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EXTENSION SERVICE REVIEW

the values of graduate study

VOLUME 34 • NO. 1 • JANUARY 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guidposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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EDITORIAL

Here's a quote from "Graduate Study for Me—A Guide for Extension Workers," by Mary L. Collings that seems to me bears repeating:

"If you can possibly manage the leave and the expense, you will do well to devote full time to graduate study. You will do more reading, discussing and thinking of what you are learning.

"Your study program, if given full time, will take on more depth. Teachers are more available for counseling. There is the atmosphere of a great university and the society of scholars to encourage you to greater appreciation of learning."—WAL

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A Matter of Degrees

by DR. H. R. ALBRECHT, President,
North Dakota State University

SPEAKERS and writers addressing themselves to the academic requisites of workers in the Cooperative Extension Service generally arrive at these three points:

We have been thrust into an environment of constant and rapid change.

We are being overwhelmed by the quickening pace and staggering volume of newly-discovered knowledge.

We must become thoroughly knowledgeable in the use of improved Extension teaching methods.

These points have become almost trite, but their values have undiminished significance. The reason is simple enough: Thus far, Extension in many quarters still has not placed first priority on its educational role, preferring to emphasize service aspects of the job. This causes most speakers and writers to observe also that:

Industry, mass media, certain governmental agencies, and other groups have become exceptionally active in the service field. In many cases they have out-distanced Extension as contacts for information in agriculture or home economics.

Extension's responsibilities now include broad programming in the areas of social, community, family, and youth development. Many times these call for competencies foreign to Extension's past, even when they can be geared directly into the production complex.

To fulfill its mandate in its most nearly complete sense, Cooperative Extension programs must involve progressively more of the university's total resources.

These three points, like those listed previously, would indicate that Cooperative Extension's future must become more oriented towards its educational role. This role is rarely the one under attack when it is suggested that the dimensions of the program be curtailed for such uncertain reasons like the reduced numbers of farms and farmers, and the farm surplus problem. It is the role referred to when it is proposed, almost paradoxically, that the Cooperative Extension approach would be useful for nonfarm constituencies and in subject matter areas outside agriculture and home economics.

Extension has lived, grown, and adjusted to the influences of two World Wars and other international conflicts, economic busts and booms, television, hybrid corn and artificial breeding, vitamins and antibiotics, fewer farms but a growing suburbia, school jointures, PTA's and higher taxes, DDT and irrigation, Federal farm programs, and a host of federal agencies.

For the most part, through much of this period of development, Cooperative Extension kept its program relatively uncomplicated. The program has featured strong emphasis on production and services, with a high degree of independence and even isolation, and often with minimal coordination within its own structure.

New Academic Achievements

The fact that Extension could develop and maintain a highly successful program within such a complex only served to effect a greater disassociation with the rest of the university and to minimize the interest and participation of the Service in professional or inservice training. Extension's exhaustive soul-searching, however, has implemented a noticeable improvement in its academic levels of achievement. For example:

Surveys of the degree status of agronomists associated with land-grant colleges in 1958 and in 1961 showed research and instruction personnel rising strongly to the fore insofar as degree status is concerned. But circumstances among Extension specialists are improving rapidly.

The implications for Extension are more or less apparent. What holds true for agronomy is perhaps little different from other areas of agriculture or home economics.

As Cooperative Extension moves more deeply into the university structure, as it invariably must, it has to attain levels of academic and professional achievement comparable to those expected of research and instruction. This means more advanced degrees and greater participation in professional affairs. This also means meeting academic obligations face to face with all elements of the university to assure acceptance of Extension (yes, including general) as a legitimate and essential function of the university.

(See Degrees, page 22)

Why Graduate Study

by DR. NAOMI G. ALBANESE, DEAN, School of Home Economics,
The Woman's College of the University of North Carolina

As THE system of higher education becomes more massive, and society itself becomes more complex, the need for trained intelligence will grow and so will the importance of graduate study. With the growing influence of graduate education and with the sacrifices graduate study requires from an individual, it is legitimate to ask yourself why go to the effort, expense, and time to pursue an advanced degree.

We are aware of the dire need of the highly trained specialist in this age of scientific and technological innovations. The words of John W. Studebaker, former U. S. Commissioner of Education, are more relevant in 1963 than in 1939 when he said:

> As never before, human welfare today depends upon the results of research, and upon the steady streams of scholars needed for the increasingly arduous demands of intellectual leadership. That unit of our educational system most directly responsible for stimulating research and for developing scholarly leadership is the graduate schools.

Need for Graduate School

The graduate school, in the words of Jaques Barzun, is "the helper of scholarship's conscience." The survival of our way of life rests on our maintenance of a strong, alive institution devoted to the extension of knowledge and to its communication.

The American graduate school exists for: (1) the training of researchers and for carrying on basic research; (2) the preparation of experts in such fields as business, industry, government, agriculture, and public welfare; and (3) the preparation of men and women for careers in college teaching.

Prerequisites to Consider

As one considers graduate study, the relevance of the objectives of a graduate program must be carefully weighed. Relevance, however, is not enough in deciding whether to engage in advanced study. As Professor Thorndike has said, "There are two golden rules for choosing adults for further education: the rule of ability and the rule of interest."

A certain type of ability is desirable for graduate study. Blegen defines it as, "The ability to solve problems—a healthy respect for facts, for evidence, for principles, for laws; it requires fair evaluation and interpretation of data and the drawing of sound conclusions."

Interest in a particular subject matter field or combination of disciplines must exist before considering graduate work. This applies to interest in the academic area as well as a field of specialization.

Interest and ability still are not enough. To these should be added imagination, discrimination, a capacity to think creatively, and integrity in serving the truth. The unknown quantity for which graduate schools are continually searching is the steady glow associated with true lovers of learning.

Other factors need to be pointed up as one evaluates his potential for graduate study.

An essential academic prerequisite is the desire and ability to work independently. One major difference between the graduate and undergraduate programs is the individual initiative required of students.

In addition to a sound foundation in his field of specialization, the individual should have a grasp of one or more foreign languages that can be used as tools in research.

Knowledge of the use of the library and its many resources is essential.

The ability to use the English language with accuracy and effectiveness is imperative.

Another skill which has a direct bearing upon successful graduate study is the ability to use the typewriter. This may appear a lowly concern, but many graduate schools will not accept work written in longhand.

Compensations of Study

But the compensations of graduate study far outweigh the sacrifices. In the words of Howard Mumford Jones they are:

- The sense that one's energies are focused upon an adult way of life—the problem of professional preparation.
- Associating on terms approaching intellectual equality with specialists in the field of the student's choice.
- A growing awareness . . . of his own proficiency as a young expert in the field.
- A final glory of graduate work is the sense of being one with a company of learned men the world over, men who are concerned for the advancement of knowledge without reference to class, race, religion, nationality, or language.

Another significant value to be derived from graduate study is the experience gained in selecting and carrying out a piece of research. Research assures adequacy of preparation, freshness of viewpoint, enthusiasm for the subject, and a sense of personal satisfaction which comes from the mastery of a subject and from the pursuit of a problem to its solution. Research can provide one of the major satisfactions of advanced study as well as the culminating experience of formal academic preparation.

(See Graduate Study, page 23)

What Does Graduate Study in ADULT EDUCATION Offer?

by DR. MALCOLM S. KNOWLES, Associate Professor, School of Education, Boston University

EXTENSION work is essentially adult educational in character. Your clientele is overwhelmingly adult and your primary channel of influence, even to youth, is through adult volunteers. Your objectives are educational, with emphasis on changing behavior. You have no sanctions, such as compulsory attendance and degrees, so you are compelled to work with your clientele in terms of their needs, interests, problems, and motivations.

These are the hallmarks of adult education. In fact, in adult education circles we cite the Cooperative Extension Service as our largest and most successful national adult educational agency.

This is not to say that all Extension workers are primarily adult educators. They are not. Most are primarily horticulturists, home economists, or specialists in some other technology. But almost all Extension workers make use of their technological specialty through adult educational means. Their effectiveness is determined, not only by how well they know their subject matter, but by how skillful they are in helping adults learn what they need to know about it. Because this is so, adult educational competencies are a required component of the Extension workers' role.

Program Offerings

Graduate programs in adult education have been established in perhaps two dozen universities. Of these, 15 offer master's and doctor's degrees with adult education as a specialization. These include: Boston, Buffalo, California (UCLA and Berkeley), Chicago, Columbia, Cornell, Florida State, Indiana, Michigan, Michigan State, New York University, Ohio State, Syracuse, and Wisconsin.

Typically, these programs attract experienced workers from a variety of occupational settings (industrial training, group work, libraries, religious education, school and college evening programs) who have also discovered a large adult educational component in their roles.

An increasing number of Extension workers have been appearing in these programs in recent years. For example, currently at Boston University two Extension workers are well along toward doctorates. One has a master's in nutrition and the other a master's in horticulture. Four, whose bachelor's degrees were in home economics, are seeking master's in adult education.

All have reported to me that they especially value the enrichment of comparing and exchanging experiences with people from other fields.

Competencies Developed

What adult educational competencies are developed in these graduate programs? There is some variation in emphasis among universities. However, I believe that the following statement of objectives of the Boston University program is quite representative, since it grew from a study of all other programs 2 years ago:

- To develop an understanding of the role of adult education in society and in the total national educational enterprise.
- To develop knowledge about the nature and scope of adult education as a field of study and practice, including its aims, philosophical issues, clientele, agencies, methods, literature, and relationship to the rest of education.
- To develop an understanding of the adult as learner, including the unique characteristics of adult learners; the process of development through adult years; the process of learning in adult individuals and groups; and the forces that affect learning in the dynamics of individual, group, and community behavior.
- To develop skill in the use of adult educational processes, including the diagnosis of individual and social needs; the defining of objectives; the designing, organizing, administering, and evaluating of programs; and the selection, training, and supervision of teachers and leaders.
- To develop attitudes conducive to performing a helping role in individual and social change, including respect for processes of scientific inquiry, tolerance for individual differences and conflict, and appreciation of democratic processes of decision-making.
- To develop appreciation for the values of a free society in which each individual is encouraged to develop continuously toward his full potential throughout life.
- To develop an understanding of the resources, methods, and findings of research in adult education and skill in evaluating and interpreting them.

Adult Differences Recognized

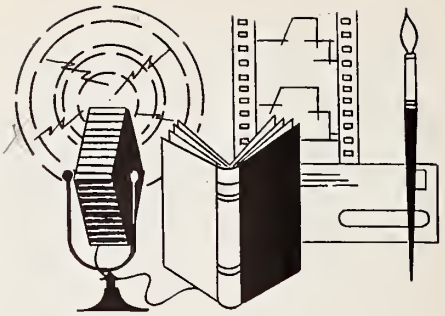
Probably the central concept upon which graduate study in adult education is founded is that adults are indeed different from youth as leaders in many respects—in degree if not in kind. Therefore, different theories, methods, techniques, and materials are required.

A considerable body of knowledge and procedures has been accumulated, much of it contributed from Extension work but a good deal from other sources as well. This has become the hard core of the curriculum of graduate study in adult education.

But in most universities adult education is perceived as an interdisciplinary discipline. So our students range widely in the behavioral sciences and humanities in accumulating the required credits for a degree.

(See Adult Education, page 21)

The Importance of COMMUNICATION ARTS



by WILLIAM B. WARD, Head, Department of Extension Teaching and Information, Cornell University

Our chances to make the Cooperative Extension Service a continuing, vital, progressive force in America improve substantially as we learn more about communications. For this reason, it is impossible to minimize the importance of Extension personnel studying the art of communication at the graduate level.

No group is more conscious of the wide gaps in knowledge about communications processes than those who give full time to studying, researching, teaching, and working in the area. Others also recognize this gap, as evidenced by a 2-State survey in which county agents were asked:

"What would you add if you could relive your college career?" The majority answered with one word: "Communications."

Extent of Participation

Today, hundreds of county agents and other Extension personnel (who obviously cannot relive their college careers) are taking graduate courses in communications. Many have received master's or doctor's degrees and more are still studying for them.

In some cases, Extension agents, specialists, and administrators have chosen comunication arts, or a segment of this broad field, as a major. But more have picked the subject as a minor.

They have found many courses in graduate schools throughout the Nation and programs in which specialization can range from one segment to the entire field of general communication arts. Graduate programs are so flexible that students may enroll, for example, as majors in agronomy, foods and nutrition, or Extension administration, and complete a substantial part of their work in a communications minor. Or they can reverse the option.

Most universities offering graduate programs in communication arts have adjusted to meet the rapidly changing demands of our complex society. Telstar and other recent communications developments, coupled with the current world situation, emphasize the importance of *meaning what we say, and saying what we mean.* Electronic journalism is vital to the space age, and college and university teaching and research programs are being adapted to the communication needs of their present and future graduate students.

More than Skills

Something more than *technical* expertness in communication arts is now required. No person becomes an artist in any field simply by practicing or studying formulas and methods. Current graduate programs in several universities focus not only on the skills of mass and person to person communications, but on motivation, learning, perception, group interaction, public opinion, mass behavior, attitude formation and change, human values, and the customs and mores of society.

In such a graduate program, a school or college of journalism or communication arts draws heavily on other disciplines within the university. For example, the University of Illinois Ph.D. program in communications:

> Applies the methods and disciplines of the social sciences (supported by the humanities, fine and applied arts, and natural sciences) to problems of human communications. This interdepartmental degree permits the study of two kinds of communication: *interpersonal* communication, emphasizing the learning and use of language by individuals, and *mass* communication, focusing on the behavior of individuals in society in relation to social agencies and processes of communications. The history of the mass media, their structure, policy, and support, their governmental and social control, their messages, audiences, and effects, are studied in the light of sociology, psychology, economics, political science, journalism, and other social and humanistic disciplines.

Fringe Benefits

The University of Illinois and other institutions offer financial assistance to qualified graduate students in communications. Many schools have fellowships, tuition exempt, for both first-year and second-year students with superior scholastic achievement. They also offer a number of tuition scholarships and half-time and quarter-time teaching and research assistantships. Fellowships and scholarships also are available from many other sources, including foundations and the Federal Government.

Before World War II, only a few universities offered a master's degree in journalism and only the University of Missouri offered a doctorate. (The first was granted in 1934).

Now, most journalism schools offer the master's degree and several have doctoral programs in communications. Among the latter are the University of Wisconsin, Michigan State University, University of Minnesota, Stanford University, University of Iowa, Boston University, and Syracuse University, in addition to the University of Missouri and the University of Illinois.

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POLITICAL SCIENCE in Extension Training

by DR. LOUIS H. DOUGLAS, Professor
Political Science, Kansas State University

In his presidential address at the annual meeting of the American Political Science Association in 1956, Prof. Harold D. Lasswell metaphorically described the typical department of political science as a "syndicate of philosophers, historians, behavioral scientists, and public lawyers."

Such a description calls attention to the wide range of subject matter as well as method that characterizes political science at present, a range so wide and method so diverse that at times no central focus of the study seems to exist. Indeed, some people question that there is (or should be) any one central concept underlying all political science.

Central though Diverse

The broad concept of public policy processes may be defended as central to the many subdivisions of political science. The political philosopher is concerned with evaluation of public policies, real or constructed; the political historian with the sequence and consequence of past policies; the political behaviorist with group dynamics controlling the formulation and execution of public policies; the public lawyer with constitutional and legal aspects of public policies, and so on through the many specialties within the discipline.

From these diverse viewpoints, the specialists in political science converge on a central set of problems, the processes having to do with formulating, enacting, and executing public policies.

It seems almost a truism that study in public policy is valuable to persons whose work is so much a part of public policy as the Extension Service. Extension agents and specialists are directly engaged in transforming public policy into program performance; the institution (USDA) of which their work is a part has much at stake in the formulation of public policies. Its role has been significant in the history of agriculture and the Nation; political and social values have been evaluated, determined, and developed by it.

Aside from the technical requirements of Extension, which are many, governmental and political factors are determinants of program outcomes. Frequently, innate qualities of the individual plus a seasoning of experience have been the bases for competence in coping with such factors, and these would seem irreplacable.

However, the contribution that might come from study in political science merits evaluation. What added competency may be anticipated from such study? Within the broad range of political science, what segments have the most to commend them?

It should be noted at once that no one proposes that the Extension Service be staffed with political scientists. It is not intended that they be trained in one of the specialized branches of political science. Nor are we now discussing the broad cultural values of humanistic and social science studies. These should be included in the general education of every citizen, and it is hoped that the general education will include some courses in introductory political science.

Values to Extension

Our present concern is with the merits of the proposal that it would be of value to the Extension agent or specialist to include one or more courses in political science at the advanced training or graduate level. Defensible values would include:

- One well-chosen course will provide awareness of an ongoing stream of research in current policy programs in which political scientists have frequently participated in urban studies; much less frequently in rural studies.
- An awareness will be developed of the "public" aspects of careers in the Extension Service and the nature of the limitations thus established. Decision-making as a focus of the "political" will lose some of its mystery. The intriguing mixture of the practical and the rational will more readily be discerned and analyzed.
- Such study should bring a recognition of the complex and pluralistic arrangement of American public institutions. Simply as a descriptive matter and with respect to terminology, value will come from use of and conversance with such concepts as: elite, equalitarian, gerrymander, administrative, legislation, and lobby. These concepts are not foreign to Extension.
- The student of political science will come to a partial understanding of the nature of the "myth-values" undergirding the political community in which he lives. This type of understanding is never complete but is highly important. One's own myth-values will have been revealed by this study.

The values indicated above are not certain to be supplied by a random selection of courses in political science. Recall the wide range of this discipline noted at the outset of this discussion. This wide range is suggestive of a development differing in kind and perhaps in speed from other fields of study.

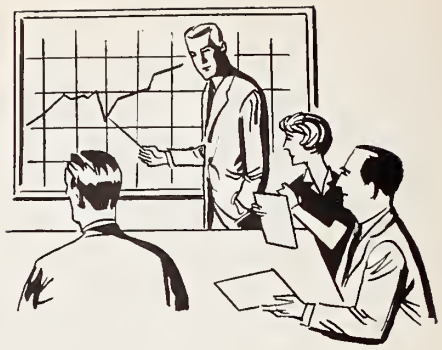
It is frequently said that political science is "behind" economics and sociology. This seems to mean that political science has not kept up with the others in developing tools for precise measurement and prediction. This may be true and may continue since political science is moving along an exceedingly broad front. Hence realization of the values above depends on selection of an appropriate sector of the total field. At present the variety is at its highest.

Possible Study Areas

A sector of political science that offers a contribution in both substan-

(See Political Science, page 17)

Added Dimensions through ECONOMICS Study



by DR. R. C. SCOTT, Director, Division of Marketing and Utilization Sciences, Federal Extension Service

More Cooperative Extension workers than ever before are taking graduate study in economics today. This may be because they recognize the importance of economics and are learning to understand and appreciate its relevance in our space age economy.

Since Extension's early days, the U. S. economy has become more market oriented. Agricultural production has been concentrated more on commercial family farms, and commercial activities associated with agriculture have been increasing rapidly.

Economics Defined

Economics has been defined as a study of those social relationships associated with the acquisition and use of material requisites of well being. Economics deals with broad principles supported by facts which generally explain three types of human activity:

(1) How resources are brought together to produce the goods and services desired by the people;
(2) How people spend their incomes among and between consumption goods and services; and
(3) The relationship of income, prices, money supply, taxes, etc., to production and consumption and the impact that changes in each have on the production and consumption of goods and services provided by private enterprise and the different levels of government.

A study of economic principles provides guidelines to the individual to approach the complex, often bewildering, array of facts and figures, to help him select the significant ones for his purpose, and to interpret their significance to the particular problem under study.

Meeting Primary Concerns

One important concern of economists is that of helping to achieve the highest levels of living for our people through economic analysis and helping to develop and foster needed economic institutions and arrangements. As agriculture and the businesses associated with it have become more comercialized, as families have had higher incomes and levels of living, and as the educational level of our citizens has increased, the concern for economic arrangements which will meet our changing conditions has become more important to our people.

Farmers, for example, have become increasingly concerned about the economic effects of various government programs and other institutional arrangements on their prices and incomes. The Cooperative Extension Service has responded by including analysis of the economic impacts of these institutional arrangements in many of its programs. For work on issues involving decisions by the public, the public affairs program was developed.

As farms grew larger and capital requirements increased, need increased for know-how on the business side of farming. Extension responded by giving more attention to the economics of production and management of the farm.

With the shift of marketing functions from the farm and the demands for additional marketing services, greater concern developed about costs of marketing. Extension responded with more emphasis on marketing educational work to increase efficiency.

With increased resources available to the family, the home management program has become important in helping families maximize their satisfactions from available resources.

The development and expansion of all these programs has called for better understanding of economic principles and facts on the part of professional Extension workers.

Problem-Solving Approach

It is often said that economics deals with logical and orderly weighing or analysis of alternatives available to people. It provides the necessary ingredient for integrating the many fields of specialization or disciplines available in Extension as they are utilized by a farmer, family, or marketing firm. It is concerned with the most profitable or advantageous use of land, for example, taking into account all the pertinent technical information.

As we move ahead with the problem-solving approach in our educational programs, such integration is necessary for our efforts to be most effective. Since the county agent is the focal point through which much of our educational work is conducted, he or she is in a unique position to integrate or help integrate subject matter from various disciplines to most effectively help people solve their problems. Such an approach, when properly related or coordinated, is much more meaningful to people as they consider needs, identify problems, and appraise alternative solutions and probable consequences of each.

Added Dimensions

Thus, graduate training in economics can be of great value to county Extension agents in helping them

(See Economics, page 17)

HUMAN DEVELOPMENT is basic to Extension Education

by DR. GLENN C. DILDINE, Consultant, Human Development-Human Relations Program, National 4-H Club Foundation

WHY do we act as we do?

How do a person's inner ways of thinking and feeling, about oneself in relation to others, influence and control one's outer actions?

How have we learned our present ways of thinking, feeling, and acting? What forces have operated in this learning? How do they continue to influence future learning?

Toward what kinds of behavior should we be aiming in these changing times?

What implication does all this have for effective helping relations with others, in our shifting roles as supervisors, teachers, advisors, counselors?

Foundation of Education

These basic questions are the foundation for effective education. and education is Extension's job. Education is the process of learning, and learning is change in human behavior. Therefore, an effective Extension worker needs to understand people and to see his program as ways to help people learn better ways of behaving (thinking, feeling, and acting).

This was relatively simpler in Extension's more traditional role. But social change is forcing everyone to develop more complex educational programs to meet more complex human problems: economics of marketing, from local to international; impact of population shifts and technical change on urban and rural communities; effective overall use of total resources (including agriculture and home economics) in communities which may vary widely in level of development; special needs of various groups who need more complex insights and skills to meet changing conditions (younger 4-H'ers, teens, young unmarrieds, young marrieds, senior citizens).

Again, we are looking at necessary changes in human behavior. The people we serve need deeper understanding of what we are all facing, realistic confidence that they are equipped to meet continuing change, and more complex skill in devising ways to meet change.

Needed Competence

This all requires a continually experimental approach to our educational roles, based on answers to our original questions. So Extension workers need to develop three related kinds of competence:

- *Understandings:* Familiarity with results of research on how people behave, grow, and learn, as individuals (Human Development) and in groups (Human Relations).

- *Acting:* Practiced skill in applying this knowledge, through adaptation of the scientific method to understanding specific individuals and groups, and to continually developing and testing results of our help to people, aimed toward the particular learnings they need to better meet their living situations.

- *Feelings:* Deep dedication to the value of each person; deep conviction that people have real capacity and desire to learn. Conviction that Extension's important job is to help people become more able to make their own decisions and handle their own affairs. Strong belief in our own capacity to become more sensitive and skillful in helping such growth.

Where can we get help in developing these inner qualities?

Understanding Behavior

The various behavioral sciences now provide a wealth of help. For example, biology shows how to explain and even predict physical growth, in size, rate of maturing, type of physique. It helps to explain all behavior as our natural drive to use energy, both for maintenance and for growth and learning.

Sociology and anthropology help us see each individual as a product of his particular "social inheritance." They predict, in general, what to expect of groups from differing social backgrounds.

Psychiatry explains deviations from socially valued behavior, and how to help people learn more effective behavior. Psychology provides clues to mental and emotional development and behavior, emerging from physical and social bases.

Synthesizing ideas help us to relate information from these different disciplines to actual behavior of living people. For example:

Developmental tasks—each person's physical maturing and cultural pressures lead him to work to master a predictable series of common growing-up jobs which account for much of his actions.

Theory of self—each person's unique outer actions grow out of how he has learned to think and feel about himself and others, consciously or unconsciously.

Acting on Knowledge

Extensive research in the process of education shows us how to apply this general knowledge to actual behavior of people. We now have dependable "models" for adapting the method and attitudes of science to both the "diagnostic" and "treatment" (understanding and program) phases of our educational responsibilities.

This is the promise of graduate work in Human Development and Human Relations. Knowledge of behavior and competence in its application to people are the necessary fundamental tools of any effective teacher, whatever his area of work. Positive, yet realistic, valuing of self and others is the attitude which insures that we will use this knowledge and skill democratically "for the common welfare," rather than selfishly for the advantage of a select few. ■

PSYCHOLOGY and the Extension Worker

by DR. ERNEST W. ANDERSON, Leader, Extension Education, Illinois

EXTENSION people often find their more perplexing problems are psychological in nature. For example, why do people believe what they do? What makes them behave so differently? What can be done to stimulate them to examine critically a problem situation when developing programs? Answers to such questions as these can be found in the study of psychology.

Psychology is scientific method applied to the study of human behavior. It is not magic. It can give much insight into the problems arising from "helping people to help themselves."

Individual Differences

As human beings, we are similar to all other people. Yet, as individuals, each person is uniquely different from any other. These differences are more than physical. They include such psychological factors, as attitudes, values, knowledge, and skills. These differences arise, partly, because of different past experiences.

Because people are individually different psychologically, they cannot respond identically to an Extension worker or his subject matter. But, if an audience with similar interests and problems is selected, then they may become interested, involved, and informed because of their common interests. Communication and understanding occur when concepts and experiences have a degree of "commonness" among the persons involved.

Problem of Motivation

In education it is recognized that effective teaching rests upon the desire of people to learn. This is motivation.

Too many Extension workers talk as if motivation were something they do to people. Prizes and rewards are often given for "motivating" people. This is extrinsic motivation. But, a learner evaluates a reward in terms of his own value systems and he acts in accordance with his inner personal motives. Motivation, in a final sense, is an internal psychological process rather than an outward seeking of rewards.

A study of psychology can help an Extension worker increase his sensitivity to the unspoken purposes and motives of people he teaches. People may not always understand or be able to verbalize what they need to learn. Psychology demonstrates that people learn what they want to learn. They will ignore what is meaningless to them no matter how important professional people may think it is.

The similarity between the words "motivation" and "emotion" may give further insight into the motivation process. Motivation can be stimulated by a teacher who sets the stage for emotional reactions.

Learning has been described as a result of reduction of tensions and frustrations. For example, when a problem has been solved, there are fewer tensions associated with it. Motivation to learn in a problem-solving situation might arise from a group feeling of need, individual curiosity, or a desire for a compromise solution.

Perception and Learning

Psychology can help Extension workers appreciate how people perceive and understand new situations, facts, or values in terms of their past experiences. Learning is a mental process in which new experiences are associated or combined with what is already known.

Aristotle was aware of the laws of learning in regard to similarity, contrast, and contiguity. He recognized, as have psychologists since his day, that things are perceived in terms of what is already known. This is the psychological reason for "starting where people are" in Extension education.

The senses are the gateways between one human mind and another. The more sense channels used to gather impressions, the more a person will learn and retain. This is using one sense to reinforce perceptions from another. Seaman Knapp was aware of this principle when he said that a man might not believe what he hears, and he might doubt what he sees, but he would believe what he does.

Group Interaction

Man is a social creature as well as an individual. Much of our hidden desires are for group interactions of a social nature. People want social approval, social status, and social acceptance.

A great amount of what people know was learned from their social peers such as friends, neighbors, relatives, fellow workers. This is the psychological basis for neighborhood discussion groups in a community development project.

In addition to being social, each person also strives to be an individual. This is why group leaders plan to give recognition to each person who is involved in a program. A most important skill of leadership is the ability to find a working balance between satisfying people's social needs and their personal desires for individual recognition.

The study of psychology can help Extension educators understand themselves as well as the people with whom they work. Every person lives with himself and with others. Even though psychology may not be studied as a science, every action of every person illustrates its principles.

For an individual to live is to behave in some fashion and individual behavior is the basic material of psychological study. We can learn much about our own nature by studying the actions and reactions of the people around us. ■

The Extension Worker and ANTHROPOLOGY

by DR. TOM T. SASAKI, Associate Professor, department of Sociology, University of New Mexico

AFTER examining the curriculum offered by a graduate department of anthropology, with titles such as, "Origin and Antiquity of Man," or "Archeology of the Old World," and Extension worker may legitimately ask, "What can I gain by enrolling in such courses?"

Indeed, the average layman may have one of several negative reactions to the field of anthropology: It has absolutely no meaning for him; it is the study of prehistoric cultures and village ruins; or it refers to the collection and description of strange customs of aboriginal and preliterate peoples.

Actually, the course titles given above represent only a small fraction of the specialized subject matter of anthropology. Much of it has direct bearing on the work of many Extension agents.

In the past, anthropology has focused its attention largely on preliterate peoples with non-Western cultural traditions. This is considered the principal province of this discipline.

Studying Modern Societies

More recently, anthropologists have become equally concerned with the application of their method of viewing a society or culture as a system of interrelated parts of a whole, to the study of modern societies and organizations. One branch of anthropology, for example, deals specifically with the application of anthropological principles to societal and organizational problems airsing from the introduction of technical change in industries and economically depressed areas.

The value of this orientation is that anthropologically trained persons have a method of applying to particular situations what is known about societies or cultures in general. From observations of human behavior in preliterate cultures (without the biases which confront persons studying their own society or culture) anthropologists have been able to achieve a more refined degree of understanding behavior.

Agricutural Extension workers involved in programs designed to change food habits or techniques of agricultural production of a given group, know that although rational understanding of the benefits to be derived by their adoption is important, it is not sufficient motivation to accept new practices. Equally important are the customary ways of implementation and symbolic values attached to these introductions by the group.

Concept of Culture

The concept of culture is central in all courses offered in anthropology departments. In essence, it refers to the way of life followed by a group of people. A people's culture is the totality of learned patterns of behavior which enables man to adapt to his natural and social surroundings.

Culture can be viewed as a system, in that links exist among the various roles, institutions, and customs within the group. Knowledge of this concept is vital to understanding the behavior of people in groups.

There are hundreds of subcultural groups within the United States, each with its own unique cultural base. For example, the ethnic, religious, class, regional, and other groups and categories of people. Awareness of the existence of subcultural groups can be useful in helping to design programs which would best fit the value system and social structure of particular groups. Likewise, they would be helpful in determining the reasons for resistance against programs.

Numerous questions can be raised. The Extension worker might ask himself: "Why are some groups more active than others? Why are some programs more acceptable than others? Why are we not reaching those groups who might benefit most from our program?"

Anthropological skills enable the individual to analyze the human relations factors in the culture or subculture, which are often responsible for acceptance or nonacceptance of programs.

Developing Awareness

Understanding the concept of culture enables the Extension worker to be aware of his own biases, the nature of expected behavior patterns and the values of the organization of which he is a member. Examination of himself and his organization may reveal his own subcultural values which may tend to impede his effectiveness.

For example, if we assume that most Extension workers have been brought up on a farm, with values inherent in rural communities and primary interest in rural folks, they may be prevented from devoting time and attention to the needs of the urban population. The workers' notions regarding group and leadership, based on their knowledge of rural

(See Anthropology, page 21)

FELLOWSHIPS and SCHOLARSHIPS

Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural Extension workers, with priority given to those on the administrative level, including directors; assistant directors; and supervisors of county agents, home demonstration agents, and 4-H club workers. Individuals being trained to assume administrative responsibility will be considered if the quota is not filled from supervisory staff. Fellowships will apply to staff members of the State Extension Services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or 9 months. The amount of the awards will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be $4,000 for 9 months' training.

It is suggested that the courses of study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships to administrators and supervisors apply in any one of the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, Purdue, and Wisconsin.

Applications are made through State Directors of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Forms are available from State Directors of Extension. Applications must reach the Farm Foundation not later than March 1.

Grace Frysinger Fellowships

Two Grace Frysinger Fellowships have been established by the National Home Demonstration Agents' Association to give home agents an opportunity to study and observe home demonstration work in other States.

The fellowships are $500 each to cover expenses of one month's study.

Each State may nominate one candidate. Agents to receive the fellowships will be selected by the National Home Demonstration Agents' Association.

Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home demonstration leaders. Forms can be secured from the State chairman or the National chairman, Margaret Isenhower, Extension Home Economist, Courthouse Annex, Hollidaysburg, Pa.

Nonimations from the States are due May 1.

Horace A. Moses Foundation

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of $100 each, 2 in each State and Puerto Rico, to qualified professional staff members of the Cooperative Extension Service.

Applicants are nominated by their respective State Extension directors to the scholarship committee appointed by the Extension Committee on Organization and Policy.

Preference will be given to a man and a woman county Extension worker from each State if all other considerations are equal. The applicant shall not have previously received one of these scholarships and must be devoting one-third or more time to work with rural youth.

The scholarships are to be used for attendance at one of the approved short-term (3 weeks or longer) schools for Extension workers. The applicant is to enroll in the 4-H course plus others of his choice.

Applications must be made by January 1 for winter school and by March 1 for summer school. Applications should be made through the State Director of Extension to the Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

Sarah Bradley Tyson Memorial Fellowships

The Woman's National Farm and Garden Association offers Sarah Bradley Tyson Memorial Fellowships of $500. They are for advanced study in agriculture, horticulture, and "related professions." The term "related professions" is interpreted broadly to include home economics. Again this year the Association is making available two such fellowships.

Applications should be made by April 15 to Mrs. Robert A. Lehman, 235 East 22nd Street, New York 10, N. Y.

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 20 scholarships to Extension supervisors.

The Farm Foundation will pay $100 toward the expenses of one supervisor per State up to 20 States enrolled in the supervisory course during the 1962 summer session at the National Agricultural Extension Center for Advanced Study.

Applications should be made by March 1 through the State Director of Extension to Dr. R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison 6, Wis.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 to each Extension region, for county agents attending the Regional Extension School courses in public agricultural policy.

The 1962-3 National 4-H Fellows (left to right) Edward H. Merritt of New Hampshire, Bobbie D. Davis of Ohio, James B. Arnold of Maryland, Mercele Barelman of Nebraska, Lois McClure of Kentucky, and Charline Hamilton of Tennessee, are greeted by Dr. E. T. York, Jr., Federal Extension Service Administrator. The National 4-H Fellowships, among the highest awards bestowed on professional 4-H workers, have been awarded since 1931. Since then, 95 individuals. representing 37 States, have received the fellowship. In addition to an informal study of government in operation, unique feature of the fellowship, the National 4-H Fellows enroll in graduate study programs in the Washington, D. C., area. The FES Training Branch directs the fellowship study program.

The Foundation will pay $100 of the expenses of the agents selected by directors. Both agricultural and home agents are eligible.

Applications for scholarships should be made by January 1 for winter school and by March 1 for summer school. They should be sent through the State Director of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

National Agricultural Extension Center For Advanced Study

Fellowships are awarded annually on a competitive basis to degree candidates or special students.

Fellowships are limited to persons in administrative, supervisory, or training positions in the Cooperative Extension Service within the 50 States and Puerto Rico. Other persons may be considered if their administration strongly recommends them as individuals to be employed in the near future for administrative, supervisory, or statewide training responsibilities.

For students without other financial support, fellowships amount to $3,000 for the calendar year for a person without dependents and $4,800 for a person with three or more dependents. The individual and his institution are expected to contribute financially to the maximum of their resources. The amount of the fellowship will be prorated accordingly.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School for either the summer or fall semester of 1963 must be received not later than March 1, 1963.

The Center for Advanced Study is sponsored cooperatively by the Association of State Universities and Land-Grant Colleges, Federal Extension Service, W. K. Kellogg Foundation, and University of Wisconsin.

Persons interested in opportunities at the Center should write to Dr. R. C. Clark, Director, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison 6, Wis.

University of Chicago Extension Fellowships

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1963-64 for study in adult education.

The grants are available to U. S. personnel in general university extension, the Cooperative Extension Service, or evening college activities. The stipend is $5,000 for four quarters of consecutive resident study in the Department of Education at the University of Chicago. Closing date for submitting an application is February 15, 1963.

Application forms are available from Dr. Cyril O. Houle, Chairman, University Extension Fellowships, Department of Education, The University of Chicago, 5835 Kimbark Avenue, Chicago 37, Ill.

Selections will be made on the basis of the candidates academic record, motives in seeking advanced training, and leadership potential.

National 4-H Service Committee and Massey-Ferguson, Inc. Cooperating with the Federal Extension Service

Six National 4-H Fellowships of $3,000 each are available to young Extension workers who are former 4-H club members. These are for 12 months of study in the U. S. Department of Agriculture under the guidance of the Federal Extension Service.

Two of these fellowships are provided by the National 4-H Service Committee, Chicago, Ill., and four by Massey-Ferguson Inc., Detroit, Mich.

Fellows may study at a Washington, D. C., area institution of higher learning or may organize an out-of-school program of study.

Fellowships are awarded to young men and women from nominations by State Directors of Extension or State 4-H club leaders to the Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications may be obtained from the State Director of Extension.

The applicant shall not have passed his 32nd birthday on June 1, 1963. Deadline for application is March 1.

Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co., Inc., of New York, N. Y., will sponsor two fellowships to be awarded in the fall of 1963 for graduate study leading to a degree.

The fellowships are available to county agricultural agents (including associates and assistants) doing adult or 4-H work in animal husbandry, dairy, or poultry management. The awards are $3,000 each.

Applications may be obtained from the State Extension Director. Any county agricultural agent with a minimum of 5 years' experience may submit an application to his State selection committee.

One application from each State should be approved by the State selection committee. It should be forwarded with a letter of approval by March 1, 1963, to the Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

Sears-Roebuck Foundation and National 4-H Club Foundation

Fifty scholarships are available to Extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation.

The workshop will be held June 17-July 26 at the National 4-H Center, Chevy Chase, Md., in cooperation with the College of General Studies, George Washington University.

Scholarship applications will be open to men and women Extension workers from each State and Puerto Rico. States are encouraged to nominate teams of two or more staff members.

Special consideration will be given to Extension supervisors, State leaders of training, State 4-H club personnel, family life specialists, and others having responsibility for training in this field of study.

Applicants shall not have received one of these scholarships before. Scholarships will range from $180 to $220.

Applications may be obtained from the State Director of Extension. Approved applications are to be sent by the State director to Mary L. Collings, Division of Extension Research and Training, Federal Extension Service, USDA, Washington 25, D. C., by March 1.

Michigan State University Graduate Assistantships in Resource Development

The Department of Resource Development, Michigan State University, offers four graduate assistantships to students working on master's degrees. Three research assistantships of $1,800 and one teaching assistantship of $2,000 are available. Students devote half their time to departmental teaching or research assignments for 9 months. A maximum of 12 credits (teaching) or 16 credits (research) may be taken each term.

Applications should be submitted, before March 1, to the Department of Resource Development, Unit "E" Wells Hall, Michigan State University, East Lansing, Mich.

Dow Study Tour Scholarships

The Agricultural Chemicals Division of the Dow Chemical Co., Midland, Mich., is offering 50 Study Tour Scholarships to County Agricultural Agents for 1963. Recipients of the Study Tour Scholarships will be selected on the basis of one per State with minor adjustments being made for NACAA membership in various States.

Scholarships consist of a stipend of $250 to each agent, to help cover expenses of a planned 3-week travel tour. Separate tours are planned in June for agents in each of four Extension regions.

The Dow Study Tour Scholarship program is a unique professional training opportunity especially designed to help county agents keep abreast of changes in our dynamic agriculture and find new ideas for use in their own county program. Recipients of the Scholarship will take part in a carefully planned group study tour of marketing enterprises, understanding farm operations, agribusiness, successful Extension Service programs, and rural development and research projects.

The program is an activity of the Professional Training Committee of the National Association of County Agricultural Agents. Applications should be made through the State member of the NACAA Professional Training Committee by March 1. John Hansen, County Extension Agent, Dallas, Ore., is National Chairman. Brochures covering details of the '63 program will be available this month.

National Science Foundation

The National Science Foundation Act of 1950 authorizes and directs the Foundation to award scholarships and graduate fellowships in the mathematical, physical, medical, bio-

logical, engineering, and other sciences. The fellowship programs provide support to scientists in programs of study or scientific work designed to meet their individual needs.

Seven fellowship programs are in operation: graduate fellowships and cooperative graduate fellowships for study for a master's or more advanced degree; post doctoral fellowships and senior post doctoral fellowships for individuals who have previously received a doctoral degree; three programs are not applicable to Extension personnel.

Fellowships are offered in: agronomy, animal husbandry, forestry and range science, horticulture, soil science, botany, entomology, veterinary science, agricultural engineering, agriculture and food chemistry, mathematics, economics, sociology, psychology, anthropology and other fields.

The Fellowships Section, Division of Scientific Personnel and Education, National Science Foundation, Washington 25, D. C., administers the fellowship program.

Fellowships, Scholarships and Assistantships in Extension Education

University of Florida: One fellowship of $1,650 and one teaching and research assistantship of $2,000. Contact Dr. E. G. Rodgers or Dr. S. E. Grigsby, College of Agriculture, University of Florida, Gainesville, Fla. Graduate assistantship and fellowship applications must be filed before February 1, 1963.

The Ohio State University: Two research assistantships of $2,400 each. A limited number of out-of-state tuition scholarships on a competitive basis—approximately $500 each. Application should be made by February 1, 1963. Contact Dr. R. W. McCormick, Assistant Director, Ohio Extension Service, 2120 Fyffe Road, The Ohio State University, Columbus 10, Ohio.

University of Tennessee: College of Home Economics. One assistantship of $1,000 plus waiver of tuition and fees. Contact Dr. Claire Gilbert, Extension Training and Studies Specialist, College of Home Economics, University of Tennessee, Knoxville, Tenn.

Washington State University: Edward E. Graff educational grant of $900 for study in the field of 4-H club work. Applications are due April 1, annually. Contact E. J. Kreizinger, State Leader, Extension Research and Training, Washington State University, Pullman, Wash.

University of Wisconsin: A limited number of research assistantships are available, paying $205.50 per month plus a waiver of out-of-state tuition. For further information contact W. T. Bjoraker, Chairman, Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wis.

Cornell Summer School Discontinued

The Northeast Extension Directors have discontinued the Regional Extension Summer School at Cornell University. Their decision was based on the recognition that many States now have graduate programs which provide professional improvement opportunities.

SUMMER SCHOOLS

Colorado State University Fort Collins, Colorado June 17-July 5

Principles in the Development of Youth Programs
(R. O. Monosmith, California).
Impact of Change on Home and Family Living
(Beatrice A. Judkins, FES)
Impact of Change on Agriculture
(E. W. Eldridge, Iowa)
Principles in the Development of Agricultural Policy
(T. R. Timm, Texas)
Public Relations in Extension Education
(W. L. Nunn, Minnesota)
Human Behavior in Extension Work
(Reagan V. Brown, Texas)
Organization and Development of Extension Programs
(E. L. Kirby, Ohio)
Urban Extension Seminar
(William J. Kimball, Michigan)
Basic Evaluation Adapted to Extension Teaching
(Ward F. Porter, FES)
Extension Communications
(M. E. White, Wisconsin)

Prairie View Agricultural and Mechanical College Prairie View, Tex., June 3-21

Agricultural Communications
(Instructor to be announced)
4-H Club Organization and Procedures
(Instructor to be announced)
Rural Health Problems
(Instructor to be announced)
Development of Extension Programs
(O. B. Clifton, Texas)
Extension Teaching Methods
(Harlan Copeland, FES)
History, Philosophy and Organization of the Extension Service
(Kate Adele Hill, Texas)

University of Wisconsin Madison, Wisconsin June 3-21

4-H Club Organization and Procedure
(G. L. Carter, Wisconsin)
Extension Methods in Public Affairs
(J. B. Kohlmeyer, Indiana)
Psychology for Extension Workers
(George F. Aker, University of Chicago)
Visual Aids for Extension Workers
(Claron Burnett, Wisconsin)
Development of Extension Programs
(Gale VandeBerg, Wisconsin)
Evaluation of Extension Work
(Patrick Boyle, Wisconsin)
Rural Sociology for Extension Workers
(Donald E. Johnson, Wisconsin)
Personal and Family Finance
(Louise A. Young, Wisconsin)
Supervision of Extension Programs
(Marlys Richert, Robert Clark, Wisconsin)

Why Study ADMINISTRATION?

by DR. ROBERT C. CLARK, Director, National Agricultural Extension Center for Advanced Study, University of Wisconsin

MEETING the challenges facing Extension workers today requires a great deal of knowledge and skill. One is expected to be competent in his technical subject-matter field, human relations, educational methods, and group organization, to mention only a few areas. Administrative responsibilities are also part of the job in some form or other.

What does the term "administration" mean to you? It can and does mean many things to many people. William H. Newman, in *Administrative Action* broadly defined it as, "The guidance, leadership, and control of the efforts of individuals toward some common goal."

One engages in administration, to a degree, when participating with one's associates in making and implementing decisions with respect to: planning, executing, and evaluating programs; recommending new staff members; conducting training activities; improving organizational relationships; managing budgets; and reexamining the objectives of the program.

Fortunately, the major emphasis in these activities is on helping people to help themselves. In Extension administration one's objective is to help each person make maximum use of his initiative, imagination, and ability to develop personally and professionally as an indivadual and at the same time achieve the purposes of the Service.

It takes specialized knowledge and skills to successfully provide administrative leadership. Some of these competencies can be acquired through day-to-day experiences. Fortunately, many more facts and skills can and should be acquired through study in the field of administration since there is a body of knowledge whereby one can learn from research and the experience of others.

There are many opportunities for county Extension agents, specialists, supervisors, and administrators to participate in conferences, seminars, regional Extension schools, and graduate study where the theory, concepts, and procedures of administration are emphasized.

Enriching Values Gained

What are some of the enriching values gained? This was asked of certain individuals who have done graduate study in administration at the National Agricultural Extension Center for Advanced Study.

Dr. George Hyatt, Jr., currently associate director of Cooperative Extension, North Carolina, says:

> In any Extension job we move and work in a world of people, not things. If we cannot move and change people, we are not successful Extension workers. Modern theories in administration are concerned primarily with persons and their relationship to the organization. Emphasis placed on courses in political science, economics, sociology, psychology, communications, administration, program planning, etc., was helpful in explaining human behavior. The scientific method in problem-solving and the use of theory and scientific facts in decision-making is helping me greatly in my present position.
>
> Training in Extension administration has given me a much broader view and understanding of public issues, the total farm and nonfarm public Extension is serving, and the multitude of relationships with other organizations and agencies. . . . The personal satisfaction gained from the learning experiences are most satisfying.

Training in Extension administration is also helpful to persons responsible for the Home Economics Extension program as reported by Dr. Margaret Browne, assistant director of the Wisconsin Cooperative Extension Service.

> My graduate work gave me an understanding of organization and administrative theory, and the many philosophical variations thereof. . . . But more important, it afforded me an opportunity to pursue such courses of study as personnel psychology, social psychology, technological change, political science—the fields of knowledge that have helped me understand people.
>
> I learned that small differences are often more important than great similarities. . . . Greater breadth of vision and at least something of an understanding of the unity of all knowledge came as a result of the interdisciplinary approach to administration followed in my graduate study program.

Dr. W. E. Skelton, former State 4-H club leader, and now assistant director of Extension in Virginia, concluded, after a month of post-graduate study in administration:

> If every person had to discover for himself the basic principles and laws given us by people such as Edison, Newton, and Pasteur, he would not get very far in his field. It is my belief that it is just as important for us to try to un-

derstand and accept, whenever possible, the generally recognized principles of administration for our use in the Extension Service as it is for other professional personnel to accept principles and theories developd through research in their fields.

Dr. D. C. Pfannstiel, assistant director of Extension in Texas, writes:

> Perhaps the most significant and lasting benefit I derived from my study in Extension administration was the contribution it made to the development of a stronger personal philosophy about Extension work. It helped me to gain a much deeper appreciation of the importance of the educational process as a constructive force in a democratic society such as ours—and particularly as that process is utilized by the Cooperative Extension Service.
>
> My study has been very helpful in developing a more objective and analytical approach in dealing with problems. It acquainted me with the potential sources of information in terms of literature and of knowledgeable individuals in administration. This feature is probably the most important benefit of any effective educational experience.

From the Director of the Arizona Cooperative Extension Service, Dr. George E. Hull, came this statement:

> Some of the educational experiences which resulted in changed behavior on my part included the study and application of principles of administration, an opportunity to become better informed in personnel administration, and the experience gained from developing a research project and writing a thesis under the guidance of a graduate committee. The latter experience helped develop the ability to be more objective in my thinking and more receptive to objective criticism.

Increased Emphasis Needed

Several major factors place increased emphasis on the need for all Extension workers to develop a better understanding of the "science" and "art" of administration.

Changes in Cooperative Extension's program and clientele call for continually re-assessing the role of the Service in modern society.

Increase in size of staff during the past 15 years has resulted in a higher degree of specialization, the need for more coordination among members, more delegation of responsibility and authority, and the need for improvement in one's skills in dealing with people.

Changes in directors, supervisors, and chairmen of county staffs have introduced new philosophies, new aspirations, and a greater desire to study administration.

Stress on academic training has resulted in an increase in technical competency, subject matter, and the ability of more people to participate in problem-solving activities.

Specialized and skilled leadership is being required for such important areas as staffing, training and studies, program coordination, budgeting, and reporting.

Interagency relationships of Extension's policy and programing are becoming more complex.

Study in Extension administration that deals with these, and other problems, places major emphasis on the WHAT and the WHY. With such an understanding it is easier to determine HOW solutions can be worked out within the situation that exists in each county and state. ■

ECONOMICS

(from page 8)

maximize the use of highly technical competencies—their own, their fellow county staff members', and the specialist staff's—in developing an integrated program to help solve problems.

Such graduate study usually will involve understanding and training in the use of such "tools" as budgeting, linear programing, methods for deriving elasticities and using them in marketing and public affairs, break-even analysis, financial analysis, feasibility methods, and sampling.

The study of economics can add another important dimension to many Extension workers. In economic problems, the goals and values of people usually play an important role.

For example, one farmer may want to devote a great deal of his time to community affairs, even at the sacrifice of considerable income. Another may badly need all the income he can earn. They do and should farm quite differently. Thus, individuals may make quite different choices on the basis of the same technical facts, because their values or goals are legitimately different.

Thus graduate study in economics will provide a framework for helping people integrate information from various sciences and to study alternatives for the achievement of any goals and values they may hold. This ability and its use by the Extension worker will add further depth, enrichment, and satisfaction to the individual and will help him or her conduct more effective educational work on some of the most critical problems facing Americans today. ■

POLITICAL SCIENCE

(from page 7)

tive and procedural aspects is local government and politics. If a course, or courses, in this area offers a combination with regional planning or community development, so much the better.

Another, quite different, sector worthy of consideration is that of American political ideas. This study is most likely to get at the roots of American political behavior.

A third sector of value in the present setting is that of group politics, pressure groups, and decision-making. Here the Extension worker will find many situations comparable to his own experience.

The above suggestions are in no wise exclusive. Conditions are readily envisaged wherein the greatest value may be found in studies of foreign governments. Specific situations alter cases. A seminar in public administration might be a wiser choice than the nominations above in many cases, the more so since Extension personnel are engaged in that profession.

Dogmatism does not become political scientists. Their discipline is now showing some of the disorder of moving time. The state of public life is such that urgency underlies the moving. Problems at all levels are growing faster than the abilities to solve them. Hence we do not offer a "cut-and-dried" formula or prescription—rather a sequence of questions which themselves may be questioned. ■

PHILOSOPHY: Esthetic Afterglow

by DR. D. H. VASS,
Professor of Philosophy,
Mississippi State University

PHILOSOPHY ***envisions the ideal as a shelter from the real.***

In a memorable letter Servius Sulpicius asked Cicero to transfigure his bereavement for the death of his daughter into an idealized rhythm that runs through the system of things. Any day's work affirms the hope of turning its hardship into courage and its toil into delight. The stakes are high in proportion to the conviction that, when life is worst, it looks forward to a better, and when better to a best.

To start from where we are is to establish triumphantly the need, and thus the wish, for some vision that will blend the fretful stir of the world as it is with the quiet contemplation of it as we should like it to be. Of this high prospect and for this enobling ideal, let us think of philosophy as the spirt of faithful inquiry deeply interfused in experience, yielding the more abundant life rather than a reality that has shrunk to a poor abstraction. Philosophy is prospective because life is prospective.

A good that is fully good.

If a person is not doing something better than anyone else, our secret hope is that he is doing well; but our secret conviction is that he is not. The modern temper seems more than ordinarily sensitive to skill. To do well is the highest good, to grow weary of doing well the lowest. Having decided what is good for one side of life, we conclude it is good for the other sides too; however, the philosophic perspective reveals the wisdom of Mohammet's saying, "If I had two loaves of bread, I would sell one and buy a hyacinth for my soul."

One who pleads for hyacinths to tend the soul is likely to be listened to only by those to whom the loaves have grown stale. To argue the possibility of esthetic involvement before the actuality of economic achievement may be to argue rightly, but it upsets our way of doing things. That one may ever get to first-rate matters, like meaning, without first coming to grips with second-rate matters, like mortgages, is not unlike saying the gardener tends the rose without regard to its roots.

We owe it to Herbert Spencer that values are compelled, at times, to take a back seat while the skills "flaunt their fripperies in the eyes of the world" but in the end are proclaimed highest and reign supreme. This means the farmer must grow two ears of corn instead of one before he reads *The Tempest;* but it also means that, if he never reads *The Tempest,* he has wasted his time on the extra ear.

To live is not the end, but to live well. Let us not, however, disturb the clear-headedness in the skill side of life but add to it the vision of its possibility for intrinsic enrichment on the value side.

The full and complete good is an idealized good.

Our world is hard to handle. One half of it breaks our hearts, the other half mends them; there is real danger of failing and real hope of succeeding. We go on *in* the world but often *in spite of it.* Ugliness is around us, uncertainty is all about us; everything is as unstable as the morning mist.

Nor would we wish it any other way. In a perfect world there is nothing to do because nothing needs doing; the good life is good for nothing. Only in a world that is unlovely do men ever dream of loveliness. Only in a world that is too much with us do they ever reach for an ideal.

When a person asks himself why the world is too much with us, he *has* a philosophy; but, when he turns his own experience in upon itself to inquire about a more meaningful experience, he *is* a philosopher.

Men have always though it best to come to terms with an existence that is likely to get worse. When Plato wanted experience flawless, he put the Forms into it for *becoming* something better; when the housewife wants experience flawless, she expresses Plato's forward looking anticipation by putting up her curtains. Both aim at the same aim, the idealized fulfillment of experience.

A common but mistaken notion is that philosophy belongs to philosophers; it must have classic status and prestige, whether meaning or not. Contemplation of the Platonic Forms will do, but not the housewife hanging her curtains; philosophy must not be seen in the kitchen! This is all a pity.

It is possible the only hope we have does not come from beyond but within us and that experience which bestows the hope may also reflect it.

(See Philosophy, page 21)

Professional Improvement in HOME ECONOMICS

by DR. MYRA L. BISHOP, Professor and Head, Home Management Department, College of Home Economics, University of Tennessee

EDUCATIONAL institutions, programs, curricula, and courses at all levels have been subject to critical scrutiny in recent years.

As evidence of home economists' concern for the future of their programs and profession, in 1959 two important committee reports were pubished: *Home Economics—New Directions—A Statement of Philosophy and Objectives,* prepared by the Committee on Philosophy and Objectives of the American Home Economics Association; and *Home Economics in Land-Grant Colleges and Universities—A Statement of Objectives and Future Directions,* prepared by the Home Economics Development Committee, Division of Home Economics of the Land-Grant Association.

In committees, seminars, conferences, and workshops, the study of courses, curricula, and types of programs which will best attain our objectives and increase our effectiveness continues.

Self-Evaluation

Social, economic, and technological changes which affect the values and goals of the families we work with are taking place at an increasingly accelerated pace. Professionally, are we standing still or keeping abreast of the changes in the world around us?

Each day brings new experiences, new knowledge, new products, new challenges. How can we keep up with the rapid changes which affect home and family life? Is our profession prepared to provide families the knowledge which will help them recognize their values, formulate realistic goals, and improve their ability to make decisions so values and goals of the family and society may be attained?

The trend in higher education today is to increase the amount of general education providing a strong foundation in the fundamental fields of knowledge and reduce the time devoted to acquiring manual skills. Not just technical competence is needed, but knowledge which will enable us to understand and adjust to change.

Competency in subject matter is basic to professional improvement. To acquire and maintain competency requires continual study. Maybe this can be accomplished on the job through inservice training programs, lectures, conferences, reading professional journals, and being constantly on the alert for developments in our own and closely related fields.

Courses for Professionals

It may be difficut to find time to keep up-to-date. Colleges and universities are aware of this and many courses are planned for the professional person whose time is limited.

There is a shortage of people with advanced degrees and whenever possible course work should be planned with a definite goal in mind. Do you plan your study program because it is expected of you in order to qualify for promotion, or because you are seeking knowledge? Your attitude may affect the amount or degree of improvement that will result.

In *Excellence,* John W. Gardner says:

> We are witnessing a revolution in society's attitude toward men and women of high ability and advanced training. For the first time in history, such men and women are very much in demand on a very wide scale. . . .
>
> The demand for high-talent manpower is firmly rooted in the level of technological complexity which characterizes modern life, and in the complexity of modern social organization. And more important than these is the rate of innovation and change in both technological and social spheres.

Some of the changes with special implications for home economics, especially professional workers in home management, are: early marriages, emphasis on education, shorter working hours, increased "free" time, increased use of consumer credit, increased mobility of families, emphasis on ease and comfort, increased number of women in the labor force, increase in the aged population.

Management involves values, goals, choices, decisions, organization, and resources. An important function of management is to stabilize and/or change family situations and it has an important contributon to make in helping families adjust to change.

Dr. Ruth E. Deacon in a recent article says:

> Fundamental to the development of home economics has been concern for the needs of people provided through home and family living. The responsibility of professional home economics is to study and interpret for families and for the larger society the interrelatedness and alternative possibilities for effective use of available human and material resources in meeting these needs.

Are our programs intellectually stimulating? Are we helping people with the probems they meet today and the ones they will encounter tomorrow? Let us work toward professional improvement and excellence in our programs. ■

SOCIOLOGY *in Graduate Study Programs*

by DR. ROY C. BUCK, Associate Director, Social Sciences, Professor of Social Science and Rural Sociology, Center for Continuing Liberal Education, Pennsylvania State University

EXTENSION work was rooted in the belief that personal contacts, through home visits, meetings, and demonstrations, constituted central themes of educational procedure. Today, with larger, more heterogeneous audiences and an extended responsibility for Extension to further education in practically the whole of life, new methods are demanded.

Mass communication technology, together with the burgeoning organization in agricultural and rural life, requires new skills of planning, organizing, and executing programs. Extension workers presently and in the future will be spending more time in these types of activities than in direct, face-to-face education.

Increasing value seems to be placed on persons skilled in critical thinking, administrative ability, general knowledge of the contemporary community, and skill in working with groups toward mutually agreed-on objectives. Furthermore, Extension workers no longer are alone as subject matter specialists. They reorganize and work with specialists wherever they are located.

Changing Values

Working with people toward their increased level and standard of living and life satisfactions is fast becoming a highly specialized profession. Knowledge of human relations is seen to be at least as important as the technical knowledge traditionally believed sufficient for successful Extension work.

The experiences of the depression years, and the pressing need for massive adjustments in the agricultural industry and the whole of rural life, have given reason to reconsider the practical significance of systematic study of human relationships as part of the Extension worker's professional education.

Sociology requirements in undergraduate curricula, from which Extension workers are generally recruited, are likely to be minimal. Nor is sociology likely to be elected by those looking forward to careers in Extension. Because of this "underexposure" to sociology, workers planning graduate study may not see the relationships between sociological training and increased professional competence.

Contributions to Competence

The following is an attempt to point out ways in which sociology can contribute to increased professional competence in Extension. Detailed information can be obtained from the various graduate study departments in rural sociology and sociology and from Dr. George Beal of Iowa State University, chairman of the Committee on Development in Rural Sociology.

Sociology offers the Extension worker an opportunity to discover the accumulation of scientific information on human relations. From this he learns to differentiate and appraise personal experiences, facts and fictions about human behavior. He learns to be wary of easy, deterministic thinking, i.e., all farmers are thrifty and believe in the virtue of land ownership. He develops a responsibly critical turn of mind about the human community.

Sociology offers Extension workers useful sets of analytical concepts. Terms such as bureaucracy, class, power, influence, and authority lost their negative overtones and become handy points around which thoughts can be organized pertaining to administrative and educational problems.

Sociology provides a ready reserve of case studies of how people work toward agreed-on ends. Sociologists working as researchers in community development programs bring to graduate courses and seminars timely understanding of the intricate processes involved in organizing groups for action.

Sociology introduces the Extension worker to scientific methods of human relations analysis. Skill is developed in assembling, organizing, and interpreting qualitative and quantitative data. The Extension worker becomes acquainted with numerous secondary sources of data and learns how to interpret them. For example, population census material provides useful information for studying historic trends and making intelligent judgments relative to social and economic development.

Courses in sociological theory and history of social thought provide the background necessary to interpret human values. The worker will gain deeper understanding of the environment in which he lives. Because of this, his work will exhibit perspective and breadth-qualities necessary in today's cosmopolitan life.

Extension workers often must interpret agriculture and rural life to the wider society—through television, radio, newspapers, periodicals, and personal appearances before local and national groups. Sociology provides information, methods, and points of view which reduce tendencies to be narrowly provincial. It alerts one to be sensitive to the demands and expectations of an ever more interdependent and sophisticated community.

As Extension takes on suburbia and metropolitan centers for program development, Extension workers must be exposed to new subject matter emphases and new agency and organization systems. Courses in urban sociology and metropolitan social organization will help extend the worker's knowledge of his field of responsibility. He will learn that rural and urban are not so much differences in kinds of people and activity but differences in degree on a variety of measures.

Sociology will help the worker face urban Extension development with

a sense of security as he develops an understanding of metropolitan community life.

What Will Be Gained?

Persons entering advanced sociological study need to be aware that what will be gained is essentially, understanding of and a new set of questions about, man's relationship to man. This is not to say that reduction of societal ills is of little concern to sociology. It is. Sociology is strongly committed to the principle that careful study of human groupings, coupled with thoughtful reflection, fosters wise action.

Wise action in an environment of responsible freedom has always been central in the philosophy of Extension. Perhaps sociology's major contribution to the professional education of Extension workers is the strengthening of the belief in this principle and in pointing out alternative ways of achieving its implicit goal of improved living for all. ■

ADULT EDUCATION

(from page 5)

As a professor of adult education I can testify that I especially appreciate having Extension workers in my program. And I hope the time never comes when I don't have a good representative sample of them. For they seem to have a knack for transferring what they learn in the classroom into better programs and practices in the field. ■

ARTS

(from page 6)

Graduate education in communications and journalism has another new dimension—the faculty. At one time, colleges and universities assumed that several years of work on a newspaper, magazine, or radio station automatically qualified a person for a faculty position. Professors with practical experience still have an important part, but now faculties are staffed by men who also have achieved academic distinction and hold graduate degrees.

Values of Education

I am not one of those who pay blind reverence to graduate degrees in communications. However, I would say to the young men and women in my own profession who wish to remain and hope to distinguish themselves in academic positions: Get a graduate degree as soon as possible, preferably a doctorate.

Several years ago I wrote the following for an official report as chairman of the Professional Improvement Committee of the American Association of Agricultural College Editors:

"We are not sure that formal study toward a higher academic degree is always the most important requirement for editorial personnel in the land-grant colleges. We can think of situations where it might be more advisable for the person to get away for less formal study in a field where he might profit a great deal more."

This is no longer true in an academic atmosphere where the emphasis is on graduate degrees. Moreover, we cannot discount the importance of equal status with those among whom we work. Added to this should be the most significant value of education—personal satisfaction. ■

ANTHROPOLOGY

(from page 11)

communities and relationships with other colleagues, may blind them to the fact that the urbanized social structure is quite different.

Culture is variable. Some aspects of culture are more amenable to change than other aspects. This is invaluable knowledge for meeting the rapidly changing situations which characterize modern urban and rural life.

The study of anthropology offers the Extension worker an effective way of viewing the behavior of man in his social, cultural, and natural environment. ■

PHILOSOPHY

(from page 18)

We cannot know about that. All that we can know is that a present is with us, and the promise in it may be the only reality open to us.

Nowhere is the use of philosophy more beautifully and more truthfully expressed than in Shelley's idea that our dreams, scattered like sparks from an unextinguished hearth, are harbingers that Spring is not far behind Winter. An elegant present is not enough; it must have an idealized future.

The Extension Function deepens and guarantees value to all persons.

The campus view of the university has been, and is now, quite nearsighted on the point that the good life is involvement in curtains as well as abstractions. I am not arguing that educaton is an affair of counting heads; I am simply remembering Aristotle, that the good life must be possible.

Science joins philosophy here. Science stresses the prospect of the actual, philosophy the promise of the possible. The difference between them, if any, is overdone. For both show us a wonderful world and aim to get us to it. Life may be a dream, even an illusion; but that does not matter much if somehow we can dispel conflict and cover all experience with the mantle of idealized experience, and make what is beautiful and good for one become so for all others.

The Extension function assumes the threefold task of guaranteeing values in its scientific role, of deepening them in its esthetic role, and of making them possible in its educational role—a truly philosophic design because it anticipates a reality that is warm and steadfast, envisions sweeter manners and purer laws, and stakes everything on a world that is beautiful and good and must therefore be true.

For each of us there is the starting point from where we are; but there is also a farthest point beyond this point, looking out toward the eternal attunement of the predominantly real with the predominantly ideal, which Santayana called the essence of poetry and philosophy. It is the quiet afterglow of the intellectual enterprise which, like the sun's glory at eventide, gives grace and truth to the end of the day.

Let Emily Dickinson show the way to come to terms with a stubborn world:

"To make a prairie it takes a clover and one bee—
And revery.
The revery will do
If the bees are few." ■

DEGREES

(from page 3)

	Extension Appt. only		Research and/or Instruction Appointments		Joint Appointments Research, Instruction and Extension	
	1958	1961	1958	1961	1958	1961
Bachelor's	42.1%	29.0%	18.5%	14.9%	15.9%	14.4%
Master's	39.8	44.5	29.7	36.8	30.1	22.9
Doctor's	18.1	26.5	51.8	48.3	54.0	62.7
No. States with no Ph.D on Staff	27	13	0	0	7	0

Source: Agr. Handbook 116, 1958-59, CSESS, USDA, May 1959
Agr. Handbook 116, 1961-62, CSESS, USDA, May 1962

This isn't just a matter of achieving status, it is primary to Extension's role as an influence upon educational and research programs of the university. It is needed to assure Extension itself of adequate competencies within the limits of its own mandate, influenced as these are by such modern phenomena as the Common Market, moonshots, population growth and shifts, and rural areas development.

The learning experience gained in seeking advanced degrees will help the individual Extension worker, county as well as specialist, to appreciate more fully that learning must be a continuing process—as ideal (and as essential) for Extension workers as for their constituents, perhaps even more so.

County Level Demands

The county Extension worker can hardly be exempted from responsibility for advanced learning. The assumption that the success of Extension in the future is dependent upon how successful it is in becoming part of the total university, reaches its ultimate and most difficultly arrived at expression at the county level. Here will be the test of Extension as a function of the total university.

The county program of Extension (or some variant of it) must be retained or Cooperative Extension at least could not work at all. It is equally evident that Extension's representation beyond the campus must be recognizably competent professionally and adequately trained in the academic sense.

Extension will never, and perhaps should never, rid itself of all service aspects of its job. Nonetheless, it works today in a world where even traditional constituencies want progressive programming which, for example, will make soil test interpretations bases for planning rather than end-points of service.

These demands for larger action on the part of Extension are causing a distinction between the careers of county workers and specialists. As a result, academic programs for county and specialist personnel have separate objectives, albeit a comparable essentiality.

The academic requisites woven into the Cooperative Extension pattern have been helpful to the Service in many ways: County as well as specialist careers have become worthy of separate pursuit; salaries have increased as the levels of academic achievement have risen; the team approach is easier to apply now that greater depth and breadth can be provided in program development; Extension as a profession has gained new respect and position in the universities and in communities.

Continuing Job

As the Cooperative Extension Service becomes a more intimate part of the university, the pressures on personnel for advanced training will become stronger. Perhaps this is what Congress intended when it passed the Smith-Lever Act placing Cooperative Extension into the land-grant colleges and universities. Perhaps they recognized, even so long ago, that the future of Extension could be secured most lastingly and significantly through maximal pursuit of its educational role.

Sadly, the acquisition of degrees doesn't finish the job for the Extension worker any more than it does for his constituents. For, as Dr. Robert D. Calkins, president of the Brookings Institute has said, "No branch of higher education is more neglected today than the re-education of the educated. . . . No one in these times can go far on the intellectual capital he acquires in his youth. Unless he keeps his knowledge or skill up-to-date, revises it, adds to it, enriches it with experience, and supplements it with new ideas . . . he is soon handicapped for the duties of the day." ■

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. **Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.**

F 2127 Light Horses—*Revised November 1962*

F 2147 The Boll Weevil — How to Control It—*Revised October 1962*

F 2186 Making and Feeding Hay-Crop Silage—*New* (Replaces F 578)

F 2188 Mechanical Silo Unloaders for Upright Silos—*New*

G 85 Food for the Young Couple —*New* (Replaces L 306)

G 86 Growing Camellias—*New*

L 345 Insects in Farm - Stored Wheat — How to Control Them—*Revised October 1962*

L 512 Mulch Tillage in the Southeast Planting and Cultivating in Crop Residue—*New*

L 515 Controlling Phony Disease of Peaches—*New* (Replaces PA 225)

L 516 Thrips On Cotton—How to Control Them—*New*

L 517 Russian-Olive for Wildlife and Other Conservation Uses—*New* (Replaces L 292)

GRADUATE STUDY

(from page 4)

Opportunities for Service

For all who have the capacity for intellectual development, who share a love of learning, and who believe in a life of service, graduate study provides the satisfying opportunity for membership in the community of the scholars, and for equipping the individual to play an increasingly important role in the field of international understanding.

Frank Stanton of CBS, in his commencement address at Massachusetts Institute of Technology, directed another vital dimension of graduate study which has meaning for those who maximize themselves and transcend themselves in dedicated service in the effort to realize Godlike values in the world:

"As for ourselves—a Nation of 110,000 primary schools; 30,000 secondary schools; 2,000 colleges and universities; and 70,000 libraries; a Nation which recognized from its beginnings that education was our best hope—let us not rest until we have helped the free peoples of the world become capable of the self-government for which they so nobly and hopefully yearn." ■

OPPORTUNITIES

(from Back Cover)

For example, agricultural economics, agricultural engineering, civil engineering, community recreaton, economics, extension, fisheries and widlife, forestry, geography, geology, horticulture, political science, soil science, urban planning, and landscape architecture.

Field work is an important aspect of study in Resource Development. Those responsible for the programs understand well that only through field observations and work under actual community conditions can a student attain competence. Learning in real situations makes learning so much more enjoyable, too.

Widespread Student Background

Contacts with students from many other cultures and fields of work are possible in Resource Development. New emphasis in "social and economic development," both in this country and others, bring students from public and private employment.

Workers come from Federal agencies such as the Economic Research Service and the Soil Conservation Service in the Department of Agriculture, the Bureau of Land Management and the Reclamation Service in the Department of Interior, and the Agency for International Development. They also come from such State agencies as Departments of Conservation and Water Resource Commissions. Regional planning commissions, local planning groups, private consulting firms, utility companies, tourist organizations, and area promotional units also send students who share classes with Extension workers.

The establishment of curricula in Resource Development may seem to be a new approach to many old problems. It is for many; enrollments are growing rapidly. Actually, Resource Development has been recognized as a separate field of study for more than 25 years.

A farmer who was dissatisfied with the help he was getting through a university once said, "Well, what can you expect? Universities have departments and people have problems."

If an Extension worker who truly understood the need had been involved, would there have been such a critical comment? Workers who have gone from Resource Development have demonstrated capacities which make it unlikely.

Resource Development is training for dealing with peoples' problems and for leadng them to forsee the future. ■

Extension workers doing graduate study in Resource Development at Michigan State University have the opportunity to learn while working with actual materials and studying real, local situations.

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PENALTY FOR PRIVATE USE TO AVOID
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by DR. WILLIAM J. KIMBALL, Extension Program Leader, Community Resource Development and Public Affairs, and Associate Professor, Department of Resource Development, Michigan State University

RESOURCE DEVELOPMENT— New Learning Opportunities

"We've lost more than a third of our farms in the past 10 years, and it looks like we will lose even more. How can our community keep going at this rate?"

"Five years ago we built a nice home on the quiet shores of Blue Lake. Now it's horrible there! It's dirty, it's crowded, and it's dangerous with all the speedboaters. To top it all off our taxes have gone skyhigh. Is there anything we can do about all this?"

Extension workers hear requests like these frequently. The problems are not new, but the quesions do come more often than ever before. They come from farmers, urbanites, and every conceivable category between the two, at least that is what many Extension workers indicate.

These queries are difficult to answer, too. They deal with changing relationships between people and resources, rather than the specifics in fields in which Extension workers generally have major training and experience. They are concerned with adjustments in communities with new resource demands.

Resource Development Units

Precisely these kinds of issues have led to the formation of Resource Development units in colleges and universities throughout the U. S. These units do not all have titles including the two words "resource" and "development." But most titles convey similar meaning.

"Natural Resources," "Community Development," "Regional Planning," and "Conservation" are other common terms used independently or in various combinations to identify the higher education efforts aimed at the solution of problems like those mentioned above. Incidentally, combinations of these same terms are generally used in the titles of Extension programs which embrace rural areas development.

The central focus in Resource Development is an increased understanding of the ways man can minimize physical, economic, and social waste. This requires greater comprehension of the complex interrelationships between man and resources. It calls for the integration and synthesis of many facets of knowledge rooted chiefly in the physical and social sciences. But this is what Extension agents are constantly forced to do as they work with community development councils; rural areas development committees; overall economic development programs; and any community, county, or area improvement effort.

Broad Course Work

Course work in Resource Development is, understandably, broad. Course titles usually are fairly accurate indicators of content. These are common: Conservation of Natural Resources, Water Resource Development, Parks and Recreation, Multiple Use Management of Resources, Land Economics, Public Direction of Land Use, and Field Techniques in Area Resource Analysis.

Course requirements are usually held to a minimum to permit flexibility in shaping study programs to fit the needs of individual students. In addition to courses offered by Resource Development units, supporting courses are generally available in other university departments.

(See Opportunities, page 23)

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Rationalizations for Reading

ARKANSAS' FUTURE in Rural Areas Development

VOLUME 34 • NO. 2 • FEBRUARY 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guidposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: *Elmer B. Winner*

Editor: *Walter A. Lloyd*

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

One hundred new factory workers in a town can add $710,000 a year to its total personal income, according to a 12-page report published last month by the Chamber of Commerce of the United States, Washington, D. C. The report says that 100 new factory worker families bring to town an average of 359 more persons (including 65 more workers employed outside of manufacturing and 91 more school children); $229,000 more bank deposits; 3 more retail establishments; 97 more passenger cars; and $331,000 more in retail sales.

This report strikes me as a useful reference in connection with Rural Areas Development. If you don't have a copy you may want to ask your local Chamber of Commerce for one.—WAL

Assistant Secretary Duncan Represents Federal Extension Within Office of the Secretary

By ALBERT RILEY,
Office of the Secretary

ASSISTANT SECRETARY of Agriculture John P. Duncan, Jr., to whom Secretary Freeman recently assigned responsibility for the Federal Extension Service, has had an interest in the work of the Cooperative Extension Service ever since he was a farm boy in southern Georgia.

Duncan grew up on his father's farm near Quitman, Georgia, and some of his fondest boyhood recollections are his activities as a 4-H Club member and his friendship with county farm and home demonstration agents.

It was a natural thing for the sturdy young Georgian to decide on farming as a career. So, when he got his B.A. in economics from Emory University, he did graduate work in agriculture at the University of Georgia, worked with the old AAA in the late 1930's and then returned to the family farm near Quitman.

Just as his father was a master farmer ahead of him, the younger Duncan also became a successful farmer interested in the development of agriculture in his state.

In 1957 he was elected President of the Georgia Farm Bureau, and added new vitality to that organization. So effective was Duncan in his leadership of the Georgia Farm Bureau that he won state-wide and national recognition which led to President Kennedy tapping him in 1961 to become an Assistant Secretary of Agriculture. Secretary Orville Freeman, assigned Duncan responsibility for Agricultural Marketing Service and Foreign Agricultural Service.

Duncan was a member of the U. S. delegation that helped draft the Alliance for Progress in Uruguay in 1961 and assumed key roles at international conferences in Italy and the Philippines. In 1962 he was elected Chairman of the 38-nation International Cotton Advisory Committee.

In a reassignment of departmental duties early in 1962, Secretary Freeman relieved Duncan of responsibility over FAS, but continued him in charge of AMS and gave him the added responsibility of the Agricultural Stabilization and Conservation Service.

In addition Secretary Freeman has assigned the 45-year-old Duncan responsibility over the Commodity Exchange Authority, the Federal Crop Insurance Corporation, and membership on the board of directors of the Commodity Credit Corporation.

Wearing all of these hats has given the courteous, soft-spoken South Georgian a broad and intimate knowledge of America's agricultural programs and problems at home and abroad. He is skilled in relations with Congress and enjoys the confidence of agricultural leaders in both the House and Senate.

Recently Duncan was named by the Progressive Farmer as Georgia's Man of the Year in Agriculture, and won this praise from Secretary Freeman:

"John Duncan is well known from one end of Georgia to the other as a dedicated, tireless worker for the farmer. His work in Washington may not be as well known to his friends in Georgia, but it is equally outstanding! He carries a heavy burden in the Department of Agriculture and commands both the affection and respect of his associates. . . ."

It was on December 26, 1962, that Secretary Freeman temporarily assigned the Federal Extension Service to John Duncan. This was done at the request of Dr. E. T. York, Jr., FES Administrator, who felt the Service needed representation within the Secretary's Office, since the resignation of Dr. Frank Welch.

This temporary transfer of FES to Duncan in no way changes Extension responsibilities on the federal or state levels, and Duncan told Dr. York he wanted him to run FES and that Duncan would represent Extension within the Office of the Secretary.

Taking note of some editorial fears that under his direction the Extension Service might be used to try to tell farmers how to vote in a referendum, Duncan told a recent FES conference that the policies and procedures of FES will not change under his responsibility.

However, Duncan does think Extension Service workers have a duty to explain to farmers new programs and legislation that affect farm income, just as they have a duty to tell farmers about new seeds or new farming equipment or methods. Such information should be presented factually and objectively so that each farmer can make an informed decision.

The Assistant Secretary's feelings toward Extension Service workers can be best expressed by his own words in a speech last fall to the annual conference of Cooperative Extension Service workers in his native state:

"I don't know of any more dedicated, useful group of people, or any that I hold in higher esteem than the Extension Service, for the type of people you are and for the job you do.

"You know, it would be pretty silly to spend all the money that we spend on agricultural research in this country and not have the results and the lessons of this research carried to the farmers.

"Who does this job? You do in the Extension Service. And it's a tremendous job that you do." ■

Rationalizations for Reading

by ROBERT L. JOHNSON,
Extension Training Specialist, Maryland

Editor's Note: At the time Dr. Johnson wrote this article, he was with the Department of Agricultural Education at the University of California. He has since moved to the University of Maryland.

WHY, actually, should extension workers read? What should we read? With all the reading required on the job, and the paperwork that comes over our desks, can we be expected to read further?

A group of 21 western county directors (agents) agreed that outside reading was one of the most important yet most neglected means of improving oneself professionally. This conclusion was reached in a 2-week course in administration for county directors from California, Nevada, and Washington. Sponsored by the Department of Agricultural Education, University of California, Davis, this course was taught by Dr. Robert Clark, director of the National Agricultural Extension Center for Advanced Study.

Building Vocabularies

One good reason for reading broadly, in unrelated-areas, is illustrated by the following incident.

An educator recently told of a battery salesman who asked for help in improving his vocabulary. The salesman had recently taken a series of psychology tests and scored very high in personality, but low in vocabulary. The personality score was not too surprising, considering his success as a salesman. But the low score in vocabulary disturbed him.

The educator asked if he could have done better if the vocabulary test had been concerned with batteries. His quick answer was, "Of course, I know my batteries!"

With a little thought, the individual answered his own question. We develop adequate vocabularies in areas in which we have knowledge and understanding. To increase our vocabulary in more than a superficial and often misleading way, we must improve our understanding and knowledge of the subject in question.

A broad vocabulary has many values for extension workers. We represent our land-grant college before leaders, professional people, and often scholars, in our communities. Reading improves our vocabulary in a painless, usually pleasant, manner.

Improving Thinking

A second important reason for reading is that it helps us improve our thinking. Assume, for now, that the mind associates ideas without conscious effort. What are the limitations of our computer-like brains? They cannot go through the process of associating seemingly unrelated ideas if they contain only a bare minimum of ideas or concepts, or ideas pointed only in one direction or toward only one specialty. Reading can help our minds function more effectively in this association process.

How often has each of us faced a problem that seems unsolvable. But after a night's sleep, or an interval of thinking about something else, a logical answer comes to us.

The answer did not come until we had given serious thought to the problem or subject. What happened during this time interval? Could it be that the mind was busy trying different combinations of ideas, many of which we could not associate consciously because they seemed unrelated?

Numerous articles and quotations deal with the workings of the subconscious mind in a creative and productive manner, either while we work at some other task or sleep. Recent research indicates that tension interferes with the mind's ability to associate ideas freely.

Unconscious association of ideas has long been recognized by scholars. Support of the contention that the mind works continuously can be found in many books, some by outstanding psychologists.

In more recent works it is sometimes referred to as "free association."

Karl Menninger quotes Oberndorf's "Rationalism in Europe," Vol. II, 1865, as saying:

> ". . . . in the course of recollection, two things will often rise in succession which appear to have no connection whatever; but a careful investigation will prove that there is some forgotten link of association which the mind has pursued, but of which we are entirely unconscious."

Some of us become discouraged with reading because we feel, "Why read, I can't remember it anyway." To a great extent this is simply not true.

Being able to answer questions or quote verbatim, and being able to use an idea or concept in a new association, are entirely different problems. Often we use a concept which we would not describe or quote, except in a general way. In spite of this, we have certain attitudes as a result of seemingly forgotten knowledge.

Well-Rounded Individuals

We go on the job as complete individuals. No matter how specialized or competent we may be in one area, we take our entire being to work every morning. This we do, no matter how insufficient the part of us not concerned with our specialty may be.

(See Reading, page 39)

Reading Plan Sparks Homemakers' Interest

by ROSEMARY DOTY, Sac County Extension Home Economist, Iowa

Sac county homemakers showed an overwhelming interest in the reading plan and book exhibits arranged to promote activity in the family living program.

LACK of interests and activities among older folks showed up repeatedly in family living works. This condition seemed to result from a general lack of interest among homemakers after their children had grown and housekeeping duties had lessened.

In an effort to do something about this, the home economist selected a list of possible interests. These included recreation and leisure, camping and the outdoors, the arts and crafts, flowers and flower arrangements, creative cookery, foreign and traditional cuisine, and family living.

Enlisting the cooperation of our county Library Cooperation librarians in this effort has meant a major step forward for our family living Extension program.

The State traveling library offered a wealth of material in book lists under these categories. From this list, 150 titles were selected for introduction to the public.

A member of the traveling library staff prepared about a dozen briefs on selected books from our list. In addition a display of arts and crafts material was set up among the books. The books, reviews, and craft display were presented to the public at an afternoon coffee meeting in one of the libraries.

Favor Grows

The response was overwhelming. We ran short of seating space, book lists, and coffee as more than 100 homemakers attended.

Ladies from three other towns asked that the books be made available in their libraries. This was done month by month.

Because of the success of this venture, our extension planning committee approved the idea of a 5-year reading plan. Areas of study suggested by our State Extension staff were used as categories for book lists. These categories included:

Forces at Work In the World Today

Philosophy and Culture from Other Centuries

The Challenge to Motherhood and the Homemaker

Human Development and Stretching The Childs Mind

Education For Aging and Retirement

Home Management and Finance

Extension specialists were asked to name several books of particular value in their fields. The reference librarian of the State traveling library was also asked for booklists in the various categories. From these we formulated a master booklist.

Since Sac County libraries serve all residents, they are alert for indications of special interest to guide them in book selection. The Middle Western Field Representative, Mrs. Edythe Cawthorne, felt that the libraries would be interested in this project as an additional means of stimulating adult education in the county.

We met with all county librarians and their boards, the District Field Representative, and the Adult Education Specialist from the Traveling

(See Homemakers' Interest, page 39)

Arkansas Women Look At Health Problems

by HELEN ROBINSON, Health Education Specialist, Arkansas

AMERICAN health statistics are staggering—150,000 will die needlessly this year . . . 300,000 will enter mental hospitals (more than will enter college). Americans need to be aware of this situation. Who is responsible? What should be done? Who must act?

The 38,301 active members of Arkansas home demonstration clubs represent an organization that has been in health education since 1946. Their health program has been under the guidance of Extension in cooperation with all health agencies, both public and private. This cooperation has opened up new channels through which volumes of accurate health information flow.

Club Discussions

In 1961, for example, more than 2000 clubs discussed the symptoms of cancer and mental and emotional illness. More than 1500 discussed tuberculosis and the importance of a yearly physical examination. In 48 counties, clubs discussed the ever-increasing social problem, "Planning for the Aging Years."

In addition to health discussions at monthly club meetings, these women put action into their programs by assisting county health nurses at immunization and crippled children's clinics. They made dressings for Cancer Society and organized ladies' auxiliaries at county hospitals.

They surveyed their neighborhoods on health problems, and organized rat and insect control programs, water testing programs, and cleanup campaigns. They also assisted county health nurses and doctors in preschool round-ups for physical examinations and immunizations.

The Baxter County Home Demonstration Club Council selected health as a major phase of study in 1962. With the cooperation of the county

Arkansas homemakers put action behind their words after studying local health situations. In Colfax County, home demonstration club members kept imunization records while county health nurse, Mrs. Majorie Price, administered shots. Mrs. Jack Medley is assisting here.

health nurse, American Red Cross, and local physicians, 40 home demonstration club women have completed a home nursing and first-aid course. And they have received certificates to teach in their own communities.

The home demonstration council in Hempstead, Van Buren, Yell, and Boone Counties sponsored a conference on, "Planning for the Aging Years." Local physicians, dentists, and ministers and the Extension health education specialist participated. Over 500 persons attended these conferences.

Stone, North Arkansas, and South Arkansas Counties initiated a conference on the emotional needs of children. Planned in cooperation with the PTA the conference was held at night so fathers could attend. A psychiatrist, a psychologist, and a psychiatric social worker presented a panel discussion followed by a question and answer period.

Montgomery County selected a local doctor to speak at a council meeting on the nature and control of hepatitis. Interest had been aroused by an outbreak of this disease in the county. Another program, on food facts and fallacies, was given by the driector of the Foods and Milk Control Division of the State Health Department.

County Health Surveyed

Saline County's home demonstration council and health department were innovators of a county health and safety council. The council sponsored a county-wide health survey, in which home demonstration club and PTA members served as interviewers.

The rural sociologist of the University of Arkansas did the county sampling for interviewers to follow. The university also coded and tabulated the 400 schedules which were turned in.

This survey served as an educational device for both those interviewing and those interviewed as well as gathering information on county health problems. The interviewers were trained by the health education specialist.

Survey findings indicated the need for an educational program in many health areas.

Thirty percent of the children under 6 years of age reported on did not have immunization for diphtheria, tetanus, or whooping cough. Fewer than 4 out of 10 children from ages 1 to 6 had been immunized for typhoid and small-pox.

About 70 percent had received first and second polio shots, but only 3 out of 10 had the third shot needed for full protection. Less than half under 6 years of age had received the booster shot. Only a small percentage of those 6 to 19 years old had polio shots at all.

The survey pointed out that families averaged one-half pint of milk per person per day. Of the 220 families using wells, 77 percent did not have the water tested regularly. Over half the family dogs had not been vaccinated for rabies.

Valuable Club Contacts

Rural community improvement clubs are invaluable for the health education meetings. These clubs feature films from the local health department, doctors, county health nurse, and sanitary officers.

Hattieville community, population 120, won an Arkansas Medical Society Award 1962 for promoting an outstanding health program. Their program for the year included 100 percent immunization of school children. Club members assisted the nurse in the project and with eye and hearing tests. A physician discussed a cancer film at one club meeting and the community organized rat and insect control cleanup and water testing programs.

In counseling with families enrolled in Farm and Home Development, Extension agents have encountered many health problems. These cases have been referred to the county health nurse or physicians. This too reveals the need of health education for families.

Health and welfare committees of area and county development are being organized. The Woodruff County committee surveyed its health resources and programs according to State Extension office guide, "A Yardstick in Measuring Your Health Standards."

