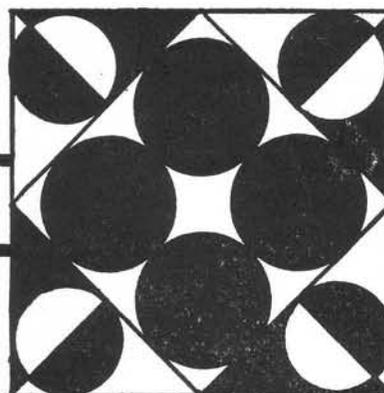


## Idea Corner



### 4-H Fund-Raising in a Rural County

Acquiring sufficient funds for a viable county 4-H program is of constant concern to 4-H leaders and Extension agents. This is particularly difficult where small rural communities are the primary source of funds for several youth organizations.

For the past several years, Lake County 4-H in Leadville, Colorado, has used fairs, bake sales, booster buttons, and cookbook sales to raise money for its annual program. These have been only partially successful in this community of 9,000 people.

Early in 1971, the 4-H Council was asked by the local drug store to distribute 2,000 leaflet advertisements for one of its periodic sales to every household in Leadville. This venture, netting about \$70, was successful, but wasn't repeated.

Then, in early 1972 the local J. C. Penney store manager proposed that 4-H distribute his sale fliers. Besides saving 30 percent in addressing and postal costs, the manager felt that a sale flier delivered per-

sonally to each home in Leadville was a much more complete advertising campaign.

Lake County 4-H leaders, with an annual operating budget of \$650, responded with great enthusiasm. Several current leaders were involved in the 1971 flier distribution program and had a good working knowledge of how such a campaign should be approached.

In just a few days, the leaders prepared detailed maps of the city, showing the estimated number of occupied houses in each city block. This information, taken from a recent Leadville City Directory, was supplemented by personally counting the houses.

Each of the three 4-H Clubs was assigned a particular section of the city. Each club leader was equipped with a detailed map of her respective section and assigned workers to each street in her section.

Disregarding club membership boundaries, workers were assigned, whenever possible, to their own neighborhoods and would perhaps know better some of the local dogs

(only 3 houses were skipped because of troublesome dogs). Generally, each 4-H worker was assigned the entire length of one street and instructed to deliver to all houses for the one block between his street and the next parallel street of each side street encountered to his right as he went down his assigned street.

The fliers were assembled beforehand in packets containing the appropriate number (with several extras) for each street. These were then either placed in a central location (the Extension Office) or delivered to the assigned worker's home. After school on the selected day, the mass distribution began. In less than one hour, nearly 2,200 sale fliers were distributed personally to each living unit in Leadville. At the same time, major outlying districts and mobile home parks were reached.

Luckily, the weather was nice—it has been known to snow during every month of the year here in two-mile high Leadville!

Lake County 4-H coffers are now nearly \$100 richer; a good return for so few hours work. Reactions from the 4-H members have been: "This is fun, let's do it again!" or "May I have more fliers the next time we do this?" Reaction from the 4-H parents, frequently the mainstays of the bake sales, has been nothing but positive. Reaction from 4-H leaders has been, "That went pretty smoothly. We should try it again." And try again they will! Participating in 6 such efforts will provide nearly the total 1972 operating funds for local 4-H programs.

The 4-H leaders have discussed the possibility that in future years other local businesses that hold periodic sales would be approached in hopes that 4-H might distribute their sale advertisements.

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### **Preparing the Urban Change Agent: The Mott Internship Program**

One important measure of an organization's effectiveness is how well its professional staff competencies match the various production requirements. The Extension Service is undergoing rapid change in the nature of the expected output, primarily because of increased programming for urban clientele. The purpose of this "Idea Corner" account is to describe one model for training agents who have or will have an increasing responsibility to the urban society.

#### **Urban Society and Extension**

The trend toward an urban America is affecting Extension programs in many ways. Extension's challenge is to prepare change agents capable of coping with urban problems and the corresponding clientele needs.

Before Extension can adequately match urban needs with staff competencies, changes must be made. The urban change agent must be-

come a part of the urban culture, strive to understand the urban social structure and corresponding program needs, and be committed to serving in the urban society. The "change agent" concept will remain; it's just a new kind of change in a new era.

The internship in an urban setting is suggested as one training approach to meeting these new needs. The Mott Internship in Flint, Michigan, is one training program that can provide experiences in an urban setting. It's recommended that Extension agents consider its potential as a training or retraining device. Hopefully more universities and communities will provide similar interning opportunities throughout the United States, using the Mott model as an example.

#### Mott Internship Program

The Mott Internship Program provides a year's experience in an urban setting. Each year 72 educators from the United States are selected for an intensive program of self-learning and intern experiences in community and urban education. The internship includes academic work at one of Michigan's seven state universities and results in a master's degree or beyond. About 15 Extension agents have participated in the program since its inception in 1964.

Another aspect of the internship includes weekly seminars and a monthly colloquium in Flint. The colloquiums use national personalities noted for their expertise in education with urban people. The sem-

inars and colloquiums examine specific problems or issues related to urban and community education programs.

