

EXTENSION SERVICE

REVIEW

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IN THIS ISSUE :

The Story of the Beech River Watershed Area-- an intensified agricultural program speeds progress to 1970 goals



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

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EDITORIAL

As your editor of the *Extension Service Review* for the past four years I want to take this opportunity to say farewell. I'm retiring from the Department on December 30. Maybe I should put that in the past tense since when you read this I'll be retired from the U. S. Department of Agriculture.

I've enjoyed editing the *Review*. And I hope I've made some contribution to making it a positive force in Cooperative Extension's total educational thrust. If that is the case, a major part of the credit goes to the fine cooperation I've received nationwide from the Extension community. And I also want to express my thanks to my colleagues in the Federal Extension office for their many contributions, and particularly in the planning of special issues. My thank-you's also go to the editorial and arts and graphic folks in the Department's Office of Information.

Of inestimable value to me in piloting the *Review* has been the policy guidance and backing of the Federal Extension administrative staff.

I want to express my deep appreciation for the whole-hearted cooperation of the *Review's* Assistant Editor. Her professional skill is matched by her enthusiasm for Extension work.

And finally, a special note to my present secretary, and to her predecessor. Both brought to their duties experience as 4-H Club members.—WAL



Increasing numbers of good Herefords find much good fescue for abundant grazing.

The Story of Beech River Watershed

by ALVIN C. BLAKE
*Assistant Extension Editor
Tennessee*

“SEVENTY-FIVE BUSHELS of corn per acre and a \$3 million increase in livestock production—by 1970.”

That's the goal of county Extension workers in the Beech River Watershed area—Decatur and Henderson counties, Tennessee. This is a rather ambitious goal when you realize that average corn yield in the area is now 47 bushels per acre—about the same as the State average—and that the livestock goal is twice that of the 1959 production of \$3 million. Yet this determined corps of Extension workers who have been involved since the intensified Extension effort began 11 years ago insists it can be done.

When the Beech River Watershed Program was initiated in 1955, the University of Tennessee Agricultural Extension Service and the Tennessee Valley Authority, as cooperating agencies, developed an intensified agricultural program with specific objectives. The overall watershed program includes industrial development, recreation, water conservation and flood control, and general economic development. A long-term project in-

volving eight water control reservoirs and 75 miles of channel enlargement, the construction phases of the watershed are just now nearing completion.

Periodic floods have long plagued the area, which contains several small creeks that regularly overflowed much of the better farmland. This discouraged farmers from planting the more productive crops in the bottom lands and from using desirable levels of fertilization for fear of losing the fertilizer due to flooding.

It should be kept in mind that agricultural progress in the watershed thus far has been almost entirely due to the intensified Extension effort. Expected benefits from water control will only be partially gained in the 1965 season and may not fully be realized for several years.

The specific agricultural program developed emphasized these three principal objectives: (1) profitable use of fertilizer, lime, and other recommended production practices on corn, cotton, and forage crops; (2) profitable livestock production by increased efficiency of production and expanded livestock numbers; and (3) develop-

ment of livestock markets.

The program is a cooperative effort promoted by the Extension Service and the TVA. Staff consists of an “extra” assistant Extension agent in each county in addition to the county agent and the agent assigned to 4-H duties. Resource development specialists at the State level, as well as other subject-matter specialists provide further guidance to the program as needed.

What progress has been made thus far which would provide the basis for the 1970 goals? Although year by year comparisons have not been made, there are some measures of progress.

Let's take a look at the first principal objective—fertilizer usage. Mixed fertilizer tonnage in the watershed has increased 21 percent since 1955, compared to 26 percent for the State as a whole. Not very impressive, you say. But look at nitrogen (ammonium nitrate equivalent)—an increase of 620 percent compared to 231 percent in the State.

Now let's consider cotton and corn, where much of this fertilizer was used. Both cotton and corn yields are still



A test demonstration farmer and the Extension agent look at a good stand of Bermudagrass established for cattle pasture. Pines in the background number among some 35 million set out in Henderson County alone since 1935.

less than the State average. However, corn yields in the watershed increased about 18 percent faster than the state-wide yield during the same period. And cotton increased about 15 percent more.

Livestock is the area where there is room for growth and here is where the real effort is being made. Increased production of corn and forage crops, through proper fertilization and other recommended practices, is the basis for an expanded livestock economy.

"Our farmers have just seen in the last 3 or 4 years that they can grow corn," say the Extension agents. "For a while, some of these farmers who had been growing 30 to 40 bushels of corn per acre wouldn't believe they could grow 100 to 125 and even more bushels per acre on the same land. We promoted fertilization according to soil test recommendations and persuaded farmers in as many communities as possible to do this. They and their neighbors began to see the results. Now we have farmers trying to outdo each other in corn yield per acre."

The number of soil tests run in the two-county area has about doubled since the incentive fertilizer program started.

Persuading farmers to shift from primarily a cash crop economy to livestock and crops was not easy. It was slow at first, until it was demonstrated that it could be done. Now, the changeover is moving more rapidly. The declining importance of cotton probably helped.

Warren Jones, Extension agent in Decatur County, cites one of the leading farmers in the county who was farrowing about 15 sows back in 1955. He grew 55 bushels of corn per acre on 33 acres and sold \$6,700 worth of market hogs.

"In 1962, he had 70 sows and sold nearly \$27,000 worth of market hogs. And he now grows an average of 80

bushels of corn per acre on over 100 acres," says Jones.

"This same man has 80 Herefords on production testing and is using 3 bulls bought at a production testing sale. He raises mostly feeder calves and has improved his calves about two grades since he started this program."

Jones explains that the interest of hog producers was stirred when 15 crossbred meat-type sows were brought in from the U-T Ames Plantation in 1955. Nearly 200 quality sows, plus boars, were subsequently brought into the area.

"The size of the litters (10 to 12 pigs) was impressive. And they saw that improved prices came with quality," he says.

Bill Wilson, Extension Agent in Henderson, comments on the swine industry in his county.

"Quality improvement was the big factor, along with the development of good, dependable markets. Ten years ago, feeder pigs were selling for \$5 a head, with no particular regard for quality. Now the emphasis is on quality, grading, and selling at market prices."

Feeder pig sales are held every other month at Lexington and over 7,000 pigs per year are sold there. The farmers know what the market wants and produce for it.

Many of the market hogs are sold at Decaturville, where a large packer has a buying station. Hogs are bought on an estimated cut-out basis.

"The hog producers have confidence in this market," says Jones. "They know they are getting the market price and they get paid more for quality. The buyer gets back the actual cut-out reports and shows them to anyone who wants to see them. His estimates are uncannily close."

Thus, with a dependable market for finished hogs at Decaturville and a good feeder pig market at Lexington,



Checking yields on a unit test demonstration cornfield in Decatur County, Tennessee.

Some of the top exhibitors in the Fat Cattle Show held each year at Scott's Hill are youth.



Fertilizer demonstration on the farm of E. L. Perry, a co-operator with UTD program.



the swine industry has a solid basis for growth in the area.

Feeder cattle are sold at Huntingdon a few miles away and a fed cattle market, on a smaller scale, is within the watershed area. There are also private buyers in the area and a good percentage of all livestock is sold in private treaty sales.

"Overall, the livestock market development is one of the strong points in our whole program," Extension workers in both counties agree.

The Unit Test Demonstration method, familiar throughout the Tennessee Valley Area is the principal device used to demonstrate sound farm management principles including the profitable use of fertilizer and lime. TVA makes fertilizer available at incentive rates. The UTD demonstrator agrees to use the fertilizer along with a check plot with no fertilizer, and to make his crop available for showing to others.

To encourage feed and forage production, in 1965 TVA made nitrogen materials available to every farmer who agreed to follow soil test recommendations. These materials were offered at an incentive price and could be used on all crops except cotton. Corn and pastures have received most of these fertilizers.

Assistant Extension Agents E. J. Usery and Benny Gilliam are in charge of the UTD program and work closely with the demonstration farmers. It is interesting to note that the average corn yield of the UTD farmers is 74 bushels per acre. Some demonstrators produced yields well over 130 bushels per acre.

The crop improvement program had an eye-opening assist from Tommy Vernon, 4-H Club Agent in Decatur County, and 10 of his boys who grew 1-acre corn plots in 1964. Each boy agreed to fertilize according to soil test and keep accurate records of his project. Average yield of the 10 plots was 118 bushels and average profit was \$69 per acre. Ebenezer Community Club co-sponsored this project.

"This woke up a lot of folks," says co-worker E. J. Usery. "So this year



Tommy has around 35 boys who have corn projects and I have 10 adults who have about 50 demonstration acres of corn among them."

Examples like these have the Extension workers in the two-county area believing they are on the way to a rapidly expanding corn-forage crop-livestock economy in the watershed. They feel that the "trend has begun."

The only measurable period for which figures are currently available is 1955-59 when Census data show that sales of beef cattle and calves increased 122 percent in the two-county area, compared to 100 percent statewide. Hogs increased 81 percent in the same period compared to a 50 percent statewide increase.

The Extension workers believe that when published the 1964 Census data will indicate an even faster growth of the livestock industry in the area. They point out that cotton still accounts for about half of the farm income and will still hold an important place in the local agricultural economy for some time to come. However, they feel that there is more room for expansion in the cattle and hog busi-

ness and that there is where the more rapid growth will be.

Another area of Extension effort which may have an important impact on the future is that of farm management and organization. Bill Wilson says: "The Extension farm management schools have created more interest among farmers than any one thing we have offered. The farm situation is such that farmers are eager to learn ways which will help them to make a go of farming.

"Up-to-date farm management practices, along with constant improvement in crop and livestock production skills, will open the door for improved income on most farms in this area.

"While we have made many advances in livestock production and crop yields, we must remember that these are fairly new experiences for many of our farmers. They are becoming more and more quality conscious as far as livestock are concerned, more yield conscious on their crops and pastures, and more profit-minded when it comes to management. We have made a lot of improvement—and we're going to make a lot more."□

Trained Babysitters Wanted

by MARY E. HULSHOF
Extension Home Economist
Ste. Genevieve, Missouri

and CAROL HUBER
Extension Home Economist
in Training, Missouri

BABYSITTING is a booming business. On the average of once a week, a family with growing children will want a responsible person to care for their young ones. Mothers with young children who are employed outside the home want responsible "assistant mothers" on whom they can rely daily.

Recognizing this need for trained babysitters, Mary Emma Hulshof, Extension Home Economist in Ste. Genevieve County, Missouri, organized and took the lead in planning a Babysitting Clinic which has since become an annual project in that county. The idea for this Babysitting Clinic, the first in the State, came to Miss Hulshof when the 4-H Child Care Project of the University of Missouri Extension Division was presented in 1961 after being a pilot study in Northern Missouri.

With the cooperation of a county health nurse and a county child welfare aide, Miss Hulshof planned 2-hour sessions for 4 consecutive days during the first week of summer vacation in June 1963.

With the Extension home economist taking the lead, a program was planned with lessons taught by Miss Hulshof, the nurse and the welfare aide. The county sheriff, city police chief and city fire chief were later brought into the program to discuss police and fire protection available for babysitters.

A babysitter's packet is available from the Missouri Division of Health since the introduction of the Babysitting Clinic. This packet includes a teaching outline for training babysit-

ters and two publications of the U. S. Department of Health, Education, and Welfare: *What Teenagers Should Know About Babysitting and Play and Play Equipment.*

The key to getting a large enrollment each year was recruiting girls through the schools. The school administrators in Ste. Genevieve not only cooperated by having the planners visit the school, but also encouraged the 12-16-year-olds to enroll early.

Parents have wholeheartedly endorsed the clinics and have said they would prefer a babysitter who had "graduated" from the clinic to one who had not.

Effective publicity a month before each clinic has helped to bring a large annual enrollment. Ten-minute radio programs and spot announcements on the local station teamed with advance newspaper articles put the clinic in the public eye. Announcements were made at youth activities planned through the County Extension Office and at local 4-H Club meetings.

As a result of good public relations and good planning, 60 girls "graduated" from the first clinic which was open to any teenage girl who attended 3 out of 4 sessions.

After the successful clinic in 1963, the idea spread south to St. Marys, Missouri, when they made a request to the home economist for a similar clinic, which has grown to 5 days. Miss Hulshof received many inquiries from other country home economists in Missouri and from other States for a resume of their schedule, plans, and

informational material distributed.

More than 20 counties were able to use the same idea in Missouri alone. With two clinics in Ste. Genevieve County each of the past 2 years, 95 girls completed the course each year. Each girl received a Babysitting Card signed by the three instructors of the course which could be shown to their customers.

At the completion of the clinics, each girl takes the Babysitter's Pledge: *"I have one of the most responsible jobs in the world. I am in charge of a priceless possession—from the moment that I start my duties until the parents return."*

As a follow-up, lists of the full-fledged babysitters along with their telephone numbers were printed in local newspapers so prospective customers could clip the list and have it handy for contacting a trained babysitter. Newcomers were given a list.

One babysitter called within an hour after the first clinic saying she had received a 2-week job (which might extend to 4 weeks) as a result of having attended this clinic. The parents felt confident that after attending the clinic, this babysitter had been trained in her three distinct jobs: To play with the child, to protect the child, and to care for his physical and emotional needs.

Babysitting is becoming a big business, and just as in other businesses, trained people are needed. This is another chance for Extension to answer a need with other Federal and State agencies cooperating. □



Virginia and Maryland Cooperate To Reach Metropolitan Consumers

by SHIRLEY J. MOTT
*Extension Home Economics Editor
 Maryland*

COULD the Cooperative Extension Services of four counties in two States work together in a coordinated consumer education program? Would an area program better serve the entire community and involve other agencies interested in consumer problems?

These were the questions asked in July 1964 when a representative from the office of Mrs. Esther Peterson, the President's Advisor on Consumer Affairs, and a representative of the Federal Extension Service discussed the possibility of a concentrated consumer program in the Washington, D. C. metropolitan area.

Here were four counties—Montgomery and Prince George's in Maryland, Arlington and Fairfax in Virginia

—each with an active Extension Service, surrounding the District of Columbia which lacks this Service.

The counties and the District of Columbia are very similar: a high percentage of the residents are employed by the Federal Government; income and educational levels are similar; the same mass media cover the entire metropolitan area and the people shop in the same stores—inner city department stores have branches in the suburbs.

Was this an opportunity for the Extension Service to try to overcome some of the age-old problems of getting information to a large number of people who might or might not be familiar with the program? Was this an opportunity to start an action program to benefit the consumer? The answer was "Let's try it and see!"

The assistant director of the FES Division of Home Economics programs, Mrs. Helen Turner, met with the metropolitan area agents and the State leaders from Maryland and Virginia to consider possibilities.

The Metropolitan Extension Consumer Committee (MECC) was formed in July 1964 with the Extension home economics agents from the four metropolitan counties and State leaders making up the steering committee.

The educational objective set by the committee was to help families become informed consumers—to understand the marketing system and to develop judgment as consumers in order to achieve greater satisfaction from their purchases.

VIRGINIA - MARYLAND CONSUMER'S CORNER



The short range objectives were: (1) to reach a large number of people with consumer information already available; (2) to coordinate resources of the Extension Services and the U. S. Department of Agriculture in the metropolitan area; (3) to contact other agencies such as Food and Drug Administration, American Home Economics Association and others interested in working with consumer problems; (4) to stimulate an exchange of ideas among consumer groups and other community groups; and (5) to have the already established Cooperative Extension Service offices become recognized as consumer information centers.

The committee decided that the first step in developing consumer centers in the counties was to enlist the support and cooperation of the press. To help accomplish this, Consumer Advisory Committees were formed by the Extension home economics agents in each of the four counties involved. Key people from other organizations and the press were asked to serve on these committees and thus became informed and interested participants in programs designed to assist the consumer.

It has been almost 18 months since the formation of the Metropolitan Committee. During this time several major projects have been undertaken in a concentrated effort to reach the urban consumer.

Extension personnel from Federal, State, and county

The booths at the Washington Flower Show (above) and the Home Furnishing Show (below) drew groups of interested homemakers as agents discussed Extension programs.





Conserving Nutrient Values in Foods—a popular exhibit.

levels were invited to present a panel discussion on "Working with the Extension Service" at a training meeting for Food and Drug Administration consumer consultants. A member of the MECC was the county representative on this panel. The program pointed out how effectively these two agencies can and do work together.

The committee sought out resource people who might be able to cooperate with them. The Exhibits Section of USDA's Office of Information discussed public events, as possible locations for Consumer Information Center exhibits.

This contact brought about the first major undertaking of the MECC. The Annual Flower Show held in the Washington, D. C. Armory has always drawn a great number of people. So in March 1965, with the assistance of the Exhibits Section, a "Consumer Corner" was set up at the Show. The physical setup was financed by the Maryland Cooperative Extension Service and USDA. The Extension Service of Virginia bore the expense of printing the flyer describing the Extension program and giving the locations of the four participating county offices and how to contact them. The flyer is now used by all four counties in promoting consumer education.

The theme of the exhibit booth was *Beltway To Better Living—Through Your Local Extension Office*. For 10 days from 10 a.m. to 11 p.m. the agents with the assist-

ance of trained volunteer leaders manned the booth, gave periodic demonstrations, and talked with individuals about the Extension program.

An estimated 14,400 people had some contact with the "Consumer Corner" during the Flower Show.

In April of 1965, the MECC decided to present a pilot program for consumers in all four counties on the same evening. This would permit one release to the metropolitan news media to inform people that they could attend the same program at either Fairfax, Arlington, Montgomery or Prince George's locations.

It was decided to make this a *Bride's School* to reach the young women who were about to be married or who had been married only a short time. Consumer information was geared to those items newlyweds would be buying as they established their first home. The USDA "Bride's Packet" was distributed to those attending.

A total of 160 young women participated in the program and their enthusiasm was encouraging. All wanted further meetings in order to cover more information.

The Show Management for the Washington International Home Furnishings Show, which was to be held in the D. C. Armory in late September 1965, contacted the MECC in April 1965 about the possibility of an Extension Consumer Corner at that Show. (They had noted the "Corner" at the Flower Show and thought it would be a good addition to their Show.)

The committee felt this was another excellent opportunity to get the Extension message to the consumer and so a booth, *Consumer Center—Cooperative Extension Serves You*, was set up with a consultation corner, a demonstration area, and a place for the audience to sit as they watched the demonstrations.

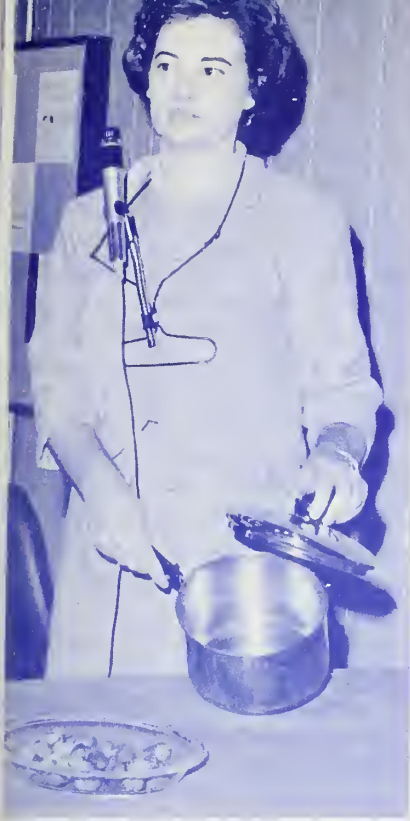
Discount tickets with space for advertising were made available by the Show Management and carried this information:

**The Show Management Presents The Consumer Corner
Timely Demonstrations—Up-To-Date Information
by the Extension Home Economists of the
Cooperative Extension Services of Maryland and Virginia**

In the four counties, 18,000 tickets were distributed to homemaker groups, at County Fairs and through the Extension offices. This was certainly one way to publicize the Extension consumer program!

News releases were sent from the University of Maryland Information Department to metropolitan daily papers and to Maryland weeklies. Virginia sent the same releases to their news media.

Demonstrations were given every hour with subject matter planned around home furnishings and home management. Many people stopped to watch the demonstrations and the idea of having a place to sit down was an added attraction. It was realized that some people only



Above, a Maryland agent demonstrates proper cookware. Right, the Virginia agents plan a lighting exhibit.



stopped to rest, still Extension had the opportunity to get its message across!

The Home Furnishings Show did not have the tremendous appeal of the Flower Show but nevertheless in a week's time over 5,000 people had some contact with the Extension Service consumer program.

Having been involved in two costly projects—costly in time and money—the MECC has seriously evaluated its function.

It's agreed that this has been a fine opportunity to work together in an area program, across State lines, and that the special projects have reached a large group of consumers who might otherwise not have received needed information or who might have remained ignorant of the educational programs offered by the Cooperative Extension Service. Often heard during both shows was the remark "I thought you had to live on a farm to call the Extension office. This is good, I'm glad to know about it."

The agents on the committee place high value in the sharing, as a group, the ideas on consumer programs and improved ways of reaching the consumer.

Problems, yes, they were to be expected as in any new undertaking. The committee has not solved the communications problem with the metropolitan press and

radio. Although some progress has been made, space in large daily papers is at a premium.

The committee also feels the need for a coordinator. Someone who could devote a large part of her time to promoting and publicizing consumer activities and to involving other groups in these activities. It is also necessary that definite arrangements for financing the special educational materials and exhibits be made in order to insure quality.

When the MECC was formed neither the activities of the group or its financing were included in the four counties' plans of work or budgets for 1965. With the start of a new program year this has been taken into consideration. Thus when special events require participation, the counties will be ready to meet the challenge.

Right now the MECC is looking ahead to April 1966 as it plans for a repeat of the program "School for Brides." This program will again be carried simultaneously in the four counties. Only this year it will be a series of three meetings instead of the one-shot meeting.

The committee feels that it can answer a resounding "yes" to the two questions it asked itself at its inception: four counties in two States *can* make a greater impact in a metropolitan area with a concerted effort to meet the needs of the consumer. □



Participants at the Graphics Workshop prepare an exhibit.

Graphics Workshops For 4-H Leaders

by WILLIAM R. EASTMAN, JR.
*Extension Visual Aids Specialist
Wyoming*

“COULD YOU give a workshop to 4-H leaders which would help them prepare visuals for demonstrations, achievement displays, and record books?”

The answer to this question definitely had possibilities as well as challenge, so I accepted. I patterned the 4-H workshop after some former workshops I had given to our annual conference of ministers.

The 4-H workshop was first presented in conjunction with the annual 4-H district leaders conference during the last week of January 1965. It was repeated in five Wyoming districts—in motel conference rooms and various meeting halls. Despite bad weather and road conditions, nearly 350 people attended, including about 50 junior leaders. It was again repeated in a sixth area in July.

Set up 2 hours in advance, the “show” was arranged around the audience, so that by turning their chairs, they

could follow the action and see the demonstrations clearly. Whenever possible, demonstration “punch lines” were kept hidden until needed, so there was always an element of surprise or guessing as to the final outcome. The schedule called for me to complete the demonstrations within an hour, so they had to run smoothly and rapidly. In several cases extra time was allotted for the audience to try out new materials. The value of this procedure was so great that we now feel *future workshops must have added time for audience participation.*

At the workshop we stressed that any 4-H endeavor worthy of visualization should be prepared and presented in a professional manner—getting away from the common quickie chalk-crayon presentation on wrapping paper. Price of visualization materials should fall within a \$10 bracket. The cost of labor? Love and dedication.

The workshop began with “methods of presentation.” Most school districts have an opaque projector which they will loan to 4-H groups upon reasonable notice. To demonstrate, I placed a page from the 4-H livestock judging book into the opaque projector. It showed the labeled cuts of a beef animal. When material of this type is projected onto a wall or screen, a 4-H'er can point out each area and talk about it with little cost or effort. A wide source of projectile material is available. You can use quality illustrations from publications, a wide variety of clip art, actual photographs—black-and-white or color, or original artwork.

All of our county agricultural offices and a large percentage of 4-H families have some sort of 35mm projector, so use of this projector for demonstrations was discussed next. Here, I showed how a slide story could be photographed, projected, and talked about, using the chronological steps of fitting a sheep for showing.

Next, I demonstrated the opaque and the 35mm projectors by projecting a variety of material onto either poster or illustration board. This material can be traced by pencil or felt pen for preparing charts and posters or cutouts for flannel, magnetic, hook-n-loop, or pegboard uses.

This presentation logically led into the use of charts or graphs on an easel. Readability standards were stressed and demonstrated for audiences of various sizes. Charts were always prepared so that the man in the back row could easily read the material. Material was culled and only a few important entries were stressed and demonstrated through a series of graphs and charts. These were made beforehand on 30x40-inch double-weight illustration boards. Actual letter sizes were 1½ to 3 inches high and line widths were nearly ¼ inch.

Next, by splicing two illustration boards, I produced

a 60x80-inch layout of a bedroom floor plan for a room arrangement project. The wall outlines were made with black matte chartpak 1/2-inch wide. Suggested furniture placements were in 1/4-inch blue matte chartpak and labels were in 1-inch red transfer letters. To make the chart more versatile, I suggested the furniture not be outlined, but instead cut out from colored poster board and attached or moved about as desired with plastic "hold-it."

Then I demonstrated the flip chart. For design and emphasis this previously-prepared chart material had been traced and colored from opaque projections, chartpak, transfer letters and colored Bourges sheets.

This demonstration included entire presentations on one sheet, to flip-sheet buildups toward a finale. Simpler on-the-spot entries with felt-tip pens were also demonstrated. We are now using felt pen markers with half-inch nibs to make broad lines in one quick sweep. A wide variety of colored inks can be used in this pen.

At this point, I moved to a 4x8-foot flannel board on legs. In position on the flannel board was the outline of a beef animal which just filled a 60x80-inch illustration board. The meat cuts had been removed and variously colored, and floktite applied to the back of them. I now assembled the beef, cut by cut, pointing out features on each cut as I had done in the original opaque projection at the beginning of the workshop. This time, however, I showed how a speaker, using this method, can gradually unfold his story and keep the audience's attention throughout the presentation.

Using the same beef story, I now progressed to a magnetic board. A 22x30-inch sheet of galvanized sheet metal had been bolted to a plywood backing with an easel leg and the entire unit had been spray-painted light blue. In this case, I prepared all my cutouts with magnetic tape backings. I cut part of my lettering from cardboard and color-sprayed it. The remainder of the letters were of commercially-cut cardboard from Upsom board.

I went a step further here and showed how cutout details could be added over the magnetic cutouts with the use of "Hold-it." Also, I pointed out that articles too heavy for flannel board could be used with a heavy magnetic board covered with flannel. The combined flannel board and magnetic board approaches can be used on the same panel. This in essence might be called the bridge to hook-n-loop where both light and heavy articles are combined.

Naturally then, hook-n-loop was described next, and the heavy and bulky tools of the horseshoeing trade were demonstrated. I bragged upon hook-n-loop's holding quality and then purposely used insufficient hook tape on a heavy rasp to add a needed break of comedy. The rasp fell off seconds later when my back was turned, and I then explained the error.

This first phase of the workshop was concluded with a pegboard exhibit. Although the board was fully as-

sembled, I explained how it was planned and how each panel was designed and executed. The three 2x3-inch panels used in the tabletop pegboard exhibit were attached to each other with pipe stem cleaners.

The left-hand panel was horizontal. A heavy, clear plastic sheet covered a sheet of blue poster board. These boards were pinned to the pegboard with star fasteners. Gold self-adhering plastic letters spelled out "EASTER at the University of Wyoming," giving this title panel a look of richness, but costing under \$5.

Pin-backed plaster letters listed the hours of church services on the vertical center panel. To accept the pin-backed letters, this panel had been prepared with two layers of corrugated cardboard covered with a pink sheet of poster board. All were star-fastened to the pegboard. In the lower corner of this poster board was a traced drawing of a church opaque projected from a clip-art book. The church was colored in tempera. The right hand panel, also vertical, was covered with flannel. In various types of lettering were floktite-backed labels showing the various religious denominations. Thus a combination of approaches was demonstrated in one exhibit.

From "Methods of Demonstration" I now turned to materials for various creative effects, the first being lettering. I demonstrated and explained LeRoy, Wrico, Feltpens, typing, Scott Plastic's "stickee" letters, Mitten letters, cardboard, gummed paper (Redikut), construction paper precut letters, artype, fototype, instant or transfer letters, stencil, and Embosograf. This introduction gave the audience a firsthand look at a wide variety of lettering approaches. Use of Styrofoam for Mitten pin letters was suggested.

Where shading might be involved, I demonstrated different uses of tempera, water color, Zip-a-tone (black-and-white patterns and colored adhesive sheets), stipple, LeRoy, and Rapidograph lining.

For art work and symbols I demonstrated clip books, instant transfer, Chartpak, paste-ups from clippings, or original artwork.

For backgrounds the audience watched demonstrations of colored or white illustration and poster boards, Color Match paper (fine quality for backgrounds, cutouts, and accents), and Bourges cut-o-color sheets (color transparency sheets for spot, accent, and design effects).

These wide varieties of materials (procured from coast to coast) are available to each Wyoming leader through his county Extension office. Leaders may either order these materials directly from the State office of Agricultural information or from their county agents, who in turn order from the States office. We guarantee delivery to the agent's office within 3 weeks. We billed the agents and the leaders paid them when they picked up the materials. In this manner, leaders in even our remote communities can get any of these materials with relative ease. And they have.□

In the Arkansas 4-H Special Youth Project, Craighead County explored the ways and means of employing sub-professional program aids to reach youth from culturally- and economically-deprived families. They are striving to reach youth who never before have been reached by an informal educational program. Essentially the project is a research for the educational content, methods, and processes for work with disadvantaged youth.

4-H Outreach For the Unreached

by CARL D. HARRIS
*Associate County Agent
Jonesboro, Arkansas*

"I CAN'T" changed to, "What are we going to do next week?" This came from children in a special youth program in Craighead County, Arkansas last summer.

A new approach to youth work by the Agricultural Extension Service was tried with the objective of reaching disadvantaged youth with an educational program through area Extension aides (sub-professionals).

Dr. Gene Word, State 4-H Agent (special project), explained the possibilities of such a program to members of the Craighead County Extension staff in March 1965.

Dr. Word stated that funds were available and that this would serve as part of a broad study to learn how children can be reached where they do not participate in our present 4-H Club program.

County staff members were enthusiastic about the program and agreed to work in two sharply contrasting areas of the county.

One area is a rural residential hill section where part-time farmers work in small factories in Jonesboro, or receive welfare support. The other area is a cotton and rice area with many families who are employed as day laborers on farms.

People who had standing in the community and knowledge in the field of working with youth were sought as aides.

Mrs. Louie Walker, a substitute school teacher with 3 years of college training was selected to work in the hill area north of Jonesboro. Mrs. Walker has also been a successful 4-H Club leader for several years.

Miss Sue Thetford, a college graduate of last spring, was employed to work with families in the cotton and rice area of the county. She had completed college training as a school teacher and has since started her career.

Because of the unusual nature of this program, very little training was given aides before they began work. They were thoroughly briefed in the objectives of the program and resources for teaching, but a great deal of their own initiative was required to launch the program. Miss Juanita Fuller, Home Demonstration Agent worked closely with the aides in planning schedules and materials.

Informal groups were formed during the last week of May by aides. Names were placed on participation cards and family information gathered without a formal interview.

Local adults who volunteered were used as "helpers" and were not designated as "leaders." Older youth were also asked to "help" with projects for younger children.

Miss Thetford involved 85 children who met in 8 groups with two local "leaders" for each group. Twenty-eight of these 85 children had once belonged or still belonged to an organized group; 19 of them attended Sunday School; 11 were 4-H Club members.

Mrs. Walker worked with 65 children in 7 groups representing 27 families. Only 6 of these children had ever belonged to an organized group; 5 to Sunday School and 1 to Little League.

Groups in both areas were from low-income families primarily, although other children were not excluded. Both girls and boys were in each group and ages ranged from 5 to 18 years.

In many cases where older children were asked to serve as "helpers" their skills were no better than the younger children, but this gave them incentive to make the same items and participate fully in the program. This fulfilled an objective of making each child feel that he could do something worthwhile.

Two-hour meetings were held once each week at homes of the group members. Extension aides met with each group at every meeting because "helpers" could not be developed into leaders in this short time for conducting meetings.

Subjects or projects were limited to things that could be finished in one or two meetings. Each item made by a member was for his personal use even though materials were furnished.

One meeting each month was devoted to personal appearance such as hair care and dental care. One child was very proud to show his school teacher that he had started brushing his teeth.

Progress cards were sent to the county Extension office by aides after each meeting with a report of the project worked on at the meeting.

A typical card read as follows: Number of youth attending 8. Work done at meeting such as items or projects being made, tours, exhibits, etc. "Did demonstration on

care of teeth and helped with tomato canning." Comments (or interest of group, help needed from agents, etc.): "They are good to listen and they also helped read the booklet. Then I gave them a new brush and they made a soda and salt tooth powder and brushed. Three here had brushes." The card was signed by the Extension aide.

There was a definite improvement in the girls' appearances after demonstrations were given on shampooing and arranging the hair. Some girls came to all subsequent meetings with well-groomed hair with ribbons.

Mrs. Walker worked with children from slightly lower income families than could be found in the other area because many families were headed by widows or welfare recipients in an area where old houses are available at low rent.

Housing is furnished in the cotton and rice area to families with wage earners who work on the farm.

Because of the low income of participants, tools and materials were furnished for all activities. Some handicraft materials were obtained free of charge by aides.

Mrs. Walker obtained scrap leather for making billfolds or coin purses for each of her participants. Toothbrushes, combs, shampoo, hair brushes, and deodorant materials were furnished through the program for personal care. Salt and soda were mixed to make a dentifrice.

Handsaws, leather punches, braces and bits, coping saws, and rasps were furnished as non-expendable items. Handicraft patterns made up by aides, county Extension workers, and State specialists were used for making projects.

Completion of the first simple projects began to bring about changes in the children that were readily seen. Those who had said, "I can't" at the beginning were soon eager to begin a second project.

"At first they would get on bicycles and ride around or go watch television and I would have to convince them that they could make something," said Mrs. Walker. "I

just kept going to their houses and saying, let's don't quit," she stated.

The children would grasp tools, glue, or other material at first as if someone were going to take them away, but after a few meetings they were saying, "Do you need the scissors?" According to Mrs. Walker's observations developing the ability to share was one of the most encouraging changes she observed.

Some of the children whose homes are dominated by older people showed that they were helped by working in social groups of their own age. Both aides stated that discipline was no problem after all the children started to making something they realized could be taken home.

Projects included making wooden holders for note pads, decorated boxes for keeping trinkets, pictures for their rooms, bird houses, cookies from mixes, and sewing.

Children were never allowed to feel that they were slow or incompetent. Those who could not complete a project within a period of time were permitted to take the project home with necessary tools for finishing. Those who finished first were asked to help others. This was done to keep the projects on the time schedule.

Parents attitudes ranged from being very appreciative at the beginning of the program to those who said that they didn't want their kids in "that Government program."

At the end of the summer these people wanted their children in any future program and wished that they could have attended the awards ceremony.

One mother said she was happy to know that her boys could do something. She said she didn't know they could do anything.

A program called an "Exhibit Night" was held in each community August 27 and all the children and parents gathered to show projects that had been carried out. Judging was done by State 4-H Club Agent Dewey Lantrip and John Cavender, Extension Civil Defense Specialist.

Groups displayed their projects together on makeshift tables or building steps. Each child was given a 4-H Club Mechanical pencil and a certificate of participation signed by the county agent, home demonstration agent, and Extension aide.

One group in the New Haven community has asked for organization procedure for forming a 4-H Club.

Total expenditure for this program was \$1,088 including transportation for aides and their salaries which were paid on a contract basis. This was a cost of \$8.24 per youth reached by the informed educational program of approximately 3 months' duration.

Directly involved in the work were 179 youth and adults and 25 people learned to do a promising job of leadership.

With the encouraging results of last summer, this program is being resumed to determine whether or not it can be successful during school months.

It has been a gratifying experience for all agents, specialists, and Extension aides. □

Crafts (trinket boxes, memo pads) are shown at the Fair.



From The Administrator's Desk

These are the Winners

We have many occasions in the course of Extension work to recognize and honor winners. Recently at the National 4-H Congress I had the stimulating opportunity to participate in ceremonies recognizing many State and National winners of 4-H awards. It occurred to me that, in some activities, whenever there are winners there are also losers. I then asked myself, "Who are the winners? Who are the losers?"

Here are some of the people in the winners' column:

The young lady who, through 4-H, learned to make clothing—winning for herself a skill that will serve her all her life in saving money, giving pride and satisfaction.

The young man who, through 4-H, developed the interest, knowledge, and motivation that resulted in his owning a small herd of cattle—winning for himself valuable experience, confidence, financial awards, new aspirations.

The millions of 4-H members who gained, through these and a host of other activities, some measure of new skills, new pride, new aspirations—no matter how small the gain.

The hundreds of thousands of adult 4-H leaders and donors—winning satisfaction from helping others, pride

in the accomplishments of those they helped, everlasting gratitude from the young people they served.

The public bodies and the taxpayers supporting Extension—winning a more dedicated, more devoted, more responsible, more productive group of young citizens and a better community and Nation for their service.

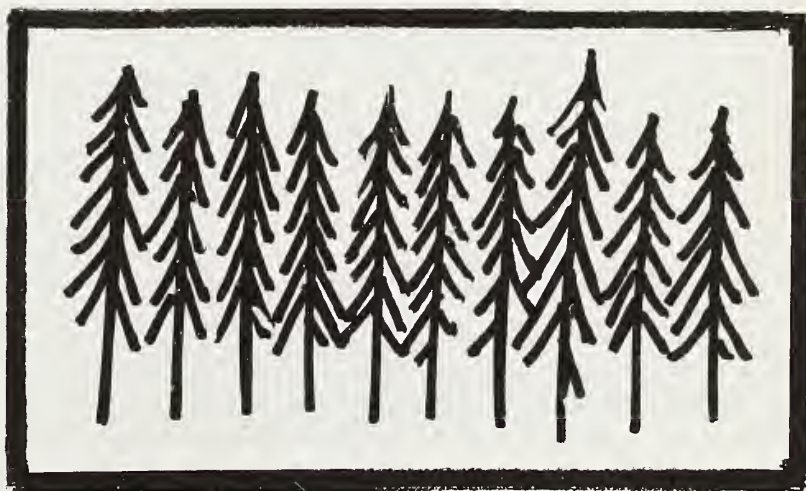
And, of course, those who win 4-H awards—winning for 4-H a recognition of its value to youth, for other youth inspiration to greater achievement, and for themselves pride in past accomplishments and motivation to greater future service.

These are the 4-H winners. There are no losers among them, only differences in the winning—the amount, the nature, the time, the place of the gain.

Where are the losers? There are no losers—except those who did not participate in 4-H or some equally-valuable program because of a lack of opportunity, because of a lack of motivation, or because we failed to provide the opportunity or the motivation. If we failed, then we too are losers—losing the greater satisfaction we might have had.—*Lloyd H. Davis*

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * FEBRUARY 1966



IN THIS ISSUE: CALIFORNIA AREA AGENTS / 4-H EMERGENCY PREPAREDNESS / SMALL FOREST PROJECT / PUBLIC AFFAIRS

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

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EDITORIAL

Did you realize that litter cleanup costs U. S. taxpayers about \$500 million annually? And if the cost of litter to private property owners is included, the National litter bill approaches the \$1-billion-a-year mark.

Working toward the dual objectives of beauty and bounty, Extension workers have long since discovered that the beauty and the productiveness of agricultural lands are not only compatible but complementary. As Extension has worked to achieve a more efficient and prosperous agriculture, much of this work has been directed toward the control and prevention of erosion, control of insect pests and noxious plants, plant disease eradication, prevention of stream pollution, and other conditions which not only hamper production but despoil the natural beauty of the land.

Prevention and control of these conditions contribute to a more attractive countryside just as surely as does the planting of ornamental shrubs and the cleaning of litter from roadsides.

Yet litter persists despite the concerted efforts—and very substantial accomplishments—of Extension, civic groups, individuals, and many others. The basic reason is that too many people are thoughtless. They simply feel no personal responsibility for the appearance of the countryside. An ever-stretching network of highways, increased travel, greater outdoor recreational facilities, and more leisure time all combine to provide even more opportunities for the litterbug!

This is a real challenge to Extension.—CYS

Today, 55 of California's 58 counties are using the multicounty approach in Extension work. Dynamic agriculture spurs specialization. County farm and home advisors are no longer obligated to the jack-of-all-trades role.

RAPIDLY CHANGING agricultural conditions in recent years have brought about increased specialization and cross-county responsibilities by California Agricultural Extension Service county staff members.

Cross-county line work has proceeded steadily during the past 8 years, with a few more counties undertaking such arrangements each year. Today, all but three California counties are involved in some form of multicounty work. The push behind such moves has been a dynamic agriculture which has called for adjustments in programs to meet and anticipate new problems.

Several situations have brought about more specialization and cross-county assignments by farm and home advisors. In some counties, for example, the number of farms of a certain commodity specialty was not great enough to warrant employment of a specialized farm advisor. Operators of such farms received a limited amount of help.

In the reverse situation, the farm or home advisor had insufficient clientele in a certain field of work to utilize fully his or her time and talents. In a third situation, the farm advisor had so many fields of work to cover that he could not be proficient in all of them. Reassignments across counties gave him the opportunity for greater specialization.

In a fourth situation, home advisors held many small meetings routinely within one county. Specialization across county lines enabled them to offer more intensive and better-attended short courses and regional



Extension Director George B. Alcorn (seated right) discusses arrangements for inter-county farm advisor assignments with officials of three counties.

Cross-County Arrangements Make for Efficiency

*by WIN LAWSON, Assistant State Director, California
and HOWARD DAIL, Information Specialist, California*

meetings. Regional mass media, such as television, could be used to great advantage.

The basic reason for cross-county or multicounty work lies in this state-

ment of the overall program objective of the Agricultural Extension Service by Director George Alcorn, "We must be in the forefront in adapting our educational services to

meet the needs of a complex and rapidly-changing State. The history we write must include a record of superlative service to the citizens of California."

State specialists, projecting Extension into 1975, made this report, "California agriculture will become more and more commercialized, employing increasingly larger amounts of capital and greater competence in business and technical management."

The report also stated, "Extension workers will be more specialized and better trained. Cross-county-line organization will be increased for better service to farm people and more efficient use of Extension personnel."

One result of cross-county work is that smaller-producing counties have advantage of the specialized assistance that larger-producing counties of the State have had for many years. Even in the large specialized counties, a few staff members operate in more than one county, because a certain industry — poultry, for instance—may not justify a specialized advisor for one county.

Studies preceded these changes in county staff responsibilities. Program

projection of counties furnished a basis for planning cross-county moves. The State staff also made longtime predictions on what would happen in their fields. Intensive studies of industries such as dairying, poultry, and livestock, were carried on by the administrative research unit in cooperation with farm advisors, specialists, and administrators.

These basic principles are followed in developing cross-county work. Preceding any change, industry leaders and farmers are consulted; county staffs discuss each move; specialists are asked for their opinions; and boards of supervisors are consulted. In nearly every case, current personnel fill the area positions.

In practically all cases, county boards of supervisors recognize the benefits that can accrue from specialization. They cooperate fully in providing county support for the different arrangements.

As cross-county staffing progresses, county staff members welcome the opportunity to specialize and spread their influence over a large area. They believe they have a better opportunity to develop their competencies

with a more limited range of subjects. Farm and home advisors concentrate on their particular fields when they take sabbatical leaves.

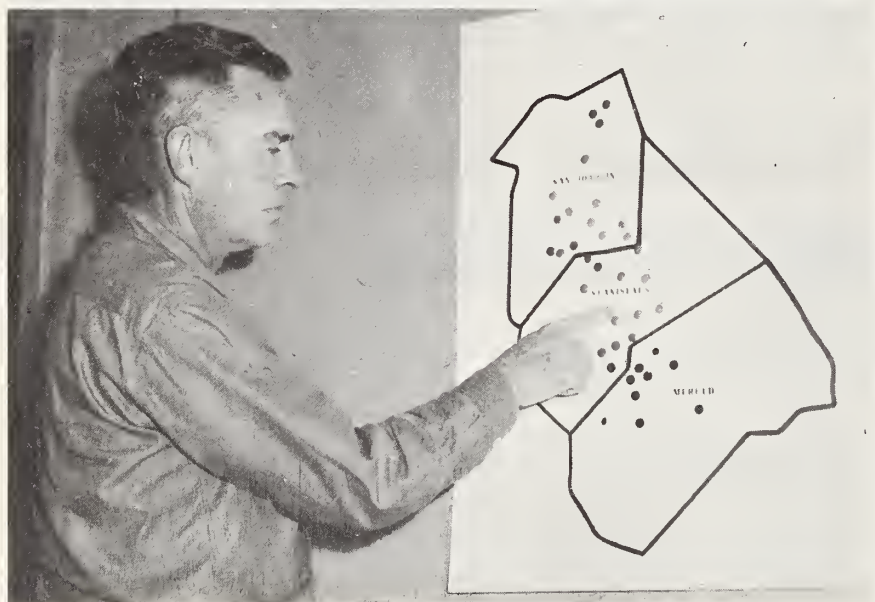
Fred Price, who now does poultry work in three counties, made these comments on his cross-county responsibilities. "I thought it would be difficult to work under three 'bosses' instead of one, but this has been no burden. It is true that I spend more time traveling, and at times I feel I am spreading myself rather thin. However, it is a great satisfaction to deal with such a substantial portion of the industry. My projects and field research tend to be more significant. The area's producers and I are not stopped by county lines from area meetings and undertakings. My newsletter goes to the producers in my three counties, and to those in one other county whose Extension staff requested such mailing."

The area-oriented staff members in agriculture have developed close teamwork with State specialists and experiment station staff members. They carry on much problem-solving research. In these areas, the chain reaction has improved communications from the experiment station to the farm.

The "barter" arrangement is most commonly used by California counties in obtaining cross-county advisory service. There is no exchange of money—only of staff work. For example, a farm advisor in one county is responsible for seed crops in two counties; in compensation, an advisor from the other county handles Extension citrus and almond duties in both.

Here are other examples: A farm advisor in Alameda County does viticulture work in Alameda and Santa Clara counties. In exchange, the poultry farm advisor in Santa Clara also serves the poultry industry in Alameda County. In Glenn County, the farm advisor doing sheep work also handles the sheep work in Butte County. In exchange, a Butte County farm advisor does the citrus work in both counties. Sutter and Yuba counties operate one 4-H Club program,

Fred Price indicates the grouping pattern of poultry ranches in the three California counties he serves as farm advisor doing Extension poultry work.





H. C. Meith covers citrus and almond data in both Butte and Glenn counties.

with the farm advisor from Sutter doing the 4-H Club work in both counties. In exchange, a farm advisor from Yuba does the dairy work in both counties. One exchange arrangement may extend to as many as four counties.

Another basis for multicounty efforts is reimbursement. The services of a farm or home advisor are extended into another county on a pay-

ment-for-services-rendered basis. San Joaquin and Merced Counties reimburse Stanislaus County for the farm advisor's poultry work in these counties. One farm advisor handles the livestock work in the McArthur area of both Shasta and Lassen Counties. Shasta pays 60 percent of the cost and Lassen pays 40 percent. Other counties use this arrangement too.

Informal arrangements also add to

the total of cross-county work. These are cases where a need exists and an opportunity is presented to use a staff member's talents more efficiently. No formal arrangements are made, nor is reimbursement considered necessary. For instance, Mendocino, Napa, and Lake Counties receive poultry help from a Sonoma County farm advisor. The poultrymen in all four counties receive the poultry newsletter from Sonoma County. As such informal understandings develop, some agreement usually is made for counties to reciprocate.

Communications of the specialized farm advisors have sharpened. One advisor formerly had a newsletter devoted to general livestock; now that he is doing cross-county work, he issues four different ones aimed at specific groups, such as sheepmen. Advisors doing similar area-type work exchange newsletters. Advisors may discuss their specialities on panels held in various counties, and they cooperate on radio presentations. One farm advisor issues a newsletter especially for dealers, bankers, and others in technical advisory capacities.

What is the effect of cross-county staffing on specialists? Here is how Milton Miller, a former agronomy specialist and now Assistant State Director, describes it. "Under the new system I had the problem of needing to be as well-informed as three farm advisors who constantly specialized in rice in our key rice-producing area. This included eight counties producing more than 85 percent of the State's rice. Very close working relationships developed among the advisors and me, and the experiment station's research personnel in rice.

"The advisors, experiment station staff, and I conferred each spring at a special planning meeting before we undertook a coordinated field research and teaching program, so there was no uneconomical duplication of effort. Providing effective leadership in rice proved especially challenging in view of the statewide responsibilities I also had for other cereal crops, oil crops, and new crop investigations."

A pioneer in developing cross-county responsibilities is Assistant State Director John Spurlock, who says, "Narrowing an advisor's responsibilities to one field but widening his radius of operations helps him develop. He digs deeper, improves his teaching, and increases his leadership role in the area. No longer is he obligated to be a jack-of-all-trades.

"Despite expressed doubts, we had little trouble convincing boards of supervisors of the feasibility of cross-county specialization. They quickly saw that a county was gaining the services of a specialized advisor, usually in exchange for the services of one or more of its own advisors who were specialized in another field. I early met with the association of supervisors in my area and explained to them the proposal. The county directors and I consulted with local boards and kept them well informed.

"Several advisors were lacking in enthusiasm at first, but those who undertook cross-county responsibilities found them stimulating."

In most of the multicounty arrangements, administrative responsibility of the staff members remains with county directors in the counties where they are headquartered. State specialists give subject-matter leadership.

Multicounty agents have the respect of the professional staffs of agribusiness firms, and this trend seems to be on the increase. One reason for this may be the increased quality of applied research being conducted by specialized multicounty advisors. The experiment station staff members work with them through specialists.

The future implications for cross-county work seem clear, as California agriculture continues the trend toward more and more specialization, and the need for highly-competent advice from Extension intensifies. It has been amply proven that county lines can no longer be considered barriers to effective Extension work. No doubt there will be problems as the interplay between counties increases. Procedures will need to be standard-

ized for retaining the highly-prized local support, for coordinating and supervising the county advisors working in more than one county, and for establishing criteria for assignment of multicounty work. These problems can and will be solved.

With the development of the cross-county concept has come opportunity for increased competence and job satisfaction of county staff, accom-

panied by a greater service to California agriculture. The certain acceleration of California agriculture's technological and economic revolution can bring only increased demand and need for highly competent Extension staff. Cross-county line work offers the opportunity for more efficient use of Extension staff, with the benefits accruing to California agriculture. □

John Lindt has responsibilities for rice Extension work in four counties.





John Wagner, who calls himself the Whittler Wonder of the USA has attended all 8 Arts and Crafts Fairs.

Arts and Crafts Fair

by MARION BUCKLAND, *Home Demonstration Agent, Newport, Vermont*

OBJECTIVE: To help Vermont people, and especially those of Orleans County, to find a suitable market for their handmade and home-made products.

Sound natural? Of course, it does. But how to go about it is the big question. Here's how it was done in Orleans County, Vermont.

First of all, we're a rural area in the northernmost part of Vermont, bordering the Province of Quebec. We're part of the Northeast Kingdom—a tricounty area of Vermont.

Since we're somewhat away from urban centers, we have problems of finding suitable markets for other than our world-famous dairy and maple products.

So 8 years ago an idea came into being. Let's hold an Arts and Crafts Fair, sponsored jointly by the Orleans County Extension Service and the County Home Demonstration Council (now called Extension Homemakers Council).

Much planning and thought went into the first event, held on the first Saturday in August. Lots of back-breaking work, too, finding available tables, and setting them up in the

Newport Municipal Building. Letters were sent to local craftsmen and others listed in the Directory of Vermont Craftsmen. The first event drew 63 exhibitors and 450 people from 12 States and several Provinces.

How was the quality of the products? Quite good. But this has improved so greatly over the 8-year period, one would hardly recognize them as from the same sources.

Paintings and art have been emphasized throughout the years. At this past summer's event, about \$700 worth of artwork (paintings, sketches, etc.) was sold.

Vermont foods, including maple products and delicious homemade bread, jams and jellies take priority with some people. (They're always sold out first.) But we like to see other creative crafts sold, too, such as handbraided and hooked rugs, Vermont woodenware, toys, ceramics, hand-woven items, enameled jewelry, knitting, aprons, exquisite Christmas tree ornaments, and the like.

At our last Fair an estimated \$2,600 worth of arts and crafts were sold on one day. Also, well over 100 exhibitors came and 2,000 persons

attended to see, examine and buy.

The overall chairman of the event is from the Extension Homemakers' Council. She has a committee consisting of two art co-chairmen (who take complete charge of the 100-150 paintings which are shown); the home demonstration agent; other Extension agents; plus interested citizens.

In addition, for the past 2 years, a youth exhibit of craft work done by county 4-H'ers and others is held in conjunction with the adult show.

What has it meant to Orleans County? We may never know for sure, but we can cite a few examples of real assistance to county people.

One farm wife canes chairs in her spare time (mostly during long winter evenings), and is kept busy year-round with this work. Her contacts came originally from our Fair.

A retired man, living on a small pension, braids and sells attractive baler-twine rugs. He has a market for every rug he makes; many people even order in advance.

Two local women have been discovered for their ability with knitting needles. As a result they are too busy supplying their new outlets to exhibit at our Fair.

Another county homemaker has "gone catalog" with her aprons which are now quite well known nationally.

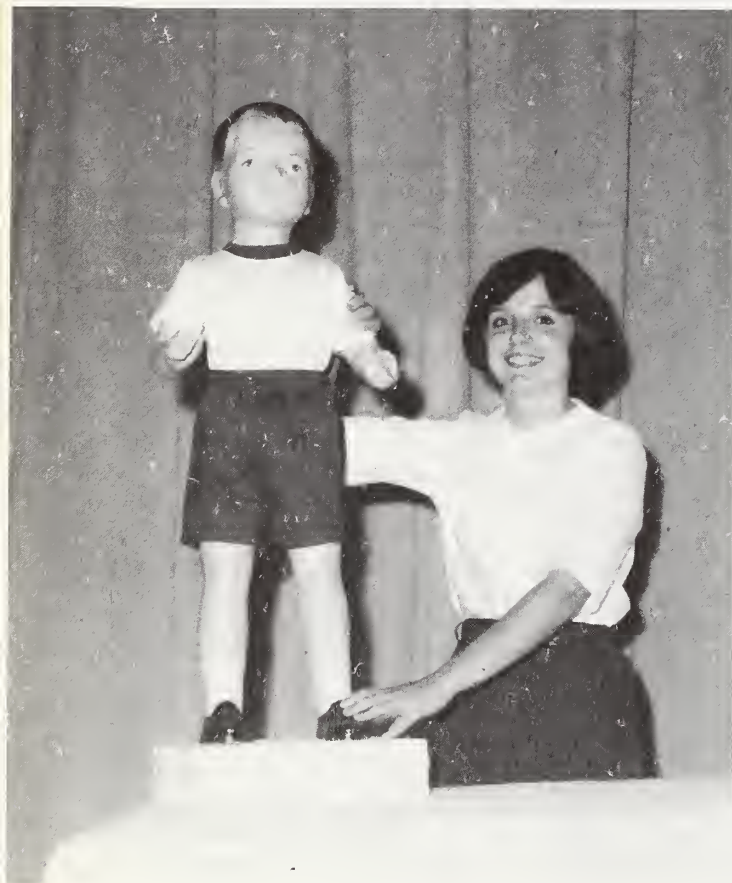
A man who makes woodenware and does silk-screening has found a new market in the southwest.

We could go on listing achievements of the people themselves in improving their products and markets through encouragement received at our Arts and Crafts Fair. But being good Vermonters, we don't want to brag too much. If you'd like to see Vermont craftsmen in action, why not come to Newport on the first Saturday in August? There's no charge to attend, and you can browse and buy to your heart's content. □

MICHIGAN YOUTH BOOST EMERGENCY PREPAREDNESS

by LESTER BOLLWAHN
Michigan Rural Defense Coordinator
and SEWARD CUSHMAN
Information Specialist
Michigan Rural Defense Office

Doris Sillers made good use of "Tommy" in her Medical Self-Help demonstration on Control of Severe Bleeding.



MICHIGAN 4-H YOUTH are placing an accent on action in assisting the Rural Defense program. These young people quickly recognize the value of emergency preparedness, and they are showing increased enthusiasm through their participation in numerous projects.

The Mancelona 4-H Nature Spotters of Antrim County are typical of the enthusiasm demonstrated by the teenagers. This 4-H Club has placed *Accent on Action* information guides in tabletop dispensers throughout their area. The guides, which deal with emergency preparedness for various natural and manmade disasters, are prepared by the Michigan Rural Defense Office.

Mrs. E. L. Rice, leader of the Mancelona 4-H Nature Spotters, initially saw the *Accent on Action* guide, "Preparation for a Tornado," at a bank in a neighboring community. The dispenser and guides had been placed in the bank by Walter Kirkpatrick, Antrim County Agent.

Mrs. Rice wrote to Leslie Mack, Rural Defense Youth Coordinator, requesting 100 copies of the tornado publication for her 4-H'ers to distribute. Mack responded by sending the club 100 copies of "Preparation for a Tornado," plus sample copies of nine other *Accent on Action* guides and a special *Accent on Action* dispenser.

The 15 teenage members of the Nature Spotters were



in Leshock 4-H TV Action Club president, shows other members how to store and purify water.



Mancelona 4-H Nature Spotters set up Accent on Action information guide dispensers in their local post office.

immediately enthused about the possibilities of an emergency preparedness project. They requested more guides and dispensers from the Rural Defense Office. When they received these materials, the club members set up dispensers in various well-traveled locations—the public library, post office, restaurants, supermarkets, and retail stores. As Mrs. Rice wrote to Youth Coordinator Mack in a request for more information guides, “Interest is really sparked. Now we must keep it up. We are using the distribution of Rural Defense educational materials as a community project.”

Each of the members watches certain dispensers, keeping them filled and making periodic changes of the information guides. The members keep a record of how many of each of the guides are taken so that they can determine which are most popular in their community. The “Preparation for a Tornado” guides go fastest—as one of the Nature Spotters said, “People are tornado-scared. The tornado bulletins were taken like wildfire!”

The 4-H’ers also set up *Accent on Action* dispensers at the Antrim County Fair in August. They displayed the guides with their group’s projects. As another part of their project the Nature Spotters are passing out the *Accent on Action* guides in each of their neighborhoods. “The members are all excited over this community proj-

ect,” says Mrs. Rice. “Children can sometimes get things across to adults better than grownups!”

When the group first decided to make the distribution of *Accent on Action* sheets their community project, Mack complimented the members on being good 4-H citizens. Mrs. Rice responded, “Thank you for the encouragement and praise. Young people need it. Youth can do so much in building emergency preparedness. They are using their energies constructively in something new!”

Although the Nature Spotters Club is primarily conservation-oriented, the subject of emergency preparedness appeals to the 4-H’ers because it is both interesting and informative. Most of the members have read all of the *Accent on Action* guides. The emergency preparedness project is also carrying over to other activities. Two members prepared a demonstration for the emergency preparedness and safety division of the 1965 4-H State Show.

A young lady who recently displayed great interest in the emergency preparedness program of Rural Defense (and whose interest won her a trip to Chicago) is a 15-year-old resident of Shiawassee County. She presented the outstanding emergency preparedness demonstration at the 4-H State Show.

The demonstration concerned fallout shelter living. She presented a filmstrip on rural defense, and then discussed



Sharon Dunham discusses the model fallout shelter which she built for her 4-H award-winning CD demonstration.

the advantages of a community shelter. She said that in a community shelter more people are protected, more people know how to administer first aid, and more people who happen to be away from home are protected.

This 4-H girl stressed three important things rural citizens need in order to be prepared for a nuclear disaster—a home fallout shelter equipped with food and water, disaster know-how, and first aid knowledge.

A display of the necessities for a fallout shelter and her model of a home shelter completed her demonstration. What impressed the judges—who included two members of the Rural Defense staff—was her wide knowledge of emergency preparedness. She had given another emergency preparedness demonstration at the State level the

previous year, so experience and research had gone into the preparation of her winning demonstration. The project also led her to community service when she assisted in the civil defense booth at her county fair.

The two young people who placed first in the farm and home safety demonstrations at the State Show also displayed an understanding of emergency preparedness. A 4-H boy from Huron County said that the farm of tomorrow will be a mass of charred buildings unless adequate precautions are taken now to prevent fires. Medical Self-Help was stressed by a girl from Lapeer County when she demonstrated the use of pressure points to control severe bleeding.