Committee members visited the county schools, health department, welfare department, doctors, and representatives of voluntary agencies. They found no organized school health services, formal program of health supervision of children during the school years, dental program, services for older people, nursing home, nor hospital in the county.

Education Urgently Needed

Arkansas created the position of health education specialist in 1946. This trained health specialist promotes health education where it is most urgently needed—in small communities, at the grass roots. Extension, with its access to groups, has a rare opportunity to promote health education.

This not only is an urgently needed service, but an invaluable public relations program. Health education, as a phase of extension work, requires close relationships and cooperation with professionals in the health field. Only 6 or 7 years ago State health department, welfare department, medical, dental, and nursing organizations, churches, and voluntary agencies did not know fully about Extension work. Now they do, and we have joined hands with them for a more effective health education program for the people of rural Arkansas. ■

Teaching Sewing via TV

by MRS. MARY SWITZER, former Erie County Home Demonstration Agent, New York

Since the fall of 1948, Erie County has produced a weekly half-hour public service program—You and Your Family—on station WBEN-TV in Buffalo, N. Y. Designed for homemakers, it covers a wide range of home economics and related subjects.

Occasional station ratings and our mail have indicated that women learn from the program. But we are always curious about our viewers.

How old are they? Are they regular watchers? Do they put into practice the things we hope they are learning? Preparation for television takes time. Is our TV time well spent?

Survey Preparations

These were some of the questions that spurred our television study in 1961. With the support of the State leader's office and under the supervision of a committee headed by the Cornell Office of Extension Studies, we evaluated the audience for "You and Your Family," and studied the effectiveness of the program as a teaching method.

We focused on the 5 lesson filmed series, "Sew for Growth." This series showed how to make a little girl's dress that can be adjusted to the growth of the child without letting out hems and seams.

The series was well advertised by home demonstration agents in eight western New York Counties in the station's viewing area. Women were encouraged to enroll by sending for a package of bulletins and a lesson guide.

The TV station gave enthusiastic support and help. The Buffalo Evening News featured the program in a color picture on the cover of their TV section.

Three weeks before "Sew for Growth" was due to open, we did a weekly 3-minute promotion of it on our program.

Three little maids who modeled dresses in the television shows, "Sew for Growth," relax with their mother Mrs. James Lawrence. The girls' dresses illustrated points which Extension agents were trying to get across to their TV audience.

We enrolled 1,800 women, 1,008 of whom were from Erie County.

Audience Information

Taking a random sample of the enrollment list, I sent questionnaires to 222 women. From 195 usable returns, we got some interesting information.

The program did appeal to young homemakers for whom it was planned. It also appealed to grandmothers who enjoyed sewing.

Respondents were about equally distributed between members of home demonstration groups and nonmembers. But in Erie County, 67 percent of those enrolled were nonmembers.

The nonmembers were young homemakers who could not get to meetings because of lack of baby-

sitters and transportation. They preferred learning through TV programs.

Less than half of those questioned saw all five lessons, but about 63 percent saw four.

Two weeks after the end of the series, over a third of those questioned had finished a dress, and two-fifths more were practically finished. They said they found the bulletins helpful and they liked the program.

Over half of those reporting had used techniques learned from "Sew for Growth" on other sewing.

It is one thing to have a participant say that the dress is successful, and another thing to see the dress on the child. So, I interviewed 25 women and saw the dresses on the little girls. This gave me a better idea of how well the viewers had followed instructions.

On the whole, the results were excellent. The dresses were well-made and becoming to the children.

Several women had watched in groups of 5 or 6, each making a dress. Some had not enrolled, but even so they learned by watching the program without the bulletins.

Results Indicated

We felt this study indicated that TV is an effective teaching method, and through this medium we can reach many women who do not take part in the home demonstration program.

A well organized effort to enroll women in specially designed courses will reach many who do not watch TV regularly.

Sewing can be taught effectively, through TV.

Reading material is helpful, but not essential.

The most effective means of promoting our program were through TV, newspapers, and county newsletters. Least effective were exhibits and posters.

A program such as "Sew for Growth" must be planned to meet the needs of the audience, but the time spent on television is most worthwhile, and the programs are fun to do. ■

Newsletters Pay

by RALPH R. PARKS, Agricultural Engineer, California

Like many Extension workers, we resisted a newsletter routine. But 4 years ago we plunged into it resolved to do an issue a month.

Today we feel our efforts have been well rewarded, and we have not one but three different newsletters. Here are some of the reasons.

Deciding Factors

No one can get around to all the "calls" he wished to make in a month's time. Direct mail will help communications.

Almost daily something new and of general interest goes across the desk or develops from conversations with others, field work, reading. All we need is enough of a "nose for news" to capture the item for our letters.

We have found that people like to read *if* it is newsy, short, informal, and to the point. We try the golden rule principle and write what we would like to read ourselves.

Our readers cover a wide range of interests. We try to avoid too much of one thing and spread our coverage, too.

We keep a "seed file" of items not used, or items thought up on the spur of the moment. We are looking for the best material we can produce without a lot of time and effort.

Our secretary is our layout editor. She selects the items from a fistful of material and arranges them to fit the page. She types items as we pass them to her for future use in the file, and she reminds us when it's time for the month's "Engineer's Notebook."

Incidentally, our Notebook (two sides of one sheet) is prepared for county staffs primarily. On a delayed mailing, we send it to a few tradesmen in California and to engineers from other States who want our copy. We resist a big mailing list.

Staff Payoff

Then, where is the payoff for the already burdened staff members?

With a large State staff it is difficult to keep our program before the staff and be known to them. Our distinctively headed sheets do the job even with new staff members.

It is difficult to keep in touch with fellow workers in other States to take advantage of their publications and project experiences. This letter helps overcome our part of that difficulty. Many now have *their* letters which come to us on an exchange basis.

A lawn mower manufacturer put at our disposal a new safety mower blade after reading an item that first appeared in our Notebook and then in the "Wall Street Journal." The newspaper is not even on our mailing list, but evidently received the item from a correspondent.

Expanding Publication

We were determined to keep our "Engineer's Notebook" to one sheet. Yet, occasionally we wanted to include a research or study report. So, rather than wreck our "one-sheet image," we developed a new letter heading "Engineers' Reports."

Recently we introduced a third edition to our family of letters—"Engineer's Scratch Pad." This is used for special subjects of direct concern to a few county staff members. These included: "Ceratocystis Canker Reduction in Prunes with a New Type Shaker;" "Lawn Mower Safety;" etc.

Although we resisted in the beginning, now, we feel newsletters are an opportunity. You might say it's a triple opportunity. ■

Agri-Challenge—Discussing Local Problems

by EDWIN A. AMEND, Washington County Extension Agent, and
EVERETT BROWNING, Extension Editor, Colorado

FARMERS and businessmen in rural Colorado are looking at each other's problems through a discussion program called "Agri-Challenge," an Extension Service do-it-yourself project.

Pilot discussion groups of bankers, farmers, newspapermen, businessmen, ministers, and school officials have been informally organized. Extension agents did the initial organizing following an expression of need.

Background on what's happened in American agriculture from Colonial times to the present is furnished by Extension and the discussion groups take it from there.

One County's Approach

Here is how one Colorado extension agent, Edwin H. Amend, describes the program and its effect in Washington County:

I was interested in the proposed discussion-type program from the time it was first offered to the six pilot counties in northeast Colorado. It seemed that this might fit a local need. Then too, we had just finished a week-long communications workshop and the discussion program seemed to be an excellent opportunity to test and apply some of these principles.

I also felt this might be a personal challenge, to tailor a new program to my county situation. The people would take to it if we could properly present it.

The cross section of people involved has been a key to the program's success. To start the group, I tested the idea on eight men. They endorsed it, and helped select about 40 more.

I rely heavily on a "feedback committee" of four men who have the pulse of the group.

The results have been most gratifying. It has been a wonderful vehicle for getting better acquainted with county leaders. By the same token, I feel that the participants have appreciated the opportunity of being involved in extension teaching of this nature.

The program has helped reinforce the agent's position as "Mr. Agriculture" in the county.

We have dealt with some rather ticklish subject matter, and have been careful to see that all sides of a question were discussed. The very composition of our group provides many different points of view, and we see to it that each is explored if desired.

Agri-Challenge has surpassed anything planning and programing-wise I have been able to do with our county ag council. The council members are also Agri-Challenge members. Because of the Agri-Challenge discussions, the participants are better informed than before. And because of this, they have developed into a planning or resource group for the regular county extension program.

The nature of the program demands a constant flow of information. Lesson materials, discussion topics, and summaries must be ready. Since the topics for discussion are nearly limitless, this sometimes means last-minute rushes to be ready for the next group meeting. Administration has been most cooperative in keeping us supplied with material and participating in summary meetings.

Subjects Under Study

The first group engaged in a background study of agriculture. Next came an exploration of 12 alternatives to agriculture's problems (material from the Center for Agricultural and Economic Adjustment in Iowa). By the end of the second session, the group was anxious to tackle specific subject matter.

Opinion polls consistently placed agricultural marketing near the top of the list of subject matter, so the third year was devoted to a discussion of marketing. This was concluded with two meetings conducted by a brokerage company representative.

In the coming year we anticipate a discussion of small business—the problems, possibilities, financing, management, etc., of small businesses in an agriculture-oriented community. Local merchants are eager to participate. One grain elevator operator made a point of asking to be included when he learned about the subject.

Resulting Action

Action programs have grown out of the discussion. Following Agri-Challenge endorsement of the idea, a high school counselor was hired. The Agri-Challenge group encouraged the idea of farm management associations—now some Agri-Challenge members are charter members of the northeast farm counseling association. From Agri-Challenge came the request and planning for a short course on Estate Planning. This was provided by Colorado State University staff members not normally associated with off-campus instruction.

One indication of the success of this type of teaching is the fact that other groups are eyeing the program. They are suggesting it might be a good idea to approach their subject matter with an Agri-Challenge type program.

Washington County intends to continue the discussion program to explore various problems facing local groups. From the discussion can grow action programs, tailored by the participants with Extension guidance, to meet local needs. ■

Recognizing Recreation's Role

by FRANCIS E. MONTVILLE, Rural Resource Development Specialist, Maine

IF THERE is one thing we have plenty of in Maine, it's space—space filled with a vast forest wilderness, graced by mountains, crystal-clear lakes, and miles of sparkling rivers and streams. An increasing demand for outdoor recreation has made this one of the State's most valuable resources.

This resource engulfs many of our low-income rural areas. And the introduction of rural development programs in many of these areas has been the key to involving people in recreational development.

Public access sites, boat landings, picnic and tenting areas were developed throughout Washington County, Maine, to increase the use of natural tourist attractions. This site is on Crowford Lake.

Involving People

Once a RAD committee has been organized and the overall program discussed, subcommittees are formed. Each subcommittee represents an area of development related to a specific resource.

Individual interests are considered as much as possible in assigning people to subcommittees. It is also important to place recognized leaders on each subcommittee. Someone with the ability to coordinate and guide the group adds to the effectiveness of the committee in planning and implementing projects.

Each Maine RAD committee has a *recreation subcommittee* responsible for providing all information related to recreational development. This includes: an inventory of the recreational resource, problems facing its further development, the need for research pertinent to further development, a program for orderly development, and projects to implement the program. The information is also used in the county's overall economic development program (OEDP).

When people are involved from the start, they know the details of how the program developed and can be kept actively involved. This is important if any program is to be carried out successfully.

Prior to implementing projects there is a great deal of information to be gathered, ideas to be expanded, and program planning to be done. For many people this is the first experience at gathering technical data and program planning.

Technical assistance from various State and Federal agencies is provided to supplement training provided by county and State Extension staffs. In addition to offering experienced guidance, this creates an awareness of the various types of technical assistance available. As a result, they are better equipped to develop future programs and projects.

(See Recreation, page 37)

Studying Subject Matter Content

by G. L. CARTER, JR., Associate 4-H Club Specialist, Tennessee

HAVE you ever, as a county staff, sat down to critically and objectively examine your 4-H program? The county staffs in Tennessee have —and it's the first time, many of them say.

This objective look at county 4-H programs was part of a statewide seminar on the 4-H program—with particular emphasis on the subject-matter content. Some staffs spent as much as 2 days in the process.

The seminar was prompted by several factors. For example, there was wide variation in the number and organization of projects being offered in various subject-matter fields. Also, literature provided in support of projects varied greatly. In some areas there was no literature written for young people.

County Review

Staffs had an opportunity to pass judgment on the adequacy of assistance from the State staff and the adequacy of literature and other supporting materials. And they looked at their own qualifications and experience in 4-H and related youth work.

They examined: the nature and adequacy of public support of 4-H in their county; volunteer leadership (both adult and junior); project offerings, including associated activities and events; organizational experiences provided for those in the 4-H program; the adequacy of 4-H meetings; and the use of competition and recognition. They also discussed major strengths and weaknesses in the 4-H program.

Program Planning Model

A committee of the two State program leaders (agriculture and home economics) and a member of the 4-H staff developed procedures and methods to involve every professional staff member in the State. These were considered a model for program planning at any level, with adaptations, of course. The seminar proceded in the following steps:

- Introduction of the idea to district supervisors and subject-matter specialists, along with more detailed explanation of the procedure to department heads.
- Preliminary evaluation, using a survey form, of the 4-H program subject-matter content by each subject-matter department. This was followed by a meeting of State program leaders, subject-matter departments, and the 4-H club staff to further evaluate the program and reach tentative decisions on possible alterations.
- A preliminary evaluation of the 4-H program by district supervisory staffs and selected county staffs. This was followed by meetings: among each district supervisory staff, State program leaders, and the State 4-H club staff to evaluate the program on a district basis; and among selected county staffs, State program leaders, State 4-H club staff, and district supervisors to evaluate the program on the county basis.
- Evaluation of county 4-H programs by all other county staffs.
- A meeting of administrative, supervisory, and 4-H staffs to review results to this point, explore how these evaluations and recommendations fit into the total picture of 4-H and the total extension program, and discuss further modifications and reorientation.
- Check back with subject-matter departments on alterations recommended.
- Prepare necessary materials and testing modifications with selected county staffs.
- Present outcome of the seminar to the total staff at State conference.

Outcome of Seminar

Findings of the seminar were put under four general headings:

Confusion over terminology used to denote various aspects of the organization of 4-H program subject-matter content. (What is a project, an activity, an event?)

Inadequacy of literature available —both subject-matter and guides for members, leaders, agents.

Deficiencies in quantity and quality of project work.

Integration of the 4-H program content with the total county extension effort.

Alterations in the subject-matter content of the 4-H program were recommended at the State conference in May 1962 (a year after the seminar began).

It was suggested that the subject-matter content be classified into (1) projects, (2) activities, (3) special recognition programs for seniors, and (4) special interest areas.

Projects Reoriented

Projects, oriented to individual club members, are to fall into two categories: statewide projects and

special county projects. The first have specialist support. The second category allows for incorporation of subject-matter that may not have specialist support, but may be significant in some counties. (Beekeeping is an example.)

Projects are to be classified into age level divisions. Divisions will be for the 10-11 year-olds, 12-13 year-olds, and 14 years and older.

In clothing, for example, the oldest division might include four units: school dress, separates, best dress, and party dress. Other projects might have units on a slightly different basis but would follow the same pattern.

Preparation for Performance

Activities would be oriented to the individual club member and require preparation for public performance. They fall into two categories: project-related activities and program-related activities.

Project-related activities include organized learning experiences relating to specific projects and specific skills to be taught. Examples are: forestry judging, showing a dairy animal, modeling a dress, preparing and giving a bread baking demonstration.

Program-related activities are organized learning experiences relating to broad aspects of 4-H membership and to providing opportunities for exercising talents and discovering abilities. Public speaking, recreation leadership, share-the-fun are examples.

Under such a classification, *events* become the machinery which club members can climax their activities. The adults organizing a judging contest, dress revue, etc., would look upon these as events; the club member participating would be fulfilling the public performance aspect of an activity.

Special recognition programs for seniors were included to cover programs especially related to the national 4-H awards program—programs that do not fall in traditional subject-matter department areas. Included would be achievement, citizenship, leadership, etc.

Such programs involve adult judgments as the basis for recognition or awards. This category also allows for special county identified programs for seniors.

Special Interest Areas

Special interest areas do not necessarily require member preparation for public performance. They can be organized principally as a teaching device. They do not involve the recordkeeping or extensive individual participation of projects.

This area could include such things as: know your sewing machine, town and country business, career exploration, and resource development. Such interest areas may be State or county identified and "project" or "program" related.

Organization of the subject content into these four categories is thought to strengthen the hand of specialists as they prepare supporting material and organize events, projects, and activities. It can help county staffs determine what is appropriate to their county.

Steps to Reoganization

Revisions and reorganizations in the subject-matter content will occur on a subject-matter department basis and involve joint efforts by all segments of the extension staff. Within any subject-matter department, a reorganization will be divided into four stages—involving developmental committees of State staff, county personnel, and other resource people; testing the departmental program and materials in pilot counties; implementing the program, including orienting all professional personnel, volunteer leaders, and members who may use materials; and re-evaluation.

The first three stages will likely require a minimum of 3 years to complete. Re-evaluation would follow.

Some changes have already been made in Tennessee as a result of this study. The project enrollment card has been revised and a key sort system is being tested in 10 counties. Subject-matter departments are reviewing their 4-H literature and studying literature from other States. They are also making a more detailed study of the subject-matter content of the 4-H program in their area in light of the recommended reorganization.

The procedure and outcomes are significant to the future of 4-H club work in Tennessee. We anticipate that the total reorganization will take several years. ■

RECREATION

(from page 35)

By involving people at the start of the program:

- More interest is generated in the program,
- A clearer understanding of the recreational resource and its potential is gained,
- Greater initiative is displayed in implementing projects, and
- At times new and capable leaders develop.

Recreational Development

Recreational development can range from a simple community project, providing a public picnic area, to an elaborate recreation area or public park. How vigorous a program of recreational development is and the level at which it begins will depend on the interest, ideas, and initiative of the recreation committee and the resources at hand.

Initial projects should be rather small, not too complex, and show some tangible results within a reasonable time. Complex projects which show no results for a long time may cause loss of interest and enthusiasm. This can be particularly true for individuals participating in this type of project for the first time.

Washington County, for example, has a very active recreational committee. They recognized the potential of their recreation resource and decided to approach its development on a countywide basis.

This committee felt that the first need was to provide public access sites, picnic areas, and boat-landing facilities on the county's many lakes, rivers, and miles of seacoast. A proj-

(See Recreation, page 39)

Gearing In the County 4-H Council

by KEITH BOYER, Audrain County Extension Youth Agent, Missouri

WHAT is this thing called 4-H Program Planning? These three small words sometimes put fear into even the most energetic extension agent. Some new and old agents alike find themselves shuddering when 4-H program planning time rolls around.

Yet, these three words hold the key to a successful county 4-H program.

In Audrain County the 4-H program is guided by several groups such as the county 4-H council, the 4-H advisory committee of the county extension council, the junior leader organization, and a very active county 4-H foundation.

From these groups come many ideas and attitudes for the total county 4-H program. Each group makes its own plans but the problem is getting the thinking of each together to work out a countywide 4-H program.

Adult Leaders Involved

The county 4-H foundation board of directors is made up of 8 people —1 elected from each of the 7 townships plus the president of the county 4-H council. These board members must have served as a 4-H leader 1 of the past 5 years. The board meets once a month primarily to transact business of the Audrain County 4-H Center. (A 15-acre plot was donated to the foundation and a $30,000 brick 4-H center was constructed in the fall of 1960.)

An advisory group of businessmen (banker, lawyer, real estate man, and other local business people) meets with the board occasionally. The foundation board will devote a full meeting in the near future to looking ahead at the financial needs of the county 4-H center and county 4-H program plus planning the total county recreation program.

The county 4-H council is made up of the community leaders and two 4-H members elected from each club. This group guides and sets standards for the county 4-H program and through many committees is responsible for planning and carrying out the program.

A special program planning committee of this 4-H council will look into the needs of the county 4-H program. In 1962 needs included awards and recognition, leader training, achievement events, camps, and fair. From this committee comes the solid ideas and goals because this group represents the thinking of each club in the county.

Youth Participation

The county junior leader organization is made up of older 4-H teenagers. They belong to many different clubs but are all enrolled in the Junior Leadership Project.

This group plans and carries out the citizenship trip to Washington, D. C., the Public Speaking Program, plus keeping older members interested and active in 4-H. Meeting once a month, they plan an active program. Their officers serve as the program planning group; club leaders serve as their sponsors.

From these groups mentioned, we have the thinking of many people in our county, including past 4-H leaders and businessmen in the county foundation, presents 4-H leaders and members in the 4-H council, and older 4-H members in the county junior leaders organization. This is an excellent cross section of people interested in 4-H.

The Audrain County University Extension Council guides the total extension program in our county and from this council committees are set up to work with different areas of extension, such as Balanced Farming, livestock and 4-H, etc.

Combined Thinking

This fall the 4-H advisory committee of the extension council will meet with two members of the planning committee of the county 4-H foundation, county 4-H council, and county 4-H junior leader organization. The plans and program of each group will be presented and goals and guideposts established for a total county 4-H program. This committee will look into the past program, examine the present program, and then project into the future 4-H program for Audrain County.

Each member of this committee will then report to his respective group on the representative 4-H program planned.

My job as an agent in program planning will be that of coordinator, reporter, and most of all good listener. With this much thinking from so many people, a well guided 4-H program is ready to be launched.

So now we are ready to start; all we have to do is quit shuddering when we see those three words—4-H Program Planning. ■

READING

(from page 28)

In our work, how much time do we spend completely in our specialty, where our knowledge or understanding of other areas does not play a great part? The answer is very little, perhaps none. Yet our selection of reading material could lead an observer to wonder if we felt that only the portion of us which was educated in our field entered the office each morning.

If reading actually can make us more effective extension workers by improving our vocabulary and means of communication, if it can improve our thinking through facilitating free association of ideas, and if it can help us become better balanced individuals, then careful consideration must be given to the type of material we read.

We can no longer talk of good books as if some books were good for all. Rather, we should attempt to present the right book for the right person at the right time. The impact of a book on a person will be a result of numerous and interesting variables. These include the nature of the message, previous experience, personality, expectations, and value sytems. The same story will produce different effects on different people.

Challenging Reading

Many good books are being published by outstanding authorities, in a popular style, which are not only reliably informative but pleasant enough reading to offer a challenge during one's leisure hours. The author has found these especially challenging:

"An Overview of Adult Education Research," Edmund deS. Brunner
"Brainstorming," Charles Clark
"Group Leadership and Democratic Action," Franklyn Haiman
"How to Lie with Statistics," Darrell Huff
"Human Problems in Technological Change," Edward Spicer
"Informing the People," Charles Brown
"Love Against Hate," Karl Menninger.
"Principles of Human Relations," Norman Maier
"Successful Conference and Discussion Techniques," Harold Zelko
"The Saber-Tooth Curriculum," J. Abner Peddiwell
"When You Preside," Sidney Sutherland.

HOMEMAKERS' INTEREST

(from page 29)

Library. Our special list of books for the homemakers, particularly titles suggested by the Extension staff and the State reference librarian, were recommended for purchase. The suggestion was favorably accepted.

This new selection of books was displayed at a county meeting this fall. Brief reviews prepared by our State traveling library reference librarian again were presented on selected books. Copies of these briefs will be supplied to all libraries.

Future Reading Planned

To encourage more reading of these books, we plan to work with existing discussion groups and help develop more groups where needed. Our adult specialist from the traveling library will conduct workshops on the techniques of good discussion groups. We hope to enlist some homemakers to conduct discussion groups on subjects covered in our books. And quizzes and fact sheets will be prepared on some books or topics.

Following this general plan our categories give us wide fields for 5 years of study. New books, quizzes, and fact sheets will be added each year. ■

RECREATION

(from page 37)

ect was then designed to attain this goal. Town and State officials were contacted and assisted in planning the program.

More than a dozen of these public facilities have been completed, and others are in the planning stage. In some instances local people provided labor, donated the use of land-clearing equipment, constructed picnic tables, and did the landscaping.

Credit for the success of this program lies with the people for they are the ones who put it across.

The committee then turned to the U. S. Forest Service for technical assistance in the future development of the county's recreation resource. A Forest Service study, designed to provide the committee with an outdoor recreation planning guide, is nearing completion. This project was financed through an ARA technical assistance grant. The study will provide the basis for future recreational development within the county.

In Somerset County, where an RAD committee was recently organized, the first project involved a complete inventory of all possible county tourist attractions. Present plans are to use this information in the preparation of an up-to-date, attractive brochure for tourists.

Two private recreation areas under construction will provide tenting and trailer sites, swimming, fishing, and other outdoor recreation facilities. The county RAD recreation committee has assisted one of these in obtaining technical assistance for overall layout and publicity.

Effect on the Economy

The impact of recreation enterprises on the economy of these rural areas should not be expected to be felt overnight. Therefore, the potential income from recreational development should not be overemphasized. We are not selling a commodity that can be purchased in a store; we are providing opportunities and facilities for an activity which has a seasonal demand.

The key to improved income through recreation is to provide accommodations and facilities that will induce tourists to remain in the area for a period of time. Only then will expenditures occur for such services as lodging, food, gasoline, laundry, souvenirs, and other items.

Those receiving a direct income by providing these services will have more money to spend for their own necessities and luxuries. New facilities, such as motels, restaurants, and recreation areas will contribute town tax revenue. As a result, the overall economy is improved, and everyone benefits. ■

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Arkansas' Future in Rural Areas Development

A PUBLIC affairs effort, the Arkansas Future Series, helped set the stage for a broad program in economic development and social improvement that has led to the organization of 55 county and several area development councils in Arkansas.

As in most States, Arkansas Extension has used many methods and techniques in disseminating public affairs information, but none as extensive as this discussion series held in the spring of 1961.

It might be said that Arkansas anticipated by a year or two the increasing interest in economic development and the national legislative endeavors to support it, such as the Area Redevelopment Act of 1961 and the Manpower Development and Training Act of 1962. It was in 1960 the Arkansas developed plans for county and area development.

Social Improvement Steps

In a democracy the decisions confronting policy makers also confront each citizen. Extension felt that to raise the level of understanding of individuals on some major problems facing them was a way of assuring constructive group action. Basic to a program of social improvement and economic development were problems concerned with industrial and agricultural development, educational and community improvement, and the inter-relationship of these.

Public affairs education involves working in all these areas. It also includes mutual concerns of special interest groups, such as farmers, businessmen, and homemakers.

It is apparent that in this day of rapid changes the alternatives facing people have a multiplier effect and every individual plays a role in the political, social, and economic decision-making process.

Out of experiences of successful group endeavors, such as the Arkansas Future Series, new leaders are born and developed; new organizations are formed; and new goals achieved in self-government, technology, economic growth, and community services and well-being.

With this in mind, the Arkansas Future Series was developed to create an awareness of major economic and social problems facing the people of the State. The series was a preparatory step for approaching county groups on organizational procedures in setting up county and area development councils.

Extension's first effort, then, was to get the people sufficiently informed on these basic problems to bring about group action toward an organizational structure and eventual action on many problems of mutual concern to the people of the area. The discussion series did not provide specific alternatives or probable consequences, but participants were encouraged to think in terms of speeding up, slowing down, or otherwise modifying changes.

The technique of securing the discussion participants in the counties was left to the county staff with counsel from the district supervisor. Following are a few statements from agents concerning the Arkansas Future Series.

Agents Approve

This is a good way to reach many people who are not now participating in the overall extension program. It gave agricultural and business people the feeling that Extension is interested in where we are going and in the obstacles in our way. *Anna Mae Felts, Lonoke.*

Comments from those participating . . . indicate a real awareness of some vital issues facing the people . . . Nonfarm producers realize more of the problems facing agriculture and the dependence that other groups have on agriculture in our economy. *W. A. Anderson, Walnut Ridge.*

It (the Arkansas Future Series) was especially effective in getting "the man on the street" informed on problems facing farm people. It gave people in all walks of life an opportunity to do some thinking and express their opinions. *Margaret Alexander, Hamburg.*

The possibilities for a broad approach to public (affairs) education with adult groups are unlimited. *D. D. Dodd, Helena.*

More than 50,000 individuals took part in the self-administered discussion groups and every county participated. ■

by David E. Ryker, Editor, Arkansas

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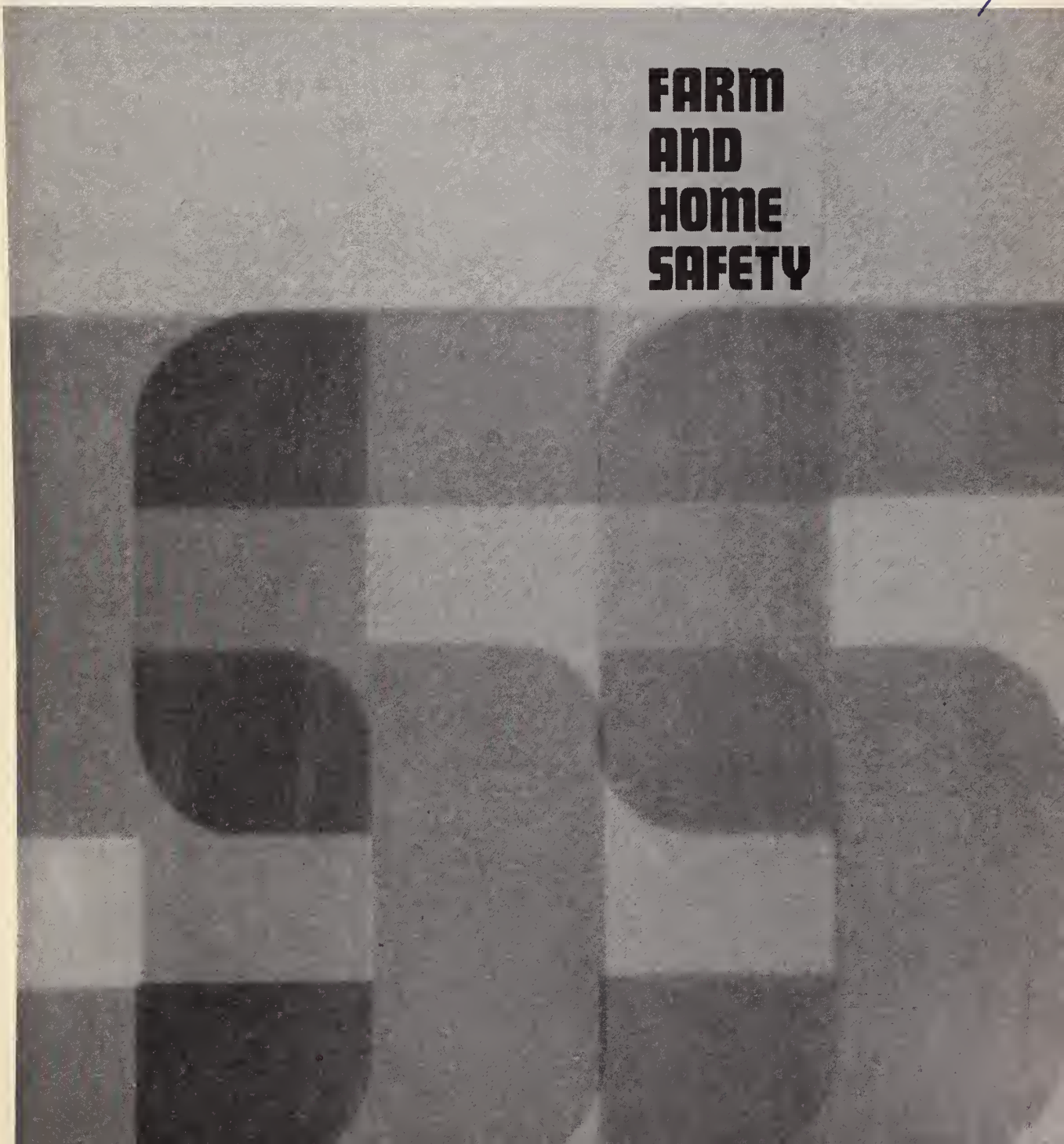

VOLUME 34 • NO. 3 • MARCH 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guidposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: *Elmer B. Winner*
Editor: *Walter A. Lloyd*
Assistant Editor: *Carolyn Yates*

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EXTENSION SERVICE
REVIEW

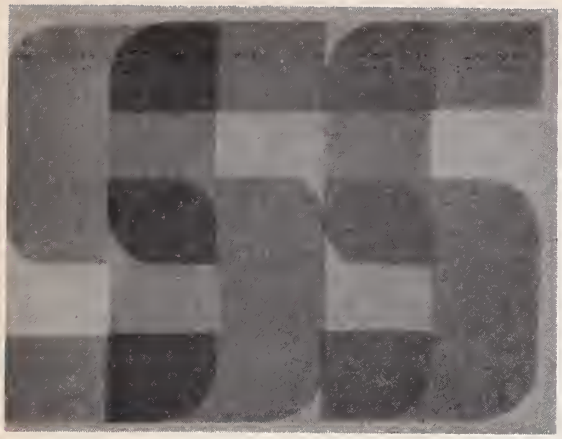
Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

It is a distinct pleasure to announce that Carolyn Yates has joined the Review staff as assistant editor. Miss Yates transferred to Federal Extension Service from USDA's Foreign Agricultural Service where she was on the staff of *Foreign Agriculture* magazine. Prior to that she edited the FAS weekly publication *Foreign Crops and Markets* that was recently combined with *Foreign Agriculture.*

Miss Yates is a graduate of Bridgewater College, a rural college in Virginia's Shenandoah Valley.—WAL



SAFETY-- A TEAM APPROACH

by W. B. WOOD
Director of Extension, Ohio

Fatal accidents on farms in Ohio have been reduced considerably. In 1946, 507 farm people were killed in accidents; by 1961 this figure had dropped to 350, a reduction proportionately much larger than the decrease in farm population during that period. Ohio's farm safety program began one day in the autumn of 1939 when a group of agricultural leaders met in a conference room of a downtown Cleveland hotel to consider ways of reducing accidents to farm people.

The group included Harry C. Ramsower, director of the Ohio Cooperative Extension Service; Harry Pontious, safety director of Nationwide Insurance; and Harry Sane, superintendent of the division of safety and hygiene, Industrial Commission of Ohio.

The men talked about the high accident rate on Ohio farms. Did the economic plight of farmers have anything to do with it? Was it another outgrowth of the Depression, or was farming just getting more dangerous as an occupation? As the discussion progressed, those participating became more and more convinced that an edcational program was needed, designed to make farm people more safety conscious. Such a program was a natural for Extension, which was accustomed to working with rural people. The program fit well into the general philosophy of Extension — "Everyone can benefit from education"—"Most people will help themselves if they are shown the way."

"We will assume the major responsibility for such a program," said Director Ramsower.

This was a start. But where was the money to finance the program coming from? Before the meeting ended, the group had organized the Ohio Farm and Home Safety Committee. Its membership was to include the leaders of all agricultural organizations and agencies in Ohio and its first objective was to find a way to finance a full-time safety specialist who could spearhead farm safety activity throughout the State.

Two years later the Division of Safety and Hygiene, Industrial Commission of Ohio, agreed to finance a safety specialist who would conduct his work under the supervision of the Ohio Cooperative Extension Service. This was the arrangement from 1941 until 1955 when the Extension Service assumed responsibility for financing the specialist.

Through the years, Extension in Ohio has used four major approaches in building its safety program:

1. planning with county agents and State specialists.
2. assisting all farm organizations and agencies in Ohio to carry out safety education programs.
3. working with commercial firms and trade associations.
4. using mass media.

County agents have been encouraged to work into their regular programs safety aspects which apply in specific circumstances. For example, a corn harvesting demonstration staged by a county agronomy committee might emphasize picker safety. In a Christmas preview conducted by a Home Demonstration Council, women might actually discuss selection of safe toys, fireproofing of Christmas trees, or safe placement of the tree in the home.

Leader training plays an important part in the safety programs of home economics and 4-H Clubs. Thousands of leaders are trained each year, and then return to their own clubs to repeat the lessons they have learned. Ohio 4-H Clubs have tied safety to their club work through safety talks, contests, "open-road-to-safety" drives and safety activities at camp.

In 1958 and 1959, tractor-tipping demonstrations appeared in 82 of Ohio's 88 counties. More than 125,000 persons saw these Extension-sponsored demonstrations. They were followed in 1961 and 1962 with miniature tractor-tipping demonstrations, using a 1-3 scale model of a farm tractor powered to perform as a full-sized tractor. More than 400 of these demonstrations were staged through the county Extension offices by representatives of the Division of Safety and Hygiene, Industrial Commission of Ohio. They are believed to be partially responsible for the decided drop in fatalities resulting from the farm tractor.

Extension works with dozens of organizations and agencies in Ohio in developing and carrying out educational safety programs. These include such groups as the Farm Bureau, Grange, FFA, vocationl agriculture, vocational home economics, the State Department of Health, the State Fire Marshal, SCS, and FHA.

Recognizing the importance of safety to the overall welfare of farm people, many commercial firms and trade associations have asked Extension for help in planning safety programs. Oil companies, farm implement firms, insurance companies, and electric companies and cooperatives are included in this group. Extension has provided leader training, planning, consultation, and preparation of educational materials for their various publics.

(See Team Approach, page 60)

ARS research worker demonstrates proper use of respirator when spraying pesticides on fruit trees. ARS-33-76 lists protective equipment that has been tested in ARS and found satisfactory. Every Extension office should have a copy.

by BYRON T. SHAW, Administrator
Agricultural Research Service,
and Coordinator, USDA Research

Using Pesticides Safely

Pesticides are a modern necessity in agriculture, forestry, and public health protection. Chemical pesticides have helped to make possible the living conditions this Nation now enjoys. Without them, many everyday articles of food, clothing, and shelter would become luxuries; our homes, hospitals, and eating places would be less sanitary; and many pestborne diseases now under control would again spread across the world.

On the other hand, pesticides can be danger to life or health unless we use them with care.

Industry and government work together to place in the user's hands a material that will do the job he wants done—without hazard to man, animals, and plants. Governmental controls, however, operate only up to the point of sale. Though there are penalties for misuse of chemicals on foods, no Federal agencies and only a few States have laws to control the application of a pesticide. Safe use is up to the person who applies them.

Specialists in USDA regulations and research, the State experiment stations, and the cooperative Extension agencies have long been leaders in informing the public about how, when and where pesticidal chemicals can be used safely, effectively, and economically.

Farmers, ranchmen, and rural homemakers look primarily to agricultural and home demonstration agents for unbiased, up-to-date information on the safe and effective use of pesticides. The Extension worker has a responsibility to advise on pest control, to perhaps organize community control efforts, to keep himself and his staff alert to possible pest problems, and to be ready to help in solving them.

The best advice anyone can give on safe use of pesticides is to *Follow the Label.* Information on the label of a Federally-registered pesticide may represent months or years of research and testing.

The Pesticide Regulation Division of USDA's Agricultural Research Service is responsible for registering all pesticides to be shipped in interstate commerce. To obtain registration, manufacturers or formulators must first prove to ARS that the product, when used as directed, will be effective and safe—safe for users, safe for people living in the area where it is used, safe for crops and livestock, and safe with respect to residues in foods.

If any residue will be left on foods when the product is used as directed, the manufacturer must obtain from the Food and Drug Administration of the U. S. Department of Health, Education, and Welfare a tolerance to cover this residue. The tolerance sets a legal limit on the amount of this chemical permitted to remain on foods. Products bearing excessive residues are subject to seizure. After

a tolerance has been set, the manufacturer must check with ARS to be sure that the directions for use on the registered label will keep residues within legal limits.

The label must not only show directions and precautionary statements about safe use but also list ingredients, including chemical and common names. Inert as well as active ingredients are scrutinized in ARS because of their actions upon each other.

Research and testing to obtain information needed to establish a pesticide's safety and effectiveness may be carried on at laboratories of the chemical industry itself, at independent consulting laboratories, at State experiment stations, at Federal research laboratories, or universities.

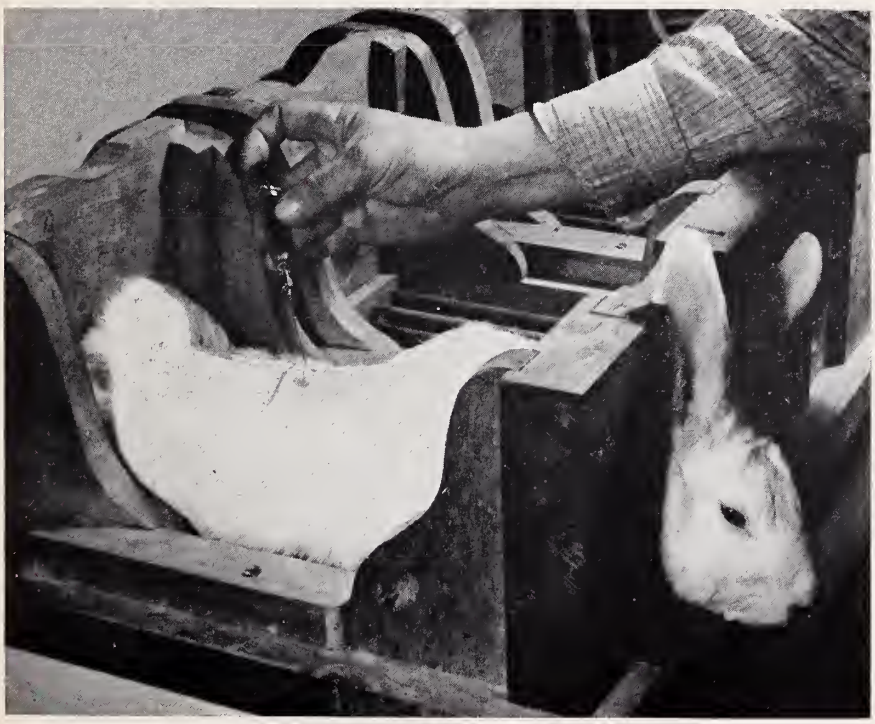
The material is tested on laboratory animals to determine the precautions which must be used to protect humans, pets, or livestock. Such testing may involve patch tests on skin, injections into the skin and muscles, feeding, direct injection into the stomach, and inhalation tests during spraying of chemicals. Scientists study rats and other animals fed a chemical to see if it affects their activity; growth rate; blood, organs, and tissues; life span; or offspring. If the product will leave residues on harvested food, feeding studies are required for as long as 2 years.

More and more accurate and sensitive analytical methods are being developed for determining residues of pesticides on foods. Chemists now talk about procedures that will detect chemicals in parts per billion, instead of the fractions of a part per million that were considered fully adequate a few years ago.

Despite these precautions, registration does not mean Federal *endorsement* of a pesticide for any particular use. We accept pesticides for registration—which means merely that our scientists are convinced that the proposed labeling is legal. We do not select the products that are to be registered.

Recommendations for the chemical control of pests are made by USDA research agencies and State experiment stations. ARS research workers, in meeting their responsibility for selecting the best pest-control methods, put their recommendations into some 188 Farmers' and Garden Bul-

Right, use of granular pesticides in place of sprays can reduce chemical residues on food plants and prevent drift. Below right, beneficial wasp deposits eggs in alfalfa weevil larva. Below, pesticides applied to a rabbit indicate probable effects on humans.



letins, Leaflets, and Program Aids on many subjects. Extension Service offices should stock only the latest revisions of such publications; out-of-date advice can be misleading.

The comprehensive Agricultural Handbook No. 120, *Insecticide Recommendations of the Entomology Research Division for the Control of Insects Attacking Crops and Livestock,* is issued each spring by ARS and FES. It updates and condenses all such research recommendations, and is the most current publication of the Department in this field. A similar publication, *Chemical Control of Weeds* (ARS-22-67), carries the latest information and precautions on use of herbicides.

These Federal recommendations, which are necessarily nationwide in scope, are intended to be used as guides. State experiment stations consider Federal recommendations, along with State research and local conditions, and develop procedures for chemical control of pests within their States. In most cases, State and Federal recommendations agree.

Extension agents and other farm advisors can do much to help pesticide users understand and follow proper procedures. Extension workers can also help ARS inmeasurably by promptly reporting instances where a registered pattern of use apparently is not fulfilling claims made on the label. It is important, when reporting such occurrences, to have as many facts as possible on how the chemical was used.

If recommended methods fail, users of chemicals should not use a larger dose of pesticide or try one not registered for the use they plan to make of it. Instead, they should refer their pest-control problems to qualified Extension or research agencies.

Scientists do not claim to know all the chemical and biological effects of pesticides. But our knowledge is substantial, and it will increase as additional research needs are met. The USDA is continuing to expand research on methods to control pests without using chemicals that leave harmful residues. Two-thirds of our research on insects is now devoted to biological controls, use of chemicals

(See Pesticides, page 61)

We Teach Safety

by JOHN M. FERGUSON
State Leader
Kansas Extension Engineers

KANSAS Extension Service does not have a full-time farm safety specialist. In spite of this, we feel it can truly be said that we teach safety.

A report published by the Division of Vital Statistics of the Kansas State Board of Health shows that between 1940 and 1961, accidental deaths on farms decreased from 89 to 47. The best information available indicates that the percentage of injuries from rural accidents compares quite closely to the percentage of fatalities.

Our farms and farm homes have become highly mechanized during this period and have all the hazards that normally go with mechanization. Nevertheless, the number of accidents has decreased about 89 percent. Although many other factors contribute to this decrease in agricultural accidents, it is only fair to assume that a part of this decrease is due to the educational work of the Kansas Extension Service.

All of our State specialists and county personnel attempt to emphasize the hazards that apply to their particular project area. They make a definite attempt to promote safety in their particular project field. We will discuss briefly a few of the special safety teaching efforts which have contributed to our decrease in rural accidents.

The specialists in the Engineering Extension Department have, for a number of years, taught safety as a definite part of their project work in Farm Structures, Soil and Water Conservation, Irrigation, Machinery, and Electrification. In 1960, they started a new type of safety educational work with Home Economics Unit Leaders. This work consisted of teaching them unit lessons on automobile care and safety. They, in turn, taught this lesson to all members of their units. Two members of the Engineering Extension Staff, a

Practical skills were included in the auto safety course.

member of Kansas Farm Bureau Safety Department, and the local home economics agent presented these lessons to leaders.

In 1960, schools were held in two counties and 70 leaders received training; in 1961, schools were held in five counties and 58 leaders received training. In 1962, these schools were held in four counties and 120 leaders were trained.

Recently a check was made to see how many unit members had been trained by the unit leaders. In 1962, the 120 leaders receiving the training presented this lesson to 1,960 unit members. Based on the average number of unit members trained in 1962, it is safe to assume that in the 3 years these training schools have been held, approximately 4,000 unit members were trained. The members trained actually learned how an automobile engine works. They also changed tires, practiced parallel parking, participated in braking demonstrations, and studied hazards that might arise while driving.

Since the majority of these unit members were farm wives, it is almost impossible to estimate the number of people that were influenced by these training schools in automobile care and safety. An excellent example of the reaction to these schools can be expressed by quoting a statement made by the home economics agent in Barton County.

"We Extension agents were surprised and pleased with the response to the auto care and highway safety lesson. Our leaders accepted the challenge to make a better-than-average presentation to their home units in order to stir their interest in a subject dinned into their ears every day. They succeeded. Many received the praise of their home units by being named the outstanding lesson leader of the year at the fall Achievement Day. A majority of the educational booth exhibits made by home units at this event were based on the auto care and safety lesson."

The safety program in home economics is one of longstanding and widespread emphasis. Each specialist emphasizes safety in presenting recommended practices. In addition, counties have requested leader training lessons in subject matter and methods. Discussion, group discussion-decision, demonstrations, role playing, and campaign techniques have been used extensively to create unit and community interest.

Worth Fitzgerald, KSU Extension Engineer, explains automobile parts and operations to Barton County Home Unit Leaders.

The Kansas Home Demonstration Advisory Council Safety Committee report, prepared in the annual workshop, is often used in Extension home economics unit and community-wide programs. This year the program emphasizes highway, home and farm, and water safety; it lists goals, topics for study, study materials and suggested action. Home demonstration units also participate in the National and State "Home Safety Inventory."

The outstanding unit recommended by each county is awarded a certificate of merit. The county which has accomplished the most in safety receives some safety education materials for use in the county program. These materials are provided by the Kansas Citizens Safety Council and the presentation is made by a member of the Kansas State Board of Health. Awards are given at the Safety Award Program of "Home Economics Days," held annually on the Kansas State University campus.

Safety is given heavy emphasis by the 4-H Clubs, another part of the Extension Service Program. Different but complementary approaches are made to teaching safety through the 4-H Clubs. First, safety is made a part of each 4-H project. Given special emphasis in the engineering projects (electric, tractor, auto, and woodworking) it is also an important part of clothing, foods, crops, livestock, and other projects. Four-H'ers are taught not only how to do things, but how to do them safely.

A separate activity makes it possible for both individuals and clubs to highlight safety in their club work. A carefully designed awards program encourages both individual and group efforts in two different educational approaches.

Another special safety teaching effort being made by the Kansas Extension Service is the Rural Electrical Job Training and Safety Program. This is a cooperatively-financed program involving the Kansas Electric Cooperatives Inc., the State Board for Vocational Education, and the Extension Service at Kansas State University. This is an off-campus instructional program for rural electric utility employees which utilizes adult educational methods.

(See We Teach Safety, page 57)

Home Demonstration Council Is Good Safety Educator

by MRS. LIONEL JARVIS
National Safety Chairman
Nat'l Home Demonstration Council

RURAL families have received years of continuing education from the Cooperative Extension Service by way of such groups as home demonstration and 4-H Clubs. When women get together with creative goals and ideas and ask for help, wheels start turning that will bring to them the knowledge they need and the desire to pursue their endeavors.

It is with a great feeling of gratitude that I attempt to tell you of the vast amount of safety education work accomplished by the members of the National Home Demonstration Council. While safety programs are carried on by home demonstration clubs and members throughout 50 States and Puerto Rico, 41 States and Puerto Rico are included in the National Home Demonstration Council.

Blessed is the leader who has not sought just the high places, but who has been drafted into service because of the ability and willingness to serve. This describes the leaders of home demonstration clubs.

Our program of work has for several years stressed many phases of safety. For the past 4 years we have held national safety seminars to better inform our leaders. We have tried to instill in the membership the necessity of bringing to families the proper attitudes and practices regarding safety and to help them move from safety attitudes and habits to social attitudes and practices which effect law enforcement.

Our national safety goals are: (1) to encourage farm equipment safety as a family project, (2) to encourage members to study electrical safety in the home, (3) to stress safe handling and storage of insecticides and pesticides, and (4) to stress the importance of recreational safety, especially safe use of firearms, water safety, and safe vacation travel.

Suggested action program: (1) study laws which apply to moving tractors and all farm equipment on the highway, (2) encourage women to have their homes inspected for electrical hazards, and (3) conduct publicity campaigns on safety.

We were very pleased to receive reports on safety from 41 States; 4,334 clubs reported 9,478 programs on farm safety. Colorado has had State workshops emphasizing farm and harvest hazards and proper use and care of agricultural chemicals. They have distributed 50,000 pieces of literature on fire prevention and conducted surveys of farm accidents—both major and minor.

Illionis Homemaker Extension Associations have conducted sessions on medical self-help in cooperation with the Women's Committee of the Farm Bureau.

The Indiana State Home Demonstration Association has urged members of 618 clubs to check homes and farm for fire hazards.

A Wisconsin County Home Demonstration Council helped organize a volunteer fire department.

Missouri Home Economics Extension Clubs furnished red flags for farm machinery used on highways.

Nebraska Home Extension Clubs presented programs on *Home and Family Protection* reaching 28,000 persons, and through their county agents they promoted seat belts.

New Jersey homemakers established a what-to-do program in case of fire or disaster for families having bedridden or aged persons.

North Carolina Home Demonstration Club members have manned emergency poison centers 24 hours a day.

South Dakota Home Demonstration Clubs stressed school bus safety.

Texas homemakers emphasized survey of hazards in the home and encouraged dog vaccine drives and the procurement of snake bite kits.

Needless to say, these accomplishments could not have happened without the help of the Cooperative Ex-

(See Home Demonstration, page 61)

NFPA Role in Rural Fire Protection

by WARREN Y. KIMBALL, Secretary
NFPA Rural Fire Protection Committee

RURAL fires are believed to account for about a third of the Nation's fire loss each year. The USDA has estimated that in 1961 fire losses on farms alone totaled $163 million. Damage to other rural properties would at least equal that amount.

The National Fire Protection Association, a non-profit technical and educational organization, was founded in 1896 to promote the science and improve the methods of fire protection and prevention, and has long been concerned over rural fire waste. It's committee on Farm Fire Protection was organized in 1926 with the late Dr. David J. Price of the USDA as chairman. Dr. Price subsequently served as president of NFPA and was also a director of the Association.

In 1957, recognizing new types of rural fire hazards, other than those created by agriculture, the committee was renamed the Rural Fire Protection Committee. The scope statement reads:

"This committee deals with loss of life and property by fire on farms and in rural communities, prepares standards on subjects in this field and adapts for farm and rural application the general standards of the Association. Functions in both a technical and educational capacity in cooperation with the U. S. Department of Agriculture."

The Department of Agriculture is an organization member of the National Fire Protection Association and a number of bureaus and agencies of the Department are actively represented on the NFPA Rural Fire Protection Committee. These include: Agricultural Economics, Extension Service, Forest Service, and Agricultural Engineering Research.

The NFPA and USDA have long cooperated on matters concerning farm

fire safety. In addition to the Committee on Rural Fire Protection other NFPA committees and NFPA staff personnel have worked with representatives of the Department in the preparation of fire prevention literature and bulletins. Especially noteworthy is the cooperation between the Federal Extension Service and the NFPA Public Relations Department in the preparation of packets on Spring Clean-Up and Fire Prevention Week which go to all county Extension agents. The Department has two representatives on the NFPA Public Relations Committee.

The USDA's Forest Service has played an active role in the NFPA Forest Committee in preparing several publications issued by NFPA. Some of these include: Community Dumps, Community Forest Fire Fighting Equipment, Homes and Camps in Forest Areas. A book, *Chemicals For Forest Fighting,* is forthcoming.

Typical dairy barn fire involving hay loft.

NFPA has more than 100 active technical and informational committees working on various phases of fire protection, many of which are of concern to rural areas. Each year the Association issues the National Fire Codes consisting of seven large volumes of standards prepared by the various committees and adopted by the Association at its Annual Meeting. While these standards are purely advisory, many of them are used by various enforcement agencies as evidence of good practice. The National Electrical Code prepared by the Electrical Code Committee of NFPA Electrical Section is a prime example of a national standard prepared under NFPA procedures. In some States these standards have been adopted as laws. Two examples are: the Flammable Liquids Code prepared by the Committee on Flammable Liquids and the Standard for the Storage and Handling of Liquified Petroleum Gases prepared by the Committee on Gases.

Rural dwelling fully involved in fire before arrival of fire department.

The Committee on Rural Fire Protection consists of 30 members representing various interests which are concerned with rural fire problems. They attempt to provide the necessary liaison between the overall activities of NFPA and the specific fire protection problems of the rural community.

For a number of years the NFPA Rural Committee has met annually at one of the State Universities or agricultural colleges to exchange information with men dealing with rural fire problems at the State and local level.

The Committee has prepared a number of texts on rural fire protection which have been published by NFPA. Noteworthy are *Fighting*

(See NFPA, page 57)

4-H'ers Promote Safety in St. James Parish, Louisiana

by TED HOLMES
Assistant Editor
Louisiana Experiment Station

A county-wide 4-H safety program has great impact on the safety awareness of people. It also creates a tremendous amount of goodwill toward 4-H work and the entire Cooperative Extension Service, according to 4-H leaders in St. James Parish, Louisiana.

The St. James safety program began in 1955 with the encouragement of a local leader who visualized the opportunities for taking safety training to the families and farms through the 4-H members. Agents liked the idea because it would give clubs a single project for all members to work on together, building unity and teaching them to work with others.

To get the program rolling, the Louisiana Safety Commission, the Department of Public Safety, farm and civic organizations, public utilities, and business firms were called on to help plan and provide teaching materials and other support.

Getting just about everybody involved has been one of the keys to the success of the St. James program. Naturally, the 4-H Club members themselves lead the promotional activities, but one result is that students from the first grade on up make safety education a part of their everyday learning experiences. They draw safety posters, write essays, learn slogans, build exhibits, act in skits, go on hazard hunts, conduct fire drills, and participate in many other activities. Trophies are awarded to 4-H members and non-members in poster and essay contests.

School officials, businessmen, civic clubs, industries, church leaders, government, and mass media representatives also sponsor awards, put up window displays, provide publicity, and give demonstrations.

"Safety Week," held just before Christmas, climaxes the year's program. While competition is not the main goal of the campaign, prizes are awarded.

In a typical campaign, students make more than 1,100 posters and write nearly 700 essays. Virtually all businesses put up displays. Parades are held; motorists, cyclists, farmers, and industrial workers get safety reminders. Considering the announcements through mass media, it is estimated that 20,000 people are reached. ■

Making safety displays and posters is regular classroom work for children in St. James Parish, La. Outstanding projects by club members and non-members get awards through the 4-H safety program.

A 4-H Safety Lane

by MICHAEL A. McNAMEE
Extension Agricultural Engineer
Wyoming

Each year thousands of accidents result from operating motor vehicles with faulty brakes, lights, steering, tires, and other defects. Often the vehicle operator is unaware that his equipment is defective until there has been an accident. In Teton County, Wyoming, 4-H Clubs decided something needed to be done about auto safety in their county.

Several leaders and junior leaders met with the county agent, Nels Dahlquist, to plan a county-wide automobile safety program. At the request of the Wyoming Highway Patrol, the group decided to sponsor an auto safety check of the type sponsored nationally by the Auto Industries Highway Safety Committee and a national magazine.

The safety committee's first step was to contact the Jackson Hole Rotary Club who agreed to finance promotion materials available through the National Vehicle Safety Check program. As an added bonus, the Rotarians voted to fine their members $2 for every car they failed to have checked. All fines would go to the 4-H building fund.

The publicity committee was led by Virginia Casebeer, a junior leader. She made arrangements with the *Jackson Hole Guide,* the weekly newspaper, to print news items about the campaign. Other committee members encouraged local businessmen to call attention to safety-check day in their newspaper ads.

Arrangements made with KID-TV at nearby Idaho Falls, Idaho, provided the county agent and six junior leaders with 15 minutes time to explain the safety check and other ac-

(See NFPA, page 61)

How the Safety Specialist Multiplies His Efforts

by NORVAL J. WARDLE
Extension Safety Specialist,
Iowa State University

EVERYONE is interested in safety. This has been the basis of the Farm Safety Program in Iowa for 15 years. It is most important that this basic interest be taken for granted in working with people. The need is to guide and implement this basic interest in safety. Vehicles on which the basic interest can ride are important. We must carry that interest to the fruition of a safe home, community, county, and State.

The safety specialist can use these direct contacts with farm families:

1. safety meetings.
2. safety demonstrations.
3. safety talks in other meetings.
4. farm inspections.
5. farm tours by groups.
6. safety exhibits at fairs, in store windows, etc.
7. safety conferences where the participants are instructed and trained how to live safely.
8. safety contests, such as a tractor operator's contest, hazard hunts, safe farm family, safe farm.

The farm safety specialist cannot do the job alone. It is impossible for him to reach and work with each member of every farm family. To make any imprint on the tremendous problem which exists, he must be primarily an organizer, a coordinator, a source of reliable facts and information, and an encourager.

At the local level—the school, county, and community—he needs to develop devoted, volunteer safety workers. He may develop these by working with State leaders, such as the Supervisor of Vocational Agriculture, the State Conservationist, the State ASC chairmen, or the State Association of Rural Electric Cooperatives. These State leaders then can instruct and train their local personnel in carrying out farm safety programs. The Safety Specialist may personally assist in the training of these potential safety leaders. Thus many local safety specialists are developed to work directly with farm people.

The safety specialist uses the full resources of the Extension Service to promote safety throughout the State. A variety of methods may be used:

1. individual conferences with other specialists to assist them in incorporating safety into their programs.
2. conferences with State 4-H leaders to guide and assist them in incorporating safety in the whole of the 4-H program.
3. conferences with District Extension Supervisors to train them in advising county personnel on safety programs.
4. training sessions for county Extension agents to train them to organize and carry out safety programs in the county.

The safety specialist should always be ready to help the local "spark plug" leader. He should do all he can to prime the county Extension agent to be on the alert for these safety leaders. This local volunteer leader may be like a farmer of Clinton County who has developed an active county safety committee. This committee has reduced fires, practically eliminated corn-harvest accidents, and made all residents of Clinton County more safety conscious. He says the essential members of a good county safety committee are safety workers, authorizers, financiers, and publicizers.

With this group working and supporting safety programs, accidents and fires are reduced. Such an organization in every county is of inestimable value.

Likewise on the State level, the safety specialist is an organizer, initiator, coordinator, and fact supplier. Experience has shown that when a State committee is organized and develops a vigorous program, accidents are reduced.

At the State level, numerous organizations and individuals are ready to aid the Farm Safety Program. These include farmers and farm homemakers; official USDA representatives; insurance companies and associations; TV and radio companies; State Fire Marshal; State Safety Department; Highway Patrol; farm organizations; State Departments of Health, Education, and Agriculture; service organizations; farm supply companies; chemical companies; and many others. The task is not to find interested people, but to so organize the State safety committee or council that all interested can feel they are making a worthwhile contribution.

The development in each State will be different. There is no one way. Iowa's council has developed from a small committee organized in 1944 to this present setup:

Iowa Farm Safety Council
Board of Directors

Division I—Family Activities
- Recreation Committee
- Home Committee

Division II—Fire
- Fire Prevention and Control Committee
- Radiation and Fallout Committee
- Flammable Liquids and Gases Committee

Division III—Chemicals
- Farm Chemicals and Poisons Committee
- Explosives and Related Hazards Committee

Division IV—Traffic

Division V—Farmstead and Field
- Tractor and Machinery Committee
- Animal Committee
- Shop and Electricity Committee

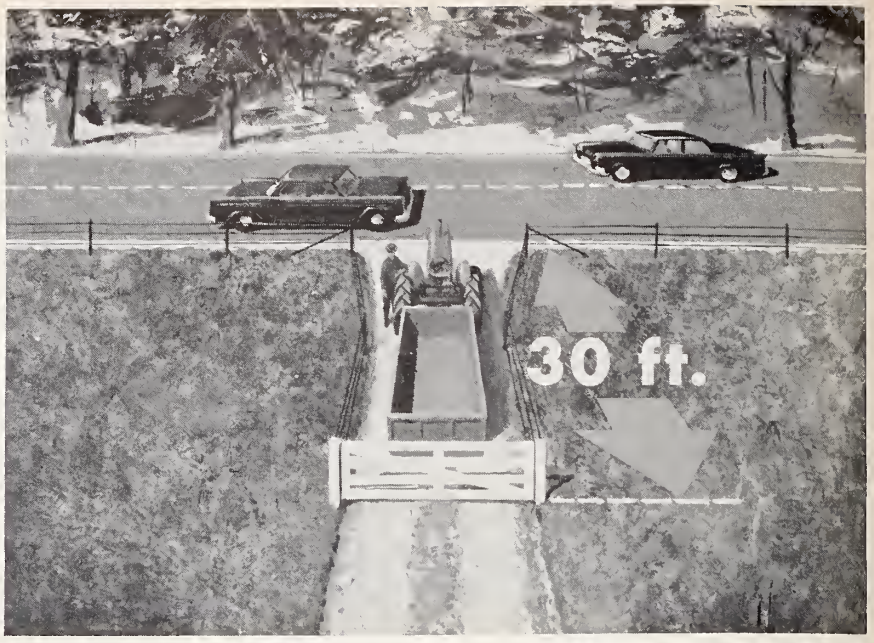
Division VI—Records and Research
- Reports and Records Committee
- Research Committee

General Committees:
- Statewide Programs
- Awards
- Publicity
- Membership
- Council Development

There are 145 members on these committees with 46 general members of the Council. The purpose of the Council is to develop programs and activities which will reduce accidents and fires in rural Iowa.

All of these need to be coordinated in a statewide program. The State Safety Council, State organization leaders, and State specialists in the Extension Service develop safety campaigns, contests, publicity, dem-

(See Safety Specialist, page 61)



Field gates located on the fence line can contribute to traffic disturbance and accidents. This diagram from *Your Rural Road Challenge* slide film series suggests proper placement for this type of gate.

Rural Highway Safety

by JOHN L. MARKS, Director Rural and Education Division Automotive Safety Foundation

An American President some years ago characterized the heavy annual toll of death, injury, and property damage in highway accidents as "a national disaster." By that reckoning, 1962 was the worst disaster year of all, since it set an alltime record of more than 40,000 lives snuffed out in traffic.

A large part of the traffic accident problem is concentrated in rural areas. About three-fourths of all motor vehicle fatalities in the United States occur on rural roads—though of course not all of them involve rural people. However, the accidents occur on roads and highways where they most frequently drive.

Rural residents, in fact, rely on the car and truck even more than city people do. As for farm families in particular, 80 percent of them now have automobiles, compared with a national average of 74 percent. Greater use of the motor vehicle means greater exposure to accidents.

In addition, the highway accident potential in rural areas is compounded by many special factors, such as obsolete road design and poor road maintenance. Haphazard signing and marking, blind intersections, hidden farm-access roads, and slow-moving vehicles are also hazardous.

To cite the rising trend of motor vehicle accidents is not to imply that highway safety effort is futile. Just the reverse. It simply means that safety activity is not keeping pace with the constant increase in accident exposure due to heavy increases in population, drivers, vehicles, and travel. Experience has shown that States and communities conducting a vigorous safety program on a continuing basis have the lowest accident rates. The nation's annual traffic death toll, but for the labors of the organized highway safety movement would now exceed 100,000.

Good highway safety programs don't just happen. They are developed and carried forward by people who not only want better traffic conditions but are willing to *work* for them. An organized approach is the first essential—with citizens and public officials thinking and cooperating closely.

The biggest challenge in highway safety is to put available knowledge to work. The sum and substance of what we know about curbing motor vehicle accidents is contained in the nationally-recognized Action Program sponsored by the President's Committee for Traffic Safety. This balanced program of education, enforcement, and engineering has the strong endorsement not only of responsible officials at all governmental levels but also of every major citizens organization concerned with the public welfare.

The nation's agricultural leaders, cooperating with the President's Committee, have recommended intensive educational efforts—through existing rural organizations and agencies—as the soundest approach to the rural traffic problem. These leaders agreed that voluntarily coordinated community-wide action will produce more substantial results than isolated group activity. In a concerted effort, goals and priorities can be more clearly defined and the rate of achievement accelerated.

This course of action is being spearheaded by the Cooperative Extension Service, which has enlisted many other organizations and agencies in the rural community. Among these are general farm organizations; farm women's and youth organizations; farmer cooperatives; farm power suppliers and agri-business enterprises; civic groups and churches; agricultural media, including radio, television, and press.

The Automotive Safety Foundation, which helped to initiate the national Action Program for highway safety in 1946, has strongly supported the work of rural groups through its Rural and Education Division. Through staff services and grant

funds, the Foundation has aided in shaping traffic accident prevention programs for all three of the general farm organizations, the major rural youth groups and women's rural organizations. Joint efforts with the Cooperative Extension Service have also resulted in a great deal of constructive accomplishment, with county, State, and Federal Extension workers making a valuable contribution in many of the projects.

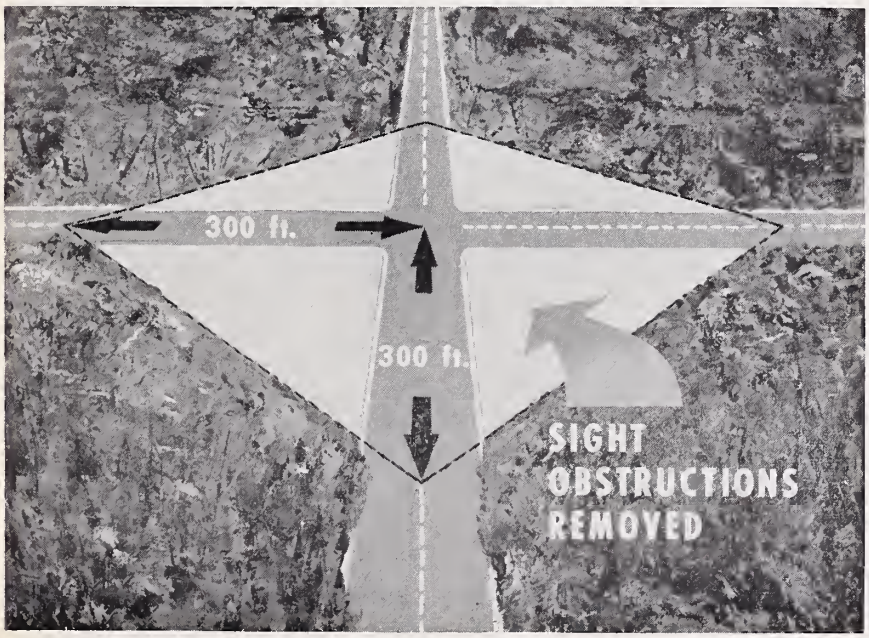
One of the important activities launched by the Cooperative Extension Service was the 4-H Automotive Care and Safety Project. The aim was to develop a practical action program with particular appeal for older 4-H Club members. The task of guiding overall project development, producing materials and implementing the project on a pilot basis was entrusted to a National 4-H Automotive Project Committee, with the Automotive Safety Foundation supplying staff and financial aid. Immensely popular ever since its formative stage, this project is now sponsored nationwide by the Firestone Tire and Rubber Company.

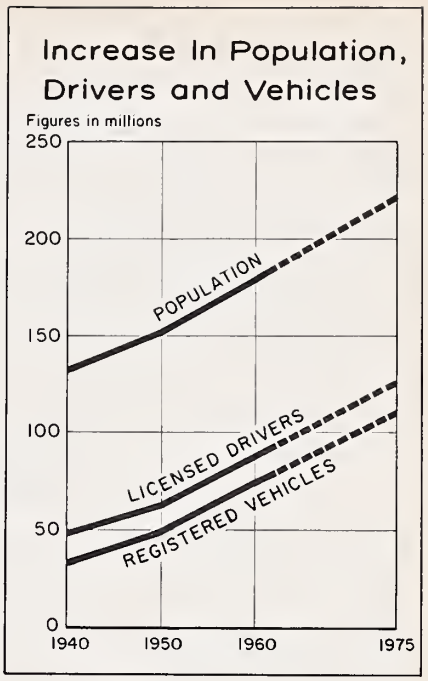
To fill a long-felt need, State Extension safety specialists, safety directors of other rural organizations and the Foundation pooled their efforts to prepare a comprehensive Library Reference File embracing the most useful literature in the traffic safety field. A total of 120 sets of these catalogued reference files were distributed to State Extension safety specialists and State farm organization safety directors.

Another landmark in the development of useful program material for rural safety activity was the publication of *Vehicles, Roads, People,* an exhaustive fact-book on highway transportation and safety produced by ASF in cooperation with the Federal Extension Service. It was the first full-scale document in this field designed specifically for use by Extension staffs of Land-Grant Colleges and by some 12,000 County Extension workers. With more than 17,000 copies distributed by the Foundation as a public service, the book has been widely used as an encyclopedia of essential information and as a practical aid in promoting group and community support projects in highway safety.

For the past 2 years the USDA has issued a special program leaflet directing attention to rural highway safety in connection with National Farm Safety Week. ASF developed the basic information for the leaflets.

Blind intersections are a major hazard on rural roads. Here are the recommendations for cutting back crops or shrubbery to insure unobstructed vision at such crossings.





Significantly, both in 1961 and 1962, Farm Safety Week (jointly sponsored by USDA and the National Safety Council) was primarily dedicated to rural highway safety.

What are the top priorities for cooperative action in the rural community? Agricultural representatives who attended the four Regional Citizen Leadership Conferences held in 1958 by the President's Committee, pinpointed the following:

- Proper and adequate marking of slow moving farm vehicles, including lights.
- Proper maintenance of rural highways, including the removal of obstructions and other hazards.
- More emphasis and education on the importance of traffic laws and enforcement.
- Improved uniform marking devices and warning signs on rural roads.
- Surveys of local areas to determine hazards, causes of accidents, types of injury, and other information essential in carrying on a practical educational program in rural traffic safety.
- Expansion and extension of educational programs for rural traffic safety among farm and rural women's organizations and rural youth organizations.

• Limitation of the operation of tractors and transportation of farm equipment on public highways to qualified operators.

• Stricter licensing requirements and stricter law enforcement for all motor vehcile operators.

• Periodic reexamination for renewal of all drivers' licenses.

To help dramatize these priorities and stimulate activity, Extension safety specialists and other farm safety experts cooperated with the Farm Division of the National Safety Council and the Foundation in developing a two-part package titled *Programming Aids in Rural Highway Safety.* The first section consisted of five pamphlets to aid discussion, planning, and execution of project activities. The second was a slide presentation dealing with the special hazards of rural driving and outlining steps for their correction. ASF has made about 600 sets of the booklets and slides available to State farm safety specialists and to the State headquarters of the general farm organizations.

Rural officials and civic leaders are devoting an increasing amount of time, energy, and money to safeguard the movement of people and goods on the public highways. Meanwhile, with the incessant growth of traffic, the challenge looms larger every year. By 1975 the present 90 million licensed drivers and 76 million vehicles will have increased by another 40 to 50 percent. Annual travel which now totals about 765 billion vehicle-miles will soar to 1.2 *trillion* miles. All this means vastly mutiplied chances for accidents.

Unless the people of America make a real effort to step up safety activities on all fronts, reliable authorities predict that the highway accident bill we will pay the next decade will add up to the astronomical total of 460,000 deaths, nearly 15 million disabling injuries, and economic losses of over $77 billion!

We must not let that happen. ■

Motor Vehicle Accident Trends

	1940	1950	1960	1975[1]
Highway deaths	34,500	34,760	38,200	51,000
Highway deaths (Per 100 million vehicle-miles)	11.4	7.6	5.3	4.4
Cost of highway accidents (Billions of dollars)	1.6	3.1	6.5	9.5

[1] *Projected estimate.*

Source: U.S. Bureau of Public Roads

State Farm Safety Committees Ring the Bell for Safety

by MABEL C. MACK
Assistant Director of Extension
Oregon

STATE Farm Safety committees have literally sprung up all over the country in recent years. In 1944 there were four, in 1950—25, in 1960—45, and today 48 States are organized to prevent accidents.

These State committees haven't grown up by chance but rather as the result of a request by a conference group, a planning committee, or a group of citizens. These committees have grown and developed into active, effective groups through the combined efforts of many organizations and agencies working together on problems of mutual concern.

Let's take a look at these committees in terms of how they were organized, what they have done, and what they hope to accomplish. The objective of State safety committees is to prevent accidents. Attention to this simple purpose will keep the committee on the beam. The motivation for the organization of these committees may have come from many sources—local people, local groups, or through the work of the Farm Division staff, or the Committee on State Committees of the Farm Conference of the National Safety Council.

In Oregon, our Governor's Committee on Farm Safety was organized in 1953 as a direct result of the recommendation for a "State Farm Safety Committee" made by the Farm Safety Division of the Governor's Coordinated Safety Congress held at Oregon State University in December 1952.

The safety committee was organized in Portland on February 5, 1953, with 11 persons present representing the Secretary of State, REA Co-op's State Safety Chairman, State Department of Vocational Agriculture, State Industrial Accident Commission, Cooperative Extension Service, the National Safety Council, and one farm leader. The farmer was elected chairman and the Extension representative, secretary.

The first major problem confronting the committee was the matter of funds to finance their work. Various sources were explored, but there was no ready solution. Undaunted by a lack of funds, the committee agreed that through combined efforts—all working together—they could carry on; so by concensus agreed that the committee should continue to function, and that it should be enlarged to include representatives of all organizations interested in farm safety, and especially the farm organizations so that there would be an opportunity to work *with* not *for*

farmers. Thus the Oregon Governor's Committee on Farm Safety was launched—enthusiastic and motivated to develop an action program. This dedicated group has accomplished much through their coordinated work and by making use of all available resources.

Today the membership of the committee includes representatives of farm organizations, industry groups, radio and TV, and State agencies.

Each organization represented has helped to support and promote the educational programs at the county level through securing the cooperation of their representatives. Extension Service has had each county staff name one agent to work on safety with organization representatives in developing a county safety program at the grass roots level. The Northwest Agricultural Chemicals groups in cooperation with the State committee have added incentives through a scholarship awards program for 4-H demonstrations at county and State fairs on Safety in use of Agricultural Chemicals.

Resource Helps for the State Committee

State committees need assistance in planning, methods, and the development of materials and visual aids. Valuable help has been given during the past few years through the frequent visits of National Safety Council Farm Division staff members and through the pipeline developed by having a committee member serve on the National Farm Conference and on the Committee on State Committees of National Safety Council.

The National Safety Council asked the Oregon committee to host the first Western Regional Conference for State Committees in March 1961. The Oregon committee as host had the privilege to invite about ten county committee representatives and Extension agents, to gain ideas for county programs.

The next year, eight members of the Orgeon State Committee participated in the Regional Conference at Tacoma which the Washington committee hosted. Plans are now being made to attend the 1963 conference for State committees at Boise, Idaho, March 27-29. Perhaps no other factor has been a greater motivating force in the development of State safety committees and strengthening of programs than these conferences.

What Has Been Done

The State committee has followed the leadership of the National Safety Council Farm Conference for areas of emphasis each year. This means factual information, circulars, visual aids, and bibliographies are available from the National Safety Council.

Certain State Extension specialists serve with the Assistant Director as an Extension committee on Farm Safety including the Agricultural Engineer and Specialists in Forestry, Entomology, Family Life, Home Management, Agricultural Chemistry, Extension Wildlife Management, Radio and TV, and Information. This committee prepares packets of safety material for county Extension agents and county safety committees, especially during National Farm Safety Week, Spring Clean-Up Week, Fire Prevention Week, and Safety for the Holidays.

In 1960 the State Home Economics Extension Council women adopted Traffic Safety for their number-one community service project and have continued each year with this project featuring "Are You in the Know" (a review of traffic laws and regulations); "Seat Belt Installation and Use," in cooperation with the Jay Cee's installation program; Driver Education; and Bicycle Safety. The Extension units will continue this program on Traffic Safety next year and are also planning to start the National Safety Council program on "falls" next September.

The State safety committee encourages the organization of county safety committees or steering committees to aid the Extension agent in developing a safety program at the county and community levels. The typical county committee includes representatives of most of the organizations and agencies serving on the State committee. Their program may start with a well planned countywide observance of National Farm Safety Week developed in various ways using National Safety Council kits and packets of material prepared by State committees.

For example, Linn County, under the direction of County Agent O. E. Mikesell, organized a Linn County Safety Council in 1955 at the request of the County Planning Council. They met once with the State committee, and then planned their activities for a minimum of two major events each year. For their participation in National Farm Safety Week, eight communities in the county were contacted and subcommittees set up. Programs were carried through farm organizations, garden clubs, 4-H clubs, FFA chapters, the Chamber of Commerce, the Mayor, and the City Council. Packets were prepared for all newspapers in the county. Their Spring Clean-Up Week is handled much the same way; the slogan is clean up, fix up, paint up.

One year, the Marion County Farm Safety Committee planned and carried out a countywide campaign against accidents with the assistance of County Extension Agent Hollis Ottoway. Since they were a heavily populated county they decided to use mass media to carry the safety message. The committee prepared a ten-page booklet entitled "Farm Safety Handbook" filled with safety hints in poetry and cartoons. This was distributed to all families on the Extension mailing list and to those responding to news releases and radio talks. Home Extension women in the county also carry a home safety program through training meetings for project leaders.

The State safety committee also has promted many other phases of safety each year—for example, Firearms and Hunting Safety, sponsored by Oregon State Game Commission; Water Safety; and Farm Tractor and Machinery Safety.

Two other programs have been developed to meet emergencies following tragic accidents: (1) Safety in disposing of old dynamite—material prepared by SIAC and Extension Agricultural Engineer, and (2) Safety in use of pesticides—prepared by a special committee of the Industrial Hygienist, Oregon State Board of Health and Oregon State University Extension and Agricultural Chemistry staff members.

Safety training has been given each year at 4-H Summer School at OSU.

(See State Committees, page 58)

Rural Civil Defense Preparedness Also Helps in Natural Disasters

by PHILLIP F. AYLESWORTH
Program Leader Rural Defense
Federal Extension Service

It is encouraging to know that every measure recommended for Rural Civil Defense is useful in other emergencies farm families may have to deal with. A properly constructed family fallout shelter, for example, will provide good protection from tornadoes or hurricanes. Many farmers plan use of their cyclone or root cellars as the first step toward a family fallout shelter.

Sandbags which have been used to provide a shield against radioactive fallout might also be used to build dikes in a flood emergency. Civil defense fire prevention and fire fighting measures would serve equally well if fire hazards arose in everyday life. If the farmer and his family were cut off by any disaster, blizzard, tornado, flood, fire—his reserve stockpiles of clean food, feed, and water would stand him in good stead. The tarpaulins, with which he would cover his outdoor supplies of feed and water tanks, could help protect the feed and water if sandstorms, or other hazards menaced his farm.

To have a good rural defense program, some farmers will need emergency power sources, reserve fuel, and farm machinery always kept in good condition. These would be equally vital assets in a peacetime emergency. If a natural disaster were to take out power lines, rural families could receive emergency warning and advice over the same battery-powered radios they would depend on for civil defense information. Family shelter supplies of extra beds, blankets, and clothing could be useful to them or others. The possibilities are endless for emergency use of all rural defense provisions.

But to be well equipped for civil defense emergencies, a rural family must have more than material resources; they must also have knowledge. Some members of the family should be trained in first aid, home care of the sick, and medical self-help. They need to know principles of sanitation, safe food practices, and other necessary rural defense facts. All these are useful in peacetime emergencies.

As an integral part of adequate defense, families should have well-developed and well-rehearsed home and farm emergency action plans. How much more fortunate is the family whose members know what to do if they are forced to handle similar problems created by a natural disaster. School safety plans should be suitable and adequate for any type of emergency. Neighborhood cooperative plans for joint action in the event of fires, flood, wind, or other disaster would strengthen every family's chance for survival in the event of a nuclear attack.

Just as in a family or a neighborhood, the natural disaster plans and preparations of governments (community, county, State, and national) are a major source of civil defense strength. That is why government civil defense operations plans should, and usually do, include plans for natural disaster emergency operations. In the new USDA publication *When Natural Disaster Strikes,* it is said: "Disaster relief operations of USDA serve to train officials who will be responsible for similar work in a nuclear attack. Many disaster services are much the same as those which would be needed in the event of enemy attack. Where possible, an official charged with a specific defense task shall be made responsible for the corresponding function in a disaster." ■

Farm Accidents in the United States

by JOHN D. RUSH
Agricultural Economist
Economic Research Service, USDA

The need for farm accident prevention is pointed up in a study, *Farm Accidents in the United States,* AER 17, October 1962, released by the Economic Research Service of the U. S. Department of Agriculture. The chief purpose of this report was to bring together available information on the cause, kind, and frequency of farm accidents in an effort to stimulate more effective accident-prevention programs for farm people.

The annual mortality rate for farm people from accidents continues high, ranging from 60 to 70 per 100,000 persons. A digest of on-farm fatal accidents furnished by the National Vital Statistics Division indicates that the number of fatal-accident occurrences on farms continues on a high level, despite the decline in farm population.

Nonfatal accidents occur annually to about a fifth of the farm population, according to recent studies by the National Health Survey. About 1 in 8 of these nonfatalities are permanent disabilities; but only a small proportion are totally disabling.

Farm youth probably bear a high proportion of these accidents. For all occupational groups combined, youth aged 15-24 have a low mortality rate; but more than half of the deaths in this age group are from accidents. We must assume that the same situation exists with respect to farm youth.

Environmental conditions are associated with high farm-accident rates. For example, uneven ground and unstable ditch banks create special hazards in the use of power machinery. Long hours create fatigue and are an inducement to use shortcuts to reduce the drudgery. Isolation makes it impossible for some farmers to obtain first aid and medical attention as promptly as do city people.

Perhaps as many as 80 percent of all accidents are related to carelessness, including failure to recognize and reduce or remove existing haz-

ards. It is known that for children, accident rates rise from ages 1 to 4, but they drop sharply at age 5. Another peak in the rate occurs during the teens, followed by a lower rate in the median-age groups. And, finally, there is a sharp peak among older people.

About 70 percent of all farm accidents happen on the farm and in the home. On the other hand, about half of the fatal accidents occur off the farm, principally in traffic and at places of recreation. Perhaps a fifth of the fatal and more serious injuries occur in the home—from slips, falls, and handling firearms.

The study points out the need for more information on the cost of accidents. The indirect costs, such as time and wage loss, reduced income due to crop loss, are about four times the direct costs, which include only medical and hospital expenses.

A uniform farm-accident report form and definitions are needed, so that comparisons can be made among survey results, by States, and between years within the same State. For every 1,000 accidents, it has been estimated that the 1,034 persons involved have 1,230 injuries. (Sometimes more than one person is injured in a single accident and medical records tabulate more than one kind of injury for the same person.)

Factors such as geography, climate, and the proportion of the farm population in each age group, reflect the need for prevention programs that are geared more closely to the incidence of accidents.

For children under 10 years, the "index of occurrence" of fatal on-farm accidents was highest for the Mountain States (172) and for the Northern Plains States (125).

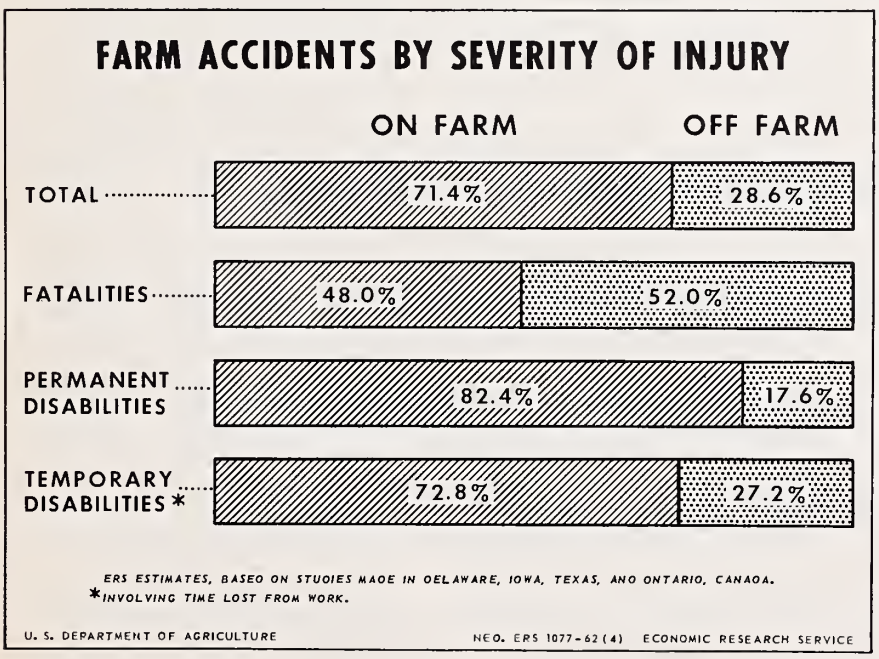
Similarly, for the age group 10-19 the indexes of occurrence were highest for the Delta States (150); Southeastern States (138); Southern Plains States (123); and the Appalachian States (121).

For the age group 20-59, the highest indexes were for the Pacific States (115) and Southeastern States (113).

For those over 60, the highest indexes were for the Corn Belt States (123); the Lake States (123); and the Northeastern States (117).

The index of occurrence for a particular age group is (1) the percentage of the total number of fatalities for the region that fell in the particular age group, divided by (2) the percentage for the same age group, with respect to the distribution for the United States, after this quotient has been expressed as an index or percentage. The index of occurrence by cause was similarly calculated.

The recent trend toward large-scale commercial farming, requiring considerable capital investment, has made farm operators more vulnerable to suit if they are held responsible for injury of employees or others. Liability insurance provides a means whereby farmers, as well as others, may protect themselves against financial loss from lawsuits by employees (obtained as workmen's compensation or as employer's liability insurance) and by the general public (obtained as personal liability insurance). ■



NFPA

(from page 49)

Rural Fires prepared for the guidance of volunteer fire departments in rural areas, and *Preventing Rural Fires,* outlining a year-round fire prevention program and fire prevention inspection techniques for volunteer firemen. A new text, *Private Fire Protection for Rural Properties* is in preparation. ■

We Teach Safety

(from page 46)

The instructors on this program have spent considerable time during the last year in teaching closed chest cardiac massage and mouth-to-mouth respiration. A life-sized mannikin *Resusci-Anne* has been used extensively in this training. Another phase of this program is the Hot Line Training School which is held during the fall each year. At this school every conceivable type of hot line structure is used and the various methods of working with hot lines are taught.

Although only a few of the special safety teaching efforts being used throughout the State have been mentioned, we feel that we can be proud of our Extension Service safety work in Kansas. We do teach safety, and statistics show that the number of rural accidents and rural-accident fatalities is decreasing. ■

March 6-8, 1962, marked the second time that Agriculture was involved in the President's Conference on Occupational Safety. This Conference brings together safety leaders from all walks of life to present accomplishments and measure immediate needs in various segments of American industry. The following is a summary of the 1962 report on Agriculture.

