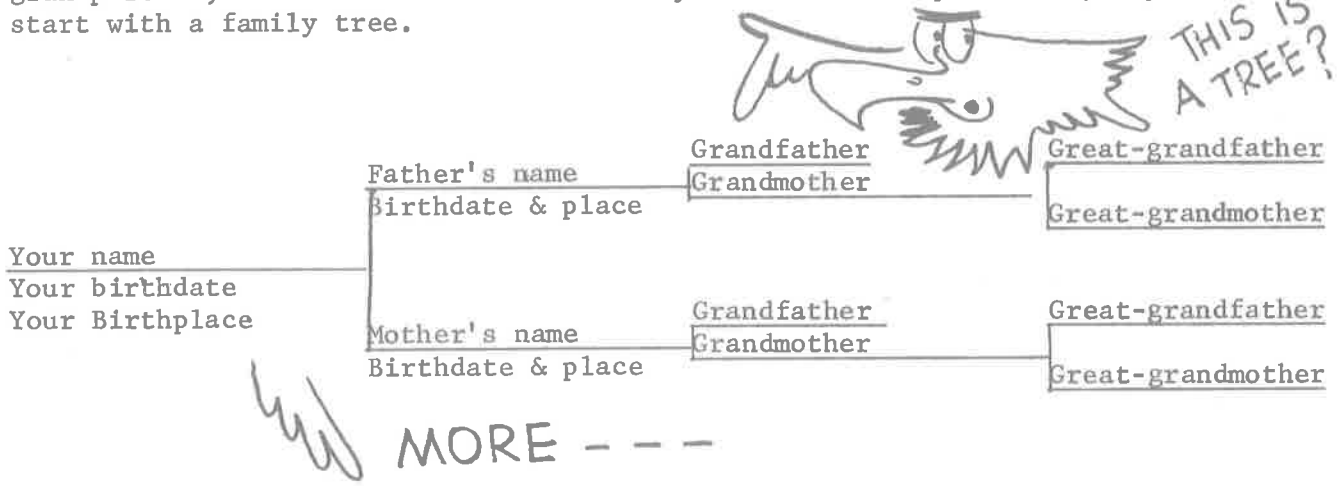


To find out about your name, what language it's in, and what it might mean:

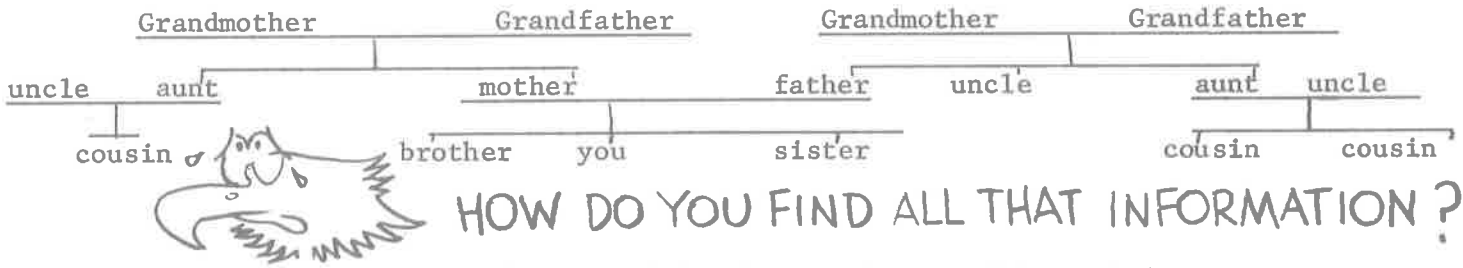
- * Look it up in a large dictionary. Check your public library.
- * Look for books on names in the card catalog of your public library.
- * Ask your parents. Has the spelling been changed? Do they know what language it's in?
- * Ask the language teachers at your school and the public librarian for help.
- * If you can't find your name, but can find out what language it's from and what part of the world, look up history books on that area.

Family History

Once you know about your name, you're well on your way to having a complete family history. The best source for family history information is your parents, grandparents, and relatives. To be sure you know who they all are, why not start with a family tree.



To add to your family tree, gather as many photographs as you can and include one for each family member. Another way of recording your relationships is on a kinship chart.