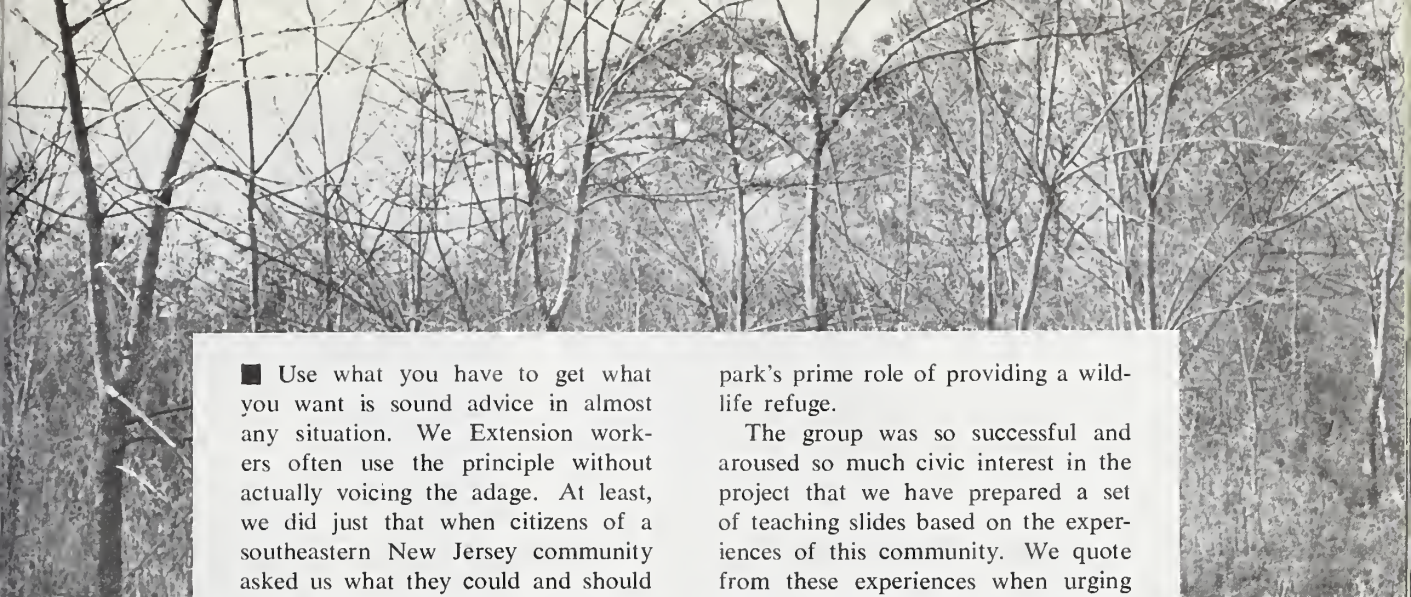
The enthusiasm of Michigan young people will soon be sparked again by a series of 10 emergency preparedness television programs produced at Michigan State University through the Rural Defense Office. The series, tentatively entitled 4-H Action Club, is designed for a 10- to 12-year-old audience. It is the first emergency preparedness television series produced especially for youth.

A club meeting format is used for each program, with the program's Action Club members presenting projects and demonstrations relating to a particular emergency preparedness topic. A different aspect will be explored by the Action Club each week. Field trips and visits from topic experts will round out the program activities.

While the television series was still in the planning stages, one county agent said that he already had 8,000 boys and girls in his county ready to take part in the series. Michigan 4-H'ers certainly are demonstrating their accent on action! □



Dick Arnold, 4-H TV Action Club leader, tells the members about Emergency Preparedness projects.



■ Use what you have to get what you want is sound advice in almost any situation. We Extension workers often use the principle without actually voicing the adage. At least, we did just that when citizens of a southeastern New Jersey community asked us what they could and should do to finance a 300-acre municipally-owned, wildlife refuge.

As the woods are within a few miles of Absecon Beach on the Atlantic Ocean and only about 15 minutes from Atlantic City, we advised the group to develop a small portion of the land into rentable campsites that would pay the salary of a full-time ranger and maintain the refuge.

We further suggested that the campsites retain a setting as natural as possible so at the end of the camping season the visible remains of the sites would blend into the rest of the woodland. Although they would be a money-making proposition, the campsites would not detract from the

park's prime role of providing a wildlife refuge.

The group was so successful and aroused so much civic interest in the project that we have prepared a set of teaching slides based on the experiences of this community. We quote from these experiences when urging others in New Jersey to obtain full use of undeveloped land, both publicly- and privately-owned.

Northfield, a small town near Atlantic City, acquired the woodland during the depression when the owner of a brick factory failed to pay his property tax. Over the years the land had remained a wooded area, one of the few municipally-owned parks in this part of New Jersey.

Following World War II, the building boom touched Northfield as it had so many other communities in our rapidly-growing State, and housing developments edged closer and closer to the woodland.

A number of citizens realized that

by AUSTIN N. LENTZ, *Farm Forestry Specialist, Rutgers*
and CHARLES A. DUPRAS, *Atlantic County Agent, New Jersey*

How one small town in New Jersey is making a three-hundred-acre wildlife refuge pay multiple dividends.

COMMUNITY SAVES PARK



Left, a group selects underbrush to be thinned around campsites. Above, Dupras reviews plans for Birch Grove with two local women.

the woods would soon be doomed and the wildlife that lived there would be destroyed for lack of a proper environment. As a result, the group formed the Birch Grove Park Association.

Various service and garden clubs in Northfield were encouraged to clear a portion of the land, build a fireplace, and install a picnic table. Through the years the groups continued to hold private as well as community picnics, but the enthusiastic Birch Grovers realized that this was not enough. The city fathers were not sugar daddies and such a large, unused, non-tax-paying park was becoming a liability in the eyes of many.

Mrs. Clarence Kreutz, one of the most active members of the association said, "We just couldn't let the woods be cleared to make room for row after row of little box houses. The newspapers were filled with appeals to beautify America, yet all we wanted was to keep Northfield from destroying the beauty it possessed."

When Mrs. Kreutz decided that something constructive had to be done to save the woods, she "went to the top." She asked for advice from

Dr. Mason W. Gross, president of Rutgers University. He suggested we offer our services to Mrs. Kreutz and her group.

When the association showed us the park, we were impressed with its natural beauty. The 300 acres were covered with second growth timber, untouched except for the small portion the service groups had cleared for picnic areas.

Revealing its past as a source of brick clay, the woodland contained 21 pits, now small lakes. Wildlife in the form of raccoons, deer, and various waterfowl were in happy residence.

We agreed with Mrs. Kreutz that the refuge should be preserved. The problem became one of financing. Our suggestion involved immediate as well as long-term goals. We continue to believe in and promote proper woodland management and suggested that the association hire a ranger to manage the woods.

The immediate goal was to obtain some sort of steady income from the land to finance a ranger-in-residence. Our suggestion was to provide 40 to 45 campsites, the minimum needed to pay expenses. We frequently met

with the group, helped them develop a master plan, and determined a schedule of work to fit their financial limitations.

The group was conservation-minded and needed little education in the importance of woodland management. Our role as advisor consisted primarily of suggesting means of using the land in multiple ways. We supervised work as the project progressed and continue to advise the group in the development of the park.

The association conferred with other groups. They talked with owners of private campgrounds and with the Jersey Devils Camp Association. The advice they received from these groups confirmed the advice we had given.

The first summer (1965), the association built 20 campsites and a bathhouse large enough to serve 45 families. The bathhouse provided toilet facilities as well as hot and cold running water and showers. In 1966, the association plans to build an additional 21 campsites.

The initial sites were fully rented for the short season after construction was completed. Beginning with the

1966 season, National and State camp guides will list Birch Grove, assuring it almost 100 percent occupancy.

The main interest of the group continues to be the wildlife refuge. Because of this, they contacted District Forester George Pierson, of the New Jersey Department of Conservation and Economic Development; John Krohn, Soil Conservationist for the Cape-Atlantic Soil Conservation District, and Joseph Gallo, Atlantic County Conservation Officer.

As a result, the lakes are stocked with fish, and, according to the association, anglers line the banks during fishing season. During the winter, when the lakes freeze, families flock to the park for skating—supervised by the city police.

Northfield Little Leaguers have built a ball park for practice and competition, and the community has fenced an area to display some of the wildlife attracted to the park. This appeals particularly to the children and encourages family outings.

A dance area with soft drink stand and large fieldstone fireplace provides facilities for teenage dances and is available to all youth and church groups.

The park is becoming a valuable part of the community. The association holds community picnics to raise money to finance the park until the camp area construction is completed. They petition the city for additional funds each year.

The group continues to work with capital of never more than a few thousand dollars and depends heavily on volunteer labor and donated items. For example, the husband of one member is contributing the liability insurance until the park is self-supporting.

The Birch Grovers regret that they lacked money to complete the project at once. However, lack of funds is a situation similar to that of almost any conservation group: the rest of the community will appreciate and support public woodlands when open space is no longer available.

Publicity for the Birch Grove project was never a problem. The local newspapers were most gracious; pictures and stories appeared regularly over the past 10 years. Since all service groups, garden clubs, churches and youth groups were asked for support, probably no Northfield resident over school age is unaware of the Birch Grove Park.

This cooperation between so many

groups has particularly impressed us. A small, dynamic nucleus has successfully motivated others to support a community project that involved multiple use of some of the last municipally-owned woodland.

Eventually the 300 acres will provide sawtimber as well as satisfy community recreational needs and conserve water and wildlife in our rapidly-urbanizing State. □



Families take advantage of first season's camping and the new bathhouse.



Yellowstone Extension Homemakers Have Diverse Public Affairs Interests

by ALFREDA R. FORSWALL
*Extension Home Demonstration Agent
Billings, Montana*

EXTENSION HOMEMAKERS in Yellowstone County are busy with the usual family and housekeeping duties, but they are also alert to their need to be informed and to participate in public affairs.

In thinking through the needs of homemakers, Yellowstone County program planners discussed the question—What is happening in my community, my county, my State, and my Nation that is of concern to me and my family?

The welfare and opportunities for her children are close to the heart of every mother so the group studied the financing of public schools, developing interest and greater insight. Are we getting the most from our education dollars? John Bower, Montana Extension Economist, prepared materials and conducted an educational meeting for project leaders. Sources of revenue in the county, State, and at the Federal level; limitations; increased costs; and the financial program for the schools challenged the thinking of every member. One leader, a grandmother, said "I knew there was a Foundation Financial Program, but I've never understood it before."

An interest group studied careers—What opportunities are there for Montana's young people? Again, Bower brought challenge to think when he pointed out that Montana's labor force is substantially greater than the total employment and emphasized the fact that opportunities in agriculture are declining. His bulletin, "A Job in Your Future" helped in considering major job-groups, job opportunities, and the education and training required. The film "More Power for the Job" raised questions as to the future for the dropouts from high school and for those who don't enter or are early dropouts from college.

With these questions in mind, program planners asked for a study of Montana's educational institutions. The fact that Montana's Greater University is made up of six branches, so planned to better serve more areas of the State, has long been a controversial subject as to practicality and cost. The Extension Homemakers asked to gain understanding of the major functions of each branch and to learn what other vocational training is available within the State with some idea of cost.

Project leaders met for another educational session with Bower who brought answers for many of their questions. In the area of vocational opportunities, they decided that Montana falls short of meeting the needs.

Then their questions centered around these thoughts: What can Montana afford to do to further vocational training? Can we afford not to? What employment can we offer after training? Is it fair to spend so much money on some students and offer little opportunity for others?

Bower also discussed the value of education in comparison to cost—dollarwise to the student and to the taxpayer—and in such desirable characteristics as good citizenship, flexibility, satisfaction, and self-esteem.

Along with these concerns, Yellowstone County Extension Homemakers have been striving to become better informed in civic affairs so that they might be more aware of individual responsibilities. They have studied county and State tax revenue and its use. They had lively discussions on the characteristics of a good citizen in everyday living. One project leader said, "I didn't really want to come, I thought it would be boring. Now I'm glad I volunteered." Another club member admitted later that her group hadn't wanted to spend its time on civics but had truly been interested in the two meetings.

That same year an interest group meeting on "My Role at Election Time" brought disappointment to some who "thought you'd tell us how to vote on the issues." However, most of them realized the importance of taking a look at attitudes, at ways of becoming informed voters, and recognized that it is important that we each develop our own convictions. Reports indicated that a real effort was made to get family and friends to the polls.

Members who worked with the agent on the 5-year program of work suggested that many homemakers lack an understanding of government. They brought their idea to the program planners who agreed. In fact, they had many questions concerning their own civic duties.

As a result the Extension Homemakers studied City Government this year. Officials of each branch of government prepared information sheets for the project leaders and spoke to them about their services for about 15-20 minutes each. Leaders were highly enthusiastic, liked this direct contact and the opportunity to meet and ask a few questions. Time limited these, however, some leaders stayed after the meeting to visit with the speakers.

This procedure had a second very positive asset. It gave all of these officials a little insight into the Extension Homemaker's program. For example, the city Alderman said he was most interested to read over the program for the year. "These are very worthwhile goals. Since I'm a teacher, I'm particularly interested in the one on Understanding Teens."

One of the longtime goals chosen by program-planning leaders in Yellowstone County is "for Extension Homemakers to develop a better understanding of ourselves

and others." The people of this area have a diversity of nationalities so the leaders chose to get acquainted with foreign dishes. In addition to a smorgasbord lunch prepared by members, facts on customs and the relationship of climate and economy on the food habits of the countries represented were discussed. This created such enthusiasm they asked for more. "But why don't we take advantage of our International Farm Youth Exchange delegates. Some of our members have the opportunity to hear them when they make reports in our county but they can never stay long enough to reach all of us." This idea was accepted readily.

Coral Powell, Montana's 1963 delegate to Taiwan, gave the agent general information concerning the people and their customs, their standards of living, schooling, economy, agriculture, and the arts as well as food. She also provided recipes she had obtained from her host mothers.

Another delegate went to Turkey but she was not available for help so the agent conferred with Mrs. Donald J. Luebbe whose husband had served in Turkey for 2 years in the Point-Four program. He is now Montana Extension Program Leader for Production and Conservation. Her authentic recipes from Turkish women together with library references, provided information for the project leaders' use. One dessert from each country was prepared as a part of the lunch.

Many of the Extension Homemaker clubs that meet twice a month chose to devote a meeting each to Taiwan and Turkey, others chose to share highlights of both countries at one meeting. Many clubs prepared complete meals with the help of members, others chose snack foods for refreshments. Reports showed a variety of techniques were used to create interest; e.g., many project

IFYE delegate Marcus Bordsen made plans previous to the meeting with a homemaker who had come from Poland.



leaders wore dresses and jewelry similar to the native costume, and brought articles which had come from those countries.

The IFYE delegate to Poland, Marcus Bordsen, gave the Homemakers a real challenge to try to understand the background of that country and why it is ruled by Communists. He prepared a paper, "Poland—an Interpretation of Its History and Recent Political Events;" a copy was provided for each club. Fortunately, he could be in the county to meet with the leaders and illustrated his paper with slides.

He also shared general information such as that used with the two previously-studied countries. A homemaker who came from Poland, Mrs. Dover Sindelar, assisted with recipes and added fun by providing two kinds of Polish cookies, paczki and piernik, for the "seventh inning stretch." Since her old home recipes use gram and liter measurements, some of those which had been obtained from the Polish Embassy were provided.

The 1966 projects include "Cultures and Foods of Brazil," with the help of John E. Ranney, 1964 IFYE delegate from Montana.

The club members say, "We like this, it has a personal touch. We get ideas to add a new interest to family meals. And at the same time, the people of the countries we study seem a little closer to us; their families are much like ours."

Because the women previously had a project "What is Communism?" the study of Poland brought new insight into the techniques used with youth and in other governmental procedures. The earlier study included a brief discussion of the economic systems of the world. A chart obtained from the USIA helped them to understand the Communist theory of the evolution of society according to Marx. A comparison was made of the traditional meaning and the generally accepted political and economic meaning of the word "communism."

Members saw the need to be better informed about political and economic systems; to understand the importance of having a strong defense program, under present conditions, without scare tactics; to learn to spot the destructive forces in our democracy such as extremists, propaganda (distortion of truth), unjust accusations; to use a positive approach—frightened people do not use their heads — and to appreciate the freedoms in our democracy.

One homemaker came to the office later and said "I've heard a lot of talks about Communism and I've always gone home with a feeling that there just is nothing we can do. Now I feel that we can do something and that it is worthwhile to try."

Other programs of these busy Yellowstone Homemakers concern health, safety, conservation, use of leisure, and history. □

From The Administrator's Desk

What Are You Building?

Recently on an air trip the stranger in the next seat asked the simple question, "What do you do?"—a not uncommon experience.

All of us from time to time have the responsibility to tell about our work—to explain, to defend, to obtain support, cooperation—to tell friends, strangers to the program, supporters, skeptics, big-picture, detail seekers; long-run, short-run interests.

What are you doing? How do you answer the question?

I am reminded of an old story you certainly have heard. It is the story of three workmen who in turn responded: "laying bricks," "building a wall," "constructing a great cathedral." A fourth might have said, "contributing to the spiritual welfare of a whole community."

One can equally well imagine the question being asked of several Extension workers doing comparable work with responses such as, "teaching farmers to control cotton insects," "developing more prosperous cotton farms," "building the agricultural economy of the area," or "strengthening the ability of the cotton industry to compete in world trade and with other fibers."

I am reminded of a time when an Extension worker prepared a publication on combating juvenile problems—for use in home economics groups. A host of other groups concerned with the problems found it useful and

wanted copies. The question was raised as to whether we could supply copies. There followed a debate—primarily over whether we were laying bricks or building a wall.

A cathedral is constructed only as men build walls, lay bricks. Similarly the big goals we serve the cathedrals we help construct are only realized as many people work hard at laying the bricks of which they are built. Most of us are "laying bricks" and one of our "brick-laying" jobs is in motivating others to visualize a cathedral and start putting the pieces in place.

I believe we do our best work at our particular places "on the job" when we so understand, believe in, and are dedicated to the larger mission that accomplishment of this guides our actions, that when asked, "What are you doing" we instinctively tell about the cathedral.

I would also observe that many of the people we have responsibilities to tell about our work are most interested in learning about the broader missions toward which we are working and the accomplishments but others then want to know what bricks are being laid, where, how, and by whom.

We can avoid doing ourselves and our programs injustice by telling about the bricklaying only when the audience knows about the cathedral or at least the wall.—

Lloyd H. Davis

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MARCH 1966



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
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EXTENSION SERVICE

REVIEW

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EDITORIAL

Welcome, New Editor

With this issue, we welcome W. J. (Jim) Whorton, of Nevada, as the new editor of Extension Service Review. He succeeds Walter Lloyd who retired December 30.

Jim Whorton has been in charge of the Agricultural Information Service for extension and research at the University of Nevada for the last three years and was on the Nevada staff for the previous three years. He also had information experience with a State office of a farm organization and a producer cooperative. As editor of magazines for both, he won national awards for excellence. He is a native of Arkansas and an agricultural journalism graduate of the University of Missouri.

Although Mr. Whorton's name appears on this and subsequent issues of the Review, we want to give credit to Walter Lloyd and Carolyn Yates Seidel, assistant editor for planning most of the articles that will appear through April. Since Mrs. Seidel will be on maternity leave until May, Mr. Whorton will carry the full load of editing the next few issues and planning for those ahead.

We encourage all Extension workers to continue their fine cooperation in submitting articles for the Review. Also we invite your suggestions for making the Review still more useful to you in carrying forward the educational program of Cooperative Extension Service.

—Walter John



Junction City Chief of Police Ace Kizer finds that simple inspection of recreation equipment provides opportunities to demonstrate new techniques. "Sharing experiences" replaces "teaching."

. . . and they have changed

*by HARRY E. CLARK, Community Development Specialist
and SUSAN A. MULLIN, Information Specialist
Lane County Youth Project, Oregon*

IN LATE AUGUST of 1964, a new office opened up in Junction City, Lane County, Oregon. Junction City is a small farming town having perhaps just a little more bustle than is typical of such a town. The new office stood out with a big sign on the window: LANE COUNTY YOUTH PROJECT. The traditional open house was held, and Junction City learned that the Lane County Youth Project (LCYP) was there to help them with their delinquency problems and their goals toward a better community. Local feeling was pretty clear. Wasn't it a bit presumptuous of this "LCYP business" to think that Junction City had any problems? And hadn't the town always handled its own problems, without calling in help for wayward kids and civic improvement?

One year later Junction City had 70 percent fewer juvenile offenses, school curriculum was changing toward helping prevent school dropouts, youth employment was a thing to be dealt with—not worried about, and the

"LCYP business" was known as Community Development.

As a matter of history and fact, the Lane County Youth Project is a 3-year experimental demonstration program aimed at juvenile delinquency, poverty, and related problems. Sponsored by the Lane County Youth Study Board, a private, nonprofit corporation composed of 64 community leaders, the Project especially concerns itself with the problems of rural youth, and how these youth can be helped to fit into an increasingly urban-industrial society.

Funds for the Youth Project were granted by the President's Committee on Juvenile Delinquency; the U. S. Department of Health, Education, and Welfare; the Federal Extension Service; and the U. S. Department of Labor. Additional funds and support have come from Oregon State University Cooperative Extension Service, the University of Oregon, and various components of the Lane County Government.



Informality is one of the keys to success of the project. Ed Lohner, community youth worker, engages three of his boys in one such discussion.

Oregon State University accepted an invitation to participate in the Project by special assignment of Dr. Harry E. Clark, Community Development Specialist, to serve as Chief of the LCYP Community Development Division. LCYP operates generally in four divisions, the other three being: Education, Youth Employment, and Agency Programs.

For purposes of research and evaluation, LCYP selected three areas in which to demonstrate their programs. Junction City, 14 miles north of Eugene, is typical of the rural-farm community. Oakridge, in the mountain area of the upper-Willamette, typifies rural, non-farm living. South Eugene was selected as representing the diversification of a small city—rural-urban. Community Development is doing its job in all three demonstration areas, but this article deals specifically with what happened in Junction City. How did three people and a program of community action affect a traditionally proud Scandinavian population of 7,000 people?

The LCYP office in Junction City came complete with a community service coordinator (also on special assignment from Oregon State University), a youth worker, and a secretary. The role of the service coordinator was one of working with the adults of the community, including those who were in a decision-making position. It was up to the coordinator to objectively help identify the problems of the community, present his findings in an unoffensive manner, and assist the community in using its opportunities and resources toward solving the problems.

The community youth worker was assigned the role of reaching disadvantaged and trouble-prone youth, and through youth activities, to help them become positive, productive members of the community.

Early contacts in the community were cool. Junction City is a town of friendly people, but as the mayor said a year later, "Our people were wary. LCYP was an outsider coming in to help, but to help with what?"

Community Development operates on a twofold philosophy: build the human and economic resources of the community to the end of helping citizens of a town reach the goals they see for themselves. Community Development people soon became part of the Junction City community. Their professional backgrounds gave them vitally important "outside" objectivity, but living and working with the townspeople soon allowed them to see community goals as honestly being *their* goals also.

In getting to know the people of Junction City, the service coordinator and the youth worker built an understanding of the total community. Town leaders developed confidence in the professionals. The surveys conducted by the Lane County Youth Project were made known to Junction City leaders. In fact, there *were* some problems in the community. Other surveys, conducted jointly with Junction City leadership, and the Project, helped identify new opportunities for development and progress.

Business, fraternal, and civic groups heard Community Development speak. Reports of activities were mailed; coffee shop conversation developed a spirit of "What will we do?" and later, "Why don't we try this?"

About 2 months after the opening of the LCYP office, a survey was conducted in the junior and senior schools to determine the extent of youth participation in available teen activities. The survey showed that many youth did not participate in any activities, in school or out, and that many had interests which did not fit into an existing activity. School leaders, community leaders, and youth decided that the community youth worker could begin by focusing on programs for the disadvantaged youth, the youth who "didn't fit in."

The resulting Junction City Youth Council set about to increase recreational activities in the area. In reaching their goals, it was recognized that youth could improve the general image of teenagers in their community.

In organizing the Council, an attempt was made to involve the disadvantaged and the advantaged youth—together. The nucleus of the Council was made up of selected high school leaders, and selected youth who were known to be culturally and/or economically deprived. The incompatibility of the two groups was immediately obvious. Affluent members of the Council were often reluctant to work and mingle with those below their socioeconomic status. It was apparent that meaningful experiences, common to both disadvantaged and advantaged youth, and important enough to overshadow

differences, were required in order for the group to work as a whole.

As a beginning, the Youth Council has sponsored or helped with activities such as a city park cleanup, small informal parties for new students, formation of a car club, after-school activities, a Youth Employment Service, and the development of a Juvenile Advisory Jury.

The car club sponsored by the Youth Council provided an excellent opportunity for a productive meeting of youth from different backgrounds. Boys doing well in school could learn mechanics from school dropouts. The car club was a beginning of the socialization needed to break down social barriers between youth—the cliques in schools.

Activities of the club have included co-sponsorship of a car wash with the Youth Council, and participating with local Jaycees in a seat belt clinic. Unplanned endeavors of the club include minor tune-ups and lube jobs for older citizens in the community.

The car club began successfully in a building provided at no cost, with a local mechanic as a volunteer leader. Activities were curtailed when the building was no longer available, however plans are now in the making for a service club to assist in obtaining a building and providing advisors and instructors for the group.

The car club has been accepted. Two individuals in Junction City have donated cars for the club to recon-dition and sell, with the profit to apply to the club treasury.

The after-school activities sponsored by the Youth Council show the influence of a knowledgeable, aware, youth worker. Since some youth are disadvantaged because of their inability to relate to others, recreational activities can provide a means whereby these youth can associate with others, and find new avenues for individual expression. The youth worker acts as a model and a guide for experiences which can give a boy expression, success, and acceptability.

Demonstrations of proper techniques followed by individual encouragement resulted in boys becoming active in weight lifting, boxing, wrestling, judo, ping-pong, target shooting, and basketball. Boys participating in these competitive activities now had a choice: strive for success and recognition in a constructive, "good" program, or spend the time after school in unplanned excursions which usually result in being recognized as "bad."

The need for success in the disadvantaged youth was given prime consideration in the Community Development program of youth employment. A job means self-sufficiency—and pride. "I'd be okay if I could just get a job and be let alone." In understanding the attitude of the boy who made this comment, Community Development staff also realized that a good youth employment program could strengthen the relationship and understanding between youth, adults, and agency personnel.

With the help of local volunteers and the Youth Council, a Youth Employment Service was established in the summer operation—43 jobs of varying types and duration were found for the 70 boys who registered. Major problems were the lack of suitable jobs for girls, and no transportation for out-of-town jobs. Little by little, through the local newspaper and by word of mouth, Junction people became aware of the need for a youth employment program.

A work-study program was investigated. Business firms in town were contacted to provide part-time jobs for youth who did poorly in school, but who could work and needed training. There was no financial reward for the youth participating in the work-study program, but there was employment training and success. School credit toward graduation was acquired through the program. The result? The Junction City School District is now planning to incorporate a work-study program in their vocational program, toward the goal of preventing school dropouts, and preparing the non-college-bound youth for employment.

The expanded educational opportunities for non-college-bound youth, soon to be available, were solidified by a recent vote on a bond issue for school construction and equipment. It is significant because the original proposal and plans were directed toward benefitting the students headed for college.

It has been suggested that the change in plans and the successful three-to-one vote were the results of close cooperation between the school superintendent, selected key leaders in the community, and the community service coordinator. The activities of the youth worker could be seen also. The quiet, unalarming approach of Community Development backed by facts was the key to educating the voters to the true educational and vocational needs of youth in the community.

F. Dale Hoecker, community service coordinator in Junction City, provides professional guidance to help leaders cooperating in the project.



To truly understand the changes that have taken place in Junction City in the past year and to understand Community Development, one has to think in terms of people, before programs. It is the nature of our society that people be divided according to what kind of work they do and where they live. Unfortunate, but true. Community Development, thought of in terms of either an LCYP program or a civic movement, has to bring people together, forgetting the color of a man's collar or where a woman buys her clothes. Social barriers must be broken down to allow communication and understanding. The involvement of everyone towards a common goal makes the difference between a town and a community.

Working around this philosophy, Community Development staff members introduced delinquency to law enforcement and adult authority. Not that they hadn't met before! But this time it was different.

By the time the Community Development youth worker had been in Junction City 6 months, he knew nearly every delinquent and disadvantaged boy around. He gained their confidence and helped to set up situations and activities in which they could relax and ease their frustrations. In the beautiful Willamette Valley, the best such situation is outdoors. Thus began the camping trips.

This "program" was successful from the very first outing. For many disadvantaged youth, it was their first experience overnight in the woods. They fished, hiked, hunted, ate a lot, and thoroughly enjoyed themselves. It didn't come as a surprise to the youth worker to find that a camping trip is a good means to teach planning and set ground rules for behavior. A 7-mile hike in wet sneakers can teach the necessity for proper foot-gear better than any amount of lecturing. And permitting the boys to select and pack their own provisions (or letting them discard the same provisions when the hike is rough and the pack is heavy) can create a great respect for planning for future needs.

After several successful camping and fishing trips the Junction City Chief of Police was invited to join a camping excursion. The Chief is an outdoorsman and a good fisherman—and without his uniform he looks a lot like anyone else.

The only troubles on the long pack trip did, however, involve the Chief—the boys fought over who was going to carry his 40-pound pack. The Chief said later, "It was great. I saw those kids in a different way—they aren't all bad. And they saw me as being just a man, not a cop. Getting to know them has meant a lot to me, and made my job a whole lot easier."

Since the first trip, the Chief of Police has taken boys on more campouts, and spent weekends hunting and fishing with them. Sometimes local businessmen go with the group. The Chief doesn't wait for the youth workers



Chief Kizer joins in various activities to help build mutual understanding and respect among youth and law enforcement officers.

to ask him to go along anymore—he's running the "program."

Not unrelated to this meeting of adult authority and youth is the newly formed Juvenile Jury. On December 8, 1965, the Jury was sworn in by the municipal judge, and heard its first case.

Originally guided by the youth worker, the Juvenile Jury will hear all traffic violations involving youth and eventually sit as an advisory panel on all juvenile cases coming before the Court.

Junction City is watching the Juvenile Jury with pride, as it functions under the guidance of the judge and the police department. Junction City youth are watching themselves with pride. Problems and needs have been recognized; adults and youth, committees and councils, have worked together to meet the needs. The increased communication is allowing all levels of the community to voice their feelings, their problems; and responsibility is accepted as a building block for community involvement and cooperation.

However, nothing ever works out perfectly. With juvenile offenses decreasing 70 percent in the last year, how can the Juvenile Jury be kept busy? □



A preschool age girl selects a rose for the indoor garden she made in the "Experience Center." The children learn basic skills and social amenities that will help them adapt more rapidly to learning situations provided by schools.

The first step provided preschool children an opportunity for new experiences in mental, physical, and social development; involved the mothers in instruction in homemaking and family living; provided opportunities for fathers of the children to construct play equipment and furnishings; and provided chances for other community members to become involved.

Teenagers became interested in the activities. After initial contacts and some exploratory work around the "experience center," a 4-H Club was organized.

West Virginia University Center for Appalachian Studies and Development in cooperation with the Federal Extension Service began the five-year experimental pilot project to provide educational programs for disadvantaged families in 1964.

The program is being conducted in one community in each of three counties—Clay, Putnam, and Lincoln.

A 1964 survey in the Kanawha Area Project revealed the following information about these communities:

Each is considerably below the U.S. averages for family income and individual educational attainment; from 50 to 70 percent of the households have incomes of less than \$3,000; and over 60 percent of the residents 19 years old and over have less than an eighth-grade education. Four persons have education beyond high school.

There is a high percentage of young people in these communities. Incidence of home ownership is high and rental fees are low, but housing quality is also low. Wood and coal are common fuels for cooking and

New Design for Appalachia

By JOSEPH L. FASCHING
State Extension Editor—*News
Appalachian Center*
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"Men should be taught as if you taught them not and things unknown propos'd as things forgot . . ."

The West Virginia University Appalachian Center borrowed a line from Alexander Pope to demonstrate a new concept in communications for community action. It's taking place in three typical mountain communities where cultural and economic

This article, first in a series, was prepared by the author, in consultation with the county and area extension staff, Beatrice Judkins, program leader, division of home economics, Federal Extension Service, and Virginia Griffin, State chairman, extension educational programs for women.

opportunities have not kept pace with America's society of abundance.

The project's success after one year gives rise to hopes that this new approach may become a model for Extension in reaching and helping people in poverty situations.

Dr. Roman J. Verhaalen, dean of Extension Services and associate director, WVU Cooperative Extension Service, says that the Kanawha Area Project (KAP) clearly demonstrates that Extension can develop ways to contact and help people in disadvantaged situations. "KAP has proven to be an invaluable research project, providing basic learning processes for CES workers engaged in human resource development problems," he stated.

heating. Less than 25 percent of the homes have central heating, and less than 40 percent have running water. Most of the drinking water is obtained from drilled or dug wells. Some comes from cisterns and springs. Water is often carried from neighbors' wells. About 25 percent of the homes have inside bathrooms.

Twistabout, in Clay County, drapes over a sprawling ridge. Some 167 people, representing 39 families, live there. The dark, smoke-tinted houses face a narrow, dirt road that winds and spirals to the crest. Some houses are located as much as 1½ miles off the road, and one church is the only structure of a community nature.

McCorkle, Lincoln County, was once a large coal mining camp. It has two churches and a school building. The houses, built during the busier days of the coal boom are rundown; some have running water. Bare light bulbs hang in the center of rooms heated by open gas heaters and potbellied stoves. The project area includes 71 families, totaling 261 persons.

Vintroux, a Putnam County community, has neither church, school, nor other public buildings. It is a dead-end hollow, marked by weather-beaten houses interspersed with painted houses and tarpaper-covered shacks. When the project began, junk cars, discarded refrigerators, washing machines, tin cans, and outhouses crowded unkempt yards bordering a creek that meanders through the hollow.

The project focuses on ways to work with individuals, families, and groups that have been bypassed by previous extension programs and by society itself.

Supporting the staff is a committee composed of University, State, and Federal Extension Service administrators and specialists who give guidance to the program.

The people are friendly to outsiders but do not readily accept or take them into their confidence. How to



Children pick their way home from school over the mud roads that are typical of the area . . .

approach these people and gain their confidence were major questions facing extension workers.

County extension agents first established rapport through a house-to-house survey. They visited 150 homes and proposed a "Preschool Experience Center" for the children. They would teach the children to tie their shoes, button their coats, and better prepare them to learn when they entered school. The Center gained support by an appeal to a basic human virtue—parental love for the children.

The Center would be a dual laboratory providing learning experiences for both children and mothers. Parent participation could help children's learning experiences at the Center and insure follow-through participation in the homes. The agents convinced the mothers that the Experience Center would be successful only with parental help.

The Centers would be supervised by extension agents in the respective counties. Mothers would share responsibilities in the operation of the daily schedule.

Housing facilities for the Centers

were hard to get. The staff explained that negotiations were made through ministers of two churches, one in Twistabout and one in McCorkle, for the use of the church Sunday School rooms during weekdays. A thorough job of explaining our purpose had to be done before we received consent.

To assure the congregation that the program would benefit the children, the county agent visited one church in Twistabout on a Sunday morning and addressed some 85 members. Through his efforts, we were given use of the church building and the blessing of its members. He also obtained local leadership from mothers and fathers of Twistabout.

A former resident of Vintroux granted the use of an empty house, though it needed extensive renovation to fit the needs of the Experience Center.

Before the program could begin, the children (most of whom had no previous record of medical care) had to be immunized, and the agents needed training in conducting kindergarten-type programs. The Centers required facilities, supplies, and



... to homes such as the one above that is also typical their mother indicates a wariness of all except close of the area. The clinging of the two older children to family acquaintances.

equipment such as tables, stools, toilets, soap, paper towels, scissors, paper, paints, crayons, and visual materials.

Mothers were asked to bring anything they could to help—such as plastic bottles, pop bottle caps, bean bags, scraps of wood (for building blocks), and other items likely to be found in the communities.

When the Centers opened, 20 children attended in Twistabout; McCorkle had 30; and Vintroux, 10. Almost that many mothers came.

A staff member related her first experience with the children during a play period: "Ten children were in the group. Shock is probably the best way to describe the feeling I had when I realized that the children had never played together as a group. Many were shy and would not talk; just looked and watched."

The men of the staff urged a group of fathers to participate in a workshop program to build equipment for the Centers. Workshops were improvised in the best locations available. Teenage boys were drawn into the activities and worked with the fathers—together for the first time. Within a short period, each Center had a minimum of operating equipment built by fathers and teenage boys.

The workshops offered an opportunity for the men to use their talents and develop a feeling of camaraderie. They discovered that cooperation would work in other projects, too.

Meanwhile, mothers were discovering new and exciting experiences—seeing their children learn and achieve. They, too, were learning—new skills in homemaking, sanitation and clean-

liness. A workshop on clothing construction was conducted where the mothers made shifts for themselves.

Twelve lessons entitled "Learn About Germs" were conducted with specific teaching points for the children and also the mothers. This publication, prepared by the medical college staff, was adopted and used during the summer in the Headstart Program.

Social niceties like "please" and "thank you" were made an important part of school training, for mothers as well as children. They were called "magic words."

Exercises in hygiene were a part of the Center curriculum. The mothers helped the children perform these. This encouraged them to emphasize this training in their homes. Personal hygiene also became a more important issue.

To avoid embarrassment for those who were unable to read, the Center staff members gave demonstrations to the mothers for each new training problem. "But," one staff member explained, "even those who could not read had things to offer and teach us."

Many older children reported to the Vintroux Center regularly. They enjoyed participation in work chores assigned to them. The staff said finding work to keep them occupied was difficult. In December 1964, it was suggested that they organize a club. The week before Christmas, an organization meeting was held for 10-, 11-, and 12-year-olds. In January they met again and were told about 4-H Club work.

A week later, 29 of 32 potential members turned up at a meeting to organize a 4-H Club. They were taught organizational procedures; then they elected officers, chose a name, and went about other tasks of organization.

In February, the Vintroux 4-H Club members held three work meetings. They painted stools, tables, and other Center property. A number of fathers and Extension agents super-

vised these meetings, attended by 19 boys, 4 fathers, and 2 mothers.

The 4-H boys initiated a cleanup drive around the Center grounds. The cleanup program spread to the entire community and in a short period, Vintroux was presenting a new face to the world.

To document the first phase of this five-year project and record progress within one community, a movie entitled "Spring Comes to Vintroux" was produced. A 16-minute color production, the film records in detail the steps which were followed by the county and area extension workers.

In the meantime, the citizens selected a committee to organize a day camp for the children. The day camp was successfully held during a week in August. While planning for the day camp, the parents also formed a School Bus Committee to persuade the Board of Education to send a school bus up Vintroux Hollow. During school days, the children had to walk about a mile to catch the bus.

When the bus committee approached the Board of Education, it learned that the condition of Vintroux Hollow road was unfit for bus travel.

This prompted the men and 4-H'ers to form work crews to improve the approach to the community. They removed disabled cars and cleaned up ugly debris from the road and creek. A bus turnaround was built at the end of the hollow. They obtained a pickup truck, acquired gravel, and filled chuck holes and ruts. In September the school bus rumbled up the road to Vintroux for the first time.

Because of the Experience Centers, many people of Twistabout, McCorkle, and Vintroux have become involved in community action. The people now express a new pride in their accomplishments through community cooperation.

Mothers are learning how to supervise and teach at the Experience Centers. They are grasping Center responsibilities and hope to some day replace the agent staff in order that other projects of the five-year program can be undertaken.

In an appraisal of KAP thus far, Dr. Verhaalen concluded that, "One of the lessons learned from the project is that these people do aspire to self improvement and a better way of life. They nurture these values, obscured though they may be by the overwhelming feeling of powerlessness to their environment and life situations. The people and the agents involved are learning that this feeling of powerfulness can be overcome." □

The overall objective of the "Experience Center" is to give preschool age children confidence, such as that exhibited by the sack-racers, and a new perspective of life.



Changing Hardships To Opportunity

by C. G. "DICK" d'EASUM
Assistant Extension Editor
Idaho



Fort Hall beef producer associations require that all bulls being turned on the range meet College of Agriculture standards for grade B or better. This move resulted in heavier and meatier calves at sale time.

THEIR ANCESTORS used to shoot buffalo here. Now the range extending from Mount Putnam to the Bottoms along Snake River produces beef cattle. Herds owned and managed by Indian livestock associations are increasing in size and quality. The trend is gradual but steady and there is a promising future for progressive operators who profit by adjustment to the practices of changing times. There is a new look in cattle from Idaho's Fort Hall, an historic oasis of the pioneer West.

For one thing, the bulls are better. And it's a big thing, in the opinion of Glenn Kunkel, Extension agent for Indian programs. All bulls on range of the Fort Hall Indian Stockmen's Association and the Bannock Creek Stockmen's Association meet grading requirements of the College of Agriculture's Animal Husbandry Department. They have to grade B or better. The result is heavier, meatier calves that command higher prices at the sale yard.

"What pleases me most," says Kunkel, "is that the stockmen are doing it themselves. They run their show. They call the shots. We make suggestions and constantly try to help with an idea here and there, but the

improvement that has been shown in the last 10 years or so has come about because members of the association have gone into action. They are getting ahead because they take the initiative. That's the way we like to see it. We can pave the way. The Indians are showing that people who help themselves can succeed. Opportunity knocked — they opened the door."

The number of producing cows was about 3,800 in 1965, nearly double the figure of 10 years ago, but the buildup has been greatest in the last 5 years. It had dropped to around 1,500 in 1959 during a down cycle caused by various factors. At the present pace, which seems likely to continue (there was an increase of more than 500 head in 1965 over 1964), there are good prospects of stocking the range to efficient carrying capacity.

Clifford Houtz, president of the Fort Hall Indian Stockmen's Association, shares the optimism of the agricultural agent. "The cattle program is better than it used to be," he said between applications of his Heart-A branding iron to his crop of calves. "There are problems still, but we are working on them. I think we are making progress."

Other things than bull grading are brightening the horizon for Fort Hall cattle producers. Technicians of the Bureau of Indian Affairs, in cooperation with Kunkel, are helping Indians develop water holes, fence portions of their range for better grazing patterns, spray sagebrush in areas where the understory of grass can be developed, and control weeds such as larkspur that infest mountain draws. Some Indians are also using chemicals to control cattle lice. Houtz, for example, applied insect control to the backs of his cows when the calves had been branded at his corral on the Bottoms.

Branding itself has taken a long leap. Among the stockmen are those who use fires fed by propane gas in portable tanks to heat the irons. For them, the old branding fire of brush and an occasional rail yanked from the corral is a thing of the past. The gas apparatus is a far cry from the days of 1834 when fur traders established Fort Hall, and the equally memorable years when wagon trains plodding the Oregon Trail paused on the Bottoms to shoe their oxen with the help of blazing buffalo chips.

"A guy has to be a sort of plumber and engineer to run one of these things," said Lee Broncho, a jack-of-



The Extension Service, Bureau of Indian Affairs, and producers cooperate to improve range land productivity and establish better grazing patterns. Here a group surveys the understory of grass that is intermingled among the sagebrush.



Use of propane heating equipment for branding irons at right is only one indication of the modernization that is taking place among the Idaho Fort Hall Indian beef producers.

all-trades helping in the Houtz branding chore. "I gave the tap a twist to test the gas and it knocked me down. Never had a branding fire bite me before. Look at her go now. Heat in a hurry. I guess we are sure getting with it. Some difference."

Many of the Indians still brand with the traditional wood fire as do other Americans throughout cattle country. They use pattern irons and running irons to burn their monograms on bawling critters while smoke gets in their eyes from log fires and from the seared hair of calves.

Regardless of the fuel for branding heat, they have a common skill. They rope with the accuracy of rodeo stars. Ray Pocatello, who has the name of an Indian chief although he does not claim direct relationship, and Jimmy Houtz, a nephew of Clifford, handled the ropes with efficiency at the Houtz corral near Spring Creek. One looped the neck, the other a hind leg or two, seldom missing a throw. While Broncho held the calf down, Clifford Houtz slapped on the iron and flashed the pruning knife. Mrs. Bert Broncho injected veterinary medicine.

The action was similar, but without canned gas, at the Truchot place several miles away. Sunset of an October day glowed behind Ferry Butte when half a dozen cowboys kindled their fire and went to work on calves that presently wore assorted brands and ear notches. The stuff belonged to Ernie Truchot, Tom Truchot, Jim Truchot, and Lyle Caldwell. Tom Truchot, riding a pinto pony, did equally well with his right arm. Pat Caldwell, son of Lyle, hurried over after school to handle the hypodermic syringe.

Smoke of branding fires curled up from many more corrals throughout the Bottoms. The atmosphere was generally happy. Indian and non-Indian cattlemen alike were glad the roundup was over, that the weather was bright, and that the market might be good at the sale. They kidded and joshed.

One of the first questions put to the agricultural agent as he visited several outfits was: "How does the price look, Glenn?"

"Can't tell," said Kunkel. "Might be all right."

"Well, you'd better get busy and push it up a few cents. What good is an agent if he doesn't have us a big payday?" They laughed with him.

Hudson Grant, a veteran stockman, was not particularly gay. "Ten dry cows," he said. "Not so good this year. Maybe better next time."

And so it went, some up, some down, every cowboy eager for the sale that would mean money for winter food, clothes, and perhaps a television set. A great deal depended on the cattle auction.

The sale was good. Average price for about 350 calves sold to feeders was nearly \$27 per hundredweight. Average weight was 402 pounds. Steer calves were the heaviest in 10 years and the price was in the top half for the same period. Average value of each calf was \$108. It was a tidy sum, the agricultural agent said, to help out on debts and current living expenses, but still the individual problem is to have enough calves to meet the needs.

Six calves provided to 4-H by the Fort Hall Tribal Council topped the sale at \$29.25. They were bid in by the 4-H agent and his committee. The calves will be raised by 4-H mem-



No, they're not barbecuing the calf—just applying the Heart A—a symbol of ownership.

Workers on the Clifford Houtz ranch use "pour-on" technique to apply one of the newer systemic chemicals for insect control. Houtz is president of the Fort Hall Indian Stockman's Association.

bers and the original cost, plus money advanced for feed, will be paid back by the youngsters when the steers are sold.

Eighty-six bulls, all meeting grading requirements, were turned out on the range in 1965 by the Fort Hall Association and the Bannock Creek Association, the latter operated similarly to the former and with William B. Edmo as president. Several advances in the bull program were noted by Kunkel.

First, they were pulled off the cow herd in September instead of being left to run until December or January as in previous years. Second, they were treated for grubs and lice shortly after they were separated. Third, their feet are being trimmed and they are being fed up to top breeding condition at the appropriate time.

As an indication that more and more residents of the reservation are interested in moving ahead with modern methods, Kunkel said several Indian families come to him late in the fall for advice in expanding their cow herds by 100 or more head.

"In each instance the opportunity is there," Kunkel said. "The will to

get the job done is apparent. Johnnie Truchot is making out farm plans to apply for enough money to buy about 75 head of cows to work with his father. I can say things are looking up for Indians in the cattle business. They are working at it. I say the responsibilities here are the same as anywhere else: Stay awake, be alert, and never pass up an opportunity to help people help themselves. This is just plain Extension work . . . no fancy window dressing . . . just ordinary stick-to-it-iveness."

The Bureau of Indian Affairs and the Extension Service are moving ahead on solutions to problems of range use, outlined in a study of Fort Hall's economy by Norman Nybrotten, an economist of the University of Idaho's College of Business Administration, along with the grazing research inventory recently completed by a BIA research survey team on reservation range areas.

Midsummer use of much of the upland range, the reports point out, is favorable both to vegetation and livestock. Vegetation needs the early summer to recover from spring grazing. At the same time, maturing of

forage reduces its feed value so that only poor gains by animals can be expected after the end of June.

The best seasonal pattern for the lower sagebrush ranges, and a matter that Indian livestock associations as well as advisors have in mind, would be one in which all livestock were removed during early June and kept off until the middle of August or later. If suitable summer range were provided elsewhere during this period, higher rates of animal gain could be extended until August. The stock could then be brought back to the sagebrush range where they could be expected to maintain their weight well into the fall, and to make small gains if early fall rains stimulate regrowth of grass.

The number of blocky calves coming down from summer range to the Bottoms in 1965 showed that a trend for improvement is already in motion. Better bulls were partly responsible—all hands agreed on that. There is also a new spirit of faith in range improvement.

It adds up to confidence of bigger and better paydays at cattle sales in the Fort Hall corrals. □

Development Defined

by E. J. NIEDERFRANK
Rural Sociologist, and
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Development has become a byword across the United States, and numerous programs have been launched under this banner in recent years.

Today we have economic development, resource development, human resource development, area development, community development, rural renewal, economic opportunity, and other programs. In previous years, Extension itself has had program projection, farm and home development, and other areas of emphasis.

DEVELOPMENT means growth, increase, expansion, progression, upward trend. It means building onto, or progressing from a beginning idea toward completion or achievement of some goal.

However, development, where movement to a more desired rate is implied, must be differentiated from such terms as restoration, preservation, and adjustment. *Restoration* suggests movement to some original state. *Preservation* connotes the maintenance of some present state. These terms may often be interrelated, but they are not the same. *Conservation* embodies both of these. *Adjustment* generally refers to relationships or balance, such as balance between people and jobs or between facilities and needs for them.

COMMUNITY has variously been referred to either as the sense of unity and common interests which people share, or as a specific geographic locale which exists in physical space. Actually, communities are always a combination of both social and geographic dimensions.

Communities are networks of common interests, contacts, and social

systems—bounded in space by the territory of these relationships.

Today a given community may be: a neighborhood comprised of a few families associated by virtue of proximity and perhaps rather close social relationships; a trade center community made up of the people who live in a sizeable town and the surrounding countryside served by the town; a larger community centered in an urban trade center; or a multi-county area or region in which people have one or more common interests or concerns at some given time. The size and shape of communities, therefore, depend entirely upon the territory of interests and relationships under consideration.

Thus, it is significant to understand that the concepts community development, community action, and the like may be applied to areas of any size. In many cases, some service or program requires a different sized community base than another. The important matter in general is that a community involves areas of common concerns and feeling of belonging or being able to work together. Frequently, efficiency or costs of services becomes an important factor in establishing the base for a given community organization to deal with given concerns.

RESOURCES refer to factors of economic and social production and utility, and may be classified into three types as follows:

1. *Natural resources*, include agricultural lands, forests, lakes, minerals, geological formations, and scenery. Active concern for the state of natural resources can be expressed as development, restoration, preservation, or conservation.

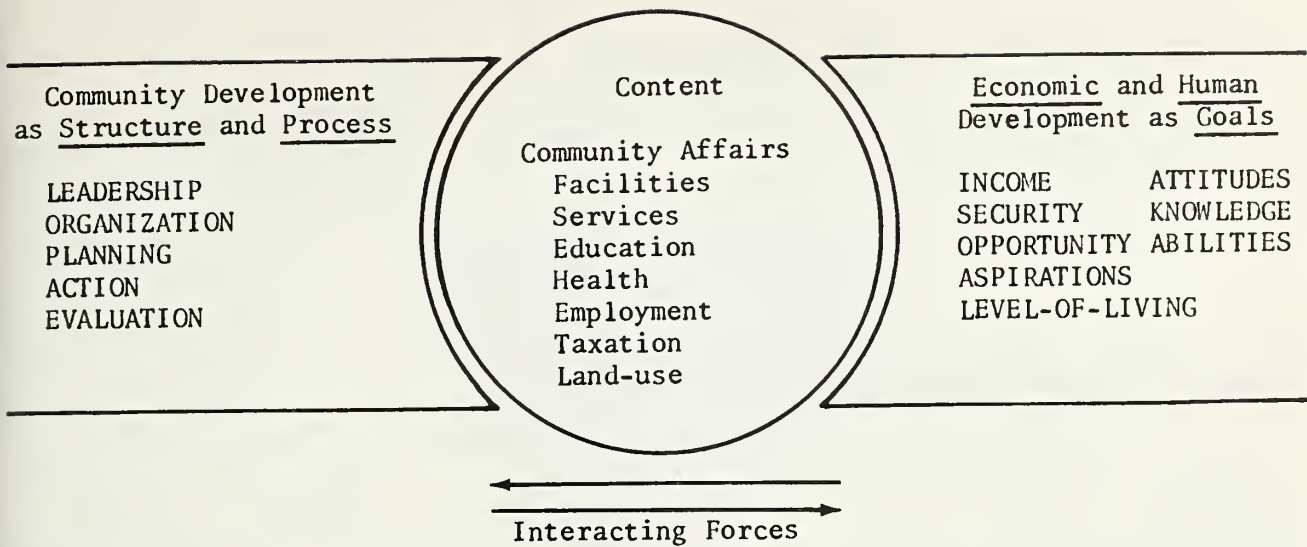
2. *Human resources*, consist of the attitudes, aspirations, health, mental abilities, leadership, skills, knowledge, and other attributes of human beings. Conservation of human resources is largely irrelevant, but adjustment is a crucial concern.

3. *Man-made institutional, technological, and cultural resources* consist of facilities, services, and programs of all kinds. These include such things as schools, training programs, health centers, recreation centers, civic organizations, churches, government and public agencies, utilities, transportation, housing, and development committees. These man-made resources can be developed, or adjusted in relation to people and other resources.

Thus, *resource development* is a blanket term which covers development of all types of resources in any or all of their diverse manifestations. It is far more than some particular type of arbitrary, administratively defined, structure and process. Numerous agencies are engaged in various programs of resource development, ranging from work with individuals on farms or in homes to community action on a regional basis by various kinds of organizations.

Human resource development is concerned with bringing about an increase in or growth of human resources as previously defined—in the aspirations, attitudes, mental abilities, knowledge, skill, health, and leadership among the people. It is more than merely numbers of people and increases in population.

Every community also has an economic base of resources and employment from which comes the production of goods and services. Thus, *economic development* may be thought of simply as broadening of this base; that is, increases in the amounts and uses of given resources leading to changes in employment and production, and ultimately more income. It hinges greatly on technology and innovation, and also involves primarily the use of resources.



Development of resources must necessarily be thought of as an inter-related matter. Certainly to develop human resources we must have greater investments of money, energy, and technology to provide better schools, more training programs, more health centers, and other man-made resources that contribute to the development of people. To increase such investments is a major challenge before the national community, and each State and local community, today.

Community resource development is a central concern in Extension today. It best defines what is variously called Rural Areas Development and similar names of programs. Community resource development in simple terms means working through community group action on resource development matters which are subject to the decision of the community—matters to which the community has access and the power to take action.

It does not necessarily refer to things done by individual persons, families or special interest groups for themselves on matters of their own control and decision. In many communities may be found good farming, nice homes, or prosperous industries, for examples. These may be important parts of total resource development or contribute greatly to economic development or human development,

but they are not by themselves community resource development, because this basically consists of group action by or in behalf of total communities on matters of community decision.

This would include many of the activities of county and area resource development committees of recent years, which have worked on improving community facilities, establishing employment training programs, and enacting land use planning and zoning policies through public affairs education.

Community resource development embodies several interrelated and often-used concepts. *Community development* itself is the basic process. This is growth in the unity of which communities are made of and in the functioning of the community as an acting group. *Community organization* is the formation of structure to bring about the needed coordination and community action for specific purposes. The emphasis is on content or goals. The community is organized for something—for a recreation project, a cleanup campaign, a farm or home educational project. It represents unification of efforts for one or many goals, which is much to be desired over too much fragmentation of programs and projects.

Community improvement, on the other hand, has as its basis the im-

provement of the attributes of the community. These are physical things that can be observed or measured, such as facilities, activities, and environmental changes. The less tangible attributes of community, such as attitudes, leadership, and effectiveness of group action, are often overlooked or underemphasized, even though they can be inferred from the behavior displayed by the community. Actually these behaviors are the process, the community development part, of community improvement.

The diagram above illustrates what we have been saying. In it, goals, methods, and content of programs are seen functioning as interacting forces, like an electrical armature rotating between brushes.

Development programs are going to have to be designed and undertaken with increasing professionalism as they grow in the expanding extension education of the future. There is no other basis for sound motivation and assistance to staff and leaders. Government programs come and go; their names and structures change. But basic goals of economic and human development are ever present, and community development continues as a basic social action process to be forever employed. It is more than the name of a "program." □

From The Administrator's Desk

The Necessity for a Balanced Program

We are all acquainted with the concept of nature. It is not something static. It is usually changing. As some forces are disrupting plant and animal relationships, other forces work to establish new relationships that offer promise of stability.

While the analogy isn't real close, my experience as a marketing specialist convinced me that there is a relationship between production systems and marketing systems something like the balance of nature. Where farm production is on large specialized farms a long distance from market, we have marketing systems in balance with this system of production. They generally developed together, and change together. Small general farms are served by radically different marketing systems. The farmer's market that once was so common in our cities depends for its existence on a special type of producer, and that producer is dependent on that type of market. While in the same area other producers with different farming systems may be similarly linked to other marketing systems.

I concluded long ago that one does not radically change marketing systems without simultaneous changes in production systems. And the reverse is equally true. So Extension programs concerned with changes in production or marketing systems must be working also for coordinated and balanced changes in the other—if they are to succeed.

We can see similar relationships in many fields. Here is one that I strongly believe in; and believe is important to us and our programs.

Economic development occurs when people and groups see business opportunities, invest money in businesses, establish new ones or expand old. The community environment and the skills and attitudes of local people affect their willingness to act.

The willingness of people to improve their communities—better their schools, provide new health services, develop recreational and cultural facilities—is much affected by the vitality and growth of the local economy.

The attitudes of people, their interest in developing their skills and abilities, are also affected by the community environment, the economic opportunity, the availability of jobs.

So it seems to me there is a sort of dynamic balance among these three—economic development, community development, human development. A stagnant community fosters balanced stagnation. A dynamic community produces a system of dynamic forces.

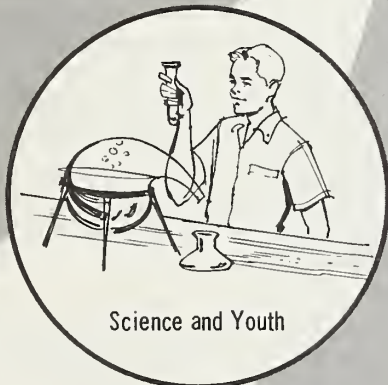
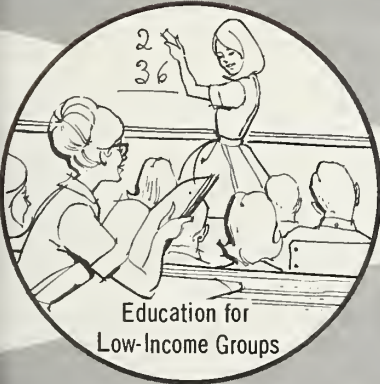
As with production and marketing systems, people are likely to have disappointment and frustration if they work for economic development of their area and neglect community and human phases of development.

Extension programs in which we help people work on these kinds of development must be built in recognition of this balance. We need balanced programs through which we seek to help people in balanced development. And maybe our work can be real important in helping people discover the ways these and other pieces fit together, and work at them together.

EXTENSION SERVICE

REVIEW

U S DEPARTMENT OF AGRICULTURE * APRIL 1966



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
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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

There's No Best Way!

In certain parts of the United States there's a saying that goes like this: "There's more than one way to skin a cat." This saying has a certain application to Extension work—namely, there is no best way to do it.

It is not news that to achieve the same goal requires one approach with one audience and an entirely different approach with another. It is also true that successful methods in one part of the country many times are successful in another part. Two articles in this issue illustrate still another fact—methods that proved effective in the early years of Extension are still effective with specific audiences. The articles are *Low-Income Homemakers Respond* and *A New Home for Christmas*.

The basic purpose of the Extension Service Review is to reflect alternative methods that prove successful in Extension programs—to provide a forum for exchange of ideas—and to give Extension workers everywhere the opportunity to share experiences.

It is our intention that the Extension Service Review shall continue to be a source of new and different ideas—a source of inspiration—and a source of alternatives to meet specific educational challenges through Cooperative Extension Service programs. —WJW

Extension workers of 21 counties in six States are exploring ways to extend the 4-H program to more boys and girls without increasing the number of professional staff members. Goals for increased enrollment vary by counties. Some are attempting to double or triple participation.

Preliminary findings will be known sometime after July 1, 1966. Total effects, however, will not be known until 1967, 1968, and some even later. Even at this early date, however, some interesting factors are appearing.

Why Operation Expansion?

4-H alumni, parents, business and community leaders frequently testify to the contributions of the program to helping boys and girls "grow-up". The most frequently mentioned areas in which 4-H training has helped are decision-making, career selection, leadership and community service experience, provided experience in public speaking, and provided specific knowledge related to real-life activities.

If these values are important and are to continue to have impact on our national heritage, economy, and social structure, the factors listed above must be integral parts of the total 4-H educational program.

Our whole society is geared for speed. Farmers, corporations, and government all are trying to produce more, sell more, and do more with less labor and less cost. Everyone aims to produce a better product for more people at lower prices. What about the 4-H educational program?

There are nearly 2.5 million boys and girls in the United States enrolled in 4-H. Enrollment has been about the same for 10 years. In fact, major program revisions in some States resulted in a slight decline in total membership.

This membership plateau occurs at a time when numbers of potential members increased from 32 million



Cooperative Extension Service workers in Maryland set the gears in motion for operation expansion.

4-H designs for the future

Operation Expansion

by
V. Joseph McAuliffe*

in 1960 to about 37.5 million in 1965. We might argue about shifts in population from rural to rural non-farm or suburban areas having influenced 4-H enrollment. Even so, few counties or States are reaching as large a percentage of any residential group as we have the "know-how" to reach.

Another argument often raised is a "small high quality program versus a large program with no substance." This position, too, seems more defensive than helpful.

One must be able to demonstrate that the small exclusive program is in fact "high quality" and then explain why this "small high quality"

program doesn't attract more youth, more leaders, and more community support and thus become a "large high quality" program.

We need to discuss this with facts rather than simply using cliches to stifle discussion. Following are some of the facts pertinent to the discussion.