A Safer American Agriculture

THE annual accidental death toll among farmworkers is the highest of any occupation in the United States. The economic loss from farmwork accidents runs into millions. Significant technological advancements are taking place in agriculture, including farm mechanization, rapid expansion in the use of agricultural chemicals, and increased use of electrical power. Rural traffic patterns are increasing in complexity.

These facts make it imperative that agriculture vigorously increase its safety efforts on an enlightened basis. Current farm safety programs, projects, and activities have demonstrated a capacity to reduce farmwork accidents. These efforts must be expanded and increased.

The Agricultural Safety Workshop of the 1962 President's Conference on Occupational Safety presents the following as a consensus of recommendations for action.

1. *Research:* Lack of adequate information on farmwork accidents and limited research and practical application, especially in engineering and environmental safeguards, are serious deterrents to effective farm accident-prevention programs.

Recommendation:

(a) Clarify terminology and increase research and statistical services conducted cooperatively by the USDA and State agricultural colleges, coordinated by National Conference for Farm Safety, National Safety Council.

(b) Expand the role of the National Conference for Farm Safety in determining research and evaluation needs through research conferences with representation from the USDA, State agricultural colleges, industry, and allied interests.

(c) Encourage Federal and State agencies, private industry, foundations, and professional societies to provide adequate financial support for agricultural safety research.

2. *Education:* A major key to the reduction of farmwork accidents is an educational program to inform and motivate farm residents and farm employees to recognize, eliminate, and avoid hazardous conditions and follow safe practices.

Recommendation:

(a) Encourage employment of a minimum of one full-time farm safety specialist by the Extension Service of each State Land-Grant University to give leadership in planning and carrying out the program of State farm safety committees and their component organizations.

(b) Encourage employment of a minimum of one full-time farm safety specialist in Federal Extension Service.

(c) Encourage employment of additional farm safety specialists by farm organizations and allied groups.

(d) Encourage adoption of safety by farm organizations, agricultural agencies, and allied interests as a basic part of their educational programs, including those for farm women and rural youth.

(e) Encourage agricultural colleges to include safety courses for prospective educators in agricultural and home economics areas.

(f) Increase emphasis on safety in primary and secondary schools.

3. *Leadership:* The National Conference for Farm Safety has provided effective farm safety leadership during the past two decades, and is encouraged to expand its services.

Recommendation:

(a) Seek increased cooperation and coordination, at the national level, of all agricultural groups and allied interests, through the National Conference for Farm Safety to give agriculture greater unity and more effective participation in all fields of safety.

(b) Encourage agriculture and its allied interests to take immediate steps to provide expanded financial resources necessary for the National Council for Farm Safety to carry out a program commensurate with the problem.

4. *Organization:* The present structure of State farm safety committees affiliated with the National Conference for Farm Safety provides an effective organization for coordinating the farm safety efforts of agriculture and allied groups.

Recommendation:

(a) Encourage further development and expansion of State farm safety committees with broader representation from farm organizations, agricultural agencies, and allied interests.

(b) Where needed, encourage the organization of county committees to work with the State farm safety committee. ■

State Committees

(from page 55)

These classes have included gun, home, first aid, fire, water, automotive, and tractor safety. Tractor driving contests are also held at Summer School and at county and State fairs.

What We Hope To Accomplish

1. The Oregon State Committee hopes in the near future to have a Farm Safety Specialist, administratively responsible to Extension.

2. To make a study of accidents in selected counties to determine causes and needs for education.

3. To aid all counties in developing a core committee or small steering committee to work with the agent in promoting safety.

4. To hold district meetings on farm safety to further aid and strengthen safety programs at the community level—to make Oregon a safer place to live, work, and play. ■

Using Chemicals Safely

by LEONARD C. GIBBS, Horticulturist, FES
HARLAN E. SMITH, Plant Pathologist, FES

AGRICULTURAL chemicals, like automobiles, are dangerous when used improperly. Used safely they become assets in that they enable us to protect people, livestock, and crops from the ravages of pests. On the other hand, careless, unwise, and illegal use of pesticides can be both costly and dangerous.

Perhaps the best way of fostering a better understanding of the need and necessity for using chemicals safely is by briefly reviewing the background and current situational information which confronts us as educators, disseminators of chemical information, and consumers of products on which pesticides have been used.

Agricultural chemicals, in the broad sense, include an extensive array of materials such as insecticides, fungicides, herbicides, defoliants, food and feed additives, growth regulators, hormones, stimulants, and drugs. Most chemicals are developed for specific uses and have a role in our everyday life. Some are poisonous and any of them can be dangerous if used improperly.

Today over 375 basic chemicals are employed in the production of our food, feed, drug, and fiber crops whereas prior to World War II only about a dozen were available. In reality though, it's not so much the 375 basic chemicals which create problems, it's the thousands of trade-name formulations which complicate our job.

The use of agricultural chemicals is essential to the economic production of an adequate supply of quality food, feed, fiber, and drug crops. On the other hand, public safety requires that chemicals be used safely and that residues, if any, remain within tolerances allowable. Under the Food, Drug, and Cosmetic Act, as amended by the Pesticide Chemicals Amendment of 1954, certain pesticides previously used were withdrawn because of changes resulting from increased technology and advances or modifications thereof. Withdrawal of a product from the market which has once been used also creates further problems—those of communicating with the consumer and advising him of the changes. The successful removal of a product also requires that a substitute recommended chemical be available for doing a specific job better and more economically.

The Federal Extension Service amasses and evaluates information from various sources both within and outside governmental agencies. This information is processed and disseminated to the various State Extension Services. State Extension specialists evaluate this information in light of available research data within their respective States and develop recommendations suited to their particular situations. This data is then relayed to area and county Extension personnel who in turn pass it on to producers and the general public.

Federal information is sometimes construed as being a recommendation—this is not so. This data actually relates to the maximum quantities that can be used legally throughout the United States. States are free to reduce dosage rates and make their tolerances more stringent if they so desire. State tolerances and uses may be less than are allowable under Federal legislation but not in excess of same.

Extension staffs are already doing these things. We need to intensify our efforts, however, and do much more of our work via mass media techniques. Intensive use of radio, television, and newspapers has been made. Training meetings and short courses for agents and key personnel in chemical companies, garden centers, feed and seed stores, nurseries, co-ops, and garden clubs, are the means already being used in some areas to acquaint producers, suppliers, and the general public with the work being carried out relative to promoting the safe and proper use of pesticides for safeguarding our health and welfare. ■

SAFETY—A Challenge to Agriculture

by MARVIN J. NICOL
Assistant General Manager
National Safety Council

A serious problem in agriculture is the tragic and wasteful loss of life, work time, and resources from accidents to rural people. Annually thousands are killed and nearly a million receive disabling injuries in accidents costing $1.5 billion. Fire accounts for 800 deaths, numerous injuries, and $165 million in property loss yearly.

Agriculture's safety record is mediocre. Annual farmwork accident death totals exceed those of any other occupation, and fatalities per 100,000 workers rank third. Industry has a much better record but it began accident-prevention programs in 1912 while organized farm safety work didn't start until 1944. Since then, farm accident deaths and injuries have steadily and substantially declined, demonstraing the value of cooperative, coordinated efforts in meeting farm accident problems.

In 1944 the National Safety Council established the Farm Division to deal with the specific and unique technical, informational, and educational aspects of rural accident prevention. America was at war and pressing needs demanded that its farms produce at maximum capacity despite manpower and equipment shortages. Accidents were at high levels and much badly-needed farm labor was immobilized. The need for strong action was urgent to help maintain peak agricultural production until peace was secured.

After the war, Farm Division activities broadened. New programs and materials were developed, new

channels of implementation evolved in the founding of a volunteer network of State farm safety committees.

The work and goals of the Farm Division and the initial voluntary efforts in the States were greatly strengthened in 1947 by the formation of the National Conference for Farm Safety of the National Safety Council. This Conference, made up of leaders and representatives of agriculture, business, Extension, education, and other agencies, was instrumental in the expansion and vitality of the farm safety effort now embracing all the States. The Farm Conference meets three times yearly to initiate program planning, make recommendations, determine policies related to the direction of the national program, and to confer Farm Awards for outstanding individual or group achievement in farm safety.

Today, in its 20th year, the Farm Division functions to serve and assist the broad effort to reduce accident and fire losses to farm people. This cooperation is extended to many persons and agencies representing all facets of agriculture, rural society, and allied businesses.

Many individuals, organizations, and governmental agencies are partners in the national rural safety effort. Thousands of persons and hundreds of State and community groups voluntarily help support, develop, and implement farm safety programs. Prominent among them are the 46 State farm safety committees which work alongside the Farm Division and the Farm Conference in program activities. These State committees include leaders in agriculture, Extension, education, business, and State agencies. Nearly 800,000 4-H Club members carried safety projects in 1962, with sizable numbers of FFA boys, FHA girls, and members of other rural youth organizations equally as active. Hundreds of rural communities conduct accident-prevention campaigns spearheaded by local leadership, rural youth, farm organizations, women's groups, and the county extension staffs in these areas. Business firms contribute time, brainpower, facilities, and financial support to assure continuing progress in accident reduction.

A vital project is National Farm Safety Week, co-sponsored by the National Safety Council and the U.S. Department of Agriculture in cooperation with State Extension Services, farm organizations, the farm press, radio, television, and other groups.

NFS Week will have its 20th observance this year, July 21-27. Materials and program guides will again be provided to State and County Extension personnel and to other rural leaders.

The Week calls attention to rural accident problems and encourages farm families to remove hazards and practice safety in all daily activities. The intensive promotional campaign involves all media reaching rural areas. Prior observances of the Week have gained wide acceptance by Extension agents and community and State leaders.

National Farm Safety Week is a successful and useful part of the total farm safety effort. It deserves full and continued support.

Achieving a relatively accident-free rural society depends on a vast network of volunteers acting as intermediate steps between programming sources and the farm population. The Cooperative Extension Service and its nationwide staff of county personnel has contributed immeasurably to the success of this effort. It is a vital link in the movement of information and education from the conference table to the kitchen table on the farm. The National Safety Council values this excellent cooperation and hopes that it will be continued and enriched in coming years.

More research and study is needed on accident causes and human factors involved as human failure is associated in over 90 percent of all accidents. The role of motivation, emotions, attitudes, physical condition, training, and other psychological factors in relation to safe or unsafe individual behavior is profound. Insight and knowledge of the complex human-accident relationship can lead to increased effectiveness in programming, communication and education that strikes at the roots of the problem. A most helpful stride, too, would be accident-reporting techniques which provide meaningful information on both causative agents and the chain of circumstances culminating in the accident. Also, reporting of minor-injury accidents to farm people now is sketchy and improvement here would be of substantial value to those in accident-prevention work. The quality of safety programming is proportional to the quality of information and knowledge on the accident problem.

Relating farm safety to farm people requires a distinct approach, especially when compared to industrial safety. A manufacturing plant's physical structure, method of operation, management, type of work, and possibilities for environmental control are markedly more favorable to the development, implementation, teaching, and supervision of accident-prevention programs. Relatively few basic "safety sales" to top management influence the safety of many people. On the farm the situation is obviously different. The basic unit of production is the family farm. Safety rules cannot be enforced and a farmer can do as little or as much about safety as he wishes depending on his motivation and conscience. The communications job is much more difficult because millions of individuals and separate family units, rather than thousands of plant managers, must be reached with sufficient impact to achieve accident reduction.

The challenge implicit in the necessary goal of abolishing most of the extravagant loss and waste that accidents and fire impose on rural people is of considerable dimension. Excellent progress has been made and future prospects are bright. Good intentions won't do the job—it requires the maximum in leadership, study, planning, cooperation, and hard work. The investment of human effort is substantial but the dividends are priceless. The magnitude of accomplishment depends on what everyone who farms or is allied with agriculture elects to put in to meet this challenge. ■

Team Approach

(from page 43)

On the National level, many benefits have accrued for the Ohio effort by close cooperation with National Safety Council and its Farm Conference, and the Advisory Committee to the Farm Section of the National Safety Council. Participation in these

programs has given new approaches to safety education in Ohio, tended to coordinate mutual interests and resources in many other States, and added greatly to the supply of educational materials available.

Extension has used all the accepted forms of mass media to tell the safety story—newspapers, magazines, radio, and television. It supplies the newspapers of Ohio with a series of highway safety stories, illustrated with mats. Labeled as "The Charge of the Bird Brigade," this series featured different types of birds simulating automobile drivers. These stories were in addition to dozens of safety stories supplied as a regular service to newspapers and farm magazines circulating in Ohio.

Television stations ran a safety series called the "Buckeye Safety Parade." In this series eleven 50-second television spots were made which featured outstanding athletes and coaches at the Ohio State University. After 4 months, the stations reported 6,400 showings of this series. The Ohio State University Athletic Department and the Ohio Department of Highway Safety cooperated with Extension in making this series possible.

Our safety program is a team effort. Its success has been due to the cooperation we have received from our own personnel and from representatives of other organizations and agencies. This cooperation has paid off in the most satisfying of all dividends—human lives. ■

Pesticides

(from page 46)

specific to a particular insect, attractants, and basic studies of insect physiology and pathology.

Along with these responsibilities for pest-control research and pesticide regulation, ARS has responsibilities as a user of pesticides. A number of pest-control programs sponsored by ARS and cooperating States employ chemicals. Before new programs are undertaken, plans for them are closely scrutinized by the Federal Pest Control Review Board. The job of this interdepartmental group is to insure that the safest as well as the most effective and economical pest-control practices are followed, and that all such Federal programs will properly serve national interests, including public health, agriculture, and wildlife conservation.

Whether we are in regulatory, research, or educational fields, all of us in public service have an obligation to obtain the best information available on the safe and efficient use of pesticides and to pass it on—as effectively and as insistently as possible—to those who need it. ■

Home Demonstration

(from page 48)

tension Service and its county home demonstration agents, and also guidance from other professional agencies and foundations that have helped finance our leadership conferences.

Every effort is being made to instill in the home a feeling of safety and to pass this feeling of safety consciousness on to our children. As the family is the root of the social structure of the Nation, so are their safety attitudes reflected in the Nation's safety records. Let us as a family unit further the many facets of safety economy. ■

Safety Lane

(from page 50)

tivities of the Teton County Safety Committee.

The publicity committee placed posters announcing the safety check in several store windows. The local power company used their lighted marquee to advertise the event for a full week before the check. Members of 4-H placed handbills on the windshields of every car in town the night before the check.

On the morning of last May 19, the check lane began operation with Jackson's leading citizen (now Governor of Wyoming) being first in line. Four-H members directed traffic and filled out necessary forms for a crew of volunteer mechanics who made the actual inspection. By 5 p.m. they reached their goal of 250 cars, but there were still cars to be checked. So many, in fact, that they decided to set up the check lane again the next morning. At the end of the inspection, 386 cars, including 5 motor scooters, had been safety-checked. Besides local private and government vehicles there were 21 out-of-State cars from 14 different States driven through the check lane. There are about 2,700 motor vehicles registered in Teton County.

Safety checkers found that head and tail lights were the biggest offenders; faulty windshield wipers, steering, mufflers, and brakes followed in that order. It is interesting to note that 86 of 89 cars and 29 of 32 trucks came back for a recheck after corrections had been made.

This Teton County story was made successful by energetic, individual leadership and wholehearted community support. The safety check, like any other project, works best when the whole community is behind it. ■

Safety Specialist

(from page 51)

onstrations, inspection guides, and home and personal safety guides. These are based on accident and fire data collected and developed by reliable research organizations in the State, coordinated through the Records and Research Division of the Safety Council.

The outlines of programs, campaigns, contests, demonstrations, and other safety material are sent out quarterly in a safety kit which goes to about 800 local leaders. These leaders then carry out these programs in the county, school, community, club, or other unit. The Publicity Committee of the Council coordinates a continuing safety education program which makes use of all mass media.

Thus, by obtaining accurate information, developing pertinent programs and activities, and carrying out definite safety activities through many organizations and groups, the Safety Specialist and his hundreds of associates in safety make rural America a safer place to live. ■

National Safety Council

Major Staff Activities of Farm Division

1. Developing technical and program materials and leaflets.

2. Publishing "Farm Safety Review"—circulation 20,000. Producing the newsletter "Safer Farm Families" which is mailed to 5,000 leaders interested in rural safety.

3. Cooperating with over 200 prominent organizations in promoting farm safety.

4. Giving assistance to the 46 permanent and voluntary State farm safety committees.

5. Planning and conducting, in cooperation with the USDA, the annual National Farm Safety Week campaign.

6. Handling large volumes of mail and phone requests for materials, information, program suggestions, and talks.

7. Promoting farm safety programs and activities for rural youth organizations. Examples: FFA Safe Corn Harvest and Safe Farm Power Programs in cooperation with the Farm Equipment Institute; assisting in the National 4-H Safety Program. Close contacts are maintained with the National and State leaders of youth organizations.

8. Providing program for both adult and rural youth sessions of the National Safety Congress each October in Chicago.

9. Cooperating with and assisting State farm safety specialists, agricultural colleges, and Extension Service.

Rules for Safe Use of Chemicals

Observing the following simple rules and precautions will insure the proper and safe use of agricultural chemicals, and at the same time will help you do a better job of controlling pests.

1. Use agricultural chemicals only for the purposes for which they are specifically recommended.

2. Use only the exact amounts recommended—it's both unsafe and uneconomical to use more.

3. Apply chemicals only at the times or intervals specified on the label—be especially observant of the proper intervals between treatment and harvest.

4. Use only the recommended methods of application—read the label.

5. Guard against drift of sprays or dusts.

6. Carefully observe label precautions
   —to protect those who apply the chemicals.
   —to prevent harmful residues on food crops and animal products.

Failure to observe these rules may result in crops that are illegal for interstate shipment and subject to confiscation because of an excessive residue.

CLEAN UP!

Inspection + Correction = Protection

BOOKS

LIFE AND RELIGION IN SOUTHERN APPALACIA by W. D. Weatherford and Earl D. C. Brewer. Friendship Press, New York, 1961.

The Southern Appalachian Study, a regionwide study of social, cultural, and economic conditions in the Southern Appalachian Mountains, has been completed.

The aims of the study were: (1) to discover and evaluate changes of the last 25 years, (2) to assess the immediate and ultimate needs of the people, (3) to study the attitudes of the people, and (4) to study religious life in the area.

The Friendship press has printed the findings of one segment of the study in a paperback book entitled Life and Religion in Southern Appalachia. In its two sections the book discusses: the historical background and general climate of life in Southern Appalachia, and the results of the survey as they relate to religion in the mountains.

Some of the critical problems facing this area are: how to make a decent living, loss of population to other regions, need for improvement of educational opportunities, and lack of health facilities and services.

The people are characterized by their passion for justice, freedom, and independence. The environment gives them stability and ruggedness.

The general church picture in Southern Appalachia is clear.

Tests of religious knowledge show that mountain people know twice as much about the Bible as they know about their own church.

The more rural parts of the mountains have the lowest church membership.

The mountains contain a concentration of fundamentalist sects.

Churches are smaller and more numerous than the national average; there are 2.3 churches per 1,000 population to 1.3 for the U. S. as a whole. The average-size church in the study had 158 members as compared to 405 in the national average.

The book sets forth a challenge in these terms:

"Rapid changes taking place today are bringing new cultural molds and new leadership. The church, along with other organizations and agencies, has an urgent reason for creative and consecrated involvement in this changing pattern."—*P. F. Aylesworth, Federal Extension Service*

STRUGGLE FOR EQUAL OPPORTUNITY, Dirt Farmers and the American Country Life Association by Orrin L. Keener. Vantage Press, New York, 1961.

This is the story of the farmer's struggle for his proper place in the American scheme of things. The forces—both those that helped and those that hindered—are set forth.

The American Country Life Association is placed most prominently among the positive forces. This is the dominant character alongside the farmer as we move chronologically through the shifting scene over the years.

The Commission on Country Life, appointed by President Theodore Roosevelt in 1908, provided the impetus for the organization of this Association. The goals of the Association were not merely economic prosperity for working farmers but a quest for a more abundant life.

The first National Country Life Conference was held in 1919. The book records the last National Conference as being held in 1944; there were 66 different State and national organizations interested in rural life present at the meeting. Here is the first and only error we detect in the book. The Association did not die. It was reorganized somewhat and moved more from an action body to a seminar group. It is very much alive today. The annual meeting was held at the National 4-H Club Center, Washington, D. C., this July.

Following are some of the highlights as the author traces the developments through the years.

The commission recommended an exhaustive survey of economic and social conditions of rural life, extension work on a national basis, and the beginning of a campaign of rural progress which should include "the holding of local, State, and even national conferences on rural progress."

The Roosevelt Commission and the founders of the American Country Life Association made their greatest contribution in setting forth and publicizing genuine, worthy, rural-life ideals.

Men lived by unprofitable farming, some by using up the fertility of their land, some by carrying on a trade as a sideline, some by the help of sons or daughters, some by increment in land value, some by little speculations.

Farm people had studied how to live cheaply rather than how to live well; they had sold the best and consumed the poorest produce, they had kept down taxation (for schools) by withholding from the next generation the means of adequate education.

Some ignored the profitableness of agriculture and asked the farmer to raise his thoughts above and beyond mere money getting.—*P. F. Aylesworth, Federal Extension Service*

WOOL, AN INTRODUCTION TO ITS PROPERTIES, VARIETIES, USES AND PRODUCTION by W. T. Onions. John Wiley & Sons, Inc., New York, 1962.

The author presents a very comprehensive discussion (278 pages) of the technological facts about wool. This volume can serve as an excellent reference for extension workers who are confronted with the problems of wool production, marketing and processing. The subject matter is presented at the approximate readability level of college textbooks. Illustrations are used effectively and reference lists are included at the ends of chapters.—*Frank H. Baker, Federal Extension Service.*

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SAFETY—Recreation's Top Watchword

by EARL FRANKLIN KENNAMER
Fish and Wildlife Specialist
Auburn University
Alabama Extension Service

LAWSUIT faced the farmer and ruin would result if he lost. Three persons had paid to fish in his cattle pond. The boat had sunk and one occupant almost drowned. The case? Negligence on the part of the farmer because he had rented a leaky boat! Fortunately for the farmer the case never reached the judge's gavel. Investigation proved that the anglers had been drinking and had capsized the boat.

This actual occurrence points up a need for us to consider in developing RAD programs for privately-owned outdoor recreation income projects. The aim of such development should be extra farm income. But the biggest drawback will be failure to include safety in that development.

Some of the safety aspects involved with examples of recreational projects are evaluated below.

Fishponds and Fish Camps. The privately-owned "pay" pond is a compact income producer. But a water project also harbors danger. The pond owner must be sure he has well-built boats, he must check daily for leakage and damage, specify the number of passengers each craft can safely accommodate, and provide approved life jackets.

Shooting Preserves. Here, guns will be involved and chances are that a paying guest will often be unschooled in shooting. No more than two persons should be permitted to fire at flushed pheasants or quail. Even then the guide must take precautions to see that guests do not shoot livestock, hunting dogs, or property. Horses for guests to ride must be gentle.

Campgrounds. Pay campgrounds for tourists and youth groups have their pitfalls too. Poisonous plants must be eradicated, and rocky or marshy sites should be avoided because of snake infestation. Sanitary facilities—flush toilets, safe drinking water, garbage disposal, insect control—enter the picture. Nature trails should have warning signs where the walkway is treacherous or slippery.

Vacation Farms. Fast becoming a means of inexpensive relaxation to city folks is the vacation farm. But the owner must make sure he has no electric wiring hazards, no fire danger. He must make sure abandoned wells are closed. No one must be allowed to enter corrals where dangerous stock is confined. If horses are available for riding, a guide should go with the guests. If there is a swimming pool, the farm owner should provide a lifeguard.

The landowner who develops an outdoor recreation project for extra income should make a thorough checkup of safety conditions. Here the county agent and the RAD specialist can well serve as technicians. Extension specialists could be contacted for difficult problems. The project owner can emphasize safety points with signs. Should an accident occur after all precautions have been taken, it will have been caused by the guest's carelessness—not the operator's negligence!

A pond or camp operator should emphasize close checking and supervision of youngsters using pole and line.

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EXTENSION SERVICE REVIEW

4-H Light Horse Projects

Volume 34 • No. 4 • April 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: *Elmer B. Winner*
Editor: *Walter A. Lloyd*
Assistant Editor: *Carolyn Yates*

Prepared in
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EXTENSION SERVICE
REVIEW

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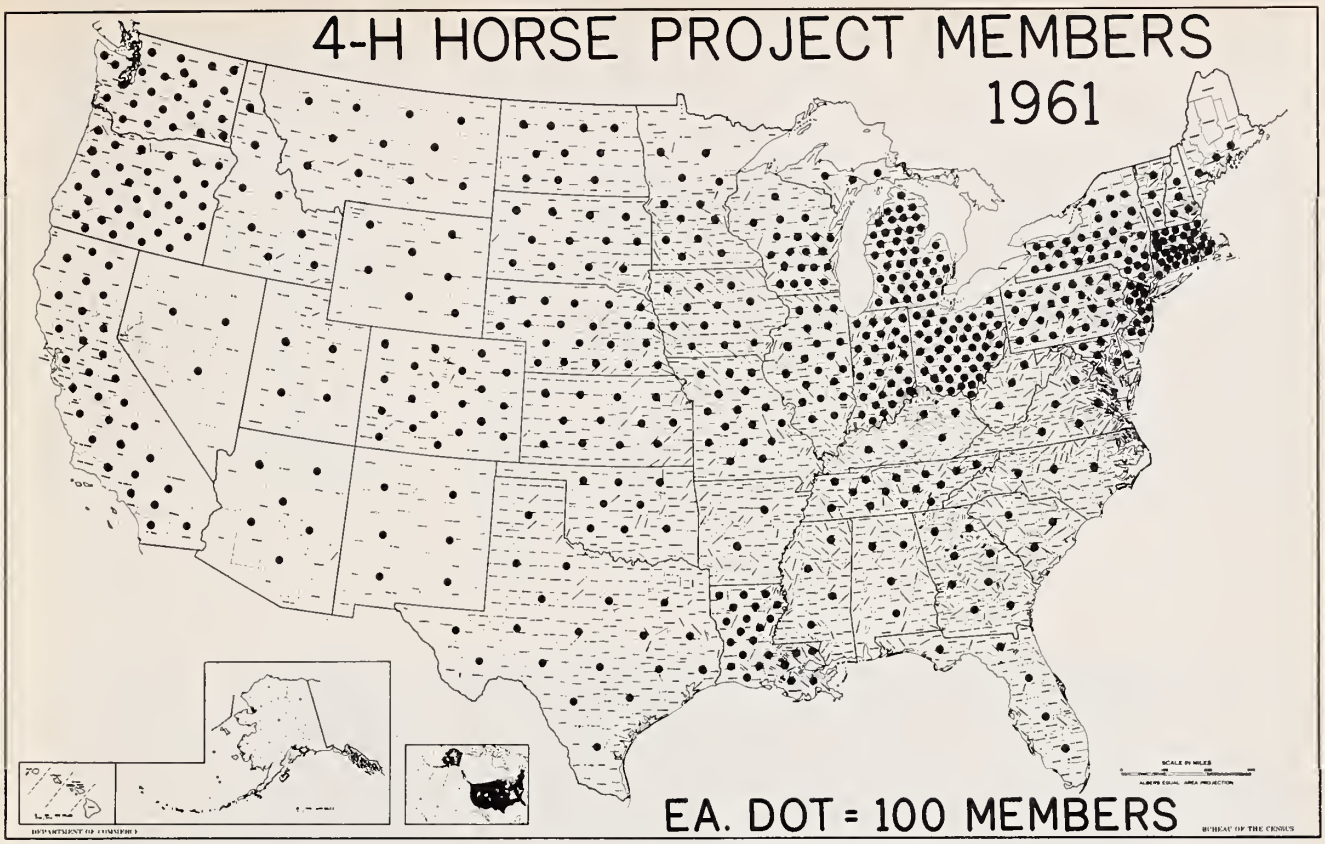
EDITORIAL

Did you know?

The United States today is sharing its food abundance with 92 million persons in over 100 countries through donation programs alone to combat hunger and promote economic development. This is under this Nation's Food for Peace Program.

America's efficient family farms are a bulwark of freedom at home and abroad. These farms are truly one of the wonders of the modern world—far more wonderful in my opinion than skyscrapers, big bridges, or other spectacular sights.—WAL



fastest growing 4-H animal project

THE LIGHT HORSE

By FRANK H. BAKER,
Animal Scientist and
MYLO S. DOWNEY, Director,
4-H and Youth Development, FES

MAN'S old friend the horse is making a remarkable rebound in the midst of this jet age. He was relegated to the burial grounds and eventual extinction because men thought that machines could replace him in every way. He's coming back not as a beast of burden but to help people escape the tensions and routine of modern living through healthful outdoor exercise.

Recent statistics indicate that more riding horses are stabled in suburban surroundings in the United States today than are found on the Western Ranges of the country. Bridle paths are being lengthened each year. The game of polo is expanding. Saddle clubs are springing up in all parts of the country. The glamour of riding to hounds is attracting more and more participants. Actual statistics show that in 1960, horse racing outdrew professional football and baseball by more than 25 million fans. Each year several million people enjoy participating in more than 500 major horse shows.

Once again the horse has proved that his contributions to mankind are not only utilitarian. He does something to man's outlook on life. As in days of old when he was a status symbol in aristocratic Indian cultures, but for a different reason, he is becoming a symbol in suburban America. In the cultures of yesteryears, he contributed to the speed and the mobility of the societies, but in today's world the horse contributes to the development of the man so that he can withstand the tensions arising from a complex and highly mobile society.

This background has sparked the

development of the Light Horse Projects as the fastest growing 4-H animal project in the nation today.

From a modest beginning in a few States, enrollment ballooned to more than 37,000 in 1959, and was over 61,000 in 1961. 4-H Club members in all States are participating in this project. The 1961 enrollment in Alaska and Hawaii was less than 100 and thus is not shown on the accompanying map. Preliminary enrollment for 1962 was over 75000.

Here are the opportunities in this project for 4-H Club members:

Ownership • Management • Safety • Demonstrations • Achievements • Development of skills—Good Horsemanship • Attitudes—Cooperation.

These are key points in this project as a parallel to all other 4-H projects. Here is real opportunity to bring young people who have never participated in 4-H into the program.

For Extension workers the 4-H Club Horse Project offers unique opportunities for teaching, program development, and public relations. The project is almost tailormade for the graded approach in teaching and in recognition. Establishment of advancement levels provides for progressive development of skills and more equitable competition.

This project also presents Extension workers with a unique leadership training opportunity. Men and women who are keenly interested in horses are usually thrilled with the opportunity to work with young people when they are given a chance to assume local leadership responsibilities in the 4-H Club Horse Project. Many of these folks are not familiar with the principles and standards of 4-H Club work. Thus, it is Extension's responsibility to furnish the necessary guidance for the development of a local horse club program within the existing framework.

The return of the horse to prominence also opens new opportunities for educational work with adults. The ranks of horse owners are growing rapidly and a high percentage of these people have had only limited previous experience with horses and

Washington's 4-H Horse Project

By JOE B. JOHNSON
Extension Livestock Specialist
Washington

EXPLODING interest in the 4-H Horse Project in Washington State has raised the problem of whether the horses would stage a runaway or whether they could be worked into the 4-H team.

Many people have wondered at this sudden increase in 4-H Horse Club enrollments in Washington and many other States. It is a project which has little or no commercial value and in most cases offers no great financial awards to boys and girls. Their main reward seems to be satisfaction from participating with others.

In 1958 only 1,195 Washington 4-H boys and girls completed the horse project. By 1962 this number had risen to 3,036, the largest enrollment in any agricultural project.

This rapid increase plus confusion resulting from it caused those of us concerned with the project to raise some questions relating to leadership training and interests of local leaders and county agents.

First we asked ourselves what is the value of the 4-H Horse Club project as far as 4-H Club work is concerned? A hard look at this question convinced us that the project has the same basic values of other 4-H Club projects. It teaches boys and girls to accept responsibility, to learn cooperation and consideration of other people, but not necessarily to become polished riders of horses. Children who couldn't otherwise be in 4-H Club work nor have other animals for projects are included. The project has brought leaders and others who previously knew nothing about Extension into contact with Extension and the 4-H Club program. It has opened the door for more urban participation.

The next question we asked ourselves was what is the proper place of the 4-H light horse project in the overall 4-H Club program? Our answer to this question was that since this project has the same objectives as any other 4-H Club project it should rate no more than any of the other agricultural projects.

This is the last question we asked ourselves. Is the 4-H Club light horse project worth encouraging? Since this project can be glamorized, it can easily be used to encourage total 4-H Club enrollment. We decided this emphasis is wrong. However, we decided to develop guidelines which would provide equal opportunity to boys and girls to belong to the project regardless of economic background. Since it did reach many folks who would not otherwise be in contact with the 4-H Club program and since it does fit into the overall 4-H Club aim of developing boys and girls into responsible, thinking citizens; we decided the project should be encouraged.

Since most of the controversy in the 4-H Horse project has revolved around what should be included in the project and in fair exhibits; we developed two sets of literature: (1) The Washington 4-H Saddle Horse Project, and (2) Suggestions for 4-H Horse Classes for Fairs.

The first included the purposes of the project, requirements, opportunities, and suggestions to leaders for conducting the project. The second divided the suggested classes into a

have little or no knowledge of the basic principles of animal care. Here is an audience that needs guidance in animal care, feeding, and management, all of which Extension Specialists are trained to handle.

The Breed Registry Associations and other organizations allied with the horse industry have had only limited contact with Extension and the Land-Grant system in recent years. Their support of the 4-H Horse Club Program is indeed gratifying. This may well lead to the establishment of a pleasant relationship similar to that which existed between Extension and other horse organizations in the early history of the Cooperative Extension Service.

The most recent Connecticut horse clinic set an alltime record for two-day events held on that campus. The State Universities have found that, by concentrating on these clinics and short courses as teaching devices for horse owners and club leaders, they are able to obtain the most competent instructors in the business. Many such events concerning horses and horsemanship are scheduled on the college campuses or at other central locations for the summer of 1963. For example, a special coordinated series of Horse Science Schools and Short Courses will be held at Fresno State College, Fresno, California, June 17-28; University of Missouri, July 1-12, Columbia, Missouri; and Pennsylvania State University, University Park, Pennsylvania, July 15-26. Facilities of Willowbrook Farm, Catasauqua, Pennsylvania will be used in the latter event.

Participants in these courses may obtain college credit for the courses if they desire. A special opportunity for in-depth training for Extension workers and club leaders who wish to seek additional competence in this type of work is available here.

Extension workers at the county, State, and national levels are rising and will continue to rise to the occasion and accept the challenge to develop sound educational programs for a new public—the horse owners and the 4-H Horse Club members. ■

Halter Class section, a Performance section, a Fitting and Showing section, Herdsmanship Contest section and Horse Judging Contest section. We further suggested that county fair boards consider limiting an individual horse to exhibition in one class plus Fitting and Showing. This suggestion has been widely followed and met almost universal approval. By following this suggestion, the 4-H Horse project exhibitor has no particular advantage over exhibitors of other classes of livestock.

Adult leaders of the various 4-H Horse Clubs have been the backbone of this project. The livestock specialists working with county agents have concentrated on leader training. Leaders have gladly followed the suggested procedures previously mentioned because they felt these procedures gave substance to the program. They feel the program has educational depth for 4-H Club members and that the developed ability to handle and present horses is actually a byproduct of the project. They feel that games, trail rides, and gymkhanas fit into the programs as activities and are not the reasons for clubs being formed.

Each county develops its own program within the broad State policies. Worthwhile additions to the project developed within counties are given Statewide circulation. This means the Washington 4-H light horse project will not remain static, but will continue to grow in educational depth and contribution to the overall State 4-H Club program. ■

Volunteer leaders are the key to Oklahoma's 4-H light horse project, with the Extension Service providing the necessary training aids and materials.

By JACK DRUMMOND
Associate Extension Editor
Oklahoma

Horse Project Adds Emphasis to Oklahoma's 4-H Clubs

OKLAHOMA'S initial step toward developing a horse project for 4-H Club members has turned into a gigantic leap in less than a year, with acceptance by both club members and adult leaders making it one of the fastest growing activities on the State's 4-H agenda.

"We can't truthfully say how many members are enrolled in the project," says Extension livestock specialist Bill Taggart, whose duty it is to oversee the program. "We do know, however, that the enthusiasm generated by this project has grown and is growing by leaps and bounds."

As outlined in the organization of the project, Extension's task has been to provide the training aids and materials needed by program leaders.

Most of these leaders are members of the Oklahoma Quarter Horse Association, which sponsors the awards presented this year for the first time.

"We know it's going to be up to these youngsters to continue the breeding of riding horses in the State," said State Quarter Horse Association president Charles Peppers, Jr. "We are thrilled to see this light horse project started and we believe this is going to be a wonderful program for all concerned."

Although the project is sponsored Statewide by the Quarter Horse group—and most of the leaders are Association members—there is no limitation as to the type of horse a youngster owns; or even a requirement that he own one outright.

Shetlands, Ponies of America, and crosses of all types are listed in the clubs, along with both registered and grade Quarter Horses.

In one county, a Quarter Horse Breeder "loaned" club members grade Quarter Horses so they could take part. He paid the usual expenses the horses would have cost him—veterinary fees, hoof trimming, and so on—and the youngsters provided the feed and adequate shelter.

A special class in the county fair almost guaranteed the youngsters winning enough to pay their feed costs. Anything they won at other shows with their charges went into the profit ledger.

Local clubs and even countywide groups were active even before the State project was authorized. In most cases, only small modifications were necessary to fit these organizations into the overall pattern.

Finding leaders for the light horse project has perhaps been the easiest task of all. Horse breeders are a proud clan and are eager to pass this pride along to youngsters.

To back this up, one county reported an enrollment of more than 400 in the horse project—with plenty of volunteer leaders to take care of that number.

The interest of leaders was high from the start of the program. No more than 50, if that many, were expected at the first leader training

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EXTENSION SERVICE

REVIEW

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

For the past six months I've had a subscription to a moderately-sized city daily paper in a State a thousand miles or so from where I live. One thing that has impressed me is the number of meaningful stories that paper carries on county and State Extension work. This is just one example of how mass media, including the daily and weekly press, the farm press, radio, television, trade publications, and other periodicals are helping to disseminate information on agriculture home economics, and related fields.

In addition to its mass media, America is also fortunate in its wealth of professional journals. A newcomer to this field is the *Journal of Cooperative Extension,* whose Volume 1, Number 1 came off the press this spring. The quarterly is published by Extension Journal, Inc., and edited at the National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin. It is another strong indicator that Extension education is a distinctive profession.—WAL

Increasing the Efficiency of Consumer Buymanship

by MARGARET G. REID
University of Chicago

PRESIDENT Kennedy, in a March 1962 message to Congress, revitalized interest in programs bearing on consumer interests and needs. Advancing technology, skill, and enterprise of workers have greatly increased productivity and have brought the Nation unprecedented prosperity. Those with broad knowledge about consumers will agree with President Kennedy that we still cannot afford to be wasteful, that all the goals of consumers have not yet been attained, and that waste can be reduced by increasing the efficiency of consumer buymanship.

Many lines of action were reviewed by President Kennedy. Some deal with unfinished goals of earlier programs and some with hazards and discomforts created by our new way of life, exemplified by deaths on highways and congestion and smog in cities. Failure of established programs to keep pace with changes accompanying new technology is spelled out. Rights of consumers are enumerated:

1. the right to safety;
2. the right to be informed;
3. the right to choose; and
4. the right to be heard.

In illustration of these rights several conditions were noted. The frequent appearance of new products calls for dissemination of information concerning their use. Some of the products are unnecessarily hazardous and the advisability of their sale is doubtful. Impersonal selling has increased so that more than ever before, consumers must rely on labels for information needed in making a final choice. Mass communication has been used more by sellers to persuade, than by educators to foster rational choice. Consumer credit has greatly increased and has pitfalls arising out of the consumer's ignorance of its true cost. Legislation and administrative rulings bearing on consumer buymanship have grown in importance, but consumer needs have been used too little in formulating these.

The broad program envisaged by President Kennedy calls for increasing the regulatory powers of agencies such as the Food and Drug Administration and the Federal Trade Commission, and for expanding various service programs, including those for consumer research and information. The Council of Economic Advisers was called upon to create a Consumers Advisory Council, "to examine and provide advice to the government on issues of broad economic policy, on government programs protecting consumer needs, and on needed improvements in the flow of consumer research material to the public . . ."

In August such a committee was established. Its chairman, Helen Canoyer, is Dean of the School of Home Economics of the Cornell University. In outlining its functions, Dr. Canoyer stated: "I have believed for many years that . . . the citizens of this country . . . have suffered because of lack of a vigorous effective consumer education program . . . I mean not just feeding out information on how to take care of clothes, what to look for when buying a shirt, how to read labels, but to teach . . . the consumer what relationship the economy has to his or her individual needs and what effect his or her actions in the marketplace have on the health of the economy . . ."

Educators recognize that little of importance occurs that does not directly or indirectly affect consumers. They also know that consumers affect marketing services provided and final costs of goods to consumers. They are aware that some advice of sellers is designed to influence sales rather than to promote rational choice, and that a great deal of effort goes into the study of consumer motives in order to discover which appeals will induce the greatest volume of purchases. They are also aware that the flow of consumer purchasing power effects employment levels, and is related to cyclical change. Thus many topics must have a place in a program of consumer education.

Education in basic choice-making is of great importance, especially as it bears on scientific discoveries. For example, many consumers are now anxious to have expert and unbiased information on the relation of cigarette smoking to lung cancer and the relation of the type of fat in the diet to heart disorders. The merits of new textiles, equipment, and foods are of widespread interest. Help is sought in selecting among the qualities offered, knowing the best in view of purpose, price, durability, ease of maintenance; and in choosing among stores in terms of price and service; knowing the merits of trading stamps, discount houses, and who is responsible under various guarantees for products that prove to be defective.

Dr. Margaret G. Reid has been on the faculty of the Department of Economics at the University of Chicago since 1947. In addition to research and teaching at the University she has been active in government in Washington, D.C., having served on the staff of the Bureau of the Budget and as head of the family economics division in what was then the Bureau of Human Nutrition and Home Economics, USDA. She is the author of Economics of Household Production, Consumers and the Market, Food for People, *and many articles in technical journals. A native of Canada, she has the B.S. degree from the University of Manitoba, and the Ph.D. from the University of Chicago.*

For such an educational program sellers have something to offer through advertising, booklets, and other materials. Some of these are helpful: some are misleading. Consumers seek disinterested advice that deals with the merits of substitute products, stores, and merchandising techniques. They need help in evaluating the use of their time and money. Achieving expertness in choice and buymanship is time-consuming; and being fully informed with respect to all products is seldom a sound goal. However, many consumers could get more for dollars expended with little time cost. Better information and some help from disinterested persons in evaluating alternatives would contribute to increased efficiency.

A smaller group of consumers will want to know about the rules regulating the market and the interplay between consumers and the economy in general. Such education deals with complex matters, many of them controversial. Some of the questions may be: What changes in rules governing selling would decrease the difficulty of buymanship? What are the limits of these? What responsibility rests with consumers? Why does so much of the consumer dollar go to the distribution of products? To what extent do the practices of some consumers, in the use of free services for example, lead to unnecessary costs? Why is the cost of administering automobile insurance so high compared to that of hospital insurance, and why has the cost of both types of insurance been rising so much? What might be done to increase the frequency of high-quality programs on television? Could competitive forces, so important in insuring efficiency and increased productivity in our economy, be made more effective?

This group of consumers seeking knowledge beyond their own immediate interests will follow closely the work of the Consumers Advisory Council. From them should come persons with experience and broad knowledge of the problems of consumers in general and of their interplay within the whole economy. These persons can effectively serve as consumer representatives in the formulation of sound legislation. ■

Know Your Fabric Personalities

by MADELINE C. BLUM and JEAN MC LEAN
Extension Specialists in Textiles and Clothing
New York

Zefran

Kodel

Fortrel

Acrilan

Helanca

Sounds like a new language doesn't it? No wonder the public is confused! What kind of extension program would be most effective in acquainting the consumer with this new world of textiles? This was the problem the New York textiles and clothing specialists decided to explore, in order to broaden the scope of extension teaching and meet consumer needs.

Until this time, most textile information had been presented as part of the clothing construction or consumer buying program. But this did not seem sufficient emphasis for an area which was bursting at the seams with new products and new problems. On the other hand, there was apprehension about successfully teaching lay leaders to report, accurately and effectively, textile information to unit members in the home demonstration program.

To have county extension home economists in agreement with a county program centered entirely on textiles, and to show them what a stimulating teaching field this could be, an inservice educational program, *Know Your Fabric Personalities,* was presented to county home economists.

As plans for this program developed, some problems became apparent: What type of teaching devices would be meaningful and effective to an audience which might vary in size from 15 to 300 persons? How could illustrative material be prepared for leaders to use in county teaching?

Textiles and clothing specialists explored and tested many ideas before they developed the final organization of subject-matter and illustrative material.

The consumer buying approach was used to introduce *Know Your Fabric Personalities.* Colorful fabric swatches showed visible fabric personalities such as color, texture, design, drape, and hand. Well-labeled garments were used to indicate performance characteristics such as wrinkle resistance, maintenance, colorfastness, durability, and comfort. The discussion of the label focused attention on the Textile Fiber Products Identification Act. Because this is relatively complex legislation to explain, considerable thought was given to design a gimmick which would be both effective and fun to use.

With assistance from the Visual Aids Department, a fabric poster house was designed to represent the fiber family; cutout dolls of cardboard, dressed with removable hats were individual family members or fiber trade names. By simply changing a name card on the house and the hats on the dolls, each fiber family could be visualized. In this way, the predominant fibers used in wearing apparel were illustrated.

The Wool Products Identification Act, the Flammable Fabrics Act, and the Fur Labeling Act were explained to give the complete picture of the mandatory laws. Large posters were used to show voluntary labeling, AS-L22, and Sure-Care Symbols.

To develop an understanding of fabrics and their behavior, it was considered important to define a fiber. Yarns from small swatches of burlap and satin acetate were dissected to illustrate the dimensions of a fiber and its forms—filament and staple. Slides were shown to illustrate further fiber sources and properties. To continue the sequence from fiber to yarn, loose cotton fibers in

the form of cotton batting were drawn out and twisted with the fingers to produce a yarn. Short lengths of rug yarn were twisted and untwisted to establish the difference between S and Z twist, simple, ply, and cord yarns. Fabric construction was taught by using posters to illustrate weaving and knitting processes.

Garments made from texturized yarns were displayed, and the heat-setting process which provides this new dimension in fabrics was demonstrated with colored pipestem cleaners. When the pipestem cleaners were bent into crimped, waved, looped, and corkscrewed shapes, they illustrated how thermoplastic fibers are shaped to create different fabric properties.

Moisture absorbency of filament yarns versus texturized yarns, was demonstrated by immersing equal weights of the two into equal volumes of colored water. When the samples were removed, the amount of water absorbed by both skeins of yarn was easily visible.

The marriage between natural and manmade fibers was explained by defining the new fabric terms—blends and combinations. The making of a blended fabric was demonstrated by combining slivers of 100 percent cotton and 100 percent Dacron polyester to form a 65 percent Dacron polyester, 35 percent cotton, blended sliver. The ability of a thermoplastic yarn to hold its shape in a combination fabric was shown by pleating and wetting a combination fabric swatch.

The physical and chemical characteristics of natural and manmade fibers were explained with posters showing longitudinal and cross-sectional microscopic views of the fibers. These characteristics were then related to expected fabric performance. Properties of thermoplastic fibers were exemplified with cartoon posters and a demonstration of heat sensitivity and wicking characteristics with a multifiber test fabric.

A slide set on comfort factors in clothing showed how to select fabrics and garments that are comfortable in all seasons. Another slide set, showing performance of fabrics in wear and care, pointed out common fabric problems and areas of consumer responsibility.

A fabric poster house represented the fiber family; cutout dolls, in removable hats indicated the individual family members or were fiber trade names.

Preparation of Teaching Materials

A complete set of visuals was prepared for each of the 57 counties in the State. Poster sets were duplicated by the silk-screen process. Colored slides (70 in all) were collected from a variety of sources: some were prepared by the specialists and photographed in the Visual Aids Department; others were obtained through permission from textile companies; while others were provided by Dr. Jules La Barthe, Carnegie Institute of Technology. Over 20 fabric swatches (18" x 9") were cut from fabrics purchased either in local retail stores or directly from textile mills. Other supplies such as cotton and Dacron slivers, textured yarns, and brochures were ordered from textile companies.

The county home economist was responsible for scheduling this kit of teaching materials for the leader's use. In counties with a large number of leaders, one kit was not sufficient. This problem was overcome by borrowing kits from adjacent counties.

Subject-matter information was made available to county home economists and local leaders in a bulletin, *Shopper's Handbook—Labeling, Fabric Facts, Clothing Care.*

To give leaders confidence and direction for teaching, a detailed guide sheet was prepared to assist in the organization of subject matter and use of the illustrative material.

Since the inservice presentation of *Know Your Fabric Personalities* was given, county home economists have enthusiastically promoted textile information in their counties:

- by setting up a 2-year leader training program.
- by direct teaching in units.
- by reaching new audiences—such as secondary school teachers, study clubs, retailers, and drycleaners.
- by preparing radio, press, and newsletter releases.
- by presenting television programs.

By the end of the program year 1963-64, every county in the State will have completed the *Know Your Fabric Personalities* textile program. Many enthusiastic reports indicate that this program is challenging, interesting, and meets a real need. A sequel, *Fabric Finishes,* is in the planning stage. Because of the success of the extension textile program and the speed of technological developments in the industry, a continuing demand for new textile information in county programs is expected each year. ■

The information contained in this article is supplied with the understanding that no discrimination is intended and no endorsement by the Department of Agriculture is implied.

Immediately following the meeting, members of the audience crowd around the speakers for more information.

Delaware's Consumer Forums

by ALICE M. KING
State Home Economics Extension Leader
Delaware

HOW is the consumer influenced by advertising? What protection does he have from false and misleading advertising?

Interest in these questions brought 450 leaders of civic and service organizations to Delaware's second venture into the broad field of consumer information.

Consumer Forum, held for the third time this April, was originally planned to reach Wilmington's urban population—a new audience to Extension—when initiated in 1961. Two delegates from each civic and service organization were invited to this first forum.

The program emphasized the importance of the consumer and his influence in the manufacture and sale of products. An evaluation of this first forum pointed out an interest in the impact of advertising on family members. So, by popular demand, two forums were organized for the second year (1962) to fulfill the request of leaders of organizations throughout the State. In addition to the Wilmington Consumer Forum, a second forum was held at Georgetown in southern Delaware.

Objectives of the second year's forums were sought for consumers to recognize:

—the impact of advertising on their buying habits;

—their responsibility to be well informed in order to interpret advertising intelligently; and,

—what is being done for protection against false and misleading advertising.

Speaking on, "How to Make Yourself Felt in the Market Place," Mrs. Jean Rindlaub, vice-president of Batten, Barton, Durstine, and Osborn, Inc., said consumers have a responsibility to let the manufacturer know that they like a product just as they should let him know if they dislike it. The best way to indicate satisfaction is to buy the product, and keep buying it. She urged a positive, inquisitive approach to shopping with each successive purchase representing a vote of confidence in the product and its manufacturer.

Mrs. Rindlaub said that advertising builds a bridge of communication between the people who make things and the people who use them. By building these bridges well, "the advertising business helps to speed the distribution of products and services, helps manufacturers to sell goods at lower prices because they can make and sell more of them, and thereby advertising plays a vital part in keeping men and women at work and helping to keep the American economy strong."

This is why advertising people think they have made a contribution to family life—by "making life easier for mothers, putting better meals on American tables, helping to grow a healthy generation of children, making life in America more agreeable, more healthful, more richly varied, and in many ways more satisfying than in many other places in today's world."

The second speaker, Norman E. Gottlieb, vice-president and counsel with the National Better Business Bureau, Inc., discussed the regulations of advertising. He described the role of government and voluntary agencies in protecting consumers against fraudulant or misleading advertising. He said that national advertisers have a moral responsibility to exercise self-discipline, foregoing performance claims until they are

(See Forums, page 95)

Credit Information for Consumers

by MILDRED NOVOTNY
Extension Home Management Specialist
California

CONSUMER ability to make wise decisions on use of credit is the objective of the consumer education program on credit in the California Agricultural Extension Service.

Credit is so closely interwoven with the total area of financial management that it cannot be treated effectively as an isolated topic. To use credit on a sound basis, families need a financial plan which sets limits on spending to fit within the income. They also need a bedrock of security including insurance, a cash reserve, some tangible collateral, steady income, and a good credit standing. These are the basics for prudent borrowing or buying on time: they are not easy to achieve or to maintain. Without them, however, it is easy to fall into financial difficulties through impulsive decisions and over-extension of credit.

Short courses are an important part of the consumer education program in all subject-matter areas in the home extension program. They are an excellent method of showing the relationship of phases on any subject. The family finance short course, *Money and Your Living*, includes a meeting on consumer credit.

The short courses are given by the county home advisers. Local specialists in the areas of business or finance might be asked to participate in certain meetings. For example, a representative from a lending institution, the Better Business Bureau, or a credit bureau may be invited to the meeting on credit. His part is always carefully planned to fit into the objective of the program.

The home adviser for one county may give a short course in several adjacent counties. These courses are held in the daytime and evening, and are attended by both men and women. In each locality the subject matter is adapted to the needs and interests of the residents.

Subject matter, suggested teaching guides, leaflets, and work sheets are prepared by the home management specialist, who also trains the home advisers—individually or in groups. Visual aids—including posters, flannel boards, and slides—made in the art department are available for county use.

Illustrated talks on credit are frequently given by home advisers to various community groups, such as the P.T.A., service clubs, church and welfare groups, high school and college classes, and 4-H Clubs. Special effort is made to reach young married couples. An educational program on credit for low-income families frequently begins with the discussion of a contract for an installment purchase or a loan.

Radio programs, home advisers newsletters, and newspaper articles are regularly used to extend pertinent information on credit. They also announce the availability of the leaflet, *Use Credit Wisely*, to those who are unable to attend meetings.

Comments from homemakers such as, "You mean I don't have to use the installment plan offered by the store when I purchase a washer?" and "I thought all interest rates were the same," are an indication of the great need for consumer education on credit. The purchase of a $225 automatic washer is used as an example of shopping for credit from four basic sources. Discussion includes figuring cost of credit, variation in rates, regulations on rates, and consumer responsibilities and rights. The use of charge accounts, revolving accounts, and credit cards is also considered.

Most families buy automobiles and are very interested in knowing sound ways to finance them. Through careful shopping and by having a good credit standing, most purchasers can get better terms than the 21.5 percent maximum rate allowed. Some families are interested in learning the terms of auto leasing. It comes as a surprise to many people that large amounts of mortgage interest can be avoided by making pre-payments. Before doing this, however, families need to consider alternative uses of

(See Credit, page 95)

FINANCING A $300 REFRIGERATOR

Method:	Time:	You Pay:
1. Cash		$300
2. Installment	24 mo.	360
3. Installment	12 mo.	330
4. Pay down $100		
Pay off $200	12 mo.	320
Borrow $200 from Credit Union	12 mo.	313
5. Cash-10% discount		270
$90 gain over no.2		

Iowa's Textiles And Clothing Program Takes On *A New Look*

Extension Clothing Specialist
by OPAL ROBERSON
Iowa

THE question was challenging: "If you could do what you would like to do in extension education in textiles and clothing in Iowa, what would you do?"

Our answer was: "We'd like to give greater breadth and depth to our program. We'd like to give Iowa families more understanding of clothing as it relates to human behavior. We would also like to give them greater understanding of *why* they spend *the amount* they spend on clothing, what the retail market is like, and behind it—the industry that clothes the American family."

We knew there was a proper place for clothing construction in our teaching program and we knew we would continue to do much in the teaching of buymanship. But we felt that this was not enough—more people now buy clothes than make them. What they buy is not premised on money alone or knowledge about quality, but on sociological and psychological reasons that are often little understood. In fact, family relationships often teeter precariously on the problem of money and clothes for teenagers. Many persons do not know the environment within which they now shop for clothes. Nor do they know how their dollars affect the clothing store and the textiles and clothing industry.

These were our subject-matter reasons for wanting to try out a new idea. But we also wished to reach more people, involve new audiences, and gain new relationships with the retail merchants who sell clothes and fabric to Iowa families. We wanted to give a new horizon to textiles and clothing education beyond the stereotype of sewing. In fact, we wanted to put more *economics* into *home economics*.

Clothing-In-Depth Studies

This was the background idea behind what we now call our *Clothing-in-Depth* study program. The method is based on self-discussion by small groups. Study kit materials of subject matter and questions carry the main teaching load. But counties launching this program also plan to give additional background to persons who will take the leadership in these informal groups. County Extension staffs, now trained, will give this background to the volunteer leaders. Local resource persons—clothing merchants, sociologists, psychologists, school authorities, clergymen, and others—will be asked to participate because of their backgrounds.

Self-discussion study groups are not new to Iowa. The *Iowa Futures* public affairs discussion sessions proved workable and many individuals involved themselves voluntarily. We decided to try the same method in a technical area. The outcome: two self-discussion study programs—

Clothes and Status, and *Clothes and Dollars.* The first deals with the sociological and psychological aspects of human behavior as related to clothing. The second deals with the economics of family clothing.

Most people are interested in talking about clothes. But two factors in this new approach took a lot of thinking and teamwork. A planning committee coordinated all efforts from planning through training.

One main factor was that total planning must be developed to make this new approach workable within county programming—for each county would have to determine how it wished to go about this. Thus, an "Operational Handbook" was prepared by extension supervisors and our extension training specialist.

The other factor was that the study materials would have to carry the brunt of the teaching. They would have to make more than usual impact, have high appeal, and present enough but not too much information. Also, they would have to prompt discussion. Many disciplines pooled efforts: textiles and clothing, sociology, psychology, anthropology, human development and family life, economics, and the editorial staff.

Planned Learning Experiences

Each study series is built around four discussion leaflets, planned for a logical sequence of study around the main subject. For example, the *Clothes and Status* series bears these titles:

Introduction: Self-Adornment—An Ageless Urge

Discussion 1: Our Ego-Urge and Clothes

Discussion 2: Clothes and Our Social Behavior

Discussion 3: Clothes and Our Roles in Life

Discussion 4: Clothes and Family Attitudes and Values

Selected counties were involved in our first training program. Workers from 23 counties participated in the 2-day session. One day was devoted to each subject-matter area.

Training objectives included: Giving more subject-matter background behind each topic, presenting research to back up this information, and discussion of county operational methods to implement the program.

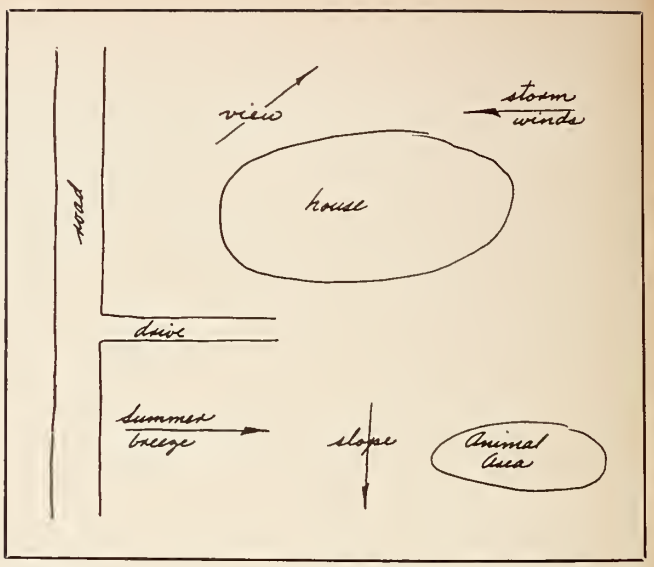
Resource persons included Alice Linn, textiles and clothing specialist, of the Federal Extension Service; representatives of the clothing merchandising industry; local clothiers; and members of the Iowa State University extension and resident teaching staffs in economics, family life and human development, and textiles and clothing. The operational phase of the training was conducted by the extension supervisory staff, extension training specialist, and extension program assistant.

This is a different approach to teaching. Extension supervisors and clothing specialists will work closely with these counties as they move ahead on this program this year. A plan for evaluation has been built into the process. We want to know if other areas of subject matter might be taught this way.

Of this one fact we are now quite sure: Having involved some of our clothing merchants as we worked out this new approach, we have cemented our relationships with them and will have their wholehearted support and participation. ■

Workers from 23 counties participated in the two-day training for the "Clothing in Depth" study program.

TEACHING HOME PLANNING



The first step is a careful analysis of the site and deciding where each building could best be located.

by ARLEAN PATTISON
Extension Home Management Specialist
Washington

A FAMILY usually spends at least a fourth of its income and perhaps two-thirds of its time at home. Education in buying, building, remodeling, and maintaining a house is a worthwhile Extension concern. To meet the needs of Washington families, specialists in rural architecture and home management have teamed with agents to help families acquire the best housing their resources permit.

Believing that the problem-solving approach is the preferred method of working with people, specialists and agents have concentrated on teaching a method of house planning by which a family arrives at a plan that fits its individual needs as well as the building site.

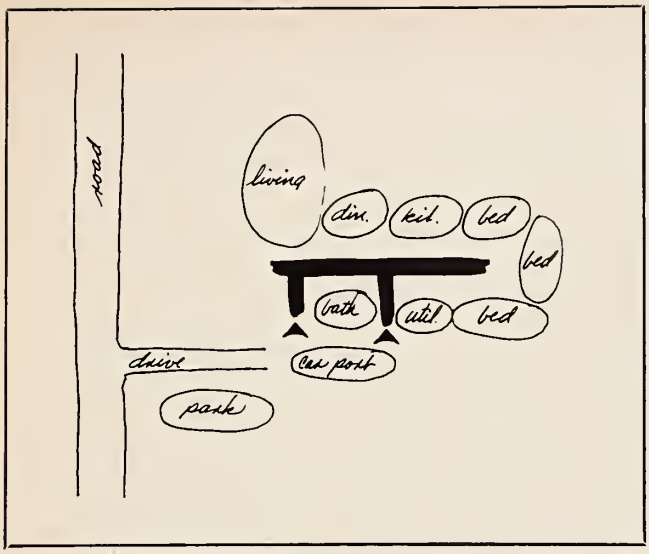
Credit for developing this teaching method belongs to Mr. H. E. Wichers, a recently retired specialist in rural architecture. He is affectionately known as "Goose-egg Wichers" by thousands of agents and consumers who have benefited from his teachings. He acquired the name because he taught families to use rough "goose-egg" shaped drawings to locate the rooms without becoming involved with details at early planning stages.

Techniques practiced to focus attention and provide information and guidance for families have been workshops, exhibits, and agent education.

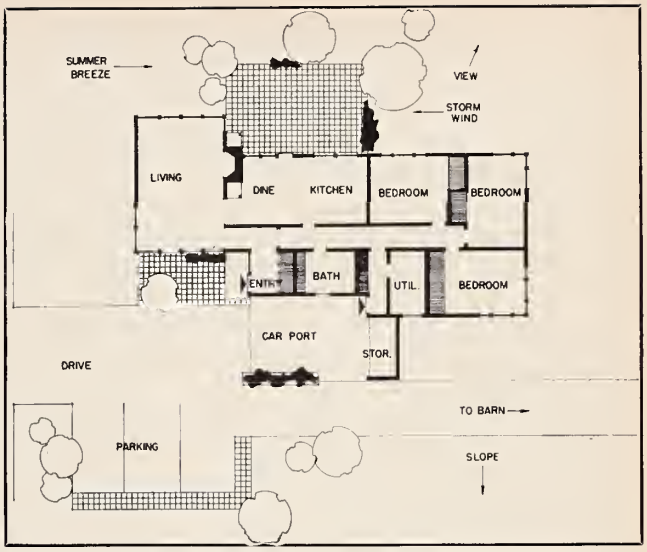
Housing Workshops

The program has generally been centered around a series of county workshops. Each workshop usually involves 2-4 sessions. Husbands and wives are urged to attend together. They are given general information, theories, and techniques of planning, and time is provided for answering questions or for individual attention to specific problems.

The workshops are publicized through newspapers, radio, and TV. Thus, each workshop usually draws half its attendance from people formerly unacquainted with Extension. Specialists usually teach the first sessions, which also serve as a demonstration for the county workers. Some agents manage additional workshops themselves. Because emphasis is on the *method* for solving a housing problem, the help given applies equally well to farm, rural nonfarm, or



From a listing of family needs and preferences, the entrance, various rooms, halls, are "goose-egged" in.



The plan, after attention to space requirements and other details, follows the "goose-egg" arrangement.

single-dwelling city homes. The method helps families recognize their needs and shows how to put them in their proper perspective. They learn to judge the merits of a plan for buying a home, building, or remodeling.

Simple chalkboard drawings and slides show how room relationships and connecting hallways can be arranged to fit the family's needs in relation to the site. USDA and State literature is provided. Occasionally a visit to the home is necessary, especially for remodeling projects. Individual help follows group talks.

Agent Follow-Up

Much of the workshop effectiveness would be lost if it were not for good agent follow-up. Since families are encouraged to come to workshops well in advance of their actual construction date, the agent-family contact may be spread over several years. Some families may return to the county office for information and help, or even return to a second workshop series. Others find help from a local architect, draftsman, contractor, or building supplier sufficient. A gratifying part of the method-teaching workshop and agent follow-up is that families enjoy solving their own home planning problems.

To advertise these workshops, a home planning exhibit was built. It was designed to direct attention to a method for planning and to Extension as a source of help. Approximately 15,000 persons visited the exhibit at one home show and two county fairs in 1961.

The exhibit extolled a method for *Planning a Home in the Country*. A new bulletin by the same name was distributed with other literature on kitchen and workroom planning, lighting, storage, septic tanks, etc. An important byproduct of the exhibit was the training given several community leaders who volunteered to host the exhibit.

A Good County Program

An outstanding example of the use of this method is in Kitsap County. Marcelene Darling, home agent, with the cooperation of other agents has developed a strong, continuing housing program through workshops, individual conferences, and homemakers leader-training.

A 1960 survey showed that of 54 families attending Kitsap County housing workshops, 40 had completed their plans. Twenty-one new homes were built, 19 had finished extensive remodeling and rebuilding, and 6 were still hoping to build. Contact with 8 families had been lost.

Mrs. Darling supports the group and individual house-planning sessions with related subject lessons in her homemaker club programs. Some of the subjects are: good home lighting, adequate wiring, household appliances, color and line in the home, wood finishing, storage, floor coverings, and drapery making.

Additional interest was created with the home-planning exhibit at the 1961 County Fair and Mrs. Darling reported: *"Planning a Home in the Country* was a very successful venture for Kitsap County. Seventy-five families signed up for Extension help and 55 attended the first follow-up housing workshop. One of the real values of the exhibit was the special training for the 60 adult and junior leaders who took part as hostesses. I think they truly feel a part of Washington State University." ■

Working With Labor Unions On Consumer Education

by JEANNETTE LYNCH
Extension Consumer Marketing Specialist
Colorado

"I TAKE this opportunity to thank you, individually, and the Colorado Cooperative Extension Service for the invaluable assistance given *Steel News* during the current year." These are the words of Manuell Diaz, last year's editor of *Steel News*, the monthly publication of the United Steelworkers of America, Local Unions 2102 and 3267 in Pueblo, Colorado.

Mr. Diaz was referring to a food marketing column I write for the *Steel News* each month.

For 4 years *Steel News* has carried the column *At the Markets* to about 3,500 workers at the Colorado Fuel and Iron Corporation steel mill.

Working with labor unions is no different from working with any other groups. I first contacted the Steelworkers Union when I was setting up a pilot food marketing program in Pueblo. This southern Colorado city relies on The CF&I steel operations for a large share of its income.

I found that key people in labor unions are like key people elsewhere. We need to get acquainted, understand each other's goals, and learn more about some of the problems in attaining mutual goals. Then with our own educational objectives in mind, it's a matter of working out ways to solve these problems and fill needs which both labor unions and Extension workers recognize.

One of the first steps in getting acquainted is to take part in organized community councils or planning groups. Most communities have such groups—they may be informal or formal. The groups probably already include some of the local representatives from labor unions.

Based on Colorado's experience, it is important to understand how unions are organized, and in the early stages, it is best to find out who makes what decisions in union matters. Such concepts can be acquired by talking to community leaders.

In Pueblo there was an international representative from the Steelworkers Union. He was also regional director and was the first person contacted. At his suggestion I made an appointment with the full-time local union representative.

The full-time representative referred me to other appropriate union officers. These officers were union members who had been appointed by the local union president to head up activities such as the *Steel News*, administration of the welfare fund, community service, or education committee. The wife or the mother of a paid union member headed the woman's auxiliary.

In other cities the top officers may be regional or sub-district directors. Some States have Labor Councils, which are organizations made up of all the different AFL-CIO unions in the State. Councils have a full-time executive secretary, or person with similar responsibilities. Local woman's auxiliaries may be organized.

When I first decided to pinpoint an effort to reach the steelworker families in Pueblo, I talked to the editor of the *Blast*, management's publication. At the same time I contacted the editor of the union's publication. A column on food buying was offered to each.

That was in 1959. Several months after *Steel News* started using the *At the Markets* column, the steel strike occurred. By August several thousand strikers families were indeed short on funds—and food. About a thousand were eligible to receive free cornmeal, powdered milk, split pinto beans, and flour from public welfare authorities.

Union officers sought guidance on food preparation for strikers families from the county Extension agents. The officers asked them to provide money-saving menu ideas and help in ways to use the surplus food commodities distributed by the county Welfare Department. It might be pointed out that unions have their own welfare funds and union members can fall back on the union welfare funds when their own resources are depleted.

Here are some of the methods used by myself and Mary Bitsianes, the Pueblo home agent, to supply the help requested.

- A food-buying tip was supplied for inclusion in the sheet which the union dittoed daily to inform 400 workers of negotiation developments.
- With the cooperation of the woman's page editor of Pueblo's daily newspaper, low-cost buying tips were beamed out several times weekly.
- Food-buying and menu ideas, and sometimes clothes-buying tips, were coordinated in newspapers and, radio and TV spots in the Pueblo area.
- 1,745 bulletins and leaflets on budget-stretching ideas were distributed. These were picked up from a display of U. S. Department of Agriculture and Colorado State University materials at Union Hall.
- Each week union members picked up about 50 *Wise Buys* sheets mimeographed for distribution at Union Hall. Sometimes tiny leaflets were offered that dealt with ideas for use of one economical food.
- At the City-County Health Department, where many of the welfare families came for medical services, exhibits showed such things as how to use dried eggs, or how to use cottage cheese.
- Mimeographed recipes for corn-

meal cookery and dried milk were translated to Spanish for the local Welfare Department to distribute at the surplus commodity depot.

• Home demonstration club members provided favorite low-cost recipes which were mimeographed and distributed.

• State home economics specialists maintained a supply of helpful information to the Pueblo Extension workers to help in these efforts.

Efforts were made to work with small groups of wives which the union's woman's auxiliary hoped to organize. Very few wives were interested, however, so the meetings were dropped.

Contact with the Pueblo steelworkers is not the complete picture of Extension efforts with labor unions in Colorado. As a result of a visit arranged by Herb Gundell, the Denver county agent, *Colorado Labor Advocate,* official AFL-CIO publication in Colorado, also carries a weekly food marketing story. In addition, it frequently passes on to its 8,500 subscribers other information sent out in the weekly news packet from the Colorado State University Information Service.

Colorado's AFL-CIO unions do not yet have the consumer counselling program undertaken in some States by the community service activities committees. Thus Colorado Extension has taken no part in this program. The Labor Council has been assured that the Colorado Extension Service would like to be regarded as a resource organization, should the unions undertake the program.

Colorado's home economics specialists and agents are realizing that they can reach many more families through greater use of mass media for educational programs. They are finding that specific interest groups, which often include union members families, are motivated to seek help from Extension in this way.

Seldom are audiences grouped according to sources of income. But the Colorado Extension Service feels that working with labor unions is one more avenue to working with all families. ■

Steel News

To Make Democracy Work, You Must Work at Democracy
UNITED STEELWORKERS OF AMERICA—AF of L-CIO

Volume 19, Number 2 — Pueblo, Colorado—February, 1963

Page 6 THE STEEL NEWS February, 1963

Extension Service • Colorado State University

at the MARKETS

Jeannette Lynch
Consumer Marketing Specialist

THE COLORADO DEPARTMENT OF PUBLIC HEALTH HELPS PROTECT FOOD and people from pesticides. The Milk, Food and Drug Section spot-checks fruits and vegetables, milk, and animal feed used in dairy herds. They check no meats. They look for traces of pesticides above the safe amount set by the Federal Food and Drug Administration.

HERE'S HOW THEY OPERATE. Five field men and one chemist do the checking. During the growing season, they have some extra help from local health departments. The field men send samples to the lab if they suspect misuse of chemicals which could result in excess residues.

THE HEALTH DEPARTMENT CHECKED AROUND 100 SAMPLES LAST SUMMER. About two per cent showed traces of pesticides in excess of safe limits.

THE BOTTLENECK IN CHECK-

SCOUTING ACTIVITIES OF TROOP NO. 16

By Scoutmaster Y. R. Valenzuela

Troop 16 attended a Court of Honor held for the Mesa District on the evening of January 21, at Keating Junior High School. The following awards were presented to members of Troop 16:

New Star Scouts. John Fawkes, Robert Flores, and Chris Campos.

First Class Badges: Dan Montano, LeRoy Montez, Larry Smith, and Freddie Trujillo.

Merit Badges: James Valenzuela, 3; Richard Valenzuela, 3; Vince Urbina, 1; Richard Urbina, 1, Tom Urbina, 4, LeRoy Montez, 4; Robert Flores, 1; Stephen Flores 1, Charles Potter, 5; Chris Campos, 1; John Fawkes, 1; Ernie Ruybalid, 4; Freddie Trujillo, 2.

Post No. 2016 presented the following awards; First Class Badges: Tom Montano and Tony Martinez.

Second Class Badge: Jack Potter.

Merit Badges: Vaughn Valenzuela, 2, Dan Urbina, 1; James Montez, 1; Ben Bacino, 2; Tony Martinez, 6; Jack Potter, 6; Denois Cristler, 2, and James Howard 1. James Montez also received an award for Three Year's Service and Three Years of Perfect Attendance.

Leadership Training for Troop 16 was held on January 25-27, and was a very big success. 1,722 Junior Leaders attended and completed the course, under the direction of David Ascherman, Post 2002 and Larry Tomsic Post 2252, who conducted the entire course. Both of these young men won Leader's Scholarships to Philmont last August and completed the training and are now rendering a real service to the Council.

Participants from Troop 16 at this training course were. Patrol Leaders Vaughn Valenzuela and John Fawkes. Leadership training was given to: Robert Flores, Ben Bacino, Chris Campos, Dennis Critler, Tom Montano, Dan Montano, Ernie Buybalid, and Tony Martinez.

In charge of transporting these boys and attending the camp were Scoutmaster Y. R. Valenzuela and his Assistants Michael Flores and Alfred Fawkes.

THE HEALTH DEPARTMENT HAS THE AUTHORITY OF EMBARGO so that it can stop the shipment of products with excess traces of pesticides. The Federal Food and Drug people and the Colorado Department of Agriculture can call on the

Local Union 2102 To Elect Delegates

Local Union 2102 will elect thirteen delegates to represent it at the Colorado Labor Council's annual Mid-Winter Educational Conference being

Steel News, publication of Pueblo's Steelworker's Union, uses consumer information prepared by the Extension consumer marketing specialist.

Book Review

FARM BUSINESS MANAGEMENT by E. D. Chastain, Jr., Joseph H. Yeager, and E. L. McGraw; Auburn Printing Co., Auburn, Ala.; 1962.

Designed primarily for "instruction at the high school level," this book bids fair to meet needs of a far wider audience. Many farmers and people allied with farmers will find it helpful. A review published in "The Southern Banker" indicates its usefulness to rural bankers.

Farm Business Management covers a lot of ground. For this reason it is a book to be studied and used as a reference—not hurriedly read and put away. It is well adapted for use as a "think piece" by a farmer or a farm family contemplating a major step or course of action. It deals with key principles and concepts involved in such vital matters as whether to farm or go into some other occupation, getting established in farming, buying a farm, and making adjustments to survive the rugged competition in commercial farming.

The book presents these principles and concepts in a clear-cut, forthright fashion using everyday words. It illustrates their application in real farm situations.

It can help us as Extension workers to give more effective educational help to farm people on some of their toughest problems. Sometimes the most helpful thing we can do is to give the farmer or farm family a better framework for working things out themselves. This book can form a useful part of that framework in many situations. Such situations are those in which we can sense or create an earnest felt need for a better basis for a business decision.—*E. P. Callahan, FES.*

by DOROTHY C. O'DONNELL
Extension Home Economist
New Hampshire

The exhibit featured well-proportioned and simply designed furnishings.

—Seen by 20,000

Touring Exhibit Features American Home Furnishings

THE impossible *does* take a little longer, even in New Hampshire. During the last three months of 1962, we tackled a touring exhibit, *Good Design in Home Furnishings,* and went on the road. The University of New Hampshire campus was the first 1-month stand, and the galleries of the Paul Creative Arts Center housed our 150 furniture items, 50 of them major pieces (sofas, chests, upholstered chairs, tables, and beds). Two days after the show closed in Durham we were in Manchester, our "big city." Fabrics, lights, rugs, and all the rest were set up in entirely different facilities—this time the airy and spacious community room of a bank. Dartmouth College campus was our final stop and the arch-windowed lobby of the newly opened $8 million Hopkins Center was our stage during December.

In the commercial world, setting up and taking down an exhibit of this scope, moving and displaying to meet the completely different facilities available in 3 areas of a State, suggests a ten-thousand-dollar budget for display props and installation, professional interior designers, moving costs, and attendants. In the Extension world it means the usual—a few-hundred-dollars, volunteer help, and willing co-workers.

Unquestioned is the educational value. The some 20,000 New Hampshire and nearby Maine, Massachusetts, and Vermont homemakers, businessmen and merchants, 4-H members and leaders, college students, and families who streamed through knew they were exposed to a collection of furnishings, the likes of which had never before penetrated this stronghold of so-called "Early American."

Why did we dare to do the show? We put it this way: ". . . Today's miracle of mass-production is that, in addition to producing designs, the designer-craftsman and the manufacturer are, in this country producing GOOD designs—straightforward, uncluttered, useful, ingenious—in the best tradition of American craftsmanship." This statement appeared in a catalog which gave a complete description of each furnishing and listed each manufacturer's name and num-

Dramatic, contemporary design was shown in this section of the display.

ber, the approximate retail price, and available sources in New England.

Navigating the fast-moving river between a good idea and its successful execution takes either a carefully built barge, or sheer bravado in a light canoe. From June on, we were mighty busy paddling that canoe between what had to be done and somehow getting it done.

The show featured American-designed, mass-produced furnishings of good style. This meant finding American manufacturers interested in shipping items from the factory for the 3-month period, preferably at their expense, and taking them back if they weren't sold at the show's end. With Lawrence Peabody's knowledge of the field and who to contact, 93 companies were eagerly willing. Mr. Peabody is one of America's leading young designers and lives in New Hampshire.

With the idea rolling, this meant selling the Department of the Arts at UNH on the idea that Cooperative Extension was not dressed in Mother Hubbards, and somehow we sold Chris Cook, who directs the Paul Arts Galleries at the University, and the Department of the Arts co-sponsored the show with Cooperative Extension. Sifting and winnowing needed to be done from catalogs and photographs supplied by manufacturers. This required a jury, and we corraled four busy men who met many times between June and August.

The 27 companies we had selected were to *deliver* the exact pieces to our specifications before October first. Manufacturers from California to North Carolina to Wisconsin to Vermont and Massachusetts were involved. But the things came, daily and hourly between August 15 and September 30. This meant a patient reception committee. It also meant finding a storage space, safe and insured, for cartons, boxes, and crates.

As the show developed, it meant help in setting up. It meant publicity, and John Scotford from Dartmouth produced 100 hand-screened posters at the same time the Center was opening. It meant teas and receptions. Extension home economists, Ruth Ham, Winnifred McLaughlin, and Muriel Currier created time to handle the details with the councils as the show hit their counties.

The planning and execution of an exhibit like this cannot follow a set pattern. It depends on help, concern, and enthusiasm from whoever is on hand wherever you turn. Once the idea starts, willing helpers turn up. In New Hampshire we attribute success to a certain Yankee ingredient, that in the vernacular would be, "Wa-al, once a thing gits started up here, we kinda like to see it *go*." With this attitude, the impossible is almost easy! ■

FORUMS

(from page 86)

proved. Agencies must demand proof of claims without fear of offending clients, and media must be willing to pass up advertising revenue rather than accept unsupported claims.

Lively discussion followed these two talks. Questions from the audience ranged all the way from what to do with unordered merchandise to how to establish a Better Business Bureau.

Sparked by interest in the consumer forum on advertising, two counties sponsored countywide meetings featuring speakers from the State Department of Weights and Measures who explained their inspection program.

Believing that a satisfied customer is usually an informed customer, the home economics extension staff has focused the forum programs on broad areas that influence buying habits. Theme for the 1963 program is "The Consumer and the American Economy."

Sponsored by the home economics staff of the Extension Service, the Sears-Roebuck Foundation provided financial support for the forum programs and the accompanying meals. ■

CREDIT

(from page 87)

this money. Families in all localities are urged to be wary of unusual offers and fabulous claims of bargains. These are usually very costly and have high interest rates. The product may be inferior or useless.

Knowledge of credit plans will assist consumers in making decisions on the best use of their money. ■

UNITED STATES
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(GPO)

FES Administrator E. T. York, Jr., has been named Provost for Agriculture at the University of Florida, Gainesville. As Provost, Dr. York will be the chief administrative officer for all agricultural units at the University. Included in his administration will be the College of Agriculture, the School of Forestry, the Agricultural Experiment Stations, and the Agricultural Extension Service.

President J. W. Reitz of the University of Florida, in announcing the appointment, said: "We are indeed pleased that Dr. York, who is recognized as one of the nation's leading agricultural educators, has accepted our invitation to become Provost for Agriculture. His breadth of training and experience in education and research are complemented by a high degree of demonstrated ability as an administrator. This combination of qualities admirably equips him for carrying forward the responsibilities of this important office."

E. T. York, Jr.

I WELCOME this opportunity for a parting word before leaving FES to assume new responsibilities at the University of Florida.

My 4 years in Extension work—in Alabama and the Federal office—have been tremendously rewarding in terms of personal experiences and satisfactions. Foremost among these has been the privilege to be associated with dedicated Extension workers throughout the nation—representing the largest out-of-school youth and adult educational program in the world.

Like many others, I have been greatly impressed by the unusually high *esprit de corps* among Extension workers and by your tremendous dedication to your profession. This undoubtedly grows out of the fact that the work of Cooperative Extension revolves around service to others. Extension programs are directed primarily towards helping others—individuals, families, businesses, and communities—deal more effectively with troublesome technological, social, and economic problems which limit fulfillment of their desired goals. The basic tool in providing this assistance is knowledge.

The problems of people everywhere become increasingly more complex. Significantly, however, as problems have increased in scope and complexity, the knowledge which can be applied to their solution has expanded at an unprecedented rate.

There is growing recognition, both in this country and abroad, of the contributions which can be made by the unique and distinctive type of informal, problem-solving, and development-oriented education which has characterized the work of the Cooperative Extension Service during the past half-century. Nations around the world are striving to develop programs of extension education patterned after this country's. Extensive efforts are also being made to develop or expand Extension educational programs in the United States to serve more of the total society.

The opportunity and need to use knowledge to help people is, and will continue to be, limitless. This in itself suggests that the next few years can be one of the most exciting, challenging, and productive periods in the history of the Cooperative Extension Service.

In the years ahead, you will have a golden opportunity to contribute to the further development and expansion of effective Extension programs in the United States and around the world—programs with the basic objective of helping people use knowledge to enable them to earn and enjoy a more abundant life. Could there be a more challenging or rewarding experience—or a more noble profession?—*E. T. York, Jr.*

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EXTENSION SERVICE

REVIEW

OUTDOOR RECREATION

VOLUME 34 • NO. 6 • JUNE 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: *Elmer B. Winner*
Editor: *Walter A. Lloyd*
Assistant Editor: *Carolyn Yates*

Prepared in
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Washington 25, D. C.

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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

Use of land and water resources for outdoor recreation is booming. Sparking this boom in what is now a $20 billion business is the Nation's zooming population, now being increasingly clustered in metropolitan areas.

Every year sees more and more people seeking outdoor recreation—along rivers, beaches, in National and State Parks, National Forests, and State Forests. There are more hunters and fishermen, and more and more boating fans. Both public and private recreational facilities are hard-pressed to take care of the increasing demand. The enterprise of America's rural people will be needed to help fill the gap between the demand for outdoor recreation and its availability.

The increasing demand for outdoor recreation is bringing new income opportunities to rural America. Developments up to now in the way of farm vacations, picnicking, and other developments are but tokens of what the future may bring. The efficiency of American farmers in crop and livestock production may well be matched in the years ahead by their efficiency in supplying outdoor recreation to help meet the demands of the recreation market.—WAL

The New Emphasis on OUTDOOR RECREATION

by EVERETT C. WEITZELL

Director, Resource Development and Public Affairs
Federal Extension Service

AS THE stresses and strains of urban life become increasingly severe, a new emphasis is being placed on the value of country life. More and more the middle-income city-dwellers are seeking the type of recreation and relaxation that only the country can give. This urge for elbow-room and fresh air isn't new. It's simply an expansion of the age-old custom of the wealthy vacationer of seeking the quiet and solitude of the country.

In many respects this new emphasis on outdoor recreation is a reflection of the "conservation" emphasis of Theodore Roosevelt and Gifford Pinchot. The value of an understanding of the flora and the fauna of nature provides a moral strength that is sought, even unconsciously, by both young and old. And so outdoor recreation takes on a new emphasis in the 60's.

The vast amount of information collected in 24 volumes by the Outdoor Recreation Resources Review Commission (ORRRC) has provided a basis for much of the new emphasis. These reports provide detailed proof of many aspects of the supply and demand for outdoor recreation. The National forests and parks are overcrowded. All public recreation is increasingly inadequate. The answer to this dilemma is not simple, but there is an answer—to make fuller use of privately-owned natural resources.

This emphasis on the expansion of privately-owned recreation facilities satisfies at least three major objectives: (1) It offers a means of meeting the new demands for relief of the strains of urban life; (2) it offers opportunities for many rural people to expand employment and income; and (3) it provides a use for lands which are not currently needed in the production of crops.

To promote and develop this new emphasis, all resource agencies of the Federal Government have launched various programs. On the basis of the ORRRC recommendations, Congress established the new Bureau of Outdoor Recreation in the Department of the Interior. The Federal Recreation Advisory Council coordinates this activity under direction of the White House.

Important among the new authorities provided by Congress are those included in the Food and Agriculture Act of 1962 for the United States Department of Agriculture. Cost-sharing contracts for aiding farmers in the conversion of cropland to grazing, forests and recreation uses in designated counties are available through the Agricultural Stabilization and Conservation Service. Small watershed projects financed under Public Law 566 by the Soil Conservation Service now may include recreation as a cost justifying benefit, and provision is made for cost-sharing the additional capacity for recreational purposes. The Farmers Home Administration is authorized to make loans to family farmers and associations and groups of rural residents for financing recreational enterprises and projects.

In addition to the programs of Interior and Agriculture, the Area Redevelopment Administration of the Department of Commerce is emphasizing the contribution that recreation projects can make to resource development. In addition to low-cost loans for financing recreational projects in designated redevelopment areas, grants are available for technical assistance and development purposes. Financial assistance is available, also, from the Small Business Administration and numerous private credit sources.

A most important contribution to this effort to meet the demands for more outdoor recreation is being made by the Cooperative Extension Service. Educational and technical guidance to recreation through Extension is not new. Some State Extension Services have been providing such educational help to the tourist and motel businesses for a number of years, especially in the Lake States. Many others have been assisting farmers and other landowners in developing and managing vacation farms, shooting preserves, fishponds, campgrounds, and other private recreation enterprises.

Assistance to farmers and ranchers in developing recreation projects to supplement the farm income is growing rapidly. Several State Extension Services have issued leaflets and other guidelines for vacation farms. The USDA has prepared a Farmers' Bulletin to guide the development of recreational projects and a guide for urban people seeking farm vacations. Both National and State associations of vacation farmers have been organized to provide advertising and promotional services. County Extension agents are assisting in housing, sanitation, and licensing requirements; insurance and safety responsibilities; and other phases of project planning.

Recreation as a farm enterprise is relatively new, except for dude ranches and similar establishments. "City relatives" often vacation on Uncle John's farm. More and more families are willing to pay for farm vacations. As community leaders realize the economic value of this type of recreational development, they will assist in providing community facilities and attractions to supplement and complement farm vacations. Community swimming pools, historical sites, barn dances, and other income-producing attractions are possible.

Rural Areas Development committees should thoroughly explore the opportunities for all types of private and public outdoor recreation in preparing their OEDPs. They may assist in providing training programs and educational services to farmers and other landowners. Technical Action Panels should bring the respective program resources to the attention of local leaders as they counsel and assist RAD committees and subcommittees in preparing overall economic development programs. The USDA-Extension team, with help from numerous other Federal, State, and local agencies can boost the new emphasis on outdoor recreation. It's another way of helping people to help themselves! ■

One Year Later

The Nation's Newest Conservation Bureau

by **EDWARD C. CRAFTS,** *Director*
Bureau of Outdoor Recreation
Department of the Interior

THE BUREAU of Outdoor Recreation, a year old last April, has generated much interest among conservationists since its establishment. We are constantly being asked:

What is the new Bureau?
What are its responsibilities?
What has it done?
What is going to come of it?

