

# Kenyon College

## Digital Kenyon: Research, Scholarship, and Creative Exchange

---

Interviews

Life Along the Kokosing

---

11-2-1999

### Interview with Larry Hall

Rebecca Chamberlin

Larry Hall

Follow this and additional works at: [https://digital.kenyon.edu/lak\\_interviews](https://digital.kenyon.edu/lak_interviews)

---

#### Recommended Citation

Chamberlin, Rebecca and Hall, Larry, "Interview with Larry Hall" (1999). *Interviews*. 26.  
[https://digital.kenyon.edu/lak\\_interviews/26](https://digital.kenyon.edu/lak_interviews/26)

This Book is brought to you for free and open access by the Life Along the Kokosing at Digital Kenyon: Research, Scholarship, and Creative Exchange. It has been accepted for inclusion in Interviews by an authorized administrator of Digital Kenyon: Research, Scholarship, and Creative Exchange. For more information, please contact [noltj@kenyon.edu](mailto:noltj@kenyon.edu).

Accession number: LAK-RC-a110299.A  
Researcher=s name: Rebecca Chamberlin  
Place: OSU Extension Office 1025 Harcourt Rd. Mt. Vernon  
Co-Workers present: None

RC: For the Rural Life Center; Theme: Life Along the Kokosing; Accession Number: LAK-RC-A110299.A. This is Rebecca Chamberlin and I=m talking to Larry Hall from the OSU Extension Office, and it=s November 2, 1999.

[1:15PM at 1025 Harcourt Rd. Mt. Vernon OH]  
So are you from this area?

LH: Yes; I still live on the family farm.

RC: So is that the one on New Gambier Road?

LH: No, that=s one of my cousins. My father=s original birthplace was there on 229, just West of Gambier, but my family farm is North of Mount Vernon.

RC: What is your education[a] background as far as this position?

LH: I graduated from Mount Vernon High School, went into the Navy for four years, and then got an undergraduate degreeCbachelor=s degreeCin Zoology from Ohio State University, and then came back as a 4-H volunteer, and was hired into this position as extension agent 4-H youth development, with the proviso that I get a master=s degree and so that=s what I=m working on now is completing my master=s degree requirements to maintain my position.

RC: How many years have you been working on your master=s and how many years have you been in this position?

LH: About the same amount. Almost six years; they allow me to do my master=s kinda part-time while I=m working full-time. I have not taken any time off to do it. All my class work is done, soCin essence all my class work was done two years ago, easily; but now it=s just a matter of writing my thesis.

RC: What is your thesis?

LH: My thesis is working on perceptions of work force preparation of secondary school students here in Knox county. I serve 1884 high schoolers regarding their various concepts and competencies related to being ready for the work force. And I=m compiling all that data and trying to put it down into words what I=ve found.

RC: Has there been any interesting observations that you=ve made, some surprising things?

LH: Well, not too many surprising things other than some things that float to the top. They feel that there=s a strong importance in being a responsible citizen and serving the public, whichCwhen you read the mediaCsometimes you think that young people don=t care about their communities, but a good many of these people do. Some of the sources of the information, where

they're getting their experience, of course you would anticipate that performing math calculations and learning to read and writing so others can understand those sources of experience come mainly from school. But a lot of times the family setting is where they get most of their experience as far as getting ready for the work force. Of course, the younger they are, the less experience they have, like freshmen would not have interviewed for as many jobs as, say, a senior would. But there are still many seniors who do not feel that they have any experience in things like interviewing for a job, writing a resume, hanging onto a job once they get it, so there's some interesting aspects that come out of this.

RC: Do you think that the students like to be involved with their community or do you think that has something to do with this community in particular, Knox County and the Mount Vernon area?

LH: I think it probably is more prevalent in a rural setting such as this, and I surveyed all of the schools some students from each of the schools; I think that sometimes in the rural, the really small towns there may even be a larger percentage of students who feel drawn to help their community. Whether that's something that they have just been a part of, uh, a lot of them did get some of their community service from youth organizations such as church, 4-H, FFA, and Scouting. We held that as one of the answers that they could pick from, and a good many of them did select a youth organization they had been part of.