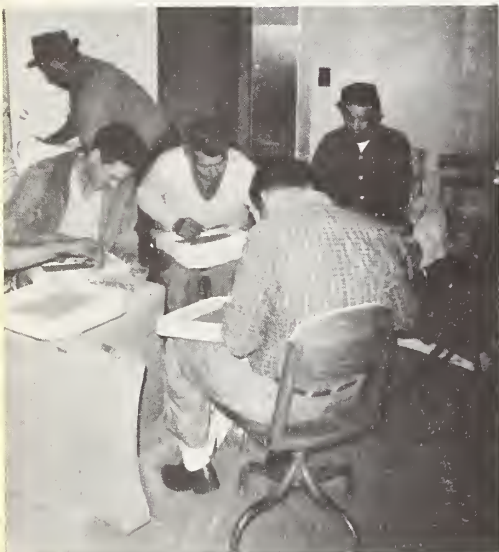
A national study shows about 4,030 man-years of Extension workers' time were devoted to Extension youth programs in 1964. (The man-year, 240 days, was developed to provide a basis for measurement that would overcome the wide variety of staffing and organizational patterns used in

Continued Pg. 14

*Federal Extension Service



This new house is typical of those made available to 32 Indian families at Vineland, Minn. The houses were provided through a federal housing program under the direction of the Bureau of Indian Affairs.



The men repair and refinish furniture for the new homes.

Mary Jean Stobb, Mille Lacs County Extension home economist, right, gives lesson on waxing floors.



A New Home for Christmas . . .

called for an intensive educational program for 32 Minnesota Indian families to help them learn to care for and adapt to their new environment.

By
Leona Nelson*

Happiness was a new home to 32 Indian families at Vineland, Minn., in the fall of 1964. The homes were made possible by a federal housing program under the direction of the Bureau of Indian Affairs.

Mary Jean Stobb, Mille Lacs County Extension home economist, worked with the BIA, county welfare personnel, the county health nurse, and Indian school faculty as she helped the families adjust to their new environment. She also trained lay

**Extension Information Specialist,
University of Minnesota*

leaders, part of whom later became paid sub-professional aides.

Funds from another source did not come through at the same time, so there was no water available in the homes when the families moved in. They continued to get their water at the community wells. This situation created problems in caring for the homes.

The homes varied according to the size of the family. Included in each was a re-conditioned refrigerator, a new combination gas-wood burning range, hot water heater, and a cir-

culating oil heater. There were cupboards, work counters, and a double sink in the kitchen.

The bathroom contained a stool, lavatory, and a shower-tub combination. The floors were covered with linoleum blocks, and the walls and woodwork were painted. Movable closet partitions divided up the bedroom space.

Mrs. Harold Lemke, a teacher at the Vineland Elementary School (Indian) organized an Indian women's Mother's Club called Nah-Yah-Shing, meaning "The Point", in February, 1963. Vineland is located on a point of land in Mille Lacs.

Most club meeting programs were devoted to topics of general interest, but often speakers were brought in to discuss subjects of special interest. For example, Mrs. Stobb discussed electrical safety and demonstrated the proper care and use of electrical equipment at one of the early meetings.

She directed particular attention to the pieces of equipment which would be in their new homes. Following the club meetings, Mrs. Stobb became acquainted as she made many home visits.

One activity of the Mother's Club—repairing and refinishing furniture for the new homes—provided interest for the fathers and sons.

The BIA brought in tables, davenports, chairs, and dressers from a de-activated military base. Some items needed only a coat of paint, while many of the kitchen chairs needed new seats and backs.

Vinyl for chair covering was donated to Father Weger of the Little Flower Mission of the Vineland community. Drapery material was made available to the women, and they were helped to make curtains for the windows.

The Mother's Club met weekly in the school gymnasium most of the summer of 1964. When it came time to move into the new homes, the people who had worked on the furni-



Mrs. Stobb and Joanne Weyaus make good use of lamp Joanne's mother made in the Make-a-Lamp Workshop.

ture decided to divide it up according to each family's need, not necessarily according to the amount of work each had done.

Mrs. Stobb worked with leaders from the Mother's Club in a series of leader-training meetings. The leaders were selected by Mrs. Lemke, a social worker with the BIA, and the Indian women. Training sessions were usually held in the "demonstration house" but sometimes in the leaders' homes.

After the training sessions, each leader visited four or five homes where she discussed and demonstrated the particular skill she had learned for other homemakers.

Topics discussed and demonstrated included: cleaning and waxing linoleum floors; care of walls, windows, refrigerators, oil heaters, wood-gas ranges, wood finishes, and porcelain surfaces; rubbish disposal; storage; and selection of color before painting a project.

One of the most satisfactory meetings was a Make-a-Lamp Workshop. The women actually made a lamp and took it home to use.

Several State Extension specialists assisted Mrs. Stobb. These included a district supervisor for counsel, home economists, and an information specialist who devoted half-time to the project.

Since June 1965, the community action program has provided a home economist, Miss Diane Murphy, to work in the Vineland Community. She has four aides in the home improvement program. Three of these paid aides were former volunteer leaders with Mrs. Stobb.

Mrs. Stobb continues to work closely with Miss Murphy, and many times demonstrates material at large meetings, and at other times, has special training sessions for the aides. Recent lessons included meetings on use of bulgur, how to make bread, clothes for children, and uses of dry milk.

And, what for happiness in 1965 for the 32 Indian families who moved into new homes in the fall of 1964? Happiness for many was being able to turn the faucet and get running water in their homes, for the first time in their lives. □

Low-Income Homemakers Respond

... to traditional extension teaching methods

By
Evelyn P. Quesenberry*

A half century ago, Cooperative Extension had a successful beginning as county Extension agents met the needs of farmers and homemakers with a "grass-roots" approach.

In three counties in northwestern Indiana, Extension home economists continue to have success with the "grass-roots approach," as they work with disadvantaged Whites, Negroes, and Spanish American migrant workers. The results of their efforts emphasize the effectiveness of this approach to programs under the Economic Opportunity Act.

Programs for low-income homemakers are being conducted and continue to grow under the leadership of Mrs. Minerva Partin in Lake County; Mrs. Esther Singer, in St. Joseph County; and Miss Janith Masteryanni, in LaPorte County.

The agents attribute success of the programs to the personal touch—that of meeting homemakers where they are and providing information to fit their needs.

A current concern in Extension home economics programs is helping families in need—to help them to be as happy as possible with their family members and to improve their living conditions.

Janith Masteryanni, LaPorte County Extension home economist, demonstrates the sewing machine to two class members. Mrs. John Kenigan, who helped organize the sewing series, looks on.

*Assistant in 4-H Club Work, Purdue University (on leave)

The broad objectives of low-income programs in these Indiana counties are to help people make better use of their resources for family living and to improve their income situation. Clothing, cooking, and basic housekeeping skills provide the bases for these programs.

Food Preparation

Mother can prepare tasty meals for her family quite well when the father is working and has a steady paycheck.

But what about the many homes where there is no father, or where the money just "doesn't go round?" It takes more planning and determination to stretch the food budget and prepare attractive and appetizing dishes from ingredients which consist mostly of government surplus foods.

Surplus foods available to families in need are usually: flour, cornmeal, powdered milk, peanut butter, chopped meat, butter, lard, beans, rice, dried eggs, rolled oats or wheat, and cheese. Families who receive these foods are glad to get them, but meals can be drab and tasteless unless mother

knows how to add variety with different kinds of recipes.

In her cooking schools, Mrs. Singer teaches homemakers some "tricks" to make surplus-food meals more attractive and delicious.

Some of her tricks include the proper seasoning of powdered eggs to eliminate their "eggy" taste and the addition of a flavor stimulant, such as chocolate, when mixing powdered milk. In some cases mothers didn't know how to beat powdered milk into warm water, so their children simply ate it dry.

A typical breakfast prepared and demonstrated by Mrs. Singer includes: hot chocolate, oatmeal, baked scrambled eggs with meat cubes, and slices of homemade bread with butter. Nearly all ingredients were surplus foods.

Other tasty dishes prepared from surplus foods were bean soup, cornmeal muffins, refrigerator rolls, rice and cheese dishes, peanut butter cookies, and baked custard.

Mrs. Partin has done similar work with low-income homemakers in her



county on the use of surplus foods. Both she and Mrs. Singer stress the importance of using equipment which these homemakers are likely to have in their homes.

Women who did not have pans in which to bake rolls, were shown how to improvise with peanut butter tins (which resemble coffee cans).

One homemaker came back to a following meeting with rolls which she had baked in the tin, to show to others in the group. She was proud of her accomplishment. Her pride is an example of increased self-respect—an important benefit—which homemakers gain from participation in these programs.

Basic Housekeeping Skills

Housekeeping is routine and relatively easy with modern appliances to help get the job done. However, it is a different story with homemakers who lack not only the knowledge or correct procedure, but who do not have proper equipment or money to buy it.

In Lake County, under the guidance of Mrs. Partin, women—who need to count pennies—are helped with basic housekeeping skills. Some of the topics covered are: simple directions for keeping a house clean, making of beds, storing of cleaning supplies (out of reach of children), tools for cleaning, how to keep down household pests, and work schedules for getting housework completed.

Clothing Skills and Personal Development

Basic sewing courses for low-income homemakers also have been successful in these three counties. Homemakers learn how to make clothing for family members and receive experience in social and civic activities.

After a get-acquainted session in LaPorte County, Miss Masteryanni starts the basic sewing course with instructions for making sewing boxes. In order to utilize equipment found in the homes, sewing boxes are made from oatmeal boxes.

From there the group moves into simple construction techniques and progresses until each homemaker has a garment to model on "graduation night". Similar procedures are followed in Lake and St. Joseph Counties.

Social skills including: refreshments at each meeting, serving as hostess, behavior at a social affair, and participation by family members at the graduation session, are important experiences for the homemakers. For some of them it includes many firsts—the first time to take part in an organized adult session, first time to make a garment, and quite often, the first time to appear before a group.

Recognition for Homemakers

In all three counties a graduation ceremony at the end of the course is a highlight for the homemakers. Graduation day in sewing is often held close to a special day, such as Easter or Valentine's Day, to make it a very special occasion.

In addition to special programs for "graduation", homemakers are proud to receive certificates of recognition for completion of a program or course.

In presenting certificates to one of her groups, Miss Sara Naragon, formerly assistant county Extension agent in St. Joseph County and now on leave, commended her class for the following: S—skill, E—energy, W—willingness, I—initiative, N—need, G—good job well done and graduation.

Mrs. Partin encourages each homemaker to teach one thing she has learned to five other women. Statistics, to date, show that class members have shared their knowledge with 1,450 others. Sharing with others provides satisfaction and recognition to the one who shares.

Cooperating Agencies

County Extension agents attribute much of their success with low income programs to cooperation of many individuals and agencies.



Mrs. Oscar Bromley, LaPorte County Home Demonstration Club president, presents a completion certificate to Ruth Johnson. Mrs. Johnson and her twins are wearing garments made in the sewing class.

Cooperating agencies in Lake County include the Gary Housing Authority, Lake County Department of Public Welfare, Goodwill Industries, Township Trustees, Neighborhood Houses, Hammond Housing Authority, and Hammond Community Council.

Continued Pg. 15



FACTS AND PUBLIC ISSUES . . .

the core of extension programs
and public affairs education

by
John O. Dunbar
And
Doyle Spurlock*

Knowledge gained from Extension educational programs in public affairs has provided many people with a broader base for making intelligent decisions on farm, programs, school reorganization, zoning, sewage disposal, price and production adjustment, taxation, water supply, and other public problems.

Throughout the country, such education programs are gaining support from leading citizens, legislators, and administrators. They will likely grow even more in the future and require proportionately more time.

Our experience in public affairs Extension education programs has taught us much—and we have much yet to learn. As we expand the program, it is important that we ask ourselves “Just what is public affairs?”

Public affairs are issues that affect people generally. They are something that all the people have a right to know about, and a majority of all people, or a majority of their elected representatives, must agree on before public officials can take action.

Public affairs include all manner of issues. Nationally they include such things as farm price policy and programs, foreign trade and aid policies, and monetary policy. At the State level, they include the tax system, highway construction, welfare, and education. At the county or community level, they involve school systems, downtown renewal, and zoning.

Issues—the Heart of Public Affairs

Almost every public issue is embroiled in controversy from the minute an undesirable situation begins to develop until a deciding vote is

finally taken. Reason—people’s interests vary and they have different values. As long as interests and values differ, two people with exactly the same facts and understanding may arrive at violently opposite positions.

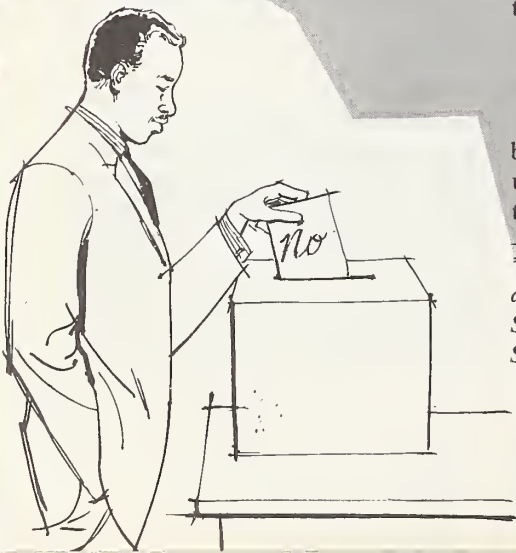
Each public issue boils down to two things—a specific goal to be achieved, and the alternative ways to achieve it.

Each public issue is discussed until it is narrowed to some specific goal that is clearly identifiable to many people. Examples of such specific goals include: preventing inflation, providing library service for people in rural areas, and so on. Without a specific goal, you have no basis for choosing alternative courses of action.

A moment’s reflection tells why this is necessary. It is impossible to figure out the best method of travel if you are just going to “take a trip”. Once you know exactly where you’re going, you know the alternative means of travel that are feasible and can make a selection.

Each public issue is settled in the public decision-making arena, at the national, State, or local level. National farm policy issues are worked out in the complex arena of national pressure groups and politics.

*Dunbar, *Extension economist, Purdue University, and Spurlock, Public Affairs Specialist, FES.*



At the other extreme, what should be done to provide sidewalks so children won't have to walk on dangerous streets in Smalltown, USA, will be resolved by citizens of that town.

Education and Public Affairs

We cannot wait for wisdom in the next generation. We need to develop well-informed citizens who can make intelligent decisions on problems confronting the nation today.

One of the basic American traditions is that the individual citizen will use his native ability and acquired competence in conducting public affairs as well as manage his own private affairs. The objective of public affairs education is to develop in individuals the understanding needed to make decisions on public issues.

Each person who becomes concerned with any public problem must eventually make up his own mind concerning what ought to be done and the best way to do it. He does this on the basis of facts, what he thinks are facts, and his values.

It takes a great deal of knowledge in our modern, complex society to make adjustments in the policies and institutions so they will serve people more adequately. They must be adjusted rapidly if we are to fully enjoy the fruits of society which our modern technology makes possible.

The Extension Function

The Scope Report of the Federal Extension Service states, "it should be crystal clear that the Extension function is not policy determination. Rather, its function is to equip better the people it serves, through educational processes, to analyze issues in which they are involved on the basis of all available facts. It is the prerogative of the people themselves, individually or collectively, to make their own decisions on policy issues and express them as they see fit."

No one really expects the Extension worker to tell him what the answer to a problem should be. However, individual leaders and the public

in general demand technical information and competent analysis relevant to the complex problems on which they must make decisions.

Providing this information requires a research and education task in excess of the time and training of most laymen. Extension workers have been charged with this responsibility.

Differences in human values, personal interest conflicts, and what people think are facts play an important role in public decision making. If an agent or specialist recommends any particular solution to a problem, he tends to alienate one group or the other.

The Problems-Alternatives-Consequences Approach

There is a more effective method of presenting educational materials to individuals concerned than mere presentation of facts.

It is to put the materials into a decision-making framework which realistically represents the issue being considered. This framework consists of the problem, alternative methods, and consequences. It involves:

1. Getting agreement on the problem. Unless the audience can agree that a problem exists—it is useless to talk about alternative solutions.

2. State the issue clearly in terms of goals and alternative methods. Presentation of alternatives involves explanation of how each alternative will work in achieving the goal.

3. Analyze likely consequences of each alternative method. Important facts include: How will the alternative affect me? What will it cost? What will be the benefits? Who will get the benefits? Who will pay the costs? How will it affect freedom of the individual, progress, security, and justice?

Leave appraisal to the audience. If the audience learns something from the analysis, it will probably act differently. This takes a certain amount of faith that people will make the "right" decision at this point.

What Issues We Choose

Education can be done more effectively when people are in a thoughtful mood than after they have taken a position. This makes timing an important key to selecting an issue.

The best timing appears to be when the issue is at the controversial state—but not yet to the "white heat" stage, when as one old-timer expressed it, "the troops are in the trenches and the guns are pointed." To select the issue effectively, the educator must be tuned in to current concerns of the people.

Our other alternative is to pick a subject we think people should be interested in. Consequences of this are well known to any Extension agent who has ever set up a meeting to which only two or three people came.

Organizing an Educational Program

Effective education programs are geared to background of audiences. Extension audiences are voluntary and participate because of their desire to learn more about things of concern to them. The learning must be a satisfying experience or they stop participating.

Continued Pg. 15



*Campers
learn
about
the
human
anatomy.*

Science Attracts Youth

*By
Joseph L. Fasching
State Extension Editor—News
West Virginia University
Appalachian Center*

For too long, West Virginia has been trying to "shuck" its image as a backward State.

This year, the West Virginia University Appalachian Center launched a program designed to help dispel the stigma that smarts the ego of every progressive West Virginian.

The program involves children, and it emphasizes science. It's a unique combination of camping and scientific study for 12 to 15-year-olds. Over 600 West Virginia grade school boys and girls attended one of the eight week-long County Science Camps held throughout the State this past summer.

The Science Camp Program was expanded after two remarkably successful pilot camps were held in the summer of 1964. They were de-

signed to create in students an awareness of the opportunities which are available to them through science, to stimulate a desire for learning, and provide motivation for staying in school.

Sixth, seventh, and eighth graders were picked for the camping experience by a screening board upon the recommendations of their school principals and teachers. The eight camps were chronologically spaced over the summer so that, for the most part, one team of instructors was able to teach in each camp.

The instructor's purpose was not to jam a complete science course in one week, but merely to whet appetites for knowledge and sharpen curiosities.

Class periods 1½ hours long were held each day in biology, human

anatomy, leaves and trees, energy and computers, and (for what may be a precedent for grade schoolers, an introduction in the behavioral science of psychology).

Five instructors were selected on the basis of competency, enthusiasm for working with students, and for their ability to stimulate interest. They included high school teachers, graduate students, and instructors from West Virginia University and other State Colleges.

Each had complete freedom to develop subject matter and to set the learning pace. Each worked informally with groups of no more than 10 to 15 students at one time, thus creating more intimate teaching-learning relationships.

The camps were supervised and directed by Cooperative Extension

Service workers in respective areas. They were held in County 4-H Camps and maintained just a touch of the 4-H flavor.

In addition to regular class sessions, extra curricular programs were held by special outside agencies in science-oriented areas. For example, in a number of camps the Monongahela Power Company, the Chesapeake and Potomac Telephone Company, and the Soil Conservation Service put on special assembly programs relating to light, communication, and soil, respectively. For many campers, a tour of the West Virginia University Campus was a part of their program.

Camp directors noted that they were not the attention-starved students who needed to be coddled or disciplined.

Some chose special projects with permission to experiment with them. One group often stayed up till past midnight to study galaxies in an astronomy project.

Each evening a supervised recreation program was conducted around a campfire by a full-time recreation director.

So far as is known, the County Science Camp is the first informal learning-camping situation of its kind. It is a "take-off" from the National Youth Science Camp which is conducted yearly at Camp Pocahontas in West Virginia, also sponsored by the WVU Appalachian Center.

NYSC was started in 1963 by the West Virginia Centennial Commission as one of the special activities held in observance of the West Virginia's 100th anniversary.

The County Science Camp program is now an annual project of the Appalachian Center. According to Dr. Ernest J. Nesius, vice president for the WVU Appalachian Center and director of the Cooperative Extension Service, the Appalachian Center's goal is to make County Science Camps available for interested grade school children in every county of the State. □



Science campers are briefed on WVU's laboratory equipment.

Argyle W. Yost, in a class in computers and energy, unveils the mysteries of the slide rule.





Production tested bulls such as this are typical of the ones being used in the Ross Ranch beef improvement program.

Selection Reverses Weaning Weight Trends

By
Floyd W. Howell*

It costs as much to raise poor cattle as it does good ones. So why not be choosy and make more money?

A cow and heifer selection program plus production tested bulls and a good set of records can net commercial cattlemen more in pocket profit.

This is what Warren Ross, of Ross Ranch, Chinook, Mont., has proven. It all started a few years back when Ross decided his cattle were losing size, particularly in weaning weight of calves.

In October 1955, N. A. Jacobsen, Extension livestock specialist, Montana State University, Bozeman, and Blaine County Extension Agent Herb DeVries, conducted a cow and heifer selection demonstration on the Ross Ranch. This was to set the pattern for females Ross would use with production tested bulls. Sixty-five ranchers viewed the demonstration.

Ross hoped the cow and heifer selection and production tested bulls would improve the uniformity of

calves and provide information for herd improvement. This is exactly what happened.

The first measurable evidence of improvement appeared in 1957 when Jacobsen and DeVries assisted Ross in selecting a carload of choice feeder calves to be sent to a feeder in Iowa.

Out of 66 cows with steer calves, 54 choice calves weighing an average of 435 pounds were selected for the load in Chinook. According to Ross, the calves averaged 30 pounds more than in previous years.

A dull market and plenty of feed on the ranch caused Ross to feed 44 of his steers in 1958. He collected carcass data for further information that he could apply to his breeding program from this group.

Ross works continually with the North Montana Branch Station at Havre, as one of several cooperators seeking information for herd improvement.

He sent a random selected group of steer calves to the North Montana Branch Station for feeding along with

**Formerly Extension Information Specialist, Montana State University, Bozeman.*

Tom Ross, Herb DeVries, and Warren Ross (from left to right) discuss entries in the records that have helped improve the Ross cattle.



calves from other ranchers in 1958-59. Ross' calves ranked at the top of all rancher-owned calves and very close to the experiment station-bred calves. For the next five years, each rancher cooperating in this study used an Experiment Station line-bred bull for comparison with his own sires.

Steer calf progeny from these breeding programs also were sent to the North Montana Branch station for feeding and still the Ross calves ranked well up in the competition.

In the last six years, average gains of Ross calves have increased from

1½ to 1¾ pounds per day while on the cow. His goal is two pounds gain per day.

Each of the 300 cows in the Ross herd is individually numbered for record keeping purposes. He subscribes to an electronic accounting system to assist in keeping current records on the cow herd. This system provides the mass of production information needed in management decisions.

The Ross Ranch was homesteaded in 1887 by Warren Ross' grandfather,

Alexander Ross. He operated the ranch until 1925 when Tom Ross, Warren's father, took over. Tom Ross is past president of the Montana Stockgrower's Association and is currently chairman of the Board of Directors of the Spokane district of the Farm Credit Association. Warren Ross started managing the ranch in 1952.

The Ross cattle wear the brand "87" on the right rib, which indicates the year the ranch was recorded, 1887. □

BCI—Champion in Beef Industry

Beef cattle improvement programs (performance testing) were designed and tested by Extension workers during the decade following World War II. They are based on research findings that date back to the early 1930's.

These programs are designed to help beef cattle producers select and recognize breeding stock that will improve the overall efficiency of production and the market value of their animals.

BCI programs emphasize the selection of breeding stock on the basis of records that indicate: absence of inherited defects, prolificacy, nursing ability, rapid growth, efficiency of feed utilization, superior carcass value, soundness, style, and balance of conformation.

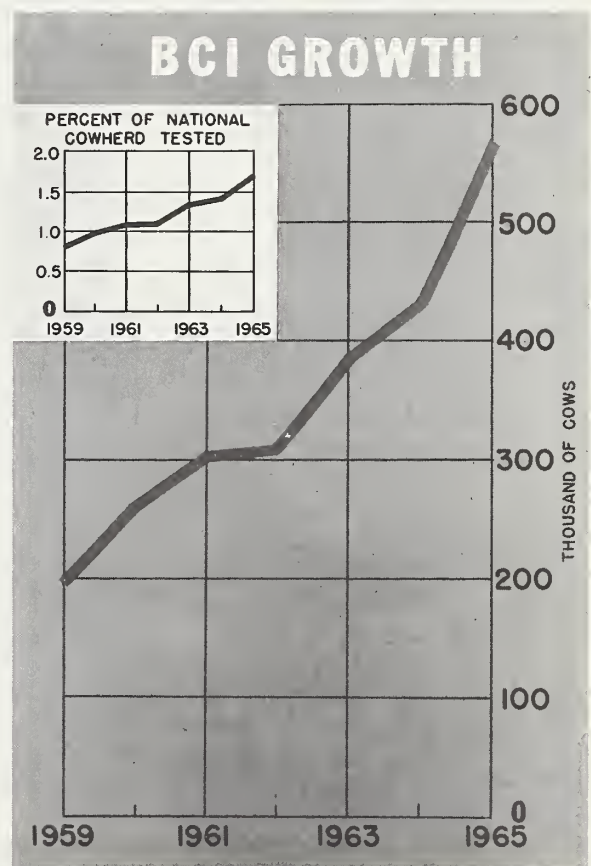
The BCI demonstrational efforts of Extension have gained acceptance rapidly by the beef industry during the past five years (See Fig. 1). Today, practically all of the National Beef Cattle Registry Societies provide a performance record service for their members or arrange for this service to be available through other organizations.

An independent agency estimated recently that approximately 10,000 beef herds are currently enrolled in some type of testing program similar to those initiated by the Extension Service.

In spite of this progress, the number of cooperators is not the measure of progress that is most important to the future of the beef industry or the Extension Service. More important measures of progress are the number of improved practices used by the cooperators and the effect of these practices on the average grade of the cattle in the cooperators' herds. The accompanying story from Montana portrays the impact of BCI programs on an individual ranch operation.

By
Frank H. Baker*

**Coordinator, Animal Science Programs, FES*



Operation Expansion

Continued from Pg. 3

various States.) This is about one-third of all Cooperative Extension resources.

Numbers of 4-H members increased from about 1.5 million to 2.25 million from 1945 through 1964; 4-H clubs increased from 75,000 to nearly 96,000; and the number of adult 4-H leaders from 132,000 to 382,000. Although absolute numbers increased, the ratios of 4-H members per man-year and 4-H clubs per man-year are smaller than 20 or 10 years ago.

Professional staff has increased faster than 4-H clubs or 4-H enrollment. Also we have substantially increased the work with adult leaders.

Application of Best We Know

The average number of adult 4-H leaders per man-year for the U.S. in 1964 was 91. The low State averaged 58 and the high averaged 285. The average number of 4-H members per man-year for the U.S. was 527 with one State having an average of 237 members and another 938. The range in counties is even greater.

What are the ratios in your county? What is the 4-H enrollment in relation to the potential membership? Why do some programs handle so many more members than others? These are questions each Extension worker should consider.

The usual answer is that 4-H is organized as part of the school. But four of the high five States in members per man-year are not the traditional school 4-H club program States. Operation Expansion features an attempt to identify answers to some of these questions.

Key Variables

All demonstration counties are testing the first variable—job/position descriptions. Are county agents clear on their responsibilities? Does each staff member know what he is sup-

posed to do and how he relates to other individuals and groups? Much confusion appears to exist as to really what is the role of each agent and who is responsible for what and to whom.

Some feel that describing a person's position too closely stifles creativity. Others say if some outline isn't given—everyone's job is no one's job. Or you find the entire Extension staff at meetings that hardly require one person attending. Clarification here has already proven useful.

The second variable being studied is training. What help does an agent receive to carry out his responsibilities once they are identified?

Have the knowledge, skills, and attitudes necessary to perform as an Extension agent in the 4-H program been identified, or does the agent jump into the program and "sink or swim"?

What legitimately must be taught "on the job"; what before starting work; what in the long run requiring extended leave from the job; and what as part of a self-learning plan?

It is hoped a few clues can be gleaned as to exact training needs. At least agents' views of training needs and other assistance are being identified.

The third variable relates to supervision. A fine line exists between training and supervision, but nevertheless it is important to determine the proper function of the supervisor. When personnel and program supervision are separate, do all parties agree on what is adequate performance?

If an agent has responsibility to local as well as University representatives, do all use the same or similar criteria to judge the agents' effectiveness? Do all agree on the program goals and methods? Again we seem to be getting a few leads in this area that may help other supervisors and agents.

A fourth variable all counties are engaged in testing is identifying the

roles, opportunities, and responsibilities for volunteer leadership. It was established long ago that 4-H requires a multiplicity of leadership if the program runs at peak efficiency.

Organization leaders, project leaders, activity leaders, junior leaders, one-meeting leaders, committees of various kinds all contribute to program efficiency. These 21 counties are trying new and different ways to recruit, teach, and recognize people for 4-H leadership. If not new to the world at least new and different to the county.

A fifth variable being looked at in at least one county in each of the six States — Maryland, Minnesota, Mississippi, North Carolina, Pennsylvania, and Washington—is the role of the sub-professional. This may be either a paid or unpaid position.

Many tasks do not require the high degree of professional skill possessed by agents and yet are tasks that the local 4-H leader should not be expected to handle. We have had long experience with this role in a few areas. More information is needed to clarify the specific tasks falling here and to find out more about the circumstances under which some reimbursement is necessary and what type of pay is satisfactory.

Many other ideas are being evaluated, including the following: more efficient ways to manage Extension offices and handle records; ingredients of a well-balanced information program; good short-term 4-H projects; and how to get more involvement of parents and community leaders in 4-H programs?

It is expected that the demonstration counties will develop ideas that others can use and that will form the base for some in-depth research. It is also expected that answers to two real basic questions—how broad or how narrow is 4-H, and is 4-H only a 4-H club or can it be a special interest group or even a TV educational experience—will be more neatly defined. □

Public Issues

Continued from Pg. 9

Some characteristic audiences and their attitudes that must be considered in developing a public affairs education program are:

1. Key influentials or thought leaders. These people have already given much thought and study to the problem. They are innovators and because of their knowledge have a great deal to say about final decisions.
2. Interested citizen groups. This is a heterogeneous group with a wide range of knowledge about the issue—from much to almost none. Less time is needed for discussion and more for dispensing information than with thought leaders.
3. The masses. Some information on any issue can be communicated to many people via radio, television, newspapers, and magazines. These media are excellent for creating awareness and dissemination of factual information.

Cooperation Is Essential to Success

Many people work on each public issue. They include other educators, researchers, government agencies, and civic organizations. In a sense, the specialist or agent competes with them. In another sense, he cooperates with them.

In the competitive sense, the public affairs educator is developing pertinent educational materials, organizing audiences, and conducting educational activities. His struggle is to be the leader in developing and delivering educational service.

In the cooperative sense, the public affairs educator can always profit by working with each of these groups. He can train others in the subject matter and methodology of public affairs education. These other people, with training, can conduct effective educational activities.

The very nature of research re-

stricts it to development of pieces of information important in resolving public issues. Extension workers must cooperate with the researcher to know what useful information he is developing and help the researcher keep contact with public problem decision makers.

Keys to Success

1. Be a professional. The policy educator who makes a high quality competent analysis of an issue based on all the facts and follows sound methodology in presenting it need not fear that somebody will "run him into a corner." People on all sides of an issue feel comfortable and welcome to discuss the issue with the educator who develops a reputation of objectivity and fairness.
2. Have an understanding with pressure and special interest groups that you are not performing their function. The function of these groups is to study the issue, take a stand, and try to get their point of view accepted. The public affairs educator must avoid interfering with their role in policy development.
3. Develop your own clientele. Extension can fly its flag under the auspices of non-extension groups only so long as what the group hears does not conflict with its special interest.
4. Specialize on one problem area at a time. Some of the most successful public affairs educators have devoted most of their time over a period of several years to a particular area at the local, State, or national, or international level. When one issue is settled, they move to another.
5. Have faith in people, education, and our democratic form of government. People have good judgment and will make sound decisions if they have pertinent facts and information on which to base them. If they make a wrong decision, our democratic system provides them an opportunity to change it.
6. Be on tap, not on top. The educator who feels that he must make

what he thinks is the best decision, then inform the people is likely to alienate some people with each issue he tackles. Consequently, some of those who may be in greatest need of the knowledge and understanding to make sound decisions may not either come to his office or his meeting. □

Low-Income

Continued from Pg. 7

St. Joseph County cooperators include: Neighborhood Youth Corps, South Bend Civic Planning Association, South Bend Community School Corporation, Poor Relief Agency, Public Housing Recreation Center, and the Welfare Office.

Assisting agencies in LaPorte County include: The Federal Housing Authority, Department of Public Welfare, Parks and Recreation Board, YWCA, YMCA, and Girl Scouts.

Many volunteers have assisted Extension agents in planning and teaching. These include leaders of Home Demonstration clubs, graduate home economists, women from churches, school trustees, and housing authorities.

In order to offer more programs for low-income homemakers in St. Joseph County, a Negro Extension agent in home economics, Mrs. Bessie Woolridge, has been added to the county Extension staff. Mrs. Woolridge has made many personal contacts, and has been instrumental in planning and carrying out additional programs.

A B C's of Successful Programming

The A B C's of successful programming for low-income families in Northwestern Indiana seem to be: active participation, basic skills, and cooperation coupled with methodology that is simple and concrete, something that can be demonstrated, and include something to take home to show or taste. □

From The Administrator's Desk

Our Advisory Committees

Advisory committees have an important place in planning and carrying out Extension programs—particularly in the counties.

From State to State the form and role of these committees vary—but in all cases they perform an important service in providing guidance, vision, wisdom, and judgment.

Have you taken a good look at your advisory committees lately? Do they represent the groups to be served in the programs, the various subgroups—the young, the not so young; the more prosperous, the not so prosperous; the more advanced, the not so advanced?

Do they include others concerned and with a contribution to make—bankers, farm related businessmen, other businessmen, civic and government leaders, and related professionals?

Do they have first-hand knowledge of problems and opportunities? Do they think for themselves—even though their ideas may not always agree with yours?

Are you able to keep busy people as active members—if not, better take a look at how you work with the committee.

As you work with them, do you perform as an educator—bringing them information and conducting activities that broaden their vision and understanding of the problems and opportunities of people in your area in relation to the broader world, in relation to Extension responsibilities?

As you work with them, do you perform in your professional role—defining needs and opportunities, proposing alternative programs and plans—so they can apply their good judgment in giving advice?

Do you seek their ideas and respond positively and objectively?

Or do you have an advisory committee consisting only of old friends, long involved in Extension programs? Do you have a group who always thinks like you do? A group that commonly “uses the rubber stamp?” A group that always wants last year’s program again? A group that thinks only about their immediate problems or the symptoms of them?

An advisory committee can be a powerful force to help the agent maintain the program status quo, to defend the agent in pursuing his interests. It can be a powerful force for a dynamic program, a visionary program, a program keyed to needs of urgency and high priority, a program broadly supporting the development of the community and its economy. An advisory committee can be a constant challenge to the full professional capacity of an Extension worker—and a source of great satisfaction.

What kind of advisory committee do you have? How do you work with it? On the answer to these questions will depend much of the future accomplishment of Extension. □

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MAY 1966



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

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EDITORIAL

The "Lead Mule"

A fading picture in these United States is the three-in-tandem six-mule hitch and the colorful language of the "mule-skinner". Oldtimers familiar with the era recall with nostalgia that the "lead mule" was selected for qualities in addition to the sheer muscular power he could contribute.

Desirable qualities in the "lead mule" included the gentleness, stability, seasoned judgment, and persuasive power that he could bring to bear on other members of the hitch in giving direction to their combined effort.

The role of the "lead mule" is somewhat analogous to that of the educator in today's society. Extension educators are no exception. We share with all others in the profession the responsibility to bring stability and sound direction to the power and movement of many diverse groups. This issue of the Extension Service Review is devoted to the efforts of Extension educators to develop a common direction in educational objectives with business and industry that serve agriculture—that of helping people help themselves. . . . WJW

Complexities within the agri-business world created by the affluence of the American people, specialization in production, specialization in marketing, and mechanization all along the path from the seed to the consumer's table or wardrobe call for the combined competencies and skill of the . . .

Extension-Industry Team

by
C. E. Bell*

It is Saturday morning in suburbia. The supermarket at Main and Maple is a beehive of activity. Parking spaces have long been filled. Inside, the aisles are bustling, packages are rustling and checkout clerks are hustling to keep things moving.

A bewildered young housewife with half filled cart studies the array of steaks on display at the meat counter. Her attention is finally focused on a particularly attractive porterhouse. In her mind she ponders quality and price.

Little does she realize that the neatly trimmed delicacy before her represents the labors and concern of many different people.

The rancher, feeder, grain salesman, market operator, packer, retail meat cutter, and many others made this possible. Each concerned that the steak would find a satisfied customer. Each a vital link in a chain that is as strong as its weakest link.

The scene shifts to rural America. A middle-aged corn grower is in need of a heavier tractor. He critically studies the several models on display in the dealer's lot. This is only the beginning. He must look also to the machinery manufacturer, dealer, re-

**Division Director, Agricultural Science, Technology, and Management, FES.*

pairman, and oil company for accessories and supplies.

These two scenes are typical of many that comprise the complex relationships that make up agri-business. A phenomenon responsible in no small way for the material well-being modern America provides.

So dependent is each segment of the agricultural business on each other that problems involving one segment affect the total industry. Therefore, as professional Extension educators, we cannot adequately serve agriculture, except by involving all groups concerned.

Problems encountered in promoting the meat-type hog are a classic example. Mounting consumer resistance to fat pork following World War II created an urgency for farmers to producer meatier hogs with less fat.

Extension's earliest educational work in this area was confined primarily to growers. The results were disappointing.

Producers were not willing to respond until price incentives for quality were assured; market operators were fearful that their volume would decline if they practiced grading and

their competitor did not; packers expressed willingness to purchase on merit if hogs were available in graded lots; and retailers would not promote meat-type pork until they could be assured of a dependable supply.

Efforts to find a solution were fruitless until all segments of the industry became involved. When the various organizations representing all interests from producer to retailer joined forces with Extension and research people in a unified educational campaign, improved pork quality was on its way.

The Cooperative Extension Service has a key leadership role in bringing farm, commercial, professional, and financial interests together in group action to solve common problems. As Extension workers, we should accept this role with humility in recognition of the broad knowledge and experience represented in the leadership of these groups. □

There's a common thread in

Performance Testing Programs

by
C. O. Schoonover*
and
Frank H. Baker*

Beef producers interest in cattle testing for economic traits has steadily increased since 1951. Research prior to and during this period has developed sound fundamentals for performance testing.

The first organized performance programs were developed at the State level through State Beef Cattle Improvement Associations (BCIA) with the assistance of State Extension staffs and research workers.

In 1955 Performance Registry International (PRI) was organized to serve the same purpose on the international scene as BCIA's. Breed associations developed performance programs to service their respective breeders in the early 1960's.

Varied applications of performance testing grew out of the independent actions of these different groups. All programs accomplish the same goals, have varying degrees of similarity, and are based on the same principals.

However, in many respects there are distinct differences. For example, one is live grading. At one time 20

to 25 different grading systems and/or coding systems for grades were in use. Variation in sex adjustments, weaning weight adjustments, and yearling weight adjustments are other examples where degrees of differences existed.

Within a State and within its BCIA organization these differences were of little consequence. However, problems arose with interstate movement of tested cattle.

As PRI and breed associations moved into the area of performance testing the differences in national programs caused considerable confusion. Beef producers using performance testing procedures soon became confused with this variety of programs. County Extension workers responsible for the educational phases of performance testing programs had to learn about and work with many different programs.

Several state BCIA's in 1963-64 requested the Federal Extension Service to provide leadership in resolving some of the differences between the many programs.

The FES responded by setting up the U.S. Beef Cattle Records Committee. Representatives of the industry, research and Extension workers of several Universities, and U.S.D.A. served on the committee. This group

studied the strengths and weaknesses of existing programs to develop uniformity of measuring and reporting. Organizing the committee and the completion of its work required almost two years.

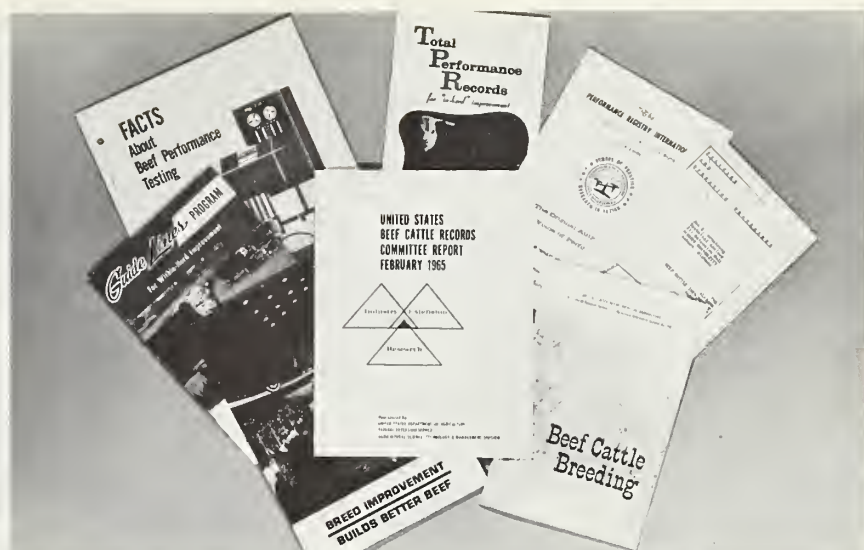
The Report of the United States Beef Cattle Records Committee described its objective as: "The achievement of greater uniformity of measurement procedures and methods of expression of measures of performance traits on beef cattle record of performance programs. It is not the intent of this report to recommend a standard program applicable to all segments of the beef cattle industry; however, uniformity of terminology and method of expression of measures of "key" performance traits is essential to rapid and accurate communication among individuals, organizations, and the basic segments of the beef cattle industry."

Success of the Committee depended on identifying the right people to serve and motivating them. Mobilizing the joint resources of industry organizations, research agencies, and Extension Services was considered essential from the very beginning.

The FES specialist contacted the executive secretaries of all national beef cattle organizations in person or by telephone. He advised them of

*Schoonover, *Extension Livestock Specialist, Wyoming*; Baker formerly, *coordinator of animal science programs, FES*

*Aids
in
building
beef*



the situation and need for group action. Key leaders of the beef cattle research agencies were contacted in a similar manner.

Members of the FES staff and the Extension Section of the American Society of Animal Science, selected Extension specialists to represent the Cooperative Extension Service in the deliberations. They were C. C. Mast, Virginia; W. T. Wharton, Ohio; M. W. Bradley, Missouri; and the authors of this article.

The participants devoted the first meeting to a study of the situation and decided to proceed in developing a plan for attacking the problem.

The Committee employed specific strategy that may be useful to Extension workers in other situations. Overall strategy included the following points:

1. Scheduling meetings at a time and place totally separate from other activities.
2. Developing a functional organization with subcommittees structured to motivate participation by all members.
3. Identifying problems, defining objectives, and establishing priorities of work early.
4. Planning meetings and discussions to provide opportunity for all

members to participate. This committee operated on the basis so that its formal records would include only "its action". This permitted more freedom of discussion in sensitive areas.

5. Established working relationship with the Press to prevent premature release or speculation on the committee's activities and to maximize the opportunity for publicity at the appropriate time.

6. Assigning technical work to subcommittees studying a particular phase of the testing programs. These subcommittees presented their findings to the full committee for consideration and recommendations. When agreement was reached on a phase of work, an appropriate statement was prepared for the overall report. Committee study, preparation, and publication of the report consumed 10 months. Committee meetings were scheduled three to four months apart to permit subcommittee work between meetings.

The technical work of the Committee was essentially complete with the publication of the detailed report in February, 1965. This report met the primary objective the committee had identified for itself. However, committee members recognized the

need for a publication on the "specific details" of carcass evaluation procedures used in performance testing. Members agreed that the American Meat Science Association was the proper organization to prepare and approve such a publication. This request was forwarded to the American Meat Science Association which in turn appointed a committee to prepare the publication.

Committee members, and particularly Extension workers faced the challenge of disseminating the information developed.

The beef cattle press helped materially by printing the report in several magazines. All constituent organizations received the report in their board meetings. Several beef industry organizations used key portions of the report in revised editions of their program bulletins. The FES and animal scientists of several States produced a bulletin entitled "Beef Improvement Handbook" (USDA No. 299).

In December, 1965, each committee member reported on use of the report in his organization. Since objectives of the committee had been achieved, the committee was disbanded subject to recall if new problems or developments raise a need. □



Extension specialists present demonstrations at field day co-sponsored by machinery dealers.

Selling Progress in Pennsylvania

by
John T. Smith*
and
Burton S. Horne*

"We are selling progress and you are selling progress." These words were

**Smith, York County Extension Agent, Horne, Extension engineer, Pennsylvania*

spoken by a farm equipment manufacturer's representative and directed to the Extension agricultural engineering specialist at the close of a field day planning meeting.

This meeting, was organized and conducted by the Agricultural Extension Service to plan a major Statewide field day. Representatives of chemical, seed, and machinery industries

contributed to field day plans and accepted many responsibilities of running the events.

These few spoken words put into context a basic reason for the cooperative efforts between Extension and industry. Extension's goals are similar, and how better could they be defined? "We are selling progress and you are selling progress."

Some agri-educators may object to the word "selling" to describe a means of advancing an educational effort, but in reality that is what Extension workers are doing.

Extension specialists use statewide field days as the framework for establishment and public exposure of their individual subject matter demonstrations. Field days are valuable Extension teaching tools. They must have an educational objective and be a cooperative effort. This cooperative effort is provided by the farm equipment manufacturers and other related agricultural industries.

The common identity of the State's farm machinery industry is the Pennsylvania Farm Equipment Manufacturers Association. Its members include representatives of machinery manufacturers, tire manufacturers, power companies, short-line distributors, credit organizations, and representatives of mass communication media. The Extension agricultural engineering specialist in power and machinery is an honorary member of the association.

Association members are active planners and participants in major field events. The financial expenses of conducting a major field event are paid by the income received from the purchase of exhibit or demonstration space by the individual companies.

Mr. W. H. Linde, President of the Association states, "many programs are examples of joint efforts on the part of the Extension specialists and regional branches and sales managers of farm machinery companies. Each has served to inform the farmer on the latest developments in machinery, methods and trends.

As a very active part of this, the close cooperation of the Extension specialist with the Pennsylvania Farm Equipment Manufacturers Association has made field events outstanding examples of how industry and government can unite for the benefit of the agricultural public."

The Extension program on reduced tillage and new methods of corn planting provides an example of a cooperative effort. Extension's goals in this program were to pool as much information as possible on newer methods and then demonstrate them to the agricultural community.

Many letters from the Extension agricultural engineering office to industry researchers concerned with newer corn planting techniques was the initial phase of this program. Personal visits between representatives of Extension and the product research or product planning divisions of manufacturers provided the mechanism for pooling of information.

This pool of information provided the base for the demonstration phases of the program.

A company branch manager arranged for a corn planter, specifically designed for wheel track and minimum tillage operations, was obtained from his company. It was consigned to the Agricultural Engineering Department of the University at no cost. Extension agricultural engineers used it to demonstrate plot establishment.

County Extension agents arranged with farmer-cooperators to establish plots on their farms. Plot size ranged from one to three acres per farm. Agents conducted Extension meetings at these sites during planting and at harvest time.

An Extension agronomist served on the demonstration plot establishment team. He prescribed fertilization rates and methods of application, weed control, and hybrid variety selection, obtained donations of various chemicals and seeds for certain plot layouts from farm related industries. He also assisted where possible in establishing plots in such a manner

that data obtained could be statistically analyzed.

Extension provided the transportation for the planter and planted the plots. The branch manager made all arrangements through his company's local *machinery dealer outlets* for tractors and tillage tools needed for plot establishment. In the first year of the program, this cooperation resulted in the establishment of nine demonstrations in five counties. Extension agents conducted five educational meetings at certain sites. More than 200 corn growers attended.

This program is being continued with changing emphasis. In 1965, a 14-acre demonstration, showing eight methods of seedbed preparation and planting was established in a concentrated corn growing area of the State. Farm machinery manufacturers, seed industry, and local farm machinery dealers are cooperating.

Three new machines had never been used in Pennsylvania before and a company representative was brought in at company expense to establish its assigned two-acre plot. A hybrid corn seed grower provided the seed, and the farmer-cooperator supplied the fertilizer.

The county Extension agent organized and conducted this demonstration. A demonstration fee per machine was charged to defray expenses of placing weather-resistant signs in front of each plot.

These signs have pertinent data regarding methods of tillage, plants per acre, rates of fertilization, and dates of tilling and planting. A plastic covered picture of the machine used in the plot was taped to the sign.

Local machinery dealers and the county Extension service publicized these plots, resulting in thousands of farmers visiting them during the growing season.

A full day of field activities, centering around these plots, was held prior to harvesting. Quoting from a county report on this field day—"750 farmers then saw the methods of

Continued Pg. 21

Improve Decisions—Make More Money

Adjusting to change requires accurate information about costs, returns, and modern techniques. The Farm Foundation assists Extension in providing such information.



Sound farm management decisions are based on facts.

by

Joseph Ackerman*

Many farmers are not making as much money as they could because they make the wrong decisions.

They make the wrong decisions year after year because they lack information—about costs and returns, about new practices, about how to adjust to change. The Farm Foundation has tried to improve this situation through its farm management program.

The Farm Foundation was established to stimulate farm people to think through their problems, to find ways of increasing their incomes, to raise their standards of living.

The Farm Foundation Board of Trustees felt that one way to accomplish this was to help the Extension Service improve its educational work with rural people.

**Managing Director, The Farm Foundation*

The work in farm management is only one of the programs. It will serve to illustrate the Foundation's activities.

The farm management program started in 1947 with the establishment of two committees. One to study farm management Extension problems, and another to study farm management research problems in the North Central region. Similar committees were organized in the South in 1949, the Northeast in 1951, and the West in 1953.

In each region the research and Extension committees meet together occasionally to discuss problems of mutual interest and areas in need of attention.

This helps keep research directed to actual problems on which farmers want help from Extension.

It also helps keep Extension workers informed of new research findings.

Research and Extension committees often cooperate in preparing material for Extension use.

All 50 States are represented on the research committees, and all States except Alaska are represented on the Extension committees. These committees facilitate nation-wide coordination of the network in farm management.

They provide for pooling of experience and thinking in studying problems that extend beyond State borders. They also help eliminate duplicated effort.

Each committee has been able to concentrate on problems peculiar to its region and yet have the benefit of the findings in other regions. All States in the region generally cooperate in the work undertaken. In other instances, a few States work together on problems of particular concern to them.

The regional farm management committees cooperate with counterparts in other regions; with regional committees in other subject matter fields; with government agencies; industry groups; and others. Increasingly, problems are being considered in the larger context, with committees taking an interregional, interdisciplinary, or interindustry view of problems.

The committees constantly evaluate their work and try to keep their attention focused on areas of current or possible future concern.

Farm records was one of the first areas selected for attention. The North Central committee held a workshop in 1951 to help farm management Extension and research people improve their work in farm records. Several reports have been prepared for use in helping farmers set up farm records for analyzing their farm businesses.

In recent years all four regional committees have given much attention to electronic processing of farm records data for business analysis. They have tried to develop standardized methods of record keeping and analysis in order to have data that can be compared.

The benefits of the experience in the various States have been made available to all the other States. This minimizes mistakes and makes more efficient use of resources.

The Northeast and Western committees established regional projects for electronic data processing of farm records. The Northeast project started in 1962. About 700 farmers participate. The Western project is just getting started with 70 farmers participating.

A committee of representatives from the four regional committees is preparing a report outlining ways in which States can make effective use of electronic data processing.

All committees spent much time during their early years developing more effective farm and home plan-

ning programs. Material was prepared outlining approaches such as the budgeting technique. Regional handbooks as well as guides and forms were prepared for county agents' use.

A number of regional publications have been prepared on farm financing and credit. The North Central committee and the Agricultural Committee of the American Bankers Association recently developed a farm credit handbook, to assist commercial bankers in making agricultural loans. The respective committees are adapting this handbook for use in their regions.

Work of committees on farm income tax led to publication of the "Farmers' Tax Guide" by the Internal Revenue Service. Published annually, the Guide replaced the regional publications. Representatives of the regional committees meet with Internal Revenue Service personnel each year to revise the publication in line with new tax regulations. About 1,250,000 copies of this publication are distributed annually.

In 1956 the North Central committee developed a publication, "Farm Income Tax Management" to help farmers make business decisions that would facilitate tax reporting and reduce their tax costs. It was revised in 1960 and 1964. About 280,000 copies of this publication and revised editions have been distributed. The Southern committee has distributed about 40,000 copies of an adaptation of this bulletin for the South.

The North Central Committee and the North Central Land Economics Research Committee prepared a circular in 1954 to inform farm operators, hired farm workers, and farm landlords of the benefits available and how to establish eligibility for Social Security.

About 190,000 copies of this circular were printed. The Southern Farm Management Extension Committee also reprinted this circular for use in its region.

The committees have prepared publications dealing with farm tenure problems. These include getting established in farming, family farm-operating agreements, farm-transfer arrangements, rental arrangements, and farm incorporation. Many of these publications have been prepared in cooperation with the regional land economics committees.

The North Central, Southern, and Western Committees have studied ways of incorporating economics into 4-H Club work. Materials have been prepared in all three regions for use by State and county 4-H Club supervisors and subject-matter specialists.

The committees are constantly concerned with methods of teaching farm management. Some newer possibilities considered are: linear programming; use of electronic data processing of farm records for educational purposes; and programmed instruction based on psychological concepts of how people learn.

Committees have given considerable emphasis to professional improvement among farm management Extension workers in recent years. They have urged Extension workers to write papers for professional journals and to participate more actively in professional organizations.

For many years the North Central Committee has suggested topics of interest to farm management Extension workers for discussion at the annual meetings of the American Farm Economic Association.

The AFEA acted on a recommendation of the North Central Committee and established a committee on Extension activities and an awards program for recognition of outstanding Extension workers.

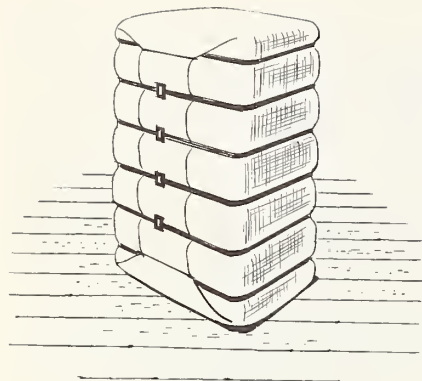
Committees have also prepared publications on vertical integration, part-time farming, labor management, economics of fertilizer use, legal matters, and life insurance.

The Farm Foundation provides funds for each committee to meet

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Cut Production Costs

by
C. A. Vines*



The over-supply of cotton fiber, acreage controls, increased cost of production inputs, increased foreign production, and continuing loss of cotton markets to man-made fibers—bring increasing pressure on all concerned to reduce production costs.

Realizing the need for lower production costs, the cotton people established a beltwide committee in 1963 to study the cotton situation and propose solutions to the problems. The committee was composed of representatives of the Extension Service, National Cotton Council and related industries, and cotton producers.

The close cooperation which has long existed between Extension and the National Cotton Council has been a voluntary two-way exchange of ideas and educational material. This relationship has strengthened the efforts of both in their endeavor to better serve the cotton industry.

This committee proposed an educational program based on results of a study to help cut cotton costs. Some benefits of the proposed program would be immediate and others would be long range.

The benefit to the farmer would be an immediate improvement in income and eventually lead to relaxing acreage controls. The mills could continue to process cotton and hopefully operate their plants at full capacity which many have not done in recent years.

**Director, Arkansas Cooperative Extension Service*

It is hoped also that reducing production costs would deter expansion of cotton production and man-made fibers in foreign countries and man-made fibers in the United States.



The committee recognized that technological progress is being made in cotton production.

Labor to produce a bale of cotton decreased from 145 man-hours in 1947-48 to 40 in 1963-64. Percentage of the crop harvested mechanically increased from 1 percent in 1947 to 70 in 1964. The yield per acre increased from 311 pounds in 1948 to 524 pounds in 1964.

Many more examples of progress could be cited. However, this is not enough. The fact that the better producers are presently doubling their State average production gives some indication of the magnitude of the educational challenge to assist the masses of the producers to do a more effective job of production.

It was recognized that adopting the latest production technology would result in generally greater yields and at the same time return more to land and management.

One research report cited by the committee showed that farmers on medium and large farms in the Mississippi Delta who followed modern production technology got 75 percent more return for their land and management than farmers who followed traditional production practices.

The committee assisted by Extension specialists, research workers and businessmen, pointed out 12 major areas of technology which offer farmers the best opportunity to lower production costs. The 12 areas were: land preparation, seed selection, fertilization, weed control, disease and nematode control, insect control, irrigation and drainage, harvest aid chemicals, harvesting, ginning, marketing, and farm management.



Full adoption of available cost cutting practices requires that farmers and all others involved acquire more technical and management skills. These skills must reflect an increasing knowledge and understanding of the many disciplines of science and engineering involved in modern cotton production.

To get wider understanding and rapid adoption of these cost cutting practices clearly calls for a more intensified cotton educational program. The Extension services will have to double their educational efforts to get desired results according to the committee. The biggest need is more specialized personnel to work with state and county staffs and farmers on an area or state-wide special problem basis.

The additional personnel need specialized training and the ability to help cotton producers cope with the increasing number of highly technical problems. Emphasis should be placed on more "in-depth" training courses for producers, farm managers and agri-business leaders.

More field tests and demonstrations are needed at convenient locations so growers can see results of adopting cost-cutting practices.

The organization of personnel would vary some from State to State as size of farms, concentration of the cotton enterprise, weather conditions, and other local unique factors. Most of the additional personnel will be used as area teams of specialists operating in major cotton growing areas.



In many cases they will be stationed at local research centers. They will be able to give more specialized attention to specific problems of their area. The accent will be in localizing State and county educational material and program direction, with full support and factual material assistance from Land Grant Colleges, USDA, National Cotton Council, State Experiment Stations, and other agencies concerned with coordinating leadership and assistance from the Federal Extension Service.

The total educational effort will be meshed closely with expanding research on cotton problems and potentials. At the same time, personnel of the Extension Service will be alert to the many unsolved problems and potential needs for further research and will make this known to proper persons.



The committee estimated that to fully accomplish the objectives of such an educational program, 179 additional man-year equivalents would be needed. Cost of this increased staff is estimated at \$2,500,000.

Cost of production could be reduced 6 cents per pound of lint if the presently available production, harvesting, processing and marketing technology could be put into practice. In this perspective an expenditure of \$2,500,000 could reduce production costs \$500 million.

The Cooperative effort of the Extension Service and the National Cotton Council and the belt-wide study of the cotton situation which resulted in the published report "Proposed Educational Program to Help Cut



Cotton Costs," is the more recent and comprehensive cooperative endeavor.

Numerous other examples of cooperation could be cited. One which has meant much to the cotton producers is Beltwide Cotton Production-Mechanization Conferences held annually.

These conferences bring outstanding leaders in research and education on cotton production mechanization from Land Grant Colleges, industry, successful producers and others to discuss the latest technology in their area of endeavor before producers and industry representatives. These conferences have served a very useful purpose in production and mechanization of cotton.

Since the Cotton Council represents all phases of the cotton industry it seems a natural for the Land Grant Colleges, USDA and the Council to cooperate in the annual breeder-spinner conferences. Here the breeder and spinner share their needs, problems, and views on cotton quality as it exists today and what it should be tomorrow.

Increased emphasis on breeding for greater strength, length, and lower micronaire during the next few years is a direct result of this conference.

Improving the fiber quality more in line with the needs of the spinners, will benefit cotton producers in terms of increased cotton consumption primarily and some in greater returns per acre. This means that producers can continue growing cotton which yields a considerably higher net return per acre than the next best alternative. □

Poultry

from



Open house by agri-businesses provide Maine Extension poultry specialists teaching opportunities.

The evolution of Maine's poultry industry from simple "backyard" production techniques to the present complex arrangement of the agri-businesses prompted Extension to change its educational approach.

The Extension worker changed from working almost solely with poultrymen to include poultry and allied businesses. This meant greater specialization by the whole organization. The choice was either concentrate on geographic areas or specific segments of the industry — broilers, eggs, turkeys, etc.

Maine's \$95 million poultry industry is the largest agricultural industry in the State. It is estimated that more than 75 percent of the industry's farm income and farm people are involved with integrated or contractual agri-businesses.

Our long range objective is to "encourage industry and farm adjustments to improve the state's competitive position in supplying eggs and poultry meat to markets.

**Maine Extension Poultryman*

Short term industry and farm adjustment objectives are drawn to improve the industry's competitive position—not individual poultrymen or allied segments.

The individual has income or "survival" alternatives; the Maine poultry industry has no alternative but to remain competitive in the production and marketing of poultry products. Individual and allied interests must adapt to the industry's needs to keep competitive. The survival of the industry is paramount.

Maine Extension Service decided to organize its poultry field resources by geographic area, with the State poultry specialist as program coordinator. Once a State plan is developed, it is carried out by three area poultry specialists using University resources.

We believe that no matter how people allied to the poultry industry earn a living, no matter what their formal education, no matter what their background—they are teachers. Teachers are a basic resource in reaching our objectives.

We believe Extension's major responsibility is to create awareness, cause concern, motivate people, and guide the action. Hence, close cooperation with industry and allied interests is important.