The Bureau of Outdoor Recreation is something of a curiosity. Two months after the Outdoor Recreation Resources Review Commission (ORRRC) recommended its creation to the President and Congress, the Bureau was formed. Similar studies and recommendations often have gathered dust or been adopted slowly and reluctantly. The swift response by President Kennedy and Secretary of the Interior Stewart L. Udall in establishing the Bureau, demonstrated their recognition of a pressing need and a willingness to meet it. As a result of the ORRRC studies and subsequent action, recreation not only has the attention of more ears than ever before, but of more important ones at Federal, State, and local levels.

The new Bureau also is somewhat of an experiment in government. Lodged administratively within the Department of the Interior, it is charged with government-wide responsibilities. One of these is the unique assignment of promoting coordination of the recreation aspects of the programs of all Federal agencies, including those in the parent department.

The Bureau acts as a focal point within the Federal Government for all outdoor recreation activities. It manages no land or facilities.

The Bureau is small and plans to remain that way in the future. Currently it has about 100 employees. To be effective, its sights must rest on quality performance rather than quantity. Recruitment has been careful, to insure hiring employees with depth and variety of educational backgrounds and experience.

The Bureau has six divisions: Federal Coordination; Education and Interpretation; Research; Planning and Surveys; Cooperative Services; and Administration.

At the time of creation, Secretary Udall charged the Bureau with six responsibilities:

1. Coordination of related Federal outdoor recreation programs.
2. Stimulation of and provision for recreation assistance to the States.
3. Sponsorship and conduct of research.
4. Encouragement of interstate and regional cooperation.
5. Conduct of recreation resource surveys.
6. Formulation of a nationwide recreation plan on the basis of State, Regional, and Federal plans.

There are more than 20 Federal agencies whose programs include some phase of outdoor recreation. The Bureau's ability to promote the coordination of the recreation aspects of these programs depends on a number of aids and helping hands.

Shortly after the Bureau came into being (on April 27, 1962) President Kennedy created a Cabinet-level Recreation Advisory Council, composed of Secretaries of the Departments of the Interior; Agriculture; Defense; Health, Education, and Welfare; and the Administrator of the Housing and Home Finance Agency. In November, 1962, the Secretary of Commerce became a Council Member. Chairmanship of the Council rotates every 2 years, with the Secretary of the Interior serving the first term.

The Recreation Advisory Council, like the Bureau of Outdoor Recreation, was recommended by ORRRC. The Council provides policy advice to the heads of Federal agencies on all important matters affecting outdoor recreation resources and promotes interdepartmental coordination.

The President's Executive Order establishing the Council instructs the Secretary of the Interior, in consultation with other members of the Council, to develop methods and procedures for improved interagency coordination in developing and carrying out National outdoor recreation policies and programs.

In these functions, the Council is instructed to include advice to Federal agencies on several aspects of outdoor recreation resources.

1. The protection and appropriate management of scenic areas, natural wonders, primitive areas, historic sites, and recreation areas of National significance.
2. Management of Federal lands for the broadest possible recreation benefit consistent with other essential uses.
3. Management and improvement of fish and wildlife resources for recreation purposes.
4. Cooperation with and assistance to the State and local governments.
5. Interstate arrangements including Federal participation where authorized and necessary.
6. Vigorous and cooperative leadership in a nationwide recreation effort.

As one of his duties, the Director of the Bureau of Outdoor Recreation serves as chairman of the staff of the Recreation Advisory Council. To assure adequate representation of views of the participating departments at staff level, several of the member departments provide a policy-level staff representative to work with the Director on Recreation Advisory Council matters.

Herein lies a significant facet of the Bureau's ability to promote Federal coordination. The machinery available includes the Recreation Advisory Council, close consultation with liaison representatives from the participating departments, legislative review, budget review, and the force of public opinion favoring a closely coordinated, highly effective National plan and program of outdoor recreation.

The Bureau of Outdoor Recreation has close working relationships with the Bureau of the Budget, the coordinating arm of the President extending to all agencies. To date, the Federal agencies have worked cooperatively with the new Bureau on a variety of programs.

Assistance to States—Provision of broad, intensive recreation assistance to the States depends upon action of the Congress. On February 15, 1963, President Kennedy sent to Congress a Land and Water Conservation Fund Bill. This would provide grants-in-aid to the States for outdoor recreation, and Federal funds for acquisitions to the National Park System, the National Forest System, and to the Bureau of Sport Fisheries and Wildlife for preservation of species threatened with extinction. The bill was introduced as S. 859 in the Senate, and H.R. 3846 and other numbers in the House.

The grants-in-aid would be available to States on a matched-fund basis for outdoor recreation planning, acquisition, and development of recreation land and water areas.

The Fund Bill involves no new taxes. It would derive monies from sale of surplus Federal land, allocation of the existing 4-cent tax on fuels used in pleasure craft, admission and user fees at Federal areas, and advance appropriations to be repaid from the sources of revenue named.

The Fund would make available an estimated $180 million a year to the States and for Federal needs, including repayable appropriations averaging $60 million a year beginning the third year of a planned 10-year program.

Money in the Fund would be available approximately 60 percent to the States and 40 percent for Federal use. One-fifth of the States' share would be divided equally among all States, three-fifths according to proportion of National population, and one-fifth according to need as determined by the Secretary of the Interior.

States would be required to expend acquisition and development funds in accord with an approved Statewide recreation plan. Acquisition and development funds would be available on a 70 percent State and 30 percent Federal basis, while outdoor recreation planning funds would be provided on a 50-50 matching basis.

Research—Really astounding is the lack of comprehensive research in outdoor recreation, particularly since it involves 90 percent of the people, one-half billion acres of land, a consumer expenditure of $20 billion a year, and vast public programs. There is much need for research on a variety of recreation problems. The Bureau of Outdoor Recreation expects to move rapidly in sponsoring and conducting research when its program is underway. A major recreation conference, jointly sponsored by the Bureau of Outdoor Recreation and the University of Michigan was held in Ann Arbor this past May.

Surveys—In recreation resource surveys, interstate and regional cooperation, the Bureau is seeking reasonable solutions in specific areas where questions have arisen concerning the type of recreation most appropriate, the relationship of recreation to other resource needs, and jurisdictional problems. In many cases, solutions are difficult from the standpoint of time and because advocates of various ideas often hold strong and opposing convictions.

The State and Local Role—In formulating a nationwide recreation plan, the Bureau recognizes that State governments must play the key role. They occupy the middle level in government, between Federal and local agencies. In many ways, they are more advantageously situated than either local units or the Federal Government to deal with public recreation needs.

The new Bureau has been surprised at the number of State and local agencies and private organizations in outdoor recreation. There are some 500 such State agencies, an average of 10 per State. There are a multitude of private organizations. The dispersion of responsibility within the Federal Government, at the State level, and locally does not lend itself to strong immediate action.

In addition, private organizations are divided and in some cases competitive; some groups representing several interests are articulate and fully organized; other outdoor recreationists have no real spokesmen among any of the organizations. There is need for unification of effort, for cohesiveness among the private organizations.

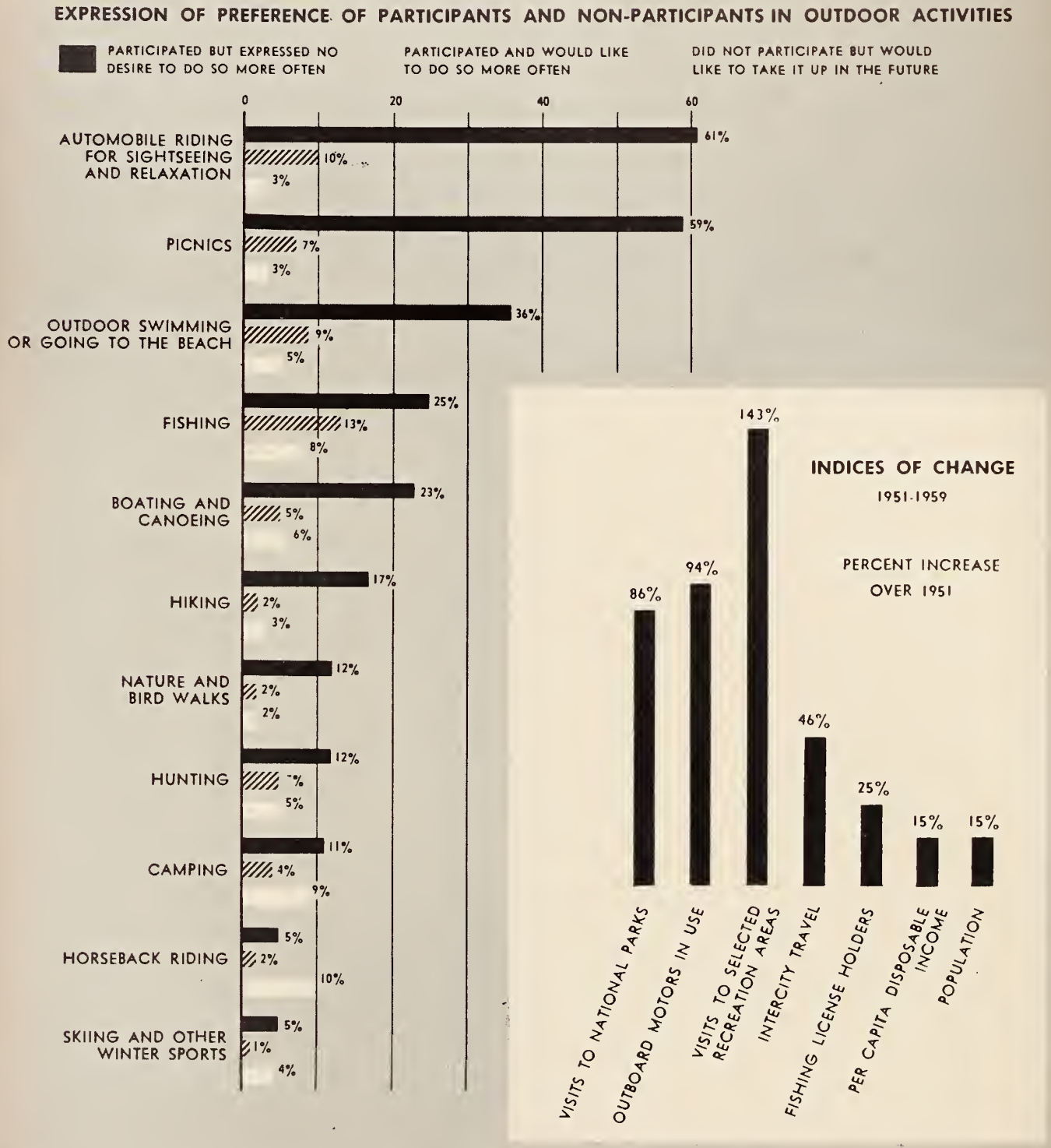
State organizational problems lie behind one of the main findings of the ORRRC studies. Most States have problems of personnel, inadequate financing, and lack of civic and political support for comprehensive recreation programs. The Bureau is approaching these problems by suggesting that States designate a central point of responsibility and contact in the outdoor recreation field.

Several States are moving forward actively. Maine, North Carolina, Oregon, Wisconsin, Nebraska, Ohio, California, and Oklahoma have designated agencies to serve as points of contact in relations with the Bureau of Outdoor Recreation. Other States are in the process of assigning similar responsibilities.

Areas of Action—If requests for services are valid criteria, BOR's success rests assured. The flow of proposals for recreation research, requests for consultation on critical or disputed recreation projects, and invitations to speak and write many times exceed the working capacity and funds of the new Bureau.

However, there has been time to begin establishing working relationships with the Federal agencies concerned with outdoor recreation; to function as staff to the Recreation Advisory Council; to draft proposals for guidelines and procedures to be used in formulating National recreation policies and plans; and to help implement several existing Federal programs offering assistance to individuals, local groups and agencies,

The demand is surging. Whatever the measuring rod—visits to Federal and State recreation areas, fishing license holders, the number of outboard motors in use—it is clear that Americans are seeking the outdoors as never before. And this is only a foretaste of what is to come.



OUTDOOR RECREATION RESOURCES REVIEW COMMISSION, JAN. 1962.

and the States. The Bureau has also worked on a number of State, regional, or interstate problems and proposals such as the Whiskeytown-Shasta-Trinity National Recreation Area in California, the Lewis and Clark Trail across 10 States of the West, Pictured Rocks in Northern Michigan, the Allagash Area in Maine, the Allegheny Reservoir Area in Pennsylvania, and Assateague Island in Maryland. Much helpful financial aid in outdoor recreation is available from the Departments of Agriculture and Commerce, the Housing and Home Finance Agency, and the Small Business Administration.

In addition, the Bureau is charged with carrying out and is proceeding with these special assignments:

1. Furnishing advice to the Administrator of the Housing and Home Finance Agency on applications for financial aid in open-space land acquisition.

2. Review of areas proposed for transfer to State and local governments for recreation purposes under the Surplus Property Act of 1944 and the Recreation and Public Purposes Act of 1926.

3. Responsibility for providing advice on proposals submitted to the Area Redevelopment Administration for recreation programs.

The Program Ahead—Until funds and legislation are forthcoming, the Bureau's progress will of necessity be limited. The 88th Congress by its decisions will chart the course and gauge the progress of the Bureau of Outdoor Recreation.

The Bureau exists to fulfill an effective role in recreation resource development. To do this, it must have money; and it needs basic statutory recognition by the Congress. The Bureau likewise sees a need for a Land and Water Conservation Fund to finance much-needed State and Federal outdoor recreation programs.

ORRRC's recommendations have been widely supported. They have gained impetus through formation of the Bureau of Outdoor Recreation and the Recreation Advisory Council.

The Bureau is organized. It stands ready to move ahead vigorously on all its responsibilities. ■

Wildlife Development Depends on Access to Land

by ROBERT G. WINGARD

Chairman, Forestry and Wildlife Management Extension Pennsylvania

WILDLIFE is unique among natural resources. The public owns it, government administers it, private landowners help produce it, it generates economic benefits to the community, recreation-minded people use it, and nearly everyone misunderstands it.

Access to land and water is the central issue in wildlife recreation. In the "good old days" you could drive to the country to hunt, fish, or hike with little or no interference. It was assumed that land and water automatically provided outdoor recreational opportunities, and that all people had to do was head for the farms, forests, and streams where everything would be in order. With today's hunting and fishing pressure, the need is clear for resource management programs which include access to the recreation area as a major consideration.

Wildlife resource development is not new nor is it unique to Pennsylvania. However, this State's close association of a large urban population, a substantial agriculture, extensive forests, abundant water supplies, and topography suited to all types of recreation create both opportunities and difficulties.

Pennsylvania is near the center of the world's greatest outdoor recreation market. Seven out of ten of the largest U.S. cities and about 100 million people are within a 500-mile radius; there are both large metropolitan areas and wide expanses of open country. Within 100 or 200 miles of the urban centers, large areas of wooded, mountainous terrain support one of the largest big-game populations in the country, and both farm and forests offer diverse and abundant small game. About 9 percent of all Pennsylvanians hunt—the big-game harvest is near the top in the Nation—while Pennsylvania attracts more non-resident hunters than any other State.

Land use adjustment presents problems of how to best develop the land, water, forest, and wildlife resources. One facet is the problem of creating new land uses or expanding old ones that will be attractive and useful to nearby urban citizens. Another is guiding or controlling diverse uses of land so that desirable combinations are obtained, with a reasonable reconciliation of private and public interests in the land.

There will always be a combination of public and private ownership of lands for wildlife recreation. Public lands have become a symbol of outdoor recreation. Here the ownership, management, development, and use are in good order, and the critical question of access does not apply.

Private Land Needed

Even with a fine system of public lands, it is clear that wildlife recreation in Pennsylvania, and for the Nation as a whole, largely depends on four-fifths of the land which is privately owned. The relatively small size of these holdings in Pennsylvania makes management difficult. The size of our 100,000 farms averages 120 acres and the 300,000 forest owners have holdings which average only 40 acres.

Landowners and recreation groups alike are searching for sensible control and access arrangements for private land. The signs owners use

to restrict and regulate access are eloquent proof of this concern. Many land-use arrangements have been developed to accommodate orderly access and use of private land and water for hunting and fishing. However, new ones are needed.

The Farm Game Cooperative Program was started in 1936, and is essentially long-term State leasing of hunting rights from groups of private landowners in return for certain services, management, and incentives to landowners. Generally, this involves blocks of several thousand acres. Nearly 12,000 farms comprising 1.3 million acres of farmland were managed this way in 1962. These cooperative arrangements joined multiple ownerships into 163 manageable units. These units obviously result in more satisfactory hunter control, access, and use of private land for hunting than if the landowners attempted to handle the recreation pressure individually.

The Safety Zone Program is a short-term State lease of hunting rights from individual landowners who own 50 acres or more. In 1962, nearly 7,000 farms comprising about 1.3 million acres of private land were involved in this program. The essential features of both lease arrangements insure landowners protection of private property by strengthened law enforcement and management efforts by professionals. In return, more orderly hunter use and access is insured on these lands. While no direct lease payment is made, the cost of the program is about 25 cents per acre for services and incentives to landowners.

The Game Commission serves in the capacity of making access arrangements between landowners and the hunting public on terms agreeable to both groups. The fact that 19,000 farms and over 2½ million acres (about one-fifth of the owners and farmland area of the State) are involved, attests to the success of the program. There is an unfulfilled demand by Pennsylvania farmers to become part of this cooperative program.

In addition to the direct benefits of this cooperative program, it contributes significantly to rural-urban relations. Rural communities which accommodate orderly access and wildlife recreation, gain substantial economic benefits by hunters' purchases of goods and services; by an improved local tax base on cabins, cottages, and other facilities developed by sportsmen; and by strengthened markets in the urban centers where most of the hunters live.

Cabin and camp development is clearly an opportunity for individual landowners and communities to benefit from wildlife resource development.

Private Enterprise

Regulated shooting preserves on fishing lakes are one way of providing satisfactory and acceptable recreation for some hunters and fishermen. These privately-managed developments are stocked with game birds or fish and are operated to provide hunting or fishing recreation for a fee. Enterprises like these offer landowners the opportunity for profitable use of their land. They partially meet demands by sports enthusiasts for available and accessible shooting or fishing areas. Fees paid by hunters and fishermen put this kind of recreation on a pay-as-you-go basis. This is private enterprise in wildlife management.

Despite opportunities for the future, both shooting preserves and fee fishing lakes face some problems. Little research has been directed toward these enterprises, so most of them have been developed by trial and error.

These operations require the right combination of land, equipment, and management to yield a satisfactory income. Certainly the future demand for hunting and fishing will create profit opportunities for landowners. To succeed, operators must work hard, have a business sense, understand the needs of the sportsman, and be informed in wildlife management techniques. Wildlife resources are a manageable recreational asset on public lands. Should most wildlife recreational opportunities be limited to these public areas? Can we afford to have enough public lands to satisfy the demand?

State leasing of private land, as in the Farm Game Cooperative Program, offers an arrangement which is satisfactory to the owners of over 2.6 million acres of farmland. Should there be increased leasing by State agencies of private land for hunting, fishing, or other uses? Should the successful Farm Game Cooperative and Safety Zone Programs of the Game Commission which have functioned so well on farmland be adapt-

ed to fit forest land? Should we consider Forest Game Cooperatives which make the arrangements between forest owners and recreational groups? If more State leasing programs are needed, will sportsmen be willing to support increased fees which these programs will require?

Regulated shooting preserves and regulated fishing lakes offer wildlife recreational opportunities in return for direct fee payment. The number of these private developments has been increasing in response to the demand for them. Should the private preserve concept dominate wildlife recreational development? Or what combination of private and public development would satisfy the demand?

Or will nothing be done? If wildlife resources and their use continue to be more conflicting with other uses, everyone stands to lose. As landowners restrict or control access, more recreational pressure is forced on open areas thereby creating the risk of additional conflict. Landowners often find it difficult to enforce their restrictions; sportsmen are already faced with an array of restrictive signs. And community development based on promotion will end in frustration unless a sound land and water management program including access arrangements, is developed to support the promotion. Likely everyone will be dissatisfied with the hodge-podge arrangements if nothing is done.

Which of these alternatives will satisfy the interests of farm and forest owners, sportsmen, businessmen, and the community?

Extension's Role

Extension education in Pennsylvania has stimulated interest, understanding, and participation in resource management. Major emphasis has been given to *Resource Development Through Land Use Planning* and *Deer Management Discussion Programs*.

Results of these programs have demonstrated several benefits.

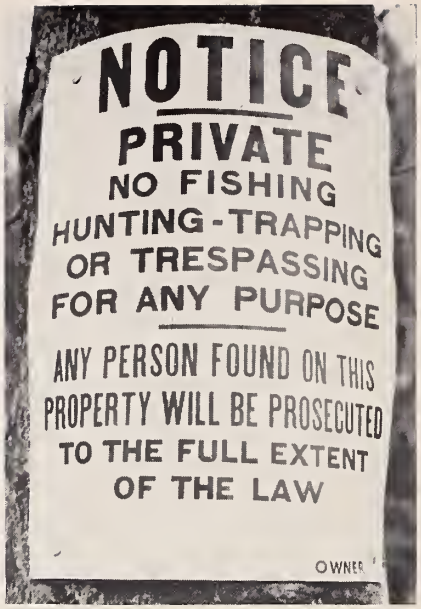
1. Increased understanding and acceptance of the application of science to resource management.

2. Willingness of citizens to discuss ways to build the $140 million annual wildlife recreation industry of the State on terms satisfactory and acceptable to landowners and resource users.

3. Development of interest in planning and zoning rural land use by "districts," such as forest-wildlife districts, agricultural-recreation districts, wetlands-wildlife districts. Sportsmen's interest in resource planning helps to identify land for recreation, to establish standards for facilities, and to eliminate conflicts of mixed land use.

4. Strengthened essential cooperation between institutions, agencies, groups, and individuals in resource management.

An Extension publication entitled, "Rural Land Use Planning" has been developed in response to citizen interest in resource adjustment and management. This will help strengthen our resource program and further enhance the wildlife development possibilities of the State. ■



Posting may partially solve the hunter pressure problem. But there is personal enforcement responsibility, and wildlife-crop damage, which cannot be solved by this alternative.

Regulated shooting preserves are aimed at the top of the sportsmen's market. Under 5 percent of the hunters patronize preserves in Pennsylvania.

A New Use For Cropland

by HORACE D. GODFREY

Administrator
Agricultural Stabilization and
Conservation Service

TODAY the face of America is changing more rapidly than ever before in history. Increasing population, mushrooming cities, fewer and larger farms—all are creating new needs, new problems, and a new way of life for many.

To help the Nation's farmers adjust to meet some of the needs created by these changes, the Department of Agriculture was authorized last year by Congress to commit up to $10 million for the purpose of developing on a trial basis, new uses for land not needed for the production of food and fiber. This program aimed at converting cropland to other income-producing uses such as recreational facilities, wildlife habitat, water storage, forests and grass, is being administered by the Agricultural Stabilization and Conservation Service.

Agricultural economists generally agree that the U. S. population will approach the 260-million mark by 1980. They also agree that despite this population increase, approximately 50 million fewer acres will be required to grow the food and fiber needed to feed, clothe, and house the entire population.

Private ownership of land and the farm family are national resources most Americans want to protect and maintain. They have been a source of national strength in meeting and solving both domestic and international problems.

As public recreation facilities feel the squeeze of shorter work weeks, increased population, longer vacations, and earlier retirements, then private facilities such as camping, hunting, fishing, picnicking, and hiking become the logical and natural byproducts of farmland conservation measures. These dams, ponds, pasture and timber developments, and other practices not only improve soil and water resources, but also provide excellent habitat and feeding for fish and wildlife.

Through the application of advanced technology, the efficiency of the American farmer has increased so rapidly that today each farm worker is capable of providing for the needs of himself and 27 others on fewer acres than ever before. And this trend will continue.

This means that if the family farm —and family farm income—are to be maintained and improved, new uses must be found for land no longer needed for crop production.

That is the purpose of the cropland conversion being conducted on a limited basis in 1963.

In order to gain as much experience as possible with different types of crops, land, and farms, with varying income levels and different kinds of land-use adjustment opportunities, the program was divided into two phases.

In the initial phase, 41 counties in 13 States were designated as test areas where primary emphasis was placed on the conversion to grass and trees of land producing row crops, small grains, and tame hay.

To help meet the growing need for outdoor recreational facilities and to help conserve the soil, water, woodland, and wildlife resources on our farms, additional counties and projects have been designated in nearly every State as test areas on conversion of cropland to an approved type of recreation use.

Under the test program, eligible farmers who desire to take part will sign 5- or 10-year agreements, depending upon the type of land being converted and the type of project to which a conversion is being made. Agreements covering longtime projects like recreation and forestry are for periods of 10 years.

To assist farmers in making needed conversions, many of which are costly and of a longtime nature, several types of payments are being offered. For example, participating farmers may be eligible for adjustment payments for shifting cropland to other uses. Payments for this purpose vary. They depend upon productivity of the land being converted, type of conversion, use to which the land is being converted, changes in operating costs, and increase in value of land based upon its new use. Adjustment payments are limited to land that is currently being used for crops and which is considered physically suited for continued use of crops.

Farmers may also qualify for conservation cost-share payments to help them meet the cost of conservation practices needed under the new use. Generally, conservation practices and rates in the trial areas are similar to those already approved under the Agricultural Conservation Program in each State and county. The most common practices being approved are tree planting, establishing and improving cover suitable for pasture use, contour strip-cropping, constructing dams, developing sod waterways, farm ponds, water management, and wildlife habitat.

Cost-share payments are also being made to help meet the cost of conservation measures needed in developing recreation projects. Included among these are such practices as the establishment of areas for picnics and sports, camping and nature recreation, hunting and shooting, summer water sports, and winter sports.

In those areas in the northern part of the United States where trees require perhaps 30 to 40 years or more to mature, forestry incentive payments are offered on a limited basis.

Perhaps the most eloquent example of the interest in the program is the fact that requests to participate have been far greater than could be handled with the limited funds available.

Certainly with the experience gained from these trial projects, it is reasonable to believe that both farmers and nonfarmers alike would benefit from an expansion of such a program in the years ahead. ■

Financing a New Source of Farm Income

by ROBERT S. CRITES

Recreation Specialist,
Farmers Home Administration

RECREATION is the one subject that interests just about everybody. It's a rare individual who doesn't enjoy some sport either as a participant or spectator, or practice a hobby in his spare time.

Outdoor recreation—swimming, hunting, fishing, camping, and other participant sports requiring open space—stand high on the list of recreation activities enjoyed by Americans. According to one estimate, about 90 percent of all American adults engage in some outdoor participation sport, including sightseeing, during the year.

The popularity of these sports is growing, spurred on by a vigorous and leisure-minded population that is young in spirit as well as in average age. By the year 2000 the U. S. population will double. The demand for recreation facilities, however, will nearly triple.

The President's Outdoor Recreation Resources Review Commission predicted last year that 75 percent of the population will be living in concentrated urban areas by 2000, compared with 63 percent today.

"The pressure is most acute in the Northeast," says the Commission, "which is fast becoming one long city, but it has been building up in every section of the country. The South is rapidly becoming more urban, and the West Coast is well on its way to producing some of the greatest conglomerations. Even the wide-open spaces of the Farm Belt are feeling the pressure . . ."

There's plenty of land and water resources for recreation at present. But—and here's the rub—most of these resources are in the West and Alaska, while most of the people are concentrated elsewhere. As the Commission's report put it, "Much of the West and virtually all of Alaska are of little use to most Americans looking for a place in the sun for their families on a weekend, when the demand is overwhelming. At regional and State levels, most of the land is where people are not. Few places are near enough to metropolitan centers for a Sunday outing. The problem is not one of total acres but of *effective* acres."

One excellent way of overcoming the problem of too many people and too little recreation space is to develop effective recreation areas on farms within driving distance of population centers. About 70 percent of all the land in the U. S. is in private farms, ranches, and woodlands. In general, this acreage makes up the largest single supply of open land *near* the population centers.

After considering all aspects of this complex problem, Congress, in late 1962, authorized Farmers Home Administration to loan money to farmers and small rural associations to finance recreation enterprises. In April 1963 the first 14 loans totaling $128,000 were announced. About 400 applications from farmers and 80 from associations had been received by Farmers Home Administration county offices at that time.

Among the first 14 enterprises being financed by FHA are on-the-farm accommodations for vacationers, a small community golf course, production of quail for controlled hunting, a river shore public recreation area and boat dock, and bait-production for hunters.

One loan, of about $18,000 was made to a farmer in Cleveland County, North Carolina, to enlarge a golf course. He started the course in 1961 by reconverting part of his cotton and beef cattle farm. He also plans to use some of the loan to improve lake and shore picnicking facilities.

After the project is completed, his farm will include 135 acres, with 80 acres in the golf course, a 6-acre lake stocked with fish, and a beef cattle enterprise. The farmer himself will do most of the land leveling and redevelopment work, with the aid of hired equipment and part-time labor.

He's located in the center of an expanding population area covering parts of two States. In fact, this farmer came to FHA for a loan because booming business indicated that it was time to expand, and no other financing was available.

Loans for recreation purposes are made to farmers at 5 percent interest and are secured by either chattels or real estate. The maximum chattel loan is $35,000 for up to 7 years; the maximum real estate loan, $60,000 for up to 40 years.

Almost any income-producing outdoor recreation enterprise with a good prospect of succeeding in the area is eligible for financing.

After a loan is made, the borrower must continue to receive a substantial amount of income from farming. The recreation enterprise will be considered for financing only if the farmer-applicant and his family can furnish most of the labor after it has been developed.

Farmers Home Administration loans to nonprofit groups in rural areas may be made up to a maximum of $1 million for 40 years; the interest rate varies between 4.5 and 5 percent. The money may be used to finance public parks, community golf courses, wildlife areas, and similar community recreation projects.

Recreation loans for farmers have a threefold objective: To increase income; raise the number of more convenient recreation facilities for city folks; and to put land unneeded for crops into income-producing uses.

If initial reaction to the first recreation loans are any indication, the success of this new program seems assured. These days more Americans than ever before have the money and leisure time to enjoy outdoor recreation—that is, if they don't need to go 5,000 miles to find some space. ■

Watershed Projects Pr

by GLADWIN E. YOUNG
Deputy Administrator
Soil Conservation Service

THE SMALL Watershed Program offers real opportunities to small towns and rural areas in stimulating economic growth. Where watershed projects have been developed for multipurposes, the benefits have been far-reaching. In many areas the program has acted as a catalyst to inject new vitality into rural America.

The primary purpose of a watershed project is to get the most value from land and water resources. To do this, projects may include flood-prevention, recreation, fish and wildlife development, municipal and industrial water supply, and agricultural water management developments such as drainage and irrigation.

In established watershed projects, freedom from floods has taken much of the risk out of farming, reduced erosion and siltation, and stabilized farm incomes. It has also lowered road and bridge maintenance costs and reduced flood damage to public property.

The availability of fresh water for municipal use has enabled many small communities to once again move ahead, attract new industries, curb underemployment, and expand services to new residential areas. Improved drainage and irrigation on agricultural land has enabled farmers and ranchers to reduce losses from too much or too little water.

The same structures that hold back floods and store water for municipal and irrigation uses, are ideally suited for water-based recreation development—swimming, boating, fishing, camping, and picnicking.

Most important, watershed projects have been extremely effective in bringing people together. Bankers, businessmen, merchants, and farmers seek a common goal as project sponsors. As diversified as their individual interests may be, they realize that the foundation of future economic growth lies in developing the area's natural resources.

This cooperative bond often continues after the project is completed when action groups are formed to attract industry, develop recreation facilities, or promote better schools and jobs to keep the youth in the area. In many cases the final results are of far greater economic value than those measured in the benefit-cost ratio of the project itself.

An example is the Mud River Watershed project in Logan County, Kentucky. Here a new industry employing 51 people was attracted to the area because of a guaranteed water supply from one of the watershed reservoirs. A local businessman opened a boat shop to meet the demands created by the new 900-acre lake which was developed as part of the watershed project for recreational purposes by the Kentucky Department of Fish and Wildlife Resources, co-sponsors of the watershed project.

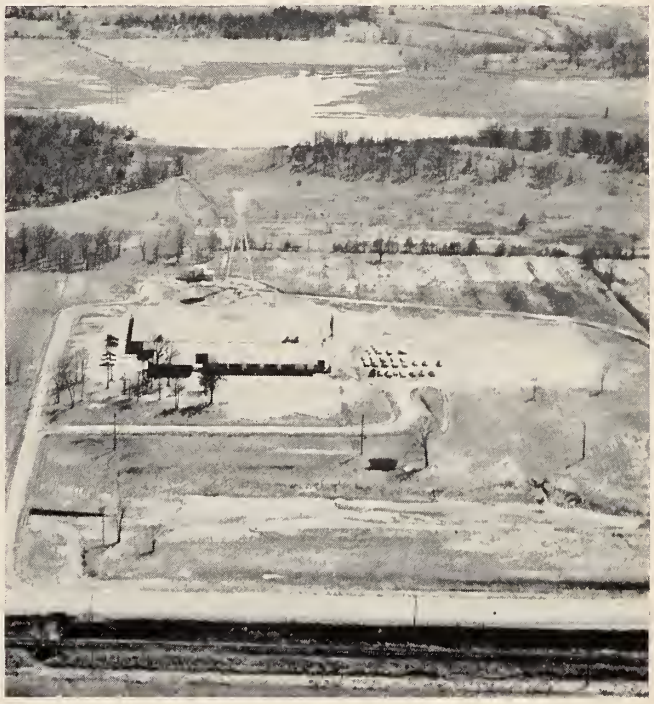
The lake and new State Park adjoining it will be definite tourist attractions in the area. More than 200 building lots have been sold thus far on the lake's perimeter, ranging in price from $500 to $1,500. A sportsman's lodge has been built at the cost of $35,000.

Prior to the watershed project a 100-acre farm in the area had an assessed valuation for tax purposes of $300. The assessed valuation of a 100-foot lot on this same land is now about $1,000 for the lot and cabin.

The Emerson Electric Company built a $4 million plant—which will eventually employ 600 people—at Paradise, Kentucky, just 20 minutes from the lake. Company officials rated the lake as a key factor in their choice of location.

On the watershed's farmland, soil conservation practices have increased more than 200 percent in the past

In an Arkansas watershed project, three new industries were attracted to the area as a result of flood plain protection and ample water supply from flood detention reservoirs. One of the industries is pictured below.



mote Economic Growth

Watershed reservoirs are ideally suited for recreational development. People travel many miles for a place to swim, fish, go boating, and picnic. Pictured above is such a development in the Cummins Creek Watershed project in Texas.

4 years. The county extension agent reports that this new emphasis on soil conservation has resulted in an unprecedented growth in livestock farming. As an outcome of this accelerated interest in livestock both the University of Kentucky and the County Extension Council, expect Logan County's income to increase by $4 million a year.

The Mud River Watershed project has a benefit-cost ratio of $2.20 for every $1 invested. This does not include possible future income from industrial expansion, tourist trade, new businesses, and more efficient use of farmland, which area people believe will be substantial.

This is only one example: there are many others. The program has made excellent progress since it was first authorized by Congress in 1954. Since then Congress has acted repeatedly to broaden the scope of the program, making it an even more effective conservation tool.

In the Food and Agriculture Act of 1962 the Watershed Protection and Flood Prevention Act was amended to allow the Federal Government to cost-share on recreational developments for public use and advance funds to enlarge reservoirs for future municipal water supply. Many watershed sponsoring organizations are already taking a keen interest in the recreational provisions.

In the relatively few years the Act has been in existence, there have been 457 watershed projects approved for operation. Of this number 74 are already completed. There is presently a backlog of 1,011 applications awaiting action, and this number increases with each passing year.

State governments, realizing the potential of watershed projects, are taking increased interest. This year States will spend $2½ million of their funds to accelerate watershed planning. There is also an increasing number of States providing assistance to sponsoring organizations in obtaining land easements and rights-of-way for project development.

Not only has the program been effective in bringing local people together, but it also offers an excellent opportunity for various State and Federal agencies to work cooperatively in areas of education, technical assistance, credit, and cost-sharing. The importance of education in the watershed program cannot be over emphasized. Local people must have a thorough understanding of the opportunities of the project and the obligations the sponsors will assume. This groundwork may precede the actual watershed application stage by a couple of years.

In overall watershed protection needs, the program is still in its infancy. Nevertheless it has already proved itself a most effective tool in rural areas development. ■

Land and Water Projects Offer Dollar-Earning Chance to Rural Young People

by THOMAS J. HAHN

County 4-H Club Agent
New Hampshire

THE Twin-State area of New Hampshire and Vermont today presents challenging opportunities in land and water projects for youthful citizens. Countless visitors from the densely populated areas of Massachusetts, Connecticut, and New York are now making use of our improved road systems to spend time here. "Out-of-Staters" and residents alike, with leisure time have a variety of interests to be served. There are hunters, fishermen, campers, boaters, hikers, skiers, and camera enthusiasts. In ever-growing numbers they are seeking recreational experiences among our scenic mountains, lakes, and streams.

As yet, private enterprise in the area has only begun to develop our outdoor recreation potential. Rural youth can find many opportunities in land and water projects—opportunities, to help fill fast-growing public needs, while providing a satisfactory dollar return to the individual.

Many of our dairy farms, for example, are not large enough to provide sufficient income for more than one family. As young people graduate and marry, they must leave the farm or develop a supplement to the present family income. An outdoor recreation project could be the solution for youth faced with this problem.

One of the feature attractions at the Sawyer Mountain Picnic Area is prepared for spring by Danny O'Brien.

Such a project is fitting handily into the long range plans of the William Haggett family in Canaan, New Hampshire. Mr. and Mrs. Haggett carry out a family farm operation with their married son, Rodney. Their 400-acre farm is located in a sparsely-populated, but scenic area of the State. Only 65 acres are in tillage and of this, nearly half has been cleared and reclaimed by Rod and his father since 1957. When Rodney, an outstanding 4-H'er, graduated from college last year, the family debated a move to a larger commercial dairy farm. However, after a study of the choices, the Haggetts decided upon a land-water-recreation type venture to raise income toward a two-family level.

Presently the Haggetts cater to hunters, taking up to 16 a day during the month-long deer season. Services provided include rooms, meals, and hunting privileges. The family also runs a booming Christmas tree business. Sales of trees and brush bring in around $2,000 yearly with only family labor involved. Selective cutting, thinning, and pruning insures a continuing source of income from this project.

The Haggetts are now ready to expand further into the recreation field. With the help of the county agricultural agent and the Soil Conservation Service they have planned a 30-acre trout pond to be adjoined by a tent site area. The inclusion of fireplaces, toilets, and central water, along with a snack bar and fee fishing privileges, shows promise of a good return for investment. Although it is too early for final conclusions, it appears that opportunities in land and water development will make it possible for both Haggett generations to achieve their goals.

Opportunities for youth to gain an income from recreation projects while still in school are also plentiful. Rural nonfarm homes with a few acres of land can often qualify. In the Connecticut River Valley near Orford, New Hampshire the boys of the Frank O'Brien family are involved with such a development. The family has installed a coin-operated picnic ground in conjunction with their roadside vegetable stand. The attractively kept area features several tables with water, fireplaces, and grills. The area is "coin-operated" in that coins donated by the users pay for its upkeep.

A roadside stand selling homegrown vegetables at the picnic area entrance is run by Danny O'Brien, 16 and Jimmy O'Brien, 13. The two enterprises brought in nearly $700 last season. Soon to be added is a "set fee" camping area with tent sites, rustic shelters, and a small pond. Mr. O'Brien, a vending machine businessman,

feels the recreation business has tremendous possibilities for young people of the area.

One of the greatest opportunities for youth interested in land and water use projects is the chance to do something in community service. Many of our small rural villages are badly in need of community recreation facilities. Quite often these towns feel they can ill afford the tax money necessary for such a project.

Such was the situation in Piermont, New Hampshire before youth took the lead. Two older 4-H'ers, Wilfred Smith and Lawrence Underhill, recognized the town's need. Together, with other members of their club, they made a land-use plan for some town-owned unproductive land. Their original outline included a pond site, picnic ground, recreation field, and nature area. The boys then began their selling campaign. Talking to local clubs, individuals, and town gatherings, they slowly gained interest and support for the program. A town drive for donations resulted, yielding enough to build a 100' x 80' pool. Using water diverted by pipes from a nearby stream, an excellent swimming area of varied depths was constructed. Townspeople contributed much of the labor and materials for the pool. The boys' 4-H Club worked long hours clearing land, burning brush, and pruning trees to improve the surrounding area. Members built a bathhouse and two wharves for the pool.

Piermont's girls' 4-H Club then undertook a swimming program for all children in the town. The club engaged a qualified instructor to give lessons, assisted by the 4-H junior leaders. For years the 4-H girls sponsored the swimming program with more than 50 youngsters enrolled each year. Town interest has now increased to the point where money for the project is appropriated yearly at town meeting. A town recreation committee with representation from 4-H, the Red Cross, Mothers Club, and other organizations has been formed to administer the program. Improvements such as another wharf, a diving board, picnic tables, and a second bathhouse have been added.

Aside from the children's swimming program the area is now used by many adult and family groups. Its poolside picnic tables are busy all season. Truly the area, conceived and inspired by civic-minded youth, has filled an urgent community need. Surely such opportunities for youthful leadership and initiative exist in other towns.

Employment chances for youth stemming from land and water projects are many and varied. Area teenagers have been hired for watershed construction, Agricultural Conservation Program work, guide services, waterfront instructors, and snack bar or information booth attendants, to name just a few. For those with the ability and desire to tackle a project of their own, opportunities are rampant for camping and tenting areas, manmade fishing and boating sites, hunting preserves, and similar ventures. Extension is fast responding to problems arising in this field. Assistance in many forms can now be secured from agricultural agents, foresters, and soil conservation technicians. For youth in our Twin-State area the field is just opening. The opportunity is here, now, for those who will seek it out. ■

Lawrence Underhill and Tommy Stevens prepare to fill 4-H initiated pool for another year of community use.

Pruning Balsam Christmas trees also improves area for tent sites.

Jim O'Brien keeps picnic area neat. This feature and the roadside stand attract both residents and tourists.

FARM VACATIONS: Up 700 Percent in Five Years

by G. HOWARD PHILLIPS

Assistant Leader
Extension Resource Development
Ohio

OHIO is one of the leading States in the Nation in providing farm vacations for city residents. In the last 5 years, the participation in farm vacations has increased 700 percent. One Ohio farm family last year hosted 242 city guests.

A vacation-farm as discussed in this article refers to a participant in the Ohio Farm Vacation Program.

It is not known when the first paid farm vacation was offered in Ohio. However, several farm families, scattered over the State, have been hosting paying guests for a number of years. But it was not until the late 1950's that farm groups became interested in developing this resource.

Ten counties have now organized county farm vacation associations and have associated with the Ohio Farm Vacation Association. About 10 more county associations are in some stage of development.

The Ohio Cooperative Extension Service has played a major role in this fast-growing, newly-expanded farm enterprise. In January 1956, Monroe County was designated as a "Pilot county in rural development." Many projects and activities were developed in years following. In April 1959, the Extension staff discussed farm vacations as a supplemental income possibility.

The idea was discussed by the County Rural Development Committee, which suggested that its chairman and the Extension Rural Development Agent prepare information on this subject for the next meeting. Color slides of scenic and historical points of interest in the area were included.

Committee members had mixed reactions to the idea, so they recommended a mail survey to find out if there would be interest among local farm families. A questionnaire was prepared by a committee appointed for this purpose. Members of the committee represented broad interests. A greenhouse operator served as chairman; a farmer, a businessman, a farm housewife, and the county

superintendent of schools made up the group. The local Extension office provided the mailing list and assisted in printing and mailing.

Seventeen families responded and became the basic core of participants. The County Resource Development Agent arranged for a county judge to speak on the legal responsibility of this type of business. An Extension rural sociologist from The Ohio State University helped the group assemble pertinent information and spoke at a public meeting on the scope of the business of recreation.

Each participating farm is a business within itself. The main purpose for organizing county associations is to assist participants in advertising.

As the program became organized, certain county and State regulations were involved. The county agent was able to arrange for health officials to attend some of the meetings to inform people of local and State health regulations involved.

Developing advertising brochures became one of the early objectives for the association: each county now has a brochure. Local nonfarm business groups have supported this program financially as well as providing some leadership. A recent county association chairman was an automobile dealer.

The Area Resource Development Agent was to a large degree responsible for the spread of the farm vacation idea. As he met with county resource development groups, he pointed to the success of farm vacations in Monroe County. He made presentations on this subject and helped arrange for other speakers and for tours.

By 1960, three more counties had formed farm vacation associations. After some discussion by the county associations, the area agent called a meeting of the four organized county groups. This group organized the Ohio Farm Vacations Association. The Chief of the Division of Tourism in the Ohio Department of Industrial and Economic Development was invited to the next meeting. He agreed to assist the State association in the development of a Statewide farm vacation brochure. This brochure listed 67 Ohio vacation farms in 1963.

The tenor of the brochure, published annually, is as follows:

"Spend the vacation you have always dreamed about amid the beauty and serenity of an Ohio farm. Live the life of a king, or a country gentleman, for less than you would spend in your own home."

More than 100,000 copies were printed for distribution in 1963.

The farm vacations program brought on many problems. Local people turned to the Ohio Extension Service for help. In response to one request, the State leader in home economics and the District Supervisor met with representatives of five county associations to discuss these needs. As a result, home economics specialists conducted a five-session workshop on such subjects as: family insurance needs, preparing nutritious meals, keeping accounts and filing income tax on the farm vacation business, and selecting and buying furniture and supplies.

Now, several county home economics agents are working with individual farm families on problems related to this business. One home agent is teaching better writing skills to a county vacation association. Letter writing is an essential skill in answering inquiries.

County agents have served primarily as educational consultants to farm vacation groups. Agents have provided educational "know how" in forming the basic organization, identifying other resource persons and groups, and securing the services of specialists in related areas.

Area Extension agents have helped spread the program by presenting basic information to county groups. They helped organize the State Farm Vacations Association and serve as educational consultants.

Specialists have supported the program in various ways. Rural sociologists helped make available pertinent data in developing an understanding of businesses in the recreation field.

A five-session workshop conducted by home economics specialists helped to orient people in meeting, serving, and preparing for visiting guests.

Extension personnel also assisted in conducting surveys and writing news articles appropriate to this endeavor. A leaflet, *Farm Vacations . . . A Farm Resource* was published by the Ohio Extension Service.

Farm vacations are a newly-expanded farm business in Ohio. Through education and organizational leadership, Extension has shown the way for these Ohio farm families to gain greater income and satisfactory living. ■

A pond, a sanded beach, a cabana, and a playground area for children comprise an income-producing recreation enterprise on a farm in the Freehold soil conservation district, New Jersey.

by FRANK C. EDMINSTER
Assistant Director
Plant Technology Division
Soil Conservation Service

Income-Producing Recreation Enterprises on Private Lands

STUDIES by the Outdoor Recreation Resources Review Commission (ORRRC) indicate that the demand by Americans for outdoor recreation will double within the next 15 years and triple by the year 2000. All forms of outdoor recreation activities have increased tremendously in the past 2 decades and now support a business exceeding $20 billion annually. This trend will continue.

What are these activities and where will they take place?

Publicly supported facilities are already overtaxed. National, State, and local park and forest areas developed for recreation use are overflowing. Choice hunting and fishing areas are crowded. Facilities for skiing, camping, picnicking, and boating are inadequate. The ORRRC points out the urgent need for increasing these public areas. Many plans are underway to do so, but it is generally agreed that these developments will not meet the demand. The great opportunity to increase recreation facilities is on private lands—our farms and ranches—and it is here that much of the need must be met.

Opportunities for private enterprise by rural landowners in the recreation field are great. Thousands of instances of individual initiative on the part of farmers and ranchers have pointed the way. And now, with new responsibilities in this field authorized by the Food and Agriculture Act of 1962, the Department of Agriculture is in a position to play a major part in furthering these developments on other thousands of rural properties. This will be, in the main, a four-pronged approach: Information, education, technical assistance, and cost-sharing and credit.

In accord with assignments by the Secretary, the traditional agencies will enlarge their areas of service to include recreation: Extension Service, Soil Conservation Service, Agricultural Stabilization and Conservation Service, and Farmers Home Administration. Agencies dealing with research, cooperatives, and rural areas development will expand their work in a similar manner.

The kinds of recreation enterprises that will develop on our rural landscape are limited only by the imagination of the operators and acceptance by the public. But primarily they will be of several familiar types.

Vacation Farms—farms or ranches that offer country board and lodging in the farm home. Here is a chance for city dwellers, young and old to get away from the noise and tension of city life, to participate in some of the regular farming activities, and "commune with nature." Farms with a variety of crops and livestock are best suited. This activity is a complement to the going farm business and requires little adjustment, although supplementary attractions offered to the guests may take both land and labor. This enterprise requires neat and comfortable sleeping rooms, modern plumbing, and good, country cooking. Personalities of the hosts and their effectiveness in making the guest's vacation pleasant are very important.

Picnicking and Sports Centers—selected areas on a farm usually centered on a pond or lake, with facilities for some combination of picnicking, swimming, boating, and various games. Participants may come singly or in groups, usually for a few hours or a whole day, for an outing.

These enterprises need to be close to towns, not over an hour's drive for the clients. Access roads and parking lots are part of the development; income is from fees for the use of facilities. Frequently the operator sells produce from the farm to the clients and may offer services such as barbecues or clambakes. Farms lacking a suitable body of water for these activities may have a site for building an artificial lake.

Fishing Waters—natural or im-

pounded waters that with proper management, provide good fishing. Some farms have shoreline access to natural fishing waters. Here the enterprise is one of offering access facilities such as boats, motors, docks, and bait. Most will be impounded waters wholly controlled by the landowner. He will need to be skilled in the management of the lake for fishing. The type of management will depend upon the kind of waters: some are warm and the fish reproduce and grow naturally; some are stocked periodically with fullgrown rough fish, such as carp; others support cold-water species such as trout and may be handled in any one of several ways. Sale of bait and supplies and the rental of boats frequently is a phase of the business.

Camping, Scenery, and Nature Areas—farms or ranches with areas of scenic beauty and natural attractions or ones that lie adjacent to public areas that attract vacationers. Campgrounds, and nature and riding trails are the most common features. Services provided may include the standard facilities of campgrounds; riding horses and pack train equipment; identification of unusual plants, animals, and minerals; and guides. Water suitable for recreational use is usually a requirement for campgrounds, except those for transient campers. Special skills in handling horses and in nature study may be needed.

Hunting Areas—farm or ranch lands that provide good opportunities for hunting wild game. The demand for good hunting is widespread. A couple hours away from a city, hunting for any kind of game is marketable; for exceptional game species, any area is satisfactory. In order to develop and maintain consistently good hunting, there may be a need for adjusting farm crops and harvest methods and for building improved habitats. An area of several hundred acres is needed for a farm game enterprise and a thousand or more for big game. In many localities, this requires the development of cooperative ventures between two or more landowners. This is a seasonal activity and can usually be fitted harmoniously with the regular farming business.

Shooting Preserves—farms near cities where artificially-raised game birds are stocked under a controlled-shooting system. This is usually the primary farming business and the crops and cropping system are designed to facilitate the shooting. Trained bird dogs with a skilled handler are a part of the service and the operator must be skilled in handling both dogs and birds. If he raises his own birds, rather than buying them, he must have additional skills. The opportunity for this kind of enterprise is growing near most cities but the number will be small in most areas. These enterprises are regulated and licensed by the State wildlife agency.

Rental Cottages—building vacation cottages around a lake or in other scenic areas for rental to clients. Clients do their own cooking, furnish their own linens, and generally take care of their recreation activities. The operator maintains the cabins, provides access roads and takes care of the lake. A full, new development of this kind would involve lake construction; building of roads and cottages; and installation of potable water, electricity, sanitary facilities, docks, and fireplaces. Sometimes the developed units are sold instead of rented. ■

Each summer the Dan Hood farm near Matthews, N. C. serves as a camp for up to 80 children at a time. Some are resident campers, others commute. Here Hood shows how to clean bluegills caught in one of the farm ponds.

The author was chairman of the USDA Task Force on Income-Producing Recreation Enterprises on Farm Land.

Local newspaper coverage was a bonus benefit not to be overlooked. Jobs for men long out of work is big news to a community. Thus, the public read again about forests as resources worthy and needing to be built up—and capable of supporting constructive public works.

Resources are protected with roads improved by men on APW project in the Nicolet National Forest, Wisconsin.

A Profit Formula for Men and Forests

by **EDWARD P. CLIFF**
Chief, Forest Service

AT 8 A.M. last October 29 in the Carson National Forest of New Mexico, 17 previously unemployed men started to work at the Echo Amphitheater campground. They set about building 25 tables and benches which some of the millions of forest visitors are using right now. These 17 men were the vanguard of about 9,000 who got jobs improving the resources through the Accelerated Public Works Program (APW) on National Forests.

Benefits of this program radiated in many directions: To the men with newly-found paychecks and a constructive task at hand, to the public who own and use the resources, to communities with more money in circulation, and to the forest with improvements in the resources.

Purpose of the APW program was to help start and speed up State, local, and Federal public works to provide immediate useful work in labor surplus areas.

Generally, our APW projects tied in perfectly with the Department of Agriculture's Rural Areas Develop-

These men are improving the wildlife habitat and forest on an APW project in the Mark Twain National Forest, Mo.

ment drive and its Development Program for the National Forests. APW combined the efforts of local people, their resources, and the resources of government. The result: numerous immediate benefits as well as an investment in the future.

The Forest Service was the first Federal agency to get projects underway. But it is only one of many Federal agencies which are administering projects, under the coordination of the Area Redevelopment Administration of the U. S. Department of Commerce.

About the need and value of this kind of work on the National Forests there is no question. Consider outdoor recreation, only one of the resources. This year these public forests will be host to an estimated 123 million recreation visits if the current trend continues—up from 113 million last year. Under the Development Program for the National Forests we had many projects already planned that we hoped to get ready for the influx of visitors this summer; but many of these would not even have begun without APW funds.

While in recent years we have accelerated our recreation work, still many areas are overcrowded and new ones are needed faster than we can build them.

An editorial in a North Carolina newspaper said that 100,000 people last year were turned away from official campgrounds in the National Forests of western North Carolina, the Blue Ridge Parkway, and the Great Smoky Park.

Of course demands on the other resources are going up too—pressures for more water, timber, wildlife, and better range. But they are not as obvious as those for recreation.

More Jobs

There is no question about the need of many unemployed men for jobs, and of communities for more money in circulation. APW projects helped to meet these needs, at least temporarily.

Said one man starting to work: "I had been without a job four months." In one county there were 145 unemployed men on relief rolls when the APW project began; within days only 10 employable men remained on the rolls.

APW funds provided an extra push to ongoing Rural Areas Development activities. One of these areas was Johnson County, Tennessee, where RAD is making outstanding strides, with 350 new jobs having been created within the past 2 years. The Forest Service channeled $14,000 of APW money into the Cherokee National Forest partly in that County, to reopen old trails and build footbridges, camping units, and parking facilities. This further stimulated the county's recreation buildup. An additional $150,000 is planned for recreation and wildlife work on that National Forest.

In this day of rapidly expanding outdoor recreation, new recreation facilities usually mean a harvest of better income for communities. For example, in 1948 tourists spent $21 million in 31 counties of the Missouri Ozarks; by 1960 this annual figure had jumped to more than $72 million.

Men clear the way for a road in the Kisatchie National Forest, Louisiana.

The Outdoor Recreation Resources Review Commission estimated consumer spending for outdoor pursuits at $20 billion annually. Most of this, the Commission reported, is spent for food, lodging, gasoline, boats, and other equipment.

Wherever APW projects improved recreation facilities on a National Forest, the resources were thus enhanced in value and the local community receives more recreation dollars—all in addition to the direct benefit that accrued to the community and the men from their newly-found jobs.

None of the APW projects were so-called "made work." All were projects already in our planning, ready and needing to be done as soon as funds could be found for them. We were glad to see this aspect recognized by many newspapers.

A Crandon, Wisconsin, newspaper made this comment on an APW road-building crew on the Nicolet National Forest: "This is not a breadline job, or a soft touch, as each of the men can readily attest. Instead it is a worthwhile task, with each man doing a bangup job."

Projects Vary

While forest roads, trails, and campgrounds received major attention, many projects accomplished needed improvements in the other resources—timber, watersheds, wildlife, and range.

Variety in resource development projects is shown in Madison County, North Carolina, where the per capita income is reported at $750:

* 40,000 white pine seedlings planted—which means trees growing for the future, erosion control, and idle land put to productive use.

* Portions of the Appalachian Trial reconstructed—thousands of campers, hikers, hunters and fishermen, and firefighters use this trail which runs from Maine to Georgia.

* A telephone line to Rich Mountain lookout tower rebuilt—so that firefighters can get the jump on fires that might destroy all forest resources.

* A work-center yard at a Ranger Station was black-topped and a hunter-access trail constructed on Hurricane Ridge.

In the Cumberland National Forest in Kentucky, men on APW projects cleared out 2-acre patches on high, difficult-to-reach mountain country for helispots. These serve a double use: as landing areas for helicopters in fire suppression and for wildlife conservation and game production.

On the Kootenai National Forest in Montana, projects varied from construction of a water-storage tank at the Libby Ranger Station to the widening of a ski run at Turner Mountain.

In the Lake States for example, at one time 1,884 men were working on recreation areas, building construction, firebreaks, reforestation, wildlife habitat, forest roads and trails, and timber-stand improvement.

Now let us look at the overall picture. Out of an appropriation of $400 million, President Kennedy initially alloted $15 million to the Department of Agriculture for the Forest Service.

That was Friday, October 26. At once projects were activated on 83 National Forests in 35 States and Puerto Rico. On Monday, the 29th, the first men went to work and before the day was over about 1,000 men were on jobs.

At the peak of APW activity, December 1, 9,100 men were working.

In early 1963, additional funds were received and on March 8 totaled $32.6 million. This was divided as follows: National Forests and forest research $31 million; cooperative State and private forestry $1.6 million.

The State Grant Programs include funds to States for cooperative forest fire control and tree planting.

Manpower conversions are at best rough, but the National Forest allocations provided the equivalent of one year's work to about 5,400 men.

The largest amount of funds went into: *forest roads and trails,* which

serve all the resources, facilitating public recreation, forest fire control, and improving overall access to the forest; *structural improvements for fire and general purposes,* which again has an overall application to protection and better administration; and *recreation-public use,* which directly affects the largest segment of the public.

Lesser amounts went into reforestation and timber-stand improvement, wildlife habitat management, range revegetation, soil and water management, fire protection, insect and disease control, research construction, and research in forest protection and range management.

Total Program

How does the Forest Service part fit into the total APW activity to date? ARA certified about 1,080 areas as being depressed and "eligible" for public works projects. Out of the original $400 million appropriation, ARA was able to get projects going in 75 percent of the eligible areas.

National Forests and State Cooperative Forestry Projects reached some 450 of the 1,080 eligible areas. About one-third of the total area of the United States is in an eligible area and includes about 41 percent of the area of National Forests. This illustrates the tendency of distressed rural areas to coincide with predominantly forested areas. Much of this forest land was previously cutover—the timber stands and other forest resources are in great need of restoration and development. These areas in general have the poorest agricultural soils.

As of March 1, 1963, the U. S. Employment Service of the Department of Labor had certified 16,260 placements on APW jobs. At least 60 percent of these were on Forest Service projects.

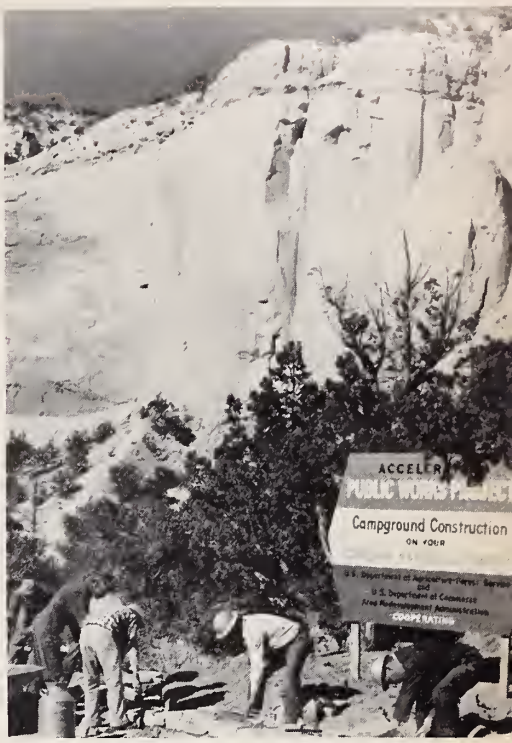
Today many projects of all kinds, such as building construction, no longer use much unskilled labor. Fortunately our projects were able to employ a high percentage of the unskilled which makes up the largest pool of unemployed. In many areas Forest Service projects are the only substantial work opportunities for these unemployed men.

None of the single APW projects were big ones; they ranged in size from 10 to 100 men. However, on a few National Forests as many as 600 men were at work—enough to accomplish a sizable amount of work.

Even if most projects were small, in total they added up to considerable worthwhile achievements in advancing multiple use of the National Forest resources. And to the local communities, even small work projects meant a great deal.

A Michigan newspaper, in an editorial critical of some aspects of the APW legislation, made this favorable comment: "The Forest Service has shown itself very well equipped to spend APW money quickly and usefully for real public benefits. The jobs were made immediately as the money was available and the projects started. They were not boondoggling works like the leaf raking of the early WPA days of the depression, but sound projects of forest development for wood production and recreation."

Considering the numerous benefits radiating from the Accelerated Public Works activity on National Forests, it is difficult to see how public funds could have been put to more constructive use. ■



APW crew improving public facilities at the Echo Amphitheater Campground on the Carson National Forest, New Mexico. It is the only stop on a long stretch of highway and was visited by 14,000 people last year.

New campgrounds are being cleared and picnic tables built by men working on an APW project in the George Washington National Forest in Virginia.

UNITED STATES
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Washington 25, D. C.
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Recreation Enterprises Play Big Part in RAD

Hosting Hunters Pyramids Benefits

THE "Custer Gameland" project paid off big for a Nebraska County's RAD Committee and Home Demonstration Clubs. They figure that more than 3,000 hunters from 28 States spent nearly $100 apiece in the county last hunting season. That extra $250,000 to $300,000 in the local economy makes the project an unqualified success!

The cost of this project was only $107.50 for printing, postage, phone calls, and other publicity. The County Extension Office served as a sort of "coordination center." Volunteers did all the work at the 12 information centers.

The Oconto Grange had tried it on a small scale in 1961. It was such a success that they decided to "go all out" last fall. Here's how it worked:

Landowners who wanted to take part signed an agreement and answered a questionnaire about such things as acreage, location, and how many hunters they could "board." Promotion was handled by the central committee. As inquiries were received, they were referred to cooperators, who handled all their own arrangements.

Hunters paid $10 per day for room, board, and hunting privileges. Or, if they just wanted to hunt, they gave farmers a ticket (and release) they'd bought for $1 at one of the information centers. At the end of the season the farmer turned in his tickets and was paid $1 for each.

Quite a few host families made over $100 a weekend. Local businessmen profited too—one restaurant owner paid his cook a $50 bonus for heavy work 2 weekends; a service station had to put on extra help; hotels and motels were "swamped."

But it did more than just bolster the county's economy. Local people recognized their interdependence, learned to work together, and took a mutual pride in their "Custer Gameland." Another plus—it helped hunters and hosts alike to see each other's viewpoints, a 3-month long Farm-City Week!

Off and Running

Get people involved in studying their situation, problems, and potentials, and you're off to a running start in a development program. That's what Don Petman, county agent in Koochiching County, Minnesota, believes. He's got proof, too!

Petman was in charge of preparing the county's Overall Economic Development Program to qualify it for special ARA help. He set up an outline-type questionnaire to help uncover assets to be developed and liabilities to be overcome. He helped get Community Rural Area Development Committees organized and showed them how to use the outline to write an OEDP for their area.

Folks in the town of Big Falls attacked the outline with gusto. One of their goals was to develop campsites for a float fishing trip down the Big Fork River. They asked for financial assistance to prepare the campsites under the Accelerated Public Works program.

But they didn't wait for outside help. They went ahead on their own, under the chairmanship of Art Ennis, a Big Falls forester and member of the county RAD Committee on Tourism and Recreation. The Big Falls Commercial Club River Trip Committee laid out a 108-mile float trip. They installed 1-mile marker signs and sold maps so tourists could tell where they were at all times in the unblemished wilderness. They laid out a series of 10 campsites and accesses so trips could range in length from a day to a week. As an added feature, they arranged for cars to be driven downstream to be waiting for their owners at the trip's end.

An article in an auto club magazine last July resulted in 40 separate trips. Fishing was good for muskies, walleye, and northern pike. Customers were satisfied. They'll be back for more this year with their friends.

Koochiching County folks have planned similar treatment for the Little Fork River. Although they've only just started their development program, they're off to a running start—thanks to early involvement!

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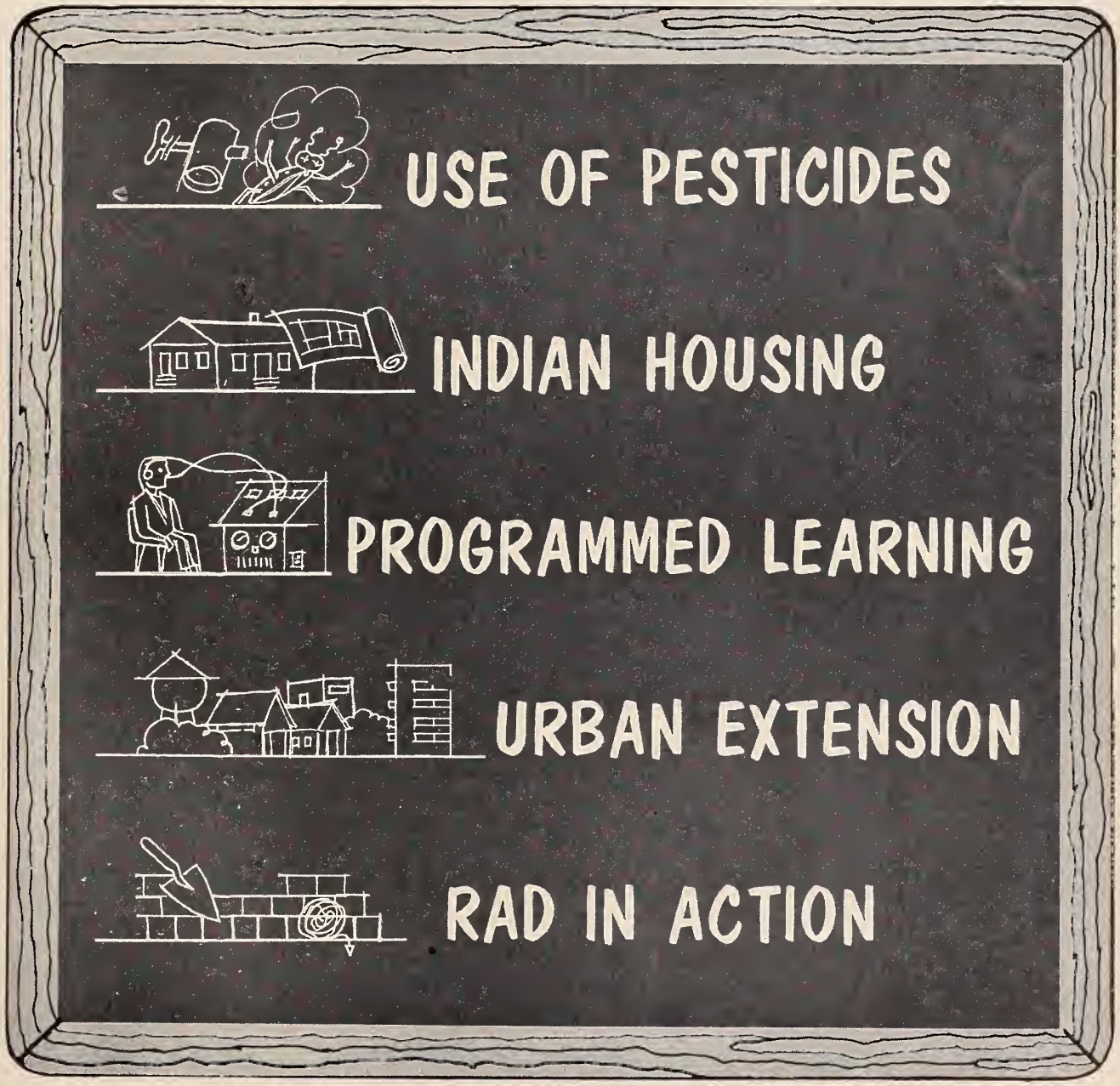
EXTENSION SERVICE

REVIEW



VOLUME 34 • NO. 6 • JULY 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: *Elmer B. Winner*
Editor: *Walter A. Lloyd*
Assistant Editor: *Carolyn Yates*

Prepared in
Division of Information
Federal Extension Service, USDA
Washington 25, D. C.

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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

There is a lot new under the sun. New ways, new words, new phrases. And some of the old refurbished to the *Space Age*. People no longer go to the city; they go to a *Metropolitan Area*. Sometimes it is difficult to know to which metropolis they go because metropolitan areas are merging. As a counterthrust to this there has come into being the *Open Spaces* program—parklike areas of trees and grass to cut down on *Urban Sprawl*.

From *Open Spaces* and *Urban Sprawl* let's move on to the *Shopping Center* and see the new *Motor Hotel* and then take the new *Freeway* to the new *Jet Airport*. I take it you are impressed by the new *Sophisticated Technology*. You haven't seen anything yet. Wait until *Automation* is in full bloom. And *Information Retrieval*. With knowledge doubling every 10 years *Electronic* means of getting the information you need quickly are being developed. Some firms spend quite a bit of time and money just finding out what has been done in some particular field of research.

Here's more:

Electronic Data Processing is a phrase that is at home today in U. S. industry, agriculture, and business. Amid all this progress it is a healthy sign that the American people still cherish some traditional rural values. *Country Music* is booming. Many a college and university have groups of students who enjoy playing and singing old folk ballads to enthusiastic audiences. *Barbershop* singing is also popular throughout the country. And the *Sweet Adelines*, the female counterparts of the men Barbershop singers, are batting out the old familiar tunes.—WAL

Improving Public Understanding of Pesticides

by **ARTHUR A. MUKA**
Extension Entomologist
New York

CHANGE is one of the most common phenomena affecting our lives, New York State has few exceptions. Since World War II the trend to disperse to suburban areas has been increasing. In 1950, 84 percent of the New York population lived in the cities, suburbs, and outlying areas of the seven metropolitan districts, each oriented around a city of 50,000 or more. While the overall concentration continues, a recent census shows that New York City and 8 of the 12 other cities of more than 50,000 population are losing their residents and that the suburban areas are growing rapidly.

Within this State, where 1 of every 11 persons in the United States lives, there are 17 million residents. As early as 1870, New York State became more urban than rural, and by 1910, the farm population comprised only 10 percent of the total. Today about 2½ percent of New York's population are farm residents. Since the turn of the century the number of commercial farms has declined nearly 75 percent, yet agricultural production has increased by more than 25 percent. Forty percent of New York's land area is used for agriculture.

The production increase is a tribute to the New York farmer and the many educational and technical forces which have been part of our changing times. This State ranks 12th in the Nation in total agricultural production. Cash receipts from New York consumers at retail food stores total about $5 billion a year. Thus, in New York State we are dealing with these facts. Agricultural production is big business (total gross farm income is about $1 billion a year). More money is spent at the retail level for food and beverages than in any other State. The suburban population is increasing rapidly and suburban housing is pushing to the very edges of commercial farming operations. These changes in themselves present problems which require adjustments.

The New York State College of Agriculture plays a vital role in providing educational information to the farmers and citizens of the State through the New York State Cooperative Extension Service. The Extension Service has 155 full and part-time specialists at the college, 160 county agricultural agents, and 150,000 members in county associations.

By 1956 the need for increased college research in the area of agricultural chemical residues was deemed necessary. Thus, in 1957 the Pesticide Residue Laboratories of the New York State College of Agriculture were established at Ithaca and Geneva. Residue data from the work being carried on at the laboratories has been extremely valuable to research and extension workers as guidelines for recommending new methods or materials for commercial agriculture.

Constant attention is being paid to the unique problems created when suburban housing developments build to the edges of farm fields under active cultivation and production. Safe pesticides must be used in these areas which will not constitute a hazard to suburban dwellers living adjacent to cultivated fields where inadvertent drift of dusts or sprays could occur.

Suburban homeowners, pleased with their new freedom found in the "country," try their hand at home vegetable gardens. They soon find that blemish-free crops are not possible without a minimal insect and disease control program. To answer questions and provide a guide for the homeowner to follow in his vegetable gardening ventures a new publication has been prepared.

A full-color guide to the insects and diseases of home grounds ornamental trees is also anticipated.

In addition to the vegetable garden venture the new homeowner finds

WHAT'S ON A PESTICIDE LABEL?

GENERAL DIRECTIONS FOR USE

Use 3 tablespoonsful per gallon of water. Apply at weekly intervals or as necessary. Spray until foliage is wet. Keep spray mixture well agitated. To avoid excessive residues do not apply within 7 days of harvest to leafy vegetables such as leaf lettuce, cole crops and to beans and squash. Do not mix with Bordeaux or other alkaline materials.

Fruits-
Apples, plums, cherries. Controls scab, sooty blotch, black rot, aphids, Japanese beetles, scales, codling moth, leaf roller, plum curculio, apple maggot. May cause foliar injury if used before second cover spray on York and McIntosh apples.

Grapes-
Controls mildew, black rot, leafhoppers, grape berry moth.

Vegetables, Beans-
Controls mildew, rust, anthracnose, Mexican bean beetle, flea beetles, stink bugs.

Cabbage and other cole crops- Mildew

Cucumbers and other cucurbits-
Mildew, alternario, anthracnose, squash bugs, cucumber beetles, pickleworm.

Potatoes-
Early and late blight, Colorado potato beetles, flea beetles.

Tomatoes-
Early and late blight, anthracnose, leafspots, tomato fruitworm, flea beetles.

NET WEIGHT ONE POUND

MARVEL

Garden Glow®

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CONTROLS CERTAIN INSECTS AND DISEASES

ACTIVE INGREDIENTS...

Sevin* (1-Naphthyl-N-methyl carbamate) ---35%

Zineb (zinc ethylene bis dithiocarbamate)---25%

INERT INGREDIENTS... 40%

100%

*Trade Mark (R) of U.C.C.

Ornamentals-
- may be used on a wide range of ornamental plants, flowers, shrubs, shade trees including rose, carnations, zinnia, lilac, arborvitae, juniper, azalea, elm, maple, dogwood, birch and pine. Do not use on Boston ivy.

Controls-
Leafspots, mildew, anthracnose, leaf blight of azalea, black spot of roses, Botrytis blight, rusts. Also, bagworm, birch leaf miner, boxelder bug, elm leaf beetles, flea beetles, gypsy moth, Japanese beetle, locebugs, leafhoppers, mealy bugs, scale insects, tent caterpillars, willow leaf beetles.

CAUTION
Harmful if swallowed. Avoid breathing dust or mist. Avoid prolonged or repeated contact with skin, wash thoroughly after handling. Store away from children, animals and food-stuff.

Notice to Buyer-
Seller makes no warranty of any kind, expressed or implied, concerning the use of this product. Buyer assumes all risk of use or handling whether in accordance with directions or not.

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Kinds of Economic Poison Labels...

POISON ☠ -usually for professional use.

Warning (Danger) - semiprofessional use or special problems.

Caution - homegardener use.

READ THE SMALL PRINT!

Prepared by the N.Y.S. College of Agriculture at Cornell University, Ithaca, N.Y.

that the lawn, foundation plantings, and possibly a small number of fruit trees also require special attention. Many inquiries and requests for help in solving some of the new problems come to the county agricultural agent. However, many homeowners not aware of this source of information often go to the local garden supply dealer where they have purchased pesticides.

In several suburban areas where this situation has developed the New York State Extension Service has added a regional home grounds agent. His primary objective is to make a continuous supply of information available to the garden supply dealer. This information consists of recommending specific pesticides for particular home grounds problems and providing information on various insects and diseases.

A newly inaugurated program utilizes a large multicolored wall chart to direct attention to the information on a pesticide label. The chart directs attention to the label information on such fine print subjects as general directions for use, active ingredients, and precautions. The charts are expected to be displayed by the leading garden supply dealers in the State. It is anticipated that placement of these charts and other educational information developed by representatves of the Land-Grant College will reach a high percentage of the homeowners buying pesticides.

Safe use of pesticides is paramount in importance. A fatality or illness resulting from a pesticide, whether from homeowner or commercial farm use, is unnecessary. Continuous efforts are being made stressing the safe use and storage of pesticides: they must never be exposed to children, irresponsible persons, or pets. The removal and safe disposal of empty pesticide containers is also part of the vigilance campaign. It is estimated that the pesticide manufacturer spends as long as 5 years and up to $1½ million to develop a new product. The expense includes development of residue data needed to justify the establishment of a tolerance or exemption by the Food and Drug Administration of the United States Department of Health, Education, and Welfare. Data also needs to be obtained on the effectiveness and safety of the product to support registration of the label with the Pesticides Regulation Division of the United States Department of Agriculture. Therefore, any program of public information which will alert the public to read and follow the label will be beneficial.

In addition to providing pesticide information to the homeowner the Extension Service also tells how and why pesticides are used in commercial agriculture. It is especially important to educate the consumer on the necessity of using pesticides to insure production of a safe, high-quality food supply.

Much of the problem which has been generated in recent months is based on lack of understanding or misunderstanding. The task of providing the consumer with factual information is immense and one of the greatest challenges ever faced by public servants concerned with agricultural chemicals. It is not enough to provide information to the consumer. The confidence of those consumers who have become alarmed about pesticides must be regained.

In an effort to develop better public understanding of New York agriculture over a third of the New York counties have sponsored you-drive-it tours during the growing season. A preplanned tour route is published in the local papers and the public is invited to drive the tour on selected weekends. At each stop a member of the Extension Service or the grower is present to answer questions and explain the agricultural enterprise. This type of tour has been especially popular in those areas around large metropolitan buildups.

In the fall of 1962 during the early period of public awakening and concern over the use of pesticides, the New York State College of Agriculture published a fact sheet which outlined research workers' views on several questions which were pertinent and in the public mind. The information was widely distributed to mass media.

It is evident that those responsible for providing the public with factual information face a serious challenge. The future must provide information that will enable us to continue to use pesticides and/or other control measures to safeguard plants and animals for the benefit of mankind. ■

Pesticides Regulation Division
Agricultural Research Service, USDA

This is a street in the new housing development. So far, 10 homes have been occupied; 40 more are near completion.

South Dakota Indian Families Move Up to New Housing

by **RONALD ROSS**
Assistant Publications Editor
South Dakota State College

ANY FAN of the *Ma and Pa Kettle* movie series a few years ago surely remembers the adventure when they moved with their many children from the rickety old farmhouse to the ultra-modern home in town. Some of Ma's unorthodox ways of adapting to the new situation, especially in the kitchen, would have driven a home economist out of her mind.

To get the very real-life situation that faced Extension agents at Pine Ridge, South Dakota last summer, multiply Ma and Pa by 10 and the children by 4 or 5 and add or subtract in individual cases for initiative and basic talents.

Ten families—mostly from substandard frame or log living quarters spotted around the Pine Ridge Reservation had been selected by the local housing authority to be the first to move into a Public Housing Administration low-rent housing project. Not unlike Ma and Pa Kettle, these families averaged 5 children apiece—most of them under 5 years of age. They were completely unfamiliar with modern conveniences such as electric stoves and had never given much, if any, thought to meal planning or budgeting.

Yet they were ahead of many of the Indian families with which Extension works. They all had an income—the average was between $2,500 and $3,000 per year—and they *wanted* to improve their living conditions, but were uncertain if they could adapt overnight to the new situation. They were faced with making a jump in living standards that has taken most families two or three generations.

They were not used to living in a confined area, with neighbors, and community codes. Nor were they used to having a rent payment due the first of every month. The old shacks may not have been modern, but for the most part, they were owned by their occupants.

Extension agents and other leaders were just as uncertain if they could show them how to make the switch in such a short time and at little cost. But they knew this was the chance and challenge they had been waiting for since they had begun work on the reservation. Here at last was something really concrete on which to build an educational program.

With only 6 months until moving day, they didn't have time to relax. Bessie Cornelius and C. D. Allen, agents at Pine Ridge, visited with the families and observed the existing conditions. They came up with a list of major needs: family living, home management, meal planning, electrical cooking, and obtaining furniture. Most of what the Indians had was not suitable for the new homes.

Before individual work began, a meeting was held for all interested persons to explain the responsibility of each agency of the Federal Government and the Tribal Council regarding the development. Rumors had started about the Indians "losing their freedoms" if they moved into the housing, and these had to be refuted.

Then Mrs. Cornelius called on Merle Gunsalus and Isabel McGibney, family life and home management specialists, respectively, from the State Extension office at South Dakota State College.

Workshops on family relations and home management came first. Both the women and the men were prompted on the responsibilities of living in a crowded neighborhood. The days of tin can-littered yards were over. Also, fullbloods and mixed bloods would be living side by side for the first time on the reservation. Record keeping,

Left, Mrs. Yellow Boy lived here with 15 others. Below, she shows Mrs. Cornelius the first refrigerator she has owned in the 17 years since her marriage.

budgeting, meal planning, time and money management, and routine housekeeping operations were gone over in detail. Mimeographed booklets outlining daily, weekly, and monthly cleaning chores were distributed.

Because the homes were equipped with electric stoves, an electrical cooking workshop was held. The women had a chance to try out new techniques under supervision. A variety of nutritious, economical foods was studied.

Next came the problem of furniture. The Tribal Council came to the rescue, with a loan of $500. Mrs. Cornelius and some of the other leaders went to Chadron, Nebraska and bought a van-load of "junk" furniture for $335. With the rest they bought paint, fabric, and tools.

Several sessions were held on upholstering and refinishing furniture. Six of the 10 families tackled the broken-down items with more vigor than they had exhibited toward any other project in their entire lives.

Then came the time for the real test—applying learned ideas to actual living in the new environment.

Results so far have greatly exceeded expectations. Mrs. Cornelius cites one of the 7-member families, headed by widow Athelia Yellow Boy. She had been living with her parents in a 2-room log cabin which housed 16 persons altogether. A fire in early 1962 took the life of her husband and also destroyed all of their possessions.

Mrs. Yellow Boy was doubly afraid of changing living standards because of her added responsibility to her children and changing homes would mean losing the help she had been receiving from relatives. But Mrs. Cornelius urged her to apply, and she was accepted.

She now takes it all in stride. She talks confidently of the future as she makes rugs and curtains for her new home. Her children are near the school and attend regularly.

Mrs. Yellow Boy's income is $252 per month. Out of this she pays $53 rent, $5 back to the Tribal Council's furniture fund; and $5 to a department store charge account. She plans meals well in advance, watches for grocery bargains, and budgets the remaining money.

Mrs. Yellow Boy and Stanley and Barbara, two of her six children, sit in the living room of their new four-bedroom home in the Pine Ridge development.

The furniture she purchased from the Council was worth about $20. She upholstered a davenport, chair, kitchen chairs, painted all the wooden furniture, and Mrs. Cornelius says, "It is now worth a whole lot more, and would be a welcome addition to any home."

Mrs. Cornelius and the others anticipate more problems in the future. For one thing they will have at least 40 more families to train. And in a few years Pine Ridge will be brimming with teenagers.

But they aren't worried. "After the personal initiative these people exhibited, they proved they were willing to use every basic talent they have to get what they want. And what better basis for sound planning could you have than that?" ■

PROGRAMMED LEARNING

—newest teaching technique

PETER MOON
Department of Psychology
Purdue University

EINAR R. RYDEN
State Extension Leader in Research and Training
Purdue University

IN THE PAST, the psychology of learning has not been very helpful to the educator. It has not particularly assisted in the improvement of teaching practices. Recent advances in experimental analysis of human behavior, however, have shown that a true technology of education is possible. Education and the learning process can become far more efficient. Psychological principles may be utilized with great benefit. The following article explains the principles involved and their applications.

Programmed Learning

This is a new term but one which will be increasingly used and understood in all areas of education. Most people have heard of "teaching machines." The terms *programmed learning* and *teaching machine* are sometimes confused. W. I. Smith and J. W. Moore, in their book, *Programmed Learning,* say that the former term refers to the concept of "auto - instructional methods" of teaching. It is characterized by the controlled presentation of material, the drawing-out of the desired response, guidance with respect to the subject matter and control of the way in which learning proceeds. A teaching machine is merely the gadget which is used in the presentation of programmed material.

The program may be presented by the use of a teaching machine but programmed materials do not necessarily entail the use of machinery. They may be in the form of a special book. It is the *program* which is most important. The program is the subject matter that is to be learned.

Teaching machines can be very simple or highly complex electronic devices. The simplest may be a cardboard or plastic mask which is slipped along manually by the learner from one learning exercise to another as he proceeds through a learning *program.* The most complex are comparable to so-called mechanical brains, with elaborate audio and visual arrangements for presentation of material to the learner, for control by the instructor, and even for computer-controlled variation in the content or sequence of the material presented in accordance with the responses of individual learners.

Machines may be activated by typewriter keyboard, pushbutton, or by manual manipulation with pencil or stylus. It should always be remembered that a teaching machine by itself *does not teach;* it merely *controls the presentation of some learning program.* Teaching machines can be used for self-instruction without teacher involvement, or can be used by teachers as an aid for particular aspects of subjects being taught.

Principles of Learning

1. Learning takes place most rapidly if the student is *actively engaged* with the subject matter.

2. Learning is most effective if the student develops the skills and knowledge in a form which will readily *generalize* to the real life situation for which they are intended.

3. Learning takes place most rapidly if *immediate knowledge of results* is given for each response.

4. Learning takes place most rapidly if the subject matter is *arranged* in a hierarchic form.

5. Receiving frequent *knowledge of results* keeps students working at the assigned task.

6. Since learning takes place in individuals, the learning situation should be designed so that *each person may proceed at his own pace.*

These principles are not new. Good teachers have known them for many years and attempt to use them whenever possible, but the very nature of these principles prevents their being properly applied. For example, in a group situation a teacher may not permit everyone to proceed at his own pace. Immediate knowledge of results is not always possible. How then does programmed learning prevent these difficulties?

1. The material to be taught is arranged into a series of sequential steps leading from simple concepts to new material.

2. The student is presented with the material *one step at a time.*

3. He reads this small step or unit and makes a response, for example, by writing a word or sentence.

4. He is then informed of the *correct response* immediately. This means he is "rewarded" if correct and if wrong, he is *corrected immediately.* In the normal classroom situation it is often several days before a student's errors are corrected.

5. The student sets *his own pace.*

Figures 1 and 2 show two "frames" of a simple program designed to impart the concepts of measurement. The program is presented one step at a time using a device to cover the correct response. This appears in the box below and is exposed after the learner has written his own response in the space provided. In this way he checks his work at every step and is corrected immediately when he falls into error. These simple examples serve to illustrate the way in which a *program* is built. Notice in Figure 2, that the term "unit" is repeated and that the learner is then required to produce this term as a response.

FIGURE 1

When we measure the length of something we see how many inches long it is or how many feet long it is. A pencil, for example, is about six (1) ——— long and a log might be about ten (2) ——— long.

(1) *inches*
(2) *feet*

FIGURE 2

Inches and feet are what we call *units* of measure. To describe the length of an object, we say it is so many units long, as nine inches or seven feet. Yards and miles are also ——— of length.

units

Programmed material has been used in classrooms for several years. Many reputable publishing companies are producing *programs* in such subjects as English, mathematics, and foreign languages. In industry, *programs* are being used for more efficient and faster training of workers. The Armed Forces are using numerous devices based on the principles detailed above. Advertisers are using them in attempts to fix the names of products in the memory of the consumer. In Ohio, the Extension Service has used the technique to train in radio broadcasting.

In his article, *The Science of Learning and The Art of Teaching*, B. F. Skinner says that *programmed learning* offers great advantages to the teacher, the industrialist, and anyone concerned with more efficient methods of instruction. There is no doubt that *programmed learning* is effective. Research has already demonstrated this. Wherever there is teaching or the dissemination of information these principles apply.

The possibilities are great. Wherever efficient teaching and learning are desirable, programming of the material should be considered. ■

EDUCATIONAL PROMOTION MOVES OUTDOORS!

by **RUSSELL F. McDONALD**
District Marketing Extension Agent
Michigan

IN LENAWEE COUNTY, Michigan, Extension agents are using outdoor advertising to supplement the other common forms of mass media to tell residents about educational services available to them. Extension has initiated the first posting of a four-phase plan to promote the Michigan State University Cooperative Extension Service. Fifteen 10 x 20-foot outdoor poster panels strategically located are being used to spread the word in the county.

According to research, 90 percent of the people read billboard messages on an average of 21 times during a 30-day period. This infers that outdoor advertising promotion should be a very effective way to inform the citizens of a given area.