*Write to relatives for help. (Some families have a family Bible or other document which may list family members.)

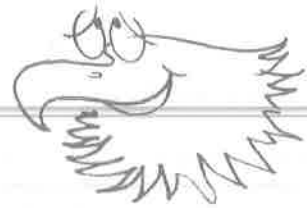
* A fun way to get more information would be to mark on a large U.S. map all the places your family has lived, with dotted lines connecting them to show travel as far back as your family remembers. You may have to get a world map, since most families immigrated here at some time.

* Use a tape recorder to record family history as you talk to grandparents and other relatives. Old photographs, special holidays, etc. help to get people started recalling the past.

* Traditions and skills are passed on from generation to generation. However, today more and more families are relying on schools to teach skills and more and more we expect children to behave differently than their parents did.

This means many traditions and skills may be lost. Try to find out about as many as you can in your family and write them down.

MORE FAMILY HISTORY IDEAS ...



Other things to do

- * Imagine how different your life would now be if your family were still in its place and culture of origin. Share these thoughts with your group.
- * Develop some fun activities, contests, or festivals based on those of your family's original culture.
- * Prepare a meal or make some clothing from your family's original culture.
- * Make up a symbol or coat of arms that illustrates the original meaning of your family name. To make it more complete, include symbols for your father's occupation and something important from your religious, racial, cultural or family history.
- * Decide which elements in your ethnic heritage are now most interesting to you and see if there are any groups or associations based on those elements which you could visit or find out about.
- * Attend a religious ceremony of the type practiced by the original culture of your family's place of origin. (If it is the same religion your family now practices, try to find out how it originated and how much it has changed over the years.)
- * Investigate the values and philosophies held in your family's original culture. How many are still held? Find out the reasons some (if any) are changed.

WHERE
IN THE WORLD
?



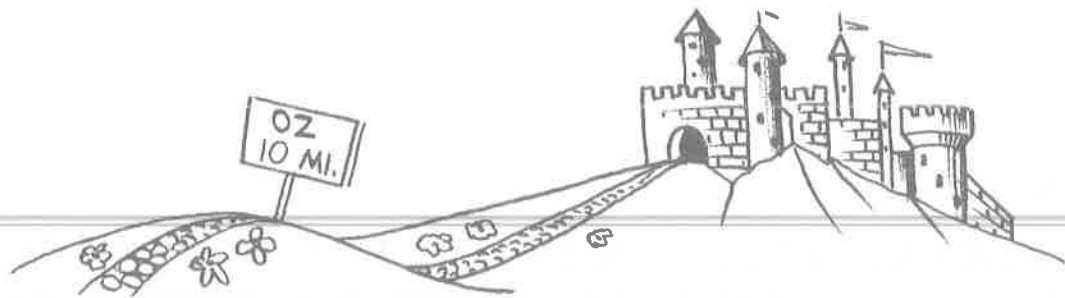
We can trace our family history to that of a larger ethnic or racial group, one with its own language, traditions, and ways of living. In some families these traditions and ties to the ways of the people we're descended from are strong; in other families, they may be nearly forgotten. Even if your family history effort doesn't give you much information on your ethnic or cultural background, you can start to look for more information if you at least linked your family to a language, country, or area of the world.

There are many groups and associations devoted to preservation of various ethnic traditions. Some ways to find them would be:

- * Ask your parents and relatives
- * Look in the phone book under the name of the language or country.
- * Read the social section of your newspaper or call the society editor.
- * At your public library look under the language, or country, or specific activity in the Encyclopedia of Associations, and ask the librarian for any local references.

Other Ideas

- * Look for and read books and articles on the history of your ethnic group.
- * Some book stores carry or can order books, magazines, and newspapers from most countries or about most peoples.
- * If your ethnic history has centered around one particular religion, visit the clergy of that church to learn more.
- * Try to find out about traditional holidays, foods, clothes, sports, etc.
If no activities for them exist in your community, perhaps you can begin some.



Community History

Communities don't just happen. People settled and stayed in your community for specific reasons. Most communities began because the location offered people some way to make a living and still does or people probably wouldn't live there today.