The success of this approach hinges on accurate identification of the industry's opportunities, problems, needs and direction. The planning job is then one of setting priorities and organizing resources.

We provide opportunity for industry participation in program identification. Involving industry in the initial educational effort assures greater involvement as the program progresses.

Important in program development is the Maine Poultry Industry Committee. This committee is appointed by the industry (the Directors of Maine Poultry Improvement Association) and is made up of twelve subcommittees which represent an industry cross section.

The total committee of 50 members seldom meets as a whole. Subcommittees meet often to identify

Benefit

ative approach

by
Larry C. Whelden*



Poultry specialists use service calls as a basis for presenting production information.

opportunities and problems which serves as a basis for Extension program development. The committees also review the University poultry research program and identify needs for research.

Some programs fail because of individual self-interest or disinterest in improving the entire industry's competitiveness. In some situations, legislation is needed to accomplish the objective. Extension program objectives can be enhanced by legislation and State Department of Agriculture cooperation.

For example, a dead bird disposal law was passed in Maine by the 1961 Legislature. Extension initiated committee action, which, aided by the State Department of Agriculture in the development of a workable law led to introduction of the bill.

Extension workers explained the legislation to the poultry industry. Following passage of the disposal bill, Extension developed a program to explain methods of complying. As a result, the goal of sanitary dead bird

disposal was reached, the poultry health program progressed, and industry's competitive position was improved.

Legislation is not always a solution. Neither is industry support of Extension programs assured. Industries allied to poultry production at times think only of themselves.

In 1962, an "Updating Your Poultry Facilities" Extension program was started after committees saw in it opportunities for the Maine poultry industry. Alternative proposals were incompatible with the interests of some segments of the industry.

The "include more services in the farm enterprise" phase of the program met some opposition—particularly the alternatives of including a feed mixing service in a farm enterprise or local milling. Nevertheless, an effective program was initiated.

The committee approved the monthly publication of a standard layer ration ingredient cost in May 1962. This made the cost of feed manufacture and distribution apparent

since the average commercial ration price also was published.

This, and other educational efforts to create awareness and cause concern about the competitive opportunities of the Maine egg industry, led to some farm milling, some cooperative milling, local milling and a lower feed cost per dozen eggs. In May of 1962, the ingredient-commercial feed cost differential was \$18.17 per ton. In May of 1965 it was \$7.99.

The committee's awareness of an opportunity to lower feed cost, plus some industry support for an educational program, has improved the competitive position of the Maine egg industry. Accurate identification of industry opportunities provided a basis for an effective program even though the action needed is not compatible with all industry segments.

An effective Extension program directed at improving the poultry industry's competitive position seldom met with unanimous industry approval. However, the differences were discussed openly.

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When you cut down a forest, you do it one tree at a time. That's exactly the approach the Oklahoma Extension Service has used in meeting the educational challenges posed by the diversity of its agronomic environment.

This involved two things—dividing the industry into logical segments, and two, encouraging participation of commodity groups in educational programs. Where no commodity

was organized to supervise funds assessed on wheat production. These funds are used for promotion of wheat and wheat products, research, and education.

Cotton growers, ginner, and seed crushers were next to organize a similar association. They too are making rather sizeable contributions to research and education.

moting educational programs. The cooperative relationship that exists between OPFES and the Extension Service is a good example of the ways the Extension Service works with special interest groups in promoting education.

OPFES membership includes fertilizer company agronomists, salesmen, and fertilizer dealers. Most fertilizer companies doing business in

Commodity Groups Provide Educational Channels

by
Billy B. Tucker*

groups existed organization was encouraged.

The end result of this effort has been a fuller development of Oklahoma's agricultural resources because of its improved competitive position.

The wheat industry — producers, dealers, elevator operators, and millers—was first to recognize the need for improving its competitive position. The feasible route was a comprehensive research and educational program.

From this the Oklahoma Wheat Research and Education Foundation was founded. The Foundation has contributed more than \$300,000 to Oklahoma State University for research and education since it was founded in 1952.

The Foundation further provided leadership in organizing a Wheat Growers Association and a Wheat Commission. The Wheat Commission

**Project leader, Extension agronomy, Oklahoma State University*

During the 1965 State legislature session, a bill was passed creating a Peanut Commission similar to the Wheat Commission. The Caddo County Peanut Growers Association had previously been quite generous in donating funds and supporting in other ways research and education on peanuts.

In 1963 a new irrigated peanut research station was developed as a result of the support from this group. The Peanut Commission is presently considering a proposal for financing two Extension peanut specialists.

Currently, many special interest groups support agronomic educational activities. The following deserve special mention: Oklahoma Plant Food Educational Society; Oklahoma Aerial Applicators Association; Oklahoma Pesticide and Chemical Association; Oklahoma Grain Dealer's Association; Oklahoma Seedmen's Association.

The Oklahoma Plant Food Educational Society (OPFES) perhaps is the most active organization in pro-

the State support OPFES by becoming members. Presently there are 10 company members and 300 dealer members.

OPFES is dedicated to educational activities on the proper use of fertilizers in Oklahoma. Its activities have earned respect of members and non-members. Promotion of sales per se has not entered into program planning of the organization.

Its officers and directors adhere to the principle that only through proper use can fertilizer sales be permanent.

Leadership in the organization is composed of a 17-member board of directors and three ex-officio members. The ex-officio members are the Head of the Department of Agronomy, agronomy Extension leader and vocational agriculture leader.

Extension agronomists serve as chairmen of most special educational committees. The single most important function of the organization is the annual Fertilizer Dealers Conference.

The fertilizer dealers conference is designed for dealer training and uses the Agronomy Research and Extension staff for a major portion of the program. A theme is chosen each year and a handbook printed.

The Oklahoma State University Agronomy Department prints the program but is reimbursed by OPFES for the expenses. Recently, copies of the proceedings have been requested from all parts of the nation. The annual banquet held in conjunction with the Dealers Conference provides an opportunity for presenting OPFES education awards.

Awards given by OPFES include: 4-H Round-Up Award for Individuals (four prizes); 4-H Round-Up Award for Top Three Teams; 4-H Fertilizer Awards (Top Ten Winners); FFA Fertilizer Awards; and FFA Advisor Award. The OPFES also recognizes the outstanding student majoring in soils at Oklahoma State University in honor of the late Dr. Horace J. Harper.

The recipient receives a \$300 scholarship. A gold watch is presented to an outstanding senior in agronomy each year. Also the outstanding county agent is honored yearly as well as the outstanding vocational agriculture instructor in the State.

One of the most recently enacted awards program is the Hi-Production Club. Certificates and cash prizes for winners who qualify for membership in the Hi-Production Club with any of the major agronomic crops.

OPFES helps Extension agronomists conduct the most extensive pasture fertilizer demonstrations in the nation. These consist of 10-acre grazed and/or hayed bermudagrass based demonstrations.

Thirty-eight of these demonstrations are being conducted in Oklahoma. In previous years, as many as 49 demonstrations have been conducted. Each year a bus tour of

representatives from the fertilizer industry, financial concerns, dealers and university personnel visit selected demonstrations with pre-arranged programs.

Similar fertilizer demonstration programs have been conducted on small grains, cotton, alfalfa and sorghums.

Fertilizer companies in cooperation with OPFES have donated up to 90 tons of fertilizer per year to the Oklahoma State University Agronomy Department for research and education. Additional donations are given on county and other local bases which is over and above other fertilizer company grant-in-aid programs.

Field days attendance at major Agronomy Research Stations has increased greatly due to support of OPFES. Support includes special publicity; special notices in OPFES newsletters; company exhibits; tents for fertilizer exhibits; refreshments; and even help finance the noon meal.

Each year the board of directors of OPFES selects one field station to visit for a special interest field tour. In the evening following the tour, an OPFES business meeting is held to discuss research and education in the area served by the Agronomy Field Station.

A series of short courses designed for fertilizer dealers and other agricultural leaders have been held in every section of Oklahoma under the auspices of OPFES.

The first one was concerned with fundamentals of fertilizer use. The second was concerned with pasture fertility. In both cases, OPFES paid printing costs of a handbook and helped defray other costs. Industry representatives were co-teachers in these sessions.

Plans are being made to sponsor in-depth training sessions in selected areas of the State. Industrial agronomists will help teach these schools.

Other OPFES activities include: intensified soil fertility counties (soil testing campaign); county Extension—fertilizer dealer planning sessions; and special soil moisture surveys. OPFES performs two activities that help distinguish it from many ordinary societies.

It helps recruit the best qualified students into careers in the chemical industry through a degree in Agronomy. OPFES furnishes travel, lodging, and meals for seven agricultural instructors from junior colleges throughout the State to a program on the Oklahoma State University campus. A top-notch hard hitting program acquaints these advisors with opportunities in the chemical industry. This project was initiated to meet a critical shortage of qualified applicants for positions in this field.

It also is helping sponsor the American Society of Agronomy meetings in Stillwater this year. A committee has been appointed to work with Oklahoma State University agronomists for this event. Another committee has been appointed to solicit funds for some of the special functions being performed as a courtesy from the people of Oklahoma.

There are many other active organizations helping with the Agronomy Extension programs in Oklahoma. All of these should be named but OPFES was chosen as an example of how one organization helps.

In this rapidly changing agriculture no one organization has a monopoly on educational work. In fact, agriculturally oriented industries are performing more and more of the educational activities previously conducted by Cooperative Extension.

One way to coordinate the work and thus assume the leadership in this all important educational task that lies ahead is by working closely with special interest groups such as OPFES. "The load does not appear unmovable when several teams are hitched to the wagon." □

Industry— A Responsive Public

by
Andrew Dunkin
*Extension Vegetable
Marketing Specialist
Oregon*

Rub industry the right way and hundreds of agricultural genies emerge out of its magic lantern.

In Oregon we have built a climate of mutual confidence, respect and friendship with industry groups that get our jobs done easier and faster. This situation resulted from five years of informal association.

We felt that Oregon's food processing industry and the entire agribusiness community are our most receptive, responsive, responsible, and influential publics. We are discovering that commercial fieldmen of these firms are very effective in influencing the farmer's attitude. Our experience suggests successful ways of working with this rapidly expanding industrial force.

Contractual arrangements remove from our control certain of the things we face in our attempt to further the production of vegetables in Oregon. For this reason alone, a close-working relationship between the Extension Service and processing company field men is advantageous.

Vegetables are grown to specifications established by the needs of the processing companies. Fieldmen of these companies provide advisory and supervisory services that Extension agents and specialists are not equipped or constituted to give. For logical reasons, field supervision is something that industry has to do for itself.

Our aim is to exploit the farmer's growing reliance upon fieldmen to get productive ideas more quickly adopted. We also want to reduce the amount of routine trouble-shooting county Extension agents are called upon to do.

Most agricultural fieldmen are farm boys who during or after college, or one of the recent wars, were adjusted off the farm. Many are college classmates of Extension agents and they are cut from the same cloth.

Types of agricultural fieldmen and their academic achievements vary, but they all share Extension's desire to apply science to agriculture to make money and to improve the circumstances of our farmers.

Nearly six years ago the need for cooperation was clearly evident to the Extension Service and the food processing industry. But a comfortable majority on both sides could not fully agree. We heard all the old arguments such as, "You'll put Extension out of a job."

An approach toward a closer working relationship between Extension and processors was agreed to after several meetings with the chairman of the Raw Products Committee of the Northwest Cannery and Freezers Association. The sanction of its board of directors and the blessings of Oregon's directors and the blessings of Oregon's Extension administration soon followed.

Extension agents chosen for their constructive interest and leadership and who were in on the preliminary plans called the first organizational meetings. The chairman of the Raw Products Committee encouraged closer cooperation of all processing company field department superintendents in Oregon and Washington counties bordering on Oregon.

The first meetings were completely successful. Formation of three associations of processing company fieldman and county Extension agents in widely separated parts of the State resulted.

Two of the groups had monthly luncheon meetings with speakers from the University, industry, or government. The other groups meet on an irregular basis.

One of the associations has adopted a constitution and by-laws. By custom, the president is always a fieldman and the secretary is a county Extension agent. The jobs are rotated frequently so that no one feels overburdened and all get a chance to practice leadership.

There are no dues or restrictions on membership, except that fieldmen representing supply companies, such as pesticide or fertilizer manufacturers, may attend the meetings only by invitation.

Results of the closer working relationship with these associations have been productive beyond Extension's wildest expectations. From them have grown a series of week-long short courses, field days, tours, special projects, and planning sessions.

All meetings are conducted on first-name basis, with little secrecy among the companies represented. Extension personnel cooperate fully in the development of new products, new equipment, new areas of production, and in the anticipation of needs.

There is a better understanding of occasional deficiencies of certain information and new regard for everyone's suggestions.

Through these associations, new Extension agents and fieldmen are quickly included "in". Extension and industry present a solid front on varieties, fertilizer, and pesticide recommendations. Processing company fieldmen share directly in the annual review and revision of pesticide recommendations.

Oregon State University fertilizer recommendation fact sheets for vegetable crops carry the credit line "reviewed by Willamette Valley county Extension agents and processor fieldmen's associations." This spreads the responsibility and the credit.

The amount of trouble shooting by county Extension agents is decreasing, and prestige of field department personnel is increasing. Extension projects that were beginning to seem impossible are beginning to roll.

Sometimes, however, success is a long time in coming. For instance, despite our continuous efforts and use of all the standard Extension educational techniques, we have failed to get a satisfactory increase in the number of Oregon vegetable growers who voluntarily apply irrigation water in ways known to produce maximum yields.

In the case of snap beans, Oregon's most important vegetable crop, years of study and demonstration have shown that it is possible to increase yields per acre by 1.5 tons by proper irrigation. This would be worth nearly \$2 million of additional income to farmers in the Willamette Valley.

When asked why they neglected to follow the University's recommendations for irrigation of the snap beans, farmers admitted frankly that this was one management decision with which they needed close support. "If the Extension agent or the fieldman would tell us when to irrigate, we would get it done," they said.

The truth of this statement was borne out by our experience with a very large processing company in the Willamette Valley during the summer of 1965.



Regular meetings of Extension workers and industry people help keep efforts aimed toward primary goals.

Following the University's recommendations and using standard moisture plugs and electronic moisture measuring equipment, selected fieldmen were trained to ride herd on 475 acres of demonstration fields.

The yield and quality increase of the beans from these properly irrigated fields were so striking that the cooperating processor has decided to provide this service on a permanent basis through the field department.

The success of the project has attracted attention throughout the company which has branches in many parts of the world. In addition, this approach is already being considered by other Oregon companies for use this spring.

Certain overall beneficial effects are becoming obvious:

Extension projects, planned in close cooperation with industry, are getting positive results with greater regularity. There is no conflict with industry.

There is greater feeling of unity among Extension workers and industry representatives.

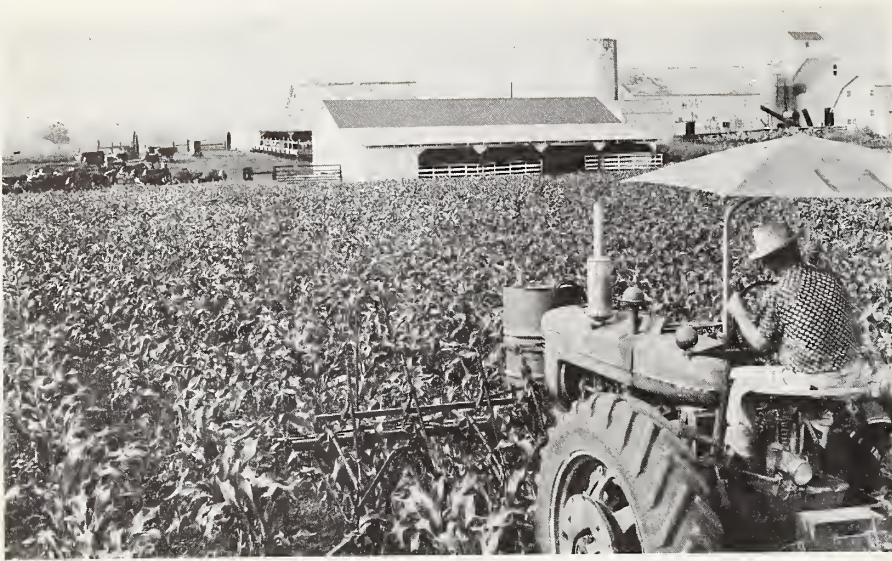
Extension personnel devote less time to trouble shooting and more to education.

Extension is in a position of leadership.

Also, the roles of the principals are more clearly identified. Extension's role is education and the providing of educational opportunities; the role of the fieldmen is field service.

More ways of working together are to be explored and developed. As acreages of vegetable crops and agricultural efficiency increase, new problems are created which will require close cooperation and courage to solve. We believe that we have found an arrangement that works.

Great advances in agriculture are still to come, and we feel we are organizing our human resources in Oregon to take advantage of the changes. We haven't completed the job, but we have made a good start and we are confident enough of our methods to recommend them to others. □



Commercial agriculture requires a large investment

Farm Credit -

. . . a tool for adjustment

by
R. N. Weigle*

Extension and finance agencies are working closer and closer to help Indiana farmers make the best use of credit in making adjustments to meet the changing economic environment.

Their cooperation has done much to enhance commercial agriculture. Cooperation is expected to be even more important in the future.

Financial management of the farm business holds a position of greater importance to the success of the farm business in the future as compared to the past.

Emphasis must be placed on the cash generating ability and cash flows of the farm business. Farm manage-

ment and financial management are ever closer welded together. Capital needs of farms are rising by leaps and bounds.

Farm credit needs generally increase as capital needs of farms become larger. More responsibility is placed on lending institutions as credit needs increase, for the careful analysis of credit use by farmers.

Lenders can have considerable influence on the activities of many farmers. Lenders are in a position to promote the farmer's financial success, to assist him introducing sound farm management principles and to assist him in making an economic evaluation of new technology.

Recognizing the many sides to the farm lending program and to assure a better credit service to agriculture,

the Agricultural Committee of the American Bankers Association recently published the North Central edition of *Farm Credit Analysis Handbook*. This Handbook is a result of the cooperative efforts of the A. B. A. Agricultural Committee and the North Central Farm Management Extension Committee.

Agricultural bankers and Extension personnel worked closely together in all phases in producing the Handbook.

Similar cooperation has also extended to other regions of the United States. The Northeast and Southern Editions of the Handbook will soon be published and work is well under way to produce a Western Edition.

The Handbook provides bankers with guidelines and techniques of agricultural credit analysis as a basis for sound lending practices. It has also tied farm credit and farm management together.

The Handbook includes sections on farm and financial records and ratios and how to use them, analyzing the farm business, and annual farm and credit planning including cash flow analysis and budgeting. It suggests and illustrates the use of financial statements, profit and loss statements, annual farm and credit plans, partial budgets and other forms.

Bankers in each State are provided with specific standards and guidelines for types of farming within their own particular State Extension Service.

Many techniques and methods suggested in the Handbook are more comprehensive than have been generally used. The Agricultural Committee of the Indiana Bankers Association and the Extension economists are co-sponsoring Farm Credit Analysis Workshops to explain the Handbook to bankers.

County Extension agents and area management agents were also encouraged to participate.

The workshop problem involves a management and credit analysis of an actual farm business. Participants determine and get the kind of infor-

mation needed to make the analysis. The case is analyzed and compared to the standards and guidelines for farms of that area and of that type.

Management principles are set forth and participants investigate how closely the case farm adheres to them and what adjustments might be made. Budgeting, both complete and partial, is discussed. Particular emphasis is placed on preparing annual budgets and cash flows.

Bankers and Extension personnel participate in arranging and conducting the workshops. Illinois, Missouri, and Ohio Extension personnel are cooperating with the bankers association in their respective States in similar training programs. Other States in the North Central Region are planning like efforts.

The Handbook provides guidelines for improving financial management in farming. The workshops set this vehicle in motion.

Bankers understand better farm management and the application of credit analysis to modern farming. They understand their customers' businesses to a greater extent and are more conversant with their farmer-borrowers.

Extension workers have a better understanding of financing aspects of agriculture. As a result, they are becoming more effective in educational programs for farmers in financial management.

Educational programs for farmers in financial management were held during the past winter. Materials developed for the Handbook were used and demonstrated in these meetings with farmers and were distributed to those in attendance. PCA fieldmen, Federal Land Bank Association managers, FHA personnel, and bankers also attended many county and area meetings.

In previous years, county Extension meetings in farm finance have used personnel from banks, FLBA's, PCA's, FHA and other credit agencies, along with Extension personnel.



Exhibits help keep credit agency personnel current on late technology.

PCA and bank personnel in particular are working with county and area management agents in programs with young farm families. In this series of meetings, they will handle the credit and financial management sessions.

Credit agencies also have assisted in recruitment for the meetings. At times they require a potential borrower to participate in the farm and home management series before making a loan. In a very few cases, a credit agency had obtained almost the total enrollment for a series of meetings.

Credit agencies other than banks are also provided with management standards and guidelines by Extension personnel. In fact the material for the bankers Handbook was made available to the PCA's in Indiana.

Assistance has been provided periodically to the Federal Land Banks to develop prices, yields, and budgets for the handbook they use in their lending procedures. Extension cooperates likewise with the FHA in

developing materials for the manual used in their lending operations.

Clinics and seminars held at the Purdue University campus are other examples of the credit agencies and the Extension Service working together. In June of this year, a seminar for the Indiana Production Credit Federation will be held on campus. This is a resumption of seminars that were held semi-annually until 3 years ago.

The seminar is planned and sponsored jointly by PCA and Extension personnel. It is for PCA secretary-treasurer and fieldmen who are on the "firing line" of agricultural lending.

The seminar will emphasize profitable farm business organization. Extension has also participated with the PCA's in conducting seminars for their women employees.

Agricultural Clinics for bank officers, employees, and directors are held annually at Purdue. The programs are planned and implemented by the Indiana Bankers Association officers and agricultural committee,

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Farm Credit

Continued from Pg. 19

members of the Extension Service, and other Purdue staff members.

Approximately 500 bankers participate annually and many bring their county Extension agents.

Clinic programs emphasize the outlook for agriculture, profitable business organization, new developments in agricultural finance, and effective ways bankers are increasing their volume of good agricultural paper. Both bankers and Purdue staff members participate in the program which is on the practical side.

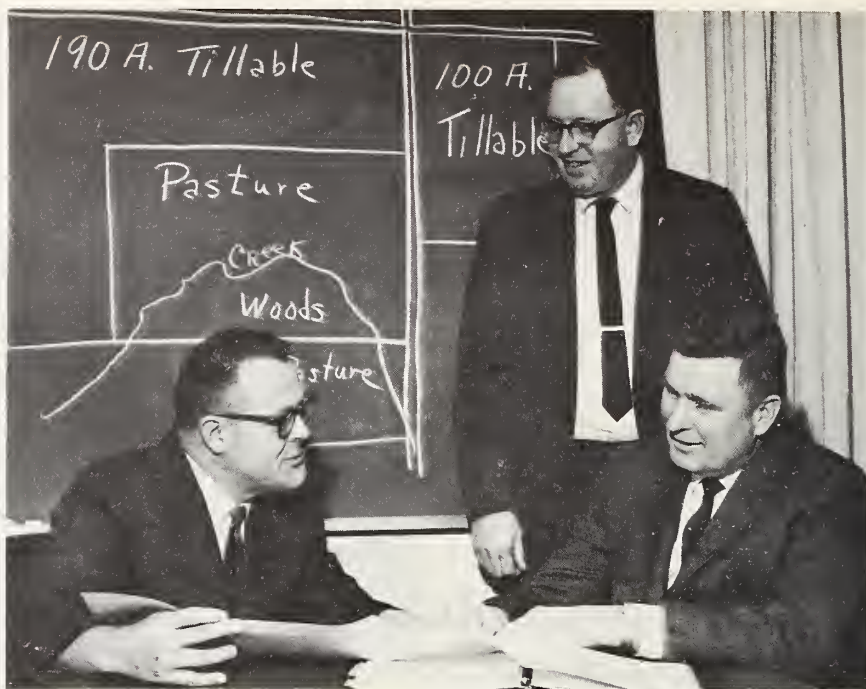
Frequent panel discussions enable maximum participation. In the 1966 clinic, discounting dealer notes and land prices were the subjects of panel discussions.

Two bankers and representatives from the feed and fertilizer industries participated in the panel. The panel on land prices was moderated by an Extension economist. Panel members included a banker who was active in real estate loans, a professional farm manager, and a farmer-borrower.

Also highlighted in the 1966 Clinic was the Farm Credit Analysis Handbook. The bankers had an opportunity to discuss farmer and dealer credit problems in small, unstructured "bull sessions". An agricultural banker, assisted by an Extension economist presided at the "bull sessions".

A member of the Extension Service works closely with the Indiana Society of Agri-Bankers. This is a group of about 75 bankers in the State whose work is predominantly in agricultural lending.

Visits to farms and agri-businesses to study their management and financing occupy many of their meetings. Particular emphasis is given to the financial management of these businesses. Extension arranges and conducts the visits and also the content and execution of other programs. At least one of the four Society meetings each year is held at the University.



Bankers and Extension specialist plan farm credit analysis workshop.

Credit agencies and Extension have also cooperated in programs on merchant and dealer credit. The credit agencies invite the merchants and dealers to a dinner meeting. Extension personnel discuss problems and costs of merchant credit and alternative credit policies.

PCA's sponsored many of these meetings. County Bankers Associations and individual banks also were sponsors of meetings. On some occasions they combined to co-sponsor the meeting.

Some of the district PCA's in Indiana have requested an Extension economist to meet with them at their monthly fieldmen meetings. They are concerned with the change in agriculture, an economic evaluation of new technology in agriculture, and how they can better gear themselves to serve modern agriculture.

The Indiana Bankers Association encourages potential young farmers to attend the eight week Winter Course in Agriculture at Purdue if they cannot see fit to participate in

a regular college course. Monetary assistance in the form of scholarships are given by individual banks to young farmers in their areas.

Often this assistance will amount to one-half of the cost of attending the course. About half of the Winter Course students have bank scholarships.

County Extension agents participate in finding and selecting these young men to be awarded scholarships along with the banker. Many of these young men return to their communities and become leaders in Extension and their communities.

Extension cooperation with the lending agencies has increased the effectiveness of Extension by contributing to the education of Extension personnel, and by drawing more participants into its program.

Commercial agriculture benefits as lenders have increased understanding of the farm business, of the changes that are occurring in agriculture, and how the changes affect agricultural financing. □

Progress

Continued from Pg. 7

planting and the resulting growing corn. Many minds were opened to the economies possible through cost cutting in soil preparation at corn planting time. . . ."

A local machinery dealer provided a self-propelled corn head combine and an operator for harvesting, and a local grain and feed mill weighed the shelled corn on its truck scales at no cost.

Results of this one project in a program, show the many ways in which the farm machinery industry contributed to an Extension educational effort.

York County, Pennsylvania is a highly diversified agricultural county and has a large number of machinery suppliers. The Pennsylvania Retail Farm and Industrial Equipment Association lists 32 suppliers in the county.

The high rate of mechanization taking place in the county makes it necessary to work with leaders and organizations to advise farmers on the latest information and practices.

The suppliers are community leaders and are on the firing line every day. They are most helpful in carrying out Extension's educational activities, particularly in the area of farm mechanization.

For the past 12 years, York County has had some type of farm machinery field day. All of these have been held in cooperation with the farm machinery dealers who do a considerable amount of the work in planning the type to be held, selection of the time of year and location for it.

Each field day has a major objective; for example, to demonstrate new forage or tillage equipment. However, related activities are included: such as safety demonstrations, land judging, and displays of static educational exhibits.

The minor expenses, such as, the cost of insurance to protect the host farmer, are divided and paid by participating dealers.



Demonstrating techniques at a Pennsylvania field day sponsored by machinery dealers and Extension.

Field days have proved to be a good means of disseminating information but possibly just as important is making friends with a group of business men who are an important cog in the total agricultural business. By cooperating with them in activities in which they are interested, Extension is able to have their cooperation with other educational activities. One in particular is the 4-H Tractor Program.

The machinery dealers participate in the 4-H Tractor Program by letting clubs meet in their place of business. In many cases, one of their servicemen is the club leader. They also loan equipment for the driving contests and other activities needing machinery, sponsor awards for safety, and contribute awards for other 4-H activities.

Cooperation is a two-way proposition. In York County's adult educational program many meetings are planned in cooperation with farm machinery company representatives. Through this close working relationship, the county Extension agent is requested many times to speak at their individual machinery dealer winter meetings. This gives him an opportunity to present timely information to some individuals who possibly would not be reached otherwise.

York County's cooperation with machinery dealers is an example of how other people can help Extension accomplish its task. The important point is that Extension's educational job is so broad that its personnel need to work more and more with people and organizations in its ever increasing educational expanse to accomplish its goals. □

Poultrymen

Continued from Pg. 13

Throughout the Maine Cooperative Extension poultry program, area poultry specialists are alert to opportunities — industry opportunities as well as teaching opportunities. Industry people are placed in teaching roles on programs and in small group discussions.

In today's complex agri-poultry business there are fewer poultrymen and fewer common problems—particularly those that can be discussed through mass media and at meetings. Individual consulting is more and more a necessity.

Since individual consulting is time consuming, area specialists try to get small groups together to discuss problems or decisions which each faces. This method allows efficient use of the area specialist's time, utilizes industry people as "teachers" by way of shared knowledge, experience, and opinions.

Extension workers also consult with contract administrators. An area specialist is in a position to review the overall situation and isolate problem areas. When the problem area is identified, the University staff can be called in for further consultation.

Problem identification may provide an opportunity for a workshop. A trend toward local milling in Maine required detailed nutritional information for feed manufacturing personnel. A poultry nutrition workshop series was initiated by area specialists and conducted by University researchers.

Extension-industry cooperation is further exemplified by the close relationships of servicemen, salesmen, and poultry associations. A Maine Poultry Servicemen's meeting, planned by servicemen, is attended by more than 125 annually.

Area specialists work closely with servicemen on specific problems. Cooperative field trials are conducted.



Cooperative exhibits are used in promoting poultry industry.

Individual ventilation systems are figured for salesmen based on Extension recommendations using the make of fan requested. Area specialists serve on county poultry association program committees.

This helps association-Extension program coordination. University and commercial resources, as well as technical equipment, such as air meters, light meters, and various measuring devices, are available to the poultry specialists for use in problem solving.

The question of "service vs. education" is often debated when equipment is made available. The Maine Cooperative Extension Service views this "controversy" as academic.

Extension is an educational organization. "Service" often is needed to educate. Balancing a perimeter intake in a poultry house, with the aid of an air meter, might be looked upon as a service.

We prefer to see it as a means toward better understanding of ventilation principles—which is education. The air meter may be used to show the speed of incoming air and as a result lead to an understanding of the need for adequate air intake sizing.

"Service" provided as secretary to State poultry associations is an effective way to further Extension program. Being involved in an industry association provides an opportunity to assist with problems which, directly or indirectly, influence an Extension program.

As an executive committee member, Extension workers help plan agendas, suggest committee members, and guide educational programs. In general, this provides for Extension-association coordination.

The sophisticated demands of today's complex poultry business have prompted Extension changes to maintain effectiveness. However, the Maine Cooperative Extension changes in field organization and methods did not ignore basic educational philosophy, the need for a clear program objective, and a realization of the industry problems.

The objectives of Maine Extension poultry programs are industry oriented and directed toward improving Maine's competitive position in supplying eggs and poultry meat to markets. Industry involvement to teach, identify opportunities, problems, needs and direction is fundamental. □

Maryland Tackles Consumer Problems

. . . . from both ends

Maryland challenged consumer problems with a two-edged sword . . . a Consumers Conference and a Supermarket Managers Workshop. In a one-day program entitled "Calling All Consumers Conference", participants from all corners of the State were briefed on legislative acts and pending legislation aimed at consumer protection. Miss Charlotte Montgomery, a magazine columnist also informed them, "You cannot have complete freedom of choice in the market and complete protection as well."

Consumers interests also were reflected in such topics as: improving quality of fresh meats and vegetables, improving storage of frozen foods, controlling costs, saving labor, and achieving a smooth flow of customers

an agricultural workshop for ministers?

TRY IT!

Extension workers in Newton County, Illinois, recently held a series of farm and home management meetings for ministers.

Objectives: to acquaint the ministers with the resources necessary for a successful farm operation so their ministry to rural families would be more effective.

Topics included: opportunities and requirements in farming, facts about Newton County farming, family goals and money for family living, principles of farm management, land use and cropping systems, costs and returns of crops and livestock, money management, and a farm tour to see the practices at first hand. Resource persons were Extension workers, an SCS technician, a banker, and farmer.

Twelve ministers attended the sessions and average attendance was 9.5 per session. Extension workers and ministers seem well pleased with the results.

through the store, in the sessions for market managers.

The ARS and FES cooperated with the Maryland Extension Service in the supermarket managers workshops, and the Maryland Consumers Counsel, UM College of Home Economics, and UM's State Home Demonstration Department (of the Extension Service), co-sponsored the Consumers Conference.



William O. Douglas

Natural Beauty, New York Way

William O. Douglas, United States Supreme Court Justice, was the principal speaker at the Rockland County, N. Y., natural beauty campaign kickoff.

Other guests were: Mrs. Frank Church, wife of Senator from Idaho; Dr. Joseph Shomon, National Audubon Society; Dr. Stanley A. Cain, Department of Interior; Dr. Charles Palm, dean, New York State College of Agriculture; and Prof. A. A. Johnson, director, Cooperative Extension Service, N. Y.

Decisions

Continued from Pg. 9

twice each year and for subcommittee meetings as needed. These meetings provide an environment conducive to interchange of ideas and creative thinking.

They facilitate periodic program evaluation, identification of problem areas, and long-time planning. They give continuity to the work; provide opportunities to identify emerging problems; lead to the development of improved techniques and procedures; result in highly useful material prepared by top-notch personnel; and in professional stimulation and growth among the cooperators.

Benefits of committee activities have extended beyond committee members to other farm management specialists and to county agents. Approximately 50 publications have been prepared by the committees.

The North Central Committee held workshops for all farm management Extension workers in the region in 1951, 1962, and 1964 to help broaden their perspective and appraise new developments and techniques in farm management education. The Southern Committee held a regional workshop in 1963.

Specific attention has been given to training of county agents to serve farmers more effectively. This includes publications for county agents' use in helping farmers make management decisions: a publication for county agent training; and a farm management course for county agents.

The Farm Foundation believes that its relatively modest resources can be used most productively by encouraging coordination of the work of existing agencies and by demonstrating the value of new lines of work, which might be carried on by others.

This pattern of close cooperation with others, particularly the Extension services and the experiment stations, is now showing cumulative results far beyond early expectations. □

From The Administrator's Desk

We Must Look Ahead

All of us must look ahead. If our programs are going to be of greatest value we need to be anticipating conditions three months, six months, five years from now and planning for those conditions—indeed conducting programs that help the people we serve be prepared for probable or certain future developments.

Recently I asked the FES staff to tell me what they saw—from the national point of view—that would be of greater concern in Extension programs in the months ahead. Their list was as long as my arm. Here are just a few of the items revealed in their view of the nearby future.

- Widespread hunger in many parts of the world, highlighted by a critical food shortage in India. How can the American agricultural "know how" be more effectively applied to help our friends abroad? Adjustments in production of some crops, as the U. S. helps meet emergencies in some food-short nations—especially more soybeans, food grains.

- Increasing knowledge of mycotoxins and salmonella, their incidence and relation to human health lead to greater emphasis on practices that help minimize hazards.

- Growing problems of disposal of agricultural wastes, new techniques being developed.

- A host of Government programs enacted in recent years directed at helping communities improve facilities and services. Many rural areas lag in applying them to their local problems. Complex situation, calls for real educational leadership. Important opportunities exist to improve schools and educational programs, water and sewage facilities, housing, recreational facilities, health facilities, etc. Very important challenge to Extension.

- Increased opportunities to make use of VISTA volunteers in Extension programs with homemakers and youth, in community development.

- Continued displacement of farm workers through mechanization, increasing public concern for their abilities to move into other opportunities.

With high levels of employment, farmers must compete for scarce labor. How to obtain large amounts of seasonal harvest help?

- Apparent growing public recognition of need for consumer education.

- Bills now before Congress, which, if passed, will affect emphasis of our programs—Child Nutrition Bill, Community Development Districts Bill, Food for Freedom, et al.

- Growing interest in helping those handicapped because of physical condition, age, past lack of education, race or for other reasons.

- New or recently developed programs of federal assistance that require local planning—depend on the development of community leaders, the development of their knowledge and leadership ability, their local initiative—programs concerned with natural resources, economic development, community facilities and services.

This is just a sampling of the national situations that the FES staff see as important in affecting Extension program emphasis in the months ahead. These and other national situations are important to local Extension workers as they study local situations and develop their program plans.

Have you looked at the developing situation in your area? Have you looked at your area in relation to your State, the Nation, the world? If yours is a specialized assignment, have you looked at your specialty in relation to the broad spectrum of developing situations, opportunities, and needs?

Are you planning programs for six months, a year, five years in the future—in line with the best guesses as to where your contribution may be greatest in serving your people then. If you are doing, and planning to do, only those things that were good last year or five years ago, you will be sure to miss some of the big opportunities five years from now. We all should spend an important part of our time anticipating the future and planning for it.

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE ✧ JUNE 1966



Golden Observance Year



*American Association,
of Agricultural College Editors*



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.

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EDITORIAL

Extension is Communication!

Ever consider the frustrations of a young man winking at a pretty girl in the dark? He knows what he's doing but she doesn't. The reason is obvious—the method of communication is inappropriate for the occasion.

The principle involved in the above situation is fundamental to Extension work. It's fundamental because Extension work is communication—transferring knowledge from one head to another—between the Extension worker and the client.

The good Extension worker is a master of two disciplines—the technical subject-matter and communications. It makes no difference how competent a worker may be in a specific discipline—he or she can achieve maximum effectiveness only when sufficiently skilled in the art of communication necessary to translate scientific knowledge into terms that the client can understand and use.

The American Association of Agricultural College Editors, observing its Golden Anniversary this year, has made many contributions to the art of communications. This issue is devoted to communications as a tribute to the efforts of AAACE in behalf of better communications throughout the past half century.—WJW



Golden Observance Year

Look Both Ways . . . Then Move Forward!

by
*K. Robert Kern**

Write it "AAACE." Pronounce it *Ace*, just as the high card in the deck.

You're referring to the American Association of Agricultural College Editors. It's a professional society of Land-Grant and USDA editors whose work in the main is dealing with agricultural and home economics information.

You know us as the fellows and gals who edit the bulletins and write the news releases at the college. We also do radio and television programs, take pictures—still and motion, plan and build exhibits, conduct training schools and a lot of other communications-related jobs.

Well, this year AAACE is noting its Golden Observance Year. We're actually 53 years old, but our 1966 annual meeting at the University of Georgia, July 12-15, will be the 50th national conference.

Anniversaries or special observances are a time for taking stock; a look back, for a sense of history and a sense of direction; a look ahead, for both a measuring of the future opportunities and for the sense of commitment that makes them challenges.

Look back with us for just a few lines. Look through the words of Lester A. Schlup, who for many years served as director of the division of

**Extension Editor, Iowa State University, and President, American Association of Agricultural College Editors.*

information of the Federal Extension Service:

Look in your rear-vision mirror, old man. You'll get a glimpse of what the fellows have already been through and survived—and thrived, in fact. AAACE was born as an organization of bulletin editors.

Then Henry Bailey Stevens of New Hampshire was touched by the bright idea of sending out news releases. That spread like wildfire. So we grew. Imaginative inventors worked overtime to develop the sinews of mass communications which have powered them with the speed of light. We jumped on the bandwagon.

The triod radio vacuum tube invented by De Forest in 1907 brought radio to us in 1920, first broadcast commercially in 1920 by KDKA and educationally before that by Andy Hopkins of Wisconsin. So we had to employ radio specialists.

Sound was added to movies in 1926, 16 mm movies arrived, cameras were improved. Kodachrome slides came in, dynamic exhibits were developed. The whole graphic picture blossomed out. So we had to add photographers, exhibit men and, eventually, over-all visual-aid specialists.

In the meantime, presses were speeded up, improved engraving methods sprang up, better inks were invented, color processes came into being. We grabbed these improvements rapidly and our bulletins became better.

By 1946 television was big business. This meant another addition to agricultural college information staffs. And so we have grown and thrived in response to the challenges of strides made in communications technology.

But technology wasn't the whole of it by far. We weaved and adjusted to every new development in over-all programs that the colleges accepted. We went on a studies binge and study results were piled high and deep. Communications training of entire Extension staffs was spearheaded.

The Flesch readability formula became widespread. For several years public relations was top dog. Human behavior, motivation, the psychology of approach, long simmering, finally got its big push.

And the National Project in Agricultural Communications got its bright fling in the effort to chase after excellence.

But our facet of the world is changing. Outside influences are still banging away at us, a very normal situation.

Yes, Mr. Schlup, a very normal situation!

Three strong and dynamic influences bear on the present and future work of the agricultural college editor—along with most all of our Extension colleagues. At one time we find ourselves being challenged by changes in (1) communication technology; (2) understanding of the be-

Continued on page 14

Helping Each Other

The Missouri Cooperative Extension Service and mass media of the State find that cooperation helps each to meet its unique responsibilities of the public trust they share.

by
*the Agricultural Editor Staff,
University of Missouri*

Extension staffs are always ready to call on farm news editors and radio-television farm program directors for help in getting out information. But too often, the relationship ends there.

The Missouri Farm Press, Radio, and Television Conference provides for cooperation of a different sort. This conference helps those who report farm news solve some of their day-to-day operational problems and provides them an opportunity for professional improvement.

Media representatives have helped plan these conferences from the start. When the first was planned in 1962, one farm magazine editor stressed that he didn't want to hear "more speeches about agricultural research and the farm problem." He wanted to learn how to do a better job of putting out his magazine.

This idea has been followed closely for all conferences, except that one radio-television session at each conference is devoted to taping and filming interviews with members of the College of Agriculture and Extension staff.

The program planning committee includes two media representatives, two staff members of the University of Missouri School of Journalism, two from the Agricultural Editor's staff, and a specialist from the Office of Conferences and Short Courses.

The program includes general sessions for all attending and separate media sessions for press and radio-television representatives. Time that participants must be away from the job is kept to a minimum by opening with an evening dinner session and adjourning the following afternoon.

Speakers come from a variety of sources: the University's School of Journalism, advertising agencies, leading commercial publications, radio-television stations, and other universities. A \$9 registration fee helps pay conference costs.

Letters of invitation and copies of the conference programs are sent to farm newspaper and magazine editors, radio-television farm program directors, agricultural directors of chambers of commerce, public relations people, house organ editors, etc.

Attendance averages about 35 plus University staff. Four such conferences have been held.

At one time, Missouri farm editors discussed forming a State organization. After the 1966 Conference, a leading State editor commented that he saw no need for a formal organization—this annual get-together filled the need.

The Agricultural Editor's staff believes these sessions benefit Extension and the University in the following ways:

Media representatives appreciate the efforts of the Editor's staff in arranging an informative and enjoyable meeting. They recognize it as a sincere effort to help them do their job better. This is public relations at its best.

The editor's staff has the opportunity to visit with media representatives from all parts of the State and improve its own professional competence.

College of Agriculture, Extension, and School of Journalism administrators are guests at meals. They get better acquainted with media people and with each other.

Radio-television farm program directors have the opportunity to tape and film interviews with University staff members. □



At filming-taping session, Hal Oyler, farm director, KTVO-TV, Lancaster, Mo., interviews Dr. Homer Folks, associate dean of the College of Agriculture. Editor's office provided needed facilities and equipment.

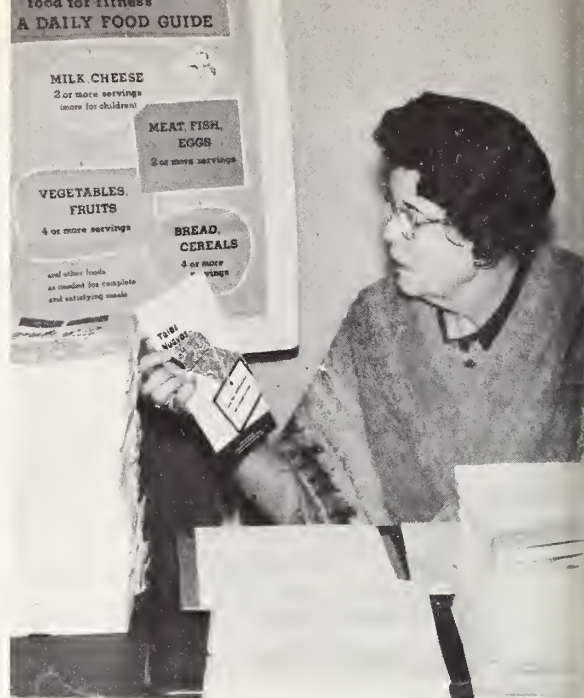
Conference participants, speakers, and University staff get better acquainted during a break at the 1966 Conference. Shown, left to right, are Elmer Ellis, president, University of Missouri; Ralph Yohe, editor, Wisconsin Agriculturist; Phil Norman, associate professor of journalism; Cordell Tindall, editor, Missouri Ruralist; and Frank Neu, public relations director, American Dairy Association, Chicago.



Minnie Bell, associate agent-special studies for the El Paso Program, scans some of the teaching materials used.

mass media and learning

by
*Hal R. Taylor**



Communication, in practice, doesn't come wrapped in neat packages. Neither does the learning process. After all, they are both concepts.

There's more than one way of communicating and teaching too. In fact, many people would argue that there's really very little difference between communication and education.

But we can show evidence of some learning through the use of communication media. And even that may be controversial, because some people say communication media can't teach—they can only interest or make people aware.

We'd be wrong if we'd make such a bold, positive statement. Too much depends on what the objective is, what purpose we have in mind, and who's to receive our information.

Agents in El Paso, Texas, have been working for several years to learn how and why people use ways and ideas unknown to them in the past. Already they see implications in their results for use in the future.

They worked with different cul-

tural groups and questioned them in bilingual surveys about sources of information. Newsletters mailed to individual households greatly exceeded all other methods. Television ranked second.

Previous attempts to reach these people with information had largely failed, because methods used apparently made it more difficult for them to receive information. Something about their social relationship, self-concept, and social acceptability was threatened by face-to-face methods. Mass media didn't create a threat.

Now agents in El Paso are making heavy use of circular letters and television. They're making real headway in training women in nutrition, food preparation, and housekeeping skills. Child welfare groups are participating too, as are commercial utility companies, drygoods stores, and other special interest groups.

But the major emphasis is now on use of mass media to get messages across to people never reached successfully before. Gradually, the mass media techniques are bringing out individuals for leadership training so that more information may eventually be presented person-to-person.

Agents in El Paso are using cir-

cular letters to announce television programs of specific subjects—an old technique of doubling up methods with each other.

Agents in Blanco County do the same thing. They announced, by mass media, plans for workshops using new stretch materials for all women interested in clothing construction. At the first meeting, mainly to discuss pattern, color, materials, and other supplies, 31 women registered. Twenty-eight women finished garments with instruction by teachers and home agents at off periods and after school.

The success triggered more announcements and since then two more workshops have been conducted by the leaders themselves. By now a total of 321 women have had help on clothing construction.

It would be ridiculous to claim that any one method provided such success. Obviously, teaming up of all skills of communication and getting more and more people involved provided impetus to some real learning. And, of course, the subject-matter was wanted and well planned too.

Another El Paso example comes

**Editor and Head, Department of Agricultural Information, Texas A & M University*

from an annual 4-H Fair, held in the Mall at Bassett Center. Mostly, it provides youngsters a chance to show off their 4-H projects; at the same time it allows other youngsters their only opportunity to feel a baby chick, pet a calf, and see pumpkins and corn which they often only read about.

Sam Rutherford, promotional director of the Merchants Association of Bassett Center, says the 4-H Fair generates more news items on radio and TV and in the newspaper than any other three activities conducted during the year. "The publicity alone would total out, in actual dollars, an amount larger than we spend on this activity."

All merchants of the Center support the event in advertising and by contributing \$860 annually—of which \$300 is for 4-H Scholarships administered by Texas A & M.

Learning or communication? Undoubtedly it provides a little of both, plus some good feelings.

Every county agent in a major metropolitan center knows the value of mass media to his program. Houston, Ft. Worth, and Dallas provide the most striking examples in Texas.

All three groups of agents find that people want more information than they can provide easily. Publication distribution is extremely high in each city.

Sometimes, specific examples of the use of mass media in developing knowledge tend to sound as if definite campaigns were underway. More accurately, each campaign is continual. Such an approach sounds better, at least, if only because learning also is continual.

Thus every program in Texas has incorporated into it some particular use of the various mass media, and generally on a multiple-use basis. Multiple use of television materials, for instance, can be rather simple.

Texas agricultural agents conducted 703 television programs over commercial stations in 1965. Largely, they discussed local issues, used local 4-H

Club members and producers and reported demonstration results and program developments. But they also had available—as did all radio-television farm broadcasters—a continually growing supply of short films, featuring headquarters specialists on specific subjects.

These films — varying in length from 2½ to 6 minutes—provided supplemental information on subjects like "new cold tolerant cotton," "green lawns year-round," "new systemic pesticide machine," "rice production" and other management tips on specific crops and livestock, and reports on area-wide programs such as the Build East Texas (BET) program, Blackland Income Growth (BIG) program, and so on.

More than 50 were produced in 1964; 22 new ones were available for their 563 programs in 1965. As all films become used over the State on television, they also provide supplemental visual material for meetings and discussion groups.

Learning, of course, is difficult to measure. Possibly the most striking

example that learning did take place through intensive and continuous use of communication methods can be shown in the results of the BIG program. It was a joint venture of the research-Extension team, combining a multitude of local and area businesses and organizations and all Federal and State agricultural agencies throughout the area.

BIG went into operation in 1961. In one year, an additional million and a quarter acres of land received conservation treatment; soil testing almost doubled and fertilizer sales increased by 52,274 tons. There has been a significant increase in the per acre yields of cotton and grain sorghum and the increases are being continued substantially each year. Enthusiasm in the area also is continuing unabated.

So obviously a combination of factors determines final results. Teamwork of all resource groups and methods provide the closest thing to a successful formula we can find. Only then can we tackle problems on a broad basis. □

Displays of 4-H accomplishments in Bassett Center, El Paso, carry educational message—note the poster attached to the cotton bale.





Page, standing, gets off to a good start—advance planning with Billy Dilworth, editor of the local newspaper.

the key is

TIMING!

“... the farmer must act on a precise schedule or wait until next year. This same time schedule is equally important to the people who advise him.”

by
Ed Page
County Agent
Hart County, Georgia

Farm operations have become so systematic that the farmer works as closely to a time clock as the shop foreman. And basically, his work is keyed as accurately to time as any industrial worker's.

This same time element is equally important to the people who advise the farmer, and who must be ready to perform the right work at the right time.

We have established a relationship such that our clientele know we are working for them and that when we offer advice it is for their benefit. Consequently, they are attentive, read our newspaper articles, and listen when we are on the air.

This atmosphere didn't just happen. It had to be developed and fortunately we have complete cooperation of the local news media. This relationship forms an important link in the chain of correspondence to local farmers and mutually benefits Extension and news media.

The local newspaper editor provides space for a good sized column each

week, frequent key features, and in this area an abundance of pictures. These releases are exactly timed and the farmer is attuned to them.

The local radio station provides time for weekly comprehensive educational programs on farm subjects. Spot announcements are also used frequently. These are very short; therefore, the opening line is most important. If this is of interest to farmers, they will listen to the broadcast and seek detailed information from the Extension agent concerned.

We have moved away from the era when the farmer had time to leisurely read the newspaper, listen to the radio at his convenience, ponder for several days, and finally make his decision.

Mechanization, innovations in farming techniques, pesticides, and many other changes have made it necessary to reach the farmer with accurate, precise information, timed so that he can plan his work and expedite it at the proper time.

He has become a scientist, and he must act on a precise schedule or wait until next year. Failure to act or too long a delay can be a costly mistake.

Information can be divided into three categories: introductory, application, results. Introduction to innovations, new crops, new varieties, pesticides and cultural practices should begin well ahead of the time to start actual use. This permits the farmer to consider new things in his advance planning. During the planning stage they are receptive to any information which improves their operations. Repetition of information through a variety of media increases effectiveness.

Emphasis is placed on major areas of work outlined in the annual program. Areas of lesser importance are used to complete the allotted space or time allowed.

Articles and programs appear at regular intervals during the growing season to constantly remind the farmer of correct procedures and

cultural practices to be followed. They are released at least one week prior to the proposed time of application to be of greatest benefit to a farm plan. Using language that the farmer can understand, supplemented with pictures of actual result demonstrations, have been most helpful to us.

For example, the Georgia Cooperative Extension Service, with the cooperation of the Georgia Weed Control Society, launched a program last year to eradicate bitterweed. The program was designed to inform our farmers of the various steps that should be taken to rid their fields of this galling sprig.

Slide sets, news releases, a resolution against bitterweeds, a rubber stamp which read "Use 2, 4-D — Batter Betsy Bitterweed," which was used to stamp all outgoing mail, was furnished each agent.

A locally sponsored contest was announced through our local news media offering \$20 for the first bitterweeds brought to the Extension office. This was announced well ahead of the time for the weeds to appear. This encouraged everyone, young and old, to search their pastures for the weed. They also became more aware of the need for chemical control.

In 1964, Hart County farmers sprayed less than 2,000 acres of permanent pasture. More than 5,000 acres were sprayed in 1965. Farmers purchased 15 new spray machines which doubled the number owned in the county. Pesticide dealers reported a 50-percent increase in sales of chemicals during this period.

The correct timing of radio and news releases, letters, and result demonstrations resulted in a very successful program for us in a program completely new to most of our farmers.

Radio and news releases used as follow-up to a major program emphasis have been very useful in our county. People are interested in what accomplishments have been made and what they have meant to the local area.

A news release stating increases in acreage, quality of product, added income and future potential can certainly increase interest and justify our efforts as Extension workers. Farmers take pride in a job well done and their confidence in us is also increased.

As we in Extension plan our programs for a specific time period, we can benefit from this type of follow-up article. Reports are based on actual accomplishments and can be measured by the progress made. Future emphasis can be in direct proportion to farmers' acceptance of a program and the results obtained. Correctly timed news releases can play an important role in these accomplishments.

The importance of timing news releases cannot be over emphasized. We have wonderful tools at our disposal in these media. They can be a useful, reliable source of information to Extension's clientele. However, if the releases are poorly timed, they are of no more value than is yesterday's newspaper. □



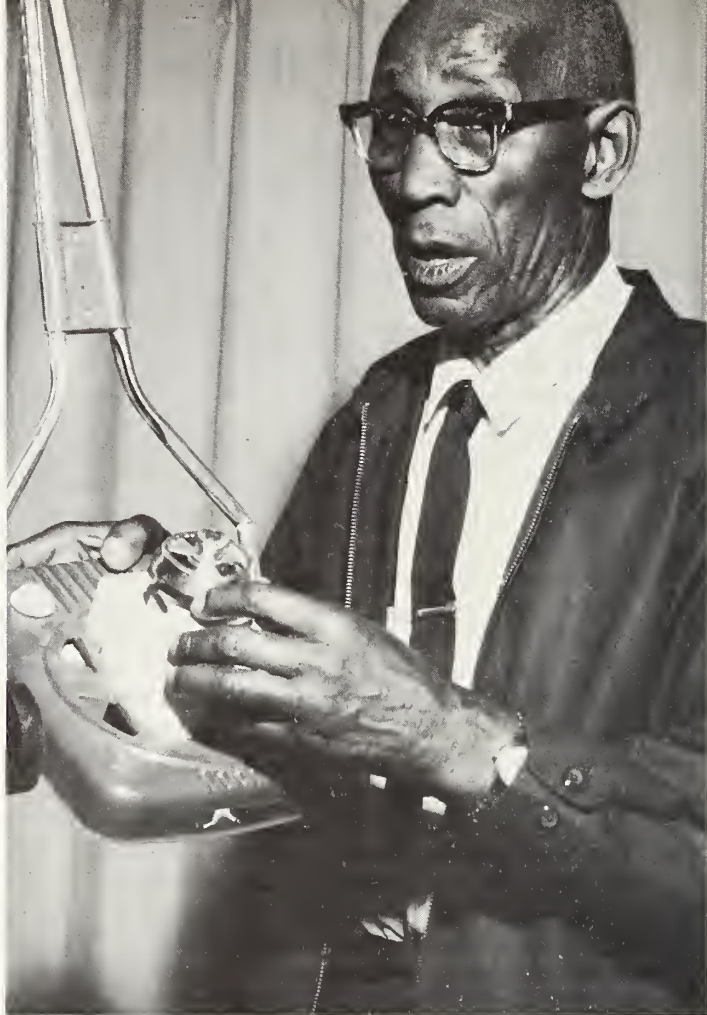
Planning completed, Page gets on with writing the copy.

And finally after the presses roll, Page and Mrs. Wassie Vickery, associate editor, look over the result of close teamwork and timing.



"... no substitute for visuals"

by
W. L. Royston
Extension Farm Agent
Tallapoosa County, Alabama



Royston displays model used to dramatize safety in lawnmower operation.

Twenty-two years of work with farm people have convinced me there is no substitute for visuals. They excite people, and I can almost feel them grasping a new idea or changing their minds about how to do something.

I well remember my first real experience with visual teaching. I was attending an agents' training meeting on a relatively new crop—caley peas. The specialist in charge did a fine job of selling me. The visuals he used fascinated me, mainly because I had never seen teaching depend so heavily on visuals.

I made lots of mental and pencil

notes. It seemed clear that here was the way to get the story over to farmers.

I remember very well how I made that first visual. From a bulletin, I cut out some pictures of cattle grazing caley peas and pasted them on poster paper. The wording underneath said that caley peas paid as a grazing crop and as a soil builder.

This was a simple visual made at no cost except for an hour of work. It got the message across. This one visual played a good part in introducing caley peas into Greene County. It was my "best seller" at numerous meetings and farm visits; it also sold

me on the use of visuals in getting any message across.

From that beginning, I have made over 300 visuals for my own use and also for schools, especially vo-ag departments. More than 60 schools in Tallapoosa County — where I was transferred to in 1945—have called on me for help with visuals. In some cases I made the visuals for them; in others I did even better—I showed them how to make their own.

Making effective visuals is like most other jobs: You have to see the need for it, use your imagination, and work at it. I have seldom come away from an agents' training meeting with-

out this question running through my mind: "How can I get this information over to my farmers so that they will *do* something about it?" Visuals pop into mind first. Usually by the time I get back home I have "visualized the visual," you might say.

Most ingredients for my visuals come from subject-matter specialists of Auburn University Extension Service. Other sources include pictures from commercial concerns, magazines, and my travels around the county.

I like to use actual objects whenever possible. Last fall I wanted to convince farmers of the advantage of marketing pecans by variety, rather than in mixed lots.

I simply glued a pecan of each variety onto a small board. Under each I printed the approximate market price when sold unmixed. Also I gave the price—much lower—when varieties are lumped together and sold. Through meetings and personal visits, I told this story over and over.

This one demonstration added thousands of dollars to the income of farmers. Mrs. Jimmy Finley, for example, sold pecans from her 10-tree orchard for about \$500. Had she sold the same pecans with all varieties mixed together, she would have received less than \$150 for them.

I particularly like a fairly small visual—such as the one on pecans—that can be used in farm visits. I almost never talk to a farmer without a visual to help get over my message.

Right now, I'm using a visual entitled—"Do You Know Cotton Insects?" This visual resulted from a recent South Alabama conference on cotton. It has pictures of all major cotton insects. The point is that a farmer must know which insects are invading his cotton fields before he can use the right control measures. I take along bulletins that explain what insecticides to use.

I feel that the time it takes to think out visuals and make them—with a good assist from my secretary—is the best time I spend for my farmers. □



He shows farmers how to make more money from pecans—sell by varieties.

Royston and Hoyt Webb, county Extension chairman, study visual showing ingredients of a profitable livestock operation.



A Change in Attitudes—

produced by skillful
face-to-face communication!

by

Wilma B. Heinzelman

and

*F. Dale Hoecker**

Cooperative Extension Service skills of communication evolved in a half century of bringing about new agricultural and homemaking skills are equally effective in influencing attitudes, altering mores, and helping people adapt to social changes.

This has been confirmed in our work with the Lane County Youth Project—a demonstration “community development” program. Our challenge is to stimulate an awareness of the needs of all people in the community; to develop a cohesiveness of purpose; and build feelings of mutual esteem among the affluent, the leaders, and disadvantaged.

We learned too, that change of strong inner attitudes and social values comes far more slowly than progress in such things as conservation of soil and water or “good nutrition.” And those skills of communication—much a part of Extension’s strength—must be handled with infinite patience and perception.

The 13 principles described below were our most effective methods in face-to-face communication.

Choose the setting in which the person seems most at ease.

Seek him in the place where he is

**Heinzelman, home and family education coordinator; and Hoecker, community service coordinator, Oregon Extension Service.*

most talkative. One community leader may be more at ease in the local coffee shop, another in his place of business, still another in his own home or out on the farm. Save the visit to a busy farmer for a rainy day.

A disadvantaged person is usually more at ease during a visit in his own home than during an office call. Chatting with him on the street or in the market is often effective, as there he seems to feel more your equal. Taking a disadvantaged person into the coffee shop for refreshments may lift his morale.