RC: And one other quick question about serving, just because that might be a technique we'll be using as well; especially in the student situation do you think they took the survey seriously and they gave you good, valid answers or did you have some, kinda

LH: I think for the most part, yes, they did take it seriously. I purposefully made it a very simple survey that they could complete in maybe ten minutes. I wanted to keep it simple. I was asking them questions about their conceptions, not having them prove their competency in any particular area. Yes, there were some flip answers that you'll get when you survey that many people. But my validity as far as the valid answers I had and extra answers that I could not count, I had at least a 95% valid ratio as far as all my answers. I asked a total of 69 questions relating to work force preparation and then I went through the demographics.

RC: What high schools did you interview?

LH: Mount Vernon, Fredericktown, Danville, Centerburg, East Knox, so I got the five main schools in this area.

RC: You're related to the Halls, that family that was on the Rural Delivery tapes, do you remember that?

LH: Alvy's father was my great uncle.

RC: As far as your 4-H involvement: I've heard that they're involved with the river monitoring. Are you involved with that as well?

LH: Yes. We have a number of natural resource-based programs in 4-H, and any time that we can pull in another program, we like to see where it fits in the whole program. Of course, in 4-H we have regular project books that they can take Ohio Birds, and Exploring the Outdoors, Fishing for the Beginner and Intermediate just to name a few. We also have the Ohio 4-H WHEP program, it stands for Wildlife Habitat Evaluation Program; it was started in the past two years in

Ohio, but had been going on for the past twelve years in the United States in about 26-30 different states. We learned about it from a client who walked through our door and said, "What do you know about the National Wildlife Invitational?" and I said, "I don't know anything about it." So I did an e-mail to the USDA, in DC. They put my message back to me and they said talk to this Tom Barnes in Kentucky, which I did. He was, at that time, the president of the National WHEP program. And he came up and did the initial training for WHEP coaches at 4H Camp Ohio, in Licking County, where he trained 40 volunteers representing 30 Ohio Counties to become WHEP coaches. And they work with young people, who go through competitions and learn about not just their local biome and environment and what animal species are endemic to that area but they also learn, if they are fortunate to go onto the National level, they learn about other biomes and get to travel and do some neat things there and So, after they had the initial training, some counties were able to get some 4 person teams. They had a competition and the first year that Ohio was involved, a team from Green County went to the Nationals and placed second in the Nation. But it was already an envirothon team that had worked together, so they knew each other, they already had a lot of the information they just added the WHEP information on top of that. So we have WHEP, and with that we can tie in other groups such as: Ducks Unlimited, Pheasants Forever, Turkey Federation. These are all groups that believe in building habitats for their particular commodity. Then through the Natural Resources and 4H office down in Columbus, Tina Milenovic, who is our state leader there, she had some information from the Ohio Department of Natural Resources [ODNR] division of rivers, that they were looking for volunteers to do stream monitoring especially Scenic River streams. And of course, with the Kokosing being newly named as a Scenic River, that rang a bell with us. So Chris Bickhart came up and did a training up at the Fredericktown Community Park several months ago May or June June it was. And gave us instruction, and materials, and equipment to do stream monitoring in riffle areas of the Kokosing River. We had approximately 30 people there that day.

RC: Were they all students or were there adults as well?

LH: It was a mixture we had a few adults there, but the young people probably outnumbered the adults. It was a hands on training. We went out in a riffle area where the scenic river starts as far as ODNR calls it. They start at this one riffle area by Fredericktown. So we waded out into the water and learned how to scan learned how to scrap the rocks with our hands and dislodge some the creatures that would be living around there. And then we took the scans up on the bank and tried to do counts of the macro-invertebrates and other organisms that we found. We learned how to do a count how to fill out a form and how those could be turned in. Then different groups were assigned different riffle areas along the Kokosing that coincided where a bridge crossed the river, so it would be easy access, we wouldn't be trespassing on private lands and things like that. So some of those groups have been active they ask that we do it three times a year and we can pick the dates and we go out. The reason we are studying the macro-invertebrates is that they are grouped according to their susceptibility to pollution. Some organisms are very sensitive to pollution and can get wiped out with the slightest amount of pollution. Some are a little more tolerant and some are very tolerant such as some of the snails that have pocket snails because they can go to the surface, get air for oxygen, and then go back down whereas a gill snail has to run water through its gills and derive the oxygen out of there. If it is in a polluted river they will not last as long. And so they gave us a lot of different aspects on there. The reason that we look for all three groups is not only does it tell us if there is a good mixture of species and perhaps saying that the pollution levels are low but if certain groups are missing it can also tell us the amount of time that has passed since the event that might have polluted the stream.