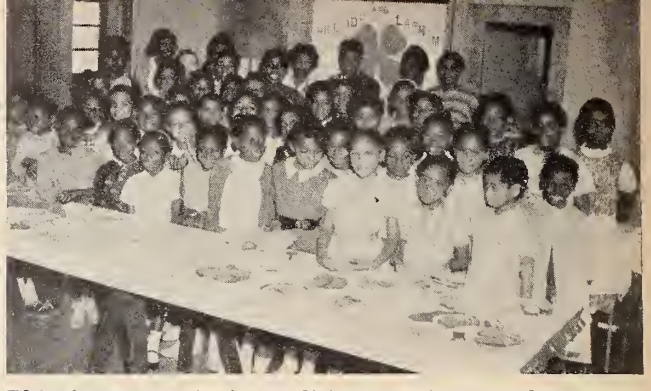
Through the cooperation of the local outdoor advertising company, commercial advertising space equivalent to over $500 per posting was given to Lenawee County Extension agents. The only items furnished by the Extension office were the paper and artwork required for the postings—about $8 per panel. Although the cost was supported enthusiastically by the local supervisory committee, other local sponsors could be mustered if a given set of funds were not available.

The real test arose when it came to poster copy design. Extension doesn't have a well-known symbol. Our names and titles are bulky and cumbersome. Program areas are varied and quite diverse. It is difficult to work out an all-encompassing message for use on the first outdoor billboard promoting the Michigan State University Cooperative Extension Service, United States Department of Agriculture and County Supervisory Boards Cooperating in educational programs, including home and family living, 4-H Club Youth Work, resource development, marketing education, and agricultural programs education. Remember 6-8 words is all that can be read by a motorist traveling at legal speeds!

As far as the Lenawee Extension agents know, theirs is the first county in the country to use this form of mass media to such a degree. Although the full worth of this approach is yet to be verified, the change in the character of the flow of communications to Lenawee personnel indicated that considerable interest has been generated in this MSU Extension Office. Secretaries have been provided with a resume of the educational services offered, to help in explaining these services to clients when agents are out of the office. Also, the brochure, *Know Your Cooperative Extension* is used to supplement this description. ■

It Takes Sense To Spend a Dollar

by **ANITA GUNDLACH**
Assistant Home Economics Extension Leader
Wisconsin



This 4-H group in the Hillside Housing Development is a part of Wisconsin's program for low-income families.

CONSUMER Education is a part of every training session subject-matter specialists hold with home economics agents in Wisconsin. If this sounds like a sweeping statement, let me quickly add that consumer education emphasis has been built into county Extension programs in Wisconsin over a period of years.

Administrators, district leaders and home economics specialists of the Wisconsin Cooperative Extension Service have been alert to Extension's responsibility in serving the needs of individual consumers and families as major consumption units in our society.

Families need information to make wise choices and decisions. They are aware of the many ways for families to spend their incomes. They know that families face a flood of new and complex problems because of the many new products on the market and that most families have limited resources. They know that young couples are inexperienced in the skills of family living and spending, that many wives work outside the home, but still have a major role in spending the family income. They realize that knowledge, management ability, attitudes, and family values are basic to Extension's educational endeavor to raise family living levels. They know that families are confused about what standard of living they ought to have. This confusion is probably the result of the tremendous changes continually taking place.

Home economists are aware that the level of living is based on the amount of money a family has to spend, but the standard of living is the way a family feels it must live. So sometimes it makes more sense to attach moral virture to spending than to thrift. Saying it in another way—it takes more sense to spend a dollar than to earn it.

In September 1962, the Wisconsin Home Economics Extension staff decided to devote its annual 2-day seminar to consumer education: To examine the role of the home economist in consumer education; to study legislation protecting the consumer; and to review Extension accomplishments in State and county programs. Every home economics staff member was involved in the program, as well as other resource people from the Madison and Milwaukee campuses.

Wisconsin Associate Director Henry Ahlgren threw out the challenge by outlining Extension's responsibility in consumer education. (1) Home Economists are in a unique position to assume a major role in Consumer Education. (2) The Cooperative Extension Service is concerned with total family development and has the responsibility of assisting families in establishing values on which to base their total choice of goods and services. Family needs and wants are more complex than they used to be, but so are the goods and services with which they must be matched. (3) The Cooperative Extension Service has the ability to organize people, to bring them together, and provide situations for group problem solving—we cannot afford to bypass this ability. (4) Extension has at its fingertips the latest research, as well as programs for consumer protection and changes in the marketing system that affect consumers. (5) Extension has a trained staff who can provide up-to-date information necessary to meet the needs of families on consumer problems.

Reaching Low-Income Families

Management has become the key to homemaking and consumer problems. Home economists are in a key position to do effective teaching because of their understanding of the effects of human relationships in consumer choices.

In Milwaukee, county officials have been concerned with the increasing public welfare load. Approximately 40,000 people were receiving public aid. The County Welfare Department and the County Board of Public Welfare recognized that education in family living might help decrease this number. They looked to Extension to develop a program in Home Management and Consumer Education to train as home management aides women who were receiving welfare assistance themselves. These aides would then be assigned by the County Welfare Department to other welfare families who had management problems. These women would go as teachers, not housekeepers.

Case workers with the County Welfare Department recruited the aide trainees who were reimbursed at an hourly rate of pay, and the total subtracted from their monthly welfare allotment.

Subject matter included meal planning, development of a shopping list, wise food-buying, budgeting expenditures for food and household items, decision-making, values and goals, care of the house, clothing selection, credit and installment buying, cook-

ing, and child care.

Results as of the beginning of January indicate that 70 home management aides have been trained. Some 38 women have been certified as qualified aids—11 have found private employment and are off the welfare rolls. The remainder are unable to seek employment because of small children, or health reasons.

Aides have learned techniques of working with other families. They have found that they need information regarding the mental and physical background of the family they are to visit. The client must be won as a friend before any progress can be made. Subject-matter information can be taught only in context with known abilities; for example, homemakers would accept assistance on housekeeping problems but did not want assistance with food buying or money management. Another technique of working with families is illustrated in the following quote from an aide: "If you can get next to the children, you can win the parents' support."

A second home economist has been employed in Milwaukee County to work with the program for low-income families.

Saving on Groceries

Another example of consumer education with new clientele was planned and executed by one of the home economics agents in Green Bay, Wisconsin. This was a food buymanship series of four 2-hour sessions, held at the University Extension Center. The first session dealt with a general picture of food buymanship, types of budgets, consumption and spending statistics, changes occurring in food selection, price variations, and food-cost records.

The second session included weekly food-cost records and planning purchases.

At the third session, the women discussed the findings of their food-cost records, with emphasis on quality in food purchases.

At the final session, the discussion centered on buying canned food, brand names and labeling, packaging costs, comparison buying, trading stamps, and gimmicks.

Even though only 30 women enrolled for the series, from 90 to 117 women attended each meeting. Ages ranged from 18 to 65 years.

Home Furnishings Tours

Another program in consumer education was aimed at youth. This was a series of six home furnishings tours in six major cities in Wisconsin. Some 200 home furnishings project leaders and 4-H Club members participated under the leadership of the home furnishings specialist. They visited furniture stores and china shops where they were given buymanship information.

The results of these tours have been far-reaching. Members used the information to report back to their clubs and at Achievement Days. Some held similar tours in their own counties to reach other youth members. Evaluation sheets also indicated direct assistance to members participating. These tours will be held again in 1963 in other areas.

In at least two Wisconsin counties, home economics agents have cooperated with business in an attempt to acquaint them with the Textile Labeling Law. These home economists worked through the Chamber of Commerce in bringing together textile retailers, store salesmen, drycleaning personnel, and others, to give information on the Textile Labeling Law and its implications to business. The result was a better understanding of Extension and what it has to offer, and a closer relationship between Extension and business personnel.

Buying a House

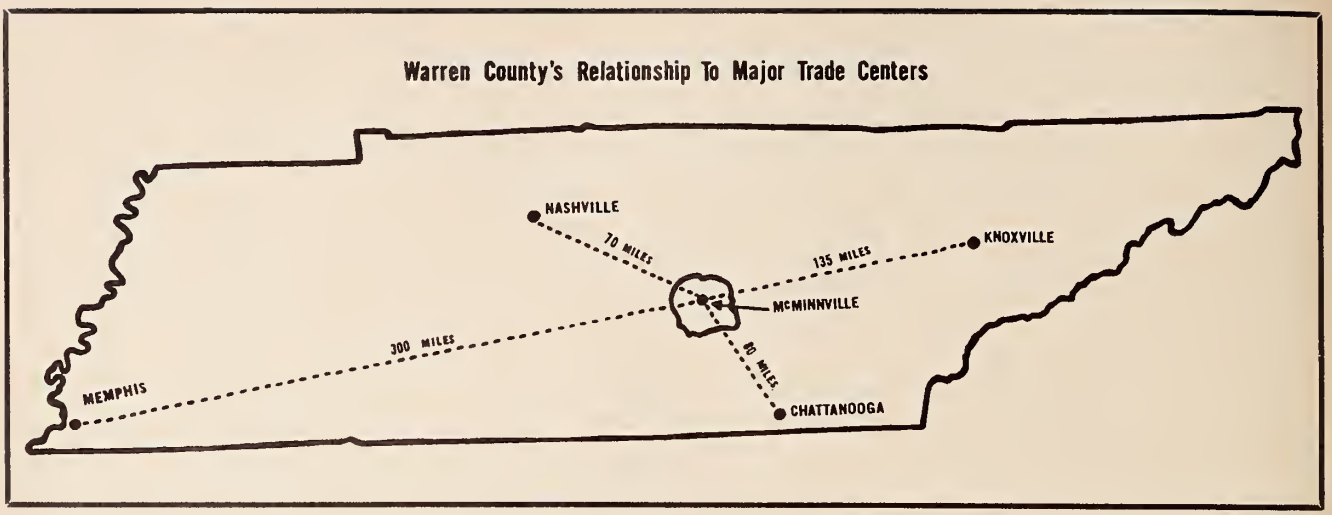
In two Wisconsin urban counties, program planning efforts brought out the need for information on buying a house. These are counties where urbanization is rapid, and where families are looking for adequate housing in developing subdivisions. Teams of University specialists worked with Extension personnel in organizing a series of meetings on an interest basis for both husbands and wives. Subject matter included financing, zoning, landscaping, kitchen arrangement, selection of furnishings, and other related areas.

These annual meetings have been effective in meeting the needs of a new group of clientele and acquainting them with the kind of assistance Extension has to offer.

These are only a few examples of the many methods Wisconsin Extension personnel use to educate the consumer. Millions of bulletins and leaflets prepared by State Extension specialists are distributed yearly. The press and TV are also excellent cooperators of the Extension Service in helping consumers to become more proficient in coping with abundant choices. ■

A Home Management Aide shows a young mother how to make chocolate drink from dried milk and cocoa. Her family is gathered around the table for the results.

Milwaukee Journal Photo



The Warren County Story

a rural county organizes, builds for the future

by **ABNER B. LEMERT**
Assistant Extension Editor
Tennessee

"TEN YEARS ago our high school graduates had to go to some other area to get a job. Many of the girls thought the best way out was to get married."

These were the words of Warren County school superintendent Carl Campbell, solemnly describing the employment situation of this east central Tennessee county a decade ago.

"I don't mean to imply that our problems are now licked," he quickly added, "but we do feel that we have made sound gains. When our new vocational training building is completed, we will be in a much better position to give our people what they need to maintain a good livelihood—at home."

This rough to rolling countryside, that borders on the Highland Rim and the western side of the Cumberland Mountains, has gradually taken on the look of progressiveness that is envied by many other rural counties in the State.

It's one of the few Tennessee counties that has gained in population at a time when the number of the Nation's farms is declining. The shift has been to industrial work in McMinnville, a town of about 11,000 which now supports more than two dozen manufacturing concerns.

The trend seems to favor country living. Many factory workers are moving to beautiful newly-built homes near town. Many of the farmers that have stayed on the land, are now obtaining gainful employment in town and no doubt will continue to live on the home place.

A survey conducted by the local Chamber of Commerce shows that around 65 percent of the people working in the local factories have out-of-town addresses. About 62 percent of the rural people in this county with a population of 23,000 have indicated that some part of their farm income was from some other source than farming.

"We might have an unusual situation here," noted D. P. Henegar, Chamber of Commerce manager. "Our people find daytime babysitting one of their biggest problems. There are just not enough Grandmas and Grandpas to go around since Mom and Dad have both found work in town."

What has brought about this change in the economy of one small county?

Actually, a few decades ago the main source of income was the soft and hardwood timber species that grew abundantly on the Cumberland Mountain range in the southeast portion of the county. Now there are hardly any good timbered tracts left, and only a depression in the ground lined by a rotten log frame marks the livelihood of a past generation. Such old sawmill sites crop up frequently on the scrub-timbered mountain sides.

But the pioneering spirit of these rugged folk has never dampened. They have been accustomed to hard work, and have inherited the stamina and zest of their forefathers. Their conversations are sparked by bits of humor. The subject of community improvement immediately brings about a changed expression on their faces,

and they beam with pride as they point to their accomplishments.

So intensified is their interest in civic and community improvement that they have never defeated a bond issue that has been clearly earmarked and promoted for the betterment of the area. As one citizen explained it, "We raised our hands for a $500,000 industrial bond in 1958 and we have never taken them down."

The county leaders referred to the $10 million industrial bond that the county passed recently. This sum carried varying amounts tagged for multipurpose industrial use. "If a company needs money for building or expansion, we don't even have to vote," the Chamber of Commerce manager explained. "It can be taken out of the industry bond fund. We voted four times and decided that it shouldn't be necessary to call for a referendum every time a company needed a little money."

In a few years this community has made such lengthy strides in industrial development that only one or two major firms are still housed in old buildings.

Twelve firms have recently expanded and together provide employment for nearly 4,000 persons. Many more citizens are employed in the more than 100 registered commercial nurseries that retail and wholesale approximately $6 million worth of plants annually.

The industrial side of the coin includes only a portion of the country's total resource development efforts. A $3 million water and sewerage bond passed with flying colors. A new water filtering plant was erected with a capacity of 3½ million gallons per day—about three times its present load. The Southwest Warren Utility District was established and water mains were extended 9 miles beyond the McMinnville city limits to Morrison.

So the stage was gradually set for a full scale effort in resource development. Community leaders who had been working for continued industrial growth were seeing their efforts reap dividends. Now they had to concentrate on problems that come with a growing, prospering community—schools, water, housing, and others.

January had always been busy for the Warren County agent. The beginning of 1962 was no exception for Hobart Massey. He had been in contact with the State resource development office headed by L. J. Strickland, and had always obtained considerable help in organizing the county for its diversified industrial endeavors.

After Massey visited with several community leaders, January 19 was set as the target date for initiating a rural development program in the county. Marvis Cunningham of the State resource office was contacted to discuss the merits of RAD, and the many types of assistance that are available to a county through this self-improvement program.

During the course of the meeting, 12 study committees were appointed. These groups met separately with Cunningham and Massey. N. D. Mullican, a poultryman-factory worker living in the Midway community, was appointed chairman of the overall RAD group.

At one point in the meeting an inspired leader took the floor and declared: "This is something that can be for the good of all of us." Another said: "This is the first time that we have had a chance to pull our problems together on a countywide basis. We should help each community develop to its full potential."

"The meeting was an overwhelming success," said Massey. "Those attending voted unanimously to organize under the RAD program. Up to now there had been a lot of talk about what to do. Now this begins to give folks the grip they need to start action."

In August 1962 the Chamber of Commerce completed an Occupational Survey for the State Department of Employment Security. The report showed that there were 176 current job vacancies, excluding openings for unskilled laborers. The survey of the 78 companies and service establishments indicated that there would be 863 more jobs to fill within 2 years.

For instance, the report showed that by 1964 at least 34 more licensed and practical nurses would be needed (a new hospital was being built), there would be openings for 32 carpenters, 39 auto mechanics, 25 machinists, and 36 tool and die makers.

In the semiskilled category, 149 openings were estimated for sewing machine operators as well as 35 vacancies for persons to man woodworking machines. These were only a few of the many labor demands indicated in the future of the community.

But these figures did not spell out a "golden land of opportunity" for many of the citizens. Who could qualify for the various jobs that required specific skills?

Workers ball shrubs for shipment. The principal source of farm income in Warren County is from nursery stock.

A survey conducted by high school English classes pinpointed the labor situation. "We found that many of our seniors didn't have any idea of what they were going to do," said superintendent Campbell. "There are always about 400 graduates who flood the job market in early summer, and add to the 800 unskilled people in the county already unemployed.

"In studying the situation, we also became concerned about the many residents that were underemployed—maintaining an income of less than $1,200 a year."

What should be done?

The county agent again was called upon to lend a hand to this problem. The Manpower Development and Training Act was studied and it was found that money was available for a vocational training program. The County Court immediately set aside $80,000 for a vocational building to be erected on the county-owned fairgrounds. Classes in industrial mechanics, woodworking, metalworking, and auto mechanics were started in mid-June.

The prefabricated building will house more than $100,000 worth of equipment in the machine shop alone. There will be no charge for the training, no tuition. In fact, students will be paid $25 to $35 each week to attend. The education will be available to citizens in surrounding counties as well as Warren County residents.

The county agent, then, has been broadening his long-established field of agriculture to give more help to all the people of the county. But just the same, he still has more farm responsibility than ever and RAD gives him another lever he can pull to get things done—the agriculture committee.

At the preesnt time, this ag group has focused a lot of its attention on efficiency of production for profit and on the 33,000 acres of submarginal land in the county. It's concerned with many things: reforestation, soil management (a soil testing program is being effectively carried out through the 4-H Clubs), livestock management, rural civil defense, and even such local problems as the alfalfa weevil.

To get a better idea of how the county agent was adapting to total resource development work, we asked: "Now in a general way could you describe your role in RAD?"

"As I see it," said Massey, "it's mostly my job to keep RAD functioning in its proper perspective in our county, and define everyone's role within its framework. I have always tried to emphasize that the program is merely a 'tool' that we can use on the local county level to help ourselves.

"When I show interest in this work, my enthusiasm rubs off. I believe we have to bring all the organizations in the county into the act . . . the more that are involved, the more interest we can generate in the program.

"When we once got to the point of setting goals, many started prodding each other. This always helps.

"Sure we've had our problems," he said. "There were those who came to the first meeting with the idea that they would be able to dip into a pot of money and take what they wanted.

"Some thought it would be easy tc solve our problems

This little league ball team is an example of the activities sponsored by twelve community clubs in Warren County.

The people of Warren County, Tennessee have set up a County Development Committee to re-evaluate their situation and to plan for long-range economic growth. The Committee has made amazing progress and has involved many people. The program has opened new opportunities for the county agent to help the people of the county and he has found new strength in the combined efforts of farmers, business and civic leaders, and representatives of agencies and organizations working together.

V. W. Darter, Director
Agricultural Extension Service
Tennessee

Left, construction of the vocational training building; and below, controls of the new water filtering installation.

in this community, a meeting or two and a little money was all we needed."

The county agent pointed out, however, that some of the things that he thought would be problems were not. He often referred to the help that the 12 active community clubs have given him. "These definitely give us a readymade organization to work through," Massey said. "Overnight we can call a meeting and have the entire county represented."

In the State resource office at Knoxville, L. J. Strickland had this to say about the progress in Warren County: "We're proud of Warren County because it has specialized in using the local resources that are available. This county has maintained itself in such a position that it doesn't qualify for the low-cost ARA loans. Yet, the citizens were not discouraged when they learned this, and actually in working with them we found out that they didn't want financial aid coming from outside the county.

"As a result, all that we have had to do is guide them in the right direction, and encourage effective organization. This is about as good an example of true resource development as you can have." ■

Written in cooperation with the Extension Resource Development Department, University of Tennessee.

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PENALTY FOR PRIVATE USE TO AVOID
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Several years ago the Rural Development Committee and Extension Council in Taney County, Missouri, started a deer hunting program that's brought cash and a reputation for good hunting and hospitality to the county.

Last fall the Extension Service, the county RAD committee, and the State Conservation Commission cooperated with about 30 landowners who leased deer hunting range, at $10 per hunter for the 7-day season.

The Extension office served as clearing house for both farmers and hunters. Agents gave or sent hunters lists of cooperating landowners as well as those who also offered sportsmen accommodation. Extension also handled some publicity with nearby States and metropolitan papers.

Almost 17,000 acres were signed up—enough to handle 350 hunters.

A little quick arithmetic tells you these landowners took in about $3,500 last year—from leased hunting rights alone. But when you figure only the money that hunters spent in Taney County for supplies, food, and lodging, you can see why such a program gets enthusiastic support from the RAD committee and local citizens. ■

Recreation for Sale

Recreation opportunities—what is required to get into the recreation business, what the individual farmer will need to do, and what he can expect to earn—are all covered briefly in a new set of leaflets from West Virginia. J. Frank Wade, area extension development agent, and Dr. Robert Leo Smith, assistant professor of wildlife management, West Virginia University, have packed a lot of helpful information in four publications on picnic and campsites, farm vacations, raising baitfishes, and catering to sportsmen.

West Virginia Extension works closely with the State Departments of Agriculture, Commerce, and Natural Resources and county and State Health Departments in developing opportunities for rural recreation. ■

Benchmark Data Give Big Picture

Extension economists at the University of Minnesota supply county agents and RAD commitees with "benchmark" economic and social data.

K. H. Thomas and W. C. Wiseman developed statistical profiles quite similar to those prepared by the Bureau of Census for ARA-designated counties. There is one big difference, though. In addition to county and State data, they've also included statistics for the economic area in which a given group of counties is located.

The inclusion of data for the economic area provides local county planners with the "big picture" for their area as well as another yardstick against which they can measure the progress of their own county. They can also make comparisons with other counties located in their particular economic area. ■

More Than They Asked For!

When the Navajo County Development Council and egg producers asked Extension agents Amos Underwood and Jim Williams for some help, they got more than they bargained for. They had wanted a poultry marketing study: They got that—and more.

The agents called on Extension economist Dr. Clarence Edmond and Extension poultry specialist Dr. Frank Rollins, from the University of Arizona, who headed up a team that studied production methods, costs of processing, and the market structure—the whole works.

They found that better flock management was needed, and that egg processing costs at the cooperative were high. On the positive side they found a large potential market existed in northeastern Arizona.

Armed with these facts, the agents, producers, and co-op went to work.

Flock management improvements were made—egg production doubled. New machinery was installed at the co-op to handle eggs six times faster. A new egg carton was designed and other marketing improvements were made.

Improved production methods, along with a reduction of processing costs have enabled co-op members to meet competition, enlarge their market, and improve profits.

Agents Underwood and Williams encouraged these folks to get all the facts before deciding what to do about their problem. Instead of one problem, they found several. But armed with this analysis, these agents were able to stage a multipronged educational effort that paid off. ■

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34/8

EXTENSION SERVICE REVIEW

AMERICA'S RURAL YOUTH IN A RAPIDLY CHANGING ENVIRONMENT

VOLUME 34 • NO. 8 • AUGUST 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: *Elmer B. Winner*
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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

Are America's rural youth getting an even break? Or are they just running hard to keep in the same place?

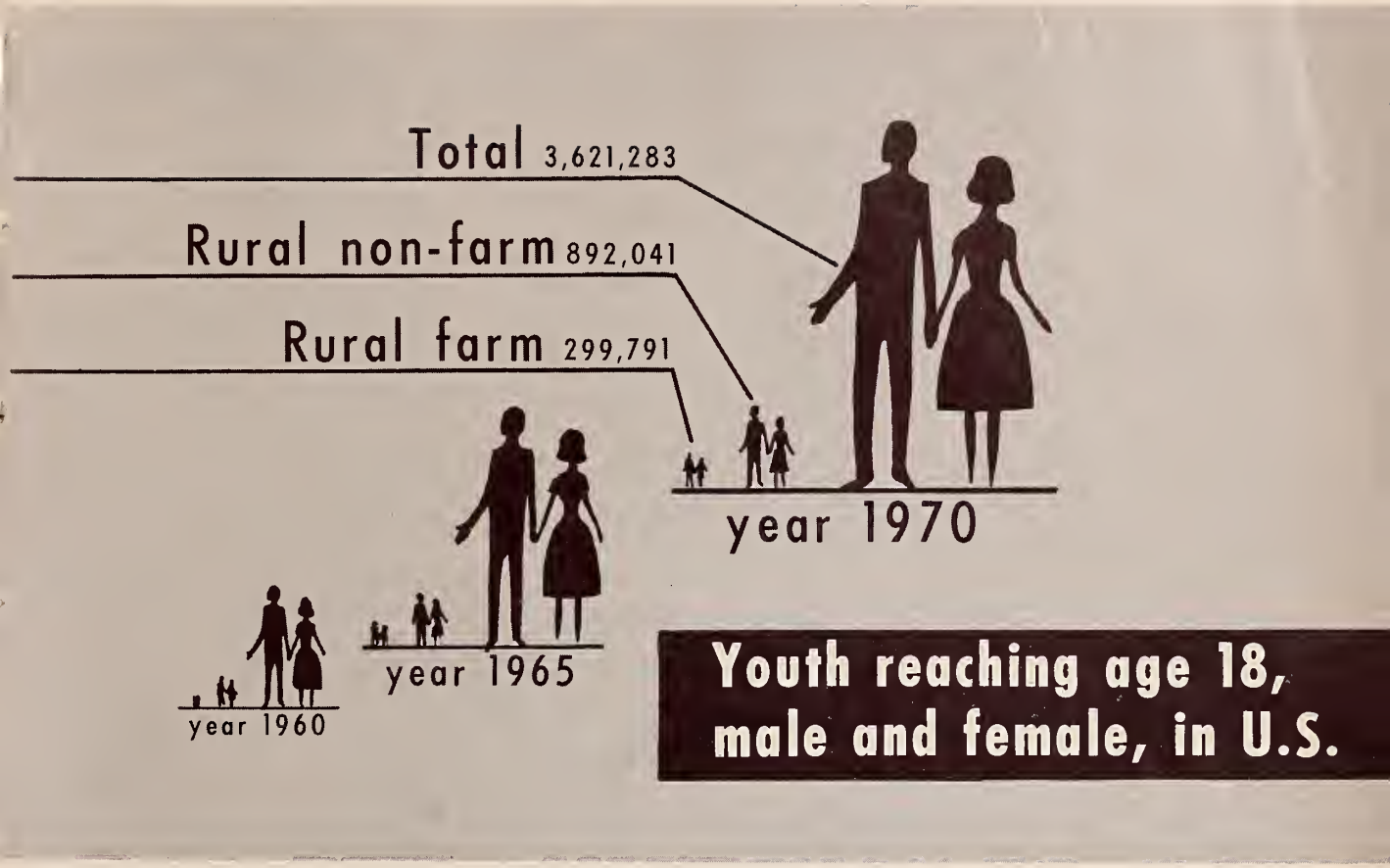
In this issue of the *Review* you have a picture—and we don't claim it's complete—of rural youth in an era of rapid change. You'll find some of the answers as to the health of these young folks; and on their education as contrasted with those in urban areas. Another aspect is the urban job market—competition with urban youth. Adding to the picture is the impact on rural youth of urbanization of a onetime rural county.

As the lead article suggests, there is a good deal of mythology about America's rural youth. Mythology has its place but let's not use it to obscure the realities.

As this issue of the *Review* deals with all of America's rural youth, 4-H Club work is brought in as a highly important element in the total picture. Alaska, Louisiana, North Carolina, and Oregon are contributors on the 4-H side.

Owing to space limitations we regret that several other articles on rural youth will have to be held over for a forthcoming issue.

Rural America's greatest resource is its young people. They are deserving of the best from all of us so that their full potential may be realized.—WAL



special focus on RURAL YOUTH

National Conference on Problems of Rural Youth in a Changing Environment
Oklahoma State University
Stillwater, Oklahoma
September 22-25, 1963

The coming National conference at Oklahoma State University is a companion to the May 1961 conference on Unemployed, Out-of-School Youth in Urban Areas, the findings of which resulted in the document entitled *Social Dynamite.*

The purposes of the National Conference on Problems of Rural Youth in a Changing Environment are to:

1. Bring into National focus the complex problems of young people in rural areas resulting from rapid economic and social change.
2. Bring together facts that may be of use to rural communities and larger areas as they tackle some of the problems facing young people.
3. Develop or review new programs or approaches to facilitate human resource development, particularly in disadvantaged areas.
4. Stimulate action, both local and National, to help solve some of the critical problems by widespread dissemination of the conference findings.

Today nine out of every ten farm-reared boys have no other choice but to find employment off the farm.

MYTH AND MYOPIA —blocks to progress

by EDWARD W. AITON
Director of Extension
Maryland

WOULDN'T it be wonderful if young people could just grow up, be healthy and good looking, marry, have children, earn plenty of money, and live happily ever after?

Whether such a wonderland would be good for youth or not, we'll never know. The realities of becoming an adult are harsh, cruel, difficult, and sometimes even perilous for a majority of our Nation's teenagers. Worry, self-consciousness, and apprehension are normal emotions for many. The urge to become independent is overpowering. Millions who are limited in their facts and experience are fired by a misguided ambition to leave school, get a job, and get married all in one quick whirlwind operation.

This basic human drive is inconsistent with the environment into which youth are emerging. It runs headlong into the more elusive and hard-to-come-by need for a completed education and an adequate preparation for what must certainly be a highly complex, competitive, and demanding life in the atomic age.

Grandfather may still boast about how he climbed up the agricultural ladder one rung at a time. He progressed—the hard way it's true—from hired hand to tenant, to part owner, and thence to full owner. Perhaps he had help from the government Homestead Acts, or at least from low-priced land made available by existence of a vast unsettled public domain.

But today's hopeful young pioneer faces a much different and manifestly more difficult set of problems. And he knows it. So don't be too critical or astonished if he throws down his dad's feed shovel and charges off to the city for a quick job—ready or not, there he goes. Nine out of every ten of our present crop of farm-reared boys have no other choice than to find off-farm employment.

Of course, no one likes to see this happen—eager and able young leadership lost to the farming industry and to rural communities. That's one reason why most States and more than half of our countries are working on a Rural Areas Development Program—to find new opportunities for more of these precious human resources right near home.

Also, that is why there is to be an important National conference this year, September 22-25 at Stillwater, Oklahoma, on "The Problems of Rural Youth in a Changing Environment." Focus of the conference will be on the present-day problems or blocks to progress which seem to thwart the intentions and stymie the ambitions of so many rural young people. First step in the conference is an elaborate fact-finding program. A carefully planned research dragnet has been underway since April. Sixty working papers are being written by the best research and educational minds in the country. They will cover subjects ranging from population trends to job opportunities and moral value systems. The preliminary statements are being distributed now (August 1963) by the staff of the National Committee for Children and Youth, organizers and sponsors of the conference. Later, they will be bound, along with conference findings, into a reference volume for widespread use.

Why are the problems of rural youth any different or any greater than those of other youth? Because the economic, social, cultural, and spiritual backgrounds from which they emerge are different. Their means for becoming useful, happy citizens are different. Their family and community heritage, traditions, and expectations are different. Their requirements for entering the world of work are different. And, most serious of all, their education and prepa-

ration for life are not only different, but for many rural youth, they are deficient by current standards.

Many will recall an earlier National conference also sponsored by NCCY on "The Problems of Out-of-School Unemployed Youth in Urban Areas." That important meeting was held in May 1961 and was chaired by the noted scientist-educator, Dr. James B. Conant of Harvard University. It concentrated on the explosive problem of restless, jobless, and oft-times hopeless, youth symbolizing our National concern about city slums. Dr. Conant characterized them as "Social Dynamite in Our Society."

It is generally agreed that rural youth problems are different. Two-fifths of our rural youth can be described as underdeveloped human resources, diamonds in the rough, possessors of many unmerchantable talents, and having unknown destinies. They do not graduate from high school. They are eligible only for the rapidly declining number of unskilled jobs with low pay, low status, and little security. Many are headed toward welfare rolls—or at best, they will be destined for urban obscurity.

But this grim picture poses a rude contrast to our popular image of robust, rosy-cheeked, bright-eyed farm youth who abound in those happy qualities needed for the Nation's work and leadership. We tend to look on the bright side—to the three out of five rural youth who are making fair to excellent adjustments in our rapidly changing environment. Where are the millions who learned their three R's the hard (and therefore good?) way? Who felled trees to establish thousands of struggling rural churches? Who worked long, hard hours, saved frugally, and established the deeply-engrained concept of the family farm in America?

Preliminary observations indicate that these situations do coexist in rural America within varying degrees. And herein lies another part of the problem. If we know the facts, are aware of the trends, and understand the problems, then we can do something about it. But if we ignore the existence of festering rural slums, or lose compassion for the disadvantaged child, we not only fail to pass the course in professional and educational ethics, but we disown the democratic heritage of America and the principle of equal opportunity for all its children. In 4-H we have worked with both the privileged and underprivileged. But the challenge is ever present to more fully meet the needs of the less fortunate. Remember, the Cooperative Extension Service is born out of problem-based and clientele-oriented needs of people.

Here is where we joggle our emotions between horns of a dilemma. We find it easier to know and help the advantaged farm youth who are relatively well established and have prospects for completing high school or college and maybe even becoming farm owners or ranch operators. Yet we know that many rural youth do not live in such a wonderland of opportunity. Accordingly, we worry about their schooling, career counseling, lack of information about future job opportunities, inadequate knowledge about metropolitan life, or preparation needed to fill the many really attractive positions available in agri-business.

Also, we are concerned about sleepy or declining communities that make no plans for growth and development—that seem unconcerned about the resulting disastrous drain on their resources. The costs of raising and even poorly educating a child to the time when he can be self-sufficient and productive, are estimated at up to $20,000. Henry Savage, Jr., in his book *Seeds of Time*, estimates a net loss of $50 billion to the Southern States alone as a result of out-migration during this century.

This special issue of the *Extension Service Review* points up a few of the problems and opportunities of rural youth in a changing environment. More specifically, it is designed to stimulate your interest and pique your concerns about these situations. Out of your study and attention, and the National conference, will come the ideas and educational aids to help present and future generations of rural youth find their best date with destiny. ■

4-H FACES NEW WORLDS

by WARREN E. SCHMIDT
Coordinator, 4-H Peace Corps Projects
National 4-H Club Foundation

One of the most significant changes in the environment of today's youth is the rapid emergence of the world community. With explosive speed, we have moved from the isolated, self-sufficient and independent walking community to an interdependent jet community.

What does this mean to those of us responsible for educational programs for rural youth? It means simply that the requirements of citizenship education for today's youth have a new dimension—*an international dimension,* which will become increasingly important in the years ahead. Unless today's educational youth programs are based on the real needs of tomorrow, we shall be guilty of seriously jeopardizing our future freedom and security.

Four-H members have a unique opportunity to relate themselves to other countries through the rapidly growing world 4-H family. Over 60 countries now have 4-H-type programs with a total membership of some 5 million members and leaders. Broader communications and relations between these movements are helping members learn to act with responsible concern for all mankind.

Younger members can begin in simple ways to add an international dimension to their project work and recreation. They can participate in country study and hospitality programs, pen pal or sister club correspondence, and help support international service projects. Older members can provide leadership for these activities, and also participate in international exchange and Peace Corps programs.

If we are to help youth successfully face the challenge of our shrinking world, we must make these opportunities an integral part of our program, rather than treating them simply as interesting extracurricular activities. ■

4-H clubs help rural negro youth

A 4-H camp in Louisiana

by **ASHFORD WILLIAMS**
Assistant State Club Agent for Work with Negroes
Louisiana

IN LOUISIANA, as elsewhere in the United States, rapid changes are taking place in the rural areas generally and on the farm in particular. Preparing youth with the necessary knowledge, skills, and attitudes to help them make adjustments to the new situations they face is a monumental task for the Extension Service in working with rural Negro youth. Extension does not feel that it is alone in its efforts with this group, since many outside of Extension contribute funds, time, and effort in exploring new means in carrying out this task.

In order to make the program useful and meaningful to boys and girls, 45 Negroes are employed by the Extension Service in parish and State positions. This supplements the work done by other Extension employees in conducting the total program. There are 31,443 Negro boys and girls in 491 organized 4-H Clubs.

Early Extension teaching emphasized primarily domestic science for girls and crop and livestock enterprises for boys. There has been a gradual, but constant shift to a more realistic approach to the needs and problems of rural youth. This has been achieved mainly through involving the people in developing Extension programs and activities based on the needs, interests, and aspirations of the people to be served.

Major effort was concentrated on developing a broader, more comprehensive club program that will reach more boys and girls and provide more educational and satisfying experiences for them. To do this, agents recruited 2,230 adult leaders and 1,655 junior leaders to assist in promoting and executing the 4-H program. This gives an average of 1 adult leader for every 14.1 Club members and 1 junior leader for every 19 members. Having an adult and a junior leader to work with small groups provides an excellent opportunity for each club member to receive the needed help in acquiring the knowledge, skills, and attitudes expected from their participation in the 4-H program. This method also aids in the further development of our leaders.

There are three major areas through which the Extension Service in Louisiana is attempting to help rural youth. (1) The 4-H projects and literature provide learning experiences that will be useful now and in the future —on the farm or in urban areas. (2) The 4-H Clubs provide opportunity to learn democratic concepts and group action. (3) Experiences are provided outside the members' immediate locales so that they will have the opportunity to join with others in work, fun, and fellowship.

The project, in our opinion, is the core of 4-H Club work. With this in mind, we have developed 45 different projects with a wide range of interesting and challenging experiences from which to select.

Four-H'ers are given the needed counseling and guidance in selecting projects that they like, that fit into the home situation, that are an educational challenge, and that provide the member with a sense of achievement when completed. The 4-H project as envisioned here is a means to an end—that of contributing to the total development of the boy or girl. With this concept in mind, it is expected that youth enrolled in 4-H project work will develop pride of ownership, knowledge and skills of various jobs, an improved attitude toward accepting responsibility, and an appreciation and desire for the superlative.

Special incentives are provided on the local and State level to motivate boys and girls to maximum effort in their project work. These awards range from project

material to an educational tour of Mexico. The awards selected for 4-H'ers are designed to contribute to the development of the club members. They provide the opportunity to learn thrift, expand project work, or participate in experiences that will broaden insight and understanding of their own and other cultures.

The Extension Service has developed the following State activities to augment the parish 4-H program opportunities for rural Negro youth.

Livestock-Poultry Show

This show has a State outlay of more than $35,000 for premiums. It provides opportunity for those who have done outstanding work with their livestock and poultry projects to exhibit them at the State University and receive further recognition and, to some degree, compensation for a job well done.

A total of 332 4-H'ers from 20 parishes exhibited 135 beef cattle, 90 dairy cattle, 142 swine, 27 sheep, and 256 entries of poultry at the State Livestock and Poultry Show in 1963. Beef cattle, swine, and sheep were of two types—breeding and market.

Recognizing the importance of the show in motivating 4-H Club members to greater efforts in project work and the general need to increase and improve livestock on the farms, businessmen from all sections of the State purchased the market animals at premium prices. Also, they supported legislation that provided public funds for the show.

4-H Camping Program

A campsite valued at more than $200,000 has been developed to help bridge the gap between home and school for these rural youth. In camp they have the opportunity to structure and run an adult community, learn more about nature, practice citizenship, and learn to plan and work together. Last year 55 junior leaders, 1,455 club members, 63 adult leaders, and 42 agents participated in the camping program.

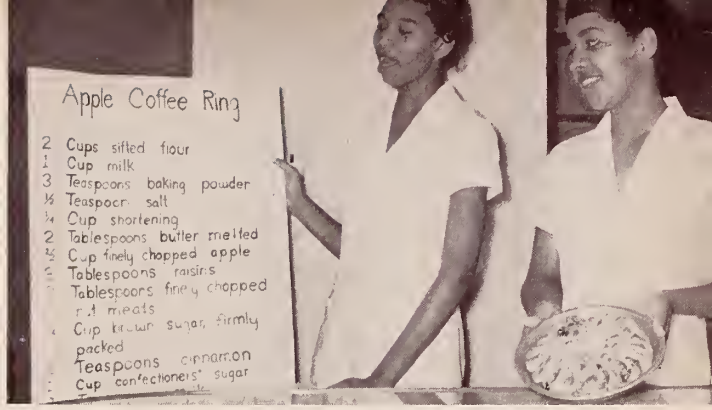
The contribution that Extension makes through the 4-H camping program may best be told by stating some of the objectives of the camp.

Some overall objectives of our camping program are to provide opportunities for:

1. self-realization in 4-H Club members.
2. training and practice in democracy.
3. development of civic responsibility.
4. developing of the desire and ability to make wise use of leisure.
5. training in safe and healthful living.

The Louisiana Extension Service has conducted each year a series of camp training meetings for agents and junior leaders to develop new concepts, philosophy, and skills in performing the tasks inherent in the improved approach to camping.

The evaluation conducted at the end of each camping period gives evidence that the learning experiences provided were pleasant and profitable to the campers, leaders, and agents.



A winning demonstration team at the 4-H Short Course.

4-H Short Course

More than 600 boys and girls from 36 parishes participated in the State 4-H Short Course.

The winners in the various contests conducted at the State 4-H Short Course received an expense-paid tour to Mexico City, Mexico. On this tour they visited Mexican 4-H'ers and were received graciously by Federal and State officials. The group had an opportunity to visit the Technological Institute at Monterrey, the University of Coahuila, School of Agriculture "Antonio Narro," the University of Mexico, and the American Embassy.

The overall objective of the 4-H Educational Tour is to provide an award for outstanding achievements of 4-H members that will motivate them to greater effort, increase their general knowledge, and enhance their attitude toward 4-H Club work.

The 4-H organization has undergone changes that make it an extended educational experience for the participants. Leaders were trained to organize clubs and involve all members. The use of committees to perform the various roles of the organization provide opportunity for youth to gain experience in group dynamics, to learn to plan and conduct programs and activities, and to develop a real sense of belonging to the organization and the group.

The parish 4-H Executive Committee is set up to give 4-H Club members further opportunity to plan and work together on a broader scope. This group is made up of officers from each local club. Agents and leaders give guidance and counsel to the members in developing activities and events that are satisfying and rewarding to the participants.

The State 4-H Executive Committee is composed of 4-H'ers elected by their peers at the State 4-H Short Course. They are exposed to the complete democratic process of conducting a nominating convention, campaigning for the various offices, and casting their ballots for the candidate they choose. This provides excellent training in the democratic process and training in citizenship responsibilities. The Committee meets with the State 4-H Staff to assist with planning and conducting State activities. The club members learn from the experiences and provide the State Staff with youth's point of view in developing programs and activities for them. ■

Farm Vs. Nonfarm Youth in the Urban Labor Market

by LEE G. BURCHINAL
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MOVEMENT of people from farm and rural areas to cities is as old as our history. And while more jobs are being created in rural areas, large numbers of farm and rural youth will continue to seek their adult careers in urban centers, either by choice or necessity. But how well do farm youth fare in the city? One way to answer this question is to compare job characteristics of farm and urban youth.

First, let's look at the current jobs held by urban men who were reared on farms in contrast to those reared in cities. Studies based on national samples and more intensive investigations in metropolitan areas in various parts of the United States conclude: In comparison with men who are reared in urban places, farm-reared men are disproportionately represented in lower prestige and less well-paying jobs. One reason for these consistent differences has been the lower education levels among farm men.

At present, the urban male averages 11 years of education in comparison with 9 years for the rural-nonfarm male and 8.6 for the farm male. However, the urban population includes many people who grew up on farms. And some evidence indicates that the better-educated rural youth are more likely to leave rural areas. Yet, the rural people who migrate to urban areas probably are not as well educated as urban residents. In a study in Cedar Rapids, Iowa, for example, almost half the men living there but having farm backgrounds had not graduated from high school. This compared with 28 percent of the men who had urban backgrounds. A third of the men in each group had completed high school but only 16 percent of the men with farm backgrounds had some education beyond high school. This compared with 40 percent of the men with urban backgrounds.

The farm-reared men in the Iowa investigation also were overrepresented in occupations requiring less skill and paying less money. Since education has become increasingly important for occupational advancement, the lower levels of education among the farm-reared men may explain their lower occupational achievement.

To test this idea, we divided the farm-reared and urban-reared men living in Cedar Rapids into three educational levels—those who hadn't finished high school, those who had finished high school only, and those who had some education beyond high school. Then we compared the occupations of the two groups of men in each of the three educational levels. Two facts are evident.

First, occupational differences in favor of the men with urban backgrounds remained, even after comparing the occupations for men with similar levels of education.

Second, the differences in the men's occupational achievement levels varied more with differences in education than with the differences in backgrounds.

Thus, it's clear that *occupational achievement was linked to educational attainment as well as to residential background.* As the educational level for either group of men rose, the proportion of men in high-level occupations also increased, and the proportion in low-level occupations decreased.

However, differences in educational achievement did not fully explain the differences in occupational achievement between the farm- and urban-reared men. More than sheer numbers of years of education is involved. We can only conjecture about these other factors. They may include the quality of education received, the amount and accuracy of information about jobs, knowledge of where to secure information about better jobs, willingness to move to a new community when there are better jobs available, and many other factors.

The differences in occupational achievement between the farm- and urban-reared men as found in Cedar Rapids and in about a dozen other studies are true for the present generation of men now near the peak of their careers. Will the same differences hold when rural and urban adolescents now in high school compete for jobs available in urban centers?

The answer is yes, although the gap in occupational achievement between the two groups may be narrowing. Educational levels in the United States have been rising during this century. Rural youth are receiving more education today, at least through high school, but a larger proportion of rural youth continue to drop out of high school. Moreover, a larger proportion of urban than farm or rural high school graduates go on to college. Only a third of all rural high school graduates in 1960 enrolled in college in 1960 compared with almost half of all urban graduates.

Lower educational aspirations among farm boys are reflected in their job aspirations. A number of studies agree in finding that larger proportions of farm boys than urban boys plan to enter unskilled or semiskilled work. Frequently, higher levels of occupational aspirations exist among urban boys than among farm or rural boys even after comparisons were made among boys of similar intelligence levels or those coming from families of approximately the same status level.

In short, farm boys probably will continue to be at a disadvantage in competition for jobs in the urban labor market. But these conditions don't have to continue. Rural as well as urban society can better prepare youth to fill the ranks of needed occupations and to help youth achieve satisfaction in their adult roles. A broad educational approach is needed to accomplish this end; including programs in the schools, with community groups, with parents, and with the youth themselves. ■

The Rural Home

by VIOLA HUNT WILKINSON
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UNDOUBTEDLY the most important single influence on character is the home," says Robert Havighurst of the University of Chicago. Almost everyone believes this and hopes that the home is a positive influence rather than a negative one.

Our economy has been changing rapidly and families must make adjustments to keep up. Things aren't like they were when one's parents were young, or even like they were 10 years ago. Rural families are more and more like urban families; many have modern homes; their children are educated in larger high schools; the automobile enables them to get around quickly; television and radio bring the outside world into their homes.

Certainly, all families are caught in the changing times. Parents everywhere are faced with the challenge of bringing up children in a world where no one can predict the future. The young person cannot continue in his father's occupation in exactly the same way; in fact, Father himself must change to keep up with the times! In addition, there are many more avenues open to young people. If these facts apply to all families, does the rural family face particular problems?

Many rural young people will need to leave the farm for employment: it takes fewer farmers to supply the country's needs, even as the population expands. Increased mechanization and efficiency of production means that less people are needed to carry on the operation. Many of the parents we work with in Extension programs lament the fact that their young people must go far from home for employment.

How then, can the rural home help youth cope with their changing times? Through informal visits, special interviews, and adult and youth programs, we find that rural parents are doing many things to help their young people develop through the growing years.

Personality development is one function of family living that has not been entirely delegated to someone outside the family. Reuben Hill, University of Minnesota, says, "The family is now more of a specialized agency providing warmth, love, and support which no other agency in society is prepared to offer." Personality development takes place in every home, but rural families feel that they have some special advantages.

The rural family is a working partnership. The family business is discussed with all members, and each person takes part as he is able to participate. Taking responsibility has always been stressed. The jobs are "ready made," according to one parent; the young people realize that their help is important. Work becomes more meaningful than when parents assign chores just because they think young people should be taught responsibility.

Young people learn how to cooperate and can see direct results of this cooperation. They learn to respond to authority, which will be helpful in any job.

Decision-making can be practiced by youth daily. Many have their own enterprises which they direct within the family operation. Mother and Father are there for advice when it is needed, but most important is the opportunity to be on one's own.

Rural parents encourage their young people to take part in youth organizations. Here they come in contact with people from the city and suburban areas; many rural leaders are able to help the city children see the advantages of rural living, as well as making wider contacts for their own children. There is evidence that 4-H Club work, for example, can expand knowledge, teach responsibility, develop leadership, and widen the cultural horizons.

Parents can widen the sphere of family influence by participating in community organizations themselves. Much community work depends upon volunteer leadership, and research has shown that young people are more likely to participate as adults if an example has been set by their parents.

Many families take trips together or make it possible for youth to take trips alone. They may start as young families by going to a place of interest in their part of the State. Later, as the children become older, they may take a longer trip to see something of historical interest, to visit a city or a national park.

It is not unusual these days to visit a farm home and see large maps and interesting bulletin boards. Upon inquiring about them, one finds that the family is keeping up with an IFYE who lived in their home, or they are charting the travels of the 4-H youths who have gone on foreign exchange assignments. Some families near college campuses entertain foreign students, thereby widening even young children's interests.

Parents provide books, magazines, and newspapers. Television programs take one to all parts of the world; the rural home is not isolated as it was years ago.

Many rural parents see the need for their young people to have education beyond high school. They provide ways for helping them earn part of the money for their college expenses while they are at home, or make it possible for them to earn money away from home. Some youths attend short courses and vocational schools for further technical training. It is not uncommon to hear, "Our parents did not feel this way," when parents are discussing the importance of education and the sacrifices they must make for their young people to reach higher goals. Many adults take advantage of study groups, Extension programs, and lectures for their own continued learning, giving young people the idea that education is a continuous process.

Interest in children, with love and support, are the most important things that any parent can give his child. These, together with being alert to the local opportunities and capitalizing on the special advantages of rural living, can help youth cope with changing times regardless of where they may live in the future. ■

by **ROBERT M. ISENBERG**, *Director*
Rural Educational Services
National Education Association

ARE RURAL YOUTH GETTING AN EQUAL BREAK ACADEMICALLY?

THE QUESTION posed in the title brings to mind almost immediately that old line, "compared to whom?" A consideration of the relative equality of the educational opportunities now available to rural youth necessarily implies some comparison.

Compared with the opportunities offered to rural youth a generation ago, a much larger proportion of today's youth have a chance to attend school. Attendance is better, the school term is longer, the teachers are better qualified, and the school program is considerably more diversified. In nearly every aspect of school operation, there are advantages which favor today's youth.

Unfortunately, the young people growing up in rural areas today are, or soon will be, in competition for jobs, college admission, or a share of the "good life" with their contemporaries who live and go to school in other communities. Whether or not they are getting an equal break requires looking realistically at how well they are being prepared to deal with this competition. Such a comparison gives our question a somewhat different meaning. And a clear-cut answer is more evasive.

Good School Program

It is difficult to travel through any part of rural America without being impressed by the large number of relatively new and remarkably beautiful school buildings. Some are just outside a town or village; others are in the open country. The yellow school buses which serve them give some clue to how our small communities and rural areas have been able to replace the little red schoolhouse.

Not all rural children, of course, have an opportunity to attend school in buildings like those which claim our attention. Nor is it possible to know much about what goes on within a school from roadside observation. A building serves to some extent as an outward symbol of a community's educational program, and it may well open up possibilities or impose limitations upon what is provided. But physical facilities are only one of several elements which contribute to a good school program. And the extent to which rural youth are getting an equal break academically depends more upon the nature and scope of the instructional program offered, the qualifications and competency of the instructional staff, the amount and variety of materials and equipment which teachers and learners have available, and the real interest and support the community gives to its schools.

Balanced Program

A good school program accommodates in a positive and constructive way youngsters of all ages and with various abilities, ambitions, and interests. Rural youth, just as any youth, need to develop skills in the communicative and language arts; understandings in the quantitative, natural, and social sciences; appreciation of the arts; and a multitude of attitudes regarding their own responsibilities and relationships with others. The courses which a school offers and the opportunities it provides through social, physical, and cultural activities outside of formal instruction are basic contributors in fulfilling these needs.

How well do our rural youth fare? Let's take just a very few soundings:

- In some rural communities the very young have access to excellent kindergarten programs in which they

learn to get along with others their own age, to accustom themselves to a schedule and the routine which school life demands, and to use equipment and materials which most do not have available in their homes. In a majority of rural areas kindergarten programs are not provided.

• Some rural youth attend schools which make a real effort to adapt the courses they offer and the level and type of instruction given to the capacities and developmental needs of the learners. In most rural communities those who learn quickly receive the same general instruction given the average and slow learners.

• Although a majority of rural youth seek employment at the conclusion of their secondary school education, a broad program of vocational preparation is rare in a rural setting. The evidence that rural youth compete poorly in the labor market is substantial.

• In schools everywhere guidance programs are slowly being developed or expanded. But as yet there are many rural youth, without access to such service, for whom some personal, vocational, social, or educational guidance could make a great deal of difference. The number of dropouts, those who leave school before graduation, is highest in rural areas—sometimes exceeding 50 percent of a community's youth.

Other soundings could be made. Music, art, drama, journalism, and other aspects of the arts are seldom emphasized in rural areas in relation to their importance. Many youngsters with correctable speech handicaps or with visual deficiencies which need not be handicaps at all are not receiving appropriate attention. Community variation is as great as it could possibly be. Some rural communities offer school programs that are broad and rich. In many others it is severely limited, not only in the scope of offerings but in the general lack of luster which seems to characterize those which are offered.

Competent Instructors

Probably even more important than the course offerings of a school is the impact of its teachers on youth. It is entirely possible that a school program severely limited in scope could still serve students admirably if what it does offer has depth and quality. Such character in instruction depends upon the competency, skill, and artistry, of the teachers who serve.

Rural communities are not without well qualified and competent teachers. Some of the best teaching is carried on in rural areas. It is just that rural communities have less than their proportionate share of excellent teaching. At the same time, rural communities employ in their schools nearly all of those who teach with less than full certification, a majority of those who drift from one teaching job to another, and a major share of those who teach courses outside of their specialized field of preparation. Continuity of instruction in many rural communities is thwarted by a high rate of personnel turnover. The satisfactions that come from teaching may well be greater and more easily realized in a rural area, but the financial rewards lag consistently.

Increasingly important to education is the tremendous expansion of knowledge and the many new and developing approaches to teaching. It is difficult for anyone to keep up to date even in his own field of specialization. Those who teach in rural communities are particularly handicapped. They are often lacking even occasional contact with subject-matter specialists or consultants in such areas as reading, mathematics, science, or others. They more often than not are excluded from access to inservice study programs and even from supervisory assistance. They are alone and on their own—responsible but with no place to turn for real help when help is needed.

Instructional Materials

A good school provides its teachers and students with a wide assortment of textbooks and supplementary resource materials. Laboratories with special equipment, shops with tools and working space, libraries with films, tapes, books, records, exhibits, and a host of other materials of instruction—all have a contribution to make to an educational program.

Generally, rural community schools are lacking an adequate quantity and variety of instructional materials. It almost seems that the importance of materials to teaching and learning is yet to take root in the thinking of those responsible for our rural schools. Low cost expendable items seem often to be regarded as nonessentials. High cost items used infrequently are virtually impossible to justify. So many teachers meet their classes day after day armed with little more than a set of textbooks, a dictionary, a blackboard, an outdated set of encyclopedias, and the State-provided course of study.

In some rural areas, steps have been taken to develop area-wide programs of specialized educational services. A number of school districts in a county area or increasingly in a four- or five-county area are joining together to establish an instructional materials center that can furnish a wide variety of teaching aids to all schools at a minimum individual district cost. In the same way programs for handicapped children, curriculum services, psychological services, and many other programs generally out of reach to rural communities are being developed. Fortunate are the youth in areas where such programs are becoming available. Difficult to understand are those community leaders who know by firsthand participation how farmers can cooperate in purchasing, processing, or marketing, to achieve benefits which none as an individual could accomplish but who at the same time vigorously resist the establishment of an educational cooperative.

Are rural youth getting an equal break academically? The only honest answer to the question is that it all depends upon where they live and where they go to school. In some rural communities the educational program offered is excellent. In most rural communities it is well below par. Most rural youth, therefore, have considerably less than an even chance to make the place in the future that they might otherwise be able to achieve. Equal opportunity is a desirable goal but educationally it is far from a reality. ■

The Impact of Urban Out-Migration on Rural Youth

The urban impact eliminates some 4-H agriculture projects but often brings a better school system.

by GEORGE V. DOUGLAS
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and DON AGTHE
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IN THEIR publication, *Recent Population Trends in the United States With Emphasis on Rural Areas*, Beale and Bogue point out that the population of the United States has been growing by 2.9 million annually in recent years. Last year the total U. S. population passed the 187-million mark, and unless there is a sharp downturn in birth rate, it will exceed 210 million by 1970.

There is a heavy movement toward metropolitan areas. But the growth of metropolitan areas is concentrated largely in suburban metropolitan "rings" outside the central cities, rather than within the cities.

In non-metropolitan areas there is a strong urbanization movement; and most cities in the more remote hinterland are growing quite rapidly. Suburbanization here also is assuming extreme dimensions, with suburban fringes springing up around the peripheries of small cities.

The Negro population has made a dramatic rural-to-urban as well as a south-to-north (and west) shift. Moreover, it has begun a major suburban movement.

In the decade 1950-1960 the population growth in central cities was negligible (1.5 percent) while the suburban growth was 61.7 percent. Thus, as a group, central cities were among the demographically stagnant parts of the Nation. Since their birth rates were well above replacement level, this could only mean that they were losing population through out-migration.

In *Social Change in Rural Society*, Everett M. Rogers shows that the characteristics of the rural-urban fringe newcomers are widely different from the farm or small-town people who are the original residents. Several studies indicate that the original residents have less education, poorer housing, and a lower social status. Other studies indicate that not less than three-fourths of the rural-urban fringe residents have urban backgrounds. They are mostly young families with children. The husbands are from predominantly salaried urban jobs, and many of them are middle- and upper-class persons.

As for their impact on rural youth,

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since the majority of fringe residents were formerly from urban areas and since they have higher socioeconomic status their values will have a very strong influence on the community. They want fresh air, open space, lower taxes, and a better place for the children to play, but they reject that which they find objectionable, and since they have the greater numbers and more education, they are able to pass the ordinances which rid the rural areas of that which they do not want. This latter has had its effect on Extension 4-H programs in many areas. Projects involving farm animals become prohibited by law and 4-H must seek alternatives.

One of the benefits, however, to rural youth is attendance at a larger, more modern school offering more diversified education. This in turn better prepares them for college and participation in urban-type occupations. The trend towards fewer and larger farms has made it increasingly difficult for young people to remain in farming. In the past, young people forced out of farming through economic circumstances who migrated to the city, found themselves at a disadvantage competing with better-educated urban youth.

Because of the lower socioeconomic status of rural youth in the fringe areas it can be expected that they experience feelings of inferiority and anxiety relative to their ability to move upward in our society.

A study by Bealer and Willets of Pennsylvania State University indicated that one of the results of contact with urban youth in high schools was for a substantial number of farm youth to become dropouts. They also found that there were conflicts between the farm youth and urban youth over attitudes toward dating, staying out late, social drinking, spending money, and other similar situations.

Increased urbanization of rural areas can be expected also to affect family relationships. Tensions between parents and children in the rural families can be expected when their children begin to conform to so called urban patterns of social behavior. These same tensions were observed in immigrant families in the past when the young people conformed to new behavior patterns.

Another result of this increased urbanization will be the curtailment of extended family relationships as families become geographically and socially more mobile.

Since the majority of the students in the school system in fringe areas will be children of urban parents the chances are greater that a rural youth will marry a person of urban background, unless of course the social systems which develop stratify the school children into rural and urban strata. In some sections of the country another impact on rural youth will be that their chances of dating and marrying a person of another faith will be increased.

The influx of large numbers of people into the rural area will also have an impact on the type of recreation in which rural youth will participate. In some areas hunting has been eliminated entirely and in others there are severe restrictions on the type of firearms which can be used. Fishing streams will be over-fished or polluted. Through lack of choice and through association, rural youth will increasingly take part in recreation which is more typical of urban areas.

A favorable impact of contact with urban people will be an increased availability of medical and dental care. Doctors and dentists locate where the population is, especially populations which can afford good medical care. However, even the poor receive better medical care in urban areas than the poor in rural areas because of welfare services.

The health of rural youth may also be improved because of better nutrition education received in schools and because of city water and sewerage facilities. However, the latter has not always been consistently so, because many suburban developments depend on the individual wells and sewer systems which at times create serious health hazards.

The movement of the Negro population toward suburbia may also develop racial tension and conflict but this is not an absolute. What develops will depend on the state of racial education, democratic attitudes, religious attitudes, and emotional maturity of the whites and Negroes involved.

We have been talking about the impact of urban out-migration on rural youth, however, as Rogers pointed out, the new residents were of higher socio-economic status than the original residents of the rural areas. What we really have been talking about, then, is the impact of the culture of one class upon another.

It has not been demonstrated that geographic location is the determinant of human social behavior except in cases where geography cannot support the behavior, i.e. mountain climbing does not exist in the Plains States, however, there are mountain climbers in these States. Three members of the recent American Everest expedition were from either the Plains or Central States.

Nor has it been demonstrated that the density of population is the determinant of human social behavior. George Washington and Thomas Jefferson were not urban but they were urbane.

The out-migration of population from cities has its implications for the most important Extension function—teaching. In most cases the Extension Service is using the same teaching method with which it began 50 years ago. It is similar to the method used by Dr. Frank Laubach with primitive peoples. It was very successful and still is where it is appropriate. Laubach's method assumes that the educating agent is better trained than his audience and this was true in the past of most county agents. Fifty years ago the county agent was one of the three or four best-educated people in the county.

The transitions which have taken place and which are continuing in many counties have changed his relative position. In these counties he is only one of many well-educated people. It is our belief that this new dimension calls for new methods, and many of the Service's in the northeastern megalopolis are responding to the challenge but the changes are coming slowly. ■

MAJOR HEALTH PROBLEMS

by **HELEN L. JOHNSTON**
Community Health Services
Department of Health, Education, and Welfare

Preventive care for youth reduces risk of future disability.

TECHNOLOGICAL change in agriculture has had a critical impact on environmental health hazards and indirectly on the access of rural families to health care. Mechanization has increased the size of farm operations with a consequent decrease in farm population and a growing problem of maintaining rural health services at an adequate level for health protection. Expanded use of machines and other technology in farm operation has led to greater need for health precautions on the part of the farm worker. Mechanization has also tended to sharpen differences between rural population groups. For youth in large-scale farm operator families, it has improved health opportunity. For rural youth whose families have been displaced by mechanized farming, it has multiplied health problems.

The most conspicuous effect of technological change on rural health is its increase in work hazards. In 1957-59, out of every 1,000 farm persons, 54 suffered injuries in work accidents which entailed loss of working time or medical attention. This compares with 46 per 1,000 urban persons. Nearly half of the Nation's fatal accidents from use of machines during 1960 occurred on farms—outside the home and away from the home premises. Farm youth are especially vulnerable. Youth under 20 were involved in 31 percent of the nontransport accidental deaths occurring on farms in 1959, compared with 25 percent of nontransport accidental deaths for the whole Nation.

Nonfatal as well as fatal accidents take their toll among farm youth. The age group from 5 to 14 averaged 41 nonfatal injuries from all causes per 100 persons during July 1958 through June 1959. This record was exceeded only by the age group from 25 to 44 which averaged 42 injuries per 100 farm persons.

A positive effect of recent advances in farming methods is the improved living standard of the segment of the rural population that has successfully weathered technological changes. Increased family purchasing power has given youth in the higher-income group of America's farm families greater opportunity for health care, as well as for improved nutrition, and home and farm conveniences which contribute to improved health.

Even for this fortunate group, however, the decrease in farm population creates problems in maintaining community services at a level adequate for health protection. The ability to purchase medical care is of little value if the nearest physician or hospital is a great distance away, and if the traumatic effect of moving a patient for a long distance may influence whether he survives without disability, or at all.

As rural populations shrink, urbanism grows. With increased urbanization of thinking and planning in the United States, rural families will find it increasingly difficult to make their health needs understood and considered as changes in the organization and provision of health services are made to adapt to changing conditions.

The youth in rural families which failed to survive the wave of technological progress suffer negative effects in terms of their displacement from small family farms, or from former permanent farm employment. Often these youth and their families belong to unskilled, undereducated, racial, or social minorities. They seek farm work when it is available and take odd jobs of any kind they can get during the offseason. Some become migratory farm workers. Others find refuge in a rural or semiurban slum where they somehow get through the periods of unemployment which are interspersed with their periods of employment.

The youth in these disadvantaged families face multiple health prob-

Farmers represent less than 10 percent of the working population but suffer nearly one-fourth of all occupational deaths.

lems. Crowded together in a slum setting with parents who may lack understanding of good personal health practices, and with little or no funds for the purchase of health care, youth are deprived of health opportunity both by the circumstances in which they live and by a family background of poverty and ignorance.

Recent National Health Survey data on illness and disability suggest that rural farm youth under 17 years old are sick or disabled less often than urban youth. Among older people, however, the reverse is true. To some extent, the health disadvantage of rural persons in the middle and later years may reflect earlier health neglect. Less use of physicians, dentists, and hospital services is made by rural young people than by urban youth according to National Health Survey statistics.

However, averages tend to conceal problems. Although national data suggest that rural youth are relatively healthy compared with urban, special studies of health among seasonal farm migratory families and the areas from which many of these families come, snow a great deal of suffering from nutritional deficiencies, diarrheal disease, respiratory infections, and other conditions common to children and youth who are handicapped by poverty, ignorance, and poor living conditions.

For the Nation as a whole, the number of rural infant deaths per 1,000 live births is slightly lower than the number in urban families. Closer examination of the data available leaves no room for complacency, however. Many disadvantaged rural families are nonwhite. Accordingly, comparison of rural nonwhite and rural white infant mortality rates provide a rough index to the relative disadvantage of the rural poor. During 1959, 48 rural nonwhite infants died for every 1,000 live births compared to 22.5 white infant deaths per 1,000 live births. In the age group from 1 to 11 months, good child care has a significant effect in preventing infections and preserving life. In this group, more than three times as many nonwhite as white rural babies die, for every 1,000 live births.

Who is Responsible?

All farm youth face the problems presented by an increasingly hazardous working environment. They continue to be exposed to accidents in handling animals as well as to diseases transmissible from animals to man. Added to these problems and others of the past are vast increases in the use of machines and chemicals. This places a responsibility on all farm youth to control or eliminate hazards that can be brought under control, and to take measures for self-protection against others.

The large farm operator who employs out-of-area workers on a seasonal or longer-term basis now has responsibilities that far exceed those in the days when peak season farm work was shared on a neighborly basis with nearby farm families. Instead of being merely his own health and safety engineer, the farm youth of today who will be the large-scale farm operator of tomorrow needs to be prepared to take responsibility for training his work force in health and safety measures, providing them a healthful and safe working environment, providing for emergency first aid, and maintaining healthful and safe living quarters for workers and families permanently or temporarily housed on or near the farm. He will need to look to specialists in occupational health and safety measures, agricultural engineers and sanitarians, and others who can help him identify problems and develop adequate safeguards.

In his own self-interest, the youth who will be tomorrow's large-scale farm operator and community leader needs to be informed about health resources in his community and State and how they reach people in his locality. He needs to be prepared to take an active part in decision-making when changes are made in the organization and provision of health services, so that not only his own family's needs can be adequately met but also those of less privileged rural youth and families. This means becoming aware of the barriers created by organizational methods, practices, and location of services which effectively prohibit the use of local community resources by the groups most in need.

As an example, the young people in the upper-income farm groups have traditionally had the educational resources of the Extension Service to help them develop understanding of good homemaking practices, proper methods of child care, and good personal health care, including proper use of community health resources. Because of such practices as meeting in members' homes, however, these resources seldom reach youth in the most needy groups.

Similarly, the health resources available to youth in upper-income rural families often fail to reach youth in needy groups because of such factors as distance to be traveled and lack of transportation, lack of means to pay for care, and especially in the case of the seasonal farm migrant—failure to meet local requirements that a person live for at least a year in the local area before he can qualify for health assistance which might in many cases prevent or lessen future disability.

The fact that social change often fails to keep pace with technological change is clearly demonstrated in rural America today. Here technology has introduced or magnified many problems with health implications. All rural youth face the problem of becoming acquainted and learning how to cope with new health problems associated with the new technology. They must learn new personal health habits, new labor-management responsibilities in the health field, new ways to work with urban planners so that the health opportunities of rural and urban people can be equalized, and new ways to overcome the special health handicaps of the segment of the rural population that has been submerged by recent technological change. ■

Living in a Changing World

by VIRGIL SEVERNS
Remote District Agricultural Agent
Alaska

THE ESKIMO and Indian 4-H'ers of Alaska are learning to live in a changing world. Not only must they keep up with the technological pace of today, but in many cases they are still undergoing cultural changes. It is true, the gun, the fish wheel, the outboard motor, the airplane, food in tin cans, and many other advancements have been as quickly accepted by these Alaskans as by other people in Alaska and elsewhere in the United States. Even so, there are many advantages of civilization unavailable to them. Selling freezers to Eskimos could be easy because Eskimos, 100 miles from a store, need cold storage for meat and fish during the summer when nature's cold storage system goes on vacation. But in many cases, they don't have the electricity needed to run them, nor have they adopted enough of a money economy to be able to afford individual "light plants" to provide power.

Last November I was visiting with Mr. Arthur Douglas of Ambler, on the Kobuk River. In the course of our conversation his preschool son became involved. After a brief exchange Art turned to me and commented he was teaching his son to speak Eskimo as "he can't get along with the old people." This is an example of the conflict of culture confronting these people.

In the old traditions all members of the family who were old enough were involved in the quest for food and clothing. With the adoption of western customs their way of life is easier and there is more time for other things, such as 4-H programs and school. It is still very important and necessary to teach basic skills and provide learning experiences in cooking, gardening, and sewing—not only for 4-H youngsters but for parents, too.

Although work is important, there is time for play, too. Fairs and achievement days provide some of the needed recreation. These events are usually held in one of three places. The Bureau of Indian Affairs or State school, the National Guard Armory, or a village community hall. Cooperation with those involved has proved to be excellent in almost every case. Demonstrations are a learning-by-doing-and-showing experience, here as elsewhere.

Would you know how to cut up a king salmon, dry and smoke it, and end up with some tasty "squaw" candy? Many of these Alaskan 4-H'ers do! The feeling of accomplishment, and the learning from the experiences of others, are gained at the achievement days and fairs. These events are held in about 35 villages each year, many of them with native leadership and supervision. Displays are made up of articles from 4-H Club projects and entries by adults. They may be intricately designed beadwork on tanned moose or caribou hide, dried fish or meat, baked goods, canned items, garden vegetables, clothing, woodworking articles, or other handicraft entries.

To see those bright, broad faces light up with a smile and those dark brown eyes sparkle upon receipt of a ribbon or an achievement pin, is a reward in itself to the 4-H leaders, parents, and Extension agents. The local fair is truly an important day in the lives of these young Alaskans and their families. Older members are beginning to assist and show the way for younger ones through junior leadership—and in a few cases as alumni leaders, although most adult native leaders did not have an opportunity to be in 4-H. Extension work began, with a full time agent, in remote Alaska in 1956. Last year marked the first time since the Remote District was established that leaders attended the 4-H leadership conference. We had one junior leader and two adult leaders. Plans are shaping up for as many—and possibly more—this summer.

Leaders are also being developed in the native villages. In January, 34 leaders and prospective leaders were enrolled in a seven-lesson leadership correspondence course as a pilot program. This was a cooperative venture with the Federal Extension Service. The course was also used in other districts of the State where transportation and communication is a problem. This has proved stimulating and informative to the agent as well as to the 25 people who responded to the course.

Efforts are being made by Extension, by leaders, and by members, to adapt 4-H Club work to the needs, skills, and resources of the individual in his environment. Skin sewing and grass basket weaving are two skills that fall into the handicraft project. Last winter the Shungnak Friendly Village 4-H Club made caribou fur mittens—fur side, inside, Mukluks, Eskimo yo-yos, and Eskimo dolls.

In grass weaving, baskets and mats are common. A girl at Goodnews Bay made a beautiful lampshade from woven and dyed grass. In working on this she did what many a 4-H boy or girl with a new hammer, saw, or garden tool has often done—wore blisters on her fingers.

A project that has been popular with the boys is making miniature items with wood. An example is the 1961-62 winter project of the Shageluk Owls. Under the capable leadership of the BIA teacher, Mr. Hugh Crawford, the boys made miniature dogsleds. These make an attractive tourist item. Other commonly made articles are miniature fish wheels, caches, kayaks, snowshoes, and skis.

Another 4-H project that is Alaskan in nature is the junior fisherman project. Gloria Wharton of the Anvik 4-H Club successfully completed

Lula Cleveland is pulling some of the excess hair from tanned caribou skin that she is making into mittens.

this project when she caught, cut, dried, and smoked salmon both for dog food and human consumption. She earned spending money by selling her surplus fish.

The sled dog project is a very fitting one in Alaska where youngsters learn proper feeding, care, management, and training practices. In many areas the sled dog, along with the airplane, is a very vital and important mode of transportation. Although it seems inevitable that the iron dog, the snow traveler will replace the dog, as the tractor and car have replaced the horse. As with horses, much time and labor are involved in providing food for these beasts of burden. The fish, caribou, and moose meat, that is used for dog food could be used by humans or sold to help provide more of a cash economy. The dog is used only 5 or 6 months of the year when there is available snow and ice.

Alaskans enjoy many of the projects shared by their counterparts in the other States. The most common projects among the Eskimo and Indian villages are gardening, clothing construction, food preparation, woodworking, and handicraft.

Alaska's Indian and Eskimo children are living and adapting to a changing world. They are working patiently. For the most part they and their elders are eager to learn, and they make apt scholars. They will quickly adopt any idea or practice that they can see applies to their situation. Examples are: outboard motors, gasoline powered washing machines, and portable radios. In their quest for food, as hunters and fishers, they have learned from nature to demand economy of time and effort both in themselves and man-made items. They remain self-reliant, but they are willing to let you help them help themselves. ■

What It Takes To Get Started in Farming

by KENNETH H. THOMAS
Extension Economist
Minnesota

ONLY 10 to 15 percent of all U. S. farm boys under 18 will spend their careers on farms, and the percentage will probably become even lower in the future. Therefore, the youth who does want to farm is more concerned than ever about this question: What does it take for a *successful* start in farming? A quick answer might be capital, managerial capacity, conviction, and the right opportunity. Let us explore each of these.

Capital Requirements

Rising land values, development of labor-saving equipment, the continuous introduction of new technology, and rising levels of farm family living have all contributed to a sharp rise in farm capital requirements during the past 2 decades. Capital requirements of $50,000-$100,000 are quite common in most farming areas today.

These stepped-up capital requirements have tended to alter the nature of the so-called "agricultural ladder" or hired man-tenant-owner sequence to establishment in farming. Some of the bottom rungs of the ladder appear to have been knocked out. As opposed to the earlier, more gradual approach, successful establishment today has become more nearly a one-shot process of attempting to clear fairly high hurdles early in the venture. Experience in Minnesota would suggest that income share arrangements in which the starting farm operator receives less than a third of the income on the average farm will not permit adequate rates of capital accumulation and eventual firm establishment in farming.

For a young man to have some probability of success, he will find it also essential to have a sizable equity in the form of savings before he starts. A survey of successful farmers in Minnesota (Pond and Moore) suggested that the starting farmer should own at least half of his operating capital.

At the other end of the ladder, increased operating capital requirements have widened the distance between the rungs represented by various rental and partnership arrangements and eventual farm ownership. Farmers in the Minnesota survey noted above suggested that young men purchasing farms should have their personal property clear and be

able to pay down at least one-third of the price of the farm they buy.

Managerial Capacity

The young farmer of today must not only find the means of financing a sizable business; he must also be able to operate it profitably. As a production specialist, he must keep up with rapidly changing farm technology. He will often need to adjust methods of production and organization of the whole farm business as well. As a business management specialist he must be able to analyze, plan, and exhibit keen judgment in the operation of a high investment, high cost, narrow margin business.

The begininng farmer, therefore, must have the managerial capacity or must clearly recognize the need for developing this capacity at a very fast pace if he is to cope with the increased complexity of decisions and growing competitive nature of modern-day commercial farms. Financial results of today's farming operations suggest that if a young man lacks this managerial capacity, economic circumstances may soon force him to seek less demanding employment.

Personal Convictions

Certain personal characteristics are necessary for success in any occupation. Willingness to assume responsibility, to learn, and to change are musts in modern farming. The high entry requirements and the risks assumed mean that the young man must also have strong convictions regarding his desire to become a farmer. Entry into farming, as with many occupations, requires commitment, personal sacrifice, and persistence. Many make a successful start in farming who, by normal standards, do not have the required resources or the necessary potential for growth. They are able to do this through the superior management of their limited resources, a willingness to set necessary priorities, and the ability to persevere during times of adversity.

Three Tests

A young man with sufficient capital, managerial capacity, and conviction can still fail to get started successfully if he selects an unsatisfactory farming opportunity. Any farming opportunity should therefore be subjected to three tests:

(1) *Is it feasible or desirable?* Can the farm business provide sufficient income to permit the prospective farmer to enjoy a reasonable level of family living at present while making adequate financial progress toward establishment in farming? Does this farm represent a desirable long-run career opportunity? Are there personal factors which might cause an otherwise sound business arrangement to fail?

(2) *Is it the most feasible or desirable of the farming opportunities open?* The prospective young farmer will want to determine which farming opportunity will make best use of his capital, managerial capacity, and conviction. He must also consider the extent to which his short- and long-run goals can be achieved and the risks that must be assumed in achieving these goals.

(3) *Is it the most feasible and desirable of all career opportunities?* Here the prospective young farmer will want to compare various occupations with regard to the amounts of capital, time and effort, managerial skill, and risk-taking required; and their educational requirements. He will also want to compare relative earnings and the variability of these earnings. Further, he will want to consider his personal preferences.

Help From Extension

Extension workers in rural areas can play a key educational role in assisting farm boys in making critical career decisions. First, we can help them become aware of the requirements for entry into farming, emphasizing that a successful start today requires capital, managerial capacity, conviction, and the right opportunity. Second, we can lead them to others who can help explore the career requirements of other occupations. With 80 to 90 percent of our farm boys headed for nonfarm careers, this should well become a major task. Finally, because of our training and close association with farm families we can be instrumental in counseling with farm boys and their parents in helping them determine how well they can meet the requirements for a successful start in farming. Obviously, the future happiness and career satisfaction of many young farm boys hangs in the balance. ■

The author counseling with Steven Hansberger who is a senior in Agricultural Economics at the University of Minnesota, regarding his opportunities for a career on the home farm which is near Worthington, Minnesota.

Boys on the Warm Springs Reservation prepare for the future by learning fence building, haying, and irrigation.

4-H Rides the Range on the Warm Springs Reservation

by MARTHA STRANAHAN
Extension Agent-at-Large
Oregon

THE 33 BOYS in the Rockin' 4-H Club on the vast Warm Springs Indian reservation in Oregon are mighty proud of their accomplishments. Starting from scratch 4 years ago with 10 boys, their range project is already paying dividends. Last November, for instance, nine members sold a weaner steer calf apiece at the Madras Auction Yard. Some banked earnings toward future purchase of a cow. Others saved for college.

1959. Club members collected samples of their important range grasses, shrubs, and forbs. They pressed and mounted them and learned their common names. The display was shown at Jefferson and Wasco County fairs, at livestock operators' meetings throughout the reservation, in a Warm Springs store during National 4-H Club Week, and in the agency office lobby.

1960. Rockin' 4-H'ers learned forage values of rangeland plants and how nature fits them to the range. They prepared an electrical push-button quiz—a test of skill in determining rangeland production potential—for display at county fairs and at the American Society of Range Management meeting in Yakima.

Early that year, leader Joe Warner and agent George Schneiter inaugurated the range-livestock operation to be run eventually by the 4-H'ers themselves. The club leased 5 acres of idle farmland from a tribal member. The boys cut juniper posts and fenced the field. In March, with borrowed tribal equipment they made a seedbed, planted alfalfa and grass.

From a BIA soil scientist the boys had learned soil testing and judging, and thus could determine fertilizer needs. Warner taught them to construct a field irrigation ditch and demonstrated siphon irrigation with plastic siphon tubes. (Siphoning is still the best practice for that field which slopes toward a creek.)

Field experience and classroom study enabled them to win second place team honors in the 4-H Club division of the State Soil Conservation Service's soil-judging contest.

1961. Twenty-one tons of good-quality hay in three cuttings came off the field in 1961. Members hauled it to their winter feedlot for future livestock and built a covering shed for it. There they also constructed feeders, fences, and a sick bay. That summer they helped to build a stock water pond and a small corral in a grazing area. In the fall they began to assemble livestock, mostly from home herds, and by November they had nine cows in the feedlot. Responsibility for feeding was rotated.

1962. The Warm Springs Tribal Council made available 1,000 acres of grazing land. In April there were 12 cows and 14 calves grazing, and later a registered Hereford bull and herd sire was loaned to the club by a breeder in Wamic, Oregon.

The club learned branding, vaccinating, castrating, artificial insemination, periodic weighing and recording rate of gain, and feeding. The hayfield yielded about 4 tons per acre in three cuttings. By the end of the 1962 grazing season, the club had carried out a full range operation.

There is more to learn, however. In time the alfalfa field must be rotated and a crop planted elsewhere. This may require sprinkler or border irrigation and a different fertilizer application. There will be new calves to tend, some to sell; they will study marketing.

The reservation's nearly 600,000 acres created by the Treaty of 1855, has sagebrush and juniper desert, hilly and level land, marketable pine and fir stands, rocky outcroppings and plateaus, and range and farmland of varying quality. Two rivers cut across it and two others border portions of the land. Grass is the reservation's greatest natural resource.

Not all Rockin' 4-H'ers will remain at Warm Springs to raise livestock and manage its range and forests. But there is opportunity for those who do stay—if they know how to protect and perpetuate its resources. ■

RURAL YOUTH ARE CITIZENS TOO

by JEAN D. GRAMBS
Associate Professor of Education
University of Maryland

DESPITE the fact that the population for decades has been moving to urban and suburban areas, rural America is not only very much with us, it is very much alive. What rural America does, in participating in the making of agricultural policy and in the election of national representatives, has great impact on nonrural America. ,

Many rural adult citizens can readily concede the importance of their decisions. It is a harder task to bring this same realization to rural youth. Though he may know that his labor is important in terms of the home economy, he has no comparable assurance that his existence is of any larger social value. In a society where the urban image dominates most of the media of communication, it is understandable if he imagines himself as a David confronting an urban Goliath.

The only effective means of combating this state of mind, which obviously interferes with rational decision-making at any level, is to provide activities in which rural young people are able to see themselves in somewhat more accurate perspective. Experiences are essential which provide these adolescents with a specific and concrete sense of their own self-worth in the larger social context, not in some hazy future, but right now.

This kind of activity and these kinds of experiences may be lumped under the term "citizenship." As soon as we say that, however, most persons immediately conjure up the picture of the political citizen. Yet political activity is only one of the symptoms of citizenship. A more comprehensive definition, and one that is particularly useful when considering the problem of rural youth, is that of Dr. Franklin Patterson, Director of the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, who declares that citizenship is the "increasingly mature and responsible membership in a free society."

Taking this definition as our base, work with youth in any organization or agency can directly contribute to the growing process of developing citizenship. The objectives which seem of particular relevance is that youth develop concern for their community, and commitment to participation in community affairs.

How does this development take place? It rarely happens just because we wish it. Citizenship in a free society is the most difficult kind of all, since it requires free individuals able to cooperate with others in assessing problems to be solved and working towards reasonable solutions. No one becomes this kind of person automatically. The role of the schools in developing such citizenship, while central, can and must be shared by other agencies and groups. Those agencies serving rural youth have a role to play which can be far reaching. In fact, there are many areas of citizenship in which the schools may not or will not venture. Just because the school is locally controlled, and financed by local taxation, school personnel are particularly vulnerable to local opinion and pressure. A matter of public policy which touches the sensitive toes of some local interests is unlikely to be the object of classroom discussion.

Let us list briefly some of the opportunities which can be utilized for developing citizenship among rural adolescents outside of the school:

1. *Participating in significant decision-making.* Youth groups with adult sponsors must increasingly enable youth members to participate in the important decisions regarding programs, procedures, goals, activities. Developing persons skilled in using Roberts' Rules of Order is not necessarily what we mean. It is helpful to know how to proceed to group business in a orderly fashion, but the key concept is that youth have responsibility for important decisions. From time to time youth will make mistakes, will spend group money foolishly, will fail to follow through on a decision, may even get some people mad at them—just like adults! But only through such experiences can individuals grow in maturity of decision-making, and only if the inital decision were worth making in the first place!

Learning adequate group behavior includes appraisal of every effort along the way. Such questions as these will help increase the effective-

ness of participation. "How well are we doing?" "What did we learn from that last activity?" "How might we do better next time?" "Are we as individuals functioning as well as we can in the group?" A lack of this kind of evaluation process results in a continued low level of group decision-making.

2. *Identifying community concerns.* Rural youth, though there are few of them per acre, are still part of a community. In rural America, just like other parts of America, pressing problems of public policy must be answered: How can we maintain an adequate and pure water supply? How can we meet our medical needs? Are local roads adequate? Are we providing sufficient and appropriate education? How can we pay for the services we want? What is our voter registration and voter turnout record? Can we learn about all sides of local, State, and National issues? Such questions are those with which a citizen must be concerned.

Although adolescents may not be able to influence the decisions to be made, it is basic to their adult roles that they learn at some time that such problems exist. It would be illuminating for any group of youth to assess their own information in the above areas. We would predict that few individuals, youth or adult, are adequately informed about these and similar community concerns.

3. *Understanding political processes.* Knowing the way a bill becomes a law is often assumed to be the core of citizenship education. How far from reality! Democracy really starts at the grassroots, and the very phrase itself comes from rural America. It is unfortunate, if not a calamity, that most Americans, including those in rural America, have no notion how their own political party functions at the grassroots level. Available for youth groups now is a significant new publication which can help provide this kind of understanding. *Practical Political Action, A Guide for Young Citizens* was adapted from materials developed by the U. S. Chamber of Commerce for adult study groups, designed to provide a specific understanding of local political activity. Out of this kind of study can well come active youth participation in local party politics, the lifeblood of American democratic organization.

4. *Obtaining adequate information on controversial issues.* Nowhere is there a greater need for adequate information than in a democracy. Each citizen participates in numerous public decisions throughout the year, either by membership in an interest group, by voting, or by staying home. Action or inaction can be equally significant. Knowing what to do, what to believe, what to support, is difficult; it demands information.

In the school, students may have access to a variety of magazines and newspapers. Once out of school, news sources in rural America dwindle. Most small communities support only one daily or weekly paper; the local radio station may be owned by the same interests who control the paper. TV is apt to reflect National interests with a distinct metropolitan bias. Magazine circulation is least in rural America. Yet the community concerns and need for information are just as great here as anywhere.

Young people can be helped to use the school and library resources available in order to become informed, but even more significant, can develop an urgent sense of the continuing need for adequate information on vital issues. It is essential that, as adults, these young people should remain restive if they are not able to learn about issues from a wide range of points of view.

Ability to separate opinion from fact is also necessary equipment for the mature citizen in a free society. When the forces of diverse ideologies are vying for man's allegiance, it is crucial that individuals are educated to read, listen, and look so that they are aware of ways in which the media of information may distort and mislead, as well as inform and enlighten.

5. *Developing a committment to action.* Knowing that a stream is polluted, that marginal families are at the starvation level, that a political clique dominates selection of candidates, that a dissident editor is being threatened with his livelihood, that private censorship is restricting the purchase of books and periodicals for the library, may be very useful. But unless some action is forthcoming on the basis of such knowledge, the facts might as well stay buried. Apathy in the face of a need for action is probably the most destructive force in a democracy. To act on convictions and facts takes some cooperative efforts, often requires courage, and certainly demands skills in public strategy. These are all skills that youth can and should learn as they mature into citizenship.

In youth organizations there is the chance to practice such skills on a modest scale. Having had some experiences in working on community concerns, and some success in furthering community goals, it is harder for the individual to retreat into unconcern. At least this is our hope. If every youth group each year identifies some area of the public sector to study, and then proceeds to act on some phase that is indicated as a result of study, there is hope that enduring citizenship skills and attitudes will be acquired.

Many youth groups are now doing these things outlined above. Many more are engaged in relatively trivial and short-range programs. The time is short, the need is urgent, and our youth are restless. Channeling their energies and their interests towards those activities which develop citizenship is an important contribution to their own growth as individuals as well as towards the strengthening of our total social fabric. ■

The Great Transition

by L. R. HARRILL
State 4-H Club Leader
North Carolina

WHEN the complete history of 4-H Club work in North Carolina is written, it will be recorded that one of the most significant changes in the 4-H Club program was the transition from the 4-H Club organized in the school system to the 4-H Club organized on a community basis—organized and serviced by community adult leaders.

Beginning with the organization of the Boys' Corn Club in 1909 in Hertford County with a membership of 12-18 boys, 4-H grew into an organization with more than 168,000 enrolled in North Carolina in 1962. The 4-H corn project developed into almost innumerable projects in agriculture and homemaking. Further activities increased in proportion to the increase in the number of members.