Visiting in an informal setting is usually more effective than an office conference. Face-to-face talking seems always more successful than telephone conversation. For crucial attitude change, visit one-to-one, or in a small family group, or small group of friends, supportive to the person you are trying to reach.

Approach the person with genuine friendliness.

Chat in an easy manner, wherever you chance to meet. Go out of your way, if necessary, to meet the person, as walking down the other side of the street, or following him into a shop.

Your smile combined with your cordial manner and casual dress, tend to dispel whatever reserve a person may feel. Friendliness may be ex-

pressed in some comment, as “You’re just the person I want to see!” A handshake or friendly pat on the back may elicit a warm response. Sharing refreshments and visiting about mutual interests help to create a friendly feeling.

Listen with interest to whatever the person chooses to discuss.

Really listening is essential to your understanding him. Your attitude of listening encourages him to express himself, and to “get rid of his gripes.” Only after he “blows off steam”, can he be open-minded to your point of view.

Learn to listen “between the words”—observing signs of inner feeling, as voice, facial expression, body motions, etc. These actions are revealing, and sometimes may oppose the words said.

Give respectful attention, described so ably by a disadvantaged friend, “You listened as if you wanted to hear what I was going to say—as if it was really important to you.”

Express sympathetic agreement whenever possible.

This agreement is particularly important to the person who is “griping” or finding fault. If he feels you are going along with his idea, he tends to finish his “griping” more quickly than if he feels you are opposing him. You cannot influence his attitude in a positive way until he calms down, and you have a feeling of “togetherness.”

Do not hurry, but be sensitive to him.

Change in attitude proceeds slowly. When you are able to engage him in free communication related to the crucial subject, continue the interview as long as he shows a high level of interest. This may result in a long conversation, continuing through a lunch time or beyond working hours.

Watch for cues that indicate his responsiveness to you.

Some of these cues may be: his close attention to what you are saying, the interest and enthusiasm in his voice, and his shutting out other

stimuli and responsibilities. If a man won't stop talking to eat a meal, or to go with his waiting wife to town, he is showing towards you the responsiveness you need to "get through" to him.

When you have a real feeling of "togetherness" in attitude, edge in slowly, asking for his judgment in the crucial area.

Develop sensitivity to determine when the "togetherness" is strong enough to be tested by a question to broaden his outlook. You may proceed something like this, "That's right, but what do you think about this . . .?" or, "Have you ever looked at it this way?" As one leader expressed it: "When the feeling was easy and comfortable, we really opened up and discussed . . ."

Learn to ask broadening questions in a manner which shows you value the person's judgment. This indicates you really want his opinion, thereby increasing his feeling of worth as a person. Helping him maintain an inner feeling of security is fundamental to his ability to be open-minded towards you. In other words, "keep him feeling right."

Continue as if planning together, never contradicting.

Develop perceptive comprehension to guide you in "how far you can go." If he starts to resist you, you are proceeding too fast. Never contradict him as this is a sure way of closing his communication with you. Talk and plan easily together as equals, keeping him feeling that his opinion is important to you.

Let him know you respect and value his judgment.

Express genuine and sincere approval whenever you can. He will feel encouraged by expressions like this: "You always seem to have your feet on the ground. What do you think about this?" or, "I need your judgment in this matter," or, "You really helped me think through this problem."

Terminate the contact in a casual, friendly manner.

Invite the person to continue the relationship by some friendly expression, as "I'll see you again soon," or "Stop in the office anytime."

Repeat steps as needed until the desired change of attitude is expressed.

If you have been successful in your previous interview, you will find that you can proceed further more quickly during each successive visit. When the person begins stating to you, as his own ideas, some of the values you have shared with him, you will know a real attitude change has occurred.

Maintain the relationship by sharing with him related information to broaden his point of view.

Offer the person pertinent articles to read or call to his attention approaching television or radio programs to continue your relationship in a way which makes him feel important. Discussion of such shared information may stimulate some of your best thinking and planning together.

Relate the person to the larger project by consulting him as an adviser and co-worker.

When he has grown in attitude and interest to the state of planning with you and initiating creative ideas, consult him as an adviser or regular member of a planning group. As he becomes involved in the planning, he increasingly will assume responsibility for action to bring about change—real involvement in the cause! □

100 Culpeper County Farmers Attend Annual School

Six years ago, agricultural leaders in Culpeper County (Virginia) came up with the idea for a unique school for farmers. The results have exceeded the fondest expectations, says Roy F. Heltzel, Extension agent.

Classes are held at the local high school on the four Tuesday nights in February. Cards are sent to farmers for them to indicate their preference among the 16 classes to be given.

Subjects are varied to fit the needs of the people, but have always stuck to the main topics of dairy, livestock, agronomy, and farm management. These are the main agricultural interests in the county.

Teachers may be Extension specialists, researchers, county professional people, or leaders from commercial companies.

Heltzel says, "We can do more teaching with less effort than in any other method we have tried. We have received excellent cooperation from everyone concerned, and I feel the

secret of our success in this teaching method is making maximum use of our County Board of Agriculture and commodity committees in planning and executing the school program."

Two one-hour classes are held each Tuesday beginning at 7 p.m. This gives each farmer the chance to attend two classes each night. Speakers repeat their presentation the second hour for the second group of farmers.

Attendance ranges between 85 and 100 people each night. This means that farmers receive a total of 720 lecture hours in the school each year.

Eighty-five percent of those attending operate livestock or Grade A dairy farms. Over 76 percent own their own farms, and 70 percent had some college education, Heltzel says.

All those taking part in the last school thought the effort should be continued. Seventy-one percent said they did make specific changes in their farming as a result of attending the school. □

Reach More People

Through a Tri-media Information Program

by

Wade W. Kennedy

County Agent

Forrest County, Mississippi

Deciding which of the three mass media channels we'll use here in Hattiesburg, Miss., creates no problem—we use them all—newspapers, radio, television. We do, however, tailor our message to the specific audience of the media.

It makes good sense to use all media for two reasons—we work with people who respond to each of the three media and second, each media plays a unique role in mass communications.

Television is a good attention-getter. It caters to the senses of hearing and sight and makes a more lasting impression than radio. It also provides means to "show and tell" when that approach is desirable.

We find television to be our most valuable media for subjects of interest to a wide variety of people. Our weekly nine-minute show telecast at 12:35 p.m., Friday, is usually built around a timely subject. Audience ranges from city people to large farm operators.

We find radio a valuable outlet for creating awareness and to get information out in a hurry during emergencies or when time is pressing. We use direct telephone line broadcasting to the stations in handling types of information that is needed in a hurry.

We have a daily program on each of these stations. We prepare a program on subjects of primary interest to city dwellers for use by a station that primarily programs for this group. A different program is prepared for an early morning spot on a more powerful station catering largely to farm people. A third program is pre-

pared for a station with overlapping interests. This program again deals in subjects of interest to people with a wider range of interests.

As one can imagine with this type of programing, subject-matter of programs runs the gamut. Our lines stay busy with people following up on something they heard on one of our radio programs. Problems range from the woman with one insect pest in her lawn to those of dairymen marketing more than a million pounds of milk a year.

For more detailed information we still prefer the newspaper. The client can sit down and read it at his leisure—taking time to digest and put detailed information into perspective. The paper also provides a written record if the reader wants to clip and preserve the article.

Another advantage of the newspaper is that clientele do not have to be in the house at a certain time and do not have to be tuned to a specific broadcast outlet to receive the message. Newspapers also provide opportunity to use pictures of events, and our staff is fairly expert in use of the camera.

Is all this effort necessary? We think so and here is why: Our media people appreciate a service tailored to the interests of their listeners, viewers, or readers as the case may be, and give full cooperation in promoting Extension programs. Secondly, clientele of different interests use different sources of information—and by using all media, we're more likely to reach more of the people with the information they need.

And finally, but not the least important, the information we dispense is important to our people and demands the full treatment. □

Forward

Continued from page 3

havioral aspects of human communication; and (3) broad changes in the commitment of our Extension services.

Any one alone would be a sobering demand for the clearest kind of thinking and wisest kind of professional and personal adjustment. The presence of all three takes on an interaction power that yields a pressure quotient that seems more geometric than simple progression.

In a quickly superficial way, let's consider some of the characteristics of these influences:

Communications technology—catching at a time when we are still grossly dissatisfied with our ability to communicate by newspapers, magazines, bulletins, radio, television, and public address, we see a clutch of new machinery with great potential:

Two-way radio, closed-circuit television, visualizing devices linked with telephones, and an amazing variety of visual "hardware" are already on the scene.

Fantastic collections of digested, stored information on a multitude of subjects can be almost instantly available at many scattered locations through the capacity of computers.

Printing technology is advancing so rapidly that a spanking new development may be on its way to obsolescence between the time of ordering and installation.

These are but a bare sampling of the communication technology that is upon us. Merely to explore the implications of such machines can sober the most daring and frighten the timid.

The Extension worker (and, we believe, the communicator) holds the key to potentialities.

Understanding the behavioral aspects of human communication—as Extension workers we have been impressed and guided by the concepts of diffusion, described by our rural sociology colleagues. They have led us into deeper meanings of education

and action. They and behavioral scientists of many disciplines are adding depth and breadth to our knowledge of how and why people behave as they do.

We in Extension have long defined our meaning of education in terms of changed behavior of people. We have begun to understand that there is a basic difference between dissemination and education; that education involves a two-way interaction and is more likely to take place when the personality of the learner is part of the interaction.

We have begun to talk, and sometimes to think, in terms of educable moments, of attitudes and opinions, of motivations. Perhaps of paramount significance, we have become more acutely aware of the learners as individuals, different in identifiable and not-easily-identifiable ways.

Again, the intellectually stimulating output of the behavioral scientists is little more than exciting conversation until it is put to work. We believe, as communicators, that we can help put the knowledge to work.

Broad changes in the commitment of our Extension services—it is not a simple matter to comment on the directions of changing commitments by Extension services. There are many Extension services within this vast and influential institution. They do not respond or behave in neatly chartable fashion.

Some of the changes that seem to exist generally are these:

Engaging people who may be correctly called disadvantaged by several criteria, while creating educational services for some audiences that are at a nearly opposite pole on other criteria.

Serving increasingly circumscribed clientele with some programs, while building channels and methods for serving wide audiences with the research and scholarly insights of our entire universities.

Teaching the complexities of more sophisticated technology provable by our present level of scientific pro-

cedures, while conducting education on public issues where the value systems of the participants are the diverse, but perhaps only, standard of proof.

As the commitments of Extension units continue their history-long adjustment to changing needs, some fundamental structural changes occur. Leaders innovate and experiment to find increasingly effective and efficient ways to organize the resources to meet these immense demands. Multicounty units and area specialization are realities in many States.

This hasty skimming of change forces in this "very normal situation" does not pretend to be exhaustive. It is only a sampling of what the world of our institution appears to be to the editors and communicators in our Golden Observance Year.

Some seers have suggested that we are entering—or already may be in—the era of communications. We would not disagree. But our definition of communications is not limited to the roles and functions of the editor. All Extension workers, we would argue, are essentially communicators. You and we, therefore, are working the same side of the street.

It just hardly seems natural to mark an anniversary or an observance without a look ahead. Some look long years ahead—and avoid being called to account.

We in AAACE take the short view, from today on to just a few years ahead. We see enough to challenge the limits of our specialties in the immediate future. We see many ways that we can improve our performance in the traditional role of supporting the people and programs of Extension services.

If you were to press us on what we see as our roles, you may get somewhat different answers. Let me try a set of roles with which a number of my colleagues will agree:

Producer of communications materials—Yes, indeed, we will continue to write news, do radio programs and television, shoot pictures, make ex-

hibits and edit publications. We will do them better and better. You and we will join to produce the materials that support educational efforts.

Publicist of institution and activities—Some would define this as our greatest role—getting out an audience, boosting the sign-up for a short course, improving the image of Extension and Extension workers. This is an important role, and we'll continue to do it.

Strategist in educational communication—here we get some argument—within our own AAACE ranks, as well as with others in the Extension family.

Let me urge you to take stock of the men and women who occupy the communications posts. Look into the growing literature of the craft, the advanced training of the people. While many of our number entered the field from a school of journalism, your demands have pushed them into the waters of the behavioral sciences.

Yes, we believe we have a useful purpose to fulfill as communications strategists, particularly in the use of mass and other impersonal media, in development of visual materials, in fashioning communications programs that relate to the process of diffusion, and others.

Communication is a process of human behavior. If we truly merit the label "communicator," we have a strategic contribution to make.

It has been an exciting half-century for the Extension-related complement in AAACE. (Not all of us are in Extension jobs; many ply their craft to the communications needs of research reporting, and we number well over 100 in commercial agricultural and home economics communication.)

Those men and women who wrote our history by their first 50 years of service set down a great heritage. With a sense of confidence based on a significant past, with a high spirit of adventure based on the fantastic promise of the immediate future, and with you as our boon companions, the journey ahead looks great! □

From The Administrator's Desk

What Else Did We Communicate?

Almost everything we do communicates something to someone. Sometimes our mere presence on an occasion of importance to others there communicates our interest, concern and support more eloquently than any words we might use.

Sometimes a question asking for the opinion or judgment of another communicates a respect for the other's judgment more powerful than any direct expression we might make.

When we travel at great personal sacrifice through ice and snow to make a meeting, we probably communicate to the others there a message of devotion to duty and to their service.

When in our work we don't tell people what they "ought to do" or what "our studies show to be best" but provide facts and analysis for their own evaluation and decision, the big message received may be "he respects my intelligence and judgment."

I believe these kinds of messages—unintended and expressed incidental to some other process and purpose of communication—are the ones long remembered and frequently the most important.

Some message is received by others from everything we do—and the receiver quite unintentionally puts our many words and acts together in packages and patterns of association out of which he makes meaning. So our every act, gesture, movement is a part of the communications process—whether we intend it so or not.

Some of us may be able to control our every act so as to communicate just what we want to communicate. But just as most of us "are not smart enough to lie," most of us don't have that ability.

If we want people to get the message that we really are competent in the subject matter we are discussing, we better be competent and feel competent. If we are, the message usually will come through.

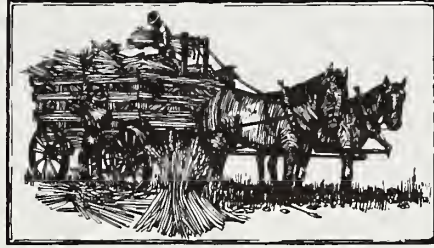
If we want people to get the message that we respect their good judgment, we better have sincere and honest respect. The message will come through whether or not we try consciously to communicate it.

If we want people to get the message that we in Extension are dedicated to helping them have a better life, we better have and practice such dedication. The message will come through—regardless of the communications skills we have developed. And the converse is also true.

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JULY 1966



..things are changing



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

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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

Things Change!

For at least the first half or two-thirds of the life of Extension, educational activities reflected the philosophy of "grow two blades of grass where one grows." New developments in the science of agriculture made it possible to grow four blades of grass where the two were growing. A second bit of philosophy was also apparent throughout this period—diversify the farm operation. Farmers were advised "not to put all their eggs in one basket."

In the decade of the 50's, things began to change. Specialization was the "thing to do." The farm business took on more characteristics of other businesses. In some circles, the idea that farming was "a way of life" gave way to the idea that "farming was really a business."

Also, it was soon discovered that solutions to many problems of farmers must be solved somewhere off the farm. This required changes in Extension philosophy, changes in farmers' attitudes as to what Extension responsibilities were, a change in programs, and finally new and additional clientele.

The articles in this issue reflect other changes: new and more effective publications, leadership training for community action, and new areas of emphasis such as recreation and efforts to seek out and help the very low-income people.

Yes, things are changing!—WJW



Publications Go Modern

by
Charles N. Voyles

Oklahoma Extension staff displays "Fact Sheet" publications. Left to right are: Errol Hunter, assistant director; Charles N. Voyles, editor; and J. C. Evans, director.

Publications are one of Extension's oldest and most used educational tools. They have served well, but a modern twist to an old technique may add new zest and effectiveness to Extension programs.

The entire Oklahoma Extension Service just recently received a lift by a fairly new and, as yet, little used publications system. Oklahomans did not originate the idea. At least three other states, possibly more, are using the system.

Dr. J. C. Evans, Oklahoma Extension Director, started the system in Maryland some 15 years ago. He later was instrumental in getting the system underway in Michigan and Missouri.

The new approach is called the "Fact Sheet" system. Fact sheets are 8½ x 11 inches in size, either two or four pages in length and punched to fit in a three-ring loose-leaf notebook.

The notebook is an essential part of the system. An especially designed notebook is provided with the service to county agents, farm editors, and other agricultural leaders. Fact sheets are numbered and cross indexed for easy reference.

Individual fact sheets are sent to county agents in quantity and are handed out and used as any other publication. If a farmer or businessman chooses, he may purchase a "fact sheet service." This entitles him to a notebook and a monthly mailing of fact sheets.

Fact sheets appear to have many advantages. They are like a modern army equipped to fight a modern war—flexible and hard hitting. They can get to the point of "attack" quickly and effectively. County agents use them in a dual role.

First, they are a "gold mine" full of the latest facts on a number of subjects arranged for easy and quick reference.

Second, fact sheets are handed or mailed to people seeking information. The specialist doing the writing breaks his subject into short, concise parts. If he chooses, he can finish one part and send it to the editor while he completes the second, etc.

Editors find fact sheets quick and easy to produce, easy to revise, and inexpensive. Newspaper farm editors and agricultural leaders in Oklahoma

have been highly complimentary of the system.

The patron himself holds the answer to the ultimate question. Are fact sheets better than the old system? That question has to be answered and it will in time. Until proved otherwise, fact sheets appear to be a real boon to Extension work in Oklahoma.

Notebooks filled with fact sheets have been sent to county agents, vocational agriculture teachers, soil conservation workers, Farmers Home Administration offices, and a number of prominent agricultural and business leaders. Aside from their primary purpose of providing information, fact sheets seem to have had an image-building public relations effect in Oklahoma.

The fact sheet system will not solve all the problems, but until something better comes along, most States could benefit by taking a good look at this system.

If attempted, the fact sheet system must be undertaken as an Extension-wide program. It must be understood by agents, specialists, and editors. Above all, it must have administrative backing and leadership. □



Students look on as Mrs. Dorothy Jones, Nevada Extension home economist for Indian programs, demonstrates procedures in food preparation.

Extension

Home Health Aide Training

... improves prospects for a better life among American Indians on Nevada reservations

by
Larry M. Kirk*

Home economists with the Nevada Cooperative Extension Service have moved to meet some of the graver needs of low-income Indian families through training of home health aides.

Lack of competent help for families on Indian reservations in times of emergencies has led to a chaotic family life, and inadequate nutrition is a perennial problem among many of the families. Families often have found it necessary to commit old and ailing members to nursing homes which they could ill afford.

Training courses for home health aides have been conducted for Indian women of three Nevada Reservations—Nixon, Shurz, and Dresslerville—and in Alpine County (California). Courses for the former two were conducted on the reservations. Women from the latter two attended a joint class in Douglas County (Nevada).

Sessions at Nixon and Shurz emphasized: 1. training for household

**Information specialist, Nevada Cooperative Extension Service*

help in times of crisis; 2. and, to qualify the students for useful part time work.

Training at Minden was designed primarily to teach the students skills and principles that would help them to give better care and nutrition for their own families.

Basically the courses helped the aides to understand what they are to do—to know their own limitations—and to know the difference between working in their own home and working under supervision in someone else's home.

Other course fundamentals included ways the aides could strengthen their personal qualities; increase tolerance and understanding of human shortcomings; and increase their resourcefulness.

Specific program objectives were: 1. to carry out directions given by the responsible member of the family; 2. to help maintain family routine and activities in times of crisis; 3. to help family members adjust to

abnormal situations; 4. to give children a sense of security through sympathetic understanding; 5. to assist family members in the preparation of simple nutritious meals; 6. to help do necessary laundry work; 7. and to keep the home clean and orderly.

Organization was carried out by Extension workers. Personnel of the Bureau of Indian Affairs and Public Health and Public Welfare Department assisted in enrolling students for the Nixon and Shurz courses. The Tribal Council of the Dresslerville Indian Colony, the Carson Valley Area Development Committee, and the Alpine County Health Nurse encouraged students to enroll in the course held in Douglas County.

At first there was some apprehension among organizers about holding the course at the Douglas County Extension office. But Mrs. Mabel Edmundson, Extension home economist, reported that reluctance to attend disappeared after the first two or three sessions.

Each of the 12 five-hour sessions included training in some aspects of assisting the family in emergencies, preparation of food, nutrition, and housekeeping.

Extension home economists Edmundson and Dorothy Jones gave demonstrations in food preparation, and instruction in nutrition and housekeeping. The food prepared in the demonstrations was served to the students for lunch since the sessions began at 10 a.m. and ended at 3 p.m.

Resource people outside Extension with specialized knowledge in the other subjects took part in the training.

George Romance, a public health clinical social worker at Shurz, presented the session on "Working With People." This included basic human needs and desires and characteristic behavior when these needs are not met.

He also discussed differences in customs and practices among families including use of family resources and cultural differences. He stressed the need for students to accept family patterns different from their own.

Ruth Ludel, local nurse, was guest speaker for the session on "Prenatal Care"—how to have a healthy baby and keep it healthy. She emphasized the importance of routine physical needs of the expectant mother, proper feeding, bathing, and tender loving care given the child.

Understanding the elderly and meeting their basic needs was taught by June Barrett, Alpine County social welfare worker. The instruction included characteristics of the aging process, today's life expectancy, and preparation for aging.

She listed aide responsibilities as including control of physical factors, taking safety precautions, and meeting nutritional needs. Recognizing mental deterioration, the aide would try to meet emotional needs of the elderly person.

"Helping the aged keep alive and

maintain a feeling of being needed as long as they live is an important task of anyone caring for them," Mrs. Barrett told the group.

Dr. James Harrells, Shurz public health service with Indians, presented the "Concept of Home Care Team." He gave practical examples of services to the sick person by the home health aide.

He discussed the normal process of body functions so that the aide would have a better understanding of what to expect and when to inform the doctor of unusual functions.

Randy Slater, of the Douglas County Sheriff's Office, took the lead in sessions on first aid and emergency treatment. To backstop oral presentation, he used Civil Defense films.

Jack Steele, Nevada Employment Service, discussed employment possibilities and how to use the local employment office.

Not enough time has elapsed for a complete evaluation of effectiveness

of the courses, the home economists say. But some results are already apparent.

Eight of the students at Shurz and 13 at Nixon have either found employment or are applying the things they learned in their homes.

Eighteen of the 24 enrolled in the Douglas County course received certificates of completion. The average attendance for each weekly session was more than 16.

The Dresslerville Tribal Council has requested Extension to organize and conduct a home health aide course for Indians at Yerington, in Lyon County.

Extension has also been asked to develop a curriculum for teaching home health aides for the Medicare program. Extension home economists have also agreed to serve as instructors for the nutrition, food preparation, and housekeeping portion of the curriculum. These three items make up more than one-half of the total course. □

Filmstrips are used here to teach principles of nutrition at conclusion of the food preparation demonstration.



Extension Education +

Food Programs =

Better Living

By

Mildred S. Bradsher
*Associate professor, food and nutrition,
and Extension specialist, food and nutrition,
University of Missouri*



An aide teaches preparation of cornmeal mix for breads and other uses.

Missouri Extension home economists are teaching better nutrition and food service using government donated foods and food stamps.

Presently 96,160 families in 30 counties receive donated food each month. Food stamps are available in the city of St. Louis and are used by 5,135 families.

Acceptance of donated foods had been poor. Families didn't like the salty taste of the meat, nor the yellow cornmeal and non-fat dry milk. Repeated stories were told of foods being burned, thrown away, or stored in pantries and sheds.

Many women were unable to follow printed instructions on containers and they lacked cooking and meal planning skills.

Special Program Needed

Families were not being reached by existing Extension Programs. The situation emphasized the need for an educational program designed for this specific audience.

It was recognized early that personal contacts were necessary to gain rapport with homemakers and families. This was too time consuming for the existing number of home econ-

omists. With only three Extension home economists in Kansas City with a population of 1 million and three in St. Louis with 2 million, new techniques other than direct contact with families were needed.

A Small Beginning

A series of foods classes was conducted with mothers receiving Aid for Dependent Children in Pemiscot County in 1963. Approximately 3,000 families in this rural county received donated foods.

Commodity foods received special attention. Mixes for bread, cornmeal, and pudding were included. Leftover mix was packaged and given as door prizes. They tasted broccoli for the first time—learned to set a pretty table and that food makes a difference in how people look and feel.

The Extension home economists, food specialist, and welfare case workers visited families to become acquainted and encourage attendance. Case workers followed-up with reminder letters each week.

Other Programs Added

With stories of success other programs were started. In most of the

30 counties distributing the food, Extension home economists are supplying information for its use. Some hold classes, others hand out or mail printed information, use educational displays, or radio broadcasts.

In Springfield, a city of 80,000 population, a series of five television programs on "Using Surplus Commodities" emphasized foods recipients found most difficult to use. These included rolled oats, beans, dry skim milk, rice, and canned meat. Dishes were prepared using donated foods and other foods needed to complete a meal. The idea was to show the commodity food as part of a family food plan.

Displays of prepared foods, recipes, and bulletins at food distribution centers allow families to meet the home economists, to taste good foods prepared from commodities, and to get information.

OEO Helped

When the war on poverty was started, the University of Missouri Extension Division was ready. It received funds to employ members of low-income families to assist home



These happy ladies will soon share a coffee cake made with "Missouri Mix" using donated foods.

economists employed specifically to work with this audience.

On June 1, 1965, a Family Living Leader Aide Program was started in Mississippi County where donated foods were distributed. The program provided for six aides to work under the supervision of a home economist.

More than 230 families were contacted. Most asked for help with foods because of difficulties experienced in preparing meals from donated foods. "This was a starting point for us," said Bonnie Heard, the home economist, "because we could supply a felt need."

Now 11 other counties receiving donated foods have a home economist and leader aides paid with OEO funds that emphasize information on commodity foods.

One month six aides taught 186 homemakers with 1,031 children to reconstitute dry milk, make rolled wheat mix, and peanut butter cookies from the mix.

It is conservatively estimated that 9,500 families receiving donated foods are currently being reached with similar information.

Results

One leader aide said, "There has

been such a change in the attitude of the people in the two months I've worked it amazes me. I've learned a lot from the people too."

One home economist reports, "Besides changing some attitudes about donated foods, the homemakers seem to have more interest in themselves and their surroundings. Leader aides report cleaner houses and neatly dressed homemakers. Some homes are a 'far cry' from the way they looked at the time of the first visits. A number of homemakers whom the aides did not contact were so interested that they contacted the aide. Such responses make our work more gratifying."

Roy Ferguson, State commodity distribution supervisor, wrote, "I have recently completed a trip through southeast Missouri and contacted the Extension home economists whenever possible. I found they are promoting effective utilization of donated foods. We are grateful for the assistance they are giving the food recipients."

"The Leader Aide programs . . . are expanding rapidly. I find them one of the best programs for low-income families."

One district director of commodity

food distribution said that at the April, 1966, distribution, families asked for more dry milk for the first time since the beginning of the commodity food program.

Food Stamps

The Federal Food Stamp Program functions in the city of St. Louis only. Commodity foods are not distributed to residents there. Records showed stamps were being poorly utilized.

A survey revealed one reason for poor utilization was lack of information on how to secure and use them. Extension personnel worked with personnel of Public Welfare and the Food Stamp Center, and 480 food merchants to inform families of advantages of using the stamps and how to obtain them.

Food buying and meal planning were discussed and/or demonstrated at meetings reaching 2,000 people. Radio programs, special bulletins, and talks to professionals explained the values and operations of the program.

Six posters made by home economists to explain how to make application for stamps were duplicated by a large grocery chain and used in their stores in St. Louis and Franklin Counties. These efforts are thought to have contributed significantly to increasing families using stamps from 2,330 in November, 1964, to 5,100 in May, 1966. Authorities believe 26,000 families are eligible to receive stamps. Families now participating pay \$195,500 and receive stamps with buying power of \$346,500.

"Extension workers have a responsibility to aid in extending the knowledge resources of the University to persons who need and desire them," said Dr. Mary Nell Greenwood, director of continuing education for women in Missouri and assistant director of Extension. "By providing information to settlement house workers, visiting nurses, welfare case workers, and tenant relations personnel, the University's resources reach more families." □

Vermonters Build New Industry

. . . on idled farmland

by

Tom McCormick

Assistant Extension Editor

University of Vermont

At Lake Champagne, in Randolph Center, Vermont, a young mother smiled proudly as her six-year-old boy took the first strokes of his swimming career and hollered for attention. Farther back from the beach, a teenager munched on a hot-dog and watched the pair idly.

Just faces in the crowd. Not really different from the scene at any beach, except that lake and beach, like the bathhouse, were man-made. What had once been surplus farm land was now a private lake, open to the public on a fee basis.

The story, with variations, has been repeated in different parts of Vermont.

A retired electronics worker has converted his rural retreat into a campsite business. A 42-year-old immigrant has piloted a chunk of scrub mountain land into a plush ski chalet development. A married couple with a passion for the outdoors has started a boys' wilderness camp.

And so it goes. Vermont dairying is being concentrated on fewer farms year by year, leaving a land-use and

employment vacuum. Recreation is moving in to fill the gaps, observed and sometimes guided by task force members of a recreation pilot project.

Two years ago the University of Vermont Extension Service and the Federal Extension Service agreed to cooperate in a joint study of this trend. The specialist hoped to come up with some data on consumer preferences as well as financial yardsticks that could be used in feasibility studies.

Obviously, it's just as important to know which enterprises will not pay their way as it is to give a helping hand to the operator who's on the right track. The researchers also hope to learn how to harness change so that Vermont will be able to cater to the needs of the tourist without losing the natural quality which attracts tourists in the first place.

An agricultural economist and a recreation specialist had primary responsibility in Vermont, together with an economist from the federal level. They soon realized the complexities of recreation require the team approach. Members of other disciplines were added.

An inter-agency steering committee with both State and federal repre-

The natural beauty of Vermont's mountains provides a perfect setting for camping and picnic areas.

sentatives, was formed to guide the project. (Eventually these meetings were expanded into full-scale symposia to give education in depth.)

While the vital administrative machinery was being built, contacts were made in the field with budding operators. In return for across-the-board technical assistance, these operators agreed to answer any and all questions about costs, labor, planning, etc., both before and after going into operation.

This gave the project something akin to test-tube conditions in different types of recreation. Additionally, these cooperating enterprises became demonstration centers which could be used educationally to train public employees such as Extension and SCS workers in this relatively new area.

The data received also supplied skeletal bone to support the flesh of theory in the development of teaching materials. To cite just one example, the discovery that 50 campsites is probably a minimal figure for a commercial enterprise, at an average cost of upwards of \$500 per unit clarifies an ex-farmer's thoughts on this subject rather quickly.

It should not be assumed from this, however, that problems can be solved on a computer basis. While gross mistakes can now be prevented much more readily, thanks to the pilot project, the equation of success is much more complex, involving as it does the many facets of the personalities of both the buying and the selling public.

Traffic counts, demand studies, and analysis of facilities can indicate the possibility of success but achievement still depends heavily on the individual operator and the effort he wants to make.

Eventually, it now seems likely, the major contribution of the Vermont pilot project will be in isolating the factors that will have to be checked off to give the individual operator this chance to make it on his own drive. A promising start has been made toward this goal. □



Combine the yearning of city families for open air and cool lakes and you have the ingredients for a growing tourist business. The Vermont Extension recreation project helps both tourists and those wishing to enter the recreation business.

Vermont Extension recreation workers assist both buyers and builders as more people build homes in Vermont's recreation areas.





SRS conducts two surveys each year among farm operators. Enumerators collect data on land use and livestock numbers in the spring. A smaller sample survey, emphasizing livestock, is conducted in the winter.

**As the second century of statistical reporting
on U.S. agriculture gets underway, SRS cites...**

50 Years of Extension Cooperation

Extension Service has been using the numbers of agriculture for more than half the century since 1866 when continuous crop reporting began.

Timely reporting of information on crops, livestock, prices, and farm wages by USDA's Statistical Reporting Service now is entering its second century. The community of agricul-

ture has recognized the value of this information.

This is especially true since the turn of the century when American farm abundance began to make itself felt and as capital requirements for farming and specialization increased.

The Cooperative Extension Service, since it was established in 1914 under

provisions of the Smith-Lever Act, has used SRS information in many ways—helping farmers increase yields, reducing costs of inputs, appraising prices and determining production plans, and helping them find new markets for their products.

The Federal-State Crop Reporting Service regularly reports data on

acres, yields, production, and inventories of crops; inventories of livestock and poultry; production of livestock and poultry products; and prices farmers pay and receive.

Volunteer reporters—some 750,000 farmers and ranchers across the country—form the backbone of this service. Businessmen who service agriculture also help.

The volunteers report raw data to their State statisticians who review and compile data from the individual reports before sending it along to SRS's Crop Reporting Board in Washington, D. C. The Board analyzes this data and prepares and distributes some 715 national and specialized reports each year.

In addition, each State statistician regularly issues local information on crops and farm and ranch conditions. These State reports go to the voluntary reporters, interested operators of farms, and agri-businesses.

Extension workers use SRS reports to help farmers manage more efficiently. They explain to farm operators how best to use the report information in planning long-range operations.

Extension agents cooperate with SRS in other ways. For example, they explain to farm operators about sampling techniques, such as objective yield measurements and enumerative surveys—methods SRS uses to estimate yields. Many Extension agents report local conditions as a basis for the weekly SRS weather reports. Many also aid SRS in the search for crop reporters.

Much of the basic data crop reporters provide are tabulated in SRS's Washington Data Processing Center. Use of the latest electronic data processing equipment and improved sampling and reporting techniques enables SRS to do a faster and increasingly accurate job of issuing reports in a scientific world of agriculture where precision in management decisions means the difference between profit and loss. □



This special meter measures the moisture content of grain. It is used by SRS in the objective yield surveys. Corn, wheat, soybeans, and cotton are in the national program.

The enumerator uses a metal soybean frame to measure portions of scientifically selected fields. The plants are counted several times during the growing season. Often, before the first visit, Extension agents explain the use of these plant counts to farm operators.



Leader Involvement Builds Support

for county Extension programs

by
C. L. Spuller*

A properly organized and well-trained county Extension organization provides a way for local people to have a part in planning programs. It also provides organized representation of local people in Cooperative Extension Service matters, such as personnel and budgets. Both are essential parts of the Extension structure.

The strength of the County Extension program depends on the leadership of local people and their willingness to accept new programs which help to increase their economic opportunities and quality of living.

The county Extension board, elected by the county Extension organization, serves in an advisory capacity in over-all Extension program planning. Its fundamental purpose is to help plan educational programs aimed at solving the problems and meeting needs of people.

Board—Vehicle for Participation

Local people, through the county Extension board, participate in: 1. identifying county goals based on needs of the people; 2. identifying important problems in attaining the goals; 3. analyzing problems; and 4. deciding which problems receive priority.

I have observed an evolution in the county Extension organization and the Extension board in Rush County (Indiana) during the past 23 years. The Extension executive committee, later known as the Extension board,

*Community Development Agent, Purdue University, Rush County Extension agent, 1943-1966

has been instrumental in developing a complete and well-rounded Extension program in Rush County.

Previous to 1943, the Extension program of Rush County was determined by a few agricultural project committees and the county agricultural agent. The educational phase and the entire Extension program were quite limited in scope as they were dependent on the wishes of a few project committees.

Birth of County Committee

Rush County agricultural, home economics, and 4-H groups were asked to name a representative to serve on a committee to help plan the Extension program in 1944. This was the beginning of the county Extension committee of 20 individuals.

A constitution and by-laws were drawn up. The committee held one meeting a year.

Members discussed briefly the Extension program and elected officers for the coming year. The over-all Extension program began to grow following the start of this organization and as additional project committees and organizations were formed.

The constitution and by-laws of the committee were revised in 1952. It extended membership to representatives of several project committees in agriculture, home economics, and agencies that cooperated with the Extension Service. The membership of the committee then grew to 75.

According to the constitution, the membership elects an executive committee of six individuals each year at the annual meeting. This executive

committee started meeting quarterly to discuss and plan the Extension program.

Involvement Builds Interest

Interest in the county Extension program grew annually. More people were becoming involved in program planning and in seeing that it was carried out. The Executive Committee began meeting monthly in 1955.

These monthly meetings were spent studying the resources of the county and the needs of the people, identifying goals, identifying problems that were standing in the way of attaining the goals, and making a decision on what problems to spend time on.

The executive committee developed nine objectives of the Extension program. This was a beginning of a long-range Extension program for Rush County.

Annually, since 1955, the executive committee, in cooperation with project committees and the Extension agents, has prepared a detailed plan of work based on the long time objectives of the program.

The plan of work included: 1. the objectives around which the program is developed annually; 2. the educational and other activities that are planned; 3. date of the events; 4. what is to be taught; and 5. who is responsible for each activity.

These plans of work are distributed to leaders in the county. The county Extension agents use the plan of work in assisting the people in carrying out their programs.

Committee Members Increased

The constitution and by-laws were revised again in 1958 to add more members to the Extension committee. This time, representatives from each township; various urban groups, such as Chamber of Commerce, Junior Chamber of Commerce, and service clubs; other cooperating agencies; and seven additional "members at large" were selected to become members of the committee.

This increased the membership of the Extension committee to 105 individuals representing 85 organizations, groups, or project committees. Each group elects representatives to the committee each year. The Executive Committee was increased from six to nine members.

Annual Meeting—A Major Attraction

Attendance at the all day annual Extension meeting has averaged more than 100 leaders for a number of years. They really look forward to attending the annual meeting.

The annual meeting program consists of: 1. a review of the past year's Extension program by Extension agents and leaders; 2. reports made by leaders pertaining to the progress on approved projects; 3. a review of the coming year's program; 4. deciding on new programs and policies; and 5. usually one educational and inspirational talk made by a resource person.

Volunteer Leader—Key to Success

The Rush County Extension program in recent years has included so many activities that it was impossible for the agents to service the entire program without the assistance of a large number of volunteer leaders. The success of the Rush County program can be credited to the involvement of a large number of people.

The latest addition to the Extension program was the approval and starting of a community development program by the Extension committee. Even though this has been organized for only 1½ years, many worthwhile things have resulted directly or in-

directly from the efforts of the study committee.

The constitution and by-laws of the county Extension committee were again revised in 1965. This time the name of the county executive committee was changed to county Extension board, and the over-all Extension committee changed to the county Extension council.

The membership on the board was increased to 12, to include individuals in fields of endeavor other than just agriculture and home economics. Business, professional, and urban leaders were included in the membership of the board.

Orderly Succession of Board Members

The terms of office of the members of the board are staggered so that no more than four members are elected each year. Membership is limited to two consecutive terms. Members are named by a nominating committee and are elected at the annual meeting.

Advance Planning of Meetings

The monthly meetings of the board have always been busy and interesting. They are planned a year in advance with specific dates and a tentative program for each meeting.

An agenda is prepared for each meeting. It includes a review of activi-

ties and accomplishments of the past month; a report of coming events by the Extension agents; and evaluation of certain phases of the Extension program and business matters.

Other items included in various board meetings are: 1. planning for the annual meeting; 2. naming committees; 3. progress report of various projects; 4. reviewing objectives and evaluating the over-all program; 5. preparing a new plan of work; 6. studying resource problems; and 7. the needs of the people, and similar items.

The Extension agent acts as a trainer or coach in helping the officers of the board. He is really an educator providing information which helps the board in studying the problems and making decisions.

Board Aids Management

The Extension board also names a budget committee. The budget committee prepares and presents the budget for the Extension service annually to the county officials, and assists Purdue University in county staff appointments.

In conclusion, the key to the success of the Extension program and the degree of acceptance by the people in the county is determined by the amount of planning done by local people through the county Extension board. □

County PR Idea

There is a good "story" in the naming of an Extension Advisory Board.

The Taylorsville Times devoted almost an entire page to the Alexander County (North Carolina) Extension Advisory Board. The article included a picture and biographical sketch on each board member. (See photo at right.)

This is a good way to recognize board members for the contributions that they are making to Extension and to their county, the Alexander staff believes. □





There was a set program for the speakers to perform at different times of the day, but they were usually on tap and would talk to any groups that happened to come around.

by Thomas Aldrich,
County Agricultural Extension
Service Director
Ralph Parks, Agricultural Extension
Engineer

14,000 Attend Agricultural Extension Meeting

One can hear a lot these days about the failure of meetings to attract people. There is so much competition with television, athletic events, and recreation trips that people just don't like to attend agricultural Extension meetings, so it is said. The problem could be in the way the meetings are designed.

While there are still some who will doubt it, we in California feel that the attendance at commodity days, Prune Day, Peach Day, Olive Day, and others on the University of California, Davis Campus, has been materially influenced by the showing of equipment. Yet around a college campus you never have the opportunity of expanding an equipment show the way you would like to do it—to have a truly educational meeting built around equipment alone.

A group of farm advisors in the

Sacramento Valley decided to try something different — to star the equipment itself in an educational program so it might attract many visitors that we had never seen at Extension meetings before.

A similar meeting had been held in the Sonoma Valley. The manufacturers who had experienced that meeting were anxious to try even a bigger and better activity in the Sacramento Valley, if the county Agricultural Extension Service staff members would go along with the idea.

The first move was to keep the meeting non-commercial. We had equipment people, and we had university people who had a story to tell and wanted the freedom of a large area in which to tell it. Several meetings were held between the Cooperative Extension Service, machinery industry representatives, orchardists, and Colusa County fair

officials to talk over the details of what might be done.

We decided to pick up a small contribution from each exhibitor to pay for electricity, clean-up, and other expenses. We did not like to ask for these services and return nothing.

These collections were to be turned over to a local banker, and he in turn would pay incidental bills and return what was left to the fair group so they could pay their bills.

The host county Extension farm advisor took the chairmanship of the group. We began parceling out the job of contacting equipment manufacturers and dealers, and writing the publicity people in our radio stations, TV stations, and newspaper offices. Farm and equipment magazines in California helped carry promotion stories.

Colusa is a small town, off the beaten track, and not too many people

knew where it was. But it became almost famous because of the publicity it received in holding this orchard machinery fair.

There were many unavoidable handicaps and questionable areas in the plan.

We hesitated to schedule the fair in January because of the rain pattern for this section of California, but that was the best time to avoid conflicts with other activities. To offset the threat of rain, we decided on a three-day fair with essentially the same program from day to day.

Another handicap was lack of inside meeting places in case of rain. We requested the exhibitors to bring their office trailers and any spare canvas they had in order that it might be thrown up over temporary frames in case it did rain.

The heavy fog was very difficult to cope with in the mornings, but large crowds turned out anyway. Each exhibitor had a return-stack orchard heater for warming up people that came to stand and visit.

We had inside movies and slide shows and cooking demonstrations for the ladies who might not want to look at the equipment.

Fortunately, there were good paved roads and lots of sod over the fair ground. Some of the machinery broke through the rain-soaked sod and, of course, that will have to be repaired before the next fair season. But the fair board was philosophical about the damage done because there were over 200 exhibitors at this orchard machinery fair.

Many visitors remarked about the fact that there was no charge to get in the gate and there was no cotton candy or dancing girls to detract from the show.

In each of five locations there were illustrative charts and demonstration materials for the farm advisors talking on their pet subjects of pruning trees, spraying for insects and weeds, mechanical harvesting of prunes and soft fruits, or proper irrigation of orchard trees.

The show every day was livened with television cameras and radio tapes being made. One radio station set up a trailer on the fair grounds and kept it there for the duration of the fair.

There was a set program for the speakers to perform at different times of the day, but they were usually on tap and would talk to any groups that happened to come around.

Many visitors came from Washington and Oregon. Others reported in from Hawaii and from as far east as New Jersey, claiming they had come this far to see the machinery fair. One radio and TV announcer came in the first day and said he would be there for only the one time. But

later he showed up for both the other days and was quite busy getting interviews with farmers, equipment people, and University people.

A competing county fair group came down with a petition saying they would underwrite the fair if it would come to their county next year. Regrets were expressed by many dealers and equipment suppliers who said they had received an invitation but had not shown because they failed to realize how big the show might become.

Another year and they will be very much interested in this type of show. Other interests, vegetable crop farmers and animal husbandry people, said the fair should be expanded to include them also. □

Just a part of the farm equipment displayed by more than 200 exhibitors participating in the event.



From The Administrator's Desk

On Balancing the Books

An old county agent friend of mine worked quietly behind the scenes, always letting (or perhaps pushing and urging) others forward to take the action, make the decisions, get the credit. No one ever knew just how much he had contributed to the many good works of others, and he didn't tell. When he retired he was lauded beyond his wildest dreams.

We all know and have known such Extension workers. They are the rule rather than the exception.

These folks don't worry about whether the books are balanced—whether the ledger shows that they have received as much as they have given, whether they have received their deserved recognition and reward.

If at the end of any month or year a "trial balance" were struck, such a worker might be "in the red." But it seems almost inevitable that in the long run such people attain a "favorable balance." Sometimes the harder they work at "being in the red," the more they seem to accumulate "in the black."

We have also known those who work to keep the books

constantly in balance—who expect and claim instantaneous credit and reward for their good work—who say "we can't invite the Jones' because we had them here last." These people get their deserved recognition, get invited to the Jones', eventually, and may keep the books "in the black." But generally they seem to operate "in the red" and have great difficulty keeping the books in balance.

A lifetime of these observations leads me to believe that the most certain way to have a "favorable balance" is to concentrate our attentions on making as many entries as possible on the side of the ledger we control and leave the entries on the other side to the Great Bookkeeper.

I believe this applies to us as an Extension organization, too. We must be able to report what we have done—how we have used our time, talents, and public money. We constantly struggle over how to do this best. But let's always give at least full credit to the people for what they have done and be modest about our contribution. I believe the experience of Extension shows that if Extension does all it can to help the people, our future as an organization will be assured.

EXTENSION SERVICE

REVIEW

U S DEPARTMENT OF AGRICULTURE * AUGUST 1966



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

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REVIEW

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EDITORIAL

Building and Expanding 4-H

There's no such thing as "status quo."

If we are successful in maintaining any given state, we're sliding backward compared to everything else. The reason is, as we all know, that everything else keeps moving forward.

We have to keep running just to keep up. And this is more true of educational programs than most others. A good example is the 4-H programs—programs that demand two types of building just to keep abreast of the times and to attract greater numbers of youth.

The easiest type is keeping the present program up-to-date—making sure that teaching materials and programs take cognizance of latest scientific developments and selecting communications methods appropriate for the time, subject, and audience.

The other type of building involves development of entirely new programs attuned to needs of modern youth. Sometimes, these require the most difficult change of all—a change in our own attitudes of what ought to be.

How the various States are meeting these needs is reported herein.—WJW



Speaking to school children is part of the process used by Miss Porter in organizing new clubs through town 4-H committees.

Town Committees—

a boon to 4-H growth

by
Elaine Porter
*County Extension Agent
Franklin County, Vermont*

Local 4-H leaders used to be hard to find in Franklin County, Vermont, but not any more! We now know where to look—town 4-H committees.

During the past year, three such committees have secured 34 first-rate leaders for 210 new 4-H members in 14 project areas.

What's so great about 210 new members and 34 new leaders from three towns? Well, last year the total enrollment for the whole county of 14 towns and one small city (population, 7,500) was only 341 members and 76 leaders.

Here's how these three towns organized to build three of the county's largest and most successful 4-H clubs.

Franklin (population about 800) had had two 4-H clubs in past years, but at the time of organization none were active, because of lack of leadership. Two former leaders, however, were anxious to help 4-H start again.

These two leaders provided a list of 10 key citizens interested in the development of young people.

After talking to as many key people as possible, I contacted the rest by letter and invited them to a meeting about the function and organization of a town committee.

Eight adults came to the first meet-

ing, elected officers, planned the next meeting, and outlined a plan of work.

Before the next meeting I visited the school, talked to 4-H age boys and girls, and made a survey to find out who wanted to join and what projects were most popular.

The committee tabulated the questionnaires and found that about 12 leaders were needed for 57 boys and girls in nine project areas.

The committee also drew up a list of local people who they felt would be excellent leaders in the various areas. Committee members then visited each prospective leader.

The committee and the new leaders reviewed their situation and determined the best type of organization for their needs.

They decided to form three clubs—one for boys, one for girls, and one for members involved in a horse project. Organization leaders were chosen for each club, and a date was set for the first organization meeting with the young people and parents.

4-H in Franklin was now on its way, with strong organization and much enthusiasm on the part of the whole town.

Like Franklin, 4-H in Highgate (population about 1,600) had been dormant for several years, because of a lack of leadership.

One adult, however, wanted to see 4-H revived. After several unsuccessful attempts to persuade neighbors to help, she invited me to a PTA meeting to speak about the 4-H program and the possibility of a town 4-H committee. After the meeting I had eight volunteers.

The final product is a club with 83 boys and girls and 12 leaders, subdivided into 11 project groups.

In Fairfield (population about 1,200) it took two meetings and more contacts to find the right people to form the committee. Once it was organized, however, we found more leaders than we could use!

Fairfield now boasts a club with 70 members and 10 leaders, subdivided into seven project groups with divisions for different age groups.

These Franklin County clubs have large memberships, variety in projects, the best leadership available, and the support of the whole town.

Each new committee meant for me only about three meetings, one school talk, a few personal visits, and a few letters and newspaper stories.

I firmly believe that the town 4-H committee is the best method for organizing a top-flight club with the minimum expenditure of an agent's time. □

Increased emphasis
on leader development
helps Extension

Serve More Youth

by

Sue B. Young
*County Extension Home Economics
Agent, University of Florida*

Extension personnel in Brevard County, Florida, where the population has grown from 23,653 in 1950 to over 200,000 in 1966, found themselves in a spot when they tried to adjust their youth program to fit the tremendous growth.

Because it was impossible to increase personnel rapidly enough to take care of this growth and at the same time adjust the 4-H Club program from school clubs to community clubs, more well-trained volunteer leadership was imperative.

Also, the image of 4-H was changing rapidly from rural to urban, calling for subject matter directed more toward consumer education, scientific information, citizenship, and community projects.

Extension workers have used many approaches to interest prospective leaders. A mother-daughter-son party is given in each community by the existing community club. The registration committee takes a duplicate list of all parents attending, and one of these lists is shared with the agents, who invite the parents to the 4-H orientation conference and leader training meeting.

A series of news articles on 4-H also helps recruit leaders. These articles tell what 4-H is, how to form a group, and who can be a member. One thing is stressed—they must have a leader to have a club.

Boys and girls themselves are given the opportunity to obtain leaders. When they wish to join a 4-H group

or form a new club, they are asked to find an adult who will work with them and attend leader training meetings.

Community sponsoring committees and advisory groups have been helpful. In many cases the chairman of the sponsoring committee assigns members to neighborhood groups and invites parents to become leaders. These neighborhood groups may have different leaders for each project.

4-H members are encouraged to take advantage of leadership opportunities early in their 4-H Club work, serving as officers or committee chairmen, junior counselors for new members, junior counselors at camp, senior counselors, and when they reach 14, having their own club with an adult advisor.

A leader resource that we tap frequently for special projects is professional people. Professionals are quite willing to work on projects of short duration—4 to 12 lessons. Photographers, entomologists, toastmasters, and others have been used.

Good publicity helps create a good image, which is further improved by the 4-H Speakers Bureau. 4-H'ers report to sponsoring civic groups about trips and about 4-H in general.

A major project of Homemakers Clubs and 4-H last year was prevention of accidental poisoning in the home. A speakers bureau of 4-H boys and girls presented 49 programs for civic groups and other organizations.

Two local leaders working with 4-H members on chemical or poison prevention education program.



An important part of our methodology in recruiting leaders is to involve people—many people—in many small jobs. Another aid to recruitment is to give leaders sufficient training and support to do the job, and to bring leaders in on the planning. We find the statement, “No dog thinks much of a hunt he hasn’t been in on,” to be true in all our Extension work.

New leaders are first given a brief resume of 4-H, and then attend orientation conferences and regular leader training. One orientation conference included a talk on 4-H goals; a demonstration on recreation by a 4-H member; a talk on opportunities through 4-H project work; a team demonstration; and a talk on the county 4-H program. The luncheon talk on communications was followed by workshops.

A monthly training meeting for adult leaders is held in four county areas. Morning sessions are devoted to subject-matter training, planning special events, and question and answer periods. When an afternoon meeting is held, it is for special work, such as training judges.

Training of clothing construction leaders takes additional sessions. Over 300 women have been trained to teach beginning sewing in the last two years.

Agents present the subject matter in the range of the 4-H'er, but also give depth training helpful to adults. Leaders are given kits of material for the month's program. In addition to the adult leader training each month, two junior leader training meetings are held. It is our belief that leaders are willing to serve and work when they feel secure in what they are doing or teaching.

Mrs. J. F. Slaby, a 10-year leader from Titusville, said, “I've never been to a leader training meeting that I didn't learn things that helped me in my roles as grandmother, wife, and homemaker.”

Extension home agent, center, and leaders display leader training materials.

A monthly newsletter sent to 575 leaders, or persons who have attended a leader training meeting, contains the suggested monthly program, subject matter information, announcements of coming events, and regulations governing them. This year agents plan to give each leader an indexed loose-leaf notebook for reference material she receives in the newsletter.

Agents cooperate with leaders in preparation of material and program planning. Yearbooks prepared for each age group are given to all leaders and members. 4-H calendars presented by local banks provide an excellent tool for recordkeeping. Officer Handbooks are prepared for each office, and officer training is held each October. Leaders get individual help through office visits, telephone calls, and home visits.

Recognition is another method to interest and hold leaders. Spontaneous, informal words of praise often seem most effective. A moment of recognition at a leader training meet-

ing is deserved acknowledgement of a job well done, and asking leaders to share their successful experiences also serves as recognition.

Our formal recognition includes luncheons, banquets, year pins, publicity, and certificates. Leaders also consider it an honor to be asked to accompany 4-H'ers on special trips.

The number of active leaders is some evidence that these techniques have been effective. Over 350 adults contributed to the 4-H program last year. Seventy-two organizational leaders are working with 72 groups. Some of these also serve as subject-matter leaders, and some groups have three to five different subject-matter leaders.

Our four monthly leader training meetings have an average attendance of 25 to 35. Junior leader training attendance averages 21. These leaders reach over 850 4-H members.

But the real evaluation is of the growth and development of 4-H members and leaders, and the values they set to live by. If we have helped to contribute to a more satisfying life, our efforts have been worthwhile. □



4-H Sparks Adult Interest

by

James R. Sais

*Assistant County Extension Agent
New Mexico State University*



4-H Club members cooperate in drilling holes to make carved lamps in their woodcarving project.

Community development programs had met with failure in Dixon, New Mexico, until newly-organized 4-H groups sparked adult interest.

Located in the foothills of the Sangre de Cristo Mountains in Rio Arriba County, this little community is characterized by small irrigated farms which produce a variety of fruit and chili crops. The population is largely low-income, and many families must supplement income through part-time or seasonal employment.

Adults made several unsuccessful attempts to organize for development of water resources, sanitation systems, a fire department, and roads. They were also concerned with the lack of youth organizations and recreational facilities for their children.

The county Extension staff designated the Dixon area, which encompasses five other small communities, as a pilot project for concentrated 4-H Club work. The purpose was to provide educational training for youth, and to reach the adult population and encourage them to become involved in community development.

Key leaders who became evident during organizational meetings received Extension training on the philosophy of Extension, and on 4-H philosophy and subject matter.

Community residents are adept in using their hands for such native arts as the carving of santos (religious saints) and the weaving of blankets.

Because of this ability, the staff selected and developed art-related projects.

Leaders instructed members in making tools from nails, bolts, and other equipment found in the home for leather craft. Projects in Kachina doll carving, small furniture carving, lapidary, silvercraft, and basic drawing and painting were developed by leaders.

To gain more knowledge in health, the science of nutrition, remodeling of clothing, and clothing construction, parents requested that educational training in home economics be added as a project.

A rabbit project helped families supplement their meat diet, and 4-H girls received information on rabbit cookery.

Leaders were encouraged to pilot small groups of 10-15 members. As a result of their interest, however, the program mushroomed. More than 90 youngsters expressed a desire to join, and today there are nine 4-H clubs.

To help plan and coordinate the program, the leaders organized a community 4-H council with one representative from each project group. The council planned recreational activities, community projects, and service projects.

They also held achievement programs and community fairs to show adults the new skills acquired by club members.

Members toured neighboring towns to supplement their projects, and went on picnics, outings, and tobogganing parties. The club raised enough money to send 23 youngsters from the community to county 4-H camp.

Club members assisted a family whose home had burned by collecting basic necessities and making quilts. They erected a bulletin board for community announcements at a general merchandise store, and collected eye glasses to be re-ground for the indigent.

After helping the family whose home had burned, 4-H Club members undertook a project to solicit pledges to purchase a used fire truck. The 4-H'ers were successful — not only financially, but by helping unite adults in a common cause. "Why should we allow our youngsters to carry out our responsibilities?" stated one resident. This seemed to be the response of the entire adult community. The new fire truck and volunteer fire department have already helped prevent seven major fires.

As a result of these successful accomplishments, the leaders have singled out other problems to attack including the need for a telephone system, natural gas, improved roads, improved dump grounds, cemeteries, recreational sites, community centers, and housing for the fire department. □

Rhode Island Pushes 4-H With Television

by

Kenneth L. Coombs
State 4-H Club Leader

State 4-H leaders in southeastern New England see television as a modern tool for Extension education. And the enthusiastic response of students, teachers, and administrators has proven beyond doubt that informal educational programs of 4-H can effectively supplement the school.

The Extension Services of Rhode Island and Massachusetts enrolled 27,500 elementary students in a 4-H television science series last winter. WTEV 6 of Providence and New Bedford broadcasted the 17 half-hour shows.

Programs consisted of 10 video tapes produced by Michigan State University, plus seven studio presentations done in the New Bedford, Massachusetts, studios by the author and John F. Farrell, Extension 4-H Agent for Bristol County. Members of 4-H Clubs and enrollees in the

science series participated in local shows.

This is the third year of teaching via television, and interest has doubled each year. In 1963-64, 2,500 boys and girls enrolled in the television electrical series. The next winter, science series I attracted nearly 4,000. The response this year was almost overwhelming.

What was the difference? Awareness and interest by the schools. The first year, letters were sent to 4-H Clubs and other youth organizations.

A phone call to the State commissioner of education resulted in a paragraph in the monthly newsletter to principals. The television station gave generous promotion.

When the first program went on the air, more than 1,000 persons had requested the Extension Service manuals which accompanied the shows. Enrollments continued to flow in until the series was nearly over.

The final program featured exhibits by 20 4-H Television Electrical Club members selected at a statewide gathering. Each explained his exhibit as

the State 4-H Club leader came by with the roving mike.

The 60 per cent increase the next year was a result of additional co-operation of schools. The science coordinator in the State department of education sent flyers to all elementary school principals. The percentage of re-enrollment was substantial.

Group enrollment sheets were prepared this year for every third, fourth, fifth, and sixth grade in Rhode Island. Massachusetts included seventh and eighth grades. These, plus flyers, went to all elementary principals for distribution.

Dr. William Croasdale of the University of Rhode Island, whose specialty is science in teacher education, outlined the program at a Statewide meeting of superintendents who suggested enrolling entire grades. The State department of education contacted elementary principals, including those in parochial and private schools. The television station printed flyers and made spot announcements. Members of the previous year's club were informed and many re-enrolled.

Six area achievement nights at the end of the series were held to judge exhibits and select 12 students for the studio show.

The depth and quality of this teaching compares favorably with that done by volunteer leaders in an average 4-H Club. The impact of 17 weekly 30-minute programs easily exceeds the total instruction given in many local clubs in a year.

WTEV 6 has again offered the Saturday time, which they would donate throughout the year if 4-H could provide programs. We're not ready for 52 programs a year, but will have 12 this fall and perhaps 12 more in late winter. We can't turn down this kind of cooperation. □

Kenneth L. Coombs, State 4-H Club Leader, checks exhibits at 4-H TV science club achievement night.



The 4-H Personal Development project at Stewart Indian School helps students blend the many influences in their lives into a compatible personality.

The school, about five miles south of Carson City, Nevada, is an all-Indian boarding school operated by the U.S. Bureau of Indian Affairs. A high school curriculum and vocational training is offered to students, who come primarily from four states—Nevada, Arizona, New Mexico and Utah. Enrollment last year was approximately 625.

Nearly all the students come from the Indian reservations or colonies. They represent a number of different tribes and therefore a number of different Indian cultures. Among the tribes are Paiute, Shoshone, Washoe, Navajo, Hopi, Apache, Mojave, Pima, Papago, Hualapai, Maricopa, Utes, Yavapai, Goshute, Tewa, Pueblo and Zuni.

"As you can see," said Mrs. Raymond Urton, hospital aide instructor at the school and one of the 4-H personal development leaders, "these young people come from a great variety of backgrounds, environments and cultures, and when they get to the school we give them more exposure than they probably previously had to the culture of our modern times and existence."

The 4-H Personal Development project, since it began in 1964, has helped 32 girls cope with the problems of adjustment.

"The program actually started with the girls themselves who wanted to improve their personal appearances. We just picked up the ball," pointed out Mrs. Blanche Williams, dormitory instructional aide and project leader.

Once the idea was formed, Miss Louise Davis, 4-H Club coordinator at the school, welded it into an ongoing program. Mrs. Urton and Mrs. Williams, along with Miss Davis, worked directly with the girls.