RC: What were the results? And or, do you continue to do this?

LH: We continue to do this, and that is where I would recommend that you talk to Bob Gables or Chris Bickhart from ODNR cause they are the ones who after the information is gathered, can determine well where we have species that are being wiped out . Maybe we need to go up and investigate and walk the stream and try to find out where a new source of pollution might be. So we are just information gathers.

RC: You haven't heard any results?

LH: No. This is an ongoing project that I anticipate will go on for years.

RC: All right. And most of the kids involved, they found out through 4H? Or they weren't?

LH: Right. They were already 4Hers. What I try to look for, as the agent, is groups of people that are interested in particular areas. And Natural Resources, I feel has been a little under served in certain aspects. And that now that we have access to all these great programs, I want to make young people aware that they are there. It is also part of work force preparation, because some of these young people if they have an interest early on in natural resources and you give them the opportunity to get out there and get wet and get their hands dirty and find out what it is really like. They may decide A) I don't ever want to do this kind of work and that is a good thing to know early on in life. Or B) I *really* like this kind of work, I want to find out more about it. I want to get on the internet and search about it. I want to shadow people that are doing that kind of work. And that gives them a leg up by the time they get through high school. They already know what area they want to head into what type of major they may want to pursue, because they have already been out there doing the work not just reading about it in a pamphlet.

RC: And how involved does 4H get with the high schools in the area? Like you said, the envirothon and for me, that was a high school team.

LH: Right as a 4H agent, I have assisted in some envirothon trainings for envirothon teams. I do not necessarily go into the schools you know to work directly with the envirothon teams. If they have a work out session, we will get involved in that regard and many of the young people are FFA members and 4H members already. And so we can give them additional information through our resources, if they come and ask about it and are sent our way from a teacher or other avenues like that that's why we are here for resource development. We do have some programs whereby we go it to the schools or provide teachers in schools with either hands on equipment or curricula, teacher lesson plans, things like this. We have an older an older program called "Acorns to Oaks" which some classes use for an arbor day thing, where they learn about germination of seeds, and how seeds turn into trees, and how they should be planted and things like this. We have other biological related projects such as "Beans About Water" and "Splash H2O." We have an embryology project where they actually incubate chicken eggs, and hatch them and can candle the eggs. And if they have a failed hatch, they can break apart the egg, and know what embryological level the egg stopped at and try to key it back to what might have happened, as to why it didn't develop all the way. So there is a lot of different aspects that 4H can get involve with the school either coming in and giving them programming or just giving them the printed materials, and we provide incubators to a lot of the third grade classrooms in the county so that they can do these studies on a time schedule that works best for them.

RC: The teacher that was in the paper a couple weeks ago about using the river as did you read

that article?

LH: I don't think so.

RC: She was with, I believe the Mount Vernon Middle School and she does river monitoring as well. Are you involved with her at all?

LH: I don't believe so, I don't remember the article but

RC: And I can't remember her name either. I think it was Seward, I am not sure.

LH: Some of the teachers have already made their own contacts with ODNR to do the river monitoring.

RC: So a lot of the times, they can work directly with ODNR.

LH: Oh sure.

RC: Moving on to farming. Do you have much involvement with that with issues along the Kokosing River and with farming? Is there much you can say with that?