Some things to look for

- * When and why your family settled
- * When and why your community started
- * Whether any Indians lived in the area
- * The natural resources your community did and does depend on?
- * The town's first businesses
- * How your town got its name
- * The kinds of cultural traditions still evident in your community from its early settlers
- * The first buildings and the people who decided how the city would be laid out
- * The roads, railroads, or waterways that served the community
- * The kinds of foods raised in your area
- * The people who decided what kind of government your community would have and when it began

Some places to look

- Parents and grandparents
- Older residents, library
- Older residents, historians
- Read old newspapers, talk to businesses that now depend on resources
Chamber of Commerce, Library
- Talk to older residents and historians, library, old newspapers
- View older buildings, visit city building inspectors and planners offices, library
- Go look, talk to transport companies, railroads, etc.
- Farmers, Cooperative Extension Office
- City council or mayor's office



Other Community History Ideas

- * Who lives there now. Look in the phone book. What ethnic groups seem represented. Mark some of the addresses for selected groups or nationalities on a city map. Are there any patterns or groupings. If so, what do they mean?
- * Read books or in some way study the traditions and cultures of the various ethnic groups that settled your community, including the American Indian tribes.
- * Go to the library or newspaper office and read some of the old newspapers. See if you can identify a pattern of growth in dates, population, businesses and industries. Many public libraries have special reading lists for local history.
- * Start a historical collection. Many people make tracings of old or unusual headstones, manhole covers, contractors' labels on sidewalks, plaques on buildings, ornamental stone and metal work. Place paper over the object to be traced and rub with a broad pencil or side of a crayon. Of course, finding and collecting all kinds of antiques and old objects is popular as well as sometimes profitable. Finally, you can collect photographs of cars, trains, planes, and anything else of historical interest. One interesting way of collecting old buildings is to photograph all four sides and then cut the pictures and glue them to posterboard, and assemble your "model" building. You can even make a model of how your town used to look. Old maps of the community might help. Realtors may have some.
- * Use a tape recorder to interview older community residents and develop a history of how life was in your town.
- * Help develop or add to a community museum.
- * Identify, restore and publicize a community historic site. Have it recognized by the state as an historic landmark.
- * Visit your city or county planning office to find out how the community's natural and historical buildings were planned.
- * Examine the culture and traditions of your community. Try to develop a statement of what values, arts, dress, behavior, traditions, skills, businesses etc. that people 100 years from now will view as their "heritage and culture".
- * Develop a festival or holiday celebration in your community as it would have been celebrated 100 years ago.
- * Give talks or slide presentations to community groups on the development, people, and heritage of your community.
- * Print a recent or even complete history of your community for sale.

COLLECTING BUILDINGS;

BE SURE TO AIM THE
CAMERA AT THE CENTER
OF THE SIDE - - - -



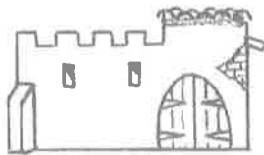
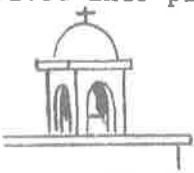
Some ideas from Early California history to help you....

California - The name was taken from a popular Spanish novel about a fabulous make-believe island and it's queen.

Early California Communities

The first communities in our state were the villages of the California Indians. In these villages, known as rancherías to the Mexican-Spanish settlers, there was no such thing as private property. All property was owned in common by the village, and every person received what he or she needed for their daily existence, providing it was available. When the first Spanish settlement was established here, the area contained approximately 275,000 people. Today, many modern communities throughout the state can boast that they are descendants of the Indian rancherías. Can you find out if your community or a neighboring one can date its history to Indian times?

In 1769 the first Spanish settlement was established in California. The Spaniards came to California for two reasons: to keep Mexico secure from Russia which had been exploring the northwest coast of North America and to Christianize and hispanicize the Indians who lived here. In order to achieve these dual goals the Spaniards and the Mexicans, who later followed them after Mexico declared its independence from Spain in 1810, established four different types of communities: the mission, the presidio, the pueblo, and the rancho - many of which have evolved into present-day communities.