Mrs. Mabel Edmundson, home agent for the University of Nevada



Girls practiced on each other to perfect hair styling techniques and other things they learned as part of the project.

Indian Girls Study Personal Development

by
Mabel Edmundson
Extension Home Agent
University of Nevada

Cooperative Extension Service, also assisted in the program. She explained, "The project stresses improvement of health through exercise and diet, appearance through good grooming practices, and personality through study and social activity."

Mrs. Williams had 12 girls in her group at the dormitory. They began with physical improvement. Every evening, after dinner, the girls gathered for half an hour of physical exercise that included such things as bends, hops, hikes, and walks around the campus. Particular exercises designed to trim the figure were sought out and used. Mrs. Williams explained that during the year 1964-65, the exercise regimen started in November and continued until the end of the school year in May. Along with exercise, proper diet was stressed. The girls learned about nutrition and about foods such as starches, which contribute to figure problems.

Mrs. Urton had two groups of 10 girls each. She provided one afternoon a week during her hospital aide course for the program. Exercises in her groups consisted of walking up and down stairs, posture control both at a desk and standing, walking with a book on the head, and so on. She, too, emphasized diet with a particular attack on between-meal snacks.

Good grooming techniques were also studied and put into effect. Cleanliness and neatness, makeup, hair styling, and clothing style and care were stressed. The girls perused many fashion magazines and cut out hints, articles, or styles that appealed to them. They discussed these in the group and practiced on each other.

Mrs. Urton invited a representative from a Carson City beauty shop to discuss hair styling and care. A dress shop representative donated her time in staging a fashion show by the girls who modeled the clothing she provided. Mrs. Williams instructed in proper clothes washing and ironing.

"These girls have very little, if any, money of their own," said Mrs. Urton, "and they had to learn to depend on themselves and what was available as far as makeup, hair styling and clothing styling were concerned."

Personality development, perhaps the most important aspect of the program, was featured as the key to

improvement. Miss Davis and the other leaders lifted the word out and put it in the spotlight. They wanted the girls to become aware of personality and how to improve it.

A number of books on personality improvement were available at the school. Girls were assigned various portions of these texts to read and report on to their groups. Discussion on the reports followed. The idea was to give the girls training in expressing themselves, both in the report and informally. In addition, they were encouraged to make more effort to participate in all school activities.

Understanding of people, their moods and problems was talked about freely during the discussion periods. Tolerance was stressed. Self-control of emotions became a customary topic. Through the discussions the girls learned more about each other, the cultures of their various tribes, and what might be expected of them when they take their places in today's society.

The girls created bulletin board

displays, drew up personality charts, participated in demonstrations, and worked up displays for 4-H Achievement Day at the school. Each wrote a paper on the project.

The results were gratifying to the leaders. Without exception, improvement was noted in the personal appearance of each girl. On the whole, their physical condition improved. There was evidence that the girls were taking to heart what they had been learning.

Many girls at the school did not choose to join the project, but it was soon noted that they were being influenced by what the girls in the program were doing.

One good indication of the success of the program is the fact that Rachel Siweumtewa, a Hopi Indian teenager from Keams Canyon reservation in Arizona, and Linda Barr, a Paiute girl from Winnemucca, Nevada, are working this summer as waitresses in Virginia City, Nevada. Rachel says, "I would have been far too shy to even try and get such a job before." □

Selection of study material on personality development is made by Mrs. Blanche Williams and Mrs. Raymond Urton, leaders; Rachel Siweumtewa and Linda Barr, 4-H'ers.



These two participants in the Stewart Indian School 4-H personal development project said that the program helped them improve both their appearance and personality.

Rachel Siweumtewa, a member of the 4-H personal development project, demonstrates hair styling ideas to the group.



Organize to Guide Rural Growth

by
Thomas E. Piper
County Agent
Adams County, Pennsylvania



County commissioner Harrison Fair confers with planning commission members Elmer Cashman and Paul Pitzer to plan for the organized growth of their area.

Adams County farmers such as Stewart Lucabaugh and James Brinton, planning commission officers, have stepped forward to serve in positions of community leadership to help guide the direction of change.



Rural Pennsylvania is changing! Farm leaders in Adams County will tell you this is a gross understatement.

"Adams County is becoming a bedroom county," said Robert C. Lott, past president of the Extension Executive Committee. He referred to the growing trend for people to live here while employed in the industrial centers to the east and south. In addition, several thousand acres of land are being converted to housing and recreation areas for week-end or summer residents.

Farmers have recognized that developments within the county will have a direct influence upon their lives and the future of their industry. As a result, more and more of them are stepping forward to serve in positions of leadership—as elected or appointed officials—to help guide the direction of change.

The Extension Executive Committee organized a long range study in 1960 of the changes taking place in agriculture and rural life in the county. Findings in three of the five problem areas studied revealed the need for comprehensive long-range planning.

These study committees, which represented a cross section of the population, urged county, township, and borough officials to consider the possibilities of community planning in their respective areas and presented the Extension Service with a clear mandate to conduct an educational program on this subject.

A movie from the Extension visual aids library entitled "Lots for Sale" was quite effective in stimulating initial interest. This movie was viewed by many service clubs and other community groups in a two-year period.

Introductory remarks by the county agent called attention to changes occurring in Adams County and invited the viewers to think of the similarities and prospective problems as they observed events in the life of a fast-growing Wisconsin community. Such a program never failed to raise many questions about the local situation.

The first of two community planning courses was organized in 1964. Joining with the Agricultural Extension Association in sponsoring this eight-week class were the Board of County Commissioners, the County Farmers' Association, the Association of Township Officials, the Institute of Public Administration at Penn State, and the several chapters of Jaycees within the county.

The Public Service Institute within the Department of Public Instruction provided lesson materials, paid the instructor, and presented certificates of attainment to those who attended at least 80 per cent of the scheduled sessions.

Officials at all levels of government, civic leaders, and leadership from the farm and non-farm sectors received special invitations to these public meetings. Response was good. About half the 80 persons who attended regularly were farmers.

In this course, community leaders learned about the objectives of planning, the role of planning commissions, the importance of wise land use, the impact of highways on community life, and how plans are developed and implemented. All three county commissioners attended regularly.

Detailed newspaper reports on each of the eight meetings stimulated discussion and thought. The total effort, however, failed to provide the stimulus needed to have a planning commission appointed.

The need for organized planning grew more apparent during the summer of 1965, and the Extension Executive Committee, headed by Paul Pitzer, encouraged the organization of a

second community planning course. This course presented planning needs and procedures in more detail to local officials and community leaders. It attracted many who had attended the first course.

The Public Service Institute cooperated by providing a well-qualified instructor, Jesse Nalle, assistant director of the State planning board. Meetings were held weekly, two hours per night for nine weeks. Topics included planning for highways and streets, utility and facility planning, zoning and subdivision regulations. Homework in the form of reading assignments, map and elementary plan preparation kept interest high.

The ninth and final class session was a new approach—an effort to identify the need and potential for planning in the local situation. A panel of local leaders did an excellent job.

Marvin Breighner, a Littlestown merchant, reminded the class that "industry desires to locate in a planned community—and we need industry to provide jobs for our youth."

Robert Lott, a fruitgrower speaking for agriculture, cited the need for development of water resources. He reminded the group that the county's \$50 million food processing industry depends upon protection of agricultural areas.

Henry Roth, newspaper reporter, spoke in behalf of the tourist industry. "Our 2½ million visitors in 1965," he said, "is less than one-third the number we expect in 20 years. These visitors will demand more lodging and recreational facilities than are now available."

The final panelist, Martin Conway of the National Park Service, surprised the group when he presented a detailed long-range plan for further development of the national shrine at Gettysburg. This group has been engaged in planning for a long time.

Before the two courses were conducted, there were two local planning commissions in Adams County. Midway through the second course, the

county commissioners named the members of the first county planning commission. Since then four boroughs and at least twice as many townships have appointed planning commissions. Several others are seriously considering this move.

Farmers are serving on most of the planning commissions in Adams County. The views expressed by Stuart Lucabaugh, member of the Berwick Township planning commission, are typical of those held by many farmers.

"As I see it," Lucabaugh stated, "development in this area is inevitable. I know we can't halt the change, but I feel we can help direct it by serving on the planning commission. In this way, I can make certain that the farmers' point of view will be considered."

Paul G. Pitzer, one of two farmers serving on the county planning commission, puts it this way: "I realize that planning is no panacea for all our problems, but I feel it is important. A growing population is sure to need more land for parks, highways, industrial and residential development. At the same time, we will face a growing demand for food. Farmers are well qualified to guide planning commissions in their problems of resource conservation and in safeguarding prime agricultural land for food production."

There is much evidence around the State of the hodge-podge which results when communities grow without planning. The cost in terms of reduced tax revenue and lost opportunities is difficult to measure. Farmers have traditionally been among the most reluctant to sanction organized planning, and those in Adams County are not exceptions.

Farm leadership in Adams County, however, has studied the development trend, recognized the need, and indicated a willingness to help plan for the future. If their objectives are accomplished, this county can look forward to planned community development. □

Leadership Training— Special Projects

arouse interest
of Fresno County
4-H'ers in entomology

by
Robert Sheesley
Farm Advisor
University of California

4-H entomology projects offering a variety of age-graded learning experiences have caught the interest of both youngsters and adults in the nation's most productive agricultural county.

A \$74.7 million loss was credited to the 10 most damaging insects and mites in Fresno County, California, agriculture in 1965, so farm families are keenly aware of insects and the damage they can cause.

Coupled with the high expense of controlling agricultural insects in this area has been an opportunity for an inexpensive educational 4-H project in entomology.

Leadership training and the development of special interest projects have been the keys to the increased interest of 4-H members and leaders in entomology.

A leader training program for adult and junior 4-H leaders started in 1963 with the assistance of Entomology Farm Advisor Curt Ferris and the San Joaquin Valley Entomology Society. Sessions include tours, workshops, and discussions involving agricultural and health problems related to insects.

Leaders also receive instruction concerning methods of motivating the interest of young members. Guidance for the leader training sessions comes from farm advisors and entomologists of private industry; U.S. Department of Agriculture; and the Fresno County Agricultural Commissioner.

Incentive awards spur the efforts of leaders and their project groups.

These awards include dinner programs, training materials, and project equipment, provided with sponsorship funds from a fertilizer company.

An age-graded educational program which is challenging, interesting, and rewarding to 4-H members and leaders has blossomed from these opportunities. This program includes progressive learning experiences ranging from the identification of insects to their rearing and control.

Like Taste of Research

Field tests in entomology are being conducted by advanced 4-H members in cooperation with University of California farm advisors. Reliable 4-H members have proven to be valuable cooperators in these trials.

In return for the many hours he spends, each 4-H'er receives a unique education in agriculture and an insight into scientific investigation. He may develop an interest in advanced education.

Over 80 colonies of puncture vine pod weevils were established in Fresno County this year by 4-H members and leaders. This biological control of a serious weed pest is being conducted in cooperation with the Fresno County Agricultural Commissioner. Entomology project members in local 4-H Clubs establish these colonies upon request from individuals in their community.

The peach twig borer and oriental fruit moth continually cause expensive losses of fruit in the eastern part of

Checking peach twig borer emergence . . .



Identifying insect orders . . .



Checking fruit



Fresno County. 4-H members are involved now in helping to find information that will assist ranchers in minimizing these losses.

Two methods of trapping adult moths have been compared in the Sanger area by 4-H'ers working with Farm Advisor Marvin Gerdts. These field tests compared the effectiveness of terpinyl acetate and dimalt bait trap methods. The tests also helped in determining a critical count level of trapped moths for use in timing applications of insecticides.

Hatches of peach twig borers' larvae or caterpillars were predicted this year with the help of information gathered by 4-H members. By placing corrugated paper bands on peach and almond tree trunks, 4-H members trapped twig borer larvae on their way to the ground. Twig borer larvae pupate, thereby transforming into adult moths in these paper bands instead of in the ground.

This allowed the 4-H cooperator or rancher to count the pupae and determine when the adult moths would emerge from the pupal stage. Reports on these counts of pupae and moth emergence were phoned to the Fresno County Farm Advisors' Office. With this knowledge, informed ranchers could predict the best time for applying controls to kill the most peach twig borer larvae.

Grape leafhoppers are one of the most serious insect pests in vineyards of the San Joaquin Valley. Six 4-H members in Fresno County are cur-

rently cooperating with Farm Advisor Curtis Lynn in a field test to establish a degree of biological control of the leafhoppers. This is being done by providing a winter home for the small *Anagrus* wasp, which lays its eggs inside the eggs of the grape leafhopper and the blackberry leafhopper.

When these field tests are concluded, the cooperating 4-H members will have gathered helpful information and will have received valuable training in agricultural sciences.

Beginning project members construct collecting and preserving equipment in preparation for spring and summer collecting field trips. These youngsters learn three important lessons: the effects of insects on their lives, how insects are beneficial, and how to control destructive insects.

The first-year members learn to recognize and identify at least 10 orders of insects (there are 20 listed in the 4-H entomology project manual), make a collection of 25 different insects representing 10 orders, exhibit the collection, give one talk or demonstration, and complete an accurate project book.

Advanced Studies Challenge

Youngsters in the intermediate unit learn the four types of insect development, the important parts of a pesticide label, how to handle pesticides safely, the different methods of insect pest control, and which of the insects collected are harmful and which are beneficial.

These intermediate group members also raise at least two types of insects from the nymphal or larval stage; collect, identify by order, and label at least 25 new insects (including one or more from each of the 13 orders studied); give a talk or demonstration; enter an exhibit at a county-wide event; and control one type of insect with an insecticide.

The advanced unit member completes studies of all 20 orders and learns the life cycle of five insects (one of which he must raise) identifies more insects by order and family, and has a choice of developing a display of at least 10 beneficial or destructive insects or studying life cycles.

Advanced members also control insects with insecticides, demonstrate biological control, or observe and record examples of insect species that have been killed by biological control agents such as fungi, virus, or bacteria.

The number of entomology displays at the Fresno County and District Fairs has tripled since 1962. Participation of older members in the specific test plots has improved the quality and educational value of these exhibits.

This entomology program is proving to be an excellent public relations tool for 4-H club work. 4-H parents, farmers, and industry representatives are complimentary about this practical and attractive approach to teaching youngsters. □

ol agents . . .

Trapping oriental fruit moths . . .

Establishing puncture vine pod weevils . . .



Low-Income Urban Youth Respond to 4-H Call

One-third of 350 eligible youth in housing project join and complete projects in special program.

by
Lee Kirkbride
4-H Extension Agent
and
Alice Leonards
Home Economics Extension Agent
Trumbull County, Ohio

The county Extension home economics agent gives Highland Terrace 4-H members some pointers in what's needed for a well-balanced breakfast.



Will 4-H work in a metropolitan housing area? The Extension staff in Warren, Ohio, has proof that it will.

Youth-oriented programming was needed in Highland Terrace, a public housing project under the administration of the Warren Metropolitan Housing Authority.

More than half the families earn less than \$3,000; many receive public assistance; and in many the mother is the head of the household. About 350 young people between the ages of 10 and 19 live there.

The project manager and Extension staff members decided to try a 4-H program. The tentative program received full cooperation from the Housing Authority. If the program was to survive, however, the leadership needed to come from within the housing project. Extension workers met with the Tenants' Organization to explain the 4-H program and the adults' role and responsibility in conducting it.

The Extension office prepared a one-page leaflet telling about 4-H and the first organizational meeting. Sixty-five boys and girls enrolled at the organization meeting. Projects were geared to the needs and interests of the group.

The tentative 4-H pilot program was introduced with the hope of providing meaningful activities and educational experiences. Objectives were to help youth: (1) learn to plan and work as a group; (2) gain new skills in home economics, agriculture, and related sciences; (3) develop leadership abilities; (4) develop good citizenship; and (5) learn that organized educational activities can be fun.

The program was also designed to develop in the adults self-confidence in their present leadership and manual skills and to provide opportunities for further development.

Advisors were selected from volunteers who attended the tenants' meeting, recommendations from the housing manager, and personal contacts by the Extension staff. Enough were recruited to organize nine clubs totaling 90 members. Extension staff mem-

bers trained the advisors in a series of meetings.

At the achievement program, 113 members, a gain of 48 over initial enrollment, received completion certificates.

Although these socially and economically deprived youth were not able to accomplish as much as the typical 4-H'er, they showed more satisfaction and pride of accomplishment than many other groups.

Maintaining adequate leadership was a major problem. The advisors had little experience, felt unqualified, and often lacked necessary skills. An advisor training class before each meeting showed advisors what to teach.

Present 4-H project literature was difficult to adapt to the situation. A step-by-step, one-page handout that could be thrown away after completion is a possibility. Because associations with other agencies have left some persons with a "give me" attitude, development of a self-help attitude is another problem.

The Housing Authority Administration should be involved in the program to provide ways and means not available from the Extension Service. The project manager knows the people, has facilities, can use his personnel, and is vital in the communications link.

This program has accomplished many of its goals. All 10 advisors are reorganizing groups for the summer, and several more have volunteered. A revised 4-H program is being started in another low-rent housing project.

By using tenants from a housing project for the elderly as advisors, we hope to gain experienced leadership, and also give senior citizens a chance to contribute to a worthwhile program.

The real-life situations of 4-H fit the needs of youth. Both Extension and the Housing Authority believe 4-H is in the housing project area to stay. □



4-H agent, Lee Kirkbride, seated, and housing project manager, John Foley, help with signup of new members and the selection of projects.

Mrs. Leonards explains to 4-H advisors from the housing unit how project books are used in the program.





4-H Programs Tailored To Need and Interest

build enthusiasm of special interest groups in Wisconsin

by
Agnes Hansen
and
James Everts*

For its objectives to apply to all, the 4-H program must be flexible enough to include special projects, such as this one, for individuals with varying interests.

Youth from all economic and educational levels need 4-H and can be challenged to find 4-H work interesting.

Wisconsin 4-H leaders have proved this in their successful efforts to expand the 4-H program to new audiences.

For its objectives to apply to all, the 4-H program must be flexible and must be designed by and for specific individuals or groups. Some join clubs, undertake projects of their choice, and participate in group activities and events; others prefer short-term activities and a less structured organization.

To some, the traditional 4-H procedures such as general meetings,

**Assistant State 4-H Club leaders, University of Wisconsin*

records, or specific requirements may not be meaningful. Clubs involving all age groups or year-round club organization may not fit the needs and interests of individuals with widely differing family background, situations, and values. The programs and procedures should be in focus with needs and interests of those to be served.

4-H for Mentally Handicapped

Seventy children were enrolled in 4-H at Donovan School, near Green Bay. Leathercraft, clothing, foods and nutrition, and knitting were taught by two adult 4-H leaders, three of the school's teachers, and four students from the University Extension Center. At the final meeting in May, the children received achievement pins and 4-H chevrons.

4-H for Low-Income

From inner-core Milwaukee, boys and girls are transported each week to garden plot areas provided by the Department of Welfare. Each of the 80 members has approximately 300 square feet of area marked with the name of the junior gardener. To promote a spirit of sharing, an additional area has been designated for a community type garden, where pumpkins, melons, and cucumbers are grown.

Each of twelve older junior leaders works with three to five of the young gardeners. Because this is for most the first experience in seeing plants grow out-of-doors, group enthusiasm and interest in the projects during the early sessions left little time for recreation in a nearby park.

Members of the group were recruited by Carl Smith, 4-H agent,

working with block captains and the leaders of a 4-H Club from a church within the inner city. The project will run throughout the summer.

In cooperation with the Milwaukee Municipal Recreation Department, 4-H Club work is offered in 8 of 26 social centers in the inner city. Leaders are trained through the regular 4-H Club program.

Social center clubs are becoming involved in county activities such as speaking, demonstrations, camps, fairs, and achievement programs. Several of the 4-H Club members who had enrolled through the social center program now serve on the staff of the Recreational Department.

4-H Clubs for Indian children meet in their schools in Sawyer County. The "Fun to Cook" project was adapted to give the members practice in using surplus foods. The members learned to prepare family meals including bread baking. This help frees some mothers to seek some employment away from home to increase family income.

Meetings on woodworking, group recreation, democratic processes, 4-H Club work, home and community clean-up, and home and community beautification were conducted by Extension agents Duane Traeder and Mary Hasenbach in cooperation with local leaders.

The last meeting was a community clean-up night in May. Four truckloads of trash and rakings were hauled away, and packages of vegetable and flower seeds were distributed. Follow-up meetings are being held this summer.

In Menominee County, formerly an Indian Reservation, 4-H Club work includes camp, dress revues, food revues, and attendance at State and national events. Clubs have local leaders who assist with project teaching at 4-H centers equipped for leathercraft, woodworking, clothing, food preparation, and nutrition.

The Indian Tourist Guide Service of Menominee County originated in the 4-H program and is now oper-



Youngsters from low-income homes proudly exhibit their accomplishments at a community fair.

ated through the Neighborhood Youth Corps. More than 1,042 people were served in 1965. The Youth Guides cited their own development through these activities:

—They learned to know more about people, how to converse and be friendly;

—They also learned more about their own county.

Migrants Join 4-H

In Racine County, home economics agent Joyce Bisbee adapted the 4-H program to serve children of migrant families. She held sewing classes for young girls, and also found interest in food preparation. The girls learned basic measuring and ways to improvise equipment they did not have at home.

Special Interest 4-H

In Wood County, 4-H agent Keith Nelson, working with the Jayceettes, developed and co-sponsored a babysitter school for seventh and eighth grade girls. More than 300 took part in the course, which included infant care, protection and security, fire safety, child discipline and guidance, health and accidents, and what a mother expects of a babysitter.

All girls were informed of the 4-H Club child care project which can give them additional information.

Attendance and interest for this special program far exceeded expectations. This school will be held each year.

Because of special interest in boat safety in Waukesha County, Gerald Smith, Extension recreation agent, obtained the cooperation of a number of communities and a Red Cross instructor to help acquaint county young people with safety rules and proper techniques for pleasure boating.

In addition, several top students of the classes were trained as a demonstration team which conducted a series of 12 demonstrations throughout the county, drawing more than 750 spectators.

4-H for High School Youth

Group projects can serve this age group, who express interest in co-educational activities, recreation, informal programs, world affairs and events, freedom from set requirements, variety in topics studied, and some competition.

One thousand State 4-H Club Week delegates "tested" 26 different group projects in seminars directed by specialists. They reacted to content, methods, and interest level in each seminar. The most successful will be included in the first guide for use in planning teenage group projects. □



Frequent informal discussions gave campers an opportunity to evaluate themselves and share ideas about career selection.

Camp aids youth with that Decision of decisions—

CAREER SELECTION

by

Harley V. Cutlip

*State Extension Program Leader
4-H and Camp Director*

The pioneering spirit was again demonstrated at Jackson's Mill, West Virginia, the world's pioneer State 4-H camp, with the establishment of the State 4-H Career Exploration and Citizenship Camp last year.

This special interest camp, like the entire Jackson's Mill facility, was developed to help meet the needs of West Virginia youth. To create an awareness of career opportunities, and to motivate youth to explore them and prepare for them—these were the needs.

The objectives of the camp were:

a. to motivate maximum potential development of the participants' personalities;

b. to provide specific stimulation and set of guidelines to help participants realistically assess their potentials;

c. to teach principles and procedures involved in decision-making, enabling the participant to realistically correlate potentials and job requirements;

d. to expose participants to career

information, sources, resources, and opportunities;

e. to indicate the opportunity for participants to become more appreciative of others and their way of life;

f. to stimulate a desire to share these experiences with their peer-group back home.

The program provided the opportunity for each camper to evaluate himself in terms of abilities and capabilities through small group discussions and a personal inventory. The small discussion groups, which con-

sidered all factors involved in choosing a career, were led by members of the Guidance Practicum Class in the West Virginia University Graduate School of Education.

All campers explored industry's attitude toward the high school applicant (whether a high school drop-out or graduate); college, vocational, technical, and military training opportunities; financial assistance available for these opportunities; and apprenticeship possibilities. Each camper could talk individually with the resource people in his quest for answers to specific questions.

"How to Get a Job" was programmed by emphasizing the importance of the interview, by actually completing an application form, and through a presentation made by the personnel director of a large corporation.

Located in the "main flow" of the camp was the popular "Browsing Room." Consisting of three large rooms, it contained a collection of occupational resource information, films, film strips, and other visual aids.

A staff member was always there to give individual assistance to the campers, who were encouraged to browse at their convenience during their five days in camp.

A total of 234 boys and girls from throughout West Virginia attended this pioneer venture in special interest camping. The average camper was approximately 15½ years old and had completed his sophomore year in high school.

In attempting to evaluate the worth of the camp, one must not only consider the impact made on the individual campers, but also the influence these young men and women had on their families and on their peers in the schools and communities.

The West Virginia State 4-H Club staff considered the project so successful that the second State 4-H Career Exploration and Citizenship Camp was held in August, 1966, at beautiful and historical Jackson's Mill. □



Harrison County cottage was used as a "browsing room" containing a collection of occupational resource information and visual aids.

Campfire programs, Indian style, were a part of the evening schedule at the Career Exploration camp.

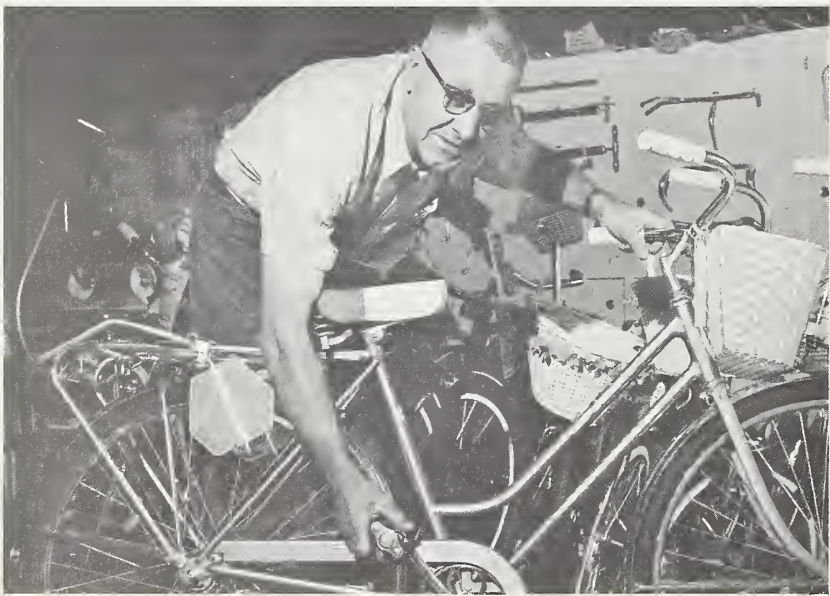


Citizens, 4-H Team Up on Bicycle Safety



Police officers volunteered time and talent to teach safety such as hand signals being practiced on a Liberal (Kansas) Street.

Bicycle shop owner taught classes in keeping bicycles in repair and adjustment for safety.



by
Joe Van Cleve
and
Gary Staiger*

Bicycles are a potential danger, and in Liberal, Kansas, as in most towns of 16,000, bicycle riders are plentiful. Automobile drivers, police, and school officials know that youth and lack of skill often combine with unsafe bicycles and little awareness of local traffic laws to create unfortunate situations.

An article about a successful bicycle safety program in another town came to the attention of Mrs. John Martin, 4-H Club leader, last year. The safety chairman of the Southlawn PTA, and mother of young bicycle riders, she discussed the problem with us. Mrs. Martin and an agent then met with school, PTA, and police officials to propose a bicycle safety program.

This group proposed a pilot program for the fourth grade at the Southlawn Elementary School. Using the first phase of the Kansas 4-H Bicycle Safety Project material, the planning group set up a five-step program: bicycle maintenance, traffic laws and safety practices, written examination on laws and safety, riding skills, and a test of skills.

Both classroom periods for written

**Van Cleve, agricultural agent, and Staiger, 4-H agent, Seward County, Kansas.*

work, and outdoor training on Saturday morning were on the schedule. The program was voluntary, and all fourth graders took home notes requesting parent approval. The interested youngsters and their parents then met to hear an explanation of the program. The proposal was accepted, and plans were made for enrollment.

The Seward County Extension Council provided materials for these special 4-H members. Extension furnished training materials and suggested teaching methods to the adult and junior leaders.

Ralph Miller, owner of a local bicycle shop, taught bicycle maintenance and care, demonstrating each point on a prepared worksheet. The students checked their own bicycles at home using worksheets.

Sergeant Floyd Kemper, of the Liberal police department, taught traffic laws and safety practices using films and visual aids. One impressive aid was a bicycle damaged in a traffic accident.

School teachers followed with a test on safety and traffic laws. Next, junior leaders, parents, and teachers taught riding skills. To complete the program, Sergeant Kemper, assisted by junior leaders and parents, gave a skills and performance test under actual street conditions.

The police officers reported a definite improvement in the riding habits of students completing the special project. The fourth graders were enthusiastic about the program, and 37 of the 39 who enrolled completed the course.

To All Schools

Success of the pilot program prompted a PTA Council request that the Bicycle Safety Program be made available to all elementary schools the next year. The Extension Council and 4-H Council pledged materials and staff assistance to meet the request.

Bicycle safety enthusiasm spread to the eight elementary schools. Miller and Sergeant Kemper were again the

instructors, assisted by teachers, parents, and junior leaders. At this time, Gary Staiger joined the Extension staff as the county club agent and assisted in training the additional teachers and parents necessary to carry out a program of this scope.

The Extension Service played a vital part in this program. The training by agents enabled volunteer leaders to independently plan and conduct the program in each school. Regular 4-H Club material was supplied by the State 4-H Club Department. The 4-H Council provided a 4-H membership pin and certificate of completion for each student finishing all parts of the project.

Each school held an assembly after the program was completed. The Bicycle Institute of America Safety League, Schwinn Bicycle Company, and the 4-H Council provided awards. Different awards recognized the completion of various phases of the program. Each young person was proud of his gold bicycle pin, safety check card, or completion certificate. The county Extension agents presented the 4-H pins and certificates of completion.

Enthusiasm—Success.

Any evaluation of this program should include the response of young people. In 1965-66, 341 fourth graders enrolled. All of them completed some phases of the program, and 269 completed the entire course. Most of those who did not finish missed only the final examination.

The best indication of response to this safety program can be quoted from the people directly involved.

Mrs. Glen Wilbanks, president of the McKinley PTA, stated, "Near the end of the school year, a poll was taken from the parents of McKinley School children on various PTA projects. The Bicycle Safety Project received enthusiastic praise and 100 per cent approval. Many felt this program should be extended into the fifth and sixth grades as well."

"I am very much in favor of continuing the Bicycle Safety Program,"

said Mrs. Wilma Moore, Southlawn Safety Chairman. "Because I had a fourth grade boy enrolled in Southlawn School, I volunteered to help. Although I almost froze my nose and toes one cold day, the result of more safety-conscious riders was worth it."

Mrs. Martin received a thank you note from St. Anthony's Parochial School. It read, "We are grateful for all you did to bring the Bicycle Safety Program to our school, and your interest along with it."

The Bicycle Safety Program presented a new audience to the Seward County Extension Service. Agents are now serving Liberal grade schoolers who have had no previous contact with Extension. A closer working relationship has developed with the school system, PTA, and the police department. It has given the Extension Service an opportunity to come in contact with many more local people. The agents believe that time was well spent in training the leaders to teach in this program.

Has A Future

The Seward County bicycle program has a future. The safety chairmen of each school, the police department, the local bike shop owner, parents, and teachers involved in this program will meet with Extension personnel once a year to develop plans. Materials and training assistance will be furnished as in the past.

Present plans include a possible second and third phase of the program for the fifth and sixth graders. This fall, mimeographed safety rules for bicycle riders will be prepared for the third graders. They are eager to take part in the program.

The youths have enjoyed this project. Many enrolled did not own a bicycle or know how to ride one at the time they enrolled, but learned how to ride a borrowed bicycle to complete the program.

There is a high rate of enrollment, and a high rate of completion. It is training in a subject interesting to the age group involved. □

ALABAMA GROWS

Education
Agricultural Expansion
Industrial Development

by
W. H. Taylor
Assistant Director
Cooperative Extension Service

The idea of community and resource development has proved to be a good one in Alabama. It grew out of our Extension Service self-study conducted in 1960-61.

The study revealed that Alabama possesses a wealth of human and physical resources that could contribute to the educational and economic growth of the State; and that the low-income problem must be solved through improved education and expansion and increased efficiency of agriculture and industry.

The Extension staff explored possible approaches to development and to securing support for the program at its 1960 annual conference. Heads of State agencies and other organizations participated in the conference and pledged their support.

Primary objectives of resource development have been: (1) to expand Alabama's agriculture through efficient production; (2) to develop Alabama's business, industrial, and recreation potential with special emphasis on developing industries that process and use agricultural and forestry products; (3) to raise the educational level of Alabama residents.

The State Legislature, in 1961, earmarked certain funds to be used by the Cooperative Extension Service to strengthen its educational program in resource development. These funds were used to employ eight additional personnel to provide leadership for area programs.

County personnel provided leadership to county programs. Area programs were developed to aid in the solution of those problems extending beyond political sub-division boundaries. Subject-matter Extension specialists provided technical support to both county and area programs. A State Resource Development Committee consisting of representatives of heads of agencies and organizations was organized to support action programs at all levels.

Extension provided educational leadership to resource development committees, chambers of commerce, industrial groups, and lay leaders. Its role has included collecting and interpreting information on physical and human resources; analyzing alternatives; and stimulating groups into action programs to provide more jobs, create additional markets, and improve the educational programs.

County resource development committees representing education, agriculture, industries, chambers of commerce, and State and Federal agencies were organized to plan, support, and carry out programs that would improve living conditions within the county. The county committees developed the County Overall Economic Development plans which have provided guidance to the agencies and organizations cooperating in the programs. In many projects, county and area committees have maintained a supporting role to industrialists or entrepreneurs.

Results have been excellent since the Resource Development Program was initiated in 1961. New markets have been developed, recreation areas established, new industries created, water and sewage systems have been improved, educational programs conducted, and health facilities established. Possibly the greatest progress has been made in establishing markets for Alabama forest products.

In 1964-65, the Extension Service, assisted by an ARA grant, conducted a forestry survey to determine the acreage of forest land that was available to support new and expanding wood-using industries. The survey was supported by county resource development committees and technical action panel members.

The survey revealed that about 7 million acres of timber land in Alabama were available through lease agreements to support new wood-using industries. Landowners with about 5 million acres were interested in cutting agreements, and an additional 7 million acres were available for sale to prospective industrialists.

The survey data was made available to resource development committees, chambers of commerce, and industrial groups to use in promoting wood-using industries. Management of four pulp and paper mills decided to locate plants in Alabama as a result of survey findings. A large number of other industrialists used the data in planning expansion of their businesses.

An example of a wood-using in-

dustry completed in 1964 is at Vredenburg, Ala. Because of this survey, a sawmill that had been destroyed by fire was rebuilt. It was estimated that this sawmill would provide employment for 114 people, a market for 16 million boardfeet of saw timber, and an annual payroll of about \$500,000.

A program was launched in southwest Alabama in 1964 to improve markets for soybeans. Extension teamed with State government, local chambers of commerce, and farmers in the area in developing this project.

Grain elevators were constructed at the inland docks at Demopolis and were later leased to private enterprise. An educational program on soybean production was launched. Soybean acreage within a 10-county area increased about 400 percent adding \$5 million to the economy.

In 1965, Extension gave educational leadership to agri-business developments in the State. This work generated an investment exceeding \$204 million in new and expanding agribusinesses that will provide markets for agriculture and forestry products and employment for 15,000 people.

Other developments include rural community water and sewage system projects to support industries; recreation projects including marinas, boat launches, and water impoundments for fishing; tomato packing plant; a new industrial complex in Springville; contracted vegetable production in Fayette County; planning for a food processing plant on Sand Mountain and in the Wiregrass area; enlargement of an agricultural-limestone plant in Sumter County; four feeder pig markets and plans to develop four additional markets in 1966.

The results of this program are attributed to the cooperative and concerted effort of many groups, agencies, and organizations. Extension's educational programs have been effective in creating a favorable attitude for action programs to be developed. Agricultural and per capita income are at an all-time high, and unemployment at a record low. □



Twelve of the 14 volunteers training in the first group of agricultural advisors for Vietnam are shown above. They are, left to right: (front row) Jose Manuel Rodriguez, Puerto Rico; Marvin W. Belew, Tennessee; Willie R. Bullock, Mississippi; James S. Holderness, Idaho; Allen C. Bjergo, Montana; (back row) Noble E. Dean, Montana; Arthur L. Gehlbach, Indiana; Robert H. Dodd, New York; William E. Schumacher, New York; Charles E. Wissenbach, Massachusetts; Charles R. Brown, Vermont; and Dennis K. Sellers, Michigan. Harley J. Tucker, Illinois, and Carmelo Sanchez-Olneda, Puerto Rico, also members of the first group, were not present for the picture.

Vietnam Advisory Corps Begins Training

"Until we show conclusively that we can help and will help the rural people of the war-torn nation (Vietnam), military victory will be hollow."

Secretary of Agriculture Orville L. Freeman made this remark at a reception August 5, honoring the first 13 volunteers selected for the Agricultural Advisory Corps in Vietnam.

The volunteers, all with degrees in agriculture, began training August 1, under the direction of the Federal Extension Service. They will be followed by a second group of volunteers in October.

The Advisory Corps will help win the battle of the "second front" in Vietnam, "the battle of better diet,

of better living conditions, of better opportunities for young people, of better farming and better use of soil, and — better use of mankind," the Secretary said.

After visiting Vietnam last February with a team of agricultural experts, Secretary Freeman reported to President Lyndon B. Johnson that the war cannot be won until the United States gains the confidence of the farmers, who represent 80 per cent of Vietnam's population.

"Through them, the heart of the Vietnam economy, we would build a foundation not only for winning the war but for keeping the peace," the Secretary said in welcoming the volunteers. □

From The Administrator's Desk

The Real Basis of Extension—Faith

When we analyze a farmer's soil and recommend a certain fertility program to attain a given production, we do so with a high degree of faith in the results.

When a farmer has an insect problem, we tell him of alternative methods of control and the results he can expect. We have faith in the results.

We have such faith because of our faith in the objectivity and scientific skill of the research workers in the Land-Grant Colleges, the USDA, and industry. Our ability to have such faith in our fellow workers is essential to the work of Extension.

In a 4-H program we could insist that we as professional Extension workers do all the teaching and conduct all the activities. But instead we give away to lay people all of the responsibilities they will take—and multiply our joint accomplishments. We are able to do so only because we are able to have faith in the responsibility of others to do the job.

When we talk with a farmer about a complex farm decision, we could tell him what we think is the best decision—but we don't. We express and demonstrate our faith in his ability to make decisions and provide him with facts and analysis for his consideration.

When we work with community groups interested in developing their community we could tell them what their community "ought to be like" and what they "ought" to do. But do we? No! We give them ideas, information, facts, analysis for their decision. We express faith in their ability to make decisions wisely—in relation to their goals and means.

When there is an issue to be decided by a public vote, we might think we know how people should vote. But do we tell them? No! We have faith in their individual and combined good judgment—and stay in our educational role.

Without faith in our research workers, faith in the ability of people to conduct 4-H and other programs, faith in the ability of farmers to make farm decisions—faith in the integrity, ability, and good judgment of the people we serve, there could be no Extension program.

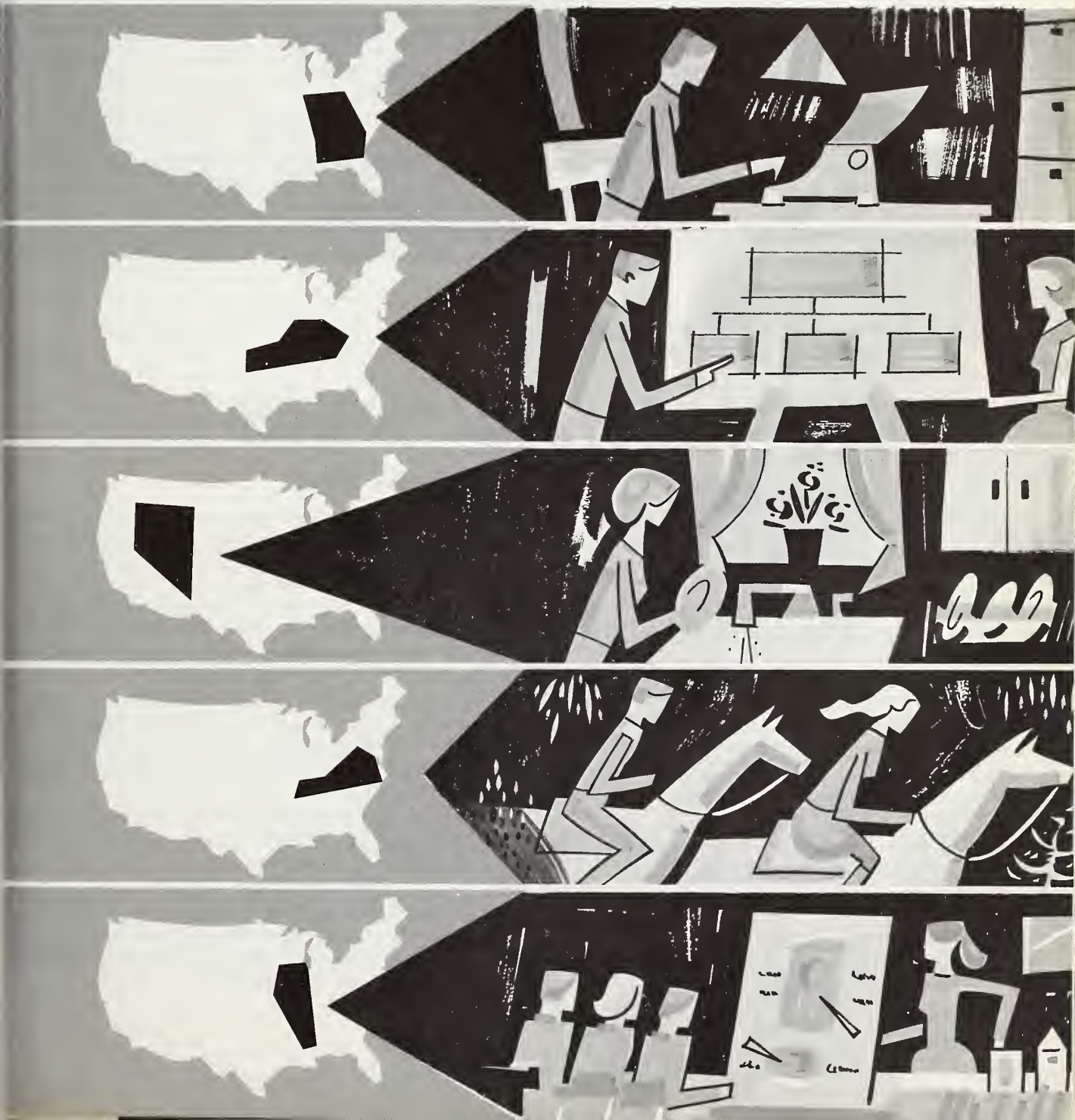
When we have faith in our research workers they redouble their efforts to do work in which we can have faith. When we demonstrate our faith in the good work and good judgment of the people we serve, they redouble their efforts for good work and good judgment in which we can have faith.

Only through such faith can the goals toward which we work be attained.

EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * SEPTEMBER 1966



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
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EXTENSION SERVICE

REVIEW

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EDITORIAL

Image—A Jigsaw Puzzle

Next time you see an unassembled jigsaw puzzle—take a look at the pieces—one at a time. You'll see quite a range in color, size, and shape. You may like some and dislike others. But more than likely you'll be little concerned with the image of each piece. The lack of concern will stem from the fact that you know no individual piece truly represents the total personality of the puzzle—but rather the total image becomes fully apparent only when all the pieces are in place.

The Extension image is formed exactly the same way. Each deed whether good or bad will take its place in the total image—and whether or not the pleasing deeds overwhelm the bad—or bad the good—in the final analysis determines whether the total image is pleasing or displeasing.

Naturally we all hope Extension has a good image—that the good deeds will completely overwhelm the bad ones. That's the reason we often hear concern expressed over the public's image of Extension.

The articles in this issue describe programs that have already shown some degree of success. The success of these programs will definitely contribute to a favorable image—they are meeting needs—the first requisite of a good image.—WJW



Each staff member has a specific area to cover for the newspaper. In the weekly editorial conference, the Extension workers evaluate one week's features, news stories, and columns and plan the next week's copy.

You'll find the Clarke County (Georgia) Extension Staff

WHERE THE ACTION IS—

they're part of it

by

Virgil Adams

Information Specialist

University of Georgia

Twice through the week and once on Sunday, the Clarke County (Georgia) Extension Service staff communicates with about 16,000 families containing about 80,000 members.

How does the County Extension staff headed by Tal DuVall do it? Simply by providing the Athens Daily News and the Athens Banner-Herald with material the editors want to print and subscribers want to read.

DuVall does a weekly column for both papers. One is written for farm and non-farm people; the other is aimed primarily at farmers and agribusiness people.

The most ambitious editorial undertaking of the staff, however, is preparing copy for the "Adventures in Living" section every Sunday in the Daily News. This is a doublepage spread of information almost as varied as life itself. It includes feature articles, news stories, and columns by all members of the staff.

DuVall's staff keeps a supply of timely features on hand at both papers all the time to fill space still open at deadline time on days when news is light.

And, because of this, DuVall says his office averages a daily story or column in both papers.

When six people write this much copy, you do some planning—if for no other reason than to keep two people from writing about the same subject.

That's why, once a week, DuVall becomes more of a managing editor than a county agent, and other members of the staff become reporters looking for their story assignments.

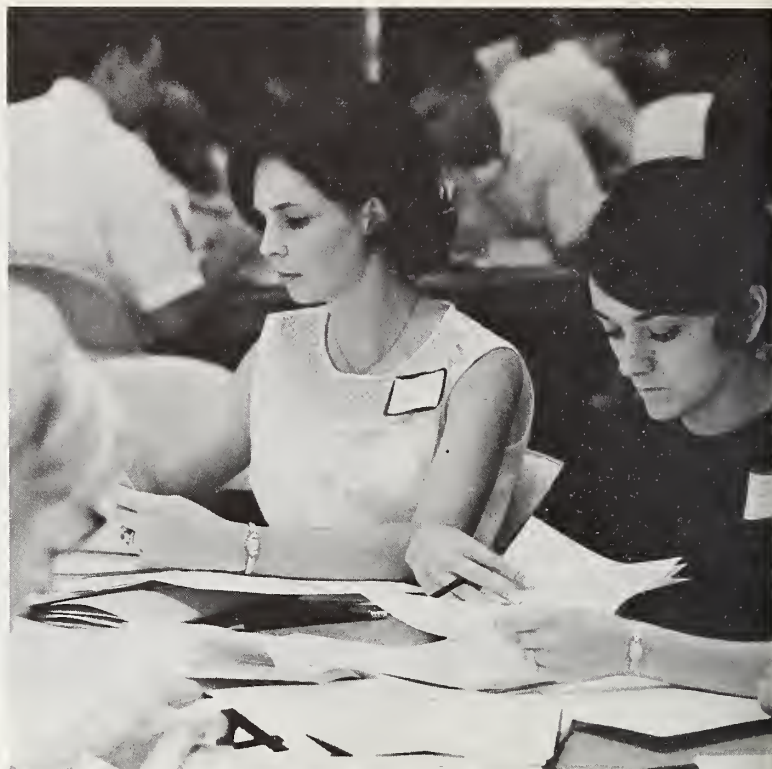
And just as the Extension staffers have specific areas of responsibility in their overall work, they also have specific areas to cover for the newspapers.

Continued on page 15

It pays to . . .

KNOW YOUR BUSINESS

by
Wendell C. Binkley
Associate Professor
Department of Agricultural Economics
University of Kentucky



Participants in the 1966 Kentucky Youth Seminar heard talks on the challenge of leadership and "operated" 20 corporations. Above, two participants ponder a major business decision facing the board of directors of their XYZ Cooperative.

More than 700 high school students in 34 Kentucky counties learned "It Pays To Know Your Business" in a new Extension youth program.

Some earned nominal awards locally for superior performance in structured exercises; others earned expense-paid scholarships to the 1966 Kentucky Youth Seminar at the University of Kentucky; and 14 earned complete scholarships to the 1966 summer meeting of the American Institute of Cooperation at Colorado State University.

The program, "It Pays To Know the American Private Enterprise System," is an outgrowth of an earlier youth project oriented to a study of cooperatives.

The new program, with revised content, materials, exercises and pro-

cedures, is the result of a careful evaluation by a committee of Extension youth specialists, subject-matter specialists at the University, and agribusiness leaders associated with the Kentucky Cooperative Council.

The new program includes several features representing departures from the traditional. A specific staff member and subject-matter department were assigned responsibility for the new program, which was set up on a "pilot" basis for the initial year.

Area directors of Extension selected individual Extension agents, interested in both youth work and the subject-matter area, to be the local "organizing" leaders. For each local Extension agent selected, the Kentucky Cooperative Council appointed a local "lay leader". All pairs of

local leaders were trained in a one-day orientation meeting at the University.

The new program permitted participation by existing older-age 4-H clubs and other youth groups, but specifically encouraged the organizing of specific interest groups at the local community level. Involvement of well-informed and committed local business, professional, and educational leaders was necessary from the outset.

The series of 10 meetings provided a comprehensive overall understanding of our democratic society, and of the various ways we organize resources to conduct business operations. This included an understanding of cooperative business associations, single proprietorships, partnerships, and business corporations.

Plans and materials were available to the leaders and to each youth scholar for each meeting. Each session included a "Payday" consisting of a true-false exercise. High scorers received locally provided awards and publicity. Near the end of the program, all youth scholars did a "Jackpot" exercise.

High total scorers, judged on "Paydays" and "Jackpot" along with other local evidences of leadership and participation, received locally-financed scholarships to the Kentucky Youth Seminar.

Ideas for adding more basic economic principles to the program were the responsibility of the local adult leaders and the local youth group, who were encouraged to use initiative and imagination.

Contrary to most youth group programs in the past, the emphasis was placed on small groups of preferably no more than 20, each of whom was selected and was interested in the specific program. High school counselors and teachers assisted in the selection in many instances. No requirement for previous 4-H experience was set.

Records in the Department of Agricultural Economics show that more than 400 local business, professional, and educational leaders worked directly in the program during the pilot year. This is a ratio of one adult leader to two local youth scholars.

Each adult leader, with the guidance and direction of the pair of trained leaders, assumed responsibility for the part of the total program for which he was qualified to handle best, by experience and training. Within the framework of his assigned topic and the available materials, he developed his own particular approach to vitalizing the instruction.

Youth scholars were provided basic study outlines and references, and were also encouraged to explore other uses they might make of the things they learned in the program—such as English compositions and papers for other high school classes, including the social sciences. One participant, without advice, assistance or knowledge of her adult advisors, entered and won fourth place in a national essay contest sponsored by the American Medical Association. Fourth place carried a \$100 cash award.

The 150 excelling in their local

group programs were selected to participate in the 1966 Kentucky Youth Seminar sponsored by the University.

During the three-day event, they heard five major talks on the challenge of leadership; "operated" 20 corporations, including 10 cooperatives and 10 other corporations; solved 12 tough business problems involving their companies; and completed two group exercises and one individual exercise (dividing \$100 cash awards).

Each scholar prepared, gave, and was scored on a brief talk on "What I Learned At The 1966 Kentucky Youth Seminar."

At the final luncheon, the 14 scholarships to the American Institute of Cooperation meeting were awarded. □

Four Lexington students won all-expenses-paid scholarships to the Kentucky Youth Seminar.

A local program leader discusses basic business organization with members of a Bowling Green 4-H group.



the payoff is WATER

for Lovelock Valley ranchers

by

Dave Mathis

Information Specialist

University of Nevada

Thirty-three miles of pipeline delivering quality water, clear and cool, is fast erasing what has been for years a bothersome and inconvenient situation in one of the more important agricultural areas in Nevada.

The new water system in the Upper Valley just north of Lovelock in Pershing County, was dedicated on June 11, after years of effort on the part of individuals, water users, and the city of Lovelock.

Bob Ferraro, county Extension agent, Max C. Fleischmann College of Agriculture, was among the individuals who invested time and talent in the project.

Lovelock Valley's agricultural area is divided into upper and lower portions by the city of Lovelock. The city has had a good municipal water system for years, and the lower valley has long had a tie-in with the city.

"People in the Upper Valley," said Ferraro, however, "depended for years on wells as their source of culinary and domestic water, and in some cases, for livestock watering. These wells were located on their property in the valley, but the water was of generally poor quality—highly mineralized with high contents of sulphur, sodium, and iron.

"Some of the ranchers hauled water daily from Lovelock, in some cases a round trip of 15 miles or more. Others made the best of a bad situation."

Residents of the Upper Valley, for over a decade, talked about and did some work toward obtaining quality water. It was three years ago, however, that the work and talk blossomed into a full-scale effort.

One impetus was the Nevada Area Development Committee. Headed by Llewellyn Young, local attorney, the committee made the Upper Valley problem a principal objective and development project.

Ferraro enlisted in the effort, and the Soil Conservation Service provided preliminary planning and engineering information. Prospective and potential water users in the Upper Valley formed the Valley Water Association and incorporated under Nevada statutes as owners and stockholders.

Others besides Young and Ferraro who figured prominently in the groundwork were Wilson McGowan, then State senator from Pershing County; Dick MacDougall, soil technician with the SCS; Pete Leidick, local consulting engineer; Joe Maestas and Joe Martin, ranchers and water users; and the officers of the Valley Water Association.

The city of Lovelock, wanting a separate and alternate water source to increase water and pressure input, joined the effort. This required that the project be expanded, and the city administration went all-out to back the proposal.

With organization and support be-

hind the project, drafting of detailed plans followed. Methods of financing also were outlined. A civil engineer was hired and his cost estimates were approved. The Valley Water Association developed a plan of assessments.

The sometimes frustrating job of securing necessary permits, easements, rights of way, agreements, and financing followed. Ferraro estimated that he spent as much as 40 per cent of his time involved in these things. He did most of the paper work and much of the necessary public contact and explanation.

The people planned at first to do the work themselves, but found it to be too big a project. A contracting company was secured, and work began on February 4.

Source of the water, pumped from wells, was at Oriana, about 12 miles north of Lovelock. The system tied into the Oriana well water at the city reservoir five miles north of Lovelock. A 12-inch line was run from the reservoir to Lovelock, thus supplying the city with its separate and alternate system. Lines were run from this line into Upper Valley.

The pipes followed rights of way and public land and did not cross private property except in the case of adjacent property owners and users.

A total of 23 miles of line in loop patterns reached users throughout Upper Valley. Pipes were run to private property boundaries, from where



Joe Landa, president of the Valley Water Association, explains to Ferraro that the water system is proving a boon to feedlot activities.



Lovelock Mayor Lyle Wilcox, left, tells County agent Bob Ferraro that the new Upper Lovelock Valley water system works "better than anticipated."

landowners ran private pipes to their dwellings, adding another 10 miles to the system.

Cost of the project was approximately \$280,000. The city provided about \$65,000, and the Valley Water Association raised \$10,000 through assessments of \$20 per unit to users. The rest was financed through a loan from the Farmers Home Administration. The repayment contract extends over a 40-year period.

Users or stockholders in the association are charged \$10 per month per unit. Units are based on acreages or separate dwellings served.

In addition, each user is charged a flat fee of 11 cents per 1,000 gallons of water. The bulk of these fees goes toward paying off the loan, and the remainder buys the water from the city and pays for operations and maintenance.

Most of the water is used for culinary and domestic purposes, including lawn watering and home gardening.

Some is used for livestock watering on individual ranches. The water figures prominently in large-scale livestock operations by serving the Improved Beef Feeders feedlots.

Joe Landa, farm manager for Improved Beef Feeders, says that already the water is paying off in the feedlot operations.

"Where immediate results have been noted is in the boilers that provide steam to operate our barley rollers," said Landa. "With our previous source of water the boilers became corroded in a short time and had to be cleaned along with all the pipes and other parts of the boiler system.

"We had to purchase and maintain a big supply of chemicals to periodically run through the system. Maintenance was a problem. Although the present water system is new, we have had comparatively little trouble with the boilers since it was installed."

Mayor Wilcox pointed out, "Shortly after the system was operating, it was necessary to close down the city's main line for repairs. Water use for the entire city, upper and lower valleys then was shifted to the new system. It worked better than anticipated, with ample pressure and water."

Ferraro pointed out that cost to the individual user should average no more than he was paying before.

"Large water users averaged as much as \$32 per month before this new system, medium users about \$14, and light users approximately \$8. The average medium use customer under the new system will probably pay around \$13 to \$15 monthly, with the larger users paying more based on units served."

The feeling of people in Upper Valley about the new water system perhaps is best expressed in the generally overheard comment, "By gosh, I won't have to haul water any more." □

Horses—Vehicle for Education

by
A. N. Huff
and
J. A. Reynolds*

The horse program is the common interest through which 3,000 Virginia youth pursue the greater benefits of 4-H—personal development.

Young people, horses, and interest are all present in Virginia, where the 4-H horse program introduced on a pilot basis in Bedford and Fairfax counties in 1958 is expanding rapidly.

Emphasis on physical fitness programs, more leisure time, and the trend toward more outdoor activities have all aided its development. Many young people—urban, suburban, and rural—owned or were interested in horses and ponies. Horsemen, parents, and 4-H Club members expressed a need for a horsemanship educational program.

**Huff, assistant Extension livestock specialist; Reynolds, associate State 4-H Club agent, Virginia Polytechnic Institute.*

The Cooperative Extension Service provides the organization, some subject-matter materials, and leadership for the program. Adult volunteer horse project leaders contribute their skill, knowledge, and enthusiasm.

In the early stages of development the Extension director appointed a State Extension 4-H horse program committee. Membership includes personnel from the State 4-H staff, county and district Extension staff members, and members of the animal science department. The program committee organized a consulting committee composed of 4-H leaders and people of the horse industry representing each of the six Extension districts.

These committees meet jointly each year to recommend guidelines, rules,

and materials, and to provide steering for the program.

District schools, shows, and events are coordinated by the district representatives through their Extension program leader. This has permitted greater development of many types of programs than would have been possible working from the State level.

District 4-H horse shows will be conducted in four of the six districts this year. Volunteer leaders and horsemen make up the majority of the task force for operating events at all levels.

Project groups, led by one or more highly qualified adult volunteer leaders, are the basic educational unit. The groups usually meet once a month during the winter, and conduct



A leader in the Virginia 4-H horse program instructs a group of young riders in the techniques of western horsemanship.

short courses, riding classes, and demonstrations during the fair weather months. Horsemen, veterinarians, feed representatives, farriers, and many other people help teach young people about horses from the hoof up—scientific feeding, management, and riding. Members also participate in the overall 4-H program.

Activities such as tours, shows, trail rides, parades, exhibits, and demonstrations help members improve skills in horsemanship, personal development, and leadership. Last year Virginia 4-H members showed 301 horses and ponies at the State Fair. The project has proven an excellent tool to further the overall objectives of 4-H.

Today, State enrollment in the horse program numbers approximately 3,000 supervised by 200 leaders.

Fairfax, one of the pioneer counties, has emphasized management and basic horsemanship. Members in Bedford, the other pioneer county, have excelled with their 4-H drill team. Craig county members conduct overnight trail rides in summer and fall.

The 4-H work has stimulated the already fast-growing horse industry. Members learn to appreciate quality,

and the result is a demand for more and better quality animals. Special clinics and schools have attracted participants from a dozen States.

Virginia Polytechnic Institute is becoming active in horse programs as a result of this project, and conducts special classes in equine science during the 4-H short course each summer. A newly formed Virginia Equine Educational Committee is working to develop a total horse program at the university. A new undergraduate course in basic equine science is now offered.

The horse industry has developed a plan of adult and youth work involving six subject-matter departments to meet the demand for information and assistance created by the 4-H horse program.

The horse industry has supported the 4-H programs, Virginia breeders have helped establish mare chains, and some companies sponsor awards in demonstration and achievement.

More young people than ever before are interested in horses and horsemanship. There is a tremendous need and demand for educational programs for these young people which can be met by using the 4-H Horse Program as the vehicle. □



This demonstration on determining a horse's age by looking at its teeth was State winner in the 1965 Virginia 4-H Horse Project Demonstration Contest.

The horse program has stimulated 4-H participation at the State Fair. These 4-H'ers entered the Fitting and Showmanship Class in the Virginia 4-H horse show last year.



Writing for "Poor Folks"

by
Jean Brand
Federal Extension Service

Does that title shock you?

Plain language does, sometimes, if you're not used to it. But all of us need to know more about writing plain talk if we expect to communicate with the vast new low-income audiences Extension is trying to reach.

We feel safer with terms like "economically deprived" or "culturally disadvantaged," while the people who fall into these categories may simply call themselves "poor folks." They know what they mean. They'll know what we mean, too, when we write in their terms.

Let's see what's different about this kind of writing . . .

Know Your Reader

Any writer must know his audience, but this is even more important with low-income readers.

Who are the poor? Statistics show them most likely to be female, or aged, or non-white, or rural, or combinations of these. But the one most common characteristic of the poor is their lack of education. This is the factor that most affects the way we write for them—the reason we're aiming at a fifth grade reading level to reach as many as possible.

We write for the low-income audience as if they were low-literates, because a high proportion *are*. The well educated poor are not a communications problem.