LH: Well, on my own farm, I do not do the crop farming, we cash rent to a local neighbor. But we do try to maintain buffer zones, riparian zones along the streams so that anything that is sprayed on the fields gets absorbed into the soil and not washed off and directly into the streams, as a way of polluting. If there are erosion problems we try to put debris and things along the banks to keep the erosion to a minimum, so that a flood time the river doesn't start working its way out into the crop land, you know, taking away crop land, taking away valuable topsoil. As a farmer, we are aware of the public's perceptions, or misperceptions sometimes. That they think that sometimes if we go out and spread manure on the fields, that that is a pollution. But, actually what it is, is a fertilizer that keeps us from having to put as much chemicals on the land as some have to do. And by doing periodic testing we know what it is that the land needs, we don't just indiscriminately add more and more chemicals each year just because it has always been done that way. Through extension we are doing a research project using GPS System (Geo-Positioning System) whereby we can map a field: know exactly just how large it is, they can do spot checks of soil samples, and we can tell within 14 inches from one year to the next where we took a sample from. This equipment feeds into a computer, and then the same equipment can be placed on a combine or a harvesting piece of equipment. And as the harvesting is being done, it can measure the yield, moisture, and then we can look at the fertility of the land. That in turn, for the following year, can tell us: where we should put most of our seed, where maybe we should hold back seed, where we should put more spray, where we should put less spray. So, and so this equipment can be adapted to planters and sprayers. And as it moves across the field, the GPS, through satellite imaging can tell the computer, okay, this is an area that doesn't yield very much grain so don't waste seed, or spray, or fertilizer in this particular area go sparse here and go more in another area

RC: And how does a farmer go about getting this equipment? Does he have to pay for it?

LH: For the research project, they do have to pay part of it, part of the cost of this is handled through OSU and some grant moneys that we have gotten. In the future, once the system is perfected, a farmer will have to make a decision do I put a few extra thousand dollars into this

equipment to give me more information on how to do prescription farming or do I do it how I have always done it? The idea is to increase yield, reduce pollution, reduce the number of times that you have to cross a field with a piece of equipment, because you are compacting the soil. We run the spectrum from those who use traditional tillage methods, to those who use a no-till, to our organic farmers. And there are ways, that this type of technology with prescription farming can be beneficial to all those types of farmers.

RC: So that is what is being called is prescription farming? So it is more specialized?

LH: It is specialized to an individual field—not just to a region, but a particular acreage can be cut up to sections on the computer readout, so we know what areas are producing the most and which area either going to take more work or you put less money into them because they are not going to be as productive.

RC: And how long has this research been going on?

LH: I think—one of our ag agents, John Barker, and I think he is in his third year now, of a planned 5 year program. But he could give you a lot more information on that.

RC: So how are you involved with it?

LH: Mainly, just getting the word out to some of my clients—some of the 4Hers, just to let them know what is being done. John has gone to the Knox County Career Center and given a demonstration of how the GPS system works and explain the computer that he has on this quad-runner. Plus he has, once the crops start coming up, he can out this equipment on his back in a backpack and walk the field and get the same kind of information on location of different areas.

RC: Has the county responded well to this—the farmers in the area?

LH: So far. We had a couple of farmers who adapted into it very quickly. The Piers, they are in it for all 5 years of the research. And they are giving different information via little zip cards on the computer—that they can go and run a certain field and bring back the card. John can input it in the computer and gather all this data and show over a period of years if what they tried to do to change things is having an effect.

RC: Does this family, the Piers, have ant land along the river? The Kokosing as well?

LH: Yes. Right. They have several hundred acres spread out through Knox County.

RC: So there are other people as well that I should talk to about the farming issues.

LH: Absolutely.

RC: Do you know much about the pesticide and grazing rights—do you work much with the farmers on that?

LH: That part, I don't have much to do, I usually refer them to Troy Cooper, he is another ag agent in our office. He works with livestock issues and of course, John Barker with the agronomy issues with the plants. The two of them do the mandatory pesticide training here in Knox County.

RC: And is there much relationship between the parents who are farming and the children that you have in the 4H programs? Do you often find out information for the kids that can be relayed to other people in the office?

LH: Oh certainly. A lot of time when the young people are learning about a certain aspect, it has to do with what the family farm business is doing. And so, not only see the youth in here asking questions, their parents are in here and they start dovetailing the issues. Perhaps they want to get into rotational grazing as they are raising animals, not just for 4H, or FFA, but also as a family business to utilize an area that can't be tilled for whatever reason maybe it is really hilly country or something so they are raising some cattle on the hilly ground. They want to know how to make the best use of the land. So the management intensive grazing has been a really hot topic the last few years. Some of our predecessor agents who have been in this office have been involved in that over the years.