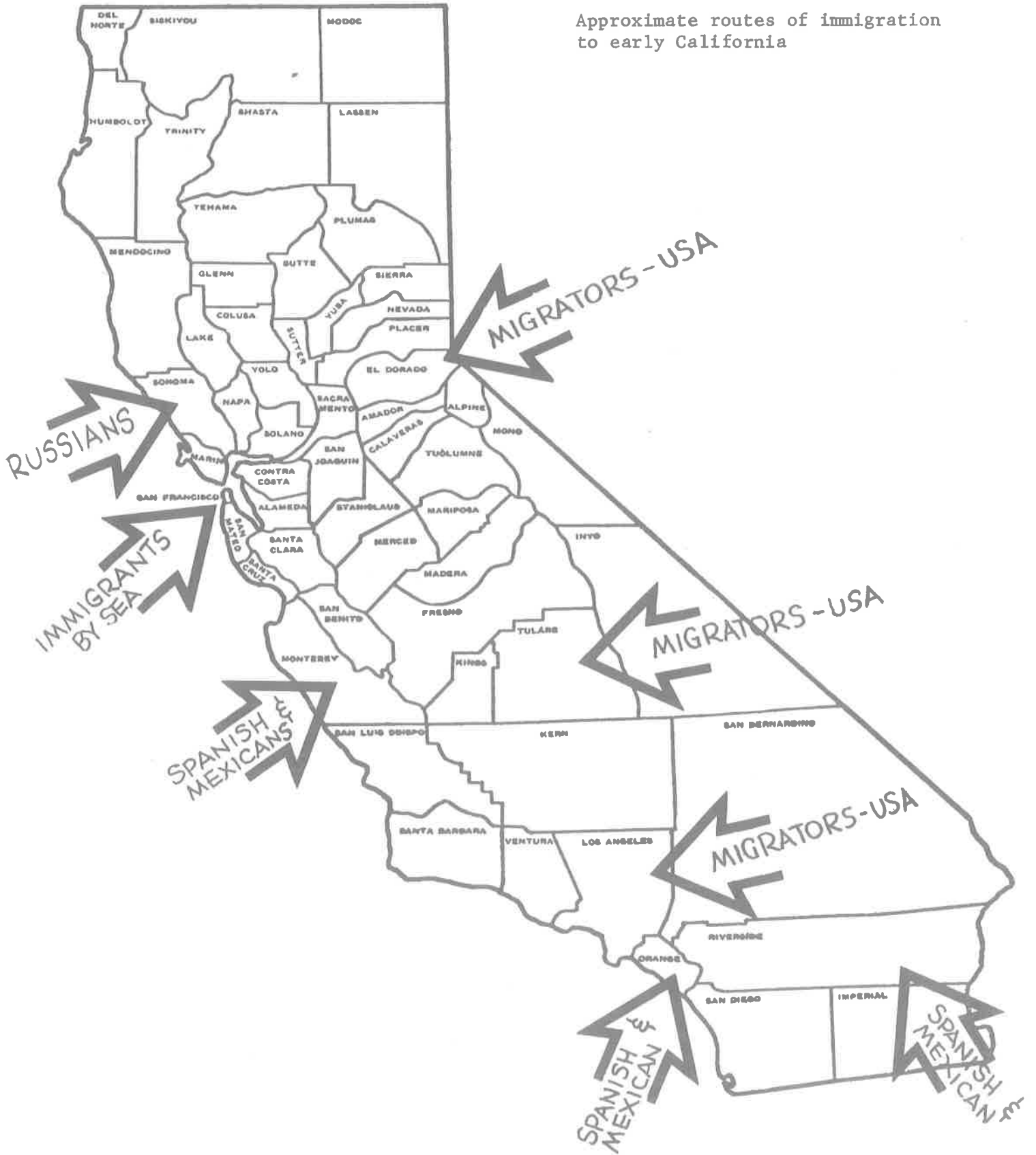
The first and most famous of the Spanish-Mexican settlements were the missions. Their function was to christianize and hispanicize the California Indians. To achieve this, soldiers were placed in presidios (forts) near some of the missions in order to insure that the Indians remained on the mission and received the friars' instructions. As years went by, settlements began to grow around many of the missions and today many of the most important towns and cities in the state (i.e. San Diego, Santa Barbara, San Francisco, etc.) can boast that they descended from the original missions. Have you ever visited a mission or a presidio? Does your community have its origins in one of these settlements?