The 1960 census showed that 8.3 percent of the U. S. population over 25 had completed less than five years of school. State figures range from 21.3 percent in Louisiana to 2.8 percent in Utah. The literacy figures for your county will reveal the extent of your local problem.

Statistics tell only part of the story. There's no substitute for knowing your audience personally. A rule for writing for low-literates: listen to people—learn how they talk—then write the way they talk.

Pinpoint your reader. Picture one person you know who needs your message, whether in a bulletin or a simple letter. Keep in mind the important facts about him. What is his age, sex, income, education? Is he rural or urban? What is the problem you think he needs to solve? Does he regard this as a problem? Remember, for this reader, treat only one subject at a time.

Is there anything in his cultural background to make him resist your message? (Religion, nationality?)

What action do you want your reader to take? What's in it for him if he responds to your suggestions? In a lifetime of hard knocks he's met a lot of people trying to sell him a bill of goods. He suspects your motives. When you know your reader well, you'll write to allay his fears.

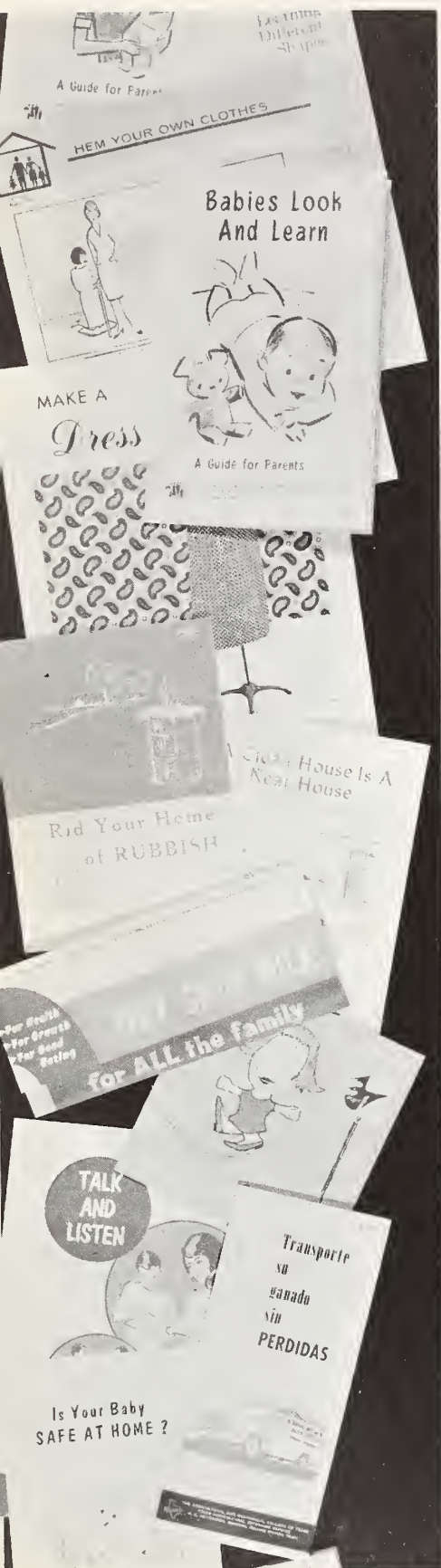
How To Write Plain Talk

You know your subject and your reader. You think he needs the printed word. Now to get your message on paper.

That tiresome step required by your first English Composition teacher works—outline. It's still the best way to put your thoughts in order. Then write.

You'll be surprised how a few easy techniques can help simplify your message. Try these:

Use short, easy words, familiar to your reader. Avoid words over three syllables when you can. If you know



your reader, you know which words he'll understand. A good word list to check against is the 5000-word *Functional Reading Word List for Adults* by Adele Mitzel.

Use short sentences. Sentences should average no more than 10 words. But vary the sentence length.

Use active verbs instead of passive ones. They're easier to read, more interesting.

Use personal words and sentences. Words like I, you, he, she, mother, Joe Jones—that refer to people—make more interesting reading. Sentences that are questions, exclamations, or quotes, do also.

Cut and trim your copy. Then cut some more. Throw out every excess word and phrase. We can't hold this reader very long. We're lucky to get him to pick up our publication at all.

How readable is it? You can check your writing by an easy, reliable, rating formula to find out whether your reader, with his amount of education, can understand it. Aim at the fifth grade level. One of the easiest formulas to use is the Gunning Fog Index. (Takes the "fog" out of writing!) Your State editor should have copies of this. And you may enjoy trying it on some of your other writing, as well.

How it looks, matters. For this reader, use large, legible types, but never all capitals. (They're actually harder to read.) Art—use lots. Can you replace some words with drawings? Do it! Charts and graphs are not for this reader.

It's Worth Your Time

The low-literate reader makes you say what you have to say in the easiest, shortest way possible. He makes you think of the most familiar word rather than the most erudite. He makes you keep him interested, or he leaves you.

It's far more work to write this way, but the practice will hone your writing style into a better instrument for reaching any audience.



Edwin O. Haroldsen, left, Iowa State University, receives the Agricultural Communications Award from Louis H. Wilson, National Plant Food Institute.

Iowa Editor Receives NPFI Award

Recipient of the Agricultural Communications Award at the American Association of Agricultural College Editors convention in Athens, Georgia, was Edwin O. Haroldsen of Iowa State University.

Haroldsen is assistant professor and editor, Center for Agricultural and

Several States and FES have issued publications specially written for low-income groups. Several State editors have held workshops for specialists and agents on this kind of writing, and they've found the techniques as useful for letters and newsletters as for publications.

This article you are reading checks out at about an eighth grade level on the Fog Index. Do you feel insulted? Probably not. We know you went to college, but we wanted to save you time for the hundred other things you need to do today.

You owe your reader the same consideration. And for your low-income, low-literate reader, writing at his level can make all the difference in getting across to him the facts he needs to know. □

Economic Development. The award, jointly sponsored by AAACE and National Plant Food Institute, consisted of a scroll and a check for \$500.

According to AAACE President K. Robert Kern, Extension Editor, Iowa State University, the 12th annual award was presented Haroldsen "In recognition of the most notable growth in competence and achievement" in agricultural communications during the past year.

He has wide experience in agricultural and journalistic fields. Since 1941 he has held positions with the Salt Lake Tribune, United Press, and Deseret News & Salt Lake Telegram. He has served as agricultural statistician for USDA in Portland, Oregon; agricultural editor, Utah State University; and on assignment as information advisor under the U. S. Point IV program to the Turkish Ministry of Agriculture in Ankara.

Haroldsen has been a member of the Iowa State University staff since 1961. His wife is the former Kathryn Baird of Brigham City, Utah. They have three sons and a daughter. □

Illinois RD Committee,
Extension Promote

BETTER, SAFER FOOD SERVICE

it's everybody's business

by
H. A. Cate
*Cooperative Extension Service
University of Illinois*

John Cipolla gives a Pope County food handler's class instruction in health codes, germs, food poisoning, sanitizing, pest control, and personal sanitation.



Food is everybody's business!

It is handled by many as it moves from the farmer to the consumer. It is processed, hauled, stored, wholesaled, retailed, refrigerated, cooked, and finally served.

How food is handled and the sanitary conditions at all stages affect the health and aesthetic sensibilities of everyone.

A growing tourist business already attracting more than six million visitors a year to southern Illinois provided impetus for better food service. The need for better food service was first recognized by the Area Resource Development Committee.

A special committee of this group with representatives from the Cooperative Extension Service, Quadri-County Health Department, hotel, motel, and restaurant associations, tourism and recreation councils, and Southern Illinois University developed plans, gave support, and stimulated public interest in the food handling schools.

The course was offered to handlers of Pope, Hardin, Johnson, and Mascac Counties. "Students" learned about health codes, germs and bacteria, food poisoning, cleaning and sanitizing, pest and insect control, grooming, and personal sanitation. John Cipolla, chief sanitarian for the Health Department, taught the course.

Personal contacts were made; letters and the course outline were mailed to every food handler. The letters varied in content and were directed to the specific food handler—the grocer, waitress, packer, restau-

rateur, school cook, prison employee, or tavern operator.

Class schedules were arranged for the convenience of the food handlers. Three classes—morning, afternoon, and evening—were held one day a week for 10 weeks in each of the four counties.

High school students who hoped to work in food handling during the summer were encouraged to attend the afternoon sessions.

The intense interest and regular attendance by the food handlers were attributed to the excellent publicity given the program by news media.

Industries, businessmen, chambers of commerce, and service clubs encouraged the program and pledged financial support to pay for pins and diplomas. The University of Illinois Dixon Springs Agricultural Center furnished office help and supplies for preparing lesson materials.

Cipolla is said to have earned much of the credit for the success of the course with his interesting manner of presentation. He came to Illinois with years of experience in his own restaurant and in public health work. He also has degrees in chemistry, biochemistry, bacteriology, public health, and education.

He is able to shed the formality of academic environs, and talks as one food handler to another. His friendly voice masks the insistence with which he drives a point home.

Cipolla strips his presentation of technical terms, is candid, and personifies disease organisms as "hoods"—Trixie for trichinosis and "Sammy" for salmonellosis—all of whom use food as a "hangout."

More than 430 food handlers completed the course. This is more than 80 percent of the food handlers in the area. The *Health Officers Digest* awarded the Quadri-County group the Honor Roll Award for the most successful health classes in the midwest.

Those completing the course were honored at a graduation ceremony in each of the four counties. A diploma



Les Broom, University of Illinois, presents a food handler's pin to a Pope County high school senior at "graduation exercises" for the food handlers' course.

and a distinctive, patented pin were presented to each.

The graduation program included a colored slide talk on the historic and scenic recreation spots in the area so that food handlers can better inform visiting tourists of places to see and things to do in southern Illinois.

Several restaurant owners have applied fundamentals learned in the course. Improvements include installing new dish drying racks and replacing booth cushions with improved seamless cushions. The owners are asking the advice of the Health Department in their remodeling plans.

Grocers have installed improved sinks, and a meat packing plant is planning to remodel following the Health Department guidelines.

Food handling businesses with personnel completing the Quadri-County course may display distinctive window decals to be provided by tourism

groups. The decals represent standards of quality which identify the establishments displaying them as those who participated in the program for the benefit of the tourist. The decals will also be used on recreation maps, guides, and other promotional material.

Cipolla said the food handlers in the area who did not take the course now realize that they are in the small minority and are asking for make-up classes.

The Health Department plans to continue inspection service and advice to food-handling businesses. New courses being planned will contain lessons on new foods and foods processed under new methods.

The success of the course in the Quadri-County area has awakened interest in adjoining counties. These counties are asking for help and information not only on food sanitation but also on other health problems such as air and water pollution. □

Mrs. Dorothy Jacobson, Assistant Secretary of Agriculture for International Affairs, commends Associate 4-H Agent Irving Blatt and a group of Nassau County, New York, 4-H members for their "Seeds for the Congo" project.



4-H'ers Praised for

"Seeds for Congo" Project

Mrs. Dorothy Jacobson, Assistant Secretary of Agriculture for International Affairs, honored a group of Nassau County, New York, 4-H Club members recently at the U. S. Department of Agriculture for their "Seeds for the Congo" project.

Mrs. Jacobson commended the Head-Heart-Hands-Health youth and their fellow 4-H'ers back home for taking the leadership in a fund drive to buy vegetable seeds for families in the Congo. The youth also collected money to send seeds to Vietnam and to buy kits of useful agricultural hand tools for both countries.

With about \$1,250, the 4-H'ers bought and shipped to Leopoldville—

through CARE, Inc.—1,000 seed packets and 5 kits of agricultural hand tools. To Saigon they sent, also through CARE, 5,500 seed packets and 25 kits of tools. The seeds were for green beans, tomatoes, peppers, greens, onions, and other vegetables; and each tool kit contained a rake, shovel, hoe, spading fork, hand trowel, and hand cultivator.

U. S. officials in the Congo and Vietnam were arranging for the seeds and tool kits to reach youth groups such as 4-H, schools, social welfare organizations and the like.

Nassau County, which has about 26,000 4-H boys and girls in its highly urbanized program, accepted lead-

ership and gained the cooperation of 4-H'ers in several other New York counties to accomplish the project.

The 24 youth from Nassau County were part of more than 200 4-H'ers from seven States at the 4-H Center for a 6-day Citizenship Short Course. In their regular weekly session at the Department, a panel of three 4-H'ers queried a panel of three USDA officials on the international aspects of the Department's program. It was at this meeting that special recognition was accorded the Nassau Countians.

4-H Club Extension Agent for Nassau County is Mrs. Dorothy P. Flint. Associate 4-H Agent, Irving Blatt, accompanied the New York group to Washington. □

Action

Continued from page 3

They make good use of subject-matter information received from specialists on the State staff. In fact, they often improve it by finding a local angle or by inserting the name of a local person for whom the new method or recommendation has worked well.

Clarke County citizens themselves supply many ideas for topics. The office secretary keeps tab on office visits, letters, and phone calls—and the kinds of information requested.

J. P. Carmichael, Extension editor and chairman, Division of Agricultural Information, says his staff is so confident in the ability of these people to get information published that it sends no material to the newspapers in Clarke County. Instead, the weekly packets of news stories and columns are mailed to the county agent's office and then taken—not mailed—to the editors.

One of the Athens papers prints offset, and uses Polaroid pictures. The editor told DuVall he would like a liberal sprinkling of photographs over the "Adventures in Living" pages.

DuVall's local government purchased a Polaroid camera for the Extension staff, and every member of the staff learned to use it.

That the editor, Glenn Vaughn, is appreciative of the Clarke County staff's effort is indicated in an editorial he wrote after DuVall had been in the county less than three months:

"The material which he (DuVall) and the county Extension staff prepares for the 'Adventures in Living' section of the Athens Daily News is receiving wide acclaim from throughout the northeast Georgia area," said Vaughn.

DuVall's exposure to 80,000 people almost daily results in more phone calls, office visits, and letters. Invitations to speak come from civic and garden clubs, farm and homemaker groups, and other outfits that didn't

know he existed until he started communicating.

This keeps him in touch with more people, helps him know their problems and interests—and thus he has more things to write about for the newspapers.

DuVall believes it's a "circle," and whether it's a "vicious circle" or not . . . whether it does something for or to the county Extension staff . . . depends on the personality and temperament of the staff members.

The staff that "just can't see how we can do any more than we are already doing" . . . that would really prefer fewer—not more—demands on their time and knowledge . . . has no business becoming involved in such an editorial communications program.

But DuVall and his crew like it. It not only puts them where the action is; it makes them a part of the action. □



Extension workers often take pictures to illustrate their news and feature stories.

Clarke County citizens often supply ideas for topics. County agent Tal DuVall, right, jots down interesting facts which will appear later in his regular column.



From The Administrator's Desk

At the Forefront of Progress

"We expect Extension to be at the forefront of progress in agriculture. We expect you to find the bits and pieces of research and other knowledge—and to interpret, adapt and integrate them to form better systems and techniques of production and marketing—and then to work with farmers in testing and demonstrating the improved systems and methods. Thus, you will provide, through your educational techniques, leadership for agriculture—the leadership necessary for growth and change if they are to bring progress and prosperity."

This is the essence of remarks made to me recently by leaders in agriculture and universities in several parts of the country.

This role of Extension has been the central force of our contribution to American agriculture—as I am convinced it will be in the future.

Few of us can devote our full time to fulfilling this role. Many of us have program possibilities other than agriculture. In agriculture we must help people with immediate problems—controlling outbreaks of insects and disease, analyzing current markets, selecting seed varieties, etc. We must know the established and conventional agricultural systems and practices—and help people with these. We must help all types of farmers make progress—not just those ready to move forward at the

forefront—but the forefront of progress is something and some place different for different groups.

But let's not slight this role. To fulfill it takes planning, initiative, determination, study.

To fulfill this role those of us who work with farmers should seek answers to questions such as these: What products or services that might be produced by farmers in my area are growing or likely to grow in demand? What are the new developments in science and technology that might provide advantages to "my producers" and how might they be used in practice? What alternative systems of farming or marketing might pay better? What are the "bottlenecks" or "roadblocks" in the way of growth and how might these be overcome? What might be the consequences if no group is working on the longrun development of agriculture in our area?

Of course, you can expand this list of questions and add questions more significant in your situation. But let's ask them. Let's find some answers. Let's build an important part of our program on the answers, no matter how busy we may be in serving immediate needs.

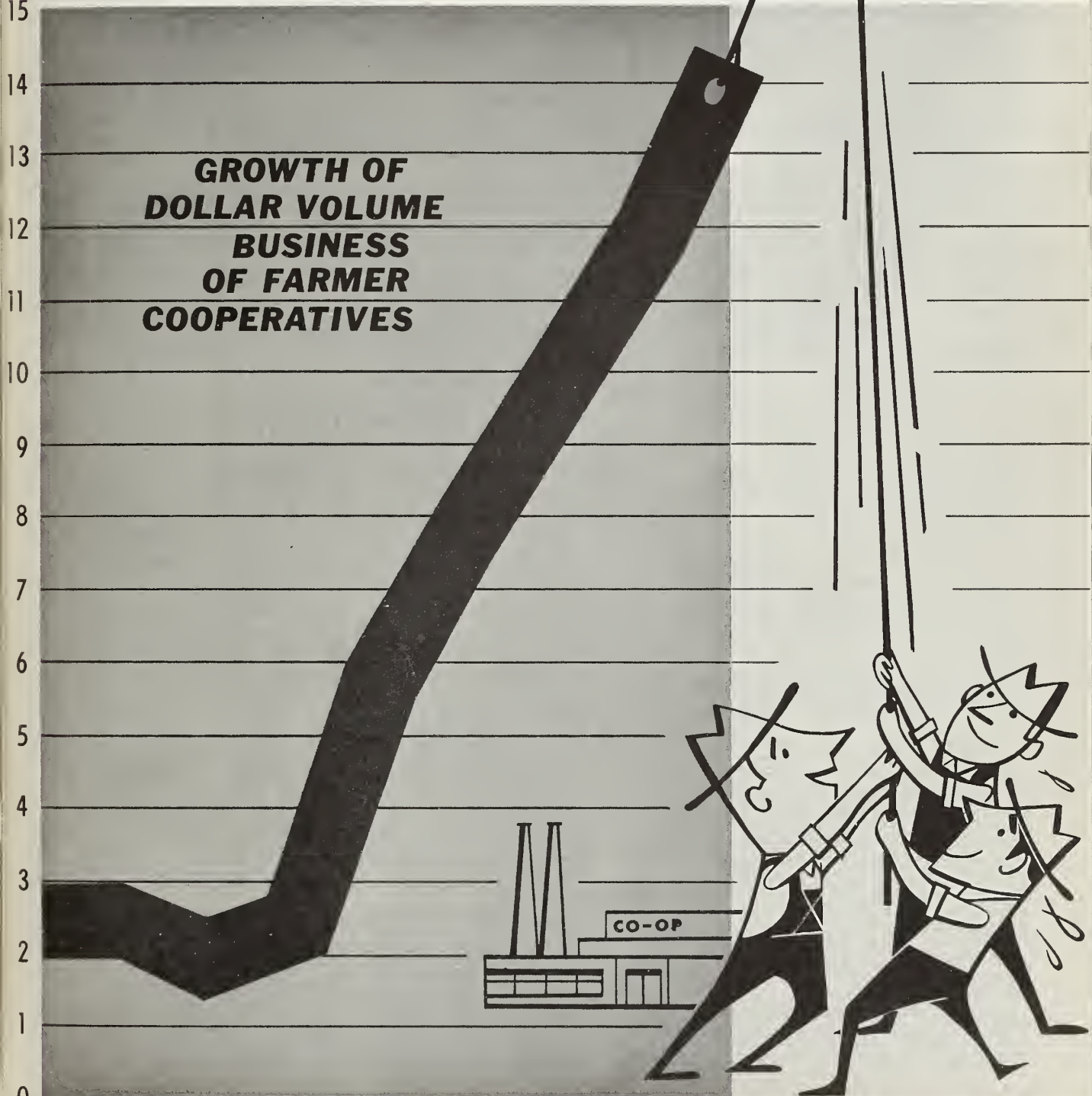
Let us take the lead in locating a destination and charting a course for agriculture in our area—and in moving the ship forward. Only then can we exert leadership. Then we will be where Extension, the USDA, and the university belong—at the forefront of progress. □

REVIEW

U S DEPARTMENT OF AGRICULTURE * OCTOBER 1966

BILLIONS OF DOLLARS

GROWTH OF DOLLAR VOLUME BUSINESS OF FARMER COOPERATIVES



1925-26

1965-66

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

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

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A Salute to Cooperation

American folklore is dotted with stories of "barn-raisin's," "corn-huskin's," and many other similar activities. While these events served as social functions in isolated communities, they also served as the ancestor of one major type of modern business organization—the cooperative.

Not only is the cooperative one of the oldest types of business organizations, it is also growing in importance. The concept also has been extended to education which includes the Extension Service.

There is no straightforward definition that describes all cooperatives, because each is uniquely created to serve given goals. But one thing is common to each—the people pool resources to do those things for themselves that they could not do alone.

Extension has conducted numerous programs in the interest of successful cooperation over the years. Two recent educational efforts are described in this issue.—WJW



Buy or Rent



Nutrition



Home Furnishing



Credit

Young Homemakers' Problems, Target of Newsletters



A new twist to an old technique solved a puzzler for county Extension home economists in New York State. The puzzler — how to reach busy young homemakers.

Home economists in Nassau and Suffolk Counties pooled their time and knowledge and produced a series of 18 weekly letters written especially for young homemakers. They enclosed a brief three-fold Extension bulletin or leaflet, or comparable material produced by the USDA with each letter.

For the series, "Dear Homemaker" was defined as having three years or less of homemaking experience. In practice, each county started with a list of 200 brides whose names were given them by Extension cooperators, or sent to them in response to newspaper publicity on the project.

The series was built around consumer education, home management and nutrition. Specific topics of some of the letters were buying furniture, storing food, credit, nutrition, meal

planning, home ownership versus renting, storage, and buying a rug.

The initial letter to young homemakers told a bit about Cooperative Extension and the final one invited readers to send names of friends they thought might wish to receive the series. The mailing list for the repeated series more than doubled in both counties.

"There was nothing in this particular 'Dear Homemaker' approach that all Extension home economists haven't used since the beginning of Cooperative Extension and the authorized use of the penalty privilege—but it happened to work," wrote Miss Helen Easter, home agent in Suffolk County.

In fact, the approach worked so well that the pattern established in Nassau and Suffolk Counties, with some minor modifications, is now being used in at least 12 other New York counties.

Toward the end of the first series a questionnaire enclosed with the

letter brought about a 50 percent response, many with volunteer comments favorable to the series. The response to the questionnaire showed that the audience was young, with two-thirds in the 20 to 25 year bracket.

A few lived with parents, but about half rented apartments or houses and about half were homeowners. Few had less than high school education and about a third had bachelor degrees.

Slightly more than a third were employed; more than half had never heard of Extension; and slightly less than half of the group did not belong to any organization. About two-thirds of the respondents said they could attend night meetings.

As for the young homemakers' evaluation of the letters: it was a resounding endorsement for the idea. They found the series helpful, wanted to be on lists for any other Extension series, and in general found them very useful. □

Helping Cooperatives Answer Today's Questions

by

Robert E. Kowalski
Assistant Extension Editor
Iowa State University

Farming today is more of an economic enterprise than a way of life. Only farmers who can stand up to the competition created by scientific and technological advances will survive. From 1959 to 1964 the number of farms was reduced by 20,000.

As they become aware of this, farmers search for all the technical aid they can get in managing their enterprises more efficiently and profitably. One of the places they go for this information is their local cooperative. But how can cooperative employees and managers keep up with today's fast-increasing farm technology to answer the farmer's questions?

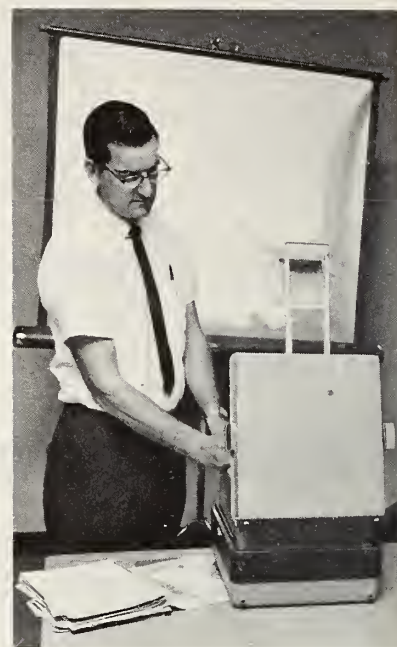
The united efforts of seven Regional Farm Supply Cooperatives, Iowa State University, and the Iowa Institute of Cooperation have brought to managers, directors, and employees of Iowa farm supply cooperatives a program to make cooperative personnel more knowledgeable in basic plant and animal science.

Workshops in plant science and animal science have been held for cooperative personnel.

Many steps go into the planning of such a program. First, Gerald Pepper, executive secretary of the Iowa Institute of Cooperation, met with Dr. C. Philip Baumel, Iowa State University Extension economist, to determine what was needed. Then each discussed and analyzed the situation with his own group.

Several times during the planning meetings staff members and regional personnel wondered if cooperatives were really interested in this information. This was answered at the meeting by men who said, "This is the kind of information we need to really be able to do our jobs."

They wondered also who should be invited—managers, directors, salesmen, servicemen, or all these groups. It was finally decided to invite them all, since the top level of management needs to know what the salesmen should be telling the farmers.



Dr. C. Philip Baumel, Extension economist, prepares visuals for the workshops.

Another meeting was used to define objectives and to develop a broad outline of the program. University department heads were then invited to accept program assignments in areas of the program that fell in their department.

Each staff member was asked to submit to Baumel a program outline for his area. A control meeting reviewed each participant's outline and determined needed audio-visuals and materials for distribution. A rehearsal took place about a week before the first scheduled meeting.

Regional cooperative representatives served as general chairmen of the sessions. The cooperatives participating were Big 4, Boone Valley, Cooperative Service Company, Consumers Cooperative Association, Farmers Grain Dealers Association, Farmers Regional Cooperative, and Midland Cooperatives, Inc.

The plant science workshop dealt with soils, soil chemistry, influence

of weather on crops, plant diseases, crop insects and their control, weed control principles, and the actions of chemicals.

Animal science meetings covered physiology and anatomy of the ruminant system, nutrient requirements, feed additives, reproduction, herd size, and breeding methods—to mention just a few.

“Farmers today don’t want to know merely the kind of fertilizer to use or the kind of feed for their cattle; they want to know *why*,” said a well-known cooperative manager. With this in mind, Extension specialists from Iowa State presented their information from its very foundations.

Instead of merely telling the cooperative men to advise a certain ration at a certain time, they began with an explanation of the anatomy and physiology of the animals involved. From this, nutrient requirements and utilization naturally followed. This led to discussion of ration composition and feed additives, and finally energy content and nutritional adequacy of rations.

An understanding of fundamental principles of plant and animal science will enable cooperative employees to better understand their patrons’ farming problems and to give appropriate information and help. In addition, the cooperative personnel will be better prepared to sell farm materials.

Different fields were explored at great depth by use of slides, films, distributed literature, and question and answer periods. To see this, let’s examine one topic — swine management.

Changes such as larger units, confinement rearing, and multiple farrowing are becoming commonplace. Some of the reasons given for this were higher corn production, improved swine nutrition, and cost of labor.

This led to a discussion of poor management techniques such as doubling the number of pigs to double the profits, lack of records, neglect of consumer desires, poor fences, dirt

lots, no vaccination, and winter farrowing without facilities.

While such information may not sell more feed, it does provide knowledge that can and will be passed on to farmer-customers so that they can do their job more efficiently and profitably. The benefit to the cooperative is obvious—more farmer confidence in cooperative employees leads to a better relationship, and thus higher sales.

The men who attended the meetings were able to use their new knowledge right away. One said he could now answer a farmer’s questions about stilbestrol more completely than before. “What is the recommended level of stilbestrol feeding for finishing cattle?” “How about implanting stilbestrol in a 700-pound steer?” “When should it be withdrawn from a feed of cattle to be slaughtered?” and “How long does a 36-milligram implant of stilbestrol last?”

Another manager said he compiled his literature and lecture notes on ruminant feeding for ready reference. Now he can easily answer technical questions such as, “What vitamins are

most important in ruminant rations?” “How about non-ruminants?” and “Which grains are good sources of calcium and phosphorus?”

On the average, 30 men attended each plant science workshop, and 17 to 20 were at the animal science programs. The programs were on an experimental basis, and there was some initial skepticism on the part of cooperative personnel.

Understaffing in the cooperatives, the late season because of late rains, and the fact that the program was held during vacation time were factors that limited attendance.

The workshops will be held later in the season next year. They must be during the summer in order to prepare cooperative personnel for seed sales in the fall.

Men who attended agreed that the information given to them is essential in performing their jobs. They typically stated that, “We have to keep up with new ideas” . . . “This information is needed to train our own employees” . . . “If we don’t know the answers to farmers’ questions, they’ll go somewhere else.” □

Using information he learned at the workshops, the manager of a cooperative company explains calculations of protein in cattle rations to a Nevada, Iowa, farmer.





A variety of visual aids and printed materials helped tell the tax story at the New Hampshire Institute.

New Hampshire Institute Examines Tax Structure

by
Joan Peters
and
S. B. Weeks*

**Peters, Extension editor, and Weeks, Extension economist, New Hampshire Extension Service.*

Looking for new dimensions in their program, Extension home economists and women's groups in New Hampshire decided to emphasize a public affairs issue in 1963.

But what issue? Public education, mental health, and town planning were considered. Underlying all these, however, was the issue of public revenue, for New Hampshire is one of the few states without sales or income tax.

The State and local tax structure was recognized as the basic issue, but further questions arose. Was the issue too complex for public discussion? Would it interest women? Was it too political?

Extension agents answered the latter question affirmatively, but did not press this view. The issue was selected tentatively, and a small task force was appointed to investigate program possibilities.

Pretesting: The Pilot Project

The task force met with several members of the Department of Resource Economics at the University, and a tentative program was developed. A tax discussion was prepared and presented to six local Extension groups on a test basis. The evaluation showed an enthusiastic endorsement of the "trial run."

Since the business school of the University had also been considering a public session on State and local tax issues, the New Hampshire Cooperative Extension Service decided to join them in a two-day tax institute. The Sears Roebuck Foundation paid the out-of-pocket costs of attendance.

One hundred community leaders, about 20 Extension workers, public officials, and other agency personnel attended the institute.

The institute staff included Extension workers, economists, experts in government, and leaders from State business, labor, agricultural, and consumer groups. Facts and viewpoints on State and local revenue and expenditure problems were discussed freely.

"Politics" was built squarely into the institute. An evening session, considered by many as the conference highlight, laid out the political realities of the tax issue. A tax expert analyzed the State's tax and fiscal problems; legislative leaders from the two major political parties outlined party positions.

The conference closed with two discussion groups — one on citizen action in tax matters, and the other on industrial development and tax alternatives.

Reaching The "Diffusion Set"

Participants had been asked to make an informal commitment to discuss the tax issue either formally or informally with local organizations, friends, and neighbors. They were sent a suggested list of materials containing State and local fiscal matters which could be found in their local libraries and an Extension bulletin, "Taxes and the New Hampshire Citizen."

A "tax packet" including the full proceedings and supplemental data was distributed to each participant. This packet was also produced in sufficient supply to be available to any group interested in having a public affairs program on taxes. Accompanying the packet was a "discussion leader's guide".

The successful reception of the institute and the printed materials indicated that it should be continued another year. A new and larger foundation grant allowed for the preparation and distribution of three television videotapes and three 30-minute films based on the most popular tax institute sessions.

The visual presentations included trends in the New Hampshire tax structure; State and local fiscal relationships; and viewpoints on broad-based taxes by two political leaders.

Participants in the first institute were invited to preview the films and receive refresher information. A second full-scale teaching program on tax issues was then launched.

Evaluating the Educational Impact

This was the anatomy of the process. What about its effect?

The only newspaper with State-wide coverage has a record of opposition to any type of broad-based tax. This paper took a dim view and editorialized that "the professors and the eggheads are at it again."

But other responses were different. "I had never realized there were so many facets to taxation," seemed to be the consensus of the participants.

Rather than being converted to one position or another, most participants realized for the first time how diffi-

cult and how important it is to make the "right" decision about many tax alternatives.

Six months after the institute, an evaluation sheet was mailed to all participants. The final item was a request for an estimate of the number of people with whom they had discussed tax issues—either formally or informally. The 50 per cent who replied reported approximately 1,750 personal contacts.

The initial publication of 5,000 copies of "Taxes and the New Hampshire Citizen," has been exhausted, and the second printing is being distributed.

Key leaders have received 1,200 copies of the "tax packet" for use in discussions.

The three-unit videotape series has been shown on television three times since its release in November. Its film counterpart has been released to more than 35 groups with a membership of more than 1,500.

For the first time in the history of New Hampshire politics, the issue of whether the State should have a broad-based tax is being brought to the polls. A Republican candidate in the gubernatorial primary is running as an advocate of the broad-based tax. He has long been a proponent of this position and no suggestion is here intended that the public affairs work on taxes has changed his views.

Other evidence of the program's impact is the changing editorial policy of some State newspapers and statements of such groups as the Governor's Conference on Education, which supported reforms in the fiscal structure. The New Hampshire Municipal Association now uses the tax materials in their workshop for newly-elected town officials.

By choosing the right issue at the right time, starting with key leadership, and using the variety of educational tools designed for both specific and general audiences, there has been substantial "educational trickle-down" through the body politic. □

Discussing tax policies during an informal session at the Institute is this group of Strafford County ladies led by Mrs. Ruth Ham, Monroe County Extension home economist, second from right.



CREDIT COSTS DEPEND ON THE SOURCE

The cost of financing the same amount of money can vary considerably.

A \$500. LOAN FROM TWO SOURCES...

A

LOAN REPAYMENT CHART					
AMOUNT LOANED	1 MONTH	2 MONTHS	3 MONTHS	4 MONTHS	5 MONTHS
\$100	\$9.20				
200	17.80	\$12.28			
300	26.70	18.43	\$19.10		
400	35.60	24.57		\$15.85	\$13.73
500	44.51	30.71		19.82	17.17
600	53.42	36.85		23.79	20.47
700	62.33	43.00		27.71	24.77
800	71.24	49.14		31.63	29.07
900	80.15	55.29		35.55	33.37
1000	89.07	61.43		39.47	37.67
1100	97.98	67.58		43.39	41.97
1200	106.89	73.72		47.31	46.27
1300	115.80	79.87		51.23	50.57
1400	124.71	86.01		55.15	54.87
1500	133.62	92.16		59.07	59.17
FINANCING COST... \$72.88					

B

CASH YOU GET	MONTHLY PAYMENT PLAN			
	6 Months	12 Months	18 Months	24 Months
\$100	\$18.45	\$9.74	\$6.96	\$5.59
200	34.02	18.81	13.46	10.86
300	49.59	27.88	20.16	16.13
400	65.16	36.95	26.86	21.40
500	80.73	46.02	33.56	26.67
600	96.30	55.09	40.26	31.94
700	111.87	64.16	46.96	37.21
800	127.44	73.23	53.66	42.48
900	143.01	82.30	60.36	47.75
1000	158.58	91.37	67.06	53.02
FINANCING COST... \$128.56				

Over the same 24 month period a \$500. loan from source B costs \$55.68 more than a \$500 loan from source A.

During the New York State Exposition last fall, more than 12,000 persons saw this poster, which was part of the Extension home economics Shopping for Credit exhibit. The consumer education display was staffed by 13 Extension home economists, who discussed with visitors such topics as who offers credit, why credit costs vary, and how to compute credit costs.

Extension Emphasis on

Consumer Competence

“Consumer education”—what is it?

Man became a consumer when he first bartered with his neighbor for the products of his labor. Consumer education began when children learned to feel cloth, sight a rifle, thump a melon, or look in a horse’s mouth.

No, consumer education is not new. Nor is it new in the program of the Cooperative Extension Service. Early agents conducted programs on how to buy everything from a new winter coat to a good mule; how to know when the butcher included his thumb as he weighed the chops; and how to thwart the door-to-door peddler.

Technology and scientific discovery have increased the number and variety of consumer choices, and modern communications and transportation spread them out in a sparkling array

to tempt and confuse. Easy credit and general affluence further contribute to this confusion. The consumer must be informed if he is to meet his needs, acquire some of his wants, and remain solvent.

Affiliation with land-grant universities, the Department of Agriculture, and other government agencies makes the county Extension worker a good consultant on objective consumer information covering a wide range of goods and services.

The present emphasis on the Extension office as a source of consumer information for both youth and adults should bring many new participants to Extension’s varied programs.

Pictures on these and the next two pages show how four States are meeting consumer information demands in the 60’s. □



A weekly television program helps the Clinton County, Michigan, Extension home economist provide the public with consumer information. Here, she gives the audience tips on meat buying.



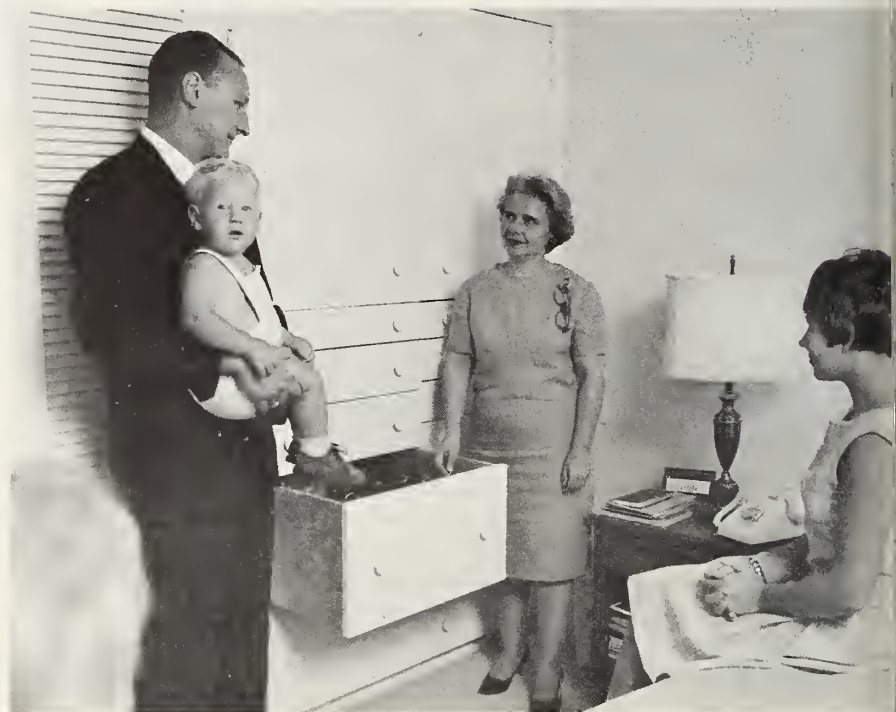
Nine Extension consumer agents provide foodbuying tips for homemakers in Michigan's metropolitan areas. By keeping check on food supplies as they move from farm to table, agents reach consumers with current information through the mass media and personal contact. The Lansing area Consumer Marketing Information agent, left, explains meat cuts to a supermarket shopper.

SHOPPING FOR CREDIT



An Extension home economist discusses the leaflet, "Shopping for Credit," with two visitors to Extension's consumer education exhibit at last year's New York State Exposition. Prominent among the 12,000 visitors were teenagers, young adults, school teachers, and representatives of lending institutions. The 1966 exhibit will be "Fabric Finishes Engineered for Serviceability."

Drawer storage of shoes is demonstrated by an Oregon Extension home economist, center, in the tour which followed an Extension housing series. In the series, families learned how to determine their needs before talking to an architect or contractor; how to choose a lot; and how to read a floor plan.

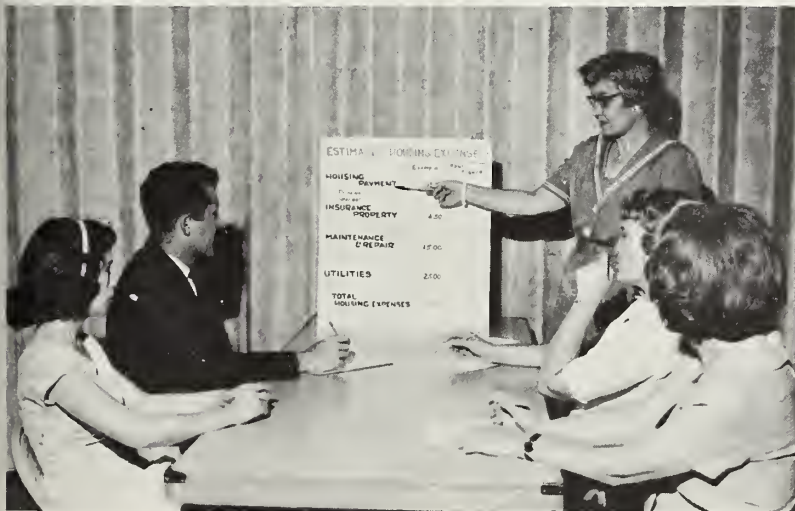




As part of their consumer education program, the Orange County, Florida, Extension staff teaches special interest classes to help homemakers renovate old furniture. Here, the assistant county Extension home economics agent, right, shows homemakers samples of color finishes.

4-H junior leaders in Orange County, Florida, have found antiquing an easy way to renovate furniture for their home improvement project.

In a workshop on "Getting a Good House," the Benton County, Oregon, family finance specialist helped consumers estimate housing expenses. Representatives from banks, savings and loan associations, and mortgage firms discussed costs of loans. Representatives of the home builders association and suppliers of building materials provided help on locally available choices.



Extension guides

cooperatives in

modernization of laws

by
Russell Robertson
Extension marketing specialist
University of Kentucky

New Kentucky Agricultural Cooperative Act follows Bingham Act as another milestone in cooperative progress.

The basic concepts underlying cooperative organizations evolved centuries ago, but change has been necessary to make these cooperatives meet the demand of the times.

For many years, the Extension Service has helped guide this change. The most recent result of such Extension guidance is the 1966 Kentucky Agricultural Cooperative Association Act.

The first acts for incorporating agricultural cooperatives in the United States were passed in the late 1850's by Michigan and New York. In 1922 the Bingham Act of Kentucky became the so-called standard cooperative marketing act. This law was copied in toto by 38 States.

Cooperatives organized under this act embodied many of the principles established in 1844 in Rochdale, England, by the first consumer cooperative. These Rochdale principles included the concepts of one man-one vote, limited dividends, patronage refunds, and open membership.

In addition, the Bingham Act required the dean of agriculture and home economics to evaluate and advise with prospective cooperative leaders prior to organization. Each cooperative was required to file an annual report with the dean. Thus, the cooperative became something of a semi-public institution operating in the public showcase.

Whenever the economic welfare of

a group rests heavily on a few members, it may be highly advantageous, if not critically important, that voting rights be proportional to control of the group. This means that the "one-gallus" member cannot and should not enjoy the same voting power as one who makes a major contribution to the business of the cooperative.

Many cooperatives have been organized without members providing equity capital. Free membership often results in a weak, inactive, and disinterested membership. These are some of the practical problems which have been of concern to Kentucky cooperatives.

For more than 40 years the Bingham Act was invaluable to cooperatives in their planning and organizational programs. In its day it was a milestone along the road of cooperative progress. From time to time, however, changes were made, but these were only minor and piecemeal in nature.

In time both the cooperative leadership in Kentucky and the State Extension Service recognized the need for a Statewide cooperative council. To this end, the Kentucky Cooperative Council, organized in 1953, provided the forum within which cooperatives and other parties interested in cooperatives could debate, plan, reason, and learn together.

This they have done in numerous ways—one being a series of workshops for directors and managers, with Extension coordinating the learning process. At no time has the Council acted as a lobby in public affairs.

Kentucky Extension has maintained direct communication with (a) the key officers of the Cooperative Council, (b) the member cooperatives, and (c) related agricultural associations. Thus, an environment fostering cross-fertilization of ideas developed.

In recent years Kentucky Extension has helped sow some of the seeds of change in the minds of agricultural and cooperative leaders. In time, these seeds began to sprout and grow. In 1965, the Kentucky Cooperative

Council directed its committee on legal tax and accounting matters to review the Bingham Act and suggest needed changes which might be recommended to the Kentucky General Assembly.

A review of the legislative history reveals quite clearly that: (a) the Bingham Act has been primarily concerned with procedures for organizing and operating cooperative marketing associations; and (b) only minor amendments have been made during its 43-year life.

These amendments were often tailored to suit the needs of small groups of cooperatives within the cooperative family. In short, the Bingham Act did not keep pace with the overall needs of the agricultural type of cooperative corporation.

In the process of redrafting the Bingham Act the review committee undertook to: (a) clarify ambiguities and create consistent terminology; (b) delete overlapping sections and those no longer of practical significance; and (c) incorporate new sections to bring the new draft in line with present-day needs and practices.

Throughout the redrafting process there was a melding of ideas contributed by various groups. Those included producer groups, educational and service groups, artificial breeders, rural electric and banking interests as well as managerial and legal interests.

New Statute

The new Kentucky Agricultural Cooperative Association Act was sponsored by the Kentucky Farm Bureau Federation at the request of the Cooperative Council. The act was passed by the Kentucky Legislature in June 1966. Although this is neither a revolutionary nor highly controversial statute, it does expand the boundaries within which Kentucky cooperatives can be created and function.

In scope it is not limited to cooperative marketing—as was earlier legislation — but includes service, supply, education, and financing functions. It is, in a sense, an agricultural

cooperative association's act in which: (a) terminology has been explicitly defined to remove ambiguities in keeping with present-day thinking and practice; (b) membership requirements have been reduced to five agricultural producers or two or more associations of producers. Residence in Kentucky is no longer a requirement; (c) the term "person" is defined to include individual firms, partnerships, and associations. Thus, the corporate family farm can qualify as a person; (d) procedures for drafting and filing the articles of incorporations, amendments, and bylaws are treated explicitly, as are minimum voting requirements relative to amendments, bylaws, special meetings, mergers, consolidations, and related items; (e) terminology concerning voting is explicit and consistent; for example, "by the affirmative vote of not less than the majority (two-thirds, three-fourths, etc.) of the votes entitled to be cast by the members present in person or by proxy (if permitted) and voting thereon;" (f) it is now permissible to create executive level jobs in addition to the traditional president, vice president, and secretary-treasurer; and (g) *it is permissible, but not mandatory, for members to vote on some basis other than "one member-one vote."* This permits the allocation of control in proportion to the economic interests of the member with appropriate restrictions provided.

The new Kentucky Agricultural Cooperative Association Act represents an enlightened approach to revamping the original Bingham Act. Incorporated into the new Act were many ideas which are not unique to Kentucky. Some have been borrowed from other States and incorporated in a new and more effective legal framework which hopefully presents another milestone along the path of cooperative progress.

Copies of the act may be obtained by writing directly to the Department of Agricultural Economics, University of Kentucky, Lexington, Kentucky 40506. □

Trust Spells Success

. . . in work with low-income children in Cleveland, Tenn.

by
Marifloyd Hamil
Assistant 4-H Club Specialist
University of Tennessee

The world beyond the "City Dump" in Cleveland, Tennessee, is opening up for low-income children through the efforts of the assistant county home agent working with junior 4-H leaders.

Cleveland is a prosperous, growing, industrial city, but in an area called the "City Dump," families live on welfare and surplus commodities. A few hold part-time jobs or are migrant workers; the families are large, and the group is transient.

A small mission church asked the assistant home agent, Maxine Byerley, to assume leadership in a clothing program for children in the "City Dump".

Under her guidance, a clothing special-interest group began for girls 6 to 13 years old. Their attendance was sporadic, but a total of 25 to 30 children attended the sessions.

For the first few months, Miss Byerley was considered an outsider, and it was several weeks before the children were willing to trust her. Other outsiders had worked with the

group before, but they stayed only a few weeks, and the children were skeptical of those who did not remain long enough to develop a secure relationship.

When Miss Byerley realized that working alone with the group was too time-consuming, she called on a group of senior 4-H girls who were working on Junior Leadership. These girls and a few adult leaders agreed to help with the "City Dump" children.

Miss Byerley and the junior leaders have found that these low-income children have strong pride and dislike being pitied. They want to be accepted as individuals, not as an anonymous group labeled "poverty-stricken."

Asked what she had gained from working with the "City Dump" children, Susan Brooks, a junior leader, said, "I have learned to accept people the way they are, and not to look at the children as poverty-stricken."

One of the greatest needs of the "City Dump" children is individual attention, Miss Byerley points out.



Sarah Bates, junior leader, supervises biscuit making.

They want the approval of an older person, and they need and want love. Susan Brooks says her philosophy with the children is "Smother them with love and attention," and it seems to have worked.

The class sessions, all informal, have been in the all-purpose room of the Lundy Chapel. Since clothing was the first subject, cleanliness was stressed in the first few lessons. Then the girls learned to operate the two old treadle sewing machines in the chapel. Following the Tennessee 4-H clothing unit, they made pin cushions and aprons.

After the clothing lessons, a series on foods was taught. Each group of girls had an opportunity to prepare each dish.

They made biscuits, cookies, and cakes from a basic recipe. Other food classes concerned the basic four food groups and simple meals which the girls could prepare at home.

To climax the food sessions, the group had a party for boys and girls from the church which sponsors



Susan Brooks, junior leader, teaches a session on color to Lundy Chapel group.



Sarah Bates, junior leader, shows younger members how to hem.

Lundy Chapel. The guests were of the same age, but of a different socio-economic background. The low-income children prepared the food and arranged the table. Items made in the clothing classes were put on display. The party provided an excellent opportunity for teaching manners. One little boy standing off to himself explained, "I can't eat because my hands are dirty."

Sessions have been taught on crafts, particularly around Christmas and Easter. The boys joined in to make Christmas wreaths and Easter baskets.

Junior leader Susan Brooks' major project in 4-H has been Home Improvement. Because the low-income children had no money to spend for improvements, she began working with color. They mixed the primary and secondary colors, and learned to relate colors to nature.

"My first attempt at teaching color was not received well," Susan said, "because I used crayons." But for the second session on color, she used

tempera paint, and the children were thrilled by the experience of mixing and creating different colors. After discussing design and shape, they plan to apply their knowledge by improving the chapel kitchen. This project was an idea of one of the girls in the group. Each session is planned after discussion with the children.

What have been the results of these sessions? Progress is slow, but Miss Byerley and the junior leaders are accomplishing many things. The children seldom come to the sessions now without trying to be neat and clean. They have become so conscious of their appearance that they do not want to combine plaids and polka dots.

The children have also learned to share with one another. Manners have improved, too. The children take better care of the facilities and do not tear or cut up items as they did in the beginning. And instead of saying "gimme," they now say "may I borrow".

The 4-H junior leaders are also profiting from the experience of working with these children. They have gained in confidence and teaching skill. And they have learned that they must set a good example, because the children try to pattern themselves after the junior leaders.

One junior leader overheard a little girl say, "Sarah wouldn't have said that. That's a bad word." The realization of the influence they have over the children has given the junior leaders a feeling of real responsibility which they have willingly accepted.

Completing fifth grade is an accomplishment to the "City Dump" children. But the junior leaders talk to them about high school and the things they can do if they continue their education.

Miss Byerley and the junior leaders agree that one of the most important things they have tried to do is to give the children a broader outlook on life. Through their efforts, they hope the children will set their goals higher. □



From The Administrator's Desk by Lloyd H. Davis

Food for Peace

It is a world fruitful to communism. But communism cannot feed the people it enslaves. Communism can offer the underdeveloped world only hunger and starvation. The genius of America's farmers and the American system of free enterprise can save mankind from famine and mass starvation, if implanted and accepted in the far corners of the earth.

The recent Congress passed a law known as the "Food for Peace Act—1966"—passed it with broad support. This Act sets in motion a policy and a program which in times to come, with the active participation of other nations, may be heralded as one of history's greatest steps forward.

The Act sets forth an American policy of using our great food production potential as a force for world peace. It establishes the policy of producing food in the U. S. as a weapon in a worldwide attack on hunger. It sets forth a policy of encouraging self-help agricultural programs in the underdeveloped nations and using our food assistance and our technical know-how to aid in those self-help efforts.

A new feature of the Food for Peace Act is an emphasis on self-help measure in cooperation with universities to recruit and train farm couples to send to de-

veloping nations to help them increase their own food production.

Under this Act the American people are planning a new war, a new kind of war.

This is a world war on hunger.

Its aim is to deal with the oldest and severest agony of mankind. Victory would save more lives than have been lost in all the wars of history. It is a war in which all nations and all peoples may join.

The President has said there should be only victors, no vanquished.

In this undertaking it will be well to remind from time to time the recipient governments and peoples that the United States of America, not many years ago as measured by the span of time, was an underdeveloped country and that, under free enterprise by a free people, this underdeveloped land has become the most prosperous and most powerful nation on earth.

One witness during the committee's public hearings recalled that in the early history of our country one million American Indians lived marginally, in mean circumstances, on the land embraced in the continental United States, while today almost 200 million Americans eat well from the same land, and have food to share with others throughout the world. □

EXTENSION SERVICE

REVIEW

U S DEPARTMENT OF AGRICULTURE * NOVEMBER 1966



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.

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Synchronizing Extension Resources

We all see Extension programs that seem to move along meeting interim and ultimate objectives on time with little or no apparent effort. By contrast, we all occasionally see those that operate in a continual state of crisis, seldom meeting objectives on time and sometimes never meeting the ultimate objectives.

The difference in effectiveness of these programs many times can be blamed on our inability to synchronize resources—that is, our inability to apply the right resource at the right time with the right amount of emphasis.

Extension work does not require perfect synchronization to operate, as does the somewhat impractical gear arrangement featured on the cover. But, as our programs become more complex, good synchronization takes on more importance. And the closer we can come to perfection in synchronization of resources, the more effective our programs will be.

The Tippah County development program featured in this issue illustrates the good that can happen when all resources, including people, are working together.—WJW



Sixth-graders on a conservation tour of Paasch's farm learn about the dangers of forest fires from a representative of the State Department of Natural Resources.

Local Leadership—

reflection of
Extension assistance
to Washington families

by
Earl J. Otis
*Extension Information Specialist
Washington State University*

some standards, Skamania County, Washington, is still the "wild west."

One of the school teachers bagged a deer last hunting season without marring his back porch.

Near Stevenson, the county seat, an Indian with a loaded rifle recently perched on a high rock and warned the white men not to prevent his people from fishing the Columbia River according to their treaty rights.

In the county Extension agent's office, questions are basic and unsophisticated, and the answers most

often come directly from Chairman Richard Adlard or Home Agent Sharon Tiffany. Both have found themselves with important roles to play in their community.

One of their jobs is to foster participation and leadership among residents of the area, and some excellent examples of accomplishment can be counted.

"There had been no leadership development work in the county for a number of years," says Agent Adlard, "and it was my feeling when I came

here four years ago that emphasis in this direction was urgently needed."

As an excellent example of success in leadership development, Adlard points to Mr. and Mrs. August M. Paasch, of Stevenson. They have 200 acres of land, including timber, a 12-acre pear orchard, and some strawberries. In 1961 it was set up as a TVA demonstration farm.

Extension and other personnel of the Washington State University have helped the Paasches in virtually all areas of their farming set-up. The help included such things as constructing a small gravity irrigation system; determination of water rights; setting up a farm accounting system; and technical information on crop production.

The leadership the Paasches are exerting in their community may be a reflection of this assistance. Last year the Paasches volunteered to host a Skamania County sixth-grade conservation tour. This year every boy and girl in the county—about 100—visited the Paasches for the second annual event.

With help from the U.S. Forest Service, Department of Natural Resources, Game Department, Soil Conservation Service, and members of Adlard's forest committee, the tour turned out to be a highlight of the school year for the boys and girls.

"We believe in conservation and in starting to educate people early," said the Paasches. "If the youngsters are aware, they respond."

Agent Adlard likes to second the idea of "response" and looks to the Paasches as excellent adult examples of this same phenomenon.

"Call it by any name, but the leadership the Paasches have shown in our community has developed into something of broad good for the entire area," he says.

"Extension, with a little bit of leadership development, identified a man and wife on a small marginal farm and helped them—now they are making a tremendous impact on this community." □

Organized Action . . .

produces a winner. Tippah County, Mississippi, leaders tell how!

by

Duane Rosenkrans

Mississippi Extension Editor

Among other things, a successful community and resource development program provides guidelines useful to others engaged in similar activities.

Tippah County, Mississippi, is a good place to look for guidelines. It placed first in the 1965 Mississippi Resource Development Awards Program.

Results of Tippah County work range from industrial expansion to spiritual growth. Definite progress has been recorded during each of the past several years.

Tippah County leaders have listed several factors that contributed to the success of the development program.

First is a strong foundation of rural community clubs.

More than 700 people belong to 21 such clubs. Members are informed on pertinent issues through regular monthly meetings. They are the key to approval of industrial bond issues and the push for improved public facilities. The clubs were organized by Extension in the 1950's.

"The interest in improving our county stems from the community clubs," says Dr. W. E. Johnson, local dentist and chairman of the Mississippi Resource Development Committee. "There's no rural-urban any more. It's all one," he points out.

Ray M. Sartor, county Extension agent, observes, "People believe in

community clubs because they see the results. It makes them better neighbors, better citizens, and in the long run it makes a better community and a better county."

"This Development Association has tried to coordinate a program to improve the county. We did not try to take the place of any organization," states Troy Holliday, county superintendent of education and chairman of the Association. Concerning the Association's role in compiling results of studies made by the individual groups, Holliday said, "We furnished them the information which they helped to secure, and they went out and did the job."

Secondly, the program was built on a detailed survey and analysis of economic and human resources.

The survey results were presented to many organizations and were otherwise published. "We had problems, but we couldn't see them until we made this survey," Holliday explained.

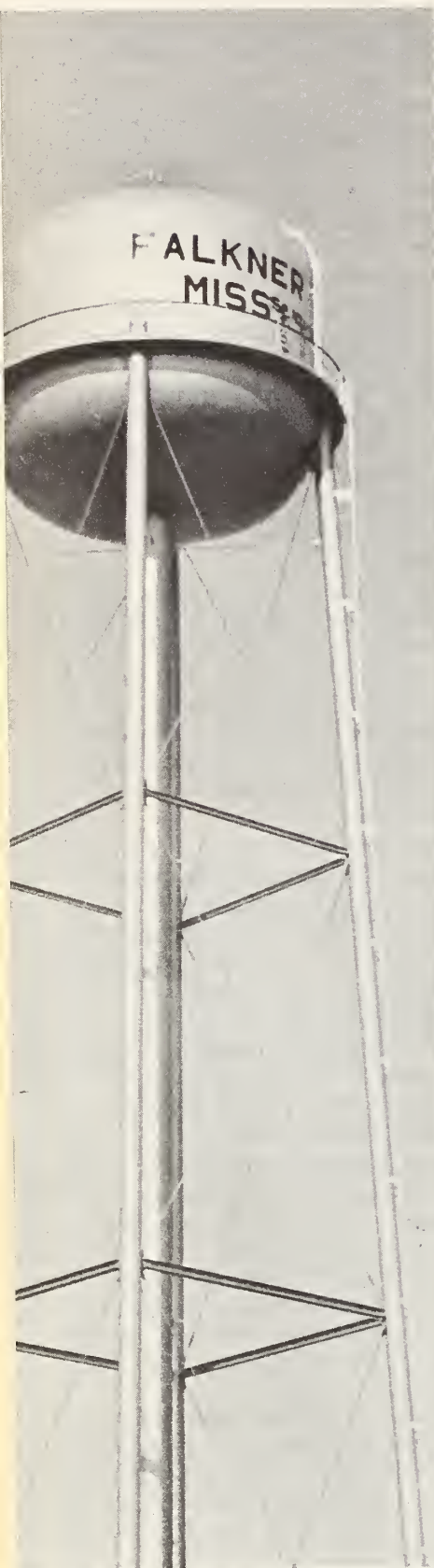
The problems included unemployment and underemployment, weaknesses in educational facilities and curriculum, farmers not using available assistance, and natural resources being wasted.

Goals of the Tippah County residents and recommended ways to teach them were made known.

Third, leadership was developed in every community.

Just a few key leaders can't conduct a development program in many areas. There is also great value to building better people as well as better things.

A new water system at Falkner, Mississippi, which includes this tower, serves 200 rural families in a 2½-mile radius.



J. W. Owen, Federal crop insurance representative and farmer, states, "You've got to have enough leaders scattered throughout your people, and then you must get them together."

Fourth, everyone was encouraged in a good attitude toward work, desire for improvement, and pride in accomplishment.

The president of the Peoples Bank of Ripley sees "everyone working and working together. It's intangible, but when you get people working together, it builds up like a snowball." A good county agent and Extension staff have a lot to do with it, he adds.

And finally, financial rewards were provided for good work.

Business and professional people of Tippah County furnish more than \$3,000 a year in awards to community clubs. The Sears Roebuck Foundation through the Mississippi Resource Development Committee provides \$800 to the State award-winning community club in the resource development program. Local leaders raise another \$3,000 a year for 4-H work.

Some results of the 1965 Tippah County development program are:

The use of chemicals to control grass and weeds in corn increased by 18 percent and in pastures by 40 percent. Farmers planted 4,003 acres of cover crops, made better use of all agricultural agencies, and obtained Federal crop insurance. Most of the county is under watershed planning.

The forestry program included planting 606,000 tree seedlings and constructing 24 miles of fire lanes.