RC: Beyond just farming, do you know much about additional water quality issues? Is there anything big going on as far as water quality with the Kokosing?

LH: Personally, I have not been involved, I know that the public has been very concerned about the Del-Co water issues. Troy, and John and Ella May Bard, our family consumer science and community development agent, have been more involved with the farmland preservation issues and they would be the people to talk to about issues of farmland preservation and the water quality issue and those kind of aspects.

RC: The kids that you work with how many are still very intent on staying in farming?

LH: I don't know that we have ever asked the question. In our traditional community club, population, we have 1,450 young people. Of that 1,450, only about 450 actually live on farms. I couldn't even hazard to guess as to what percentage of that 450 who live on farms now plan on continuing to live on farms after they graduate from high school. But there are some that do. I mean, that grow up knowing that whether they go on to a post secondary school after high school or not, they plan on staying with the land and working it as a family business.

RC: Have you found that it is almost required to get a post secondary education to farm anymore?

LH: Not so much required, but I think that young people are finding out that it is wise to get some type of technical training. They do not need to have a four year college degree necessarily, but agro-business being so diverse, and agriculture still being our number one money producing field in Ohio. If they can find a niche there, that they are interested in and that will support them, they are certainly willing to go out and get some additional training to further diversify what they are doing presently. Things have changed a lot. It's important for them to know the regulations and the techniques, the technology, before they leap into working with the farmland.

RC: And you mentioned about Ducks Unlimited do you know if that is a national organization?

LH: Yes it is, I am not a member of Ducks Unlimited. I am a member of Pheasants Forever. We do have a chapter in Knox County.



RC: And they are involved with water quality as well? How involved are they with issues along the Kokosing?

LH: For Pheasant Forever, we are about the business for creating habitat for wildlife. When you create habitat for one type of wildlife, there are certain other species that can also benefit from that. Pheasants are necessarily a wetland type bird. They do not have to be in marsh land. As long as they have access to clean water—that is the main thing. Their particular qualifications are: they need to have some edge where—if you had a giant field of wheat—that would not necessarily support a lot of pheasants. It's the edges that do. The best habitat that we can provide is a cover crop warm season grasses: switch grass and some of the other species of grasses. They don't have to be in large plots, but the pheasants need them for hiding, nesting sites and for food. It needs to be somewhere close to a source of water, but it doesn't have to be a large source of water. They will roam far enough to get a little bit of water, but they still need the cover. And that is where some of those riparian zones help. They don't need to be in a heavily forested area. In fact, they do better out in the grass land where is not into a forest stage yet. The other unique thing about pheasants is that Pheasants forever does not support raising pheasants and releasing them into the habitat.

[End Side A Begin Side B]

RC: Okay we can start back up.

LH: Okay. As I was saying Pheasants Forever does not support release of live birds into the habitat. I liken it to the "Field of Dreams" movie—where if you build it they will come. And that is exactly what we do. We build the habitats and the pheasants will naturally come into that area, as their population increases and they start branching out. There are certain townships that we do target because of the type of land they're in is better, more beneficial for a pheasant population. So we are working with opening up opportunities for youth in 4H and FFA and the WHEP to learn how to create this habitat and benefiting the farmers who may have their land in an agreement with the federal government where they won't farm the land but they need to have some kind of cover crops so that they don't have erosion. The government will allow them to have some of this land in a grassy state that they only have to mow just periodically year. So they can actually let wildlife grow there and mow it at a time where it would not harm the wildlife that much

RC: How is the pheasant population? Have they been threatened here at all?

LH: Not really threatened. I believe that they are increasing as we create more habitat. But no, they were not an endangered species in this area.

RC: And how you found in this region, like you said about Pheasants and Ducks Unlimited, do they work together pretty well? Like you said about bringing in 4H members and

LH: We don't have much communication with the other groups. I think they could do a lot more with getting the young people involved. It takes proactive people. It takes folks that have some connection with these various groups and some how see the fruitfulness of involving the young people.