Christianize - to make Christian or convert to Christianity... Webster

Hispanicize - to make Spanish, or convert to Spanish culture and tradition.... Webster

Soon after their arrival, the Spaniards realized that Christianizing and hispanicizing the California Indians were not going to be as simple as they first expected. They also realized that they needed a stable food supply for the soldiers stationed at the presidios. Therefore, a plan was drawn up whereby residents of the presidios and of the province of Sinaloa (in northwestern Mexico) were to be brought together to form agricultural pueblos, or towns. The first two Spanish pueblos San Jose de Guadalupe (1777) in the north and El Pueblo de Nuestra Senora la Reina de los Angeles de Porciuncula (1881) in the south, like most other Spanish-Mexican communities were built along the traditional Spanish model: parallel and perpendicular streets built around a central plaza. Look at a map of your community. Does it fit the Spanish model?

Approximate routes of immigration to early California

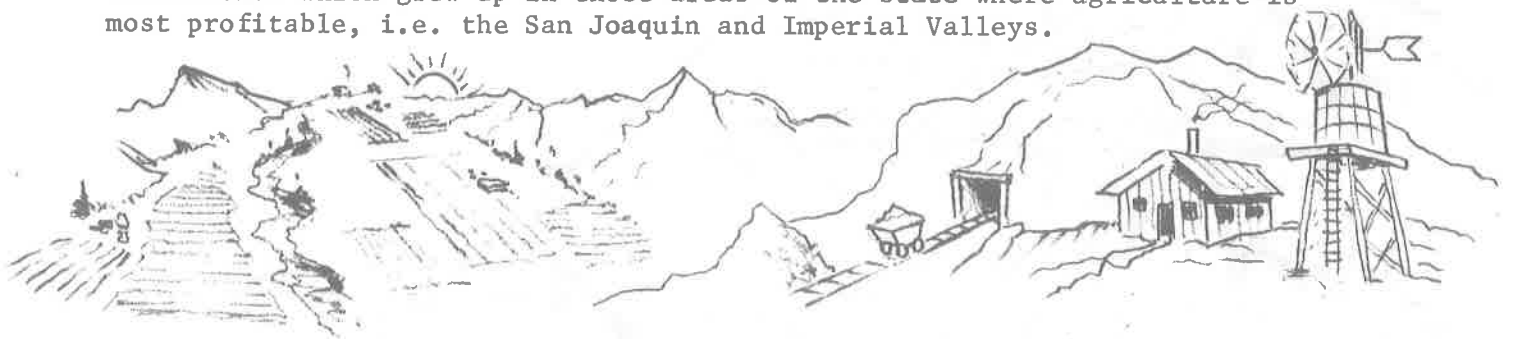


The last of the Spanish settlements which evolved into modern communities were the ranchos. During the Mexican period the rancheros were said to have been so hospitable that a traveller was able to travel from San Diego to Monterey and be assured of a bed to sleep in at night and fresh horse to ride in the morning - not to mention all the beef he could eat during the day. Today, many California communities are named after Spanish and Mexican ranchos. Do you live in such a community?

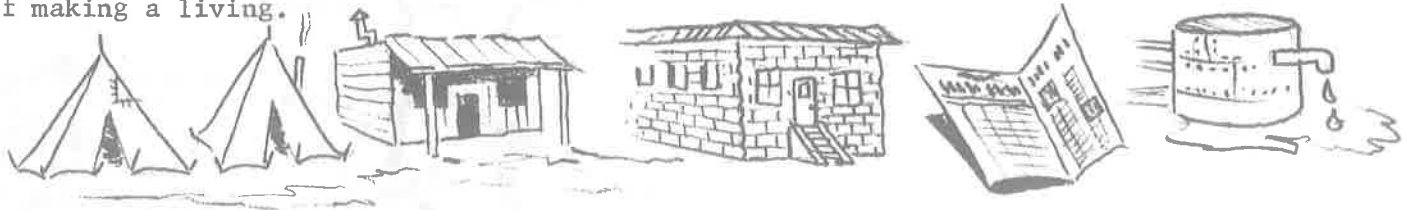


After the Gold Rush

Although all of the communities discussed so far were established before California became a part of the United States in 1848, at least an equal number (if not a majority) of present-day California communities subsequently came into being. The Anglo-American communities usually can be divided into two types: the mining communities of the Sierra Nevada mountains which sprouted up almost overnight during the hectic days of the California gold rush, and the agricultural communities which grew up in those areas of the state where agriculture is most profitable, i.e. the San Joaquin and Imperial Valleys.