Four community water systems and a sewage system were constructed or are being constructed. Because of better water and more pressure, 10 new homes and some small businesses have been attracted to the Falkner community. Many individuals added modern bathrooms, kitchen sinks, and hot water heaters.

The school system added 35 classrooms, together with vocational, physics, and driver education courses.

Construction is well along on a major addition to the Tippah County hospital, including 28 more rooms for patients. The town of Walnut secured a full-time doctor.

Gains were made in improved housing and landscaping throughout Tippah County. □



S. A. Huskison, right, associate county agent, helps farmers adapt new technology — in this case, chemical weed control.

New churches, as the one below, and parsonages indicate a growing spiritual concern of the people in Tippah County, Mississippi.



Leo Neaman's steers seemed a little thin by the taping test. George Gardner, Extension agricultural agent for youth programs on the Fort Hall Indian reservation in Idaho, showed the 4-H boy and his parents how to mix a better ration.

"I know what to do now," said Leo's mother, and her husband agreed that the suggestions were good. Leo put the idea to work. Not only did his steers gain substantially, but at the State meeting of the Junior Hereford Society several months later, he won second in weight judging.

That's an example of family cooperation in 4-H progress on the reservation. The program, in general, is a double-barreled effort. Boys and girls are eager to take part in club work. They push it. Their parents push, too. It's a strong combination and the foundation of effective leadership.

"Why can't my children get into a club?" asks a parent.

"Glad to have them," replies Gardner or Colette Farrar, home economics agent. "How about helping by being a leader?"

Many of them gladly accept the honor and responsibility. If they do not have the know-how or experience at first, they respond quickly to training and become faithful teachers.

Adequate leadership for about 120 4-H Club members—including many who are not Indians—is a first-line concern of the tribal council that governs all Indian activities. The council appoints the Shoshone-Bannock 4-H council, which works with agents of the University of Idaho Extension Service to select project leaders in fields such as beef, entomology, health, clothing, horses, and dairy. These leaders, or specialists, are available for advice in all geographical areas. There are thriving clubs with trained leaders and continuous programs in each of five districts.

The reason for active support by the tribal council is easy to find, according to Gardner.

Family Cooperation

Key
to a strong
4-H program

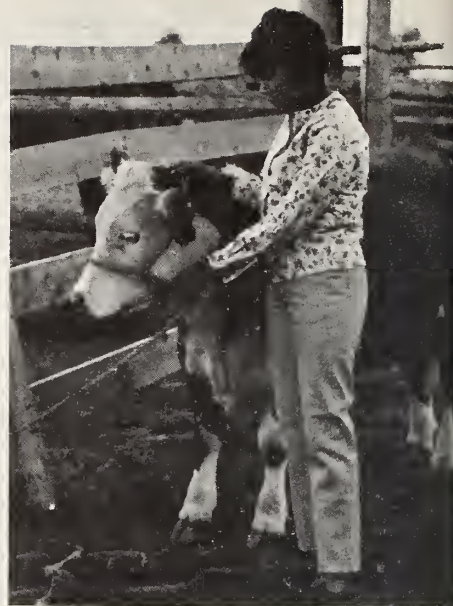
by
Cedric d'Easum
Assistant Extension Editor
University of Idaho

"A member put it this way," he said. "We help because you are interested in our children. You are interested in teaching them, so we are interested in you."

Chairman of the tribal council is Kesley Edmo, Sr. As a boy in club work, he raised potatoes. Today he raises cattle, as do most residents of the reservation. Both Mr. and Mrs. Edmo have long been 4-H leaders.

A daughter, Linda, was an Idaho delegate to the National 4-H Conference. Another daughter, Lorraine, won a trip to the National Congress in Chicago, and was 1966 editor of the State 4-H newspaper. A son, Kesley, Jr., was elected vice president of Gem State 4-H in 1966. Eight more Edmo brothers and sisters all have been or will be 4-H members.

Frank Papse, Sr., is vice president of the 4-H council. Instrumental in stimulating 4-H work, he has keen interest in beef projects for club boys. One of his objectives, he says, is to



Steers such as this one owned by Andrea Davis are purchased for club members through tribal council appropriations and individual contributions.

help boys become self-sufficient. Boys—and some girls—with a foundation of 4-H calves have the basis for building a beef business.

Indians in positions of influence put their money into the program. The tribal council appropriated \$2,500 in 1966 for 4-H projects, mostly beef. About \$1,000 more contributed by sponsors on the reservation bought livestock for club members showing ability and enthusiasm.

Most of the fund was for steers, and it also provided 14 head of feeder sheep. The investment is proving financially sound as well as educational. The young people pay back the original cost of steers and are encouraged to invest earnings in range heifers. Two bred heifers are considered the nucleus of a herd.

The tribal council has set up a revolving fund for the 4-H steer project. The money is for annual use in developing business sense and knowledge of livestock.

The Fort Hall Indian Stockmen's Association helps select the 4-H steers with assistance of Glenn Kunkel, chairman of the Extension staff on the reservation. Many of the animals are bought from association members who maintain a lively concern for development of the calves as they are raised by boys and girls.

"This kind of leadership and support," said Gardner, "is not only providing guidance for increasing numbers of young members, but is maintaining the interest of older children—14 and up. They are becoming junior leaders. Older youth who were once in 4-H but dropped out are coming back as leaders."

The reservation has a Builder's Club of 33 members, all advanced workers who do community projects and set an example for their younger brothers and sisters.

Fourteen 4-H members at Fort Hall took part in an off-the-farm business survey this year. The number was among the largest in the State for a comparable area.

They are talking turkey on the reservation. Turkey projects have been started in the Ross Fork and Gibson areas. Chicken projects, the first in many years, are developing, and pig projects are also being requested.

"They ask for these projects," Gardner said. "We don't tell them what to do. The initiative comes from the Indians. It shows they have a desire to try many ways of helping themselves. That's the kind of leadership that gets results."

Several clubs, assisted by the home economics agent and led by women gifted in the skills of home management, are working on home beautification, flower arrangement, etc. Clothing and sewing are taught constantly in the clubs.

Layton Littlejohn, 4-H council president, promotes landscaping and has been instrumental in obtaining expert instruction in that field.

"As the girls become excited about their work," said Mrs. Farrar, "greater



Frank Teton, beef project leader, assesses the progress of a steer owned by a member of the Flaming Arrow 4-H Club. The Shoshone-Bannock 4-H council, appointed by the tribal council, works with Extension to select project leaders.

attention is paid by the adults. So we feel 4-H is leading as well as being led."

The family unit, fundamental to most activities on the reservation, is the groundwork of 4-H. Parents put their time and effort in things that benefit their children. Whether formally designated or not, they are leaders in club work.

How about beadwork and moccasins? "Forget it," said Gardner. "The 4-H members and leaders here keep

up with modern things just like people in any other community."

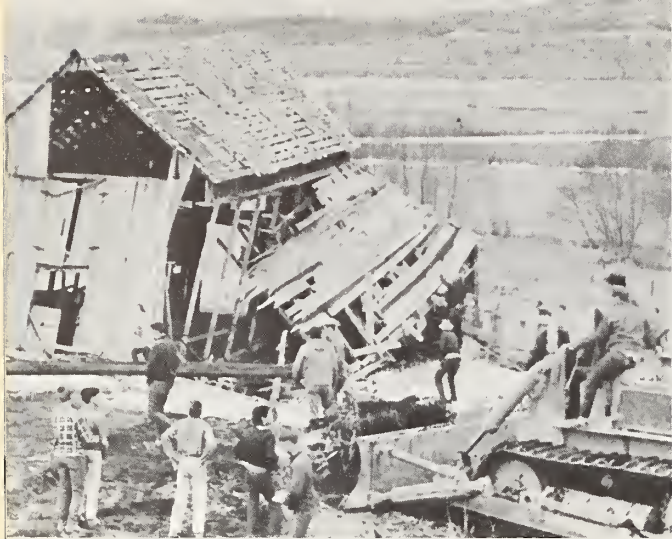
Frank Papse, for example, is asked such things as: "How about mineralized salt?" "Should I use stilbestrol?" or "What amount of vitamin A is good for a fattening steer?"

These are up-to-date questions from alert minds in a scientific world. They are the things Indian 4-H members want to know. The answers keep the leaders jumping, but they like it that way. □

Adequate leadership for about 120 4-H members, such as these youngsters in the Putnam Pioneers Club, is a first-line concern of the tribal council that governs all Indian activities.



Community Beautification



Dilapidated farm buildings were overrun by a horde of "cleaner-uppers". The old barn at Alpine was just one of the projects on the list for "kick-off" day. More than 200 workers showed up to get things started.

Nothing does more to build up community spirit than a project in which everyone — the young, the old, the businessman, the farmer, the home maker, and the community leader— can have a part.

The Utah Cooperative Extension Service program in landscape improvement under the leadership of Dr. Arvil Stark, horticulturist, is a case in point.

Results of the beautification efforts



The first "improvers" to arrive at the Anderson home in Ephraim, Utah, about 7:30 a.m., saw the place below left. The last to leave, about 5:30 p.m. the same day, saw the place as above. Quite a Saturday project, but then you could do it too with 92 people helping out—even to donation of all the materials. The couple living here was 83 years old. The local Landscape Committee and Lions Club co-sponsored the job.



on

Utah Style

from modest to spectacular. Enthusiasm for the beautification is fueled by a spirit of competition between communities, within counties, and between counties.

ough cutting weeds and cleaning vacant lots was part of the effort necessary to the overall improvement program — some projects far more formidable yielded to community determination, Stark points out. □



Vacant, weed-infested lots, above right, among other eyesores in Hurricane, became victims of the landscape committee's wrath. In a single afternoon, large groups of school children supervised by the committee members, cleaned up a number of lots and gave them a new face.

This eyesore at right, stood just one-half block from the center of Vernal, Utah. It had long since deteriorated beyond use as a recreation hall, so the committee and Chamber of Commerce sponsored its removal. The Junior Chamber of Commerce boys did all the work of tearing down and removing the debris without cost to the city. Now Vernal has a new paved parking lot, below.



by
Franklin P. Graham
Area Specialist,
Resource Development
University of Illinois



Mr. and Mrs. Tracy Snyder, Marion County, Illinois, discuss their farm and home business developments with Fay M. Sims, right, University of Illinois Extension farm management specialist.

Illinois

Test

Demonstrations—

“What a man hears he may doubt, what he sees he may possibly doubt, but what he does himself he cannot doubt,” was the philosophy of Seaman A. Knapp, who initiated the demonstration farm method in the late 1800’s.

Participants in an Illinois test demonstration project are proving that the old, reliable demonstration technique is still an important and effective teaching tool in the 1960’s.

The Illinois demonstration farms have been successful within themselves. Cooperating farm families have established well-balanced, efficient, and profitable farm business organizations, and their motivation and self-confidence have increased.

Equally important has been the effect of the demonstration farms on other farmers. Neighbors and acquaintances who have “looked over the fence” or talked with the participating farmers have adopted practices or ideas first observed on the demonstration farm.

A constant evaluation of techniques and procedures is of primary importance to all Extension workers. The most comprehensive demonstration project in the Illinois Extension program, the TVA Test-Demonstration Farm Program, was the subject of a recent evaluation.

This joint effort of the University of Illinois Cooperative Extension Service and the Tennessee Valley Au-

**Prove
“Learning by doing”
Still effective
In 1960’s**

thority has as its objectives (1) the development of complete, well-balanced, efficient, and profitable farm business organizations on selected farms that will serve as a demonstration to other farmers having similar resources, and (2) initiation of research findings of the College of Agri-

culture and the Experiment Station into an overall farm demonstration with major emphasis on fertility. Co-operating farm families receive generous allocations of fertilizer from TVA at reduced prices.

The Test-Demonstration Program in Illinois is directed by two Extension farm management specialists, F. M. Sims and D. E. Erickson. Each demonstration farm in the State is visited by one of the State project leaders and a county farm adviser twice a year.

During the visits, they outline the cropping system and fertility program for the year ahead, discuss long-time goals, anticipate livestock program changes, visualize building changes, and consider an overall farm plan. Subject-matter specialists provide information about specific enterprises on individual farms.

An advisory committee appointed by the dean of the College of Agriculture selects participating counties and farms for the program from names suggested by county committees. Five families per county act as demonstrators for a five-year period. Since the Illinois Test-Demonstration Program is limited to two groups of cooperators in a county, the program is in a county for a 10-year period. Presently enrolled are 42 Illinois families in seven counties.

At the time of the evaluation study, over 60 families had completed five years of active membership. Nineteen had records available for five years following their "graduation" from the program.

All Illinois demonstrator families keep comprehensive farm business records during the five years of their enrollment. Records from those and other families belonging to a statewide record-analysis cooperative are on file at the University of Illinois. By agreement with the cooperative, summaries are available for research study by University personnel.

The record summaries were the source of data for a paired-sample technique used as one phase of the

evaluation. A farm was selected for the paired-sample group if it was similar to a demonstration farm in size and soil productivity rating and had a similar livestock program. Available labor and operator age were secondary considerations in selecting the twin sample.

During the five years that the Illinois families included in the study were enrolled in the Test-Demonstration Program, their average returns to labor, capital, and management increased from \$5,600 annually to \$8,200 annually. During the same five-year period, the "twins" from the paired-sample group increased returns from \$5,600 to \$7,800.

Thus, the earnings of the test-demonstrators and the "twins" at the beginning of the program were about the same. After five years of intensive assistance, however, the demonstrators' returns were five percent higher.

The evaluation further indicated that during the period of enrollment, the demonstrators (1) increased the size of their farms, (2) intensified their cropping system by including more high-profit crops, (3) increased their crop yields, (4) increased their grain and livestock returns, (5) raised the value of total farm productions and (6) increased their net profit. The median net worth of the demonstrators increased by \$13,000 during the five-year period.

Ninety percent of the test-demonstration families recalled acquaintances having told them they adopted demonstration practices, particularly in the area of soil fertility. Nearly 60 percent of the farmers interviewed gave "acquaintances" as a primary source of educational information.

Almost half the nearby neighbors who were interviewed admitted that they had changed their fertilizer practices after observing demonstration results. One-third of the neighbors interviewed, however, were apparently unaware that a nearby farm was involved in a demonstration program. Demonstrators reasoned that diffusion

among acquaintances living away from the immediate neighborhood was greater than among those living on adjoining farms.

Their influence was greatest among people of their own age group who had a similar livestock enterprise or some other common interest. The demonstrators were younger than their nearby neighbors and had received more formal education. They also tended to be somewhat more specialized.

Educational tours sponsored by the Extension Service and other organizations allowed many people besides neighbors and acquaintances the opportunity to see the results of the planning programs. Visitors were from other counties, other States, and several foreign countries.

People who cooperated with the Extension Service and the TVA in the demonstration program also received benefits that were not economic. For example, 13 new homes were erected by families enrolled in the program. Many of these were designed by University of Illinois specialists.

Although a better financial structure was credited for making these homes possible, the families suggested that the motivation, desire, courage, and self-confidence gained from the program were important in bringing about the improvements.

The purpose of an evaluation study is to determine the effectiveness of a method or technique being used. Results of the evaluation of the TVA Test-Demonstration Program in Illinois show that the demonstration technique has not lost its effectiveness as a teaching tool.

Farmers may not be as fully aware of practices followed by their immediate neighbors as in years gone by, but they are much more aware of practices being used by friends and acquaintances living farther away. Certainly Illinois test-demonstrators would agree with Dr. Knapp's philosophy, ". . . what a man does himself he cannot doubt." □

The

GARDEN ALMANAC

- *helps home gardeners
- *aids beautification efforts
- *reduces specialists' travel

by

Louis M. Berninger
Extension Floriculture Specialist
University of Wisconsin



The model above was used with a program on landscaping the home grounds.

The television camera was "in tight" on a specimen elm tree. In just 10 seconds it would dolly on down a typical suburban street to focus on another casualty of the Dutch elm disease. The opening teaser comments would set the stage for a 30-minute television program dedicated to halting the ravaging destruction of this magnificent shade tree.

Two of our pesticide specialists were on hand to discuss the present situation and recent progress in slowing down the appetite of this potent disease. A model of a typical suburban street was constructed to show the above-ground situation and also the natural grafting process between roots of neighboring elm trees.

Our model could be rotated to permit closeup cameras to show the intricate mechanism whereby the disease can spread from tree to neighboring tree.

Another GARDEN ALMANAC television program sponsored by the University of Wisconsin was about to roll, and it would wind up our fourth

season on the air. Eight commercial stations in Wisconsin, Minnesota, and Illinois carried the series in addition to our University station.

Many hours of preparation preceded those last 10 seconds before the red light and air time for another program. In fact, the number of hours required to produce each single program suggests organization of a regional cooperative project using the best talents available and then distributing the shows throughout the region to both educational and commercial stations. This would reduce duplicated effort and provide enrichment for our programs.

Television station managers estimated that 75,000 people viewed each program weekly. Effects of the program include a reduction of our participation in many local meetings; increased requests for information that can usually be handled with one or more publications; and strong indications that the programs have made a valuable contribution to local and State beautification programs and have

provided home gardeners with timely information.

What prompted this undertaking, and can we justify the man hours devoted to this series?

Our society has demonstrated an increasing concern for creating leisure time projects. Major emphasis has also been placed by government officials and private citizens on the improvement of our blighted areas and beautification of our countryside.

Furthermore, home gardeners will spend over \$3 billion in 1966 for plants and related materials. This television series was conceived as a means of furthering these goals and more effectively providing timely information for our home gardeners.

The GARDEN ALMANAC series was born in the spring of 1963 with the production of 15 programs. Extension furnished video tapes and visual aid materials to support some of the production costs and provided for distribution of the series to other stations in and around Wisconsin. Our University station provided technical



A number of models have been developed by the Extension Service to use with the television programs. The one above, complete with street, sidewalks, homes, and trees, was developed specifically for the program on Dutch elm disease.

assistance and absorbed most of the production costs.

Our initial series was devoted to indoor plants and garden flowers. Each program essentially contained three components: major topic for discussion, such as the culture of house plants; offer of a free bulletin; and a three-to-five-minute segment on timely tips.

Plans were made in early summer for continuation of the series. A schedule of 26 half-hour programs was prepared with the understanding that 10 used in the first series would be repeated.

The second series was initiated in December 1963. The early starting date permitted us to devote an entire program to the selection and care of Christmas plants. Later in the series, other programs highlighted Easter plants and annual flowers.

The effort emphasizing plants for special occasions coincided with one of our annual goals of trying to stimulate greater use of floral products in the home and garden.

Several county agents and the Extension information personnel made arrangements with commercial stations in Milwaukee, Green Bay, and Wausau to televise the second series. Air times varied from early morning to mid-afternoon on Saturday, and morning and noon on Sunday. Similar broadcast hours were obtained for the third and fourth seasons.

The series has been offered free to other commercial stations. In addition to the cost of video tapes, our expenses primarily involved those for duplicating each program and modest mailing charges.

Six complete programs were devoted to landscaping in the second season. A model featured movable life-like trees, shrubs, flower beds and several one- and two-story homes. The model was set on a turntable, which when rotated, provided excellent coverage of the action from an overhead camera and one set at ground level.

It was the third season before we truly lived up to the title of GARDEN ALMANAC. Program offerings then

covered ornamentals, pesticides, fruits, flowers, turf, and landscaping. This past season also featured programs on home greenhouses and hotbeds.

A major attempt was made to promote this last series. As a result two commercial stations in Minnesota broadcast the series and took charge of the promotion program.

A 20-second film "promo" and a one-minute video tape were distributed to cooperating stations prior to the season. A slide and script were also forwarded to each station for use one week in advance of each program.

A post office box was rented to simplify the mailing address for viewers. Approximately 150 to 200 requests were received each week for publications and information.

What about next year? The eight cooperating stations in addition to 12 other stations have expressed an interest and desire to carry the series. One of our cooperating stations may produce a portion of or the entire series in color at their facilities. □



Mrs. Carolyn Schrock, second from left, and Mrs. Lundy Adams, right, assist local women in design and color selection of materials for rugs.

Profile of a Low-Income Project

**reaffirms value of inspired
volunteer leaders**

by

Carolyn Schrock

*Former Resource Development Specialist
University of Kentucky*

It was just a simple project—conceived for the specific purpose of providing employment and more income for the unemployed and underemployed of the mountain village of Blackey, in Letcher County, Kentucky. It accomplished its purpose and more—the “more” some observers estimate to be of the greater value.

The dollars earned provided material things such as clothes, and funds for education for the children.

The side effects include such things as improved homes, a noticeable improvement in the feeling of self-worth by the local residents participating in the project, a greater community esprit de corps sufficient to overcome the various church factions, local politics, and isolation that before were pulling the community apart. And Extension workers’ faith in the value of local, volunteer leaders received a resounding reaffirmation.

The driving force behind the whole effort came from Mrs. Lundy Adams, wife of a local physician. She, along with Dr. Adams, conceived the idea, arranged the initial meeting, provided much financial support in the project’s early phases, and provided a central meeting place and work room.

When the first meeting in 1962, open to the public, was announced, 35 people attended to learn what a hooked rug was, how it was made,

and what the real market potential was. I presented the information at the initial meeting and taught the six training classes that followed.

Enthusiasm was high and turned out to be contagious. As women searched for materials to make hooked rugs, local used-clothing stores experienced an unexpected increase in sales. A local unemployed man netted \$200 from the sale of frames to the initial and subsequent classes of rug hookers.

Workers made tremendous strides in improving hooking techniques and speed. But they tended to express their resentment of the dull monotonous that exist throughout the mountain region by using extremely bright color combinations. This caused marketing problems with the rugs.

An Extension home furnishings specialist from the University of Kentucky taught the women the techniques of dyeing fabrics to achieve pleasing color combinations that would be acceptable to buyers. The State Department of Commerce made arrangements for a commercial specialist of Long Island, New York, to assist the women in design and color.

Help came from other communities and other States. Homemakers and friends in other parts of the country heard of this group through the East Kentucky Resource Development Project, and used clothing and wool materials arrived in large quantities. Some came from Michigan and Iowa.

The first special order for a 7 x 12-foot rug was received late in 1962. In the next six months 11 families sold 49 rugs for more than \$1,700.

The classes served as a social activity for the women in the mountain village, and at home the project became a family affair. Husbands who had little work away from home began to help cut materials. Some teenagers learned the technique in art class from their teacher who had attended the classes I taught for the adults, and even smaller children took part.

Some of the children do excellent

work, and several have achieved enough skill to make rugs that have been sold. This has helped to unite the family in a common project for fun as well as profit, and insures continuation of the rug making project.

The project developed a "fairy tale" flavor at one point. Through contacts made by the local editor and a lawyer-author, The Manhattan Bank of New York invited six of the rug hookers to New York City in December of 1965. The visitors participated in a daily pageant depicting life in Appalachia and operated a booth in the bank selling rugs and other hand-crafted items.

The trip developed one disappointing factor. A representative took Mrs. Adams to two department stores to negotiate contracts for special design rugs. She was not able to get a contract because of competition of foreign made rugs in countries where the wage scale was lower than in the United States.

The rugs are marketed through specialty stores in Paintsville, Harlan, Louisville, and other strategic locations. A used clothing store has been opened in connection with the rug project to bring money to help keep the stores open and operating.

A branch library has been established in the former hospital building where the hookers meet, leave unfinished work, and store materials. Many people see the finished rugs on visits to the library.

The success of the project is told partly by the increasing number of people taking up rug making. A recent count showed more than 150 were participating.

Mrs. Adams has faith in the ability of the individuals of her community to succeed. Because of this faith and her untiring efforts she has been able to motivate women to participate in the program who previously left their home only to attend church and funerals.

Local leaders have rapport with many of the low-income people we are trying to help and can relay the educational information in such a way as to make it meaningful and accepted. Our support and assistance and encouragement can make the difference between success and failure.

As Extension workers, at the State, area, or county level, we need to remember that key leaders like Mrs. Adams need our inspiration and continuing support. We leave the community—they remain to face the same problems and people daily. □

An indirect benefit of the rug hooking project was an observable growth in community spirit and feeling of belonging indicated here by the bold sign.





From The Administrator's Desk by Lloyd H. Davis

They Pay Taxes

Occasionally I hear an Extension worker express the concern that we should serve all the people. A common expression of this is "We have a responsibility to serve them too. They pay taxes."

This one deserves more attention than I can give it here—but let us not be confused on these points:

- A major effect of Extension work has been to lower the cost of producing and marketing food and fiber. Americans have never bought their food for a smaller share of their income. Who buys and eats food? All the people! Whom have we served? All the people!

- Americans have continued to enjoy a diet of progressively higher quality with more convenience and "luxury" foods—a product of our great agricultural system to which we have contributed in many ways. Whom have we served? All the people!

- Nowhere in the world can one buy and consume food with greater safety and assurance of purity and wholesomeness—and to this accomplishment of American agriculture we make many contributions. Whom have we served? All the people.

- The increasing efficiency of American farms and marketing firms has released people from essential food production to perform other services—in health, education, culture, improved housing, making and servicing television sets, etc. Ours has been a very important role in developing this efficiency. Whom have we served? All the people.

- Our American abundance of food has saved millions of people from starvation around the world. It is an effective weapon in achieving, promoting, and maintaining peace in our world. To this abundance we in Extension have made great contributions. Whom have we served? All the people—not just of this nation, but the world.

We could point to many other ways in which by working with a part we serve all the people. Obviously we serve in important ways many people we never see or meet. Surely in many cases these services are a greater benefit to them than would be the benefits if we only served people through direct service to them. □

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * DECEMBER 1966



*Continued
Professional
Improvement
offers you
Opportunities*

*for
Greater Service to Mankind,
Achievement of Personal Goals.*

see opportunities pages 7-12

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.

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Something Old — Something New!

The Something Old. This issue of the Extension Service Review continues what has come to be a tradition of the last number in each volume—spreading the good word on opportunities for advanced study. The opportunities consist of two kinds. First, a listing of the scholarships and fellowships available to aid in financing advanced training. Second, a listing of schools, short courses, seminars, and workshops that provide subject-matter training germane to your interests and responsibilities.

The Something New. A complete index of all stories published in Volume 37 (the 1966 calendar year) of the Extension Service Review is included in this issue. We hope it will provide a useful and handy reference as you find occasion from time to time to refer to specific items that have been printed. For added convenience, the stories are indexed according to the audience of the program or activity on which the story was based. WJW

by
G. Jean Guhl
Extension 4-H Agent
Ithaca, New York

Teen Teams— Innovation In Evaluation



A Teen Team member evaluates a younger 4-H'er while others watch and learn.

The 4-H Teen Team program, designed to train teenage girls to evaluate younger Dress Revue participants, can help your county develop teenagers' ability to plan, organize and lead.

4-H Teen Team came about as a result of a challenge presented at the 1965 National Association of County 4-H Club Agents by Mr. Robert V. Guelich, director of public relations, Montgomery Ward and Co., Inc.

"This must be the basic objective of 4-H," he said, "a program that changes year by year to meet the changing requirements of our dynamic and revolutionary civilization."

As a result, the Tompkins County, New York, 4-H staff looked at its traditional programs, including the Dress Revue evaluation. They found a need for more qualified judges, more time for evaluation, and a way to make the process fun for the 9-13 year old.

Who was close to 4-H standards and objectives? Who was willing to

help beginning and intermediate 4-H members? The answer was teens.

The County 4-H Home Economics Advisory Committee helped draw up plans, and descriptive letters were sent to leaders and to girls 14 and older.

Requirements for the Teen Team were that a girl be 14, have been in two Dress Revues, and be willing to participate in two training schools and evaluate at two club groups.

"Good plan—let's try it," was the response which came from throughout the county. Teen Team was tested by four girls carefully selected on the basis of their ability to think and evaluate. After training, the two teams evaluated participants in two selected clubs.

The testing period established the following:

(1) Teens are capable of evaluating younger girls;

(2) They are neither too critical and cruel, nor too lenient;

(3) Girls 13 years and younger can identify with teens, thus creating a favorable atmosphere for learning;

(4) Parents and leaders are willing to learn from the teenagers' comments;

(5) While the teens enjoy the evaluator role, they can be learning and developing self-confidence.

Twenty-seven girls enrolled in the Teen Team program. The emphasis of the two training schools was on characteristics of girls 9-13 and how to establish an atmosphere for learning. The teens practiced giving each other constructive comments, and they discussed standards of workmanship.

Each teen participant was made to feel important, and confidence was instilled in each girl.

A belief of the Tompkins County 4-H staff is that teens want to serve others and are willing to accept responsibility, but that this responsibility must be real and meaningful to them. Teen Team is a sound program where all who participate benefit.

The twelve teams, composed of two or three girls, were assigned to evaluate at clubs outside their area. This eliminated the problem of evaluating neighbors, friends, and fellow club members.

The program was conducted by the Teams, who called the 4-H leader to set the time, date, and place. After conducting the evaluations on an informal basis in homes or some other local setting, constructive comments were offered in a discussion period. Teams sent completed reports to the 4-H office, wrote commentaries on the participants, and narrated at the revue.

Teen Team was a success because the trained teens created an atmosphere for learning and had the ability to accept and carry out responsibility.

The basic objectives of Teen Team will hopefully be applied to other areas such as evaluation at fairs and demonstrations. These teens proved that they will accept a worthwhile challenge. Will you give your teens a challenge? □



Newsletters for dairy farmers serve a need—but this method is not the answer to all communications problems.

Teaching dairy farmers By mail

by
J. G. Cash
and
Harold Guither*

Knowing each cow's production was part of the Extension message in the newsletter sent to farmers selling milk to manufacturing plants.

Many Illinois farmers selling milk to manufacturing plants were not being reached by Extension information efforts. According to dairy plant fieldmen, the usual dairy Extension meetings attracted larger Grade A milk producers, but smaller producers frequently did not feel they belonged in the same group.

So in December 1965 we began a series of monthly letters especially for producers in this group. We used direct mail because of the specialized needs of the audience we wanted to reach and because they made up only a small percentage of all farmers in

a given area who might be reached by newspaper, radio, and television.

Each letter was designed to help the reader make more money from his dairy enterprise. In the first six months we wrote about feeding a recommended ration, applying nitrogen to pastures to boost yields, following a good milking routine, and checking pressure of milking machine vacuum systems.

When we started the letters we expected to evaluate them by the end of six months to see if they were serving a worthwhile purpose. The first mailing went to 6,000 patrons of selected plants in the southern half of the State. To carry out our evaluation we selected a 10 percent sample—about 600 farms. About half received a mail questionnaire and half

were to be interviewed in person by county Extension agents and dairy plant fieldmen.

Although we did not get as many personal interviews completed as we had hoped, we received 147 completed personal interviews and 123 mail questionnaires. This made a total of 4.5 percent of all farms receiving the letter.

The survey enabled us to find out a little about the audience served by the newsletter—those who sell milk to manufacturing plants. We found that 78 percent had less than 25 cows in their herd. These operators were operating small acreages by today's standards. About 44 percent farmed less than 180 acres and 64 percent less than 260 acres. These farmers were in the upper age brackets—only

*Cash, Extension dairyman, and Guither, Assistant Extension Editor, University of Illinois.

17 percent were under 40 years of age. The farms were family operations with 76 percent of the operators doing all the work themselves or with family help.

For the Extension worker who wants to communicate effectively, the recall of the number of letters received provides a revealing response. Although six letters had been sent out during the six months before the survey, only 10 percent remembered receiving all of them. The most frequent recall was three or four letters.

Reading habits of those receiving the newsletters also reveal the effectiveness of direct mail. About 16 percent said they read all of each letter and 42 percent said they read some letters. But 42 percent said they read none of the letters or did not answer the question. Forty-seven percent said they wanted to see future newsletters.

Would reading about a suggested management practice persuade a man to try it? The replies showed that 20 to 30 percent of these operators were already carrying on the practice suggested. From 3 to 5 percent had begun to use the suggested practice in the past six months. From 20 to 30 percent admitted they did not follow the practice, suggesting there is still a need for Extension educational work with this group.

From 30 to 40 percent of the respondents did not answer the questions about the practices used. This high percentage of no answers suggests reluctance of operators to admit what they were doing because it might reflect unfavorably upon their enterprises.

Comments from a few dairymen suggest that the newsletters are fulfilling the purpose for which we started them. One farmer, for example, complained to the dairy specialist that his cows would not eat as much grain as the newsletter recommended.

Another farmer reported that he received the letters and offered the name and address of a neighbor who

was not getting them. Various authors have received letters asking for more information.

The topics covered have been appropriate, since dairy plant fieldmen suggest current problems and subjects of high interest. And Extension staff specialists in agronomy and agricultural engineering have also helped prepare the letters.

Just sending an educational message in the mail will not guarantee 100 percent readership. With the large amounts of mail that farmers receive, the readership on various material will vary. If more than half of the recipients read at least some of the information, this may be as much as can be expected.

Direct mail newsletters may inform farmers about recommended practices. But they will reach some who already follow the practice. And among those who do not, only a small percentage are likely to accept and adopt the practice just from reading about it.

The large percentage of non-response to some questions in both direct mail and personal interviews suggests a need for further study in the use of direct mail for educational messages.

The number of readers who expressed a desire for further newsletters seems to make this effort worthwhile. We plan to continue it, but will send it only to those who want to receive it. □

Feeding grain according to production was also stressed in the Illinois dairy newsletter.





Workshop coordinator William Kimball presents a Maryland delegate with a certificate signifying successful completion of the 1965 workshop.



Workshop leaders presented their material to each other at a pre-workshop seminar. Among those meeting in Chicago last May were, left to right, Eber Eldridge, Iowa State; Donald Johnson, Keith Warner, and R. B. Schuster, University of Wisconsin; Carroll Bottum, Purdue University; and William Kimball, coordinator.

Workshop Delegates Explore

Community Resource Development

by

William J. Kimball

*Extension CRD Leader and Workshop Coordinator
Michigan State University*

Two real needs in Extension were the development of an appropriate framework for Community Resource Development (CRD) and operations materials for carrying out CRD.

Meeting these needs is what the second National Extension Workshop in Community Resource Development was all about. Extension workers from 29 States, Puerto Rico, and four Canadian provinces participated in the two-week event last July at Michigan State University.

Two major methods were used to achieve the objectives of the workshop. First, eight "Seminars with the Experts" were conducted by national authorities. Their topics were as follows:

"Community Resource Development Defined" — Carroll Bottum, Purdue University.

"A National Perspective for Increased Extension Work in Community Resource Development" — E. C. Weitzell, Federal Extension Service.

"ECOP Looks at Increased Community Resource Development" — John B. Claar, University of Illinois.

"Increasing University Roles in Community Resource Development" — J. W. Fanning, University of Georgia.

"The Economics of Community Resource Development" — Eber Eldridge, Iowa State.

"Overcoming Human Resistance to Change" — Gordon Lippitt, George Washington University.

"Improving Group Effectiveness in Resource Development Programs" — Donald Johnson and Keith Warner, University of Wisconsin.

"Accepting the Extension Challenge for Increased Community Resource Development" — C. Brice Ratchford, University of Missouri.

Interwoven with these were seminars presented by 12 participant committees. Every enrollee served on a committee.

The 20 seminars and additional informal discussions covered a great breadth of subject matter. Because of the diverse places of employment, experience, and assignments of the participants, their comments indicated great variation in what was most useful to them.

continued on page 15

EXTENSION SERVICE REVIEW

Schools, Organizations, Industry Offer

Scholarships and Fellowships

National Defense Graduate Fellowships

The National Defense Education Act of 1958 authorizes fellowships for study in approved graduate programs leading to the doctorate.

Institutions submit applications to the U. S. Commissioner of Education for allotment of fellowships. Candidates apply directly to the graduate institutions, which nominate candidates to the Commissioner for the awards. Fellowships are tenable only in approved programs at the institutions to which they have been awarded.

A fellowship is normally a three-year award providing a stipend of \$2,000 for the first academic year of study, \$2,200 for the second, and \$2,400 for the third, together with an allowance of \$400 a year for each dependent. An additional stipend of \$400, plus \$100 for each dependent, is available for summer study.

The announcement of approved programs is made by the Commissioner in November. Applicants are advised to make inquiry at individual institutions concerning deadlines for receipt of fellowship applications.

An applicant must be a citizen or a national of the U. S. He must intend to enroll in a course of study leading to the doctorate, and must be interested in an academic career of teaching in an institution of higher education.

For further information, applicants should write directly to university officials concerned with graduate school programs.

National Science Foundation Graduate Fellowships

The National Science Foundation Act of 1950 authorizes graduate fellowships for study or work leading to master's or doctoral degrees in the physical, social, agricultural, biological, engineering, mathematical and other sciences.

The following fields are included in agriculture: general agriculture, agronomy, animal husbandry, forestry, horticulture, soil science and others. Economics, sociology, political science and psychology are among the other fields of specialization that qualify for fellowships.

Fellowships will be awarded only to U. S. citizens who have demonstrated ability and aptitude for advanced training and have been admitted to graduate status or will have been admitted prior to beginning their fellowship tenures.

Awards will be made at three levels: (1) first-year level, (2) intermediate level, and (3) terminal level. The basic annual stipend will be \$2,400 for the first-year level, \$2,600 for intermediate level, and \$2,800 for terminal level graduate students. In addition, each fellow on a 12-month tenure will be provided a \$500 allowance for a dependent spouse and each dependent child.

Application materials may be obtained from the Fellowship Office, National Academy of Sciences—National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418. Applications must be received not later than December 9, 1966.

Prospective Teacher Fellowship Program

Fellowships for strengthening the preparation and improving the qualifications of college graduates committed to careers in elementary or secondary education were authorized by Title V(C) of the Higher Education Act of 1965.

Under this authority the Prospective Teacher Fellowship Program provides support for graduate study to persons who intend to teach but are not now so engaged. Graduate institutions submit applications for allotments of fellowships to the U.S. Commissioner of Education.

The intent of the program is to provide fellowship support to graduate students working for an advanced degree other than the doctorate. Fellowships may be awarded by institutions for a period of 24 months.

The award provides for a stipend of \$2,000 for the first academic year and \$2,200 for the second. An allowance of \$600 is available for each of the summers following the two academic years.

In February, the U.S. Office of Education publishes a list of institutions with approved programs. Fellowship candidates make application directly to the individual graduate school. The institution screens and selects the recipients of the fellowships.

Persons interested in the Prospective Teacher Fellowship Program should contact university officials responsible for administering the program.

Scholarships, Fellowships for Workers With 4-H and Youth

4-H Fellowships: Six National 4-H Fellowships of \$3,000 each are available to young Extension workers who are former 4-H members. These are for 12 months of study in the USDA under the guidance of FES.

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

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

Fellowships are awarded to young men and women selected from nominations made by State Extension Directors or State 4-H Club leaders, to the Division of Extension Research and Training, FES, USDA, Washington, D.C. 20250. Applications may be obtained from the Extension Director.

The applicant shall not have passed his 32nd birthday on June 1, 1967. Deadline for applications is March 1.

Rockford Map Publishers: Extension youth agents working in Minnesota, Wisconsin, Michigan, Illinois, and Pennsylvania are eligible for the \$100 graduate scholarship offered by the Rockford Map Publishers Company. It is for summer or winter Extension schools, travel study, or other graduate study. Deadline for application is January 1, 1967.

For further information contact Edward Merritt, NA4-HEA Professional Improvement Committee, 6 Grand St., Hartford, Connecticut 06106.

Washington State University: The Edward E. Graff educational grant of \$900 is for study in 4-H Club work in the State of Washington. Applications are due April 1. Contact Lester N. Liebel, State Leader, Extension Research and Training, 5 Wilson Hall, Washington State University, Pullman, Washington 99163.

Non-Farm Youth Workshops: Thirty scholarships of approximately \$445 each for a workshop at the Merrill-Palmer Institute, Detroit, Michigan, will be made available to Extension personnel by the National 4-H Club Foundation.

The workshop is designed to increase understanding of the nature of economic and social problems in the urban environment and the human resources working for social change.

This understanding will be directed toward improving the competency of Extension workers to work creatively as educational leaders in non-farm settings and to develop latent leadership among low socioeconomic clientele.

Funds for these scholarships are provided by the Sears-Roebuck Foundation.

Priority will be given to applicants 35 years of age and under. Applicants must have an undergraduate college record which would admit them to graduate work in an accredited college or university. Participants must present evidence, satisfactory to the Merrill-Palmer faculty, of course work or other training in principles of human development, psychology and sociology, since participants will work with basic social science concepts in gaining understanding of urban communities and peoples.

Applicants must have completed three or more years of work with the Cooperative Extension Service and be currently employed by it. Priority will be given to those with a job assignment which includes leadership relating to Extension 4-H youth programs in non-farm areas and to personnel having responsibilities for low-income non-farm clientele.

State Youth Leaders: Up to 20 scholarships of \$300 each are available for State Extension personnel enrolled in a four-week graduate level course to

be offered in the Summer Session at the University of Wisconsin, June 19-July 14, 1967.

The course is designed to enable participants to make more effective use of concepts from the behavioral sciences in developing and executing Extension-type youth programs. Participation is limited to those with State-level responsibilities in Extension's youth programs. The course will be conducted by G. L. Carter, Jr.

For further information contact Dr. S. D. Staniforth, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin 53706.

Fellowships, Scholarships In Extension Education, Related Fields

Farm Foundation: This foundation offers fellowships to agricultural Extension workers, giving priority to administrators, including directors, assistant directors, and supervisors. County agents, home demonstration agents, 4-H Club workers, and specialists will also be considered. Staff members of the State Extension Services and USDA are eligible.

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

It is suggested that study center on 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 apply in 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, Illinois 60605.

Forms are available from State Extension Directors. Applications must reach the Farm Foundation by March 1.

Florida State University: National Defense Education Act fellowships: First year \$2,000, second year \$2,200, third year \$2,400, plus \$400 per year for each dependent.

Departmental assistantships: For master's degree students—\$1,800 for 10 months; for doctoral students—\$2,000 for 10 months.

University Fellowships: For master's degree students—\$2,400 for 12 months; for doctoral students—\$3,000 for 12 months.

Internships in various phases of adult education: Annual stipends ranging from \$2,000 to \$3,000.

For further information contact Dr. George Aker, Head, Department of Adult and Continuing Education, School of Education, Florida State University, Tallahassee, Florida 32306.

University of Wisconsin: The University of Wisconsin offers a limited number of research assistantships consisting of \$257 per month for 12 months plus a waiver of out-of-State tuition. Contact W. T. Bjoraker, Chairman, Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wisconsin 53706.

The Ohio State University: The Ohio State University offers two research assistantships ranging from \$2,400 to \$3,600, and a limited number of university fellowships on a competitive basis—about \$2,000 each.

Application deadline is February 1. Contact Dr. R. W. McCormick, Ohio Extension Service, 2210 Fyffe Road, The Ohio State University, Columbus, Ohio 43210.

Kenneth F. Warner Scholarship: Mu Chapter of Epsilon Sigma Phi will award one scholarship of \$100 to a county Extension agent enrolled in a three-week Extension teaching methods course.

Application should be made on the prescribed form and should be sent to the Staff Development Office, Federal Extension Service, by March 1 preceding the course.

Cornell University: The Department of Rural Sociology provides Extension, research and teaching assistantships paying \$2,678 and up annually plus full waiver of the \$400 tuition. These grants are available only to graduate students majoring in rural sociology who are full candidates for a degree.

For further information contact Dr. Harold R. Capener, Head, Department of Rural Sociology, New York State College of Agriculture, Cornell University, Ithaca, New York 14850.

Michigan State University: The Department of Resource Development, Michigan State University, offers five assistantships to students working on graduate degrees. Three research assistantships and two teaching assistantships with stipends of \$2,300 for master's degree candidates and \$2,500 for doctoral candidates are available.

Students devote half their time to departmental research or teaching assignments for nine months. A maximum of 16 credits (research) or 12 credits (teaching) 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, Michigan 48823.

University of Maryland: Three graduate assistantships in the Department of Agricultural and Extension Education are available to Extension workers interested in pursuing the master of science degree in Extension education.

Additional assistantships may become available. Assistantships are for 12 months and pay \$260 per month or \$3,120 for the 12-month period, plus remission of fees which amount to more than \$600. Application deadline is April 1.

Contact Dr. V. R. Cardozier, Head, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland 20740.

County Agent Study Tours

The Agricultural Chemicals Division of the Dow Chemical Company, Midland, Michigan, is offering 50 Study Tour Scholarships to county agricultural agents. Recipients will be selected on the basis of one per State, with minor adjustments for National Association of County Agricultural Agents membership in various States.

Scholarships consist of \$300 to each agent, to help cover expenses of a three-week travel tour. Separate tours are planned in June or July for agents in each Extension region.

This 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 will take part in a group tour of marketing enterprises, farm operations, agri-business, successful Extension Service programs, and rural development and research projects.

This is an activity of the Professional Training Committee of the NACAA. Applications should be made through the State member of the NACAA Professional Training Committee by March 1. D. W. Strohhahn, County Office Building, Atlanta, Georgia 30303, is national chairman.

Farm Foundation Scholarships In Public Agricultural Policy

The Farm Foundation is offering 100 scholarships of \$100 each (25 to each Extension Region) for county agricultural and home agents attending

the 1967 Regional Extension Summer School courses in public agricultural policy. Thirty-five scholarships of \$100 each are available for the 1967 Regional Extension Winter School course in public agricultural policy.

Applications 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, Illinois 60605.

versity. Scholarships will be awarded to no more than one supervisor per State.

Applications should be made by March 1 through the State Director of Extension to Dr. Denzil O. Clegg, Education and Training Officer, Extension Service, Colorado State University, Fort Collins, Colorado 80521.

Opportunities for Extension Home Economists

J. C. Penney: An annual fellowship of \$2,000 has been established by the J. C. Penney Co. to provide an opportunity for Extension home economists who have shown competence and achievement in home economics Extension programs to receive additional professional improvement through graduate study at the masters or doctoral level.

Each State may nominate one candidate. Nominations are due May 1. Final selection is made by the national scholarship committee.

Forms may be secured from the Professional Improvement Chairman of the State Extension Home Economists Association or from the national chairman, Mrs. Henrietta Clark, Extension home economist, Box 28, Warrensburg, Missouri 64093.

NAEHE Fellowship: One fellowship of \$2,000 has been established by the National Association of Extension Home Economists for a member of that organization. This fellowship is for the purpose of professional improvement through advanced study.

Each State may nominate one candidate. Nominations are made by the State scholarship committee and must be received by the National Association scholarship committee by May 1. Final selection will be made by this national committee.

Forms may be secured from the Professional Improvement Chairman of the State Extension Home Economists Association or from the national chairman, Mrs. Henrietta Clark, Extension home economist, Box 28, Warrensburg, Missouri 64093.

Tyson Memorial Fellowships: The Woman's National Farm and Garden Association offers two \$500 Sarah Bradley Tyson Memorial Fellowships for women who wish to do advanced study in agriculture, horticulture, and "related professions," including home economics.

Applications should be made by April 15, 1967 to Miss Violet Higbee, Kingston, Rhode Island 02881.

Grace Frysinger Fellowships: Two Grace Frysinger fellowships have been established by the National Association of Extension Home Economists to give Extension home economists an opportunity to study and observe Extension work in other States.

The \$500 fellowships cover expenses of one month's study. Each State may nominate one candidate. Nominations are due May 1 and selections will be made by the National Association scholarship committee. Applications are handled by the State Association Professional Improvement and Fellowship Chairmen in cooperation with State home economics leaders.

Forms may be secured from the Professional Improvement Chairman of the State Extension Home Economists Association or from the national chairman, Mrs. Henrietta Clark, Extension home economist, Box 28, Warrensburg, Missouri 64093.

Scholarships for Study Of Extension Supervision

Farm Foundation: The Farm Foundation will offer 10 scholarships of \$200 each to Extension supervisors enrolling in the 1967 summer supervisory course at Colorado State Uni-

Center for Advanced Study: Up to 20 scholarships of \$300 each are available for Extension workers enrolled in the four-week graduate level course in Supervision of Extension Programs. The course is to be offered at the Summer Session at the University of Wisconsin, June 19-July 14, 1967.

For further information contact Dr. S. D. Staniforth, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin 53706.

Kellogg Foundation Graduate Assistance

North Carolina State: The Departments of Economics, Rural Sociology and Psychology of North Carolina State University will award 15 special Kellogg Fellowships to qualified employees of public agencies for graduate study in the social sciences during the academic year 1967-68.

Fellowships will be awarded mainly to Southerners but one or two may be granted to others.

Study may be applied toward an advanced degree. Maximum stipend will be \$4,500. The curriculum will include an interdisciplinary seminar for professional workers who are concerned with aiding poverty-stricken rural families.

Candidates are to be nominated by their chief administrative officers. Deadline date for receipt of nominations is March 15, 1967. Send nominations or requests for further information to the Department of Economics, North Carolina State University, P.O. Box 5368, Raleigh, North Carolina 27607. Official application forms will be sent directly to nominees.

University of Chicago: Five fellowship-internships of \$5,000 each will be available for the 1967-68 academic year for graduate study and service in continuing education at The University of Chicago.

These awards have been established under a grant from the W. K. Kellogg Foundation. Each award has two parts (a fellowship phase and internship) and covers four consecutive quarters.

The fellowship, which carries a total honorarium of \$2,500, provides for full-time study for two quarters. The internship, which carries a total stipend of \$2,500, provides guided work experience in a residential center for continuing education or in a related program. Study may begin in either the summer or autumn quarter of 1967.

Those who will find this experience most educative are relatively inexperienced persons who desire to pursue a career in continuing education, possibly in conference management or residential adult education, and who wish to work toward a Ph.D. or M.A. degree. Selection will be based on the candidate's academic record and his potentiality for developing his leadership.

Closing date for submission of application is February 1. Recipients will be notified in early April. For further information and application blanks, write: William S. Griffith, Chairman, Fellowship-Internship Committee on Continuing Education, Department of Education, University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637.

Extension staff members seeking to earn the doctorate in adult education are encouraged to write to the above address, setting forth their career aspirations and academic background. A number of assistantships and other sources of financial support are available to well-qualified individuals, particularly those persons interested in teaching or in Extension research. Further information will be provided upon request.

Kenneth F. Warner Grant For Extension Secretaries

Mu Chapter of Epsilon Sigma Phi is again offering one or more awards, not to exceed \$50 each, for professional improvement of Cooperative Extension Service secretaries.

The secretary must submit, with her application for the Warner award, a copy of the notification from the Institute for Certifying Secretaries that she is qualified to take the Certified Professional Secretary examination.

This means that prior to December 1, 1966 the secretary must (1) obtain CPS examination application forms from the Institute for Certifying Secretaries, 1103 Grand Avenue, Kansas City, Missouri 64106; and (2) complete and return those forms to the Institute.

Applications for the Warner grant may be obtained from the Staff Development Office, FES, and must be submitted no later than February 1, 1967.

Communications Scholarships

International Minerals and Chemical Corporation, Old Orchard Road, Skokie, Illinois, will award scholarships of \$200 each to 15 agents in 15 States for communications courses at regional summer or winter schools in 1967-68.

States eligible for this award are: Arizona, Iowa, Montana, New Mexico, Oregon, Kentucky, North Carolina, Louisiana, Mississippi, Pennsylvania, New York (2), Missouri, North Dakota and Wisconsin.

Announcements will be sent to all men agents in these States in early 1967.

The program is under the supervision of the Professional Training Committee of the National Association of County Agricultural Agents, and applications will be made to the State representative on this committee. Complete information may be obtained from the chairman, D. W. Strohbehn, County Office Building, Atlanta, Georgia 30303.

Schools and Workshops

Clinical Preparation Program For Educational Leadership

The Mott Inter-University Clinical Preparation Program is a cooperative program of the seven State universities of Michigan, the Mott Foundation and the Flint Public Schools. The program will combine intensive academic study at the Master's, Specialist, or Doctoral levels with an internship program conducted at the Mott Leadership Center, Flint, Michigan.

Preference will be given to those applicants who are 30 years or under (Master's degree) or 40 years or under (Doctor's degree); have teaching, leadership, and/or administrative experience; submit letters of recommendation and can participate in interviews. Undergraduate and graduate grade averages and the Miller Analogy test score will be considered.

Approximately 50 fellowships will be available, including two kinds of stipends: Doctor of Education Degree or Educational Specialist — \$8,000; Master's Degree—\$5,000. All candidates accepted must enroll and pay institutional fees in the graduate school of one of the cooperating State universities. All candidates shall move to Flint with their families, if candidate is married.

Applications should be submitted as early as possible. Deadline for the acceptance of applications is January 15, 1967. Appointees will be notified by March 1-15, 1967.

For application forms and additional information write to: Dr. W. Ray Smittle, Administrative Coordinator, Mott Inter-University Clinical Preparation Program, 965 E. Seventh Street, Flint, Michigan 48503.

Workshop for Adult Education Administrators

The Department of Education at the University of Chicago is offering a unique opportunity for administrators of university adult education programs in the form of a three-week workshop at the Center for Continuing Education, June 26-July 14.

Under the direction of Ann Litchfield, the workshop will have participants from Cooperative Extension, general university extension, evening colleges, and other university adult education units.

The exchange of views among members of the workshop group brings a better understanding of the varied aspects of adult education. Individual study on personal administrative problems will be supported by excellent library facilities and a well-informed complement of resident and visiting staff from such areas as university adult education, government agencies, and professional and private organizations which have interest in adult learning.

A number of \$300 fellowships are available through a special grant from the Kellogg Foundation for the purpose of supporting those who are presently engaged in or preparing for work in the field of university conferences and institutes.

Program announcements are available from E. Martin Egelston, Program Coordinator, Center for Continuing Education, The University of Chicago, 1307 East 60th Street, Chicago, Illinois 60637.

National Extension Summer School

Courses to be offered at the National Extension Summer School, which will take place June 9-July 7 at Colorado State University, Fort Collins, Colorado, are as follows:

Socio-economic Factors in Resource Development

Low Socio-economic groups
Changing Role of Extension Specialists

Research Designs for Extension Education

Supervision of Extension Programs

Principles in the Development of Youth Programs

Urban Extension Seminar

Public Relations in Extension Education

Human Behavior in Extension Work
Principles in the Development of Agricultural Policy

Extension Communication

The following course offerings are designed especially for international

students or students going into foreign work:

Organization and Development of Extension Programs Abroad

Principles and Techniques in Extension Education

For further information write Dr. Denzil O. Clegg, Director, National Extension Summer School, Colorado State University, Fort Collins, Colorado 80521.

Community Resource Development Workshop

The National Extension Workshop in Community Resource Development will be held at Michigan State University, July 11-20, 1967.

This is the third consecutive National Community Resource Development Workshop to be held at Michigan State University.

The workshop will consist of seminar sessions on concepts, methodology, content, and the sharing of experiences in Community Resource Development.

Nationally recognized consultants as well as participants will be leading the seminar sessions. No formal courses will be offered. The workshop will be on a non-credit basis.

Details about costs will be announced later. For additional information, contact Dr. William J. Kimball, Workshop Coordinator, Department of Resource Development, Michigan State University, East Lansing, Michigan 48823.

Special Summer School

A special three-week summer school for adult educators in Cooperative Extension and related adult education organizations will be given at North Carolina State University, June 26-July 14.

Courses and instructors are as follows:

Adult Education—A General Survey (Dr. George D. Russell, North Carolina State University)

Principles of Adult Education (Dr.

Western Regional Extension Winter School

Courses which will be offered at the Western Regional Extension Winter School January 30-February 17 at the University of Arizona, Tucson, are as follows:

Agricultural Policy (Dr. Wallace Barr, Ohio State University)

Agricultural Communications (Ralph Reeder, Purdue University)

Farm and Ranch Management (Dr. Raymon Sammons, University of Arizona)

Cultural Implications of Technological Change (Dr. Nadine Rund, University of Arizona)

Management of Family Resources (Miss Louise Young, University of Wisconsin)

Procedures and Techniques for Working With Groups (Dr. Lorenzo Snow, University of Arizona)

Administration of the County Extension Service (Dr. Marden Broadbent, Utah State University)

For further information write Dr. Kenneth S. Olson, Director, Western Regional Extension Winter School, Room 303-H, Agriculture Building, University of Arizona, Tucson, Arizona 85721.

Emily H. Quinn, North Carolina State University)	Concepts and Principles of Understanding and Motivating the Culturally Deprived (Dr. J. B. Adair, North Carolina State University)	(Dr. Alvin L. Bertrand, Louisiana State University)
The Programming Process in Adult Education (Dr. Edgar J. Boone, North Carolina State University)	Organization and Administration of the Community College in Contemporary Society (Dr. Monroe C. Neff, North Carolina Department of Community Colleges)	Public Policy Education (Dr. Charles R. Pugh and Dr. E. Walton Jones, North Carolina State University)
Administrative Theory in Adult Education (Prof. C. M. Ferguson, North Carolina State University; former Administrator of the Federal Extension Service, retired)	Evaluation of Adult Education Programs (Dr. Marden Broadbent, Utah State University)	Communication Theory in Adult Education (Dr. J. Paul Leagans, Cornell University)
Theory and Principles of Organization in Adult Education (Dr. Robert J. Dolan, North Carolina State University)	Demographic Data—Sources, Collection, Analysis, and Interpretation	For further information write Dr. Robert J. Dolan, Director, Special Three Weeks Summer School, 113 Ricks Hall, North Carolina State University, Raleigh, North Carolina 27607.

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A review of the participant responses and the papers which were presented, however, results in a list of key ideas:

1) Community Resource Development was defined as an "effort to increase the economic opportunity and the quality of living of a given community through helping the people of that community with those problems that require group decision and group action";

2) The one essential for more Extension community resource development work is a firm, total commitment from the University to expand community resource development;

3) Extension must think larger, be bolder, and develop more flexible ways to carry out effective CRD programs. Traditional approaches are probably not the ways to involve much-needed new clientele. People generally resist not change but the methods of bringing about change;

4) Whether or not a community is developed depends upon its economic structure;

5) A strong community will most likely be developed when the people themselves are concerned about and

committed to the task of CRD so the process will be self-generating.

Three factors contributed to the success of the workshop itself. A national guidance committee outlined subject-matter and suggested national authorities to lead the seminars; the Federal Extension Service provided grants to insure participation of national authorities as seminar leaders; and a rehearsal of seminar leaders eliminated overlap and reduced gaps in subject-matter presented.

The fact that the group consisted of administrators, specialists, area and district agents, and county agents insured a variety of viewpoints and maximized the interchange of information. Informal dormitory housing, including conference rooms, a "materials-sharing room" and a library all in close proximity, was also conducive to idea exchange.

The real value of the workshop, which must be judged on the basis of what happens after the workshop is over, cannot be determined in a short time. Demand for the original workshop proceedings is some indication—more than a thousand copies have already been distributed. Orders are pouring in for the proceedings of the second workshop.

There is no doubt that the workshop participants returned to put ideas to work in many regional, State, area, and county workshops. Requests for the materials which were developed at the workshop for these purposes is a good indication of this.

Most encouraging is the demand for a third national workshop. Two of the experts at the second workshop urged its continuation. Vice President Brice Ratchford of the University of Missouri wrote, "I thoroughly enjoyed participating in your workshop, and it appeared excellent to me. I hope you will continue this another year, and I will be glad to support your request for funds, either to the FES or a foundation."

From the University of Georgia, Vice President J. W. Fanning advocated, "I know of no more important field than this one, and I think we ought to stay with it until we feel that we have prepared Extension workers to handle the bigger jobs which they face in the years ahead."

Plans are now underway for the Third National Extension Workshop in Community Resource Development at Michigan State University, July 11-20, 1967. □



From The Administrator's Desk by Lloyd H. Davis

We Are Not Alone

For at least the last decade there has been a persistent and, I believe, growing public concern for the quality of life in rural America.

There is public concern that people leaving the farm have economic opportunity nearby, that there be economic growth and job opportunities beyond the mushrooming metropolitan areas, that rural people have opportunities for such things as education, needed health services, sanitary facilities, recreational and cultural opportunities, and housing.

We in Extension are concerned about these needs because the people we serve are concerned about them, and to them these needs are of high priority.

Sometimes when we consider the many things we could do, are asked to do, and probably should do in connection with these many opportunities and needs, we have a sense of frustration.

But let us always remember—*we are not alone*. There are many groups and individuals interested in serving these objectives—many groups with much to contribute and with specialized abilities and services.

Your chamber of commerce, local development corporation, or planning board probably is deeply interested in developing the economy of your area, as are the local banker and other businessmen.

Every area has a PTA, church groups, women's clubs, and others interested in educational, cultural and recreational facilities.

Numerous agencies of your local government and State government have specialized assistance to offer, as do the local representatives of numerous Federal agencies. Each

of the USDA agencies has much to offer local people as they work to improve opportunities for life in their community.

If we look upon this as a job we must attack through our programs alone and independently, frustration is inevitable.

Let's ask ourselves: What are the various local organizations and groups already interested and trying to do something about these needs? What local groups might develop greater interest and activity? What can we do to help make their interests and efforts more productive? What might we do to help bring more assistance to them from our university, a nearby college, another community, State or Federal agencies, local businesses?

Let's ask ourselves: Who are the others who have or might develop a competency and interest in helping? Can I do something to facilitate this?

How can I use my limited time and talent to make the greatest contribution in stimulating progress?

In any case we make our greatest contribution to progress in serving these needs when we recognize that we are not alone—when we work closely with other groups, organizations and agencies, encouraging their greater accomplishment, looking for the critical places where our contribution may be essential and help people get the help that is available.

All county Extension workers know they are not alone. We do have excellent communication, cooperation, and coordination with a host of other groups in supporting community action. Through such cooperation and with a continuing educational program we can contribute broadly to improving rural life. □