

Information and materials are provided on business and industries, emphasizing employment and the impact of changing technology on adequately preparing for employment. They help youth to gain greater understanding of the world of work.

Information dealing with school dropout problems includes ways of gaining training other than in school.

To increase the number of youth who use employment services, persons from public and private employment agencies are enlisted to inform youth of the help available. Their offices are visited.

Training is given in preparing for and conducting one's self at an employment interview.

Supervised practice in filling out an employment application blank is provided.

In a study completed recently it was shown that only 5 percent of low-income teenagers in Washington, D.C., participate in nationally known youth organizations. However, 95.4 percent of the low-income teenagers said they have heard of 4-H. The study further pointed out that, since teenagers have strong feelings of wanting to belong, a well-known organization such as 4-H has a distinct advantage in interesting young people in the cities.

In summary, the first and perhaps the greatest contribution of the 4-H program has been to help children to be more successful in school by reinforcing their school experiences. The voluntary nature of the program, the smaller informal groups, the home-and-life-related experiences, may be major reasons for this success. This is best summed up by the words of an older girl who had been in 4-H for three years and who was employed as a summer assistant: "These children need love, personal attention, and a personal relationship more than subject matter. At least, they need these before they will respond to subject matter." Parents who urged their children to join 4-H explained, "We have seen that 4-H does things *with* them, not just *for* them. You help them do more for themselves."

Methodology

Educational methods for the District of Columbia will be patterned after those which have been tested and found effective in Extension's developmental projects recently carried out in low-income areas.

Home visits and personal contacts will be used extensively in the initial efforts of Extension because the hard-core poor typically do not actively seek out educational opportunities, and they are not accustomed to meeting in groups. Such contacts will aid in gaining the confidence of the people, identifying problems and level of knowledge, and acquainting local residents with program opportunities.

Eventually, individuals will be involved in group learning experiences, because research shows that people learn some things better in a group situation. Also, the time of the Extension worker is spent more efficiently in group work.

The total family approach will be used. Educational experiences will be directed at the various family members simultaneously, although they may be in different groups. Programs by radio and TV, newsletters, and leaflets will be directed to the family.

Educational materials will be placed in such centers as libraries, doctors' waiting rooms, laundromats, beauty parlors, barber shops, grocery stores, youth centers, and neighborhood houses. Tours of supermarkets and thrift shops featuring secondhand clothing will be used to teach comparison shopping.

Local advisory groups and potential participants will be used to identify problems so that the program will be responsive to local needs. Other relevant Government agencies and local organizations will be involved by serving on advisory groups, providing entree into homes, identifying problems and participants, reinforcing learning, and serving as volunteers.

Extension administration in the District of Columbia

Extension work in the District of Columbia would be administered similar to the method authorized by the Smith-Lever Act (7 U.S.C. 341-346, 347a, 348, 349). The Secretary of Agriculture should be authorized to adapt Extension programs to the needs of the District of Columbia. A memorandum of understanding would be signed between the President of the Federal City College and the Secretary of Agriculture. It would set forth mutual working relationships and responsibilities.