The gold rush of 1849 brought over 100,000 people to California in a twelve month span. Most of these people first settled in mining camps which were but haphazard arrangements of tents situated close to the nearest gold strike. When the strike continued to be prosperous, the canvas shelters were soon replaced by frame structures and these again were sometimes replaced by substantial brick edifices. The appearance of a local newspaper, the introduction of sewers, water-works, and finally gas were signs that the mining camps had matured into prosperous and permanent communities. Few, however, ever reached this stage of development; for within a few years most strikes had run out of gold, and the people living in the newly formed communities could find no other means of making a living.



The remains of some of the mining camps are still with us today. Those which developed other means of maintaining themselves are prosperous, energetic, although usually small communities. Nevada City, Placerville and Lodi are among a few of the original mining camps which have evolved into present-day communities. The majority of the mining camps, however, were eventually abandoned, leaving nothing but the rubble of old tents behind or, if they got that far, a main street with wooden buildings on either side. The latter have become known as ghost towns and are among the most popular tourist attractions in California.

Approximate dates of settlement
of early California



Agricultural towns grew at a slower but more consistent pace. Original inhabitants of Merced, Fresno, Bakersfield, etc., were mostly ex-miners who had discovered that there was no more gold to be had. They settled in the San Joaquin Valley and began to grow crops for export to other parts of the country. But they needed a place from which to ship their products, and towns were created from what were originally shipping depots. The railroads which came to California in the 1860's and 70's really gave impetus to the agricultural communities. Once the railroads were established, the farmers could take their crops to the towns and have them shipped anywhere in the country for a relatively small amount of money. Thus, throughout the 19th century the agricultural communities became more important. As they grew in importance, they also grew in population. How do most of the people in your community earn a living? Is it from agriculture or from some form of manufacturing?

Changing Businesses as Towns Grew

1848 Pop. 7,000	1870 Pop. 200,000	1920 Pop. 3,426,000	1950 Pop. 10,586,000
Post Office Blacksmith Shop Livery Stable Hotel and Restaurant Saloom General Store	Dry Goods Stores Newspaper Post Office Railroad Depot Elevators Land Office Mortician Doctors Lawyers Schools Churches Courthouse Bank Livery Stable Blacksmith Shop Hotels and Restaurants Saloom General Stores	Newspaper Dry Goods Stores Courthouse Farm Equipment Dealers Lumber Yards Furniture Stores Drug Stores Morticians Dentists Doctors Lawyers Schools Churches Post Office Banks Gas Stations Auto Dealers Blacksmith Shop Hotels and Restaurants Hardware Stores Grocery Stores	Newspaper Variety Stores Courthouse Airports TV Repair Shops Fertilizer Dealers Farm Equipment Dealers Lumber Yards Retirement Homes Hospitals Medical Clinics Banks Jewelry Stores Women's Clothing Stores Men's Clothing Stores Drug Stores Churches Schools Self-Service Laundries Bowling Alleys Golf Courses Drive-In Restaurants Drive-In Banks Drive-In Car Wash Drive-In Theatre Gas Stations Auto Dealers Restaurants Motels Hardware Stores Supermarkets