From this type of an organization, partly because of necessity, but largely because of a belief that the best interests of 4-H members and the most efficient type of organization could be conducted if provided on a community level, the change began.

In 1957 a Southern Regional Leadership Committee was appointed for the purpose of developing 4-H leadership training. The 13 Southern States and Puerto Rico prepared 14 leadership training units. Each State was assigned a unit. North Carolina's unit was on developing skills in teaching procedures. A State leadership committee served with the State 4-H staff in developing seven 2-hour teaching techniques classes in discussions, tours, illustrated lectures, exhibits, visits, workshops, and judging. On the basis of this study, tested in nine counties in the State, a decision was reached to begin organizing 4-H Club work on a community basis.

The first and most difficult was in the attitudes of the Extension workers themselves; but the fact that much effort and educational work was necessary in order to bring about this change served to strengthen their belief that this was the best approach in providing the maximum amount of inspiration and information for the greatest number of boys and girls.

From the beginning of this program it was pointed out to the Administration (State Extension) that 4-H is a definite and important part of the total Extension Service program; and as such this change would demand the full cooperation and active support of every Extension worker. No program in our State has ever received greater or more wholehearted support. These factors have served to make less difficult the tremendous number of changes that had to be made. As the program has developed, it has been necessary to make further adaptations.

In September 1960, Joe McAuliffe of the Federal Extension Service, visited our State and made a study of two of the counties which had community 4-H Clubs as a supplement to clubs organized in the schools. It was evident that personnel in these counties were interested in improving the 4-H Club program, and that this could be done by organization on a community basis—or in other words, a little nearer to the people themselves. With this background information, the project was launched to develop a 4-H plan of action. The new plan had two principle features—4-H Clubs organized on a community basis and staffed by volunteer leaders.

In November 1960, the plan was presented to the Administration and then to the 4-H subject-matter specialists. Committees were appointed to work out various phases of the transition. Two members of the State staff were appointed to lead the development of the program in the State. A series of 1-day meetings were held in each of the 9 districts during December 1960. Their chief objective was to make county Extension workers aware of the plan for organizing 4-H Club work on a community basis. Background information was given to agents concerning the various pressures affecting 4-H Club work and the agents themselves were given an opportunity to explain their particular problems. A definite plan of action was presented to the Extension agents. The plan included a pattern of operation, by which the county agent would conduct club work through organized community 4-H Clubs led by trained volunteer leaders. In each district meeting there were many agents who had reservations concerning this plan of organization. This was evidence for a need for additional training.

In February 1961, the district team consisting of the farm, home, and 4-H agents held conferences with per-

sonnel of each county in their respective districts to analyze and evaluate the 4-H program as it was related to 4-H leadership development (designated Bench Mark Conferences). The agents were encouraged to give their suggestions. Plans were made by the Extension staff for training the public with the new plan.

Following the Bench Mark Conferences, a series of subject-matter department conferences were held by subject-matter specialists to further acquaint these people with the new plan for the organization of 4-H Clubs.

In March of 1961 Joe McAuliffe and Lloyd Rutledge of the Federal Extension Service returned for a 3-day planning conference to develop a procedure for agents to use in organizing clubs led by community 4-H leaders. From this conference came the final decision for the seven-step approach used in the further development of the program.

(1) Identify communities.
(2) List key citizens.
(3) Contact key citizens.
(4) Meet with key citizens.
(5) Train 4-H sponsoring committees.
(6) Train 4-H leaders.
(7) Follow-up plan.

In April and May of 1961 a series of 2-day workshops were held with Extension agents in each district to further acquaint them with the new plan and to present a way for putting the community 4-H program into action. These meetings were broad in concept and thorough in preparation involving all Extension personnel.

The next major step in the development of the program dealt with subject-matter information for members, leaders, and Extension personnel. Mrs. Fern Kelley of the Federal Extension Service spent a day with the State staff, discussing this topic with subject-matter specialists and outlining ways in which their literature might be adapted to the community 4-H Club.

This initial meeting was followed in September with an all-day conference with subject-matter specialists at which time plans for developing literature and suggestions for the specialists were received. Following this conference, a format was developed by the State 4-H staff to include literature for three age levels and for subject-matter leaders. This was followed in December with a 1-day meeting held in each district for the purpose of acquainting agents with the procedure for fitting the subject-matter leaders into the total 4-H program.

In 1962 the county Extension workers moved forward putting into action the 4-H program at the county level, using in most instances the seven basic steps suggested for developing the program. In most counties there is no longer a question on the part of Extension personnel as to the wisdom of this plan of organization. The question now centers around following the suggested procedure and moving rapidly to train leadership to organize 4-H Clubs. One of the recognized needs is that all Extension agents who are to be assigned the responsibility for 4-H Club work on the county level must receive training in 4-H.

In September 1962 the State 4-H staff, in cooperation with Harlan Copeland, Federal Extension Service, developed a 4-H leadership training program for new agents and planned for a State training session to be held in January 1963. Fifty-seven new Extension workers were to receive a week of intensive training as it relates to the community 4-H plan of organization. The transition is far from complete.

During this transition period there was a drastic loss in membership in counties failing to follow the recommended procedures, but there is evidence that within a comparatively short period the 4-H Club enrollment will exceed its peak of 168,000. Also, for every five Club members trained in the 4-H program there will be one adult leader who will receive training in leadership, growth, and development. More important, a larger number of youth will participate in a broader program of 4-H Club work designed to train them in the art of better living.

A statistical summary of the results accomplished in the organization of community 4-H Clubs in North Carolina as of February 1, 1963 shows: 871 active 4-H sponsoring committees; 1,706 adult 4-H leaders (about equally divided between men and women); 3,510 4-H sponsoring committee members; 3,662 trained community 4-H leaders; and 2,534 4-H subject-matter leaders serving 1,450 organized community 4-H Clubs with a total enrollment of 28,551 members (12,991 boys and 15,560 girls).

With the completion of the transition from school to community 4-H Clubs it is estimated that by 1966 we will have an enrollment of 180,000, organized in 9,000 community 4-H Clubs, serviced by 50,000 trained adult 4-H leaders. ■

L. R. Harrill is explaining to junior leaders the Seven Basic Steps of developing a community-oriented 4-H Club.

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Develop Youth Resources

THERE are many ways youth can work with (and for) RAD: helping to get local efforts started . . . studying resources . . . lending a helping hand . . . carrying out action programs. Here are some samples.

Tied in with three Career Exploration publications for older 4-H members and leaders, Alabama plans a companion publication especially for RAD committees. State 4-H Club leader Hanchey Logue, with a group of specialists and agents, is preparing a leaflet to help focus committee attention on youth as the State's most important resource.

The leaflet, "Career-Job Opportunities," is designed to guide RAD committees and others in reviewing jobs available locally. It will urge a study of training and educational opportunities, surveys of where young people in the area are working, and whether or not jobs are available that will attract and hold youths.

To supplement 4-H use of the Career Exploration manuals (patterned after the ones developed by Southern Regional Farm Management Specialists) a kit including promotional leaflets, will be given to high school officials. Special emphasis is being placed on cooperating with the schools to help reduce dropouts.

Wisconsin's 4-H *Community Builders* projects amount to a junior RAD effort! Here are some examples.

A 4-H Club in upper Marinette County marked the woods with all-weather signs and prepared maps for two fire departments to help them locate farms in case of fire or other emergencies.

Vilas and Iron County 4-H'ers studied their communities and the resources they offered tourists. They also learned tourist hospitality—including the part personal appearance and courtesy play in making tourists feel welcome.

Other clubs have developed ball parks and picnic areas, improved and cared for neglected cemeteries, removed growth from the road at intersections to help prevent accidents, and helped to improve community libraries.

But even more important than the concrete contributions these Wisconsin 4-H Clubs have made to their communities, is what has happened to the youngsters themselves. Their *Community Builders* projects are the means by which they come to better understand their community and their responsibility to help make it better. They are learning a method that will stick with them and help make them more effective adult citizens!

Four-H Club members in Calhoun County, Illinois, helped the Calhoun Resource Council get their RAD action program going.

When the Council was organized last year members sought an activity that would involve and benefit many people; one that would produce fairly quick, visible results; and above all—succeed!

The project that met all these criteria was repainting and stenciling names on rural mailboxes. The County's Joint Leaders Council and 4-H Federation helped get the effort organized as a 4-H community improvement project.

Local postmasters compiled a list of mailboxes that needed attention and advised on painting and lettering.

Four-H Clubs divided the names on a community basis. They first secured the owner's permission to paint his mailbox then returned a week later, and stenciled on the boxholder's name. In some cases they repaired the mountings. They asked for—but didn't insist on—donations to cover the cost of paint and stencils.

On several routes 80 percent of the mailboxes had been painted. Calhoun County had successfully completed its first coordinated countywide RAD effort. But success was not measured by the number of mailboxes painted. Rather, as one resident put it, "We're proud of the way 4-H led the way in the formation of a RAD action program in Calhoun County. The enthusiasm and hard work of our 4-H leaders and members helped inspire the Resource Council to undertake other projects to develop the resources of the county." ■

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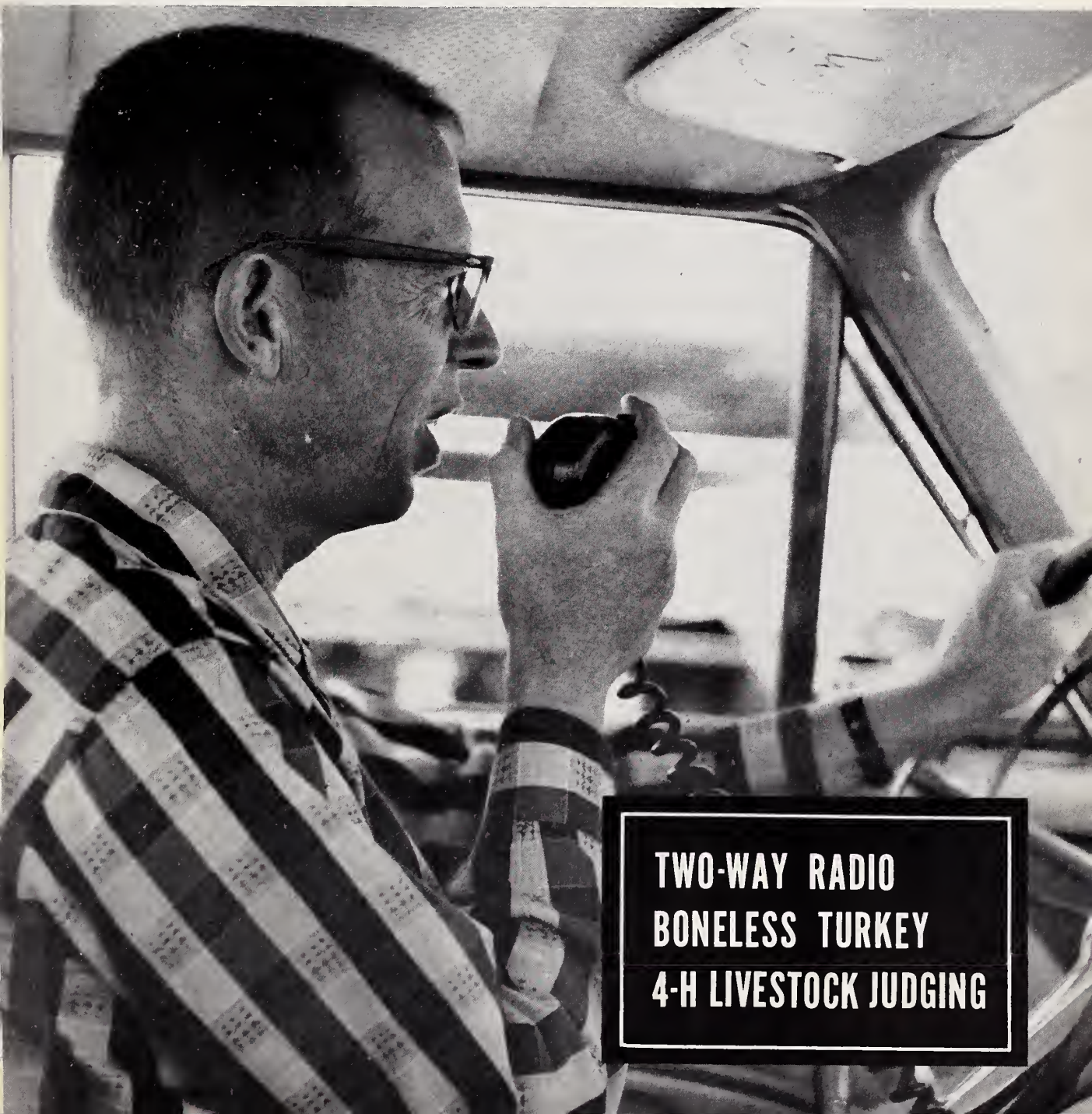
EXTENSION SERVICE REVIEW



TWO-WAY RADIO
BONELESS TURKEY
4-H LIVESTOCK JUDGING

VOL. 34 • NO. 9 • SEPTEMBER 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: ***Elmer B. Winner***
Editor: ***Walter A. Lloyd***
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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

"I've no time for reading."

That blunt statement has me worried. If too many people say they have no time for reading it is going to be bad—mostly for those who say they can't find time to read. Reading is a necessity.

People generally find time to do what they want to do. If an individual says he has no time to read, maybe it isn't time he's talking about. What he means is that he doesn't like to read.

Why don't some people like to read? One reason is that they haven't been trained to read. Reading to them is a chore.

Another reason some adults don't like to read is that they were made to do a lot of dull reading during their elementary school days. I almost became a non-reader. But the boy's books by Alger, and others, along with a copy of *Robinson Crusoe* (illustrated), *Gulliver's Travels,* and a magazine or two saved me. (I understand that required reading in the schools these days is a lot more interesting than in the past.)

Another possible reason some people have for not reading is that they have difficulty in picking out what they want to read. No one can read everything. You have to settle for reading that will help you in your work, and help you in day-to-day living. And then there's reading that you just do for relaxation.

This advice of Francis Bacon made over 300 years ago, is still a good guide to reading. He said: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."
—WAL

Driving his daily rounds, Farm Adviser James Burgess makes radio contact with El Centro office where the transmitter operator handles inquiries and telephone calls.

Two-Way Radio Increases Efficiency In Imperial County

by ROBERT BOARDMAN
Extension Information Specialist
California

"THIRTEEN to Fox."

"Fox."

"Would you get the Highway Patrol on the phone right away and tell them there's been a serious accident here at U.S. 80 and 111?"

"Ten-four, Fox clear."

Imperial County farm adviser, James Burgess hooked the microphone into the rack of his car. In 5 minutes the Highway Patrol arrived, followed by an ambulance.

Burgess then continued driving his rounds.

Pretty soon the mobile FM radio sputtered.

"Fox to 13," said Beulah Stroud, speaking from the University of California Agricultural Extension Service office in the El Centro courthouse.

"Thirteen," answered Burgess.

"I have a telephone inquiry. Mr. Jones of Jones Ranch, wants to know whether hominy feed at $56 per ton is worth the price with barley at $54?"

"Sounds real good to me," said Burgess after a moment's calculation. And he continued grinding out mileage en route to his appointment at a feedlot.

Meanwhile, it was good to know he had taken care of a query that, without mobile radio, would have had to wait until he returned to the office that night.

Imperial County's Agricultural Extension Service office, headed by County Director George D. Peterson, Jr., has eight farm advisers' cars equipped with two-way radios. Anywhere within a radius of 50 of Imperial County's mostly flat miles, members of Director Peterson's staff can reach the home office or each other.

No other county in California has a radio network for its farm advisers. The Imperial County system has been in operation 4 years. Its initiation was partly due to a Civil Defense financing agreement, whereby Extension cars immediately join CD's mobile units in the event of an emergency.

Like the other University of California farm advisers who cruise Imperial County every day assisting growers with production problems, Burgess puts in about 100 miles a day, except on his office days.

"Much of this would be wasted time if we didn't have two-day radio," he observed. "For example, we avoid a lot of 'dead-heading' by being in touch with the office and each other. Say a farmer telephones me at the office after I've hit the road. He wants help with a problem. His ranch is near where I'm scheduled to make another stop, so Mrs. Stroud calls me and I see him a few minutes after my scheduled stop. Without radio he would have to wait until the next day."

If a question arises that requires special knowledge, say from an entomologist, Burgess can usually reach the staff insect expert in his office or on the road—and, chances are, get the answer by radio.

Burgess figures he gets twice as much done during a day with radio as he would without it.

And while roaming Imperial County's 1,500 square miles, it's nice to know you have help at the push of a mike button. Like the time when his car engine threw a fan belt out in the middle of the desert.

"The office got a repair car out to me right away. Otherwise I might have spent the night there."

What do the numbers mean? "Ten-four" means "I understand your instructions." "Fox" is the central office. "Thirteen" is the number assigned to Burgess.

County Director Peterson said it cost $7,880 to set up the eight mobile receiver-transmitters and the central sending-receiving station.

How well has the investment paid off? Said Peterson:

"In a farming area like Imperial County you need every means of increased efficiency you can get. Our staff makes about 3,000 visits a year to farms and homes.

"Imperial is the Nation's fourth farm county in production. We generate income of over $213 million a year in food, forage, and fiber crops. We have the largest cattle feeding business in California. Not a month goes by without a new crop coming out of this fabulous area.

"Need radio? I'd say that without it we just couldn't operate—or we'd need twice as many farm advisers." ■

These are but a few examples which reflect an upward trend of interest in rural-urban interrelatedness and human development. Today there are more interrelationships and greater interdependence between the farm, the town, and the city than ever before.

Changes in agriculture and rural life are quickly reflected on Main Streets and in industries and financial centers across the land. In turn, changes in the cities affect agriculture and community life in many ways, influencing what individuals and families believe in, and what the youth of the future will be like and do.

Research shows a continuing heavy migration of youth from farms and small towns. That many farm people have off-farm jobs; that rural and urban people mingle together in many kinds of community activities and commercial trade. That rural standards of living have become more urban-like. That there is more travel and communication between country and city. And that the incomes of farm and townspeople are more dependent upon urban-centered industrial development.

RURAL-URBAN RELATIONS AND YOUTH

by E. J. NIEDERFRANK
Rural Sociologist
Federal Extension Service

THE ROSEDALE 4-H Club of Oildale, California, won first place last year in the National 4-H News Farm-City Week Contest. This enterprising club spearheaded a week-long celebration. After touching off with the Mayor's proclamation, they procedeed to prepare several displays, presented 5 Farm-City Week programs before local organizations, took part in 5 radio broadcasts and 2 television shows, conducted 2 discussions, wrote 20 news stories, and donated $50 to a Mexican orphanage. There was no doubt that farm-city relations were greatly enhanced by the efforts of this club.

A recent news report from Alabama says that 375 boys and girls attended a "Teenage Clinic" held at Central High School in Courtland. It centered around the need for helping young people develop guiding principles, ideas, and values on which to build human behavior and relations. Group discussions were held on such topics as personal grooming, manners, and applying for a job.

Out in the hunting country around Chester, Montana, the Laird 4-H group found a Farm-City Week activity that was suited to the area and also led to greatly improved relations between city hunters and rural landowners. The group set up a central hunting information center in the schoolhouse at a main intersection in town. Serving refreshments to the hunters, they gave information about where to hunt and encouraged courteous hunting practices.

Rural young people have many educational and social contacts with surrounding towns and cities. Improved highways, radio and television, more elaborate studies and contacts provided in larger, modern community schools, and the new and seemingly more attractive activities in the cities—all these serve to bring rural and urban young people closer together.

These trends, in turn, affect the aspirations, the understandings, the opportunities, and the social abilities of young people. They affect standards of living, patterns of dress, modes of behavior, and subjects of worry or concern.

Urbanization

Most of these trends are related in some degree to the general trend toward urbanized settlement in the countryside surrounding cities.

During the 1950's nearly 1,000 additional towns became incorporated mostly in urban fringe areas, bringing the total to 18,088 incorporated places in the United States by 1960. Nearly 16 million people are living today in urban territory that was classified rural in 1950.

During the 1950's the central cities of the Nation's 212 Standard Metropolitan Areas increased only 1.5 percent within their 1950 city limits, while the urban fringes around these central cities increased an average of 61.7 percent. In other words, the fringe areas grew almost 40 times as fast as the central cities did during the decade.

Actually, two trends have been taking place through the years. One is the centralizing trend of the population from farm and town to city, which has been taking place for a long time. Migration away from farms has averaged about a million persons a year since 1940. The oth-

er is a decentralizing trend as metropolitan growth has extended into the fringe areas of cities. The 1960 census classified the total population as 70 percent urban, 22 percent rural nonfarm mostly living in small towns, and only 8 percent farm population compared to 23 percent in 1940.

Economic Interdependence

The rapidly advancing technology of recent years, bringing with it changes in economic conditions and more town and country contacts, also has been a major factor in producing greater rural-urban interrelatedness affecting youth, economically and socially.

Out of a gross agricultural income of $35 billion in 1961, farmers spent about $27 billion for goods and services to produce crops and livestock, most of which was channeled to consumers through urban businesses and industries. They also spent $18-$20 billion for the same things that city people buy—food, clothing, furniture, home appliances, automobiles, and other products and services. Some money went for health, recreation, education, and churches. Both farm and townspeople in rural areas spend billions annually in surrounding cities for goods and services.

Besides the decline in number of farmers there also has been an upward trend in the number of remaining farmers who are engaged in off-farm work for pay. According to the 1959 Agricultural Census, nearly 40 percent of all employed farm people were engaged in nonfarm jobs at least part of the time, compared with only 14 percent in 1930; 30 percent of all farmers themselves worked at off-farm jobs at least 100 days or more during the year. Many rural farm and townspeople commute 20-30 miles to work. Some belong to labor unions and make urban contacts at the same time. About 35 percent of the total personal income of farm families, came from nonfarm sources in 1961.

Greater farm-city interdependence and interrelationships are reflected not only in these trade, employment, and income figures, but also in the heavy migration to cities.

Of the 2,400 primarily rural counties in the United States in 1950, nearly three-fifths of them had declined in population by 1960.

By then only 353 rural counties had enough economic development to absorb all of their natural population increase and possibly migration from other areas. On the other hand, some 300 metropolitan counties accounted for 85 percent of all of the population increase between 1950 and 1960.

It is in such counties as these where most of the economic growth—jobs in business, industry, and expanding services—is taking place and will continue to take place, providing the greatest opportunities for employment of rural people in the future. Employment in farming and in unskilled and semiskilled jobs will generally decline.

However, the expanding jobs will require more formal education, higher skills, and stronger adeptness to social adjustment, than the farm and nonfarm work of rural people 20 or 30 years ago. This is another impact of rising technology and greater interrelationships between the farm and the city.

Social Adjustment

The greatest challenge of rural-urban interdependence to youth is in the realm of attitudes and values. Will young people believe in the importance of education and good character? Will they accept change and be able to break away from family apron strings? Will they be able to mingle with other people successfully, including working in large firms or organizations where they will be subject to high standards and direct supervision? Will they be able to meet people and serve the public, in a society that will be undergoing ever increasing complexity and interchange?

Another question, just as important, will the leadership of the other citizens—parents and older people—in rural areas encourage and aid the development of programs and ideas that will help rural young people adapt to a society of ever increasing rural-urban interrelatedness?

The opportunities for leadership, both in one's employment and in the community, will be greater than ever for young people in the years ahead. But it will require *real* men and women to take advantage of these opportunities—young people with education, a sense of responsibility, and cooperativeness. For the world of work and living is going to be even more complicated in the years ahead than it is even today.

Meaning for Youth Programs

The above trends and ideas suggest several areas of emphasis for work with youth. Programs and activities that bring together people of different walks of life help to foster better understandings and open doors of opportunity. Explorations of city business and social life should be studied by rural youth groups, and urban groups could do the same in rural communities. Exchange visits between 4-H Clubs, high schools, church youth groups, and other organizations in different States or regions are increasing.

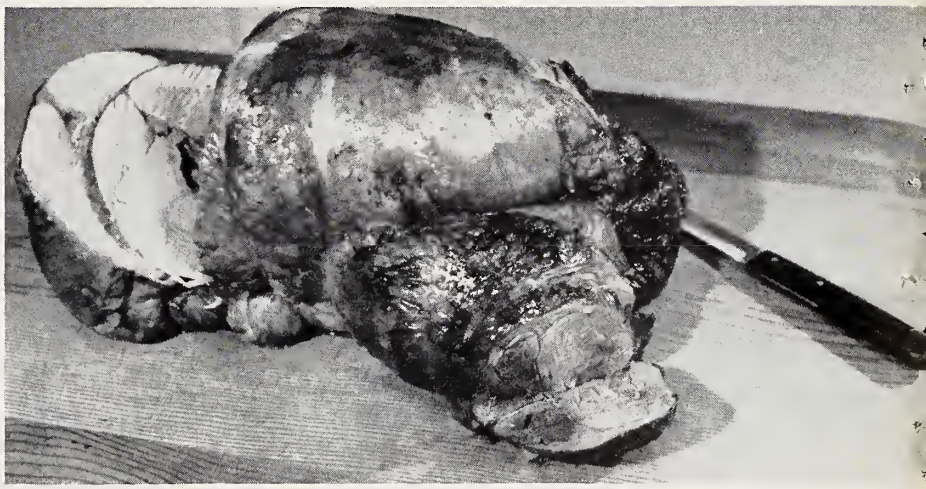
Involvement of youth in adult programs and community affairs will both improve the programs themselves and promote human development for better social adjustment to changing situations. Youth *talk-overs, exchanges,* and *joint participation* are being tuned to take advantage of educational opportunities provided by rural-urban situations, and to work on improving them where needed.

To develop programs with such content is a challenge to both adult community leadership and to the professional personnel of public and private agencies. More young adult education is one answer that must be given more attention across both rural and urban America, preferably on a total community basis.

County and area development Extension programs of the RAD type have tremendous potential for promoting greater rural-urban understanding, leading to more effective programs and solutions to economic and social problems, and serving rural youth for a better tomorrow. ■

EXTENSION HELPS OREGON MARKET BONELESS TURKEY

by ZELMA R. NEUGART
Extension Food Marketing Specialist
and CHARLES M. FISCHER
Extension Poultry Marketing Specialist
Oregon



Top, Oregon's boneless turkey retains the appearance of the whole bird. Below, dark and light meat are tied separately, enabling the user to obtain slices of either type.

"BONELESS turkey? What's that? Never heard of it!" This was the typical reaction a few years ago from food service institutions, retail outlets, and consumers with respect to this new form of turkey.

Today the picture is much different. Two Oregon processing plants are now producing boneless turkey and sales this year are expected to exceed half a million pounds. Demand for the product has been steadily growing. This change came about as the result of a team approach between the two Oregon processors and the poultry and food marketing specialists in the OSU Extension Service.

It started in 1958 when the food marketing specialist visited a small meat wholesaler and found him boning and tying turkeys for his wholesale meat and freezer customers. He had started preparing this product which he termed boneless turkey after observing the popularity of other boneless meat cuts as well as some boneless turkey rolls purchased out-of-State. Convinced he could produce a better boneless turkey for less, he offered the first boneless turkeys to his established customers on a "satisfied or don't pay" basis.

The Extension poultry marketing specialist was informed of this operation and visited the small meat wholesaler to determine if he could be of any assistance in marketing and merchandising the new item. Numerous problems had arisen in marketing the parts of the turkey not boned; thus he worked with the processor on ways of moving them to institutional and retail outlets.

Users of boneless turkey were also visited and their comments were referred back to the processor. Numerous improvements in tying the boneless turkey resulted. The poultry marketing specialist arranged with the processor to keep careful records on the yields of the various weights of turkeys boned. This data has been of considerable assistance in calculating processing costs and determining wholesale prices.

While boneless turkey rolls are not new to the industry, the Eugene meat wholesaler developed a special method of tying them and has applied for a patent. His boneless turkey retains the appearance of the whole bird. The dark and light meat are tied separately so that a user may obtain slices of either all white or all dark meat.

Early in the marketing of this new item, complaints of excessive shrinkage were brought to the attention of the marketing specialists who speculated that the users were roasting the product to an end temperature higher than necessary. Arrangements were made with the Food Science and Technology Department at OSU to roast a number of boneless turkeys in the test kitchen ovens to determine the desirable end temperature. It was learned that the boneless turkey is fully cooked when the internal temperature of the breast meat reaches 170° F. This is from 15° to 20° less than the recommended temperature for whole oven-ready birds.

Information on the lower end temuerature was immediately brought to the attention of the processor and to the users of his product. As a result, losses through shrinkage were reduced considerably.

At about the same time, the marketing specialists helped further the development of boneless turkey by arranging a demonstration by the originating processor to bone and tie the product. Home economists, hospital dietitians, food service personnel from Oregon State institutions, and other turkey processors were shown this technique, and then observed the product's slicing properties after roasting.

From this work, a large turkey processor became interested in the product and with the assistance of the originator and the Extension specialists, began processing and marketing boneless turkey in 1960.

Information and Promotion

The dormitory food service at the University of Oregon in Eugene complained of excessive drip loss in this type of boneless turkey—even though they were very satisfied with the flavor and slicing qualities of the product over other boneless turkey used formerly.

OSU marketing specialists furnished the dietitian in charge of quality control with the roasting information acquired from the Food Science and Technology experiments. The food service establishment reduced the roasting time and lowered the internal roasting temperature, they found that the turkey was not only sufficiently cooked but it resulted in a more juicy and flavorful product. It also handled easier for quantity slicing and serving. The dormitory food service has since been an enthusiastic user of Oregon's boneless turkey.

Consumer Acceptance Test

During the fall of 1962, the Extension poultry and food marketing specialists planned a market test to determine consumer acceptance of boneless turkey. Processors and distributors of turkey in Oregon were contacted by the specialists to determine the availability of all boneless turkey in sizes believed to be acceptable to consumers. They found there were sufficient supplies of boneless turkey from two different sources to conduct the proposed market test.

Since most Oregon consumers were not familiar with boneless turkey, information was prepared and distributed through the consumer food marketing information channel, SPOTLIGHT ON FOOD.

The market test was conducted in 11 Corvallis supermarkets during the 2-week period immediately preceding Thanksgiving 1962. Until that time the major part of the output of Oregon processed boneless turkey had been sold to institutional outlets.

Some in-store merchandising aids on boneless turkey were prepared and placed in the participating supermarkets by the OSU specialists. Retailers were given information on boneless turkey so they could answer food shoppers' questions.

On the day the test began, the Corvallis daily newspaper featured boneless turkey on its food page. During the test, periodic checks were made at the participating stores to examine displays and assist the meat department managers.

To obtain consumer opinion, purchasers of the boneless turkey were asked to leave their names and telephone numbers on slips provided at the checkout counters. Extension specialists selected 50 names at random and interviewed the consumers by telephone.

Test Results

Sales of the product were quite satisfactory—in fact one meat retailer reported that despite the considerable volume of his sales of boneless turkey prior to the Thanksgiving holiday, he still sold as many whole turkeys during the holiday period as he did the year before. Managers of all of the retail stores who participated were sufficiently impressed with boneless turkey that they planned to stock it at least through the Christmas holiday period. Some planned to carry the product the year around.

Information gathered from individual consumers after using the product was most encouraging. A structured questionnaire with some open-ended questions (those without suggested answers) was used in the telephone interview with consumers. As a result some rather impressive information was gleaned from consumers to report back to the industry.

(1) Of the consumers interviewed, the majority were satisfied with the purchase and intended to buy the product again.

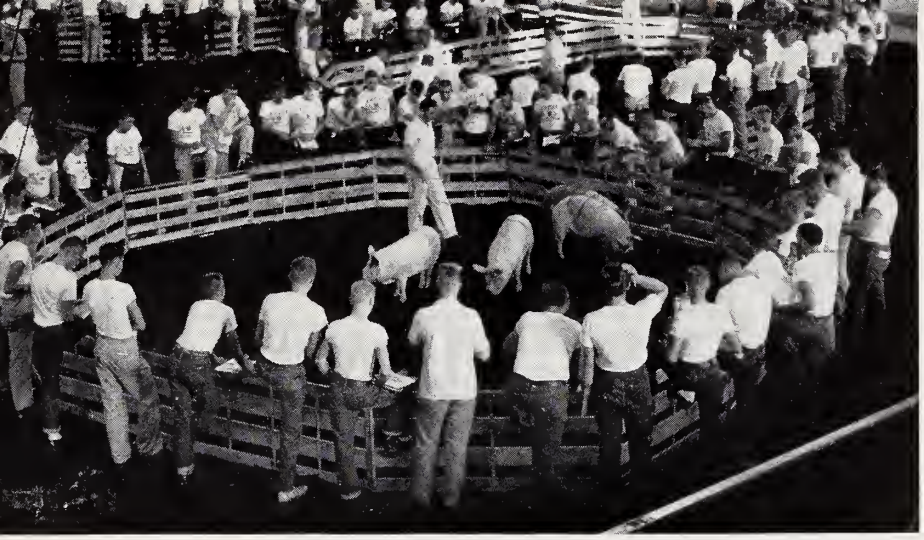
(2) Boneless turkey will sell best at the retail level if available in sizes desired by consumers (in this test, boneless turkey weighing between 4 and 6 pounds was in great demand).

(3) Introduction of boneless turkey at the retail level should be accompanied by an educational and promotional program to make consumers aware of the product and to encourage them to try it.

(4) Many consumers overcook boneless turkey; thus information on recommended roasting methods should be part of the educational and promotional program.

The results of the market test showing definite consumer acceptance of boneless turkey has added impetus to the preparation and marketing of this product. Marketing specialists are continuing their work with processors to reduce preparation and marketing costs as well as as to obtain better distribution.

The turkey industry is important in Oregon. Returns to producers amount to nearly $7 million annually. ■



Livestock Judging Contest at the Iowa State Fair.

Change Keynotes Iowa's 4-H Livestock Judging

by THOMAS W. WICKERSHAM
Extension Livestock Specialist
and C. J. GAUGER
State Leader, 4-H Club Work
Iowa

"THROUGH livestock judging I have gained knowledge of good livestock selection and the close friendship of many people whom I would not otherwise have had the privilege of knowing. I could not have experienced these rewards and satisfactions had it not been for my work in livestock judging."

This statement by Neilan Hansen, Franklin County 4-H Club member, is typical of the interests and attitudes of many club members toward livestock judging in the Iowa 4-H Club program. They regard it as an interesting and challenging learning experience. In 1962, at least half of the Iowa 4-H agricultural club members participated in the program.

James C. Almquist, Area Extension 4-H Leader, states, "I think the livestock judging contest and livestock judging fits directly under 4-H objective No. 4—'Appreciate the values of research and learn scientific methods of making decisions and solving problems.' One of the most important learning experiences for a young man is to learn and practice the decision-making process. Of course the teaching must be such that it enhances the learning of decision making."

Recognizing the interest in judging, we asked ourselves "why?" What unique learning experiences does livestock judging contribute to the growth of 4-H members? Here are some of our answers:

Judging provides the opportunity for 4-H'ers to:

1. learn and understand standards to be used in livestock selection;
2. understand the decision-making process;
3. learn to apply livestock selection standards in a realistic decision-making situation; and
4. learn to recognize the reasons for their decisions and develop the ability to present them.

With these four learning experiences as a basis, we experimented with changes in the judging program.

Our goal is to retain the interest, enthusiasm, and teaching value of the traditional livestock judging program. At the same time we bring into focus new standards of livestock selection and try to sharpen the 4-H member's decision-making process.

Someone might ask why make changes? We had some folks who were critical of the traditional 4-H livestock judging contests and program. They were saying that 4-H'ers were not being taught to select livestock on the basis of economically important traits. They also said we were not teaching the use of any tool but "eyeballing" in judging.

Market Hogs

We now include market hog *grading* because we feel that this is consistent with practice in the swine industry. Producers are striving to produce a high percentage of No. 1 meat-type hogs. Many markets sort hogs into grades and price them on the basis of grade. Talk in the industry is mostly of grades.

How does our program work? We teach the grade standards as outlined by the Federal Grading Service and explain them primarily in terms of length, backfat, and weight. But we attempt also to emphasize muscling as it relates to grade. Next we teach the methods for evaluating the factors that determine grade. In each county, members practice on market hogs at a farm or a buying station.

Since most grading is done with the eye, we try to teach members to look for visual indicators of fatness and meatiness. We ask them to estimate length and weight. After this we weigh the hog to check the weight estimates. We also live-probe hogs used in the training sessions to check the estimates of backfat.

Sometimes these practice hogs are slaughtered. Then actual length, backfat, lean cuts, or ham and loin percentage figures are determined. This helps members correlate actual measurements to estimates.

In most judging contests we use 10 market weight hogs. They are paraded before the contestants, who then decide on the grade and record their decision. Before the contest begins, a committee picking the class probes the hogs. We use this probe information to help in determining the official grade. In selecting the contest animals we try to avoid "fool-

ers," but we do use hogs that might appear fat to the poorly trained but are actually "meaty." This is helping to teach 4-H members that a good U.S. No. 1 or meat-type hog is not just a thin one.

We feel that such a class can be objectively scored and the contestant's ability evaluated objectively. The contestant either gets the hog graded right and receives full credit or grades him wrong and gets zero. No one's judgment is involved in scoring except as the official committee determines grades on the hogs. This is done as objectively as possible.

Breeding Gilts

Gilts are not placed in the traditional 1-2-3-4 fashion. Instead, each gilt is placed in a "keep" or "discard" group.

Gilts are not judged on visual appraisal alone. We have tried to incorporate the economically important consideration of weight for age and backfat probe along with visual appraisal for conformation and soundness in the evaluation of each gilt.

This is how it works: A group of commercial gilts is selected and probed for backfat thickness. We use gilts whose birth records are available. We obtain weight. The club members are given this information and an adjustment table of weight for age and backfat. They are trained to use the tables to adjust weights to a 154-day basis and backfat probes to a 200-pound basis. We teach that the adjusted weight of a "keep" gilt must exceed 160 pounds, and the adjusted backfat thickness based on probing at three locations must total less than 4.4 inches—an average of 1.47 inches.

Members quickly learn that the fast-gaining, lean gilts are those to keep, and that slow-gaining, fat gilts are those to discard. Objective rather than subjective measures are used as a basis of selection.

Some of the sound criteria that are of long standing are taught, too. Members are trained to count teats and evaluate structural soundness and discard gilts that are lame, have inverted nipples, or poor spacing of teats. The training includes evaluation of gilts for conformation and meatiness. A gilt can be discarded for general lack of meatiness or poor conformation, and especially for poor ham and loin development. These characteristcs are assessed with the eye. Thus they are more subjective, but we believe members can appraise these characteristics.

In our contests, five gilts are selected to comprise the class. Age, weight, and probe information is posted and the contestants are allowed to use the adjustment tables. They adjust weights and probes and check them against the standards. Then they check the gilts for soundness. On the basis of this total information, the contestant simply marks in the "keep" or "discard" column on the card. He writes simple phrases or sentences supporting his judgment of each gilt.

In this class we have tried to use newer knowledge of selection methods based on research findings. We use visual appraisal for sizing up characteristics which can be evaluated in this way. Judging of the breeding gilts along these lines is meant to be much as a good hog

County Extension Director Eldon Hans shows 4-H'ers how to select meat-type gilts by feel *and* eye *with some accuracy. Using age, weight, and backfat probe data is more scientific and precise.*

Dr. L. N. Hazel of Iowa State shows how to probe a hog for fat covering.

raiser would do it. This producer has little reason for ranking his gilts. He simply decides which to put in the breeding herd and which to take to market. He bases his decision on the information at hand—in other words he "keeps" or "discards."

Sheep

The breeding ewe class provides an opportunity to incorporate still another concept—price—into the judging program. In practically every livestock buying or selling transaction price as well as individual excellence of the animal enters into the decision-making process.

To involve price in judging breeding ewes, we hypothetically give each member "X total dollars" with which to buy replacement ewes for his flock. Ewes that represent the kind of commercial ewes generally available for purchase are selected for training events and contests. A price is set on each ewe. The members then must evaluate them for suitability in commercial lamb production. They must also come to some price judgment.

The 4-H'ers are given training on what to look for when selecting commercial breeding ewes. Factors of age, size, conformation, breeding, thriftiness, wool, amount of face covering, and soundness are stressed. In addition, they are given information on the current prices of commercial breeding ewes.

For example, we would select four ewes as a class. One ewe is outstanding, and the other three are much alike with only small differences among them. All four ewes are acceptable as replacement ewes. The member has money enough to buy the two best ewes at the prices that are given, or he has enough to buy three that are much alike. Which should he buy?

This class can be made up with many combinations of ewes and prices. Each can present a new challenge, because the ewes can be different and the prices can be altered.

In contests we have the traditional four ewes in the class. The same "keep" and "discard" breeding animal card is used as for the gilt class. Contestants arrive at a placing decision. In addition, the contestant "keeps" or "discards" ewes (that is, he chooses to buy or not to buy) and writes brief reasons supporting each decision.

Note that the work is with commercial-type ewes, the kind most Iowa producers use for commercial lamb production. The ewes used in contests are presented in fairly short fleece and in ordinary condition. We feel this helps members, especially the inexperienced, see differences in conformation. It also helps them learn what they are feeling for as they "handle" a sheep. (In contests where a large number of contestants are involved we often omit the handling of ewes.)

This class requires members to think. The first year this class was tested, the officials thought contestants ought to "buy" three ewes in the class. One participant bought only one and gave as his reason that he was going to take the extra money and buy a better ram. He had a point, at least we found we had provided a setting for judgment and decision making.

Reaction from Others

Harold Craig, Area Extension 4-H Leader, says, "I think that the 4-H leaders who have served some years have generally been enthusiastic about this approach, and comment that this is doing something that they feel will be helpful to the members. They also can help in preparing members for this type of program. They feel that the matter of using judgment in regard to the economic and production capabilities of animals is something that will be of real help to 4-H'ers if they continue on with livestock. A common statement has been that 'they've taken some of the guessing out of 4-H judging contests.'

"In training members of judging teams now, I think Extension agents feel that they are giving some training in problem solving as well as in judging livestock. Members are also being given some training in a classroom-type setting where they discuss the economics of animal production and the importance of different factors relating to animal production.

"Not all livestock breeders think that this is the proper way to conduct a judging contest; but it is interesting in visiting with them to have them admit that probably we are teaching young people more about livestock by this method than by the conventional method. I think in general the reaction of one leader summed this up when he said we were giving them a little more of the *why* instead of all the *how*."

County Extension Associate W. D. Davidson of Waterloo says, "The break from traditional classes of four animals has been the greatest improvement to the 4-H judging programs in the last 10 years. Not only is it a more practical way of evaluating livestock, but we believe this has generated more interest among those participating."

Future Changes

As we look ahead we want to try similar changes with beef cattle. One possibility being considered is including a market beef class which is placed on the basis of estimated value or cutability. With breeding beef heifers we are thinking that we need to tie in with the trend to production testing. We hope to teach judging participants to use weaning weights and conformation scores as additional factors to be considered in placing beef heifer classes.

Overall, we are trying to gear our judging program to a scientific approach. We want to retain the good parts of the old and include what is teachable and sound of the new technology. ■

Extension Specialist William Zmolek indicates backfat on a hog carcass.

Pilot Farm Tests Management Practices

WYOMING EXTENSION SERVICE operates a full scale pilot farm in the western part of the State. It is a testing ground for farm management practices such as mechanized irrigation and improved fertilizer application.

The Wyoming Agricultural Extension Service started the farm in 1959 as a land reclamation project to convert sagebrush country into irrigated farmland. With financial backing from the Wyoming Natural Resource Board and land acquired from the Soil Conservation Service, the Extension Service established a 640-acre farm unit with 239 acres to be irrigated.

The farm is in Eden Valley 45 miles north of Rock Springs in the Green River drainage. The desert-type farm is set high on a cold-climate plateau. The elevaton is 6,500 ft., the growing season averages 80-90 days for frost resistant crops, and rainfall is limited to 6¼ inches per year.

Historically in this area, hay and grain sales accounted for the largest share of farm income. When these markets failed to provide sufficient income, farmers turned to the Wyoming Extension Service and the University of Wyoming for help. To answer their questions, Wyoming Extension personnel decided to establish the Farson Farm.

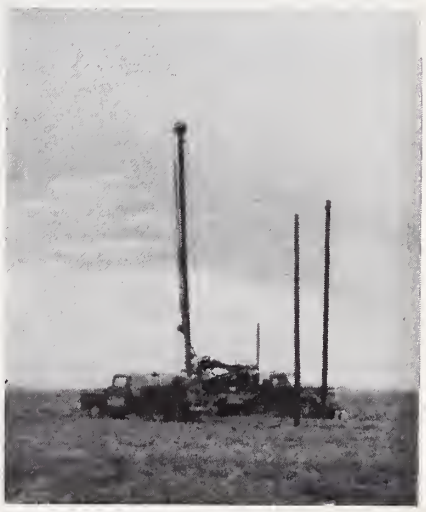
The plan was to develop and test a livestock enterprise on desert land brought under irrigation. Labor and physical facilities corresponded with those of any new settler. By adapting scientific management practices to the operation, Extension specialists hoped to find a way one family could make economic progress on a self-contained livestock unit in this high, dry area.

One Extension specialist has overall responsibility for the farm operation although all divisions of the University of Wyoming College of Agriculture are involved from time to time. A joint Extension-Research committee sets basic policy and determines long range plans.

During the first 3 years of operation, the Pilot Farm proved many practical farm management points. Experiences and records of the operation outline to local residents many improved methods of planning and operating a year-round livestock unit. In addition the farm has shown some adjustments needed on reclamation projects which will guide future project developments.

The Farson Pilot Farm exhibits the full scale attack Agricultural Extension is making on present day problems in its self-recognized responsibility of analyzing agricultural needs, proving modern farming practices on western rangeland, and sharing information with all Wyoming citizens and organizations. ■

by OSCAR BARNES
Special Extension Projects Leader
Wyoming



The Bureau of Reclamation brought in water and the SCS installed ditches and did preliminary leveling. Shown here is the final leveling.

Bringing in power lines, domestic water, housing, and livestock buildings was all part of the development on the Pilot Farm during the first year. All improvements were held to lowest possible costs in line with utility.

Models representing an average, stout, and slim boy with a variety of appropriate and inappropriate clothing for each, illustrated principles of line, color, and texture.

4-H'ers Learn Personal Appearance and Courtesy

by G. A. LINEWEAVER
Extension 4-H Leader
Iowa

EVOLUTION is the word that best describes a series of Iowa 4-H activities started in 1960 and now known as the 4-H Personal Appearance Program.

The major objective of meeting the needs of young people has not changed, but the specifics and the way they are handled certainly have since the early stages of the program were reported in the March 1961 issue of the *Extension Service Review*.

Most teenagers are interested in their appearance. They want to make a good impression with their friends; and as they start thinking about careers, they realize that a good appearance is important in getting and holding a job.

The first thing a person probably notices about another is his clothes. But even though he may have the best clothes, a person who is not well groomed fails to make his best appearance. If he gives thought to selection and grooming, but disregards his posture, he will not appear his best.

Even if he has all these but is overweight, underweight, has complexion problems, or lacks vivacity from improper diet or lack of sleep he cannot create the good impression he desires. Closely related to personal appearance, but not exactly a part of it, is courtesy.

Thus, as counties have planned programs to meet their needs they have had to decide *what*: (1) Clothing — selection, care, grooming, or buymanship; (2) Physical fitness—posture, exercise, or foods for health; (3) Courtesy—general, boy-girl, family, or public. They have had to decide for *whom*: all 4-H members, older 4-H members, all youth in the county, parents or the general public; and they have had to decide *when*: what shall we do this year, what next year, and what later.

The program has been very flexible. Some counties have concentrated on clothing one year, physical fitness the next year, and courtesy a third year. Others have taken a section of each topic every year; and some have gone in depth on one subject such as clothing, taking a different aspect each year.

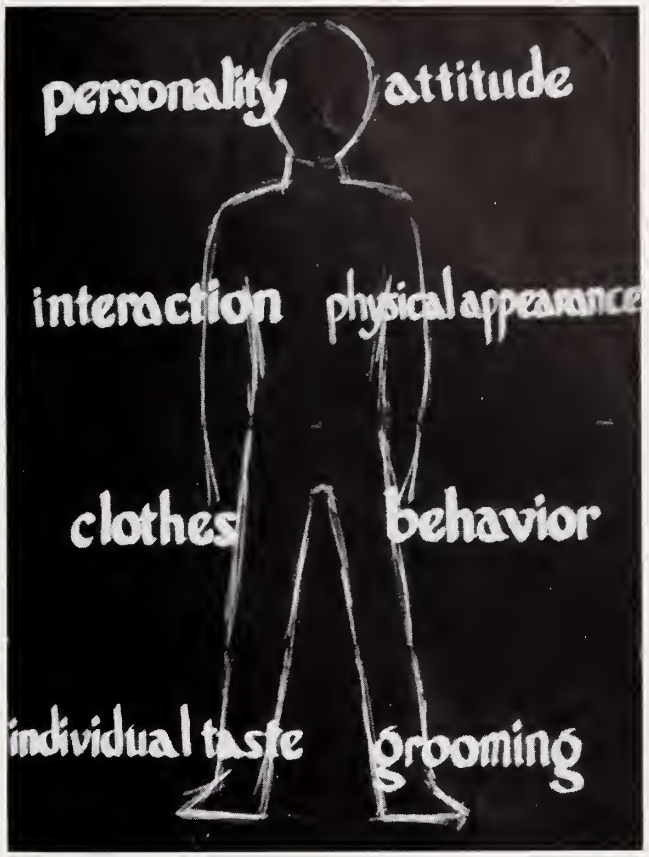
The program has given an excellent opportunity for inter-disciplinary action on a State level as the 4-H staff and specialists in clothing, foods and nutrition, physical education, and music have cooperated in planning and giving training to the county Extension staff.

In most counties the program was carried out by leaders trained by the county staff. These have been 4-H committee members, local 4-H leaders, older 4-H members, and merchants or other persons willing to help with the program.

Information was given to people at local 4-H Club meetings, area 4-H meetings, special meetings of older club members, and other groups such as schools, family living, church, and service clubs. In some cases information was given to parents and children together, in others the same information was given to each but at separate sessions. Some counties gave general information to all 4-H members and then followed with specifics for older members.

Teaching aids provided by the State staff included a set of three masonite models representing an average, a slim, and a stout boy with a

Iowa's teenagers are learning that it takes much more than good grooming to make a good appearance.



This poster was used in the playlet, "The Importance of Personal Appearance," given at the State 4-H Conference.

variety of clothes which would illustrate principles of appropriate line, color, and texture for different body builds and color types. Also provided were a set of ozalids to help teach nutrition, and discussion guides and skits for teaching courtesy.

Polk County, in which Des Moines (pop. 200,000) is located, experimented with a different approach. Working in cooperation with the school administrators, the county Extension staff trained a 4-H boy and 4-H girl in clothing selection. These members operated as a team in training representatives from the schools.

Each junior and senior high school was invited to send a team and an advisor to a training meeting. One training session was held for representatives of the schools in Des Moines and another for the representatives of the schools in Polk County outside of Des Moines.

Each school decided how the presentation would be made to its students. These presentations included a general assembly, an assembly by grades, sessions with boys and girls separately, home rooms, and physical education classes.

More than 20,000 high school students were reached. Because all of the Polk County teenage 4-H'ers attended one of these high schools, no separate program was held for the 4-H members alone.

Fifteen counties in East Central Iowa arranged for older 4-H members to attend a concert at Cedar Rapids given by the Chamber Singers of Iowa State University. Previous to the concert, training in each county was given the 4-H members in what's right in clothing, grooming, and manners for a date and for attending a concert.

A recent survey shows that 81 Iowa counties have participated in the personal appearance program for at least 1 year.

Let's look at some comments made by county staff about the program.

". . . Increased young people's interest in self understanding and a desire to improve personal relations."

"Athletes were more concerned about their appearance as they went to play out-of-town ball games." "Most of the members of the boys' basketball teams (from towns where we held meetings) showed up at the County Jamboree in suits, dress shirts, and ties. Quite impressive as they walked the full length of the gym to the dressing rooms."

"Those who gained most and had the keenest insight of principles were the 20 boys and girls responsible for the presentations at area meetings. Leadership and experience was an important benefit to those responsible for the program." "Many club members developed demonstrations to show and tell different phases of personal appearance."

". . . Gave good opportunity for cooperation with clothiers, school administrators, business and professional people."

One county reported, "To help our young people to develop personality-wise, the DIEX program was developed. This term was coined from the three phases of the program namely, *Dressing, Impressing, Expression.*"

In answer to the question, "If you were doing it over again what change would you make?" several said they would not try to cover so many topics in the same year.

Personal relations have been incorporated in the program each year and indications are that this aspect will receive even greater emphasis in the future. ■

leaders are born and trained

by CLODUS R. SMITH
Associate Professor
Agricultural and Extension Education
University of Maryland

LEADERSHIP development is a popular topic for the educator, the psychologist, the sociologist, and the church worker. But for the Extension worker the concept has depth and breadth of meaning—it has special and unique qualities. The success of his program rests on the foundation of a sufficient number of well qualified volunteer leaders.

Leadership development, in addition to training, includes a broad understanding of subject matter and human behavior, and the ability to integrate this understanding into action programs. It is a correct responsibility of the Extension Service. Leadership development is vital to the program's successful fulfillment of its challenge and responsibility. It is a basic objective.

The rapid changes we are experiencing are uneven in their impact. Some individuals adopt changes more slowly than others. As a result of these changes, today's Extension programs include activities unthought of a decade ago. As the number of Extension activities reaching more and more people increases, the necessity of involving more leaders increases in direct proportion. With the recognition of new challenges in civic affairs, human relations, and rural-urban concerns, Extension personnel have come to rely on an increasing number of leaders. Extension workers can neither personally lead each group, nor be expected to have all the specialized talents needed by an increasingly diverse clientele. Effective leadership is an essential element of community organization which links the public with agencies which promote change. Leaders who have special abilities and a spirit of inventiveness should be identified, developed, and utilized to speed up social adjustment.

Lay leaders serve a distinct purpose that is not fulfilled by any other person or position associated with the program. It is the lay leader rather than the professionally trained person who provides primary instruction in most Extension activities. County staff members serve the purpose of the program best by working with trained lay leaders in an organized, systematic effort.

The development of the county's leadership potential resources is a vital and functional need recognized by the Scope Report. To the Extension program, lay leadership development is both an end and a means to an end. If the service of leaders is valued, increased effectiveness and tenure of leaders should be considered desirable goals of leadership development. If more people are to be served through modern programs, then more leaders must become involved in the planning, development, conducting, and evaluation of Extension activities at all levels.

Potential Leaders

Who should be developed as a potential leader? What qualities does one need? How do you know a potential leader when you see one? These are questions that are raised by new county staff members.

The noticeable similarity about leaders is the fact that they differ. The subject has been studied from several approaches and few things are found to be common. Although there are notable exceptions, generally speaking, intelligence, educational achievement, dependability, initiative, social participation, and status are apparently associated with leadership evolvement.

One of the more important concepts useful to Extension staff members is that leaders can be developed. Another is that people are available to perform leadership functions: they need only to be identified and stimulated.

Extension activities vary; needs and interests change; and so do the special abilities needed by potential leaders. A variety of leaders is needed in Extension activities. Who should be considered a potential leader? The individual who: (1) has the capacity and the will to lead; (2) has feeling and respect for others; (3) has insight to stimulate others to action and; (4) can coordinate the talents of the group in the pursuit of desirable goals.

Potential leaders should have the ability to grasp a situation and assist the group in setting goals and offering alternative solutions to problems it faces. He should be able to stimulate enthusiasm in others, keep harmony, and help individuals function as a group.

An "accepted" person usually has these qualities. He is an informal leader and should be encouraged to serve as a leader. He may not consider himself a leader, but others "go along, because he is usually right," without

realizing he is leading. "Accepted" persons have established relationships in the community that are useful in reaching more people.

What is Leadership?

Leadership is a process whereby an individual directs, guides, or influences the thoughts, feelings, or behavior of others. Leadership may be direct or subtle. It may be overt or dominant. It may be planned or unplanned. It may be conscious or it may be unconscious. In the final analysis, the only true requisite to leadership is followship. When one finds a leader he will find a follower.

It seems an understatement to say that Extension is committed to the grassroots approach to democratic leadership. Democratic leadership is usually characterized by democratic selection of methods used in guiding group action toward common goals. This type of leadership is a means by which a group is aided in setting and attaining desirable goals. Extension recognizes respect of individuality by creating a democratic environment that favors maximum freedom and opportunity for the thinking, effort, and achievement of individuals.

The effective leader expects to get results through encouraging participation by group members in decision making. He recognizes that he is first a member and second a leader. He develops confidence and aids the group in recognizing satisfaction from accomplishment.

As applied to Extension, democratic leadership is doing those things in the Extension activities which help the group maintain morale to consider and solve problems important to group members. It serves to develop within members of the group each individual's unique abilities through the solution of the group's problems. Leadership development should consider the following areas: (1) selection criteria and procedures, (2) aptitude and leadership philosophy of potential leaders, (3) training opportunities, (4) leader recognition, and (5) evaluation of performance.

Definite Training Needed

Leadership ability can be developed, but some people have more potential than others. It is true that leaders are born. So are track stars, but no one expects an athlete to run a four-minute mile without a definite training program, regardless of his inherited characteristic.

A portion of what one is able to do is inherited, but also is a portion determined by training. Leadership abilities can be developed. Just as leadership is not a set of personal traits, it is not merely a set of skills that may be learned, although skills may help. Leadership development involves the individual who has the will, the capacity and desire to lead, who is struggling with a problem of performing as a leader in a situation, and who is developing his leadership capacity. Growth and development as a leader comes as one experiences, participates, and comes to grip with problems in actual situations. Leadership development requires functional, participating experience.

A professional worker cannot sit idly by for potential leaders to emerge. His job is to create situations for the evolvement and development of new leadership. He must stimulate people to rise to the challenges for situations requiring the development of their potential. As leaders learn by observing and acquiring experience in desirable participation, their leadership capacity will be developed. The arrangement of opportunities for participation, the development of a sense of obligation and morale, and the evolvement of desirable attitudes and common purposes are necessary for leadership evolvement. These types of participating opportunities are satisfying and lend encouragement to potential leaders—essential to needed self confidence.

Professional Extension workers should recognize that the contribution of the lay person is much too important to the program to be taken for granted. Potential leaders should be encouraged to participate fully in making decisions. County staff members should share with lay people the concern and problems of activities, projects, and programs. The leadership development objective of the Scope Report is served when lay people share with Extension personnel in the planning, developing, conducting, and evaluation of Extension work.

Continuous Development

Wherever and whenever the opportunities for participation in Extension activities exist, is where and when the development of lay leaders should take place. Extension activities are people-oriented and Extension personnel are activity-minded. It is doubtful that any organization or agency could boast more experenced opportunities for development than a dynamic Cooperative Extension program directed by a progressive staff. These opportunities are numerous and leadership development should be continuous.

It is a mistake to doubt that potential leaders are present. A community is never devoid of potential leadership. Would-be leaders are all about us—given a situation or stimulation, they will evolve. The community is a natural setting for leadership development. These people only need to be motivated to be developed. Alert Extension workers recognize these activities as opportunities for lay leadership development.

Research tells us leaders are willing to attend meetings. It also tells us that they do not necessarily do so unless their interest is taken into consideration. The time and place of meetings may be determining factors in leaders' attendance at training meetings. Rotation of leadership activities among leaders' homes seems to be a desirable practice. In addition to training meetings, participation in civic councils, committee meetings, field trips, demonstrations, surveys, program planning meetings, and other activities offers opportunities for leader growth.

Leadership development is vital and essential to a successful Extension program. Challenging Extension activities reaching an increased number of people create new leadership needs. To satisfy these needs, desirable persons who are potential leaders should be stimulated to serve. Time spent on leadership development will lead to a stronger agriculture, a stronger home life, a stronger community, and a stronger Extension program. ■

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Educational Meeting Leads to Development

A South Dakota county has succeeded in capitalizing on local resources that offer promise for further development.

The State is the Nation's leading bluegrass producer, yet seed processing wasn't geared to production.

Taking this into account, Beadle County Agent, R. J. Gibson set up an educational meeting on bluegrass seed processing. The Beadle County RAD committee and the Huron Chamber of Commerce encouraged the Cook Seed Company to locate a new seed processing plant in a renovated building in Huron.

Last year — the first year of operation — the plant cleaned one-seventh of the State's bluegrass production.

It provides a better market for nearby growers, employs four men full-time and many more during the harvesting season, and holds promise for expansion.

Last year, Extension, in cooperation with the RAD committee and fertilizer companies, started an educational campaign promoting fall fertilization to increase seed yields and improve stands. The owner of the seed company has bought a farm where he plans to carry out research on fertilization and irrigation of bluegrass for seed production. A new brand name is being developed to help market the seed.

Extension workers say that resource development has taken on new meaning for people of the area. They've learned it's often easier and more effective to utilize underused facilities than to develop completely new ones. They've found that jobs don't just happen—they need to be planned for and worked for. Even though seed yields are comparatively high now, farmers are discovering that better management can make them higher. They've also learned that research and market development are as important as production and processing—that, in fact, they all go together.

Things are looking brighter in Beadle County. ■

Wanted: Good News!

"County Extension agents are in a unique position of knowing what is going on in their county."

That's a true statement, isn't it?

Several times in the last month we've come across the same kind of a statement, accompanied by a plea from State Extension editorial or RAD workers: "Give us more local RAD news!"

There are lots of good stories going to waste—either not being told, or not being told to enough people.

There are many reasons for helping tell the story of successful group action in resource development. We'll just consider two: recognition of a job well done and telling others who might be able to accomplish similar progress.

There are few people who don't appreciate a pat on the back. In a big, tough job like RAD, leaders dedicate considerable time and effort for the good of their community or area. Newspaper stories or other reporting on progress can give them—and the program—needed recognition. The same effort will help others know that things are looking up: it should lead to greater support of the program.

If you've read this, it's a sign you're on the prowl for useful ideas. Resource planning and development groups are looking for *borrow-able* ideas, too. Remember, these ideas—stories of how agents or a RAD group tackled their problems—come from folks like you.

Your State RAD leader or Extension editor can find outlets for stories of county or area development progress.

They don't necessarily need to have an exclusive—a story written just for them. People in your county or area should be getting a steady flow of reports on how the local social and economic development group is doing. A copy of these kinds of stories or newsletters, sent to the State office will usually give them most of the details they need to work with.

Michigan, for example, now asks for these published stories in place of the traditional narrative annual report.

One final bit of advice: nobody expects miracles—keep to the facts.

The facts are: citizens' groups are accomplishing wonders in assessing their resources and in making the most of them—all over the country, in many different ways.

That's news, good news!

Help tell it, as well as make it! ■

EXTENSION SERVICE

REVIEW

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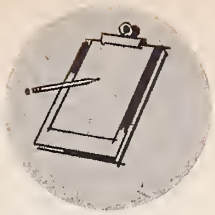

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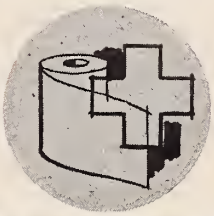

HEALTH PROGRAMS

HOME INDUSTRIES

LEADERSHIP

U. S. DEPARTMENT OF AGRICULTURE / OCTOBER 1963

women in RAD

VOL. 34 • NO. 10 • OCTOBER 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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EDITORIAL

"How many miles is 47 kilometers? How many apples in a kilogram?"

Stanford Research Institute says these problems have plagued American "innocents abroad" for nearly two centuries. All because of something called the metric system. The Institute points out that 82 percent of the world's people use that system of weights and measures. Americans, the British, and a few others don't.

Economists at SRI now predict that Americans will convert to the metric system before the end of the century.

What will it cost? I guessed a couple hundred million. Maybe I'd better stop guessing. Here's the answer:

The changeover process will cost the Nation something like $11 billion. Ouch!

But the economists point out, the cost for industry will be more than made up by increased business and productivity.

Switching to the simpler, decimal-based metric system they say will mean:

- Faster calculations for engineers and scientists in a host of industries.
- Better, faster understanding between scientists and businessmen.
- An easier job for U. S. educators in training the young.
- Less chance of costly errors.

Some scientists and engineers in the U. S. have been using the metric system for years, SRI says. Parts of the photographic, pharmaceutical, and electronics industries are already geared to metric measurement, for instance. These and other highly technical industries will be the first to complete conversion according to SRI researchers.

My thanks to Stanford Research Institute, Menlo Park, California, for this information. That's about 2,800 miles from here which is a lot of kilometers.—WAL

Who Needs WOMEN?

"Women are wiser than men because they know less and understand more."
. . . James Stephens

by MARGARET C. BROWNE, *Director*
Division of Home Economics
Federal Extension Service

DEVELOPING the human and economic resources of an area to their fullest potential for yielding human satisfaction is not a *one-man* job. In fact, it is such a complex and comprehensive undertaking that it is not a *men-only* job, either.

In tackling any problem, it's helpful to have many viewpoints. Women are psychologically different from men. They have a different value system and usually have greater insight.

Resource development must proceed on many fronts at once. In our culture it is likely that men will take the leadership role in seeking and implementing projects concerned with economic development. Women will probably be more aware of, and concerned about, health problems, educational needs, delinquency problems, and cultural vacuums—some of which may need to be corrected or solved before economic development can occur.

In addition, some women have uncommitted time which they are willing to contribute to worthwhile community projects. They make loyal, hard-working committee members and energetic volunteers for factfinding surveys and other needed activities.

Extension home economists can serve in the same ways that other women serve. Also, because of their training and experience, they can make additional contributions. For years they have been training leaders of youth and adult groups to collect background data which identify basic social problems, to analyze alternative solutions, and to carry out action programs. This skill is useful in our RAD organizational and educational role.

Extension home economists have established contacts and channels with other State and local agencies and organizations. Because of this, they can readily diffuse information about RAD and secure cooperation from groups who can contribute to the overall effort.

Because of the subject-matter training, Extension home economists can contribute to increased income. For example, they can help solve the institutional management problems of resort owners and "farm vacation" operators. They can stimulate the development of home industries; they can help secure needed training for people wanting employment; they can help women who work outside the home improve their management of time and energy.

Most important, they can help people make the most of what they have. We so often forget that level of living depends not alone on the number of dollars we have, but also on the use we make of our resources. Consumer education—the wise selection, use, and care of goods—can help raise the level of living for families on limited and fixed incomes. Homemaking skills can make bleak homes attractive. Increased knowledge of human relations can make all homes happier. Who needs women? *RAD* needs women! ■

WOMEN make countywide survey

by DEWITT HARRELL
Rural Areas Development Agent

EDDYE ROSS
State Home Demonstration Leader

and VIRGIL ADAMS
Editor-News
Georgia

MANY COMMUNITIES have hopefully embraced programs for Areas Development: some have succeeded beyond expectations. Others have failed, and with failure the communities have slumped into economic despair. Those programs which succeeded have been based on hard work and excellent cooperation. But hard work is not the only criterion for success. If Areas Development programs are not soundly conceived, with direction for the future, failure will come even with hard work.

There is no single formula for a successful Areas Development program. It must be remembered that no two communities are alike. Their natural resources differ, as do the size and composition of their labor force. Some produce cotton, others peanuts, and others livestock. Some have industrial development on a limited scale. An Areas Development program obviously must be tailored to meet the needs of the community and must grow from its present resource base, whatever it may be.

No Areas Development program is any stronger than the facts on which it is based. Rebuilding a community is not simply cleaning up and changing the appearance. This is important but it is wise to know all there is to know about schools, churches, recreation, government, transportation, communications, industry, business, organizations, soils, water, and agricultural production and marketing. The people must rediscover their community and consider it in a new light. There is no better road to improvement than the road of study, appraisal, and evaluation.

With this and other ideas in mind, many home demonstration clubs in the State, representing hundreds of women leaders, spent many days taking a hard, cold look at our human and natural resources and even more time in making countywide economic surveys to obtain needed facts necessary to develop Overall Economic Development Plans (OEDPs).

Taking the leadership in this activity was the home demonstration club in Twiggs County. Under the leadership of Home Demonstration Agent, Mrs. Kate Burke, club members canvassed the county by making house-to-house contacts, securing information from and through school children, civic clubs, and social organizations. In conducting the countywide economic survey to obtain information for developing an OEDP, several points were emphasized by the club members.

1. The total community, including both rural and urban, was considered.

Economic development in today's society crosses community boundaries and moves forward in a framework of interlocking relationships. There is no longer a clear-cut line between rural and urban. This line has faded into one rural-urban community where people have learned to live, prosper, and work together.

As resources were examined and problems identified, these leaders kept this total community picture in mind at all times. Facts obtained on the rural and urban, the country and town were brought together to study, plan, and perform for the future.

2. The present economic and social health of the community was kept in mind.

Soundly conceived and effectively executed Rural Areas Development programs offer hope for economic growth to thousands of rural communities today "standing on dead center."

In charting this economic survey, the women leaders gave consideration to such community situations as:

a. population trends.
b. per capita income and its composition.
c. employment and underemployment.
d. farm production and use of land.
e. businesses and their nature.
f. financial resources.
g. educational trends.
h. government services.

These are but a few items given close examination. The point was that the community should look at itself, make comparisons with State and National trends in order to better understand its position in a changing situation.

3. All resources of the community were appraised and evaluated.

Every successful business prepares a financial statement or balance sheet of its operations each year. Such a statement depicts the weaknesses and strengths of the business. Likewise, there was a need for a community balance sheet on which are listed both liabilities and assets. From this resource survey the total community came into focus with all of its resources.

For example, close examination was given to such resources as the following.

People—their educational level, training for industry and employment other than agriculture. It is well to know out-migration trends. Age composition is of great importance. No community will advance any more rapidly than its leadership. There was need, therefore, as the human resource was studied to give consideration to leadership—its characteristics and effectiveness.

Schools—their contribution to the community as well as changes in the educational program to provide for the kind of community desired in the future. Here is a basic resource, often overlooked in economic development.

Government—its contribution to economic development, including its tax base and services offered. There was the tendency either to expect too much of government or to ignore it altogether in economic development programs. As a resource, it was carefully studied.

Land—its use, condition, and inherent quality. There was much to be known about the land resources of a community, including the raw products it produces, its mineral deposits, and its ownership pattern.

Finances—including bank deposits and the availability of capital for growth and development.

Business and industrial establishments—their number, type, employment, and present contributions.

This is only a partial list of resources studied and is presented to emphasize the broad base of resource inventory used in building and projecting a program of rural development.

4. Problems and limitations were identified.

From the surveys, the unemployment and underemployment problems were identified. The need for sewage systems, deficiencies in recreation, service facilities, and many other problems were brought clearly into focus so something could be done about them.

5. The potential for development was clearly outlined.

Discovery of realistic possibilities for Rural Areas Development requires much study and analysis. The very process of gathering and analyzing data provided many communities a way to learn new things about itself. The facts obtained were used in developing long range OEDPs which helped determine the type of development best suited to the community.

In developing long range plans, the women of progressive communities have recognized:

That there are many paths to economic growth,

That local leadership must be the backbone of any program of economic growth, and

That outside technical assistance is very important in the study of a community and the development of a program. ■

Mrs. Kate Burke helps conduct the countywide economic survey by obtaining information from Mrs. Olen Carden.

Women Lead RAD Program in Three Kentucky Counties

by VIOLA K. HANSEN
Chairman, Home Economics Extension Programs
Kentucky

■ DO WOMEN HAVE A ROLE in the Rural Areas Development program? One only needs to visit with leaders in three Kentucky counties—Casey, Floyd, and Wolfe—to realize that a strong "Yes" is the answer to this question. In each of these counties, a woman with outstanding leadership ability is playing an important part in Rural Areas Development.

Mrs. Arlis Sanders, chairman of the Liberty-Casey County Community Development Association; Mrs. R. V. May, chairman of the Community Development Committee in Floyd County; and Mrs. Wm. P. Cecil, secretary of the County Development Committee in Wolfe County are all enthusiastic mothers who are very much interested in the betterment of their counties. Each has carried her belief in "oneness in the family" into her community leadership work. Each deserves much credit for the many improvements in her county during the past few years.

Mrs. Shirley Sheperson, Casey County Home Agent, and Mrs. Sanders admire the flower box in front of the recently redecorated courthouse.

None of the three rates her special feminine skills as important, but they do say they have more time to give to planning than most busy men. "When you work in community improvement, you forget you are man or woman," according to Mrs. Sanders. All three women are described by those with whom they work as having the unusual ability to see the needs of their communities and then to set up the framework to meet those needs. They also have learned that they cannot expect to get much help unless they ask for it.

"Oneness of purpose—the improvement of our community and county" is the real secret of their success. The ladies also rate the regularity of council or association meetings as a second real strength in their programs.

Opportunities for employment are limited in all three of these counties and each has had a decrease in population in recent years. Before Rural Areas Development, community facilities in each county needed much improvement, especially in the areas of educational opportunities and utilities which are important in attracting industry to the communities. Although the leaders are the first to note that much remains to be done, tremendous strides have been made since work began.

Casey County

Casey County, Kentucky, with a population of 14,327, has experienced a 17.9 percent decrease in population during the past decade. Income is mainly from farming. The Liberty-Casey County Development Association (Liberty is the major town) has been organized for 5 years: Mrs. Arlis Sanders has served as its chairman since 1962. Casey Countians have rung their "Liberty Bell of Progress" so hard in recent years that they won the Kentucky Chamber of Commerce award for economic development.

The Association has an executive committee of three officers and nine committee chairmen. Mrs. Sanders meets with each committee occasionally to determine the progress of their activities and all committees meet with the executive committee of the Association six times a year.

When community development work began, each committee chairman selected two persons to work with him or her. The committees identified their projects and asked organizations in the town and county to assist in their development and completion. Every committee set up goals and went to work fulfilling them.

The Education Committee, for instance, is responsible for getting a new rural high school which will replace crowded, badly lighted, and heated school rooms. The Liberty High School also is receiving its share of improvements. One of the first things done by the Publicity Committee was to start a weekly column in the *Casey County News;* this gives a progress report on activities and also carries instructions on how the people of the county can "get into the act."

A complete development plan has been made for the town of Liberty. Future plans include sidewalk and street construction and a new sewage plant. Liberty has purchased its first garbage truck which collects regularly in the town. Church parking lots have been surfaced and the hospital completely redecorated by willing members of many organizations. For example, members of a lodge were asked to paint two rooms at the hospital. When the fellows learned that the two rooms were vacant one evening, they quickly changed to painting clothes and had the rooms painted and waxed by 2 a.m.

Floyd County

Floyd County, runner-up for the Kentucky Chamber of Commerce economic development award this year, has a population of 41,642—and a 22.2 percent population decrease in the past decade. A development committee was organized there some years ago but soon died because of too many vested interests. When a new committee was organized in 1960, Mrs. R. V. May of Prestonsburg took the chairmanship only as a trial—she is still serving.

The Floyd County Community Development Council (CoDeCo) is three-pronged. It consists of the City Council—the elected city officials, the Executive Committee of CoDeCo, and the Club Presidents Council. The Executive Committee is composed of the general chairman, the Mayor, and the chairman of the 13 standing committees. Presidents of some 26 service and youth organizations make up the Club Presidents Council.

The new Mountain Parkway will provide a scenic entrance into Floyd County and bring many new tourists to the Jennie Wiley State Park, where a new Paul Green drama will open next year. The people of Floyd County are working hard in beautifying roadsides, remodeling store fronts, tearing down old buildings, and planting flowering trees and shrubs to tempt a return visit of the tourist. This has resulted from a series of community meetings, under Mrs. May's leadership, which were held to determine needs and courses of action for community beautification; these meetings, in turn, led to the development of an Overall Economic Development Plan.

Mrs. May says "anything that's a good idea and for the welfare of the community soon will win support." She notes that, in putting on a recent Arts Festival, only one person turned down her request for help—and that person had a good reason. The Festival of art by local artists, literature by local writers, gospel singing, square dancing, and folk singing was a huge success and plans are underway for a repeat next year.

In 3 years, Floyd County's CoDeCo has: Raised $95,000 to purchase a site for a University of Kentucky Extension Center—a 2-year college; started a $1 million building program to improve rural and urban schools; installed $25,000 worth of street lights, established a 40-unit low-cost housing project; and purchased a new $15,000 garbage truck. A new Courthouse was completed this summer and they expect to have their sewage disposal plant completed—at a cost of $1.2 million—by 1964.

Wolfe County

The Wolfe County Development Committee's secretary, Mrs. Wm. P. Cecil, has awakened the 6,543 citizens to the fact that things can be done in Wolfe County. This county has the lowest assessed land valuation in the State, which may account for the 14.2 percent population decrease in the past 10 years. As secretary, Mrs. Cecil does much more than keep the minutes of the committee meetings and notify the members of the next meeting. She not only conceives new ideas, but she tries them out on people and then shares them with her chairman, who depends greatly on her.

"We needed a county health building so badly," she reports. "I went to the landlord of the building and asked him for a donation. He quickly told me that I needed more than donations; I needed a health tax but it would never pass in Wolfe County." But Mrs. Cecil and the Committee proved him wrong. Through their efforts, the health tax was passed in the county election, the building has been built, and the people of Wolfe County are proud of their health building in its new location.

Mrs. Cecil notes: "In a low-income county, things that require money move slowly." However, a community center is now being completed. The county is working hard on beautification projects—a small lake development is the most recent. They hope this will be a tourist attraction for travelers on the Mountain Parkway.

Where does Extension enter the picture in these counties? Extension agents are the resource people and advisors to committees when and where their technical competencies are needed. They have secured the services of Extension specialists and other University of Kentucky personnel and help from governmental agencies to assist in identifying the county needs and setting realistic and attainable goals. Just as among the leaders, there is little division of "men's work" and "women's work" in Extension's community development efforts in these counties. The agricultural agents and the home demonstration agents all have served as "sounding boards" for the new ideas of the chairmen. The agents have kept the community development chairmen informed of activities of the State Development Committee and of possible aid program available to RAD counties. There also have been idea exchanges between the agents and chairmen.

Observation of the Extension agents' working relationship with these women shows a mutual respect for the accomplishments in the county. It also shows the supporting role that the agents have played in encouraging the chairmen to try new ideas. Perhaps the biggest role that they play is public relations—helping to see that recognition is given for jobs well done.

All the agents agree that women do have a big role in rural development. The women's attributes, as listed by the agents, are that they are good planners; they have more patience and do not mind waiting an extra year to see a project finished, if only they can see hopes of accomplishment; and they have the ability to get everyone into the act. Women are not afraid to try new ideas and to get others to share their enthusiasm. The agents of Casey, Floyd, and Wolfe Counties report: "These women are leaders of leaders. It is a real challenge to work with them and to have a part in bringing about change in our counties." ■

Members of the health and disaster subcommittee bandage a willing "victim," also a subcommittee member.

SURRY COUNTY Is Health Conscious

by GENE S. MOODY
Associate Extension Editor
Virginia

This Virginia County is conducting an intensive program of self-help medical care.

SUPPOSE you, as millions of other Americans do, lived in a rural county where the county health officer and one other extremely overworked gentleman were the only doctors available. Suppose this county, still mythical, were miles from the nearest hospital. Suppose further that boating and water sports were popular and that most people made their living by farming—a notoriously hazardous occupation.

This sort of situation might or might not make you uncomfortable—if you thought about it at all.

However, the description of the county is a fair one of Surry County, Virginia, a relatively small county tucked down in the historic Tidewater section, and strong in tradition, pride, and individuality, but admittedly short on trained medical care. Also, while not in a main target area in any possible war, it is what could be called "mighty close"—close to the seaport city of Norfolk.

But the people down there aren't as worried as they used to be and this is largely because of an intensive self-help medical-care training program, spearheaded by the Health Committee of the Rural Areas Development Program. The home demonstration program—one of magnitude for many years—had previously been concerned with many aspects of health and health care. So it was a "natural" for the RAD Health Committee to coordinate activities with the home demonstration clubs.

Jack Savedge, a county supervisor and chairman of the Surry RAD effort, says the program started a little over a year ago by county civic leaders, promises to be of great benefit to development on a longtime basis. The group directing the overall program meets twice a year, in the spring and fall, and committees in charge of other aspects of the program meet more often.

William Nicholson submits to a practice session for the health committee.

The overall RAD group has set up committees on agriculture, health, education, and small industry.

The health committee, under the direction of Mrs. Garland Spratley, conducted a series of classes on medical self help last summer.

No one can sit in a room full of people and say for sure how many might not be there had there *not* been classes on medical self help, or programs on safety. Some might have lived: some might not. You'd be making a statistical guess, but try it.

Mrs. Opal Jennings, Home Demonstration Agent in Surry, has been trying to make such a guess. She can remember boating and swimming accidents, farm and home accidents during the last year. One thing is certain—you feel much safer in Surry County, Virginia, knowing that even though medical help may be miles or hours away, or even impossible to find, many people are trained in the rudiments of what to do if, for instance, you sever an artery in your leg, suffer a first-degree burn, fracture your leg, or—without enough warning—have a baby. Who can say with certainty how many people are alive and uncrippled today in Surry because someone knew what to do.

A home demonstration health committee has been in existence for several years and has held countywide meetings on subjects such as mental health. The home demonstration health committee (some of the members serving actively on the RAD Health Committee) now coordinates its activities with RAD.

Particularly comforting is the fact that citizens of Surry know how to be medically self-sufficient (to the best possible degree for laymen), not only in individual cases but during a nuclear or natural disaster.

Dr. W. R. Ferguson, county health officer and an ardent backer of the RAD health effort, taught the first two lessons of the medical self-help program—on radioactive fallout and shelter, on hygiene, sanitation, and vermin control. Mrs. Melvin Rollings also spoke at that first meeting on water and food supplies.

At the second meeting, held a week later, Mrs. Linda Barry, Mrs. Kenneth Barham, and Mrs. Allison Moore followed with discussions on shock, bleeding, and bandaging; artificial respiration; fractures and splinting; and transportation of the injured.

At the third and last of the stepped-up intensive courses, Mrs. H. B. Burt, Jr., Mrs. Livesay Burrow, Mrs. Merrill Seward, and Mrs. Lennie Barnes discussed burns, nursing care of the sick and injured, infant and child care, and emergency childbirth.

Mrs. Jennings said the three meetings were held at different points in the county so no one person or persons would have too far to travel. She believes the intensiveness of the course and the fact that the three lessons were held in relatively rapid succession had something to do with its success. "People didn't have time to lose interest."

(In some other places where a similar course has been held, the courses have been extended over a year or more; and have not been regarded as successful and interest-arousing as those in Surry.)

The Surry health program is to some extent self-perpetuating. Home demonstration clubs are still stressing health programs—particularly those concerning survival in event of nuclear warfare. Mrs. Jennings says the current programs put emphasis on existing shelter which might be used, water, and food supply.

In the courses, students were given booklets covering all topics presented, including reproductions of the slides presented. The instruction kit includes instructors' guides and lesson folders, a projector and screen, color filmstrips, examination booklets, answer sheets, and grading templates. The medical self-help training course was developed over a period of 2 years, and is endorsed by the American Medical Association and all other medical associations. It is offered to the public at no cost.

The National aim of medical self help is to train one person in every household—which would mean about 50 million people taking the course during the next 3 years. In Virginia, State Department of Health officials hope eventually to train between one-fourth and one-third of the State's population.

Mrs. Spratley says, "With the scarcity of doctors and nursing care in many areas—even more severe in case of disaster—it would be a good idea for every homemaker to be concerned about her family's health."

In Surry, Mrs. Jennings pointed out that the course was attended in part by 53 women and for two or more days by about 35 women.

Many requests have been received from Surry County residents for the courses to be repeated for those who did not have the opportunity to take them the first time. "We may go to other communities—perhaps at night so people who work can have a chance to take them," she says.

Women also have served on other RAD committees, and together they helped plan and set up an educational exhibit at the State Fair in Richmond last year showing "Rural Areas Development in Historic Surry."

The exhibit indicated the situation in Surry and listed goals set up by each of the four subcommittees of the overall RAD committee. The exhibit was viewed by thousands and won first place in competition with six other counties. It later merited one of three blue ribbons at the Petersburg Fair.

Surry is justifiably proud of its history, and at the rate it's going it also can be proud of its future. ■

An agricultural teacher demonstrates mouth-to-mouth artificial-respiration for the RAD Health Committee.

Mrs. Mary Helen Combs of Blackey, Kentucky, hooks a rug; her sons, Eugene and Eddie, watch.

Rug Hooking Raises Income Of Mountain Families

by CAROLYN SCHROCK
Extension Resource Development Specialist
East Kentucky Resource Development Project

A LEADER who has the respect of the community, the "get-up-and-go" to accomplish things, and the ability to inspire others with his enthusiasm can be the key to success when working in low-income communities. Mrs. Lundy Adams, in the economically depressed mountain village of Blackey, Letcher County, Kentucky is such a leader. Due mainly to her efforts, rug-hooking has become a source of additional family income for many Blackey women.

Largely because of Mrs. Adams' encouragement, 35 people attended a meeting on February 7, 1962, to find out what a hooked rug really was, how it was made, and what were the marketing prospects. Following this initial meeting I conducted six technical classes in rug-hooking.

Because of her faith in the ability of Blackey individuals to succeed, her untiring efforts, and her delightful personality, Mrs. Adams was able to motivate women to take part in this program which is adding substantially to their families' income. Many of these women previously left their homes only to attend church and funerals. Mrs. Adams served as the initial financial resource, purchasing supplies with her own money for the women until their rugs were sold.

Help came from other sources, too. Homemakers and friends in other parts of the Nation heard of the Blackey program through the East Kentucky Resource Development Project. Used clothing and wool materials arrived in large quantities from Oakland County, Michigan homemakers' clubs and from Presbyterian Church ladies in Iowa. Without these generous gifts, the program would have moved much more slowly.

Interest in the rug-hooking program grew rapidly. The success of the project is evident from the ever-increasing number of people taking part. "Every day I hear of someone new hooking rugs who has learned from someone else," Mrs. Adams says. In the Blackey community, 150 persons now are hooking rugs.

An unexpected obstacle arose early in the program. Perhaps in rebellion against Nature's dull, drab monotony in February in the mountain region, the women used extremely bright colors in their rugs. Although this was satisfying to them, it created a real marketing problem. To help remedy this, Miss Marian Bartlett, Extension home furnishing specialist, taught the women techniques of dying fabrics in colors more acceptable to prospective buyers.

Although hooking technique and speed improved tremendously, help in designing and in achieving pleasing color combinations still was needed. The State Department of Commerce's Division of Arts and Crafts assisted in solving this problem by having George Wells, Long Island, N. Y., conduct a 3-day session for the group. Fifty people attended at least part of the session. Their keen interest and desire to learn proved that the individual group members themselves, as well as the professionals helping them, recognized the need for help in this area.

The group met at first in the county high school, but soon they needed a sales outlet and a regular place to meet, store materials, and leave unfinished work. A former hospital building, furnished rent-free by Dr. Lundy Adams, now serves as the Blackey Arts and Crafts Center. Not only are rugs and other articles marketed from the Center, but the rug-hooking group also uses it as a regular Wednesday night meeting place. A branch library, recently set up in this same building, has brought many local people to the shop to see the finished rugs.

To bring in money to help keep the Center open, a secondhand clothing store has been opened in connection with the rug program. Some tourists visit the Center but it is not easily accessible to the general public. So to help increase sales, rugs are also displayed in Arts and Crafts Guild stores in Paintsville, Harlan, Louisville, and other strategic locations.

On December 18, 1962, the first special order for a 7 x 12 rug was sold. Between that time and June 1, 1963, 11 families had sold 49 rugs, providing a gross income of $1,747. Others in the community also have benefited. As the women searched for suitable materials with which to work, local used-clothing dealers noted an unexpected rise in sales. A local unemployed man netted $200 from

the sale of frames to those hooking rugs. The dollars earned "kept my Johnny in college this year," says a member of the original hooking group. Several "Johnnys" have been able to stay in school because of income from the project.

Although the original objective of the program was increased income, the side effects have been valuable, too. Home improvement is readily noticeable. Many homes now have rugs on the floors and "first rugs" are proudly displayed and treasured as family heirlooms. The classes also have served as a social activity for the women. At home, rug-hooking soon became a family affair, helping unite the family in a common project for fun as well as profit. Husbands who had little work away from home began to cut materials, just for the joy of helping. Some teenagers learned the technique in art class through their teacher, who had attended the classes. Not to be outdone by their elders, little sisters and brothers soon wanted to hook. Several have gained enough skill to make rugs that have been sold.

The contribution to this community made by Dr. and Mrs. Adams in the form of inspiration, money, tireless effort, and the contribution of a building is immeasurable. The problems are far from solved, but progress to date and the satisfaction achieved by the local people have been worth every effort.

As Extension workers—State, area, or county, we need to remember that key leaders like Mrs. Adams need our inspiration and continuing support. We leave the community, but they remain to face the same problems and the same people daily. Our assistance can mean the difference between success and failure. ■

when there's a job to be done....

LOOK AROUND FOR THE WOMEN

THAT'S THE OPINION of Cass County, Texas, citizens who are getting things done in developing their county program. In fact, a woman was selected to be chairman of the County Program-Building Committee. She is Leita Davis, the wife of a civic-minded, successful businessman, Charles Davis. Completing the family circle are two children, Jimmie and Betsy—busy teenagers involved in numerous community activities.

