

## **Correspondence – 4H**

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UNITED STATES DEPARTMENT OF AGRICULTURE  
EXTENSION SERVICE  
WASHINGTON, D.C. 20250

*Cooperating with Land Grant  
Colleges and Universities*

August 23, 1974

The Honorable Jimmy Carter  
Governor and 1974 Campaign Chairman  
Democratic National Committee  
P.O. Box 1524  
Atlanta, Georgia 30301

Dear Governor Carter:

Thanks for the interest expressed in your letter of July 16, 1974, relative to issues of nationwide concern in the 4-H program. I appreciate the opportunity to respond and will be pleased to keep you informed as additional issues may arise.

4-H programs are, as I am sure you already know, a vital phase of the State Cooperative Extension Service. The highly unusual partnership of the U.S. Department of Agriculture, the Land Grant Universities, the State Cooperative Extension Services with their local and municipal offices, State and local governments, Congress and private business, places 4-H in a unique position to effectively serve youth of all economic, social, racial and geographic backgrounds.

Through our contacts with 4-H program leaders, volunteers and youth in the States, other youth-serving agencies, other federal agencies, and public and private research and surveys, we are continuously identifying concerns of youth and ways in which 4-H programs can more effectively assist youth in coping with these concerns.

These concerns are periodically expressed in updating 4-H curriculum and 4-H priority missions. I am happy to share with you some of the concerns of youth to which 4-H is currently attempting to respond. In keeping with our position as federal employees, we are not suggesting these in any politically partisan sense but as long range concerns which need to be more adequately addressed. In that context, there is need for:

- Youth to become effective participants in the economic system in preparation for career and job opportunities.
- Youth to become active participants in the development of their communities including involvement in public decision-making processes, as well as in action programs.

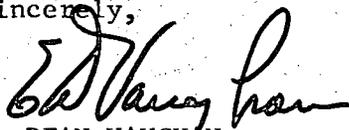
- Further development and expansion of physical and mental health education programs for youth. Teenage and younger youth are increasingly confronted with difficult physical and mental health decisions such as drugs, fad diets, alcoholism, stress and physical fitness. Factors complicating these decisions include increasing populations which force us to live in ever closer proximity, increasing social pressures, changing family and community life styles, and environmental stresses.
- Development of programs to assist juvenile offenders, potential juvenile offenders, and runaways to cope with and adjust to societal pressures. These situations require positive approaches for youth caught up in negative situations and major increases in youth serving programs such as 4-H in an attempt to alleviate this increasingly oppressive problem.
- Additional opportunities for youth to develop leisure connected skills, practice leadership of leisure activities with other individuals, youth or community groups, survey recreational and leisure opportunities in the community and establish life long leisure and recreation interests.
- Further development and expansion of consumer education programs for youth. Almost half of our population is under twenty-one years of age. How effectively these young people become responsible consumer-citizens will not only influence their level of living, but will also affect the quality of life in the total environment. Teenagers themselves are spending over \$20 billion annually.
- Greater opportunities for youth to develop cultural understanding and exchanges including learning more about their own heritage and the contributions to America made by those with similar backgrounds; understanding other cultures and backgrounds both in this country and in other countries; exchanging visits with those living in other communities and circumstances; building understanding among youth and adults in rural and urban areas.
- Further development of educational programs in the area of ecology, natural resources and environment including how natural resources relate to each other, how people are a part of the ecological scheme and the role youth play in the conservation of natural resources. Expanded educational programs for youth in the acquisition of knowledge of scientific principles and application of technological skills in a rapidly changing society.

- Development of leadership skills of young people (and adults) for work with and guidance of young people and in service to others. This includes the need for college curriculum in the area of youth development to prepare professionals for administration of youth programs; expansion of the use of paraprofessionals; and continuous development of adult and youth volunteer leadership.
- Programs that help youth to cope with impending world food needs including maintenance of a strong and viable U.S. Agricultural industry.

It is hoped that the above will be helpful to you in identifying some of the concerns relating to the development of programs to help meet the needs and interests of young people today.

The invitation to visit your offices in Atlanta to discuss these identified issues is appreciated. If I may be of further assistance, please contact me at your convenience.

Sincerely,



E. DEAN VAUGHAN  
Assistant Administrator  
4-H - Youth