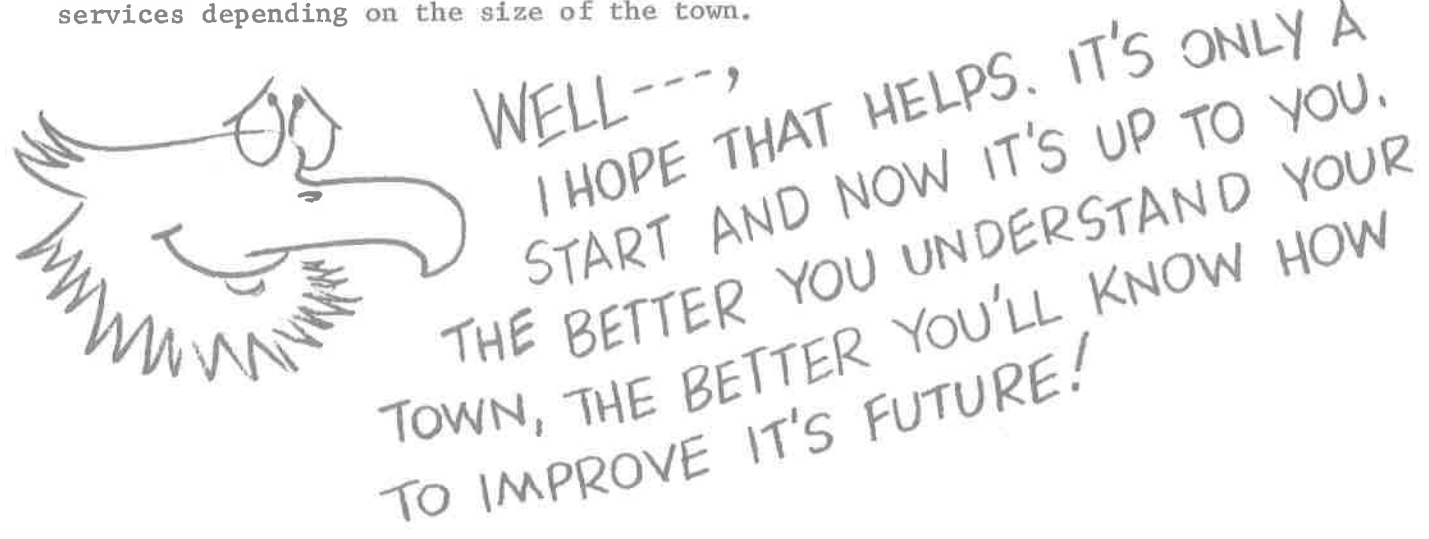


The growth of California has not been without its effect on the communities of the state. No longer can California be described as a state of small town communities. California is now the state of the big city - the metropolis.

Since the gold rush takeover in 1848 the population of California has been rising at an ever increasing rate. One factor after another has contributed to the appeal which California has held for immigrants. The first was of course, the Gold Rush. Second came the agricultural boom which followed the railroads. In the late 19th and early 20th century oil and the money which could be made from it provided the drive which brought many people to the state. World War I brought a new demand for foodstuffs which in turn brought a new wave of immigrants. Continued expansion of the oil industry plus the movie and automobile industries brought people into the state during the 1920's. During the Depression many people who had lost their farms came to California in the hope of starting a new life. However, it was World War II and the continued defense spending which continued after it which brought one of the greatest migrations ever seen in modern history. It is estimated that over 500,000 people came into California yearly during the 1950's. By 1962 California had become the most populous state in the union and only one third of the people living here had actually been born here.

Over 90% of the people in the state live in what the United States Census Bureau calls a metropolitan area (population of over 25,000.) The Los Angeles-Long Beach and the San Francisco-Oakland areas alone contain over half of the people of the state. These metropolitan communities have diverse economies and all the latest conveniences and goods and services available there. One day soon, social scientists predict, all the area bordered by Santa Barbara on the north, San Diego on the south, San Bernadino-Riverside on the east and the Pacific Ocean on the west will be one huge metropolitan area.

There are, of course, still intermediate and small towns in California. These towns, for the most part, exist in the agricultural and rural recreational areas of the state and have varying degrees of conveniences and goods and services depending on the size of the town.



Careers

As you work on your Heritage and Culture Project, keep an eye out for career possibilities. Ask the people you consult for historical information about their jobs. Some related careers you should look up information on are: Historian (teacher, researcher, writer), Genealogists (tracing family relationships), archeologist (researchers of physical remains of history), Filmmaker, Artist. Also look up historical societies for membership and more information.

Community Pride

The things you've learned about your community will help you understand why it is, as it is today. This makes you and those who've worked with you well suited to seeing how to improve your community for the future. You may choose to restore or preserve some of the Community's history, work on improving its appearance, sharing what you've learned with others, tackling important social or physical needs, or working on planning for future community growth. Do something to improve and contribute to your community. Ask your county 4-H staff for more information and help.