RC: Can you think about any other avenue for young people in concern to the river. You said with the monitoring, but do you think that there are other programs that could be created to

include..?

LH: Oh absolutely. Through some of the park departments, and I know that we have some parks commissioners and river warden that are always look for ways of increasing recreational use of the river, without it turning into a pollution type situation. I think that we have the capability of working with the Rails to Trails system especially as it effects crossing the river. We can certainly open up some more educational opportunities, along the trail, along the river for the public to become more aware of what can be done for the river and what has been done in the past, and what has been beneficial as well what has been detrimental. You really need to find ways for people to learn about the area around them or the area that they are visiting without them having to go and do the research themselves. You know at a picnic area, or at a park area along the river and we have a number of those. Putting up some informational placards, brochures, things like this, community service projects where young people and adults alike can get involved in cleaning up the area, keeping it nice for folks. We have a 4H sports fishing program that is just getting started that will allow young people to learn more about fishing and how to utilize the aquatic areas more for not just for fishing but for all kinds of animals that live around the water.

RC: Have the other groups that you previously mentioned, have they tried much if they have a project, like they are improving a riparian zone do they ask kids from the high schools and from 4H to come in and help?

LH: I am not aware that they are, they may have. But I am not aware of any such offerings.

RC: Okay and how would you say of clean-ups and things like that, are they pretty strong around here or do they need to be improved?

LH: Oh they always could be improved. We have a very active set of individuals such as Pam Searer from office of Litter Prevention and Recycling, who gets into clean-up campaigns. I think that now that we have people like Doug McLarnen with the Scenic River Commission trying to make people more aware. Pam also works with the Adopt-a-River Program and she has had at least one 4H club that has adopted a section of the river up by Fredericktown. And periodically they go down and they clean the banks and gets the stuff out that is not beneficial for the river. So it is more awareness.

RC: Do other groups like the Jaycees, do they do stuff like that clean-ups along the Kokosing as well?

LH: I am not aware if they do or not. I know that a lot of those service agencies do community service projects. I am not aware if it is related to the river or not.

RC: The Kokosing is not really that polluted though? It doesn't seem to be?

LH: Not as much as some have been, but could be very easily. It wouldn't take much of a spill to wipe out a lot of species in a certain area. And so we just need to be aware of what we can do. Many times it doesn't involve a lot of work. If we can educate the public so they are not throwing out the litter, doing illegal dumps along the river that might get into the water stream. With the pesticide training we explain to farmers and orchard growers how best manage there land. I think we can go a long way with keeping the river clean.

RC: And do you work with that your 4H programs with kids as well? If they are interested in

farming do you give helpful tips how to keep from polluting water supplies? Is that part of program?

LH: What I would do is if they have particular interests in say, what pesticides to use, or what type of tillage to use, I would refer them on to agricultural agents cause they are the ones that work with that. They are the ones that provide clinics and explanations and field days and things like that.

RC: Do you think, as a community, that the Kokosing river has a pretty strong impact on this area? Or is something that is just kind of taken as part of the landscape?

LH: Well, I am sure that some people must take it for granted, a good number of people the area are cognizant that we need to have clean rivers. I think many of the people in the area do appreciate what we have. They may not know enough or have enough education about how they can actually help with out doing certain things or how not to pollute, just by changing some of their behaviors?

RC: Do you think it is a land mark for them? Is it something that they use of what identifies Knox County at all? Or is it not that strong an influence?

LH: Oh some people, I think like to say that we have the Kokosing River here, especially when out of towners can't even pronounce the name, because of the Indian derivation. And we are more aware now because of the tourism that is starting to increase in Know County of how it is a draw. The Kokosing Gap Trail is a draw. The Kokosing River. The canoe liveries.

[Stop tape for a phone call, resume tape]

RC: Getting back to it. Do you have any childhood stories of the Kokosing river? Was it something that you fished in a lot as a kid or?