Leita Davis, a graduate of Southern Methodist University, took on a sizable job when she consented to be chairman of the committee. This meant heading up a social and economic study of Cass County which later provided valuable foundation for improvement and developmental projects. She already had proved her ability in Scout work and with PTA programs. In 1958 she had served as State Treasurer of the Federation of Women's Clubs, and in 1960 she was a delegate to the White House Conference on Youth.

A short time after the Program-Building Committee was organized, a provisional Overall Economic Development Program was completed and submitted to the Department of Commerce. Quick approval came through, making the Federal financial resources of the Area Redevelopment Act available when needed to create employment opportunities.

During the preparation of the initial study, it was realized that the organized process by which representative county leaders identify problems and opportunities and carry out educational programs designed to bring about changes, had been used in Cass County since 1948. The scope, however, of the long-established County Program-Building Committee had been limited primarily to improvement of agriculture, home economics, and related fields. In contrast, the newer committee leans heavily toward business, industrial, and social development as well as agriculture.

Mrs. H. P. Hall of Cross Roads serves as secretary to the current committee of 28—8 of them women.

Committee members agreed that if all county resources were to be developed to their full potential and if job opportunities were to be provided fast enough to meet current and future needs, detailed studies would have to be made in many areas.

The County Program-Building Committee initiated and conducted some of these studies, helped coordinate others, and assisted other active groups and organizations wherever possible.

Accomplishments include: Completion of training for work in the new chemical plant at Linden by 16 people; approval of new water systems for Bloomburg, Douglassville, and Marietta; and inclusion of Cass County in a mineral study being conducted by the Geology Department of the University of Texas. The study in a total of 42 counties was made possible by an ARA grant.

The citizens of Cass County are grateful for Mrs. Davis' leadership of a social and economic program designed to strike at the very roots of problems where they occur. ■ —*Texas Extension Service*

SAWYER COUNTY plans for the future

by MARY R. LUKES
Home Economics Agent
Sawyer County, Wisconsin

HOW TO KEEP Sawyer County, Wisconsin, a good place to live and yet make a living for its residents. This was and still is one of the major problems facing Sawyer County's Rural Areas Development Committee. The County RAD Committee is composed of area residents from all segments of its population. There are 137 members on the Committee, of which 17 are women.

Women from all economic groups of the county are represented. Some are professional women, but the majority are not. All were volunteers on the Committee and felt something should and would have to be done to make this county a better place for them and their families to live and to make a living. Sawyer County Extension Cooperators have always been concerned about the human and natural resources of this area. They are no different in this county than they are in other Wisconsin counties or other States. One of the primary objectives of the Extension Service is to "help people help themselves."

Sawyer County is Wisconsin's fifth largest county. Located in Northwestern Wisconsin, its natural resources include land, water, forests, wildlife, and minerals. The wise use of the natural resources is of interest to residents and to people who intend to reside in the county, either temporarily or permanently.

Only a very small part of the county is devoted to agriculture. Since 1950 there has been a steady decline in this industry. The resort and recreation area is located throughout the entire county and is the largest segment in Sawyer County's economy. It will continue to be so in the years ahead as increased tourist demands will have to be met. Area resort operators, motel proprietors, and others connected with recreation are working hard to meet this future demand.

Percentagewise, Sawyer County is above the average in the population group of 45 years of age and over. Since 1950 there has been an increase in this group, while the number of residents under 45 has decreased. By race, the population of Sawyer County consists of 971 Chippewa Indians and 8,336 white residents.

Women RAD Committee members served on the Human Resources, Agriculture, Forestry, and Recreation Sub-Committees. They accepted the challenge because they know and understand the tremendous problems facing Sawyer County families. Only 2 percent of the entire population have incomes of over $10,000—the majority earns between $2,300 and $4,500. The average homemaker knows this because she usually handles the finances. Women asked to serve on the above Committees because they felt they would be of more service on the RAD Committees where they were primarily concerned.

Since 1955, when the Sawyer County Program Planning Committee members worked out their first Projected Extension Program, the Committee has been primarily concerned with the high cost of educating its youngsters only to lose them to other areas where there are more job opportunities. Women throughout the county have asked again and again, "Why can't something be done to keep our children here as future citizens and leaders?" They have also included in their home demonstration program many important family living and management projects which would help the entire family. Some are: Descent of Property, Keeping of Important Papers and Records, Planning for Old Age, and Family and Community Living.

It was mentioned earlier what an important part resort and recreational industries play in Sawyer County's economy. The entire Extension staff has worked closely with these people in planning meetings to help them with their many problems. 4-H Club members and their parents and leaders are also affected by the impact of the tourist industry. Many have found work in resorts, stores, amusement centers, and gas stations.

Older girls have put their 4-H Child Care projects into good use by babysitting during the summer months. In order to accomplish this, it was necessary to develop Extension programs which would help fill all these needs. The coming increase in leisure time indicates more people will travel to Sawyer County. We must be prepared to meet this influx of people and to keep them happy while they are here.

One example of Extension cooperation as a result of the women RAD members' recommendation was the Cook's Training Schools which were held in Sawyer County last winter. Two classes were held daily for a 16-week period. Thirty-two men and women were trained in this field of job opportunity. The entire Extension staff worked closely with the Wisconsin State Employment Service, Wisconsin Vocational School, University of Wisconsin foods and nutrition specialists, resort operators, and food handlers to make these schools as worthwhile as possible.

The local boards of education were most cooperative in this new venture. Classes were conducted in the Winter and Hayward High School Hot Lunch Rooms and Dining Rooms. Both classes met from 4:00 p.m. to 10:00 p.m. daily. Some members traveled 30 miles each way to attend. At this time all but two trainees enrolled in the schools are working in area resorts, hotels, and other food-handling establishments. There is considerable interest in continuing these classes.

Much interest is also evidenced for

practical nursing classes. Nursing home operators and the only hospital in Sawyer County have reported a great need for well-trained practical nurses and aids. This goes well with the women RAD Committee members' recommendation of a possible expansion of vocational or trade schools for area youth who do not have the means or ability to go on to college for professional training. The Cook's Schools helped to increase personal incomes and make better use of the tax dollar in training people for job opportunities.

The RAD Committee also recommended improving existing resources in developing a worthwhile craft program for possible sale of articles to area visitors. Homemakers in their educational program, as well as 4-H members, are seriously developing native crafts of good quality. A few home-based industries owned and operated by women include a small upholstery business, recaning chairs, and rug weaving.

No craft project was scheduled in the county unless it was considered a useful one. Women learned that well-done original craft work could turn out to be a lucrative hobby.

Two women who attended the last of a series of upholstery workshops in 1961 are busy upholstering furniture for local residents, resort operators, and summer people. Recently they added a rug-cleaning operation to their business. Both of these ladies were in the unemployment lines each winter until they established this business.

Two other area women are kept busy recaning chairs for area summer home people who brought many lovely antique chairs with them to their summer or permanent retirement homes. A resort and nightclub RAD Committee member has offered his resort facilities to county homemakers for any special interest workshops they wish to schedule. He also wishes to learn how to reweave seats in the dozens of old hickory chairs he has in his establishment.

Four women have put their hobby of hand weaving into good use by learning to weave attractive rugs and table mats for resorts, motels, and as gift items. There are many other excellent opportunities such as making and selling local or nationality food items, maple syrup products, wooden articles of good shape and design, and baskets woven by the Indians.

Women RAD Committee members have recommended to the entire group the restoration of Indian graves for historical purposes as well as added attractions for guided county tours. They have also recommended the restoration of an old school, complete with furnishings and equipment, so future school children will learn what Sawyer County schools were like during the peak of the lumbering industry. There were 37 school districts in the county at one time—now there are only 2.

Many mink ranchers reside in Sawyer County. What to do with casualty pelts was of great concern to these people. Women RAD Committee members who were concerned about this industry recommended a school for learning how to use these items for possible tourist trade. Last spring 27 area mink wives met with University of Wisconsin Clothing Specialists and the Extension staff for a busy day of learning how to make these casualty pelts into profit items instead of losses. One of the women has done very well in making and selling unusual mink items such as ties, buttons, collars, earrings, and a host of other small, appealing gifts. More work is planned on this phase next winter. This has tremendous potential for resorts and shops throughout the entire area.

Recreation Committee members discovered that much work is needed to provide more camping facilities for families wishing these accommodations. They discovered the average income of these families was approximately $7,000. They worked hard to see that more camping facilities were provided. As a result of their hard work, two additional camping sites were established.

These are free to the public as public-minded citizens donated the sites for this purpose. 4-H members and homemakers donated picnic tables, diving rafts, and other buildings and equipment. They are also working hard to obtain more worthwhile recreational activities for the young people coming here from other areas.

A Conservation Tour for teachers will enable them to better teach its importance to students.

RAD and Program Planning Committees and other groups are quite concerned with the increasing public costs. Help was asked in educating Indian and white families in making better use of donated foods. The Indians, who make up quite a large segment of the county population, are never gainfully employed. The Indian population also created a serious law enforcement problem. It is the opinion of the RAD Committee and the Indian Tribal Council that if gainful employment could be found for the Indian people, the problems would decrease considerably.

The staff has worked hard to help educate these people in finding more jobs. Much work has been done on meetings and demonstrations on the use of surplus commodities. Other work has been done on meal planning, home furnishings, and clothing.

So, women RAD Committee members have worked hard trying to make Sawyer County a better place to live and make a living. The entire Committee is convinced that any program that is to be successful should be locally initiated.

People know their own needs! It is necessary for them to recognize and admit them. Once this is done, and a definite plan worked out, success is possible. The entire Extension staff has worked hard trying to meet the needs of the new clientele in this rapidly changing world. We are confident we are on the way to greater happiness and prosperity for the people of Sawyer County. ■

Calhoun HD Council examines patient handling equipment made during home nursing course.

by JAMES R. CARPENTER
Resource Development Specialist
Mississippi

Women Plan Development Projects In Calhoun County

■WHEN RURAL AREAS DEVELOPMENT was begun in Calhoun County, Mississippi, the women were not excluded from the county RAD organization. They could not be excluded for they were sharing the leadership of initiating this new program. Even before the county organizational meeting was held to explain the purposes and objectives of RAD and to form a sponsoring organization, the women had been working.

The home demonstration agent had already begun laying the foundation for RAD. She had presented at each of the 17 home demonstration clubs and at other women's organizations in the county, a program explaining RAD. At these meetings she placed special emphasis on the women's responsibilities and opportunities.

When invitations to serve with the county RAD organization were sent to all leaders, this educational work resulted in 25 women accepting. These 25 women make up over a fourth of the total membership.

With the organizational phase of RAD completed, attention turned to the second step, inventory of the county situation. The women again played an important role in completing this undertaking. The total membership was divided into committees with the responsibility of inventorying the 7 areas of interest: Agriculture, Industry, Health and Welfare, Youth Development, Recreation, Education, and Public Services. Women were active on each of these committees. The Health and Welfare Committee elected a woman as chairman.

The work of this Health and Welfare Committee is a good example of the sincere efforts put forth by the women. The committee completed the inventory phase and immediately moved into the analysis phase. Problems were determined and goals were set.

One problem was the need for home nursing training. The committee members undertook to solve this problem as their first activity. They called a meeting of the County Health Department workers and the County Home Demonstration Council. These two groups outlined plans to offer home nursing training to anyone interested. The 17 home demonstration clubs would be responsible for organizing the classes to receive this training, and the Health Department would provide the instructors.

The first class had 18 participants, the maximum class size. These participants represented several home demonstration and federated clubs from the county.

Instructions and suggestions for equipment used in performing nursing services at home were held to a practical level. The instructors suggested items already available in homes or that were easy and inexpensive to obtain. The only cost to the participants was 75 cents for the textbook which would also serve as a valuable reference in any home.

Interest in the first home nursing course resulted in the organization of a second class, which is now underway. A third class is being organized. In addition, this course was offered in one school where 20 students applied and received the training.

From the success in its first activity, the Health and Welfare Committee turned its attention to other goals. It began to consider action necessary to accomplish them.

The death of a person who had not been inoculated against tetanus spurred the committee to carry out its goal to increase use of the vaccination and inoculation program offered by the County Health Department. The committee also decided to encourage use of X-ray mobile units for early detection of tuberculosis and the blood sugar test for diagnosis of diabetes.

Action to accomplish these goals centered around an intensive educational and publicity program. Its aim was to point out the need and the availability of these services offered by the Health Department. County Health Department personnel, the home agent, and her associate made educational talks and led discussions at home demonstration clubs and other women's club meetings. The result was a marked increase in persons using these services.

Women are active also in implementing action that will result in achievement of many goals set by other committees. The County Home Demonstration Council used the county OEDP as a basis for its 1963 program of work. Plans were made by reviewing the OEDP and choosing the goals that the Council could reach through its ongoing program.

The low farm family income of $1,651 indicated in the OEDP, and the apparent need for a house and home improvement program influenced the Home Demonstration Council to devote its 1963 plans to providing educational information and materials on home improvement subjects. These chosen subjects were aimed at teaching homemakers to use their present resources to the fullest in improving their homes. Subjects selected for each monthly study included: Home Furnishings, Cleaning Furniture, Floor Finishing, What About That Cluttered Look, Is a Definite Color Plan Followed, Furniture That Is Misused, Use of Credit for Home Improvements.

Before beginning this home improvement program, the Extension staff asked the assistance of Extension Service Specialists in Housing and Architeeture, Rural Electrification, and Home Furnishings; local home builders and supply firms; and Farmers Home Administration representatives. These people met with Home Demonstration Council members to discuss what was to be considered adequate housing. All present wanted to become familiar with the expenses and other factors involved in an improvement program. Information compiled at this meeting served as the basis for subjects to be emphasized in the 1963 Council program.

Nutrition is another area in which women RAD Committee members have furnished leadership, A problem listed in the OEDP stated and substantiated the need for a countywide nutritional program emphasizing meal planning and food production and purchasing. Action to reach this goal included a program led by the associate home agent and county agent to improve nutrition with the 107 Balanced Farm and Home families in the county. The associate home agent through farm visits gave special training to homemakers in meal planning and food purchasing. The associate county agent supplied educational information on food production.

One other example of women's involvement in RAD activities is their participation and cooperation in organizing for a detailed manpower study that is just getting underway. The State Employment Security Commission is directing this study. Some of the preparations necessary include publicity, locating and obtaining permission to use a desirable polling location to interview applicants, and securing qualified people to act as interviewers. The women have been active in seeing that these preparations have been completed. They plan to cooperate with Employment Commission representatives to insure strong participation by county people, which is necessary to insure results that will be of value when the study is completed.

Special programs which the women of Calhoun County have activated to improve the overall economic and social conditions in the county are not original or new. Most of the programs carried out have been available for some time but have never been used fully. The significant change has been because members of this county RAD Committee have studied their problems and needed adjustments and have become convinced of the need to use these resources. In doing this they have become more willing to participate in these activities and have in turn passed the attitude on to the organizations and groups which they represent.

No, the women were not excluded from the Calhoun County RAD Committee, and as shown here it was for a good reason. The women can make many contributions to the overall development of areas, and in the case of Calhoun County they are just beginning. ■

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Involvement Helps!

WINNING FRIENDS, INFLUENCING PEOPLE

In Coos County, New Hampshire, there was a local editor who was New England-independent and skeptical of the RAD committee's purpose and procedures. He had said so in his paper. The committee invited him to a meeting—the first he'd actually attended.

The result? He was impressed by the down-to-earth study and analysis that went into the group's planning. The do-it-ourselves attitude of committee members dispelled his fears of a Washington hand-me-down program. Unsensational, but solid and sincere efforts of the citizens planning group, backed by the local technical action panel had won him over.

After the meeting, a complete, firsthand report and an enthusiastic editorial in his weekly paper portrayed his changed attitude based on personal experience.

Moral? Involvement can win converts. You can't do the public's business in private. To get them with you, keep them informed on purpose, problems, procedures, and progress.

Here's another tip picked up from Coos County.

The RAD Committee published a membership list, including addresses and affiliation with other organizations. A breakdown of area subcommittees and standing committee membership was also given.

It made an impressive "who's who." But it wasn't just to impress people. Like a good OEDP, it was a working document. Its job: to let people know who *was* who and what they were trying to do. With a membership directory like this, anyone interested in getting his viewpoint across to the committee knows whom to contact. ■

NUMBER 1 RESOURCE: PEOPLE

This summer, folks around Woodsfield, Ohio, watched the completion of a new garment factory with pride and satisfaction. They helped get it there. Here's how:

In the fall of 1961, a garment manufacturing firm came to the Monroe County Resource Development Committee. They were looking for a place to locate; they needed a building and a training program for employees who were to be hired locally.

It was a big order. The main assets the Resource Development Committee had to offer were people who wanted work.

A search for suitable buildings almost drew a blank. The 4-H Club Center at the county fairgrounds was the only one in the county that suited. The 4-H Council borrowed $5,000 to complete rest rooms, provide a heating system, and adapt the building for year-round use. The Fair Board put in water and gas. Production started last year, with 72 on the payroll.

But the firm still didn't have a building of its own. Two local banks and the garment factory management provided money to build; a local auto dealer donated the land for the building site; and the village of Woodsfield extended utility services.

So when the new plant opened this summer, providing 200 jobs, Monroe Countians—men, women, and children—could pridefully say, "we helped!" ■

INVOLVEMENT ASSURES RAD PROJECT SUCCESS

Sixty school aged yougsters from "underprivileged" homes in Cherokee County, Oklahoma, had the time of their lives this summer—thanks to a unique 3-year-old RAD project. They attended a day camp that ran for 6 one-day-a-week sessions.

As a result of broad community involvement, the day camp has become one of the county's perennial RAD projects, with support from the Tahlequah public school system, Chamber of Commerce, civic clubs, county United Fund Committee, the Extension Service, and home demonstration clubs.

But these groups do more than provide sponsorship or financial support. They provide special programs for campers. This summer, County Home Demonstration Agents, Cleo Stiles Bryan and Lila Clark taught "Know Your Sewing Machine" and conducted a "Glamour Hour" for girls. Other features included crafts and dramatics.

Home demonstration club groups take turns planning, preparing, and serving noon meals to the youngsters. ■

MARKETING AND UTILIZATION
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EXTENSION SERVICE REVIEW

Davis Named Administrator

Dr. Lloyd H. Davis was recently named Administrator of the Federal Extension Service, succeeding Dr. E. T. York, Jr., who is now Provost for Agriculture at the University of Florida in Gainesville.

In making the appointment, Secretary of Agriculture Orville L. Freeman cited some challenges that face Cooperative Extension:

"American agriculture faces problems and opportunities that challenge the educational capacity of the Cooperative Extension Service. Our great progress in the production of food and fiber has released agricultural resources—land, capital, people—for the production of other things. There is a rapidly growing demand for recreational services these resources can produce.

(CONTINUED ON BACK COVER)

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, *Administrator*
Federal Extension Service

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EXTENSION SERVICE
REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

EDITORIAL

Do you speak Dutch?

Neither do I.

If you did speak it fluently you might be in Amsterdam, The Netherlands, this month. Not sightseeing. But explaining American farming to visitors to the U. S. Food and Agriculture Exhibition for Western Europe. County Agent Dick Machiele of Ottawa County, Michigan was the one chosen to assist in the Special Exhibits Area. Here are the reasons:

County Agent Machiele, whose parents were both born in The Netherlands, is as fluent in Dutch as in English. Besides that he has had long experience in working with Dutch-speaking farmers in the Holland-Zeeland Area of Michigan. His assignment in Amsterdam includes talking with visitors on the problems of American agriculture in general, the role of State and county fairs in our agriculture, and the role Extension and other services play in helping the American farmer increase his efficiency.

Another big doing in Amsterdam this month is a European-American Symposium on Agricultural Trade. This is under the sponsorship of USDA and cooperating U. S. food and agricultural industries. This is an informal exchange of ideas among some 500 leaders from Western Europe and the United States on the ins and outs of trade in farm products. These leaders represent agriculture, industry, consumers, science, labor, education, and government.

With 1 out of 5 acres of U. S. farm production going into export, these two events in Amsterdam are local news in a good many counties.—WAL

Education in Marketing and Utilization

MARKETING AND UTILIZATION OF AGRICULTURAL products is defined as "services and activities connected with changing the form of goods and moving them from producer to consumer." It includes everything done with the agricultural commodity from the time it leaves the farm gate until it is in the hands of the consumer.

Extension utilization work is concerned with the change in forms of goods and is, of course, a part of marketing. It involves assistance to processors and manufacturers in the evaluation and application of research on new product developments, new or improved processing methods, and new uses of existing products.

Objectives and Responsibilities

This program provides educational information which assists those making marketing decisions to answer for themselves the questions: (1) What is the problem? (2) What are the alternatives? (3) Which alternative is best?

Programs in marketing are conducted with producers, assemblers, processors, distributors, and institutional and household consumers; they provide both economic and technological information, based upon the latest research results, necessary to sound decisions in assembling, processing, and distributing agricultural products. The objective is to contribute to improvements in the marketing of agricultural products. More specifically, the objectives of Extension marketing and utilization programs are: To provide a better understanding of all phases of marketing which will allow farmers, consumers, and marketing firms to adjust to changes in technology, supply, and demand; to reduce the cost of marketing farm products; and to expand the uses of farm products.

The Cooperative Extension Service is under firm obligation to carry out educational programs in marketing and utilization. This obligation stems from the basic legislation establishing Extension work; the traditional role of the Extension Service in USDA and in the Land-Grant Colleges; and the accepted responsibility of the Extension Service to farmers, business firms, and the general public. Extension, likewise, has a legal mandate for the conduct of marketing work. Furthermore, the legislative Hearings, prior to the passage of the Smith-Lever Act of 1914, left no doubt that Extension was expected to conduct aggressive marketing programs.

Extension's responsibilities were made more specific in the Agricultural Marketing Act of 1946 and again confirmed by Congress in 1953. The Agricultural Marketing Act of 1946 states in part: "The Congress hereby declares that a sound, efficient, and privately operated system for distributing and marketing agricultural products is essential to a prosperous agriculture and is indispensable to the maintenance of full employment and to the welfare, prosperity, and health of the Nation."

Marketing of agricultural products in the United States involves more than 1 million firms and employs over 10 million workers. Over 135 million tons of foodstuffs are moved and transformed each year for which civilian consumers spend over $62 billion. In addition, the marketing system handles nonfood agricultural products, such as cotton, tobacco, and feed grains, worth several billions more.

The people engaged in marketing sort, grade, process, and sell; they establish prices at all levels within the system which facilitate the physical movement of products through the market channels and, in turn, reflect the demands of consumers back through the marketing system to producers. All of us expect the system to do its job well. It is in the interest of producers as well as consumers that the marketing job be done efficiently and that prices be fair and equitable to producers, marketers, and consumers.

Efficiently serving the needs of an increasing population is a challenge to the marketing system as are increases in services, upward movement in wages, and increased transportation costs. Marketing costs have risen, as a result, but the increase has not been as great as it would have been if efficiencies had not taken place as well. But, research findings are available which, if applied, can make the marketing system more efficient. It is for this reason that Cooperative Extension recognizes its responsibility in disseminating and assisting in the application of research findings, both economic and

technological, which lead to the solution of marketing problems and result in the development of a more efficient marketing system.

History

Extension marketing programs, first developed in the 1920's, were conducted primarily with producers to help them with their marketing decisions as well as to help groups of farmers to assemble their products in larger volume and with greater uniformity and to work cooperatively in performing these functions. Such programs were logical because farmers played a greater role in the actual marketing of agricultural products. Today there is little contact between the individual producer and the consumer. Individual farmers are performing fewer of the marketing and processing functions although each must still decide what, when, where, and how to market. In addition to the production unit, some farmers may also have a marketing unit. They may do their own grading, packaging, and transporting; however, few still do the whole marketing job. The major exception are those many farmers who, through their own cooperatives, jointly perform marketing functions which each individually could not do.

Informational Assistance to Individual Producers

Market information is necessary, along with information about production factors, in considering the *what* and *when* questions of production. The *what* decision may require heavy farm investment; in this case, a decision requires a knowledge of the longrun market demands for the commodities which are alternatives to the producer. If there are production alternatives in the short-run, market information is still needed but changes in market demands generally have less effect on price changes than supply considerations. For the question of *when* to produce, some of the types of marketing information are mentioned below.

With respect to the marketing decisions of what, when, where, and how to market, producers need numerous types of information from the marketing system which can be incorporated with other information on their particular production unit in deciding among the marketing alternatives. This includes present and probable prices in alternative markets and seasonality of prices. They need to know the market demand, both foreign and domestic, for the various qualities of a particular product and probable returns by different methods of marketing.

Assistance to Producer-Groups

There are a number of important problem areas which require decision making by an aggregate of producers and which have impact beyond the individual farm. Most of these problem areas relate to the economic position of farmers. Price-support programs, market orders and market agreements, bargaining associations, and cooperatives are examples of different methods in which producers have a voice when attempting to improve their price and income situation. These methods are beyond the production stage of agriculture. By these methods, group decisions (e.g., a market order referendum) generally determine whether any action will be taken and, if so, which one. Extension work in marketing has recognized these types of problems as being among the most critical and challenging.

Work with Marketing and Processing Firms

A substantial portion of Extension's marketing work is conducted with management of those firms who perform one or more of the marketing functions of assembling, processing, or distributing. This includes programs with producers who maintain a marketing unit along with a production unit and who process, package, or market directly to consumers. This latter group, however, represents a relatively small portion of all marketings. Of more importance in terms of volume are the producer-owned cooperatives (over 20 percent of all agricultural products are marketed at one stage or another by cooperatives) and the individually- and corporately-owned marketing organizations. All are marketing firms; their principal difference is in the form of business organization and not in the marketing functions performed.

Extension Program Areas

Many managers of cooperatives and other marketing firms are recognizing the need for further training in management skills. A number of State Extension Services conduct educational programs of a management-training type designed to help managers better understand and more effectively fulfill their duties such as planning, organizing, directing, coordinating, and controlling. Such programs have been well accepted by managers and have led to greater study and application of both economic and technological research findings in their decision making.

Training programs for boards of directors and executives are also being developed. At present, these are oriented primarily for cooperatives. Such programs are designed to improve the understanding of the boards' responsibilities and to develop proficiency in fulfilling them. It is necessary that boards of directors comprehend how the management duties relate to the board and understand management processes, procedures, and tools in order to effectively perform their role as part of the management team.

Management must, of necessity, make long-range plans; these may be made through intuition or they may reflect a serious study of the important factors necessary in considering alternatives in planning the future. Long-range planning may be a "one time" effort or may allow for a constant adjustment in plans with new knowledge.

Thus, this work involves educational assistance which will contribute to their identifying and evaluating the most important factors in making long-range plans. Market analysis is essential. This may involve educational assistance in analyzing present and probable future market demands for the products in question, market demands for alternative products, interregional competition, probable future costs and supplies of raw

products, changes in market structure and behavior. It may also involve decisions with respect to diversification, both long- and short-term investment, new types of processes, optimum size of facilities, and location. The above is necessary if the feasibility of alternative investment opportunities is to be evaluated.

In addition to the previously mentioned marketing educational work which applies to all rural areas, considerable work is oriented more specifically to assisting local rural groups, including RAD committees in evaluating the feasibility of alternative processing and marketing facilities. Both economic and technological information is made available relative to the market potentials for specific products, potential competition from other regions and other products for a particular area, and costs by various sizes of facilities. This is used along with information pertaining to the economics of production of alternative farm enterprises.

All industries have made great technological strides. In many cases, technological advances have resulted in the reduction of unit costs and larger incomes as marketing firms have increased in size. A substantial shift in market power has resulted. The remaining and still large number of small firms engaged in marketing are facing increasingly intense competition.

Some State Extension Services conduct educational programs with marketing firms. These assist them in evaluating their per-unit costs, and cost changes which would result from changes in volume and sizes of facilities. They also consider costs in competing areas, long-run demands for the agricultural products in question, and other factors significant to firm adjustments. For some smaller firms this has led to mergers and consolidation in order to develop more efficient and competitive marketing organizations.

A number of State Extension Services conduct programs directed at assisting management of agricultural marketing firms to improve plant efficiency through the application of research results. This includes also their evaluation of external factors which influence efficiency. Programs involve educational assistance of many types. For example, it may involve the analysis of financial statements, improvements in accounting systems, evaluation of equipment and alternative equipment which might better suit the needs, relocation of equipment, design of facilities, improvement in work methods, changes in procurement, purchasing procedures, and other information relevant to evaluating alternatives for reducing costs. Educational assistance is also to aid management in the selection, training, and supervision of employees.

Utilization Work

In recent years there has been an increase in both economic and technological research. One of the areas receiving substantial emphasis is utilization research; also included is some economic research aimed at evaluating the potentials of new developments. Farmers, processors, manufacturers, and the general public are greatly interested in the research and Extension efforts in utilization.

Extension educational work in utilization is underway in a number of areas. The following are some examples: Research information is being disseminated relative to scientific developments in the chemical treatment of cotton that will enable cotton to gain a wider acceptance in the apparel, household, and industrial fields. In progress is educational work with textile firms in the application of new scientific developments in textile engineering including: Opening, cleansing, carding, spinning, and weaving in order to improve cotton cloth quality and to reduce costs. Work is underway with paper manufacturers on the use of cereal starches and flours to improve the wet-and-dry-strength of paper as well as to improve other properties of paper products. Limited, but increasing, work has been initiated in forest products utilization on the application of new and improved processing methods, the development of new products, as well as assistance to wood-using industries in utilizing better local species; this area is currently receiving additional emphasis. Also, there is a great deal of utilization work with processors of dairy products, poultry, meat, fruits, and vegetables.

Educational work in utilization is being conducted by both the State Extension Service and by Federal Extension Service specialists working closely with the regional USDA utilization laboratories. The latter work directly with appropriate processing firms. In this area of Extension work, the number of firms is often not sufficient in any one State for the State Extension Service to employ a full-time, highly-specialized staff member.

Marketing Information of Assistance to Consumers—Ours is a consumer-oriented economy. In a broad sense, consumers dictate what is to be produced and marketed through their purchases in the market. Research and Extension work is in process on changes in consumer demands, preferences, and attitudes with respect to agricultural products.

This consumer direction can only work best if consumers are themselves informed and, information from the marketing system is a necessary ingredient in today's consumer purchasing decisions. As a part of the total Extension marketing programs in a number of States, marketing, technological, and economic information is developed on agricultural products and services, as well as on the role of the marketing system. This marketing information is generally used by those in Extension home economics programs in their work with consumers; it also is generally disseminated by mass media to the consuming public.

Marketing Programs with Rural Youth—Some of the State Extension Services are conducting programs with rural youth aimed at helping them understand the marketing system and the functions performed by different types of marketing firms. Management of marketing firms cooperate in explaining the operation of their businesses and the place where their businesses fit in the total marketing framework. These programs provide a basis for rural youth to understand the marketing system and to analyze their career potentials in those businesses closely allied with agriculture.

Regional Approach

Many marketing problems have no State or county boundaries. Personnel in two or more States are now cooperating in the development of information and teaching materials which will be of value in solving problems in the several States concerned. This arrangement of cooperation among State Extension Services allows the use in more than one State of persons highly specialized in a particular area. Not only does it contribute to stronger programs but it allows economies in the development of specialist staffs.

Regional Extension marketing committees also have been established in three regions and another is being established in the fourth. These committees are helping to further Extension marketing work. They have helped point out regional marketing problems on which the States can cooperate. They have helped identify areas of subject-matter needs and encouraged cooperative efforts in the preparation of teaching materials of value to the States concerned. And they are contributing significantly to the general strengthening of Extension marketing work.

Interdisciplinary Approach

A wide variety of specialist competencies is necessary in furthering Extension's present-day marketing work. These include training in such areas as: Economics, sociology, industrial management, industrial engineering, business administration, chemistry, and bacteriology. State and FES persons are increasingly giving emphasis to becoming more highly skilled in their special disciplines and at the same time gaining a more complete understanding of the contribution his co-workers can make to a particular problem. No longer can one person cover the entire marketing field. In fact, no longer can one person be sufficiently acquainted with all aspects of the problems of even a single firm to be able to develop and help apply appropriate marketing information.

Both the State Extension Services and the Federal Extension Service are following, through identical procedures, an approach whereby marketing problems are identified and information from the appropriate scientific disciplines is used in determining and appraising alternative solutions. This means a team effort on the part of the marketing staff. Additionally, because of the interrelationships between different Extension projects there is also involved appropriate cooperation among persons in different projects. Extension marketing specialists may contribute to the work of those in other Extension projects; likewise, personnel in other Extension projects may contribute to the development of information which will help solve marketing problems.

In other words, it requires a total and unified Extension effort. All in the Cooperative Extension Service can and do play a role in the development, dissemination, and application of economic and technological marketing information in the solution of marketing problems. All can and do contribute to Extension's objectives in improving the agricultural marketing system. ■

Division of Marketing and Utilization Sciences, Federal Extension Service.

BOOKS

Two books on cooperatives will soon be off the press. Both are a new approach to the field of cooperative literature. Each provides valuable information for Extension workers and is particularly suited to the needs of county offices.

FARMERS IN BUSINESS by Dr. Joseph G. Knapp, American Institute of Cooperation, Washington, D. C.

Dr. Knapp, Administrator of Farmer Cooperative Service has devoted almost 40 years to the development of farmer cooperatives. His book brings together many of his talks and articles.

It places in perspective the importance of cooperatives in our marketing system. Unlike some books, it is of specific value to those—county agents particularly—who do not devote a major share of their time to cooperative problems. It will assist this group in answering questions frequently raised about cooperatives.

Farmers in Business is a well-organized book taking up the critical areas of 1) The Nature of the Cooperative Enterprise, 2) Organization and Operation, 3) Lessons From Experience, 4) Challenges and Problems, and 5) The Road Ahead.

The section on Lessons From Experience is significant because it can serve as a valuable guide to growth and development today.

Considerable focus is placed upon the management team—board of directors and manager. This emphasis is consistent with Extension's educational programs with cooperatives today.

COOPERATIVES, PRINCIPLES AND PRACTICES by Dr. E. P. Roy, Interstate Printers and Publishers, Danville, Illinois.

Dr. Roy, Professor of Agricultural Economics at Louisiana State University, is an outstanding leader in research and teaching of cooperation.

He puts together a text dealing with all types of cooperatives and their foundations. It includes the philosophy upon which cooperation is based to current technical problems facing cooperatives. The book is a comprehensive compilation of all types of information about cooperatives. It is most valuable as a reference to Extension workers.—*Paul O. Mohn, Economist, Federal Extension Service.*

IMPROVING THE BARGAINING POWER OF COOPERATIVES

by G. ALVIN CARPENTER
Extension Economist
California

NO SUBJECT in the entire field of economics is more controversial than the drive for, the exercise of, and the consequences of gaining more market power.

Farmers, labor unions, and business firms of all types are working continuously to achieve greater bargaining power. In today's economic environment, it is the means of achieving satisfactory sales, profits, and income. Each group is trying to improve its position.

How is greater bargaining power obtained? One important way is by changing the organization and structure of markets where products are bought and sold. Certain structural characteristics listed below help to explain some of the differences in market power.

1. Degree of concentration of purchases of raw products in a given industry. 2. Conditions of entry into the industry, such as economies of scale, capital requirements, and other natural and artificial entry barriers. 3. Types and degree of integration used by producers and/or processors. 4. Extent of product diversification and concentration of sales used by different companies. 5. Institutions, habits, and conventions developed by buyers and sellers. 6. Geographic concentration of production.

Of all these factors, the principal characteristics of an industry which attract most attention today among farmers are the degree of concentration of purchases and the use of vertical integration. Changes in market structure become important when they affect the kind and quality of competition existing, when they affect the terms of trade on which farm products and other farm supplies are bought and sold, and when they affect the output, prices, costs, and profit position of firms and industries.

Extension Work With Bargaining Groups

Many changes are taking place in the structure of markets for farm products. We have heard much about integration in food marketing. A grower-to-grocer movement has been developing. Processing, distributing, and retailing functions have merged, combined, associated, coordinated, unified, centralized, and nationalized to the point that agricultural producers often find themselves at a distinct disadvantage in selling their products. Farmers and organizations selling for them have been facing a drastic reduction in the number of buyers and a corresponding increase in size of buying units.

Historically, American farmers have been concerned with their relative power in the markets. To improve their position they have, in many instances, formed supply and marketing cooperatives. These cooperatives have been of two basic types: (1) *Operating*—those that physically handle the product, and (2) *bargaining*—those that bargain on prices and other terms of sale but normally don't replace handlers. Extension workers generally have been in the forefront in aiding with the organization and development of both types.

In general, farmers, have used their operating cooperatives to try to overcome the power of buyers and sellers by bypassing them in the market, providing more and better services and reducing profit margins, or making such margins available to farmers through their cooperatives. Farmers belonging to these cooperatives have, in fact, become their own retail suppliers and first handlers. Farmers belonging to bargaining associations, on the other hand, have tried to improve their market position by counteracting the power of buyers with increased power of their own. Bargaining associations have developed through horizontal integration of producers of specific commodities into single bargaining groups. Through this means, certain well-organized groups have discovered they can create an effective force to deal with few but large buyers.

At present there are in the United States approximately 50 fruit and vegetable bargaining cooperatives (not counting those groups affiliated with American Farm Bureau). About half of them are located on the Pacific Coast, with 11 in California. Six of these are fruit associations, three are vegetable associations, and two are olive groups.

If you could look behind the scenes as these associations were organized, in almost every case you would find an Extension worker in a key position. Either the county agent or the Extension marketing specialist, or both, were instrumental in organizing the groups, helping them to understand their problems, making them aware of opportunities for cooperation, and assisting them with organizational know-how and encouragement to get started. Such vigorous, educational leadership has been the responsibility of the Extension Service for a long time. It is still a great responsibility.

Type of Assistance

Bargaining associations in themselves are not a cure-all for the farmers' problems. Bargaining for the price of a commodity must be based upon sound economic decisions. Some of the most important assistance given by Extension personnel to bargaining association groups has

been helping them to understand the nature of the market structure and the competitive situation facing them. Too often, associations have started with great enthusiasm and promise only to end in discouragement and failure, principally because they attempted too much without having prepared the ground well and did not have enough factors under control.

University personnel have attempted to aid bargaining groups in better understanding the competitive position they occupy and how that position might be improved through sound organizational structure and improved bargaining techniques. Bargaining power is the product of many forces which vary with circumstances and changing economic conditions. Because of inability to control all of these conditions equally well, it is practically impossible to have a market situation where both sides have equal bargaining power. The final negotiated price and other terms of contract depend on the relative bargaining power of the producer group on the one hand and the processor or buying group on the other.

It follows, therefore, that all factors tending to influence the bargaining power of either side become important in the determination of price. Every disability that characterizes farmers' cooperatives has an adverse effect upon bargaining strength. Every disability that can be overcome will have a favorable effect upon bargaining strength. Educational activities of Extension and other University personnel with respect to bargaining associations in California have been directed toward understanding market conditions, overcoming weaknesses, and helping to analyze adequately the factors for success in bargaining negotiations. More specifically, these activities have included the following.

1. Analyzing the economic need and possibilities for effective bargaining.
2. Assistance in analyzing and understanding the basic factors necessary to successful bargaining.
3. Assistance in educational work to inform prospective members concerning objectives of the association and its operations.
4. Assistance in developing sound organizational and legal structure that will meet the requirements of State and Federal statutes as well as association needs.
5. Assistance in providing up-to-date economic and market information so as to give necessary aid and guidance to bargaining negotiations.

In California, some of the most important assistance rendered by the University to bargaining associations has been in the form of price analysis, usually conducted by research workers and sometimes by Extension workers. Reports have been prepared periodically for commodity groups engaged in bargaining activities. These reports have supplied background information to help establish supply-price relationships and the nature of the demand for the product; to help management ascertain the volume that likely would move through market channels at different price levels for domestic and foreign uses; and also to report the seasonal nature of demand for the product and the possible influence of substitutes at various price levels. Answers to these and other related questions are very important in the negotiating process.

Basic information developed through price analysis reports of the University enables management of bargaining groups to make a more realistic appraisal of how far they can expect to go with their bargaining. These studies, of course, have been available to both processors and producer groups and have been instrumental in bringing more accurate and detailed information into the bargaining negotiations of both sides.

In many instances, University personnel have consulted with officers and management of bargaining groups on various problems, such as the strength and limitations of bargaining associations, what they may logically expect to accomplish through bargaining efforts, organizational goals and methods, interpreting research findings as they apply to specific operations, and providing other forms of technical assistance aimed at improving effectiveness.

Extension personnel have participated in many training conferences for management and other cooperative personnel to assist in improving management, membership relations, customer relations, and other activities.

Improving Market Power

Growers are interested primarily in bargaining cooperatives as a means of improving the price per unit they receive for their crops. While these associations often have increased grower prices and contributed to the stability of prices over time, emphasis has been given also to benefits from other aspects of bargaining, for example, negotiations on the conditions of sale which also directly or indirectly affect returns to growers. With the increasing trend toward specification buying, negotiations on such items as grades and grading, time of harvest and delivery, service and material charges, and the method and schedules of payment are also important.

Market power can be achieved in various ways: Through improving quality, by earning greater acceptability for the product, and by doing a better job of supplying the market with what it wants. Market power can be improved through greater knowledge of the marketing process itself. Considerable market power can be achieved through control over the rate at which the product reaches the market, so that it gets to the right buyers at the right time. There is also market power in diverting the product into various uses. And there is power in developing a reputation for honesty and fair play, and establishing a negotiation climate that will bring processors to the bargaining table in a negotiating mood in which they are less likely to discriminate against the association because of its efforts to achieve group strength. These are some of the points which Extension workers have emphasized and can continue to emphasize with bargaining groups to help them improve their market power.

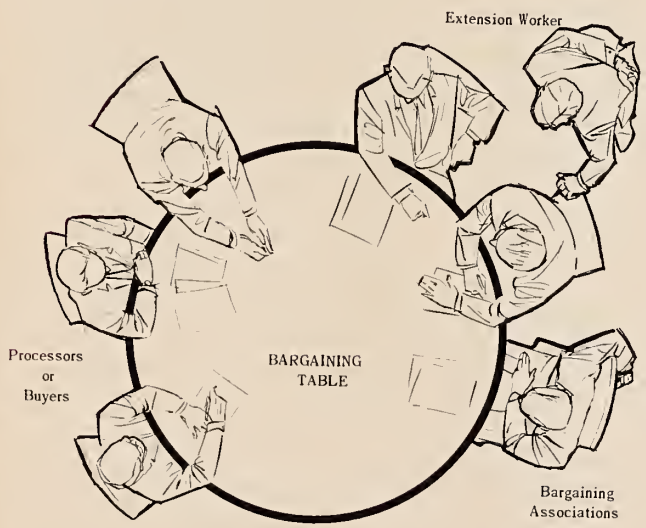
More specifically, the colleges have assisted and can assist bargaining cooperatives in areas of establishing authoritative benchmarks for management, operating and production costs, developing more comprehensive outlook,

supply, and related market data, evaluating competitive situations, developing more objective grade standards and sampling methods, engineering technology, and quality control. Assistance in effecting mergers and consolidations of marketing and supply cooperatives also can assist greatly in developing more countervailing market power to compete better under conditions of concentrated buying.

Bargaining cooperatives are not the answer to all market situations. In some cases, joint action of growers in the direction of vertical integration, such as cooperative processing, seems more feasible. Marketing orders and agreements, joint promotional activities, as well as other types of cooperative effort also have a place in the marketing of food products. But the need for countervailing power at the grower level often can be built on horizontal integration of many farm firms through the formation of bargaining associations. In some cases, the bargaining associations may provide the foundation essential for the success of a processing or other type cooperative. A bargaining cooperative may complement the operation of a processing or marketing cooperative when the bargaining association is strong and effective. It is in a position to establish the base price for the commodity. Then the processing or marketing cooperative is in a position to return to its patrons the bargaining association's basic price plus the savings that can be realized from the operation of the processing or marketing cooperative.

Collective bargaining is one important method of giving farmers a voice in establishing the price and terms of sale for their product—in other words, improving their market power. Collective bargaining tends not to stifle competition but to improve it between producer groups and processor groups. It may serve to protect the producer against monopsony (control at the buying end) by the processor and, on the other hand, to prevent disastrous competition among unorganized growers. It enables farmers to provide themselves with many services essential to efficient production and distribution which are not otherwise available. Farmers, as a group, can make economical use of specialized personnel and skill which they, as individuals, could not acquire at all or only at high cost. Farmers can give full attention to problems of production with confidence that a market will be available with prices fair and equitable.

Processors, too, can have advantages through soundly organized and effective bargaining associations. They can reduce overlapping services and realize net savings in field work and in contracting. Processors can have greater assurances of supplies for their operations and gain satisfaction from the fact that uniform price and grading practices are established for all buyers alike. The pressure for making "special deals" to hold producers is thus reduced. Processors and growers can unite to better advantage to produce and process products of the highest quality.



A Bargaining Association must have: positive control of tonnage, market information, bargaining know-how, membership support, recognition as sole bargaining agent for producers, and realistic price and contract demands.

Looking to the Future

In the realm of organized labor, collective bargaining definitely has established its place as an effective method to improve the economic status of workers. In certain segments of agriculture where monopsonistic elements are the rule rather than the exception, bargaining associations have a definite role to play in improving the status of farmers. Where effective control over membership volume can be secured and when effective bargaining techniques are utilized, the association can have considerable influence in determining price and other contract provisions. The tendency to try to force temporary, unwise price increases is their greatest danger. Wise, well-informed leadership is vitally important to their continued success.

In the past, Extension workers have contributed greatly to the development of leadership in these associations. As some of the early problems of organization and operation were solved and as management became more experienced and proficient, some have wondered about the need for assistance from Extension workers. In many cases, associations have developed very capable and experienced leadership, often more highly specialized in the strategies of competitive business than University personnel were. Where this is the case, if Extension workers are to continue to render effective service to bargaining associations and other cooperatives, they must keep abreast of developments and become more specialized in dealing with current problems faced by such associations in a rapidly changing business world. The need for effective Extension assistance is still there, but the type of problems and the approaches to their solution may have changed. The challenge for Extension workers to meet these problems is greater than ever. ■

North Carolina proves the effectiveness of the interdisciplinary approach to problem solving.

Burn Slabs and Sawdust —Or Chip Slabs for Pulp?

A North Carolina sawmill had to make the choice between burning slabs and sawdust, or chipping slabs for pulp.

by J. C. WILLIAMSON, JR.
Assistant Director of Extension
North Carolina

IN 1776 a British economist named Adam Smith wrote *The Wealth of Nations*. A central idea in his book is that division of labor in industry improves productivity. Smith made three key points concerning the division of labor. (1) Returns to division of labor are large because the individual is permitted to concentrate his attentions on a relatively simple task. As a result, he develops a higher degree of proficiency and has a better chance of inventing new and better ways of doing the job. (2) Opportunities for division of labor in industry are better if the volume of production is large enough that each specialized job provides employment for a man. (3) There must be effective cooperation among the several specialized workers.

Adam Smith lived in the midst of the industrial revolution. Inventions and discoveries occurred rapidly. An international market was opened to industry. Opportunities for the division of labor in industry were numerous. The skilled craftsman who turned out a finished product alone was being displaced by the specialized production line worker. Cooperation among the specialized workers was insured by the industrialist who coordinated their work to increase his profits.

Up to a point, a parallel can be drawn between industrial conditions in Smith's day and the conditions which face us in developing Extention programs in marketing and utilization. The principal objective of an Extension program in marketing and utilization is to improve the efficiency of firms which service the farmer and market his products.

These firms are numerous, and many are sizable operations. The functions which they perform and the decisions which they make require the use of a wide variety of skills. More important, developments in technology and in organizational and operating skills and their adoption by firms is rapid. An effective Extension program to help these firms to make knowledgeable decisions requires a high level of competence in a number of disciplines and the inventiveness to apply this competence to a variety of situations. The disciplines involved are diverse and the skills required complex, so that an individual is more efficient if he specializes in a single discipline. The demands for services of Extension personnel with training in specialized disciplines are large enough that each can be fully employed.

Following Smith's first two points, we might say that in Extension marketing and utilization work, returns to division of labor are large and the extent of the market justifies employment of people with training in specialized disciplines. But what about Smith's third point? Is cooperation among Extension specialists from different disciplines necessary? If so, to what extent and under what circumstances? And how is cooperation achieved?

The Need Varies

The extent of interdisciplinary cooperation needed in marketing and utilization depends primarily on two things: The type of clientele and the type of business decision involved.

Type of Clientele—A business firm which has a staff of well-trained specialists usually provides an internal mechanism by which it assimilates information from the several disciplines and makes decisions. An Extension worker can best communicate information through his counterpart within such firms. In assisting firms which employ few if any persons with highly specialized skills, it is usually desirable to coordinate

information from several disciplines for easier use by management and operating personnel.

There is a tendency for the amount of specialized skills employed to vary directly with the size of business. Consequently, the need for interdisciplinary cooperation tends to be less in larger firms.

Type of Business Decision — For present purposes it is useful to think of two extreme types of decisions made by business firms. These are *marginal* and *total* decisions. Marginal decisions are those which affect only a single operation. For example, a vegetable processor decides between the use of glass jars and cans. Total decisions are those which may require changes in any or all of the firm's operations and in its organization. For example, a milk handler decides whether to sell the plant to another firm or to continue operations on one of several bases.

As a general rule, the extent of interdisciplinary cooperation is needed least in providing information to business firms for use in making marginal decisions. The extent of teamwork needed is greatest in providing information for use in making total decisions. Most business decisions fall somewhere in between these two extremes and so does the degree of interdisciplinary teamwork needed. *However, current rapid changes in technology and in organizational and operating skills and the present status of development of marketing firms require a high degree of interdisciplinary cooperation in the total Extension program if it is to be effective.*

Interdisciplinary Cooperation

In most Extension organizations, there is a tendency for the programs of individual disciplinary departments to be autonomous. Individual workers also enjoy a large degree of independence. This independence has its advantages. It encourages individual initiative. Further, it encourages the specialist to become proficient in his chosen discipline. The major disadvantage is that this type of organization relies on informal cooperation among departments, and informal cooperation alone has not been adequate.

Individuals and their departmental leadership frequently do not seek the cooperation of people in other disciplines. The major reason is lack of understanding about the contribution other disciplines can make toward the solution of problems. Stated differently, many specialists are inclined to "go it alone" because they do not know how their colleagues can be of assistance. This means that people in the different disciplines must become better acquainted. An additional reason for lack of informal cooperation is competition among departments.

The full advantages of interdisciplinary cooperation can only be realized through formal cross-departmental teams established by administration above the departmental level. As the preceding discussion suggests, the need for teamwork varies. Further, the disciplines involved and the relative amounts of time needed from each, vary. Consequently, these teams should be organized only to tackle areas of work which are well identified and which can best be handled through a formal team. Such teams should be continued only as long as there is productive work for them.

Formal cross-departmental teams do not meet all of the needs for interdisciplinary cooperation. This is true primarily because there are many educational needs of a short-run nature or that require cooperation between only two individuals. These would never be dealt with if they relied on the formal team approach. Individual specialists and departmental leaders should be encouraged to handle these problems informally. One of the best ways to accomplish this is through the establishment of formal teams as described above. Team experience provides an opportunity for the different specialists to observe each other at work and to learn to appreciate one another's skills.

One of the hazards encountered as people gain experience in interdepartmental cooperation is that of "hybridization." That is, a specialist begins to feel that he has learned enough to perform functions in another discipline. Then he begins to work in that discipline, discontinues cooperative efforts, and the quality of the educational program deteriorates. A continuous review of interdepartmental programs and cooperation is necessary to avoid this.

An Example of Teamwork

The recently concluded Agricultural Marketing Act contract on wood utilization by the North Carolina Extension Service took the formal team approach. The primary purpose of the contract was to develop a pilot educational program for work with the sawmill industry.

In developing this pilot educational program, a team consisting of two wood technologists and an economist was used. The technologists defined the physical possibilities or alternatives in different sawmill operations. The economist applied his special skills to these physical specifications to develop guides for use in choosing among alternatives. This combination of skills from the two disciplines made efficient use of the talents from both. Each specialist was able to concentrate upon the best possible application of his specialized tools. A simple example illustrates the way in which the team worked.

One of the problems faced by sawmill operators in recent years has been that of disposing of slabs and sawdust. They could use an incinerator to burn this material or they could debark, chip the slabs, and sell the material to a pulp manufacturer. The Extension team developed material to assist sawmill operators in choosing between these two alternatives. First, the technologists specified the physical requirements—machinery, equipment, power, and labor—needed in each alternative. Using these physical requirements and market cost and price information, the economist developed guides for deciding which alternative is most profitable at any given sawmill.

This formal team worked effectively in getting the immediate job done. At the same time, each member of the team learned to appreciate the advantages of cooperation and the contribution which the other discipline could make. These specialists can be counted upon to recognize the need for cooperation from the other discipline and to request it. ■

OPPORTUNITY and OBLIGATION

■ EXTENSION WORKERS have an unusual opportunity and an obligation to carry on educational work regarding foreign trade.

Foreign trade permits a nation to use its resources most efficiently, and thus to provide the highest possible standard of living for its people. Many persons, however, have a half-inverted view of foreign trade. They believe that exports bring wealth and prosperity, but that imports cause unemployment and depress our standard of living. They, therefore, support policies to restrict imports and thus work against our Nation's best interests. Consequently, there is a great need for education to create a better understanding of the reasons for foreign trade and its benefits.

Extension should carry on a major educational program concerning foreign trade. It has broad authority from Congress to do educational work in all subjects relating to agriculture, and foreign trade is intimately related to agriculture. Extension has better contacts with many groups than do other educational agencies. It has resources for this work.

Our agriculture is more dependent upon foreign markets than is any other major industry in the United States. Exports of agricultural products totaled $5 billion in each of the past 2 fiscal years; nearly a fourth of all exports.

The story of EXTENSIO

by L. H. SIME
Extension Econ
Agricultural Po
Illinois

Foreign markets provide important outlets for many of our agricultural products. A large share of every major cash crop is exported. Exports of leading crops in 1963 as percent of farm sales were as follows: Wheat 60 percent, rice 58, soybeans 45, sorghum grain 27, corn 24, barley 23, cotton 23, and tobacco 21.

The figure for wheat includes the grain equivalent of flour exported, and the figure for soybeans includes the bean equivalent of oil exported. The total value of the exports of these crops was more than $3.5 billion.

In 1963 the leading agricultural exports were as follows:

Commodity or group	*Million dollars*
Wheat and flour	1,158
Feed grains, excluding products	737
Oilseeds and vegetable oils	778
Animals and animal products	604
Cotton, excluding linters	492
Tobacco, unmanufactured	378
Fruits and preparations	280
Rice	164
Vegetables and preparations	162

Exports of agricultural products have increased greatly in the past 20 years, and further increases are possible. The average annual volume of exports has been more than three times as great in the 1960's as it was before and during World War II.

It is interesting to note that exports were relatively low during World War II. Submarine warfare and other military activities restricted ocean traffic. After the war, exports were stimulated by our foreign aid programs, rapid economic development—especially in Europe and Japan, and by our agricultural surplus disposal programs.

Many people seem to believe that most of our agricultural exports are gifts to foreigners. On the contrary, most of our exports are sales for dollars and at full market prices. In fiscal 1963 foreign buyers paid cash for $3.6 billion of our farm products. They took another $1.5 billion worth under the Food for Peace program.

The sales of our agricultural products in foreign markets helps to provide us with cash for the purchase of many essential and desirable products from other lands. They thus reduce the foreign demand for our gold stocks, which provide essential backing for our currency.

The biggest foreign markets for our farm products are Japan, Canada, the United Kingdom, West Germany, and the Netherlands. All of these countries are cash buyers. India is the largest non-cash market.

ISDN'S work in foreign trade

SMRL
Economist
Policy and Outlook

The following tabulation shows the amounts of agricultural exports to 15 countries in fiscal 1963. They took 70 percent of the total that year.

Country	*Mil. dols.*	*Country*	*Mil. dols.*
Canada	517	Spain	134
Japan	511	Yugoslavia	127
United Kingdom	367	Pakistan	125
India	348	Belgium	119
Germany, West	347	Korea, Republic of	111
Netherlands	344	Brazil	109
Italy	173	France	85
UAR-Egypt	149		

The exports billed to Canada included nearly $100 million of products that were eventually sold in other countries. Exports to the six European Common Market countries—West Germany, The Netherlands, Italy, Belgium-Luxembourg, and France—totaled $1,070 million. This was over one-fifth of our total agricultural exports.

We commonly think of exports as benefiting the producers of the commodities. But there are many other advantages. We will mention only a few.

In the early years of our Nation, exports of agricultural products provided the foreign exchange needed to purchase essential manufactured items from Europe. Our exports also provided much-needed capital to develop our own industries.

Export traffic stimulated much economic development along its routes. This traffic was very important in the growth of many cities such as New York, Baltimore, Buffalo, Chicago, Duluth-Superior, St. Louis, Galveston, and New Orleans.

Foreign trade both stimulated and was aided by most of our major transportation developments. Examples are the railroads, the development of navigation on our major rivers, and the St. Lawrence Seaway.

A little-known advantage of the shipment of grains on our waterways is that it permits lower rates on commodities which are back-hauled. Examples are iron ore to midwest steel mills, fertilizer, sulphur, and salt from south to north.

Our agricultural exports also help people in many foreign lands. They undoubtedly were a major factor in maintaining freedom in Western Europe and Japan after World War II. More recently they have helped the people of developing countries—such as India, Pakistan, Yugoslavia, Spain, Poland, Turkey, Israel, Uruguay, and Iceland. Our sales for dollars also enable our trading partners to live better.

Extension work in foreign trade can have many objectives. We suggest that some of these should be to help interested people to gain a better understanding of the following subjects.

1. The importance of foreign markets for our agricultural products.

2. Policies and practices needed to maintain or increase exports.

3. The place of agricultural exports in the Nation's balance of trade.

4. The interrelations among our commercial sales, surplus disposal programs, foreign aid, and our international relations.

5. The place of imports in international trade and our standard of living.

The groups that are especially interested in foreign markets and international trade include farmers, handlers and processors of farm products, distributors of farm supplies and equipment, schools, and civic organizations. Special mention should, perhaps, be made of women's groups.

None of these groups is more important than farm people. In most States they are the principal audience of Extension. They have a vital interest in imports as well as exports. They still have an exceptionally strong voice in National affairs.

Handlers and processors of agricultural products are directly interested in foreign trade, as are producers and distributors of farm equipment and supplies. Like farmers, these groups are quite influential in the formation of National policies.

Many service clubs offer opportunities to reach community leaders in a wide variety of fields. Women's groups often take foreign trade as a special study project, sometimes on a State or National basis. Debate and discussion groups in schools have chosen topics relating to international trade.

Many phases of agricultural production and marketing are involved in foreign trade. Hence, most Extension workers can and should make an important contribution to an educational program. Leadership for certain projects may be assigned to a specialist or other individual.

County workers, both men and women, perform two roles. They bring specialists and their materials to the county people. They also have many opportunities to do useful educational work relating to foreign trade in connection with programs that are primarily directed to other ends.

Production specialists should be especially well informed about the problems associated with the export of their crop or livestock specialty. In many cases they are better informed on these problems than are the public affairs specialists.

Marketing specialists are well qualified to take the lead in many Extension programs in foreign trade. The same principles apply to sales in other countries as to those in the United States.

Foreign buyers, like domestic consumers, want products that are of high quality and uniformity; are free from damage, contamination, and disease; are readily available at all times; and are priced competitively. Thus almost all Extension projects and workers make important contributions to foreign trade, and have opportunities to do educational work on related subjects.

All of the usual educational methods used by Extension can be used for foreign trade subjects. There is no need to discuss them here. However, a mention of some available materials may be helpful.

The Agricultural Outlook Chartbook prepared each fall by the USDA contains much valuable statistical material for talks and articles on our agricultural exports. Many Extension workers receive free copies. Additional books

can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402.

The charts can be cut out to illustrate articles for newspapers, magazines, and other publications. They are also available in 5 x 7 and 8 x 10 photographic prints, 18 x 24 wall charts, and 2 x 2 slides in color or black and white. Prices and instructions for ordering are given in the chartbook.

Current and historical statistics including up-to-date analyses of the current status and outlook for U. S. agricultural trade are published by the USDA in a periodical "Foreign Agricultural Trade of the United States." This is available to Extension workers on request.

There are many good (and bad) printed materials concerning the economic principles and problems of foreign trade. Of special interest to Extension workers is a set of six pamphlets with the general title "World Trade, What Are the Issues?" The subjects of the individual pamphlets are: 1. Why Trade with Other Nations? 2. Balance of Payments, 3. Reciprocal Trade Agreements, 4. The Common Market, 5. Food For Peace, and 6. Can Exports Solve the Farm Problem?

The publications were developed by Extension workers with the aid of Economic Research Service personnel. They were prepared under the joint sponsorship of the Farm Foundation, National Committee on Agricultural Policy, the Agricultural Policy Institute at North Carolina State College, and the Center for Agricultural and Economic Adjustment at Iowa State University. Most States obtained a substantial supply.

In Illinois we have not tried to make a spectacular project out of foreign markets. Rather, we use material about foreign trade in many of our regular programs.

We have given talks, illustrated with colored slides (charts and photos) before our Extension specialists and county workers, farm organization leaders, members of the grain trade, and many county and local groups.

We have prepared and distributed several "outlook letters" on foreign trade. These have a direct circulation of over 12,000, are reprinted in most of the State's newspapers, and are recorded on tape and broadcast by 50 to 60 radio stations.

We have prepared discussion outlines and materials for use by speakers at meetings of service clubs and other organizations in Chicago and other Illinois cities. On the basis of past experience, we will reach 50-100 organizations and 3,000-5,000 business and professional leaders with the story of the importance of foreign trade to our National welfare. The same materials will be made available to county workers for their programs.

Foreign markets are important to our entire agricultural industry. There is much misunderstanding about foreign trade, and this offers Extension an opportunity to participate in an unusually important educational program. ■

This article is based on material prepared by L. F. Stice, Extension Grain Marketing Economist, Illinois.

research in marketing and utilization -- Basis for Extension Educational Programs

by RAYMOND C. SCOTT, *Director*
Division of Marketing and Utilization Sciences
Federal Extension Service

UNTIL a few years ago the image of Extension marketing work was that of helping a farmer to sell his product. Wool pools and livestock auctions were developed and coops of chickens were collected at some shipping point to provide a "market" with county agents and specialists often helping to carry on many of the functions. The relationship between research and Extension staffs was often a remote one.

This is generally no longer the case. As agriculture has become more specialized and farms have increased in size, these functions have been taken on by specialized agencies which could handle them more efficiently. These agencies or organizations in the form of country auctions, shipping point markets, or country buyers—along with the farmers and the firm supplying inputs to agriculture—have become what is generally recognized as the agricultural business complex. We are recognizing more and more that these operations are interrelated and that efficiency in one segment of the industry may be equally as important as efficiency in another segment in the competitive struggle between regions of the United States and foreign competitors to supply food and fiber for our people and for foreign markets.

These developments provided the setting within which

the Extension Marketing and Utilization Program developed during the postwar era. Today the State Extension Services employ about 500 marketing and utilization specialists who are engaged in most phases of the work in which our research colleagues are involved, and a closer relationship exists between research and Extension staffs.

There has also been a marked expansion of utilization and marketing research work in the Land-Grant Colleges, the USDA, and in private industry. The USDA budget for marketing and utilization research has increased from $25.6 million to $42.9 million during the past 5 years. For fiscal 1963, utilization research made up 69 percent or $29.6 million of the total marketing and utilization research budget.

The purpose of the Marketing Research Program has generally been to increase the efficiency of moving America's farm products from the producer to the consumer and to reflect back to those engaged in both production and marketing, changes in consumer demands which should be taken into account in the development of production and marketing programs. This work has included market analysis, market structure, and work on efficiency of the firm. Utilization research, much of which is conducted by the Agricultural Research Service and the Forest Service, has as its purpose to expand and develop new industrial, food, forest, and feed products and processes from the products of America's farms and forests. The work has been divided into basic research dealing with chemical, physical, and biological properties of products; development of research on new processes and products; and engineering pilot plant operations to adapt new laboratory products and processes to commercial practices. It would appear that the tendency to place more emphasis on basic research in marketing and utilization exists both in the Land-Grant Colleges and the USDA.

The marketing work of the State Departments of Agriculture has also been expanded during the postwar era. They have the responsibility for service work—doing things for people. For example, grading must be done on a continuous basis. Research, on the other hand, was defined to include analysis of data and the collection of special data for particular studies. And Extension work was defined as education, involving teaching its clientele how to do things for themselves.

Traditionally we have thought of Extension's role as one of taking research out to the people in an effort to create understanding or to "spread the word." On the other hand, the Extension staff has attempted to "create a market" through the establishment of an auction or by other means. Much of the early marketing education was done by county agents.

In recent years many changes have taken place, however, in programs to meet changing needs. As the marketing specialist staff has been expanded, a larger proportion of the staff members have worked directly with firms engaged in assembling, processing, and distributing agricultural products. The work has become highly specialized dealing with areas such as pricing, management, and various commodity marketing fields. County agents are still carrying on some marketing, and great opportunities exist for them in areas such as work with cooperatives and their members and reflecting to farmers changes in demands in the market. But much of the work of the specialist is and will likely continue to be with marketing and processing firms in an effort to help these firms solve their problems based on a wide array of research being developed throughout the United States.

The closer relationship with research and the changing nature and character of Extension marketing programs in recent years has resulted in a definite trend toward more emphasis on the use of the problem-solving approach in our educational programs. Our objectives have become more specific and our accomplishments more evident as we have focused our attention on solving specific programs rather than providing general information on a wide area of subjects.

An illustration of the specific and problem-solving nature of educational work in marketing is the activity of many State Extension Services and the Federal Extension Service directed to reducing high costs of milk distribution. Analysis has shown that distribution costs account for about 50 percent of total operating costs for each 100 pounds of milk and cream processed and distributed. Costs of distributing milk and cream, therefore, rank even ahead of processing costs (38 percent of operating costs) as a major cost item, and thus represent the most significant potential area for increasing fluid milk marketing efficiency. In this situation, constant innovation and adjustment in the milk distribution function is occurring in markets across the country. In a cooperating effort between dairy marketing specialists at Pennsylvaina State University and Cornell University, an educational program incorporating (a) breakeven analysis techniques for retail and wholesale routes, (b) utilization of time standards in route management, (c) customer profitability analysis, and (d) alternative possibilities for improving retail and wholesale distribution, has been developed and presented to milk distributors in a series of workshops. Evaluation of this program has revealed the profitable implementation of several of the techniques by milk dealers in attendance.

As we have placed more emphasis on the problem-solving approach, the Extension staff has become engaged more and more in the interdisciplinary approach, since much of our research frequently relates to some phase of a problem or series of related problems rather than dealing specifically with the solution of the problem under consideration. Administrators in many of the Land-Grant Colleges are orienting their research efforts to more basic studies; the Extension specialists are now devoting more time to applied studies oriented toward specific problems. Extension efforts in the applied studies thus provide information specifically needed in the solution of identified problems of the clientele with whom they work. The orientation toward basic studies by researchers and applied studies by Extension has resulted in an even closer relationship between them.

In our marketing educational programs we have first helped people define their problems, and secondly helped them to understand alternatives which they might consider in solving them. In doing so, we have not attempted to provide pat answers or prescriptions but to help people analyze the effects of various courses of action. In this way the management of the firm or members of the industry concerned come to their own conclusions, based on their individual situations, goals, and values.

The shift to the problem approach has been made possible and further developed as a result of interdisciplinary cooperation in the various Land-Grant Colleges and Universities. Reorganization of the project system which provided for staff members from various disciplines to participate in the development and conduct of projects has further contributed to this approach. In this manner it has been possible to bring the benefits of research from several disciplines which bear on specific marketing problems and contribute toward educational programs aimed at helping people see and understand alternative solutions. Within this framework we do not and cannot expect our research colleagues to have the answers to all the problems on which we work. It means that we must take from many sources research which bears on a specific problem, frequently extend the work or analyze data needed in our educational programs to help people functioning within our private enterprise system to solve their problems and to contribute more fully to the growth and development of our country.

The marketing research and Extension staffs are functioning more and more as a team and all indications point to an even closer relationship in the future. ■

A Workshop for Co-op Directors

Because cooperatives are becoming more numerous and more important in the agricultural marketing scheme, we decided to learn more about a county agent's role in working with them. Here is an interview with Oregon's Victor W. Johnson, Umatilla County Extension Agent.

INTERVIEWER: Mr. Johnson, please describe the educational program you conducted with directors of agricultural marketing cooperatives in your county.

JOHNSON: We held an experimental workshop to train directors of two Umatilla County cooperatives last winter. The seminar-type workshop was geared to help boards of directors:

1. Better understand their own role in management; 2. be more effective; 3. better understand board-executive relationships; 4. establish effective objectives, goals, and policies; 5. appraise plans; 6. establish adequate controls; 7. identify sources of relevant information; and 8. achieve company growth through long-range planning.

On the first day of the workshop, we discussed "Directors, and How They Fit into the Business Organization." It was pointed out that individually a board member has little authority. Legal and social responsibilities of the board were outlined. This was followed by discussion of the total management concept, including how the board directs, how the board's role corresponds with management functions, and how boards of directors reach decisions.

Differences between objectives, goals, and policies were explained.

The first day ended with an explanation of how to avoid board-executive conflicts by distinguishing between board and executive decision areas. Incidentally, we gave board members plenty of opportunity for discussion after the presentation.

The second day, we covered the role of the board in the planning and control functions. We discussed, as a group, how to identify key performance areas and key indicators to watch in each performance area.

The last day of the workshop, directors learned about the role of the board in business growth. Such questions were considered as how much the business should grow, how to plan for growth, and how to tell whether or not growth has occurred.

Other questions examined were "What Makes a Good Board?" and "What Makes a Good Director?" Again, the presentation was followed by group discussion.

At the conclusion of the workshop, I gave a completion certificate from Oregon State University Cooperative Extension Service to each director who had attended all three afternoon sessions. The certificate stated that the director had completed a training program in the responsibilities of boards of directors of agricultural businesses. It was dated and signed by the Associate Director of the OSU Extension Service and the OSU Extension Market Management Specialists.

INTERVIEWER: What competencies of you and your staff qualify you to conduct this type of educational program?

JOHNSON: Frankly, our county staff felt a lack of competency in this area of educating boards of directors. Therefore, we called in the "experts" to conduct the workshop. Our instructors were OSU's two Extension Marketing Management Specialists, Dr. Leon Garoian and Arnold F. Haseley. However, I now feel that the county staff can probably help teach in subsequent workshops for new directors.

INTERVIEWER: How was the need for this educational program identified? Was the need based on requests from directors themselves? Requests from management? Or did you see the need from your own experiences?

JOHNSON: The need was first identified by the manager of Pendleton Grain Growers, Inc., the largest farmers cooperative in Umatilla County and one of the largest and most successful cooperatives in Oregon.

Mr. Hill discussed the need with his directors, they concurred, and then we contacted Dr. Garoian and requested help from OSU. Dr. Garoian contacted the board of Umatilla Canning Company, a pea-processing cooperative, and they indicated an interest also. So it was decided to invite the boards of directors of both cooperatives to participate in the workshop.

INTERVIEWER: Some of the subject matter you covered at the workshop is considerably different from the traditional production and resource utilization programs that concern county agents. How do you account for your interest in these areas?

JOHNSON: Of course the basic information included in the workshop applies to all organization officers and commitees through which effective Extension work in the county is accomplished.

For example, in assisting groups in systematic decision making, we as teachers and leaders raise the following points for examination and discussion in an effort to get sound decisions as to course of action:

1. What is the problem? 2. What are alternatives? and 3. Which alternative is best? And we have to be ready to ask discerning questions.

Actually, the workshop on the role and responsibilities of boards of directors in agricultural marketing businesses brought to me new concepts and expanded horizons.

Our instructors were well-versed in the subject matter, and also had spent much time researching and organizing the materials presented. I felt their presentation was highly effective. So did individual directors who participated in the workshop: several of them told me so later.

In fact, the subject matter presented would be helpful to boards directing private businesses dealing in agricultural commodities, agricultural credit, rural electric cooperatives, and many other associations and organizations that come to mind.

Reflecting on the problems confronting four of our irrigation districts in the county, for example, I feel that basic principles presented at our workshop would be very helpful to the boards of directors and managers of these water-distributing organizations.

INTERVIEWER: How can you justify this type of work in your total county Extension program?

JOHNSON: This is very good leadership training, and directors will make excellent contributions to our overall Extension program as a result. If directors recognize their responsibilities to management and membership and work toward carrying them out, improved performance should be evident and benefit the entire community and county.

INTERVIEWER: How can principles included in recognizing board and management responsibilities be applied in an overall county Extension program?

JOHNSON: It is my experience that the county Extension staff is most effective when objectives are clearly enunciated; policies defined; goals established; and good plans identified, made, and put to work through team effort.

In my opinion, the high priority area for a county staff member launching an educational program for directors would be that of selling them on the concept that there are aids and tools developed to help directors understand the board's role in managing business enterprises. If principles offered in such a program are understood, accepted, and put into action, the performance of the board and the business or organization represented should result in improvement and growth.

County agents are in constant touch with many cooperative directors, and are thus in a position to encourage application of these tools and aids. We also help new directors recognize their responsibilities as board members.

INTERVIEWER: When conferences or seminars are held for directors in your county what type of follow-up can a county agent provide?

JOHNSON: First, we can visit with directors to see how the new knowledge can be usefully applied. We tell directors at the beginning that the principles, tools, and concepts to be covered will prove useful in their own farming business as well as for their cooperative responsibilities.

Second, county workers can recognize opportunities for additional training with directors, and help arrange these.

Third, the county agent can periodically hold "refresher" discussions with directors, to help recall the many items of instruction. We recognize that directors will absorb and apply only a part of what they first discussed at the conference, and we can be helpful in building their knowledge through these informal visits at board meetings. ■—*Oregon Extension Service.*

Extension's Responsibilities In COMMODITY PRICE POLICY

by ROBERT E. JACOBSON
Economist, Dairy Marketing
Federal Extension Service

A RECENT ANNOUNCEMENT BY the U. S. Department of Agriculture indicated that total investment of the Commodity Credit Corporation in price-support loans and inventories amounted to $7.96 billion. About 25 important farm commodities were reported as being in either or both the loan and inventory categories.

The operating status of the Commodity Credit Corporation reflects one measure of efforts being directed to strategic problems existing in our rural economy. Unstable prices and low incomes have long been recognized as hardships felt by many farm families. Dynamic technological change and increased farm productivity have compounded these problems. Resource adjustment in agriculture has been unable to keep pace. Legislation, beginning with the Agricultural Marketing Act of 1929 and the Agricultural Adjustment Act of 1933, has fundamentally been directed to minimizing or eliminating these problems of price and income. Loans, purchase agreements, purchases, payments, acreage allotments, marketing quotas, and market orders together with a wide range of surplus utilization programs have evolved in this environment.

Fundamental to the development of acceptable and effective means of solving these economic and social problems is a clear understanding by all individuals and groups affected. They should have knowledge of the scope and extent of the problems, the desired objectives, and the probable effects of alternative methods which may be employed.

The State Extension Services and the Federal Extension Service have the massive responsibility of effectively and objectively communicating an understanding of these problems and alternatives. The educational responsibility goes far beyond that of simply providing information relative to a referendum or of eligibility for participation in a price-support program. It is more a responsibility of getting the problem and possible courses of action into a total perspective.

How serious are the price-income aspects of the problem? What segments of the farm population are affected? What characteristics of the commodity aggravate the situation? What are the supply and demand situations? How well have previous programs worked in the commodity area? What basic objectives would one hope to achieve—price-income parity, reduced program costs, an expanded commercial market, efficient resource adjustment? What reasonable alternatives exist? What would be the immediate effects of each alternative — the longer run effects? How would a producer's flexibility be affected? These are only a few of the significant questions that need the most complete answers possible in educational programs on commodity price policy.

Individual and aggregate considerations are equally important in the consideration of price-support program effects. The price and income impact on individual farmers must be recognized along with the cost of the program to all taxpayers. The limitations on resource use imposed on the farmer, and the response of consumers to possible changed prices under the program must both be noted. A number of specialists in the Cooperative Extension Service are required to accomplish this educational job. The burden rests primarily with county agents in cooperation with Extension specialists in marketing, farm management, and public affairs.

The contributions of marketing specialists provide an essential dimension to the total educational effort in commodity price policy problems. Marketing specialists are familiar with the institutional aspects of the several farm marketing industries. Implementation of specific price-support programs may often be closely related to traditional marketing arrangements. Marketing specialists are also in a key position to evaluate the interregional and international competitive marketing aspects of alternative programs being considered.

In addition, analysis of effects on total marketings, commercial demand, and product utilization must necessarily be included in the weighing of alternative problem solutions. Cost, storage, and disposition considerations are further important ingredients in this decision-making process. Finally, consequences of a given type of price-support program on the marketing system may be an important element in the determination of an effective program.

The problem approach to Extension program planning quickly reflects the priority nature of problems in commodity price policy. The necessary educational effort is a challenging one. It is an effort of developing a climate in which individuals and groups can objectively define the problems and rigorously examine courses of action in terms of their own objectives and values. Only a coordinated and cooperating effort among Extension's resources can adequately respond to the complexities of this task. ■

A representative of Pittsburgh Plate Glass Company shows participants a tinted automobile windshield.

Youth and Business Back Town and Country Program

by DALE P. JACKSON
Associate County Agent
Westmoreland County, Pennsylvania

"WITH ENTHUSIASM" describes the way both youth and businesses have accepted the Town and Country Business Program in Westmoreland County, Pennsylvania.

What started out as a pilot program in 1960 has mushroomed into "a program that fills a need of our young people in giving firsthand experience in job opportunities and the free enterprise system in action," according to John Arblaster, sales supervisor for the Lincoln District of the West Penn Power Company, one of the many business cooperators.

"This is exactly the program we've been looking for in marketing," claims James Duerr, guidance counselor, of the Hempfield Joint Senior High School, and one of the program leaders.

A training short course at the Pennsylvania State University introduced our county personnel to the aspects of the program. After returning to the county, both the agricultural and home economics staff members were briefed and their cooperation sought.

Planning became the key to success: we made a plan and then worked on it. The following questions occupied our minds and discussions for several weeks.

What type of group should work on the program? Where will we recruit the young people? What type of cooperatives and other business places should be contacted? Where shall we meet and when?

At a planning meeting attended by Extension personnel and assistant 4-H Club leaders, we decided to draw membership from students of two area high schools —Greater Greensburg-Salem Joint High School and Hempfield Area Senior High School. These students would be new to the Extension program and would not necessarily include 4-H members. Since Westmoreland County is greatly urban, we hoped to attract urban as well as rural youth. We believed the primary purpose of the program was to give teenagers insight not only into local business and industry but into their personnel requirements as well.

The secretary of the Greensburg Chamber of Commerce was quite enthusiastic after being introduced to the proposed program. He suggested many businesses that would cooperate and gave us a list of the persons to contact. He helped to compile a business list, and offered pertinent subjects or key points. Our first list of subjects and the cooperating persons and companies were:

Marketing and You — Area Extension Marketing Agent, Pittsburgh; *Retailing*—A. E. Troutman Co., Department Store, Greensburg; *Wrapping It Up To Sell*—Kroger Company; *Standards and Grades*—Pittsburgh Plate Glass Company; *Processing*—Coca Cola Bottling Company; and *Storage and Assembly*—Thorofare Supermarkets, Murrysville.

After our preliminary plans were made we invited assistant 4-H Club leaders, the Penn State area Extension marketing agent, principals and guidance counselors from the two high schools, representatives from each business, and county Extension personnel to a final planning session. At this meeting it was decided to select 30 junior class students from the several curriculums including commercial, academic, scientific, and general. These students would be of average I.Q. or above, with an equal number of boys and girls. Leaders chosen for the Town and Country Programs were the two guidance counselors of the high schools. They were selected primarily because they would be choosing the young people who would participate, thus making it more convenient in planning meetings.

Our next big step was the first meeting of participants, parents, business representatives, and Extension personnel. Once again the Town and Country Business Program was explained, and the first key meeting featured *Marketing and You.*

For the following 5 months representatives of each cooperating business met with the group, talked on their assigned subjects, and outlined the history of their concern including educational requirements for personnel, and financial returns to be expected. A week after the discussion meeting, another meeting was called for a group tour. Thorofare Supermarkets in Murraysville, Pennsylvania hosted the group to Pittsburgh so members could see the fruit auction, produce yards, the Fort Pitt Tomato Company warehouse, and have breakfast at the company headquarters.

Upon completion of the first year's program an evaluation meeting was held, certificates were awarded to each business, and to each member who participated in the training. Plans to improve the program and to have another group for the next year were discussed. Fourteen members were interested in a second year program, but since this group was then composed of seniors the majority of which were enrolling in colleges, we decided to continue work with a new, or first year group.

In 1961 we conducted a similar program, but the age of the participants was changed to tenth grade students so we would have an opportunity to work on the second year program. New businesses cooperating the second year were West Penn Power Co., sales and service and the Eliott Co. (Div. of Carrier Corporation), processing.

The group of participants was selected in the same way and was again composed of 15 from each school, with an equal number of boys and girls. At the end of our series of meetings and tours an evaluation meeting was again conducted. Only 11 participants were interested in the second year program, so we decided to delay the second year program and conduct another first year program. We then planned to combine the group for a second year program in 1962. Certificates, both for businesses and participants, were awarded.

In 1962 the program was once again instituted in a like manner, but a new business—Mellon National Bank, finance and risk bearing—was added for variety.

An example of how businesses cooperated with this program was the meeting with West Penn Power Company. A printed program was prepared for the group and the meeting was an all-day event. Members assembled at a restaurant at 10 a.m. and after introductions a 1½-hour skit was presented to tell the complete story of West Penn's activities. Following the skit, a buffet luncheon was served. The group then traveled to the Lincoln District headquarters of West Penn where a safety program, including equipment, was discussed and a tour of all facilities was made.

After completion of the year's schedule, an evaluation meeting found 23 members interested in a second year program.

This year the Town and Country Business Program consisted of a first year group of 28 members, with 18 from the Hempfield School and 10 from the Greensburg School. In our second year group we had 23 members.

The first year program included the following new businesses: Sears Roebuck Co., retailing; A & P Tea Co., packaging; and Bell Telephone Co., sales and service.

Each year we have had at least one planning meeting with interested parties, and a second meeting with participants and parents at which time the area marketing agent told the story of *Marketing and You*.

The program for the second year group planned by West Penn Power Company personnel was more complicated to maintain interest of the group. The accounting function was designed for the girls and the sales function for the boys. The program included talks titled "Everybody Sells," and "Selling is Telling." Talks were followed by discussions and a tour of the plant.

Participants were surprised when various businesses explained the employee benefits coupled with financial returns. Members were amazed at the opportunities open to employees with different educational backgrounds. Many of the young people talked of making plans to attend colleges and enroll in the business curriculum. In one case a student enrolled at Temple University in Business Administration and plans to enter the retailing field following graduation. He definitely felt this program had made him aware of the many opportunities in the

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The Town and Country Business Program for older youth is now in its third year of operation. It is gratifying to learn that many States have picked up the program as developed at the Pennsylvania State University.

A recent survey of States indicates varying degrees of success, with the following observations reported.

No pat formula exists for the development and operation of a Town and Country, Business Program. It depends upon existing conditions within a State, the interests of the youth, the availability of leaders, and the type of businesses located within the area.

Business firms continue to be interested in the program, even to the extent of requesting that such a program be continued. In one county in Pennsylvania, businessmen took the initiative in developing the Town and Country Business Program.

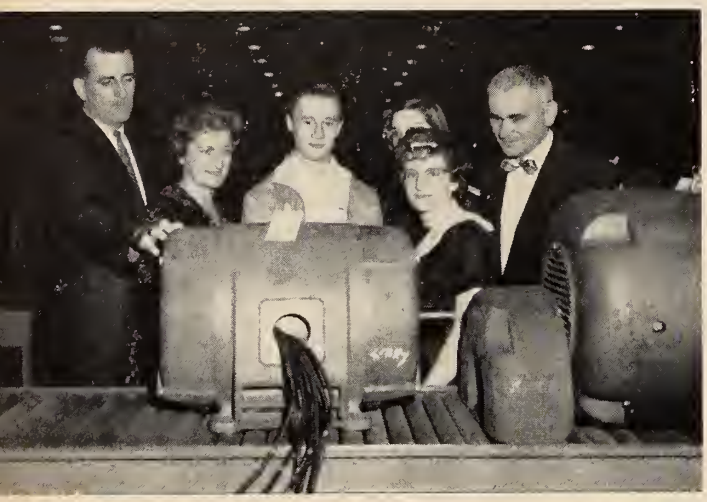
The tremendous demand for time that faces the county Extension staff members is one of the hurdles to be overcome. In some States this has been done by developing local leaders to assume most of the responsibilities.

Youth themselves are faced with tremendous competition for their time. Because of this, some believe the program should become a part of an already existing 4-H Club program, or that it should be conducted as part of the school program. Most States, however, are continuing with the original concept.

The concensus from all States is that the program is worthwhile and deserves a greater degree of participation and support from youth leaders and Extension staff members. ■

—R. B. DONALDSON
Pennsylvania State University
Project Leader of Original
Town and Country Program

Left, after a meat-cutting demonstration, the A&P Tea Co. gave advice on retailing. Center, at the Elliott Co., members were shown a motor on the assembly line.

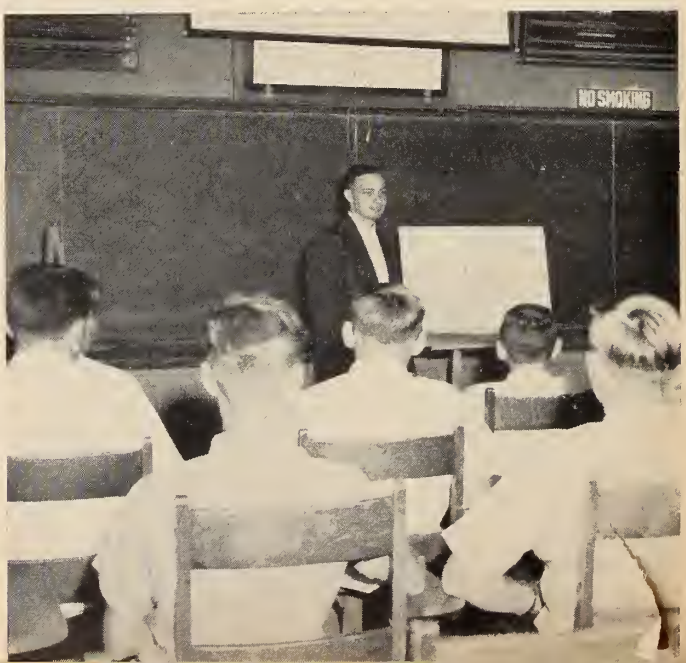


marketing field. The guidance counselors who are the leaders of the program stated that 64 percent of the participants are enrolled in an advanced school of one type of another.

Those of us who have participated in the Town and Country Business Program believe it has worked in very well with our Extension program. A completely new group of young people has been introduced to Extension and its many activities. The program has certainly pointed up a need for teenagers to learn more about educational requirements and opportunities for careers in their home area.

Town and Country has also brought the home economics Extension and agriculture Extension staff members closer together and closer to both schools and business. The program has also proved to us that leaders can conduct the activities without Extension aid after the meetings are underway. ■

Left, the store manager at Sears, Roebuck Co. explains the price-marking operation. Below, the classroom atmosphere in some of the meetings gives leaders a chance to outline plans and answer questions from the members.



by CHESTER E. SWANK
Economist, Marketing
Federal Extension Service

Consumer Marketing Economics

"SOMETHING FOR EVERYBODY" is an appropriate phrase describing the scope of educational work conducted by consumer marketing economics workers. This work deals with many marketing problems related to the production and marketing of agricultural products from the farm to the consumer.

A two-way flow of information is necessary for the marketing system to operate effectively and efficiently. Consumer marketing economics work is designed to improve this communication relative to consumers and the reflection of their needs and wants back through the marketing system.

Consumer marketing economics work is oriented toward improving the efficiency of the marketing system by providing solutions to important marketing problems in two broad problem areas. One area is that involving marketing problems or potential marketing problems which are a result of inadequate knowledge of consumer demand, consumption patterns, purchasing practices, values, and preferences. Often, many potential marketing problems can be averted if more adequate information on consumer behavior is known. This information enables producers, processors, and marketers to provide the consumer with the kind and quality of products and services, in the form and at the time and place she wants it.

Educational work relative to this problem area includes the following:

(1) Analyzing, interpreting, and making available to farmers and food processing and marketing firms, information on such factors as changes in purchasing patterns and consumer habits;

(2) Supplying food processing and marketing firms with information which will serve as a guide for analyzing and evaluating probable consumer acceptance of, and demand for, new products, marketing techniques and services, needed changes in existing products, and reaction to advertising and promotion programs.

Another area of emphasis pertains to those marketing problems which result totally or in part, from a lack of consumer knowledge of agricultural products, marketing services or functions, and other related factors. Consumers often lack sufficient knowledge to make rational purchasing decisions which will result in the most efficient marketing of agricultural products. Also, the effective reflection of consumer preferences and wants back through the marketing system is dependent upon a well-informed consumer. For example, this includes educational work oriented toward:

(1) Supplying consumers with up-to-date marketing information;

(2) Helping consumers evaluate supply and price patterns and other factors which influence the orderly marketing of agricultural products;

(3) Informing consumers about new products, marketing practices, and services which tend to improve marketing efficiency; and

(4) Developing a better consumer understanding and appreciation of the purposes, problems, and functions of the agricultural production and marketing system.