Important, too, for the Extension agent learning to work in the urban environment is the contact in Flint with the public community schools and their "open-door" policy. The combined experiences in the community school and in various community agencies can provide a unique opportunity toward understanding community coordination needs and potential.

Perhaps most important of all the internship aspects is the opportunity to study in depth one or more community or educational agencies. Interning for at least 6 weeks in one location for about 20 hours each week gives the individual a chance to examine agency objectives and methods of operation, and usually includes various program planning, implementing, and evaluating responsibilities.

One example of an internship assignment involved working for three months in a federally subsidized public housing project. During the assignment, the intern helped develop a vocational training program for ADC mothers, developed a corresponding evaluation program for measuring any changes, prepared a proposal for federal monies to support additional educational programs, and served as a consultant in establishing an urban 4-H program in the housing project.

Another assignment of this same intern involved working for three

months with an interagency rehabilitation program for emotionally and mentally handicapped persons. The intern supplied educational, recreational, and musical leadership for weekly programs and acted as a consultant in planning and evaluating the rehabilitation efforts.

A third assignment included his working for two months with the community's senior citizen program. The intern developed some volunteer leader training materials, planned and conducted a city-wide leader training workshop, and evaluated the training efforts. The intern also served as consultant to volunteer leaders in several senior citizen clubs.

#### Implications for Training Urban Agents

There are several implications for the training of urban Extension agents. One of the critical needs in the urban community that Extension can meet is the coordination and use of existing resources. The Mott Internship provides an example of how one community tries to use all its human and physical resources to effect change.

The program also provides the prospective urban agent with opportunities to test Extension methods in a large community setting. Involving the local citizen in planning, initiating continuous program evaluation, and providing feedback to community residents are measures that can be tried and examined in internship assignments.

In addition, the experience provides for an exposure to various

urban approaches and their limitations. It also provides for contact with other interns who have varied backgrounds and experiences. Above all, the Mott intern approach provides many opportunities for deep involvement with and realistic exposure to various urban problems and programs.

Interns are selected by competition each year. Interns at the master/specialist level receive a \$6,000 stipend. Interns at the doctoral level receive an \$8,000 stipend. Further information on the Mott Internship Program may be obtained by writing to: National Center for Community Education, Mott Fellowship Program, 1017 Avon Street, Flint, Michigan 48503.

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#### Looking at You in Your Home

Over 5,000 Pennsylvania women attended presentations entitled "Looking at You in Your Home" during March and April, 1972. These programs were sponsored jointly by the Cooperative Extension Service and Riverdale Fabrics, in cooperation with six retail stores in Pennsylvania.

The objectives of this educational pilot program were:

1. To provide up-to-date information about new fabrics and their fiber content, finishes, care, and use.

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2. To outline the wide variety of considerations consumers must know about as they select fabrics for garments, window treatments, and wall or furniture coverings.
3. To stimulate interest in home environment and recognize its importance to mental and physical health.
4. To bring community focus on creative and worthwhile programs in Extension through cooperation with manufacturers and retailers.

The project began with clothing and home furnishings specialists working closely with the vice-president of Riverdale Fabrics in setting up program content and format. Then six stores were contacted to see if they were interested in this joint effort to meet the interests and needs of women in their surrounding area. The Extension coordinator, a county home economist, and personnel from each store then worked with them to plan details of the presentations. These varied from store to store, but several things were common to all.

Six to 12 models were chosen by home economists to make and model clothing made from Riverdale Fabrics. Fabrics were donated by local stores and Riverdale Fabrics. In most cases, notions and patterns were also donated by participating stores. Models ranged from 5-year olds to grandmothers, with many 4-H members represented. These models wore their garments during the program to illustrate coordina-

tion of clothing and home furnishings. An illustrated lecture stressing art, consumer, and design principles was given by the Riverdale Fabrics vice-president.

From the time the idea was first proposed, it was eagerly accepted by the fabric manufacturer, the retail stores, county home economists, and homemakers. The large number of homemakers who attended clearly shows there's great interest in improving the home environment and that women are looking for sources of information to help them do this. They were enthusiastic about seeing and hearing what's new in color, design, texture, and decorating trends. It was an educational program from beginning to end with a minimum of advertising.

Each participant made an important contribution to the success of the program. The local stores provided the room settings which varied from a simple stage to detailed vignettes. One store even moved rolls of other fabrics to a truck for the day so more women could be seated in the limited auditorium space.

The number of shows varied from two to four a day. Extra presentations were added at the overwhelming request of local homemakers who wanted to attend. No newspaper publicity was given to the programs; attendance was recruited by county home economists who informed their adult and 4-H groups of the event.

The coordinator helped plan the program, assigned models, and sent out letters to surrounding coun-

ties telling the time and date of presentations and the audience capacity. Each county home economist, in turn, informed her of the number of tickets or space needed by the homemakers from her area. Many counties arranged for a bus to transport interested people.

In terms of time and availability of materials, no one person or group would be able to do this without the

help of others. But, when Extension is able to cooperate with local businesses and manufacturers, the results are satisfying. This points out the need for further cooperation among all groups to keep consumers up to date.

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