LH: I didn't do much of fishing of the Kokosing, but we did my farm is very close to the Kokosing. We have a tributary of it Jobs Run that goes through our farm and within about 70 yard turns into a branch of the Kokosing, the north branch. As a kid, we use to go out there and have campouts and splash around in the water and just enjoy being around streams you could wade in. We sate for minnows for bate I never was much of a fisherman. We wanted to make sure that we had good water for our livestock. I grew up on a dairy farm and knew how important it was to have a good source of water. Now we didn't typically have the animals in the stream and ideally you should keep animals, especially livestock, out of a stream because of contamination of manure and things like that. So a lot of times what we would do was have well water up closer to the barn where they could use the stock tank and such, but it certainly was an area that we tried to keep clean and even now what I try to do it try to let the natural progression of trees and bushes in that riparian zone to stay there and rather than trying to come in and try to come in and bulldoze all that area out like some people have done as they develop land for redevelop you know selling off little 5 acre plots and things like that. I want to maintain the area and try to work with the natural forces of the water. Every now and then we have to go in and straighten one of the streams a little bit as it runs under on of the bridges just so it doesn't erode the bank and weaken the bridge and cause other problems.

RC: And I just want to make sure I have your job straight. So what you do is with the 4H but there are other parts involved with that?

LH: As an extension agent with 4H youth development, my primary audience is youth that either are involved in 4H or could potentially be involved in 4H. In that vein I work with training adult volunteers and training teen volunteers, because with so many young people involved in the program, there is no way that I could do it or that the office staff could handle getting information to all these people without having a good volunteer base of about 350 volunteers. Yes I am involved in getting project materials the young people and I am involved in training volunteers and trying to find niches for them. Not every body necessarily wants to be a club volunteer. They may want to be a key leader where they work with certain parts of the program. I can send people to them if they have questions. We also do the school enrichment, were we can get some of the printed material into the hands of the teachers. We also do some special emphasis programming, and I mentioned the sports fishing, and WHEP. We have a juvenile diversion program that we work with the courts. We have a car teen program where 4H teenagers act as peer counselors to teenage traffic offenders. We=re working with a local horse farm and at risk audiences to give them motivation to do better in school, to attend school, to do better work with their schoolworkCin exchange they can come out and learn about horses and ride horses. And these are kids that probably would not be able to do much with horses >cause they could afford to house them or feed them, have them in their backyards, things like this. We also have 4H shooting sports, we have certified instructors that work with archery and air pistols and air rifles and shot guns. Work with young people and their families teaching them the safe way to deal with firearms. We have hunter education, which is partly through ODNR, but partly through 4H. Some of the same instructors who are certified through 4H shooting sports are also hunter education instructors. I am a hunter education instructor, even though I am not a hunterCdon=t consider myself a hunter. I work on the safety aspect of it. We have a lot of tie ins with a lot of other agencies. We=ll sometimes take some of our programming to Big Brothers/Big Sisters. Through the Red Cross, they provide us with babysitting training or CPR or first-aid training, for some of our people. The health department and OSU Extension works a lot together works together for providing information with health and safety fairs, for getting out into the community and doing some community service that benefits a larger part of the population than just 4Hers. So there are a lot of different ways, as an extension agent that I get involved. And of course, My specialization area is work force preparation. And that, I work a lot with the schools and helping them, giving them so information, serving as an advisory board member, giving them ideas that they can get involved with to benefit their young people. And then other members of our team here, also work with adults and work force preparation, as well.

RC: And I think that this is going to be the last question. And personally when you think of the Kokosing river, what comes to mind for you?

LH: Well, I think that it is one of our natural wonders that we have here in the county. It was here before we were. Hopefully it will be here after we are goneCand that we need to take care of what we already have. Not take it for granted. Let it be a living part of our area. We can utilize its benefits without tearing it apart. We can benefit other people that visit the area by making it more pleasingCwith the understanding that what you do in one area will benefit some people and will be detrimental to other people. So we have to learn to work as a community and find some of the best solutions and there is no one best answer on how to deal with.

RC: Okay, I think that is it. Thank you very much.

LH: Your welcome

[end tape. After I stopped recording I got the phone numbers of the people he mentioned and went met some of the other people in the office. I have a lot of good source as well as some clean up dates from the interview.]