The solution to specific problems within the broad problem areas listed above often requires the contribution of many different Extension workers. For example, consumer research may indicate the need for producers to produce a different variety or type of a particular commodity. This information would then be reflected to Extension workers who work more directly with producers (county agents, agronomists, and farm management specialists, for example) who would discuss the desirability or feasibility of producing a different variety or type of product.

Contrary to the image often associated with consumer marketing economics work, this area within Extenson marketing relates to other clientele in addition to consumers. Depending upon the specific problem identified, the clientele may involve processors, food handlers, producers, or others involved in the production and marketing of agricultural products.

County agents (agricultural, home economics, youth, and others) are in an excellent position to assist in conducting this work. They are located where consumer marketing problems exist and can make a contribution in helping to identify and solve these problems. Communication channels exist which provide the means through which necessary subject matter can be disseminated to solve specific, identified marketing problems. ■

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Dr. Davis
(Continued)

"There are numerous opportunities for developing rural industries. Our land and water resources can be developed more fully to serve growing needs and provide local employment and income. Farm businesses face major adjustment problems with changing technical and economic conditions. There is a vast reservoir of initiative and leadership in rural areas for undertaking such redevelopment.

"Through our Rural Areas Development program we are applying more of the resources of the Department to help people make these adjustments. In this work, the Federal Extension Service with its ties to the Land-Grant Colleges and local groups, is in a strategic role to help people organize for economic growth, to assist them to evaluate their resources and opportunities, and to provide necessary information. The Extension Service has been shifting its emphasis in this direction. We expect Rural Areas Development will receive even more emphasis in Extension work in the future.

"Important, also," said the Secretary, "is a strengthening of the family farm—by facilitating basic adjustments in resource use and farm organization, developing improved marketing, strengthening farmers' cooperatives, and other institutions important to farm businesses and farm families. These are areas of demonstrated Extension competency, important in serving today's needs.

"And equally important are the increased efforts by Extension to help rural youth prepare for future employment opportunities and to assist disadvantaged families in improving their levels of living and preparation for new opportunities."

Secretary Freeman added, "We expect the Federal Extension Service to vigorously carry out its responsibilities for initiating and coordinating the educational work of the Department, thus helping make the full resources of the Department more effective in serving these great needs and opportunities of rural people."

In naming Dr. Davis, the Secretary also said, "For the important position of Administrator of this Service we have sought a man with deep understanding of the problems and opportunities of people in agriculture and rural areas, a comprehensive understanding of the resources of this Department and the Land-Grant Universities, a dedication to public service, high administrative ability, and outstanding leadership qualities. As acting Administrator of the Federal Extension Service since June 1, 1963, Dr. Davis has demonstrated these characteristics."

In a letter to State Extension Directors at the time of his appointment Dr. Davis expressed these views on Extension work: "Past accomplishments of Cooperative Extension rest on a true spirit of cooperation between the USDA and the Land-Grant Universities, a necessary companion to Extension's cooperative structure. Through cooperation we have achieved a mutual acceptance of responsibility and a high degree of individual incentive and initiative. Such cooperation, acceptance of responsibility, and individual initiative will be essential as we move ahead." He added, "As I see it, the Federal Extension Service bears a heavy responsibility as it represents the USDA in this cooperative relationship—charged as it is with initiating and coordinating the educational work of the USDA and assisting the States in developing, conducting, and administering Extension work.

"I share with the Secretary the belief that the major mission of Cooperative Extension is to use its educational competency to help people achieve their goals related to a revitalized rural America. And this, of course, includes a strengthening of the family farm, the development of expanded opportunity, and the conservation and development of all our resources."

Dr. Davis was educated at Cornell University. He received the B.S. degree in 1942, the M.S. degree in 1947, and the Ph.D. degree in 1951. Among his undergraduate honors were membership in Alpha Zeta, Phi Kappa Phi, Ag-Domecon Society, and Honum-de-kah (Cornell Honorary Agricultural Society).

The new Administrator served 4 years in the U. S. Army and was discharged with the rank of Major. He has spent most of the past 2 decades in Extension work, holding such positions as: Assistant County Agent, Wyoming County, New York; Associate Professor of Agricultural Economics, Cornell; Chief of the FES Fruit and Vegetable Marketing Branch; and Associate Director of Extension at the University of Massachusetts. He is a member of American Farm Economics Association.

Dr. Davis was born in Dyersburg, Tennessee in 1919 and spent his early life on a farm in northern Pennsylvania near LeRaysville. His father, Joseph Davis, now a poultry and fruit producer near LeRaysville, was county agent in Shelby County, Missouri from 1920-24.

His wife is the former Hazel McIntyre of Greensboro, North Carolina. They have four children: Diana 19; Linda 15; Donald 9; and Allan 5. ■

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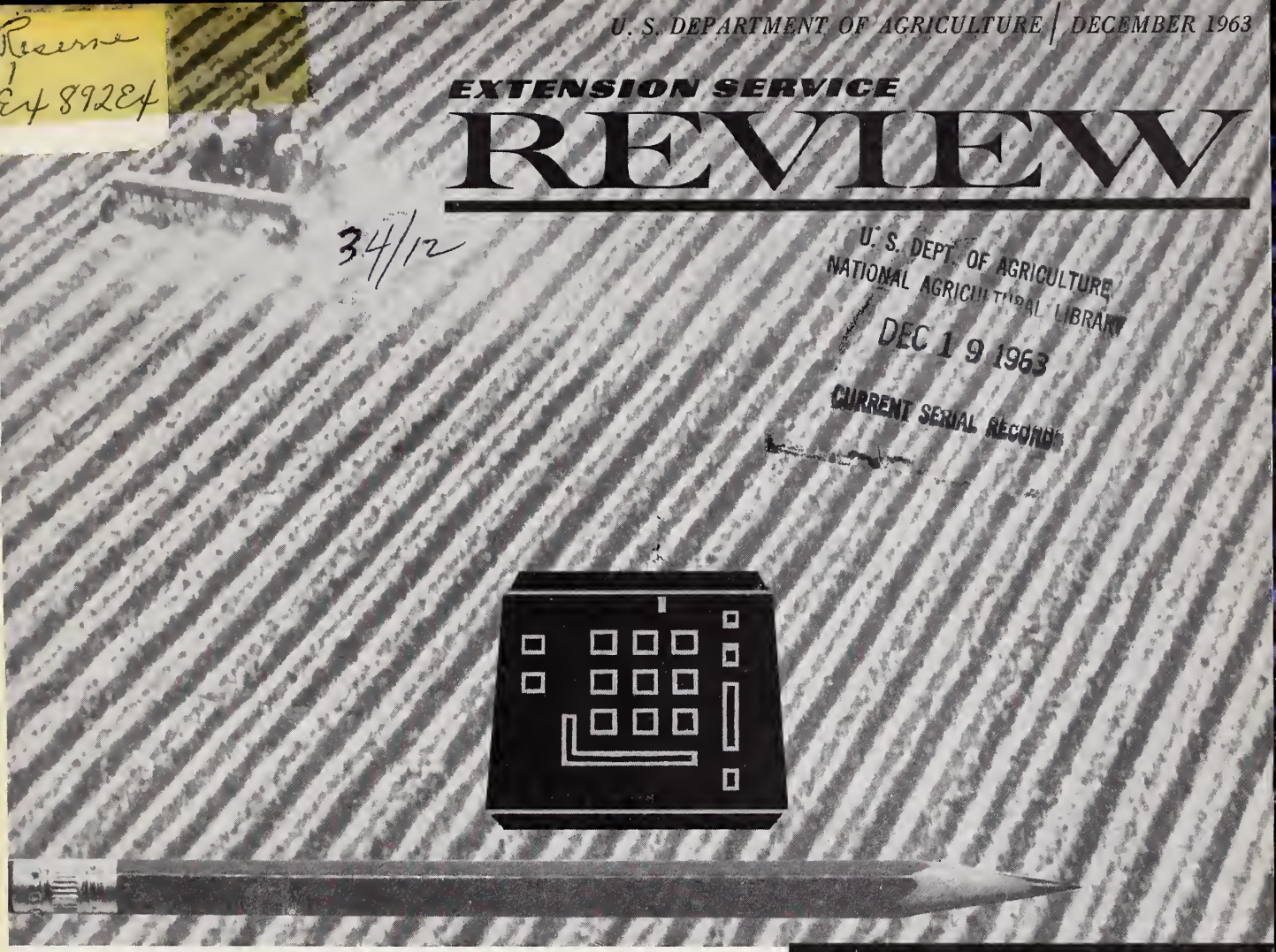

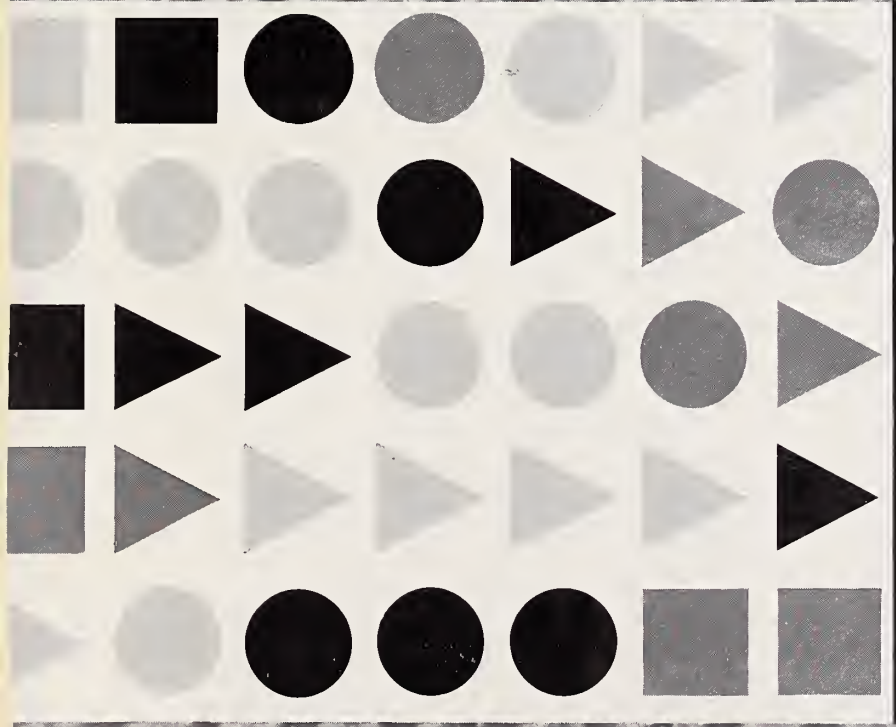

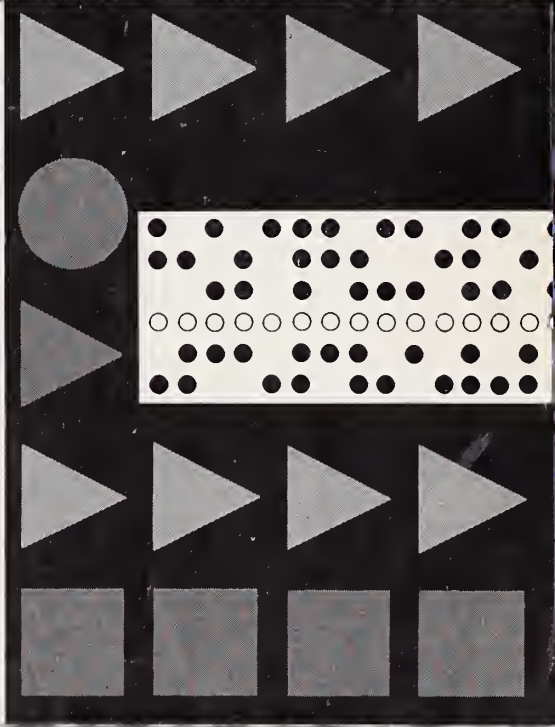

FARM RECORDS—A MANAGEMENT TOOL

VOL. 34 • NO. 12 • DECEMBER 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

ORVILLE L. FREEMAN
Secretary of Agriculture

LLOYD H. DAVIS, *Administrator*
Federal Extension Service

Prepared in
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EXTENSION SERVICE
REVIEW

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CONTENTS

EDITORIAL

How can farm records projects be best used to facilitate Extension's total educational work?

Before you answer that question let's take a quick look at farm records in the scheme of things.

America's commercial farmers, who account for most of the Nation's farm production, face many complex managerial decisions. They need the best type of farm records as a managerial tool. And they evidently want help in analyzing record data in making decisions on alternative courses of action. Some already have records systems that meet their needs, along with requisite educational help. Others, apparently, are showing increasing interest in having better records systems and educational help in using them.

A number of States have started new farm records projects in recent years. Other States have added to the number of farmers involved in farm records projects or programs.

Electronic data processing is giving added impetus to farm records keeping. Use of electronics is doing more than just reducing some of the chore work. It is also making it possible to handle highly complex records swiftly. Let me hasten to add that the traditional record book system is also flourishing.

Just how important is Extension work in farm records in relation to its total educational job with farm people? Some farm management specialists feel that if Extension is to be of maximum help to commercial farmers it must have comprehensive knowledge of the farm business. To get this, farm records are needed. If you accept that thinking then here is the answer to the question we posed:

Records work—valuable as it is in its own right—can also be a vehicle to facilitate further educational work in depth with commercial farmers. 'Depth' is just a journalistic term for getting beneath the surface of a story or subject.—WAL

Farm Records—a management tool

by E. P. CALLAHAN
Economist, Farm Management
Federal Extension Service

THE very nature of a farmer's occupation is changing rapidly today. Many farmers—like many of the rest of us—are unable to keep fully abreast of the requirements of their vocation.

For example, many of them make inadequate responses—or respond too late—to the pressures of the price-cost squeeze on their net incomes. One reason is that they do not really know what is happening to their net incomes.

Contrary to popular assumption, farm records kept only for income tax reporting on a cash basis do not provide for any computation of net farm income for the year. Yet those are about the only records most farmers keep. They have no inventories. Their depreciation allowances are computed with a view to the tax consequences, rather than to ascertain the cost of the farming operation. This is legitimate, but it does not help the farmer understand his business as well as he could.

Too many low-income farmers delay adjustment to the cost-price squeeze. (Too many are delaying really adequate adjustment until the next generation!) But in recent years a number of fairly large-scale farmers have discovered—after the fact—that they had moved pretty far toward insolvency without knowing it. Others may make this same disconcerting discovery unless they keep better records or draw up net worth statements more often.

Without records of his physical inputs and yields and of dollar costs and returns by enterprises, a commercial farmer frequently fails to ask himself the right questions about his farm operations—a necessary first step toward improving them. And yet most commercial farmers are without such records.

What enterprises to eliminate and what to expand or concentrate on? Where and when to sell? How to buy advantageously? How best to use credit? How to bargain for a good lease or partnership arrangement? To buy or lease farm equipment? These are some of the practical problems that face commercial farmers. Records will not solve such problems. But a farmer who knows what he is doing, from the study of an adequate set of records, can usually handle such problems better than one who doesn't. More farmers need to have more control over their farm businesses.

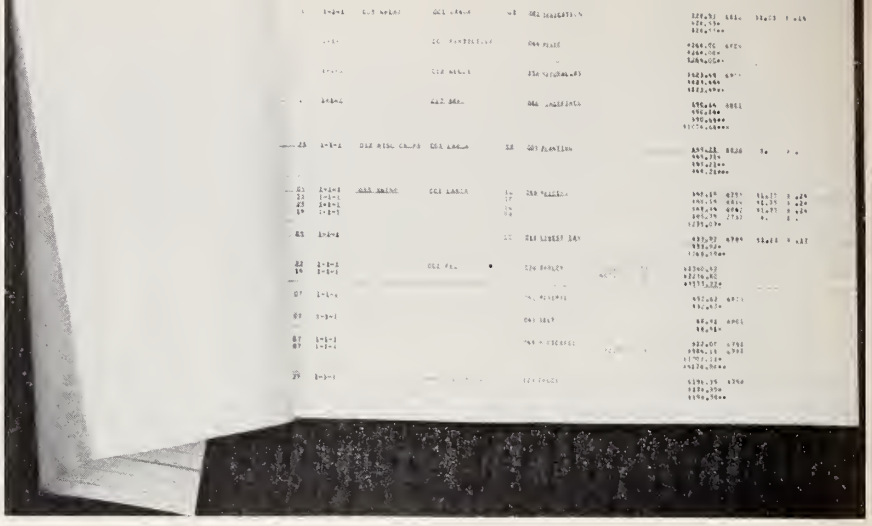
As Extension workers, many of us must confess that we have not been as alert to this need as we should have been. And our attempts to meet it have sometimes been inept or inadequate.

The problem is fundamental: it is rooted in the history of American agriculture. The farmer of 50 years ago was primarily interested in the world of nature. He knew more about soils, plants, and animals than he did about data, markets, and people. He didn't spend much time managing money. He had great pride in his independence. He thought, with some justification, that he should stay out of debt, or get out as soon as he could. He was keenly aware, frequently, of price and yield as important factors in his life. However, he usually had only very simple or very vague concepts of demand and supply. His concepts of cost and profit were likewise vague. He often thought that his farm had made a profit if he had more money than a year earlier. It was as simple as that. Much of this idea persists today, long after its validity or adequacy has been outlived.

As farms become larger and more highly specialized they take on more of the characteristics of businesses and farmers need more of the concepts and attitudes of businessmen. Many are well abreast of this need, but far too many are lagging.

This situation poses a most urgent challenge to us as Extension workers. One of the major educational needs of many farmers who hope they will still be farming in 1970 and 1980 is for help in learning to think and act like businessmen. This includes education in record keeping. More basically, it includes help in developing the concepts and attitudes that will motivate farmers to keep the needed records, and to use the recorded information to find profit-earning opportunities.

This issue of the *Review* is focused on this important challenge to Extension. Each article presents a different approach, experience, or viewpoint. Together they will help us to see this educational need as clearly as we see the need to carry new plant and animal technology to farmers. And it is hoped that they will help to nudge us toward educational development for ourselves that will enable us to better meet this educational need of farmers. ■



The farmer receives total expenses and receipts by enterprise and by class.

by CHARLES E. ROBERTSON
Pinal County Agent in Charge
and DAVID A. BRUECK
Pinal County Agent
Arizona

County Agents Develop A Record Project

IT WAS A troubleshooting call on cotton in 1958 that brought the problem to light that was plaguing many cotton growers. Charles Robertson, Pinal County Agent, was called to John Fearn's ranch near Casa Grande for a routine call on cotton. In the course of the conversation John Fearn, who was having difficulty with record keeping, asked why farm records could not be kept on electronic data processing machines in a manner similar to the DHIA program. This set the time-proven Extension procedure in motion: A farmer had mentioned his problem; a county agent found this problem to be a growing concern among many farmers; research and the Land-Grant System came up with the answer.

The finished product is essentially enterprise cost accounting at a price and time that all can afford. The farmer converts all his business transactions—expenses, income, production, debts, labor—into machine language, using a standardized code book, and enters the information on electronic data processing machine code sheets. The farmer sends these code sheets monthly to the county agent, who checks them for clarity and accuracy. They are then sent to the University of Arizona computer where the information is converted onto electronic data processing machine punch cards. The computer does the rest and furnishes four copies.

The farmer now gets total expenses and receipts by enterprise—cotton, alfalfa, beef cattle; and by class—labor, fertilizer, and feed. These categories are totaled both by months and to date during the fiscal year. The number of the check or draft paying for the item always appears beside the amount.

Other information about each item such as tons of fertilizer and acres it covered, can be listed; totals by field or farm in a multiple farm operation are also recorded, both by month and to date during the fiscal year.

Social Security, withholding tax, and other deductions are recorded separately for each man with a monthly summary for each laborer. In the summary at the end of each month's run, an inventory section records an up-to-date summary of total debts still outstanding, assets in depreciable equipment, and assets in non-depreciable property. Current expenses and receipts are totaled separately by source, such as bank, cotton gin, cash, or draft on lending agency. A monthly reconciliation of these totals with the source quickly verifies the records. If there is an error, a separate check register in check number order is made up by the machine for easy location of errors, which can be corrected the following month. The check register also records the name of the person or firm receiving the check. Much of the above information is duplicated into different usable forms, but because the machine takes care of different totals, it is only recorded by the farm operator once in easy form.

This was accomplished by the county agent putting both the experience of farmers and accountants and the facilities of the Land-Grant University together with the Systems Engineering Department. The goal was to record each check and income by a simple coding method and to let the machine take over the sorting, printing, and totaling by categories. Basic to the simplicity of coding this information is an indexed code book. After a month or two of experience, a farmer can code out in an hour, 60 to 80 checks or income items.

In fact, farmers traditionally paying $50 to $100 a month for income tax accounting now may use a system which has the possibility of costing somewhat less per month, providing they are willing to code information themselves. As a bonus, they get cost accounting information they have wanted but which has been too impractical to get by hand.

County Agent Dave Brueck took the initial material beginning in 1960 when he arrived in Pinal County. He farm-tested it, revised it, and tried again until the system could be "lived with." Then a big step was taken in polishing up the system when the University of Arizona received equipment with much greater flexibility, capacity, and speed than that formerly used to process farm records. It took Brueck and Jack Gaines, Electrical Engineer and graduate student in Business with years of experience in computer use, to skillfully convert the program to the new equipment. This equipment incidentally works so fast that it converts information from 100 checks into the finished records in approximately 20 seconds.

Farmer-use has dictated the formation of this system. A good example is one of the first cooperators, Joe Cooper, and his hog enterprise. He was considering the construction of an air-conditioned farrowing house; however, an analysis of his records showed a $1,500 loss in a 6-month period on the hogs.

Up to the time Mr. Cooper started using this system, he really didn't know how much the hogs were making. All he knew was that the farm was making "X number of dollars" to pay income tax on every year and his accountant was getting up to $80 a month to keep track of this. For much less money the machine kept separate and totaled the money spent on each enterprise. So with the beginning hog and feed inventory and an ending inventory, plus hogs sold during the period. Mr. Cooper for the first time knew how this particular enterprise was treating him financially. When he found a loss of $1,500 on that enterprise, he realized the cotton had probably been "carrying" the hogs.

County Agent Dave Brueck goes over the finished record with Maurice Martin, a farmer in Pinal County, Arizona.

Information was already in the records to compute feed conversion and other efficiency factors. Changes made during the next 6 months put the hog enterprise back in the black, and winter records compared to summer records will tell Mr. Cooper if he can afford to spend more money in cooling facilities and if so, how much.

We feel we have only scratched the surface on making this information more usable to the farmer and the accountant. For instance, the Industrial Commission of Arizona requires a quarterly report on the portion of money each laborer receives for feeding livestock, raising cotton, or something else. It will not be difficult to add a program into the system that will make up that report and figure the insurance due on each employee. The same can be true of Social Security and Arizona State Income Tax which must be withheld. The program can be extended to compute cost of monthly production for dairies and poultrymen, including fixed costs such as depreciation. Only when the farmer has this information readily available can he make intelligent decisions.

We have not stopped at this point in making the system more adaptable to individual farms, and farmer use continues to guide us. In 1963 a farmer expressed the desire to use it as much to record specific dates as an accounting system. For instance, he wanted to record water use on certain fields and when and how much fertilizer or insecticide went on certain areas of a farm. The system is so flexible that this can be done on the same code sheets for the machine to sort out and place in the proper location in the records. In effect, then, the farmer using this feature also ends up with a compact record of all important data in a readily referred to form as he builds history on his farm. End of the year special summarization, as small cost, can point out to him what individual machines or different operations are costing him.

One other application of electronic data processing use in agriculture was developed in 1963, also in Pinal County. A cooperator in the Farm Records Program, Hugh Hine of Maricopa, also does up to $25,000 worth of custom work per month. The "accounts receivable" portion of this business was very difficult for him to keep track of. After County Agent Dave Brueck had completed some in-service training on electronic data processing machines, it was not difficult to write a program that keeps this agricultural business up to date. Duplicate runs can even make up the bills for him at the end of the month.

Our farmers are telling us that some of their biggest problems lie in the area of management. The county agent stands at the threshold of opportunity in helping him mechanize this area to a degree not dreamed of a few years ago. The facilities and training for this lie in many of our Land-Grant Universities. It needs only to be carried to the farmers by the county agent. ■

by THOMAS J. McCORMICK
Assistant Extension Editor

and VERLE R. HOUGHABOOM
Extension Economist
Vermont

Hopes Run High in the World of ELFAC

Researcher Malcolm Bevins observes the sorting of farm entries at the processing center in Brandon, Vermont.

■ ELFAC is the name and electronic farm accounting is the game.

But quite a story lurks behind the gimmicky title. This new procedure is something of a landmark in regional cooperation, offers a superior management tool to farmers, and is a breakthrough for educational and research programs. As befits a joint effort, all segments do some of the work and share the costs.

Research and Extension representatives from Maine, Massachusetts, New York, and Vermont, along with a representative from the Federal Extension Service, form a coordinating committee. Their job is overall policy, including such items as developing operating procedure, preparing and distributing materials, and clearing all matters requiring standardization.

But cooperation is involved all along the line, from the time a farmer jots down his figures until they make the return trip from the processing center.

In most cases, a farmer's first contact with ELFAC is through his county agent. Through him, the farmer learns that ELFAC is an accounting service for farmers, one which supplies the basis for better management. Also, ELFAC helps researchers to serve farmers better.

Inevitably the farmer asks about cost. Currently, dairy farmers pay a fixed fee of $20 plus 50 cents per cow, or $45 per year for a 50-cow herd. Other enterprises are charged accordingly. This pays for materials and processing. Overhead is paid, directly or indirectly, by Extension or the Experiment Station.

The agent always concedes that ELFAC can't do anything a farmer can't do himself. Diplomatically, the agent also will point out that few farmers actually keep the detailed records they need for today's high-pressure agri-business. ELFAC takes the sweat out of the job.

With detailed figures, a farmer can keep tabs on his income and his expenses, move into cost accounting, satisfy the Federal needs for records, and level out his income tax. The key word is *can*. ELFAC simply keeps the records, it doesn't make the decisions.

When a farmer joins the program, the agent teaches him the simple coding system. Week by week, the farmer fills out a basic data sheet recording financial transactions, changes in inventory and other pertinent information. These are mailed to his State University, then forwarded to the processor, Ayrshire Association Breeders in Brandon, Vermont. Cards are punched and held until the end of the month. At that point, a complete financial summary with cumulative totals is prepared for each of the 400 participants.

Three district programs in each State benefit from this report. The individual farmer has his basic records in A-1 order with a minimum of work. But this, though important, is relatively minor.

More significantly, he has running totals that show him exactly where he stands. He can compare his figures with the same point last year and can project them to the end of the year.

The farmer with diversified interests can see which areas are paying off. And if his wife is so minded, she can set up similar accounts for the household.

Admittedly, this is a bit theoretical. A few farmers run their businesses in a business-like way: many more do not. Enter Extension. The county agent and farm management specialist now have the perfect tool for their counseling work.

The farmer may lack the skill, time, or interest to make full use of the ELFAC reports. But to the trained eye, they offer an X-ray picture of the farm operation with nothing hidden. No probing for financial data reluctantly given. No long search for fragments of records or reliance on memory.

Then, too, the fact that the agent has assisted in setting up the system puts him in a somewhat new role. He is one with whom money matters can be freely discussed: he's an insider. After the first year, the savings in time are considerable; the effectiveness of Extension management counseling is increased.

Although the prospective benefits to the farmer and to Extension are imposing, they are even more so to researchers. Each participant, upon entering the program,

agrees to make his figures available to researchers on a confidential basis.

Perhaps it is this pulse of the agricultural economy which is most significant. For the first time, researchers can know what is happening instead of what has happened. Hopefully, they can get a much clearer idea of why it is happening.

It is here that interstate cooperation takes on added meaning. By working together with uniform reports, a larger sample can be used for any branch of farming. Or comparisons can be made in the same enterprise for different States or different markets.

Naturally, the broadened experience and diversity of training of the combined leadership keeps the program from becoming too narrow or inbred. With a group of economists and educators honing each other's thinking, no problem can be sluffed off because of local prejudices.

Although the trend of this article has been highly optimistic, reflecting the views of the program leaders, it should be realized that ELFAC is no touchstone for success. Common prudence dictates a listing of some of the problems.

As might be expected, farmers have been slow to enter the program. Traditionally they are active men who avoid pencil-pushing. Good records rank low on the list of felt needs.

This tends to force the county agent into a salesman's role, a most unwelcome, time-consuming, and sometimes frustrating task. Then, when a farmer does sign he must be taught the coding system. Normally this is done in groups. But although the system is basically simple it is foreign to the experience of most farmers.

Later, when the figures arrive, a farmer may have a sense of disappointment. ELFAC, after all, gives no answers, makes no decisions. Unless the farmer is sophisticated enough to think of such things as return to capital, labor efficiency, and similar tools of the economists, he may be disillusioned. At this critical point, much depends on whether a busy agent can find time to show him how to use the figures.

Nor is frustration completely unknown to researchers. Has there ever been a research man who thought he had too much data or even enough? He is torn between the justified desire for more complicated figures and the even greater need to keep the system simple and practical for the farmers. ELFAC after all is primarily for the individual farmer.

And, finally, the word "committee" in itself is used by the cynical as a synonym for "problem." And an interstate committee adds the compounding factors of distance and different needs.

Having given the Devil's advocate a long curtain call, let's come back to the side of the angels. Despite the problems, Extension and Experiment Station workers are solidly behind the program. Farmers are less enthusiastic, as they almost always are to change. Furthermore, ELFAC benefits are intangible. The tried-and-true method of demonstration doesn't fit as well. Word-of-mouth advertising is more circumspect because financial matters are private.

But the body of satisfied participants is growing. For the most part, these are the opinion leaders of agriculture. Moreover, the tide of agricultural history is running with the system. Management decisions become more critical as profit margins shrink while the stakes grow higher.

A farmer simply can't guess any more and stay in business, he must have the facts. ELFAC, its developers firmly believe, is by far the most efficient way available of gathering these facts.

At present, each participant gets a quarterly and year-end business analysis. A complete quarterly financial statement probably will be offered next year.

The number of participants is expected to grow. Other States may join through State Universities, farm organizations, and private firms.

Even farther ahead is the researcher's hope of isolating as yet unrecognized critical factors in management decisions. With additional factors isolated, counseling could be placed on a more professional basis. ■

At the center, data sheets are translated into punches on a card in preparation for the high-speed totaling.

On the farm, the Bernard Boyers of Williston list receipts and expenses on ELFAC forms. A progressive couple, they find the ELFAC system a fine management tool.

Farm Business Group Helps Farmers Keep Records

by MELVIN P. GEHLBACH*
Area Farm Management Specialist
Kentucky

LET'S FACE IT—most farmers dislike keeping records. They would rather trade tractors, buy or sell cattle, experiment with a new herbicide, or ride a combine during harvest than spend time keeping a record of their business.

Why is this? Chiefly because they have not been in a position to know exactly what records to keep, how best to keep them, and then how to make full use of them as a tool for better management. Farm business records, to be a useful tool in management, need to be complete, accurate, and comparative.

Farmers Organize Group

In 1961 farmers in six western Kentucky counties, in cooperation with the Cooperative Extension Service of the University of Kentucky, organized the Ohio Valley Farm Analysis Group, Inc. to assist them with their farm record analysis. The plan started with 80 members. Each member paid an annual fee of $100 toward cost of operating the group. Farmer members and Extension share in the cost of the program in approximately a 2-to-1 ratio. An elected five-man board of directors determines policy. An area Extension specialist in farm management, appointed by the Department of Agricultural Economics and the Extension Service, works directly with members on an area basis.

The first annual summary was prepared in April of this year, covering records kept during 1962. The Farm Analysis Group Summary revealed that the 55 farms, typical of the area, averaged 684 acres in size, represented nearly a quarter of a million dollars invested per farm, and had a $55,056 average gross cash income. The net management return, after deducting a charge for capital and unpaid family labor, averaged $5,218 per farm. These commercial farms showed wide variations in production, farm costs, gross returns, and net management earnings. Each farmer's record is confidential.

A record needs to do more than merely tell a farmer how much money he made during the year. It needs to show the reasons why a farm earned what it did. To do this we need: (1) A record of production for each crop, (2) a record of production (pounds produced) for each livestock enterprise, (3) an allocation of feed to each class of livestock, and (4) a breakdown of expenses so that a comparative analysis of farm operating costs may be made.

Most of these records are readily attainable. In fact, many farmers write down the numbers and pounds of livestock sold if they are keeping only a cash journal. Our problem is to get items recorded in a way that will permit them to be summarized and used.

To start this program, the farmer needs assistance in establishing a Beginning of Year Inventory for each class of livestock and for feed, grain, and forage on hand. This inventory needs to be uniform for all members.

An inventory of land resources is needed. Land should be divided into acres tillable, acres nontillable, woods, and wasteland. Values placed on the land should be comparable among farms with comparable soils and should reflect soil differences between farms.

The farmer keeps his own record. He keeps the record of cash income and expenses, production of crops and livestock, and allocates farm grains fed to each livestock enterprise. The area specialist in farm management, on scheduled visits to the farm, edits the record and makes certain that all records are being kept uniformly. He also helps the farmer to establish continuous depreciation schedules.

At the end of the year, inventories are entered in the record on the same basis as at the start of the record. The area specialist has an appointment with each member at a central office to edit the entire record, making certain that all entries are complete and classified.

Records are totaled and summarized, and an analysis report is prepared for the farmer. His summarized record gives him the financial summary for the year, information for preparing his income tax return, returns for feed fed to each class of livestock, crop yields, farm costs, and many other factors concerning his farm. Facts and figures take on new meaning, however, when he receives this information in his Farm Analysis Summary comparing averages for farms grouped by size and type.

Comparative Farm Analysis

"How do I compare?" This is uppermost in the minds of members as they come to the meeting to receive their completed reports. They get a look at the amount of capital they have used. Capital per acre and capital per man are two figures they want to know.

Production is the key to farm earnings, but comparison of physical quantities of grain, tobacco, and livestock is not enough. Total Value of Farm Production (dollars) is calculated for each farm and is related to investment, acreage, amount of labor, and amount of farm expense incurred. These four relationships give a real clue as to where a farm excels or falls short.

A summary of land use crop yields, farm costs, and other factors gives the member a rather complete rundown of his operation. The report gives him the information for his farm, averages for a group of comparable farms, and averages for groups of other farms of different types and acre size.

Each livestock enterprise is summarized separately and cattle herd owners are divided into several groups, i.e., those selling feeder calves, those finishing cattle for market, or those purchasing all cattle being fed. Hog enterprises are also summarized separately according to type.

Annual costs for fertility, farm buildings and fences, machinery and equipment, labor, taxes, and capital charge are summarized for each group of farms. Many of these costs are also calculated on a per-tillable-acre basis for more detailed comparison.

Machinery and labor costs are shown as a scatter chart so each farmer may see where he stands in the array of costs. Some farmers have high costs when related to what they are producing, others may need to spend more money to do a better job of farming. Good management is knowing where to spend a dollar to make more than a dollar in return.

The farm management specialist needs to see more than the farm record to properly interpret the analysis. He needs to know the farm and, most important, he needs to know the farmer and farm family. The amount and quality of labor hired, likes and dislikes of the farm operator, and the interests of younger members of the family all play an important part in interpreting the record and using it as a basis for decision making.

Keeping alert to farm practices used by members whose records show excellence in certain phases of their farm business provides an opportunity that should not be overlooked. At the same time, the farm management specialist has opportunity to introduce on key commercial farms the latest research findings from the University and other Land-Grant Colleges.

Observations made by the farm management specialist and passed on to other farmers, where applicable, is a useful practice. Tours made by members within the area and to other States are also used to follow up on results of farm records.

Farmers appreciate a tour when they can get facts from records and, at the same time, see the operation. Each year members of the group have taken a 2-day trip by chartered bus to record-keeping farms in another State.

The Farm Business Group approach gives entree to more effective Extension work with large commercial farms. The analysis report provides county agents with factual, up-to-date information concerning commercial agriculture in the area. This information, summarized by groups of farms of different sizes and type, is a real asset to Extension teaching of farm management to farmers and to students in the classroom. While dealing directly with a limited number of farmer members, an Extension worker reaches large numbers indirectly as nonmembers have contacts with members and attend Extension meetings.

Farmers with straight-grain farms, diversified farms, and highly specialized, intensive livestock farms see the advantage in being members of a group that assists them in getting an analysis of their business.

In many commercial farming areas in the United States the number of farmers who could provide themselves with the services of such a group is almost unlimited. About 100 members seems to be a desirable-sized group for a single specialist.

Farmers need assistance with records if they are to obtain the greatest benefits from them. Farm records take on new importance when used in a comparative analysis. The Farm Business Group approach, cooperating with the Cooperative Extension Service, is a natural development where both parties share costs and make use of the information obtained. As farmers realize the need for supervised records to obtain a business analysis and are willing to pay a fee to support a group, Extension can play an important role in cooperating to make the most effective use of farm records to members and to agriculture in general. ■

**Mr. Gehlbach died October 8, 1963, while attending the Southern Regional Farm Management Workshop in Memphis, Tennessee.*

Mail-In Poultry Records

—an interdisciplinary educational effort

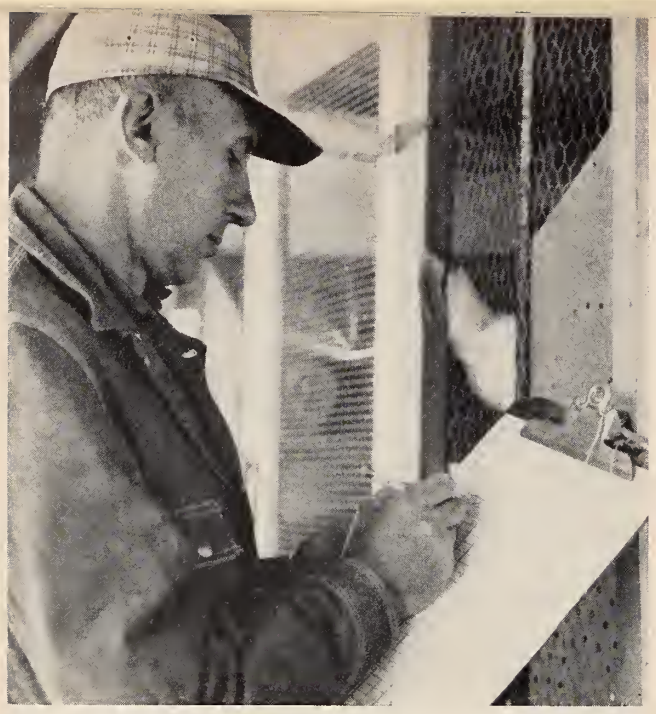
by JAMES T. HALL
Farm Management Specialist
and CARL O. DOSSIN
Poultry Specialist
Pennsylvania

HAVE you ever tried to help a poultry farmer lower his cost of producing a dozen eggs without a clear idea of his present costs or what he could reasonably expect to achieve? This was the position of poultry and farm management specialists at Penn State until a few years ago.

Poultry farming in the State had progressed rapidly in a technological sense but little was known concerning such things as records, costs of producing a dozen eggs, farm feed conversion rates, mortality, and other factors.

Need Current Data

As the constant need for current data became more apparent the poultry and farm management extension sections devised a pilot project in monthly mail-in poultry records which began January 1, 1961. The pilot project has two main purposes: 1) To develop a system that will assist commercial laying flock owners in evaluating and improving their management; and 2) gathering current data on financial and production factors rela-



Each month the farmer transfers data from the pen records to a report sheet which is mailed to the University.

tive to egg production in Pennsylvania, to be used in educational programs.

In 1961, 34 flocks in 11 counties completed the program; in 1962 the number had grown to 54 flocks in 28 counties. Currently there are over 75 flocks from 36 counties sending in information monthly. These flocks range from 1,000 to 15,000 birds and are separated into groups: Under 2,500; 2,500-5,000; 5,000-10,000; over 10,000; and hatching egg flocks.

Production records were developed by the poultry specialists and the financial and labor records by farm management.

The production records require the poultrymen to keep the usual day-to-day pen records of eggs produced, feed used, birds culled, and mortality. Each flock has its own code number which is kept confidential.

By the 10th of the following month the information from the pen record sheets is totaled and transferred to a mail-in sheet. These are forwarded, one for each pen if desired, to farm management extension where they are processed. By the 25th of the month the cooperators receive a monthly performance report for their flocks.

These reports are supplemented quarterly with summaries on mortality, production feed conversion, and feed cost per dozen for the preceding 3, 6, or 9 months. From these records we have been able to get current information on the production and financial aspects of the egg operation.

Use the Facts

After the annual summary is prepared, county personnel and poultry and farm management specialists use the data in many ways, these include the following:

1. *Work with individual cooperators.* The cooperators are visited through the year by either the county agent and poultry specialist or county agent and farm management specialist. After the yearly summary is prepared a team made up of a county worker, a poultry specialist, and a farm management specialist visits each cooperator. They go over the analysis of his business with him, emphasizing areas where adjustments need to be made, and helping him plan for these adjustments.

2. *Countywide poultry meetings.* Poultry and farm management specialists appeared together on county poultry meetings during 1962-63 using the results from the 1961 and 1962 poultry records to stimulate poultrymen's thinking on such problems as high feed cost, poor feed conversion, high mortality, and low production. Typically where both poultry and farm management specialists were on the program, the poultryman discussed the production data and the farm management man discussed the financial data.

Here were some concrete facts that the poultrymen could see and mentally size up their own operations.

3. *Meetings with allied industry personnel.* The record results were used extensively in formal and informal meetings with representatives of feed, chick, and poultry supply firms.

4. *General publication.* A 24-page publication summarized the results of the 1961 records. Over 2,500 copies were distributed to poultrymen and allied industry personnel in Pennsylvania and many other States. A similar publication is available summarizing the 1962 records.

5. *Articles, newsletters, radio tapes, and television.* Poultry and farm management specialists made wide use of the results of the poultry account project in mass media educational endeavors. One 8-minute and three 15-minute TV programs were produced by farm management. The 8-minute show was in conjunction with county personnel in the State's leading poultry county.

The monthly report to cooperators and county agents is accompanied by a newsletter prepared by either poultry or farm management specialists. This not only emphasizes points brought out by the records but also contains general management tips.

Electronic Data Processing

Starting with about 35 additional new cooperators in 1963, electronic data processing is being used for the financial records. This too, is a monthly mail-in procedure which will allow us in the near future to return both production and financial summaries monthly.

The unique system being used is one under development by farm management research personnel. Its main feature is that it requires no coding either by the farmer or the processing personnel.

It is anticipated that all cooperators will be using the monthly mail-in system for financial records beginning January 1, 1964. This will allow all cooperators to have monthly- and year-to-date financial reports on their various farm enterprises.

With this information in conjunction with the monthly production reports, they should be able to make management decisions much more promptly. At present financial summaries are made only once a year. ■

Achieving Family Goals

by L. J. BODENSTEINER
District Extension Economist
Iowa

NO INCOME-PRODUCING business can expect to reach its maximum potential without a good set of records. Therefore, no farm should expect to achieve success without a useful set of business records.

Present-day farming requires large amounts of capital, knowledge of changing technology, and skilled workers. Records can serve as a tool to facilitate high levels of management.

Good records are also an invaluable aid in evaluating and measuring family goal achievement. A farm family may try to achieve personal and family goals, while other goals may be primarily farm business or financial. However, sometimes personal and family goals are competitive. It is important for families to recognize these characteristics.

Goals should be identified and appraised in terms of family values and resources. A system of values or priorities needs to be established so that first things come first.

The progress made in achieving family goals depends largely on the level of management that the family employs. After goals are clearly identified and appraised, the planning stage is set. Developing a plan to reach goals will mean organizing the farming business to produce the necessary income.

In conjunction with a farm business plan, a family living plan or budget should be established. Farm records will reveal the outcome of both the farm and family living budget.

It is often difficult for a farm family to fully evaluate its goals in terms of reality. Often the goals are not realistic and may be impossible or too costly to achieve. Family sacrifices may be too great and goals too costly: new or adjusted goals are often necessary.

Records can serve as a guide to more realistic goals and help to more clearly identify those that a family can expect to achieve. Using records as management aids depends on their ability to interpret and put to use the facts revealed by the records.

The net worth statement is the most useful record as an aid in evaluating and measuring financial achievement.

First of all, it identifies the amount of resources the family employs in the business. Second, it indicates financial progress. The family net worth change reflects gain or loss as a result of net farm income and accounts for total income used as savings in the business. This, plus family living expenses and nonbusiness expenditures, represents total income.

The measure of financial progress as revealed by the net worth statement record sets the stage for effective family and business planning. It permits sound planning and provides a useful tool in setting family goals. The cost and time element of a goal can be more accurately appraised.

The net income statement and the business analysis record are a further guideline for a farm business. Detailed information provided by this section of the farm business records helps to uncover opportunities that can be put to profitable use by the firm's management.

Growing size and complexity of the farming business increase the need for helpful tools—aids that will contribute effectively to the role of management. Goals may give direction of effort but achievement of family goals relies on management.

A successful farming business requires a combination of resources—land, labor, and capital—that presents the opportunity to produce a satisfactory income. But these resources must be employed to produce a level of output that will maximize farm income. The levels of productivity and efficiency at which resources are employed in the farm business are necessary information and can be measured with the farm business record.

A well-managed farm business can provide an income that will help families reach their goals. Facilities like these benefit the whole family.

Enterprise analyses are becoming more important with the trend toward specialization. Records in this area serve as guides in deciding on changes involving reorganization of resources that will lead to a higher income combination. Comparative analysis with other farms of comparable size and type may be used as a basis for study and future planning when suitable records are available and used.

The main objective of a farm business record is to facilitate the management of the business. Records place the facts and values of the business before the manager and operator.

In most situations the manager and operator is the farm family. The family's goals are real though not always clearly defined and not always easy to achieve. Farm records can aid in evaluating and measuring achievement of family goals. Farm families are continually facing decisions—farm records can serve as decision-making tools. Good management is the result of making the right decisions most of the time. ■

Farm Business Analysis And Large-Scale Farms

by W. H. KENDRICK
Manatee County Agent
Florida

FARM BUSINESS ANALYSIS can save a county agent's energies and make his time count.

Agricultural Extension agents are dedicated to the proposition of encouraging agricultural people to become the best informed individuals. This not only concerns the best practices proved through research and experience, but also includes the highest degree of management and leadership skills.

To see farm people making strides in leadership abilities, technical know-how, and management skills brings satisfaction to county Extension agents. To know that our educational programs had an important part in these learning experiences and was a motivating force for them to attain a higher degree of technical and management ability is nothing short of a real thrill. This method known as "Farm Business Analysis" will lend itself to almost every part of our total educational program.

From our limited experience, we have come to believe strongly that for greatest efficiency and effectiveness in fulfilling the role of county agents, we must direct our program primarily toward management and secondarily toward technology in production and marketing.

Over the years, we, as county agents, have been to a large extent production-practice oriented with our educational activities and methods. Based on our work in Business Analysis and in view of today's big investment farms, I do not regard this as the most efficient approach.

Certainly, Extension educational programs directed toward production and marketing practices have a big place, but we are now thinking that concentration of our Extension programs toward improved individual practices —such as fertilizing, harvesting, and insect and disease control, is a "shot in the dark"—is a clumsy, piecemeal approach toward fulfilling the role of the county agent.

We find that an Extension method that works with the management and business aspects of the whole farm is most effective in motivating learning in the various aspects of the total operation.

When farmers are presented with facts and figures concerning efficiency areas of their individual operations, they are strongly moved to learn and execute the technology needed to correct the problems.

In our opinion, we can't justify spending large portions of our time on the fringe areas of farm operations without facts and figures on the whole farm.

A farmer may be in possession of all the facts concerned with the technology of production, but if he doesn't know how to fit the whole jigsaw together effectively and apply it to the farm's overall operation, production technology facts or improved practices may lose their meaning.

On a countywide scale with a given kind of farm and individual farm basis, Extension personnel and the farmers themselves must find out where we are, what our resources are, and our problems affecting efficiency. From all this, using an analytical approach, we must make practical plans that embody needed changes in production, marketing, and organization.

Today's farmers in most instances have large investments in land, equipment, buildings, and livestock pertinent to their operations, and must be businessmen in every sense of the word. As an example, the average dairy farm in Manatee County, Florida, has an investment of $235,000. A well-equipped office also is as basic as a tractor to the efficient operation of these farms. A farm is nothing more or less than a business firm buying inputs, transforming them, and selling outputs at the best obtainable profits. A farmer or farm manager is the controller of the inputs, and he must have facts. He must also know how to use these facts to make sound decisions. He must learn how economic principles affect his business, how to budget changes, and evaluate decisions by comparative and trend analysis. He must consider the overall picture, and work from there.

Many individual farms in Manatee County have shown dramatic progress. An illustration is the following table.

Item	Unit	Year 1961	Year 1962
Adult cows	Nos.	180	210
Investment per cow	Dols.	1,263	1,202
Production per cow	Lbs.	7,110	8,830
Milk sold per dollar invested	Cents	39	48
Return per cow over feed	Dols.	269.71	377.52

In 1958, Clifford Alston, State farm management specialist, carefully explained to us a new Extension method called "Farm Business Analysis." It was quickly evident that this, when properly used, would help meet the challenge of a changing agriculture.

He pointed out some pertinent questions that the analysis would answer for the county and for the individual farms. Here are a few: Am I using my farm records to best advantage? Do I know my production rates per acre, per tree, per animal, or per bird? What is the productive efficiency of my labor? What are the weak and strong points of my farm business? What is my investment? What are my itemized cash and noncash costs per bushel, gallon, or ton?

Alston explained that the analysis report, say, on dairy farms in our county, would show averages for: (a) All dairies analyzed, (b) the high-cost group, (c) the low-cost dairies. Each individual farmer would also receive his farm figures listed beside the corresponding averages. Thus, he can quickly make comparisons, and use his records to locate strong and weak places in his business.

This method appeared to have strong possibilities of becoming a central part of our educational program, upon which we could base many Extension activities and measure total results. With Alston's and other State Extension personnel's continued help and guidance, we began using this method in 1959 with some of our dairies, ranches, and poultry farms. We have increasingly used Business Analysis, particularly with dairy farms, and have noted an increased level of management skills, leadership ability, and technical knowledge. We know now that Business Analysis is a foundation for good farm management.

We are now carrying out this program on 65 percent of the dairy farms in the county, and the following county averages show a few efficiency items and the tangible progress being made:

Item	Unit	Year 1960	1961	1962
Milk per cow	Lbs.	7,938	8,720	8,999
Net returns per gal.	Cents	.8	2.9	4.0
Labor income per cow	Dols.	35.45	61.74	68.87
Net cost per gal.	Cents	58.4	56.2	55.4

Since a Manatee County dairy farm averages over 200 adult miking cows, it is not difficult to see how labor income increased $5,500 per farm from 1960 to 1961 and $1,500 from 1961 to 1962. In reducing cost of production 3.02 cents per gallon, each farm producing an average of 177,635 gallons, saved $5,365 in 1962.

In dollars and cents, the analysis pointed out to the owner many changes in production and management that had to be made. The principal one was that he wasn't producing and selling enough milk for his investment. This was corrected by buying additional milk base, increasing cow numbers and changing production practices to drastically increase production per cow. This farm has moved from a "struggling-to-exist" farm to one that is progressive and successful.

A fully-equipped office is the center of this dairy operation. It is here that records are kept, studied, and used in managing the high investment dairy business.

This Farm Business Analysis is the key that has unlocked several doors for us in facilitating our total educational program.

Through Business Analysis we have been able to put together factual information about the various kinds of farming, locating without guesswork the real needs or problem areas. The various commodity Extension Advisory Committees working with Extension personnel use this information in developing our longtime or projection programs for the various kinds of farming. With this help, all of our planning is based on facts existing in our county and the Extension programs can be directed toward overcoming major problems.

All educational activities are directed toward factual needs as brought out by the analysis report of county averages. It gives us an accurate means of evaluating progress of our Extension programs and program projection, and it is the basis for much information provided for farmers and the general public.

On individual farms, the county agent and the farmer can get in the middle of the business and take a critical look at the farm as a whole. They can look at the efficient use of the land, labor, and capital; can locate the strong and weak points of the farm operation; and put a finger on changes that need to be made or practices that need improving. They can look at the input-output data from which the farmer can budget changes. There is nothing that motivates learning quite so well as figures that deal with profits.

You might logically say, "This sounds fine, but it would be too time consuming." We have found that it lends itself to increased efficiency on the part of an Extension agent. A county agent represents an input of education, and must be interested in output from his time. We have come to know that 3 hours spent with a farmer in obtaining records gives an output in results far greater than many hours riding around over the farm, or talking about the farm in general without knowing many facts.

All of us have many and varied demands for our time, and we feel that moving toward this method of factually dealing with a farm as a whole will do much for our effectiveness and efficiency. ■

Farm Business Associations Complement Extension

by PAUL HASBARGEN
Extension Economist
Minnesota

Complete records are needed for pieces to fit properly.

THE TASK of record keeping is difficult to "sell" to farm families. Management concepts and tools are finding a broader market. Satisfy this market and the demand for record-keeping services will grow. This has been a basic premise behind the farm management educational efforts at Minnesota. As more and more families "graduate" from Farm and Home Development Workshops, the question "where to from here?" becomes more pressing. To answer this question, an expansion in the number of farm business associations is an alternative worthy of serious consideration.

History

Between 1902 and 1917 there were numerous detailed accounting routes in Minnesota. Their primary objective was to collect data for research. Fieldmen were instructed to refrain from advising their cooperators. The data gathered from these early account studies were published in Experiment Station bulletins. It was only at this point that the farmer cooperators could use the results to improve their own operations.

After World War I, new associations were formed under a significant change in the concept of their functions. Whereas the prewar associations were designed to obtain information on farm costs and farm earnings, a new objective of helping farmers to determine what could and should be done to maximize farm earnings was incorporated beginning in 1920. Farm accounting routes continued to be on a one or two county basis until 1928 when a cooperative farm management service was organized in six counties in southeastern Minnesota. This was patterned after the pioneer Farm Bureau-Farm Management Service started in 1924 in Illinois which combined research, Extension activities, and service to the individual farmer. After a 3-year test period without fees to farmers, the cooperators proposed a cost-share arrangement in order to retain the association in southeastern Minnesota. This association has continued on a fee basis to the present time. Currently each member pays from $52 to $77 depending upon size of farm.

In 1940, a similar association was started in southwestern Minnesota. This one is also financed jointly from Extension and research funds besides farmer fees. Besides these two associations which employ full-time fieldmen to service the 170 or so members in each, there are other special farm management services sponsored by the University which have facilitated Extension educational programs.

Also, the vocational division of the Minnesota Department of Education offers a record analysis program through the vocational agriculture departments of the public schools. Vocational agriculture instructors give local supervision under the guidance of area coordinators who are using the same analysis procedures used in the current University farm record projects.

The Minnesota farm management associations have contributed greatly to Extension programs through the years. Since the early cost accounting routes, Minnesota Extension workers have had the benefit of localized cost and return figures to use in adult education programs. The annual reports along with other research and Extension publications which came out of these projects provide a continual source of information on trends in resource use and input-output data for use in farm and home planning. This data is used not only in farm management but also in home management, dairy, animal husbandry, and other Extension educational programs.

Extension work is also facilitated through the annual meetings of these associations and annual farm tours to which nonmembers are invited. Educational programs at these events may center on any topic of concern to farm families—from farm production problems to farm policy problems—from the development of physical resources to the development of human resources.

County agents often use association cooperators as test

demonstration farms. They become more familiar with these business firms and their problems and use the knowledge gained from this intimacy to counsel other families more realistically. When county tours are held, association farms are often visited since factual background data is more readily available from these farmers. Also, these farms have been a source of example or "ease" farms for families to work with in the Farm and Home Development workshops.

In counties where there are no cooperators, agricultural and home agents still find much use for the current information found in the annual reports.

Future Possibilities

Extension workers are fully aware of the rapid changes in agriculture today. The number of farms will continue to decrease rapidly. The young farmers of today have larger units than older farmers. Those starting tomorrow will plan for even larger ones. These farmers look upon agriculture as a business as well as a way of life. They need better information on how to most profitably manage this business—they need better decision-making techniques and more accurate, home-produced data to use along with these techniques.

The credit needs of these larger operations are quite shocking when compared with earlier needs. Creditors are insisting on more detailed financial planning on the part of these large borrowers.

Current trends in Extension education programs are toward more formalized training schools—away from the one-shot general meeting. To provide the depth of content needed here, more information on operating farms is often desirable.

Also, a byproduct of the more intensive adult educational programs of today is an increased demand from farm families for more complete farm and home records. Farm and home development workshops as well as other types of intensive sequential classes, whether on dairy, hogs, or soils, create the desire for better individual records. This situation is not unique to Minnesota but is occuring in various degrees of intensity throughout the country.

The challenge to Extension is to develop and coordinate an overall program which meets all of the above needs—provides financial information helpful to credit agencies; develops a vehicle upon which to build an intensive educational program; meets the service needs as well as the educational needs of farm families; and provides a source of data for research purposes.

Some form of farm business association might most effectively meet these needs. Someone who is able to demonstrate to families how to use the information they receive in evaluating progress, analyzing practices, and planning adjustments must work with the cooperators. Unless provisions are made for such individual counseling, especially during the first few years in the program, records will continue to be unused tools on many farms.

Supervision of such associations could come from one or more of several sources. These include: A fieldman in a farm business association; an Extension agent in a mail-in account project; or a vocational agricultural instructor in a vo-ag records project. Leadership could also come from other professional people in a mail-in account project such as: A district management specialist; credit agency personnel, vo-ag instructors; or DHIA supervisors.

Should each commodity have a separate record system?

However, when looking at possible organizational structures for getting this job done, the main purpose of Extension—*education*—must be kept in mind. We want to find a vehicle to facilitate the accomplishment of this objective and must avoid tying up our resources in service-type activities. The service aspects of a business association *must* be paid for by those receiving it.

The Challenge

The problem which Extension leaders in most States must face squarely in the near future is how to most effectively and efficiently provide for a complete supervised record program. Who will supervise the cooperators? Where will the financing come from? Will the educational purpose get top priority?

Coordination of existing and developing record programs is a growing need. Can Extension-sponsored associations, vo-ag-sponsored groups, the FHA, and private associations work together more closely? Should the different commodity groups go in different directions?

At the present time agronomists and soils specialists are developing and encouraging the use of improved crop record systems; poultrymen are experimenting with specialized poultry record forms; and dairymen are moving ahead rapidly on an improved DHIA program using electronic data processing. Is this the most efficient and effective direction in which to move? Is farming already so specialized that the dairyman or the beef producer can solve his problems by analyzing only his major enterprise? Or is it possible that one record system could handle all of these enterprises adequately and at the same time put together the pieces of the farm business?

As we continue to move in the direction of more formalized, intensive adult education programs we must develop a framework for handling the record needs of our clientele with the major objective being to improve and strengthen our overall education program. Unless farm business associations accomplish this, there is little room for them in Extension programs. ■

"Farm Account Records have alerted us to problem areas before many farmers were aware of changes taking place. They have kept us ahead of these changes rather than behind them." This is how Homer Hange, Medina County, Ohio dairyman sums up the way in which a farm accounting and farm business analysis program, conducted by the Agricultural Extension Service, has helped him to successfully manage his farm.

Homer and his wife, Doris, operate a 193-acre farm which they took over from Homer's parents in February of 1949—the same month they were married. Dad and Mother sold out "lock, stock, and barrel" and moved to town. The money Homer had saved while working for his father was used to make a small down payment on the farm, feed inventory, farm machinery, and the dairy herd. A mortgage to Dad and Mother covered the remainder.

Homer's first and perhaps most important use of records was in determining the feasibility of taking over the business. Both the current and past performance of the farming unit were well documented by 24 years of participation by his father in the Extension-sponsored farm accounting program. These records showed an earning capacity more than adequate to provide a living for the family and pay off the mortgage. Homer says "It looked as though all we had to do was keep the operation rolling."

Just "keeping things rolling" was not enough in the years that followed. Rapidly rising prices took their toll both in farm operating costs and family living expenses. Mechanization and new production technology were upsetting traditional farm organization patterns. Changes were in order!

An analysis of the Hange operation indicated the desirability of adding a few cows to increase income. This necessitated some mechanization in the barn to save labor and in turn, called for more cows, setting off a chain reaction that is still going.

The original 18-cow dairy herd is now at 45 and still growing. Records have been used to plan the adjustments needed to maintain a proper balance between such things as size of operation, labor efficiency, gross income, and fixed costs.

During their first few years of operation the Hanges channeled every available dollar into debt retirement. As a result Homer feels the farming operation was "short changed." "We didn't use as much fertilizer and lime as was needed. Crop yields, especially hay, suffered. Our records showed that the cropping operation was not pulling its share. We are just now beginning to realize our full potential."

The farm account and farm business analysis project, in which the Hanges are enrolled, is part of a program conducted for many years by the Extension staff of the Department of Agricultural Economics at Ohio State University. In 1932 a more intensive program was launched in Medina County using a monthly mail-in accounting system. This county program has been operated continuously since that time with the help of the State staff. In recent years 80-90 farm account records have been included in the Annual Farm Business Analysis. Most cooperators also ask for individual assistance in studying their operation.

Three years ago the program was expanded to three adjoining counties under an informal arrangement for an exchange of work between the agents involved. The Medina County Agricultural Agent assumed responsibility for the farm management program and agents in the other counties led area programs in other subject-matter fields. As an outgrowth of this arrangement an area farm management position was established a year ago.

Farm records on 150 commercial dairy farms are the foundation on which the Area Farm Management Program is being built. Here is an opportunity to tap the experiences of this group of farmers with developments in dairy production and management and to evaluate the economic aspects of these changes for the benefit of all dairymen of the area.

A number of other Extension programs and activities have been helpful to the Hanges in making full use of their farm records. Intensive counseling on an individual basis was provided for several years through a farm and home development program conducted during the mid-fifties. Homer has been enrolled in many farm management, dairy, agronomy, and other Extension schools. Doris was one of 60 women enrolled in a "Farm Management School for Farm Wives," held in 1959. The dairy testing program has helped boost average output per cow to the present level of 15,000 pounds annually.

Records are continuing to play a vital role as the Hanges plan further adjustments. Homer knows he can't stand still if he is to keep ahead of change. Enough heifers are coming along to provide for some further expansion during the next year or two. Consideration is being given to adding enough facilities to accommodate 70-80 cows and going from part-time to full-time hired help. Cropping patterns are being altered to take full advantage of new technology.

Homer feels that being part of an organized record analysis program provides him with information that would not be available from his own records alone. He says, "The group analysis helps you see the total situation and yourself in relation to it, rather than just your own operation." ■

by MARSHALL K. WHISLER
Area Extension Agent
Farm Management
Ohio

The Accounting Dept. (Doris Hange) gives the Production Dept. (Homer Hange) a report on farm efficiency.

Farm Management

—an integral part of the Virginia Extension Program

by W. E. SKELTON
*Assistant Director of Extension Virginia**

THE FARM MANAGEMENT PROGRAM in Virginia has evolved from farmers' needs, detailed planning by farm management specialists, and appropriate emphasis and direction from the administrative and supervisory staffs. Recognizing its importance to commercial farmers, steps were taken in 1959 to plan and direct an effective Extension educational program in farm management.

Director W. H. Daughtrey, in his written statement on Administrative Expectations in Farm Management dated December 29, 1961, outlined the development and direction of this educational program. He stated:

"We started about 5 years ago with very little trained personnel at the State level and no specialized personnel for management work at the county level. During the past 3 to 4 years we have provided graduate training for specialists, schools for Extension agents, inaugurated a record-keeping system, and opened the door to linear programming."

Director Daughtrey stated further:

"We must prove to the public and commercial farmers that farm management work can be done successfully by county Extension agents. I am convinced that if we are to make progress and render the educational assistance required, it must be done by county Extension personnel. We cannot and should not have enough specialists to provide farmers with individual assistance, except upon a very limited basis."

These statements gave stature and direction to the educational program. They were developed over a period of time and represent the understanding and philosophy of the Extension staff.

It can be stated without reservation that positive direction by the director and his administrative and supervisory staffs is essential.

Part of County Program

After careful analysis and appraisal of past experiences in farm management, we recognized that an effective and successful program is dependent upon an accurate, continuing system of farm records and that farm management must be an integral and important part of the county Extension program.

At a recent county farm management school, these Virginia farmers applied the budgeting method of evaluating alternative courses of action. They used Extension agent-taught techniques as well as data from their own farms.

The county agent has responsibility for giving farm management orientation and direction to all appropriate phases of the county Extension program. This is a key to a successful educational program in farm management. Viable management education is problem-oriented and seeks to coordinate the contributions of all disciplines to rational decision making.

To be effective, emphasis must be placed on the importance of farm management as an educational program. This is not a program of record keeping.

The Extension program leader in economics studied in detail the procedures used by Michigan State University in 1958 for handling records. This system was adapted and modified for use in Virginia. Many States are now studying and keeping up with refinements in the systems used in record keeping and analyses.

The mail-in-records enrollment in 1959 was 75; 160 in 1960; 360 in 1961; and for 1962 and thereafter it has been limited to about 600.

Sufficient records are necessary and important to a good farm management educational program. Our present policy is to obtain just enough records to provide a laboratory of knowledge for the county agents to draw upon for data, for experience in business analysis, and for demonstration. *The tendency to become absorbed in the details of record data collection must be resisted so*

**Acknowledgement* *is given to the Administrative Staff and other Staff Members for their help in the preparation of this article.*

that the educational objectives of farm management can succeed. We support the economics Extension project leader when he says: "We have no interest in the drudgery connected with records, except as an adjunct to and in support of the educational job to be done."

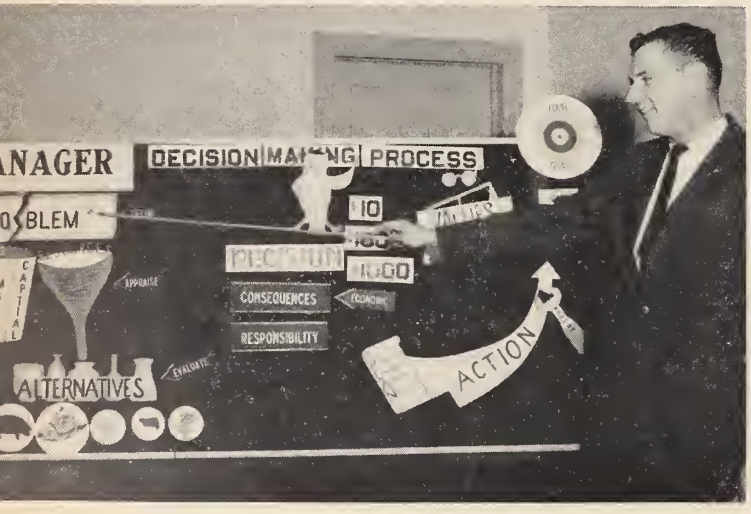
Organizational Structure

The specialist in agricultural economics, through staff conferences, graduate training, and long-range planning, prepared for and accepted the responsibility for training Extension agents and developing the content and scope of the farm management program. The Extension project leader took the initiative and served as coordinator for the economics staff. The department head was an active participant in the staff conferences. In order to provide the necessarily intensive and competent training, the full resources of the department (the teaching, research, and extension staffs), were used in planning and developing the program.

The data processing facilities and resources of the Agricultural Experiment Station were made available without cost to the farmer in development of the record program. Its success can be attributed in a large part to the efficient machine processing of records by the Agricultural Experiment Station. Complete participation and cooperation by the entire staff in the college of agriculture is a "must" for a successful program because very few, if any, universities have enough staff in any one division to provide the required training and know-how.

Twenty-four new positions were established at the county level. This provides for three assistant county agents and one county agent-at-large in farm management for each of the six Extension Districts. Applicants are screened for interest in and qualifications for farm management work. After selection, an intensive training program begins.

The assistant agent in Cumberland County opens a farm management school with a discussion on decision making.



Today there are 15 assistant county agents and 3 county agents-at-large in farm management. The primary responsibility of the county agent-at-large is to foster, encourage, and help develop a farm management educational program directed primarily at the operation of commercial farms. He is under the direction and supervision of the district agent.

An assistant agent works in three or four counties, depending upon the need. The county agent-at-large trains and guides him. Since the county agent is responsible for the Extension program, he and the assistant agent cooperatively plan the program for a specific county.

The director's office, district agents, and specialists in farm management hold frequent conferences to plan, evaluate, and project into the future. This type of planning is essential to coordination and direction.

Feedback from the county staff is also essential. A committee representing the farm management agents meets with specialists to report on progress, focus attention on problems, and develop procedures to be used in the training program for agents and farmers.

Agent Training

Five groups of agents in the State have now received varying amounts of formal classroom training in farm management. The teaching staff consists of those best qualified from the resident teaching staff, Experiment Station staff, and Extension staff.

The staff from these three divisions, working cooperatively, developed the course content and served as instructors. In September 1963, the training was approved for 6 credit hours in graduate study—a clear indication of the depth and scope of the training being provided.

Group I is composed of those assigned full-time work in farm management. They have received up to 200 hours of instruction, depending upon their tenure of employment. Recognizing that all agents in agricultural counties need this training, plans were made for them to receive it. They were designated as group II, III, IV, and V agents. On the basis of experience, we believe that all county agents must have a minimum of 3 weeks intensive training if they are expected to accept the responsibility for an educational program in farm management.

Farm Management Schools

Schools are held on a district basis in three or four counties for a minimum of three 5-hour sessions. This training is given to a group of about 20 carefully-selected farmers in each county. We do not think it an efficient use of time and effort for the teaching agents to develop intensified courses of instruction for small groups in only one county. An additional 15 hours of higher-level instruction is planned for those participating.

The district agent is responsible for liaison between the counties, administrative staff, and the Department of Agricultural Economics. This includes arranging time, place, adequate staffing, preparation, and practice sessions. The county agent-at-large in farm management has specific responsibility to develop an effective and aggressive educational program.

The Department of Agricultural Economics farm man-

agement staff is responsible for content and quality of subject matter. These specialists assist the county staff in training sessions. The schools are not conducted until the specialists and the county staff are satisfied that preparation is complete and adequate.

The county agent in the county where the school is being conducted and Extension agents assigned to farm management, serve as instructors. This is necessary and important for a successful educational program in farm management.

It is essential to establish clear, concise steps for use in planning, directing, and conducting the farm management program. The steps listed below are important and necessary.

1. Those assigned to farm management must give first priority in time allocation to this work.
2. Develop a written statement of administrative expectations.
3. Assign agents at the county level to farm management and provide them with sufficient training to do an effective teaching job.
4. Extension agents trained in farm management should teach the county farm management schools.
5. Hold periodic conferences of administrative staff, district agents, and farm management specialists.
6. A committee of farm management agents must work with Extension farm management specialists to develop the educational program.
7. Provide adequate training aids and equipment to do a superior job of using various teaching methods.
8. Instruction for the farmers must be on a high level. Do not underrate their ability and need.
9. Develop and maintain an aggressive instructional program for Extension agents.
10. Provide an environment for free exchange of ideas between the staff and farmers.
11. Establish goals for farm management education, as well as teaching goals and objectives for instructors.

Results and Future Plans

Appraisal by farmers is the true test of the program's success. They have participated actively and have taken the designated hours of instruction.

In written reports they have praised the excellent instruction and the high-level content of the courses. Upon completion of the first course, they asked that others at a more advanced level be presented.

There are many farms which show an immediate increase in net income. Farmers like the farm business analysis because it indicates areas of inefficiency. By budgeting a concentrate ration, a dairy farmer decreased purchased feed costs from $145 per cow to $64 in 1 year with no significant change in milk production; the net farm income increased 114 percent.

We will continue to select and train the county staff. We plan to add 3 county agents-at-large and increase the number of assistant agents to 18. At this point, several will be employed in training positions to fill vacancies as they occur in the county staffs.

Extension specialists in animal and plant sciences and social sciences recognize a need for this training. We plan to give this intensive course in farm management to selected Extension specialists so they can use the principles of farm management in the total Extension program.

Farmers now receiving intensive assistance with records and resource adjustments through personal contacts with the agents will receive less assistance after adequate instruction. The basic objective is to teach them the principles of business management to use in making decisions as they occur in daily farm operation. This will make it possible to reach other farmers who are now requesting the training. In addition, the information gained from the farm records analysis and from comparing the results of resource adjustments on net income will serve as a sound basis for a farm management educational program on a county or production area basis. ■

CORRECTION

Robert C. Bealer, Assistant Professor of Rural Sociology, and Fern K. Willits, Instructor of Rural Sociology, The Pennsylvania State University have requested the *Review* to run this statement:

"We would like to correct a reference made by George V. Douglas and Don Agthe in a recent article in the *Extension Service Review* (THE IMPACT OF URBAN OUTMIGRATION ON RURAL YOUTH, Vol. 34, No. 8, August 1963, pp. 148-149). The reference was to some research on rural youth that we have carried out.

"They asserted that our studies indicated 'one of the results of contact with urban youth in high schools was for a substantial number of farm youth to become dropouts.' However, we have never published nor made available for publication any data on high school dropouts. While we are currently undertaking work in this area, nothing that we have done to date indicates whether their assertion is true or false. As a result, they are in error in attributing the conclusion about dropouts to us.

"They go on to assert that we found 'there were conflicts between the farm youth and urban youth over attitudes toward dating, staying out late, social drinking, spending money, and other similar situations.' We did find that there were *differences by residence* in the attitudes of youth with boys and girls from farm homes being the least permissive of nontraditional behavior, and town youths being more permissive. However, the interpretation that differences in answer patterns is a signal to conflict was theirs, not ours. We did not and do not have data to evaluate whether stress or conflict occurred."

What Records Do Farmers Need?

Today the average commercial farmer manages many resources—land, labor, capital. Accurate and complete farm accounts help determine how effectively he is organizing and utilizing his resources.

by DEAN BROWN
Farm Management Economist
Nebraska

MUCH has been written concerning the use of records in the farm business, and the contents of a complete farm record system. The farm management specialist and county Extension agent who have done farm record work with farmers are well aware of the academic reasons for keeping records. Following is a list of some of the important uses of farm records. It has been developed to imply both the use of records and their value.

1. Improving management of the farm through effective analysis.
2. Filing accurate and well-substantiated annual income tax returns; and permanent proof for possible audits.
3. Planning and budgeting the farm operation for the future.
4. Planning insurance needs and substantiating possible losses or insurance claims.
5. Establishing and maintaining a good credit position.
6. Determining financial progress.
7. Resolving landlord-tenant problems about lease arrangements .

Most farmers *know* how farm records can be used. Yet, a large majority of these same people have not been motivated to actually keep good records. They have not been convinced of *why* and *how* such records can be of value to them.

Part of the failure to keep good farm records and use them in the management of the business stems from the fact that the farmer is responsible for all the various aspects of his business. He does most or all of his marketing, provides his own labor, and assumes the full responsibility for the day-to-day operations and management of his farm. In allocating his time, he fails to reserve any part of his "working" day for record keeping and management analysis of his records.

Part of the fault also must be directed to the Extension worker and other agricultural educators. We simply have fallen short in our efforts to indicate the importance and value of good farm records. In other cases, we have failed to provide adequate education in the use and interpretation of business records for many farmers who have undertaken the task of keeping complete and accurate accounts.

Farmers take a practical approach in managing and operating their businesses. They expect their dollars and labor invested to return a profit. But the returns from keeping and using farm records most often is difficult to measure. As an intangible the value of records must be dramatized in ways other than "increased yields per acre, more pigs per litter, or more milk per cow."

One approach is to point out the value of records in terms of how they can help the farm operator solve important management problems. Here are a few of the problem situations which help illustrate this point.

1. Am I fully utilizing my resources—feed, labor, land, capital? If not, is there some other way of using them more fully? Are additional resources needed to supplement those I already have in order to increase my efficiency?
2. How might I reorganize or expand my farm business to increase my income? Should I expand my hog, beef, dairy, or other enterprises?
3. What type of farm organization is best suited for my farm or ranch?
4. Is my present lease fair and reasonable? How can I improve my leasing arrangements?
5. How can I establish and maintain a good credit rating?
6. Can I substantiate insurance losses or claims for liability?
7. Is it possible to improve my income tax management and reduce my tax liabilities?

What kind of records does a farmer need to have for use in managing his business? This can best be indicated by relating the kind of records to their intended use.

Income tax—Federal and State.

- General account of all farm income and expenses.
- Account of all capital assets disposed of during the year.
- Inventory and depreciation schedule of all depreciable assets, including machinery, equipment, buildings, other improvements, and breeding livestock.
- If income tax accounting is done on accrual (inventory) basis, then complete inventories of livestock, feed, and supplies also must be kept on an annual basis.

Property Tax.

- Inventory of land, buildings, improvements, machinery, equipment.
- Inventory of livestock, feed, and supplies and/or annual record of crop and livestock production.

Credit Rating.

- Periodic net worth statements to

give picture of current assets, liabilities, and financial progress.

• Income and expense records along with inventories to indicate productivity and earning capacity of farm operator's business.

General Business Analysis.

• All records previously listed, plus,

• Complete record of crop production and land utilization.

• Complete record of livestock production and feed fed.

Enterprise Analysis — Cost Accounting.

• Identification of all cash expenses and physical inputs associated with enterprises to be analyzed.

• Record of labor used for various operations associated with each enterprise.

• Identification of all income and production associated with enterprises to be analyzed, indicating quality and grades.

• Record of costs for individual machines, equipment, buildings, and improvements, and proportion of costs chargeable to specific enterprises.

• Memorandums of management practices, breeding records, and other records useful in management analysis.

The full list of records needed for management analysis and cost accounting may look formidable to the farmer who has been accustomed to keeping only the records necessary for tax reporting. Yet, it does not require a great deal of additional effort and time to keep complete and accurate records for management analysis purposes. As a result, the additional value of such records most often far exceeds the effort required.

The value of farm records can only be realized as the farmer makes effective use of them in his business. Complete farm records become more valuable and useful as several years of information is accumulated. This means that record keeping is a long-time venture, which should become a permanent part of the farm business. Extension workers cannot overemphasize this point. Farmers must be alerted not to expect spectacular returns or value from 1 or 2 years of record information.

On the other hand, the value resulting from properly organized and executed farm record programs can sometimes be impressive in individual cases. Such experiences should not be overlooked in providing motivation to encourage farmer participation in Extension-sponsored farm record projects. Examples of how good records have brought immediate benefits are given in the following paragraphs. These are experiences reported by county Extension agents working with the Electronic Mail-In Farm Record Project in Nebraska (NELFAR).

In enrolling and helping farm record cooperators get started, county agents are instructed to have each farmer make a complete inventory of all farm machinery, equipment, and other capital assets used in the farm business. This inventory is then checked against the cooperator's current income tax depreciation schedule. In one county, over 80 percent of the cooperators have uncovered depreciable assets that have been overlooked in completing income tax depreciation schedules. This procedure has been repeated many times throughout the State and has resulted in immediate dollar savings in taxes to cooperators.

An annual credit inventory is made of all mortgages, notes, and unpaid accounts along with accounts receivable for each cooperator. This is brought up to date during the year as debt payments and new loans are made. At the beginning of the year the credit inventory of one cooperator consisted of several unpaid accounts, plus 14 separate notes and mortgages. In approaching his local banker for an additional operational loan, the cooperator was first turned down. He was then told to furnish a complete credit picture and net worth statement if the banker was to reconsider the request. Upon submitting his farm records to the banker, the farmer received the additional credit he had requested. In addition, the banker refinanced the cooperator's notes and unpaid accounts to ease his repayment obligations.

A severe windstorm hit part of Nebraska this past summer destroying many small and older buildings and inflicting major damages on others. Seven farm record cooperators in the area were faced with the problem of substantiating their damages suffered from the storm. Prior to enrolling in NELFAR, none of these cooperators had maintained complete, detailed inventories of such information. In all cases, their financial inventories of capital assets provided the necessary detailed information required by the insurance companies.

Success in farming is more and more dependent on good, sound management. Good management calls for ability to make logical decisions and for constant evaluation of the results of these decisions. A good set of farm records helps with both jobs. This is the ultimate management value which Extension workers must keep in mind in developing and carrying out farm record management programs. ■

Information on livestock production is needed for enterprise analysis.

A section of the computer laboratory at Michigan State University.

by PAUL R. ROBBINS
Extension Economist
Indiana

and JOHN C. DONETH
Extension Economist
Michigan

EDP and Mass Management

How would you like to race John Glenn or one of our other astronauts in their 17,000 m.p.h. space ships while you are on foot or in the family auto? Sounds like a silly question, but it really isn't any more absurd than attempting to compete with an electronic computer in the manipulation of data and in making mathematical computations by hand.

As fantastic as increases in rate of travel may seem to most of us, increases in rate of data processing have been even more rapid in recent years. If you did a good job of learning your multiplication tables, you can probably average one or two multiplications per minute by hand when multiplying 3-digit numbers. A good calculator operator may average 10 multiplications per minute on an electric calculator. There are now electronic data processing machines that can make over 7 million such calculations per minute. Furthermore, these machines can multiply 6-digit numbers as rapidly as 2 digits—and without error!

Machines not only can process large amounts of data swiftly and accurately, but can also penetrate it deeper than ever before realized, and can carry the data in storage. Furthermore, some contend that the machines can do the job cheaper than with traditional hand methods — everything considered. Learning how to use these machines presents many problems, but quite a few solutions have been found. Others are forthcoming soon.

This doesn't mean we use computers for everything just as we wouldn't blast off in a space ship if we were only going to the corner grocery store. However, when one really gets serious about helping to serve the masses of farmers with the vast amount of record information needed, he is embarking upon an adventure much greater than going to the corner grocery. Just as new equipment, techniques, and know-how were necessary to orbit the earth; so are these things necessary for conducting a mass management education program through the use of more and better records.

In the past, many States have had no continuous farm record analysis program due to the time and cost involved. Other States, by hand methods, have managed to summarize a few hundred records per year. But in any case, the service has been available to an extremely limited number of usually the better commercial farmers. Even the summary and analysis of the limited number of records by hand methods has been so slow and tedious that the record data has often been out of date before the farmer got back the reports.

Can The Job Be Done?

While serving the best farmers is a must, in a democracy the very principle of education for all is held sacred. However, it isn't necessary to make a choice of either the few or the many. Some well-qualified individuals say that the electronic data processing equipment can do about anything desired of it in processing farm records. With the computers and coding systems now available at some universities, farm and family transactions may be recorded into any one of 300,000 or more categories and may be summarized in a matter of seconds.

If a system can be put together to more fully utilize the potential of electronic data processing; the results would offer the opportunity for a management education program which would not only extend the imaginations of the best farmers but would also be fully able to serve all interested. The statements here pertain to the summarization of more general types of farm records. The system could be carried to greater depths involving complete enterprise and cost accounts or even linear programming.

Certainly, there is much more to keeping and using records than what the computers can do. The farmer still must provide large amounts of accurate raw data. Even in providing the input data, however, the computer can simplify the job. It isn't at all necessary for the farmer to sort and categorize the data as he has traditionally done in farm

record books. The machines can do this job much more efficiently than the farmer.

The job of training or retraining farmers to a new system of record keeping is not easy. Part of the problems arise due to flexibility features of the new system. Farmers may keep simple financial records and have the results processed. More detailed records can also be kept and processed. In other words, the machines can only return results commensurate with information details provided. The final product in any case must be put in the most usable, understandable form possible, and often must be interpreted by face-to-face contact with the farmer. Hence, the matter of working out the procedures for getting the raw data, then in getting the summarized, analyzed data returned to the farmer so that he can and will use it correctly, presents much greater challenges than do the actual machine processing operations.

But these operational procedures and details don't appear to be insurmountable. The important thing is that electronic data processing does offer a real breakthrough in record summary and analysis. Once the procedures are clearly spelled out and understood, it is believed that large numbers of records can be summarized in great detail for a resonable charge—and this can be done without getting the staff bogged down in record-keeping details.

In short, the more rapid processing should: (1) Make possible the timely return of reports and summaries; (2) add flexibility and greater detail in the analysis; (3) provide opportunity for more farmers to participate in record analysis programs; and (4) provide a much better opportunity to combine record analysis work with ongoing research.

TELFARM Program

Michigan State is launching a mass management education program through an expanded mail-in record project. They started an experimental mail-in, mechanized record project in 1957. In 1958 a complete conversion of record analysis was made to this system. In 1963 the program has an enrollment of about 1,200 farm accounts and 150 home accounts, with the University carrying most of the financial responsibility. Sixty farmers were enrolled on an experimental basis in 1963 paying an educational participation fee of $50 per year. Other cooperators paid only a small fee for books and supplies provided.

Let's examine Michigan's proposed program for 1964. This program is called *TELFARM* which stands for Today's ELectronic FArm Records for Management. The educational phases of the program are being experimentally tested through the addition of six district farm management agents financed by a Kellogg Foundation Grant of $304,979 covering a period extending through 1965. The goal for 1964 is to enroll approximately 3,000 farmers (15 percent of Michigan's commercial farmers) on a fee-participation basis. However, the program is open to anyone desiring to participate. The educational participation fee, based largely on size of business, will range from $70 to $180 in 1964 and average about $100 per farm. The number of cooperators will be expanded as farmer interest warrants and as the capacity to process additional records and conduct the accompanying management education program is increased.

Records will be analyzed in greater depth than previously. However, the participating farmer has the option of mailing in only sufficient information for the preparation of a financial summary and inventory and depreciation schedules. But if desired, he may also keep credit accounts, labor accounts, partial enterprise accounts, and home accounts.

Farmers will receive reports in time to be useful in making tax reports, tax management, and planning decisions. They will receive quarterly reports in which various items of income and expenses are classified and totaled. For tax reporting, they will receive in January a financial summary and depreciation schedule for the previous year's business. Comparative analysis reports to be used in planning the current year's business will be received in March.

On request from cooperating farmers, duplicate reports on his business will be provided to lending institutions or others.

Mail-in records have provided most of the needed data for several research projects in Michigan. With only limited additional information, the record data appear to provide opportunities for studies on enterprise economics and farm practices.

Facilitate County Programs

Most Extension agents are finding it increasingly difficult to stay proficient in all subject-matter areas to the extent that they can work effectively with their topflight farmers. What role can the county Extension agent most effectively fill in these times of rapid technological and economic change in agriculture?

A substantial number of good record cooperators in a county tend to give a management orientation to that county's Extension program. Records should help the Extension worker in making a more effective appraisal of the managerial capability and capital strength of individual farmers.

It's essential to know the farmer's strong and weak points if one is to work with him most effectively.

Hence, it would appear that an expanded record program offers the county worker a unique opportunity to help launch a mass management education program that isn't being and probably can't be provided by other institutions or individuals.

In short, the farmer is constantly faced with new ideas, new technologies and rapidly changing economic conditions. He needs help in sorting out and integrating into a well-rounded unit those things which will be profitable for him. The Extension agent is often one of the few that the farmer can go to who doesn't have something to sell or an ax to grind. Record summaries as prepared by most universities in the past have been helpful for the few farms on which they were available. Electronic processing can provide more detail on more farms; hence the county Extension worker's hand could be greatly strengthened in management education. *(Continued, back cover)*

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What's Ahead?

Electronic data processing is opening up new frontiers undreamed of by the very best farmers. Take the area of feeds alone, a cost that generally represents one-half to three-fourths of the total cost of raising livestock. We are now on the verge of providing least-cost feed combinations that can save many farmers more net dollars than they are currently making.

More and better enterprise accounts will help farmers make sharper decisions in the expansion and contraction of various enterprises. Detailed records on individual prices of machinery and equipment will assist farmers in deciding what kind and how much machinery to own.

The challenge is great. Are we going to meet this challenge or shall we let opportunity pass us by? ■

Illinois Will Study Area Affects Of Individual Farm Adjustments

RAD experience in Illinois has shown the need for farm management planning. RAD committees are finding that individual farm adjustments are basic to area agricultural development.

Most farm management studies to date have been concerned with finding high-profit systems for specific farms. Up until now, they haven't studied ways these individual adjustments could add up to affect the entire farming area. This is the kind of information RAD committees need. This is what they will get from a University of Illinois Cooperative Extension Service study.

The study will concentrate on meeting RAD committee needs for farm management information in the southern part of the State. The objective of the study is to estimate the area's potential for improving agricultural production and income. Researchers will outline the area's present pattern of production and income and then use linear programming techniques to analyze production possibilities within limits of the area's farm production resources.

Information from farm account records, test demonstration farms, county Extension farm advisers, and previous area studies will be used as sources of data for input-output relationships and other enterprise information.

Farm records available from cooperators in the Southern Illinois Farm Bureau Farm Management Associations are an important source of information about present production and income patterns. Although these tend to be high-level performance farms, they will help assess the area's potential.

New farm plans will be developed for test-demonstration farms with representative resource patterns. Their progress in adjusting to these optimum income systems will be studied.

Census data, soil surveys, and other sources will provide estimates of the types and quantities of resources potentially available for agricultural production. Then, within these area restrictions, the economists can make estimates of potential farm production and income to provide answers on area effects as well as upon individual farm adjustments.

Results of this area study will be used to help guide further individual farm adjustment in the Illinois RAD program. Input-output data used in programming area adjustments will be useful for preparing individual farm and enterprise budgets. Extension publications dealing with individual enterprises or resource requirements for representative farming systems will include such budgets. Capital and other input requirements, and output and income potentials will be presented on planning forms that farmers and Extension workers can use. ■—*University of Illinois Cooperative Extension Service.*